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28,29,30 January 2013
Bandar Lampung University (UBL)
Indonesia

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Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

THE FIRST INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

ICEL 2013

28 -30 January 2013

Organized by:
Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

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(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

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MISPRONOUNCED CONSONANTS OF BASIC LISTENING AND SPEAKING STUDENTS OF UNIVERSITAS KLABAT

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Abstract

Oral proficiency has been one of the important goals in teaching English as a Foreign Languange (EFL) since it is important not only in communication, but also in other language skills such as reading and writing, which obviously overlay the path to student's academic achievement. A study was conducted to examine mispronounced words by 34 EFL Freshmen FKIP students at the Klabat University who were taking Basic Listening and Speaking Subject. More specifically, this study aimed to find out the mispronounced voiced and voiceless consonants.

To analyze the obtained data, a descriptive-quantitative method was used. The study is based on findings derived from a list of selected 397 English words taken from the students' textbook. The words chosen appeared with their minimal pairs.

Findings showed that the students could produce voiceless /p/, /k/, and /s/ sounds correctly but mispronounced the other five voiceless sounds: /t/, /k/, /f/, /θ/, /ʃ/, /ʧ/ and voiced consonant sounds: /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /ʤ/. The mispronunciation occurred elsewhere regardless the position of the consonants: initial, middle or final position.

Keywords: mispronunciation, voiceless consonants, voiced consonants, minimal pairs.

1. INTRODUCTION

With English-speaking populations widely spread among 115 countries [1], English is now undoubtedly become an 'international language' by means of the media and fast-paced advancing technology [2]. In order to be accepted and to be understood, one needs to master English. To communicate in good English is also means to communicate in correct English pronunciation. "If they cannot hear English well, they are cut off from the language…If they cannot be understood easily, they are cut off from conversation with native speakers [3]."

Communication is a common relationship between the speaker and the hearer. It is a holistic process where one must comprehend what he/she hears in the target language and must produce the sounds of the language he is trying to learn accurately. Good intention of a speaker can be misinterpreted when he/she mispronounced or producing incorrect sound in communication. Unless he/she has sufficient knowledge of the sound systems of the target language, he/she can neither encode nor decode the message sent by others by learning the sounds of the target language within his/her mother tongue. Accordingly, pronunciation skill is of great substance for a successful oral communication to take place since it is a prominent feature of the communicative competence. To this extend, [4] argues that "pronunciation plays centre role in both our personal and our social lives". It simply means that a correct pronunciation can help someone to build a good relationship in his or her personal as well as social life. On the contrary, people can ruin their relation by mispronouncing or producing incorrect sound when communicating to others. The knowledge of the sound system of English may help to prevent communication's breakdown or misunderstanding.

The different ways in which Indonesian pronounce or spell letter(s) in Bahasa Indonesia may become one of the causes that trigger difficulties, since Bahasa Indonesia simply pronounce words in the same way as it is written which is not the case in English. Another unavoidable difference is that is a considerably difference in phoneme inventories between Bahasa Indonesia and English.

A fairly obvious observation about human language is that different languages have different sets of possible sounds that can be used to create words. Consequently, when one language borrows sounds from another language, the borrowing language must often adapt the words to fit the set of possible sounds in its inventory and this is true in the case of Bahasa Indonesia. English has, for example, the sounds of *th* [θ, ð], *sh* [ʃ] c*h* [ʧ] and *dg* [ʤ]. The absence of such sounds in Bahasa Indonesia creates problems for Indonesian when they encounter such sounds in English words. Consequently, in their effort to be understood, the Indonesian who learns English will

randomly try to adjust the English sounds above to the closest sounds they have in Bahasa Indonesia or, most probably use the Bahasa Indonesia's existing sound in interaction. It means, they will directly ignored those sounds or find the Indonesian most equivalent sounds (even though they are completely not) in producing such sounds. These phenomena will obviously lead to miscommunication.

