

# Error Analysis of Sundanese English Pronunciation on Fricatives Sound

Fakhri Fauzi

## **Abstraks**

*Penelitian ini bertujuan untuk mengetahui kesalahan-kesalahan umum yang biasanya ditemukan pada mahasiswa suku Sunda yang ada di jurusan Bahasa dan Sastra Inggris tahun ajaran 2013 dalam mengikuti matakuliah pronunciation, khususnya pada masalah bunyi mendesis. Adapun fokus penelitian ini ditujukan pada mahasiswa baru yang berlatarbelakang budaya Sunda dengan tujuan untuk mengetahui keakurasian pengucapan kata-kata yang mengandung unsur desisan/desahan. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Peneliti sebagai pengumpul data melakukan hal-hal sebagai berikut: melalui observasi langsung terhadap mahasiswa suku Sunda. Merekam atau mencatat cara pengucapan (pronunciation) dan menganalisis kesalahan-kesalahannya berdasarkan konsep Error Analisis dari beberapa sumber. Hasil penelitian ini menyimpulkan bahwa mahasiswa yang berasal dari Sunda pada umumnya bnyak melakukan kesalahan dalam pengucapan kata-kata yang mengandung desahan. Dengan demikian hasil penelitian ini diharapkan dapat memberikan koreksi dan masukan bagi para pelajar atau mahasiswa yang berasal dari Sunda.*

**Katakunci:** Analisis kesalahan, Orang Sunda, Pronunciation, suara desahan (fricatives)

## **Abstract**

*This study is aimed to find out the errors that commonly made by Sundanese student of English Letters Department in the year 2013 who already taken a pronunciation class, in pronouncing a fricative sounds. The reseacher focuses on freshman student who has Sundanese cultural background to know their accuracy in pronouncing some fricative's words. The reseacher uses qualitative method on writing his thesis. He also analyzes the collected data through descriptive analysis technique in order to reach the objective of the research. The reseacher involves himself to collect data by observing the respondents, recording their pronunciation and analyzing the error on their pronunciation based on theories of error analysis which are taken from some relevant references. On the conclusion, the reseacher finds that Sundanese student of English Letters Department are made some error on their pronunciation. Error of omission and error of addition are found on the vowels and consonant sound except the fricatives sound. While error of selection, is occurred both on the fricatives sound and the rest of sound. The reseacher also finds that overgeneralization is one of the reasons why the Sundanese student made errors on their pronunciation.*

**Keywords:** error analysis, Sundanese, pronunciation, fricatives sound

## A. Introduction

English, as one of international languages has been studied by people all over the world. In Indonesia, even the use of English almost dominates the roles of Indonesian language. Nowadays, we cannot avoid English and throw it away from our daily life. Wherever and whenever we go, it must be English that we will face, walk behind us shadowing Indonesian language. The massive use of English in Indonesia has forced Indonesian people to go along with it and try hard to learn it. People are required to master or to know basic concept of English, at least. It seems likely become a phenomenon when Indonesian people start to learn English.

Indonesia, as multicultural country has many of cultural background with more than hundreds of mother tongue. For sure, when Indonesian people learned new language, linguistically the way they learn will be affected by both their tribe and national languages. This condition will lead us to the new language problem as we learned new language beyond our first languages. The problems that usually arise are errors and mistakes in both verbal and non-verbal aspects. On this research, the researcher has intentionally conducted a research on errors and mistakes in verbal aspect where the Sundanese students of BSI class of 2013 are the object of this research. The research will focus on errors and mistakes which are Sundanese students made on pronunciation of the words containing fricative sounds [f] and [v]. The researcher decided to have Sundanese students on his research because he has been faced to a situation where the Sundanese students made errors in pronouncing English words,

especially ones with fricative sounds like [f] and [v] inside the words.

