

**AN ANALYSIS OF ENGLISH PRONUNCIATION OF PATTANI'S
STUDENTS IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS AT
THE EIGHTH SEMESTER OF ENGLISH STUDY PROGRAM RADEN
INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**

(A Thesis)

Submitted as a Partial Fulfillment of
Requirements for S-1 Degree

WAHYUNI WULANDARY MULYADI

13.11.04.00.88

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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Co-Advisor : Fithrah Auliya Ansar, M. Hum

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
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2017**

ABSTRACT

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BY
WAHYUNI WULANDARY MULYADI

In the process of learning English as foreign language, many learners make errors in pronouncing English. This research aimed to find out common pronunciation errors in pronouncing English fricative thus, to find percentages of global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy, and to find the causes of error made in English pronunciation of Pattani's students at eighth semester of English Study Program UIN Raden Intan Lampung in 2016/2017 academic year.

Moreover, the researcher conducted her research using qualitative methods. In collecting the data, firstly the researcher recorded the pronunciation of Pattani's students at eighth semester of English Study Program UIN Raden Intan Lampung when they read the list of words individually. Then, the researcher transcribed their pronunciation guided by online transcriber, Oxford dictionary, and Cambridge digital dictionary.

The research's result shows that the common error made by Pattani's students is fricative [ʒ]. Local error dominated the subjects made errors because their errors in pronouncing English can be understood by other people as hearer. The researcher also found some causes of errors by the subjects according to interlingual and intralingual transfer, such as: first, fricative [θ], [ð], [ʒ] are unshared sounds specific to English, [θ] and [ð] were realized as stop [t] and [d]. Therefore, this condition makes the subjects made errors in pronouncing these phonemes. Second, the subjects read the word by written form as their language that makes errors occurred.

Keywords: Error Analysis, Pattani's Students, Pronunciation, English Vowels and Consonants



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MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ
وَالْوَلَوْنِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

And among His Signs is the creation of the heavens and the earth, and the variation in your languages and your colors: verily in that are Signs for those who know.¹ (Q.S.

Ar-Ruum : 22)



¹ The Presidency of Islamic Researches, UFTA, CALL, and GUIDANCE, The Holly Qur'an English Translation of the meaning and Commentary. Al-Madinah Al-Munawarah, King Fahd Qur'an Printing Complex, 1410 H, p. 201

DEDICATION

From the depth of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, my father Bambang Mulyadi, SE and my mother Yuliana who always inspire, support and fully motivate me in every step in academic process. Therefore, thank for giving the financial, moral and spiritual support.
2. My beloved brothers, Yoga Rizky Wadji Mulyadi, Wisaam Dimas Wiraya, Mulyadi and Vino Bastian who always support me.
3. My beloved aunties and uncles who always wish for my success.
4. My beloved friend, Pepsi Kurniawan, S.Kom who always support me.
5. My beloved classmates *Bike B* especially, Riana Julita, Anisa Husni Alkaromah, Chintya Nova Lestari, and Suci Novianti, Adhe, Tri, Rani, and Erika who always support me.
6. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Wahyuni Wulandary Mulyadi. She was born on March 17th, 1996 in Semarang, Central Java. She lives on Tri Tunggal Street, Sidorahayu, Punggur, Central Lampung. She is the first daughter of three siblings. The researcher began her school to Kartini Kindergarten, Bawen, Central Java in 1999. Therefore, she continued her study to Elementary School 1 Gundih, Grobogan, Central Java in 2001. After that, she continued her study to Junior High School 1 Punggur, Central Lampung in 2007. After graduation from Junior High School, she continued her study to Senior High School 1 Kotagajah, Central Lampung, then she finished her study in 2013. After graduating from Senior High School, she continued her study to Raden Intan State Islamic University of Lampung as an S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.

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First of all, all praise is due to Allah, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “An Analysis of English Pronunciation of Pattani’s Students in Pronouncing English Fricative Consonants at the Eighth Semester of English Study Program Raden Intan State Islamic University of Lampung in the Academic Year of 2016/2017” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree.

However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

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Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis.



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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Language is a means of communication among individual. It is a system of sounds which is structured and used to communicate people's feelings, intention, purposes to other. Language is very important in human life that is needed for real communication among people. Richard states, language is one of distinctive characteristics of human beings.² According to Finocchiaro, language is a system of arbitrary, vocal symbols, which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.³ Based on statements above, the researcher concludes that language is a system of sounds used to communicate people's feeling, mind, and purpose to other people because through language people can share ideas, showing their likes and dislikes.

The language may show people's nationality. In the world, there are many countries that have many of cultural background with more than hundred of mother tongue. For example, when a Indonesian learns new language as like English, linguistically the way they learn will be affected by both their tribe and national language. This

²Richard Ogden, *An Introduction to English Phonetics* (Edinburgh: Edinburgh University Press Ltd, 2009), p.1.

³Mary Finocchiaro, *The Foreign Language Learner* (New York: Regent Publishing Company, 1974), p.3.

condition shows both tribe and national language will make problem in learning new language. The problems that usually arise are mistake and error in both verbal and non-verbal aspect. According to Brown, a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly.⁴ On the other hand, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the students.⁵ In short, we cannot deny mistake and error when we learn new language because mistake and error are the process of learning. For example, people who still pronounced *invite* as [invait] instead of [infit]. They change [f] sound of the word with [v] sound and omitting [a]. This condition also occurs by Pattani's students who study at English Study Program of Tarbiyah and Teacher Training Faculty. In learning process, most of them pronounced *lose* [lu:z] as [lɒs]; they change vowel [u:] into vowel [ɒ] and changed voiced fricative [z] into voiceless fricative [s].

Based on that condition the researcher was excited to choose them as object on research. The researcher focused on the pronunciation of Pattani's students who study at English Study Program of UIN Raden Intan Lampung. Due to know the specific information of pronunciation the researcher needed phonology as a tool of the research in analyzing the data. Phonology is the study of sound systems.⁶ Phonology can be divided into two branches: 1) segmental phonology is based on the

⁴H. D. Brown, *Principles of Language Learning and Teaching (5th ed)* (United States: Pearson Education, 2007), p. 257.

⁵*Ibid*, p. 257.

⁶Richard Ogden, *Op. Cit*, p.1.

segmentation of language into individual speech sounds provided by phonetics, this features include vowel and consonant 2) suprasegmental phonology also called prosody is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment or sound, such features include stress, rhythm, and intonation.⁷ Then, this research focused on phonology in segmental features especially in consonant. Based on the explanation above the researcher assumed that all Pattani's students of English Study Program of Teacher and Training Faculty especially in eighth semester of UIN Raden Intan Lampung had problems in pronouncing English words. Therefore, the research entitled "*An Analysis of English Pronunciation of Pattani's Students in Pronouncing English Fricative Consonants at the Eighth Semester of English Study Program Raden Intan State Islamic University of Lampung.*"

B. Identification of the Problem

Based on the background above, the researcher identified some problems as follows:

1. The Pattani's students still get difficulty in pronouncing English words.
2. The Pattani's students often make errors in pronouncing English word especially in English fricative consonants.

C. Limitation of the Problem

Based on the real condition in the field, Pattani's students made error in pronouncing English words. Therefore, the researcher limited the problem on analyzing Pattani's

⁷Paul Skandera and Peter Burleigh, *A Manual of English Phonetics & Phonology* (German: Tübingen, 2005), p.5.

students error in pronouncing English words especially in fricative sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h] according to the International Phonetic Alphabet (IPA) based on Communicative Effect Taxonomy in global and local error.

\Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows:

1. What are the common pronunciation errors in pronouncing English fricative produced by Pattani's students?
2. How many percentages of global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy?
3. What are the causes of errors made in English pronunciation of Pattani's students?

D. Objective of the Problem

The objectives of the research are:

1. To know the common pronunciation errors in pronouncing English fricative produced by Pattani's students in pronouncing English words.
2. To know the percentage of errors are made by Pattani's students in pronouncing English fricative.
3. To know the causes of errors in pronouncing English fricative of Pattani's students.

E. Use of the Research

It is expected the findings of the research can be used as follows:

1. Theoretically, the result of the research are expected to be used to support the theory which would be explained in the next chapter and expected to provide information about an analysis of Pattani's students error in pronouncing English fricatives at the eighth semester of UIN Raden Intan Lampung.
2. Practically, to give the information to the lecturer of UIN Raden Intan Lampung what kinds of error and percentage of errors are made by Pattani's students in pronouncing English fricatives based on Communicative Effect Taxonomy in global and local error.
3. Practically, to make Pattani people aware their ways in pronouncing English. It is used to reduce the errors made in pronouncing English fricatives.

F. Scope of Research

The scope of the research is as follows:

1. Subject of research

The subject of this research was the Pattani's students at the eighth semester of English Study Program of Teacher and Training Faculty of UIN Raden Intan Lampung in the academic year of 2016/2017.

2. Object of the research

The object of the research was an analysis of Pattani's Students' pronunciation in pronouncing English words.

3. Place of the research

The research was conducted in UIN Raden Intan Lampung. It is located on Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung.

4. Time of Research

The research was conducted at the eighth semester of English Study Program of UIN Raden Intan Lampung in the academic years of 2016/2017.



CHAPTER II

FRAME OF THEORIES

A. Pronunciation

Pronunciation is one of the major problems in language learning. Since these are differences between the native language and the target language, problem and difficulties in learning a foreign language cannot be avoided. In order to succeed in language learning, especially in pronunciation, someone must learn and practice pronunciation continuously. It means that if he does not use it frequently, he will find it difficult to master the foreign language.

According to Brown, pronunciation, also referred to as ‘Psychomotor skills’ is one element constituting communicative competence, which is said to be the ideal goal of every language instruction.⁸ According to Hornby, pronunciation is the way a language or a particular word or sound is pronounced.⁹

In short, based on definition above researcher concludes that pronunciation is the psychomotor skill about the way to pronounce letter or language which has three essential aspects; they are sound, intonation and rhythm.

B. English Phonetics and Phonology

⁸H.Douglas Brown, *Teaching by Principles :An Interactive Approach to Language Pedagogy (2nd ed)*, (New York: Longman, 2001), p.68.

⁹A.S. Hornby, *Oxford Advance Learner’s Dictionary of Current English (6th ed)*, (China: Oxford University Press, 2000), p.1057.

