

**AN ANALYSIS OF STUDENTS' ABILITY IN PRONOUNCING ENGLISH
FRICATIVE CONSONANTS AT ENGLISH LANGUAGE EDUCATION
OF FKIP UIR**

A THESIS

*Intended to Fulfill One Of The Requirement for the Award of Sarjana Degree in
English Language Teaching and Education*



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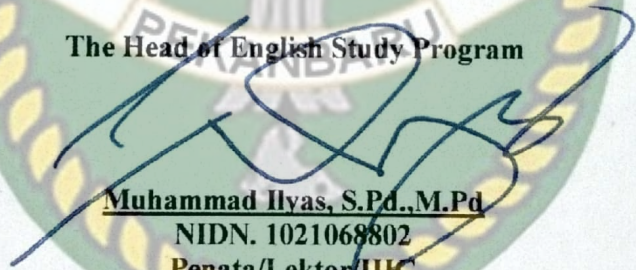
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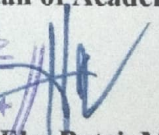
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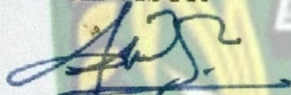
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
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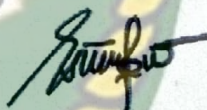
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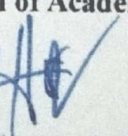

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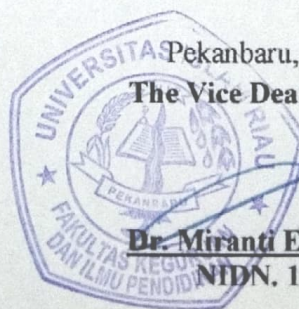

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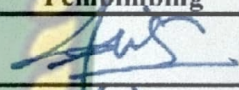




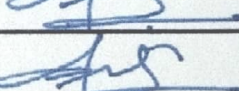
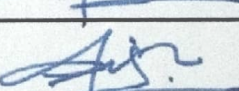
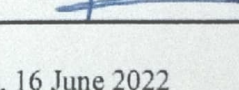

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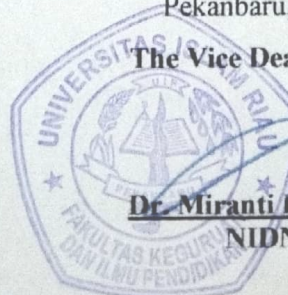
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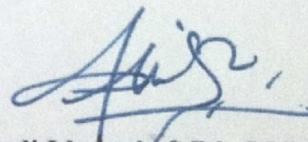
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DECLARATION

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I hereby declare that this thesis is entirely my own work, except for quotations which had been acknowledged in the references.

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ABSTRACT

Maysarah.2022.An Analysis of Students' Ability in Pronouncing English Fricative Consonants at English Language Education of FKIP UIR

Keyword : *An analysis, Students' ability, Pronunciation, Fricative consonants.*

Pronunciation is the ability to pronounce words and sentences correctly, including a language's pronunciation rules. It is essential to learn because mispronunciation can cause misunderstanding about the meaning of every word said. This research aims to know the students' ability to pronounce English Fricative consonants at English Language Education of FKIP UIR.

The design of this research is descriptive research with a qualitative approach. The researcher conducted the study at English Education of FKIP UIR. The researcher took 30 students from 65 second-semester students' at English Education of FKIP UIR. In this research, the researcher used the purposive sampling technique. The research instrument is pronunciation tests consisting of 26 words, and a recorder collected the data. The online Cambridge-American dictionary is used as the correction standard by the researcher.

The result of data analysis showed that the average score for students' pronunciation was 19,62, with scores ranging from 7.4. Afterwards, the findings revealed that students still have many problems in pronouncing English fricatives, especially in /f/, /θ/, and /ʒ/ sounds. Meanwhile, the researcher found the most trouble when students were pronouncing the fricative sound /ʒ/ in the initial position. After that, the sound /f/ in the medial and /ʒ/ in the final position has the same lower score. Then, there is a problem when students pronounce the /θ/ sound and /z/ sound in the final position. In conclusion, the students' ability to pronounce English fricative consonants at FKIP UIR English Language Education is fairly good.

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Alhamdulillahirabbil'alamin, the researcher, would like to express her deepest gratitude to Allah SWT, the Most Gracious and Merciful, for benefiting her in completing this thesis.

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Finally, the researcher recognizes that this thesis is far from perfection. As a result, constructive comments will be gratefully received to improve future studies. Hopefully, this research will contribute positively to educational progress, readers, and other researchers.

Pekanbaru, 16 June 2022

The Researcher

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Language is attributed to human existence intrinsically. Therefore, humans cannot comprehend and explain the reality of existence in this world without language, and they are also unable to understand something without the use of language. Thus, people can share information, opinion, message, and other things through language. According to Brown (2005) in Tasmia (2019), language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of a given society to communicate clearly with one another, referred to as language. Then, Yule (1985) in Nabilah (2021) mentions that some oral languages were established between 100.000 and 50.000 years ago, a considerable time before written language, which has thought to be around 5.000 years ago, was discovered. People all over the world are using spoken language as their primary language.

English has become a global language that many people regularly use in this global era. Thus, English is an important subject to learn worldwide, particularly in Indonesia, where students must be proficient in understanding English. Furthermore, English proficiency is vital for job advancement, therefore students must grasp how to utilize English in formal and informal situations, improving students' confidence in the face of global competition. As a result, the Indonesian

government made the policy and decided that English is one of the core courses in the school curriculum starting from junior high school and continuing through university.

English learners must grasp the skill of pronunciation because mispronunciation can cause misunderstanding about the meaning of every word said. Hence, people should convey their communication with a proper English accent to be understood. Not only the segmental aspects of pronunciation, such as how to pronounce vowels and consonants correctly but also the suprasegmental features, such as rhythm and intonation, can be taught. Thus, The teacher must recognize the importance of pronunciation. On the other hand, students who struggle to pronounce words correctly cannot convey their true intentions and may lose confidence. Since pronunciation is one of the most challenging abilities to master, students should devote a significant amount of time.

The pronunciation has taught to the English students at Universitas Islam Riau during the first year. Meanwhile, students still face difficulties pronouncing several words, mainly English consonants. Based on my interview with the lecturer, there are three factors contribute to students' problems pronouncing English consonants.

Firstly, students could not identify the difference between the English consonant sounds. It is because some consonants in English do not exist in Indonesian language, such as [f] (familiar), [v] (live), [s] (sun), [ʃ] (pension), [z] (zone), [ʒ] (pleasure), [θ] (thing), [ð] (father). Even though those consonants had

different phonetic sounds. Thus, the sound of English consonants was not recognized due to the effect of the Indonesian language.

Secondly, students have difficulties pronouncing English sounds because they imitate the incorrect pronunciation of people in their environment or public figures on television. The students tend to copy their classmates, teachers, and even public figures on television or social media without confirming the appropriate pronunciation in their dictionary. The fact shows that their environment influences the learning process of students.

Thirdly, students rarely practice pronouncing English words or sentences. They did not have a good understanding of English pronunciation. They also did not have a supportive environment to practice their English. If the students make many mistakes, they may find it challenging to communicate in English. It will have a traumatic effect on the students' ability to practice speaking skills. Another problem includes a lack of confidence in pronouncing English words regularly. According to Odden (2013), linguistics is the scientific study of language structure, and phonology is one of the core fields that composes the study.

On the other hand, phonology is the study of sound structure in language, as opposed to sentence structure (syntax), word structure (morphology), or the evolution of languages (historical linguistics). It should be noted that, like phonology, pronunciation is essentially concerned with sounds. The manner of articulation refers to how sound is produced. The speech organ utters the way consonants are referred to as articulation style. (Odden, 2013), also mentions eight

manners of articulation. One of them is fricative. There are five different fricative consonants: dental, labiodental, alveolar, postalveolar, and glottal. Related to the explanation above, the researcher is interested in conducting this research to investigate the pronunciation problems encountered by second semester English Department students at Universitas Islam Riau. The researcher chose the specific consonant is because the researcher discovered some errors in English pronunciation made by students in the second semester, particularly in English fricative consonants.

By the explanation that has been written above, the researcher finally decided to conduct a research entitled **"An Analysis of students' ability in pronouncing English Fricative consonants at English Language Education of FKIP UIR."**

1.2 Identification of the Research

Based on the background above, the problems can be identified by students as follows firstly, students could not identify the difference between the English consonant sounds. It is because some consonants in English do not exist in Indonesian such as f, v, ʃ, z, ʒ, θ, and ð. Secondly, students have difficulties pronouncing English fricative because they imitate the incorrect pronunciation of people in their environment or public figures on television. The students tend to copy their classmates, teachers, and even public figures on television or social media without confirming the appropriate pronunciation in their dictionary.

Thirdly, students rarely practice pronouncing English words or sentences because they do not understand them well. They also did not have a supportive environment to practice their English.

1.3 Focus of the Research

Based on the real condition in the field, students have difficulties pronouncing English consonants. Therefore, the researcher focused on analyzing students' ability to pronounce English consonants, especially in fricative sounds, at the Education of FKIP UIR.

1.4 Research Questions

Based on the background above, the writer presents the research question as follows:

How do the students' ability in pronouncing English Fricative consonants at English Language Education of FKIP UIR?

1.5 Objective of the Research

The objective of the research is to know how the students' ability in pronouncing English Fricative consonants at English Language Education of FKIP UIR.

1.6 Significance of the Research

The significances of the research problems are :

1. **Theoretically**, the research result is expected to help provide knowledge on how to pronounce specific English consonant sounds properly. The findings of this study also may be useful as guidance or a reference for other academics conducting comparable studies on English consonant sounds.
2. **Practically**, this research is expected to be a reference for the lecturer of Universitas Islam Riau in teaching, especially in teaching pronunciation. Then, they would be able to identify the students' difficulties and choose appropriate strategies to teach the pronunciation for students. This research is also expected to evaluate students after they know their problems in pronouncing English fricative consonants. Moreover, this research is helping to facilitate the reader in giving information about students' ability to pronounce English fricative consonants at the Education of FKIP UIR.

1.7 Definition of the Key Terms

In order to have a better understanding and avoid misinterpretation, it is considered necessary for the researcher to present the definition of key terms applied in this research.

1. **Pronunciation** is the ability to pronounce words and sentences correctly, including a language's pronunciation rules. According to Kaharuddin

(2016), a speaker should pronounce every word to deliver a message or information. In English, pronunciation is important for communication because if we mispronounce a word, the listener will be confused.

2. **Consonants** are speaking sounds produced by the tongue and lips, ceasing breathing. Speech sounds are made with a form of mouth closure that prevents air from escaping. According to Idayani (2019), consonants are also noises that disrupt or impede the movement of air.
3. **Fricative** is generated by forcing air through a narrow constriction, causing turbulence (Odden, 2013). Fricatives have an incomplete closure. It means that there is no plosive because the air is not obstructed at any point. On the other hand, the obstruction is strong enough for the air to produce noise as it flows through it due to friction. This sound is similar to the wind whistling around the corner of a house. There are five different types of fricative consonants: dental, labiodental, alveolar, postalveolar, and glottal.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Phonology

The two branches of study in pronunciation are phonetics and phonology. According to Odden (2013), linguistics is the scientific study of language structure, and phonology is one of the primary subjects that make up the study. A sentence's sound structure is an essential part of its structure. Because sound is the core of a language, it is critical to know and understand it. Written, spoken, and sign language are the three types of language. The use of spoken language is becoming more common in society. When people initially arrived on earth, they only used sign language, but they learned to use spoken language as time progressed. In official circumstances, such as school, only written language is used. Oral language predominates in our society more than sign language and written language.

Phonetics and phonology are two studies that investigate different aspects of language. According to Anggrarini & Istiqomah (2019) phonetics is a branch of linguistics that studies how speech and nonverbal communication establish meaning and how such patterns are understood. On the other hand, Kelly (2000) in Mulyadi (2017) state that phonetics studies speech sounds. There are three main phases in phonetics. The first is articulatory phonetics, which refers to the

actions and movements of the speech organ in the production of sounds. The second is acoustical phonetics, which deals with the nature and acoustics of sound waves that convey speech, and the third is auditory phonetics, which deals with how the ears perceive address.

In linguistics, the distinction between language and speech is frequently made. The majority of linguistic conceptions are abstract attempts to explain commonalities among members of communities that use language. On the other hand, the phonetic study of a language determines how the sounds of a language are used to convey meaning. In conclusion, phonetics is the study and description of concrete utterances and concrete individual speech sounds. They then use the phonetics system to represent speech sounds and phonology studies sound systems in language. In phonetics, there are three categories: articulatory, acoustics, and auditory, but in phonology, there are two: segmental and suprasegmental. The segmental features consist of vowels and consonants. The suprasegmental features consist of stress, rhythm, and intonation.

