

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Research

English is a universal language which an extremely useful communication tool in this globalization era. In Indonesia, English is a foreign language since it does not have a major role in society. In learning a language, 4 skills have to be mastered, there are listening, reading, writing, and speaking. Brown and Yule (1983) stated that speaking is the most important ability that students will evaluate in practical situations. Therefore, when speaking, a speaker should use correct pronunciation to avoid misunderstanding, due to there is no correlation between spelling and pronunciation in English. According to Odlin (1989) as cited in Nunan, (1995) stated that first language will strongly affect the sounds of the target language. It is also known as first language interference.

The study of the first-language interference has been done by applied linguists since several decades ago. This case includes the study of psycholinguistics and second-language acquisition. These two disciplines have explained the nature of first language interference. The result of those disciplines is that the first language interference occurs due to the role of individual factors such as motivation, environment, learning style, etc. However, the causes of why the first language interference occurs are have changed over time and not always the same for every subject. Hence, studying the first language interference is important to prevent errors continuously.

The first language interference studied in this research deals with the first language phonological rules. In the phonological rules, when words are in contact or connected to each other, then the change of the sound occurs. It may usually happen in the last sound of the first word or in the first sound of the last word. The changes happen within the words because any word usually has more than one sound. When words are strung together, sounds change due to overlap or for ease of speech. In the rapid flow of normal speech, sounds change partially or entirely. In addition, the features of sounds in the phonological system of a language can be affected due to some process known as the phonological process. In general, there are five main types of the phonological process. The assimilation process is when the sounds become more similar to a nearby sound, such as in the word *handbag* pronounced as [hæmbæg] instead of [hændbæg]. The dissimilation process is when sounds become less similar, such as in the word *don't know* [doʊnt noʊ] pronounced as [də' noʊ]. Insertion or epenthesis process is when the speaker adds sounds, usually occurring in children around 5-8 years old, such in the word *blue* [blu:] pronounced as [bu-lu:]. The deletion or elision process is when a sound is removed from a word, such as in the word *fifth* pronounced as [fɪf] instead of [fɪfθ]. Lastly, the metathesis process is when switching around the sound, letter, or syllables such as in the word *ask* pronounced as [æks], or in Indonesian words it can be *lucu* pronounced as [utʃul], or *bisa* pronounced as [sabi] (Obied, 2015).

In English, there is no correlation between spelling and pronunciation. Therefore, pronunciation errors often occur. Whenever the speaker mispronounces, it would result in misleading and misunderstanding for the audience. Therefore, this

study case is substantial. Moreover, as an English department student, pronunciation error is a major problem. If the pronunciation error is ignored, then the speaker will not be aware of it, and it occurs again and again. This will have a negative impact for the speaker in the future. Error is not the same as mistake. An error occurs when the speaker is not aware and does the error continuously. Mistakes occur when the speaker is aware and fixes them right after he/she notices. In addition, there are several non-pronounceable or silent letters such as silent 'g', silent 's', silent 't', etc. which makes learners even more confused when studying English pronunciation.

This study takes data from Universitas Andalas students whose first or second language is Indonesian. Universitas Andalas is located in Padang City which is the capital city of West Sumatra. There are several pronunciation errors have been discovered, especially in phonemes that do not exist in the Indonesian phonological system. In Indonesian, the pronunciations are commonly sounded to be firm and clear. This is different from English which has many types of sounds in pronunciation, following the International Phonetic Alphabet (IPA). In English, there are twelve sounds of vowels which are divided into 2 types; short vowels such as /ɪ/, /e/, /ə/, /ʌ/, /ʊ/ and long vowels such as /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ While in Indonesian vowel sounds are: /i/, /e/, /ɛ/, /ə/, /a/, /u/, /o/, and /ɔ/ (Moeliono, 1985). Also, English has 24 consonants such as; [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w] . Consonants [ð], [ʒ], [θ], [ʃ], [ʒ], [tʃ], [dʒ], and a lot of English vowels do not exist in Indonesian. Therefore, most English sounds are unfamiliar and difficult for Indonesians to pronounce,

particularly fricative sounds, such as; /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/. According to Adnyani (2022), the most troublesome sounds for Indonesian students are fricative sounds. Thus, this type of sound requires special attention.

