

1. STUDENTS'ABILITY IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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Submission date: 19-May-2025 10:54AM (UTC+0700)

Submission ID: 2679350993

File name: ICATIVE_CONSONANTS_AT_ENGLISH_LANGUAGE_EDUCATION_OF_FKIP_UIR.pdf (620.27K)

Word count: 5899

Character count: 31370

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

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Abstract

Keywords:

*Students' ability,
Pronunciation,
Fricative consonants.*

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 thirty students from sixty five of second-semester students' at English Education of FKIP UIR. In this research, the researcher used the purposive sampling technique. The research instrument is a pronunciation test consisting of twenty six 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. Afterward, the findings revealed that students still have many problems 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 have the same lower score. Then, there is a problem when students pronounce the /θ/ sound and the /ʒ/ sound in the final position. In conclusion, the student's ability to pronounce English fricative consonants at FKIP UIR English Language Education is fairly good.

Kata Kunci:

*Kemampuan Siswa,
Pengucapan,
Konsonan Frikatif.,*

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam melafalkan konsonan Frikatif Bahasa Inggris pada Pendidikan Bahasa Inggris FKIP UIR. Desain penelitian ini adalah penelitian deskriptif dengan pendekatan kualitatif. Peneliti melakukan penelitian di Pendidikan Bahasa Inggris FKIP UIR. Peneliti mengambil 30 mahasiswa dari 65 mahasiswa semester

dua Pendidikan Bahasa Inggris FKIP UIR. Dalam penelitian ini, peneliti menggunakan teknik purposive sampling. Instrumen penelitian berupa tes pengucapan yang terdiri dari 26 kata, dan perekam data yang dikumpulkan. Kamus Cambridge-Amerika online digunakan sebagai standar koreksi oleh peneliti. Hasil analisis data menunjukkan bahwa nilai rata-rata pengucapan siswa adalah 19,62, dengan skor berkisar 7,4. Setelah itu, temuan mengungkapkan bahwa siswa masih memiliki banyak masalah dalam melafalkan frikatif bahasa Inggris, terutama pada bunyi /f/, /θ/, dan /z/. Sementara itu, peneliti menemukan kesulitan terbesar ketika siswa melafalkan bunyi frikatif /z/ pada posisi awal. Setelah itu, suara /f/ di tengah dan /z/ di posisi akhir memiliki skor rendah yang sama. Kemudian, ada masalah ketika siswa mengucapkan bunyi /θ/ dan /z/ pada posisi akhir. Kesimpulannya, kemampuan siswa dalam melafalkan konsonan frikatif bahasa Inggris di Pendidikan Bahasa Inggris FKIP UIR cukup baik.

INTRODUCTION

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 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.

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, 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 the 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 student's ability to practice speaking skills. Another problem includes a lack of confidence in pronouncing English words regularly.

Phonetics and 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. Moreover, (Anggrarini & Istiqomah, 2019) states that 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) also 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 the address.

Vowel

The vowel is the most important sound to learn in English. 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. There are two types of vowel sounds in English. The first is monophthong. According to (Almurashi, 2016), a monophthong comprises only one vowel sound that is not altered during articulation. 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, she 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 second is diphthong. (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.

English Consonants

(Sembiring & Ginting, 2016) state that the solid blocks from which we build words, phrases, and sentences are consonant sounds. On the other hand, they 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.

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 labiodentals [f and v], dental [θ and ð], alveolar [s and z], postalveolar [ʃ and ʒ], glottal [h].

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. 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. He divides consonants into plosives [p, t, k, b, d, g], nasals, trill, tap or flap, fricatives [f, v, θ, ð, s, z, ʃ, ʒ, h], lateral fricative [ɬ], approximant [ʋ, ɹ, ɻ, j], lateral approximant [l].

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 and 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 is 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 is 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 and z] and is convex behind the groove rather than concave-like [s and z]. It 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 and z]. Their articulation site is classified as palate-alveolar or post-alveolar. The tongue has a broader channel than [s and z] and is convex behind the groove rather than concave-like [s and z]. It 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).

METHOD

A descriptive research with a qualitative approach was used in this research. 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. The population of this research was 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 predetermined criteria linked to the research hypothesis called the purposive sampling technique. However, 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. 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.

To begin, the researcher repeatedly listened to the audio recording of students' pronunciation. While they were speaking, the researcher wrote down the phonetic transcription of English fricative consonants. After that, the researcher marked the students' pronunciation, whether correct or incorrect by using the online Cambridge-American dictionary. Next, the researcher counted and 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. The final is the researcher drew a conclusion based on the researcher's data analysis of student's ability to pronounce English fricative consonants.

Table.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:

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

FINDING AND DISCUSSION

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. Pronunciation tests and recording has used to collect data. Students pronounced twenty six words in the fricative consonant test along with that the researcher recorded their voices. The researcher calculated the result of the tests using a scoring system. It showed in the table below :

Table 2. The Students' Ability Scores in Pronouncing Fricatives

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

Table 3. The Result of All Students' Pronunciation in Fricative Consonant

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

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 /f/, while in the medial position, the sound /f/ pronounced by the students was all correct. At the same time, the letter /z/ that was produced by students in all positions was incorrect, but the most egregious incorrect sound is the letter /z/ 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 /z/. Then, in the medial position, students can also pronounce the letters /ð/, /f/ 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 /z/ 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'naʃ/ or /ə'naʃ/ becomes /ə'naʃh/. 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 /θaʃ/ become /taʃ/. 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 /t/ and /ts/ such as /breθ/ becomes /breɪt/. On the other hand, the students pronounce /ð/ as /t/ or /ts/ 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 /'i:zi becomes /'i:si/. In the final position the word for /s/ is “ice” and /z/ is “always”. The students pronounce /s/ in the final as /ʃ/ such as /aɪs/ becomes /aɪʃ/. On the other hand, the students pronounce /z/ as /s/ for example /'ɔ:l.weɪz/ or /'ɑ:l.weɪz/ pronounced as /'ɑ:l.weɪs/.

4. ʃ & ʒ

In the initial position the word for /ʃ/ is “sheep” and /ʒ/ is “genre”. In the /ʃ/ sound, most students have obstacles to pronounce it. For example sound /ʃ/ in the word /ʃi:p/ pronounced as /si:p/ or /tsi:p/. They changed /ʃ/ 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 /'pleɪ.ʒ.ər/ or /'pleɪ.ʒ.ər/ becomes /'pleɪ.ʃ.ər/. In the final position the word for /ʃ/ is “finish” and /ʒ/ is “beige”. The students pronounce /ʃ/ in final as /s/ such as /'fɪn.ɪʃ/ becomes /'fɪn.ɪs/. 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'haɪnd/ as /br'haɪnd/.

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.

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.

Based on the findings discussed above, the researcher would like to give the suggestions. The researcher suggests the teacher should create materials to help students improve their pronunciation skills. Along with that, the lecturer should develop a language learning environment that stimulates students' enthusiasm and adapts to their requirements to comprehend the English pronunciation. Then, the students should learn and master the pronunciation. Because the percentage of pronunciation errors is still relatively high. At last, the researcher hopes that this

research can be a reference and guide for future researchers to do research at the same field.

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1. STUDENTS'ABILITY IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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