2.1.2 Vowel

The vowel is the most important sound to learn in English. People need to experiment with the sounds because it is difficult to know where to put their tongues when pronouncing vowels. According to Jones (1986) in Habibi (2016), a vowel is a continuous voiced sound created without obstruction in the mouth that can be described as pure musical tones without any friction noise. The quality of

vowels is determined by the position of the tongue and lips, as these articulators play a significant part in vowel production. As a result, most vowels are produced by the tongue rising to the palatal ridge. The classification of vowels is dependent on which section of the tongue is used to create them. There are two types of vowel sounds in English: monophthong and diphthong. The following will be classified:

a. Monophthong Vowel

According to Almurashi (2016), a monophthong comprises only one vowel sound that is not altered during articulation. A monophthong comprises only one vowel sound that is not altered during articulation. Furthermore, these are known as pure vowels, simple vowels, or strong vowels. McMahon (2002) in Hasanah (2019) the majority of the vowels we have looked at so far have been monophthongs, in which the vowel's quality is generally stable from start to finish. It denotes the presence of a single fixed articulatory posture.

Furthermore, Hasanah (2019) mentions that there are 12 monophthongs in English. These monophthongs are [i, ɪ, e, ɛ, æ, ə, ʌ, u, ʊ, o, ɔ, and a]. The tongue position, whether high or low, the form of the lips, whether rounded or unrounded, whether longer or shorter, all affect how these vowels are generated (lax and tense). They can be nasalized when vowels are preceded or followed by nasalized consonants such as [m, n, and].

b. Diphthong Vowel

Hasanah (2019) mention that the word diphthong comes from diphthongos, which means "there is a diphthong." Di and phthongos are the two words that make up diphthongs. Phthongos means vocal sounds, and di means twice. Further, Gussenhoven & Jacobs (2017) state that a diphthong is a word that occurs when two separate vowels appear in the same syllable. English has diphthongs in [lai] lie, [naʊ] now, and [dʒɔɪ] joy.

In addition, according to Jones (2003) in Hasanah (2019) diphthongs are sounds that glide from one to the next. A diphthong is a type of vowel sound with a unique characteristic. It indicates that one vowel position is designed to produce another vowel position in a single syllable. There is a long vowel in the combination of vowel sounds; however, there is a diphthong in one syllable.

2.1.3 English Consonants

When you pronounce the first sound in the word paper, you will close your mouth entirely, obstructing your speech to the greatest extent possible. There are more or less consonant sounds in the production with articulations. Sembiring & Ginting (2016) state that the solid blocks from which we build words, phrases, and sentences are consonant sounds. On the other hand, Sembiring & Ginting (2016), defines a consonant as a speaking sound produced by the tongue and lips ceasing breathing. Speech sounds are made with a form of mouth closure that

prevents air from escaping. Consonants are also noises that disrupt or impede the movement of air.

In addition, Dhillon (2016) states that a consonant is a typical speech sound articulated by closing or partially closing the air stream in the mouth cavity with the help of a speech organ. The three essential components that define the characteristics of consonants are the place of articulation, the manner of expression, and the vibration of the vocal cords. One of the essential concepts in phonetics is the place of articulation.

2.1.3.1. Place of Articulation

Based on Ladefoged & Maddieson (1997) in Liker & Gibbon (2015) states that the term "place of articulation" refers to the many places within the mouth cavity where the key articulatory processes contribute to speech sound generation take place. According to Odden (2013), the consonants that explain in the International Phonetic Alphabet or IPA (2005) can be classified into :

- a. *Labiodentals*. The consonants are referred to as labiodentals because the lower lip makes contact with the upper teeth. Example [f and v]
- b. *Dental*. A consonant is formed when the teeth come into contact with each other. Example [θ and ð]
- c. *Alveolar*. The active articulator in producing consonants is the tip of the tongue, while the passive articulate is the teeth ridge. Example [s and z]

- d. *Postalveolar*. The area at the back of the alveolar ridge, touching on the palate, is referred to as postalveolar. The blade of the tongue is in the postalveolar area, and it is arched (Sembiring & Ginting, 2016). Example [ʃ and ʒ]
- e. *Glottal*. The gap between the vocal cords, known as the glottal, is employed to produce audible fiction. Example [h]

2.1.3.2. *Manner of Articulation*

According to Odden (2013) the way of articulation is unique; a consonant's attributes other than its position and its laryngeal properties that taken into account. On the other hand, Dhillon (2016) mentions that the way the speech organs move in the generation of consonants is referred to as the manner of articulation. The consonant can be grouped into two categories based on how they address organs move or how the speech organs obstruct air streams. Based on Odden (2013) divides consonants into:

a. *Plosives*

Based on Yahvas (2011) in Mulyadi (2017) state that plosives, also known as stops, are noises in which the speaker establishes a complete closure at some point in the vocal tract, builds up air pressure while holding the closure, and then releases it explosively out the mouth. The sounds are [p], [t], [k], [b], [d], and [g].

b. *Nasals*

Nasals are also present in the vocal tract. During the generation of English nasals, all of the air usually escaped out the nose.

c. *Trill*

Vibrations between the point of articulation and the articulator produce trills, which are consonantal sounds (McMahon, 2011) in Almurashi (2016).

d. *Tap or flap*

Fuchs & Birkholz (2019) states that taps and flaps, consist of a quick tongue tip action with a brief fleeting touch at the palate. The intraoral pressure cannot build-up to the point where devoicing occurs because taps and flaps are so short.

e. *Fricatives*

Fricative sound is created by forcing air through a tiny constriction, causing turbulence. Example [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] and [h].

f. *Lateral Fricative*

The contact of lateral fricatives is in the middle, and air can escape on both sides. Only alveolar lateral fricatives have phonemic validity in the sounds of the world's languages. In the next sections, we'll concentrate on fricatives having a central air channel Fuchs & Birkholz (2019). Example [ɬ].

g. *Approximant*

Approximants are formed when a central or lateral constriction is too big to produce turbulent airflow or turbulent noise acoustically Fuchs & Birkholz, (2019). Example [v], [ɹ], [ɻ] and [j].

h. *Lateral Approximant*

According to Fuchs & Birkholz (2019), the term "laterals" is commonly used to describe lateral approximants. In terms of articulation, laterals entail a midsagittal plane contact between the front tongue and the palate, as well as the development of one or two lateral channels to the left and/or right of the tongue, depending on the speaker. Example [l].

2.1.4 Fricative consonants

According to Odden (2013) a fricative sound is one generated by forcing air through a narrow constriction, causing turbulence. On the other hand, Sembiring & Ginting (2016) mentions that fricatives are sounds created with microscopic openings that allow air to escape with friction. The exiting air is turbulent, resulting in a loud friction-like sound known as friction.

In the following explanation, Odden from the same book *Introducing Phonology* 2nd edition classifies:

1. *The sound [f]*

The sound [f] is labiodental fricative; air is produced between the upper teeth and the lower lip. Labiodental articulations are formed by placing the

upper teeth on the outside or inside of the lower lip. They don't sound significantly different from one other. Examples:

- a. *word-initial: feet, food, ferry, fan*
- b. *word-medial: offer, nephew*
- c. *word-final: leaf, laugh, cough, enough*

2. The sound [v]

The sound [v] is also labiodental fricative, air is produced between the upper teeth and the lower lip. Labiodental articulations are formed by placing the upper teeth on the outside or inside of the lower lip. They do not sound significantly different from one other. Examples :

- a. *word-initial: vain, very, voice*
- b. *word-medial: ever, navy, over, prevent*
- c. *word-final: leave, give, have, cave*

3. The sound [θ]

The sound [θ] can be produced by connecting the tongue blade to the upper teeth. In some variations, friction is formed against the back of the teeth, and the tongue is retained relatively flat, allowing air to exit through a rather large channel. This wide channel is what makes the fricative [θ] so quiet when compared to [s and z]. This is a broad space at the front of the tongue in the case of dental fricatives. Examples:

- a. *word-initial: thumb, thought*
- b. *word-medial: something, method, author,*

c. *word final: heath, smith, breath, bath, booth*

4. *The sound [ð]*

The sound [ð] can be produced by connecting the tongue blade to the upper teeth. In some variations, friction is formed against the back of the teeth, and the tongue is retained relatively flat, allowing air to exit through a rather large channel. This wide channel is what makes the fricatives [ð] so quiet when compared to [s z]. This is a broad space at the front of the tongue in the case of dental fricatives.

Examples:

- a. *word-initial: though, this, then, they*
- b. *word-medial: gather, father, mother*
- c. *word-final: with, soothe, lathe,*

5. *The sound [s]*

The sound [s] is alveolar fricative which constructed with a groove in the tongue's center. This sound is produced by connecting the center of the tongue to the hard palate. The jaw is quite close together, hence the top and lower teeth are very near together. Examples:

- a. *word-initial: say, sleep, sour, soap*
- b. *word- medial: assist, essay, axes, concert*
- c. *word-final: farce, famous, dose, ice, fierce*

6. *The sound [z]*

The sound [z] is alveolar fricative which constructed with a groove in the tongue's center. This sound is produced by connecting the center of the tongue

to the hard palate. The jaw is quite close together, hence the top and lower teeth are very near together. Examples :

- a. *word-initial: zip, zebra, zone, zero*
- b. *word-medial: easy, hesitate, bazaar, thousand*
- c. *in word-final: always.]*

7. *The sound [ʃ]*

The constriction for post alveolar fricatives [ʃ] is further back than for [s and z]. Their articulation site is classified as palate-alveolar or post-alveolar. The tongue has a broader channel than [s z] and is convex behind the groove rather than concave like [s z]. [s z], like [s z], can be formed with the tongue tip up or down. Examples :

- a. *word-initial: sheep, she, shoes,*
- b. *word-medial: nation, social, education*
- c. *word final: English, wash, push, finish, dish,*

8. *The sound [ʒ]*

The constriction for post alveolar fricatives [ʒ] is also further back than for [s z]. Their articulation site is classified as palate-alveolar or post-alveolar. The tongue has a broader channel than [s z] and is convex behind the groove rather than concave like [s z]. [s z], like [s z], can be formed with the tongue tip up or down. Examples :

- a. *word-initial : genre, general, gelatin*
- b. *word-medial: pleasure, leisure, usually*

c. *word-final: beige, rouge, garage*

9. *The sound [h]*

The sound [h] is voiceless and voiced glottal fricatives. The sounds are produced as a result of friction at the glottis. Example :

a. *word-initial : head, hear, here*

b. *word-medial: ahead, behind, behavior*

c. *word-final: -*

This study found nine fricative consonants in three places (consonant distribution). There are three locations in consonant distribution: initial, medial, and final. The initial letter in a word is the position of the note at the start of the term. After that, The medial letter in a word refers to its location in the middle of the word. Then, the final note is the letter's position in its last letter (Syarifuddin, 2014)

2.2 Relevance Studies

The researcher discovers several researchers or projects that are nearly the same in appearance but different in terms of data, as follows:

First, Syarifuddin (2014), mentions in his thesis entitled "The Pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014" The data show that Makassarese students in English programs continue to struggle with pronouncing English fricative consonants in all positions. They are

challenging to pronounce ∂ , θ , \int , and $ʒ$. It is because the Makassar language only has two fricative consonants. They are fricative alveolar and fricative glottal.

Second, Marpaung et al., (2021), mention in their research entitled "Pronunciation Errors of Fricative Sounds Made by English Students." The study results showed that most of the denunciation errors produced by students happened in the end position whispered to the initial and medial places. According to the research, students make 78% more errors in the final than in the initial and medial. Finally, among the seven fricative sounds analyzed, $/ʒ/$ had the highest proportion. This sound has a 78 % and comes into the high error category.

Third, Komariah (2018) in her research entitled "Problems in Pronouncing The English Sounds Faced By The Students Of SMPN 2 Halong, Banjar,". She was found that the students had difficulty pronouncing the English consonant ($/t/$, $/-t/$, $/f/$, $/ʃ/$, $/ʒ/$, $/\theta/$, $/-d/$), vowel ($/\text{v}/$, $/e/$, $/\text{oo}/$), and diphthong ($/e\text{I}/$, $/\text{oo}/$, $/\text{er}/$) The sounds $/\theta/$ are pronounced as $[t]$, $/ʃ/$ as $[s]$, $/\text{v}/$ as $[u]$, $/o/$ as $[aw]$, and $/ʒ/$ as $[s]$, while $/t/$, $/e/$, $/-t/$, $/-d/$, and $/r/$ are pronounced as $[s]$. They are pronounced the same way they're written. The absence of the sound in their mother tongue may be the source of the inaccuracy.

Fourth, Sembiring & Ginting (2016), in their research entitled "An Analysis of Pronunciation Errors Made by The Fourth Semester Students Of English Education Study Program at UNIKA." According to the phonetic transcription research results, there are 506 errors in consonant pronunciation with 84 %, 236

vowel errors with a ratio of 70 percent, and 110 diphthong errors with a rate of 65 %. Meanwhile, the research results from the recorded tape revealed that there are 193 errors in pronouncing consonants with a percentage of 32%, 104 errors in pronouncing vowels with a proportion of 31%, and 54 errors in pronouncing diphthongs with a rate of 32%. The most common mistake made by students is the [θ] sound while pronouncing a consonant, the [æ] sound when pronouncing a vowel, and the [ay] sound when pronouncing a diphthong.

