

**AN ERROR ANALYSIS OF ENGLISH FRICATIVE SOUND  
PRONOUNCED BY GAYONESE STUDENTS**

**THESIS**

Submitted by

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# THESIS

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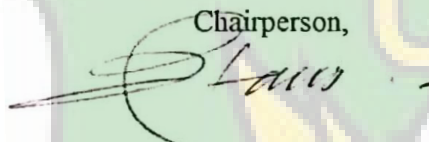
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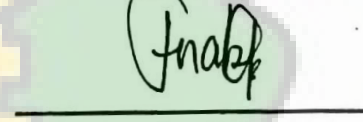
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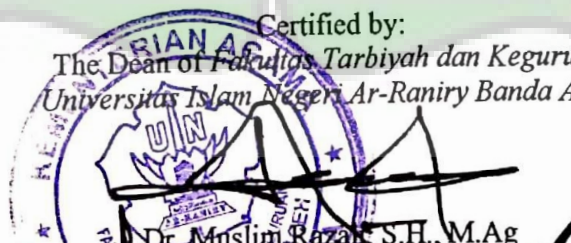
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**An Error Analysis of English Fricative Sound Pronounced by Gayonese Students**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Agustus 2020

Saya yang membuat surat pernyataan,


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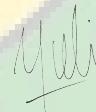
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Banda Aceh, Agustus 10<sup>th</sup> 2020  
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## ABSTRACT

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This research investigates the errors in pronouncing English fricative sounds pronounced by Gayonese students at SMA Negeri 1 Takengon. This research aims to determine the factors of pronunciation errors performed by the Gayonese students and to identify various types of pronunciation errors showed by the Gayonese students. The researcher utilized a qualitative research design in this study. There were twenty second-grade students participated in this research. They were purposively selected and involved in a structured interview. The interview included the pronunciation test of several words of fricatives sounds. The percentage number of pronunciation errors of English fricative sounds are as follow: /f/ 38%, /v/ 79%, /ʃ/ 62%, /z/ 77%, /θ/ 87%, /ð/ 76%, and /z/ 10%. The result revealed that substitution and insertion are the most common types of pronunciation errors that occurred among Gayonese students. The identified pronunciation errors caused by three causes of errors, there are interlingual transfer, intralingual transfer, and context of learning.

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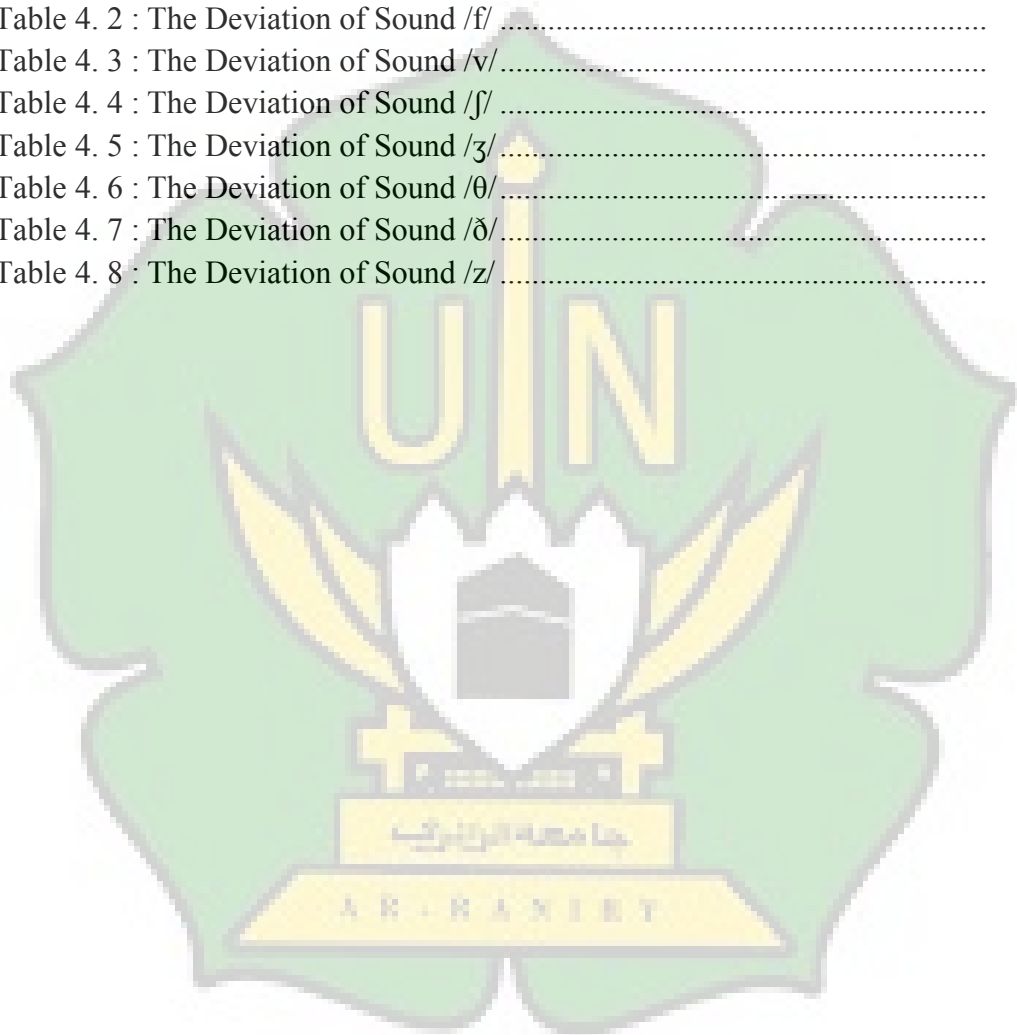
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## **CHAPTER I**

### **INTRODUCTION**

This introductory chapter begins with the background of a study related pronunciation error of Gayonese students in pronouncing fricative sounds. This chapter discusses the backgrounds of the study, the research questions, the scope of study, the objective of the study, the significance of the study, and the terminology.

#### **A. Background of the Study**

Indonesian nation consists of diverse ethnic groups and various languages. Aceh is one of the provinces in Indonesia that has 12 different tribes. One of them is the Gayonese tribe. Most of the Acehnese people are more dominant use Acehnese language as their mother language. Communities living in the six regencies of Aceh, namely Bener Meriah, Central Aceh, Gayo Lues, South-eastern Aceh, Aceh Tamiang, and parts of East Aceh, more often use the Gayonese language as their daily language. Gayonese language is one of the languages belonging to the Malay-Polynesian group which is a branch of several small Austronesian languages.

English is an international language that is very important in its use in the global association. Learning English at the school level, especially junior high school and senior high school is an obligation that has been set by the government in the Government Regulation of the Republic of Indonesia Number 32 of 2013.

But, Gayonese students feel a bit difficult to learn English. They are expected to have proper pronunciation in English regardless of their origin and tribe background.

Gayonese language reflects the customs of the Gayonese community culture. This language pillar directs the Gayonese community to behave and speak as a person who is civilized and cultured according to the traditions. In pronunciation, structure, speech and other aspects of language, Acehnese and Gayonese languages have significant differences. If associated with English as an international language, there are several words in Acehnese absorbed from English. Supported by Akbar (1985) as cited in Shaumiwaty (2016) argued that Gayonese language received many absorption elements from Arabic and Dutch. This is what makes the Gayonese community challenging to pronounce the correct pronunciation of English. The differences in the structure of the language between English and Gayo makes frequent errors in the pronunciation of English in the Gayonese community.

Articulation is one way to have a standardized pronunciation. In pronunciation, there is a term of manner articulation. Manner of articulation is the air from the lungs formed and released. Gayonese students often confront a challenging pronunciation when pronouncing English words that include fricative sounds at the manner of articulation, such as /f/, /v/, /θ/, /ð/, /ʃ/, and /ʒ/. They are indicated to mispronounce on this kind of sounds, such as word 'phone' they pronounce as 'pone' and 'zodiac' they pronounce as 'jodiac'. Mispronunciation may lead to a misunderstanding of a native speaker or listener (Dardjowidjojo,

2009). With a small distinguish element, the word pronouncing can be different in meaning. The learners also can influence the effectiveness of communicating in a foreign language.

When people learned a new language, linguistically the way they learn will be affected by both their tribe, mother and national languages. This condition will lead the learners to the original language problem as the learners learned a new language beyond the first languages. The issues that usually arise are errors and mistakes in both verbal and non-verbal aspects (Fauzi, 2014). Error is the result of deviation in the learning second language from the habits of mother tongue language that learners usually use. Brown (2000) stated that error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. In the context of second language learning, errors could be interpreted as the deviation from the second language norm produced by second language learners. Corder (1982) as cited in Fauzi (2014), described that Error classified into four kinds; errors of omission, errors of addition, errors of selection, and errors of ordering.

There were several kinds of research conducted studies on Error analysis in pronunciation, the first study was conducted by Islah (2015), entitled *“English Pronunciation Errors Performed by Learners with the Sundanese Background at the Department of English Education”*. This study found that the total errors encountered by Sundanese learners are as follows: sound /f/ 18%, sound /v/ 92%, sound /θ/ 42%, sound /ð/ 50%, sound /j/ 38%, and sound /ʒ/ 61%. Further, Since the focus of the research is only on fricative sounds of English that do not exist in

Sundanese, the majority of pronunciation errors is type 3, the sound is alien. Those kinds of errors occurred as much as 91.8%. The second error appeared is pronunciation errors type 1, the difference in pronunciation of the letter sound 5.7%, and 2.8% of the errors is pronunciation error type 7, students do not expect the sound to change.

The second study was established by Fauzi (2014) entitled "*Error Analysis of Sundanese English Pronunciation on Fricatives Sound*". This study observed that he found that almost all the respondents who involved in his research are made three out of four kinds of error as it has already mentioned in his study. These errors are committed by the respondents in whole words on the list of words with different place of errors on each respondent. Since the position of errors is various in each respondent, therefore the sound production of each word is also produced in many varieties. The researcher found that Sundanese students on English Language Department class of 2013 still have some trouble and errors on their pronunciation. At least they committed three kinds of error along the reading process. The errors are not only occurred on fricatives sound changing but also made on other types of sound, both consonants and vowels sound changing. Typically, they changed the sound on the list of words with another sound that they thought it had similar sound comparing to their mother tongue language based on their basic knowledge.

The error of English pronunciation that occurs in the Gayonese community is caused by several factors such as culture, food, habits, and environmental atmosphere. This study entitled "*An Error Analysis of English Pronunciation*

*Pronounced by Gayonese Students*” mainly focused on the error pronunciation in pronouncing fricative sounds that made by Gayonese students, that influence the effectiveness of English language communication. For this reason, it is necessary to analyze the error and to improve students’ English pronunciation.

### **B. Research Questions**

Based on the background of the study, the researcher formulates the research questions as follow:

1. What are the types of pronunciation errors performed by Gayonese students at SMAN 1 Takengon?
2. What are the causes of pronunciation error performed by the Gayonese students at SMAN 1 Takengon?

### **C. Scope of the Study**

This research is only focused on measuring fricative pronunciation errors made by second-grade students at SMAN 1 Takengon. This research is expected to point out several types and causes of error made by the students’ in pronouncing fricative sound given by the researcher.



