

The Pronunciation Problems of the English Department Students in the University of HKBP Nommensen

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Abstract: *This research was conducted to find and analyze the problems production of consonants sounds faced by the students. Using qualitative descriptive method, data were collected from sample of some students who took Speaking class at the second semester. All data collection session was recorded, transcribed, and analyzed. The results of the analysis grouped into two parts, namely total production of dental fricatives wrong that spoken by students, then systematically categorized based on IPA. The results showed some student were fail to pronounce dental fricatives /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/, /v/ and /f/. The students used the closest sound to replace those sounds were /s/, /d/, /j/, /p/. It was caused the Indonesian phonological systems were not found. This error occurred as the result of the process of inter-lingual. However, this study only describes a phenomenon that occurred in a group of Indonesian students in producing dental fricative along with the factors that influence the process.*

Keywords: *Consonant, fricative, palatal, pronunciation, speech sound*

I. INTRODUCTION

Pronunciation is a way of a word pronounced. To convey a message or information the human should be pronounce every word clearly. Pronunciation is important in English as communication purpose, because if we mispronounce a word, it will lead the listener to misunderstanding. English pronunciation is not simple, not only talking about how to pronounce words, but we needed to know that the pronunciation of English is difficult relatively, because we have known that pronouncing is different with writing some words, it is caused by the English language are complex. “When we pronounce some words we should be convey a message, it means that the listeners should understand every word that we have pronounced; in this case, we need the good pronunciation” (Manurung 2003:1). Jones in his book argues “good pronunciation produced by organ speech as a way of speaking clearly intelligible to all ordinary people and the other hand bad speech will create bad meaning” (1909: 4).

The variation of the differences background of people will create the differences of difficulties in English pronunciation. No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surrounding; there are also individual peculiarities for which it is difficult or impossible to account Jones (1909). Pronunciation is needed to be build, because with the good pronunciation the listener will receive the meaning clearly and good pronunciation is very important for good spoken communication, however we do not have to speak like a native speaker to have good pronunciation but with know the difficulties of pronunciation will make speaker efforts to build their pronunciation. A word can be spoken differently ways by various individual or groups, depending on many

factors, such as; their mother language, the location of their current residence, their ethnic group, their social class, or their class.

The ability of speaking English embodies the correctness of pronunciation and intonation and directly affects the appropriate communication in conversation. This paper explores some factors influencing English pronunciation from the objective factors and analyzing two sounds systems by comparing English and the mother language pronunciations, and then provides some practical suggestions for teaching and learning it.

The pronunciation in English gives influence to the students' braveness to speak in class, because the students are not able to convey message to the other, they are afraid to be wrong when they are talking in classroom so that they decided to be silent. There are many students able to understand English but they are not able to pronounce words correctly. The students sometime are difficult to give idea when the teacher asking them to give idea in English language because they do not know how to say it. The effect of mispronouncing is misunderstanding of the information or messages among the speaker.

Mother language of students will affect the students' difficulties to pronounce some words. For example when the student want to say 'car', the student there emphasize the *r* letter with hard voice, whereas in English language should be spoken in smooth sound. 'wash', 'laugh', 'catch' 'hour'. The pronunciation is one of the speaking elements to acquire the meaning, because the listener can receive clearly message because the speaker speech well Jones (1909:4).

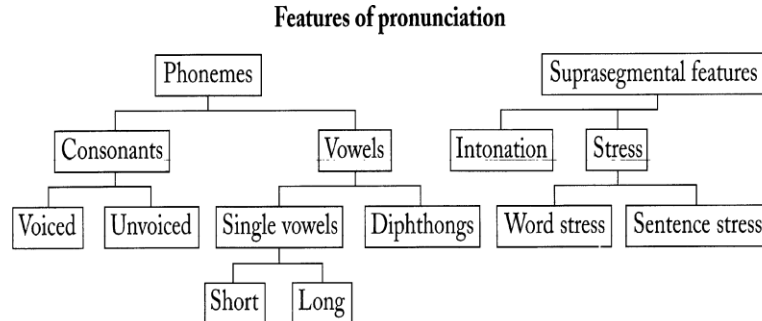
Based on her experience, the researcher had ever heard many students are not able to pronounce some particular sound; *th, sh, ch, h, etc.* Actually the difficulties that faced by students not only one sound, but from all sounds of English pronunciation there are so many that the difficulties that the students faced. The writer found them when the students did the conversation in front of class. There are some elements of pronunciation such as intonation, pitch but the researcher wants focusing on the consonant and vowel sounds. There are some consonants and vowels were difficult to be pronounced, based on the writer experienced faced by the students at FKIP Pematangsiantar.