The study of pronunciation consists of two fields, namely Phonetics and Phonology. Phonetics and phonology are concerned with speech sounds and the sound system. Phonetics is concerned with how sounds are produced, transmitted and perceived (we will only look at the production of sounds).¹⁰ Phonetics refers to the study of speech sound.¹¹ Phonetics can be divided into three distinct phases: 1) articulatory phonetics, the actions and movements of the speech organ in producing sounds, 2) acoustics phonetics, nature and acoustics of the sound waves which transmit speech, 3) auditory phonetics, how speech is received by the ears.

According to Odden, phonology is the study of sound structure in language.¹² Paul and Peter state, phonology is the study of sound system.¹³ Phonology can be divided into two branches: 1) segmental phonology is based on the segmentation of language into individual speech sound provided by phonetics, these features include vowel and consonant, 2) suprasegmental phonology also called prosody is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment or sound, such features include stress, rhythm, and intonation.

In English these are variations of phonetics that is influenced by geographical origin, gender, environment, etc. one of the variations is allophone. Allophone is one of two

¹⁰Cornelia Hamann and Carmen Schmitz, *Phonetics and Phonology: Reader for First Year English Linguistics*, (Oldenburgh: University of Oldenburgh, 2005), p.3.

¹¹Gerald Kelly, *How to Teach Pronunciation*, (Malaysia: Pearson education limited, 2000), p.9.

¹²David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005), p.2.

¹³Paul Skandera and Peter Burleigh, *Op. Cit.*, p.3.

or more similar speech sound which together compose a phoneme.¹⁴ For example allophone of voiceless stops: [p^l], [t^h], and [k^h]. Beside allophone, these are phonological rules. Hayes in Rosyidin describes phonological rules as generalization about the distinct ways in which a particular sound can be pronounced in distinct environments.¹⁵ These are several types of phonological rules are assimilation, dissimilation, and deletion.¹⁶

In conclusion, phonetics is study and description of concrete utterances and concrete, individual speech sound then used phonetics system to represent a speech sound and phonology is a study about sound system in language. These are three categories in phonetics; articulatory, acoustics and auditory but in phonology these are two categories; segmental and suprasegmental. The segmental features consist of vowel and consonant. The suprasegmental features consist of stress, rhythm, and intonation

C. English Consonants

On the way out the air flow can be more or less obstructed producing consonant. If you pronounce the first sound of the word paper you close your mouth completely and that is the utmost obstruction. Consonant are sound that are produced with the articulators more or less close.¹⁷ Carolyn states, consonant are speech sounds produced with a narrowing of the vocal tract which is sufficient to prevent them from

¹⁴ Charles W. K, *The Pronunciation of English: A Course Book (2nded)*, (United City: Blackwell Publishing, 2004), p.284.

¹⁵Khulafaur Rosyidin, *Thesis: English Phonological Rules Applied in "The Martian" Film*, (Malang: UIN Maulana Malik Ibrahim, 2016), p. 21

¹⁶*Ibid*, p. 21.

¹⁷ Cornelia Hamann and Carmen Schmitz, Op. Cit, p. 6

functioning as syllable nuclei.¹⁸ Then, William O'Grady states, consonants are made with a narrow or complete closure in a vocal tract and the airflow is either blocked momentarily or restricted so much that noise is produced as air flows past the constriction.¹⁹ According to Richard Ogden, consonants are those sounds which are produced with some kind of constriction in the vocal tract.²⁰ In addition, David Crystal states that consonants are sounds made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked, or so restricted that audible friction is produced.²¹

Based on statement above researcher concludes that consonants produced with a narrowing of the vocal tract which may or may not cause audible friction. For example if you pronounce the first sound of the word 'big' you close your mouth and feel an obstruction. English consonants are divided into three importance kinds of features for differentiating consonant as follows: 1) voice; whether vocal cords are vibrating or not, 2) tongue shape; whether the tongue has a flat surface, a groove along the center line or is curled at the sides, and 3) articulator; whether the lower tip, tongue front, or tongue back block the air stream as it goes out.²²

¹⁸ Carolyn McManis, *Language Files: Material for An Introduction to Language*, (United States of America: The Ohio State University Department of Linguistics, 1987), p. 49

¹⁹ William O'Grady and friends, *Contemporary Linguistics: An Introduction*, (United City: Longman, 1996), p. 23

²⁰ Richard Ogden, *An Introduction to English Phonetics*, (Edinburgh: Edinburgh University Press Ltd, 2009), p. 23

²¹ David Crystal, *A Dictionary of Linguistics and Phonetics (6th Ed)*, (United City: Blackwell Publishing, 2008), p. 103

²² Charles W. Kreidler, *Op. Cit*, p. 30

D. Place of Articulation

In English, consonants are produced at nine places of articulation. Articulators are the parts of the oral tract that are used in producing speech sound. They are often grouped into two kinds, active and passive. Active articulators are ones that move; the tongue tip is an active articulator in sound like [s], [n], [t]. Passive articulators are articulators that cannot move.

a. Bilabial

Bilabial is the sound produced when the airstream pushes open the closed lips to form a consonant like *p* in 'pet'. According to Carolyn, bilabial sounds are made with both lips.²³

/p/ *pit* voiceless bilabial plosive

/b/ *by* voiced bilabial plosive

/m/ *my* voiced bilabial nasal



A bilabial sound: the first sound in *pit*

b. Labio-dental

²³ Carolyn McManis, 1987, *Op. Cit*, p. 51

For labio-dental sounds, the active articulator is again the bottom lip, but this time it moves up to the top front teeth. English has two labio-dental [f] as in *fat* and [v] as in *vat*.

/f/ *fat* voiceless labio-dental fricative

/v/ *vat* voiced labio-dental fricative



A labio-dental sound: the first sound in *fit*



c. Dental

Dentals are made with the tip of the tongue between the front teeth. There are two dental in English: [θ] *thigh* and [ð] *thy*.

[θ] *thigh* voiceless dental fricative

[ð] *thy* voiced dental fricative



A dental sound: the first sound in *thin*

d. Alveolar

Alveolar sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge. English makes seven sounds at or near this ridge: [t] tie, [d] die, [n] nigh, [s] sip, [z] zip, [r] rip, [l] lip.

/t/ *tie* voiceless alveolar plosive

/d/ *die* voiced alveolar plosive

/n/ *nigh* voiced alveolar nasal

/s/ *sip* voiceless alveolar fricative

/z/ *zip* voiced alveolar fricative

/r/ *rip* voiced alveolar central approximant

/l/ *lip* voiced alveolar lateral approximant



An alveolar sound: the first sound in *sip*

e. Palatoalveolar

Palatoalveolar sounds are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one. In English there are four postalveolar.

/ʃ/ *ship* voiceless postalveolar fricative

/ʒ/ *beige* voiced postalveolar fricative

/tʃ/ *chunk* voiceless postalveolar affricate

/dʒ/ *junk* voiced postalveolar affricate



A palato-alveolar sound: the first sound in *ship*

f. Palatal

Palatal are produced by the front of the tongue, which moves up toward the hard palate. In English there are three palatal sounds: [ʃ], [ʒ], [j].



A palatal sound: the first sound in *yes*

g. Velar

For velar sound, the active articulator is the back of the tongue, and the passive articulator is the velum or soft palate. In English there are three velar sounds: [k], [g], [ŋ].

/k/ *cot* voiceless velar plosive

/g/ *got* voiced velar plosive

/ŋ/ *rang* voiced velar nasal

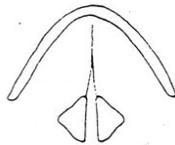


A velar sound: the first sound in *cool*

h. Glottal

Glottal sounds are in the minority in articulatory terms, since they do not involve the tongue: instead, the articulators are the vocal folds, which constitute a place of articulation as well as having a crucial role in voicing.

/h/ high voiceless glottal fricative



Based on explanations above the researcher concluded that place of articulation is the point of vocal tract where the speech organs produced a sound. In English there are nine place of articulations, as follows:

- a. Bilabial sounds are made with both lips. There are four such sounds possible in English: [p] pan, [b] bat, [m] mat, and [w] wet.
- b. Labio-dental consonants are made with the lower lip against the upper front teeth. English has two labio-dental [f] fit and [v] van.

- c. Dental are made with tongue touching the upper teeth. English has two dental sound [θ] thin and [ð] this.
- d. Alveolar are made by tongue touching the alveolar ridge behind the upper teeth. English has seven alveolar sound [t] tea, [d] did, [n] nine, [s] see, [z] zoo, [r] red, [l] lim.
- e. Post-alveolar are made by tongue curled behind the alveolar ridge. In English there are four post-alveolar sounds [ʃ], [ʒ], [tʃ], [dʒ]
- f. Palatal are sound made by middle of the tongue against the hard palate. In English there are three palatal sounds [j], [ç], [j].
- g. Velar are made by back of the tongue against the soft palate or velum. In English there are three velar sound [k], [g], [ŋ].
- h. Glottal are made by formed in the space between the vocal folds or glottis. [h] is glottal sound.

E. Manner of Articulation

The manner of articulation of a sound is the degree and the kind of obstruction of a consonant in the vocal tract.²⁴ For example, if we compare the first sounds of a words tip and ship, we realize that the airflow is obstructed in the same area (alveolar) and in both sounds /t/ and /s/ the configuration of the vocal cords is the same (voiceless). Most manner of articulations are combinable with most places of articulation. In English there are sixth manner of articulation, as follows:

²⁴ Mehmet Yahvas, *Applied English Phonology (2nd Ed.)* (United City: Blackwell, 2011, p. 7

Table 1
Manner of Articulation in English

PLACE								
MANNER	bilabial	Labiodental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricative					tʃ dʒ			
Nasal	m			n			ŋ	
Lateral				l				
Approximant	w				r	j		

a. Plosive/Stop

Plosives or stops are sounds for which the speaker makes a complete closure at some point in the vocal tract, build up the air pressure while the closure is held and then releases the air explosively through the mouth. English plosives/stop include the sounds [p], [t], [k], [b], [d], [g]

b. Fricative

A fricative is a sound that is made with a small opening between the articulators, allowing the air to escape with audible friction. In English fricative include the sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h].

c. Affricative

When a stop articulation is released, the tongue moves rapidly away from the place articulation. Some non-continuant consonants show a slow release of the closure; these sounds are called affricative. In English has only two affricatives, both of which are palate-alveolar [tʃ] and [dʒ].

d. Approximant

Approximants are consonants with a greater opening in the vocal tract than fricatives, and thus do not create any friction. Catford states that the typical cross-sectional area of the maximum constriction in a fricative ranges from about 3 to 22mm. in English has four approximants [j], [w], [l], [r].

e. Nasals

Nasals have a complete in the vocal tract as well. In the production of English nasals usually all the air escaped through the nose. English has three nasals sounds [m n ŋ].

f. Lateral

Laterals made by air escapes through the mouth along the lowered sides of the tongue. In English has only one sound of laterals [l].

