



**THE STUDENTS' MASTERY IN PRONOUNCING ENGLISH
DENTAL FRICATIVE CONSONANT SOUNDS ([θ] and [ð])**

**(A Case of the Eighth Graders of SMP Negeri 1 Tegal in the
Academic Year of 2018/2019)**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
Arsy Pramesti Poetry
2201415095

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG**

2019



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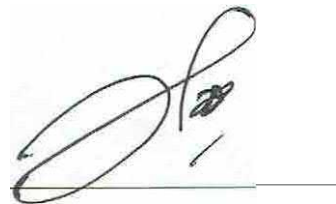
APPROVAL

This final project entitled *The Students' Master's in Professional English Demul Fricative Consonant Sounds ([θ] and [ð]) (A Case of the Eighth Graders of SMP Negeri 1 Tegal in the Academic Year of 2018/2019)* has been approved by board examiners of English Department, Faculty of Languages and Arts, Universitas egeri Semarang, on April 2019.

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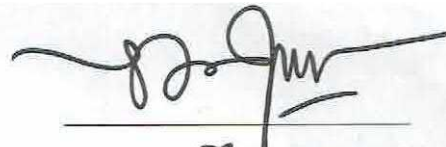
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Semarang, April 5th, 2019

A handwritten signature in black ink, appearing to be 'Arsy Pramesti Poetry', written over a stylized musical staff with a treble clef and a heart symbol.

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MOTTO AND DEDICATION

Your future depends on your own hands (Pluviophile)

If you are grateful, Allah will surely increase you (in favor) (Q.S Ibrahim 14:7)

This final project is dedicated to:

my dearest parents (beloved king

and queen, Mr. Masfu'ad Edy

Santoso and Ms. Siti Rayudah)

my beloved sisters and brothers,

family, teachers, and friends for

the love, prayers, cares,

knowledge, helps, and support

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that have made her effort worthwhile. The last but not least, thanks to all of UNNES people and its surroundings for the support, motivation, and beautiful moments we shared together. Finally, I hope this final project will be useful for all readers.

Semarang. April 26th, 2019

Arsy Pramesti Poetry

ABSTRACT

Poetry, Arsy Pramesti. (2019). *The Students' Mastery in Pronouncing English Dental Fricative Consonant Sounds ([θ] and [ð]) (A Case of the Eighth Graders of SMP Negeri 1 Tegal in the Academic Year of 2018/2019).* Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Drs. Amir Sisbiyanto, M.Hum.

Key Words: *Mastery, Pronunciation, English Dental Fricative Consonant, Analysis*

Mastering English pronunciation is a very essential aspect of speaking skill for every foreign learner. The difference between English and Indonesian sound system causes problems in their pronunciation. This study analysed the students' mastery in pronouncing English dental fricative consonant sounds which do not exist in Indonesia.

The objective of this study is to find out the level of the students' mastery in perceiving and pronouncing English dental fricative consonant sounds ([θ] and [ð]). The subject was the eight grade students of SMP Negeri 1 Tegal and the object was students' ability in perceiving and producing English dental fricative consonant sounds. The instruments were the perception test and the production test containing words dental fricative consonant sounds. The production test was recorded. The results of both perception and production test were used as the source of the data collection. There were two types of data which analysed in this research; quantitative and qualitative data. The quantitative data were in form of students' scores in both tests, while the qualitative data were in form of all the descriptions and interpretations of the students' scores. In determining the achievement, level of criterion by Tinambunan's (1988) criterion was used.

Based on the analysis of the data, the percentage of the students' mastery in perceiving the English dental fricative consonant sounds ([θ] and [ð]) was 83%, considered excellent. Meanwhile, in pronouncing the sounds ([θ] and [ð]) was 44% and categorized as fair. It happens because some of the students were still influenced by their local language sounds, so they tend to pronounce the English sounds with the closest sounds which exist in Indonesia. The researcher concluded that the students faced difficulties in both perceiving and producing English dental fricative consonant sounds, yet the difficulties in producing those sounds were more severe.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction that gives the general concept of the study. There are seven main sub chapters discussed here. Those are the background of the study, the reason for choosing the topic, the research question, the research objective, the significant of the study, the limitation of the study, and the outline of the research.

1.1 Background of the Study

In most countries around the world, English is a language of communication, science, technology, media, business, etc. Therefore, lots of people who live in developed and developing countries try to learn the language as a foreign language. Indonesia is one of the countries which rushes to English language schools and courses in order to compete with foreigners in many aspects of life. Ahmed (2017) stated that English is very important as an international language, and it has become a compulsory subject at schools for many years. Moreover, Indonesian government includes English as a compulsory subject in Junior, Senior and Vocational High Schools and it becomes one of the main subjects which is in National Final Examination (*UAN*). Based on the fact, the students have to master English in order to be able in oral communication and written communication, to compete and pass the final examinations well.

In mastering English, the learners have to learn at least the four major skills;

listening, speaking, reading and writing in the spoken and written form. Based on *Pusat Kurikulum* (2006, p.307), English is a means of spoken and written communication. Communication, in order to develop science, technology, and culture by using the language. Besides, communication is to understand and express information, feeling and thought. Communication concerns especially in speaking skill. Not only the structure, but also pronunciation is the important thing in speaking skill. Based on Ikhsan (2017, p.111), pronunciation refers to the production of sounds that we use to make meaning and to speak something to a person, and it has word stress, sentence stress, and intonation. Pronunciation is essential in communication. Communication needs understanding between both speaker and listener. Even though vocabulary and grammar are great, but if the pronunciation is bad and not clear, the communication will not run well.

In daily communication when we talk to other people in English, the first thing they notice is our pronunciation. As cited in Herman (2016) that pronunciation is the way sounds are perceived by the interlocutors. It means that the speaker should say the sounds of words or sentences clearly so the interlocutor will receive the meaning well. Accordingly, pronunciation is very essential in English since when a speaker mispronounces some sounds, this can lead to a misunderstanding in the meaning of the utterances (Novita, Riadi. & Rufinus, 2014). In communication, misunderstanding can be a serious issue when someone says some words improperly. Addition, the utterances which are delivered may be mistaken to a negative meaning. Hence, though the vocabulary and grammar are in advance level, yet the pronunciation is still bad, communication will never happen.

Moreover, since there are some phonemes which do not exist in Bahasa Indonesia that makes it hard for Indonesian to pronounce, and learners are commonly overgeneralize some English sounds. For instance, in the word “thanks”, the sound [θ] in this word is not existed in Bahasa Indonesia. Consequently, the students tend to pronounce it with [t] sound instead of [θ], since those two sounds similar. During teaching-learning process when the researcher did the teaching practice and did observation in the school, some of the leaners tend to use their mother tongue in speaking, delivering idea or asking questions. According to Crystal (2003), if people's mother tongue is English, they can find their way to walk around the world. It can be noticed that people in English speaking countries will not find any problems in communication. However, people who do not use English as their mother language need to learn English harder especially in English pronunciation. Moreover, *Bahasa Indonesia* is different from English; whether in its grammatical, vocabulary item and its sound system. As cited in Ramelan (2003) some English sounds do not exist in Indonesians mother tongue; it causes many learners of English as a foreign language to find the difficulties in pronouncing those sounds.

