



**THE DIFFICULTIES OF PRODUCING ENGLISH
CONSONANT SOUND FOR EFL SUNDANESE STUDENTS**

**(A Case of the Eleventh Grade Students of SMA Negeri 1 Ciamis in the
Academic Year 2018/2019)**

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by

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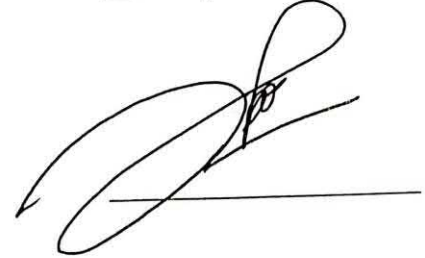
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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MOTTO AND DEDICATION

“Push yourself, because no one else is going to do it for you”

This final project is dedicated with full of love and gratitude to:

Muslimah, My mother

Tatang, My father

Evi, Alya, Arul, and Zulfan My brothers and sisters

My family and My all best friends

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ABSTRACT

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Key Words: Difficulties, Sundanese, English Consonant.

This study was about Sundanese students' pronunciation in producing English consonant sounds. This study aimed to investigate the problem faced by Sundanese students in producing English consonant sound and to find out what are the causes of the difficulties in producing English consonant sound for EFL Sundanese students.

This study used a descriptive qualitative method. There were thirty five eleventh grade students as the sample of this study taken by purposive sampling technique. The data of this study were gained from three kinds of ways. Those were scanning in the form of a listening test, recording in the form of Pronunciation test and questionnaire. The results of the listening test, pronunciation test and questionnaire were the sources of data for this study.

Therefore, it can be concluded that the most common problems faced by the Sundanese students were the Sundanese students' production was low, they were good in perception test rather than production test with the percentage of error in perception test was 35,18% and in production, the test was 73,06%. They also did mispronouncing sound [v], [ə], [ð], [ʃ], [ʒ], [tʃ] and [dʒ] because those sound does not exist in Sundanese, so they substituted the English sound to the Sundanese phonological system. Sundanese students are distracted by orthographic word. The mother tongue significantly influenced the way Sundanese students pronouncing English consonant sound because the differences of the way of producing the sound in each language and the problem of Pronunciation happened by many teaching difficulties and strategies of teaching pronunciation. Meanwhile, some causes make Sundanese students difficult to produce English consonant sound. Those were lack of exposure and practice, age, confidence and well-motivated of students, the lack of knowledge from their family, their English teacher is not well trainee and their society such as their friends and applications of social media influenced Sundanese students in learning English especially for pronunciation skill.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, which consists of background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, significance of the study, and outline of the report.

1.1 BACKGROUND OF THE STUDY

Nowadays, to be able to learn science, technology, business, politics, international relations, communication, culture and education, Indonesian people are expected to understand English. As the International language, English has been studied by people all over the world. In Indonesia, English as a Foreign Language. It makes Indonesian people cannot avoid English and throw it away from daily life. Also, Indonesian people are required to master or at least just to know the basic concept of English and start to try hard to learn it. There are four primary skills while learning English. They are listening, speaking, reading, and writing. These four skills also include associated skills, such as knowledge of vocabulary, spelling, syntax, meaning usage, and also pronunciation. Those can lead EFL learners to make communication effective when all the skills are interwoven.

Based on Ramelan (2003) a foreign language learner will face some difficulties. He used to speak their mother language, it influences his speech organs, so if he learns another language, it will be difficult to change the habit of moving his speech organs. Moreover, there are four major skills of language that

have to be learned: speaking, listening, reading, and writing. He not only changes the habit of production sounds but also changes all of the organs that needed to support the four major skills. Besides, (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016) as cited in Gilakjani (2016) stated that pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. In Indonesia, English as a Foreign language, the English learners were still producing as the way they pronounced English words based on their language in their countries.

Indonesia consists of various tribes with their respective languages. Also, it has a multilingual urban city with multicultural diversity. According to Kemendikbud (2018) stated that 652 languages have been identified and verified widespread in Indonesia. This number does not include dialects and sub-districts. From 1991 to 2018, we have mapped and verified that Indonesia has 652 local languages. This number can still increase and change in every year.

Based on BPS data (2010, p.5) as cited in Falahudin (2019) Indonesia has thirty-one major ethnic groups and many more minor or sub-ethnic groups, 1.300 groups. Each ethnic groups have own local language which is used in their daily activities. Then, Bahasa Indonesia is the second language (L2) as the unifying language in Indonesia as stated in “Sumpah Pemuda” that is happened on 28th October 1908. It is as a bridge for every ethnic group in Indonesia to communicate with each other to keep the good interaction from one ethnic to other ethnics in Indonesia.

Every ethnic group in Indonesia used a local language in their daily activity. There are 2,500 local languages in Nusantara, BPS (2010, p.6), 79.5% Indonesian speaks the local language in their daily activity, the date is taken from BPS reports (2010, p.15). It means that local language is as the first language in Indonesia which is used by speaker surrounding in a certain area. Javanese has Java, and Sundanese has Sundanese as their local language. BPS (2010, p.8) records that there are 36.7 million people. It means that there are 36.7 million people speak Sundanese as their first language.

In these multicultural and multilingual situations, language and cultural touching are unavoidable. Language contacts give rise to mutual absorption between elements of one language into another. One of the local languages in Indonesia is Sundanese.

According to Rouffaer (1905) as cited in Hidayatullah (2016), the Sundanese word comes from the root word *sound* or the word *suddha* in Sanskrit which has the meaning of shining, bright, shiny, white (Williams, 1872: 1128, Eringa, 1949: 289). Based on KBBI (2016), Sunda is an ethnic who lived in West Java with Sundanese as a language spoken by them. Also, Comrie (2009) stated Sundanese is a language from the Malay-Polynesian branch of the Austronesian language family. The Centre of Statistic agency of Indonesia (2010) also stated that this language is spoken by over 43 million almost people of West Java and the western region of Central Java starts from Brebes River (Cipamali River) in the Brebes and Serayu District (Ciserayu River) districts in Cilacap Regency and

it also has become the second spoken mother tongue in Indonesia after Javanese.