Sundanese as one of many tribes in Indonesia has their own language called *basa Sunda*.<sup>1</sup> It becomes an official language of West Java province and spoken by over 43 million people of West Java.<sup>2</sup> The roles of *basa Sunda* in Sundanese's life is important matter. Because of its important, that is why *basa Sunda* need to be studied by Sundanese since they are in early childhood's life. In wider scale, Sundanese are required to master another language to support their life in order to positively communicate each other. For example Indonesian language for nation scales, which is an official language of Indonesia as well and English for global scales. In learning English language, it must be an affection of *basa Sunda* and *bahasa Indonesia* along the process of it. For sure, the affection is more on linguistic aspect.

Actually, this is not that important for Sundanese generally. But, when we talked about Sundanese students who have English as their college major choice, the problem became the important one which we had to focus on. Students are expected to have good pronunciation in English; regardless their origin and their tribe's background. Sundanese students often face bit hardness on pronunciation of the words containing fricative sounds. They are indicated to mispronounce on this kind of sounds. This happened all the times and even tended to be repeated by the Sundanese who learned English. The differentiation

---

<sup>1</sup> Drs. H. Abud Prawirasumantri, dkk. *Tatabasa Sunda Kiwari* (Bandung: Yrama Widya, 2003) p.6

<sup>2</sup> *Sensus Penduduk 2010*, Badan Pusat Statistik, retrieved from <http://sp2010.bps.go.id/index.php/site/tabel?tid=264&wid=3200000000>

between Sundanese and English alphabets are suspected as the one of the factors so that the errors and mistakes made. The researcher often meets Sundanese students who are still pronounced *fried- chicken* as /praid-tfik.in/ instead of /fraid-tfik.in/. They changed [f] sound of the word with [p] sound either. In another chances, the researcher finds another error on their pronunciation. Another simply example is on pronouncing *facebook* word. Sundanese student pronounced it in wrong way. We can easily guess what sound is changed from that word. The researcher has been conducted the study of error analysis massively in accordance to learning and teaching process. Many of them are conducted the research only on textual aspect like error analysis on grammar, vocabulary, and so on. The researcher has not found any study on error analysis regarding to verbal aspect, especially here in Syarif Hidayatullah State Islamic University Jakarta. In other word, there is no study of error analysis conducted on sounds production.

The researcher thinks that the study of error analysis on verbal aspect/sounds production has the same capacity as another aspect to be explored. Moreover, when the cultural background is getting involved to the study, the new problem will come by the end. This problem surely needs to be solved. The problem will not be solved easily without getting involved to the matter itself. That is why, to find the solution of the problem, the researcher thinks that this matter is important to be studied.

As Yule said in *the Study of Language*, phonetics is the general study

of speech sound.<sup>3</sup> While, Katamba has another statement on phonetics that is the study of the inventory of all speech sounds which humans are capable of producing.<sup>4</sup> Another perspective is come from Ladefoged stated that phonetics is the study that concerned with describing speech.<sup>5</sup> The researcher can easily conclude what the phonetics is from all the perspectives that have already previously read. The phonetics is the study of the language that concerned with the speech sounds in which the sounds are described. Phonetics is concerned on these following three matters: Auditory Phonetics, Acoustic Phonetics and Articulatory Phonetics. Auditory phonetics or perceptual phonetics is the study of speech which deals with perception, via the ear, of speech sounds. Other area of study such as acoustic phonetics deals with physical properties of speech as sound waves in the air, for instance. The last is articulatory phonetics which more specifically concerned on how speech sounds are made or articulated.

#### 1. Place of Articulation

Linguists agreed that consonants are described in three different ways, those are place, manner, and voicing.<sup>6</sup> As one of the ways of sounds productions, place is indeed need to be studied. The place of articulation is concern on where the

---

<sup>3</sup> George Yule, *the Study of Language*, 3<sup>rd</sup> Edition (Cambridge: Cambridge University Press, 2006) p.30

<sup>4</sup> Francis Katamba, *An Introduction to Phonology*. (London: Longman, 1989) p. 1

<sup>5</sup> Peter Ladefoged, *A Course in Phonetics*, Fourth Edition. (Boston, USA: Heinle & Heinle Thomson Learning, 2001) p. 1

<sup>6</sup> Henry Rogers, *the Sounds of Language: an Introduction to Phonetics: Learning about Language*. (Essex: Pearson, 2000) p. 192

sounds are made and produced. On sounds production, each consonant has its own articulator's place.