Based on those journals, the researcher has a similar variable. Fricatives and consonants are difficult to analyze. There were also some distinctions. First, Syarifuddin focused on the English distribution sound of fricatives on initial, medial, and final. Still, the researcher only concentrates on the alveolar fricative [s] and glottal fricative [h] of Makassar students. The second, Marpaung, Sabaruddin, and Mulyadi focused on identify pronunciation errors on seven fricative consonants such as [ʒ], [f], [v], [θ], [ʃ], [ð], and [z]. The third, Komariah investigated on her journal about the problems in pronouncing the English sound only in alveolar and dental fricative consonants (/t/, /θ/, /ʃ/, /-t/, /f, /ʒ /, /-d/), she also investigated on vowel (/ɒ/, /e/, /oo/) and diphthong(/eɪ/, /oo/, /ə r /). The fourth, Sembiring and Ginting, investigated pronouncing the consonant of dental fricative [θ] not; only the researcher also investigated vowel [æ] and diphthong [ay] pronunciation. In this research, the researcher focused on all of the kind fricative consonants and students' difficulties pronouncing fricatives.

2.3 Conceptual Framework

As for the conceptual framework of this study are as follows :

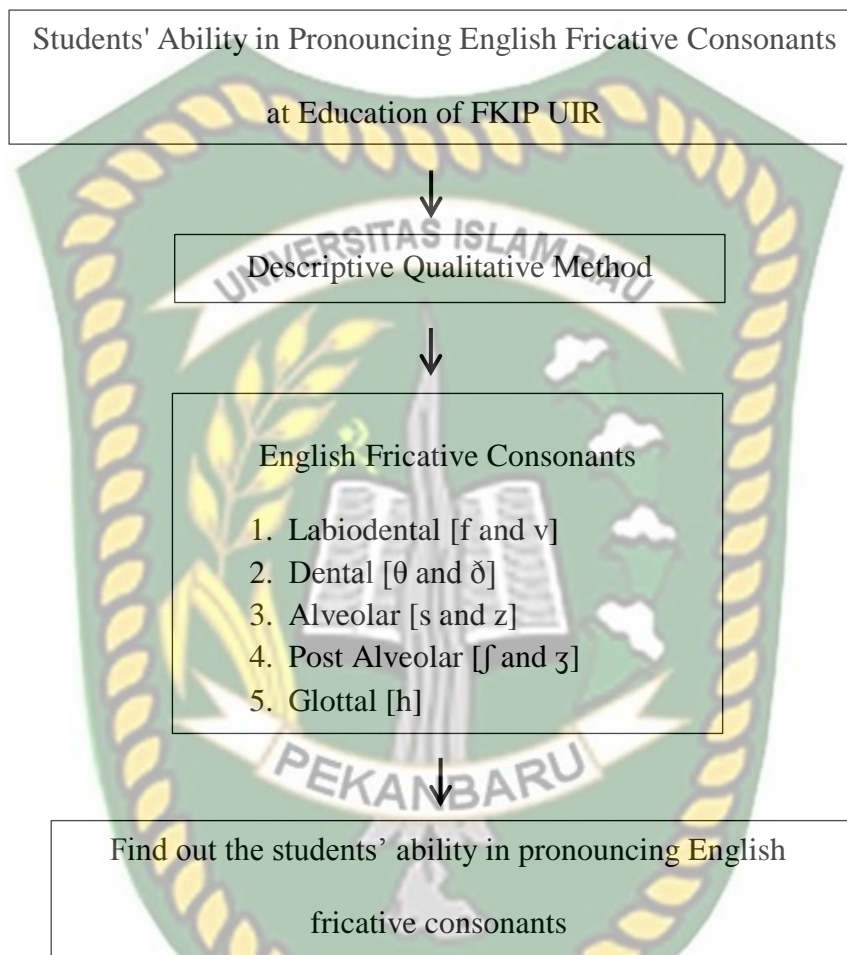


Figure 2.1 Conceptual framework

The researcher analyzed the students' pronunciation of English fricative consonants based on the conceptual framework. The design of this research is descriptive qualitative research. Then the researcher concerned with five classes of fricative consonants such as labiodental [f and v], dental [θ and ð], alveolar [s and z], post-alveolar [ʃ and ʒ], and glottal [h].

After that, the researcher asked students to record their pronunciation tests. The researcher examined the students' pronunciation abilities by listening to the audio recording and writing down the phonetic transcription of English fricative consonants based on the students' pronunciation. Afterward, the researcher drew a conclusion based on the researcher's data analysis of students' ability to pronounce English fricative consonants.

2.4 Assumption

In this research, the researcher assumes that students' have fairly good ability in pronouncing English fricative consonants at English language education of FKIP UIR.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is descriptive research with a qualitative approach. According to Gay et al., (2012), the term "qualitative research" refers to gathering, analyzing, and interpreting large amounts of narrative and visual data to obtain insight into a certain topic of interest. Naturalistic research, naturalistic inquiry, and field-oriented research are used to describe this type of research

In this case, the researcher focused on exploring the student's ability to pronounce English fricative consonants at English Language Education of FKIP Universitas Islam Riau.

3.2 Source of Data

The research was conducted at English Education of FKIP UIR in 2021/2022. The location was Islamic University of Riau (UIR) at Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau. This research was held on March 2022. The population of this research is the second-semester students' at English Education of FKIP UIR. There are two classes; the total population are 65 students.

In this research, the researcher used the purposive sampling technique. Manna & Mete (2021) state that participants for research are chosen based on pre-

determined criteria linked to the research hypothesis called the purposive sampling technique. In this sampling method, the researcher chose the participants based on his or her judgment while keeping the study's purpose in mind. Particularly, the researcher took 2B classes consisting of 29 students.

Based on Sathiyaseelan (2021), the tools used by the researcher to collect data were referred to as research instruments. The research instrument is pronunciation tests in English fricative consonants. It is used to assess students' pronouncing consonant abilities, particularly in English fricatives. The researcher gave 26 words and English fricative consonant sounds in the initial, medial and final positions. Another instrument is the record, which the researcher uses to see student performance pronouncing fricative consonants.

3.4 Data Collection Technique

The following steps for collecting the data:

1. The researcher asked permission from an English lecturer who teaches pronunciation practice subjects to conduct the research. In this study, the researcher took 2B classes as the sample.
2. The researcher asked the lecturer to get the data on students' ability to pronounce fricative consonants.
3. The researcher joined the class and assisted the lecturer conducted the test.
4. The researcher and the lecturer were recorded the students' pronunciation tests.

3.5 Data Analysis Technique

The following approaches were followed by the researcher when doing the analysis :

1. The researcher repeatedly listened to the audio recording of students when pronouncing some words that contained English fricative consonants.
2. The researcher wrote down the phonetic transcription of English fricative consonants based on students' pronunciation.
3. The researcher marked the students' pronunciation, whether correct or incorrect. The online Cambridge-American dictionary is used as the correction standard by the researcher. The researcher has downloaded the online Cambridge dictionary application on her mobile phone.
4. The researcher counted the correct pronunciation of each student.
5. The research added the totals of the correct pronunciations from the tables to determine which consonant was mispronounced. The researcher used a pronunciation assessment to measure students' ability to pronounce fricative consonants.

3.1 Pronunciation Assessment

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of pronunciation
Very good	8.6 – 9.5	They speak effectively and very good of pronunciation

Good	7.6 – 8.5	They speak effectively and good of pronunciation
Fairly good	6.6 – 7.5	They speak sometimes hasty, but fairly good of pronunciation
Fair	5.6 – 6.5	They speak sometimes hasty, fair of pronunciation
Poor	3.6 – 5.5	They speak hasty and more sentences were not appropriate in pronunciation.
Very poor	0.0 – 3.5	They speak hasty and more sentences were not appropriate in pronunciation and little or no communication.

Layman in Taha (2015)

The tabulation result is calculated using the following formula:

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{The Total Number of Items}} \times 10$$

6. The researcher drew a conclusion based on the researcher's data analysis of students' ability to pronounce English fricative consonants.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

As previously stated, the focus of this study is on students' ability to pronounce English fricative consonants produced by second-semester students' at English Education of FKIP UIR. The researcher discovered numerous faults in the students' English fricative pronunciation, and then the researcher categorized the students' pronunciation ability in a table. The subject of this research was a 2B class consisting of 30 students. However, the researcher can only collect data from 29 students because one student is ill. Pronunciation tests and recording has used to collect data. There are three different positions consisting of 9 fricative sounds in the initial position. After that, there are nine fricative sounds in the medial position. Then, there are eight fricative sounds in the final position.

The fricative sound of /h/ has no final position.

The researcher made the table results of students' pronunciation divided into four columns: the first column contains students' name. The second column contains the total correct of fricative sounds. The third column is formed of students' pronunciation score. The fourth column is composed of students' pronunciation grade.

Table 4.1 Students' Pronouncing Ability Scores

Name	Total Correct	Score	Grade
Student 1	19	7.3	Fairly Good
Student 2	22	8.4	Good
Student 3	20	7.6	Good
Student 4	20	7.6	Good
Student 5	21	8.0	Good
Student 6	24	9.2	Very Good
Student 7	20	7.6	Good
Student 8	22	8.4	Good
Student 9	15	5.7	Fair
Student 10	21	8.0	Good
Student 11	21	8.0	Good
Student 12	19	7.3	Fairly Good
Student 13	19	7.3	Fairly Good
Student 14	22	8.4	Good
Student 15	21	8.0	Good
Student 16	19	7.3	Fairly Good
Student 17	19	7.3	Fairly Good
Student 18	20	7.6	Good
Student 19	12	4.6	Poor
Student 20	20	7.6	Good
Student 21	21	8.0	Good
Student 22	22	8.4	Good
Student 23	19	7.3	Fairly Good
Student 24	19	7.3	Fairly Good
Student 25	20	7.6	Good
Student 26	20	7.6	Good
Student 27	22	8.4	Good
Student 28	17	6.5	Fair
Student 29	13	5	Poor
Average	19,62	7.4	Fairly Good

According to the result, the average score of the 29 students analyzed above was approximately 7.4. It means the students were "fairly good" at pronouncing English fricative. The researcher found that some students still have difficulties pronouncing fricative sounds. The main pronunciation problem made by students was pronouncing fricative /ʒ/ in the initial position, along with the sounds /f/ in

the medial position and /ʒ/ in the final position also have the same high problem. After that, the sound /θ/ in the final position becomes the next obstacle felt by students. The following problem is the sound /f/ in the final position. The students got the most difficulty pronouncing fricative /ʒ/ in the initial position. The probability of students mispronouncing the fricative /ʒ/ is high. It would be seen as "good" for students when pronouncing fricative /ʒ/. They pronounced /ʒ/ in the initial position as /dʒ/.

4.2 Data Analysis

The researcher examined the data using five indicators of English fricative consonants from Odden (2013). Labiodental [f and v], dental [θ and ð], alveolar [s and z], post-alveolar [ʃ and ʒ], and glottal [h] are the five indicators. It is divided into three positions, including the initial with medial consisting of nine sounds, and the final consisting of only eight sounds because there is no sound in the final position of [h] sound.

In data analysis, the researcher presents the table for each student to show their results of pronouncing the fricative consonants, which are correct or incorrect. Following that, the researcher wrote the phonemic transcription for every word tested in British English (UK) and American English (US) versions.

1. Student 1

The researcher found that the student got 19 corrects and 7 incorrects of fricative consonants. First, all of the fricative sounds in the initial position are

correct. Second, there are 6 corrects in the medial position. Third, there is the exact total of 4 corrects and 4 incorrects in the final position. Last, the student has obtained 3 incorrects in the medial position. The result showed in the table.

Table 4.2 The Result of Fricative Consonants by Student 1

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.ju/ : Incorrect /ə'nʌu/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ɪf.ə/ : Incorrect /hep/ : Incorrect
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : correct /'sʌm.θɪŋ/ : correct /breθ/ : correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : correct /'fɑ:.ðə/ : Correct /wɪð/ : Correct
		1. Sleep UK /sli:p/ US /sli:p/	/sli:p/ : Correct

5.	/s/	2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/'ɪzɪ/ : Incorrect /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'neɪ.ʃən/ US /'neɪ.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃiːp/ : Correct /'neɪ.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'ʒɑːn.rə/ : Correct /'pleʒ.ə/ : correct /beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /brɪ'hænd/ US /brɪ'hænd/	/hed/ : Correct /brɪ'hænd/ : Correct

Based on the data analysis, the student got problems when pronouncing fricative sounds. The first is the /f/ sound in the medial and final positions. For example, "nephew" should be pronounced as /nef.ju/ in the medial, but the student pronounces it as /nɪp.ju/. The second is the fricative sound /v/ in medial and final

positions, for instance, in the medial "Ever", instead of /'if.ə/ it should be /'ev.ə/ or /'ev.ər/. The third problem is in the fricative sound /s/ in the medial position. For example, in the medial, "essay" should be pronounced /es.ei/, but the student pronounces it as /z/. The fourth is the difficulty faced by student 1, which is found in the medial position of /s/. In this case, the word "always" should be pronounced as /ɔ:l.weɪz/ rather than /'ɑ:l.weɪs/. The last problem is the final position sound of /ʒ/. The student should pronounce it as /beɪʒ/ instead of /big/ in the word "beige". As mentioned above, the student had many difficulties pronouncing the fricative sounds in the final position. However, the student had a good pronunciation of all the fricative sounds in the correct initial position.