Furthermore, Spiller (2010) stated that :

Sundanese culture remains virtually unknown to the West. Approximately thirty million people speak the Sundanese language and identify themselves as Sundanese—considerably more than better-known Indonesian groups such as the Balinese. Yet all too often American journalists (and their automated spell-checkers) render the name as “Sudanese”—and even provide the laughably inaccurate “clarification” that it refers to a place in Africa. Perhaps the fact that there is no place called Sunda is a contributing factor to this obscurity. The Sundanese homeland is the highland areas of western Java. Java is among the largest islands in modern Indonesia, and certainly the most densely populated. Parahyangan (“land of the gods”) is an old Sundanese name for the area; the Dutch colonists who controlled the area for several centuries rendered the name Preanger, and today it is still called Priangan. In Indonesian languages, the word Sunda typically is used not as a noun, but as an adjective, as in *basa Sunda* (Sundanese language) and *tanah Sunda* (Sundanese homeland). The modern Indonesian province of Jawa Barat (West Java) is roughly coterminous with the Sundanese homeland.

Based on some of the definitions, the researcher concludes that Sundanese is a Malay-Polynesian branch of the Austronesian language that becomes the first language or mother tongue of Sundanese ethnicities in Indonesia. Sundanese as a non-native speaker, they will encounter some difficulties when they learn English. It happened because of the differences of the structures, the functions, the systems, and the pronunciations. However, Sundanese EFL is possible to be successful in learning English like native speakers, but some are not. The mixture of these two languages makes it difficult for Sundanese people to master in English. Meanwhile, information that entered to Indonesia at this time generally uses words and terms in foreign languages especially English. To face the problem of being easy to communicate English like a native speaker, Sundanese students should learn English. They need efforts to minimize the difficulties in

learning English. They have to recognize new vocabulary, sound system and so on.

Realizing the importance of English especially in pronunciation, the main function of learning English is as an introduction in all aspects especially in Education. English has become one of the subjects in the higher secondary school level, which has included this subject to be tested in the National Examination (UN), therefore this subject need sufficient attention for students to face them. English teachers have made various efforts to improve learning achievement, but sometimes they have difficulty in determining the form activities carried out in class to provide the needs of students especially for Sundanese Students in practicing English skills.

Based on the light of Communicative Language Teaching (CLT) in Ahmed (2017), students are required not only to have good knowledge of vocabulary and eligible grammar, the four language skills, but also correct pronunciation. Correct pronunciation must be achieved in learning English process. Therefore, learning English pronunciation is of great importance for students, even for their national exams or in communication. It will help EFL learners to have a good job in their future and enable them to communicate with foreigners successfully.

The researcher has done the preliminary studies. Based on 30 of Sundanese Students, there were seven consonants that they feel difficult and unfamiliar with. Those were sound [v], [θ], [ð], [ʃ], [ʒ], [ʒʃ] and [dʒ]. The researcher realized that in Indonesia where the population consists of various

ethnic groups automatically has a variety of languages that would be very influential in learning English because influenced by his or her first language. From various regional languages in Indonesia, the researcher would like to find out the problems and the causes for people who have a Sundanese background as their first language when they pronounce English especially consonant sounds. Hopefully, it will be useful and provide alternatives for the English teacher to give lots of practice in pronouncing some words with correct pronunciation in the classroom and daily language to make the Sundanese students more accustomed in producing English consonant sound.

1.2 REASON FOR CHOOSING THE TOPIC

The reasons why the researcher chooses this topic are :

- a. Pronunciation skill is very important in learning English, but in fact pronouncing English at school is very rare because of the lack of English teacher's pronunciation theory.
- b. For Sundanese Students, the most difficulties in pronouncing English is producing some of Consonant sounds while doing conversation in the classroom.
- c. Most of the higher secondary school students who have Sundanese as their first language produced incorrect pronunciation for many of English words.
- d. Many Sundanese students consider that pronunciation is not important to learn, so students are lazy to learn it.

1.3 RESEARCH PROBLEM

The problem presented in this study can be formulated as follows:

- a. What are the problems faced by Sundanese Students in producing consonant sound of English ?
- b. What are the causes of the difficulties in producing English consonants sound for EFL Sundanese students?

1.4 PURPOSE OF THE STUDY

Based on the research question above, the purposes of this study are:

- a. To investigate the problem faced by Sundanese Students in producing consonant sound of English.
- b. To find out what are the causes of the difficulties in producing English consonants sound for EFL Sundanese students.

1.5 SIGNIFICANCE OF THE STUDY

The significances of this study are:

- (1) Theoretically, this study will provide an explanation about how to investigate the problem faced by Sundanese Students in producing consonant sound of English, how is the influence of Sundanese as the first language while pronouncing consonant sounds of English, and what causes for Sundanese Students feel difficult while doing conversation in the classroom.

- (2) Practically, this study will give information for an English teacher to help Sundanese Students to produce Consonant sounds correctly.
- (3) Pedagogically, this study will give information for the English teacher who has taught and it might help the Sundanese learners of English who are prone to making mistakes in their pronunciation and also the comparison of both phonetic systems might help them realize the significant differences in articulation of these languages and the study of the most typical mistakes might then allow them to find mistakes in their speech and eliminate them.

1.6 LIMITATION OF THE STUDY

In carrying this research, this research emphasizes on the difficulties and error of English consonant sounds [v], [ə], [ð], [ʃ], [ʒ], [ʒ] and [dʒ] pronounced by the subjects. This research especially wants to make sure whether the subjects are stronger or weaker in perception or production of pronouncing those sounds.

The subjects of the research are limited. The subjects are 35 eleventh grade students of SMA Negeri 1 Ciamis because they are believed that they have learned enough English vocabularies and listen to some English words. Also, they are not disturbed by national exam.

1.7 THE OUTLINE OF THE REPORT

This study is divided into five chapters. The first chapter discusses the introduction that consists of the background of the study, the reasons for choosing the topic, the research problem, the purpose of the study, the significance of the study, and the outline of the study.

The second chapter deals with the review of the related literature which consists of the previous studies, the theoretical background of the study, and the framework of the present study.

The third chapter is about the methods of investigation. This chapter consists of the research design, the subject of the study, the research variables, the types of data, the instrument for collecting data, the method of collecting data, and the method of analyzing data.

The fourth chapter presents the results of the study. This chapter discusses the general description, the detail results including data analysis, and the discussion based on the research findings.

The last chapter presented in this study is the fifth chapter. It deals with the conclusion and some suggestions related to the topic of the study

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents the review of related literature which discusses the ideas and theories underlying the subject matter of the study.