On the other hand, there are internal and external aspects that influence students' English pronunciation performance. The internal aspects refer to the students themselves which take the foundation in learning English like their enthusiasm and motivation. That statement can be seen and occurs among the class of 2020 students at the English department, Universitas Andalas. Most of them only speak English during the class. Yet, many of the students do not have encouragement to speak English because they are insecure as well. The external aspect refers to the outside of the students' control that impacts their performance in speaking English, such as the lack of English conversation experience with native speakers and professionals. In Universitas Andalas especially at the English Department, it is rare to find a native speaker, also Padang City is neither a tourist city nor a place with high demand by international tourists. Therefore, there is little chance of interacting with native speakers. As a result, students do not know how to pronounce the word correctly and speak English with poor pronunciation. For instance, the word *brother* is pronounced as [ˈbrʌðər] however, Indonesians commonly pronounce it as [ˈbrʌder], another example is the word *hair* mainly pronounced as [heɪr] instead of [heə(r)].

According to the explanation above, it can be concluded that the major reason why the first language interference in pronunciation occurs is because of the phonemic contrast. It can be found in consonants, vowels, and diphthongs which



have specific characteristics that are different from Indonesian. In addition, there are several non-pronounceable or silent letters that lead learners to errors and make them more confused when studying and speaking English. For instance, silent 's' as in the word *island*, silent 'g' as in *resign*, silent 'k' as in *knife*, etc. Furthermore, there are internal factors such as the motivation and enthusiasm of the student itself, and external factors such as the environment is not conducive and supportive to developing the student's English-speaking skills.

These occurrences occurred among English department students at Universitas Andalas, the class of 2020 as well. Based on the previously described issue, I would like to investigate more about the acquisition of phonemic contrast as produced by the students of Universitas Andalas in the English department: the class of 2020 students. Therefore, this research aims to reveal the erroneous fricative consonants and causes of pronunciation errors of English fricative consonants produced by the English Department, Faculty of Humanities, Universitas Andalas.

## **1.2 Theoretical Framework**

### **1.2.1 Definition of First Language, Second Language, and Foreign Language**

Language is an incredibly complex operation and process to understand. Therefore, people need to learn before using a language. To communicate with other human beings, a human has to understand at least one language, it is known as their first language. According to Gass et al. (2013), "first language refers to the first language that a child learns." The first language has been considered to be acquired during early childhood, starting before the age of three, it is commonly known as the mother tongue, native language, or primary language

(Sinha et al., 2009). On the other hand, the second language represents any language acquired after mastering the first language (Gass et al., 2013). Second language refers to a language that plays a big role in a particular individual or community, while foreign language refers to a language that does not play a big role in a particular individual or community. On the other words, a foreign language is a rarely spoken language in the user's environment.

The first language in this research is Indonesian, which is the mother tongue of Indonesian people. On the other hand, the second language in this research is English. In Indonesia, English has been a compulsory subject since elementary school. However, in the Indonesian academic context, the teachers or English language teaching primarily focused on developing students' grammatical skills without fundamentally considering students' pronunciation (Silalahi, 2016)

### **1.2.2 First Language Acquisition, Second Language Acquisition, and Foreign Language Acquisition**

Language is the primary instrument or method to express themselves and to communicate to other human beings. To understand and be capable of using a language, a process known as language acquisition is required. Language acquisition is a process that individuals go through to gain knowledge and comprehension of a language so they can use it to communicate. In the linguistic field, language acquisition is a well-established discipline (Fuentes et al., 2008). First language acquisition is commonly known as child language acquisition. First language acquisition starts purely in a natural situation, in the social environment in which the child grows up, and where the child receives only mother

tongue input (IPEK, 2009). Therefore, a child cannot choose his first language, because it happens naturally, unlike the second and foreign language. For the second language or foreign language learners, they are aware of the language they need or prefer to learn. However, it will be more difficult because it does not happen naturally. In general, Second Language Acquisition refers to the process of learning another language after the primary language has been learned (Gass et al., 2013)

The second language learner should be familiar with the target language as often as possible, and a lack of comprehensible input will prevent the language learner from progressing (Ellis, 1994). Additionally, foreign language acquisition occurs in a context where the language has no significant function in society and is mostly learned in educational settings. For instance, Indonesian speakers learn the German language in Indonesian schools.