According to Ramelan (2003, p.6), different elements in the sound system between the native and the foreign language may be of several kinds. One of them is the existence of a given sound in the latter, which is not found in the previous. The foreign sound is completely new to the student, such as the first sound of the English word “thigh”. An Indonesian student will find it difficult to pronounce that sound since her/his speech organs have never been trained or moved to

produce it. The chances are that s/he will replace it with another sound of his own that closely resembles it such as [t] or [s]; so, instead of pronouncing [θai] s/he would say [tai] or [sai].

A preliminary study has been conducted by the researcher in SMA 8 Semarang and the researcher also did the observation in SMP 1 Tegal which focuses on whether the learners in Semarang and Tegal familiar with the sounds [θ] and [ð] and whether they tend to use their local sound. The results showed that the sounds of [θ] and [ð] are not really familiar for some of them. They are not really familiar with the sounds [θ] and [ð] and tend to substitute those with the local sounds, for example; in pronouncing the words “thanks” and “although”. They tend to pronounce those [tæŋks] and [ɑ:l'tou] rather than [θæŋks] and [ɑ:l'ðou]. According to this problem, the researcher would like to find out how well the junior high school's students master the pronunciation of the English sounds of dental fricative consonant ([θ] and [ð]).

The researcher chose SMP N 1 Tegal as the subject of the research. Since, this school is one of the favourite schools which was the former international standard school in Tegal. Therefore, they should be used to using bilingual languages. Moreover, curriculum 2013 has been implemented in SMP 1 Tegal. But actually the case is that pronunciation is not taught separately as it is viewed as a sub-skill of speaking in curriculum 2013. Besides, pronunciation is based skill that must be mastered by junior high school's students and it really important as long as learners can master all English skills which means learners are considered to be able to have good pronunciation. Then, the researcher took the

respondents from eighth graders. Since the researcher believes that they have been taught correct English pronunciation by the teacher.

1.2 Reasons for Choosing the Topic

In this research, the researcher would like to focus on students' mastery in pronouncing English dental fricative consonants. There are some reasons why the researcher chooses to analyse about this topic.

First, this topic is worth researching because mastering English pronunciation is very essential aspect of speaking skill for every foreign language learner. Hence, s/he should be able to solve the pronunciation problems in English learning, because it is one of the requirements to master adequate pronunciation, especially when s/he communicates with foreigners. Besides, making an error in pronunciation may conduct different meaning so it causes misunderstanding. Indonesian students are used to making errors especially in spoken language. Thus, it will be a good topic to be analysed.

Second, the reason why the researcher chooses the sound ([θ] and [ð]), it is because those sounds do not exist in Indonesia sounds system, especially in Tegal. They tend to pronounce English sounds of dental fricative consonant ([θ] and [ð]) with the closest sounds [t] or [d] which exist in *Bahasa Indonesia* and their native language. Moreover, this topic is only a small scope but causes problems for most of the learners. This statement is needed to be analysed and proven furthermore to know the students' mastery in pronouncing English dental fricative consonant encountered by the eighth grade of SMP N 1 Tegal.

1.3 Research Questions

Through this research, the researcher would like to find the answer of the following question: “How well do the eighth grades students of SMP Negeri 1 Tegal master the pronunciation of voiceless dental fricative consonant [θ] and voiced dental fricative consonant [ð]?” More specifically, the problem was limited to the following questions:

- 1) How well do the eighth grade students of SMP Negeri 1 Tegal in the Academic Year of 2018/2019 perceive or identify English dental fricative consonant sounds ([θ] and [ð])?
- 2) How well do the eighth grade students of SMP Negeri 1 Tegal in the Academic Year of 2018/2019 produce English dental fricative consonant sounds ([θ] and [ð])?

1.4 Research Objectives

The general objective of this research is actually to find out the level of the students’ mastery in pronouncing English dental fricative consonant sounds ([θ] and [ð]). The objectives of this research based on the research questions are stated as follows:

- 1) To find out how well the eighth grade students of SMP Negeri 1 Tegal in the Academic Year of 2018/2019 perceive or identify English dental fricative consonant sounds ([θ] and [ð]).
- 2) To describe how well the eighth grade students of SMP Negeri 1 Tegal in the Academic Year of 2018/2019 produce English dental fricative consonant sounds ([θ] and [ð]).

1.5 Significance of the Study

The researcher expects the result of the research gives some advantages. The advantages are:

Theoretically, the result of this study is expected to provide information for the learners of English as a foreign language in pronouncing voiceless and voiced dental fricative consonant ([θ] and [ð]) in Indonesia. Besides, this study can be used as the references for other researchers who want to conduct research which is in a similar scope.

Practically, this study will be useful for students and teachers. It can help students to know how to pronounce English dental fricative consonant correctly and help the teachers to develop students' ability about how to pronounce English dental fricative consonant in the learning process and to reduce error in their pronunciation. The result of this study challenges the teacher to learn pronunciation more fluently. For the readers, this study about the analysis of students' accuracy or mastery in pronouncing English voiceless and voiced dental fricative consonant could enrich their knowledge related to this study.

Pedagogically, the result of this study may be able to motivate the students to improve their pronunciation, especially in pronouncing English voiceless and voiced dental fricative consonant. The students will know their pronunciation errors and how to fix them. The result of this study may also be able to inspire other English teachers to find the best way how to teach pronunciation, especially in pronouncing English sounds. The teachers should be able to design and improve their approaches in teaching pronunciation.

1.6 Limitation of the Study

The scope of this study is English pronunciation skill. The data is limited to the pronunciation of certain English dental fricatives consonant sounds; there are two sounds, voiceless and voiced dental fricative (Ramelan, 2003). The data are the students' mastery in perceiving and producing English dental fricative consonant sounds. Therefore, it is not too wide and general.

1.7 Outline of the Research Report

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is an introduction, containing the background of the study, reasons for choosing the topic, research questions, research objectives, significance of the study, scope and limitation of the study, as well outline of the research report.

Chapter II is a review of the related literature, presenting a review of the previous studies and review of theoretical study. The review of theoretical study provides theories that support this study. There are the definitions of pronunciation, pronunciation problems, factors that influence pronunciation mastery, the relationship between perception and production, the production of speech sounds, English Consonants, English dental fricative consonant. In addition, it deals with the theoretical framework.

Chapter III is research methodology, consisting of the research design, subjects and object of the study, role of the researcher, type of the data, instruments of the research, procedures of collecting data, and procedures of analysing data.

Chapter IV is findings and discussion, consisting of the general description and the results of the study. In details, they are the description and the result of the students' ability in perceiving and pronouncing English dental fricative consonant sounds, and the discussions.

Chapter V presents conclusions and suggestions based on the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories that support this study. It consists of a review of the previous study, review of theoretical studies and framework of analysis.