Even some who knows the difference and can pronounce some English sounds correctly are using Indonesian rather than of English. For example, let us consider the voiced and voiceless labiodentals-fricatives /v/ and /z/. Both are borrowing or loan consonants. They are not of Indonesian originals. These consonants are almost never pronounced as such for Indonesians. In fact, /v/ sound is replaced with /f/ sound for those who can pronounce it, though the letter *v* may be written, as in e.g. 'television', victory and become '*telefisyen*', '*fiktori*'. In some cases, the /v/ and /f/ sounds are replaced with /p/ sound as in *nopember*, *poreign.*

Let see another case on voiceless and voiced inter-dental fricative /ð/ and /θ/sounds which can be found in words such as 'they' and 'three'. Problems are unavoidable which will lead to misunderstanding since , for some Indonesian, the 'th' or /ð/ is replaced with /d/ sound for those who can pronounce it, so instead of saying /ðey/ for *they* it will be pronounced as /dey/which, in English, it is the sound for *day*. The same case happened to 'th' or /θ/ which is simply replaced with /t/ sound alone. In the word *three*, they will pronounce it as /tri/ which is the same sound as *tree* in English. Some Indonesian simply cannot pronounce letter *z* and replace it with // sound, even for Indonesian words. Words like gizi, zakat, Zulkarnaen are pronounced as /gidʒi /, /dʒakat/, /dʒulkarnaen/. When it comes to English words, of course they will randomly attempt to adopt their native language sound system to pronounce English words.

2. NEED FOR PHONOLOGICAL AWARENESS

A fairly obvious observation about human language is that different languages have different sets of possible sounds that can be used to create words. Consequently, when one language borrows sounds from another language, the borrowing language must often adapt the words to fit the set of possible sounds in its inventory. In [5] research on comparison between English and Spanish sound systems, he believed that second language learners tend to transfer their whole knowledge of sounds in their first language into the second language. Let us consider English and Bahasa Indonesia in this regard. The different ways in which Indonesian pronounce or spell letter(s) in Bahasa Indonesia may become one of the causes that trigger difficulties, for example, for Indonesian in pronouncing English because it influences the way Indonesia and English words are pronounced. Therefore, the knowledge of specific phonological contrasts is needed through the teaching of English pronunciation to prevent their phonological miscues that eventually lead to miscommunication.

A change in a phoneme results in a change in meaning; it is the smallest, meaningful unit of sound. English has, for instance, the sounds of *th* [θ, ð], *sh* [ʃ] c*h* [ʧ] and *dg* [ʤ]. The absence of such sounds in Bahasa Indonesia creates problems for Indonesian when they encounter such sounds in English words. Consequently, in their effort to be understood, the Indonesian who learns English will randomly try to adjust the English sounds above to the closest sounds they have in Bahasa Indonesia or, most probably use the Bahasa Indonesia's existing sound in interaction. It means, they will directly ignored those sounds or find the Indonesian most equivalent sounds (even though they are completely not) in producing such sounds. These phenomena will obviously lead to miscommunication or communication breakdown.

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Let see another case on voiceless and voiced inter-dental fricative /ð/ and /θ/sounds which can be found in words such as 'they' and 'three'. Problems are unavoidable which will lead to misunderstanding or communication breakdown since , for some Indonesian, the 'th' or /ð/ is replaced with /d/ sound for those who can pronounce it, so instead of saying /ðey/ for *they* it will be pronounced as /dey/which, in English, it is the sound for *day*. The same case happened to 'th' or /θ/ which is simply replaced with /t/ sound alone. In the word *three*, they will pronounce it as /tri/ which is the same sound as *tree* in English. Some Indonesian simply cannot pronounce letter *z* and replace it with // sound, even for Indonesian words. Words like gizi, zakat, Zulkarnaen are pronounced as /gidʒi/, /dʒakat/, /dʒulkarnaen/. When it comes to English words, of course they will randomly attempt to adopt their native language sound system to pronounce English words.

Statement of the Problem

For data analysis purposes, the consonants were grouped into minimal pair, based on the sounds in words found in the book "Pronouncing American English" by Gertrude F. Orion [6]. The data were voiced – voiceless sounds which may be recognized as: [b – p], [d – t], [g – k], [v – f], [ð – θ], [z – s], [ʒ – ʃ] and [ʤ – ʧ],

Purpose of the Study

There were two principle goals this study tried to describe. Firstly, this study tried to find out the mispronounced voiceless and voiced consonants as well their percentages and to discover the reasons that trigger mispronunciation of English voiced and voiceless consonant sounds.