### **1.2.3 Interlanguage Phonology**

When learning a language, students already have expertise in their mother tongue, or referred as NL. Then learning a language other than their mother tongue is referred as Target Language (TL). When someone is learning a language, they often imitate or translate the whole sentence regardless of the grammar of the target language and native Language. According to (Gass et al., 2013) interlanguage is the basic assumption in studies on Second Language Acquisition that learners produce a language system. In interlanguage phonology, also known as *interphonology* deals with the learner's basic understanding of a target language's sound system, which often differs from both the NL and the TL sound system the

learner combines the sounds of NL and TL (Barrios, 2018). Thus, the utterance of a learner does not sound like NL or TL.

#### **1.2.4 Pronunciation**

Communication can be done orally and nonverbal. Lots of research reveals that the majority of communication occurs orally or through speech. In order for speech to be well delivered to the listener, the speaker must have good pronunciation. Good pronunciation is required in order the listener may understand and not mislead the message. Pronunciation can be defined as expressing ideas, opinions, or feelings through spoken words. In the case of the second language, pronunciation teaching might involve any or all of these aspects: vowel, and consonant sounds, their modification in the linked speech stream, word stress patterns, rhythm, and intonation (Jenkins, 2004). In English, pronunciation is crucially important, because there is no correlation between written, spelling, and pronunciation. English pronunciation is one of the most difficult skills to learn, and the learner should put a significant amount of effort to improving their pronunciation (García, 2007). Considering the fact that English pronunciation is difficult, there is IPA (International Phonetic Alphabet) to make it easier for learners to learn any language pronunciation.

#### **1.2.5 First Language Interference**

When learning a language other than the native language, learners tend to depend on their native language. According to Mitchell et al. (2019) using known linguistic information to facilitate a new learning task is known as transfer.



Thus, errors often occur. Furthermore, according to Gass et al. (2013), there are two types of transfer in learning a second language:

- 1) Positive Transfer: occurs when the structure of native language is the same as the target language, and it can facilitate the learner.
- 2) Negative transfer: occurs when the native language's structure is different from the target language and leads to errors. Negative transfer is also called interference.

Interference is the impact of a learner's mother tongue on L2 production, which causes errors (Fedicheva, 2011). In addition, according to Fries (1945), first language interference is a major issue for a learner. It can be grammatical interference, phonological interference, or lexical interference. Therefore, interference is a common problem experienced by bilingual, multilingual, or foreign students.

### **1.2.6 Environment Occurrence of English Sound**

The fundamental of Phonology is sound distribution since it talks about the distribution and patterning of speech sounds. The environment of occurrence of a sound is the position in which that sound occupies in a word (Zapata, 2009). In other words, the distribution of sounds refers to the place or position of the occurrence of certain sounds.

According to Zapata (2009), English sounds may occur in the following ***word positions***:

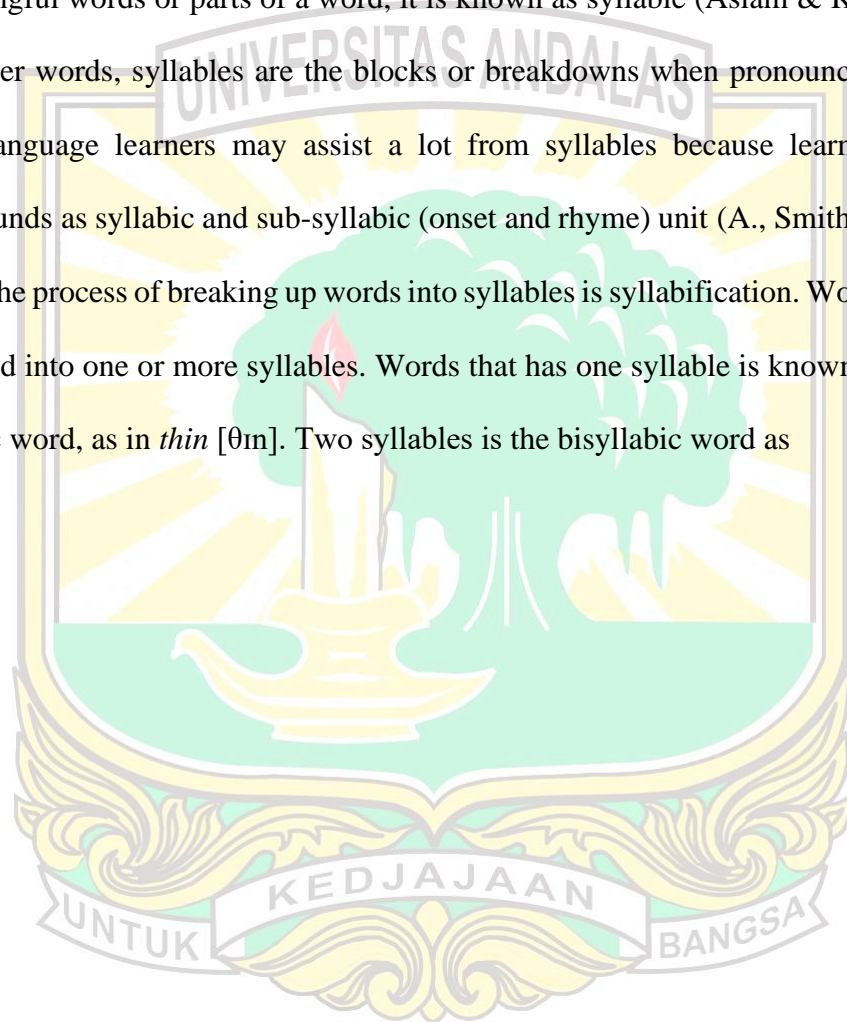
- 1) Word-initial position: Occurs at the beginning of the word and is followed by a vowel
- 2) Word-internal position: Occurs in the middle of the word and could be

preceded and followed by a vowel or consonant

- 3) Word-finally: Occurs at the end of the word and is preceded by a consonant or vowel

### 1.2.7 English Syllable

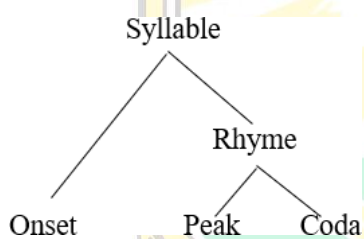
Every kind of language has its own particular way to combining sounds that create meaningful words or parts of a word, it is known as syllable (Aslam & Kak, 2007). In other words, syllables are the blocks or breakdowns when pronouncing the word. Language learners may assist a lot from syllables because learners memorize sounds as syllabic and sub-syllabic (onset and rhyme) unit (A., Smith, & Pitt, 1999). The process of breaking up words into syllables is syllabification. Words can be divided into one or more syllables. Words that has one syllable is known as monosyllabic word, as in *thin* [θɪn]. Two syllables is the bisyllabic word as



in *vowel* [ˈvaʊəl]. Three syllables is trisyllabic word, as in *develop* [dɪˈveləp], and more than three syllables are known as polysyllabic words as in *entertaining* [entərˈteɪnɪŋ].

The key component of a syllable is a vowel sound (V), which may exist before and/or after a consonant (C) or group of consonant/cluster consonants (CC/CCC). The multiple combinations could represent as: V, CV, CCV, CCCV, VC, VCC, VCCC CCCVCCC pattern, etc. (Aslam & Kak, 2007) For example *bag* [bæg] is CVC pattern, *could* [təʊld] is CVCC pattern, and *strict* [strikt] is CCCVCC pattern.

According to Giegerich (1922), there are tree structures or hieratical structures of syllable:



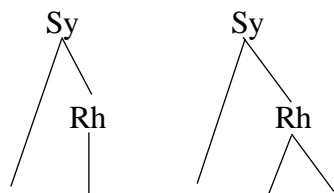
Peak: vowel or consonant of the sonority curve's peak / highest in sonority

Onset: consonant before the vowel (optional)

Coda: consonant after the vowel (optional)

Rhyme: the unit consists of peak and coda

For instance, as in the word *because* [bɪkəz]



On	Pe	On	Pe	Co
b	r'	k	ə	z

### 1.2.8 Error Analysis

The concept of “error” refers to a difference between accuracy or correctness in a language (Ellis, 1994). Errors are not the same as mistakes. Mistakes are caused by a slip of the tongue, the speaker is aware and will directly fix it. On the other hand, errors are systematic. It occurs continuously and is committed unintentionally by the speaker. Error analysis is used to show and analyze a learner’s knowledge about the language she/he has been learning. This method can be used as a tool to help learners establish their language understanding and improvement. A lot of errors occur as a result of the transfer of native language ‘habits’ and many more were not, learners tend to add creatively to the learning process (Ellis, 1994). Thus, error analysis refers to an analysis of errors made by the learners in producing the target language (Gass & Selinker, 2008). In addition, within an error-analysis framework, there are 2 kinds of error; interlingual and intralingual (Ellis, 1994).