2.1 Review of Previous Studies

There are a number of literature reviews that presents some relevant and supporting information for the study. In this subchapter, there are some studies related to pronunciation that had been conducted to strengthen the analysis in this study. They are described as the followings.

First, Bui, T.S. (2016) conducted the study about the pronunciation of consonants [ð] and [θ] by adult Vietnamese learners of English. The findings indicated that substitution phenomenon was a dominant problem in the students' pronunciation of [ð] and [θ]. The most outstanding problem in pronouncing the consonant [θ] was replaced by Vietnamese [tʰ] sound, while sound [ð] was most frequently mispronounced as [z] and some students tended to pronounce [dʒ] instead of [ð]. The most popular causes of their problems were the lack of English exposure and practice, which implicated that an effective environment for using English was highly necessary.

Second, a research conducted by Shalabi (2017). The results state the dental fricatives [θ] and [ð] are replaced by [tʰ] and [d] by most respondent especially the Pakistani and Chinese learners. Besides, a study conducted by Zhu

(2014) investigated the relations among speaking styles, Chinese ESL learners' attention to the voiceless interdental fricative [θ] sound, the learners' perception of English native speaker's speech, learners' self-perception, and the learners' production. The results showed that the production accuracy of [θ], and the amount of attention paid to it, were positively related to the difficulties of the speech styles, the more demanding the speech style was and the less salient the word position was, the less attention was paid to the production of [θ] and the less accurately it was produced, the participants produced [θ] better than they perceived it, the participants' NS-perception was better than their self-perception.

Moreover, Metruk (2017) attempted to explore the difficulties in the pronunciation of English dental fricative by Slovak EFL college students. The objective of the study is to examine to what extent Slovak university students mispronounce [θ] and [ð] and which sound act as substitutes for the two consonants. After analysing the pronunciation errors in the participants' utterances, the results indicate that English dental fricatives become problems for Slovak EFL learners since a considerable number of participants mispronounced both voiced and voiceless dental fricative consonants.

Another research, a study conducted by Owolabi (2012) is to discuss the difficulties of Yoruba speakers in pronouncing English dental fricatives ([θ] and [ð]) which are non-existent in Yoruba language phonology. The result of this study showed that there was no problem in perceiving English dental fricatives but sometimes the Yoruba speaker still mispronounced English dental fricatives. They simplify those sounds by substituting non-existing sounds with the closest of

their language. Thus, they substitute [θ] with [t] which exists in both languages and substituted [ð] with [d] which exists in both languages.

The non-existence sounds also become one of the factors that influenced students in perceiving and producing English sounds. Nafsik (2018) revealed that although the students were more excellent in perceiving English diphthongs, they were still difficult to produce the English diphthongs. It may their tongue were not used to producing diphthongs that did not exist in their native language (Bahasa Indonesia). In addition, Hassan (2016) indicated that the non-existence sounds influenced students in perceiving and producing English sounds. They were better in perception than production of English sounds. On the contrary, Al-Homaidhi (2015) reported that the students were doing better in perceiving and producing English vowels and there was a correlation between perception and production. The correlation was a good pronunciation is usually preceded by good perception. In conclusion, the students' perception and production may or may not be influenced by the English sounds they perceive or produce.

Next, a study by Guntari (2013) explained Sundanese students' production of English dental fricative consonant sounds by Sundanese students of Gadjah Mada University. The result of this study showed that in the production of dental fricative, there were only 13.80% correct sounds. It means that the students' production level was low. The different consonants between English, Indonesian, and Sundanese could be the cause of phonological factor. The students had great difficulties in pronouncing the sounds [θ] and [ð] than in pronouncing the sounds [f] and [v], as these sounds did not exist in both Indonesian and Sundanese. In this

study, the students mispronounced the sound [θ] with the sound [t]. Their tongue was not used to pronounce the English sound [θ].

Another study was conducted by Kurniawan (2016). The study was about the error analysis of the pronunciation of sound [θ] and [ð]. The objective of this study was to find the pattern in error of dental fricative consonants pronunciation. The researcher used random sample of 120 students from 240 students of English education study program of teacher training and education faculty of Sriwijaya University. The instrument used 30 words in which some of the words were distractors and the rest contained consonants in the initial, middle and last word. The data were collected by recording. This study showed that most of the errors of the two consonants pronunciation happened when the students replaced the sounds with [t] and [d] or the closest equivalents of those consonants in *Bahasa Indonesia*. In this study, the voiced and voiceless dental fricative tended to be substituted with voiced and voiceless alveolar fricative.

There are some similarities between previous studies. Most of subjects or participants in those researches explain the error in pronouncing dental fricative consonants. It can be seen that the participants are influenced by their L1 and tend to substitute the English sounds with the closest sound. Beside those previous studies, there are some studies which are similar and have more specific phenomenon. Here are the reviews of the studies.

The study of Dewi (2015) observed the phonological problems faced by Balinese people (the traders in Kuta) and foreigners in using English especially in producing some English consonants. The traders produced some phonological

problems. The result showed that the traders were not able to produce consonant sounds [f], [v], [θ], [ð], [ʃ], [tʃ], [dʒ] in three positions (initial, medial and final). It was because those sounds did not exist in Indonesian sound system.

Next study conducted by Cahriani (2016) stated that English Fricatives were not found in the Balinese language so it could be changed with the same sound. For example, they replaced phoneme [f] and [v] with phoneme [p], phoneme [θ] with [t], phoneme [ð] with [t], phoneme [z] with phoneme [s], phoneme [ʃ] with phoneme [s], and phoneme [ʒ] with phoneme [s]. The collected data on this study was twenty. The respondents were Balinese employees in the Housekeeping Department of Westin Resort Nusa Dua. The analysis based on their origin of Balinese descendant and Balinese language as their mother tongue. The sound replacement happened because those sounds did not exist in Indonesian sound system.

Next, a study had been done by Mnao (2015) in her journal about the result of Bali Star Academy in the Production of English Dental Fricatives. The population of this study consisted of 13 students from the 4th grade students who had been taught English sounds system since kindergarten. Based on the study, although the sound dental fricatives [θ] and [ð] did not exist in Balinese phonological system, the research showed 50% fricative dental words could be produced by English learners. The replacement process of some words could be assumed as an error in pronunciation replacement with the nearest sounds. This case happened because of inter language process. The result of the study showed that the students participated in Bali Star Academy having abilities in producing

the sound because they have been taught about pronunciation since kindergarten. Thus, they were already familiar with the English sound system.

The study from Hentasmaka (2015) explained about the pattern of the first language (L1) sounds on the second language (L2) sounds produced by Javanese students. Based on this study L1 sounds on L2 sounds happened especially on eleven consonant sounds. They were the fricatives [v], [θ], [ð], [ʃ], [ʒ] which tended to be substitute with [f, t, d, s]; the voiceless stops [p, t, k] which were pronounced un-aspirated; and the voiced stops [b], [d], [g] which were pronounced aspirated. In this case we could see the difference in the existence of consonant sounds between English and Javanese sounds. So in patterning case they have used habit sounds in their daily life when pronouncing the words. This research showed that the Javanese students“ were still pronounced the voiceless stops [p, t, k] un-aspirated.