The articulators itself is divided into two groups of articulator, lower articulators and upper articulators. The lower lip, the lower teeth, and the tongue are the elements of this lower instrument. While the upper lip, the upper teeth, the palate, the velum, the uvula and the rear wall of pharynx are part of the upper articulators.

The consonants on this place of articulation are classified as follow: Bilabials, these sounds are formed using both (bi) lower and upper lips (labia). The airstreams are blocked by this instrument. The consonants which are belong to these sounds are [p], [b], and [m].<sup>7</sup> Labiodentals, the sounds are formed using the combination of lower lips with upper teeth. The lower lips will touch the upper teeth when the consonants of this sound are pronounced. Those consonants are [f] and [v].<sup>8</sup> Dental, the obstruction on this kind of sounds is must be tongue and teeth. The blade or tip of the tongue is touched behind the upper teeth. Sometimes the sounds will protrude the upper and lower teeth; later on this is called interdental.<sup>9</sup> The consonant which is included to this kind of sound is "th" sound symbolized with [e], as it happened in the words "think", and "thick". Alveolar, this sound, the tongue becomes an obstruction of the airstream. The tip or the blade of tongue is against the alveolar ridge. These sounds are symbolized by the consonant [t], [d], [z], [s], and [n]. Other alveolar sounds are [l] and [r] as in the initial words *lap*, *lit* and *right* and

*write*.<sup>10</sup> Palatal, this sound is produced by tongue and hard palate, the roof top of the mouth, which are obstructed the airstream. The sound "sh" [ʃ] as in the words "shy" and "ch" [tʃ] as in the word "church" are classified into this kind of sound. Another sound like "s" in the word "pleasure" that is symbolized by [ʒ], and sound "j" in the word "joke" are belong to this sound as well. Velar, this sound is formed by tongue and soft palate or velum. The back of the tongue is raised and touched the velum. The initial sound of these words is the example of the velar sound, "car" and "kid" represented by the symbol [k], and "go", "gold" represented by [g] symbol. The final sound of this word is also part of velar sound, "ring", "sing", and "cling" that is represented by the symbol [ŋ]. Glottal, this kind of sound is no needed the active use of the tongue and other part of the mouth which worked together in forming the sound. There is no obstruction for the air to pass out of the mouth. The sound [h] which exists in the beginning of "house" and in the middle of "who" words is the kind of this glottal sound.

## B. Discussion

The researcher has already stated that there are three ways in pronouncing the consonants. In the earlier, the focus of the topic was on the way consonant pronounced in terms of the place of articulation. Letters are put in the same place regarding the sameness between them. Here the researcher will discover how the way letters are made and produced. The letters are grouped based on the same criteria on how they are made and produced. It is widely known as

<sup>7</sup> Yule, Op. Cit., p. 31

<sup>8</sup> Peter Ladefoged, *A Course in Phonetics*, Fourth Edition (Boston: Heinle & Heinle, 2001) p. 6

<sup>9</sup> *Ibid*

<sup>10</sup> Yule, Op. Cit., p.32

manner of articulation. Manner of articulation is focused on the way how the sound of consonants is pronounced. The sounds which are classified into the same place in the place of articulation are differently grouped in the manner of articulation due to their particular criteria. We can easily know how to differentiate between the sounds of letters when we have fully understood this manner of articulation terms. The following are the kinds of manner of articulation, those are:

- Stops

On this kind of sound, the airstream will be looked as if they stopped or blocked when the consonant is pronounced. Two articulators are moved against each other so that there is no space for the airstream to out for awhile.<sup>11</sup> Later on, we let the airstream to go out abruptly. Up to this phase, the plosive or the stop effect sound will be heard. The sound of [p], [b], [t], [d], [k], and [g] are the set of the stop sounds.<sup>12</sup>

- Fricatives

The typical of the fricatives sound is the consonant will let the air flow out through the small passage. When the sound is pronounced, it will be heard like hissing sound and we can feel the pushed air as we put our hand in front of the mouth. Ladefoged view this point as *close approximation of two articulators so that the airstreams partially obstructed and turbulent airflow is produced.*<sup>13</sup> This set of the sound [f], [v], [θ], [ð], [s], [z], [ʃ], and [ʒ] are part of the fricatives sound.