2.1 Review of the Previous Studies

Since the second half of the twentieth century, the English language has spread around the world to an extent hitherto unknown in any other historical period or for any other language. On the one hand, English has developed into a nativized language in many countries of the Outer Circle, i.e. countries such as India, Nigeria, and Singapore, where it performs important local roles in the daily lives of large numbers of bilingual and multilingual speakers. On the other hand, it also serves as a lingua franca among non-native speakers (NNSs) of English from all over the world, many of whom come from the countries of the Expanding Circle (i.e. countries for whom English does not perform internal roles), whose members are more likely to communicate in English with NNSs from other first languages than their own, than with either native speakers of English (NSs) or with people who share their first language (Jenkins,2006). As a non-English speaking country, EFL learners are used to making errors in speaking than listening since they rarely use English in their daily life. Rizkiyani (2019) stated that students were good in perceiving English palato alveolar sounds with errors 36% and were fair in producing English palato alveolar sounds with errors 53%. Shehata (2015)

confirmed that Arabic students difficult to perceive and produce, all learners consider the fricative pharyngeal-glottal phoneme contrast to be the most difficult Arabic consonant contrast to acquiring. Furthermore, Swastika (2017) confirmed that the Balinese students' ability level in pronouncing the sound [θ] was categorized as "very poor" and the students' ability level in pronouncing the sound [t] was categorized as "very poor".

However, the problems in English pronunciation experienced by learners whose first language is not English. Guntari (2013) indicated that the production level of dental fricative by Sundanese students at Gadjah Mada University was only 13,80 % correct sounds. It means that the students' production level was low. The different consonant between English, Indonesian, and Sundanese could be the cause of phonological factor (Raharjo,2010). The students had great difficulties in pronouncing the sound [θ] and [ð] than in pronouncing [f] and [v], as these sounds did not exist in both Indonesian and Sundanese. He also stated that the students mispronounced the sound [θ] with the sound [t]. Their tongue was not used to pronounce the English sound [θ]. In addition, Fauzi (2014) confirmed that Sundanese student of English Letters Department is made some error on their pronunciation. Error of omission and error of addition are found on the vowels and consonant sound except for the fricatives sound. While the error of selection, it is occurred both on the fricatives sound and the rest of sound. He also found that overgeneralization was one of the reasons why the Sundanese student made errors on their pronunciation. Furthermore, EFL Sundanese students made 262 errors that the greatest errors made by them are mispronouncing the minimal pairs of /f/

and /v/, /s/ and /θ/ and /ð/ and /z/. The misuse of the sound “p” instead of “b” is a common error for Sundanese since there is not a distinction between the sound “f”, “v” dan “p” in Sundanese phonological system (Risdianto,2017).

Moreover, many English non-native speakers have problems with the pronunciation of sound many research studies conducted with students in Thailand (Prachanboriban, 1958; Lakhawatana, 1969; Chanyasupab, 1982; Malarak, 1998 ; and Mano-im, 1999) suggest that Thai students are likely to pronounce English sounds by using Thai consonant sounds. Generally, Thai students are very prone to encounter difficulties in speaking English especially in pronunciation because the sound system of the Thai language is different from English (Sahatsathatsana,2017). In addition, the subjects’ Chinese performance of pronunciation in making connected speech was poor, negatively affected by their mother tongue. The equally disappointing results of the listening test denoted that the subjects’ performance of listening comprehension was positively correlated to their skills of pronunciation. Correspondingly, it is attested that negative transfer of mother tongue would lead to the substandard pronunciation of English connected speech and unsatisfactory accomplishment of listening comprehension (Liang,2015). EFL teachers, based on their experiences as learners of a foreign language, claim that the mother tongue has a beneficial role in second language acquisition and learning because the problems of pronunciation might happen by many teaching difficulties and the strategies of teaching pronunciation help produce correct speech pronunciation. Ahmed (2017) from Faculty of Education, Blue Nile University, Sudan & Department of English Language, College of

Science & Arts—Qilwah, Al-Baha University, Al-Baha, Kingdom of Saudi Arabia stated explained that the problems of pronunciation are the result of many teaching difficulties and the strategies of teaching pronunciation are helpful in producing correct speech pronunciation. Rizkiyani (2019) also confirmed that teachers provide many learning strategies and improve their teaching quality. In addition, the negative transfer (the interference of mother tongue) caused difficulties in pronouncing problematic sounds that the interference of students mother tongue made by them. Then, Nuhiu (2012) confirmed that the influence of mother tongue emerges one term which is called as ‘difficult diphthong’ in which the students are failed in pronouncing English diphthong and also causes a tendency to replace English consonants with the sounds that exist in their native inventory sounds. After all, the interference of mother tongue makes some errors in their pronunciation, especially in pronouncing vowel and consonant that are unfamiliar with (Erinastasia, 2018).

On the other hand, several teachers in second language acquisition, there seems to be an increasing conviction that the first language has a facilitating role in the second language acquisition Schweer (1999) as cited in Ismaili (2015). Also, Ferrer (2000) claimed that the mother tongue has an active and beneficial role in instructed second language acquisition/learning.

Most of EFL learners use structures from their first language that are comparable to the second language transfer forms and meanings while attempting to read, speak or write the second language. Macaro (2005:532) points out that avoiding the L1 increases usage of input modification (e.g. repetition, speaking

more slowly, substituting basic words for more complex ones, simplifying syntax, etc.) which is time-consuming as well as it makes the teaching boring and less realistic.

To defend themselves, most EFL learners substituted English pronunciation with their phonological system. Tuan (2011) explained that Vietnamese EFL students have the most difficulty in pronouncing the English fricatives /ʃ/, /ʒ/ and the affricates /tʃ/ and /dʒ/ among the English consonants surveyed. The students tend to substitute Vietnamese sounds for the English sounds. According to results of the questionnaire survey, the students have the most difficulty in pronouncing the English fricatives /ʃ/, /ʒ/ and the affricates /tʃ/ and /dʒ/ among the English consonants surveyed. The students tend to substitute Vietnamese sounds for the English sounds. They do not find it much difficult to pronounce the English /ʃ/ in word-initial position as in “sheet”. But, they have trouble pronouncing the English /ʃ/ in word-medial position and word-final position as in “fishing” and “wash”. They tend to substitute the Vietnamese /s/ as in “xua” (meaning “old”) or /ʒ/ as in “sũa” (meaning “milk”) for the English /ʃ/ and they often forget to pronounce and release the English /ʃ/ in word-final position. Furthermore, Bui (2016) indicated that substitution phenomenon was a dominant problem in the Vietnamese student’s pronunciation of /θ/ and /ð/. The most outstanding problem in pronouncing the consonant /θ/ was replacing this sound by Vietnamese /tʰ/. With regards to /ð/ sound, it was most frequently

mispronounced as /z/. Besides, there was a new kind of mistake found: it was the tendency to pronounce /dʒ/ instead of /ð/, which has not been reported ever. Apart from that, participants also confirmed some causes of their erroneous pronunciation. Most Thai students misplace the position of their tongue and mouth during the pronunciation of /r/. It supported by Swan & Smith (2001) as cited in Choong (2014) as it's due to the substitution of the L1 pronunciation of the word in L2. In addition, Fauziah (2017) revealed the students performed errors in nine problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [dʒ], [d], [z]. They tended to pronounce those English sounds by replacing with their sounds. They replaced the sound [v] with sound [f], the sound [θ] with the sound [t], the sound [ʃ] with the sound [s], the sound [ʒ] with the sound [z], the sound [tʃ] with the sound [c], the sound [dʒ] with the sound [j] and [g], and the sound [ð] with the sound [d], [d], and [t]. Furthermore, Hamidiyah & Arief (2013) stated that sounds /θ/, /ð/, /ʒ/, /ʃ/, /dʒ/, /ʃ/, /v/ were admitted difficult to pronounce apparently the Sundanese students found sounds /ð/, /θ/, /v/, /ʃ/, and /f/ were problematic for them to produce. The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization (Keshavarz,2017).