Research Questions

What are the voiceless and voiced consonant sounds mispronounced by Basic Listening and Speaking students?

What are the percentages of the voiceless and voiced consonants mispronounced by Basic Listening and Speaking students?

What are the reasons that trigger mispronunciation of English voiced and voiceless consonant sounds?

Subjects

The subjects in this study were 34 English Major Students of Universitas Klabat who enrolled in Basic Listening and Speaking class, during the first semester of school year 2011-2012. There were 18 females and 16 males. Many of them were still freshmen, meaning to say that it was their first semester of study in Universitas Klabat at the time this study was done.

The use of Basic Listening and Speaking class for this study was based on several reasons: they had studied at Universitas Klabat for almost four months when this study was done. Secondly, they have also been taught, in specific, the English consonants, including voiced and voiceless sound. Thirdly, to some extent, they had learned and practiced correct pronunciation during their class activities. Moreover, their pronunciation skills have been reinforced by doing their class projects, assignments and personal interviews.

Prior to any data collection, the researcher secured approval for the study from the researcher's university's Institutional Research Review Board.

3. DATA COLLECTION

Due to the uncontrollability of other possible variables during the instruction, this study employed a quantitative–descriptive method [7-9] to answer the research questions.

Data Integration: Subjects were given a list of words which appear in minimal pairs to be read. In the evaluation process of the words, the subject's pronunciation was accounted as correct (+) when the researcher perceived the correct phonetic realization of the target sound; on the other hand, it was accounted as incorrect (–) when the researcher perceived the target sound as incorrectly pronounced. Each target sound was tested at least three times in each word position, that is, there were there were three items containing different words with the same sound in a specific position. For instance, the target sound /f/ in initial position was tested in three words: fail, fan, fast. Consequently, the target sound /t/ was tested at least thrice in initial, medial, and final positions, for a total of 25 of /t/ overall. Since there were sixteen such target phonemes: voiced sounds /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /ʤ/, and voiceless sounds /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /ʧ/ (16 x 25 = 400). Unfortunately, the consonant sound [ʒ] has only 22 words in the book, and it explain why the total words are only 397not 400, so the total number of sound tested was 397.

4. CODING RELIABILITY

Coding is a central step in ensuring the reliability of the study. Consequently, seeking verification of the coding is highly recommended. I asked my colleagues, two English lecturers (both secured master degrees in English Language Studies) to verify the coding. The data were coded separately by my colleagues and me. Later, we compared and checked our coding to determine their validity and reliability. Whenever there is a coding difference, a discussion is initiated in order to find the best solution and to resolve any gaps between the three different codings.

In addition to useful references, I use two Standard English dictionaries: Oxford Advanced Learner's Dictionary (7th Edition) and Collins Cobuild Advanced Learner's English Dictionary (4th Edition) as main references. These dictionaries have pronunciation features that comply with IPA. In addition to that, both

dictionaries are equipped with cd-roms for help. In times where a phoneme is difficult to be judged, I can consult the dictionaries and listen to their cd-roms for the correct pronunciation.

By verifying the coding with other two colleagues and by consulting the dictionaries and listening to the correct pronunciation, an agreement of idea is reached. By doing this way, coding reliability was established.

RESULTS

The finding reveals that only three consonants which were not mispronounced by the students. The three consonants were all voiceless; they were /p/, /k/ and /s/. In other words, the students found it easy to produce or pronounce voiceless consonants /p/, /k/ and /s/. The other five voiceless consonants mispronounced by the students were /t/, /f/, /θ/, /ʃ/, /ʧ/. Table 4.1 on the next page displays the mispronounced of voiceless and voiced consonant sounds.

Table 4.1. Mispronounced Voiceless Consonants.

	Voiceless	Mispronounced	Voiced	Mispronounced
Stop-Plosive Bilabial	p	+	b	–
Plosive-Alveolar	t	–	d	–
Velar	k	+	g	–
Labiodental Fricative	f	–	v	–
Inter-Dental Fricative	θ	–	ð	–
Alveolar Fricative	s	+	z	–
Palato-Alveolar Fricative	ʃ	–	ʒ	–
Palato-Alveolar Affricate	ʧ	–	ʤ	–

For the voiced consonant sounds, it is interesting to notice that the students mispronounced all the eight voiced consonant sounds: /b/, /d/, /g/, /v/, / /z/, /ð/, /ʒ/, and /ʤ and the mispronounced percentages were vary for each category.

