AN ANALYSIS OF DENTAL FRICATIVE CONSONANT PRONOUNCED BY STUDENTS OF ELESP OF STKIP PGRI BANJARMASIN

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ABSTRACT

This study focused on the description of dental fricative consonants. The objectives of this research were to analyze the mispronunciation and to describe the possible factors causing the Banjar ethnicity students' errors in pronouncing dental fricatives consonants. The data were collected by giving a test for 20 respondents and it was analyzed by using the descriptive qualitative method. They were taken from the fourth, sixth, and eighth-semester Students of English Language Education Study Program of STKIP PGRI Banjarmasin in the Academic Year of 2020/2021. The techniques of collecting the data are a test as documentation and interviews. The search reveals that the respondents made 6 deviations of all. The replacement of [θ] with [t], [ð] and [d], the replacement of [ð] with [θ], [t] and [d]. Several factors were causing in pronouncing dental fricative consonants; there was the nonexistence, influenced by the mother tongue, the unfamiliarity of students to say it in daily conversation, the inconsistency between the written words in English to the sounds, they did not know how to pronounce it, and the lack of practice. In addition, they did not have a good understanding of phonological awareness and it also contributed to complicating the respondents in pronouncing fricative consonants.
Keywords: Dental Fricative, Consonants, Pronunciation.

INTRODUCTION

In learning English as a foreign language, mispronounce may occur since The English Phonological system is different from The Indonesian language. Some English vowels and consonants do not exist in Indonesian. Indonesian also does not have clusters, stress, and aspirated sounds. Problems faced by Indonesians learning English are ear problems, problems making foreign sounds, sound distribution, certain attributes of sound, fluency, and the relationship between conventional pronunciation and spelling. Indonesian students also find many difficulties in learning English, especially in accurately producing the English sounds. One of the English sounds is consonants.

Although some English consonants are similar to Indonesian consonants, a lot of Indonesian students still mispronounce them. The use of the Indonesian language as a mother tongue by Indonesian learners influences English sound production. A problem arises when Indonesian learners produce the speech sounds of English which do not exist in the Indonesian language by using the most similar speech. Sometimes they replace the existing or the original words. The examples are 'their' and 'there'. These two words have two different vowel sounds /ð/ and /θ/, but people who are not native speakers usually mispronounce the words by saying the word 'their' with the same vowel sound /ð/.

According to Richards and Schmidt (2010: 435) phonology deals with two main things, phonemics, that is, the study of the distinctive sound units, and phonetics that mainly deals with speech sounds. There are several kinds of manner articulation, such as stops articulation, fricatives articulation, and approximant. Gussenhoven & Jacobs (2011: 28) also stated that Fricativesare

formed by narrowing the speech tract to such a degree that audible friction is produced when air passes through. Fricatives are produced with a continuous airflow through the mouth. Noises are produced due to frictions between the organs of speech.

This research focuses on fricatives because in the preliminary study the researcher found that many of the students still get difficulty pronouncing fricative consonants, especially dental fricatives. Students in STKIP PGRI Banjarmasin especially ELESP students are often facing a bit of hardship on the pronunciation of the words containing fricative sounds. For example, a student pronounces the word '*think' as 'tink*', or pronounces 'they' as '*dey'*. That student is having difficulty making the English sound that begins the word 't'. These are understood by seeing their different background of mother tongue. In Indonesian consonants, they only know [t, d]. On the contrary, in English consonants, some fricatives are different from the Indonesian language, such as: [θ, ð] in *think* and *they*. They tend to mispronounce the words containing fricatives because some of the fricatives are absent in the Indonesian language.

METHODS

The researcher used the qualitative method because the researcher wants to analyze the use of fricative consonants of the students' pronunciation and the possible factors causing them to mispronounce at ELESP STKIP PGRI Banjarmasin.

The subject of the research was taken from the fourth, sixth, and eighth semesters. The researcher in this research used a pronunciation test as a document to collect the data and also interview. The researcher takes documents from the result of the use of dental fricative consonant in students' pronunciation. In the process of collecting the data, the researcher collects the results of pronunciation students to analyze and to identify the use of pronunciation in a dental fricative consonant. A test is a method of measuring a person's ability, knowledge or performance in a given domain" (Brown, 2000:384). The purpose of this test is to find students' pronunciation errors of pronouncing dental fricatives. The research prepares a list of words which contain fricatives. Then the students are asked to pronounce the words. The words used as the pronunciation tests were 30 words dental fricatives consonants which is divided into15 voiceless dental fricatives consonants and 15 voiced dental fricatives consonants consisting of 5 initials, 5 middle, and 5 final positions each other. The words chosen are based on the pronunciation practice those students have previously learned.

