

**AN ERROR ANALYSIS OFFRICATIVE AND
AFFRICATIVE PRONOUNCIATION OF
STUDENT IN SMPN 03 KOTABUMI IN
ACADEMIC YEAR 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By :

**M. GHAFFARI FARIDALL
NPM. 1511040266**

Study Program : English Education



Study Program: English Education

Advisor : Dr. M. Muhassin, M. Hum

Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE ISLAMIC UNIVERSITY
2022**

ABSTRACT

AN ANALYSIS OF PRONOUCIATION FRICATIVE AND AFFRICATIVE ERROR OF STUDENT IN SMPN 03 KOTABUMI IN ACADEMIC YEAR 2021/2022

Pronunciation is one of the important things in learning English in order to make a good communication. Because, increasing a good communication needs to pronounce the words correctly. Without correct pronunciation will misunderstanding, and ambiguity communication. And also pronunciation is the term to range the sound to make up the speech such as rise or fall intonation of voice is used to produce the meaning.

The research methodology of this research was descriptive qualitative. The population of the research was taken from the second grade students at the second semester of SMP 03 Kotabumi the academic year 2021/2022 consisted of 90 students. In taking the sample of the research, the researcher used purposive sampling technique. The sample was class B consisting of students. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from the students' record that was recorded by the second grade students at the second semester of SMP 03 Kotabumi the academic year 2021/2022.

The result is the total numbers of errors committed by the students were 254 items. The frequency of the students' errors in pronouncing fricative and affricative in their spoken English based on surface strategy taxonomy were as The number of omission error was 16 items The number of misformation errors was 236 items The number of addition errors was 2 items.

Keywords: Affricative, Error Analysis, Fricative, Pronunciation.



**KEMENTRIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

APPROVAL

**Title : An error analysis fricative and
affricative pronouciation of student in
SMP 03 KOTABUMI in academic year
2021/2022**

Student's Name : M. Ghaffari

Student's Number : 1511040266

Study Progra : English Education

Facul : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University, Raden Intan Lampung

Advisor,

Dr. M. Muhassin, M.Hum
NIP. 197708182008011012

Pembimbing II

Agus Hidayat, M.Pd
NIP. -

**The Dean of
English Educational Program**

Dr. M. Muhassin, M. Hum
NIP. 197708182008011012



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289


ADMISSION

A thesis entitled: **An error analysis fricative and affricative pronunciation of student in SMP 03 KOTABUMI in academic year 2021/2022**, by: **M. Ghaffari NPM: 1511040266**, Study Program **English Education** was tested and defended in the examination session held on: **Monday, June 27th 2022**.

Board of Examiners

The Chairperson

: Meisuri, M.Pd


(.....)

The Secretary

: M. Nawawi, M.Pd


(.....)

The Primary Examiner

: Irawansyah, M.Pd


(.....)

The First Co- Examiner

: Dr. M. Muhassin, M.Hum

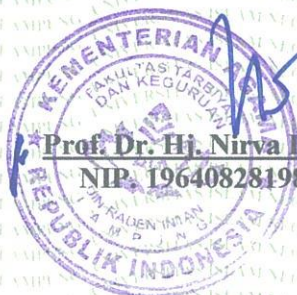

(.....)

The Second Co-Examiner

: Agus Hidayat, M.Pd


(.....)

**The Dean of
English Education Study Program**



Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

DECLARATION

I, herewith, testify that this research paper entitled “**An Error Analysis Fricative Affricative Pronunciation Of Student in SMP 03 Kotabumi The Academic Year 2021/2022**” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing. Therefore, I will be responsible for any risk happened in the future if it is proved to offend the ethics of scientific writing.

Bandar Lampung, Mei 2022
the researcher,

M.GHAFFARI

MOTTO

يَتَأْتِيهَا النَّاسُ إِنَّ وَعْدَ اللَّهِ حَقٌّ فَلَا تَغُرَّنَّكُمُ الْحَيَاةُ الدُّنْيَا وَلَا
يَغُرَّنَّكُم بِاللَّهِ الْغَرُورُ ﴿٥﴾

“So never let the life of this world deceive you”

(QS. Al-Fatir : 5)

DEDICATION

This thesis is dedicated to:

1. Allah SWT who has guided me to finish this thesis gratefully.
2. My beloved parents, my mother Susilawati and my father Ahmad farid who have given me the true strength, inspiration, love, pray and reason to me to pass the pain.
3. My beloved sister and brother, Nahda Khansa farida, M. syaddad ayfayedh and Khalisa Tsabita who became the reason for me to make my parents happy.
4. My beloved lecturers and almamater, UIN Raden Intan Lampung.
5. My best friend Maiza Syamsul Huda who has helped me to do this.

CURRICULUM VITAE

The researcher's name is M. Ghaffari whose nickname Adam. He was born in Kotabumi, North Lampung, on May 18nd, 1998. She is the first son of fourth children of Mr. Ahmad Farid and Mrs. Susilawati. The researcher has one young sister whose name is Nahda and one young brother whose name is Musya and the last child whose name Khalisa.

The researcher started her formal study in pre-elementary school of TK Islam Ibnu Rusyd Kotabumi, North Lampung, and graduated in year 2003. He continued her study to SDN 06 Kotabumi, North Lampung, and graduated in year 2009. After that, she continued to MTs. N 1 Kotabumi, North Lampung, and graduated in year 2012. After finishing her study at Junior High School, the researcher continued her study to SMKN 01 Kotabumi, and graduated in year 2015. The last, she continued her study to UIN Raden Intan Lampung.

The researcher joined some organizations during her had been studying in UIN Raden Intan Lampung. They are: Member of UKM Blitz in period 2015 during being a student in UIN Raden Intan Lampung.

ACKNOWLEDGMENT

I am grateful to Allah, the Lord of the world, the God of the people, the king of the kings, for the good mercy and blessing during my study and in completing this final project. Then, my humble gratitude to the holy prophet Muhammad (Peace be upon him) whose way of life has been continuous guidance for me.

This thesis is presented to the English Education 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.

