

CHAPTER 1

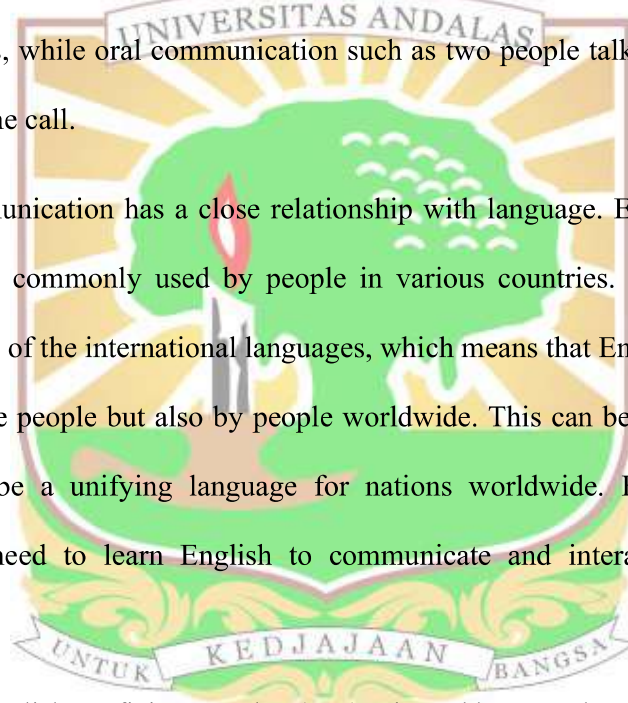
INTRODUCTION

1.1 Background

Communication is a way for humans to interact, exchange information, share ideas, and give instructions to other humans. There are two ways humans communicate, that is by writing and speaking or what is also called oral communication. Furthermore, written communication such as letters and online chat messages, while oral communication such as two people talking face-to-face or over a phone call.

Communication has a close relationship with language. English is one of the languages commonly used by people in various countries. That is because English is one of the international languages, which means that English is not only used by native people but also by people worldwide. This can be interpreted that English can be a unifying language for nations worldwide. For this reason, Indonesians need to learn English to communicate and interact with people worldwide.

The English Proficiency Index (EPI) released by EF Education First (2021, in Threestayanti, 2021) states that Indonesia ranks 80th out of 112 countries in the world in English proficiency. This means, that Indonesia still occupies a low position in English proficiency. Based on Ala (2021), one of the reasons for the low level of English proficiency among Indonesians is due to pronunciation problems.



Pronunciation is a way of producing a word or sentence in a language. Speakers who want to produce words in English, then they need to pay attention to the pronunciation, if the speaker's pronunciation is correct, then the word will be well understood by the listener, on the contrary, if the speaker makes errors in pronunciation, then the listener will not understand. For this reason, we need to pay attention to pronunciation to produce words and sentences.

O'Grady (2019) states, there are two features of English pronunciation, namely segmental features and suprasegmental features. Segmental features, also known as phonetic sounds, refer to the vowel, consonant, and diphthong sounds that make up a word. Segmental features play an important role in the formation of word meaning. Meanwhile, suprasegmental features refer to emphasis, accent, rhythm, intonation, and fluency in the pronunciation of words. The above makes the researcher conclude, that segmental features and suprasegmental features are two kinds of important features in English pronunciation.

Correct English pronunciation is a challenging skill to learn. Many students take a long time to be able to pronounce English words correctly. As an English learner, three years in high school is insufficient time to absorb English pronunciation perfectly. That's why it is important to work hard and practice every day to improve your English pronunciation skills.

Correct and understandable pronunciation is one of the important targets to be achieved in language teaching. Every language learner is expected to perfect their pronunciation. Perfect pronunciation of English words is the last result in

language learning, which means, students are considered to pass English learning if they can pronounce English words correctly.

Pronunciation is the most crucial thing in learning English. In communicating with other humans, good and correct pronunciation, as well as the right speaking style are very important factors so that the intent to be conveyed can be understood properly. Students who use English revealed that the main difficulty in speaking English is the perfect pronunciation. These learners assume that native people do not understand what they say unless they pronounce it correctly (Derwing and Rossiter, 2003).

Previous research conducted by several experts revealed that mispronunciation of dental sounds is more common in non-native people, who didn't use dental sounds in their language. Bradlow and Bent (2008) mentioned that dental is considered one of the pronunciation features that often cause problems for non-native speakers and listeners. Bradlow and Bent reported that many non-native speakers, especially those from countries that do not have dental consonants in their language, find it very difficult to reproduce the dental sounds of English. For example, English has two dental sounds, namely /θ/ which is found in the word "think" and /ð/ which is found in the word "that". This error is also common among Indonesian students learning English pronunciation.

During a visit to Senior High School 14 Padang on April 19th, 2024 the researcher asked students that she met in the school canteen to pronounce some English words. The researcher realized that none of them pronounced the words

correctly. (RR) an eleventh-grade student was asked to pronounce the word “anything”. The student pronounced it as /eni.tɪŋ/, he changed the sound /θ/ to /t/. (NA) a tenth-grade student was also asked to pronounce the word “although”, the student pronounced it as /altook/, she changed the consonant /ð/ to /t/. This makes the researcher argue that Senior High School 14 Padang students have difficulty producing English words correctly, especially words containing dental sounds. For this reason, the researcher thinks it is necessary to conduct official research at the school regarding dental sounds.

Indonesian does not have the dental consonant sounds commonly found in English. This is a challenge for Indonesian learners in producing dental sounds. In many cases, it is found that students are still unable to pronounce the sound /ð/ and replace it with /d/. The mother tongue also influences this error. As a result, they found it difficult to produce dental sounds in English.

Analyzing the mispronunciation of dental sounds is very beneficial for pronunciation teaching, as this can lead to appropriate techniques for teaching the correct pronunciation of dental sounds. Therefore, this study focuses on describing the mispronunciation of fricative dental sounds, namely on the consonants /θ/ and /ð/ in English performed by the students of Senior High School 14 Padang.

