AN ANALYSIS OF THE FOURTH YEAR STUDENTS' ABILITY IN PRONOUNCING VOICED AND VOICELESS DENTAL /ð/, /θ/ AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

This research was aimed to describe the ability of the fourth year students at English Department of Bung Hatta University in pronouncing voice and voiceless Dental /ð/ /θ/. The design of this research was descriptive. The population of this research was the fourth year students at English Department of Bung Hatta University. The number of population members of this research was 208 students. They were divided into six classes: A, B, C, D, E, F. The researcher used simple random sampling technique, and the size of the sample was 30 students.The instrument used to get the data were a pronunciation test. In analyzing the data based on the result of pronunciation test, the researcher calculated the students' score, classified the students who get high, moderate and low ability. And the last she counted the percentage of students' ability.The data of the study were students' ability in pronouncing voice and voiceless Dental /ð/ /θ/. Generally, the result of data analysis of pronunciation test showed that 2 students (6.67%) got high ability, 25 students (83.3%) got moderate ability, and 3 students (10%) got low ability in pronouncing voiced and 9 students (30%) got high ability, 14 students (46.67%) got moderate ability and 7 students (23.3%) got low ability.Finally, by having known the ability of students in pronouncing voice /ð/ and voiceless /θ/ dental, the students are expected to practice more in pronouncing unfamiliar English sound. Besides, the lecturers are expected to be able to develop their teaching material, and give the students more exercise to produce the sound.

Key word: Ability, pronouncing, voiced dental /ð/, voiceless dental /θ/

Introduction

English is international language. In learning English the student should master four skills. They are listening, speaking, reading and writing. And in learning English the student should master four language

components. Those are pronunciation, vocabulary, linguistics and grammar.

Pronunciation is one aspect of four language component that teacher must focus in teaching English speaking. According toEric (1998:6), pronunciation can be one of the most difficult parts of a language for adult learners tomaster and one of the least favorite topics for teachers to address in the classroom. Macdonald (2002:3) also says that pronunciation is a key element of the learning of oral skills in a second language. Therefore, by the statements above, we know that pronunciation is important to build up speaking ability.

Some sounds in English pronunciation are difficult to be learned by Indonesian students because it has many unfamiliar sounds. Such as the sounds /ð/, /æ/, /θ/, /ə/, etc.When students pronounced the word incorrectly, misinterpretation about the meaning of the word will occur. Students say " thank " into /sænk/, the meaning will be different " thank " means word showing gratitude while " sank " means drowned into river or sea. This problem occurred because there are no such phonemes in Indonesian language.Syafei (1988:1) states that English is quiet difficultfor Indonesian learners. One of the causes is that some particular phonemes in English words are not available in Indonesian and it can cause difficulties in pronouncing them.

Thus, when students learn to pronounce English words, they have to be ready to learn such voiced (ð) and voiceless (θ). Based on researcher's observation, the fact showed that the student's ability in pronunciation is still weak or bad. The students often did not know how to pronounce the word of English correctly, especially the sounds that are not found in Indonesian. This condition also happened because the students only enrich their vocabularies.

They do so in order to make them easy to find the meaning in reading text and the students did not see and learn on how to pronounce the words they found. Moreover, students felt that English pronunciation is not too important for them to be learned.

Some of students still made mistake in English pronunciation, like pronouncing the sounds :

(θ) in 'think', 'tooth'

(ð) in 'they'

(pʰ) (aspirated) in 'pen'

(tʰ) (aspirated) in 'time'

(kʰ) (aspirated) in 'cook'

Those sounds are not found in Indonesian and the students also have a few words to begin speaking or communicate in English, students preferred to study grammar or reading instead of pronunciation. This condition occurred because in grammar we do not have to pay much attention and how the students say the word correctly which make the students' tongue folded over but, grammar only focus on the structure of the words in reading text the students only have to know the meaning of the words.

The students were accustomed to use their native language system. They found it is difficult to produce English sound and they try to pronounce it in their native language way. For instance, when they pronounced a word like "matter" they said /mother/ or /mader/ because only /z/ and /d/ have the closest sound to the word the student read. When pronouncing the word "with" the students said /wit/ or /witʃ/ instead of /wið/. The conditions in mispronouncing words also found in other English words.

The researcher thinks that the students should increase pronunciation ability in differentiate the words spoken on the tape. When the students do not know what words are pronounced. For example: the voice on the tape says 'love' the students may guess the word 'laugh' the student do not know how to pronounce the word'love' correctly. Sound /θ/ in such word is not available in Indonesian sound, so the students who do not familiar with this word will be difficult to analyze it in listening examination.

Based on the explanation above, the writer is interested in conducting the research entitle "An Analysis of the Fourth Year Students' Ability at English Department of Bung Hatta University in Pronouncing Voiced and Voiceless Dental /ð/ /θ/". I chose the fourth years students as sample, because I want to know how much they can read the words correctly.