#### **D. Objective of the Study**

Based on the problems above, the purposes of this study are:

1. To identify the particular types of pronunciation's errors performed by the Gayonese students at SMAN 1 Takengon.
2. To determine several causes of pronunciation error performed by the Gayonese students at SMAN 1 Takengon.

#### **E. Significance of the Study**

This research is expected to give several benefits for students, teachers, and researchers.

##### **1. Students**

The researcher expected the students to realize which pronunciation errors they frequently made and avoided making the errors. Moreover, students more comprehend in saying correct pronunciation because they were already known their inaccuracy.

##### **2. Teachers**

The researcher hoped this study could give several inputs to the teachers about the possible problems encountered by students in pronouncing words. The teachers could discover various effective methods which will be used to teach pronunciation.

### **3. *Researcher***

This research is expected to assist future researcher in conducting their research related to error pronunciation particularly in fricative sounds.

#### **F. Research Terminology**

In order to clarify the key terms used in this study, the researcher will provide some definitions below:

##### **1. *Error Analysis***

Keshavarz (2012) stated that error analysis is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness. Error analysis is an analysis that focuses on errors that have made by the second or foreign language learners in learning another language. In this study, the researcher will analyze the students' pronunciation error based on several factors.

##### **2. *Pronunciation***

Pronunciation is the main sub-skill of speaking. Harmer (2007), stated that pronunciation is the way people make a sound of the language, where people place the stress, and how people use pitch and intonation to show what people mean. Pronunciation is the act or manner of pronouncing words; utterance of

speech, a way of speaking a word. Every student has their own way of pronouncing the word. This based on their mother tongue and cultural background, particularly the Gayonese students.

This research refers to the manner of articulation that is used to deliver meaning. Manner of articulation is the way sounds are made. One of the parts of manner articulation is fricative. In this study, the researcher only focuses on fricative sounds in the manner of articulation of English consonant pronunciation.

### 3. *Gayonese*

Gayonese language that is found in the central part of Aceh province is interesting to be discussed by dialectological study since the language spoken by Gayonese is known as an *Old Malay* (Abdussalam & Salami, 2014). Gayonese people are an ethnic group living in the highlands of Aceh Province, Sumatra, Indonesia. Most of Gayonese people live in six regencies in Aceh namely Bener Meriah, Central Aceh, Gayo Lues, South-eastern Aceh, Aceh Tamiang, and East Aceh. Abdussalam and Salami (2014), argued that Gayonese language is a language that is spoken by *Old Melayu* which is more popularly called as *urang Gayo* or Gayonese people. Their language does not have a writing system, but folk tales, stories, and poetry are passed down in oral tradition. This is the target of the study. The researcher focuses on the students that are origin from Gayo and their Gayonese tribe's background.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews the literature, including the theories which are related to error analysis, pronunciation, and Gayonese. The theoretical framework of this study consists of three parts. The first section deals with a brief discussion of error analysis. The second section discusses several theories about pronunciation. In the last section, explains Gayonese language.

#### **A. Error Analysis**

##### ***1. The Definition of Error Analysis***

Error analysis is an issue while studying second language. Error analysis is a type of linguistic analysis that focuses on the mistakes made by language learners while using the language. Error analysis is a tool used to record errors that occur in the language of the learner, assess if those errors are systematic, and explain what caused them. Brown (2007) stated that in language learning, learners will produce error whether in spoken or written language, due to mother tongue, intralingual, context of learning and strategy in communication. According to Gass and Selinker (2008), error analysis is a type of linguistic analysis which focuses in the error learner makes. Errors are no longer seen as a failure to be prevented and eradicated.

Error is an unconscious process of language learning. Errors are considered indicators of developmental mechanisms in language learning (Shekhzadeh and Gheichi, 2011). Error analysis is important for the teacher to know what the learner's errors are. In addition, it is also conceivable that making mistakes will possibly allow learners to self-correct the errors they produce. Error analysis is also help the teacher to devise exercise, correction, and remedial lesson that can help the learners reduce the error. In line with Amiruddin (2019), Error analysis allowed teachers to check the language of their students' masters in speech and writing, and proof that best language teaching strategies are addressed. Also, Ellis (2003) stated that teacher should focusing on learners' errors rather than on what they get right. Error analysis deliver the achievement of learners in terms of cognitive processes that they use to recognize the input they receive from the target language.

## **2. The Types of Error**

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

### **a. Substitution**

Substitution is a type of error that is characterized by substitute an item.

The learners used the wrong form of pronunciation (Kartyastuti, 2017).

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

b. Insertion

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

c. Omission

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

### 3. *The Factors of Error*

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

a. Interlingual Transfer

The early stages of learning a second language are characterized by a significant deal of interlanguage transfer from a native language (Brown, 2007). Interlingual errors are errors that are caused by interference in the native language they learn. This means that the errors caused by language learners are the influences of their first language. The error could be compared

to the target language to define the error. Students explicitly pronounce their mother tongue in the second language because they did not know the correct form of the sentence. The instance for the interlingual transfer is at pronouncing the word 'group' /gru:p/. Mostly, Indonesians pronounce it as /grop/, due to probable spelling inference of 'grup' /grup/ in Bahasa Indonesia that has not long vowel on its sound system.

#### b. Intralingual Transfer

Intralingual errors reflect the general characteristics of the rules of learning, such as faulty generalization based on partial exposure of the target language, inaccurate formulation of the rules and failure to understand the circumstances under which the rules apply (Brown, 2007). The instance of intralingual transfer is as if the word was pronounced as 'prefer' /prɪfɜ:/ and 'transfer' /trɪnfɜ:/ are pronounced /prɪfə/ and /trɪnfə/.

#### c. Context of Learning

Context learning refers to the social situation, in the case of uneducated second-language learning (Brown, 2007). Also, teacher and material in the case of school learning. In the classroom setting, an instructor or textbook will also lead the learner to make mistakes due to deceptive explanations from the instructor or a faulty description or drill of words in the textbook. In the social context, untutored language acquisition may lead to a certain acquisition of dialect, which may become a source of error.

#### d. Communication Strategies

Communication strategy is the conscious employment of verbal or nonverbal mechanism for the productive communication of information (Brown, 2007). As anyone who has tried to communicate, learners frequently experience problem in saying what they want to say because of their inadequate knowledge. In order to overcome these problem, they resort to various kinds of communication strategies.

#### ***4. Distinguishing Error and Mistake***

Mistake and errors might become an interchangeable term for some people. Brown (2007) stated that error is a term referring to a performance that occurs when a failure happens as a result of lack of information. Error, significant deviation from the adult grammar of a native speaker, it reflects the proficiency of the learner. On the other hand, Troike (2012) revealed that mistake is inappropriate language production as results from some kinds of processing failure such as lapses in memory. Mistake could be self-corrected. Mistake refers to a performance error that is a random failure to use a known system correctly. A native speaker is capable of comprehending and correcting a mistake that is the consequence of some sort of temporary imperfection in the speech-making process.



## **B. Pronunciation**

### ***1. The Definition of Pronunciation***

Pronunciation defined as the production of sounds that is used to make meaning. It also involves the attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality), and its broadest definition, attention to gestures, expressions that are related to how people speak a language (AMEPRC, 2002).

Kristina et al (2006) defined pronunciation as the act or the manner in which the word is pronounced; the utterance of speech. In addition, pronunciation is a two-way production of significant sound. First, sound is significant because it is used as part of a code in a particular language. In this sense, pronunciation is like the production and reception of speech sounds. Second, it is used to create significance in the sense of usage.

### ***2. The Feature of Pronunciation***

The main features of pronunciation are segmental features (included phoneme) and supra-segmental features (included stress, intonation and connected speech). According to Kelly (2006),

“Phonemes are units of sound which could be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech

which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmentals” (p.3).

#### a. Segmental features (Phonemes)

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

##### 1) Vowel

Vowel is one of the speech sounds that people often make. Vowels are articulated as the voiced airstream is formed using the tongue and lips to modify the overall form of the mouth (Kelly, 2001). From a phonetic point of view, vocals are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs are so close together that people can hear the sound of the air passing between them. Vowels typically involved the vibration of the vocal cord (vowing) and their distinctive resonances were made by varying the shape of the mouth; using the tongue and lips. In English, there are no singers whose key feature is the use of nasal resonance. English vowels are all oral vowels and have a nasal quality only when they are affected by an adjacent nasal consonant, such as no, big,

and man. The key task of defining the articulation of the vocals is to map the motions of the tongue and the lips.

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

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

Lip position is an important factor in the description of vowels, and three main types are recognized. First is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeably rounded or spread.

## 2) Consonant

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

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

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

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

**Table 2.1**

***Consonant Sounds in English***

Point/ Manner	Vocal Chord	Bilabial	Labio- dental	Inter- dental	Alveolar	Alveo- palatal	Palatal	Velar	Glottal
<b>Stops</b>	Voiceless	p			t			k	ʔ
	Voiced	b			d			g	
<b>Fricatives</b>	Voiceless		f	θ	s	ʃ			h
	Voiced		v	ð	z	ʒ			

<b>Affricates</b>	Voiceless	tʃ		
	Voiced	dʒ		
<b>Nasals</b>	Voiced	m	n	ŋ
<b>Lateral</b>	Voiced	l		
<b>Semi vowel</b>	Voiced	w	r	y

Articulation places can also separate consonant sounds. Fromkin et al. (2003) described that consonant sounds could be classified into seven groups at the base of articulation places.

a) Bilabials

The sounds come from a mixture of the upper and the lower lips. The sounds /p/, /b/, and /m/ contain bilabials.

b) Labiodental

The lips and teeth are the primary tools for the production of these sounds. The lower lip produces this consonant class to the upper teeth. The sounds /f/ and /v/ are made of the laboratory.

c) Interdental

Interdentals consist of the sounds /θ/ and /ð/. Both sounds are represented by *th*, for example, *thin* /θn/ and *then* /ðn/. To produce these sounds, one inserts the tip of the tongue between the upper and the lower teeth. For some speakers, the tongue simply touches the teeth

d) Alveolars

The sounds are produced by raising the frontpart ofthe tongue tothe alveolar ridge. Thetongueshouldtouchoralmost touch the bony tooth ridge. The sound /n/, /t/, /d/, /s/, /z/, and /l/ are made in alveolars.

e) Post-alveolar

The sound that produced with the tongue low behind the alveolar ridge in the mouth. The sound /ʃ/, /ʒ/, /tʃ/, and /dʒ/ are made in post-alveolar

f) Palatals

The sounds are produced by raising the front part of the tongue to a point on a hard palate just behind the alveolar ridge such as the sound /j/.

g) Velars

Velar sounds are produced by raising the back of the tongue to the soft palate or velum. The sound of this articulation place are /ŋ/, /k/, /g/, and /w/.

h) Glottal

Glottal sounds are produced if the air is stopped completely at the glottis by tightly closing the vocal cords. Although classified as a consonant, there is no air flow restriction in pronouncing a word. The sound that made in glottal is /h/.