The problems were formulated based on the real fact in the classroom. What problems do face by the students, the dominant problems faced by the students in pronouncing speech sound. The purposes of the study are to find out the problems faced in pronouncing, to find the dominant problem faced and finding reasons of problems faced by second semester students at FKIP UHN Pematangsiantar. This research mainly focused on the problems faced by the second semester students of Speaking Class at English Department of FKIP UHN Pematangsiantar in pronouncing the English Consonants. Analysis in this research, based on the pronunciation of English dialect called British English. This research is hopefully be able to help the English researcher improve skills knowledge and skills in teaching English speech sounds and how to overcome the problems faced by the students in pronouncing the English speech sounds, to help students to know how to produce English speech sound of consonants clear and correctly, helping the researcher in getting information about pronunciation and to add the references for the researcher.

II. THEORETICAL REVIEW

A. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.



(Kelly 2000:1)

B. Consonants

Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways Kelly (2000:47). Consonants include the sounds we represent as [p, b, t, d, m, n, f, v, s, z, l, r, h] in the ordinary alphabet. All consonants are produced by entirely or almost entirely stopping the airstream coming from the lungs. When we almost entirely stop the airstream we force it through such a narrow opening that the airflow at that point is turbulent and noisy.

Dealing to Sinurat (2013:194) based on the articulatory a consonant is regarded as a typical speech sound that is articulated either with complete or partial closure of the air stream in the mouth cavity by means of certain speech organ. As matter of fact, the number of English consonants is more than the number of consonant letters of the Latin alphabets. There are three ways of describing the consonant sound: (1) the voicing of articulation, (2) the place of articulation, (3) the manner of articulation.

1. Voicing or Vibration of the Vocal Folds

According to Sinurat (2013:195) the vocal cords may be held wide apart or closed completely. Besides, they may be held loosely together so that they vibrate when the air passes between them. During the production of the consonants, there might be more or less vibration of the vocal folds. When a stronger vibration is made during its production of the consonant is the classified as a voiced consonant, but if the vocal folds make less vibration, the sound produced, is classified as voiceless consonant. When the vocal folds are tightly closed so that no air can escape at all, and they are then suddenly opened, glottal stop (?) will be heard.

The larynx is in the neck, at a point commonly called Adam's apple. It is like a box, inside which are the vocal folds, two thick flaps of muscle. In a normal position, the vocal folds are apart and we say that the glottis is open (figure a). When the edges of the vocal folds touch each other, air passing through the glottis will usually cause vibration (figure b).

The only distinctions between the first sounds of *sue* and *zoo* for example is that [s] is voiceless, [z] is voiced. The same goes for *few* and *view*, [f] is voiceless, [v] is voiced. If you now say [ssssszzzzzsssss] or [fffffvvvvffff] you can either hear the vibrations of the [zzzzz] or [vvvvv] by sticking your fingers into your ears or you can feel them by touching the front of your larynx (the Adam's Apple). This distinction is quite important in English. There are many pairs of sounds that differ only in voicing. In the example, the first sound is voiceless, the other is voiced: *pie/buy*, *try/dry*, *clue/glue*, *chew/Jew*, and *thigh/thy*. This distinction can also be made in between two vowels: *rapid/rabid*, *metal/medal*, or at the end of a word: *pick/pig*, *leaf/leave*, and *rich/ridge*.

2. Places of Articulation.

Sinurat (2013:194) says the place or point of the articulation refers to the speech organs involved in the production of the consonant. Consonants are classified into; bilabial (articulated by the lower and the upper lip), labiodentals (articulated by the lower lip and the upper teeth), dental (articulated by the tip of the tongue and the upper teeth), alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), post alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), palate alveolar (articulated by the blade of the tongue and the front part of the hard palate), palatal (articulated by the front of the tongue and the hard palate), velar (articulated by the back of the tongue and the soft palate) and glottal (articulated in the glottis).