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. Serawai Melayunese dialect did not strongly give positive transfer on students' pronunciation of English vowels [ʊ],[ɒ],[ʌ],[ə],[e], consonants [p], [b], [t], [d], [f], [ʃ], [k], [h], [s], [m], [n], [l], [r], and diphthong

[ɔɪ]. Moreover, Serawai Melayunese dialect did not strongly give negative transfer on the substitutions of long vowel sounds [i:], [ɒ], [u:], [ɜ:] and [æ] into short vowel sounds [ʊ],[ɒ],[ʌ],[ə],[e], consonant sounds [ph], [th], [kh], [ð], [dʒ], [ʒ], [tʃ], [θ], and [v] into sounds [p], [k], [d], [j], [z], [t], [f]. It occurred not only because of these sounds did not exist in the Serawai Melayunese dialect sound system, but it was also influenced by spelling interference from L1 and lack of pronunciation training (Mulya,2018). In Addition, the mispronounced words mostly are caused by the lack of pronunciation practice. It helped them to improve and to evaluate their pronunciation ability. Since the students were able to recognize those words, then teacher facilitate them to practicing pronunciation (Begum & Hoque,2016; Keshavarz,2017; Falahuddin,2019).

Furthermore, there are some findings by previous research of Gilakjani (2011) as the reference in identifying the problems. First, the lack knowledge of English vocabulary. Students tend to need more time to read and then utter the words they do not know in the text that the results are mostly incorrect. Second, the lack of role model in practicing English pronunciation. Based on the students experiences when they were in the junior or senior high school, their teachers have limited time in teaching English which is not only focused on pronunciation. Therefore, students tend to utter English words by their own understanding. Third, the lack of confidence in practicing pronunciation. It relates to the one of Krashen hyphotheses which is affective filter. Some students refuse to read aloud text or speak because they are worry about the mispronunciation that may happen. Fourth, fossilization by local language. Student tend to read the text by using

regional accent naturally which is also recognized when they speak Indonesian as the official language. Fifth, the difference between L1 and L2 speech sound system. Since each language has different speech sound to other, student sometimes find there are some speech sounds that are difficult to be pronounced. Sixth, letters influence sounds production. Since letters are written, while sounds are spoken, each letter may stand for more than one sound. Students tend to generalize in pronouncing the words which is recognized as minimal pair based on their previous knowledge. Seventh, lack of performance assessment of speaking. Based on the the students experiences when they were in the junior or senior high school, teacher tend to focus in multiple-choice test in reading comprehension and true false test in grammar rather than give chance for students to speak in English in order to make sure that students will pass the mid or final semester test that usually paper based test. Eighth, lack of various teaching technique. Based on the the students experiences when they were in the junior or senior high school, teacher tend to use lecturing technique and sometimes just give some notes about the material rather than group discussion in teaching that makes student become less active in using English by speaking. Ninth, lack of activity in using English actively. Based on the the students experiences when they were in the junior or senior high school, both teacher and students tend to focus on the material that will be tested in mid or final semester test rather than increasing the skill in using English actively.

However, different age groups for starting learning English as a foreign language are considered (Gawi,2012). International empirical research has shown

that a person who starts learning a foreign language very early in his life generally acquire higher level of proficiency than those who begin at later stages (Penfield, 1967; Taylor and Taylor, 1990; and Snow, 1993) as cited in Gawi (2012). However, other studies assumed that starting age will have the same influence on students of a foreign language, when they are exposed to only one speaker of that language (the teacher who is not usually a native speaker) in only one setting (the classroom) and only during very limited amount of time. He also stated that age affects EFL learning because early exposure to language instructions constantly results in better performance. The results show that start learning English at an earlier age is an important factor in enhancing the skills of English language learners. According to Shoebottom as cited in Albasha (2015) age, personality, motivation, experience, cognition and native language. In addition, Souriyavongsa (2013) stated that there are some causes that makes Lao EFL learners difficult to learn English. First, the majority of students stated that the English teachers are not well-trained; for instance, they use Lao language when teaching, so they cannot perform well to attract the interest of the student. Secondly, students lack of English foundation background. Third, students lack of confidence to use English because they are afraid of mistakes and shy feeling. Fourth, the curriculum is inappropriate for helping students to improve their English proficiency. Last but not least, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. Furthermore, students do not practice speaking English with English native speakers, and class environment is crowded and noisy that is not fulfilled with teaching pedagogy. Furthermore,

Collier (1988) asserted that older students (ages 8 to 12) are faster, more efficient acquirers of school language than younger students (ages 4 to 7). First, we know that children who enter school at age 5 or 6 have not completed acquisition of their first language, which continues through at least age 12. From ages 6 to 12, children still are in the process of developing in first language the complex skills of reading and writing, in addition to continuing acquisition of more complex rules of morphology and syntax, elaboration of speech acts, expansion of vocabulary, semantic development, and even some subtleties in phonological development (McLaughlin, 1984, pp. 41-43).

According to King (2018) Multilingualism is often invisible. Even in the great multilingual cities a large number of languages are used principally in the family or the community (the private sphere) and emerge in public only on special occasions. Then they may indeed become a part of the lived urban experience of many people, including those from other linguistic groups. In other ways, too, citizens experience multilingualism almost unconsciously in their daily lives. The most ubiquitous example of this is commercial – as in the local shop run by different language communities (Bengali, Turkish, Kurdish, Chinese, Polish, and Italian) but serving the whole local community, and increasingly preferred over national supermarket chains. There are many other local and community initiatives (cultural, sporting, educational and religious) which constitute practices which become an accepted and essential part of the daily fabric of urban life. Hashemi (2011) also identified that students' weakness in English language learning is due to the differences of social contexts, cultural environments; for

example, in the environments where the first and second or foreign languages learning take place such as Cambodia, Laos, Thailand, Vietnam and others.