1.2 Theoretical Frameworks

This study aims to analyze the errors in the pronunciation of dental sounds in English made by students of Senior High School 14 Padang. In analyzing the data, the researcher will refer to the following theories:

1.2.1 Interlanguage Phonology

The term Interlanguage appeared first in a book written by Selinker, (1969) which explained the transition from the source language to the target language by using a temporary grammar because of its changeable (unstable) application. Richards (2010) defines Interlanguage as the type of language produced by second and foreign-language learners who are in the process of language learning.

According to Corder, (1981) Interlanguage (IL) is rarely used in communication which causes problems in norms because from the beginning interlanguage was never aligned with norms when it was developed. In linguistics, the scientific development of language is usually stable and situational, but language can change over time, such as in English. English is often known as a language that evolves. Such changes can occur in its pronunciation which can be caused by different accents and dialects. For example, the different accents of American, British, and Australian English, accents, and dialects are different from each other, which can affect the pronunciation of English, accents, and dialects are always changing. Some elements in English can be lost over time, such as the omission of syllables in certain words, for example, the word “want to” which is pronounced as /wanna/. The word is shortened to make speech faster and more

relaxed. Such pronunciations will continue to evolve and change with the times. So we as language users cannot use the language of one era or period as a reference.

Interlanguage phonology is a subfield within the L2 acquisition process. Interlanguage phonology focuses on the phonological development of second and foreign languages. The field examines how the mother tongue and target language of language learners interact in the production of their pronunciation, as well as how this interaction can affect their second language. Gobir (2022) states, interlanguage phonology can help identify the influence of the mother tongue and IL can also be used for diverse research subjects.

IL has both mother tongue and second language characteristics. Thus, the process is from the mother tongue, then language transfer, and finally the target language. Richards (2010) classifies two types of language transfer namely; positive transfer and negative transfer. Richards further explains that positive transfer is a transfer that facilitates language learning. This happens when the mother tongue and the target language have similar forms. For example, Indonesian and English have the consonant /k/, 'rock' in English, and 'rok' in Indonesian, which has a different meaning. Furthermore, negative transfer also known as interference is the use of native language patterns or rules that result in errors or inappropriate forms in the target language. For example, Indonesian English learners produce double consonants. In Indonesian there are only single consonants, which means there are no double consonants in Indonesian, so when they produce the double consonants, there is interference from Indonesian. For example, in the word 'happy',

learners produce it as /hepi/ instead of /hæp.i/, they omit the double consonant. (Richards, 2010).

When language learners learn a new language, each student has a form of IL until one is fluent or masters the target language. The results of IL can be seen from the language errors used by language learners who are not native speakers of the language itself. This ability is a characteristic of learning a language, by analyzing errors language learners are expected to understand their learning.

1.2.2 Phonology and Phonetics

Phonology is one of the branches of science in linguistics, that serves to analyze the sound system and also research on how sounds are produced. Not only that, but phonology also has patterns and systems that analyze various phonemes according to their functions. According to Katamba, (1989), Phonology is a branch of linguistics that investigates how sounds are used systematically in different languages to form words and speech. Phonology studies how human sounds are produced and can be used in a particular language, while phonetics studies how these sounds are produced and can be received properly. Phonetics in phonology can be distinguished in several aspects. However, the significant difference between phonetics and phonology is that phonetics focuses on the physical aspects and the sound production process, while phonology focuses on how sound functions in the language system, as well as the relationship between sound and meaning. However, phonology and phonetics are two related fields of study and are very important in

analyzing language. Phonology and phonetics are branches of linguistics that cannot be separated, to study phonology requires phonetics.

Phonology involves analyzing the equivalent organizational system of sign language. Phonology is a branch of linguistics that focuses on the study of the rules and sound systems produced in a language. Phonology contributes greatly to the correct pronunciation of the language.

The discussion of pronunciation in language refers to the study of sounds applied in the science of phonetics. In addition, phonetics refers to the study of the physical production and understanding of speech sounds, including the study of intonation and stress. The study of suprasegmental phonetics is related to pronunciation that goes beyond the segmental level of sound production. The components of stress are pitch, duration, and intensity.

A syllable is a basic unit of stress. Generally, a syllable consists of one or more consonants followed by a vowel. In English, the common form of a syllable is a vowel preceded by one or more consonants. A syllable can be emphasized by using a higher pitch, lengthening the vowel, making it louder, or even a combination of these. Giegerich (2006) states that each speech sound is grouped into syllables and the sounds are converted into high-level rhythmic units, which we call the 'stress feet'. Giegerich further states that the syllable is the most important unit to explain the phonological and phonetic structure of a language. Giegerich states that there is a relationship between syllables and sonority. According to him, syllables have the nature of sonority. Before that, he explained the definition of sound

sonority. Sonority is the relative loudness of a sound based on its strength compared to other sounds. Sounds in language can be ranked by relative sonority, where the voiceless oral stop has a low sonority, while low vowel sounds have the highest sonority of all sounds in language. Through this sonority theory, Giegerich provides a general understanding of what a syllable is, which represents those syllables associated with sonority peaks in such a way that, in a given set of phonemes, one syllable has one sonority peak.

Giegerich states that determining the syllable structure will make it easier to recognize phonological units. The syllable begins with one or more consonants called onset, followed by a vowel called nucleus, and then ends with a consonant called coda. To form syllable, it is important to pay attention to the location of the vowel. A vowel can be a syllable without an onset and coda. Combining the nucleus and coda will result in a syllable rhyme. The syllable structure can help to determine the error in producing a word. For example, the word “cat”, will be described using a syllable structure.

1.1 Syllable Structure of “Cat”



The syllable structure above shows that “cat” is monosyllabic, which is produced into /kæt/. The consonant /k/ is located in the initial position of the word

which is then called the onset, the vowel /æ/ is called the nucleus (peak), and the consonant /t/ in the word “cat” is called the coda. The confluence between the nucleus and coda creates rhyme, the rhyme is located on /æt/. The confluence of onset, nucleus, and coda produces a syllable. However, a vowel or nucleus can be a syllable without consonants acting as onset and coda. For example, with “a” in a sentence, “a” is also called a monosyllabic. For this reason, the nucleus or peak plays a crucial role in producing a word.