F. English Fricatives

Fricatives are consonants produced with a continuous airflow through the mouth.²⁵Peter states that fricative is made by air being forced through a

²⁵ William O'Grady and friends, *Op. Cit*, p. 28

narrow.²⁶Based on these statements the researcher concluded that fricative is consonant produced by continuous stream of air passing through a narrow opening. English has nine fricative phonemes occupying five place of articulation. Eight of these fricatives are pairwise matching in voiceless/voiced (table 2.2, below) for labiodentals [f], [v]; dental [θ], [ð]; alveolar [s], [z]; palate-alveolar [ʃ], [ʒ] and [h] is a voiceless glottal.

Table 2
The Transcription of English Fricatives

Glottal State	Place of Articulation	Transcription
Labiodental		
Voiceless	Fat	[f]
Voiced	Vat	[v]
Dental		
Voiceless	Thin	[θ]
Voiced	those	[ð]
Alveolar		
Voiceless	Sing	[s]
Voiced	zip	[z]
Palate-alveolar		
Voiceless	Ship	[ʃ]
Voiced	azure	[ʒ]
Glottal		
voiceless	hat	[h]

G. Pattani Malays Phonetics and Phonology

Rappa and Wee in Muna states that as a result of the various historical waves of cultural and religious influence since the onset of Thailand's pre-modern period, the Thai Malay communities are primarily located around the southernmost provinces of

²⁶ Peter Ladefoged and Sandra F. D, *Vowel and Consonants*, (United City: Wiley-Blackwell, 2012), p. 55

Narathiwat, Pattani, Yala, and Satun, with the majority of them being Muslims.²⁷ Malay language related to Indonesian language.²⁸ Some sound in Pattani Malay, especially in consonants sound borrowed from English, Arabic and English.

H. Consonants in Pattani

Pattani has the following consonant phonemes: [p], [b], [t], [d], [f], [v], [c], [j], [k], [g], [ʔ], [s], [ʃ], [x], [h], [m], [n], [ɲ], [r], [w], [l], [z] as presented in the following chart.²⁹

Table 3
Pattani Consonants

Manner of Articulation		Bilabial	Labiodental	Alveolar	Palato Alveolar	Palatal	Velar	Glottal
Plosives	Voiced	b		d	j		g	
	voiceless	p		t	c		k	ʔ
fricatives	Voiced		(v)	(z)			(ʒ)	
	Voiceless		(f)	s			(x)	h
Nasal		m		n	ɲ		ŋ	
Trill		w		r				

²⁷Sofa ZakiyatulMuna, *The Differences between Thai and Indonesian Undergraduates in Pronouncing Plural Noun and Third Singular Present Verb with S/ES Suffix Due To Progressive Assimilation*, (Salatiga: IAIN Salatiga, 2015), p.17.

²⁸ Craig D. Soderberg and Kenneth S. Olson, *Indonesian Journal of the International Phonetic Association*, 38, (International Phonetic Association, 2008), p. 209, accessed on Nov, 16th 2016, //dx.doi.org/10.1017/S0025100308003320

²⁹*Ibid*, p. 15

Lateral			1				
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a. Bilabial

Bilabial is the sound produced when the airstream pushes open the closed lips to form a consonant like [p] *pakai* (us), [b] *baju* (clothe), and [m] *makan* (eat).

b. Labio-dental

Labio-dental consonants are made with the lower lip against the upper front teeth. English has two labio-dental [v] *van*, and [f] *faham* (understand).

c. Alveolar

Alveolar sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge. Malay has seven sounds as alveolar: [t] *alat* (tool), [d] *daun* (leaf), [n] *nasi* (rice), [s] *puas* (satisfied), [z] *gizi* (nutrient), [r] *rimbun* (thick), [l] *kapal* (ship).

d. Palatoalveolar

Palatoalveolar sounds are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one. Malay has three sound of palate alveolar: [j] *jual* (sale), [c] *cawan* (cup), [ɲ] *bunyi*(sound).

e. Velar

For velar sound, the active articulator is the back of the tongue, and the passive articulator is the velum or soft palate. In Malay there are four velar sounds: [k]

suka, [g] *gila* (crazy), [ŋ] *angin* (wind), [x] *khianat* (lie), and [ɣ] *ghaib* (mystic).

f. Glottal

Glottal sounds are in the minority in articulatory terms, since they do not involve the tongue: instead, the articulators are the vocal folds, which constitute a place of articulation as well as having a crucial role in voicing. In Malay there are two sound of glottal [ʔ] *kakak* (brother) and [h] *mahal* (expensive).

I. Fricatives in Pattani

Fricative is a sound that is made with a small opening between the articulators, allowing the air to escape with audible friction. In Malay fricative include the sounds [f], [v], [s], [z], [x], [ɣ], [h]. Seven of these fricatives are pairwise matching in voiceless/voiced.

Table 5
The Transcription of Pattani Fricative

Glottal State	Place of Articulation	Transcription
Labiodental		
Voiceless	Faham (understand)	[f]
Voiced	Van (van)	[v]
Alveolar		
Voiceless	Siap (ready)	[s]
Voiced	Gizi (nutrient)	[z]
Velar		
Voiceless	Khianat (lie)	[x]

Voiced	Ghaib (mystic)	[ɣ]
Glottal		
voiceless	Haus (thirsty)	[h]

J. Error Analysis

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning.

Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error types distract most from a students' ability to communicate effectively.³⁰

This case should support the teacher of foreign language to realize that errors made by the student in the process of constructing a new system of language need to be analyzed carefully. Jain in Richards writes: "The realization that the second learners' errors are potentially importance for the understanding of the process of SLA..."³¹

Based on the explanation above the researcher concludes that study of error that can be observed, analyzed, and classified is called error analysis. Error analysis has played on important role in study of language acquisition, because the students who do an error indicate the process of SLA get success and achievement in learning. Then, by doing error analysis, one can determine the students mastery level of language system.

³⁰ Ibid, p. 138

³¹ J. C. Richard, *Error Analysis Prespective on Second Language Acquisition*, (London: Longman Group, 1974), p.189.

K. Distinction between Error and Mistake

Error and mistake are familiar but some people do not know the distinction between errors and mistake exactly. Some people cannot avoid problems in making mistakes because error and mistake are importance aspect in a learning process. According to Brown, a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly.³² On the other hand, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the students.

Conder in Rhicards says that:

The error of performance will characteristically be unsystematic and the error of competence systematic” as Miller puts it, it would be useful therefore hereafter to refer to error of performance as mistake reserving the term to refer to the systematic error of learners from which we are able to reconstruct his knowledge of the language to date.³³

Based on statements above, the researcher can be concluded that error and mistake have different characteristics, example: error; it takes place in the level competence, it is significant in learning and it is systematic or regular. Mistake; it does not take place in level of competence, it is not significant in learning and it is not systematic.

In conclusion, the researcher focused on error. The researcher will not distinguish between error and mistake. This research as the basic of determining the deviations produced by subjects. Thus, any derivations are considered as an error, not mistakes.

³²H. D. Brown, *Principles of Language Learning and Teaching (5th.ed)*, (United States: Pearson Education, 2007), p.257.

³³ J. C Richards, *Op. Cit.*, p.25.

Errors in this research are errors in pronouncing English fricative consonants. For example in phonology, error happens when people pronounced [kək] in word *cough* causes lack of knowledge in pronouncing word. Then, mistake happens when people do mistake because slip of the tongue.

L. The Importance of Error Analysis

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder as Richards quoted, stated the significance of learners' error:

A learner's error...are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress...second, they provide to the researcher evidence of how language is learned and acquired, what strategies or producers the learner are employing in his discovery of the language. Thirdly...they are indispensable to the learner himself because we regard the making of errors as a device the learner uses in order to learn.³⁴

Based on the importance of error analysis mentioned above, the researcher feels sure that the study of error analysis will contribute many useful things in language teaching. At least, by using this research, lecturer of English will be able to measure and know how far the materials have been mastered by his/her students, which has not been affectively taught and which teaching should be improved.

³⁴*Ibid*, p.25

M. Classification of Error

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification of Dulay, et.al.³⁵

1. Linguistics Category Taxonomy

Linguistics category taxonomy classifies error according to either or both the language components the error aspects. Here language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

The learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. This taxonomy classified error in four type, those are omissions, additions, misformation, and misordering.

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded two major errors categories in this taxonomy; they are developmental errors and intralingual errors.

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the

³⁵Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.146.

perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication and those to do that. This taxonomy classifies errors in two types, global and local error.

N. Communicative Effect Taxonomy

Communicative effect taxonomy focuses on the effect of errors on listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. This taxonomy classifies errors in two types. They are as follows:

a. Global Errors

Global errors that effect overall organization significantly hinder communication. For example, in phonology aspect learner says [kɒt] for [kɒf] in *cough*, this condition can cause miscommunication between listener and speaker.

b. Local Errors

Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect learner says [ɪnfart] in *invite*.

Based on the explanation above, the researcher will analyze the subjects' errors of the research by using Communicative Effect Taxonomy.

O. Sources of Errors

Brown classified sources of errors into four categories: (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, and (4) communication strategies. In this research, the researcher focuses on interlingual and intralingual transfer as sources of errors.³⁶

1. Interlingual Transfer

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. Richard states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual.³⁷ For example, English learners say "sheep" for "ship," or "the book of Jack" instead of "Jackbook"; French learners may say "Je saisjean" for "Je connais Jean," and so forth. All these errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

2. Intralingual Transfer

Learner may make errors in the target language, since they do not know the target language very well. Richard states, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but

³⁶ H. D. Brown, *Principles of Language Learning and Teaching (5th.ed)*, Op. Cit., p.232.

³⁷ J. C. Richard, *Op.Cit*, p.173.

generalization based on partial exposure of the target language.³⁸ In short, intralingual transfer means the sources of errors come from second language acquisition or target language.

P. First Language (L1) Transfer

According to Trask, L1 transfer as the imperfections in the use of one language as a result of the influence of another language, such as a foreign accent in speaking in second language.³⁹ In other words, Dulay et al classified transfer into positive and negative transfer in referring to the automatic and subconscious use of old behavior in a new learning situation.⁴⁰

From the explanation above, the researcher concludes that language transfer is influenced by source language. To illustrate, Gass and Selinker conformed that if a student comes from a language that has no phonetic contrast between two sounds e.g. [l] and [r] and is learning a language where that contrast is obligatory, the learner will have difficulty. Nevertheless, if the first language and the target language both have the same contrast there will be little difficulty in learning.⁴¹ The influence of L1 to L2 in pronouncing words can be seen by looking up the differences and the relation between the phonetics symbol of Pattani Malay and English.