The findings also revealed that the mostly mispronounced voiceless consonant was inter-dental fricative /θ/ which constituted 74.6% of the total voiceless consonants. The second most mispronounced was palate-alveolar fricative /ʃ/ with 69.88%. The next mispronounced voiceless consonant was palate-alveolar –palato-alveolar ffricate / ʧ / which was 38.4%, followed by plosive-alveolar /t/ with 2.8%, and labiodental fricative /f/ with 0.96%. The last three voiceless consonant sounds of /p/, /k/ and /s/, were the consonants which were not mispronounced by the students. Table 4.4 below shows the percentages of voiceless consonants mispronounced by the students.

Regarding the voiced consonant sounds, the finding revealed that the students mispronounced the fricatives sounds the most. In fact, fricatives possessed the first four highest mispronounced voiced consonant sounds, followed by plosive alveolar then the palato-alveolar affricate and stop-plosive bilabial and the last one is dental. The analysis of the data showed that the mostly mispronounced voiced consonant was the inter-dental fricative /ð/ which constituted 86.8% of the total voiced consonants. The second most mispronounced voiced consonant was palato-alveolar fricative /ʒ/ with 84.64%. The third most mispronounced voiced consonant was labiodental-fricative /v/ with 72.52%; the next was alveolar fricative /z/ with 68.28%. The fifth mostly mispronounced voiced consonant sound was plosive alveolar /d/ with 26.04%, followed by palato-alveolar affricate /ʤ/ with 18.8%, then voiced stop-plosive bilabial /b/ with 18.6%, and the last was the voiced velar /g/ sound with 17.84%. Table 2 presents the overall data of voiceless and voiced consonants mispronounced by the students.

Table 2. Percentage of Mispronounced Voiced and Voiced Consonants.

	Voiceless	Mispronounced	Voiced	Mispronounced
Stop-Plosive Bilabial	p	0% (0)	b	18.6% (467)
Plosive Alveolar	t	2.8% (70)	d	26.04% (651)

Velar	k	0% (0)	g	17.84% (446)
Labiodental Fricative	f	0.96% (24)	v	72.52% (1813)
Inter-Dental Fricative	θ	74.6% (1865)	ð	86.8% (2170)
Alveolar Fricative	s	0% (0)	z	68.28% (1707)
Palato-Alveolar Fricative	ʃ	69.88% (1747)	ʒ	84.64% (2116)
Palato-Alveolar Affricate	ʧ	38.4% (960)	ʤ	18.8% (470)

Students made no mistake in pronouncing voiceless /p/ consonant sound but they do made some mistake when producing the minimal pairs of /b/. The mispronounced words were: crab, cub, hub, lamb, loeb, mob, blood, rib, and tab. In pronouncing plosive alveolar /t/ and /d/ students made only one mistake in pronouncing voiceless /t/ consonant sound but they do made some mistake when producing the minimal pairs of /d/. The mispronounced word with /t/sound was only found in the word 'debt' which should be pronounced /det/ but the students pronounced it /deb/. Further and thorough explanation regarding mispronunciation of these /t/ and /d/ sounds is discussed at the end of this chapter. The other words mispronounced by the students were: add, bad, bride, card, code, dead, had, and hid, lid and made. Whereas, in pronouncing velar-stop /k/ and /g/, the students made no mistake in pronouncing voiceless /k/ consonant sound but several mistake were made in pronouncing its minimal pair /g/. The words with consonant /g/ sound mispronounced by the students were: bag, bug, dig, dug, lag, log, mug, pig, rag and snag.