1.2.3 Concept of Pronunciation

1.2.3.1. Pronunciation

Pronunciation refers to the production of sounds used by speakers to create meaning. This includes attention to specific sounds in a language or what are called "segments". Some of the features that play a role in shaping sound production in English are the segmental level, aspects of speech beyond the level of sounds produced by individuals such as intonation, stress, phrasing, rhythm, elongation, as well as including suprasegmental features, how sounds are produced or sound quality, and in a broader definition, attention to body movements, expressions that are closely related to the way speakers speak in a language (Gilakjani, 2012).

English pronunciation is the components that comprise the arrangement of sounds produced by individuals that make up an utterance, to knowing how to pitch - the rise and fall of sounds used to convey meaning to the listener (Hewings, 2007). According to Hewings, it is very important to recognize sound structures in English, such as consonants, vowels, and intonation. Important differences between English

and other languages will be highlighted along with specific characteristics of English pronunciation.

Consonants are sounds that are made by causing the blockage, also known as a partial blockage in the mouth. Students are only able to produce the correct sound when they can hear and do careful practice. Consonants are grouped into two parts, namely voiced consonants and voiceless consonants. Voiced consonants are consonants that are produced when the vowel cords vibrate. That is, the vibrations that occur in the vowel cords will create sound. Meanwhile, voiceless consonants are sounds that are created without vibrations of the vowel cords (Dale and Poms, 2005:116). Consonants can be produced through the movement of the tongue and lips, and voiceless consonants are strongly related to air pressure in the mouth. Based on place of articulation, consonants are categorized into eight parts, including bilabial, labiodental, dental, alveolar, palatal, velar, and glottal (Basri, 2018). Further, it will be explained in the table below:

Table 1.1 Chart of English Consonants

Manner of Articulation	Place of Articulation							
	Bilabial	Labiodental	Dental	Alveolar	Alveopalatal	Palatal	velar	Glottal
Stop	p b			t d			k g	
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Lateral liquid				l r				

Retroflex liquid								
Glide	(w)					Y	w	

Notes: For paired consonants, the sounds in the high position indicate voiceless, and those in the low position are voiced Katamba (1989, in Basri 2018)

Vowels are sorted according to where they are pronounced in the mouth on the phonemic chart. Thus, the top vowel row is made high in the mouth, the middle vowel row is made in the middle of the mouth and the lower vowel row is made low in the mouth. Similarly, with the vowel row, the vowel row on the right side is made at the back of the mouth, while the left vowel row is made at the front of the mouth. It is useful for the teacher and the learner to remind them that English has more and longer, vowel sounds than the first language the language learner is used to, therefore the learner needs to listen carefully to the vowel sounds, also to understand how to distinguish each vowel sound and understand the places where they should make the vowel sounds. (Gilakjani, 2012). According to Ladefoged, (2006), vowels are defined as sounds produced by the resonance of air through the vowel tract without any significant obstruction to the airways. Previously Jones, (2002) also had an opinion about vowels, according to him vowels are when the tongue takes a vowel position, the resonance space will be formed to modify the quality produced by the sound, also causing sound quality and different tones.

Diphthongs are part of the vowel sound. A diphthong is a combination of two different vowels that are pronounced together to produce one syllable. Diphthongs are created by sliding one side of a vowel into the other. Diphthongs are represented phonetically by a sequence of two letters, the first of which indicates the starting point while this can indicate the direction of movement to produce the

sound. A diphthong is also defined as an independent vowel glide that does not contain a prominent peak or "trough". By vowel glide, we mean that the organs of speech start from one vowel to another, while by "independent" we mean that the glide is made, and cannot be avoided simply because of the sound that precedes or follows. Diphthongs in phonetics are classified into three, namely top diphthongs (caps) middle diphthongs, and lower diphthongs.

Very few English language learners can speak a second language (L2) without showing evidence of transferring pronunciation features from the mother tongue (L1) which is evidence of the difficulty of acquiring pronunciation similar to the first language, especially for language learners who are adults and already have "boundaries" about what is considered a certain sound, place of sound production or a different way of pronunciation that is slightly different from the first language of the language learner.

2. Dental consonants

Dental sounds are articulated by placing the tongue on the front teeth or between the back teeth and the front teeth. Dental consonants are classified into two categories, namely voiceless dental consonants and voiced dental consonants. Voiceless dental consonants are consonants that are produced without involving the vibration of the vowel cords. One example of a voiceless consonant is the consonant /θ/ which is produced by holding the airflow out of the mouth suddenly, producing a loud, firm sound. Whereas voiced dental consonants are consonants produced by creating vibrations in the vowel cords when pronouncing a syllable. An example of

a voiced dental consonant is the consonant /ð/ which is produced by placing the tongue on the front teeth and regulating the airflow out of the mouth to produce vibrations in the vowel cords. Dental consonants have many other examples in English, including the consonant /θ/ as in the word "think", and the consonant /ð/ as in the word "that". In this study, we will focus on dental fricative sounds (Stibbard, 2022).

Dental fricative sounds are sounds produced by the flow of air being obstructed by the tongue placed between the upper and lower teeth. Thus, in dental fricative consonants, the sound is made by the obstruction when the flow of sound is blocked by the tongue (produced by passing air through the narrow gap between the front teeth and the tongue). In English dental fricatives consist of two phonemes namely /θ/ and /ð/. The phoneme /θ/ is a voiceless fricative (absence of vibration of the vowel cords), produced by placing the tip of the tongue between the upper and lower front teeth, while the phoneme /ð/ is a voiced fricative, produced by involving vibration of the vowel cords, and is done by placing the tip of the tongue between the upper front teeth and also enclosing the lower lip. Some experts have mentioned in previous research that producing dental fricatives is quite difficult for learners to practice because they do not have the experience of a second language like that of their mother tongue. However, this can be overcome by continuing to practice until they can pronounce it perfectly (Stibbard, 2022).

