English Approximant Consonants: Pronunciation Difficulties Encountered by EFL Students

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Abstract

The objective that the researchers wish to find out the dominant errors made by the students in pronouncing the words containing English Fricative and Approximant consonants. This research applied quantitative research. Quantitative is basically framed in term of using numbers, closed-end question. Quantitative research is characterized as an efficient examination of wonders by gathering quantifiable information and performing factual, scientific, or computational procedures. In collecting data, the researcher used pronunciation test as instrument in order to get the data. The items of pronunciation test consisted of a list of 120 words. Each sound consisted of 5 words. Pronunciation test was given to the respondents through asking them to pronounce the words clearly and correctly while the researcher was recorded. The result of the research data showed that the students made 1085 or 93.53% errors of substitution, 38 or 3.28% errors of omission, and 37 or 3.19% errors of addition from the total errors found. It indicated that most of the students made errors in substitution with high percentage than omission and errors of substitution had higher percentage than omission and addition. The result of the data analysis showed that there were 179 or 97.28% errors of substitution, 5 or 2.72% errors of omission, and there were no errors of addition found in pronouncing English approximant consonants. So, from all kinds of errors, most of the students made errors in substitution both fricative and approximant consonants.

Keywords: English Pronunciation; English Approximant Consonants; EFL students

Introduction

English plays an important role for specific function. Because of the importance of English, we have to give special attention to the English teaching learning in our country. In Indonesia, English has been chosen as the first-foreign language in school curriculum. It is because of a simple reason that English plays an important role in the international world. Our government hopes that it can be a means function to acquire science and technology. Therefore, Indonesian people will become intellectual and skillful person who are ready to face both national and international development.

In English language teaching, there are four language elements. The four skills of language teaching are Listening, Speaking, Reading, and Writing. (Ramadan, 2019). One of

them should be noticed is pronunciation is considered difficult element method that can be applied in learning pronunciation.

In line with Pardede (2017) explains that pronunciation plays an important role in learning at the second or a foreign language. Although students have English subject at school, most of them often make mistake, for example: in listening, speaking, reading, and writing. The writer explain previously that language has three major components including phonology, vocabulary, and grammar. Among these components, phonology takes an important role. Automatically, phonology related with pronunciation.

Error analysis is an invaluable source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the

effectiveness of their teaching. According to Richards et al., as cited in Irianto (2018) states that error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.

Based on the observation which is done by the researcher, he found some students' Problems in Pronunciation in terms of English sound, the students having many problems in pronouncing the words, it is because lack of practicing the words. It is proven by some interviews that had been asked to some students. They, the students, are difficult to differentiate the consonant sound for example Plosive, Fricative, approximant and ect.

Based on the background above, problem statement of this research are :

1. What kinds of errors are made by the students in pronouncing the English Fricative Consonants?
2. What kinds of errors are made by the students in pronouncing the English Approximant Consonants?

As the problem statement above, the objective that the researchers wish to find out the dominant errors made by the students in pronouncing the words containing English Fricative and Approximant consonants. The results of this research would be expected to be useful information for many people in learning process, such as: 1) For the teachers, this research is expected to add information and valuable source about pronunciation and to encourage their teaching, especially for teaching English. 2) For the students and the learners, this research is expected to increase the students and the learners' achievement in learning English. 3) For the next research, this research is expected to give information or contribution to other research especially in descriptive research.

The scope of this research was limited to the Errors of English Fricative Consonant Sounds (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/) and Approximant Consonant Sounds (/w/, /y/, /r/) made by the First Year Students of English Department

Materials and Method

This research applied quantitative research. Quantitative is basically framed in term

of using numbers, closed-end question. Quantitative research is characterized as an efficient examination of wonders by gathering quantifiable information and performing factual, scientific, or computational procedures. Quantitative inquire about collects data from existing and potential clients utilizing inspecting strategies and sending out online studies, online surveys, surveys, etc., the comes about of which can be portrayed within the frame of numerical. This research also used numbers, percentage as the result, typically characteristic of quantitative method. This was needed to provide complete research and valid finding result.

In collecting data the researcher used pronunciation test as instrument in order to get the data. The items of pronunciation test consisted of a list of 120 words. Each sound consisted of 5 words. Pronunciation test was given to the respondents through asking them to pronounce the words clearly and correctly while the researcher was recorded.