For that reason, the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

1. Prof. Wan Jamaluddin, M.Ag., Ph.D. the Rector of UIN Raden Intan Lampung.
2. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
3. Dr. M. Muhassin, M.Hum. The chairman of English Education Study Program of UIN Raden Intan Lampung. And also the first advisor for guidance and help to finish this thesis.
4. Agus Hidayat, M.Pd, the second advisor who has motivates and spends countless hours to correct this thesis for its betterment.
5. All lecturer of English Education Study Program of UIN Raden Intan Lampung who have taught the researcher since the first year of the study of UIN Raden Intan Lampung.
6. All of people who have complete the researcher's life and doing thesis, may Allah bless you all.

Nevertheless, this thesis is far for being perfect, therefore, any constructive criticism, ideas, and suggestions for its improvement will be greatly appreciated.

Bandar Lampung, Mei 2022
The Researcher,

M. Ghaffari. F

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDIXES	xii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Study	6
F. Significances of Study	6
G. Scope of the Research	6

CHAPTER II THE FRAME OF THEORIES

A. Concept of Error Analysis	9
1. Definition of Error Analysis	9
2. The Distinction Between Error and Mistake	9
3. Definition of Error Analysis	10
4. Taxonomies of Error Analysis	11
a. Linguistic Category Taxonomy	12
b. Surface Strategy Taxonomy	12
c. Comparative Taxonomy	13
d. Communicative Effect Taxonomy	13
B. Surface Strategy Taxonomy	13
C. Pronunciation	15
D. The Elements of Pronunciation	17

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	19
B. Sample and Sampling Technique	20
C. Data Collecting Technique	20
D. Instrument	21
E. Research Procedures	22
F. Data Analysis	22
G. Trustworthiness Data	23

CHAPTER IV RESULT AND DISCUSSION

A. Result	26
B. Discussion	29

CHAPTER V CONCLUSION

A. Conclusion	35
B. Suggestion	36

REFERENCES	38
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LIST OF TABLES

Table 1	Types of Fricative and Affricative Errors	27
Table 2	The Student's in Error Pronouncing Affricate and Fricative	29

List of Appendixes

Appendix 1. The Name of Students of Sample Class	40
Appendix 2. Interview Guideline for Lecturer in The Research	41
Appendix 3. Form of Construct Validity	43
Appendix 4. Fricative and Affricative Errors	44
Appendix 5. The Student's Error n Pronouncing Affricate and Fricative	45

CHAPTER I

INTRODUCTION

A. Background of Problem

In the globalization era, English is extremely important for every people, because the position of English is very important as an international communication tool. It is used, when the person at the international company, to develop the product to international trade, and others. In other to the person need to master English.

In Indonesia, English has been the most important part of the educational aspect. It has been being a subject in every education level in Indonesia such as elementary school, junior high school, senior high school, and also a university. According to Brown, there are four language skills that the student should master at the end of their learning process, they are listening, speaking, writing, and reading. As one of the English components, the study of pronunciation has an important function as a communication purpose. To learn the English language, it should attention to pronunciation.

Pronunciation is one of the important things in learning English in order to make a good communication. Because, increasing a good communication needs to pronounce the words correctly. Without correct pronunciation will misunderstanding, and ambiguity communication. Kelly stated that pronunciation is organs of speak to create the sounds in particular. Hence, good pronunciation will produce good communication. According to Hornby pronunciation is way in which a language or particular word or sound is spoken¹. Hewings stated that pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning¹. It can be concluded that pronunciation

¹Hornby, A. S. *Oxford Advanced learner's Dictionary of Current English*. (New York: Oxford University Press, 2008), 352.

is the way to produce the word or sound is spoken. And also pronunciation is the term to range the sound to make up the speech such as rise or fall intonation of voice is used to produce the meaning.

The Indonesian students may have a problem in using English language because English language is not considered as the first language. English language has different way to produce its language either writing or speaking. English students often miss pronounces English phonemes, because the students lack of knowledge of English phonemes both consonant sound and vowel sound.

When learners discuss about speaking, they exactly discuss about pronunciation. They will learn about English phonemes. Kelly divided that there are two main aspects of pronunciation. The first is phonemes, there are two types of phonemes, and they are consonants and vowels. The consonants consist of voiced and voiceless; meanwhile vowels consist of single vowels and diphthongs. And the second is suprasegmental features. Then there are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress². In this research, researcher only focuses on the students English Phonemes errors.

The problem happened in learning pronunciation. The students occasionally cannot produce English phonemes appropriately. Such as the words 'she' many students often pronounce the word 'she' (si:), while the word 'she' have sound (ʃi). It is clearly different. Other examples from English vowel sound error are committed by the students. Many of them pronounce tour as [tʊr] and [tu:r], and pronounce care as [ker] and [keɪr], while they are usually pronounced the word tour [tʊə(r)] and care [keə(r)].

The students still confuse to produce English phonemes sound. Because the English written and English sound different, the students have to be careful to pronounce the English sound.

²Kelly, G., *How to Teach Pronunciation*, (Harlow: Longman, 2000), 1.

Finally, the students pronounce English sound depend on their inference of mother tongue. It can be concluded that the students have lack of knowledge in how to sound English phonetic symbols.

Based on the research conducted on October 7th, 2020 by interviewing the English teacher of SMP Negeri 3 Kotabumi. It was found some problems faced by students in pronouncing English sentence. The data were obtained by asking 20 students to read aloud the words. There are 5 words were pronounced by the students, and the researcher found many errors in their pronunciation. Many students made the errors when they pronounce word 'She' some students still pronounced [si:]. And the correct pronounce is [ʃi]. They also made the errors when pronouncing the word Brush [braʃ]. They did the errors when pronouncing this word. Some students still pronouncing [bruʃ]. It can be conclude that the students still confuse in pronouncing English sound.