1.2.4 First Language Acquisitions

First language acquisition is the process by which children achieve fluency in their native language. This first language acquisition ability is genetically inherited but for certain languages that children speak, it can be acquired from their environment. Children acquire their first language naturally or without tutoring. A child growing up in a Minang-speaking community will have a good command of the Minang language, while children exposed to English-speaking communities will be able to speak English.

First language acquisition is much easier than second language acquisition. Because children will follow their mother tongue that has been stored in their brains since infancy. This is why parents should communicate a lot with their children when they are still babies, especially if parents take the initiative to teach their children multiple languages, thus children will be exposed to many languages.

First language acquisition is a very crucial process for children's cognitive development. When children are young, they will observe, listen, and try to practice what they catch from their environment daily. This allows children to process language automatically so that they are competent enough to communicate themselves. The process of foreign language acquisition takes place in different ways.

1.2.5 Second Language Acquisition

The process of learning a second language is also known as SLA. Second Language Acquisition is a discipline that specializes in studying the process of

second language acquisition. Second Language Acquisition is a sub-discipline of applied linguistics and has received attention from research conducted by various disciplines, such as psychology and education. It is the systematic study of how people learn a language other than their mother tongue.

SLA is a very interesting topic to study in the world of language research. M.H. Long, a linguistics expert argues about SLA. According to him, SLA can be influenced by three main factors, namely input, output, and interaction. Input is defined as the language that is processed and received by language learners, the output is the language that can be produced by learners and interaction is the meaning of communication that occurs between learners (non-natives) and native speakers (Long, 1991).

According to Lightbown and Spada, (2008) in their book, errors that occur in the process of learning a second language production can be caused by first-language interference, especially in terms of the use of vocabulary, proper grammar, and also pronunciation. For example, a language learner from Indonesia pronounces “Father” as /fader/, which means that the language learner makes an error in pronunciation, due to their mother tongue. Meanwhile, learners who are used to using a certain language in certain conditions can cause second language interference.

The process of second language acquisition better known as SLA is the process of learning another language other than the mother tongue. For example, a child who uses Minang as a mother tongue starts learning English when he starts

school. English is learned through second language acquisition. A child can learn English as a second language faster than an adult learns the English language.

Language acquisition refers to acquiring a language with little training. If someone is abroad and wants to master a foreign language, they can acquire this ability through daily interaction with local people in places such as markets, workplaces, and even in schools if they want to study abroad. This also applies to learning a spoken language.

1.2.6 English as a Foreign Language

English as a foreign language is a term used to describe that English is an additional language absorbed through educational institutions in a country that does not use English as the main language. A linguist Kachru, (1985) explains that countries that use English, but rarely use it are on an expanding circle. It is stated that English as a foreign language is on an expanding circle. EFL and ESL have differences in language contexts. However, they are often considered equivalent. The two terms are considered equivalent because the difference between the two is not clear. This is supported by the statement by Charles, (2000), that the difference between EFL and ESL is not clear, in Indonesia the difference in classification of the two is still a debate.

English should be considered a second language or a foreign language, which relates to the use of English in Indonesia. In Indonesia, local languages are mostly the first language, Indonesian can be interpreted as a second language, because students from regions in Indonesia only learn Indonesian when they are in

school. It can be said that English was acquired after they acquired the second language, namely Indonesian, meaning that English is the third language in Indonesia. At school, teachers do not use English as the dominant language. This is the reason why English can be interpreted as a foreign language. Due to the way it is applied and acquired. In Indonesia, English is the main foreign language studied.

1.2.7 Error Analysis

A). Definition of Error Analysis

Error analysis is standard to find out the errors made by learners in the process of second language acquisition. According to Richards, (2010), error analysis has been developed as a branch of applied linguistics since the 1960s. This analysis seeks to show that many learner errors are not caused by the language learner's mother tongue, but rather universal learning strategies. Therefore, error analysis is offered as an alternative to contrastive analysis.

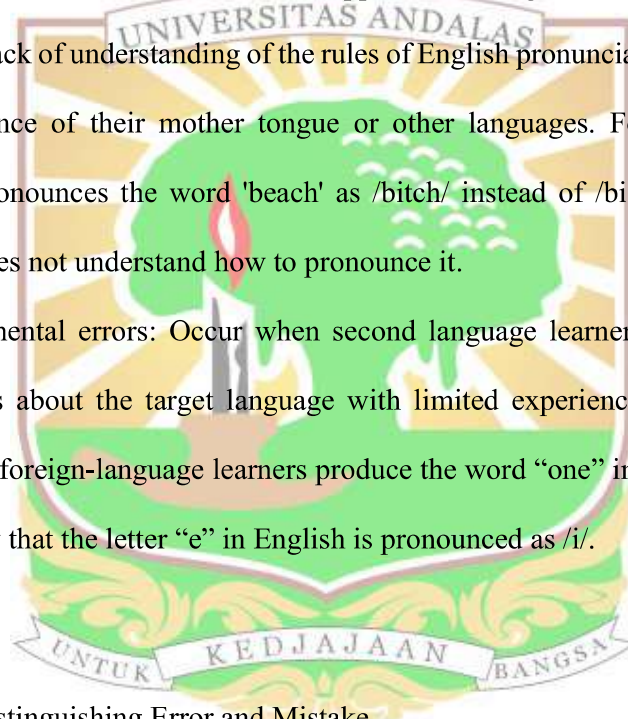
B). Causes of Error

Richards (1971, in Ellis, 1994) distinguishes the causes of errors that can occur, namely:

1. Interference errors: This is using elements from one language when speaking another. For example, errors in producing long vowel sounds, when Indonesian learners of English produce the word 'sheet' into /sit/ which should be /ʃi:t/ where the sound 'ee' should have a long vowel. This error occurs because in the learner's mother tongue, there is no long vowel, they produce it into /sit/ so there is a change in meaning. The error English sound /fʌd. əɹ/, which should be /fʌð.

æ/, this error is made by replacing the consonant /ð/ with /d/ due to interference from the learner's mother tongue which does not have the consonant /ð/, so that the learner pronounces using consonants that are almost the same as those in their mother tongue.