When pronouncing labiodental fricative /f/ and /v/, the students made only one mistake in pronouncing voiceless /f/ consonant sound but made mistake in pronouncing all words with voiced /v/ consonant sounds. The word with consonant /f/ sound mispronounced by the students was: sophomore. The words with voiced consonant /v/ sound mispronounced by the students were: above, positive, reviews, rival, saver, service, television, vast, very, and vinyl. On the other hand, in pronouncing inter-dental fricative consonants /θ/ and /ð/, the students made mistakes in pronouncing all words with voiceless /θ/ as well as in pronouncing all words with voiced /ð/ consonant sounds. The mistakes appeared elsewhere regardless its position, in the initial, middle or final position. The words with consonant /θ/ sound mispronounced by the students were: birthday, three, thrill, through, wreath, youthful, booth, everything, healthy and myth.

The words with voiced consonant /ð/ sound mispronounced by the students were: although, brother, clothing, father, lather, leather, loathing, smooth, soothe, and together. Additionally, when pronouncing alveolar-fricative consonants /s/ and /z/, the students made no mistakes in pronouncing all words with voiceless /s/ but on the contrary, for its minimal pairs, they mispronounced all words with voiced /z/ consonant sounds. The mistakes of mispronunciation of voiced /z/ sound appeared elsewhere regardless its position: in the initial, middle or final position and, the words with voiced consonant /z/ sound mispronounced by the students were: advise, dies, eyes, plays, prize, rise, zoo, freezer, these, zero.

When pronouncing palate-alveolar fricative consonants /ʃ/ and /ʒ/ the students made mistakes in all words both consonant sounds of voiceless /ʃ/ and voiced /ʒ/. The mistakes appeared elsewhere: in the initial, middle or final position. The words with consonant /ʃ/ sound mispronounced by the students were: bash, brush, clash, delicious, finish, nation, occupation, patient, ship and shoulder. The words with voiced consonant /ʒ/ sound mispronounced by the students were: Asian, beige, casual, collision, decision, garage, massage, measure, provision and television.

The students made some mistakes in pronouncing palato-alveolar affricate consonants /ʧ/ and /ʤ/. Most of the mistakes happened when the students pronounce the minimal pairs of the consonants. The mispronunciation of both voiceless /ʧ/ and voiced /ʤ/ sounds appeared elsewhere regardless their positions: in the initial, middle or final position. The words with voiceless consonant /ʧ/ sound mispronounced by the students were: 'H', batch, chain, chump, cheap, etch, etching, lunch, march, match, whereas the words with voiced consonant /ʤ/sound mispronounced by the students were: age, badge, edge, edging, lunge, Marge and Madge.

Based on the findings presented above, we could then draw some interpretations related to the mispronunciation of English consonant sounds by the students. The first is regarding the voiceless /p/ and voiced /b/ sounds. It is interesting that in pronouncing or producing stop-plosives consonants: /p/ and /b/, the students do not find it considerably difficult. Simple, daily words like: apple – able, cap – cab, pill – bill can be pronounced easily without any mistakes. Problems arouse on pronouncing quiet unfamiliar daily words of voiced /b/ sound like: crab, cub, lamb, loeb, rib, tab. Many of the respondents made mistake especially when the voiced /b/ appears in the final position.

As [9] asserted: 'pronunciation errors made by second language learners… [is] because the sound inventory…of their native languages.' This idea is true with Bahasa Indonesia. The stop-plosive voiced consonant /b/ however is almost never pronounced as such when it appears in the final position. In fact, though it may appear at the final position, Indonesian words such as: Adab, lembab, jerembab, sebab, are pronounced as: /adap/, /lembap/, /jerembap/, and /sebap/. It should be noted that this present study doesn't touch the differences in pronunciation of the "-ed" ending of the past tense form of the regular verbs.

The second interpretation is regarding to the voiceless /t/ and voiced /d/ sounds. The same case in the consonantal sounds /p/ and /b/ also happened in /t/ and /d/ sounds. In general, in pronouncing plosive alveolar consonants /t/ and /d/, the respondents do not find it considerably difficult. Pronouncing /t/ sound consonant whether they appear in initial, middle or final position is easy.

The only problem for the student is when they pronounce the word 'debt'. The English phonetical rule for this word is the letter *b* is not pronounced when it follows by the letter *t* (and also letter *m*) in the same syllable. The students just take it for granted: they produce whatever sound which come first (in this case, letter *b*) and consequently, not pronounce the second phoneme sound /t/ which in English, it is the other way round. Instead of saying /det/, many of them pronounce it /deb/. I assume this is their random attempts to produce unfamiliar sound which is not an Indonesian original and there is no Indonesian word as such.