The researcher realizes that the researcher is not the only one who will conduct this subject of the research. So, the researcher will attach the previous research. The previous research from Nadia Dwi Laxmi, a students of English Education Department in State Islamic University of Raden Intan Lampung, in her research entitled "an error analysis on diphthong sounds (a Case Study at made by the seventh semester students of English Education Study program of UIN Raden Intan Lampung), and the result of her study showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 375 errors" items which made by the students. The most common errors were misformation which was 195 errors" items or 52% made by the students, omission was 151 items or 40.3% , addition was 21 items of errors or 5.6%, and misordering was 8 items or 2.1% which meant it was the lowest while other errors" classification based on surface strategy taxonomy¹. The difference of her research, in this research the researcher will conduct the analysis on students English phonemes both vowel sound and consonant sound.

This research was conducted based on the phenomenon happened in the university. The students have low ability in pronunciation. They got difficulty in pronouncing English words including plosive voiceless consonants sound. Therefore, this thesis discussed the error analysis in pronouncing plosive voiceless consonants sound. The purpose of this research was to classify the types of errors made by the students which students made in pronouncing plosive voiceless consonants sound and to count the total of errors that students made. The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 141 errors' items which made by the students. The most common errors were omission which was 110 errors' items or 78,01% made by the students, misordering was 14 items or 9,93%, misformation was 11 items of errors or 7,8% , and addition was 6 items or 4,26% which meant it was the lowest while other errors' classification based on surface strategy taxonomy³.

The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 141 errors' items which made by the students. The most common errors were omission which was 110 errors' items or 78,01% made by the students, misordering was 14 items or 9,93%, misformation was 11 items of errors or 7,8% , and addition was 6 items or 4,26% which meant it was the lowest while other errors' classification based on surface strategy taxonomy¹.

In this research, researcher focuses on affricative /tʃ/ and /dʒ/ and Fricative [θ], [ð], [ʒ]. Because many mispronouncing in this consonant that made by students. They still confuse with these consonant sounds that based on my preliminary research before.

³Wahyuni Wulandary Mulya, "An Analysis of Pattani's students in pronouncing English fricative consonant at eight semester of English study program". (Thesis, Lampung: State Islamic University of Raden Intan Lampung, 2017).

Based on case above, the Researcher would like to try to write about “An Error Analysis Fricative Affricative Pronunciation Of Student in SMP 03 Kotabumi The Academic Year 2021/2022”.

B. Identification of The Problem

Based on the background of the study above, some problems can be identified:

1. The students occasionally cannot produce English consonants appropriately.
2. The students still confuse to produce English consonant sounds.

C. Limitation of The Problem

To avoid misunderstanding in interpreting the problem, it was necessary to give the limitation of the problem. The Researcher limited the problem only on the students’ fricative and affricative as their speaking task of the second grade of students at SMPN 03 Kotabumi in the academic year 2021/2022”.

D. Formulation of The Problem

Based on the statement of the problem above, the Researcher formulated his problem as follows:

1. What are the errors committed by students in pronouncing English sound at students’ fricative and affricative?
2. What are the inferences of learners’ error in pronouncing English sound at students’ fricative and affricative?

E. The Objectives of The Study

Based on the statement of the problem above, the objective of study are as follows:

1. To find out what are the errors committed by students in pronouncing English sound at students’ fricative and affricative.
2. To find out what are the inferences of learners’ error in pronouncing English sound at students’ fricative and affricative

F. The significances of The Study

The results of this research are expected to provide useful information for:

1. English Teacher

To get clear information about the students' errors in pronouncing English sound, so the teachers will give proper treatment to decrease students' error in pronouncing English sound.

2. Further writer

The other writer who is interested in analyzing of students' errors pronouncing English sound can get basic information from this study, so they do their research in deeper, further, and better technique.

G. Scope of The Research

1. Subject of the research

This subject of the research was students at second grade of SMPN 03 Kotabumi

2. Object of the research

The object of the research was an analysis of students' errors in pronouncing English sound

3. Place of the research

The research was conducted at SMPN 03Kotabumi.

4. Time of the research

The research was conducted in the second grade in the academic year 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Error Analysis

1. Definition of Error

To get clear the concept of errors, the linguists have gave the several statements. Brown stated that errors are noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner⁴. James said that error as being an instance of language that is unintentionally deviant and is not self-correctible by its author¹. Then, According to Dulay “errors are the flawed side of learner speech and writing.”⁵It means that the learners commit wrong pattern or failure in language performance.

According to these statements of the linguists about the definition of errors, it can be concluded that errors are something that students commit in their learning without proper pattern of the structure or the competence of target language. It is committed without known by the students.

2. Distinction Between Error and Mistake

According to James a mistake is either intentionally or unintentionally deviant or self-correctible¹. Then, Brown stated that a mistake refers to a performance error that is either a random guess or a “slip” in that it is failure to utilize a known system correctly⁶. In other word, students who get the mistakes realize that they do and it can be corrected by themselves.

⁴Douglas Brown, *Principle of Language Learning and Teaching*. fifth edition, (New York: Pearson Education Hall, inc, 2007), 258.

⁵Heidi Dulay, et al, *Language Two*, (New York: Oxford University Press, 1982), 138.

⁶Douglas Brown, ,*Op.Cit.* 257.

Error and mistake totally have been differences. But most learners still confuse about the concept of both. James added the distinction between error and mistake in his book that mistakes can only be corrected by their agent if their deviance is pointed out to him or her. That there is some deviance is a sufficient prompt for self-correction, and then we have a first-order mistake. Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected¹. Hubbard et.al.said “error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips of the tongue and so on⁷.”

According to the statements from the linguists about distinction between error and mistake, it can be inference that errors are systematic deviation that is committed by students and themselves cannot correct because of their lack of knowledge or competence in target language. Then, mistakes are deviation that is committed by students, because their performance or slip on their tongue in target language. It can be corrected by them.