Then, the study was conducted by Yogatama (2012). The study was about phonological analysis of Indian Language. The aim of the study was to find out the language sounds produced by Indian speaker. The researcher collected the data from several sources in the form of theoretical research literature especially on phonology (English-Indonesian). This research used qualitative research with recording and note technique. The result indicated that the sounds in India language were dominated with alveolar sounds like the Indonesian Balinese“s speakers dialect. The sounds [t], [d], [k] were dominantly resembled with [t], [d], [k] on Indonesian Balinese. It could be seen that the similarity of Indonesian

Balinese and India in pronouncing English sounds, the Balinese used alveolar sounds [t], [d], and [k].

Hassan (2014) investigated the problems in English pronunciation experienced by learners whose first language is Sundanese Spoken Arabic. The findings revealed that Sundanese Students of English had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrast for example [z] and [ð], [s] and [θ], [b] and [p]. Based on the findings, the study concluded that factors such as interference, the difference in the sound system in the two languages, the inconsistency of English sounds and spelling militate against Sundanese Students of English competence in pronunciation.

On the other hand, mother tongue influence also takes important part in making students' pronunciation problems. Donal (2016) confirmed that students' mother tongue significantly influenced to the way of students in pronouncing English sounds. Additionally, Utami, Wello, & Atmowardoyo (2017) proved that the main factor influences the students while pronouncing English words is the inter-language transfer (native language interference) and because of the inter-language transfer the students performed errors in modification consonant sound. Furthermore, Jing & Yanyan (2011) reported that the negative influence or hindrance of L1 on L2 makes the learners use a pattern or rule of L1 in pronouncing the target language (L2) and they tend to search for a more familiar sound to save effort thus causes different kinds of sound production.

Wester, Gilbers, & Lowie (2007) investigated the nature of the substitutions used for the dental fricatives ([θ] and [ð]) by Dutch learners of English as a second language. By means of an OT (optimality theory) analysis, the underlying reasons for the difficulties encountered with these sounds are brought to light. The present data reveal that phonetics rather than phonology plays a major role in the selection of the phonemes used to substitute the dental fricatives. The results show that Dutch learners of English do indeed substitute the English dental fricatives on a large scale.

In fact, the problems of English pronunciation encountered by EFL learners are also because of the influence of orthographic writing. Nafsik (2018) proved that the orthographic writing significantly influenced the way the Indonesian students pronounced English words. The English orthography is known for its irregularity, which makes it difficult for the students to guess the correct pronunciation of words then it becomes one of the sources of problems in pronouncing English words (Khalizadeh, 2014). Then, the irregular spelling of some English words leads many students to wrongly guess the pronunciation just by looking at the word and its letters and produce in correct pronunciation (Hassan, 2014). In addition, Gilakjani (2011) confirmed the letters influenced sounds production. The students tend to generalize in pronouncing the words which recognized as minimal pairs based on their previous knowledge. Therefore, the students are difficult to pronounce English words since the same spelling is not always pronounced in the same way (Moedjito, 2016).

According to the previous studies mentioned, lots of students have difficulties in pronouncing some English sounds. The several factors underlined students' difficulties in pronouncing English sounds that Indonesian and other non-English states faced is there are sounds that do not exist in their first language (L1), mother tongue influence, and orthographic writing. Considering all of the studies above, pronunciation still becomes a big problem for the students.

The similarity between this study and the previous studies mentioned above is all of them analyzed the English pronunciation made by learners. The difference of this study with the studies mentioned is that this study focuses on the analysis of students' mastery in perceiving and producing English dental fricative consonant sounds. This present study about English dental fricative sounds because those sounds do not exist in *Bahasa Indonesia* sound system and this study has never been analyzed before. Hence, the researcher is interested in investigating the students' mastery in pronouncing English dental fricative especially in SMP N 1 Tegal.

2.2 Theoretical Studies

In this section, the researcher presents a number of concepts used in this study. Theories that are underlying the research explain the definition of pronunciation, pronunciation problems, factors that influence pronunciation mastery, the production of speech sounds, the relationship between perception and production, English Consonants, English dental fricative consonants.

2.2.1 The Definition of Pronunciation

Pronunciation has an essential role for the human being in delivering a speech. The speaker who wants to deliver a speech and communicate to others in English is expected to be able to pronounce the sounds correctly and clearly in order to be understandable. There are some studies about pronunciation.

Brown (2000) stated that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly one another. “In addition, learning English as second language is a long and complex undertaking. A person needs total commitment, total involvement, a total physical, intellectual, and emotional response to successfully send and receive messages in a second language. Burns and Claire (2003) emphasize pronunciation refers to the *phonology* of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener (p.5).

Furthermore, pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, which is the various features that make up production of sound in English are the segmental level, aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (as well as suprasegmental features), how the voice is projected and in its broadest

definition, attention to gestures and expressions that are closely related to the way we speak a language (Gilakjani, 2012, p.118).

Dalton and Seidlhofer (2001, p.3) define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.

First, sound is significant because it is used as part of a code of particular language. So, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense, we can talk about pronunciation is the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in the context of use. Here, the code combines with other factors to make possible communication. In this sense we can talk about pronunciation with reference to acts of speaking.

Based on Syafei (1988), pronunciation is a two fold process. Teachers as a model can give an example of how the way to pronounce the sounds is. Then, students practice to listen before practicing to produce the sounds orally. From the practice, the teacher can understand which sounds are difficult to pronounce by students. In this case, the practice of oral production can be called as a part of imitation. But it is not enough for the students to learn or know the way of a particular sound is produced. For example, the student can learn which speech organs are used to produce the sounds in the mirror. The student observes how to place the tongue tip between the upper and the lower front teeth in pronouncing [θ] in think. The student also can feel the breath that is blown out of the mouth by placing the hand close to mouth during the production of [θ].

AMEP (2002) argues about pronunciation as follow:

Pronunciation designate to “the production of sounds that we use to make meaning.” It is affected with attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

From the explanation above, we can see that pronunciation is one of the ways to convey information in order to know what the speaker means. It depends on how the ability of individual produce sounds in pronouncing words is.

A wider definition of pronunciation includes both suprasegmental and segmental features. Segmental features include phoneme that consists of vowel and consonant, while suprasegmental features consist of stress and intonation. English segmental features consist of vowels and consonants. They are 12 vowels [i: I, ε, æ, a:, ʌ, u:, ʊ, ɔ:, ɒ, ə:, ə], 24 consonants [b, d, g, v, ʒ, dʒ, z, r, m, n, l, w, j, p, t, k, f, s, ʃ, tʃ, h, θ, δ], and 9 diphthongs [ɪə], [ʊə], [εə], [eɪ], [aɪ], [ɔʊ], [əʊ], [aʊ], [ɔɪ]. “They are called segmental features because they can be segmented and chopped up into isolated features. The classification of speech sounds into vowels and consonants is based on the differences in their function and in an utterance and their way of production” (Ramelan, 2003).