Consonant sounds are classified according to the manners of articulation. This is investigated by seeing how the lips, tongue, velum, and glottis, as the vocal tract, can be positioned in different ways to produce different types of sound. Here are the various manners of articulation (ELLO, [n.d.]):

a) Plosives / stops: the speech organ in plosives is closed, and the airstream completely blocked in the oral and nasal cavity. Immediately, the upward

pressure would release in the oral cavity. The audible air blowing is called suction. The English plosives are /p/, /t/, /k/, /b/, /d/, /g/ (voiced).

- b) Affricates: similar to plosives, the ventilation in the oral cavity is completely blocked. But, contrary to said plosives, the blocked airflow is not immediately released but creates audible friction very gradually. Affricates can split into two: a plosive, which can then be accompanied by friction (as closures and conflict occur at the same place). But note that fricatives are usually just one phoneme examined English affricates are /tʃ/ (voiceless) as in *cheese* and /dʒ/ (voiced) as in *the jungle*.
- c) Nasals: a block of the oral cavity reduces the velum in nasal sounds (soft palate). And through the nose will air escape. English nasals are /m/, /n/ and /ŋ/ as in *sing*, which are all voiced.
- d) Fricatives: Air forces through a small break between two joints at a steady pace to create fricatives. Fricatives occur when two vocal organs come close for the movement of air to be heard between them (Kelly, 2001). Fricatives divided into two groups: fricative slit and fricative groove. In slit fricatives, the tongue is rather flat (as in /f/, /θ/ as in *thing* (voiceless), /v/, /ð/ as in *this* (voiced), while in groove fricatives the front of the tongue forms the eponymous groove /s/ as in *seal*, /ʃ/ as in *shock* (voiceless), /z/ as in *zero*, /ʒ/ as in *measure* (voiced). The place of articulation of fricative can be seen in the table below (Roach, 2009):

**Table 2.2**



***Place of Articulation of Fricative Sound***

	Labiodental	Dental	Alveolar	Post-Alveolar	Glottal
Fortis (voiceless)	F	θ	s	ʃ	h
Lenis (voiced)	v	ð	z	ʒ	

- e) Laterals: Along the alveolar ridge, the end of the tongue pushed. The tongue is limited to the air over the lower tongue boundaries. The tongue lowered. The only English lateral sound is /l/ (voiced).
- f) Approximants: approximants refer to the concerned articulators approach each other without actually touching. In the English language, there are three approximates: /j/ as in you, /w/ as in us and /r/ as in the upward spoken language. Semi-vowels (or glides) are referred to as approximants, as they represent the 'twilight zone' between the consonants and vowels.

**b. Suprasegmental features**

Suprasegmental features, are speech features that apply specifically to segment groups or phonemes. The features which are important in english are stress, intonation, and how sounds change in conected speech (Kelly, 2001).

**1) Intonation**

The word intonation refers to the way the voice goes up and down in pitch as people speak. It is a central part of how people articulate our own feelings, and it helps us to consider those of others. It is an aspect of language

that people are very sensitive too, but mostly on an unconscious level (Kelly, 2001).

## 2) Stress

All of words has an obvious syllable, and one of the syllables in each word should sound louder than the others. The syllable showed with a louder sound is the stressed syllable. Every stressed syllable, in a word in addition, often has a shift in pitch, or the tone of the speaker's voice, and the vocal sound in that syllable lengthened. Stress can fall on the first, middle, or last syllable of words (Kelly, 2001).

## 3) Connected speech

Connected speech Connected speech refers to spoken language when viewed as a continuous series, as in natural speech and conversation. Vowel and consonant segments combine into syllables; syllables combine into words; words combine into phrases and phrases (Cystal, 2004).

## C. GayoneseLanguage

Gayonese language is a regional language used in Central Aceh, one of twenty-three regencies in Aceh Province. According to Shaumiwaty (2016), Gayonese language is used by less than 500,000 people, most of whom reside in Central Aceh, Gayo Lues, Bener Meriah, and a small part of the speakers live in Lukup Serbe Jadi, East Aceh.

Gayonese language can reflect the customs of the Gayonese culture. The language speaks by the Gayonese people grouped into Polynesian Malay families, which belong to the Austronesian language (Eades, 2005). Gayonese is a language spoken Old Melayu, which more popular called *urang Gayo* = Gayonese people. When and how long the Gayonese language formed is not known. To be sure, since Gayonese people occupied the Central Aceh area, the Gayonese tribe existed. The language has grown inseparable from the spread of the Gayonese people through different communities like Gayo Lut, which situated around Lake Lut Tawar including the Bener Meriah regency, Gayo Deret is Linge region and the neighboring that still as Central Aceh regency, Gayo Lukup or Serbe jadi in East Aceh regency, Gayo Kalul in Aceh Tamiang, Gayo Lues in Gayo Lues regency and a small part in the Aceh Selatan. The language then dispersed among many classes. The key reasons for this distribution are economic situation.

The Gayonese language fosters the Gayonese community to behave and speak as befits a civilized, cultured, and traditionally agreed traditions. According to Kridalaksana (1986) as cited in Shaumiwaty (2016), defined that vocal sound in Gayonese language are /a/, /e/, /E/, /i/, /u/, /o/ and the consonant are /p/, /b/, /t/, /d/, /k/, /g/, /c/, /h/, /j/, /s/, /l/, /m/, /n/, /ŋ/, /N/, /ñ/, /r/, /w/, /y/. in addition, Dardanilla (2016) stated in her journal that there are only two fricative sounds in Gayonese language; /s/ that articulate in alveolar, and /h/ that produce in glottal. However, the researcher only focus in the six English fricative sounds; /f/, /v/, /θ/, /ð/, /ʃ/, /ʒ/, and /z/. The Gayonese consonant phonemes listed in the table below (Eades, 2005):

*Table 2.3**Consonant Sound in Gayonese*

<b>Manner</b>	<b>Bilabial</b>	<b>Alveolar</b>	<b>Palato-Alveolar</b>	<b>Palatal</b>	<b>Velar</b>	<b>Glottal</b>
<b>Voiceless Plosive</b>	p	t	c		k	
<b>Voiced Plosive</b>	b	d	j		g	
<b>Fricatives Voiceless</b>		s				h
<b>Nasals</b>	m	n	ny (ɲ)		N (ŋ)	
<b>Lateral</b>		l				
<b>Trill</b>		r				
<b>Rhotic</b>						
<b>Semivocal</b>	w			y		

Based on the table above, Dardanilla (2016) described various examples of consonant sound words in Gayo as follows:

/p/	/pumu/	‘hand’
/b/	/bəluh/	‘go’
/m/	/man/	‘eat’
/t/	/tulən/	‘bone’
/d/	/dolot/	‘swallow’
/s/	/sidah/	‘how many’
/n/	/nantin/	‘wait’

/l/	/luah/	‘free’
/r/	/rara/	‘fire’
/c/	/cop/	‘perch’
/j/	/jarak/	‘far’
/ŋ/	/ŋaŋa/	‘difficult’
/y/	/yup/	‘blow’
/k/	/konot/	‘short’
/g/	/gəlih/	‘cut’
/N/	/Nuk/	‘can’
/w/	/wuk/	‘hair’
/h/	/hana/	‘what’



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher explains the research design, research location, research participants, and how the data were collected and analyzed.

#### **A. Research Design**

The methodology in this research was qualitative method, because the data gathered in audio materials. Cresswell (2012) stated that qualitative research involves collecting data and working with text, images, or sounds. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting.

The research design applied in this research is a case study. Simon (2009), claimed that case study is an in-depth exploration from multiple perspective of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. Hence, a case is examined to understand an issue or provide inputs to an existing theory or a new theoretical concept. A case study is a unit of measurement is associated with the entity concept.

#### **B. Research Location**

The research was conducted at SMA Negeri 1 Takengon. This school is based in Jalan Lebe Kader number 13, Red Mersa Village, Central Aceh Regency

in Lut Tawar sub-district. SMA Negeri 1 established in 1957 and situated in 3,048 square meters of ground, located in Tiong Hoa Heritage Building. On October 5, 1959, this high school became a public school. Hence, the name of the school which was named from SMA Swatantera Laut Tawar to SMA Negeri ABC. In 1967 from ABC High School to SMA Aceh Tengah. In 1977 from SMA Aceh Tengah to SMA Negeri 1 Takengon. In 1997 from SMA Negeri 1 Takengon the named changed to SMA Negeri 1 Bebesen.

In 1992 the old Tiong Hoa building heritage was demolished, a new two-story building with permanent construction was built. As a high-school education institution, SMA Negeri 1 Takengon is the oldest and the first State Senior High School in Central Aceh regency and is also one of the oldest public high schools in Aceh Province, Indonesia. Similar to SMA in general, the school education period at SMAN 1 Takengon is taken within three years of study, starting from Class X to Class XII or first until third-grade.

### **C. Research Participants**

The population in this study were Gayonese students in the second grade at SMAN 1 Takengon. In choosing the sample, the researcher applied purposive sampling. Purposive sampling is the sampling technique with particular consideration of the example (Siregar, 2014). Purposive sampling was used due to concern that second-grade students appropriate as the participants. They have enough time to be interviewed without being distracted by the examination and have passed several parts of English learning related to pronunciation. Therefore,

the researcher assumed that they understood how to pronounce English words. Crouch & McKenzie (2006) proposed that less than 20 respondents help a researcher develop a close connection, thereby improving transparent and truthful knowledge exchange. Accordingly, the researcher selected twenty students of a class among seven second-grade. A class consisted of twenty-five until thirty students. The researcher selected twenty students in a class based on several criterias, those are students who was born and lived in Gayo

#### **D. Data Collection Techniques**

In this research, the instrument was utilized in a structured interview that included the pronunciation test of several fricative words and sentences. Griffiee (2012) described the interview as a person-to-person interaction in which the object of identifying and generating relevant data needs to be collected and analyzed. Due to Covid-19 pandemic, the interviewed were conducted via phone-recorded in the duration was about 15-20 minutes on average. The researcher asked for the participants' permit and explained the objective of the research.