3. Definition of Error Analysis

James stated that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language¹. Brown defined that the errors

⁷Peter Hubbard, et.al., *a Training Course for TEFL*, (Oxford: Oxford University Press, 1983), p. 134, in Muhammad ChotibFirdaus, *An Error Analysis Of Students' Ability In Using Gerund*, (Jakarta : “Syarif Hidayatullah” State Islamic University, 2013), 9.

can be observed, analyzed, and classified to reveal something of the system operating within the learner led to a surge of study of learners errors, called error analysis⁸. Error analysis has to do with the investigation of the language of second language learners. Based on the linguists' opinions about error analysis, it can be concluded that error analysis is the process of determining the wrong competence of language through observed, analyzed, and classified the students' error to find the source of error.

Error analysis has two functions. The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. And the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher¹. In other word, the function of error analysis is to describe the learners' knowledge and find out the source of error to their learning process of target language. So, it can be guideline the teacher to correct and analyze the inappropriate competence of target language that is committed by students. And the practical function is helpful to improve the students' competence of language target.

B. The Types of Error

According to Kartyastuti (2017, p. 50) there are 3 types of pronunciation error:

1. Substitution

Substitution is a type of error that is characterized by substitute an item. The learners used the wrong form of pronunciation (Kartyastuti, 2017). The language

⁸Douglas Brown, *,Op.Cit.* 259.

performer uses the wrong form of pronunciation. The source could be intralingual, interlingual, and other.

2. Insertion

Insertion is a form of error that is characterized by the presence of an object. Insertion does not appear in well-formed utterance (Fauziati, 2000). In this case, context, one or more extra sounds are added or inserted into a word.

3. Omission Omission is a type of error that is characterized by the absence of an item that must appear in a well-formed statement (Fauziati, 2000). Many sounds are not produced– the entire syllable or class of sounds that be omitted. This form of error occurred as a result of intralingual, interlingual, and other errors

C. The Factors of Error

According to Brown (2007, p. 263-266), several sources that influence errors in second language learning are interlingual transfer, intralingual transfer, learning context and communicating strategies.

D. Pronunciation

Pronunciation is the way in which words or languages are spoken. According to Hewings, pronunciation is components range from the individual sounds that make up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning¹. It means that building blocks of pronunciation are the individual sounds, the vowel and consonant that go together to make words. In addition pronunciation refers to the production of sounds that we use to make meaning, if the speakers have very bad pronouncing, their speech will not be understandable to the listener. It can be easy for listener to hear clearly if you have a good and correct pronunciation.

According to Suwartono, pronunciation is an essential part in a language, for the nature of language is spoken⁹. We can see, English has different way of pronunciation. We often find several words with similar pronunciation. Even have the same writing, but the way of pronunciation is different. This cannot be underestimated, because the difference in pronunciation can cause different meanings, maybe you have a good grammar understanding, and you have good writing skills as well. But people will judge your English from speaking. That is why pronunciation plays a major role in speaking.

There are many experts that have views what pronunciation in language teaching is. Gerald Kelly is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features¹. He has broken down the main features of pronunciation and explains it by showing a diagram below:

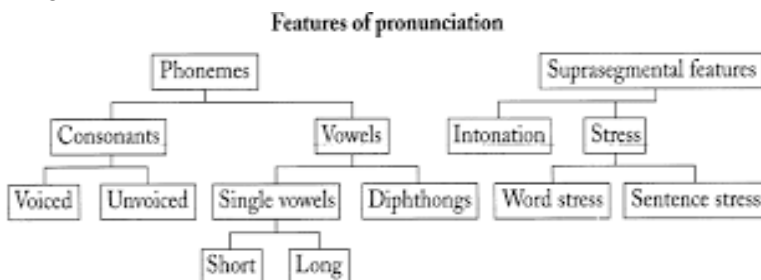


Figure above about the main features of pronunciation. There are segmental features (included phoneme) and suprasegmental features (included stress and intonation). Segmental features of pronunciation also called phonemes, are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe resonably accurately how each sound is

⁹Suwartono, "PembelajaranPelafalanBahasaInggrisMelaluiTeknikSulihSuara". Jurnal FKIP UniversitasMuhammadiyahPurwokerto, No. 1 (February: 2006), 41.

produced. When considering meaning, we see how each sound rather than another can change the meaning of the word. This principles which give us the total number of phonemes, in particular language. Whereas, suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. Based on the theories above, it can be concluded that pronunciation is the act or manner of pronouncing words. There are three levels of English pronunciation. First of all, people often don't understand what you want to say, you use the wrong sounds in English word. Second, people can understand what you want to say, but they have to concentrate to understand you. And the last, people can understand you easily because your pronunciation is clear.

E. The Elements of Pronunciation

1. Segmental features (Phonemes)

Segmental features of pronunciation, often called phonemes, are specific sounds within a language. When people consider meaning, people see how each sound, rather than another, can alter the meaning of the word. Those definitions owe people the total number of phonemes in a given language. The collection of phonemes consists of two categories: vocal sounds and consonant sounds (Kelly, 2001).

a. Vowel

Vowel is one of the speech sounds that people often make. Vowels are articulated as the voiced airstream is formed using the tongue and lips to modify the overall form of the mouth (Kelly, 2001). From a phonetic point of view, vocals are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs are so close together that people can hear the sound of the air passing between them. Vowels typically involved the vibration of the

vocal cord (vowing) and their distinctive resonances were made by varying the shape of the mouth; using the tongue and lips. In English, there are no singers whose key feature is the use of nasal resonance. English vowels are all oral vowels and have a nasal quality only when they are affected by an adjacent nasal consonant, such as *no*, *big*, and *man*. The key task of defining the articulation of the vocals is to map the motions of the tongue and the lips.

At the front of the mouth, /a/ represents the lowest point that it is theoretically possible for the body of the tongue to reach, and /ɑ/ represents the correspondingly lowest point at the back of the mouth. Vowels in the region of /a/ or /ɑ/ are called open or low vowels. /i/, represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that the consonant sound would result). /u/, similarly, represents the highest point at the back of the mouth. Vowels in the region of /i/ and /u/ are called close or high vowels.

Two horizontal lines are divided the space between /i/ and /a/ into equal areas. Vowels made in the region of the higher of these lines, represented by /e/ and /o/, are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by /ɛ/ and /ɔ/ are mid-open or half-open. The term mid is often used to describe the whole of the area between these two lines (Crystal, 2004).