2. Intralingual errors: Reflects common rule-learning characteristics such as incorrect generalization, incomplete application of the rule, and failure to learn the conditions under which the rule applies. Intralingual errors occur due to learners' lack of understanding of the rules of English pronunciation, rather than the influence of their mother tongue or other languages. For example, the learner pronounces the word 'beach' as /bitch/ instead of /bi:tʃ/, because the learner does not understand how to pronounce it.
3. Developmental errors: Occur when second language learners try to build a hypothesis about the target language with limited experience. For example, second or foreign-language learners produce the word "one" into /oni/ because they know that the letter "e" in English is pronounced as /i/.

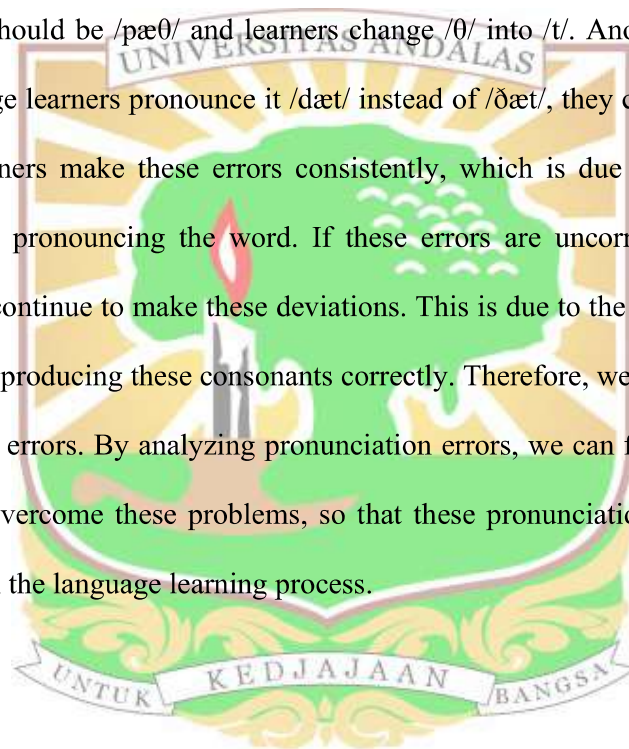


C). Distinguishing Error and Mistake

Errors are different than mistakes. Errors are deviations made by language learners consistently, so that second language learners cannot correct the deviations they make, this is due to the language learners' lack of knowledge. Meanwhile, a mistake is defined as a deviation caused by inattention, fatigue, and other things

related to one's performance, but they are still able to correct the deviation they made, this is usually carried out by old native people.

In this study, the researcher will analyze the errors in pronunciation produced by students in producing fricative dental consonants, namely the consonants /θ/ and /ð/. Previous research revealed that many students make errors in producing these two consonants. For example, learners pronounce /path/ into /pæt/ which should be /pæθ/ and learners change /θ/ into /t/. Another example is /that/, language learners pronounce it /dæt/ instead of /ðæt/, they change /ð/ to /d/, language learners make these errors consistently, which is due to their lack of knowledge in pronouncing the word. If these errors are uncorrected, language learners will continue to make these deviations. This is due to the learners' lack of knowledge in producing these consonants correctly. Therefore, we need to analyze pronunciation errors. By analyzing pronunciation errors, we can find and provide solutions to overcome these problems, so that these pronunciation errors do not occur again in the language learning process.



1.2.7.1 Factors Influencing Pronunciation

Based on the explanation in the previous section, the researcher found several causes of errors in the pronunciation of second or foreign-language learners. Previous studies used various theories and perspectives to examine the factors that cause errors in student pronunciation. However, the problem of pronunciation errors remains unsolved to this day. For this reason, the researcher uses a different

point of view to reveal the factors that influence the pronunciation of language learners. Many factors influence pronunciation. Gilakjani (2011) classified eight factors that influence pronunciation, including:

a. Accent

The accent is the auditory effect of a speaker's pronunciation that can identify where the speaker is from. Lenneberg (1967, in Gilakjani, 2011) states that adult English learners have a foreign accent when speaking English, this can identify that the English learner is not a native speaker. This means that the more mature a person is in learning a second or foreign language, the more they will struggle to adopt the accent of the second language and be heavily influenced by the accent of their mother tongue. A few linguists also support the idea, known as the Critical Period Hypothesis, that a learner must start learning a second or foreign language before the age of 7 to adopt native-like pronunciation. If language learners can develop a native accent, their pronunciation will be more understandable.

b. Stress, Intonation, and Rhythm

Some languages or perhaps entire languages have rules on word stress, such as English. In English, the stress is usually on the first syllable. This stress can also affect pronunciation. When an English learner puts stress on a syllable that should not have stress, their pronunciation will sound like a non-native speaker, and their utterance can also risk not being understood by the listener. O'Brien (2004, in Gilakjani 2011) reported the results of a study on the importance of stress, intonation, and rhythm for a native-like accent in German. Native German speakers

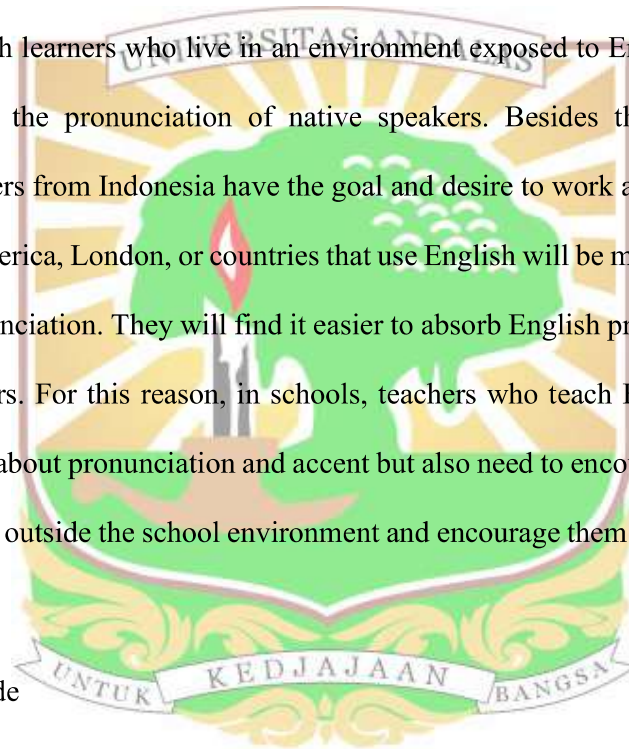
were asked to rate American university students who read passages in German aloud. The study found that native speakers focused more on stress, intonation, and rhythm than individual voices when rating speech samples as native-like. Therefore, when speaking English with native speakers, language learners should pay attention to stress, intonation, and rhythm in their pronunciation.