As we saw above [p, t, k] are all voiceless, so there must be another way to distinguish between them, otherwise we would not be able to tell *try* apart from *pry* or *cry*, or *pick* from *tick* or *kick*. Apart from the behavior of the vocal folds, sounds can also be distinguished as to where in the oral cavity they are articulated (i.e. where in the mouth there is most obstruction when they are pronounced)

- a. Bilabial sounds are produced when the lips are brought together.
Examples are [p], which is voiceless, as in *pay* or [b] and [m] are voiced, as in *bay*, *may*.
- b. Labiodentals sounds are made when the lower lip is raised towards the upper front teeth.
Examples are [f] *safe* (voiceless) and [v] *save* (voiced).
- c. Dental sounds are produced by touching the upper front teeth with the tip of the tongue.
Examples are [s] *oath* (voiceless) and [c] *clothe* (voiced). [s,c]
- d. Alveolar sounds are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called the alveolar ridge. Examples are [t, s] *too*, *sue*, both voiceless, and [d, z, n, l, r] *do*, *zoo*, *nook*, *look*, *rook*, all voiced.
- e. Palato-alveolar sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. Examples [ʃ, tʃ] *pressure*, *batch* (voiceless) and [y, dy] *pleasure*, *badge* (voiced).
- f. Palatal sounds are very similar to palate alveolar ones, they are just produced further back towards the velum. The only palatal sound in English is [j] as in *yes*, *yellow*, *beauty*, *new* and it is voiced.
- g. Velar sounds are made by raising the back of the tongue towards the soft palate, called the velum. Examples [k] *back*, voiceless, and [g, ŋ] both voiced: *bag*, *bang*. [w] is a velar which is accompanied with lip rounding.
- h. Glottal sounds are produced when the air passes through the glottis as it is narrowed: [h] as in *high*.

3. Manners of Articulation

Manner of articulation refers to the way how to speech organs are moved in to the production of the consonant Sinurat (2013: 195). Based on the movement of the speech organs, the consonants can be classified into; plosive, affricate, nasal, lateral, fricative, and semivowel.

We can now distinguish between English consonants from two points of view, that of voicing, and that of place. We can see that [b] and [t] are different in both respects, [b] is voiced and bilabial, and [t] is voiceless and alveolar. [p] is different from [b] only in being voiceless, as both are bilabial, and [p] differs from [t] only in being bilabial, as both are voiceless.

There are still pairs of sounds where we cannot yet describe the difference of one from the other, e.g. [b, m] *bend, mend* as both voiced and bilabial, and [t, s] *ton, son* which both are voiceless and alveolar. As the examples show, we can tell the words apart, because the sounds are different in a way we have not yet discussed, and that is with respect to their manner of articulation. The manner of articulation has to do with the kind of obstruction the air meets on its way out, after it has passed the vocal folds. It may meet a complete closure (plosives), an almost complete closure (fricatives), or a smaller degree of closure (approximants), or the air might escape in more exceptional ways, around the sides of the tongue (laterals), or through the nasal cavity (nasals).

- a. Plosives are sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion (it sounds like a very small explosion). Plosives may be bilabial [p, b] *park, bark*, alveolar [t,d] *tar, dark* or velar [k,g] *car, guard*. There is a fourth kind of plosive, the glottal stop. In English, a voiceless plosive occurs at the beginning of a word and is followed by a vowel, is rather special in the sense that at the release of a plosive one can hear a slight puff of air (called aspiration) before the vowel is articulated. Hence in 'pen' we hear [pçen]. These aspirated voiceless plosives are not considered to be different sounds from un-aspirated voiceless plosives from the point of view of how they function in the sound system. This difference, which can be clearly heard, is said to be phonetic.
- b. Fricatives have a closure which is not quite complete. This means that the air is not blocked at any point, and therefore there is no plosive. On the other hand the obstruction is big enough for the air to make a noise when it passes through it, because of the friction. This effect is similar to the wind whistling around the corner of a house. Fricatives may be labiodentals [f,v] *wife, wives*, dental [S,C] *breath, breathe*, alveolar [s, z] *sink, zinc*, palato-alveolar [R,Y] *nation, evasion*, or glottal [h] *help*. [h] is a glottal fricative. As it has no closure anywhere else, and as all air passes between the vocal folds, this means that [h] is like aspiration unaccompanied by any obstruction.
- c. Affricates are a combination of a plosive and a fricative (sometimes they are called "affricated plosives"). They begin like a plosive, with a complete closure, but instead of a plosion, they have a very slow release, moving backwards to a place where a friction can be heard (palate alveolar). The two English affricates are both, palate-alveolar, [tR] which is voiceless, *chin, rich*, and [dY] which is voiced, *gin, ridge*. The way an affricate resembles a plosive followed by a fricative is mirrored in the symbols. Both consist of a plosive symbol followed by a fricative one: [t+R], [d+Y].
- d. Nasals resemble plosives, except that there is a complete closure in the mouth, but as the velum is lowered the air can escape through the nasal cavity. Though most sounds are produced with the velum raised, the normal position for the velum is lowered, as this is the position for breathing (your velum is probably lowered right now when you are