Lip position is an important factor in the description of vowels, and three main types are

recognized. First is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeably rounded or spread.

b. Consonant

There are three forms of defining the consonant sounds; the way of articulation relates to the contact between the different articulators and the airstream; the position of articulation offers further detail on what the different articulators actually do; and the frequency of the articulation, the following words are used. From a phonetic point of view, the consonants are articulated in one of two ways; either there is a closing movement of one of the vocal organs, creating such a narrow structure that it is possible to hear the sound of the air going through; or the closing motion is complete, providing a total blockage. Closing motions may include the lips, tongue, or throat, but in each case the overall effect is quite different from the comparatively open and unimpeded joints seen in the vocals (Crystal, 2004).

Certain consonants vibrate the vocal cords: these are the consonants voiced, such as /b/ and /m/. Others do not have vocal cord vibration. These consonants are voiceless, like /p/ and /s/. The distinction is not absolute: there may be voicing levels, depending on where a consonant appears in a word. For example, at the end of a word, a voiced consonant typically loses a lot of its vibration. The sound of /z/ could be found at the beginning of word zoo /zu:/ is more vibrant than the one at the end of ooze /u:z/ (to voice this fully would produce an unnatural buzzing effect at the end of the word). An alternative way to compare the force they are

articulated is to capture the difference between consonant pairs such as /p/ and /b/. Voiceless consonants are produced with much greater force than their voiced counterparts, and the term fortis (strong) and lenis (weak) have come to be used to identify the two types. Thus, /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/ are all fortis consonants; /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, and /dʒ/ are all lenis.

In contrast with vowels, other consonants are primarily found by using the nasal cavity. When people talk, the soft palates are raised, so the palate presses over the back of the throat and does not allow any nasal air, /m/, /n/ and /ŋ/; but, as when people breathe, the soft palate remains lowered and the result is a series of a nasal sound. Certain other consonants are also somewhat vowel-like, in that they can be sounded continuously without any audible friction: the three nasals, /m/, /n/, and /ŋ/, /l/ as in lie, and /r/ as in red. These can all be classed together as (frictionless) continuants or sonorants, within which the four oral items (/l/, /r/, /w/, /j/) are often recognized as forming a distinct group (Crystal, 2004). Below is the table of consonant sounds in English adapted from Dardjowidjojo (2009):

Table 2.1
Consonant Sounds in English

Manner/ Place	Bilabial	Labio- dental	inter dental	Alveolar	Alveo palatal	Palatal	Velar	glottal
Stops	p			t			k	
	b			d			g	
Fricative		f	θ	s	ʃ			h
		v	ð	z	ʒ			
Affricative					tʃ			
					dʒ			
Nasals	m			n			ŋ	
Laterals				l				

Semi-Vowel	w			r		y		
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2. Suprasegmental Features

According to Kelly, suprasegmental features as the name implies, are features of speech which generally apply to groups of segments, or phonemes¹. The features which are important in English are stress, intonation, and how sounds change in connected speech.

a. Intonation

The entire variation of pitch while speaking is called intonation. Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention¹⁰.

b. Stress

Stress is usually defined as the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English stressed syllables are louder than non-stressed syllables¹.

¹⁰PakhshanHamad, "Teaching Stress and Intonation Students" Perspective". Al – Fath Journal, No. 74 (June 2018), 4.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the Researcher was employ descriptive qualitative research because in this research the Researcher was collect the data, make an analysis, and makes a conclusion. Moleong stated that qualitative research is a research procedure that produces descriptive data where the available data would obtain through written or oral words from people and their behavior, then from the results of the data collected would examined.¹¹ In other words, Qualitative analysis stresses the degree of the information acquired by Researchers. The deeper and careful knowledge would gotten, the higher the standard of the analysis which would illconduct by Researchers.

According to Lincoln, qualitative research is described as interesting research because Researchers make it possible to explore more detailed topics where data or information is obtained through a Research worker just in case studies, anthropology work, interviews, and so on.¹

Then, Denzim and Lincoln in Mertens add: Qualitative research involves the studied use and collection of a variety of empirical materials—case study; personal experience; introspection; life story; interview; artifacts; cultural texts and productions; observationalhistorical, interactional, and visual texts—that describe routine and problematic moments and meanings in individuals' lives.¹²

The explanation about qualitative according to Denzim and Licoln, it can be concluded that qualitative is getting the data from various aspects which related with the data are obtained through research that conducted by Researchers themselves. The

¹¹Muhammad, MetodePenelitianBahasa (Yogyakarta: Ar-Ruzz Media, 2014), 30

¹²Donna M. Mertens, Research and Evaluation in Education and Psychology (3th ed) (United States of America: SAGE Publications Inc, 2010), 225.

key words which are correlated with qualitative ways embrace complexness, contextual, exploration, discovery, and inductive logic¹

B. Data and Source of Data

Data is the most important in the research, because without any data the research cannot be conducted. According to Emzir in Djamal, data involve anything which is written and found by Researchers in a study, the data are including interview transcript, note of observation's result, diary and document.¹³ In this research, the data would obtain from the students' English speaking task. The Researcher was look for the types and levels of code mixing that appears in the students' English speaking task' utterance. There are the records which the Researcher was analyzing to look for the types pronounce errors. The Researcher was apply a descriptive text as the data. The Researcher was employing a descriptive text as the data because after finding the data, the Researcher was explaining it.

C. Research Instrument

According to Djunaidi and Almanshur that in qualitative research uses the human research. It means, the instrument of the research is the Researchers themselves.¹ Hence, the Researchers would validated by themselves about their ability in doing inquisition. So, in this study the Researcher is the main instrument, yet to make the Researcher easier in conducting the research, the Researcher needs supporting instruments such as book, pen, mobile phone, digital dictionary, and laptop.