More importantly, English as an international language has enabled many people in the global society to experience intercultural learning as a consequence of communication and interaction with native speakers and the target culture. Tsai (2012) confirmed that integrative motivation and instrumental motivation can be considered two types of English learning motivation which are equally important to students studying abroad for experiencing intercultural learning and benefiting from it in English acquisition. In addition, According to Ushioda (2006: 157) as cited in Tsai (2012) “motivation is never simply in the hands of the motivated individual learner, but is constructed and constrained through social relations with others”. On this point, L2 motivation seems not to be easily measurable. Studies have found that the length of residence in the second or target language (L2) learning environments may reflect the amount of comprehensive input in foreign language learning and also predict what learners can achieve (Ellis, 1990).

The aspects of researchers believe that learning strategies are as significant in second language acquisition (SLA) motivation; it provides the learners tools for gaining achieving the goal. They can facilitate specific aspects of the learner’s competency such as communicative, and individual’s emotional state that related to the learning process (Trawiński, 2005). According to Ting (2009) students are able to overcome their weakness in some learning styles with suitable strategy training, and learning strategies can influence students’ learning achievements.

Students not only learn in school but also in their environment and role of their parents in home. Parents are main educator in family environment. This environment is the first and main place for children where they begin to interact with surrounding and establish the experiences that help them to interact with physic and social environment. Therefore, parents have to give enough experience and knowledge to their children as a foothold in life (Hery Noer Aly and Mounzier: 2003:203) as cited in Urfa (2016). There are many factors affecting learning achievement. Dalyono (2009:55) stated that the factors influencing students learning achievement are factors that come from students internal and external sides. There are 4 internal factors that influenced students learning such as Health, intelligent and talent, interest motivation and the way of learning . Also there are 3 external factor that influenced students learning achievement such as Family, School, and Society.

Based on the previous studies, the researcher concludes that there have been some researchers about pronunciation with various respondents from different education level. The similarity from the first research that was conducted by Guntari is the sample of the research is the students who have a Sundanese as the mother tongue. Second, there are some focuses on the consonant sound and wants to find out the possible factors of their difficulties in pronouncing these sounds. The difference of this study with the studies mentioned is that this study focuses on the difficulties of sundanese students in perceiving and producing seven kinds of English consonant. So, It discusses widely. This present study

generally about the possible causes of Sundanese students in producing English consonant sounds.

2.2 REVIEW OF THE THEORETICAL STUDY

This part will explain some related review related to the study that is about concept of English Pronunciation, Pronunciation problems, English consonant, Sundanese sound, and teaching pronunciation.

2.2 1 English Pronunciation

In English Pronunciation, written language is different from oral language. Sometimes, the students are confused when learning English speech sound. The production of speech sound is also confusing because some of the sounds do not exist or the sounds are not appeared in speaker's mother language. They often feel worry and afraid to pronounce the sounds. Clearly, a foreign learner who requires an adequate performance in the language for the practical purposes of everyday communication will not need to master all the variants described. Nevertheless, any teacher or learner must consider how much of the time given to the acquisition of another language should be devoted to pronunciation and what level of performance is necessary for efficient communication. Furthermore, according to Dalton and Seidholfer (1994:7) in Biyantoro (2016) state that "a person's pronunciation is one expression of that person's self-image." That is why, a word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in

which they grew up, the area in which they now live, whether they have speech or voice disorder, their ethnic group, their social class, and their education.

From the explanation above, the researcher 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 word is.

2.2.2 Pronunciation Problem

Indonesia has a variety of regional languages. There are a lot of difference Language in Indonesia that cause various problems when people from an area will discuss with people from other regions. As a foreign language in Indonesia, English is considered to be one of the difficult languages for those wo want to learn it. Based on (Ramlan, 2003 : 4) if someone wants to learn a foreign language he will obviously meet with all kinds of learning problems. These difficulties have to do with the learning of the new sound system, the learning of the new vocabulary items, and learning of the unfamiliar ways of arranging the foreign words into sentences. He also stated that a foreign language students will meet with difficulties in his learning process may be easily understood. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movement of his speech organs have been set to produce the speech sounds of his own language ; it will of course, be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. It means that the language learners must practice if they want to

learn foreign sounds. Most Indonesian people use their first language as daily language in communication. Thus, it affects them since they will bring their mother tongue when speaking in other languages.

Erinastasia (2018) confirmed 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.

However, for a foreign speaker, it is not easy to only hear or imitate a whole new sound system because the sound systems which do not exist in Indonesia. Swastika (2017) stated that there were 12 vowels and 24 consonants in English. Meanwhile, there were only 6 vowels and 21 consonants in Indonesian. So, Indonesia has less sound system than English, which make foreign speakers who are not familiar with these sound difficult to pronounce the sounds. 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.

The researcher concludes that there are some problems which influence Sundanese pronunciation. The problems are English as a foreign language, some of sound do not exist in Indonesia, and the last is mother tongue. Sundanese has different sound characteristics in pronouncing sounds in English. Therefore, it makes Sundanese sounds different from the English sounds. It happens because habit language of moving the speech organs to transfer or produce a sound in

foreign language, so it is difficult for speakers and leads to a mispronunciation when practicing the sounds.

In addition, Jones (1997) as cited in Hassan (2016) explained that there are five natures of pronunciation difficulties, they are as follow:

- (1) Ear training or more accurately cultivating at the auditory memory.
- (2) A matter of gymnastics of the vocal organs or mouth-gymnastic to form the speech sounds of foreign language. The learners have to put their tongue, lips, and other organs of speech into certain positions, or to perform with certain action.
- (3) A matter of memorizing.
- (4) The difficulty which concerned with the production of supra-segmental 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 are also five kinds of difficulties faced by the students, they are as follows:

- (1) The students must learn to recognize readily the various speech 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 foreign sounds with their own organs of speech.

- (4) The students have to learn the proper usage of 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.

2.2.3 English Consonant

Consonants are all sound that obstructed by speech organs. The way of producing consonants is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. There are 24 english consonants that have difference to pronounce. The wide variety of consonants that may be produced by a speaker is dependent upon the place and the manner of obstructing the air, the speech organs that are used to obstruct the out-going air are called articulators. A students of language should master the general mechanism of moving his speech organs in order that he can pronounce the intended sounds correctly. The production of English consonants will be easily learned if he is familiar with their ways of production and has much practice in moving his articulators for the production of those sounds.