reading this). The three English nasals are all voiced, and [m] is bilabial, *ram*, [n] is alveolar *run*, and [ŋ] velar, *rang*. In the section on places, the dotted line on the pictures of bilabial, alveolar, and velar articulations illustrate the three nasals.

Nasal sounds, like [m] and [n], are produced with air only passing through the nasal cavity for at least part of their production. On the other hand, nasalized sounds, like the vowel in *can*, preceding a nasal consonant, as opposed to the vowel in *cat*, which precedes an oral one, are characterized by airflow through both nose and mouth simultaneously stated by McMahon (2002:28).

- e. Laterals are sounds where the air escapes around the sides of the tongue. There is only one lateral in English, [l], a voiced alveolar lateral. It occurs in two versions, the so called "clear l" before vowels, *light*, *long*, and the "dark l" in other cases, *milk*, *ball*. Words like *little*, *lateral* have one of each type. "Dark l" may be written with the symbol [ɫ]. "Clear l" is pronounced with the top of the tongue raised, whereas for "dark l" it is the back of the tongue which is raised. Here again, as with aspirated and un-aspirated voiceless plosives, even though "clear l" and "dark l" are phonetically different, they cannot be said to be different sounds from the point of view of how they function in the sound system. If you produce a "dark l" where usually you have a "clear l", for example at the beginning of the word *long*, your pronunciation will sound odd but nobody will understand a different word.
- f. Approximants are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction. English has three approximants, which are all voiced. [r] is alveolar, *right*, *brown*, sometimes called post-alveolar, because it is slightly further back than the other alveolar sounds [t,d,s,l]. [j] is a palatal approximant, *use*, *youth*, and [w] is a velar approximant, *why*, *twin*, *square*. [w] Always has lip-rounding as well and therefore it is sometimes called labio-velar. [r] Only occurs before vowels in southern British English, whereas other accents, e.g. Scottish, Irish, and most American ones, also can have it after vowels. Therefore those accents can make a distinction between e.g. *saw* and *sore*, which are pronounced exactly alike in southern British English. Farel and Puskas (2005:12).

According to Kelly (2000: 53) approximant occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow. Note that /w/ and /j/ are sometimes referred to as 'semivowel'. This is because they are made without restriction to the airflow, unlike the other consonants. But they act in a consonant-like way, we say an apple, but we say pear, a watermelon and a yaw. All three approximants are important linking sounds in connected speech.

The least radical degree of constriction occurs when the articulators come fairly close together, but not sufficiently close together to create friction. This kind of stricture is called open approximation. Consonants produced in this way are called approximants. The first sound in *yes* is an approximant. It is produced by bringing the front of the tongue close to the hard palate. Although the sides of the tongue are in a constriction of complete closure with the upper gums, the air escapes along a central groove in which the front of the tongue is not close enough to the hard palate to create friction. This sound, transcribed as [j], is a voiced palatal approximant.

Approximants are normally voiced, so we will not discuss any voiceless counterparts for these sounds. The first sound in many English speakers' pronunciation of *rip*, *rope*, *rat*, etc. is an

approximant. It is produced by bringing the blade of the tongue into a constriction of open approximation with the alveolar ridge.

III. RESEARCH METHODOLOGY

This research belongs to qualitative research. The focus is on the description problems faced by the students who learning English as a foreign language in pronunciation. According to Keigan (2009:30) there are many, diverse, organizations that also use qualitative research: not-for-profit organizations, charities, professional bodies, design or communications companies, universities, schools, management consultants, accountancy, law firms and many more. The adaptability of qualitative research techniques means that they can be easily adapted for use in virtually any context. Keigan (2009:9) states also that for qualitative research, the materials that are produced from the research.

Data resources were collected from the second semester students at FKIP UHN Pematang siantar. The second semester divided into eight groups. Participants were limited from groups A, B and C. The data was the students' utterances in conversations.