³⁸ *Ibid.*, p.6

³⁹R.L. Trask, *A dictionary of phonetics and phonology*, (London: Routledge, 1996), p.182..

⁴⁰H. C .Dulay, *Op.Cit*, p.101.

⁴¹Susan M. Gass, *Second Language Acquisition: An Introductory Course (3rd ed)*. (New York: Routledge/Taylor Francis, 2008), p.179.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative method. Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.⁴² Considering the statement, the researcher just sees the phenomenon of the research of the moment at certain time. In this way, the data which gathered from Pattani's students about the students errors in pronunciation of fricative.

B. Research Subject

The researcher selects the subjects who know the phenomenon of the problem. One of the non-probability sampling is purposive sampling; sometimes it can be called judgmental sampling. "Qualitative research uses non-probability samples for selecting the population for study."⁴³ Then to select the subjects as the source of data the researcher used purposive sampling technique. In this research, the subject of the data was eighth semester of Pattani's students of English Study Program at UIN Raden Intan Lampung in the Academic Year 2016/2017. There were 13 students of Pattani.

⁴²Jack R. Frankel and Norman E. Wallen, *How to Design and Wvaluate Research in Education 7th ed* (New York: Mc. Graw-Hill, 2009), p.442.

⁴³Jane Ritchie, *Qualitative Research Practice* (London: SAGE Publication Ltd, 2003), p.91.

C. Data Collecting Technique

In collecting the data about errors of Pattani's students, the researcher gave task. The researcher asked them to read the list of English words. Then, the researcher recorded Pattani student's pronunciation one by one during reading a list of English words.

D. Data Analysis

In this research, the researcher gave the list of words to the subjects in recording process. The recording conducted individually and took about five minutes for each subject. Then, the researcher made a transcription using online phonetics transcription from the recording. Under the guidance of digital Cambridge dictionary and online dictionary the researcher compared the sound from digital dictionary with the subject's phonetics transcription repeatedly. Next, the researcher classified the errors into table distribution of errors. After the researcher classified the errors into table distribution of errors, the researcher analyzed the influence of L1 in pronouncing English by the subjects. After that, the researcher counted the percentage of errors based on communicative Effect Taxonomy. Sudijono suggested that the researcher used formula as follows:

$$P = \frac{f}{N} \times 100$$

P= Proportion

f = The total number of subjects made error

N= Total number of the subjects. ⁴⁴

⁴⁴Anas. Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press. 2011), p.43.

Finally, the researcher described the result of data analysis to answer the problem of the study as stated in Chapter I.



CHAPTER IV

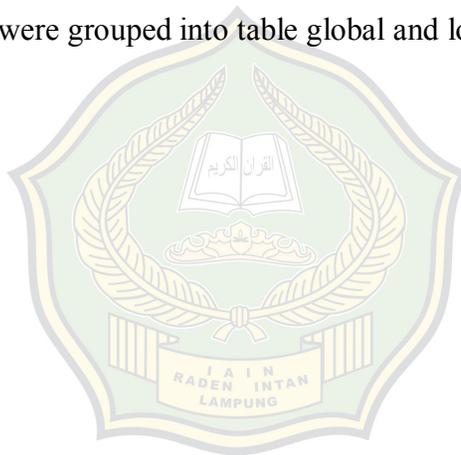
FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presented the data descriptively. This research is a study of errors in colloquial language aspect that related with pronunciation. Furthermore, this research describes the errors in pronouncing English fricative. The subjects of this research are 13 Pattani's students who study at English Study Program of UIN Raden Intan Lampung. Then, the researcher got the data from Pattani's students pronunciation task, the researcher asked subjects to pronounce the text. The research was conducted in UIN Raden Intan Lampung on February 28th, 2017. The researcher got the sample using the purposive sampling technique to collect the data, so that the researcher was able to draw a conclusion.

Then, the researcher gave 30 lists of words and asked them to pronounce it individually. In pronouncing those words, the speakers made various errors depending on their knowledge and ability in pronouncing English words. Some of speakers made the same errors in pronouncing word and the others made different errors. Therefore, their errors in pronouncing those English fricative consonants grouped into table distribution of errors.

After that, the researcher represented all errors made by the speaker in pronouncing English fricative into table distribution of errors. In identifying the errors, the researcher was guided by online dictionary, Oxford dictionary and digital Cambridge dictionary to make contrast between native's pronunciation and speaker's pronunciation. The errors of pronunciation made by speakers described in the table below. After that, the data were grouped into table global and local errors.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objectives of this research are to find out the common errors, the influence of L1 in pronouncing English words and percentage of errors based on communicative effect taxonomy of Pattani's students at eighth semester of English Department of Islamic University of Raden Intan Lampung. Clearly, after analyzing the data, the researcher concludes, as follows:

- a. The common error made by the speakers is fricative [ʒ] because most subjects made errors in pronouncing words *measure*, *pleasure* and *genre*.
- b. The most frequent errors made by Pattani's students are on local error. That condition indicated that the subjects made errors in pronouncing words but their pronunciation can be understood by other people.
- c. Generally, the causes of pronunciation errors made by the subjects in pronouncing English fricative consonants divided into two causes, as follows:
 - Interlingual transfer related with first language interference. In consonant, for instance [θ], [ð], [ʒ] are unshared sounds specific to English, [θ] and [ð] were realized as stop [t] and [d]. Substitution of English sounds occurs due to the fact that some of English sounds do not exist in the Malay sounds.

- Intralingual transfer caused by unsuccessfully in learning English as second language and lack of awareness about English phonemic system.

Thus, that condition makes the subjects read English as written form.

B. Suggestion

The result of the analysis of this research shows that Pattani's students at eighth semester of English Department of UIN Raden Intan Lampung made errors in pronouncing English fricative consonants although any some students who did not make errors. Based on the result of this research, the researcher would like to give some suggestion which hopefully will give valuable and useful contribution to the lecturer and Pattani people in pronouncing English fricative consonants.

1. To Lecturer:

- a. The lecturer must give more motivation to the Pattani's students in pronouncing English fricative consonants, because the result shows that Pattani's students often make error in pronouncing English fricative consonants. The lecturer can give suggestion, such as: by reading an English book, novel, or magazine, listening English songs, watching movie. It might be helpful to improve their English pronunciation.

2. To Pattani's Students

- a. Pattani's students have good self-awareness in motivating themselves to pronounce English fricative consonants correctly. Such as: by reading an

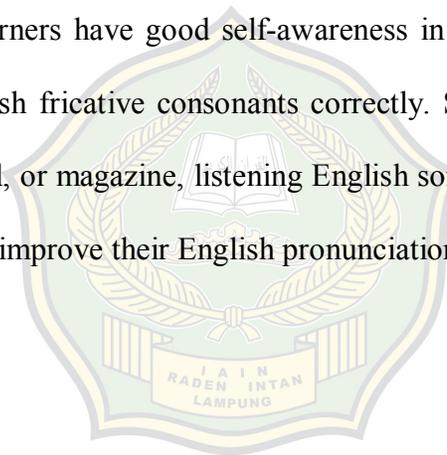
English book, novel, or magazine, listening English songs, watching movie. It might be helpful to improve their English pronunciation.

3. To Next Researcher

- a. The next researcher can continue this research related to pronunciation

4. To Second English Learners

- a. Second English learners have good self-awareness in motivating themselves to pronounce English fricative consonants correctly. Such as: by reading an English book, novel, or magazine, listening English songs, watching movie. It might be helpful to improve their English pronunciation.



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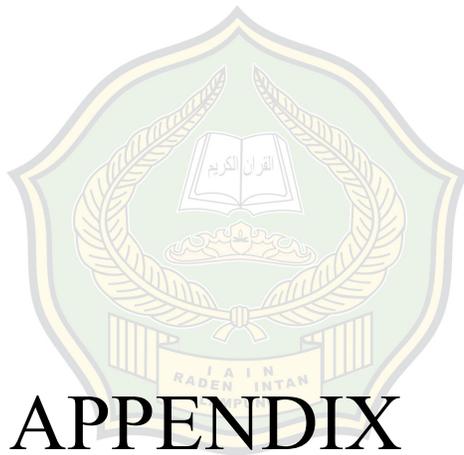
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APPENDIX

Appendix 1

The list of words

1. City
2. Together
3. Zebra
4. Measure
5. Anything
6. Vacation
7. Develop
8. Physical
9. Happy
10. Then
11. Pleasure
12. Thinkable
13. Who
14. Half
15. Houses



16. Education

17. Invite

18. Victory

19. Dogs

20. Threat

21. Give

22. Bath

23. East

24. Studios

25. Studies

26. Shuffle

27. Leather

28. Genre

29. Wife

30. Hall



Appendix 2

Phonetics Transcription

1. [sɪtɪ]
2. [təgeðe(r)]
3. [zi:brə]
4. [meʒə(r)]
5. [eniθɪŋ]
6. [vəkeɪʃn]
7. [dɪveləp]
8. [fɪzɪkl]
9. [hæpɪ]
10. [ðen]
11. [pleʒə(r)]
12. [θɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊzɪz]



16. [edʒukeɪʃn]
17. [ɪnvaɪt]
18. [vɪktəri]
19. [dʊgz]
20. [θred]
21. [gɪv]
22. [ba:θ]
23. [i:st]
24. [stju:diəʊs]
25. [stʌdiɪs]
26. [sʌfl]
27. [leðə(r)]
28. [ʒɒnrə]
29. [waɪf]
30. [hɔ:l]



Appendix 3

Phonetics transcription of Respondent A

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mɪfʊə(r)]
5. [eniθɪŋ]
6. [vakeɪʃn]
7. [dɪvɪlɔp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [plɪfʊə(r)]
12. [θɪŋəbl]
13. [wɦu:]
14. [ɦa:f]
15. [ɦəʊs]



16. [ɪdukeɪʃn]
17. [ɪnfɑːt]
18. [vɪktəri]
19. [dɒgz]
20. [θrɪt]
21. [ɡɪf]
22. [bɑːt]
23. [edʒ]
24. [stjuːdiəs]
25. [stʌdɪs]
26. [sʌfl]
27. [ɪdər]
28. [jen]
29. [waɪf]
30. [hɔːl]