- 1) Interlingual error: refers to the error that mirrors or follows the behavior of the native language structures
- 2) Intralingual error: refers to the outcome of the learner’s knowledge about the target language. Generalization based on learners' limited experience on the target language

### 1.2.9 Types of Sounds

- 1) Fricative Sound



According to Katamba (1989), Fricative sounds occur when the articulators are delivered very near to one another, there is only a very small space through which air needs to flow in order to exist, creating disorder. In other words, it occurs when two articulators come close and form a small gap in the vocal tract but not full closure, such as: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.

## 2) Affricative Sound

Occurs when the articulators totally stop the circulation of air, and then eventually release the air. For example: /tʃ/, and /dʒ/

### 1.2.10 Place of Articulation

The place of articulation is the location in the vocal tract where a consonant is produced when the airstream gets blocked (Katamba, 1989). All articulators in the human vocal tract must work together to produce one speech sound. In other words, place of articulation refers to the construction of airflow takes place. According to Katamba (1989), there are 7 places of articulation in Phonology:

#### 1) Bilabial

The sound is produced when both lips come together. Bilabial sounds included the /b/ and /p/sounds.

#### 2) Labio-dental sound

The sound is produced when the upper teeth and lower lip come together.

Labio-dental sounds included the /f/ and /v/ sounds.

#### 3) Dental sound

The sound is produced with a tongue in between the upper and lower teeth.

Dental sounds included the /θ/ and /ð/sounds.

4) Alveolar sound

The sound is produced by the tongue at or near the ridge, right behind the upper front teeth. The alveolar sounds included the /n/, /t/, /d/, /s/, /z/, and /l/ sound.

5) Palatal sound

The sound is produced at the front of the tongue and the hard palate or the roof of the mouth. The palatal sounds included the /j/ sound.

6) Velar sound

The sound is produced when raised the back of the tongue to the velum, to block the airflow. The velar sounds included the /ŋ/, /k/, and /g/ sound.

7) Glottal sound

The sound is produced at the glottis or the space between vocal folds. The glottal sound included the /h/ sound.

### 1.2.11 Phonemic Consonants Chart

English and Indonesian have quite different phonetic sounds and numbers, especially in consonant sounds. According to Crystal (2008) in total, English has 24 consonant sounds. While, Indonesian only has 10 consonant sounds (Moeliono, 1985). Therefore, most English consonant sounds are unfamiliar and difficult for Indonesians to pronounce, particularly fricative sounds. According to Adnyani (2022), the most troublesome sounds for Indonesian students are fricative sounds, such as: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/.

## English Phonetic Consonant Chart

According to Crystal (2006), English has 24 consonants sound:

Manners of Articulation	Places of Articulation							
	Bilabial	Labio - Dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Lateral				l				
Approximant	w				r	j		

**Table 1.1 The List of English Consonant Sound**

## Indonesian Phonetic Consonant Chart

According to Moeliono (1985), Indonesia has 10 consonants sound:

Manner of articulation	Voicing	Place of articulation				
		Labial	Dental Alveolar	Alveo Palatal	Velar	Glottal
Trill	Voiced		/r/			
Nasal	Voiced	/m/	/n/	/ɲ/	/ŋ/	
Fricative	Voiceless		/s/			/h/
	Voiced					
Liquid	Voiced		/l/			
Glide	Voiced	/w/		/j/		

**Table 1.2 The List of Indonesian Consonant Sounds**

### 1.2.12 The Distinctive Features of Fricative Sounds.

The distinctive feature theory of phonology aims to handle variation in place of articulation. It is also known as “phase abrupt release”, which refers to a sound that is suddenly or instantly released without any acoustic turbulence (Crystal, 2008). Additionally, according to Katamba (1989), In fricative sounds, there are 2 types of distinctive fricative sounds, they are major class features and laryngeal features.