2. Student 2

The student's fricative sounds consist of 22 corrects and 4 incorrects of fricative consonants. First, there is the exact total of 8 corrects and 1 incorrects in the initial and medial positions. Second, there are 6 corrects and 2 incorrects in the final position. The outcome showed in the table.

Table 4.2 The Result of Fricative Consonants by Student 2

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/	/fu:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nɪp.ju/ : Incorrect
		3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/ə'nʌgh/ : Incorrect

2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ər/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : correct /'ev.ər/ : correct /hæv/ : correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : correct /'sʌm.θɪŋ/ : correct /breθ/ : correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : correct /'fɑː.ðə/ : correct /wɪð/ : correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : correct /'es.eɪ/ : correct /aɪs/ : correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : correct /'iː.zi/ : correct /'ɑːl.weɪz/ : correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/	/ʃi:p/ : correct /'nei.ʃən/ : correct

		3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ˈfin.ɪʃ/ : correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/ˈdʒɛːn.rə/ : Incorrect /ˈpleʒ.ə/ : correct /beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : correct /br'haɪnd/ : correct

Based on the information acquired from the table, the first trouble of the student when pronouncing fricative is in the /ʒ/ sound of the initial position. For instance: "genre" should be pronounced /'ʒɑːn.rə/, but the student pronounce it as /ˈdʒɛːn.rə/. The second difficulty occurred when the fricative /f/ was in the medial position. For example, "nephew" instead of /'nɪp.ju/, it should be /'nef.ju/. The third, many difficulties when pronouncing the fricative sounds /f/ and /ʒ/ in the final position. For example, the /f/ sound in the final "enough" should be pronounced /ə'nʌf/ or /ɪ'nʌf/, but students pronounce it as /ə'nʌgh. Overall, the researcher found that the student obtained many problems with fricative sounds in the final. Nevertheless, she got the highest score in the correct initial and medial position.

3. Student 3

The student's fricative sounds consist of 20 corrects and 6 incorrects sounds. First, in the medial position, she has 8 corrects. Second, there are 6 corrects in the initial and final positions. Third, there are 3 incorrects in the initial. Fourth, the student has acquired 2 incorrects in the final position. Then last, there is 1 incorrect in the medial position. The researcher presents the result in a table.

Table 4.2 The Result of Fricative Consonants by Student 3

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.ju/ : Incorrect /ə'nʌkh/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'fer.i/ : Incorrect /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breɪt/ : Incorrect
		1. Then UK /ðen/ US /ðen/	/ðen/ : Correct

4.	/ð/	2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/'fɑ:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɔ:l.weɪz/	/zəʊn/ : Correct /'i:.zi/ : Correct /'ɔ:l.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/si:p/ : Incorrect /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒe:n.rə/ : Incorrect /'pleʒ.ə/ : Correct /beɪʒ/ : Correct
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The table shows that first, the student still has difficulty pronouncing the sound /f/ in the medial and final position, such as in the medial: "Nephew", the student should pronounce it as /'nef.ju:/ rather than /'nip.ju/. Then in the final such as "Enough", it should be pronounced /ɪ'nʌf/ or /ə'nʌf/ instead of /ə'nʌkh/. Second, she has difficulty pronouncing /v/ in the initial position. For instance: "very" should pronounce it as /'ver.i/ instead of /'fer.i/. On the other hand, the student has a problem when pronouncing the sound /ʒ/ in the initial position, such as "genre", and should pronounce it as /'ʒɒn.rə/ or /'ʒɑ:n.rə/ instead of /'dʒe:n.rə/. In conclusion, the student achieved trouble pronouncing the fricative sounds in the initial position, although the student had excellent pronunciation in the correct medial position.

4. Student 4

The researcher found 20 corrects and 6 incorrects fricative sounds in this result. First, the student obtained 8 corrects sounds in the initial. Second, she obtained the exact total of 6 corrects in the medial and final positions. Third, the student had 3 incorrects in the medial. Fourth, there are 2 incorrects in the final. Then last, there is 1 incorrect in the initial position. The result showed in the table.

Table 4.2 The Result of Fricative Consonants by Student 4

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nip.ju/ : Incorrect /ə'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ər/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ef.ə/ : Incorrect /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /ɪzi/ : Incorrect /aɪs/ : Correct
		1. Zone UK /zəʊn/ US /zoʊn/	/zoʊn/ : Correct

6.	/z/	2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/'i:.zi/ : Correct /'ɑ:l.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'ner.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/si:p/ : Incorrect /'nei.ʃən/ : Correct /'fin.ɪs/ : Incorrect
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'ʒɑ:n.rə/ : Correct /'pleʒ.ər/ : Correct /bɪg/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The table implied that the student sometimes has some problems related to the incorrect sounds of /f/, /v/, and /s/ in the medial position. For example, the sound of "f" in "nephew" instead of "nip.ju," students should pronounce it as "nef.ju." Furthermore, the student felt it was difficult to pronounce the sound of /ʃ/ in the initial and final positions. For example, in the initial "sheep", this word students should pronounce as /ʃi:p/; however, students pronounce it as /si:p/. Along with that, in the final position, the student pronounces /'fin.ɪʃ/ in the word "finish" rather than /'fin.ɪs/. In addition, the problem is still found in the final

position. For instance, "beige", instead of /bɪg/, should be pronounced as /beɪʒ/. In short, the student got the higher correct in the initial position, and the student also has acquired the problems in the medial position.

5. Student 5

The research showed that she obtained 21 corrects and 5 incorrects fricative sounds. The first, the student gained 8 corrects fricative sounds in the initial position. The second, in the medial position, she acquired 7 corrects sounds. The third is that there are 6 corrects sounds in the final position. Fourth, there is the exact total of 2 incorrects in the medial and final positions. Finally, there is one incorrect sound in the initial position. The result showed in the table.

Table 4.2 The Result of Fricative Consonants by Student 5

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fʊ:d/ US /fu:d/	/fʊ:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nep.hjow/ : Incorrect
		3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/	/'ver.i/ : Correct
		2. Ever UK /'ev.ər/ US /'ev.ə/	/'ev.ə/ : Correct
		3. Have UK /hæv/ US /hæv/	/hæv/ : Correct
		1. Thumb UK /θʌm/ US /θʌm/	/θʌm/ : Correct

3.	/θ/	2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/'sʌm.θɪŋ/ : Correct /breθ/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑː.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /ɪzi/ : Incorrect /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑːn.rə/ : Incorrect /'pleʒ.ə/ : Correct /beɪʒ/ : Correct

9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct
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According to the data analysis, it is possible to determine that the first incorrect sounds were /f/ and /s/ sounds in the medial position. For example, in the medial, "nephew" should be /nef.ju/ rather than /nep.hjow/. The second incorrect made by the student was the /θ/ and /z/ sounds in the final position. For instance, in the sound /θ/ "breath", it should be /breθ/ rather than /breɪc/. Further, the incorrect was /z/ sound in the initial position, such as "genre." It is preferably pronounced as /'ʒɒn.rə/ or /'ʒɑːn.rə/, instead of /'dʒɑːn.rə/. On the whole of the sentence above, it explained student felt the troubles in the medial and final position; nonetheless, the student got the advanced correct pronunciation in the medial.

6. Student 6

Based on the data evaluated by the researcher below, there are 24 corrects and 2 incorrects sounds. First, the student has acquired correct fricative sounds in all initial positions, with 9 sounds. Second, the correct fricative sounds in all final positions obtained by the student were 8 sounds. Third, she has pronounced 8 corrects and 1 incorrect fricative sound in the medial position. The student's ability to pronounce fricative consonants showed in the table.

Table 4.2 The Result of Fricative Consonants by Student 6

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nep.hjow/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ef.ə/ : Incorrect /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
		1. Zone UK /zəʊn/ US /zoun/	/zoun/ : Correct

6.	/z/	2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/'i:.zi/ : Correct /'ɑ:l.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleɜ.ər/ US /'pleɜ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'ʒɑ:n.rə/ : Correct /'pleɜ.ə/ : Correct /beɪʒ/ : Correct
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'hænd/ US /br'hænd/	/hed/ : Correct /br'hænd/ : Correct

The table described the incorrect sound only found in the medial position of the /f/ sound, such as "nephew" in preference; the student should pronounce it /'nef.ju:/ rather than /'nep.hjow/. Despite that fact, the student has gained a high correct in the initial position.

7. Student 7

In this research, the total of correct fricative consonants are 20 sounds. Along with that the total of incorrects are 6 sounds. In the first result, the student had the exact correct initial and medial position, with 8 sounds. In the second, a student

obtained 4 corrects in the final. The third, 4 incorrects were gained by the student in the final position. The last student had the exact total of 1 incorrect sound in the initial and medial position. The result explained in the table.

Table 4.2 The Result of Fricative Consonants by Student 7

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /i'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.juw/ : Incorrect /i'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ət/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /bretc/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪt/ : Incorrect

5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoun/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoun/ : Correct /'i:.zi/ : Correct /'ɑ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑ:n.rə/ : Incorrect /'pleʒ.ə/ : Correct /berɪʃ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The incorrect sound of the student was /θ/, /ð/ and /z/ sounds in the final position. For example in /θ/ sound: "breath" student pronounce it as /bretc/ rather than /breθ/. The next incorrect sound was /f/, such as "nephew", which should

pronounce as /'nef.ju:/ in place of /'nip.juw/. The student incorrect was /ʒ/ in the word "genre" student had to pronounce as /'ʒɒn.rə/ as a substitute /'dʒɑ:n.rə/. Finally, the researcher concludes that the student has earned a good ability to pronounce fricative consonants in the initial and medial positions. Besides that, there are many incorrects sounds in the final positions.

8. Student 8

The researcher discovered the correct fricative consonants are 22 sounds, and the number of incorrects are 4 sounds. First, the student obtained the same correct total of 8 sounds in the initial and medial positions. In the second, the student had 6 corrects in the final. Third, the student got 2 incorrects sounds in the final position. The last the student had the same total of 1 incorrect sound in the initial and medial position. The researcher presents the result in the table below.

Table 4.2 The Result of Fricative Consonants by Student 8

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/	/fu:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nip.ju:/ : Incorrect
		3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/	/'ver.i/ : Correct
		2. Ever UK /'ev.ər/ US /'ev.ə/	/'ev.ə/ : Correct

		3. Have UK /hæv/ US /hæv/	/hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑː.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɔːl.weɪz/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
		1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/	/ˈdʒɑːn.rə/ : Incorrect

8	/ʒ/	2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'pleʒ.ər/ : Correct /beɪʃ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /bɪ'hænd/ US /bɪ'hænd/	/hed/ : Correct /bɪ'hænd/ : Correct

The table shows that the student acquired many obstacles when pronouncing sounds in the final position, such as /z/ in "always", which should pronounce, as /'ɔ:l.weɪz/ instead of /'ɔ:l.wers/. Furthermore, the student also had trouble pronouncing /f/ in the medial position; for example, "nephew" should be pronounced /'nef.ju:/ instead of /'nɪp.ju:/. Afterwards, the problem was /ʒ/ in the initial position, such as "genre" student eight should be pronounced /'ʒɒn.rə/ than /'dʒɑ:n.rə/, as well as /ʒ/ also difficult to pronounce in the final position such as "beige" it should be /berʒ/ rather than /beɪʃ/. On the whole results, the student acquired many incorrects sounds in all positions, especially in the final. Nevertheless, the student achieved the high correct sounds in the initial and medial positions.

9. Student 9

The researcher has counted the number of correct and incorrect fricative sounds made by the student. There are 15 corrects and also 11 incorrects sounds. First, the student obtained 7 corrects sounds in the medial position. Second, the

correct and the incorrect sound in the final position had the same total of 6 sounds. Third, the student had 3 incorrects sounds in the initial position. Fourth, the student has gained the same correct and incorrect sounds with a total of 2 in the final and initial position. The student's ability to pronounce fricative consonants summarized in the table.