Appendix 4

Phonetics transcription of Respondent B

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mɪʃʊr]
5. [eniθɪŋ]
6. [vəkeɪʃn]
7. [defeləp]
8. [fi:sɪkʌl]
9. [hæpi]
10. [den]
11. [plɪʒər]
12. [tɪŋkəbʌl]
13. [hu:]
14. [helf]
15. [həʊs]



16. [ɪdukeɪʃn]
17. [ɪnvaɪt]
18. [vɪktəri]
19. [dɒg]
20. [trɪd]
21. [ɡɪf]
22. [bæt]
23. [est]
24. [stjuːdɪs]
25. [stuːden]
26. [sɒfən]
27. [ledər]
28. [jen]
29. [waɪf]
30. [hel]



Appendix 5

Phonetics transcription of Respondent C

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mensər]
5. [enɪtɪŋ]
6. [fekeɪfɪn]
7. [dɪfelɒp]
8. [fesɪkʌl]
9. [hæpi]
10. [den]
11. [plɪser]
12. [tɪŋbel]
13. [whu:]
14. [ha:f]
15. [həʊs]



16. [ɪdukeɪʃn]
17. [ɪnfɑːt]
18. [vɪktəri]
19. [dʊg]
20. [tred]
21. [gɪv]
22. [bɑːt]
23. [est]
24. [stʃʊdiəʊs]
25. [stʌdɪ]
26. [syɑːfɪ]
27. [lɪtər]
28. [dʒɪms]
29. [waɪf]
30. [hel]



Phonetics transcription of Respondent D

1. [sɪti]
2. [tɔɡede(r)]
3. [zi:brə]
4. [meʃe(r)]
5. [enitɪn]
6. [fakɪʃn]
7. [dɪfələp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [plɪʒər]
12. [tɪŋkəbl]
13. [hu:]
14. [helf]
15. [həʊsɪs]



16. [edʒukeɪfɪn]
17. [ɪnvaɪt]
18. [wɪstəri]
19. [dɒgz]
20. [θrɪt]
21. [gɪf]
22. [bæt]
23. [est]
24. [stʃʊdiəʊs]
25. [stʌdiɪs]
26. [sʌffl]
27. [lete(r)]
28. [jɛne(r)]
29. [waɪf]
30. [hɔ:l]



Appendix 7

Phonetics transcription of Respondent E

1. [sɪti]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mezər]
5. [enitɪn]
6. [vɪkeɪʃn]
7. [dɪfeləp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [pleʒə(r)]
12. [tɪkəbel]
13. [hu:]
14. [hef]
15. [həʊs]



16. [ɪdukeɪʃn]
17. [ɪnfɑːt]
18. [vɪkətəri]
19. [dɒgz]
20. [trɪd]
21. [gɪf]
22. [bɑːt]
23. [est]
24. [stjuːdɪs]
25. [stuːdɪs]
26. [sʌfɪk]
27. [ledər]
28. [jɛns]
29. [waɪf]
30. [hel]



Appendix 8

Phonetics transcription of Respondent F

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mezʊe(r)]
5. [eniθɪŋ]
6. [vəkeɪʃn]
7. [dɪfelɒp]
8. [fɪsɪkəl]
9. [hæpɪ]
10. [ðen]
11. [plɪzʊe(r)]
12. [θɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊsɪs]



16. [edʒukeɪʃn]
17. [ɪnfart]
18. [vɪktəri]
19. [dɒgz]
20. [θrɪd]
21. [ɡɪf]
22. [ba:θ]
23. [est]
24. [stjʊdiəʊs]
25. [stʌdɪ]
26. [sʌffl]
27. [lɪdər]
28. [jɛn]
29. [waɪf]
30. [hɔ:l]

Appendix 9

Phonetics transcription of Respondent G

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mɪʃʊr]
5. [enɪtɪŋ]
6. [vɒkeɪʃn]
7. [dɪfeləp]
8. [fɪsɪkl]
9. [hæpɪ]
10. [den]
11. [plɪʒər]
12. [tɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊsɪs]



16. [ɪdukeɪfn]
17. [ɪnvaɪt]
18. [vɪktəri]
19. [dɒgz]
20. [trɪd]
21. [gɪv]
22. [bæt]
23. [est]
24. [stjʊdiəʊs]
25. [stʌdɪ]
26. [sʌffl]
27. [ledər]
28. [jen]
29. [waɪf]
30. [hɔ:l]

Appendix 10

Phonetics transcription of Respondent H

1. [sɪti]
2. [tɒɡede(r)]
3. [zi:brə]
4. [mɪʃə(r)]
5. [enɪtɪn]
6. [vɪkeɪʃn]
7. [dɪfələp]
8. [fɪsɪkɪhɒl]
9. [hæpi]
10. [den]
11. [plɪʃə(r)]
12. [θɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊs]

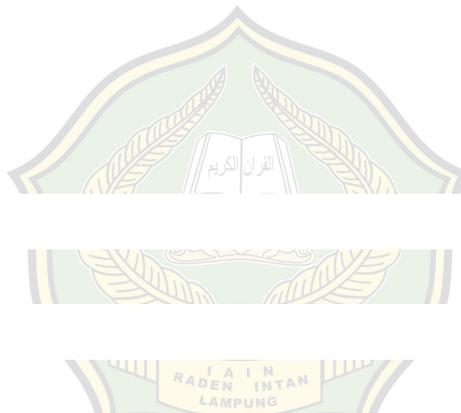


16. [ɪdukeɪʃn]
17. [ɪnfæt]
18. [vɪktəri]
19. [dɒgz]
20. [tɾɪd]
21. [gɪf]
22. [bæt]
23. [est]
24. [stjɔdɪs]
25. [stuːdɪ]
26. [suːfl]
27. [ledər]
28. [jender]
29. [waɪf]
30. [hɔːl]

Appendix 11

Phonetics transcription of Respondent I

1. [sɪti]
2. [tʊɡede(r)]
3. [zi:brə]
4. [meɪfʊ(r)]
5. [eniθɪŋ]
6. [fekeɪʃn]
7. [dɪfeləp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [pleʒə(r)]
12. [θɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊsɪs]



16. [ɪdukeɪʃn]
17. [ɪnvaɪt]
18. [vɪktəri]
19. [dɒgz]
20. [trɪd]
21. [gɪv]
22. [bæt]
23. [est]
24. [stʃʊdiəʊs]
25. [stʌdɪ]
26. [sʌfl]
27. [ledər]
28. [jen]
29. [waɪf]
30. [hɔ:l]



Appendix 12

Phonetics transcription of Respondent J

1. [sɪti]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mese(r)]
5. [eniθɪŋ]
6. [vəkeɪʃn]
7. [dɪfələp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [plɪsə]
12. [θɪŋəbl]
13. [hu:]
14. [heɪf]
15. [həʊsɪs]



16. [ɪdukeɪʃn]
17. [ɪnvaɪt]
18. [vɪktəri]
19. [dɒgz]
20. [θrɪd]
21. [grɪv]
22. [bæt]
23. [iːst]
24. [stʃʊdiəʊs]
25. [stʌdiɪz]
26. [sɪəfl]
27. [lɪdər]
28. [dʒen]
29. [waɪf]
30. [hɔːl]



Appendix 13

Phonetics transcription of Respondent K

1. [sɪti]
2. [tʊgedə(r)]
3. [zi:brə]
4. [mɪfʊa(r)]
5. [eniθɪŋ]
6. [vɒkeɪfɪn]
7. [defelɒp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [plɪfʊa(r)]
12. [θɪŋkəbl]
13. [hu:]
14. [ha:f]
15. [həʊsəs]
16. [edʒukeɪfɪn]
17. [ɪnvaɪt]
18. [fɪktəri]
19. [dɒgz]
20. [trɪd]
21. [grɪv]
22. [bat]
23. [edʒ]
24. [stʃʊdiəʊ]
25. [stʌdɪs]
26. [syɑfl]



27. [ldər]

28. [jms]

29. [waif]

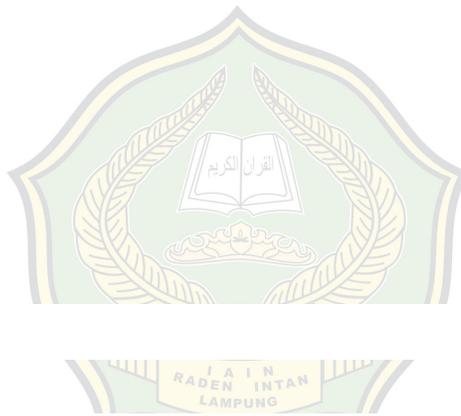
30. [hal]



Appendix 14

Phonetics transcription of Respondent L

1. [sɪti]
2. [tʊgede(r)]
3. [zi:brə]
4. [mɪfʊa(r)]
5. [enɪtɪŋ]
6. [vəkeɪʃn]
7. [dɪfeləp]
8. [fɪsɪkl]
9. [hæpi]
10. [den]
11. [plɪfʊa(r)]
12. [tɪŋəbl]
13. [hu:]
14. [ha:f]
15. [həʊs]
16. [ɪdukeɪʃn]
17. [ɪnvart]
18. [vɪktəri]
19. [dɒgz]
20. [trɪd]
21. [grɪv]
22. [bat]
23. [i:st]
24. [stʃʊdiəʊs]
25. [stʌdɪ]
26. [shafɪl]



27. [ledər]

28. [waɪf]

29. [gen]

30. [hel]



Appendix 15

Phonetics transcription of Respondent M

1. [sɪtɪ]
2. [tʊɡede(r)]
3. [zi:brə]
4. [mɪzʊe(r)]
5. [enɪtɪŋ]
6. [vəkeɪʃn]
7. [defeləp]
8. [fasɪkl]
9. [hæpi]
10. [den]
11. [plɪʃʊe(r)]
12. [θɪŋəbl]
13. [hu:]
14. [ha:f]
15. [həʊsɪs]
16. [edʒukeɪʃn]
17. [ɪnvart]
18. [vɪktəri]
19. [dɒg]
20. [trɪd]
21. [ɡɪf]
22. [bat]
23. [est]
24. [stʃʊdiəʊs]
25. [stʌdɪs]
26. [sɪəfl]



27. [lɪdər]

28. [waɪf]

29. [jɛnrɛ]

30. [hɑl]