The formation of consonants is based on four factors, namely the articulation area, the articulation method, the state of the vocal cords, and the air exit. The following are the consonant classifications:

- (a) Based on the area of articulation: bilabial consonants, labio dental, apiko dental, apiko-alveolar, palatal, velar, glotal, and laryngals.

- (b) Based on articulation methods: inhibitory consonants, fricatives, vibrations, lateral, nasal, and semi-vocal.
- (c) Based on the state of the vocal cords: voiced consonants and voiceless consonants.
- (d) Based on the escape route: oral consonants and nasal consonants.

Table 2.1

Chart of English Consonant

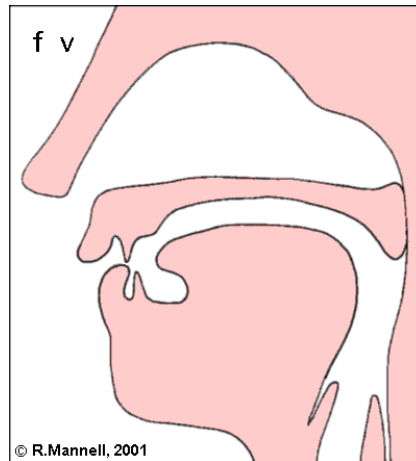
MANNER OF ARTICULATION	POINT OF ARTICULATION															
	Bilabial		Labio Dental		Dental		Alveolar		Palato- alveolar		Palatal		Velar		Glotal	
	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd	VI	Vd
Plosive	P	B						T	d				K	G	ʔ	
Fricative			F	V	θ	ð	S	z,r	ʃ	ʒ						h
Affricative									tʃ	dʒ						
Nasal		M						N						ŋ		
Lateral								L						(l)		
Rolled								/r/								
Flapped								/ɾ/								
Semi-vowel		W										Y		(w)		

(Ramelan 2003:108)

Note : 1. Symbol between () are secondary articulation.

2. Symbol between // are dialectical sounds.

2.2.3.1 Voiced Labio Dental Fricative [v]

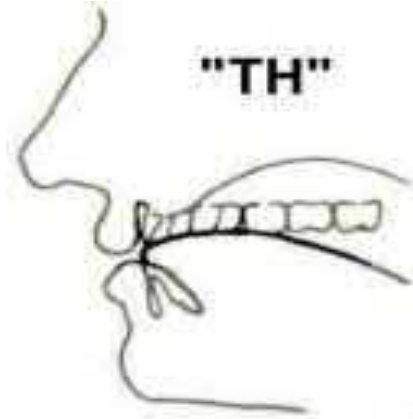


(Stephen, 2013)

Figure 2.1 Voiced Labio Dental Fricative [v]

According to Ramelan (2003) the sound [v] is a voiced labiodental fricative. The lower lip is put lightly against the upper teeth in such a way that there is a slight opening left for the air to go out and to cause some frictional sound to be heard. It is quite probable that the student will have some trouble in the pronunciation of [v], which will be pronounced without vibrating the vocal cords. Continuous practice in practice in pronouncing and listening to the two fricative is, indeed very necessary to ensure the through control of the distinction between the two sounds.

2.2.3.2 Voiceless Dental Fricative [θ]

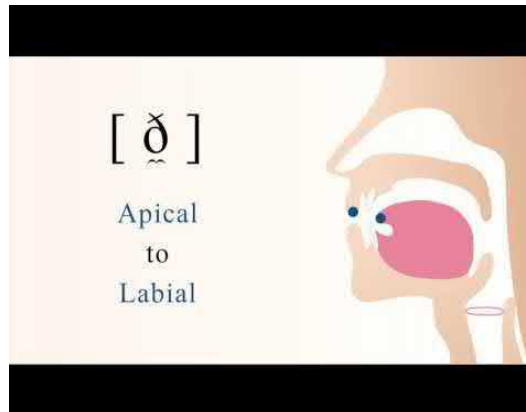


(Noll, 2018)

Figure 2.2 Voiceless Dental Fricative [θ]

The sound [θ] is a voiceless dental fricative. The tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air- stream escape with an audible friction. When a student makes a mistake by producing [f] instead of the usual [θ], he should be careful to hold his lower lip out of the way while producing the sound (Ramelan,2003).

2.2.3.3 Voiced Dental Fricative [ð]



(Phonics, 2016)

Figure 2.3 Voiced dental fricative [ð]

The sound [ð] is a voiced dental fricative. 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. Most students with Javanese or Indonesian linguistic background 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 (Ramelan,2003).

2.2.3.4 Voiceless Palato Alveolar Fricative [ʃ]



(wikiaudio, 2016)

Figure 2.4 Voiceless Palato Alveolar Fricative [ʃ]

According to Ramelan (2003), the sound [ʃ] is voiceless palato alveolar fricative. The blade of the tongue is raised towards a point midway between the teethridge and the hard palate. Most students have difficulty in pronouncing this English fricative [ʃ] since the sound is not found in neither Indonesian nor Javanese. They always substitute [s] for [ʃ] so that there is likely to be misunderstanding in their English speech for failure in making a distinction between the two sounds. They will pronounce such a pair of words as ‘sells’ and in the same way i.e [seiz] which is of course interpreted by the hearer as a repetition of the same word ‘sells’.

2.2.3.5 Voiced Palato Alveolar Fricative [ʒ]



(wikiaudio, 2016)

Figure 2.5 Voiced Palato Alveolar Fricative [ʒ]

The sound [ʒ] is a voiced blade alveolar fricative. The raised toward a point midway between the teeth ridge and the hard palate, the tip of the tongue is retracted and the main body of the tongue is raised toward the hard palate. When the student pronounces [z] instead of [ʒ] he should try to retract the tip of the tongue, raise the main body of the tongue, and round the lips so as to produce the English [ʒ] correctly. The fricative [ʒ] is never found in word initial position, and is very limited in distribution (Ramelan,2003)

2.2.3.6 Voiceless Palato Alveolar Affricative [tʃ]

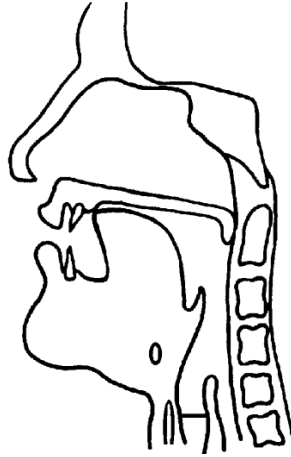


(Williamson, 2015)

Figure 2.6 Voiceless Palato Alveolar Affricative [tʃ]

The sound [tʃ] is a voiceless palato alveolar affricative. The air passage is completely blocked up by the tip of the tongue touching the back part of theethridge which is slightly more backed than for t in /teik/. Indonesia students tend to substitute their own sound /c/ such as found in the word “cari ” for the English affricative [tʃ]. This is of course not right because the Indonesian /c/, though also an affricative stop, is more fronted (Alveolar) and not accompanied with lip rounding and besides its fricative part is not produced with simultaneous raising of the body of the tongue such as in the production of the English affricate (Ramelan,2003).