Table 4.2 The Result of Fricative Consonants by Student 9

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/: Correct /'nip.ju:/: Incorrect /i'nog/: Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'fer.i/: Incorrect /'ev.ə/: Correct /hæv/: Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/tʌm/: Incorrect /'sʌm.θɪŋ/: Correct /bret/: Incorrect

4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoʊn/ : Correct /'i:.zi/ : Correct /'ɔ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fɪn.ɪs/ : Incorrect
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/	/'dʒɑ:n.rə/ : Incorrect /'pleas.u : Incorrect

		3. Beige UK /berɜ/ US /berɜ/	/bɪg/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

Based on the table, The researcher found the incorrect way in the final position, such as /f/, /θ/, /ð/, /z/, and /ʒ/. For example was the /f/ sound: "enough" is pronounced as /ɪ'nʌf/ or /ə'nʌf/ instead of /i'nɒg/. The next incorrect is in /v/, /θ/ and /ʒ/ in the initial position. For instance, in the sound of /ʒ/: "genre" student pronounce it as /'dʒɑ:n.rə/, however, it should be pronounced as /'ʒɒn.rə/. Subsequently, the incorrect was /f/ and /ʒ/ in the medial position, such as /f/ sounds: "nephew" should be pronounced as /'nef.ju:/ than /'nɪp.ju:/ along with that /ʒ/ sound in the word "pleasure" should be pronounce as /'pleʒ.ər/ or /'pleʒ.ə/ in place of /'pleas.u/. As previously stated, the student had a significant problem when pronouncing fricative consonants in the final position. Nonetheless, the student's ability also can be seen when pronouncing it in the medial position.

10. Student 10

The researcher has summed all of the correct and incorrect fricative consonants in this research. The whole corrects are 21 sounds, and the incorrect sounds consist of 5. First, the student has earned 8 corrects sounds in the initial position. Second, a student has gained 7 corrects sounds in the medial position.

Third, there are 6 corrects in the final position. Fourth, the student had 3 incorrects sounds in the final besides that, there are 2 incorrects in the medial. Last, a student had 2 incorrects sounds in the initial position. The researcher made the table to explain the result.

Table 4.2 The Result of Fricative Consonants by Student 10

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /i'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nef.ju:/ : Correct /i'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct

5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoon/ 2. Easy UK /'i:zi/ US /'i:zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoon/ : Correct /'i:si/ : Incorrect /'ɔ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑ:n.rə/ : Incorrect /'piz.ə/ : Incorrect /berɪʃ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

Based on the result, the first incorrect sounds were /z/, /ʃ/ and /ʒ/ in the final position. For instance, in the sound /ʃ/: "finish" instead of /'fin.ɪʃ/ the student had

to pronounce /'fin.ɪʃ/. that, the sound /ʒ/: "beige" should be pronounced as /berʒ/. The second was /z/ and /ʒ/ in the medial position. For instance, in the sound /ʒ/: "pleasure", the student should pronounce /'pleʒ.ər/ or /'pleʒ.ə/ rather than /'piz.ə/. The last was /ʒ/ in the initial position, such as "genre" it should pronounce as /'ʒɒn.rə/ or /'ʒɑːn.rə/ instead of /'dʒɑːn.rə/. To sum up, the student obtained many correct pronunciations in the initial position while the same total of incorrect sounds was in the medial and final positions.

11. Student 11

According to the research, the correct fricative consonants consist of 21 sounds. On the other hand, the incorrect fricative consonants are 5 sounds. It can be seen in the first outcome that the student has acquired correct sounds in all sounds of medial position. The student got 8 corrects in the initial position in the second result. Furthermore, the third, the student had 4 corrects in the final position. Thus, the incorrect sounds are in the final position, which had the amount of 4 sounds and in the initial position, which had 1 sound. The result showed in the table :

Table 4.2 The Result of Fricative Consonants by Student 11

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/	/fu:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nef.ju:/ : Correct

		3. Enough UK /ɪˈnʌf/ US /əˈnʌf/	/əˈnʌʊg/ : Incorrect
2.	/v/	1. Very UK /ˈver.i/ US /ˈver.i/ 2. Ever UK /ˈev.ə/ US /ˈev.ə/ 3. Have UK /hæv/ US /hæv/	/ˈver.i/ : Correct /ˈev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /ˈsʌm.θɪŋ/ US /ˈsʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /ˈsʌm.θɪŋ/ : Correct /brit/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /ˈfɑː.ðə/ US /ˈfɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /ˈfɑː.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /ˈes.eɪ/ US /ˈes.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /ˈes.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /ˈiː.zi/ US /ˈiː.zi/	/zoʊn/ : Correct /ˈiː.zi/ : Correct

		3. Always UK /'ə:l.weɪz/ US /'ɑ:l.weɪz/	/'ɑ:l.weɪz/ : Correct
7.	/f/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleɜ.ər/ US /'pleɜ.ə/ 3. Beige UK /berɜ/ US /berɜ/	/'dʒɑ:n.rə/ : Incorrect /'pleɜ.ə/ : Correct /berɜ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

In the sentence above, the researcher found the difficulties of the student were the sounds /f/, /θ/, /ð/ and /ʒ/ in the final position. For example, in the sound /f/: "enough" as a substitute /ə'nʌʊg/, the student should pronounce as /ɪ'nʌf/ or /ə'nʌf/. The other example is the sound /θ/: "breath", which should pronounce as /breθ/ than /brit/. In the /ð/ such as "with." Instead of /wɪt/, it should be /wɪð/. At least in the /ʒ/ sound: "beige" the student had to pronounce /berɜ/ in place of /berɜ/. The other problem was /ʒ/ in the medial position. In this case, student

pronounce /'dʒɑ:n.rə/ in "genre" rather than /'ʒɒn.rə/ or /'ʒɑ:n.rə/. In short, the student has obtained many difficulties with the sound in the final position, but the sound was achieved perfectly in the medial position.

12. Student 12

The student has obtained 19 corrects and 7 incorrects fricative sounds. First, the researcher explained 8 corrects in the medial position. Second, in the initial position, the student has gained 7 sounds. Third, there are 4 corrects in the final position. Fourth, in the final position, students' incorrect sounds are 4 sounds. Next, in the initial position, there are 2 incorrects sounds. On the other hand, there is one incorrect sound in the medial position. The student's ability to pronounce fricative consonants have explained in the table.

Table 4.2 The Result of Fricative Consonants by Student 12

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.ju/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct

3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/den/ : Incorrect /'fɑː.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Incorrect
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɔːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɔːl.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ər/	/'dʒɑːn.rə/ : Incorrect /'pleʒ.ər/ : Correct

		3. Beige UK /beɪʒ/ US /beɪʒ/	/beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The data presented that the student achieved many problems when pronouncing /v/, /θ/ and /ʒ/ in the final positions. For example is the sound /v/: "have", pronounced by the student as /hef/ rather than /hæv/. Afterwards, the difficulty is in the sound /f/: "nephew", which should pronounce as /'nef.ju:/; however, the student pronounces it as /'nɪp.ju/. Then the problem is the sound /ð/ and /ʒ/ in the initial positions. As an example, /ð/: "then." The student pronounce /den/ instead of /ðen/. In the end, the high correct sound is in the medial position. On the other hand, the same incorrect sound is in the initial and final position.

13. Student 13

The student's pronunciation was divided into correct and incorrect sounds. In the correct sound, the student has acquired 19 sounds, while incorrect sound, the student has pronounced 7 sounds. It includes 8 corrects in the initial position and then 6 corrects in the medial position. After that, there are 5 sounds in the final position. While there is the exact total of 3 incorrects are in the medial and final position. The other incorrects are in the initial position, with an amount of 1 sound. The result is presented in the table.

Table 4.2 The Result of Fricative Consonants by Student 13

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.hju/ : Incorrect /i'nɒg/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ər/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hef/ : Incorrect
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑ:.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /ɪz.eɪ/ : Incorrect /aɪs/ : Correct

6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:zi/ US /'i:zi/ 3. Always UK /'ɔ:lweɪz/ US /'ɑ:lweɪz/	/zoʊn/ : Correct /'i:zi/ : Correct /'ɑ:lweɪz/ : Correct
7.	/f/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑ:n.rə/ : Incorrect /'plɪf.ə/ : Incorrect /berʒ/ : Correct
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /bɪ'hænd/ US /bɪ'hænd/	/hed/ : Correct /bɪ'hænd/ : Correct

From the table, it can be seen that, first, the student had difficulty when pronouncing /f/ in the medial and final positions, such as "nephew" in the medial, which should pronounce as /'nef.ju:/, in place of /'nip.hju/. Second, the sound /v/ is in the final position. For instance, the word "have" should be pronounced by the student as /hæv/, but the student pronounces it as /hef/. Third, the problem has found in the final position of the sound /ð/, such as: "with" instead of /wɪt/; it

should be /wɪð/. Fourth, sound /ʒ/ in the initial and medial positions. For example, in the initial: "genre" should be pronounced as /'ʒɒn.rə/ or /'ʒɑːn.rə/, rather than /'dʒɑːn.rə/. Finally, the most excellent students' pronunciation ability can be found in the initial position, while the weakness is in the medial and final positions.

14. Student 14

Based on the data obtained by the researcher, the correct pronunciations consist of 24 sounds, while the incorrects are 3 sounds. It includes all of the correct sounds in the medial. Then, there are 8 corrects in the initial. Then, there are 5 letters in the final position that are corrects. The incorrect pronunciation was only obtained by the student in the initial, which has 3 sounds and in the final, which has gained 1 sound. The data is shown below.

Table 4.2 The Result of Fricative Consonants by Student 14

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fuːd/ US /fuːd/ 2. Nephew UK /'nef.juː/ US /'nef.juː/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fuːd/ : Correct /'nef.juː/ : Correct /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct

3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑː.ðə/ : Correct /wɪtʃ/ : Incorrect
5.	/s/	1. Sleep UK /sliːp/ US /sliːp/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sliːp/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔː.lweɪz/ US /'ɑː.lweɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɔː.lweɪz/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃiːp/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleɪ.ʒə/ US /'pleɪ.ʒə/	/'dʒɑːn.rə/ : Incorrect /'pleɪ.ʒə/ : Correct

		3. Beige UK /beɪʒ/ US /berɪʒ/	/beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /brɪ'haɪnd/ US /brɪ'haɪnd/	/hed/ : Correct /brɪ'haɪnd/ : Correct

In this research, the researcher has found; that first, students felt difficult when pronouncing /ð/ in the final position such as "with", as a substitute /wɪtʃ/, the student should be pronounce it as /wɪð/. Second, the problematic sound is /z/ in the final position. For instance: "always" in place of /'ɑ:l.weɪz/, it should be /'ɔ:l.weɪz/ or /'ɑ:l.weɪz/. Third, sound /ʒ/ in the initial and final positions. For example, in the final: "beige" should be pronounced as /beɪʒ/, rather than /beɪʃ/. To summarize, the student received a perfect score on the fricative sound in the medial position, even though the lowest score was in the final position.

15. Student 15

The researcher discovered that the student made 21 corrects sounds and 5 incorrects sounds. The first correct sound is in the initial and medial, which has obtained 8 sounds. The second is in the final, which has gained 5 corrects sounds. The third is incorrect sounds; there are 3 sounds in the final. On the other hand, the student got 1 incorrect sound in the initial and medial positions. The result of the student's pronunciation is shows in the table.

Table 4.2 The Result of Fricative Consonants by Student 15

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nef.ju:/ : Correct /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ər/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ər/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑ:.ðə/ : Correct /wɪð/ : Correct
5	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'ez.eɪ/ : Incorrect /aɪs/ : Correct
		1. Zone UK /zəʊn/ US /zoʊn/	/zoʊn/ : Correct

6.	/z/	2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/'i:.zi/ : Correct /'ɑ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ə/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /berɪʒ/	/'dʒɑ:n.rə/ : Incorrect /'pleʒ.ə/ : Correct /beg/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /bɪ'hænd/ US /bɪ'hænd/	/hed/ : Correct /bɪ'hænd/ : Correct

The table presented that the student had felt arduous in the final position, such as /θ/, /z/ and /ʒ/. For example, in the sound /θ/: "breath" instead of /bretʃ/, it should be /breθ/. Besides that, the student also had trouble pronouncing /f/ and /s/ in the medial position. For instance, in the sound /s/: "essay", students pronounce it as /'ez.eɪ/, rather than /'es.eɪ/. At least, the sound /ʒ/ in the initial was difficult to pronounce by the student, such as "genre" it should be pronounced as /'ʒɒn.rə/ or /'ʒɑ:n.rə/, as a substitute /'dʒɑ:n.rə/. To conclude, many weaknesses are found in

the fricative sound in the final position. In comparison, the ability to pronounce in the initial position is better than in the other positions.

16. Student 16

The researcher found that the student has gained 19 corrects and 7 incorrects fricative consonants. First, there are 7 corrects in the initial position. Second, in the medial and final position, there are the same correct, which is a total of 6 sounds. Third, there are 3 incorrects in the medial position. Last, the amount of 2 same sounds in the initial and final position. The outcome is shown in the table.