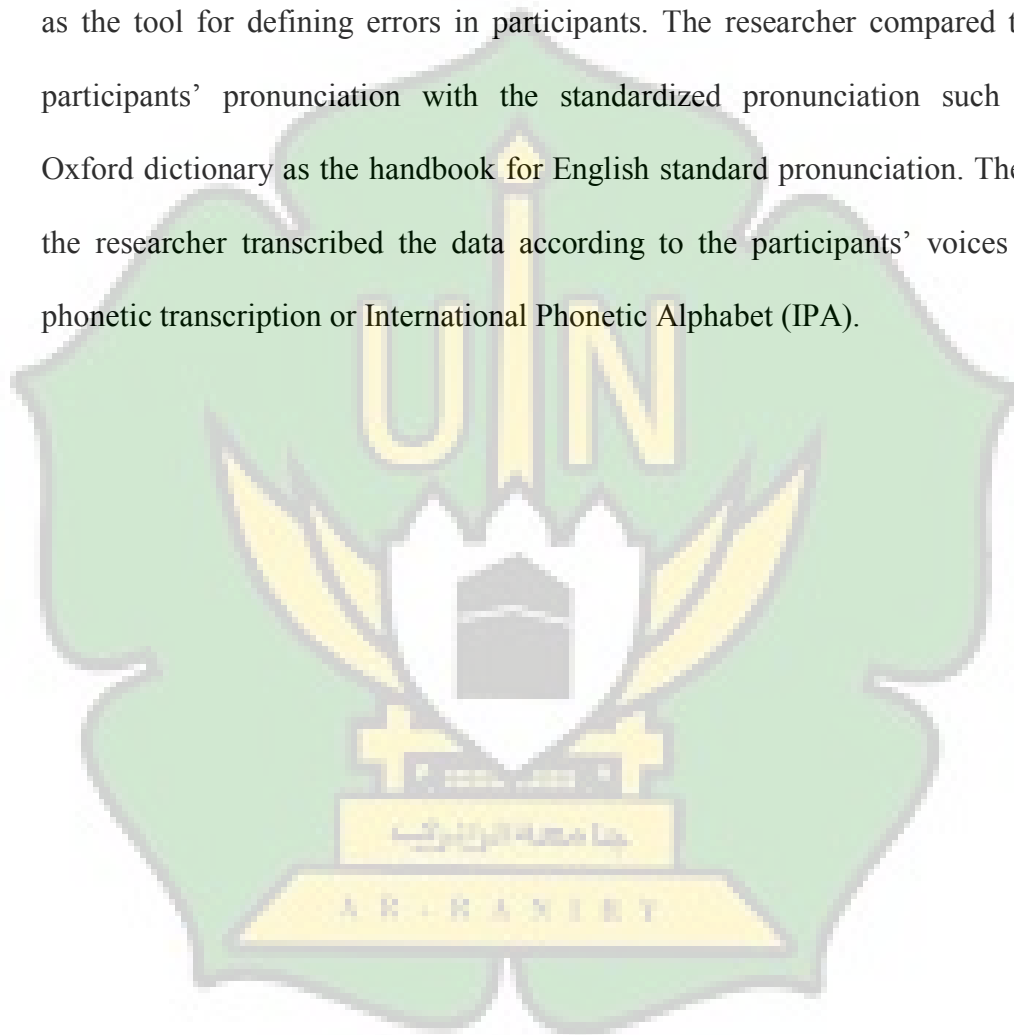
#### **E. Research Data Analysis**

In this research, the interview data were analyzed in the transcription form of interview questions and pronunciation tests. Data was collected by recording respondents' answers in Bahasa. Therefore, the researcher transcribed the interview results in English in the form of transcription. In finding the dominant errors, the percentage of errors from each category was also counted to analyzed



research questions. The researcher used a mathematic formula to elaborate the percentage.

The researcher achieved the data from a pronunciation test of seventy-nine words that contained fricative sounds. The researcher provided a rubric as the tool for defining errors in participants. The researcher compared the participants' pronunciation with the standardized pronunciation such as Oxford dictionary as the handbook for English standard pronunciation. Then, the researcher transcribed the data according to the participants' voices in phonetic transcription or International Phonetic Alphabet (IPA).



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discussed the findings and discussion of the research to answer the research question that has been mentioned in chapter I. The data were obtained from the instruments, which are pronunciation tests, and interviews.

#### A. Findings

The following responses of pronunciation test and interviews from twenty students at SMA Negeri 1 Takengon were the result of the research. In the test, the fricative sounds that tested represented by three different positions: initial, middle, and final. Excluding the sound /ð/, which is represented by only initial and medial target words and /z/ which represented only initial target words. The total number of words in a test containing fricative sounds is seventy nine words. With details, 12 words of sounds /f/, 13 words of sounds /v/, 15 of sound /ʃ/, 10 of sound /ʒ/, 13 of sound /θ/, 10 of sounds /ð/, and 6 of sounds /z/. Whereas, structured interview used in this research. There were 5 main questions. Interviewees' answer and opinion was recorder by audio recorder. Then, the result of pronunciation tests and interview were transcribed and analyzed.

### 1. *The Types of Errors*

The percentage of errors for each fricative sounds is obtained based on the result in pronunciation tests. In analyzing the errors percentage of result, the researcher calculated the amount in each fricative sounds of errors pronounced by 20 students, divided by the number of fricative words that have been multiplied by 20, then multiplied by 100. The number of errors in fricative sounds pronounced by each student showed in the following table:

**Table 4.1**  
**Percentage of Fricative Sound**

<b>Fricative Sound</b>	<b>Number of Errors</b>	<b>%</b>	<b>Number of Correct</b>	<b>%</b>	<b>Total sounds</b>
<b>f</b>	92	38%	148	62%	240
<b>v</b>	205	79%	55	21%	260
<b>ʃ</b>	185	62%	115	38%	300
<b>ʒ</b>	155	77%	45	22%	200
<b>θ</b>	227	87%	33	13%	260
<b>ð</b>	153	76%	47	23%	200
<b>z</b>	12	10%	108	90%	120

From the twenty respondents, the table shows that respondents revealed the sound /f/ as much as 38% and /z/ as much as 10%. Also, almost all respondents pronounced more errors in pronouncing the sounds /v/ of 79%, /ʃ/ of 62%, /ʒ/ of 77%, /θ/ of 87%, and /ð/ of 76%. Further, to present detailed data, the pronunciation of each sound and its deviation will be presented.

### a. The Production of Sound /f/

Sound /f/ categorized as voiceless labiodentals fricative sound. This sound cannot be found in Gayonese phonetic system. Table 4.2 showed that the participants tended to make errors in pronouncing /f/ in initial, medial, and final positions. The deviation from the sounds /f/, as can be viewed in the table, is two types, they are sound /f/ is replaced by /p/ and /g/. Based on the table, the errors performed by the participants in pronouncing the sound /f/ were when the words consisted of letter 'ph' and the words of the letter 'gh'. These issues happened because the participants expect that sound should be produced as the way they read the words in their first language.

**Table 4.2**  
**The Deviation of Sound /f/**

Position	Words	Dictionary transcription	As recorded	Deviation
<b>Initial</b>	Phone	/fəʊn/	/pəʊn/	/f/ → /p/
	Emphasis	/'emfəsis/	/'empəsis/	/f/ → /p/
<b>Medial</b>	Nephew	/'nefju:/	/'nepju:/	/f/ → /p/
	Laugh	/lɑ:f/	/lɑ:g/	/f/ → /g/
<b>Final</b>	Enough	/ɪ'nʌf/	/ɪ'nʌg/	/f/ → /g/
	Autograph	/'ɔ:təgrɑ:f/	/'ɔ:təgrɑ:p/	/f/ → /p/

The participants pronounce the letter 'ph' as /p/ and the letter 'gh' as /gh/ like the writing of the words. For instance, the word 'phone' pronounced as /pəʊn/ instead of /fəʊn/ and the word of 'laugh' pronounced as /lɑ:g/ instead of /lɑ:f/. This might happen because the letter is 'ph', and 'gh' does not exist in their mother

language. Participants mispronounced six out of twelve words tested. Due to this result, even this sound is categorized absence in Gayonese phonetic system, the participants did not seem to have much problem in pronouncing this sound. Only 38% errors in the sound /f/ pronounced by twenty students. This might be because /f/ sound can be found in the Indonesian phonetic system.

#### b. The production of sound /v/

Sound /v/ categorized as voiced labiodentals fricative. This sound cannot be found in Gayonese phonetic system. Table 4.3 showed that the participants tended to make errors in pronouncing this sound in all positions. They merely made one kind of deviation, that is sound /v/ replaced by sound /f/.

**Table 4.3**

**The Deviation of Sound /v/**

Position	Words	Dictionary transcription	As recorded	Deviation
Initial	Vain	/veɪn/	/feɪn/	/v/ → /f/
	Version	/ˈvɜːʃn/	/ˈfɜːʃn/	/v/ → /f/
	Vision	/vɪʒn/	/fɪʃn/	/v/ → /f/
	Vigilant	/ˈvɪdʒɪlənt/	ˈfɪdʒɪlənt	/v/ → /f/
	Verified	/ˈverɪfaɪd/	/ˈferɪfaɪd/	/v/ → /f/
	Vandalism	/ˈvændəlɪzəm/	/ˈfændəlɪzəm/	/v/ → /f/
Medial	Prevent	/prɪˈvent/	/prɪˈfent/	/v/ → /f/
	Review	/rɪˈvjuː/	/rɪˈfjuː/	/v/ → /f/

<b>Final</b>	Survive	/sə'vaɪv/	/sə'faɪf/	/v/ → /f/
	Alive	/ə'laɪv /	/ə'laɪf /	/v/ → /f/

As mentioned earlier, the errors found in pronouncing this sound have one deviation. It is the deviation of sound /v/ to sound /f/. /v/ sound does not exist both in the Indonesian and Gayonese phonetic system. According to Sanusi (2010), Indonesia has thirty-two phonemes, which do not include /v/ even though the letter v does exist in the Indonesian alphabet. So, the participants seemed to be unable to distinguish sound /f/ and /v/. The occurrences of these errors are ten words out of thirteen words tested. The error of this sound occurred 79% of that pronounced by the twenty students. This assumed that the students have a specific problem in pronouncing this sound because the mispronounced happened in all positions of sound.

### c. The production of sound /ʃ/

Another fricative sound of English that does not exist in Gayonese is sound /ʃ/. This sound is called post-alveolar voiceless fricative sound. From Table 4.4, could be implied that the participants tended to make errors in medial and final positions.

**Table 4.4*****The Deviation of Sound /ʃ/***

<b>Position</b>	<b>Words</b>	<b>Dictionary transcription</b>	<b>As recorded</b>	<b>Deviation</b>
<b>Medial</b>	Machine	/mə'ʃi:n/	/mə'si:n/	/ʃ/ → /s/
	Ocean	/'əʊʃn/	/'əʊzn/	/ʃ/ → /s/
	Dictionary	/'dɪkʃənri/	/'dɪktənri/	/ʃ/ → /t/
	Freshman	/'freʃmən/	/'fresmən/	/ʃ/ → /s/
<b>Final</b>	Smash	/smæʃ/	/smæs/	/ʃ/ → /s/
	English	/'ɪŋɡlɪʃ/	/'ɪŋɡlɪs/	/ʃ/ → /s/
	Accomplish	/ə'kʌmplɪʃ/	/ə'kʌmplɪs/	/ʃ/ → /s/

Participants mispronounced the /ʃ/ sound seven out of sixteen words of the total tested words. The changing of sound /ʃ/ with sound /s/, and /t/ is happened to half of the participants, as much as 62% from twenty students. For instance, the word 'machine' were pronounced as /mə'si:n/ instead of /mə'ʃi:n/. On the other hand, the word 'ocean' and dictionary pronounced as /'əʊzn/ and /'dɪktənri/ instead of /'əʊʃn/ and /'dɪkʃənri/. This might be caused by the bewilderment of the difference of pronunciation of the letter sound. The errors of sound /ʃ/ most widely occur of letter 'sh' in English. 'Sh' letter seems to have been known by most participants as sound /ʃ/. So, participants mispronounce the sound without realizing it.