The researcher also conducts an interview. "The interview is a form of social interaction. It involves a face-to-face encounter between two - and sometimes more - persons, each of whom is sizing up the other and constructing the meanings of the other's words, expressions, and gestures" (Taylor et al., 2016: 114). The interview where the interviewers asked open-ended questions to the students. The questions were based on the factors which influenced the students' pronunciation. Six questions were given to the students. The purpose of this interview is a reinforcement of the test that has been carried out and describe what factors cause the mispronounce.

According to Miles et al. (2014:8), the activities of data analysis in this research are *1. Data Condensation,* data condensation was conducted to determine mispronunciation of English dental fricatives. Through this step, the researcher listened to the recording of the pronunciation test and transcribed it into written form. Then, the researcher could determine the error pronunciation of students. *2. Data Display,* the data is classified based on categories such as[θ] and [ð]. Moreover, the researcher could find the deviation of each kind made by the fourth, sixth, and eighth-semester students in pronouncing dental fricatives. For data interview compared with some theories in the review of the literature. 3 *Drawing and Verifying Conclusions,* it is an activity of summarizing all

the data. It can be done only when data condensation, data display is finished.

RESULT AND DDISCUSSION

This finding analyzed the error of dental fricative consonants pronounced by the student. The researcher analyzed the data of pronunciation of dental fricatives consonants taken from the fourth, sixth, and eighth-semester students of the English Language Education Study Program of STKIP PGRI Banjarmasin. In this research, the number of the words used as the pronunciation tests were 30 words dental fricatives consonants which are divided into15 voiceless dental fricatives consonants and 15 voiced dental fricatives consonants consisting of 5 initial, 5 middle, and 5 final positions each other.

The researcher made individual descriptions of their pronunciation of dental fricative consonants. The individual description of the test from 20 respondents. All of the respondents had passed pronunciation courses I & II in the previous semester.

This research reveals that the respondents are Banjarese students who made 6 deviations of all. There placement of [θ] with [t], [ð] and [d], the replacement of [ð] with [θ], [t] and [d]. There were several factors causing students Banjarese errors in pronouncing dental fricatives consonants; there were nonexistences of the sound, influenced by their native language, they did not know how to pronounce it, and they lack practice.

The analysis of the respondents in pronouncing dental fricative consonants was grouped. For additional, description, each of those sounds was classified based on its sound. The analysis began with the identification of the errors by comparing each respondent's actual pronunciation with the standard phonetic transcription. Then, those deviations found were listed down based on each sound and each position of occurrences in a table, as seen in the table below:

Table 1. Errors Made by English Student for Banjarese (θ Sound)

Words	Standard Phonetics Transcription	Respondents' Actual Pronounciation	Deviation	Words of Errors	Name
Thank	[θæŋk]	[tæŋk]	θ ⟶ t	4	Student D, F, J, T
Thread	[θred]	[tred]	θ ⟶ t	3	Student D, I, Q
Thin	[θɪn]	[tɪn]	θ ⟶ t	5	Student B, C, D, F, P
Thigh	[θaɪ]	[taɪ]	θ ⟶ t	5	Student C, D, H, P, T
Thought	[θɔːt]	[tɔːt] / [ðɔːk]	θ ⟶ t / θ ⟶ ð	8	Student B, C, D, F, H, J, O, P
Breathless	[ˈbreθləs]	[ˈbretləs]	θ ⟶ t	9	Student B, C, F, J, L, O, P, R, T
Nothing	[ˈnʌθɪŋ]	[ˈnʌtɪŋ] [ˈnʌdɪŋ].	θ ⟶ t / θ ⟶ d	8	Student B, C, D, F, H, K, N, T
Toothbrush	[ˈtuːθbrʌʃ]	[ˈtuːtbrʌʃ]	θ ⟶ t	12	Student A, B, C, D, F, K, L, M, N, O, P, S
Truthful	[ˈtruːθfl]	[ˈtruːtfl]	θ ⟶ t	1	Student B
Mouthwash	[ˈmaʊθwɔʃ]	[ˈmaʊtwɔʃ],	θ ⟶ t	9	Student A, B, C, F, K, L, N, P, R
Undergrowth	[ˈʌndərgrəʊθ]	[ˈʌndərgrəʊt]	θ ⟶ t	6	Student C, K, L, O, P, R