The researcher used some stages in collecting the data, it could be seen as follows: 1) The researcher used pronunciation test to find out the errors that makes by the students in pronouncing English Errors of English Fricatives and Approximant Consonant Sounds make by the First Year Students of English Department. 2) The students' pronunciation was recorded by the researcher, 3) Then convert into written form or transcribe the audio, and 4) Analysis the data.

The researcher analyzed the students' pronunciation in consonant especially fricative sounds and Approximant Consonant Sound. In analyzing data for descriptive research, this research was an error analysis so that the researcher used Non Statistical Approaches/Techniques.

The steps of an error analysis in pronunciation were: 1) The researcher identified the error; 2) The researcher gave the description of the errors; 3) The researcher explained the error which made by the students;

Besides, the researcher also wanted to know the students in pronouncing English consonant in term of fricative and approximant consonants make the dominant errors. From the result of each of the analyses, the researcher was able to identify the significant things related to the errors they made in pronouncing the English fricative and approximant consonants.

Result And Discussion

In this descriptive research, the researcher

Table 1. The Kinds of Error in English Fricative Consonants

No.	Fricative Consonants	Kinds of Error		
		Substitution	Omission	Addition
1.	/f/	65	8	16
2.	/v/	59	-	-
3.	/θ/	132	30	3
4.	/ð/	238	-	-
5.	/s/	25	-	3
6.	/z/	198	-	-
7.	/ʃ/	109	-	-
8.	/ʒ/	113	-	15
9.	/h/	146	-	-
Total		1085	38	37
		1160		
Percentage (%)		93.53	3.28	3.19

Table 2. The Kinds Error in English Approximant Consonants

No	Approximant Consonants	Kinds of Error		
		Substitution	Omission	Addition
1.	/w/	14	-	-
2.	/r/	61	4	-
3.	/j/	104	1	-
Total		179	5	-
		184		
Percentage		97.28	2.72	-

found many errors in the use of English consonants especially fricative and approximant consonants. The researcher identified the errors that the students made in the appendix 2.

The kinds of error in pronouncing the English fricative consonants

Table 1 shows the kinds error which made by the students in pronouncing the english fricative consonants. Based on the table the research-

er devided the errors into 3 kinds; substitution, omission, and addition. Each kind contains the error frequency from all students.

Table 1 shows the kinds of error in pronouncing the fricative consonants. There were **1085** or 93.53% errors of substitution, **38** or **3.28%** errors of omission, and **37** or **3.19%** errors of addition from the total errors found.

The Kinds of Error in Pronouncing the English Approximant Consonants

Table 2 shows the kinds error which made by the students in pronouncing the English fricative consonants. Based on the table the researcher divided the errors into 3 kinds; substitution, omission, and addition. Each kind contains the error frequency from all students. Table 2 shows the kinds of error in pronouncing the approximant consonants. There were 179 or 97.28% errors of substitution, 5 or 2.72% errors of omission, and there were no errors of addition found in pronouncing English approximant consonants.

Table 3 shows all error made by the students. There were 89 (7.69%) in /f/ sound, 59 (5.10%) in /v/ sound, 165 (14.26%) in /θ/ sound, 238 (20.57%) in /ð/ sound, 25 (2.16%) in /s/ sound, 198 (17.11) in /z/ sound, 109 (9.42%) in /ʃ/ sound, 128 (11.06%) in /ʒ/ sound, 146 (12.62%) in /h/ sound.

Table 4 shows all error made by the students. There were 14 (7.61%) in /w/ sound, 65 (35.33%) in /r/ sound, and 105 (57.06%) in /j/ sound.

Table 5 shows that there were some students made errors from the words given. Each student made error frequency which has been counted in the table. And each student had their own percentage of error. The result of this descriptive research dialed with the answer of the problem statements which aimed to know about the dominant errors in pronouncing English fricative and

Table 3. Total Error in Fricative Consonant Sounds

55 Sample	Fricative Consonant Sounds								
	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/h/
Total Error	89	59	165	238	25	198	109	128	146
Percentage (%)	7.69	5.10	14.26	20.57	2.16	17.11	9.42	11.06	12.62

Table 4. Total Error in Approximant Consonant Sounds

55 Sample	Approximant Consonant Sounds		
	/w/	/r/	/j/
Total Error	14	65	105
Percentage (%)	7.61	35.33	57.06

Table 5. The proportion of error frequency made by the students

Number of words	Number of errors	Frequency	Percentage (%)
60	11	1	20.00
60	12	2	21.82
60	13	2	23.64
60	16	1	29.09
60	18	2	32.73
60	19	2	34.55
60	20	2	36.36
60	21	5	38.18
60	22	2	40.00
60	23	2	41.82
60	24	1	43.64
60	25	9	45.45
60	26	8	47.27
60	27	1	49.09
60	28	4	50.90
60	29	4	52.72
60	30	1	54.54
60	32	1	58.18
60	34	1	61.81
60	36	3	65.45
60	39	1	70.90

approximant consonant sounds. The data of errors in pronunciation consisted of fricative consonants and approximant consonant sounds.