D. Technique of Collecting Data

In this research, documentation method would used to collect the data. Documentation method is a recording of event which

¹³ M. Djamal, *Paradigma Penelitian Kualitatif: Eddisi Revisi*, (Yogyakarta: Pustaka Belajar, 2015), 63.

already happened in the past. There are three types in documentation method such as written document (including diary, life history, biography, etc), picture document (including picture, sketch, moving picture (video), and so on), and art works document (including picture, statue, movie and so on).¹⁴Through the interpretation about documentation method, it can be concluded that documentation method is taking the data from written document, picture document, and art works document. Every datum which taken by using documentation method has different ways. This research was employ documentation method because the data source which would taken from the students' English speaking task. The record would used to take the students' English speaking task' utterance and the other people on the record which contains as pronounce errors. In collecting the data, there are some steps that had done by Researcher, as follow:

1. First, the Researcher gave the students the transcript of the utterance on the record;
2. Then, the Researcher listened the records in many times;
3. Next, the Researcher would identified the pronounce errors by reading the transcript;
4. The Researcher made group of the data that had identified; and,
5. Last, the Researcher classified the data based on the form the types pronounce errors.

F. Research Procedures

In conducting the research, the Researcher did some steps as part of procedures of the research. The procedures of the research are as follows:

¹⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D* (Bandung: Alfabeta, 2013), 204.

1. Determining the research subject. The research subject from the second year students of SMPN 03 Kotabumi as a data source
2. Defining the research problem. It would analyze students' errors in pronouncing fricative and affricative in their spoken English.
3. Collecting the data. The data was taking from the students' record task by the second year students of SMPN 03 Kotabumi.
4. Analyzing the data. The Researcher was analyzing the data by identifying, classifying, and explaining.
5. Making conclusion. The Researcher was conclude the result of the research
6. Reporting the data analysis in the research result. The Researcher was making a report of the result from the research.

G. Data Analysis

After gathering the data, the Researcher came to do the analysis in order to reach the research questions in this research. In analyzing the data, the Researcher used the four steps suggested by Ellis and Barkhuizen, they were collecting a sample of learner language, identifying of errors, classifying of errors, explaining of errors, and evaluating of errors. In this case, the Researcher divided the procedures of data analysis including the following steps:

1. Collecting the data from the result of the English students' SMPN 03 Kotabumi. The Researcher was collecting the students' to be analyzed. They were study carefully. The Researcher was try to determine the data that would be treated,
2. Identifying the students' errors was
After collecting the students' compositions, the Researcher was listening them carefully in order to know the content. The Researcher was start identifying the sentence which

produced an error or errors by underlining every part of the sentence such as word, phrase, clause or even the sentence itself. The Researcher was identifying the students' errors by underlining and giving code for each error. This process would to identify the location of errors in the sentence. Something should be noted, in this step the identification of errors. The Researcher was finding the incorrect pronouncing. Afterward, he was classifying the errors into surface strategy taxonomy. Finally, all error utterance was put in a list in order to make it systematic and easy to analyze.

3. Classifying the students' errors

After identifying the data, the Researcher was classifying the errors based on surface strategy taxonomy. In this way, the Researcher was determining the types of error that belong to each type of error. Then, the errors that were committed by the students put into the table to find out the number of errors each of the students was commit.

4. Categorizing the error sources

This step was attempted to explain for what the students' error sources that were committed by them.

5. Explaining the students' errors

This step was attempted to explain for how and why the students' errors happened.

H. Trustworthiness Of Data

Moleong states that the trustworthiness of the data covers credibility, dependability, and transferability, and confirmability.¹ Moreover, Credibility or truth value involves how well the Researcher has established confidence in the findings based on the research design, participants, and context.¹⁵ Dependability refers to whether one can track the procedures and processes used to collect and interpret the data.¹ Transferability refers to the

¹⁵Donald Ary. *et.al, Op,Cit.*.498.

degree of similarity between the research site and other sites as judged by the reader.¹⁶ Conformability in qualitative research is the same as the quantitative writer's concept of objectivity.¹ There are several methods to improve the credibility, dependability, and transferability in qualitative research.

In this research, the Researcher used only credibility to gain the trustworthiness of data. There were several methods to improve the credibility in qualitative research. A number of methods have been identified in the literature for enhancing the credibility (internal validity) of qualitative studies. These methods may be categorized according to five types of evidence: structural corroboration, consensus, referential or interpretive adequacy, theoretical adequacy, and control of bias. In this research, the Researcher used validity based on consensus. According to Eisner defined as "agreement among competent others that the description, interpretation, evaluation, and thematic" are correct¹⁷. This type of validity is primarily demonstrated through two methods: peer review and investigator triangulation. In peer review, also called peer debriefing, peer review or peer debriefing is provided with the raw data along with the Researcher's interpretation or explanation. Discussion then determines whether the reviewer(s) considers the interpretation to be reasonable, given the evidence. In this research, the Researcher only used peer review or peer debriefing.

¹⁶*Ibid.*

¹⁷Elliot W. Eisner in Donald Ary. *et.al, Introduction To Research In Education* 8th Edition, (California, Wadsworth Cengage Learning, 2010), 499.

CHAPTER IV

RESULT AND DISCUSSION

The main instruments used in this research were the researcher himself and students' audio recordings in the document speaking form. In order to know students' errors in pronouncing, the researcher used documentation to collect the data. The data were taken from the students' audio that recorded by the second grade students of SMPN 03 Kotabumi of class B of English subject in the academic year of 2022/2023.

The numbers of respondents were 25 students of class B of English subject. After the sample was obtained, all relating errors to pronouncing error in fricative and affricative were identified. The errors were classified.

A. RESULT

The purpose of this research was to describe the types of errors that students made in pronouncing fricative and affricate ([θ], [ð], [ʒ], /tʃ/ and/dʒ/) with aspirated and unaspirated based on surface strategy taxonomy and to know how many errors that students made based on Dulays theory. In this research, the researcher did his preliminary research to get the basic source and to choose the good sample which represents all the population. The population in this research was students at the second semester of second grade of SMPN 03 Kotabumi consists of 3 classes, then the sample of this research was students at the B class because purposely they have the lowest score in English subject. In collecting the data, this research used documentation as a technique in collecting the data which gave 20 lists of sentence that consist of some word implied fricative and affricate to be read by students at the second semester of second grade of SMPN 03 Kotabumi while the researcher recorded their voices.