Tablecloth	[ˈteɪblklɔ:θ]	[ˈteɪblklɔ:t]	θ ⟶ t	7	Student B, C, F, K, L, P, R
Untruth	[ˌʌnˈtru:θ]	[ˌʌnˈtru:t]	θ ⟶ t	3	Student C, K, R
Aftermath	[ˈæftərmæθ]	[ˈæftərmæt]	θ ⟶ t	8	Student A, B, C, D, F, K, L, P
Underneath	[ˌʌndərˈni:θ]	[ˌʌndərˈni:t]	θ ⟶ t	9	Student A, C, D, F, K, L, M, P,R

Based on the table above shows clearly that [θ] was almost often deviated to [t] in the initial, medial, and final positions, but some deviation to [ð] and [d]. The words have many errors in voiceless dental fricatives consonants is Thought as the initial sound. Breathless, Nothing, Toothbrush, Mouthwash as middle sound. Undergrowth, Table, cloth, Aftermath, and Underneath as final sound.

Table 2. Errors Made by English Student for Banjarese (ð Sound)

Words	Standard Phonetics Transcription	Respondents' Actual Pronounciation	Deviation	Words of Errors	Name
Those	[ðəʊz]	[dəʊz]	ð ⟶ d	4	Student A, B, D ,O
Them	[ðem]	[dem]	ð ⟶ d	2	Student F, K
Thine	[ðaɪn]	[θaɪn] [taɪn] [daɪn]	ð ⟶ θ/ð☐☐⟶ t/ ð ⟶ d	9	Student A, C, D, E, G, K, L, O, P
Though	[ðəʊ]	[θəʊ] [tʊ][dəʊ]	ð ⟶ θ/ð☐☐t/ ð ⟶ d	10	Student A, B, G, H, J, K,M, O, Q, T
Although	[ɔ:lˈðəʊ]	[ɔ:lˈtəʊ] [ɔ:lˈdəʊ]	ð ⟶ t / ð ⟶ d	9	Student F, G, J, K, M, N, O, P, Q,
Rhythm	[ˈrɪðəm]	[ˈrɪtəm] [ˈrɪθəm] [ˈrɪdəm]	ð ⟶ t ð ⟶ θ / ð ⟶ d	12	Student A, B, C, D, F, J, K, M, N, O, P, Q
Weather	[ˈweðər]	[ˈwetər] [ˈweθər]	ð ⟶ t ð ⟶ θ	3	Student A, B, H
Leather	[ˈleðə(r)]	[ˈledə(r)]	ð ⟶ d	5	Student G, K, M, N, P
Clothing	[ˈkləʊðɪŋ]	[ˈkləʊtɪŋ] [ˈkləʊdɪŋ] [ˈkləʊθɪŋ]	ð ⟶ t ☐ ð ⟶ d / ð ⟶ θ	16	Student A, B, C, D, F, I, J, K, L, M, N, O, P, Q, R, T
With	[wɪð]	[wɪθ] [wɪt]	ð ⟶ θ/ ð ⟶ t	17	Student B, C, D, E, F, G, J, K, L, M, N, O, P, Q, R, S, T
Bathe	[beɪð]	[beɪθ] [beɪt]	ð ⟶ θ /ð ⟶ t ☐	15	Student A, C, E, F, H, I, J, K, L, M, N, P, Q, S, T

Clothe	[kləʊð]	[kləʊθ] [kləʊt]	ð⟶θ/ ð⟶t	15	Student A, B, G, H, I, J, K, L, M, N, O, Q, R, S, T
Smooth	[smuːð]	[smuːθ] [smuːt]	ð⟶θ/ ð⟶t	17	Student B, C, D, F, G, H, I, J, K, L, M, N, O, Q, R, S, T.
Breathe	[briːð]	[briːθ] [briːt] [briːd]	ð⟶θ/ ð⟶ t ð⟶d ⟶d	20	Student A,B,C,D,E,F, G,H,I,J,K,L, M,N,O,P,Q,R ,S,T,

Based on the table above shows that there were three deviations by the respondents in pronouncing [ð]. They were the replacement of [ð] with [d], the substitution of [ð] with[θ] and the switching [ð] with [t]. The words have many errors in voiced dental fricatives consonanlthough, Rythm, Clothing as middle sound. With, Bathe, Clothe, Smooth, Breathe as final sound.

Based on table 4.1 above shows clearly that [θ] was almost often deviated to [t] in the initial, medial and final positions, but some deviation to [ð] and [d]. The words have many errors in voiceless dental fricatives consonants is Thought as the initial sound. Breathless, Nothing, Toothbrush, Mouthwash as middle sound. Undergrowth, Tablecloth, Aftermath, and Underneath as final sound.