The pronunciation can be called as a custom in producing sound to create a meaning and it can make people who listen understand. Based on that statement, it can be implied that local language or local accent influences

pronunciation (Gilakjani, 2016). According to the studies above, it can be concluded that pronunciation can be called as the characteristic of each speaker in communication. It involves the characteristic of pronunciation affected by the speaker environment. The speaker can bring his/her first language (local accent) which affects the way he/she speaks other languages.

Kenworthy (1987) views that the purpose of pronunciation is not needed to produce the sound like a native speaker. It needs to be comfortably intelligible. The word “comfortable” refers to the “comfort” for the listeners, rather than the speaker. Based on the previous studies between Morley and Kenworthy, it can be concluded that if the speaker wants to practice pronunciation, he/she does not need a correct pronunciation but only intelligible speaking or make it understandable for their interlocutor.

People cannot pronounce an English word correctly from its spelling only. English spelling is a poor reflection of pronunciation, although it must be admitted that there is much regularity between sound and written symbol. On the other hand, pronunciation has to be integrated with other skills and aspects of language. In addition, pronunciation has to be isolated for practice of specific items and problems.

2.2.2 Pronunciation Problems

Pronunciation has become a crucial problem in learning English, as a foreign language. It is because we have to deal with many differences in sounds system of the target language or native language. Each pronunciation problem is different in nature. Ramelan (2003) said that learning language

was a matter of habit; the learners will find it difficult to change the habit of moving his speech organs in such a way as to produce the foreign sounds. In addition, Lado in (Odlin, 1993, p.15) that read as “We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements which are similar to his native language will be simple for him, and those which are different will be difficult”

The difficulty in learning is also determined by the degree of difference it will be for the student to learn the foreign language. Moreover, Ramelan (2003) points out the nature of pronunciation problems in learning a foreign language as follows.

Firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation.

Jones (1997) in Hassan (2016) explained that there were five natures of pronunciation difficulties:

- (1) Ear training or more accurately cultivating at the auditory memory.
- (2) A matter of gymnastic of the vocal organs or mouth-gymnastic to form the speech sounds of foreign language. In order to form the speech sound of foreign language, the student has to learn to put

his tongue, lips and other parts of the speech organs into certain definite positions, or to perform with the certain action.

- (3) A matter of memorizing.
- (4) Difficulty which concerns with the production of suprasegmental features (stress, length, pitch, and intonation).
- (5) The last is the difficulty which concerned with fluency.

Jones (1997) as cited in Hassan (2016) also explained that there were also five kinds of difficulties that faced by the students, they were as follows:

- (1) The students must learn to recognize readily the various speeches sounds occurring in the language, when they hear them pronounced; they must learn to remember the acoustic qualities of those sounds.
- (2) The students should learn to understand the foreign language sounds with their own organs of speech.
- (3) The students must learn to use the foreign sounds with their own organs of speech.
- (4) The students have to learn the proper usage of the sound attributes or prosodies (length, stress, intonation, and voice pitch).
- (5) The students must learn to read groups of sounds i.e., to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

According to Shumin (1997), in a country which assumes English as foreign language, English is often considered as a difficult language because

the speaker should learn, practice, and adjust the language appropriate in a variety of interactions. Basically, each speaker wants to speak English in correct pronunciation like native speaker. However, it is not easy for foreign people if only hear or imitate a whole new sound system. Moreover, the sound system in Indonesia is different from English sounds. Mnao (2015) says that “learners tend to substitute non-existing Indonesian phoneme of English with the closest Indonesian phonemes.”

Hidayatun (2009) viewed that it was not easy for Indonesian speakers when pronouncing English sounds. In this case, the Indonesian speakers still adapt to English, because some of the sounds are different from Indonesian. If the Indonesian speakers want to be successful in pronunciation, they should adjust with English pronunciation. It may become a challenge for Indonesian speakers, because they should get out of the habit from producing the sounds they use in daily life communication. In addition, most Indonesian people use their first language (local language) as a daily language in communication. Thus, it affects them since they will bring their mother tongue when speaking in other languages.

Awoniyi (1974) views that the mother tongue refers to community or groups which live in a region, makes some natural thought and communication. Based on the study above, the mother tongue influences speakers when producing sounds and forms characteristic of the sound that is coming. It can be said that the mother tongue may decide whether or not the speakers are successful in pronunciation.

After that we can conclude that there are some problems which influence Indonesian pronunciation. The problems are English as a foreign language; some of the sounds do not exist in Indonesia, and mother tongue. Indonesian has different sound characteristics in pronouncing sounds in English. Therefore, it makes Indonesian sounds different from English sounds. It happens because they must change their habit language of moving the speech organs to transfer or produce a sound in foreign language. So, it is difficult for the speakers, and leads to a mispronunciation when practicing the sounds.

2.2.3 Factors that Influence Pronunciation Mastery

Pronunciation is a hard thing on some students that English as a foreign language. Moreover, pronunciation mastery for some people is influenced by some factors. They are native language, age, exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation. Obviously, it is rather difficult to provide a complete list of affecting factors in pronunciation (Desfitranita, Sukandi & Sani, 2017). Furthermore, some factors influencing students' pronunciation mastery in pronunciation are age, amount and type prior pronunciation instruction, aptitude, learner attitude and motivation, native language (Gatbonton, Trofimovich, & Magid, 2005). Moreover, based on the research Ikhsan (2017) find that the dominant factors influencing students' pronunciation mastery are motivation. Most of the students were motivated to increase their pronunciation because they were motivated by native speakers, watching the

western or English movies and songs, and also they wanted to go to overseas so they should produce the word with correctly pronounced to avoid misunderstanding.

In addition, Gilakjani & Ahmadi (2011) explained that some factor influencing students' pronunciation master are motivation and exposure; exposure to the target language; attitude and instruction, age and mother tongue. Moreover, according to Silva (2011) the several factors that influencing pronunciation mastery as follows:

(1) Age

Pronunciation is harder than children do and they probably will not achieve native-like pronunciation.

(2) Aptitude

Learners have the same capacity to learn a second language since they have learned the first language. Others insist that the ability to recognize and internalize foreign sounds may be unequally developed in different learners.

(3) Learner attitude and motivation

Attitude toward the target language, culture and native speakers; degree of acculturation; personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

Celce-Murcia (2013) argues several factors that influence students' pronunciation mastery as follow:

(1) Age of the learner

Young children can acquire good pronunciation more easily than adults; also the Children and adults learn pronunciation in different ways. Adults have some advantages also in learning pronunciation.

(2) *Exposure to the target language*

Greater exposure to the target language makes it easier to acquire good pronunciation.

(3) *Amount and type of prior pronunciation instruction*

If learners have had good pronunciation training before, this will help them. If they've had ineffective training or no training, they are at a disadvantage.

(4) *Aptitude, attitude, and motivation*

Some people may have a "talent" for pronunciation and people who are more adaptable may have more success in pronunciation.