There are two kinds of pronouncing of sound system in English: consonant and vowel. And there are 24 consonants in English. These consonants may be classified according to the following: 1) place of

articulation, 2) manner of articulation, and 3) voicing, i.e. voiced or voiceless. (http://www.Callearning.com/word/te/text56432.html#p6zubfhbg.88)

There are many sounds of English that cannot be pronounced well by students. In this research, the writer identified the students'ability in pronouncing English sounds especially pronouncing the sound voice /ð/ and voiceless /θ/.

At the articulatory level, a voiced sound is one in which the vocal cords vibrate, and a voiceless sound is one in which they do not. For example, voicing accounts for the difference between the pair of sounds associated with the English letters "s" and "z". The two sounds are transcribed as [s] and [z] to distinguish them from the English letters, which have several possible pronunciations depending on context.

According to the place of articulation we may distinguish the following types of consonants: bilabial (two lips), labio-dental (top teeth/bottom lip), dental (tongue tip/top teeth), alveolar (tongue tip/tooth ridge), post-alveolar (tongue tip/hard palate), palate-alveolar (tongue mid/hard palate), palatal (tongue mid/hard palate), velar (tongue back/soft palate), glottal (notlocalized).(http://www.Callearning.com/word/te/text56432.html#p6zubfhbg.88).

Basically, comparing with the English sound system, Indonesian is same to the English sound system. They are similar in some terms, namely, minimal pairs, assimilation, elision, and intonation. However, some differences also exist. Some English vowels and consonants do not exist in Indonesian. Indonesian also do not have clusters, stress, and aspirated sounds. In English sound stress is important because it will influence the meaning of word. If different with Indonesian, it not influenced the meaning. Besides that, in English sound there is aspirated sound.

Based on the identification above, the researcher limits her study to analyze the fourth year students' ability of English Department of Bung Hatta University in pronouncing voice /ð/ and voiceless /θ/ dental. The researcher describe the fourth year students' ability of English Department of Bung Hatta University because the researcher want to know how the students' ability

in pronouncing voice /ð/ and voiceless /θ/ dental.

Based on the (Forel & Puskás 1986:8)there are seven way how to pronounce the Places of Articulation.

− Bilabial is sounds which are produced when the lips are brought together.
− Labiodental is sounds which are made when the lower lip is raised towards the upper front teeth.
− Dental is sounds are produced by touching the upper front teeth with the tip of the tongue.
− Alveolar is sounds which are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called the alveolar ridge.
− Palatal is sounds which are very similar to palatoalveolar ones, they are just produced further back towards the velum.
− Velar is sounds which are made by raising the back of the tongue towards the soft palate, called the velum.
− Glottal is sounds which are produced when the air passes through the glottis as it is narrow.

There are problem of this study are formulated into the following question :

1. How is the fourth year students' ability to pronounced voice /ð/ dental at the English Department of Bung Hatta university?
2. How is the fourth year students' ability to pronounced voiceless /θ/ dental at the English Department of Bung Hatta university?

From the formulation of the problem, there are two questions that would be answered after doing this research.

- How is the student's ability to pronounced voice /ð/ dental?
- How is the student's ability to pronounced voiceless /θ/ dental?

In general, the purposes of this research is to explore and find out the ability of the fourth year students of English Department of The Faculty of Teacher Training and Education of Bung Hatta University in pronouncing voice /ð/ and voiceless /θ/ dental. More specifically the purposes of this research are as follows:

a) To describe fourth year student's ability of English Department, Bung Hatta University in pronouncing voice /ð/ dental.

b) To describe fourth year student's ability of English Department, Bung Hatta University in pronouncing voiceless /θ/ dental.

Theoretically, this research is useful for English teachers and the students. For the English teacher it will help them to enrich student's ability to pronounce voice /ð/ and voiceless /θ/ dental. The teacher will know how well the student's ability in pronounce. And of course this research will give more ideas what should be involved in pronouncing voice /ð/ and voiceless /θ/ dental. The research is considered significant because pronounce is very important in speaking. Besides that, this research is hoped to give some contributions to the students of English Department of Bung Hatta University. Moreover, it will develop student's skill in speaking.

In order to make clear about the definition of the terms and to avoid misunderstanding and misinterpretation, the terms are defined as follow:

- Pronunciation :The way a certain sound or sounds are produced. (Jack, 1987:232)

- The sound /θ/: The sound that is produced by holding tip of tongue between the top and bottom teeth, then force the air out with voiceless sound. (Yates 1995)
- The sound /ð/ : The sound that is produced by holding tipoff tongue between top and bottom teeth, release the air with a voiced sound. (Yates 1995)
- Pronunciation Ability : Is ability of someone to pronounced the words correctly.

RESEARCH METHOD

The design of the research is descriptive. Descriptive research involved collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study (Gay 1987:189). Sellinger and Shohami in Aktifa (2008:28) affirm that descriptive means that the research concerns with providing description of phenomena that occurs naturally. This research was designed to describe the students' ability in pronouncing voiced and voiceless dental /ð/, /θ/.

Gay (1987:102), states that population is a group to which the researcher would like the result of the study to be generalized and sampling is the process of selecting a number of represents one the large group from which they selected. The population of this study is the fourth year students at English Department of Bung Hatta University. The total number of the population was 208.