The data were collected through observations, recordings, and note taking. Lists of words taken from Speaking Class materials used in the class. Conversation materials were given to the students to be practiced/spoken and later recorded. The recorded data were then transcribed and noted to enable data classification so as to identify the fricative dental mispronounced by students.

IV. FINDINGS AND DISCUSSION

A. Findings

The writer analyzed then found as follows:

1. Labio-dental Fricative.

There were some mispronounced, especially English Consonant /v/. This English consonant /v/ was not successfully pronounced by the students, after research has been done. They produced this sound as /f/ and /p/, /b/.

Words	IPA	Students' Pronounced
fast	/fæst/	/pas/
verb	/vɛ:rb/	/beb/
value	/væ.lju/	/fælu/
oval	/əu.vəl/	/əufl/
above	/əbʌv/	/əbʌf/
food	/fu:d/	/pud/
remove	/rɪ'mu:v/	/rɪmuf/

In fact, in Bahasa Indonesia there are some loans words which consist of consonant /v/ in initial and medial from English words, but they are pronounced it as /f/. For example; ‘variation’ (Eng) into Indonesia /variasi or fariasi/, ‘active’ into Indonesia ‘aktif’

2. Interdental Fricative

Some problems in interdental fricative are:

a. English Consonant /θ/

Most of the students exchange the English phonemes /θ/ as appears in the words ‘think’, thank, nothing, birthday, bath, breath

Words	IPA	Students
Think	/ θɪŋk/	/tɪŋ/
Breath	/breθ/	/bret/
Nothing	/ˈnʌθɪŋ/	/natɪŋ/
Birthday	/b ³ : θ.deɪ/	/betdeɪ/

They change consonant /θ/ into /t/ because there is no inter-dental fricative.

b. English consonant /ð/

The speakers failed to pronounced English voiced fricative /ð/, most of the students them’, father, breathe, these, this, those, teeth change consonant /ð/ into consonant /d/ as appear in the word like;

Words	IPA	Students’ Pronunciation
Them	/ðem/	/dem/
Father	/fəðə/	/fadə/
These	/ ði:z/	/di:s/
This	/ ðɪz/	/dɪs/
Those	/ ðəuz/	/dəuz/

The consonant /ð/ sounds similar with /d/ for the students. The contrast features applied to find out the answer of this anomaly. It can be seen that contrast in stop, continuant and their manner place, because they are similar features.

3. Palatal fricative

Some problems found in palatal fricative are:

a. English Consonant /ʃ/

The students are not good enough to pronounce /ʃ/. They exchange the sound /ʃ/ into /s/ as they can be seen in the words of ‘shine’, ‘shore’, ‘English’, ‘wash’, ‘finish’, ‘flash’. The students sound of /ʃ/ to be /s/

Words	IPA	Students' Pronunciation
Shine	/ʃaɪn/	/sain/
Shore	/ʃɔːr/	/sɔr/
English	/ɪŋ.gɪlɪʃ/	/ɪŋ.gɪs/
Wash	/wɑːʃ/	/was/
Finish	/fɪn.ɪʃ/	/fɪnɪs/
Flash	/flæʃ/	/flæs/

b. English Consonant /dʒ/ and /tʃ/

Pronunciation	IPA	Words
/wɒ t/ /sɪ p/	/wɒ tʃ / /ʃɪp/	Watch Ship
/dɪs/	/ ðɪ s/	This
/ʒenrə/	/ ʒ ɑ nrə/	Genre
/tɪ n/	/θɪ n/	Thin
/ci :t/	/tʃ i :t/	Cheat
/wɒtɔ/	/wɒ tʃ /	Watch
/faɪ n/	/θɪ n/	Thin
/cit/	/tʃ i :t/	Cheat
/peɪg/	/peɪdʒ/	Page
/ʒɔɪn/	/dʒɔɪn/	Join

B. Discussion

Based on the tables above shown, the students' difficulties in pronouncing consonants are /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/, student to pronounce /wɒ t/ instead of /wɒ tʃ/ for word *watch* and /sɪ p/ instead of /ʃɪp/ for word *ship*, some students pronounces /dɪ s/ instead of /ðɪ s/ for word *this* and /ʒenrə/ instead of / ʒ ɑ nrə/ for word *genre*, some student pronounces /faɪ n/ instead of /θɪ n/ for word *thin*, found some students pronouncing / ʒ ɑ nrə/ instead of / ʒ ɑ nrə/ for word *genre*. The students pronounced /ke :t/ instead of /tʃ i :t/ for word *cheat*. Some of them pronounced /wɑɪ t/ instead of /wɒ tʃ/ for word *watch*. The writer found the students pronounced /tɪ s/ instead of /ðɪ s/ for word *this* and /faɪ n/ instead of /θɪ n/ for word *thin*.