(5) *The role of the native language*

The learner's native language affects the learning of pronunciation sometimes this effect is bad, but sometimes it is good. An L1 sound may be substituted for an L2 sound. The phonological rules of L1 may be mistakenly applied to L2.

(6) *New directions in research*

In teaching pronunciation, we should not think only about individual sounds, intonation, rhythm, and changes in connected speech are important as well.

Thus, there are some experts who explain the factor that influenced students' mastery in pronunciation such as accent, instruction, age, personality, motivation and exposure, attitudes, etc

2.2.4 Mastery

According to Hornby (2010) the term mastery is defined into two definitions. The first definition states that the term ability means "the fact that somebody/something is able to do something" and the second one says that mastery is "a level of skill or intelligence, great knowledge about or understanding of a particular thing" (Hornby, 2010). In connection with the topic of this study, the second definition is more suitable to describe the meaning of the phrase „students' mastery in perceiving and producing English dental fricative consonant sounds“.

There are several ways to measure students' mastery, one of which is by conducting tests and after that finding out the correct percentage that the test-takers made. According to the criterion to categorize ability level suggested by Tinambunan (1988), if the number of correct percentage falls between 0-25%, the ability level is categorized as poor, if the correct percentage falls between 26-50%, the ability level is categorized as fair. If the correct percentage is between 51-75%, the ability level belongs to good category. If the correct percentage is between 76-100%, it means that the level of ability is categorized as excellent.

2.2.5 Perception and Production

In second language learning, there are two dimensions involving language uses, which are a perceptive and productive activity. Perceptive activity deals with the interpretation of the meaning of the words, while productive activity related to communication of it (Troike, 2012, p.162). Perception and production are matters of listening and speaking task. According to Awoniyi as cited in Owolabi (2012) production deals with sound articulation and perception with discrimination or listening. The students must be able to identify or define or perceive the words correctly in perception while in production the students must be able to produce or pronounce the words correctly.

De Jong, Hao, & Park (2009) argued that while perception and production systems are connected, the units of acquisition for perception and production are not the same: Acquisition in perception seems to involve features while acquisition in production seems to involve gestures and their coordination, at least for learners at some proficiency levels. In addition, perception activity is relevant to the listening activity regarding the output, while speaking is a productive activity that can be empirically observed (Brown, 2004, p.140). Those observations are always indicated by the accuracy and effectiveness of learners' listening skill. Moreover, speaking is not only regarding the pronunciation and intonation but also to make everyone understand. Hence, the speakers are required to speak in the correct

pronunciation and speech pattern of the target language. Therefore, speaking and listening are closely interrelated.

2.2.6 The Production of Speech Sounds

We use speech sounds as the signals to convey messages, information, to give our ideas and wishes in speaking to other people. Speech sounds are sounds produced by the speech or vocal organs, which include the mouth and the respiratory organs (Ramelan, 2003, p.7). Besides, Sahulata (1988) said that the sound of speech could be studied in three different ways:

- (1) Acoustic Phonetics, which was the study of how speech sounds are transmitted.
- (2) Auditory Phonetics, which was the study of how speech sounds are listening.
- (3) Articulatory Phonetics, which was the study of how speech sounds are produced by the human speech organs.

According to Syafei (1988, p.4), the English speech sounds are produced by air that comes from the lungs to the throat, and then passes through the mouth or the nose. The other organs of speech modify the stream of air in some way in order to produce the sounds. It means that the vibration and the characteristic of the sound waves are determined by the human vocal organs. Moreover, Ramelan (2003) divided the speech organs into three subdivisions based on their functions:

- (1) Initiator is the speech organs that set air into motion for the production of speech sounds; the main initiator is the lungs that can be used to initiate

the movement of the air. The other initiators, which are considered not to have very important value in language, are the tongue and the larynx.

- (2) Phonator is the vocal cords in the larynx, which are used to produce the speech sounds called “voice”. Voice is important because the majority of sounds production in speaking language use it.
- (3) Articulators are used to obstructing the outgoing air in the production of speech sounds. Depending on whether or not they can be moved. There are two kinds of articulators, namely *movable* and *unmovable* articulators. The movable articulators are, for instance, the lips, the tongue, the uvula, and the vocal cords; the unmovable articulators include the teeth, the teeth ridge and the hard palate.

In addition, according to Seidlhofer (2001) the most general distinction between different speech sounds was that between *vowels* and *consonants*. During the articulation of vowels, the air flew freely out of the mouth. Meanwhile, the airstream was obstructed somewhere in the vocal tract, either partially or completely, when we produced consonants. Based on the explanation above, the researcher concludes that there are some processes to produce the speech sounds, namely by lungs into the throat and then passes the mouth, and then moving to the air mouth, which is obstructed by the organs of speech.

2.2.7 English Consonants

Consonants are the speech sounds which are produced with some kind of closure with a mouth restricting the escape of air. The production of a

consonant is mainly characterized by some obstruction along the air passage, in the mouth especially. In addition to the place where the obstruction takes place, the types of consonants are also determined by the way or manner in which the outgoing air is obstructed by the articulators. There is one basic classification of speech namely vowels and consonants.

Hamann, C. & Schmitz, C. (2005, p.6) when the air flew, it could be more or less obstructed, producing a consonant, or was simply modified, giving a vowel. If you pronounced the first sound of the word “paper” you closed your mouth completely and that was the full obstruction, then if you pronounced the first sound of the word “after” the mouth was more open than normal, the air flew as freely as it possibly could. Sahulata (1988) argued that consonants are segments marked by interruption of the airstream.

According to Ramelan (2003), consonants are commonly classified on the basis of the following three variables:

- (1) The place where the optimum obstruction takes place, which is called the place of obstruction or point of articulation; for instance the obstruction may be formed by the two lips, or by the tip of the tongue and the upper teeth.
- (2) The way in which the air is obstructed by the articulators. This variable is called the manner of obstruction or type of articulation; the air may be partially or completely obstructed by the organs of speech; or it is completely obstructed in the mouth but is free to pass out through the nose.

- (3) The activity of the vocal cords, that is, whether the obstruction of the air above the larynx is accompanied by the vibration of the vocal cords or not. When it is, the consonant is said to be voiced, when it is not, it is said to be voiceless.

Moreover, consonant is a sound, voiced and voiceless, in which the air stream is obstructed through a narrowing or complete closure of the mouth passage in the other words. The sound of a consonant depends on whether the vocal cords vibrate or not, where and how it is formed (Baker, 2005, p.24). As stated before, consonant may be classified into voiced consonant and voiceless consonant. Dealing with Dale & Poem (2005, p.116) a voiced consonant is a sound produced when the vocal cords are vibrating, while a voiceless consonant is a sound made with no vibration of the vocal cord.

