The Difficulties in Pronunciation of Fricatives [f] and [v] by Learners of English Whose First Language is Dayak Ngaju: Applied Linguistics

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Ristati [a]

Abstract

This paper aims to describe (1) the difficulties in pronouncing [f] and [v] by the learners of English whose first language is Dayak Ngaju, (2) constraints that cause difficulty in learning English pronunciation, and (3) the application of drill method as an attempt to solve the problem of learning English pronunciation. This study is included in applied linguistics. Problem identification is done by using contrastive analysis. The approach used is qualitative and quantitative descriptive approach. The instruments used to collect data research are a test, observation, and interview. Location of the study is in SMA PGRI Palangka Raya. Based on the pre-test result, the learners' mastery level only 60% (under the minimum completeness criteria or KKM). The learners pronounce the sound fricative [f] and [v] → [p]. While the factors that cause difficulty are the phonological interference (interlingual transfer). As for extra-lingual factors are (1) the teachers of English have a lack of knowledge in English pronunciation, (2) the strategy applied in teaching pronunciation is not right, and (3) facility and infrastructure are inadequate, as there are no video, LCD, and language laboratory. The effort done to solve the difficulties of English pronunciation are first, the teachers follow workshop on English phonetics and phonology along with the strategy used to teach pronunciation, that is drill method. Secondly, the teachers apply drill method in pronunciation class in the form of Classroom Action Research (CAR). After the treatment is given in the form of CAR, then the mastery level is increased, it has reached 75% (already reached KKM). The learners of English pronounce correctly English sounds [f] and [v].

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1. Introduction

Pronunciation is the way an individual or group of people in the community say the sound of language (Kridalaksana, 2001: 124). In line with the opinion above, Fraser (2011: 6), pronunciation is a way of producing sounds, including sounds, words, phrases, sentences, and paragraphs (dialogue). In an oral communication in English, the pronunciation determining success in communicating (Carson, 2012: 149).

Pronunciation is sub-skill of speaking skill. The purposes of teaching pronunciation are (1) able to communicate in English with clear and understandable (intelligibility), (2) capable of understanding the meaning of information submitted in real-life situation, (3) to increase confidence when communicating spoken English, and (4) able to monitor the use of English (able to listen, understand, and produce). (Morley in Celce-Murcia, 2001: 118).

In studying the pronunciation of English, the learners face difficulties. English pronunciation errors will give different meaning, for example, the English word "fin" and "view" pronounced to be "pin" and "pew." This is because the sound system of English and Dayak Ngaju are different. According to the contrastive analysis, different sound systems become negative transfer and predictable as the cause of the trouble, while the same sound system is positive transfer in language learning. English is the foreign language taught to learners in Indonesia.

Teaching English in Palangka Raya, Central Kalimantan Province which is one of the provinces in Indonesia have been progressing quite rapidly. It can be seen from the interest and motivation of learners increase, especially in language classes of favorite schools and institutions of English course. This study describes the difficulties in pronouncing fricative sounds [f] and [v] by the learners of English. English which is discussed in this study is standard British English called Received Production. The fricative [f] and [v] is not included in Dayak Ngaju language. Both the consonant sounds [f] and [v] are available in the Indonesian language (the second language of learners of English whose first language is Dayak Ngaju), but only limited to words such loans on the word *film* and *visi*. In addition, the study also describes the constraints cause difficulty in learning the pronunciation of English and the application of drill method as learning strategy used to overcome the difficulties in pronunciation fricative [f] and [v]. The application of drill model is conducted in the form of CAR (Classroom Action Research). CAR research model is used to help the teachers of English in overcoming the problems of teaching English in the classroom.

Review of Related Literature
Study of Applied Linguistics

Applied linguistics is a branch of linguistics. It utilizes microlinguistics for practical purposes in solving the problems of language teaching. The object of study of applied linguistics is the language, the language of human functioning as (1) a communication system that uses speech as the media; (2) an ordinary language or a natural language (Davies, 2007: 1-13).

Components of English Pronunciation

Pronunciation is included in the study of phonetics and phonology (Ladefoged, 2011; Kelly, 2006). Kelly (2006: 9) explains that the study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of speech sounds and phonology refers to the system and pattern of the sounds which exist within a particular language. Phonetics is the physical reality of how the sounds produced by the human vocal organs, whereas phonology is the study of the system and the sound patterns of a language. The components of English pronunciation are as follows.