This research used documentation (pronunciation task) as a technique in collecting the data.

After collecting the students' voice recordings, the researcher listened to them repeatedly in order to know their pronunciations, and then he made transcripts of the recordings. The researcher identified the words on transcriptions which produced errors. Then the researcher classified the errors into surface strategy taxonomy.

This research classified errors based on surface strategy taxonomy; they are omission, addition, misformation and misordering. Omission is characterized by the absence of one more element, which is needed in a phrase or a sentence construction. For example, the word think [θɪŋk] is pronounced as [tɪŋ] by 5 students; addition which is characterized by the presence of one or more elements that are not needed. For example, the word „cheese“ [tʃi:z] is pronounced as [tʃe:z] by a student, this kind of addition was simple addition which meant the student only added an unnecessary item in the word; misformation which is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word „math“ [mæθ] is being pronounced like [mæt] by 7 students, this kind of misformation was alternating form which meant the student used an alternative /θ/ to represent /t/ in this word. is the table of the total of errors in pronouncing plosive voiceless consonants (/p/, /t/ and /k/) with aspirated and unaspirated.

Table 4.1
Types of Affricative and fricative sound errors

No	Type Of Errors	Frequency	Percentage
1	Omission	16	6,3 %
2	Addition	2	0,7 %

3	Misformation	236	93%
4	Misorder	-	
Total		254	100%

From the table, it can be inferred that the highest errors based on surface strategy taxonomy was misformation that were 236 items or 93%, this errors were committed by the students. And the second most common error was omission errors that were 16 items or 6.3%, these errors were gained only in the final place of a word meanwhile, the two lowest places was taken by Addition with 2 items or 0.7%, this kinds of error were made by the students most in final of a word.

Based on the data, it can be inferred that the students may already study about how to pronounce words but they also often made errors when they speak words which consist of fricative and affricate with aspirated and unaspirated whether in first (initial), medial or final place of words. Therefore, the researcher also found some errors that made by the students in fricative and affricate ([θ], [ð], [ʒ], /tʃ/ and /dʒ/) with aspirated and unaspirated by mispronouncing some words and it were described on the discussion.

B. DISCUSSION

This research focused on the types of error based on surface strategy taxonomy according to Dulay. To determine that the result was error, this research used one type of triangulation that is multiple observers which consist of the researcher and one of the lecturer of English Education Raden intan State Islamic University of Lampung, M. Ridho Kholid, S.S, M.Pd to be corrected the students' recordings by analyzing and categorized the errors based on surface strategy taxonomy. Then, the researcher gave the result to M. Ridho Kholid, S.S, M.Pd to be corrected by her. After all, the researcher was revised her result analysis and got the final result. Below is the result from trustworthiness through multiple observer.

Table 4.2

The student's error in pronouncing affricative and fricative sound

List of Word	IPA Phonetics Symbols	The Errors	Student' Number
Think	[θɪŋk]	[tɪŋ]	1, 4, 6, 7, 11.
Math	[mæθ]	[mæt]	2, 3, 4, 5, 7, 9, 10.
Mother	['mʌðə(r)]	['mothər]	1, 4, 14, 15
		[mo'tər]	3, 16, 26
Three	[θri:]	[tri:]	2
Father	['fɑ:ðə(r)]	['fatər]	1, 8, 13, 26, 27
		['fɑ:ther]	4, 15
Watch	[wɒtʃ]	[wɒt]	2, 8, 9, 10, 12,13, 15, 18,23, 25

Thankful	['θæŋkfl]	[teŋkfl]	1, 2, 3, 5, 6, 7, 8, 10, 11.
Everything	['evriθiŋ]	['evərtiŋ]	1, 5
		['evəritiŋ]	3, 6
		['evriŋ]	9, 11
Leisure	['leɜə(r)]	['lesur]	1, 7, 8, 9, 11.
		['lesure]	4
Beach	[bi:tʃ]	[bi:t]	8, 9.
Month	[mʌnθ]	[mʌn]	8
		[mon]	1, 2, 4, 5, 6, 7
Coach	[kəʊtʃ]	[kəʊt]	6
Massage	['mæsɑ:ʒ]	['mæsɑ:dʒə]	3, 4, 9
		['mæsɑ:ndʒer]	5, 7
		['mæsɑ:t]	11
Rich	[ri:tʃ]	[rit]	8, 9.
Cheap	[tʃi:p]	[kep]	5
Thief	[θi:f]	[ti:f]	5, 6, 7, 8, 11, 12, 14, 18, 19, 26
Garage	['gæərə:ʒ]	['gæərə:gə]	4, 9.
		['gæəri:s]	10
Treasure	['treɜə(r)]	['triɜə(r)]	5,
		['tresur]	8, 11.

		['tresurə]	9
Bath	[bɑ:θ]	[bet] [bat]	12, 13, 14, 18, 19, 20, 21, 22, 23 15, 16
Myth	[mɪθ]	[mait] [mæt]	12, 14, 16, 17, 20, 21, 25 15, 19
Teacher	['ti:tʃə(r)]	['tisher]	13, 14, 15
Gym	[dʒɪm]	[gɪm]	12, 14, 15, 19, 25, 27
Lounge	[laʊndʒ]	[loŋ] [loʊg]	12, 14, 19 15, 16, 17, 18, 20, 21, 23, 25, 26, 27
Exposure	[ɪk'spəʊʒə (r)]	[ek'spusur] [ek'spusure]	12 15
Match	[mætʃ]	[mæt]	15, 23, 25
Catch	[kætʃ]	[kat]	16, 18, 23, 25, 26, 27
Bridge	[brɪdʒ]	[brat] [brɪtgə] [brɪg]	12, 16, 17, 21, 14, 26 18, 19, 23, 25, 27
Strange	[streɪndʒ]	[stret] [stren] [streɪg]	12, 21 16, 18, 19, 22 20, 23, 24

Cheese	[tʃz]	[tʃez]	15
Teeth	[ti:θ]	[te:t]	15
Health	[Helθ]	[Hel]	12, 15, 18, 20, 22, 24
		[Helt]	16, 21
Leather	['leðə(r)]	['letə(r)]	12, 14, 16, 17, 19, 21, 24, 25, 27
		['let'her]	15
Cloth	[klɒθ]	[klot]	12, 15, 17, 18, 20, 21, 23, 24, 25, 26, 27
Stage	[steɪdʒ]	[stert]	14
		[steg]	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27.