Table 5
Phonetics Transcription

No	Word	Transcription		Speaker	% of Error	Description of the Error
		Dictionary Transcription	As Recorded			
1	Together	[təgeðe(r)]	[tʊgedɛ(r)]	All speakers	100%	Substitution of fricative [ð] with plosive [d]
2	Measure	[meʒə(r)]	[mensər]	C	7.69%	Substitution fricative [ʒ] with [s]
			[mezʊe(r)]	F	7.69%	Substitution fricative [ʒ] with [z]
			[mezər]	E	7.69%	Substitution fricative [ʒ] with [z]
			[mɪfʊr]	B, G	15.38%	Substitution fricative [ʒ] with [f]
			[mɪʃʊə(r)]	A, H, K, and L	30.76%	Substitution fricative [ʒ] with [ʃ]
			[meɪʃʊ(r)]	I	7.69%	Substitution fricative [ʒ] with [ʃ],
			[mɪzʊe(r)]	M	7.69%	Substitution fricative [ʒ] with [z]
			[mɛʃə(r)]	D	7.69%	Substitution fricative [ʒ] with [ʃ]
		[mesə(r)]	J	7.69%	Substitution fricative [ʒ] with [s]	
3	Anything	[eniθɪŋ]	[enɪtɪŋ]	C, D, E, G, H, L, and M	53.84%	Substitution of fricative [θ] with [t]
4	Vacation	[vəkeɪʃn]	[fekeɪʃn]	C and I	15.38%	Substitution of fricative [v] with [f]
			[fəkeɪʃn]	D	7.69%	Substitution of fricative [v] with [f]
5	Develop	[dɪveləp]	[defeləp]	B, K, M	23.07%	Substitution of fricative [v] with [f],
					[dɪfeləp]	C, D, E, F, G, H, I, J, and L
6	Physical	[fɪzɪkl]	[fɪsɪkl]	A, D, E, G, I, J, K,	61.53%	Substitution of fricative [z] with [s]

				and L		
			[fesɪkʌl]	C	7.69%	Substitution of fricative [z] with [s]
			[fisɪkhʌl]	H	7.69%	Substitution of fricative [z] with [s]
			[fi:sɪkʌl]	B	7.69%	Substitution of fricative [z] with [s]
			[fasɪkɪ]	M	7.69%	Substitution of fricative [z] with [s]
			[fisɪkʌl]	F	7.69%	Substitution of fricative [z] with [s]
7	Then	[ðen]	[den]	All subjects	100%	Substitution of fricative [ð] with plosive [d]
8	Pleasure	[pleʒə(r)]	[plɪʃə(r)]	A, G, H, K, and L	38.46%	Substitution of fricative [ʒ] with [ʃ]
			[plɪsər]	C and J	15.38%	Substitution fricative [ʒ] with [s]
			[plɪzə(r)]	F	7.69%	Substitution fricative [ʒ] with [z]
			[plɪʃə(r)]	M	7.69%	Substitution of fricative [ʒ] with [ʃ]
9	Thinkable	[θɪŋkəbl]	[tɪŋkəbʌl]	B	7.69%	Substitution of fricative [θ] with [t]
			[tɪŋbel]	C	7.69%	Substitution of fricative [θ] with [t]
			[tɪŋkəbl]	D and L	15.38%	Substitution of fricative [θ] with [t]
			[tɪkəbel]	E	7.69%	Substitution of fricative [θ] with [t]
10	Invite	[ɪnvart]	[ɪnfart]	A, C, E, F, H, and K	46.15%	Substitution fricative [v] with [f]
11	Victory	[vɪktəri]	[wɪstəri]	D	7.69%	Substitution fricative [v] with [w]
			[fɪktəri]	K	7.69%	Substitution fricative [v] with [f]
12	Dogs	[dɒgz]	[dɒg]	B, C, and M	23.07%	Omitting of fricative [z] as a suffix
13	Threat	[θred]	[trɪd]	B, E, G, H, I, K, L, and M	61.53%	Substitution of fricative [θ] with [t]
			[tred]	C	7.69%	Substitution of fricative [θ] with [t]
14	Give	[gɪv]	[gɪf]	A, B, E, F, H, and M	46.15%	Substitution fricative [v] with [f]

15	Bath	[ba:θ]	[bat]	All subjects unless F	92.38%	Substitution of fricative [θ] with [t]
16	East	[i:st]	[edʒ]	A and K	15.38%	Substitution of fricative [s] with [dʒ]
17	Leather	[leðə(r)]	[lɪdər]	A, F, J, K, and M	38.46%	Substitution of fricative [ð] with plosive [d]
			[ledər]	B, E G, H, I, and L	46.15%	Substitution of fricative [ð] with plosive [d]
			[lɪtər]	C	7.69%	substitution of fricative [ð] with plosive [t]
			[lete(r)]	D	7.69%	Substitution of fricative [ð] with plosive [t]
18	Genre	[ʒɒnrə]	[jɛn]	A, B, F, G, I, and J	46.15%	Substitution of fricative [ʒ] with [j]
			[jɪns]	C and K	15.38%	Substitution of fricative [ʒ] with [j]
			[jɛns]	E	7.69%	Substitution of fricative [ʒ] with [j]
			[jɛndər]	H	7.69%	Substitution of fricative [ʒ] with [j]
			[jɛnrɛ]	M	7.69%	Substitution of fricative [ʒ] with [j]
			[jɛne(r)]	D	7.69%	Substitution of fricative [ʒ] with [j]
			[gɛn]	L	7.69%	Substitution of fricative [ʒ] with [g]

Table 6
Global Error

No	Words	%
1	Genre	100%
2	Measure	76.92%
3	Threat	61.53%
4	Pleasure	53.84%
5	Leather	53.84%
6	Thinkable	23.07%
7	Dogs	23.07%
8	East	15.38%
9	Physical	7.69%
10	Victory	7.69%

Table 7
Local Error

No	Words	%
1	Then	100%
2	Together	100%
3	Develop	92.38%
4	Physical	92.38%
5	Bath	92.38%
6	Anything	53.84%
7	Give	46.15%
8	Leather	46.15%
9	Invite	46.15%
10	Measure	23.07%
11	Vacation	15.38%
12	Pleasure	15.38%
13	Thinkable	15.38%
14	Victory	7.69%
15	Threat	7.69%

Table 8
The Frequent of Global and Local Errors Made by Pattani's Students

No	Word	Speaker			
		Global Error	Freq.	Local Error	Freq.
1	Together	-	-	A, B, C, D, E, F, G, H, I, J, K, L, and M	13
2	Measure	C, F, B, G, A, H, K, L, I, M,	10	E, D, and J	3
3	Anything	-	-	C, D, E, G, H, L and M	7
4	Vacation	-	-	C, I, and D	3
5	Develop	-	-	B, K, M, C, D, E, F, G, H, I, J, and L	12
6	Physical	M	1	A, D, E, G, I, J, K, L, C, H, B, and F	12
7	Then	-	-	A, B, C, D, E, F, G, H, I, J, K, L, and M	13
8	Pleasure	A, G, H, K, L, F, and M	7	C and J	2
9	Thinkable	B, C, and E	3	D and L	2
10	Invite	-	-	A, C, E, F, H, and K	6
11	Victory	D	1	K	1
12	Dogs	-	-	B, C, and M	3
13	Threat	-	-	B, E, G, H, I, K, L, and M	8
14	Give	-	-	A, B, E, F, H, and M	6
15	Bath	-	-	A, B, C, D, E, G, H, I, J, K, L, and M	12
16	East	A and K	2	-	-
17	Leather	B, E G, H, I, and L	6	A, F, J, K, M, C, and D	7
18	Genre	-	-	A, B, C, D, E, F, G, H, I, J, K, L, and M	13
Total			30	Total	119

B. Discussion

1. Some Errors in Pronouncing Words

a. Error in Pronouncing *Together*

After distributing errors into table, the table shows all speakers made error in pronouncing *together* [təgeðe(r)]. The speakers changed fricative [ð] into plosive [d] because their tongue did not touch their upper teeth thus, the result of sound was plosive [d]. The same phenomenon occurred in Enxhi, Tan and Young's study, the voiced [ð] is also non-existent in Malay and Mandarin languages and it is replaced with another voiced sound [d].⁴⁵ To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

b. Error in Pronouncing *Measure*

After distributing errors into table, the table shows nine kinds of errors made by speakers in pronouncing *measure*. The first error shows the speaker (C) pronounced *measure* [meʒə(r)] as [mensər]. The speaker was failed to produce fricative [ʒ] in *measure*, the speaker changed fricative [ʒ] into fricative [s], because the speaker did not curl the tongue behind alveolar ridge to produce fricative [ʒ] when pronounced *measure* thus, the speaker

⁴⁵Sarah Yang Enxhi, et.al, *Speech Disfluencis and Mispronunciations in English Oral Communication among Malaysian Undergraduate*, International Journal of Applied Lingyistics and English Litetature. Vol. 7. No. 2, p.30, accessed on May, 5th 2017, <http://www.journals.aiac.org.au/index.php/IJALEL/article/view/789>

produced fricative [s]. Hambalee and Supakom found the same result, the speakers substituted the fricative [s] and [ʃ] for fricative [ʒ].⁴⁶

The second error shows the speaker (F) pronounced *measure* [meʒə(r)] as [mezʊe(r)]. The speakers changed fricative [ʒ] into fricative [z], it means that the speaker was failed to produce fricative [ʒ] because the speaker did not curl the tongue behind alveolar ridge to produce fricative [ʒ] thus, the speaker produced fricative [z].

The third error shows the speaker (E) pronounced *measure* [meʒə(r)] as [mezər], the speaker was failed to produce fricative [ʒ] by curling the tongue behind alveolar ridge thus, the speaker changed it into fricative [z].

The fourth error shows the two speakers (B and G) pronounced *measure* [meʒə(r)] as [mɪʃʊr]. The speakers were failed to produce fricative [ʒ] by curling the tongue behind alveolar ridge thus, they changed it into fricative [ʃ] without any vibration (voiceless). Hambalee and Supakom also found the same result, the speakers substituted the fricative [s] and [ʃ] for fricative [ʒ].⁴⁷

⁴⁶Hambalee Jehma and Supakom Phoocharoensih, *L1 Transfer in the Production of Fricatives and Stops by Pattani-Malay Learners of English in Thailand*, Asian Social Science. Vol. 10 No. 7. p. 74, accessed on May, 5th 2017,

⁴⁷*Ibid*, p. 74

The fifth error shows the four speakers (A, H, K, and L) pronounced *measure* [meʒə(r)] as [mɪʃə(r)]. The speakers were failed to produce fricative [ʒ] by curling the tongue behind alveolar ridge thus, they changed it into fricative [ʃ] without any vibration (voiceless). The result supported by Nani and Arlene study shows [ʒ] was replaced with [ʃ] occurred between a vowel and a consonant, as in *decision* [dɪsɪʃn].⁴⁸

The sixth error shows the speaker (I) pronounced *measure* [meʒə(r)] as [meɪʃə(r)]. The speaker was failed to produce sound fricative [ʒ] by curling the tongue behind alveolar ridge thus, the speaker changed it into fricative [ʃ] without any vibration (voiceless).