    1) Articulatory Phonetics
        a. The Vocal organs
        b. Places of articulation
        c. Manners of articulation
        d. The articulation of the vowel sounds
        e. Supra-segmental sounds (stress, rhythm, and intonation)
    2) English Phonology
        a. The transcription of consonants and vowels
        b. Tense and lax vowels
        c. Rules for English Allophones
        d. Phonological Process

Contrastive Analysis

According to Johansson (2008: 9-11), the contrastive analysis is comparing the sound system of two or more languages. Contrastive analysis arises when teaching second language or foreign language experience various problems. The problems are included difficulty learning from errors that experienced by learners of a second language or a foreign language. Such problems cause other problems such as the planning of language learning, language teaching material preparation, preparation of pedagogical grammar, language teaching method, and the arrangement of language class. There are four steps that work in contrastive analysis, they are as follows.

a) Comparing the sound system between two or more languages.
b) Based on the differences and similarities of the sound system from two or more languages, the teacher can predict the difficulties of learners in learning the language.
c) The differences and similarities of sound system between two languages can be as the foundation for the teacher in selecting and preparing the teaching materials.
d) The differences and similarities of sound system between two languages can help the teacher in selecting appropriate ways in the presentation of language in class.

Behaviorist Learning Theory with Drill Method

Behaviorist learning theory explains that learning is a process of change in behavior. It can be observed, measured, and assessed in concrete. Changes occur through the stimulus which causes behavioral relationships reactive (responds) based on mechanistic laws. Stimulus is learner's both internal and external learning environment, while the response is the result or impact, such as the reaction to the stimulus. Learning means strengthening ties, associations, properties, and behavioral tendencies S-R (stimulus-response) (Chaer, Abdul, 2009: 89). This learning theory applies recurrent training method (drill method). The teacher takes the way of teaching by providing exercises what have been learned so that learners acquire a certain skill. Drill methods used to train:

a) Motor-skill, such as using musical instruments, sports, carpentry etcetera.
b) Cognitive skill such as memorize, add, divide, multiply etcetera.

The things that need to be considered in using the drill method is the following.

a) The learning objective must be explained to the students, after teaching learning process learners can do the exercises correctly.
b) The teacher must define clearly the habits have to be drilled, so the learners figure out what to do.
c) The duration of exercise must be adjusted to the ability of learners.
d) Variations in the method of doing exercise keep fresh.
e) The errors undertaken by the learners note immediately by the teacher for giving the right improvement.

Constraints Cause Learning Difficulties Pronunciation

According to Saville (2006), generally, the obstacles cause difficulties in learning pronunciation are inter-language transfer (phonological interference) and extra-lingual factors. Phonological interference is a factor associated with the similarities and differences of the sound system between two or more languages being studied. The equation will be a positive transfer for language learners, while the different sound systems become a negative one. Extra-lingual factors are factors that are outside of language, as learning strategy that is not right, the teacher's knowledge in linguistics is still low, the input is not good, lack of facility and infrastructure that support the process of learning English pronunciation.

2. **Research Method**

This study uses qualitative and quantitative descriptive approach. A qualitative approach is used to analyze the data obtained from observation, interview, and helps illustrate the quantitative data in the form of numbers. While quantitative descriptive approach, namely with a percentage (%), is used to analyze the data obtained from the pre-test (diagnostic test) and post-test. The results of data analysis of quantitative descriptive approach are categorized qualitatively. Research is conducted on learners of English whose first language is Dayak Ngaju. They are in class XI SMA PGRI Palangka Raya in academic year 2014/2015, Central Kalimantan Province.

The methods used in this research are (1) observation, (2) interview, and (3) pre-test and post-test. While techniques applied in this study are (1) technique of tapping (as the basic technique). In this tapping technique,

the researcher seeks to obtain data by intercepting the use of language (spoken and written) person or informant. (2) scrutinized-technique involved free conversation and scrutinized-technique involved conversation, and (3) log technique and record technique. Quantitative analysis is performed by percentage formula. Qualitative analysis is conducted using the intra-lingual unified method and extra-lingual unified method, with a connected-techniques appeal to equate to the same data, to distinguish the different data as well as set aside in the other group similar data but not the same (Mahsun, 2005: 117-121).

3. Results and Analysis

Based on the results of the analysis of data using contrastive analysis fricative [f] and [v] English are not available in Dayak Ngaju language, but the sounds are available in the Indonesian language. They are only limited to the loanwords as the word *fakta*, *positif*, *visi*, and *televisi*. Based on the pre-test given to the learners, sounds [f] and [v] are pronounced to stop sound [p]. The percentage level of mastery is still below 60%. It means the KKM (minimum completeness criteria) cannot be reached. KKM required in SMA PGRI is 75%.

Below are the pre-test and post-test items.