In this research, the writer used simple random sampling technique. According to Gay (1987: 104) random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

To choose the sample, the researcher wrote the name of each students in 208 pieces of paper, and then put them into the box. The next researcher shaked the box, she took 30 papers from the box. Paper that selected was the sample.

In this study, the instrument of this research was pronunciation test. The test consists of 60 words, the words group into two, the first consisted of 30 words with voiceless dental /θ/ and the

second group was consisted 30 with voiced dental /ð/. Each student has five minute time to pronounce the words.The writer used tape recorder to record the students pronunciation of given words.

The researcher used one instrument for collecting the data; that is test. In collecting the data from the instrument, the researcher followed the following step:

a) Testing the students' oral ability by recording their pronunciation of voiced dental /ð/ and voiceless dental /θ/.

b) Listening to the recording words seriously

c) Checking the students' oral ability by using table cheek list

Table 3.2 Table Cheek list

No	Words	Students			
		1	2	3	4
1					
2					
3					

d)The researcher gave score 1 for the correct answer and 0 for incorrect answer.

The data were analyzed based on the result of the observation. In this technique, there are some steps that are followed:

1. The researcher were analyzed the data
2. Present and calculate the score of students by using formula

$$S = \frac{R}{N} x\ 100$$

Where :

S = Score

R = The total correct answer

N = Total number of test

100 = Standard score

3. Calculating Mean (M) and Standard Deviation (SD), by using the following formulas (Sudiyono 2005:153)

$$M = \frac{\Sigma fX}{N}$$

And then use this formula to find the standard deviation

$$SD = \frac{1}{N}\sqrt{(N)(\Sigma FX^2) - (\Sigma FX)^2}$$

Where:

SD = Standard deviation

N = Number of the test

1 = Constant number

ΣFX^2 = result of multiplication between each score of frekuensi (f) and Score after multiplication (x^2)

$(\Sigma FX)^2$ = Result of quadrate multiplication between each frekuensi (F) and each score (X)

4. Classifying the students' ability based on their group:

High ability   = >M + 1 SD

Moderate ability = Between (M-1 SD) and (M + 1 SD)

Low ability   = <M - 1 SD

5. Next, to find the percentage, the data were analyzed by using formula:

$$P = \frac{R}{N} x\ 100\%$$

P = The score of each students

F = total number of the words

N = The total of correct pronunciation

6. Finally, the researcher were interpreted the results of data analyzing.

FINDING AND DISCUSSSION

The researcher presented the findings of this research in general; that is students' ability in pronouncing voiced and voiceless dental /ð/, /θ/.

The result of data showed that the highest score was 100 and the lowest score was 40, and then the writer calculated the mean and Standard Deviation. The result of mean was 82.22 and Standard Deviation was 12.13. The result showed that 2 students (6.67%) had high ability, 25 students (83.3%) had moderate ability and 3 students (10%) had low ability. It means that the ability of the fourth year students at English Department of Bung

Hatta University in pronouncing voiced dental was moderate.

The result of data showed that the highest score was 100 and the lowest score was 26.67, and then the writer calculated the mean and Standard Deviation. The result of mean was 74.58 and Standard Deviation was 20.44. The result showed that 9 students (30%) had high ability, 14 students (46.67%) had moderate ability and 7 students (23.3%) had low ability (see appendix 13). It means that the ability of the fourth year students at EnglishDepartment of Bung Hatta University in pronouncing voiceless was moderate.

Discussion

Based on the result of the research, in general the students' ability in pronouncing voiced and voiceless dental /ð/, /θ/. Each of them was also moderate. It was indicated that the majority of the students had moderate ability; there are 83.3% students have moderate ability in pronouncing voiced /ð/ and 46.67 students have moderate ability in pronouncing voiceless dental /θ/.

Based on the findings, the students' ability in pronouncing voiced dental /ð/ was moderate. It was indicated 83.3% students were in moderate category. Based on the students test, they still confused to read the words correctly just some of them can read it correctly.

Based on the findings, the students' ability in pronouncing voiceless dental /θ/ was moderate. It was indicated 46.67% students were in moderate category. It means that most of the students still confused to read the words correctly just some of them can read it correctly.

CONCLUSION

In general, the finding of this study can be concluded that the ability of the fourth year students at English Department of Bung Hatta University in pronouncing voiced /ð/ and voiceless /θ/ was moderate. This conclusion was indicated by the fact there were 25 students (83.3%) who had moderate ability in pronouncing voiced /ð/ dental and 14 students (46.67%) who had moderate ability in pronouncing voiceless /θ/ dental.

In specific, the conclusion can be seen as follow:The ability of fourth year students at English Department of Bung Hatta University in pronouncing

voice and voiceless was moderate. It is supported by the fact that there were 2 students (6.67%) got high ability, 25 students (83.3%) got moderate ability, and 3 students (10%) got low ability in pronouncing voiced and 9 students (30%) got high ability, 14 students (46.67%) got moderate ability and 7 students (23.3%) got low ability .

ACKNOWLEDGMENTS

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