#### 1) Major class features

There are 2 types of distinctive features in major class features, Anterior and Coronal

##### a) Anterior

The central obstruction of the airstream is located no farther back in the mouth than the ridge of the alveolar. The anterior sounds are labials, dental, and alveolar. In other words, the sounds produced by involving the front sides of the mouth from other sounds.

##### b) Coronal

The tip of the tongue is raised over the front teeth, the ridge of the alveolar, or the hard palate. The Anterior sounds are dental, alveolar, palatal, and labial

#### 2) Laryngeal Feature

There are three kinds of Laryngeal Features:



a) Spread glottis – nonspread glottis

Pushing the vocal cords wide apart augments the airflow through the glottis and inhibits voicing. This gesture, which is associated with voicelessness and aspiration, is absent in nonspread sounds. Spread sounds include aspirated stops, murmured and breathy voice sounds, voiceless vowels, and voiceless glides. All other sounds are nonspread

b) Constricted glottis – nonconstricted glottis

Constricted sounds are glottalized. They are produced with a severe obstruction of the glottis which is made using the vocal cords. This inhibits or prevents the free vibration of the vocal cords. No such gesture occurs in the production of nonconstricted sounds. Constricted sounds include implosives, glottalized, and laryngeal consonants

c) Voiced and voiceless

Voiced produced with the vocal cords vibrating at regular intervals, and voiceless produced without such vibration

### 1.3 Review of Previous Studies

In this research, I have discovered multiple works on the related topic. This research is compared to several previous studies to validate its provenance. There are four previous studies that talk about error analysis in pronunciation, including three articles and one thesis.

The first research is an article entitled “*Pronunciation Errors Made by EFL Student Teachers in Speech Performance*” written by Lestari et al. (2020). The authors examined how EFL learners produce pronunciation errors. Data was acquired qualitatively by getting samples from video recordings of fourth-semester students who are

required to post a video speech on Facebook with 7-8 minutes duration on a free topic. The authors also conducted interviews in order to find what causes of the respondents' pronunciation errors. The finding of the analysis is presented in tables and determined to IPA phonetic transcription.

According to the findings of this study, most of the students made errors in vowel pronunciation. There were 38 vowel errors, 18 consonant errors, and 23 diphthong errors out of 79 errors. Based on the results of interviews, there are three conditions that lead students to errors; internal factors due to students not frequently speaking in English, and lack of self-confidence. The external factor is because of the opportunity to speak English caused by an unsupported environment and as well as interlingual factors is caused by the influence of their mother /native language.

The reasons for the students' pronunciation errors are explained in detail from general to specific, and the writing is easy to understand. Nevertheless, this research contains weaknesses including that the authors do not utilize specific theories or methods to analyze the data, instead just list and transcribe them manually. Those methods have been used in many different researches, causing this research not to feel quite fresh and unique.

The second research is an article written by Saputra, A. (2021) entitled "*The First Language Interference Toward Students' English Speaking as Foreign*

*Language*". This study investigates the first language interference over English as an EFL in terms of phonology (pronunciation), grammatical (morphology and lexical), and lexical interference (vocabulary). The data was collected and analyzed using qualitative descriptive methods over fourth-semester students. The data collection and instrument included an observation checklist, observation sheets, interviews, and documentation.

The findings of the study show that the majority of students had phonological problems. It revealed that 65.8% of the students had phonological issues, 24.6% grammatical issues, and 9.5% lexical issues. Furthermore, the interview result with the question "What are the causes of interference of the first language spoken by students" demonstrates that students have difficulty expressing themselves because of the lack of knowledge such as grammar and pronunciation. Also, considering that most students use the same process of word order, transfer word per word from their native language.

The major of the explanation in this study is about how pronunciation errors caused by the first language occur from phonology perspectives, along with in the result of participants' interview. However, there is no word or phrase example, as well as phonemic transcription in all the tables. The finding just pointed out and highlighted the IPA (International Phonetic Alphabet,) and the final count or result of the errors.