Data 1
1) Words

Fine	vine
Foul	view
French	vast
Friend	veil
Fry	surveillance
Lifeless	movement
Lifelike	living
Roofing	live
Wife	love
Life	glove
Stuff	clove
Puff	alive

Data 2
2) Short Conversation

Fanti and Vicky are friends. They are in a vegetarian restaurant looking at the menu.
Vicky : It makes a nice change coming to a vegetarian restaurant, doesn't it?
Fanti : Mm, yes it does. What would you like from the menu?
Vicky : Have they got any fish?
Fanti : No, they haven't, only lots of vegetables and fresh fruits.
Vicky : In this case, I'll have some French fried potetoes, fresh figs, trifle and
coffee.
Fanti : I hope you can finish all that, we have to leave by four o" clock!

Data 3
Conversation Question
1. Have you ever received good service in a restaurant?
2. What do you do if you received bad service in a restaurant?
3. What do you think it would be like working in a restaurant that deals with complaints? Could you do a job like this?

Data 4
3) Group Work
Imagine this is the next month's calendar. Say fifteen plans on the calendar.
Use this expression and your own ideas.
Play (basketball/football)   meet (an official/old friend)
Watch (a movie/bazaar)   fix (motorcycle/televison)

Visit (a friend/realtive)   celebrate (a birthday/victory)
Take a vacation to (Ancol/Jogya)   performa (drama/singing)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	14	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Data 1, 2 and 3 above are pre-test and post-test items. The sound [f] and [v] well positioned at the beginning (onset), middle, and end (coda) are pronounced stop sound [p] or formulated using generative phonology as shown [f] and [v] → [p]. Consonant with the features [+ anterior, + continuant, -voiced] and [+ anterior, + continuant, +voiced] pronounced to be consonant with the feature [+ anterior, -voiced]. Based on observation and interview with teachers and learners of English conducted before providing treatment using the drill method and workshop, the factors become constraints in learning English pronunciation are as follows.

1) The teachers have a lack of knowledge in English pronunciation.
2) The strategy applied to the teaching of English pronunciation is not right.
3) The teacher does not use audio and audio visual media during teaching
   the learning process in the class.
4) Inadequate facility and infrastructure, such as lack of media and language
   The laboratory is not available.

The solution to solve the difficulties of learning English pronunciation is by giving a workshop on English phonetics and phonology along with how to apply the drill method in the form of CAR for the teachers of English. The interviewee of the workshop is the lecturer of English. After conducting a workshop, the teachers do action in the classroom. The action is done in CAR which consists of four cycles: (1) plan, (2) action, (3) observation, and (4) reflection. The cycle carries out in two phases and the first phase consists of 2 meetings. The scenario in learning English Pronunciation with drill method is as follows.

a) Unit Education   : SMA PGRI
b) Class/Semester   : XI / Odd
c) Subject   : English
d) Skill   : Speaking
e) Sub-skill   : Pronunciation

1) Competency Standards (SK):
   Expressing the meaning in interpersonal and transactional conversations which are formal and sustained in everyday life.
2) Basic Competency (KD):
   Expressing the meaning in interpersonal and transactional conversations which are formal and sustained by using a variety of oral language accurately in the context of everyday life and involving speech acts: asked for an opinion and expressing satisfaction, and dissatisfaction.
3) Indicators: 1) Using speech act asking for opinions.
                2) Responding to ask the opinion of speech act.
4) The learning objectives are after the learning process ends, learners can distinguish [f], [v] and [p] in oral communication in English.
5) Teaching material is pronunciation sound fricative [f] and [v].
6) Time Allocation is 2 x 45 minutes (1 meeting)
7) Learning method is drill method
8) Teaching and Learning is an activity consisting of opening, core, and closing activities. Opening activity is used to arouse learning motivation and focus to actively participate in the learning process. The core activity is learning the process to achieve the learning objectives. This activity is carried out systematically through the process of exploration, elaboration, and confirmation.
   a) Exploration

In exploration activity, teachers engage learners to seek broader and deeper information about the topic given.
   b) Elaboration
   In the elaboration of activity, teachers facilitate learners through the provision of tasks, discussions, and others to bring new ideas both orally and in writing.
   c) Confirmation
   In confirmation, teachers give positive feedback and reinforcement in oral, written and gesture.
9) Concluding activity is undertaken to end the learning activity. It carries out in the form of summary, reflection, and follow-up.
10) The forms of the test are oral and written tests.
11) Guidelines for assessment are as follows.
   Mastering ≤ 75% (reached KKM)
         ≤ 74% Not Proficient

The formula used is:

$$P = \frac{F}{N} \times 100\%$$

Note:
P = Percentage
F = Frequency error
N = Number of students
11) The source of learning/teaching media English pronunciation is below.
   a) www.linguaspectrum.com (voiced and unvoiced sounds in English)
   b) Setiawan, DJ Otong. 2014 English for SMA / MA / SMK Class XI.
   c) Bandung: Yrama Widya.
   d) English Education Study Program. 2014. Intensive Course (IC). IA
   e) Handbook Lesson 1-4. Palangka Raya University.
   f) Laptop, LCD, Video, Tape Recorder, and Student Worksheet (LKS).