2.2.3.7 Voiced Palato Alveolar Affricative [dʒ]



(Williamson, 2015)

Figure 2.7 Voiced Palato Alveolar Affricative [dʒ]

According to Ramelan (2003), the sound [dʒ] is a voiced Palato Alveolar Affricative. The way of producing [dʒ] is the same as the way of producing [tʃ] above expect that the vocal cords are in vibration. Indonesian students tend to pronounce [j] such as found in the word [jual] for the English affricate [dʒ]. Thus, in trying to pronounce [dʒ] correctly, they should take care.

2.2.4 Sundanese Sounds

The phonological system between English and Sundanese is different. The Type of Sundanese sound called phoneme that has two properties. These are segmental and suprasegmental . The sound of segmental languages is the sound of language that can be separated, which includes vowels and consonants. The sound of the suprasegmental language or the prosodic element is the sound of language that is difficult to separate, usually blends with segmental sound. Into segmental sounds are included pressure or accent, rhythm or tone, term, and pause or silence. Suprasegmental sound patterns are called intonation. However , Sudaryat (2018) stated that the consonant in Sundanese is the sound of language formed by the air coming out of the lungs and getting blocked when passing through the esophagus. In forming consonants there are three aspects that affect the quality of the sound, namely the state of the vocal cords, the place of articulation, and the manner of articulation. Based on the three aspects found 18 consonants in Sundanese, these are / b/ ,/ c/, /d/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /ny/, /ng/, /p/, /r/, /s/, /t/, /w/, /y/ . Consonants / w / and / y / are also called semi-vocal or half-vocal because they often function as slides and appear if two different vowels are side by side. For example, in the pronunciation of the vowel / i / and / a / semi-vowel / y / and in the pronunciation of the vowel / u / and / a / semi-vowel / w /. As a result of the influence of foreign languages, in Sundanese there are also known phonemes / f, v, x, q, z / Sudaryat (2018).

Table 2.2 Sundanese Consonants

How to articulate	Keadaan Pita Suara	Bilabial	Dental	Alveolar	Palatal	Velar	glotal
Plosive	Voiceless	P	T		C	K	(q)/?
	Voiced	B	D			G	
Affricative	Voiced				J		
Fricative	Voiceless			S		(x)	
	Voiced			(z)			h
Tril	Voiced			R			
Lateral	Voiced			L			
Nasal	Voiced	M	N		Ny	Ng	
Semi-Vowel	Voiced	W			Y		

(Sudaryat 2018)

Phonemes in Sundanese can be distributed in words, either at the beginning, in the middle or at the end of the word. All Sundanese vowel phonemes can occupy all three positions in words, except vowel / e / cannot be at the end of the word. Indeed, some absorption words are positioned at the end of the word, but the pronunciation tends to change to / eu /. For example: in

Indonesian “*metode, akte, and halte*” . Each of which is pronounced “ *metodeu, akteu, and halteu*”.

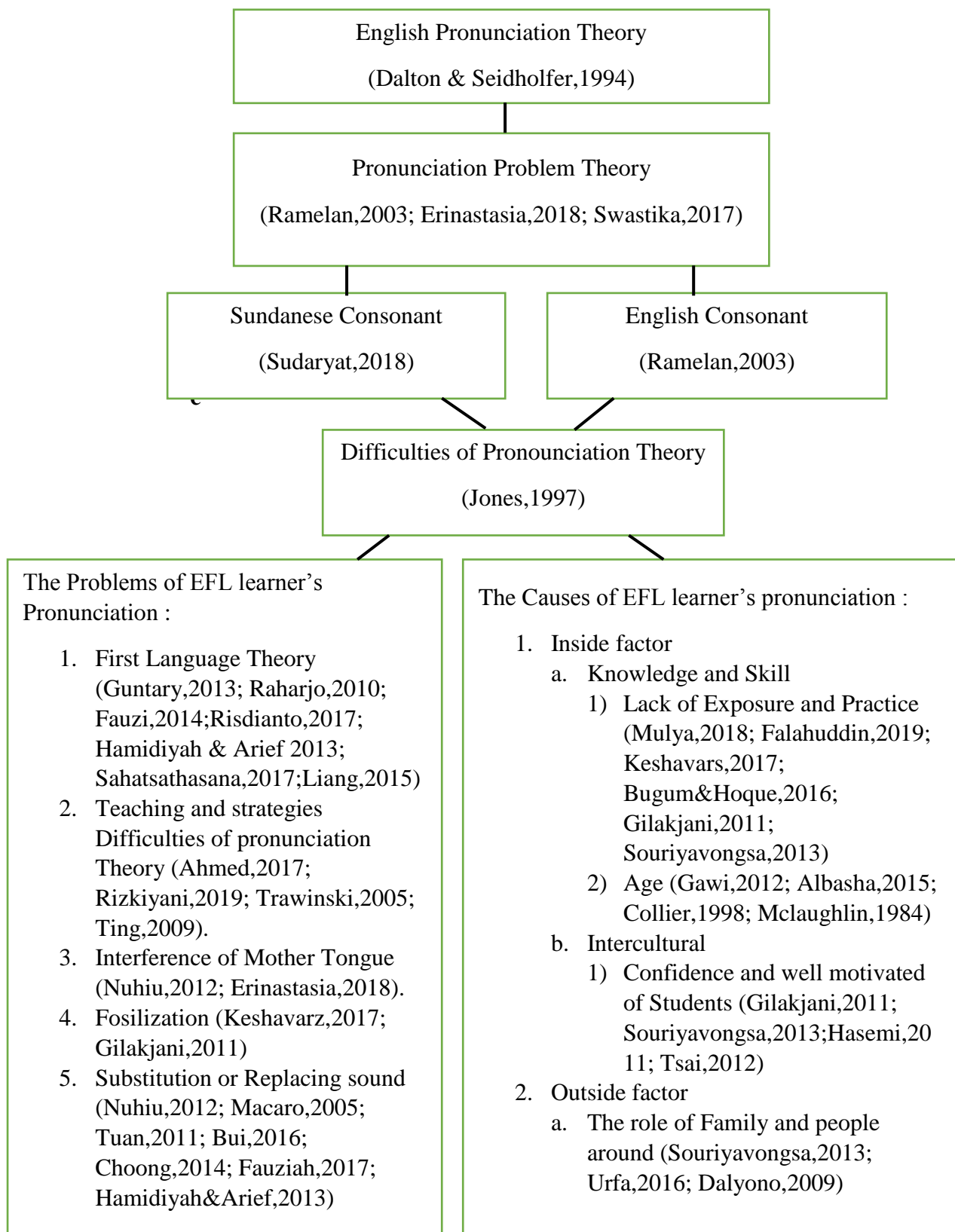
Consonant phonemes can also be distributed at the beginning, in the middle, and at the end of the word. There are also consonants that are not positioned at the end of the word, namely / c /, / j /. Indeed, there are several words originating from foreign languages which can be positioned at the end of words such as *bajaj, mi'raj, and mahroj*.