Basic words like at, bat, cart, coat, where the position of letter *t* is at the final position, can be pronounced easily without any mistakes. But when producing their minimal pairs like add, bad, card, code, problems pop up. Many of the students made mistake especially when the voiced /d/ appears in the final position. They replace the sound /d/ with the sound /t/. When appears in the final position, the students and also most of the Indonesian speakers perceived the /d/ sound as the same sound, and are therefore both considered to represent a single phoneme /t/. The result is obvious: misunderstanding caused by mispronunciation since the hearer will hear the words: at, bat, cart, coat, for words of add, bad, card, and coat.

The next analysis is concerning the pronunciation of velar-stop consonants /k/ and /g/. Here, the students do not find any difficulties in pronouncing /k/ sound: whether the sound is in initial, middle or even final position. They can smoothly pronounce words such as ankle, back, cold, come, dock, lack, muck.

The pronunciation of /g/ sound is not as smooth though. When the sound appears in middle or final position, the students tend to replace the /g/ sound into the /k/ sound. Again, there are not many of Indonesian words which end in /g/ sound. Even for the words which end in /g/ like gubug, or gudeg, the /g/ sound is replaced with /k/ sound so they are often pronounced /gubuk/ and /gudek/. This is the reason for the students for simply replacing /g/ sound with the /k/ sound.

The fourth analysis is regarding the way the students pronounce labiodental-fricative consonants /f/ and /v/. Though both sounds are not of Indonesian origin, [10-11] but almost all of the students (32) can pronounce it well and only two students cannot pronounce it. These two students simply replace /f/ with /p/sound. Interestingly, both students are not from Sulawesi Utara region. I assume that their native language does not have the phoneme inventory of /f/ sound. The same students also made mistake or mispronounce the /v/ sound. When appears in the final position, the students and also most of the Indonesian speakers perceived the /f/ sound as the same sound, and are therefore both considered to represent a single phoneme /v/ it is understandable (among Indonesian) when they speak with no difference in sound between /f/ and /v/.

One thing that makes situation like this worst is that many of Indonesian simply replaces the spelling *f* or *v* for *p*. Consequently, the English words will be mispronounced. Words like *fail*, *fan*, *fast* which all begin with the /f/ sound will obviously become pail, pan, past which have another different meanings in English which is all begin with /p/ sound. In fact, these consonants are almost never pronounced as such for Indonesians. In fact, /v/ is replaced with /f/ for those who can pronounce it, though the *v* may be written, as in e.g. above, positive, reviews, television. Many students fail to pronounce words with /v/ sound correctly.

The next interpretation is due to the inter-dental fricative consonants /θ/ and /ð/. Many mistakes happened in pronouncing these sounds regardless their position in the word.

Both sounds are borrowing. Moreover, the environment helps to cultivate this, meaning to say that these are almost never pronounced as such, even by those who can pronounce it. The 'th' sound is replaced with a simple't' as in the word 'birthday /bɜːθdei/' become /bɜːtdei/. Interestingly enough, many of the students do not make any distinctive sound between /θ/ and /ð/. They simply combine the two sounds into one: /t/. Again, I do also assume that doing this kind of combination or replacing the voiceless and the voiced /θ/ and /ð/ consonants into one: /t/ is part of their random attempts to produce unfamiliar sound which is not an Indonesian original.

The sixth analysis is regarding the pronunciation of the alveolar fricative consonants /s/ and /z/. Many mistakes happened in pronouncing these sounds regardless their position in the word. As the table shows, the students do not find any problems in pronouncing /s/ regardless its place in the word. Problems then arouse since for Indonesian, they perceived the /z/ sound as the same sound which is /s/. One interesting finding in this study was there were two students from outside North Sulawesi's area, from west part of Indonesia who could not

pronounce *z* as /zi/ sound at all. Instead, both students (which came from the same area/place of origin) *z* as /ʤ/sound and the result of their pronunciation is obvious. When they pronounced the words with letter *z* like zone, zinc, freezer, their pronunciation would be obvious: /ʤəʊn/ /ʤɪŋk/ friʤər/ and these were so wrongly pronounced. It should be noted that this research doesn't touch the differences in pronunciation of the '-s', whether it appears in plurals, possessives, or contractions.