1. Types of Errors

The data were described into explanation below.

- a. Error of fricative and affricate ([θ], [ð], [ʒ], /tʃ/ and/dʒ/) with aspirated and unaspirated The errors of this research were classified by using surface strategy taxonomy based on Dulay, where categorized 4 types of error; omission, addition, misformation and misordering. The data of this research would be presented below:

- 1) Omission of fricative and affricate ([θ], [ð], [ʒ], /tʃ/ and/dʒ/) with aspirated and unaspirated Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example:

- Month the word “month” as pronounced [mʌnθ] was being pronounced. The students repeatedly inference the pronouncing error [mʌn] by 6 students by omitting the

aspiration of /θ/. A student which not only omitting the aspiration of / θ / but also misformatting a phoneme /o/ in the final of word; [mon] which committed by a student.

- 2) Misformation of [θ], [ð], [ʒ], /tʃ/ and/dʒ/ Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. As in the case of additions, misformtions are usually not random. Thus far, three types of misformations have been frequently reported in the literature: regularizations; archi-forms; and alternating forms. For example:

- The word of math should be pronounced [mæθ]. Some of students committed mispronounced with pronouncing [mæt]. It concluded the students did the mispronouncing with misformatin between letter ‘θ’ and ‘t’. the numbers of students who committed these errors were 7 students.
- The word of mother should be pronounced [ˈmʌðə(r)]. There are 4 students who pronounced as ['mothər]. it mean that the students commited the misformation that sounds.. And there are 3 students students who pronounced as ['mothər]. It means that the students commited the misformation that sound.
- The word of watch should be pronounced [wɒtʃ]. There are 10 students who pronounced as [wɒt]. it means that the student mispronounce the letter of sound.

- 3) Addition of [θ], [ð], [ʒ], /tʃ/ and/dʒ/ with aspirated and unaspirated Addition is characterized by the presence of one or more elements that are not

needed. Three types of addition errors have been observed in the speech of both of L1 and L2 learners: double markings, regularizations, and simple addition. For example:

- Cheesethe word “cheese” as pronounced [tʃz] was being pronounced. The students repeatedly inference the pronouncing error [tʃez] by a students by adding the aspiration of /e/.

After the research was finished, the findings of this study showed that some students’ had few errors, which implied a considerably good mastery of the English pronunciation. On the other hand, some compositions showed relatively more frequent occurrence of errors. This phenomenon was not an indication of a bad performance of students because learning is marked by full of mistakes and errors that implied the great effort of students to learn indeed.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the Researcher presented the results of the study which consist of conclusions and suggestions. Based on the findings and discussions in previous chapter, the Researcher drew some conclusions and suggestions in an error analysis in in pronouncing fricative and affricative in the students' second grade of SMPN 03 Kotabumi on surface strategy taxonomy.

A. Conclusion

Based on the data analysis of students' writing errors in in pronouncing fricative and affricative in students' second grade of SMPN 03 Kotabumi, the Researcher made out the conclusions about the students' writing errors in in pronouncing fricative and affricative as follows:

1. The types of errors that the students made in pronouncing fricative and affricative in their spoken English at students' second grade of SMPN 03 Kotabumi were omission of letters of fricative and affricative
2. The total numbers of errors committed by the students were 254 items. The frequency of the students' errors in pronouncing fricative and affricative in their spoken English based on linguistic category taxonomy were as follows:
 - a. The number of omission pronouncing fricative and affricative error was 16 items
 - b. The number of misformation pronouncing fricative and affricative errors was 236 items
 - c. The number of addition errors was 2 items.

From the whole of data, it can be concluded. First, the highest frequency of error types was misformation of pronouncing fricative and affricative and the lowest

committed pronouncing fricative and affricative error was about addition.

B. Suggestion

Based on the finding of the research, the Researcher would like to propose some suggestions:

1. Suggestions for the Lecturer

After conducting the research and getting the result, the Researcher would like to suggest the lecturer, especially English teacher as follows:

- a. To give more chances to the student to take part in the teaching learning process, so the students can be more active and enjoyable in the classroom activity.
- b. The errors made by the students in pronouncing fricative and affricative in their spoken English should be corrected and informed by the lecturer in discussion as the follow up in the teaching process, therefore the students know how to construct the pronouncing fricative and affricative correctly.
- c. The Researcher suggested that all lecturers to use the most appropriate technique in teaching English pronunciation. Since the students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers.
- d. The Researcher also suggested the lecturer to feedback the students' correction of their pronunciation as this was make them know in what aspects of the language they make errors and they was know the correct from of the language. It is expected that they was not make the same errors in the future.

2. Suggestions for the Students

After conducting the research and getting the result, the Researcher would like to suggest the students, especially in paragraph writing subject as follows:

- a. To learn English by practice more materials of pronunciation in order to improve their English grammatical ability.
- b. To practice pronunciation to improve their pronunciation ability, especially their fricative and affricative ability.
- c. To do more exercises in learning pronunciation and be active to ask the lecturers or friends by means of using different activities such as group work, pair work, etc, so as to help them internalize the rules.

3. Suggestions for the next Writer

- a. For the other writers, they may do some studies about fricative and affricative in the other relation.
- b. This research study is expected that the result of the study can give an informative input to other writers who want to conduct similar research. The Researcher believed that there are still many phenomena that can be revealed in this research study. The Researcher expected that the other writers are able to find out other solutions of those problems.

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