Through the analysis there are some students who miss pronounced in saying / ɸ fl nt/ instead of / ɸ flu :ənt/ for word *fluent*. They also pronounced /krən/ instead of /kraʊ n/ for word *crown*, /wɑ ɛr/ instead of /weə/ for word *wear*, / ɸ fb :nt/ instead of / ɸ flu :ənt/ and /flər / instead of /fɪ ə / for word *fear*. The others students pronounced / ɸ flent/ instead of / ɸ flu :ənt/

for word *fluent*. Some of them pronounced /ðear/ instead of /ðeə/ for word *there* and /fi r/ instead of /fi ə/ for word *fear*. The writer also found the students pronounced /ɔ̃ ʤ u :ə/ instead of /ɔ̃ ʤ u :ə/ for word *jewel*. After analyzing the data, the writer found some findings. The writer listed the research findings below: (1) The students have difficulties in pronouncing consonant /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/. (2) The students have difficulties in pronouncing consonant /tʃ/ mostly. (3) The students have difficulties in pronouncing consonants /f/, /v/ mostly. (4) The students miss some sounds.

Example		Exploration of Consonant Sound
Students	IPA	Students' sound
/wɒ t/	/wɒ tʃ /	/tʃ/ is pronounced /t/
/sɪ p/	/ʃip/	/ʃ/ is pronounced /s/
/dɪ s/	/ðɪ s/	/ð / is pronounced /d /
/jear /		/ʒ / is pronounced /j/
/ɔ̃ ʒ a nrə/		/θ/ is pronounced /fl/
/flaɪ n/	/θɪ n	/ʒ / is pronounced /dʒ /
/ɔ̃ ʤ anər/		/tʃ / is pronounced /k/
/ɔ̃ ʒ a nrə/		/tʃ/ is pronounced /ɪ t/
/ke :t/	/tʃ i :t/	/ð/ is pronounced /t/
/waɪ t/	/wɒ tʃ /	/θ/ is pronounced /f/
/tɪ s/	/ðɪ s/	/tʃ/ is pronounced /c/
/faɪ n/	/θɪ n/	/ʒ / is pronounced /kl/
/cət/	/tʃ i :t/	/tʃ/ is pronounced /ʃ/
/ɔ̃ kledər/		/v/ is pronounced /p/
/ɔ̃ ʒ a nrə/		/f/ is pronounced /p/
/ʃet/	/tʃ i :t/	
/perɪ/	/veri/	
/pain/	/fain/	

Based on research findings, the writer interprets that: the students have difficulties in pronouncing consonant /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/, /v/.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the analysis, the researcher found that the students' correct pronunciations were about half of the total pronunciations of /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/ tested. The problems encountered by the students in pronouncing /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/ may be caused by their lack of knowledge of the pronunciation of /ʃ/, /ð/, /θ/, /tʃ/, /ʒ/ affected by their mother tongue language sounds of students such Bahasa Toba, Simalungun, Karo, Java and Bahasa Indonesia which have uncommon sound English. It is also possible that they know the theory well, but they are not able to practice it orally. Another problem is caused by the English final clusters of consonants which does not exist in Indonesian. The words are like *very* [verɪ] and *fast* [fæst] are difficult for

the students to pronounce them where /v/, /f/ pronounce to be /p/. There are also found some missing sound while they were speaking English among their presentation partner's speaking in conversation.

5.2 Suggestions

There are the problems faced by the students of English Department in pronouncing /j/, /ð/, /θ/, /tʃ/, /ʒ/, /v/ and /f/. Some suggestions offered for both English teachers and students. English teachers should optimize their teaching of pronunciation, especially the pronunciation of /j/, /ð/, /θ/, /tʃ/, /ʒ/. More drills and practices should be given to the students in order to minimize their problems in pronouncing /j/, /ð/, /θ/, /tʃ/, /ʒ/. The students should practice the pronunciation of /j/, /ð/, /θ/, /tʃ/, /ʒ/, /v/, /f/ more. Since language is a matter of habit, it is impossible to acquire it without regular and much practice.

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