After being given treatment, then do the post-test. The result of the post-test shows significant enhancement. The bar chart below describes the enhancement in the percentage of mastery of English pronunciation of pre-test and post-test.

Diagram of Percentage Comparison of Pre-test and post-test
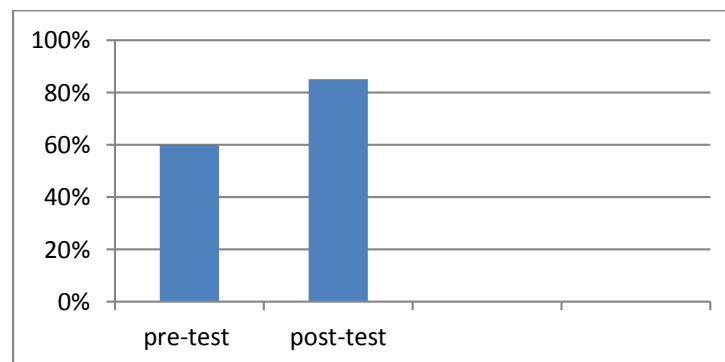
The result of the pre-test shows in 60% mastery level. It means that less than KKM, while the result of the post-test shows in 80% mastery level. This means that after the application of the drill model, the learners of English whose first language is Dayak Ngaju are able to pronounce English sounds fricative [f] and [v].

4. Conclusion

To identify the problem in this study is analyzed by applying contrastive analysis. Based on the results of this analysis are found similarities and differences in the sound system Dayak Ngaju, Indonesian and English languages. Fricative consonant [f] and [v] in the English language is not available in Dayak Ngaju language. In Indonesia, the sounds [f] and [v] are available only in loanwords. The learners of English whose first language is Dayak Ngaju pronounce fricative [f] and [v] to stop sound [p].

This study provides pre-test for determining the extent to which the learners' mastery level in pronouncing sounds [f] and [v]. The result of the pre-test is 60%, it means the mastery level is still below the minimum completeness criteria (KKM). The causes of an extra-lingual factor are (1) the teacher of English has a lack of knowledge about pronunciation materials, (2) the strategy applied in teaching English pronunciation is not right, and (3) facility and infrastructure are not adequate, as no video media, LCD, and language laboratory. To solve the problem, this research applies drill method and gives a workshop on English phonetics and phonology. Based on the results of the post-test shows the significant progress, that is 80% (reach KKM).

Suggestion

Suggestions can be given through this study are as follows.

a) The teacher of English should improve knowledge of phonetics and phonology in order to master English pronunciation learning materials.
b) The teacher of English should improve his or her pedagogical competence.
c) The learner of English is supposed to be active during the learning process takes place and more practice to practice listening and imitating English words or conversation containing the sound [f] and [v].
d) School should provide facility and infrastructure such as curriculum, syllabus, English textbook, media, classroom, language laboratory which are sufficient to English learning process effectively and efficiently.

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Biography of Author

Ristati, S.Pd., Hum. was born in Kuala Kapuas January 1st, 1971. Graduated from Elementary School in the year 1983 in Palangka Raya. Graduated from Junior High School in the year 1986 in Palangka Raya. Graduated from Senior High School in Palangka Raya in the year 1989. Continuing S1 (Bachelor Degree) in 1990 at Palangka Raya University. Graduated in 1995 with a degree S.Pd (Bachelor of Education). In 2004, continuing education to S2 in Linguistic Study Program, Gadjah Mada University. Graduated in 2006 with a degree M.Hum (Bachelor of Humanity). In 2013, continuing education to S3 (Doctoral Program of linguistics) at Udayana University, and now is still as a student in the program. The author is a lecturer in English Education Study Program, University of Palangka Raya. As for scientific works which have been done in the last 3 years are Dayak Ngaju Language: Canonical Patterns and Phonotactics (2014). Phonemic Assimilation of Dayak Ngaju Language (2015). Thematic Model Learning Approach that implements Character Education in School for Primary Teachers (2015). The Process of Word Formation: Generative Morphology in Morphophonemic Analysis (2017).