2.4 Theoretical Framework

This study is about the difficulties of Sundanese students in producing English consonant. There are some relevant theories underlining this study. Started by English pronunciation theory (Dalton & Seidholfer,1994). followed by the theory of pronunciation problems (Jones, 1997; Ramelan, 2003; Swatika,2017) and the mixture language between Sundanese Consonant (Sudaryat,2018) and English Consonant phonological system (Ramelan, 2003). In terms of the difficulties of Pronunciation, this study used theory by Jones (1997). Then this research concerns on the Problems and the causes of production in pronouncing English consonant sounds. Moreover, some of theory that related to the Problems of EFL learner's Pronunciation. First Language theory (Raharjo,2010; Guntary,2013; Hamidiyah&Arief,2013; Fauzi,2014; Liang,2015; Risdianto,2017; Sahatsathasana,2017). Teaching and strategies Difficulties of pronunciation theory (Trawinski,2005; Ting,2009; Ahmed,2017; Rizkiyani,2019;). Interference of Mother Tongue (Nuhiu,2012; Erinastasia,2018). Fossilization

(Gilakjani,2011; Keshavarz,2017;). Substitution or Replacing sound (Macaro,2005; Tuan,2011; Nuhiu,2012; Hamidiyah&Arief,2013; Choong,2014; Bui,2016; Fauziah,2017). In addition, there are some of theory related to the causes of EFL learner's pronunciation. There are two factor that causes EFL learner difficult in pronouncing English consonant sound theory (Brown,2002). First, based on the inside factor such as knowledge and skill. they are lack of Exposure and Practice (Gilakjani,2011; Souriyavongsa,2013; Bugum&Hoque,2016; Keshavars,2017; Mulya,2018; Falahuddin,2019) and age (Mclaughlin,1984; Collier,1998; Gawi,2012; Albasha,2015). Then, intercultural such as the confidence and well motivated of Students (Gilakjani,2011; Hasemi,2011; Tsai,2012; Souriyavongsa,2013). Second, based on the Outside factor such as the role of Family and people around theory (Dalyono,2009; Souriyavongsa,2013; Urfa,2016;).

FIGURE 2.8 Theoretical Framework



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion of the research. Some conclusions and suggestions can be made based on the result of data analysis, they are as follow:

5.1 Conclusion

There are several problems that faced by Sundanese Students in producing consonant sound of English. First, the Sundanese students's production is low. They are good in perception test rather than production test with the percentage of error in perception test is 35,18% and in production test is 73,06%. Second, Sundanese students do misspronouncing sound [v], [ə], [ð], [ʃ], [ʒ], [ʒʃ] and [dʒ] because those sound does not exist in Sundanese. Third, most of Sundanese students subtituted the English sound to Sundanese phonological system. They subtituted sound [v] to [f] and [p], sound [ə] to sound [t], sound [ð] to sound [d] and [t] , sound [ʃ] subtituted by sound [s] and [c], sound [ʒ] subtituted by sound [s], [ʃ], and [z], sound [ʒʃ] subtituted by sound [k] and [t] and sound [dʒ] subtituted by sound [j], [ʃ] and [d]. Fourth, Sundanese students are distractored by orthographic word. Fifth, the mother tongue significantly influenced the way Sundanese students pronouncing English consonant sound because the differences of the way of production the sound in each language. Sixth, the problem of Pronunciation happened by many teaching difficulties and strategies of teaching pronunciation.

There are two factors that causes the difficulties in producing English consonants sound for EFL Sundanese students. The factors that influencing students learning achievement are factors that come from students internal and external sides. Knowledge and skill and Intercultural factor as the internal factor and the role of family and people around as the external factor. There are two main factor of knowledge and skill aspect. Those are lack of exposure and practice and age. In addition, confidence and well-motivated of students can causes the difficulty in producing English consonant sound as the intercultural factor. furthermore, as the external factor, the role of family and people around factor has an influenced towards what causes for Sundanese students in producing English consonant sound. Not only the lack of knowledge from their family to support the success of their children in learning but also their English teacher are not well trainee and their society is influenced Sundanese students in learning English especially for pronunciation skill. It comes from their friends and some of applications in social media.

5.2 Suggestion

Based on the conclusion above, the difficulties in producing English consonant sound that faced by eleventh grade students of SMA N 1 Ciamis, I would like to give some suggestions for students, teachers, and the next researchers.

5.2.1 For Students

The Sundanese students should master the four basic skills of English namely speaking, reading, writing, and listening. Sometimes, they ignore about the important of pronunciation. They just master the reading and writing skill.

Besides that the students also have to know how to pronounce the words correctly because the pronunciation is the skill that is seen by everyone when speaking English. They should practice a lot in pronouncing English words so that they do not make any misunderstanding. They must familiarize themselves with English sounds. To improve their ability in English pronunciation, the students should try and push themselves to speak in English in their English class and they can learn pronunciation through watching some programs from Youtube, TV or even English movies, they also can listen to some English songs or other materials so that they also have good listening skills. Then, if they found difficulties in pronouncing English words they can ask their teacher so that they get a clear understanding.

5.2.2 For Teachers

As they are teacher candidates, they are expected to be model for their students. These students bring two languages vernacular language, Sundanese to English class. The teachers as a facilitator in learning English at school should provide many learning strategies and improve their teaching quality. They can use various techniques in learning English, especially pronunciation. The teachers should give them pronunciation materials not only reading, writing, and listening materials. They should encourage the students to speak English in school and outside the school so that the students used to produce English sounds.

5.2.3 For Researchers

I hope this research will be useful for the next researchers who will conduct research related to this topic. It is expected that this research can be help them

who are prone to making mistakes in their pronunciation and also the comparison of both phonetic systems might help them realize the significant differences in articulation of these languages and the study of the most typical mistakes might then allow them to find mistakes in their own speech and eliminate them and also they can analyze students' errors in pronunciation by using other method or they can add more variables, so that their research will be better and broader.

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