The other interpretation is regarding the consonantal sounds /ʃ/ and /ʒ/. Of 25 /ʃ/ and 22 /ʒ/ sounds the students make mistakes in pronouncing all words. Again, this is due to the differences in the sound systems. There is a noticeable difference in /ʃ/ and /ʒ/ sounds between English and Bahasa Indonesia and the result is obvious, in their effort to produce unfamiliar sound which is not an Indonesian original, the easiest way is that to do some kind of combination or replacing the voiceless /ʃ/ and the voiced /ʒ/ consonants into both voiceless consonants /s/ or /sj/ and /j/ sounds. By doing this, the students some noticeable mistakes: firstly, the voiceless consonant /ʃ/ sound which is usually spelt with the letters *sh* will become *s* or spelt with letter *s* only when it appears in the final position, like in the words: bash, brush, clash, and when it appears in initial or middle position, it will be pronounced simply as /s/ or /sj/ sounds. Secondly as for voiced consonant /ʒ/, they just read it as what it is when there is a letter *s* in a word. So words like: Asian, recursion, television and all words containing *s* will just go smooth as voiceless consonant /s/ sound. In other case where the letter *g* is in the word and should be pronounced as /ʒ/, they are just randomly replace it with simple /j/ sound for the word such as beige, garage, espionage, and mirage.

Actually, the spelling of the /ʒ/ sounds are still in controversy for English speakers since some of them will also replace the /ʒ/ with /ʤ/ sound like for the word *massage* and *garage*. Well, this is true to the fact that the voiced consonant /ʒ/ sound is not of English origin but rather a borrowing from French. In one part, yes, it is acceptable since in older French borrowings that made their way into English the sound /ʒ/ is replaced with /ʤ/ sound. Since this research rely on the textbook and dictionary as the main source of references and both references use the /ʤ/ sound, so the spelling of words which are not in harmony with the sound /ʤ/ are counted as mispronounced.

The last interpretation is regarding the production of palato-alveolar affricate consonants /ʧ/ and /ʤ/. The students find no difficulties in pronouncing the sound /ʧ/ since it corresponds to Bahasa Indonesia /c/ sound. Pronouncing the /ʤ/ sound is no problem to the students when the letter in a word is *j*. Indonesian also has this letter *j* and the pronunciation of the sound is also the same as the way it is written /j/. But a little problem arose when the letter 'g' in a word is pronounced as /ʤ/ like in the word 'gin'. Unconsciously, the students will pronounce it as /gɪn/ since in Bahasa Indonesia, letter *g* is pronounced as what it is (/g/). The students also tend to replace the sound /ʤ/ as /ʧ/ and this replacement will change the pronunciation of the words age, badge, edge, lunge, madge, and ridge to become /eɪʧ/, /bæʧ/, /æʧ/, /lʌnʧ/, /mɑːrʧ/, /mæʧ/, and /rɪʧ/ the same pronunciation for the words 'h', batch, etch, lunch, march, match, and rich. These kinds of replacement are taken by the students as their random effort in finding the nearest corresponding sound to the English sound. And these are done unconsciously without being aware that these replacements could change the meaning of the words they are pronouncing.

Though it is not the main focus of this study, the result of this study also shows that though Basic Listening and Speaking is a basic subject which allocate enough time in the class for the students to practice and pronounce the voiced and voiceless consonants, the finding indicates that the Basic Listening and Speaking students are poor in their ability in pronouncing voiced and voiceless consonants correctly. Of 16 consonants sound (8 voiced and another 8 is voiceless consonants) the students had to pronounce, they could only pronounce three consonants sounds (/p/, /k/ and /s/) correctly and the other 13 were mispronounced by the students. From the findings above, we should bear in mind that Pronunciation teaching is still a major factor in foreign language in teaching in this case, English. English Language teacher should point proper importance to teaching English' pronunciations in their classes since sounds play an important role in communication.

There has been an increasing various types of computer softwares to assist teachers in pronunciation pedagogy. These softwares have the benefits like providing a private, stress-free environment, which they can freely access, practice and do numerous activities.

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