c. Motivation and Exposure

English learners who live in an environment exposed to English will more easily absorb the pronunciation of native speakers. Besides the environment, English learners from Indonesia have the goal and desire to work and study abroad such as in America, London, or countries that use English will be motivated to learn English pronunciation. They will find it easier to absorb English pronunciation like native speakers. For this reason, in schools, teachers who teach English not only need to teach about pronunciation and accent but also need to encourage learners to speak English outside the school environment and encourage them to interact using English.

d. Attitude

Second or foreign language learners' attitudes towards the pronunciation of the language can affect their pronunciation. Elliot (1995, in Gilakjani 2011) found that students who are more concerned with the pronunciation of the target language, tend to have better pronunciation. For example, when English learners consider the importance of learning English pronunciation they will more easily absorb the



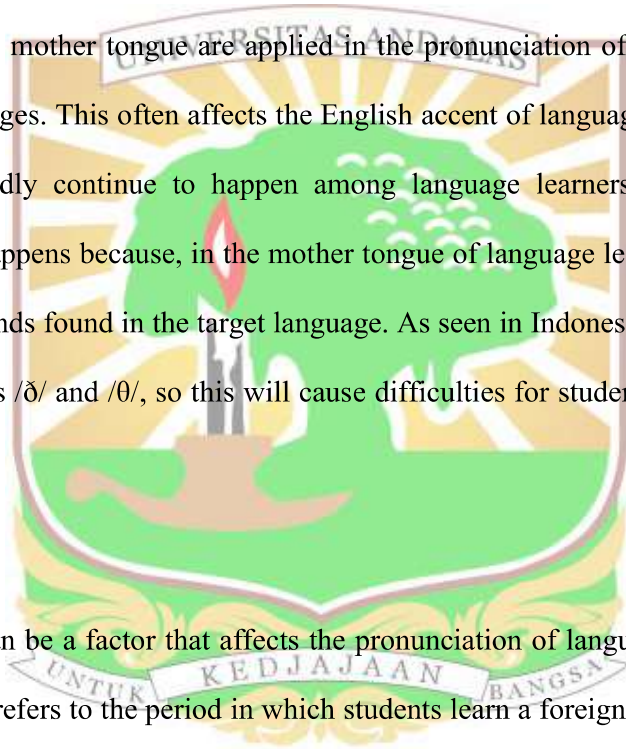
English pronunciation, compared to those who do not care about the importance of English pronunciation in the absorption of the language.

e. Mother Tongue

According to Avery and Ehrlich, (1992), the mother tongue is applied in the second language, and this affects the accent of the foreign language. This happens among students learning English all over the world, where intonations, sounds, and patterns in the mother tongue are applied in the pronunciation of the second and foreign languages. This often affects the English accent of language learners. This will undoubtedly continue to happen among language learners. According to Enrich, this happens because, in the mother tongue of language learners, there are no certain sounds found in the target language. As seen in Indonesian, there are no sounds such as /ð/ and /θ/, so this will cause difficulties for students in producing these sounds.

f. Age

Age can be a factor that affects the pronunciation of language learners. In this case, age refers to the period in which students learn a foreign language. Most Indonesian students learn English when they are in the fourth grade of elementary school. Nation and Newton (2009) state that if language learners start learning a foreign language before the age of six, it will not cause an accent from the learner's mother tongue. On the contrary, if they learn English at the age of more than 12 years, then the native accent or accent in their mother tongue will be more dominant. It can be concluded that the younger a person learns a second language (SL) or



foreign language (FL), the easier it is to absorb English. Conversely, the older a person is in learning English, the more difficult the absorption of the language.

g. Teacher Instruction on Target Language Exposure

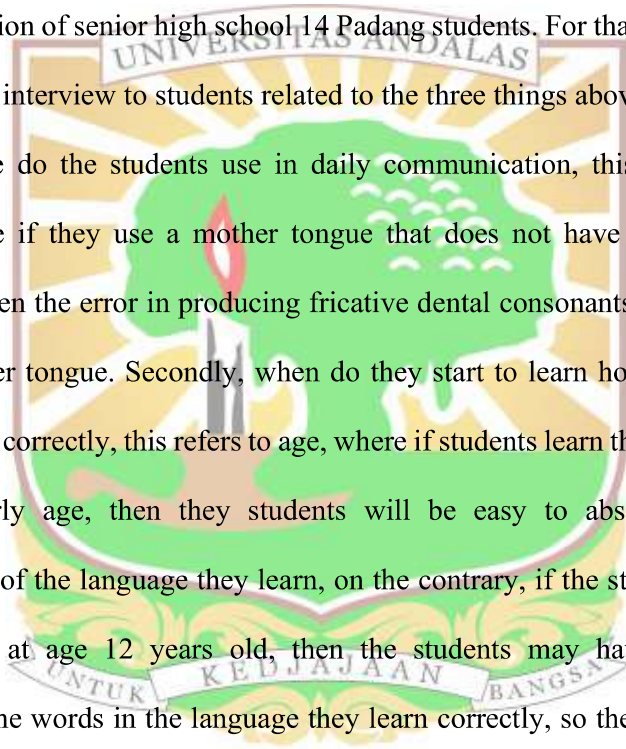
In general, English language teaching focuses on four main skill areas, namely reading, writing, speaking, and listening. Pennington (1994) explains that pronunciation is a major component and the most important component in linguistics. Elliot (1995, in Gilakjani, 2011), teachers consider pronunciation not the most important thing or less useful in learning English as a basic skill. This often makes teachers avoid giving practice on correct pronunciation in class. Thus, students are not taught the correct pronunciation in the classroom. This also influences students to make mispronunciations in the target language.

h. Personality

Similar to attitude, language learners' personality can also affect their pronunciation. In addition, the level of exposure and use of the target language can also affect the pronunciation of language learners. For example, students who are exposed to and accustomed to using English confidently and boldly in front of native speakers or language teachers, they will more easily master the pronunciation of the target language because they tend to practice their pronunciation. On the other hand, some learners who feel uncomfortable trying new speech and using a language other than their native language and think the new language sounds “weird”, then over time may decide that learning English pronunciation is useless.