The seventh error shows the speaker (M) pronounced *measure* [meʒə(r)] as [mɪzə(r)]. The speakers changed fricative [ʒ] into fricative [z], it means that the speaker was failed to produce fricative [ʒ] because the speaker did not curl the tongue behind alveolar ridge to produce fricative [ʒ] thus, the speaker produced fricative [z].

The eighth error shows the speaker (D) pronounced *measure* [meʒə(r)] as [meɪʃə(r)]. The speaker was failed to produce fricative [ʒ] by curling the

⁴⁸ Nani.I.T and Arlene.M.Y, *A Study of English Phonological Errors Produced by English Department Students*, (Surabaya: Petra Christian University, 2008), p. 107, accessed on May, 5th 2017, <http://kata.petra.ac.id/index.php/ing/article/viewFile/16761/16742>

tongue behind alveolar ridge thus, the speaker changed it into fricative [ʃ] without any vibration (voiceless). The last error shows the speaker (J) pronounced *measure* [meʒə(r)] as [mesə(r)]. The speaker changed fricative [ʒ] into fricative [s], the speaker did not curl the tongue behind alveolar ridge to produce fricative [ʒ] thus, the speaker produced fricative [s].

From explanations above, errors occur caused by the speakers do not know how to read English word correctly. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

c. Error in Pronouncing *Anything*

After distributing errors into table, the table shows seven speakers pronounced *anything* [eniθɪŋ] as [enitɪŋ]. The speakers change fricative [θ] into plosive [t] that indicates the speakers pronounced that word without their tongue touching their upper teeth thus, the result of the sound was plosive [t]. The result above is supported by Sarah et.al. The replacement of [θ] with [t] is expected from speakers who speak Malay and Mandarin as their first language.⁴⁹ As Phoon stated, six English consonants [v], [z], [ʃ], [ʒ], [ð], and [θ] do not exist in Malay.⁵⁰ To solve it, the speakers need awareness

⁴⁹Sarah Yang Enxhi, et.al, *Speech*, Op.Cit, p.30

⁵⁰Phoon Hooi San, *The Phonological Development of Malaysian English Speaking Chinese Children: a Normative Study*, (New Zealand: University of Canterbury Te Whare Wānaga o Waitaha

about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

d. Error in Pronouncing *Vacation*

After distributing errors into table, the table shows that the speakers made two kinds of sounds in pronouncing *vacation*. The first error shows two speakers (C and I) pronounced *vacation* [vəkeɪʃn] as [fəkeɪʃn]. The speakers changed fricative [v] into fricative [f]. It means the speakers were failed to produce fricative [v] as voiced sound that has vibration when pronounced it.

The second error shows the speaker (D) pronounced *vacation* [vəkeɪʃn] as [fəkeɪʃn]. The speaker changed fricative [v] into fricative [f] means the speaker was failed to produce fricative [v] as voiced sound that has vibration when pronounced it. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

e. Error in Pronouncing *Develop*

After distributing errors into table, the speakers made two kinds of errors in pronouncing *develop*. The first error shows three speakers (B, K, and M) pronounced *develop* [dɪveləp] as [defələp]. The speakers also changed fricative [v] into fricative [f] that indicates the speakers were failed to

produce sound fricative [v] with vibration. In Standard Malay, [v] is not used unless it is from a borrowed word; therefore, the sound is not native in nature. It is then replaced with another labio-dental fricative sound, [f] by another study by Sarah et.al.⁵¹

The second error shows nine speakers (C, D, E, F, G, H, I, J, and L) pronounced *develop* [dɪveləp] as [dɪfeləp]. The speakers changed fricative [v] into fricative [f] that indicates the speakers were failed to produce sound fricative [v] with vibration. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

f. Error in Pronouncing *Physical*

After distributing errors into table, the table shows speakers made six kinds of errors. The first error shows eight speakers (A, D, E, G, I, J, J, and L) pronounced *physical* [fɪzɪkl] as [fɪsɪkl]. The speakers changed fricative [z] into fricative [s], it is mean that they were failed in pronouncing fricative [z] as voiced sound with vibration.

The second error shows speaker (C) pronounced *physical* [fɪzɪkl] as [fɛsɪkɒl]. The speaker changed fricative [z] into fricative [s] that indicates the speaker was failed to produce voiced fricative sound [z].

⁵¹Sarah Yang Enxhi, et.al, *Speech*, Op.Cit, p.30

The third error shows the speaker (H) pronounced *physical* [fɪzɪkl] as [fɪsɪkʰl]. The speaker changed fricative [z] into fricative [s], it means that the speaker was failed in pronouncing fricative [z] as voiced sound with vibration.

The fourth error shows the speaker (B) pronounced *physical* [fɪzɪkl] as [fi:sɪkʰl]. The speaker changed fricative [z] into fricative [s], it means that the speaker was failed in pronouncing fricative [z] as voiced sound with vibration.

The fifth error shows the speaker pronounced *physical* [fɪzɪkl] as [fasɪkl]. The speaker changed fricative [z] into fricative [s], it means that the speaker was failed in pronouncing fricative [z] as voiced sound with vibration.

The last error shows the speaker pronounced *physical* [fɪzɪkl] as [fɪsɪkʰl]. The speaker changed fricative [z] into fricative [s], it means that the speaker was failed in pronouncing fricative [z] as voiced sound with vibration. That explanations supported by Hambalee that replaced fricative [f] in the medial position with [s] and [ʃ].⁵² To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully

⁵²Hambalee Jehma and Supakom Phoocharoensih, *Op. Cit*, p. 76

g. Error in Pronouncing *Then*

After distributing errors into table, the table shows all speakers made errors in pronouncing *then*, they pronounced *then* [ðen] as [den] that indicates their tongue did not touch their upper teeth when pronounced *then* thus, the result of sound was plosive [d]. Sarah et.al also noticed that the voiced fricative [ð] is also non-existent in Malay languages and it is replaced with another voiced sound [d].⁵³ From explanations above, errors occur caused by the speakers do not know how to read English word correctly. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

h. Error in Pronouncing *Pleasure*

After distributing errors into table, the table shows four kinds of error made by speakers in pronouncing *pleasure*. The first error shows five speakers (A, G, H, K, and L) pronounced *pleasure* [pleʒe(r)] as [plɪʃua(r)]. The speaker also changed fricative [ʒ] into fricative [ʃ] that indicates the speakers were failed to pronounced fricative [ʒ] as voiced sound. The some result by Nani and Arlene study shows [ʒ] was replaced with [ʃ] occurred between a vowel and a consonant, as in *decision* [dɪsɪʃn].⁵⁴

The second error shows two speakers (C and J) pronounced *pleasure* [pleʒe(r)] as [plɪsɪr]. The speakers changed fricative [ʒ] into fricative [s] that

⁵³Sarah Yang Enxhi, et.al, *Speech*, *Op.Cit.*, p.30

⁵⁴Nani.I.T and Arlene.M.Y, *Op.Cit.*, p. 107

indicates the speakers were failed to pronounced fricative [ʒ] as voiced sound. The third error shows the speaker (F) pronounced *pleasure* [pleʒe(r)] as [plɪzʊe(r)]. The speaker changed vowel [e] into vowel [ɪ] and fricative [ʒ] into fricative [ʃ] and added vowel [ʊ].

i. **Error in Pronouncing *Thinkable***

After distributing errors into table, the table shows that the speakers made four kinds of errors in pronouncing *thinkable*. The first error shows the speaker (B) pronounced *thinkable* [θɪŋkəbl] as [tɪŋkəbɪ]. The speaker changed fricative [θ] into plosive [t] because the subject pronounced that word without the tongue touching subject's upper teeth.

The second error shows the speaker (C) pronounced *thinkable* [θɪŋkəbl] as [tɪŋbel]. The speaker changed fricative [θ] into plosive [t] because the subject pronounced that word without the tongue touching speaker's upper teeth thus, the result of the sound is plosive [t] and the speaker omitted plosive [k].

The third error shows the two speakers (D and L) pronounced *thinkable* [θɪŋkəbl] as [tɪŋkəbl]. The speakers changed fricative [θ] into plosive [t] because the subject pronounced that word without their tongue touching their upper teeth thus, the result of the sound is plosive [t].

The last error shows the speaker (E) pronounced *thinkable* [θɪŋkəbl] as [tɪkəbel]. The speaker changed fricative [θ] into plosive [t] because the subject pronounced that word without the tongue touching speaker's upper teeth. The result above is supported by Sarah et.al. In the Malay and Mandarin languages, the closest sound to [θ] would be [t] because [θ] is a voiceless sound like [t].⁵⁵ To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

j. Error in Pronouncing *Invite*

After distributing errors into table, the table shows the six speakers (A, C, E, F, H, and K) pronounced *invite* [ɪnvait] as [ɪnfait]. The speakers changed fricative [v] into fricative [f] that indicates the speakers were failed to produce voiced fricative sound [v]. The speakers changed fricative [v] into fricative [f] because fricative [f] is easier than voiced fricative [v] for L1 learners to pronounce.⁵⁶ To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

⁵⁵Sarah Yang Enxhi, et.al, *Speech*, Op.Cit, p.30

⁵⁶Keitnawin Sridhanyarat, *The Acquisition of L2 Fricatives in Thai Learners' Interlanguage*, The Southeast Asian Journal of English Language Studies. Vol 2, p. 18, accessed on May, 5th 2017, <http://ejournals.ukm.my/31/article/viewFile/15364/5337>

k. Error in Pronouncing *Victory*

After distributing errors into table, the table shows two kinds of errors made by speakers in pronouncing *victory*. The first error shows the speaker (D) pronounced *victory* [vɪktəri] as [wɪstəri]. The speaker changed fricative [v] into approximant [w]. The last error shows the speaker (K) pronounced *victory* [vɪktəri] as [fɪktəri]. The speaker changed fricative [v] into fricative [f] that indicates the speakers was failed to produce sound fricative [v] with vibration. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

l. Error in Pronouncing *Dogs*

After distributing error into table, the table shows three speakers (B, C, and M) pronounced *dogs* [dɒgz] as [dɒg]. The speakers did not pronounce suffix -s as plural marker in pronouncing *dogs*. From explanations above, errors occur caused by the speakers do not know how to read English word correctly. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

m. Error in Pronouncing *Threat*

After distributing errors into table, the table shows two kinds of error made by speakers. The first error shows eight speakers (B, E, G, H, I, K, L, and M) pronounced *threat* [θred] as [trɪd]. The speakers changed fricative [θ] into

plosive [t] because the subjects pronounced that word without their tongue touching their upper teeth, so the result of the sound was plosive [t].