There were 4 students, D, F, J, T, they made error in the word; 'thank', 3 students, D, I, Q, they made error in the word 'thread', 5 student, B, C, D, F, P, they made error in the word 'thin', 5 students, C, D, H, P, T, they made error in the word 'thigh', 8 student, B, C, D, F, H, J, O, P, error in the word 'though' , 9 student, B, C, F, J, L, O, P, R, T, error in the word 'Breathless', 8 student, B, C, D, F, H, K, N, T, error in the word 'Nothing', 12 students, A, B, C, D, F, K, L, M, N, O, P, S, error in the word 'toothbrush', 1 student, B, errors in the word 'truthful', 9 students, A, B, C, F, K, L, N, P, R, error in the word 'Mouthwash', 6 students, C, K, L, O, P, R, error in the word 'Undergrowth', 7 students, B, C, F, K, L, P, R, error in the word 'Tablecloth', 3 students, C, K, R, error in the word 'Untruth', 8 students, A, B, C, D, F, K, L, P, error in the word 'Aftermath', and 9 students, A, C, D, F, K, L, M, P, R, error in the word 'Underneath'. The example:

- Student A made error in pronouncing words containing voiceless and voiced dental fricatives. For voiceless dental he replaced [θ] with [t] in middle and final position in word 'toothbrush' from [ˈtuːθbrʌʃ] becomes [ˈtuːtbrʌʃ], he replaced 'mouthwash' from [ˈmaʊθwɔːʃ] becomes [ˈmaʊtwɔːʃ], he replaced 'aftermath'   from [ˈæftərmæθ] becomes [ˈæftərmæt], he replaced 'underneath' from [ˌʌndərˈniːθ] becomes [ˌʌndərˈnæt].
- Student B made errors in pronouncing words containing voiceless and voiced fricatives. He replaced [θ] with [t] in initial, middle and final position in word 'thin' from [θɪn] becomes [tɪn], replaced 'thought' from [θɔːt] becomes [tɔːt], replaced 'breathless' from [ˈbreθləs] becomes [ˈbrɪtləs], replaced 'nothing' from [ˈnʌθɪŋ] becomes [ˈnʌtɪŋ], replaced 'toothbrush' from [ˈtuːθbrʌʃ] becomes [ˈtɔːtbruːʃ], replaced 'truthful' from [ˈtruːθfl] becomes [ˈtruːtfl], replaced 'mouthwash' from [ˈmaʊθwɔːʃ] becomes [ˈmɔːtwɔːʃ], replaced 'undergrowth'   from [ˈʌndərgruːθ] becomes [ˈʌndərgruːt], replaced 'tablecloth' from [ˈteɪblklɔːθ] becomes [ˈteɪblklɔːt], replaced 'aftermath' from [ˈæftərmæθ] becomes [ˈæftərmʌt].
  Based on the table above shows that there were three deviations by the respondents in

pronouncing [ð]. They were the replacement of [ð] with [d], the substitution of [ð] with [θ] and the switching [ð] with [t]. The words have many errors in voiced dental fricatives consonants is Thine, Though as initial sound. Although, Rythm, Clothing as middle sound. With, Bathe, Clothe, Smooth, Breathe as final sound.

Above there were 4 students, A, B, D, O, they made error in the word 'Those', 2 students, F, K, they made error in the word 'Them', 9 students, A, C, D, E, G, K, L, O, P, they made error in the word 'Thine', 10 students, A, B, G, H, J, K, M, O, Q, T, they made error in the word 'Though', 9 students, F, G, J, K, M, N, O, P, Q, they made error in the word 'Although', 12 students, A, B, C, D, F, J, K, M, N, O, P, Q, they made error in the word 'Rhythm', 3 students, A, B, H, they made error in the word 'Weather', 5 students, G, K, M, N, P,they made error in the word 'Leather', 16 students, A, B, C, D, F, I,J , K, L, M, N, O, P, Q, R, T, they made error in the word 'Clothing', 17 students, B, C, D, E, F, G, J, K, L, M, N, O, P, Q, R, S, T, they made error in the word 'With', 15 students, A, C, E, F, H, I, J, K, L, M, N, P, Q, S, T, they made error in the word 'Bathe', 15 students , A, B, G, H, I, J, K, L, M, N, O, Q, R, S, T, they made error in the word 'Clothe', 17 students, B, C, D, F, G, H, I, J, K, L, M, N, O, Q, R, S, T, they made error in the word 'Smooth', and 20 or the whole student, they made error in the word 'Breathe'.