So the learner's personality can both encourage and hinder the absorption of English pronunciation.

In this study, the researcher only took three factors that influence the pronunciation of language learners at Senior High School 14 Padang, including the influence of mother tongue, age, and teacher instruction on target language exposure. The researcher wants to see the extent to which these three factors affect the pronunciation of senior high school 14 Padang students. For that, the researcher gave a written interview to students related to the three things above. For example, what language do the students use in daily communication, this refers to their mother tongue if they use a mother tongue that does not have fricative dental consonants, then the error in producing fricative dental consonants may be caused by their mother tongue. Secondly, when do they start to learn how to pronounce English words correctly, this refers to age, where if students learn the pronunciation at a very early age, then they students will be easy to absorb the correct pronunciation of the language they learn, on the contrary, if the students learn the pronunciation at age 12 years old, then the students may have difficulty in pronouncing the words in the language they learn correctly, so the cause of errors pronunciation of fricative dental consonants is because students learn the pronunciation at an unproductive age. The last question is, what is the dominant language used by the teacher in the classroom, if the English teacher dominantly uses the target language, then students can imitate the teacher's pronunciation, but if the teacher uses more of their mother tongue, then students will have difficulty being exposed to the target language.



Another reason for only testing 3 of the 8 factors is that some factors are similar to the factors tested, such as accent, which can refer to the dominant language used by students. As for student attitude, exposure, and motivation, researchers need a long time to observe these 3 factors. Therefore, the researcher tried to interact with and get observations from the English teacher at Senior High School 14 Padang in this study. As a teacher, she can provide an overview of students' motivation and attitude in learning English.

1.2.8 Contrastive Analysis

Contrastive analysis is comparing two languages by noticing the differences and similarities between the two languages. CA is the study of comparing two languages, the target language (TL) and the mother tongue (L1). According to Shagi, (2014), Contrast Analysis (CA) is the systematic study of a pair of languages, to identify differences and structural similarities between the two languages.

Brown, (2007) In his book, he explains that contrastive analysis in SLA is a method used to compare two or more different languages. The difference lies in the structure of the language. By applying CA in learning methods, target language teachers can identify difficulties that language learners might experience. The causes of difficulties that can be identified by the target language teacher such as differences between the mother tongue and the target language. For example, differences in phonological system, grammatical structure, vocabulary, and pronunciation.

Indonesian and English are two languages that have significant differences in terms of their phoneme system, vocabulary, pronunciation, and grammatical structure. For example, Indonesian has a simpler phoneme system than English. In the International Phonetic Alphabet, it can be seen that Indonesian only has 20-23 consonants and 6 vowels, and the pronunciation and articulation of each consonant are more consistent as a result. In addition, English pronunciation is more complicated than Indonesian because there are differences in the articulation of each consonant. In fact, in English, there are often consonants that are omitted when pronounced. For example, in the British accent, the consonant /r/ at the end of a word is usually not pronounced, for instance in the word “Car”. This is not found in Indonesian, because the consonant /r/ in Indonesian is pronounced clearly. For grammatical structure, Indonesian follows the Subject-Predicate-Object (S-P-O) pattern. Verbs in Indonesian do not change form according to the subject or time. English generally also applies the Subject-Predicate-Object (S-P-O) pattern. However, English verbs change form to identify the tenses and the subject.

In this study, the researcher used a contrastive analysis approach to compare Indonesian and English. Dental consonants, as is well known, do not exist in Indonesian. The researcher identified that the difficulties experienced by English language learners in producing dental consonants were due to their non-existence in their mother tongue.

However, not all difficulties in learning the target language are due to the differences between the mother tongue and the target language. Therefore, to

analyze the second language learning difficulties, it is not sufficient to use only the contrastive analysis approach.

1.3 Review of Previous Studies

Reviewing previous studies has the most important role in presenting the theoretical basis that supports this research. In this study, the researcher will explore more deeply the research literature conducted by previous researchers related to the research topics discussed. This review is the main basis that strengthens the theoretical basis used in this study. The researcher found several previous studies related to this research.

Maulidina (2020), *An Error Analysis of English Fricative Sound Pronounced by Gayonese Students*. The research conducted by Maulidina aims to find and identify various types of errors made by Gayonese students in pronouncing English fricative sounds, as well as the factors that influence these errors. Maulidina found that students have difficulties in producing the seven consonant fricative sounds, namely /v/, /ʃ/, /θ/, /ð/, /f/, /z/, and /ʒ/. She revealed that the most common types of errors made by students are substitution and insertion. The factors that influence them are interlingual transfer, intralingual transfer, and context of learning. The subjects of this study were students of Senior High School 1 Takengon. It can be concluded that Senior High School 1 Takengon students made errors in producing the sound /ʒ/ and often replaced it with the sound /j/ or the sound /dʒ/, for example in the word "measure" which is pronounced as /mejər/ or /mɛʃər/.

which should be pronounced /mɛzər/ and errors for the production of consonant sounds /ð/ and replace it with the sound /d/ or /t/. For example, the word "father" is pronounced as /fɑ:də/ while it should be pronounced /fɑ:ðə/.

The advantage of this study is that it provides useful information about the types of errors in producing the sounds /z/ and /ð/, /v/, /f/, /z/, and so on, as well as the factors that influence the errors made by Senior High School students 1 Takengon. Thus, it can help English teachers plan special exercises to help students correct errors in dental sound production. However, although this study succeeded in finding the factors that affect fricative sound production errors, this study has not developed practical solutions to overcome these problems, which is a shortcoming in writing this paper. The similarity between Maulidina's study and this study is that both use senior high school students as research objects.