English consonant and Indonesian consonant are different. There some sounds systems which do not exist in Indonesia. Dewi (2015) stated that there were 12 vowels and 24 consonants in English. Meanwhile, there were only 6 vowels and 21 consonants in Indonesian. In this case, Indonesia has less sound system than English, which makes foreign speakers who are not familiar with these sounds difficult to pronounce the sounds. Muslich (2011, p.86) in his book entitled *Fonologi Bahasa Indonesia Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia*, there was no dental fricative sound, however there is alveolar fricative sound [s], and dental plosive sounds [t, t^h, d]. Moreover, Chaer (2013) there was no dental fricative sound also, however

Indonesian fricative sounds are called labiodental [v,f], laminoalveolar [z], laminopalatal [ʃ, s].

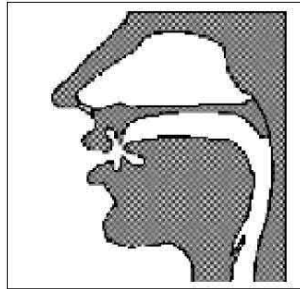
2.2.8 English Dental Fricative Consonants

According to Ramelan (2003), a fricative is a sound during the production of which the air is forced to go through a small opening, which causes audible frictional sound to be heard. The two articulators are brought close to each other in such a way that there is some narrow opening left for the air to pass out (p.103). English has voiced and voiceless fricatives at labiodental [v, f], post- dental/dental fricative consonants [θ, ð], blade-alveolar [z, s], and palato alveolar [ʒ, ʃ] point of articulation; in addition, it has a voiced post-alveolar fricative [r] and voiceless glottal fricative [h].

However, this study only focuses on dental fricative consonants [θ, ð]. The dental fricative consonants are not found in both Javanese and Indonesian, so that is not surprising those students with those two linguistic backgrounds will likely have difficulty in pronouncing it. According to Sisbiyanto (2005), it could be predicted that for Indonesian students, learning English was likely difficult especially in pronouncing the following English fricatives [v, θ, ʃ, ʒ, r] since these sounds were not used by most Indonesian speakers in speaking their language. Fricatives were continuant consonants, which meant that you could continue making them without interruption as long as you had enough air in your lungs (Roach, 2009). Syafei (1988) argued that fricative consonants were made by forming a nearly complete stoppage of the airstream. The opening through which the air escaped was so small that

friction was produced. In conclusion of the studies is that English fricatives are produced when the outgoing air meets and narrows the air passage, or in this case the air is going out in a partial manner.

2.2.8.1 Voiceless Dental Fricative Consonant [θ]



Picture 1. The Sound of [θ]
(Source: Ramelan, 2003, p.130)

1) *Articulatory Definition*

The sound of [θ] is a voiceless dental fricative

2) *Articulatory Description*

According to Ramelan (2003, p.130), [θ] is a voiceless dental fricative. The articulatory descriptions are:

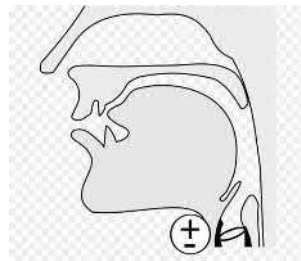
- (a) The tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air-stream escapes with an audible friction.
- (b) The soft palate is raised to close off the nasal passage.
- (c) The vocal cords are not vibrating.

3) *Note*

Since the voiceless dental fricative consonant [θ] does not exist in Indonesia, it may give problems for the speakers to produce this sound. Most Indonesian people tend to replace [θ] with the

nearer sound [t] in local language, for example when they are pronouncing think [θɪnk], method ['meθəd], path [pɑːθ]. According to the study of Faroese learners (Elsa & Mees, 2012, p.79) the dental place of articulation should not be difficult as it is familiar from Faroese [t, d], but replacing the complete closer by a structure of close approximation proves to be very difficult. They should articulate the sound by moving the tongue-tip behind the upper front teeth (i.e. post-dental rather than inter-dental), making sure there is no closure. In order to pronounce this sound fluently, the speakers should practice. It takes time to produce this sound.

2.2.8.2 Voiced Dental Fricative Consonant [ð]



Picture 2. The sound of [ð]
(Source: Jones, 1956, p.101)

1) *Articulatory Definition*

The sound of [ð] is a voiced dental fricative

2) *Articulatory Description*

According to Ramelan (2003, p. 133), [ð] is a voiced dental fricative. The articulatory descriptions are:

(a) [ð] is the counterpart of [θ], but with the vocal cords

vibrating.

- (b) Thus, the tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air stream escapes with an audible friction.
- (c) The soft palate is raised to close off the nasal passage.

3) Note

The tip of the tongue for the production of [ð] may be put very close to the back part of the upper teeth (post-dental) or between the upper and lower teeth (interdental) without producing a distinctive acoustic effect on the hearer. Most Indonesian and Javanese students have linguistic backgrounds may replace the English [ð] with a voiced dental stop, which should be strongly discouraged. They make a complete obstruction instead of a partial obstruction. For instances, in pronouncing "they" [ðeɪ], "other" [ʌðə], "clothe" [kləʊð].

2.3 Theoretical Framework

This study focuses on students' mastery in pronouncing English dental fricative consonant sounds. There are some relevant theories underlining this study. Started by pronunciation theory (Dalton & Seidlhofer, 1994; Syafei, 1988; Burns & Claire, 2003; Kenworthy, 1987), followed by the theory of pronunciation problems (Ramelan, 2003; Jones, 1997) and the factors that influence pronunciation mastery (Gilakjani, 2011; Silva, 2011; Celce-Murcia, 2013)

The first way to observe is giving the participants a list of utterances containing English dental fricative consonant sounds, such as [θ] in the words “thin”, “ruth” and sound [ð] in the words “they”, “other” (Ramelan, 2003, p.131-134). That list of words were examined in the listening (perception) test and speaking (production) test. After listening test, the researcher explained the basic theory about pronunciation that is supported with Ramelan (2003) and Jones (1997) in order to avoid mistakes in the second test.

Next, the participants were given a production test about production test about English dental fricative consonant sounds in form of speaking test. As stated by Brown (2004), Speaking is a gainful ability that is able to immediately observe (p. 140); which is belongs to the imitative speaking. Thus, the participants try to imitate those words and record them. While the participants pronouncing the list of words which contain English dental fricative consonant sounds, the reseacher recorded their sounds..

Finally, the researcher analyses and describes the participants’ answers and listens to the participats’ recording and makes the sound transcription of them. The last step is analysing the data collected from the test. Ellis. (1997) stated that data analysis involves organizing, accounting for and explaining the data (p. 461). Thus, from the analysis, the researcher concludes the findings of this study.