The second error shows the speaker (C) pronounced *threat* [θred] as [tred]. The speaker changed fricative [θ] into plosive [t] because the subject pronounced that word without their tongue touching their upper teeth thus, the result of the sound was plosive [t]. As Phoon stated, six English consonants [v], [z], [ʃ], [ʒ], [ð], and [θ] do not exist in Malay.⁵⁷ To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

n. Error in Pronouncing *Give*

After distributing errors into table, the table shows six speakers (A, B, E, F, H, and M) pronounced *give* [gɪv] as [gɪf]. The speakers changed voiced fricative [v] into voiceless fricative [f] indicates that the speakers were failed to produce voiced fricative sound [v]. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

o. Error in Pronouncing *Bath*

After distributing errors into table, the table shows twelve subjects (all subject unless F) pronounced *bath* [ba:θ] as [bat]. The speakers changed fricative [θ] into plosive [t] because the subjects pronounced that word

⁵⁷Phoon Hooi San, *Op.Cit* p. 41

without their tongue touching their upper teeth thus, the result of the sound was plosive [t]. Then, the speakers also changed [a:] into [a] that indicates the speakers cannot differentiate between long and short vowel.

From explanations above, errors occur caused by the speakers do not know how to read English word correctly. To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

p. Error in Pronouncing *East*

After distributing errors into table, the table shows error made by speakers in pronouncing *east*. The error shows two speakers (A and K) pronounced *east* [i:st] as [edʒ]. The speakers changed fricative [s] into affricative [dʒ].

q. Error in Pronouncing *Leather*

After distributing errors into table, the table shows four kinds of error made by speakers in pronouncing *leather*. The first error shows five speakers (A, F, J, K, and M) pronounced *leather* [leðə(r)] as [lɪdər]. The speakers changed vowel [e] into [ɪ]. Moreover, vowel [e] should be produced in the mid vowel but the speakers pronounced it in close vowel thus, vowel [ɪ] was produced. Then, the speaker changed fricative [ð] into plosive [d] because their tongue did not touch their upper teeth thus, the result of sound was plosive [d].

The second error shows six speakers (B, E, G, H, I, and L) pronounced *leather* [leðə(r)] as [ledər]. The speaker changed fricative [ð] into plosive [d]

because their tongue did not touch their upper teeth thus, the result of sound was plosive [d].

The third error shows the speaker (C) pronounced *leather* [leðə(r)] as [lɪtə(r)]. The speaker changed fricative [ð] into plosive [t] because their tongue did not touch their upper teeth thus, the result of sound was plosive [t]. The last error shown the speaker (D) pronounced *leather* [leðə(r)] as [lete(r)]. The speaker changed fricative [ð] into plosive [t]. As Phoon stated, six English consonants [v], [z], [ʃ], [ʒ], [ð], and [θ] do not exist in Malay.⁵⁸ To solve it, the speakers need awareness about English phonetics and how to pronounce correctly by watching native speaker's pronunciation carefully.

r. Error in Pronouncing *Genre*

After distributing errors into table, the table shows seven kinds of errors made by speakers. The first error shows five speakers (A, B, F, G, and I) pronounced *genre* [ʒɒnrə] as [jɛn]. The speakers changed fricative [ʒ] into approximant [j]. The second error shows two speakers (C and K) pronounced *genre* [ʒɒnrə] as [jɪns]. The speakers changed fricative [ʒ] into approximant [j].

The third error shows the speaker (E) pronounced *genre* [ʒɒnrə] as [jɛns]. The speaker changed fricative [ʒ] into approximant [j]. The fourth error

⁵⁸Phoon Hooi San, *Op.Citp.* 41

shows the speaker (H) pronounced *genre* [ʒɒnrə] as [jender]. The fifth error shows the speaker (M) pronounced *genre* [ʒɒnrə] as [jenre]; the speaker change fricative [ʒ] into approximant [j]

The sixth error shows the speaker (L) pronounced *genre* [ʒɒnrə] as [gen].

The speaker changed fricative [ʒ] into plosive [g]. The last error shows the

speaker (D) pronounced *genre* [ʒɒnrə] as [jene(r)]. The speaker changed

fricative [ʒ] into approximant [j]. From explanations above, errors occur

caused by the speakers do not know how to read English word correctly. To

solve it, the speakers need awareness about English phonetics and how to

pronounce correctly by watching native speaker's pronunciation carefully.

2. The Most Common Errors in Pronouncing Words

a. The Common Errors in Words Generally

After analyzing the data, the common errors appear in word *measure*, *pleasure* and *genre*.

b. The Common Error in Pronouncing Phoneme

❖ Error in Pronouncing Fricative Consonants

- Error in Pronouncing Voiced Fricative [ʒ]

3. The Description of Global and Local Error

After analyzing the data, the researcher grouped global and local error into table (table 8). From the table frequent of global and local errors made by Pattani's students above, the most frequent errors are on local error. Therefore, the researcher describes global and local errors.

a. Global Error

The result of the analysis on Pattani's students errors in pronouncing English words was clearly showed. The table shown the speakers made many kinds in pronouncing 30 words. In global errors table shows 10 kinds of global errors that will make misunderstanding between speaker and listener when doing communication.

The first global error appears in word *genre* is 100%. All speakers did global error in many kinds of sound. The most errors show all speakers changed fricative [ʒ] into approximant [j]. That condition indicates that all speakers open the vocal tract greater than fricative, and thus do not create any friction. Then, in pronouncing *genre*, the speakers also produced vowel [e] in the mid position.

The second global error appears in word *measure* is 76.92%. In *measure* speakers were failed to produce fricative [ʒ] by curling the tongue behind

alveolar ridge thus, they change it into fricative [ʃ] without any vibration (voiceless).

The third global error appears in word *threat* is 61.53%. In *threat* the speakers were failed to produce fricative [θ]. The speakers changed fricative [θ] into plosive [t] because the speakers pronounced *threat* without tongue touching their upper teeth thus, the result of the sound is [t] as plosive.

The fourth global errors appear in word *pleasure* and *leather* are 53.84%. In *pleasure* the speakers were failed to produce fricative [ʒ] by curling the tongue behind alveolar ridge thus, they change it into fricative [ʃ] without any vibration (voiceless). In word *leather* the speakers were failed to produce fricative [ð] into [d] as plosive stop.

The fifth global errors appear in words *thinkable* and *dogs*. In *thinkable* most of speakers changed fricative [θ] into plosive [t]. Then, word *dogs* the speakers did not produce sound [z]. The sixth global error appears in word *east*, the speakers changed fricative [s] into affricative [dʒ]. The seventh global errors appear in words *physical* and *victory* are 7.69%. In *physical* speakers change fricative [z] into [s] thus, in *victory* the speaker changed fricative [v] into approximant [w].

b. Local Errors

The result of the analysis on Pattani's student's errors in pronouncing English words was clearly showed. In table local error, the researcher find that the speakers made errors in pronouncing English words, but do not cause miscommunication because the hearer can understand what speaker say.

The first local errors appear in words *then* and *together* are 100%, the speakers did errors in pronouncing that words but the hearer can understand their pronunciation. The second local errors appear in words *develop*, *physical* and *bath* are 92.38%. The third local error appears in word *anything* is 53.84%. The fourth local error appears in words *give*, *leather*, and *invite* are 46.15%. The fifth local error appears in word *measure* is 23.07%.

The sixth local errors appear in word *vacation*, *pleasure* and *thinkable* are 15.38%. The seventh local errors appear in words *victory* and *threat* are 7.69%.

4. The Causes of Errors in Pronouncing English Fricative Consonants by Pattani's Students

After the researcher did a research, the researcher got information about factors that influenced Pattani's pronunciation in pronouncing English fricative consonants. The common pronunciation errors of the speakers resulting from the influence of Malay were diagnosed into two categories:

b. Interlingual Transfer

❖ The absence of certain English sounds in Malay

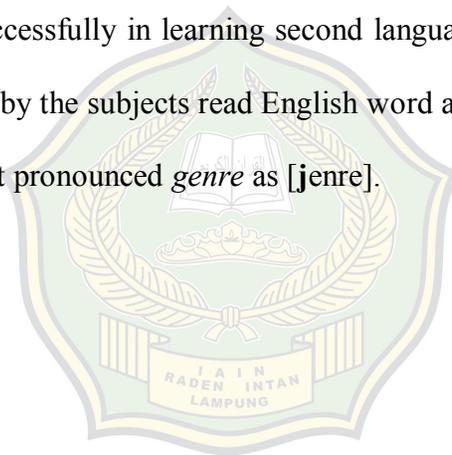
Substitution of English sound occurs due to the fact that some of the English sounds do not exist in the Malay. The voiced fricative [ʒ] does not exist in the Malay, some speakers changed phoneme [ʒ] into [s], [z], and [ʃ] in *measure* [meʒə(r)] and *pleasure* [pleʒə(r)]. Then, some speakers change fricative [ʒ] into approximant [j] in *genre* [ʒɒnrə]. Others, the voiceless fricative [θ] does not exist in the Malay, some speakers change fricative [θ] into plosive [d] and [t] in *then* [ðen] and *leather* [leðə(r)].

Next, the voiced fricative [θ] does not exist in Malay, some speakers changed fricative [θ] into plosive [d] and [t] in *bath* [ba:θ] *thinkable* [θɪŋkəbl], and *threat* [θred]. From explanations above fricative [θ] and [ð] are realized as stop [t] and [d]. As Phoon stated, six English consonants [v], [z], [ʃ], [ʒ], [ð],

and [θ] do not exist in Malay.⁵⁹ All errors above happened consciously by the Pattani's students at eighth semester of English Study Program of UIN Raden Intan Lampung.

c. Intralingual Transfer

Intralingual transfer means a problem in learning second language which is influenced by unsuccessfully in learning second language. Based on the data, errors occur caused by the subjects read English word as in a written form. for example: the subject pronounced *genre* as [jjenre].



⁵⁹Phoon Hooi San, *Op.Citp.* 41