The kinds of error in pronouncing the English fricative consonants.

There were 3 kinds of errors in pronouncing the English fricative consonants, substitution, omission, and addition. 1) Substitution is one of the kinds of errors deals with substitution of one sound with another sound. There were some students substitute the sound of some

words with incorrect sound. Based on the findings of this research there were 1085 or 93.53% errors of substitution, 38 or 3.28% errors of omission, and 37 or 3.19% errors of addition from the total errors found. As the explanation in findings, every student made errors when pronouncing the fricative sounds. Most of them substitute the word with the near one. As can be seen in the phonetic transcription the students mostly did substitution in pronouncing the fricative consonants. Table 6 is examples of substitution. 2) Omission is one of the kinds of errors which

Table 6. Examples of substitution

Word	Error Identification	Error Description	Error correction
Fast	/fes/*	Substitution of vowel /ɑ:/ with /e/	/fɑ:st/
Cloth	/klɒt/*	Substitution of consonant /θ/ with /t/ in final position	/klɒθ/

Table 7. Examples of omission

Word	Error Identification	Error Description	Error correction
Thnk	/θɪŋ/*	Omission of consonant /k/	/θɪŋk/
Parent	/'peə.rən/*	Omission of consonant /t/ in final position	/'peə.rənt/

Table 8. Examples of addition

Word	Error Identification	Error Description	Error correction
Peace	/pi:ys/*	Addition consonant /y/ in middle position	/pi:s/
Cloth	/klɒwt/*	Addition consonant /w/ in middle position	/klɒθ/

Table 9. Examples of substitution

Word	Error Identification	Error Description	Error correction
Swim	/swɪn/*	Substitution of consonant /m/ with /n/ in final position	/swɪm/
Hour	/oʊər/*	Substitution of vowel /a/ with /o/ in initial position	/aʊə r /

Table 10. Examples of omission

Word	Error Identification	Error Description	Error correction
Yourself	/jɔ: 'sef/	Omission of consonant /l/	/jɔ: 'self/
Parent	/'peə.rən/*	Omission of consonant /t/ in final position	/'peə.rənt/

deals with removing the sound of one word. There were some students remove the sound from one word when they pronounce the words. Table 7 is the examples. 3) Addition is the kinds of error which deals with adding some sounds to the correct sound of words. There were some students give addition to the sound of the word when they pronounce it. Table 8 is the examples.

The kinds of error in pronouncing the English Approximant consonants

Based on the result of data analysis the kinds of students' error in pronouncing the English approximant consonant were substitution and omission. In approximant consonant there were no students did addition. The result of data analysis

show that there were 179 or 97.28% errors of substitution, 5 or 2.72% errors of omission, and there were no errors of addition found in pronouncing english approximant consonants.

Substitution

Most student made error by substitute some word with another word, Table 9 is the examples.

Omission

In pronouncing approximant consonant sounds some student made error and did omission. Table 10 is the examples.

From all kinds of error, the kind of error that students mostly did is substitution error.

They substitute the sound of some words with incorrect sound. Substitution occurs when the students change the consonant with the other similar consonant. This is happened because there are several consonants in English which almost has the same utterances. This is then mostly causing them made error in pronouncing the English sounds. They also made errors in omission and addition, but from the result of the data analysis substitution had high percentage than the others.

Conclusion

Based on the findings and discussions in the previous chapter, the researcher drew the conclusions that based on the analysis of the test, it is proven that the students made 1085 or 93.53% errors of substitution, 38 or 3.28% errors of omission, and 37 or 3.19% errors of addition from the total errors found. It indicated that most of the students made errors in substitution with high percentage than omission. The findings of pronouncing approximant consonants also showed that errors of substitution had higher percentage than omission and addition. The result of the data analysis showed that there were 179 or 97.28% errors of substitution, 5 or 2.72% errors of omission, and there were no errors of addition found in pronouncing English approximant consonants. So, from all kinds of errors, most of the students made errors in substitution both fricative and approximant consonants.

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