The example:
- Student A for voiced dental in the initial position, replaced [ð] with [d] in the word 'those' from [ðəʊs] becomes [dəʊz]. He replaced [ð] with [θ] in the word 'thine' from [ðaɪn] becomes [θaɪn], in the word 'though' from [ðəʊ] becomes [θəʊ]. In the middle position, he replaced [ð] with [t] in the word 'rythm' from [ˈrɪðəm] becomes [ˈrɪtəm], he replaced 'weather' from [ˈweðər] becomes [ˈwetər], he replaced [ð] with [θ] in word 'clothing' from [ˈkləʊðɪŋ] becomes [ˈkləʊθɪŋ]. In the final position, he replaced [ð] with [θ] in the word 'bathe' from [beɪð] becomes [beɪθ], he replaced [ð] with [θ] in the word 'clothe' from [kləʊð] becomes [kləʊt], he replaced 'breathe' from [briːð] becomes [bræt].
- Student E made errors in pronouncing words containing voiced dental fricatives in the initial and final positions. She replaced [ð] with [t] in word 'thine' from [ðaɪn] becomes [taɪn]. She replaced [ð] with [t] in word 'with' from [wɪð] becomes [wɪt], replaced 'breathe' from [briːð] becomes [briːt]. She replaced [ð] with [θ] in the word 'bathe' from [beɪð] becomes [beɪθ].

Based on the result of the interview, it was found 10 from the 20 students involved in the interview said that the pronunciation of [θ] and [ð] sound was difficult and their reasons were varied there is; 7 out of 10 students said their difficult to pronounce [θ] and [ð] sound because it is nonexistence that sound and influenced by their native language that is Banjar language. While 3 students said their difficult to pronounce [θ] and [ð] sounds because there were some words that they did not know how to pronounce it and they lacked practice. (Careless, 2008) also mention that mother tongue is native language from our habit that comes from the surface structure of the first language to the surface of thet arget language. On the other hand, the mother tongue has both potentially positive and negative consequences. looking at their reasons, mother tongue is a negative consequence because it makes it difficult to pronounce [θ] and [ð]sound.

Avery and Ehrlich (1992) as cited in Thanasoulas (2003) clearly define that there are three aspects of how native language or students' mother tongue might affect the target language pronunciation either language learners or foreign language learners. One of them is the nonexistence of certain sounds of the target language in the students' native language. It can be seen [θ] and [ð] sounds are not available in the Banjarese language, so it will lead to difficulties for the students to pronounce those sounds.

CONCLUSIONS AND SUGGESTION

Based on the result of the research, pronouncing the dental fricative consonants [θ] and [ð] might be difficult for English learners. There is an aspect that can influence and interference with someone's pronunciation, namely the mother tongue. In terms of the mother tongue, this is an important aspect that might influence someone's pronunciation especially Banjarese students, that is the absence of certain sounds of the target language in the students' native language. Some students made errors pronouncing words in [θ] sound. The replacement [θ] with [t], [ð] and [d]. The words have many errors is Thought as the initial sound. Breathless, Nothing, Toothbrush, Mouthwash, as middle sound. Undergrowth, Tablecloth, Aftermath, and Underneath as final sound. Some students also made errors pronouncing words in the [ð] sound. The replacement [ð] with [θ], [t], and [d]. The words that have many errors are Thine, Though as initial sound. Although, Rythm, Clothing as middle sound. With, Bathe, Clothe, Smooth, Breathe as final sound. The mother tongue interference is average influenced by the environment where they live, it made their pronunciation was affected by their first language. the next reason is the students might also consider that English pronunciation is less important and less useful. As a consequence, they will not practice a lot in improving their pronunciation skills that making their vocabulary and pronunciation less.

Considering the conclusion above, there are some suggestions which hopefully will be useful. Students who learn English, need to know how to pronounce English well and correctly. Besides, learning the English sounds from their teacher in the classroom, they can learn English sounds by watching English programs on TV and listening to the English songs or other materials materials guiding them to learn English sounds. Moreover, they need to practice the English sounds, for example, practicing conversation with friends, or singing English songs. They can also imitate the English natives' pronunciation when they are listening to them whether from TV or cassettes. By doing ways of learning English, they can improve their English pronunciation. They also need to raise their motivation in learning English especially pronunciation because people may think smart students are those who can pronounce the word correctly at least it is true based on the phonetic transcription.

Teachers play an important role in the teaching and learning process. Since many English sounds are not found in the Indonesian language and it need to be taught to their students. They must train the students to improve their pronunciation better. As based on the results, many of the students still do not understand how to pronounce dental fricative consonants. The teachers should be good models, from whom the students can learn how to pronounce English words correctly. The teacher sometimes asks the students to drill the English words in order to make them familiar and pronounce them correctly. Besides, they can also give some assignments to their students related to pronunciation, such as having group conversations, practicing speaking, etc. Here the teacher must pay attention to the students' pronunciation.

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