Next is an article written by Wangi & Nudiya (2020) entitled "*The analysis of pronunciation errors on English diphthongs made by certified tour guides*". This

study discusses errors in pronunciation of English diphthongs spoken by professional tourist guides. The purpose of this study is; 1) investigating the types of pronunciation error spoken by certificated tour guides, 2) identifying the most difficult English diphthongs spoken by certificate tour guides, and 3) determining the causes of pronunciation error spoken by certificated tour guides. The authors use descriptive qualitative research methods. They went through four phases to collect the data, which are; recording, questioners, observation, and documentation. The subjects of this study are five certificated professional tourist guides in Banyuwangi City, aged 24 - 40 years old, with an average of seven years of experience.

According to the research findings, which are provided in tables, there are two categories of pronunciation errors; substitution and omission. The number of errors that occurred was 120 times, with 76 substitution and 44 omission types of errors. For the substitution error, there were seven kinds of diphthongs; [eɪ], [əʊ], [aɪ], [aʊ], [ɔɪ], [eə], [ɪə]. On the other hand, for the omission error, there were six kinds of diphthongs; [aɪ], [eɪ], [eə], [ɪə], [ɔɪ], [ʊə]. Furthermore, according to the interview, the subjects admitted that they had extensive conversation experience with visitors from all over the world, but they did not have much experience studying pronunciation, especially English diphthongs.

In this study, there is a detailed explanation that Banyuwangi is a city visited by many tourists. Therefore, the reader can imagine that many native speakers come to the city, which means tour guides and locals have a high opportunity to have conversations with the natives. Moreover, the research results are presented with



tables and explanations that make it easier for readers to understand them. However, the subjects of this research are certified professional English speakers. Meanwhile, the subjects of my research are students who are still studying English as a second language.

The last research is a thesis entitled “*The Acquisition of Voicing Contrast by The Behind Grades at The State Senior High School 1 Pasaman*” written by Elivia Y. This focuses on the vocal contrast produced by the 3<sup>rd</sup> students of the State Senior High School 1 Pasaman. The purpose of the study is to examine how students develop voiced contrast and determine the source of inaccuracy. The author used basic pair words consisting of English consonant and vowel sounds to assess the data. The writer applied the quick sampling approach, with a sample consisting of ten participants, and using a descriptive qualitative method.

The writer discovered that the participants predicted to make two types of error; misinformation and omission error. Misinformation happens when participants displace one phoneme with another, such as [z] with [s], [ð] with [θ], [ʃ] with [ʒ], [ʒ] with [ʃ], vowel [æ] with [ɛ], [i:] with [ɪ], and [u:] with [ʊ]. As well as the omission happens when participants remove one or more items that should have appeared. In addition, the researcher discovered the root of the error are; interference, intralingual, and developmental types of error. According to the interview, these errors occurred as a result of a lack of English learning and lack of knowledge of English pronunciation skills at their school.

In this research, the writer used PRAAT, it is a powerful software for speech analysis which makes the result of this research more promising. In spite of that, the author does not write why voice contrast occurs, it is included in the research topic. However, the writer just provides a summary with no comprehensive explanation.

#### **1.4 Research Question**

Based on the previous description, the writer concludes with some research questions into:

1. What are the errors in pronouncing fricative consonants as found in the presentation video made by some students at the English Department of Universitas Andalas?
2. What are the causes of the pronunciation errors made by some of the students at the English Department of Universitas Andalas?

#### **1.5 Objectives of Research**

1. To analyze what are the types of pronunciation errors made by some of the students at the English Department of Universitas Andalas
2. To identify the causes of the pronunciation errors made by some of the students at the English Department of Universitas Andalas

#### **1.6 Scope of Research**

This study focuses on the acquisition of phonemic contrast by some of the students at the English department, Universitas Andalas. In second

language acquisition studies, there are several issues that involve speech errors or pronunciation problems such as errors in producing consonants, vowels, semivowels, syllables, intonation, stress, etc. This analysis is limited to certain types of sounds, which are fricative consonant sounds. Considering fricatives are more complicated, especially for those whose mother tongue is Indonesian. With this limitation, this research only focuses on the phonology perspective, and unable to determine greater factors outside of phonology that also influence pronunciation errors. Additional factors such as knowledge, environment, and experience become essential factors that may be considered by researcher in analyzing the first language interference in students' pronunciation.