#### d. The production of sound /ʒ/

Sound /ʒ/ is called post-alveolar voiced fricative sound. This sound articulated in the same place as sound /ʃ/. The difference is the vibration of the vocal chords. Sound /ʒ/ is considered a strange sound for Gayonese language speakers. As could be viewed from Table 4.5, the errors in producing this sound generally occurred in medial and final positions.

**Table 4.5**

#### *The Deviation of Sound /ʒ/*

Position	Words	Dictionary transcription	As recorded	Deviation
<b>Initial</b>	Genre	/ˈʒɑːnrə/	/ˈjeːnrə/	/ʒ/ → /j/
	Measure	/ˈmeʒə/	/ˈmeʃə/	/ʒ/ → /ʃ/
	Disclosure	/dɪsˈkləʊʒə/	/dɪsˈkləʊʃə/	/ʒ/ → /ʃ/
	Vision	/vɪʒn/	/fɪʃn/	/ʒ/ → /ʃ/
<b>Medial</b>	Pleasure	/ˈpleʒər/	/ˈpleʃər/	/ʒ/ → /ʃ/
	Seizure	/siːʒər/	/siːʃər/	/ʒ/ → /ʃ/
	Leisure	/leʒər/	/leʃər/	/ʒ/ → /ʃ/
	Beige	/ˈbeɪʒ/	/ˈbeɪdʒ /	/ʒ/ → /dʒ/
<b>Final</b>	Garage	/ˈgærɑːʒ/	/ˈgærɑːdʒ/	/ʒ/ → /dʒ/



The errors in pronunciation of sound /ʒ/ occurred eight out of ten words of the total sound tested as much as 77% of twenty students. The deviations of sound /ʒ/ are changing this sound into sound /j/, /ʃ/ and sound /dʒ/. For instance, in word 'genre' participants mostly changed the sound /ʒ/ in the initial position into sound /j/. In word 'disclosure', the participants inclined to be confused whether it should be pronounced as /dɪs'kləʊʒə/ or /dɪs'kləʊʃə/. Participants might think that it could be pronounced the same as 'sure' /ʃʊr/. Besides, in word 'seizure', the participants often said as /si:ʃə/ rather than /si:ʒə/. Another error also could be found, such as the errors in pronouncing the words 'beige' and 'genre'. Most of the participants uttered those words as /'beɪdʒ/ and /'gæɪ:dʒ/ instead of /'beɪʒ/ and /'gæɪ:ʒ/. The sound /ʒ/ cannot be found both in the Indonesian and Gayonese phonetic system.

**e. The production of sound /θ/**

The sound /θ/ is called dental voiceless fricative sound. This sound is produced between the teeth of the forefront. The air escapes from tongue to teeth through the cracks. This sound cannot be found both in Gayonese phonetic system. The mispronounced sound /θ/ are the largest, this occurred in thirteen words of the sound tested as much as 87% of twenty students. Table 4.6 showed the errors performed by the participants that generally occurred in initial, medial, and final positions.

*Table 4.6**The Deviation of Sound /θ/*

Position	Words	Dictionary transcription	As recorded	Deviation
<b>Initial</b>	Thin	/θɪn/	/tɪn/	/θ/ → /t/
	Through	/θru:/	/tru:/	/θ/ → /t/
	Thank	/θæŋk/	/tæŋk/	/θ/ → /t/
	Thought	/ˈθɔ:t/	/ˈtɔ:t/	/θ/ → /t/
	Things	/ˈθɪŋz/	/ˈtɪŋz/	/θ/ → /t/
	Theme	/θi:m/	/ti:m/	/θ/ → /t/
	Thousand	/ˈθaʊznd/	/ˈtaʊznd/	/θ/ → /t/
<b>Medial</b>	Method	/ˈmeθəd/	/ˈmetəd/	/θ/ → /t/
	Birthday	/ˈbɜ:θdeɪ/	/ˈbɜ:deɪ/	/θ/ → /d/
	Healthy	/ˈhelθi/	/ˈhelti/	/θ/ → /t/
<b>Final</b>	Both	/bəʊθ/	/bəʊt/	/θ/ → /t/
	Cloth	/klɒθ/	/klɒt/	/θ/ → /t/
	Eleventh	/ɪˈlevnθ/	/ɪˈlefnt/	/θ/ → /t/

The participants tended to produce errors in all positions regarding the absence of sound in the Gayonese phonetic system. From the table, it could be perceived the deviation produced is frequently the changing of sound /θ/ with sound /t/ such as in ‘thin’ that pronounced as /tɪn/ instead of /θɪn/. The second deviation is the replacing of sound /θ/ with sound /d/ such as in word ‘birthday’ then pronounced as /ˈbɜ:deɪ/ instead of /ˈbɜ:θdeɪ/. The sound /θ/ is one of the

sounds of the letter 'th'. This sound also cannot be found both in Indonesia phonetic system. The cause might be the sound is unfamiliar for the participants since there is no such sound in their mother language.

#### f. The production of sound /ð/

The sound /ð/ is produced the same as sound /θ/, this sound also does not exist in Gayonese phonetic system. What differentiates it from sound /θ/ is only the vocal cord vibration. This sound is produced with more vibration of vocal cords. Sound /ð/ is called dental voiced fricative sound. As could be seen in Table 4.7, the sound /ð/ produced as sound /d/ in initial and medial positions.

**Table 4.7**

#### *The Deviation of Sound /ð/*

Position	Words	Dictionary transcription	As recorded	Deviation
<b>Initial</b>	They	/'ðeɪ/	/'deɪ/	/ð/ → /d/
	Those	/ðəʊz/	/dəʊz/	/ð/ → /d/
	There	/ðeə/	/deə/	/ð/ → /d/
	This	/ðɪs/	/dɪs/	/ð/ → /d/
	That	/ðæt/	/dæt/	/ð/ → /d/
	Their	/ðeə/	/deə/	/ð/ → /d/
<b>Medial</b>	Father	/'fɑ:ðə/	/'fɑ:də/	/ð/ → /d/
	Bother	/'bʊðə/	/'bʊdə/	/ð/ → /d/
	Together	/tə'geðə/	/tə'gedə/	/ð/ → /d/

Further	<i>/ˈfɜːðər/</i>	<i>/ˈfɑːdər/</i>	<i>/ð/ → /d/</i>
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The pronunciation errors of sound /ð/ occurred in ten words of the sound tested as much as 76% of twenty students. For example, 'they' is pronounced as */ˈdeɪ/* instead of */ˈðeɪ/* and 'father' is pronounced as */ˈfɑːdə/* instead of */ˈfɑːðə/*. In line with the previous sound, sound /ð/ also cannot be found in the participants' native language. The sound /ð/ pronounced as /d/. The participants often pronounce it as /d/ due to their mother tongue language nearest sound. These errors seemed to be a problem for the participants.

#### g. The production of sound /z/

Sound /z/ is categorized as an alveolar voice fricative sound. This sound cannot be found in Gayonese phonetic system. Table 4.8 showed that the participants tended to make errors in pronouncing all /z/ sound in the initial position.

**Table 4.8**

***The Deviation of Sound /z/***

Position	Words	Dictionary transcription	As recorded	Deviation
<b>Initial</b>	Zone	<i>/zəʊn/</i>	<i>/jəʊn/</i>	<i>/z/ → /j/</i>
	Zero	<i>/ˈziərəʊ/</i>	<i>/ˈjiərəʊ/</i>	<i>/z/ → /j/</i>
	Zipper	<i>/ˈzipə/</i>	<i>/ˈjipə/</i>	<i>/z/ → /j/</i>
	Zebras	<i>/ˈzebrəz/</i>	<i>/ˈjebrəz/</i>	<i>/z/ → /j/</i>
	Zinc	<i>/zɪŋk/</i>	<i>/jɪŋk/</i>	<i>/z/ → /j/</i>

Zoom	/zu:m/	/ju:m/	/z/ → /j/
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The deviation from the sounds /z/ is replaced by /j/. These issues happened because the participants expect that sound should be produced as the way they read the words in their mo language. Gayonese students did not recognize the sound of the letter /z/ in their native language. They prefer to say the sound /j/ which they think is easy to pronounce without realizing it. The sound of the letter /z/ found in the Indonesian phonetic system. Therefore, the mispronunciation of the sound /z/ only occurred to two students as much as 10%.

In consequence with analysis of production and deviation of fricative sounds above, Kartyastuty (2017) stated that there are three types of errors in pronunciation, two of which are types of errors made by Gayo students. Researchers found that the types of errors that most frequently occurred are of two kinds, namely substitution and insertion. The replacement of a letter in a word is the meaning of substitution. In this case, substitution happened at sound /f/ replaced by /p/ sound. The /v/ sound with /f/ sound. The /ʃ/ sound uttered as the /s/, and /t/ sound. The /ʒ/ sound replaced as /j/, and /ʃ/ sound. The sound of /θ/ pronounced as /t/ and /d/. The sound of /ð/ pronounced as /d/ sound. The sound of /z/ pronounced as /j/ sound. While the type of insertion, namely the addition of letters to a word occurred in sound /ʒ/ that became /dʒ/ sound.

## **2. The Causes of Errors**

Based on the result of the interviews, the researcher collected some data that showed various causes of errors. The causes are divided into four categories; those are interlingual transfer, intralingual transfer, context of learning, and communication strategies.

#### **a. Interlingual Transfer**

Interlingual errors are the result of the language transfer caused by the learner's first language (Chelli, 2013). As reported by a respondent:

*“I use the Gayonese language when speaking every day with my parents and family. However, I use Indonesian when dealing with the surrounding community, because, in my circumstances, not all of them are Gayonese people”. [DF]*

In line with this statement, another respondent said:

*“I speak in the Gayonese language every day. I am grateful that I can still maintain and preserve the Gayo Language, which is one of the characteristics of our culture”. [KP]*

Based on the interview result, most of the students stated that they speak Gayonese language in their daily life because of their originality tribe. They speak Gayonese to their parents, family, and people around them.

#### **b. Intralingual Transfer**

As asserted by Suhono (2017), Intralingual transfer relates to subjects produced by the learner, which do not reflect the structure of the mother tongue, but the generalization of the target language. As said by a respondent:

*“My teacher always teaches pronunciation. Sometimes pronunciation is assigned as homework. If we can not read English word correctly, we will be ordered to repeat next week. The teacher taught us to use a dictionary, but at the end we still do not understand”. [RP]*

Concerning this statement, another participant said:

*“I was taught and confused at the same time because the teacher taught me how to read strange writing, for example how to read the half o (/ɔ/) or th letter (/θ/), which reads almost the same as the third Hijaiyah letter in Arabic”. [AP]*

Moreover, another sample has particular ideas about intralingual transfer, as stated below:

*“Of course, my English teacher teaches pronunciation. Especially my extracurricular debate teacher, she paid attention to the pronunciation of her students. Because if we mispronounce certain words during the debate competition, it will endanger our group”. [QM]*

Students will make several mistakes in the target language because they do not know the target language very well, and they have trouble using them. Based on the interview results, all the third students mentioned that they seem overwhelmed and have difficulty in understanding the teacher's interpretation.

When the learner starts to understand parts of the new structure, the formulation of a more straightforward concept in the target language emerges.