Table 4.2 The Result of Fricative Consonants by Student 16

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /i'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nip.hjuw/ : Incorrect /ə'nʌug/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/	/tʌm/ : Incorrect /'sʌm.θɪŋ/ : Correct

		3. Breath UK /breθ/ US /breθ/	/bret/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑːðə/ US /'fɑːðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑːðə/ : Correct /wɪt/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'ez.aɪ/ : Incorrect /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoon/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoon/ : Correct /'iː.sɪh/ : Incorrect /'ɑːl.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑːn.rə/ : Incorrect /'pleʒ.ə/ : Correct /berʒ/ : Correct

9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct
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According to the data analysis, she got the difficulty pronouncing fricative sounds. The first is in the /f/ sound at the medial and final positions. For example in the medial, "nephew" should be pronounced as /nef.ju/, but the student pronounces a word as /'nip.hjuw/. The second is pronouncing the fricative sound /θ/ in the initial and final positions. For example, in the initial "thumb," instead of /tʌm/, it should pronounce as /θʌm/. The third is she has struggled to pronounce the fricative sound /s/ in the medial position. For example, in the medial, "essay" should be pronounced as /es.eɪ/, but she pronounces it as /'ez.aɪ/. The fourth is in pronouncing fricative consonants in the medial position of /z/. For example, "easy" should be pronounced /'i:zi/ rather than /'i:sih/. The last is the initial position sound of /ʒ/. In the word "genre", the student should pronounces as /'ʒɒn.rə/ or /'ʒɑ:n.rə/ rather than /'dʒɑ:n.rə/. Overall, the researcher found that the student got the highest score in the initial position.

17. Student 17

According to the research, there are 19 corrects and 7 incorrects fricative consonant sounds. First, there are 9 corrects in the medial position. Second, there are 6 corrects and 3 incorrects in the initial position. Third, the exact total of 4

corrects, and incorrects showed in the final position. The results are presented by the researcher in the table.

Table 4.2 The Result of Fricative Consonants by Student 17

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /i'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nef.ju:/ : Correct /ə'noug/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hep/ : Incorrect
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/tʌm/ : Incorrect /'sʌm.θɪŋ/ : Correct /brit/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪt/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/	/sli:p/ : Correct /'es.eɪ/ : Correct

		3. Ice UK /aɪs/ US /aɪs/	/aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'neɪ.ʃən/ US /'neɪ.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/siːp/ : Incorrect /'neɪ.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ər/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑːn.rə/ : Incorrect /'pleʒ.ər/ : Correct /beɪʒ/ : Correct
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /brɪ'haɪnd/ US /brɪ'haɪnd/	/hed/ : Correct /brɪ'haɪnd/ : Correct

Based on the information acquired from the table, the first difficulty of the student while pronouncing fricative is in the /f/ sound of the final position; for example, "enough" should pronounce as /ɪ'nʌf/ or /ə'nʌf/, but a student pronounces it as /ə'noug/. The second is when the fricative /v/ was pronounced by the student in the final position. For example, "have" should be /hæv/ rather than /hep/. The third is fricative sounds /θ/ in the initial and final positions. For

example, the initial /θ/ sound in "thumb" should pronounce as /θʌm/, but the student pronounces it as /tʌm/. After that, the sound /ʃ/ and /ʒ/ are in the initial position. For example, in the sound /ʃ/, "sheep" is pronounced as /ʃi:p/ than /si:p/. In conclusion, the student had trouble pronouncing the fricative sounds in the final position, although the student had great pronunciation in the medial position.

18. Student 18

The researcher has discovered the correct and incorrect fricatives. There are 20 corrects and 6 incorrects sounds. First, there are 8 corrects and 1 incorrect sound at the initial position. Second, there are 7 corrects and 2 incorrects sounds in the medial positions. Third, the student obtained 5 corrects and 3 incorrects in the final position. The table shows the result of fricative consonants.

Table 4.2 The Result of Fricative Consonants by Student 18

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nep.jow/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct

3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /britc/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪt/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪʃ/ : Incorrect
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoʊn/ : Correct /'ei:.si/ : Incorrect /'ɑ:l.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ə/ US /'pleʒ.ə/	/'dʒɑ:n.rə/ : Incorrect /'pleʒ.ə/ : Correct

		3. Beige UK /beɪʒ/ US /berʒ/	/beg/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The table explained that, first, the student has trouble in pronouncing the sound /f/ in the medial, such as "Nephew," which should pronounce as /'nef.ju:/ rather than /'nep.jow/. Second, she has difficulties pronounce /θ/, /s/ and /ʒ/ in the final position. For example, the sound /θ/, "breath", should be pronounced /breθ/ rather than /britc/. On the other hand, the student has a problem pronouncing the sound /z/ in the medial position, such as "easy," which should be pronounced as /'i:.zi/ instead of /'ei:.si/. Last, the difficulty is in the initial /ʒ/ sound. For instance, "genre" should be pronounced as /'ʒɒn.rə/ or /'ʒɑ:n.rə/, as substitute /'dʒɑ:n.rə/. In short, the student got the higher correct in the initial position, and the student also has acquired many problems in the final position.

19. Student 19

The researcher discovered that there are 12 corrects and 14 incorrects fricative sounds in this result. First, the student got 5 corrects in the medial position. Second, in the medial position, there are 4 corrects. Third, the student has achieved 3 corrects in the final position. Fourth, the incorrect sounds in initial and final positions had an exact total of 5 sounds. Last, there are 4 incorrects sounds in the medial position. The outcome describes in the table.

Table 4.2 The Result of Fricative Consonants by Student 19

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'naʃ/ US /ə'naʃ/	/fu:d/ : Correct /'nip.ju/ : Incorrect /ə'naʃ/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'fer.i/ : Incorrect /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/tʌm/ : Incorrect /'sʌm.tɪŋ/ : Incorrect /rit/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/len/ : Incorrect /'fa:.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'ez.aɪ/ : Incorrect /aɪs/ : Correct

6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoʊn/ : Correct /'i:.zi/ : Correct /'ɑ:l.weɪs/ : Incorrect
7.	/f/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.fən/ US /'nei.fən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/tsi:p/ : Incorrect /'nei.fən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑ:n.rə/ : Incorrect /'plɪʃ.u-/ : Incorrect /beg/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'hænd/ US /br'hænd/	/hed/ : Correct /br'hænd/ : Correct

The table implied that the student sometimes had some problems related to the incorrect sounds of /f/ in the medial and final positions. For example, the sound of "f" in the medial "nephew", instead of "nip.ju," the student should pronounce as "nef.ju." Moreover, the student had problems pronouncing /θ/ in all positions. For example is in the medial, "something", she should pronounce it as /'sʌm.θɪŋ/ instead of /'sʌm.tɪŋ/. Furthermore, she felt it was difficult to pronounce the sound of /ð/ in the initial and final positions. For example, in the initial "then",

the student should pronounce as /ðen/; however, students pronounce it as /len/. Along with that, in the final position of /s/, the student pronounces /'ez.aɪ/ in the word "essay" rather than /'es.eɪ/. In addition, the problem is still found in all positions of /ʒ/ sound. For instance, in the medial, "pleasure", instead of /'plɪʃ.u-/ , it should pronounce as /'pleʒ.ər/ or /'pleʒ.ə/. The whole of the sentence above explained that the student felt trouble in all positions. Nonetheless, she got the advanced correct pronunciation in the initial and medial position.

20. Student 20

Based on the research, the student achieved a total of 20 corrects and 6 incorrects fricative sounds. There are the same correct in the initial and medial positions, which amounted to 7 sounds. In the final position, student 20 has gained 6 corrects. Then, student 20 had the exact total of 2 incorrects in all positions.

Table 4.2 The Result of Fricative Consonants by Student 20

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nef.ju:/ : Correct /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/	/'fer.i/ : Incorrect /'ef.ə/ : Incorrect

		3. Have UK /hæv/ US /hæv/	/hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /brɪt/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : correct /'fɑː.ðə/ : correct /wɪð/ : correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : correct /'es.eɪ/ : correct /aɪs/ : correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : correct /'iː.zi/ : correct /'ɑːl.weɪz/ : correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃi:p/ : correct /'nei.ʃən/ : correct /'fɪn.ɪʃ/ : correct
		1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/	/'dʒɑːn.rə/ : Incorrect

8	/ʒ/	2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /berʒ/	/'plef.ə/ : Incorrect /berɪh/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /bɪ'hænd/ US /bɪ'hænd/	/hed/ : Correct /bɪ'hænd/ : Correct

Based on the data of the fricative consonants that pronounced by the student, it is reasonable to conclude that the first incorrect sounds were /v/ in the initial and medial positions. As an example, in the final, "ever", instead of /'ef.ə/, students should pronounce it as /'ev.ər/ or /'ev.ə/. Subsequently, in the final sound of /θ/, "breath" should be /breθ/ rather than /brɪt/. After that, the sound /ʒ/ in all positions. One of the examples is in the medial, "pleasure" should pronounce as /'pleʒ.ər/ or /'pleʒ.ə/, however, the student pronounces it as /'plef.ə/. Despite that fact, he has gained the exact total of incorrect sounds in all positions. At the same time, there is also the same ability when pronouncing sounds in the initial and medial positions.

21. Student 21

According to the data analyzed by the researcher, there are 21 corrects and 5 incorrects sounds. First, she has gained 8 corrects in medial positions. Second, there are 7 corrects in the initial. Third, with 6 letters, the student has acquired

correct sounds in the final position. Third, there are 2 incorrects in the initial and final position. Last, the student has obtained 1 incorrect sound in the medial position.

Table 4.2 The Result of Fricative Consonants by Student 21

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /i'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nef.ju:/ : Correct /i'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ət/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ber.i/ : Incorrect /'eb.ə/ : Incorrect /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
		1. Sleep UK /sli:p/ US /sli:p/	/sli:p/ : Correct

5.	/s/	2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/ʃiːp/ : Correct /'nei.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ər/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑːn.rə/ : Incorrect /'pleʒ.ər/ : Correct /beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The data analysis showed that the incorrect sound was in the initial position of the /v/ and /ʒ/ sounds. For example, in the /v/ sound, "very" in preference, students should pronounce it /'ver.i/ rather than /'ber.i/. Afterwards, the researcher found the incorrect sound in the medial position. As an example in the /v/ sound, "ever" should be pronounced as /'ev.ər/ or /'ev.ə/, as a substitute for /'eb.ə/.

Besides that, the student also had a problem pronouncing the /ʒ/ sound in the final position, such as "beige" it should be /berʒ/, instead of /be/. Overall, the researcher found that the student had problems with fricative sounds in the initial and final. Nevertheless, the student got the highest medial and initial position scores.

22. Student 22

The researcher have found that the total of correct fricative consonants are 22 sounds, and the total of incorrects are 4 sounds. In the first result, the student had 8 corrects in the initial position, with 8 sounds. In the second, a student had the same correct of 7 sounds in the medial and final position. The third, the student had 2 incorrects sounds in the medial. The last student had the exact total of 1 incorrect sound in the initial and final position. The researcher presents the result in the table.

Table 4.2. The Result of Fricative Consonants by Student 22

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/	/fu:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nep.hju/ : Incorrect
		3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/	/'ver.i/ : Correct
		2. Ever UK /'ev.ə/ US /'ev.ə/	/'ev.ə/ : Correct

		3. Have UK /hæv/ US /hæv/	/hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑː.ðə/ US /'fɑː.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑː.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'ez.aɪ/ : Incorrect /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
		1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/	/dʒɑːn.rə/ : Incorrect

8	/ʒ/	2. Pleasure UK /'pleʒ.ə/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'pleʒ.ə/ : Correct /beɪʒ/ : Correct
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /brɪ'haɪnd/ US /brɪ'haɪnd/	/hed/ : Correct /brɪ'haɪnd/ : Correct

From the table, it presented that first problem is in the medial position, the student made the incorrect sounds /f/ and /s/. For example, in the /f/ sound, students pronounce "nephew" as /'nep.hju/ rather than /'nef.ju/. The following incorrect was /ʒ/ sound in the initial, such as "genre," which should be pronounced /'ʒɒn.rə/ or /'ʒɑːn.rə/ rather than /'dʒɑːn.rə/. Afterwards, the student incorrect is in the final position of the /z/ sound. For instance, "always," the student had to pronounce /'ɔːl.weɪz/ or /'ɑːl.weɪz/ instead of /'ɑːl.weɪs/. The student has found much difficulty pronouncing the fricative sounds in the medial position, but she achieved much good pronunciation in the correct initial position.

23. Student 23

In this research, the researcher discovered the correct fricative consonants are 19 sounds and the incorrects are 7 sounds. First, student 23 had the exact correct total of 8 sounds in the initial and medial positions. The second, she has obtained 3 corrects in the final. Third, the student has acquired 5 incorrects sounds. The last,

student had the exact total of 1 incorrect sound in the initial and medial position.

The result is presented by the researcher in the table below.