The framework of the study is described in the scheme below:

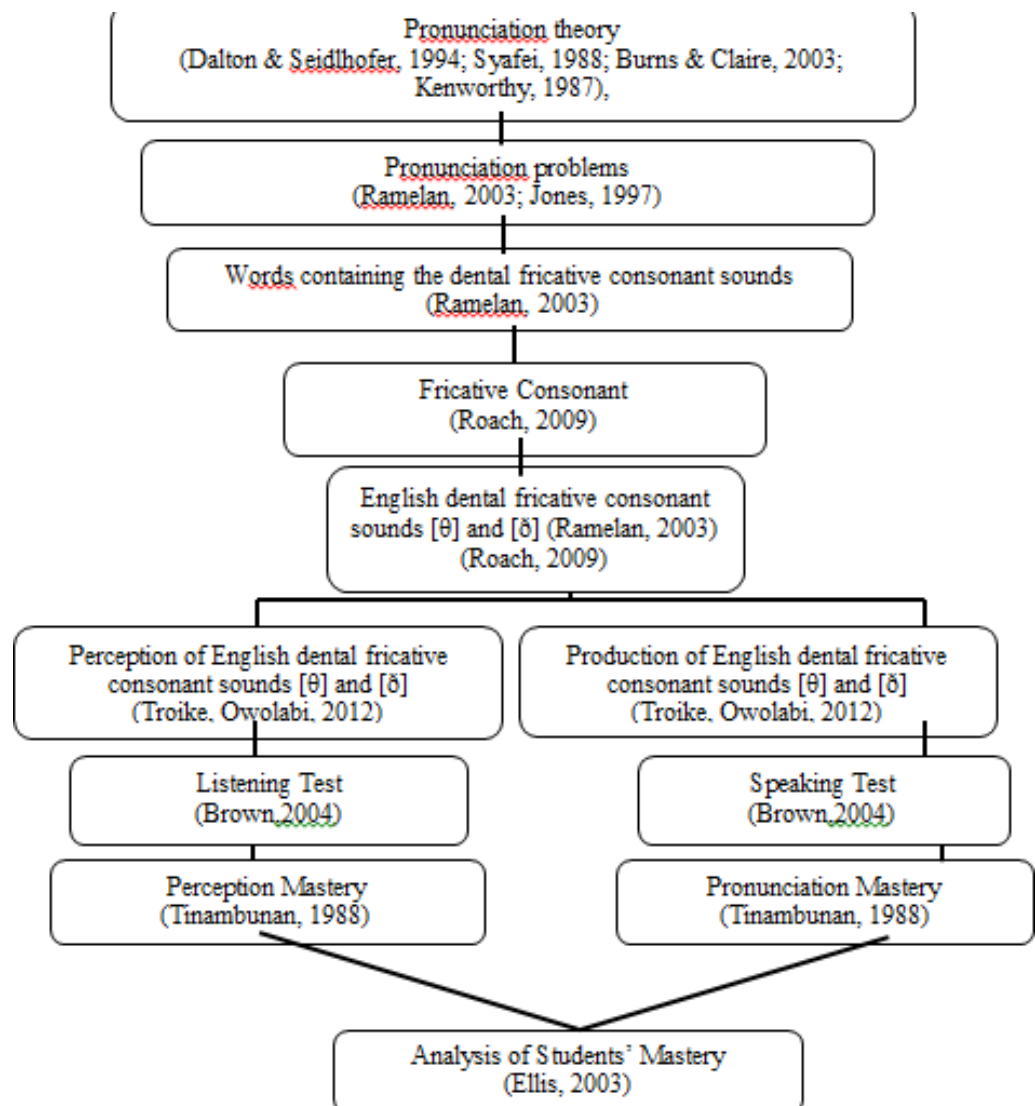


Figure 2.3 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

In chapter five, the researcher makes conclusions and suggestions for the research. The researcher hopes that the conclusions and suggestions can be useful for the teachers and students, particularly students of SMP N 1 Tegal and also for the readers in general. Furthermore, it is expected that the conclusions and suggestions can give lots of contributions to improve students' mastery in perceiving and pronouncing English dental fricative consonant sounds.

5.1 Conclusion

Based on the result of data analysis in chapter four, the researcher presents there were twenty numbers of English dental fricative consonant sounds [θ] and [ð] in perception test. The percentage of correct pronunciation of the students in perceiving sounds ([θ] and [ð]) was 83%. Based on the criterion of the data interpretation, the conclusion showed by the percentage of students' mastery of eighth grade students of SMP Negeri 1 Tegal in perceiving or identifying English dental fricative consonant sounds ([θ] and [ð]) was considered excellent.

Second, in the level of production, there were fifty words which were produced by thirty students of eighth graders of SMP Negeri 1 Tegal. Totally, there were 1,500 utterances which were gained from the test. Based on the criterion of the data interpretation, the percentage shows that the students' mastery of the eight grade students of SMP N 1 Tegal in producing English dental fricative

consonant sounds was 44% and categorized as fair. In short, the eighth graders' students of SMP N 1 Tegal got better in perception rather than production, since they were excellent in perceiving the sounds, however fair in producing the English dental fricative consonant sounds [θ] and [ð].

Moreover, the students who pronounced incorrectly tend to substitute with sound [ð] voiced dental fricative, [s] voiceless alveolar fricative or *laminopalatal frikatif* in Indonesian sound, [z] voiced alveolar fricative or *laminoalveolar* in Indonesian sound, [t] voiceless alveolar, [d] voiced alveolar or *apikoalveolar hambat* in Indonesian sound than sound [θ] English voiceless dental fricative. Besides, they tended to substitute the sound with [t] voiceless alveolar stop, [d] voiced alveolar stop or [θ] voiceless dental fricative than pronounced the words with English [ð] voiced dental fricative consonant sound.

5.2 Suggestion

According to the result of the study, the researcher provides some suggestions related to this study to develop students' capability in English pronunciation for better achievement in the future.

(a) *For the teachers*

The teachers have responsibility in guiding the students and the teacher should be their supporting partner in learning English. Therefore, teachers must have a really good ability in pronouncing English sounds to be a role model for their students. Since, the students learn how to pronounce English word is not only by reading a dictionary, but also by listening the

way of English teachers speak. The students will imitate their English teacher's pronunciation. Moreover, the teachers have to do some ways to improve their students' pronunciation. For instance, by drilling the English words to the students in order to make them familiar and pronounce the words correctly. Besides, the teachers should ask them to practice often by giving some assignments related to the pronunciation, such as reading aloud, retelling a story, having conversation in a group, etc. The teachers should pay attention to the students' pronunciation, practice and guide them to pronounce correctly.

(b) For the students

The students should realize that pronouncing English correctly is very essential. They should do more practice to pronounce the English sounds which do not exist in Indonesia, such as sound [θ] and [ð]. The students need to practice in listening and pronouncing some words that contain sound [θ] and [ð], so that their pronunciation is appropriate. Moreover, the students have to be active in every English lesson. In learning how to pronounce English words correctly, the students need to pay attention to the model given by the teacher. They should practice by listening to English music or watching English movies, or having conversation with their supporting partners (friends, teachers, foreigners, English native speakers, etc). By studying and practicing, eventually they can improve their pronunciation.

(c) For the future researcher

For future researchers who are going to conduct a research in the same type of field, it is suggested that they should develop and improve this study more into a broader level of complexity or range. Furthermore, the future researchers can analyse the methods for the students in order to learn pronunciation aspects especially for English sounds that do not exist in *Bahasa Indonesia*. In short, the researcher hopes this research can be useful as a reference for all people who want to conduct a similar research in pronunciation.

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