### c. Context of Learning

Corresponding with Brown (2007), context learning focuses on the social setting, and in the classroom situation. Both of involved the teacher and content. As one of the students delivered:

*“I am often taught pronunciation in the course. Usually, the tutor tells the students to bring a dictionary or sometimes the tutor directly explain how to read it on the blackboard based on their knowledge.” [WP]*

Another respondent supported that she like to study pronunciation by herself, as the statement below:

*“I often study on my own because I like to find out something new. So, I also understand better when I study by myself. In my opinion, pronunciation is quite complicated, so I like to explore English vocabulary, including pronunciation in online dictionaries.” [SY]*

From the interview result, the researcher found out that all the interviewees not only learned pronunciation in the classroom but also got the pronunciation comprehension through the course or learning by themselves. But, this condition might lead to tutors and self mistake in comprehending consciously or



unconsciously. So, they choose to assume pronunciation based on their dialect understanding.

#### **d. Communication Strategies**

As described by Brown (2007), communication strategy is the conscious utilization of the verbal communication system when the learner cannot use the linguistic form for several reasons. Students prefer to use a variety of communication strategies. Related to this cause, students often discover personal information regarding the pronunciation of certain words in English, rather than pronouncing the wrong pronunciation of the letters. This is useful in improving their ability to pronounce English words correctly. As stated by a respondent:

*“I often hear western songs on Spotify, so I looked for the lyrics and how to read the sentences. I copy-paste some song lyrics from Google to Google Translate. Then I immediately hear a voice from Google Translate reading the lyrics of the song”. [MS]*

Supported by another respondent:

*“When I play a game and find several words that I have never heard, I look for the meanings and understanding how to read them in an online dictionary. I use an online dictionary because I can immediately hear how to read it. If I use a dictionary, I do not understand how to read the phonetic symbols”. [KP]*

## B. Discussion

This study aims to identify the particular types of pronunciation errors performed by the Gayonese students and to determine several causes of pronunciation errors performed by the Gayonese students at SMAN 1 Takengon. The first research question is, “what are the types of pronunciation errors performed by Gayonese students at SMAN 1 Takengon?”. In collecting the data, the researcher used pronunciation test of seventy-nine fricative sounds to answer the first research question. The researcher found that the types of pronunciation errors of fricative sounds made by students are commonly substitution and insertion.

In line with Kartyastuti (2017), there are three types of pronunciation errors: the first is substitution. Substitution is a type of error that is characterized by substitute an item and the learners used the wrong form of pronunciation. The second is insertion. Insertion is a form of error that is characterized by the presence of an object which should not appear in the utterance. The third is omission. Omission is a type of error that is characterized by the absence of an item that must appear in well-formed utterance.

Based on the lists of words tested, most of the respondents inclined replaced the /f/ sound with /p/ sound. The /v/ sound with /f/ sound. The /ʃ/ sound uttered as the /s/, and /t/ sound. The /ʒ/ sound replaced as /j/, /ʃ/ and /dʒ/ sound. The sound of /θ/ pronounced as /t/ and /d/. The sound of /ð/ pronounced as /d/ sound. Last, the sound of /z/ pronounced as /j/ sound. From the result of

pronunciation tested, the substitution type could be found in all of the English fricative sounds that did not contain in Gayonese fricative sounds. Those are /f/, /v/, /ʃ/, /ʒ/, /θ/, /ð/, and /z/. Whereas, the insertion type could be found only in sound /ʒ/. The students prefer to pronounced /dʒ/ rather than /ʒ/ in several words.

The second research question is, “what are the causes of pronunciation error performed by the Gayonese students at SMAN 1 Takengon?”. In answering this question, the researcher provided structured interview consisted of five question toward twenty students. Based on the result, the causes of errors that confronted by the students are interlingual transfer, intralingual transfer, and the context of learning. Supported by Brown (2007), source of errors is divided into four categories. Those are interlingual transfer, intralingual transfer, context of learning, and communication strategy.

Among the four types of sources of errors, this study indicates that errors pronunciation in Gayonese students are influenced by interlingual transfer, intralingual transfer, and context of learning. The interlingual transfer is an error when the learner has an interruption from learning the second language. The interlingual transfer is a consequence of the first language learner transmission. For instance, the sound of /f/ pronounced as /p/, sound of /ð/ pronounced as /d/, and sound of /z/ pronounced as /j/. The students unconsciously pronounce those sounds due to there is no similar sounds in Gayonese phonetic system. Only two fricative sounds in Gayonese; there are /s/ and h/. Both sounds have affected the ability of students to speak English fricative sounds.

Intralingual errors reflect the general characteristics of the rules of learning, such as faulty generalization based on partial exposure of the target language, inaccurate formulation of the regulations, and failure to understand the circumstances under which the rules apply. For instance, the word of vain was pronounced as /fein/ instead of /vein/. The students seem too generalized all of the /v/sounds as /f/ sound. This issue happened because they do not know the target language very well, and they have trouble using the word. All the learners failed in understanding teachers' tutored, so the formulation of a more unassuming concept in the target language was formed.

Moreover, students have no idea to fix and develop their pronunciation without paying attention to how the rules of the target language are used. As a result of the learning context source, most students prefer to learn pronunciation by themselves or in the course. Therefore, an instructor, a textbook, or other media used to gain knowledge might lead to misleading comprehension. So, students' have limited comprehension of pronunciation competence. Definetely, will be a source of error because influence students' acquisitions.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts, conclusion and suggestion. The first part covers up about the summary of the finding. The second part, recommendations, describes the benefit of this research for the future research.

#### A. Conclusions

In accordance with the research finding and data analysis in the previous chapter, several conclusions can be made as follow. Firstly, among three types of pronunciation errors, the frequent kind of errors made by Gayonese students are substitution and insertion. In general, the total errors were found in pronouncing sound /f/ is 38%, sound /v/ is 79%, sound /ʃ/ is 62%, sound /z/ is 77%, sound /θ/ is 87%, sound /ð/ is 76%, and sound /z/ is 10%. Based on the discussion in chapter IV, the researcher analyzed several points related to the research questions.

Secondly, the data found that the most apparent causes or sources of pronunciation errors are: first, the interlingual transfer that affected students' mother tongue. Second, the intralingual transfer that focused on students' target language generalization, inaccurate rules and misunderstand the rules. Third, context of learning that covered in social and classroom situation.

Tu sum up, most of the Gayonese students have huge trouble in pronouncing the correct fricative sounds. This the Issues in teaching English

pronunciation should not be ignored. As sated by Hojati (2013), comprehensive investigation should be conducted to examine the secret systemic factors that influence their language skills.

## **B. Recommendations**

Having discussed the findings of the research, some recommendations can be drawn as follows.

### **1. Teachers**

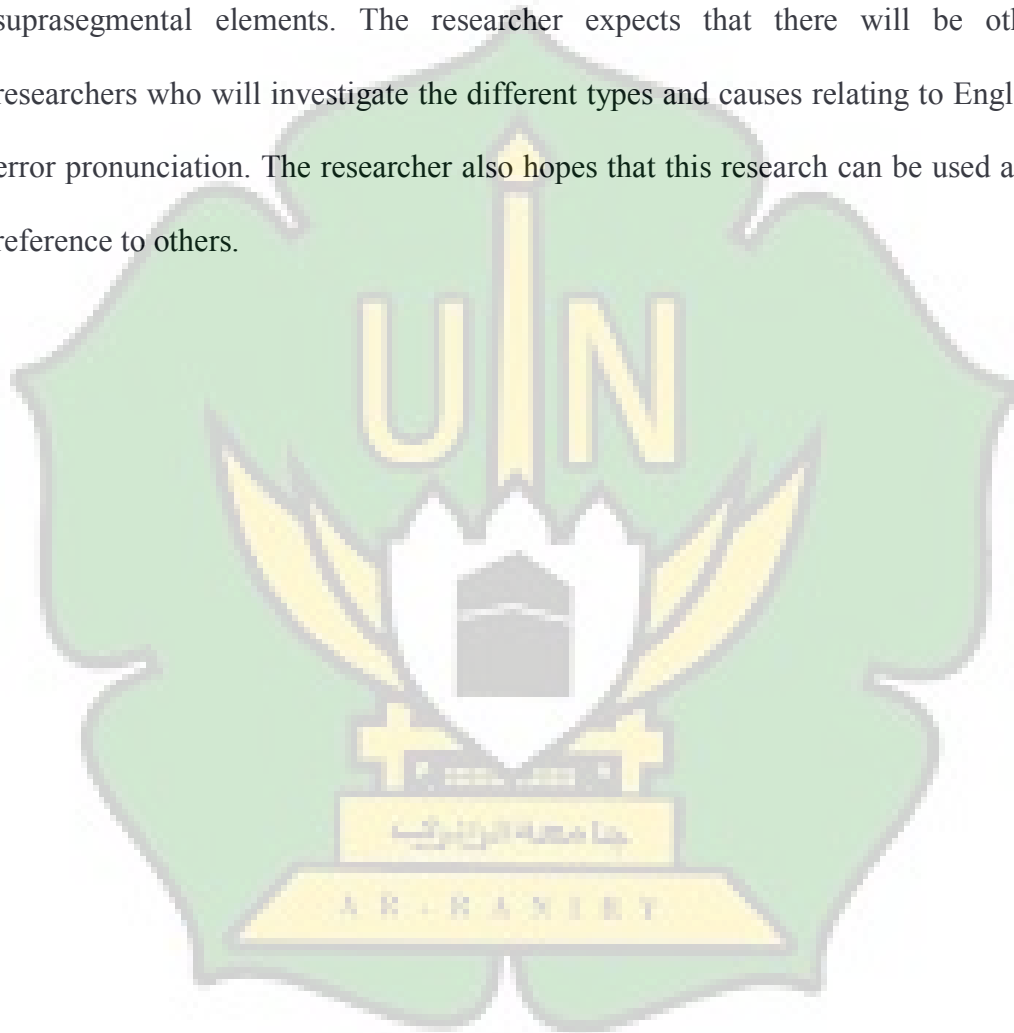
After knowing learners' errors in pronunciation, it is suggested that teachers or instructors pay more attention to consonant sound, as the main problem, without taking aside other sounds in teaching the language. Teachers play significant roles in helping learners with errors that might be produced. It is also important for teachers to give a good example of pronunciation since learners might get the most exposure to particular language from the teachers' sample.

### **2. Students**

Regards to the findings, the learners might have a picture of what difficulty they might face in acquiring pronunciation, especially in individual sounds. It is hoped the students should be aware of their errors and try to overcome their problems or difficulties met.

### 3. Future researchers,

This study focuses on fricative sounds that do not exist in Gayonese. This study mainly focuses on individual sounds produced by learners. It is suggested that further research should focus not only on the segmental aspect but also in suprasegmental elements. The researcher expects that there will be other researchers who will investigate the different types and causes relating to English error pronunciation. The researcher also hopes that this research can be used as a reference to others.