Table 4.2 The Result of Fricative Consonants by Student 23

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'neph.ju/ : Incorrect /ə'nʌgh/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /brɪtɪ/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/	/sli:p/ : Correct /'es.eɪ/ : Correct

		3. Ice UK /aɪs/ US /aɪs/	/aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zoʊn/ : Correct /iː.zi/ : Correct /ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃiːp/ : Correct /nei.ʃən/ : Correct /fæn.ɪs/ : Incorrect
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ər/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/dʒɑːn.rə/ : Incorrect /pleʒ.ər/ : Correct /beɪtʃ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /brɪ'haɪnd/ US /brɪ'haɪnd/	/hed/ : Correct /brɪ'haɪnd/ : Correct

According to the result, the first problem for the student is when pronouncing sounds in the final position, such as the /f/ sound in the word "enough", which should pronounce /ɪ'nʌf/ or /ə'nʌf/ instead of /ə'nʌgh/. Furthermore, students also had trouble pronouncing /θ/ in the medial position; for example, "breath" should be pronounced /breθ/ instead of /britʃ/. Afterwards, the problem is sound /z/ in the

medial such as "always" she should pronounce as /'ɑ:l.weɪz/ than /'ɑ:l.weɪz/. The next is the /ʒ/ sound, which was also in the final such as "beige" student should pronounce it as /beɪʒ/ in place of /beɪtʃ/. The second incorrect sound has discovered in the medial position. Such as in the /f/ sound, "nephew" the student pronounce it as /'neph.ju/ than /'nef.ju:/. Finally, the researcher concludes that the student has earned a good ability to pronounce fricative consonants in the initial and medial positions. Besides that, there are many incorrect sounds in the final positions.

24. Student 24

The researcher has counted the number of correct and incorrect fricative sounds. There are 19 corrects and 7 incorrects. First, the student has obtained 8 corrects and 4 incorrects in the medial position. Second, the student had 6 corrects and 2 incorrects in the final position. Third, there are 5 corrects; along with that, there are 4 incorrects in the initial position. The student's ability to pronounce fricative consonants summarizes in the table.

Table 4.2 The Result of Fricative Consonants by Student 24

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/	/fu:d/ : Correct
		2. Nephew UK /'nef.ju:/ US /'nef.ju:/	/'nef.ju:/ : Correct

		3. Enough UK /ɪˈnʌf/ US /əˈnʌf/	/ɪˈnʌf/ : Correct
2.	/v/	1. Very UK /ˈver.i/ US /ˈver.i/ 2. Ever UK /ˈev.ər/ US /ˈev.ər/ 3. Have UK /hæv/ US /hæv/	/ˈfer.i/ : Incorrect /ˈep.ər/ : Incorrect /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /ˈsʌm.θɪŋ/ US /ˈsʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /ˈsʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /ˈfɑː.ðər/ US /ˈfɑː.ðər/ 3. With UK /wɪð/ US /wɪð/	/dhen/ : Incorrect /ˈfɑː.ðər/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /ˈes.eɪ/ US /ˈes.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /ˈes.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /ˈiː.zi/ US /ˈiː.zi/ 3. Always UK /ˈɔːl.weɪz/ US /ˈɑːl.weɪz/	/zoʊn/ : Correct /ˈiː.zi/ : Correct /ˈɑːl.weɪz/ : Correct
		1. Sheep UK /ʃi:p/ US /ʃi:p/	/si:p/ : Incorrect

7.	/ʃ/	2. Nation UK /'neɪ.ʃən/ US /'neɪ.ʃən/ 3. Finish UK /'fɪn.ɪʃ/ US /'fɪn.ɪʃ/	/'neɪ.ʃən/ : Correct /'fɪn.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleɪ.ʒər/ US /'pleɪ.ʒər/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑːn.rə/ : Incorrect /'pleɪ.ʒər/ : Correct /beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

Related to the explanation on the table, the first incorrect was in the initial position such as /v/, /ð/, /ʃ/ and /ʒ/. The first example was the /v/ sound: "very" is pronounced as /'ver.i/ instead of /'fer.i/. In the initial position, the second incorrect is in /ð/ and /ʒ/ in the initial position. As an example of /ð/: "with" is preferably pronounced as /wɪð/ than /wɪt/. The last incorrect was /v/ in the medial position, such as: "ever" should be pronounced as /'ev.ər/ or /'ev.ə/ than /'ep.ə/. On the whole the result, the student acquired many incorrect sounds in the initial position. Nevertheless, the high correct sounds were achieved by the student in the medial position.

25. Student 25

In this research, the researcher has summed all of the correct and incorrect fricative consonants the from student . The whole correct sounds in fricatives are 20, and the incorrects consist of 6 sounds. First, the student earned 8 corrects in the medial position. Second, the exact total of 6 corrects in the initial and final position. Third, there are 3 incorrects sounds in the initial position. Fourth, the student had 2 incorrects in the final. Last, a student got 1 incorrect sound in the medial position. The researcher explained the result in the table.

Table 4.2 The Result of Fricative Consonants by Student 25

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nep.hju/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'per.i/ : Incorrect /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /brit/ : Incorrect

4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zəʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɔ:l.weɪz/	/zəʊn/ : Correct /'i:.zi/ : Correct /'ɔ:l.weɪz/ : Correct
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/si:p/ : Incorrect /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ər/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑ:n.rə/ : Incorrect /'pleʒ.ər/ : Correct /bɪgh/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'hænd/ US /br'hænd/	/hed/ : Correct /br'hænd/ : Correct

Based on the result, the first incorrect sounds, namely /v/, /ʃ/ and /ʒ/ in the initial position. For instance, in the sound /v/: "very" instead of /'per.i/, the student had to pronounced /'ver.i/. The second was /θ/ and /ʒ/ in the final position. For instance, in the sound /θ/: "breath", the student should pronounce /breθ/ rather than /brit/. The third was /f/ in the medial position, such as "Nephew" should be pronounced as /'nef.ju:/; however, the student pronounced it as /'nep.hju/. As previously stated, the student got a significant problem when pronouncing fricative consonants in the initial position. Nonetheless, the ability of the student also can be seen when pronouncing it in the medial position.

26. Student 26

According to the data analysis, the correct fricative consonants consist of 20 sounds. On the other hand, the incorrects are 6 sounds. It can be seen in the first outcome that she has acquired 8 corrects in the initial position. She got 7 corrects in the medial position in the second result. Furthermore, the third, the student had 5 corrects sounds in the final position. Fourth, there are 3 incorrects sounds in the final position. The fifth incorrect sounds are 2 in the medial. In addition, the incorrect sound is 1 in the initial. The result presented on the table.

Table 4.2 The Result of Fricative Consonants by Student 26

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ nʌf/ US /ə nʌf/	/fu:d/ : Correct /'nip.hju/ : Incorrect /i'nog/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fa:.ðə/ US /'fa:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fa:.ðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
		1. Zone UK /zəʊn/ US /zoʊn/	/zoʊn/ : Correct

6.	/z/	2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/'i:.zi/ : Correct /'ɑ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃi:p/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8.	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /beɪʒ/ US /beɪʒ/	/'dʒɑ:n.rə/ : Incorrect /'ples.u/ : Incorrect /beɪʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'hænd/ US /br'hænd/	/hed/ : Correct /br'hænd/ : Correct

In the sentence above, the researcher has found the difficulties of the student is in the sounds /f/, /z/ and /ʒ/ in the final position. For example, in the sound /f/: "enough" as a substitute /i'nɒg/, student 26 had to pronounce /ɪ'nʌf/ or /ə'nʌf/. The other problem is /f/ and /ʒ/ in the medial position. For example, in the sound of /f/, students pronounce /'nɪp.hju/ in "Nephew" rather than /'nef.ju:/. In the sound /ʒ/, student 26 should pronounce /'pleʒ.ər/ or /'pleʒ.ə/ in "pleasure" in place of /'ples.u/ Aftermost, the obstacle is in the initial position of /ʒ/ sound. For Instance, "genre" the student pronounces as /'dʒɑ:n.rə/ nevertheless, the correct pronunciation is /'ʒɒn.rə/ or /'ʒɑ:n.rə/. To sum up, the student obtained many

correct pronunciations in the initial position, while there are a lot of problems faced by the student in the final position.

27. Student 27

Based on the reaserch, the student has obtained 22 corrects and 4 incorrects fricative sounds. In this data, the researcher explained that there is the same total of correct sounds in the initial and medial positions, which has gained 8 letters. Second, in the final position, the student has obtained 6 corrects. Third, students' incorrects consist of 2 letters in the final. On the other hand, there are the same incorrect of 1 sound in the final and the initial positions. the table explained about he student's ability to pronounce fricative consonants.

Table 4.2 The Result of Fricative Consonants by Student 27

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nɪp.hju/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
		1. Thumb UK /θʌm/ US /θʌm/	/θʌm/ : Correct

3.	/θ/	2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/'sʌm.θɪŋ/ : Correct /berɪθ/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑːðə/ US /'fɑːðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑːðə/ : Correct /wɪð/ : Correct
5.	/s/	1. Sleep UK /sliːp/ US /sliːp/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sliːp/ : Correct /'es.eɪ/ : Correct /aɪs/ : Correct
6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'iː.zi/ US /'iː.zi/ 3. Always UK /'ɔːl.weɪz/ US /'ɑːl.weɪz/	/zəʊn/ : Correct /'iː.zi/ : Correct /'ɑːl.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃiːp/ US /ʃiːp/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/ʃiːp/ : Correct /'nei.ʃən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑːn.rə/ 2. Pleasure UK /'pleɪ.ʒər/ US /'pleɪ.ʒər/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑːn.rə/ : Incorrect /'pleɪ.ʒər/ : Correct /berʒ/ : Correct

9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct
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The data presented that the student had problems pronouncing /θ/ and /z/ in the final positions. For example is the sound /θ/: "breath", pronounced by the student as /berits/ rather than /breθ/. Afterwards, the difficulty is in the medial of sound /f/. For Instance, "nephew" should be pronounced /'nef.ju:/; however, she pronounces it as /'nip.hju/. Then the problem is in the initial position of sound /ʒ/. For example, /ð/: "genre" she pronounces it as /'dʒɑ:n.rə/ instead of /'ʒɒn.rə/ or /'ʒɑ:n.rə/. Finally, the most excellent students' pronunciation ability can be found in the initial and medial position, while the weaknesses are in the final position.

28. Student 28

On the data analisis that has gained by the researcher, the correct pronunciation consists of 17 sounds while the incorrect are 9 sounds. There are 7 correctss in the initial. After that, there are 6 corrects in the medial. Then, there is the same total of 4 corrects and incorrects in the final. Besides that, the student has obtained 3 incorrects in the medial, and there are also 2 incorrects in the final. The results can be seen in the table.

Table 4.2 The Result of Fricative Consonants by Student 28

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'nʌf/ US /ə'nʌf/	/fu:d/ : Correct /'nip.ju/ : Incorrect /ɪ'nʌf/ : Correct
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.əɹ/ US /'ev.ə/ 3. Have UK /hæv/ US /hæv/	/'ver.i/ : Correct /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/θʌm/ : Correct /'sʌm.θɪŋ/ : Correct /breθ/ : Correct
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/ðen/ : Correct /'fɑ:.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'izi/ : Incorrect /aɪs/ : Correct
		1. Zone UK /zəʊn/ US /zoun/	/zoun/ : Correct

6.	/z/	2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/'i:.zi/ : Correct /'ɑ:l.weɪs/ : Incorrect
7.	/ʃ/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.ʃən/ US /'nei.ʃən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/si:ps/ : Incorrect /'nei.ʃən/ : Correct /'faɪn.ɪʃ/ : Incorrect
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleʒ.ər/ US /'pleʒ.ə/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑ:n.rə/ : Incorrect /'plɪz.ər/ : Incorrect /biʒ/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

In this research, the researcher has found; that first, he felt difficulty when pronouncing /f/ in the medial. For example, "nephew" should be pronounced as /'nef.ju:/ than /'nip.ju/. Second, the obstacle is the /ð/ sound in the final position, such as "with", as a substitute /wɪt/, the student should pronounce it as /wɪð/. Third, the writer has found it hard to pronounce the sound /s/ in the medial position, such as /'es.eɪ/ in "essay", which pronounces as /'izi/. Fourth, the complex sound is /z/ in the final position. For Instance: "always" in place of /'ɑ:l.weɪs/, it should be /'ɔ:l.weɪz/ or /'ɑ:l.weɪz/. Fifth, the problem is /ʃ/ in the initial and final position. In the initial, the student should pronounce "sheep" as

/ʃi:p/ instead of /si:ps/. For example, in the final, "finish", which should be pronounced as /'fin.ɪʃ/, in this word, the student pronounces it as /'fam.ɪʃ/. Sixth, the issue is sound /ʒ/ in all positions. For Instance, in the initial, "genre" should be pronounced as /'ʒɒn.rə/ or /'ʒɑ:n.rə/ as substitute /'dʒɑ:n.rə/. In the following word in the medial is "pleasure" instead of /'plɪz.ər/, it should be pronounced as /'pleɜ:.ər/ or /'pleɜ:.ə/. For example, in the final: "beige" should be pronounced as /berʒ/, rather than /beɪʃ/. In conclusion, the student achieved a high total pronunciation in the initial position despite the obstacles shown in the final position.

29. Student 29

The researcher found that the student made the exact total between correct and incorrect sounds, with 13 sounds in this research. The first correct sound is in the medial, which has obtained 7 sounds. The second is in the initial with a total of 4 correct sounds. The third is in the final, which has gained 2 corrects. The fourth is incorrect; there are 6 sounds in the final. The fifth, he achieved 5 incorrects sounds in the initial. Last, there are 2 incorrects sounds in the medial position. The result is shown in the table..