Sariani (2020), *An analysis of Errors in Students' Pronunciation of English Vowels in the Sixth Semester Students of the English Language Education Department at Universitas Negeri Riau*. The purpose of this study is to examine the issue of students' pronunciation skills in English pronunciation. Through this study, the researcher wanted to analyze the error rate of sixth-semester students of the English Language Education Department of Riau State Islamic University in producing English vowel sounds. The researcher used a quantitative approach by conducting a vowel pronunciation ability test consisting of 20 words containing vowels in English, using 57 students as participants. The researcher analyzed the data obtained using descriptive statistical methods.

The results showed that students made errors in the pronunciation of English vowels. The research conducted by Sariani provides an overview of several factors affecting students' difficulties in pronouncing English vowels correctly, from the results of her research, Sariani confirms that the factors that cause these difficulties are mother tongue interference, perception of speech sounds, language production processes and also phonological simplification.

One of the strengths of Sariani's research lies in the use of objective research methodology. This is useful for revealing the facts in the field, the data obtained is very accurate. In addition, the presentation of data is quite clear and uses simple language, so that readers can easily understand the content of her research. However, there are some shortcomings in the thesis written by Sariani, firstly, this research only focuses on finding errors and the causes of students' English vowel pronunciation errors but does not provide actions that need to be taken to correct the pronunciation errors in English vowel sounds, so that there are no ongoing pronunciation problems. However, it is undeniable that Sariani's research provides valuable insight into the pronunciation errors made by sixth-semester students of Riau State Islamic University, and can serve as a guide for students to continue learning to improve their English pronunciation. This research has similarities with the study conducted by the researcher, in Sariani's research, she focuses on pronunciation, and the research conducted by the researcher is also the problem of student pronunciation.

Arsanto (2021), conducted research that aims to find out the pronunciation errors of interdental consonants made by first-semester students of Sanata Dharma

University. In writing the background of the research, Arsanto, explains the importance of correct English pronunciation for English language learners, the researcher also mentions that interdental consonants are one of the important sounds in English. However, according to the researcher, there are still many Indonesian English learners who have difficulty pronouncing interdental consonant sounds in English.

The finding of this study is that the majority of first-semester students of the English Education Study Program of Sanata Dharma University have difficulty pronouncing interdental consonants, especially consonants /θ/ and /ð/. The result of this study shows that there is a problem with the pronunciation of interdental consonants in those students. The researcher also revealed that the pronunciation errors were due to the student's lack of awareness and understanding of the articulation of interdental consonants and emphasis on word pronunciation. The researcher gave practical recommendations that students can do to improve their pronunciation. The researcher recommended that students should do more pronunciation exercises. This research is related to the research conducted by the researcher because it both studied dental consonants.

The strength of this study is that the methodology used is very well structured, using a combination of pronunciation tests and interviews as data collection instruments. The researcher present the data in a good and detailed manner, with analysis and selection of valid data. The researcher also provide practical recommendations based on the results of their research, to help students learn English in the classroom. However, this study does not explain the sample

size used in the study clearly and in detail, This causes the reader to be ambiguous about the sample used in this study.

The last research that the researcher reviewed was Simarmata and Pardede (2018). The research entitled “*Error Analysis of Students Pronunciation in Pronouncing English Vowel Consonants*” aims to analyze the errors made by students in pronouncing English vowels of tenth-grade students of SMK Karya Serdang Lubuk Pakam. The researcher used a quantitative descriptive method. The sample used in this study was tenth-grade students in the 2017/2018 academic year.

The results of this study show that there are several types of errors made by students, such as omission, addition, and mis-formation errors. These types of errors are the cause of misunderstandings in pronouncing sentences in English. The causes of these errors are interlingual transfer, intralingual transfer, and communication strategy. The similarity between the research and the research conducted by the researcher is that they both study pronunciation issues and make high school students the object of research with different locations and populations.

The advantages of writing the results of this research are empirical data-based, the researcher uses empirical data obtained directly from respondents, namely students involved in the study so that this research has high validation and reliability. Detailed delivery is also another advantage of writing this research. The researcher did not find any deficiencies in the writing, as well as the presentation of data from the results of the study.

Based on the reviews and findings in the previous related studies above, the researcher concludes that there are many similarities between these studies, although there are some things that are different. The similarity of the research is analyzing errors in pronunciation made by students and learners of English, with different variables and samples. The research (Maulidina), focused on the” fricative consonant sounds /f/, /z/, θ/, /ʒ/, /ʃ/, /v/, and /ð/. The second study (Sariani), focused on vowel sound production errors and found dominant errors in vowel sounds. The third study (Arsanto) focused on interdental consonant sound errors in first-semester students majoring in English Education at Sanata Dharma University. The last study (Simarmata) also focused on English vowel pronunciation errors. In this case, the research is focused on the pronunciation errors of dental sounds by students of Senior High School 14 Padang, which is different from the previous research.

One of the uniqueness of this study is that, in this study, to reveal the causes of errors and factors affecting pronunciation, the researcher used two different theories, including Richard's theory (1971, in Ellis, 1994) on the causes of errors and in Gilakjani (2011) on factors affecting pronunciation. The aim is that the problem of English pronunciation in Indonesia can be resolved immediately. Similar things were not found in previous studies.

1.4 Research Questions

In this research, the research question is:

1. What errors do students make in pronouncing English fricative dental consonant sounds?
2. What are the causes of errors and factors that influence students' pronunciation in producing English fricative dental consonant sounds?

1.5 Objectives of the Study

The research objective according to the research question is:

1. To find out what errors students make in pronouncing English fricative dental consonant sounds
2. To find out the causes of errors and factors that influence students' pronunciation in producing English fricative dental consonant sounds.

1.6 Scope of the Research

Based on the research questions, the researcher limited this study to the analysis of dental fricative sound errors, namely in the sounds /θ/ and /ð/, as well as the factors that cause them. The researcher chose dental fricative sounds because both sounds are very difficult to produce in English pronunciation. The object of this research is the students of Senior High School 14 Padang, in the academic year 2023/2024.