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## Appendix A: Appointment Letter of Supervisor

### SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-11224/UN.08/FTK/KP.07.6/07/2019

#### TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

##### DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Juni 2019
- MEMUTUSKAN**
- Menetapkan :  
PERTAMA : Menunjuk Saudara:
- |                         |                            |
|-------------------------|----------------------------|
| 1. Dr. Luthfi Aunie, MA | Sebagai Pembimbing Pertama |
| 2. Dr. Maskur, MA       | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Yuli Maulidiana
- NIM : 160203067
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : An Error Analysis of English Fricative Sound Pronounced by Gayonese Students
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 31 Juli 2019

An. Rektor  
Dekan,  
Muslim Razali

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

**Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan  
Keguruan to conduct field research**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**  
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6439/Un.08/FTK.1/TL.00/07/2020

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
SMA N 1 Takengon

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **YULI MAULIDIANA / 160203067**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Krueng Tripa, Nomor 3, Gampoeng Geuceu Komplek Kecamatan Banda  
Raya Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***An Error Analysis of English Fricative Sound Pronounced by Gayonese Students***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 08 Juli 2020

an. Dekan

Wakil Dekan Bidang Akademik dan  
Kelembagaan,



*Berlaku sampai : 08 Juli 2021*

M. Chalis, M.Ag.



## Appendix C: Confirmation Letter of Conducted Research from Department of English Language Education



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS  
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

### SURAT KETERANGAN

Nomor: B-259/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6439/Un.08/FTK.I/TL.00/07/2020 tanggal 08 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Yuli Maulidiana  
NIM : 160203067  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

***"An Error Analysis of English Fricative Sound Pronounced by Gayonese Students"***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Agustus 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## Appendix D: Interview Protocol

### Interview Protocol

Project: **An Error Analysis of English Fricative Sound Pronounced by Gayonese Students**

Time of interview :  
 Date :  
 Place :  
 Interviewer : Yuli Maulidiana  
 Interviewee :  
 Position of Interviewee : The second-grade students of SMA N 1 Takengon

The purpose of this study is to analyze students' error pronunciation of English fricative sound at SMA Negeri 1 Takengon. The data will be collected by using in pronunciation test, which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked to read several words and sentences consists of fricative sound. The test process will take around 15 -20 minutes

## Appendix E: Interview Guideline

### Interview Guideline:

1. What language do you use when speaking with parents, family and community?  
Why?
2. Did the English teacher at your current school teach pronunciation? How?
3. Have you ever learned pronunciation by yourself or from the English course you are taking? How?
4. Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?
5. In your opinion, is learning pronunciation important? Why?
6. Please read the following words!

No	Sounds	Initial	Medial	Final
1	/f/	Food	Emphasis	Laugh
		Phone	Nephew	Enough
		Fantastic	Different	Autograph
2	/v/	Vain	Over	Survive
		Very	Prevent	Alive
		Version	Review	Love
3	/ʃ/	Sugar	Machine	Smash
		Shadow	Ocean	English
		Shoulder	Dictionary	Accomplish
4	/ʒ/	Genre	Measure	Beige
			Disclosure	Massage
			Vision	Garage
5	/θ/	Thin	Method	Both
		Through	Birthday	Cloth
		Thank	Healthy	Eleventh
6	/ð/	They	Father	-
		Those	Bother	
		There	Together	
7	/z/	Zone		
		Zero		
		Zipper		



7. Please read the following sentences!

1. The fluffy puppy is very cute.
2. The vision of the vigilant inspector is enough
3. To prevent the water flowing around she shouted to call neighbors.
4. Paul falls in a well and could not survive.
5. The four poor students were verified as vandalism suspect.
6. Thanks for showing this water tank for us.
7. For further information, please contact us.
8. They cannot be taught according to your thought.
9. Through this way we can prove those things are true.
10. Theme for that party was a thousand feathers.
11. Pleasure of the pledge was unforgettable.
12. Seizure and scissors are not synonyms.
13. The leisure of the accountant left the ledger incomplete
14. She should tell you about his matter.
15. Their relationship started when she was a freshman.
16. Zebras share the genus with horses and asses.
17. Zinc is often used to cover other metals.
18. Zoom was founded by Eric Yuan

## Appendix F: Letter of Consent

**Title** : An Error Analysis of English Fricative Sound Pronounced by Gayonese Students

**Researched by** : Yuli Maulidiana

### Consent Form for Participant in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

	Please initial box
I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions	<input checked="" type="checkbox"/>
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.	<input checked="" type="checkbox"/>
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with wiry research materials, and will not be identified or identifiable in the report or reports that results from the research.	<input checked="" type="checkbox"/>
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording.	<input checked="" type="checkbox"/>
I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.	<input checked="" type="checkbox"/>

I agree to take part in this interview:

NF	8 Juli 2020	
Participants' Name	Date	Signature
Yuli Maulidiana	8 Juli 2020	
Researchers' Name	Date	Signature

## Appendix G: Transcript of Interview

### TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 1 : NF

R: What language do you use when speaking with parents, family and community? Why?

R1 Saya menggunakan Bahasa Indonesia karena orang tua saya bukan orang Gayo, kak.

R: Did the English teacher at your current school teach pronunciation? How?

R1 Iya kak, guru saya mengajarkan pronunciation ketika saya bertanya kata-kata yang tidak saya tahu cara membacanya dan maknanya. Susah kak ya belajar ini, gak ngerti saya.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R1: Tidak kak, karena saya tidak suka Bahasa Inggris dan tidak pernah les Bahasa Inggris.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R1 Iya saya sering mencari kata-kata di kamus tapi hanya mencari artinya saja.

R: In your opinion, is learning pronunciation important? Why?

R1: Menurut saya tidak terlalu penting, kak karena saya belum tau manfaatnya apa

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 2 : DF

R: What language do you use when speaking with parents, family and community? Why?

R2: Saya menggunakan Bahasa gayo ketika berbicara dengan orang tua dan keluarga. Dengan masyarakat Bahasa Indonesia, kak. Dengan masyarakat Bahasa Indonesia karena lingkungan saya di masyarakat tidak semuanya orang gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R2: Sering kak, guru saya selalu mengajarkan pronunciation biar kami bagus ngomong Bahasa inggris katanya kak. Biasanya disuruh bawa kamus kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R2: Pernah kak, saya ada les Bahasa inggris dan suka Bahasa inggris. Sama kaya di sekolah kak, tentornya suruh liat di kamus atau kadang-kadang diputar video pronunciation dari youtube.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R2: Pernah kak, saya suka nonton film barat, jadi saya sering buka kamus.

R: In your opinion, is learning pronunciation important? Why?

R2: Sangat penting kak, soalnya Bahasa inggris tu Bahasa internasional.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 3 : ML

R: What language do you use when speaking with parents, family and community? Why?

R3: Bahasa Indonesia kak, tapi bisa Bahasa Gayo dikit-dikit karena saya jarang ngomong Bahasa Gayo kak, agak malas. Orang tua di rumah juga Bahasa Indonesia.

R: Did the English teacher at your current school ever teach pronunciation? How?

R3: Iya kak adaa diajarin sama guru di sekolah. Diajarinnya pake kamus kak, disuruh baca di kamus terus dijelasin, tapi saya kurang ngerti kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R3: Enggak kak, soalnya gak pernah buka Bahasa Inggris selain di sekolah.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R3: Enggak pernah kak. Kurang suka Bahasa Inggris kak.

R: In your opinion, is learning pronunciation important? Why?

R3: Kayaknya penting kak, tapi saya gak terlalu suka Bahasa Inggris.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 4 : WP

R: What language do you use when speaking with parents, family and community? Why?

R4: Saya selalu ngomong Bahasa Gayo kak karena saya orang Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R4: Of course yes kak, guru Bahasa Inggris saja sejak SMP selalu ajarin pronunciation. Guru-guru saya selalu suruh bawa kamus kak. Diajarinya melalui kamus, tapi yaa susah kak belajar itu. Saya harus banyak belajar lagi.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R4: Seringnya di les kak, disana diajarin juga. Biasanya disuruh bawa kamus kak, atau tentornya langsung jelasin aja cara bacanya di papan tulis.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R4: Iya kak pernah. Tapi saya carinya di les kak, kalau di rumah saya gak buka kamus hehe..

R: In your opinion, is learning pronunciation important? Why?

R4: Sangat sangat penting kak, biar keren ngomongnya.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 5 : RP

R: What language do you use when speaking with parents, family and community? Why?

R5: Bahasa Gayo kak, karena saya orang asli Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R5: Iya kak, ibu gurunya selalu ajarin pronunciation sampe dijadiin pr. Kalau gak bisa baca yang bagus disuruh ulang minggu depan. Diajarinnya langsung pakai kamus kak, Cuma kan kak saya kurang paham.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R5: Iya kak saya dapat kata-katanya dari game, abistu saya pelajari di kamus online. Saya gak ikut les kak.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R5: Sering kak, pakai kamus online di hp, karena mudah lihatnya sekalian main game.

R: In your opinion, is learning pronunciation important? Why?

R5: Penting kak, supaya saya bias ngomong Bahasa inggrisnya bagus.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 6 : NH

R: What language do you use when speaking with parents, family and community? Why?

R6: Sehari-hari saya pakai Bahasa Gayo kak, kadang-kadang Bahasa Indonesia juga. Karena saya gak terlalu lancar Bahasa Gayo kak.

R: Did the English teacher at your current school ever teach pronunciation? How?

R6: Ada kak. Selalu diajarin. Biasanya disuruh lihat kamus, kadang-kadang ibunya juga langsung tulis pronounciationnya di papan tulis. Dan seringnya saya gagal paham kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R6: Pernah belajar setahun yang lalu di les kak. Sama dengan guru di sekolah metodenya. Pakai kamus atau diajarkan langsung.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R6: Sering kak pake google translate, apalagi kalau lagi hafal lirik lagu Shawn Mendez. Karena saya suka dengar lagu, karena lagu juga saya suka Bahasa Inggris.

R: In your opinion, is learning pronunciation important? Why?

R6: Iya lah kak penting, kan pronounciation aspek terpenting dalam speaking.



## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 7 : KM

R: What language do you use when speaking with parents, family and community? Why?

R7: Bahasa Gayo kak, selalu Bahasa Gayo. Sama kawan Bahasa Indonesia. Karena orang tua saya marah kalau saya sering ngomong Bahasa Indonesia.

R: Did the English teacher at your current school ever teach pronunciation? Why?

R7: Iya kak, gurunya ajarin pronunciation. Biasanya disuruh bawa kamus, rupanya susah kak, saya gak ngerti.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R7: Pernah dua duanya kak. Saya suka Bahasa Inggris cuma gak terlalu bisa. belajar sendiri atau di les biasanya saya pake kamus kak, kamus yang banyak dijual di pasar.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R7: Selalu kak, karena saya suka lihat kamus untuk tau arti kata dan cara bacanya.

R: In your opinion, is learning pronunciation important? Why?

R7: Penting kak, supaya Bahasa Inggris kita lebih bagus apalagi waktu ngomong waw keren kayak film Harry Potter.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 8 : AN

R: What language do you use when speaking with parents, family and community? Why?

R8: Bahasa yang saya gunakan adalah Bahasa Gayo kak. Karena, sejak kecil saya diajarkan untuk harus selalu berbicara Bahasa daerah oleh orang tua, kecuali di sekolah.