Table 4.2 The Result of Fricative Consonants by Student 29

No	Fricative consonants	Words	Students' Pronunciation
1.	/f/	1. Food UK /fu:d/ US /fu:d/ 2. Nephew UK /'nef.ju:/ US /'nef.ju:/ 3. Enough UK /ɪ'naʃ/ US /ə'naʃ/	/fu:d/ : Correct /'nip.ju/ : Incorrect /e'nogh/ : Incorrect
2.	/v/	1. Very UK /'ver.i/ US /'ver.i/ 2. Ever UK /'ev.ər/ US /'ev.ər/ 3. Have UK /hæv/ US /hæv/	/'fer.i/ : Incorrect /'ev.ə/ : Correct /hæv/ : Correct
3.	/θ/	1. Thumb UK /θʌm/ US /θʌm/ 2. Something UK /'sʌm.θɪŋ/ US /'sʌm.θɪŋ/ 3. Breath UK /breθ/ US /breθ/	/thʌm/ : Incorrect /'sʌm.θɪŋ/ : Correct /brit/ : Incorrect
4.	/ð/	1. Then UK /ðen/ US /ðen/ 2. Father UK /'fɑ:.ðə/ US /'fɑ:.ðə/ 3. With UK /wɪð/ US /wɪð/	/dhen/ : Incorrect /'fɑ:.ðə/ : Correct /wɪt/ : Incorrect
5.	/s/	1. Sleep UK /sli:p/ US /sli:p/ 2. Essay UK /'es.eɪ/ US /'es.eɪ/ 3. Ice UK /aɪs/ US /aɪs/	/sli:p/ : Correct /'es.eɪ/ : Correct /aɪf/ : Incorrect

6.	/z/	1. Zone UK /zəʊn/ US /zoʊn/ 2. Easy UK /'i:.zi/ US /'i:.zi/ 3. Always UK /'ɔ:l.weɪz/ US /'ɑ:l.weɪz/	/zoʊn/ : Correct /'e:.si/ : Incorrect /'ɑ:l.weɪs/ : Incorrect
7.	/f/	1. Sheep UK /ʃi:p/ US /ʃi:p/ 2. Nation UK /'nei.fən/ US /'nei.fən/ 3. Finish UK /'fin.ɪʃ/ US /'fin.ɪʃ/	/si:ps/ : Incorrect /'nei.fən/ : Correct /'fin.ɪʃ/ : Correct
8	/ʒ/	1. Genre UK /'ʒɒn.rə/ US /'ʒɑ:n.rə/ 2. Pleasure UK /'pleɜ:.ər/ US /'pleɜ:.ər/ 3. Beige UK /berʒ/ US /berʒ/	/'dʒɑ:n.rə/ : Incorrect /'pleɜ:.ər/ : Correct /bij/ : Incorrect
9.	/h/	1. Head UK /hed/ US /hed/ 2. Behind UK /br'haɪnd/ US /br'haɪnd/	/hed/ : Correct /br'haɪnd/ : Correct

The table presented that first, the student had felt the trouble when pronouncing /f/ sound in the medial and final position. For example, in the medial, "nephew" should be pronounced as /'nef.ju:/ than /'nip.ju/. Second, the obstacle is in the initial /v/ sound, such as "very" should be pronounced /'ver.i/ rather than /'fer.i/. Third, the difficulty is in the final sound /θ/, such as "breath" instead of /brit/; it should be /breθ/. Fourth, the problem is the sound of /ð/ in the initial and medial. For example, in the initial is "then" instead of /dhen/, it should pronounce

as /ðen/. Then, in the final, the student should be pronounced /wið/ in the word "with"; however, students pronounce it as /wit/. Fifth, the student also had trouble pronouncing /s/ in the final position. For instance in the sound /s/ : "Ice" students pronounce it as /aɪf/, rather than /aɪs/. Sixth, the incorrect sound is /z/ in the medial and final. For example, in the medial is, "easy" should pronounce as /'i:..zi/ as substitute /'e:..si/. The next is in /ʃ/, such as "sheep", the student pronounces it /si:ps/ rather than /ʃi:p/. Last, the sound /ʒ/ in the initial and final, such as "genre" it should be pronounced as /'ʒɒn.rə/ or /'ʒɑ:n.rə/, as a substitute /'dʒɑ:n.rə/. Afterwards, in the final such as "beige", it should be /beɪʒ/ in place of /bij/.

4.3 Discussion

The researcher calculated the result of the tests using a scoring system. It showed in the table:

Table 4.3 The Result of Fricative Consonant by All Students

No	Sounds	Students' Pronunciation					
		Initial		Medial		Final	
		C	IC	C	IC	C	IC
1	/f/	29	0	8	21	17	12
2	/v/	21	8	23	6	25	4
3	/θ/	24	5	28	1	13	16
4	/ð/	25	4	29	0	20	9
5	/s/	29	0	20	9	26	3
6	/z/	29	0	25	4	12	17
7	/ʃ/	21	8	29	0	25	4
8	/ʒ/	3	26	22	7	8	21
9	/h/	29	0	29	0		
Total		181	51	184	48	146	86

After presenting the students' pronunciation ability into correct and incorrect types, the researcher would like to explain all details that occurred in students' pronunciation based on the sequence of the consonant fricative letters. The table revealed that participants made mistakes while pronouncing /f/ in medial and final positions. After that, the problem that occurs to students is in all positions of the fricative letter /v/, especially the most common problems in the initial position. The identical problem discovered in all positions of the /θ/ sound. Even so, the big problem that often occurs is sound /θ/ in final position. Next, the students could pronounce the fricative letter /ð/ in the medial position, but there were also many obstacles in the final position. Then, in the medial position, the researcher discovered pronunciation issues with the fricative sound /s/, but the students performed well in the letter /s/ in the initial position.

On the other hand, in the initial position, students also have a good ability with the consonant /z/, but the incorrect sound has found in the final position. Afterwards, in the initial position, all students made many mistakes when pronouncing the letter /ʃ/, while in the medial position, the sound /ʃ/ pronounced by the students was all correct. At the same time, the letter /ʒ/ that was produced by students in all positions was incorrect, but the most egregious incorrect sound is the letter /ʒ/ in the final position. Finally, the students pronounced the letter h in all positions very well.

The conclusion is that students' abilities are very good in initial position when pronouncing letters consisting of /f/, /s/, /z/ and /h/. It contrasts with their

weakness in the initial position in the letter /ʒ/. Then, in the medial position, students can also pronounce the letters /ð/, /ʃ/ and /h/ well. Nonetheless, students have many problems with the letter /f/ in the medial position. On the other hand, the students achieved good pronunciation of the letter /s/ in the final position. The final position of the fricative letter /ʒ/ became the most common problem for the second-semester students.

In this case, the student encountered difficulty when they mentioned a fricative consonant, such as:

1. f & v

In the initial position, the word for /f/ is “food” and /v/ is “very”. All students’ pronunciation in sound /f/ is right. They pronounce “food” as /fu:d/. However, in /v/ sound most students found it challenging to pronounce. They pronounced /v/ as /f/ or /p/ such as /'ver.i/ becomes /'fer.i/ or /'per.i/. In the medial position, the word for /f/ is “nephew” and /v/ is “ever”. The students pronounce /f/ as /p/ for example /'nef.ju:/ becomes /'nip.ju/. While in /v/ sound, they pronounced /v/ as /f/, /p/ or /b/ for instance the word /'ev.ə/ pronounce as /'ep.ə/, /'ef.ə/ or /'eb.ə/. In the final position, the word for /f/ is “enough “ and /v/ is “have”. The students pronounce /f/ in final as /u/, /gh/, /kh/ and /g/ such as /ɪ'nʌf/ or /ə'nʌf/ becomes /ə'nʌgh/. Moreover, they pronounce sound /v/ as /p/ or /f/ for example /hæv/ pronounced as /hef/.

2. θ & ð

In the initial position, the word for /θ/ is “thumb” and /ð/ is “then”. When pronouncing sound /θ/, the obstacles felt by some students. They pronounce /θ/ as /t/ or /th/ such as /θʌm/ become /tʌm/. Then in /ð/ sound, they pronounce the letter /ð/ as /dh/ for example /ðen/ pronounce as /dhen/. In the medial position, the word for /θ/ is “something” and /ð/ is “father”. The students pronounce /θ/ as /t/ for example /'sʌm.tɪŋ/. While in /ð/ sound, all /ð/ sounds are right. In the final position, the word for /θ/ is “breath” and /ð/ is “with”. The students pronounce /θ/ in final as /it/, /tc/ and /ts/ such as /breθ/ becomes /bretc/. On the other hand, the students pronounce /ð/ as /it/ or /tc/ for example /wɪð/ pronounced as /wɪt/.

3. s & z

In the initial position the word for /s/ is “sleep” and /z/ is “zone”. In this position, all students’ pronunciation in /s/ and /z/ sounds are excellent. In the medial position the word for /s/ is “essay” and /z/ is “easy”. The students pronounce /s/ as /z/ for example /'es.eɪ/ becomes /ɪzi/. It is contrast to /z/ sound, they pronounce /z/ as /s/ for instance /'iː.zi/ becomes /'iː.si/. In the final position the word for /s/ is “ice” and /z/ is “always”. The students pronounce /s/ in the final as /f/ such as /aɪs/ becomes /aɪf/. On the other hand, the students pronounce /z/ as /s/ for example /'ɔːl.weɪz/ or /'ɑːl.weɪz/ pronounced as /'ɑːl.weɪs/.

4. ʃ & ʒ

In the initial position the word for /ʃ/ is “sheep” and /ʒ/ is “genre”. In the /s/ sound, most students have obstacles to pronounce it. For example sound /ʃ/ in the

word /fi:p/ pronounced as /si:p/ or /tsi:p/. They changed /f/ into /s/ or /ts/ sound. While, the most problem faced by students when pronouncing fricative sound is in /ʒ/ sounds. They pronounced /ʒ/ as /dʒ/ such as in the word /'ʒɒn.rə/ or /'ʒɑ:n.rə/, most students pronounced it as /'dʒɑ:n.rə/. In the medial position the word for /ʃ/ is "nation" and /ʒ/ is "pleasure". In the /ʃ/ sound, students' pronunciations are right. It is contrast to /ʒ/ sound, they pronounce /ʒ/ as /s/, /z/ or /pleʃ/ for instance UK /'pleɜ:.ər/ or /'pleɜ:.ə/ becomes /'pleʃ.ə/. In the final position the word for /ʃ/ is "finish" and /ʒ/ is "beige". The students pronounce /ʃ/ in final as /s/ such as /'fin.ɪʃ/ becomes /'fin.is/. On the other hand, the students pronounce /ʒ/ as /g/, /ch/ or /j/ for example /berʒ/ pronounced as /beg/, /bech/ or /bij/.

5. h

In the initial position, the word for /h/ is "head," and in the medial position, the word is "behind". In the /h/ sound, all of the students' pronunciations are perfect. In the initial position, they pronounced /hed/ as /hed/. However, in the medial position, they pronounced /br'hamd/ as /br'hamd/.

In conclusion, the student's ability to pronounce English fricatives was fairly good. However, it means the students need much practice learning and pronouncing English fricatives well. It has also become a problem for them if they are not improving their English language.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The research focused on the students' ability in pronouncing English fricative consonants. The research question is "How do the students' ability in pronouncing English Fricative consonants at English Language Education of FKIP UIR?" The researcher collected data using a pronunciation test of 26 words to answer the research question. The researcher discovered that the average score for students' pronunciation was 19,62, with scores ranging from 7.4. Afterwards, the findings revealed that 29 students were proficient in pronouncing the fricative sounds /f/, /s/, /z/, and /h/ in the initial position. Furthermore, in the medial position, all students are excellent at pronouncing /ð/, /ʃ/, and /h/. Meanwhile, the most trouble was found when students pronounced the fricative letter /ʒ/ in the initial position. After that, in the medial position letter /f/ and the final position of the letter /ʒ/ has the same lower score. Then, in the final position, there is a problem with the /θ/ and /z/ sounds.

According to the description above, the researcher concludes that the students' ability to pronounce English fricative consonants at FKIP UIR English Language Education is fairly good.

5.2 Suggestions

Based on the findings discussed above, the researcher would like to give the suggestions to the English Education Study Program, the lecturer, student and the next researcher :

1. Suggestions for English Education Study Program and Lecturers

The English Education Study Program should create materials to help students improve their pronunciation skills. It is because classroom instruction has focused on structural grammar rather than speaking skills, particularly pronunciation. Along with that, the lecturer must develop a language learning environment that stimulates students' enthusiasm and adapts to their requirements to better comprehend the English pronunciation.

2. Suggestions for Students

The English Language Education Program students must learn and master the pronunciation. Because the percentage of pronunciation errors is still relatively high, students are encouraged to study more about and practice fricative sounds..

3. Suggestions for Future Researchers

The researcher hopes that this thesis will be a reference and guide for future researchers studying pronunciation abilities. It is intended that this study's findings will help improve the teaching and learning of phonetics and phonology in the English study program FKIP UIR. Hopefully, future academics will be able to expand on this research and collect more data.

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