R: Did the English teacher at your current school ever teach pronunciation? How?

R8: Iya kak guru Bahasa Inggris saya ajarin pronunciation di setiap pertemuan, biasanya satu hari 10 sampai 20 kata.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R8: Iya pernah kak. Saya suka lihat kamus. Kalau di les, saya belajar dari buku paket yang dikasih sama mereka.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R8: Jarang kak kecuali ada PR yang di suruh hafal teks kayak pidato atau drama.

R: In your opinion, is learning pronunciation important? Why?

R8: Penting kak. Karena, Bahasa Inggris adalah Bahasa internasional.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 9 : QM

R: What language do you use when speaking with parents, family and community? Why?

R9:/ Bahasa yang selalu saya ingat Bahasa Gayo kak. Kecuali di moment-moment tertentu aja bicara Bahasa Indonesia.

R: Did the English teacher at your current school ever teach pronunciation? How?

R9: Iya kak, guru Bahasa Inggris saya mengajarkan pronunciation. Terutama guru eksul debate saya kak, beliau sangat memperhatikan pelafalan siswanya. Karena kalau kami salah ucap kata kata tertentu ketika lomba debate, itu membahayakan grup kami kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R9: Pernah kedua-duanya kak. Selau belajarnya dengan kamus.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R9: Setiap hari kak. Karena saya anak debate di sekolah, jadi saya selalu bawa kamus kemana-mana untuk cek kosakata tertentu yang saya gak tau.

R: In your opinion, is learning pronunciation important? Why?

R9: Sangat penting kak. Karena, kalau pronunciation kita bagus, kita bisa bicara Bahasa Inggris dengan benar sebagai Bahasa global.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 10 : OH

R: What language do you use when speaking with parents, family and community? Why?

R10: Bahasa Indonesia kak, karena gak bias Bahasa Gayo. Ayah saya bukan orang Gayo kak jadi Bahasa di rumah Bahasa Indonesia.

R: Did the English teacher at your current school ever teach pronunciation? How?

R10: Ada kak sesekali, walaupun gurunya jarang masuk. Kalau belajar pronunciation pakai kamus kak, tapi ya gitu kak saya kurang paham.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R10: Hehehe..., jarang juga kak karena saya gak terlalu suka Bahasa Inggris.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R10: Sekali-kali kak kalau di suruh buat PR dan disuruh bawa kamus ke Sekolah.

R: In your opinion, is learning pronunciation important? Why?

R10: Menurut saya gak penting untuk orang yang gak suka belajar Bahasa Inggris kayak saya.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 11 : SY

R: What language do you use when speaking with parents, family and community? Why?

R11: Bahasa Gayo kak karena saya besar disini walaupun orang tua bukan asli Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R11: Ada diajarin kak, disuruh bawa kamus, walaupun gurunya jarang masuk.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R11: Pernah di les aja kak, disuruh bawa kamus. Saya jarang belajar Bahasa Inggris kalau sendiri.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R11: Sering kak, soalnya saya suka baca berita di BBC atau Jakarta Post untuk menambah wawasan dan ilmu Bahasa Inggris. Dari artikel itu saya langsung copas ke google translate.

R: In your opinion, is learning pronunciation important? Why?

R11: Hm.. gimana ya kak, kayaknya penting ya?

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 12 : FT

R: What language do you use when speaking with parents, family and community? Why?

R12: Bahasa Gayo kak. Tapi akhir-akhir ini Bahasa Indonesia kak, karena pengaruh kawan.

R: Did the English teacher at your current school ever teach pronunciation? How?

R12: Ngajarin kak melaui kamus, tapi saya kurang mengerti.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R12: Pernah belajar di les kak, karena saya kurang paham apa yang diajarkan guru jadi saya minta tentor di les untuk ajarin. Alhamdulillah, setelah belajar sama tentor saya jad lebih paham cara baca Bahasa Inggris yang benar sesuai kamus.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R12: Pernah kak, di les belajarnya bawa kamus boleh online ataupun buku.

R: In your opinion, is learning pronunciation important? Why?

R12: Sangat penting kak, tapi saya gak tau alasannya hehehe.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 13 : AP

R: What language do you use when speaking with parents, family and community? Why?

R13: Bahasa Indonesia karena saya gak terlalu bisa ngomong dengan Bahasa Gayo, Cuma ngerti apa yang orang bilang aja kak.

R: Did the English teacher at your current school ever teach pronunciation? How?

R13: Pernah kak diajarin, tapi saya bingung karena gurunya ngajarin cara baca tulisan yang aneh-aneh, contohnya cara baca tulisan huruf o setengah atau tulisan huruf th yang bacanya hampir sama dengan huruf tsa Bahasa Arab. Saya kurang paham kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R13: Cari-cari sendiri ada kak, kalau dari les gak pernah.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R13: Belum pernah kak, hahaha.

R: In your opinion, is learning pronunciation important? Why?

R13: Penting kak, tapi menurut saya susah jadi saya gak mau belajar itu.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 14 : KP

R: What language do you use when speaking with parents, family and community? Why?

R14: Bahasa gayo kak, Alhamdulillah masih bisa Bahasa Gayo dan ingin mempertahankan serta melestarikan Bahasa Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R14: Pernah kak, kalau kami ada yang Tanya gurunya langsung jelasin. Tapi susah rupanya kak. Saya gak ngerti-ngerti kali

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R14: Belum pernah dua duanya kak. Oh pernah kak cari kata-kata di game dari kamus.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R14: Pernah kak, seringnya kalau main game ada kata-kata yang menurut saya keren saya cari artinya terus saya dengar cara bacanya. Saya pakai kamus online, karena bisa langsung dengar kak, kalau pakai buku saya gak bisa baca tulisan cara bacanya.

R: In your opinion, is learning pronunciation important? Why?

R14: Sangat penting kak, agar kita tau cara pengucapan suatu huruf dengan benar.



## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 15 : JF

R: What language do you use when speaking with parents, family and community? Why?

R15: Bahasa Indonesia kak, karena saya bukan orang asli Gayo

R: Did the English teacher at your current school ever teach pronunciation? How?

R15: Setiap pelajaran Bahasa Inggris ada diajarin kak, disuruh bawa kamus. Tapi saya susah ngerti kalau udah dijelsain pronunciation kak.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R15: Pernah kak di les, tentor saya pronunciationnya bagus. Langsung dijelasin di papan tulis

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R15: Belum pernah kak. Sebenarnya saya gak terlalu suka Bahasa Inggris.

R: In your opinion, is learning pronunciation important? Why?  
Penting kak karena bahsa Inggris adalah Bahasa yang paling banyak digunakan di seluruh negara.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 16 : SY

R: What language do you use when speaking with parents, family and community? Why?

R16: Saya bisa Bahasa Gayo kak cuma jarang ngomong, kalau di lingkungan sehari-hari seringkali Bahasa Indonesia aja kak.

R: Did the English teacher at your current school ever teach pronunciation? How?

R16: Ada kak diajarin, tapi saya kurang tertarik karena saya lebih paham belajar sendiri.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R16: Belajar sendiri seringkali kak, karena saya suka mencari tau suatu hal baru. Jadi, saya juga lebih paham kalau belajar sendiri. Menurut saya pronunciation itu lumayan ribet kan kak, jadi saya suka tanya jawab tentang pronunciation sama kamus online.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R16: Sering kak. Setiap kali nonton film. Saya pake kamus online U dictionary.

R: In your opinion, is learning pronunciation important? Why?

R16: Penting kak menurut saya, Bahasa Inggris itu hal utama yang wajib dipelajari.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 17 : MS

R: What language do you use when speaking with parents, family and community? Why?

R17: Bahasa Gayo dong kak. Saya orang Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R17: Ada kak diajarin kak, disuruh bawa kamus, tapi saya gak suka.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R17: Pernah belajar sendiri dan di les kak. Biasanya saya pakai kamus online.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R17: Pernah kak. Akhir-akhir ini saya sering dengar lagu-lagu western di Spotify, jadi saya cari liriknya dan cara baca kalimatnya. Seringnya saya copas aja kak liriknya dari google ke google translate, abistu saya dengar suara google translate baca liriknya. Lucu dan menarik ya kak pronunciation ini.

R: In your opinion, is learning pronunciation important? Why?

R17: Penting sekali kak kata guru les saya, Bahasa Inggris adalah Bahasa internasional.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 18 : KA

R: What language do you use when speaking with parents, family and community? Why?

R18: Bahasa Gayo kak, tapi Bahasa Gayo saya beda sama orang daerah sini karena saya asalnya dari Kutacane kak. Bahasanya agak beda.

R: Did the English teacher at your current school ever teach pronunciation? How?

R18: Ada diajarin kak walaupun gurunya jarang masuk. Biasanya disuruh bawa kamus dan diajarin langsung dari kamus.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R18: Seringnya dari les kak, karena saya ada ikut les jadi diajarin sama tentor Bahasa Inggrisnya. Tmentor saya ajarin pronounce melalui kamus online.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R18: Belum pernah kak. Karena, saya belum tertarik belajar Bahasa Inggris apalagi pronunciation sendiri. Takut gak ngerti kak hehe.

R: In your opinion, is learning pronunciation important? Why?

R18: Penting kak, tapi saya kurang suka Bahasa Inggris.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 19 : LR

R: What language do you use when speaking with parents, family and community? Why?

R19: Bahasa Inggris. Eh enggak kak, maksudnya Bahasa Gayo. Saya orang Gayo.

R: Did the English teacher at your current school ever teach pronunciation? How?

R19: Hmm.. kayanya ada kak, saya kurang simak kak soalnya gak suka Bahasa Inggris.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R19: Gak pernah kak, saya gak les juga.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R19: Belum pernah kak.

R: In your opinion, is learning pronunciation important? Why?

R19: Kalau Bahasa Inggris penting kak, pronunciation kan bagian Bahasa Inggris, berarti penting juga.

## TRANSCRIPT OF INTERVIEW

Interviewees : Second-grade students at SMAN 1 Takengon

Respondent 20 : YA

R: What language do you use when speaking with parents, family and community? Why?

R20: Bahasa Gayo kak, kecuali sama mayarakat dan teman—teman Bahasa Indonesia.

R: Did the English teacher at your current school ever teach pronunciation? How?

R20: Ada kak, ibuk tu suka kalau kami bagus baca Bahasa Inggris apalagi kalau ada maju-maju ke depan kelas, ibuk tu selalu suruh yang pintar Bahasa Inggris.

R: Have you ever learned pronunciation by yourself or from the English course you are taking? How?

R20: Pernah kak di les, disuruh bawa kamus Hasan Sadly, disuruh cari beberapa kata abistu diajarin cara bacanya.

R: Have you ever looked up an English word in the dictionary to find out how to read the word correctly? Why?

R20: Belum pernah kak, saya ada kepikiran mau download kamus di hp karena kata kawan-kawan saya gampang pakainya tapi selalu gak jadi-jadi kak

R: In your opinion, is learning pronunciation important? Why?

R20: Hmm.. penting kak. Karena Bahasa Inggris dibutuhkan dimana-mana. Pronunciation kan cara mengucapkan bahasanya, jadi penting dipelajari.