- Approximants

This sound is similarly to the fricatives sound. The different is that approximant is not let the vocal tract being narrow so that a turbulent airstream will not be produced. Sometimes, approximant is called as glide due to a tongue movement which is glided approaching to or from the position of vowel or semi-vowel. The consonant which classified to this kind of sounds are [w] and [y]. Look at the words “we”, “wet”, “you” and “yacht”. The initial sounds of these words are known as glide or approximants’ sound.

- Affricates

When the stops sound followed by the fricatives, the sound which causes some friction sound, it will make new sound called affricates. The process of this sound production is almost the same with the fricative sounds. We might be met the words of “cheap”, “church”, “chin”, “June”, “jeep”, “joke” and so on as we read some texts in book. The sounds that occur in the beginning of those words are classified as affricates sound. It is symbolized with [tʃ], and [dʒ].

- Nasals

The most sound are pronounced with raised the velum position. It usually prevents the airstream to flow to the nasal cavity. Meanwhile, these three sounds are opposite to another sound. The airstream is obviously let in to the nasal cavity and out through it. That is why this is called nasals sound. The sounds are represented by the symbol [n], [m], and [ŋ]. We can meet these sounds as in the initial sound of words “name”, “make”, both initial and final sounds of “man”, “morning”, and final sound of words “ring” and “sing”.

Language and Culture

Language, which is called the

<sup>11</sup>Peter Roach, *English Phonetics and Phonology, A Practical Course Second Edition* (Cambridge: Cambridge University Press, 1991), p.30

<sup>12</sup> Yule, Op. Cit., p. 35

<sup>13</sup> Ladefoged, Op. Cit., p10

grace of God, has been attracting a lot of people, not only linguists, to conduct research in the language field.<sup>14</sup> In fact, 2500 years ago, a pharaoh named *Psammetichus* had conducted a research experiments. He entrusted newborn baby to the shepherd family who have a limitations in speaking, dumb. This was done just to find out how a child who lives with the dumb family speaks properly as another people who lives in normal family commonly speak.<sup>15</sup> In some particular communities, they believe that language is a source of strength and life.<sup>16</sup> In fact, in Africa most people assume that the newborn babies as an objects, not a human. They will only consider as human after they learnt the language and speak as the other member of community.<sup>17</sup> This shows how crucial a language is. Language is a system of writing that has cultural value and as an expression of cultural reality through all aspects of verbal and non-verbal language itself.<sup>18</sup> The culture itself refers to all the habits that have been cared for, customized and maintained, and it does not grow and develop naturally.<sup>19</sup> Yule has another point of view on the meaning of cultures. His opinion is as the follow: *“The term culture refers to all the ideas and assumptions about the nature of things and people that we learn when we become members of social groups. It can be defined as ‘socially acquired*

*knowledge’ . This is the kind of knowledge that, like our first language, we initially acquire without conscious awareness. We develop awareness of our knowledge, and hence of our culture, only after having developed language ””.*<sup>20</sup>

Yule’s point of view is clearly stated that how the culture is co-related to the language, and vice versa. The awareness of the cultures will need a developed language which has previously been learned, maintained and cared by all member of the community. Eventually, the language that we have already learned through the process of cultural transmission will at least fetch a ready-made system that will make solid cultural value in the language system.

#### Relations Language and Culture : the Sapir-Whorf Hypothesis

Haugen in Wardhaugh states that language is something that can be used to refer to one of the norms or rules of linguistics.<sup>21</sup> Wardhaugh himself, states his opinion as like *language is something that is spoken by members of a particular community* <sup>22</sup> Language has become a media of human to communicate in a community in where the people interact in social life.<sup>23</sup> Human identify themselves, and look for similarities between them through how they use language and speak. As well as put the language as their social identity. The Sapir-Whorf hypothesis regarding the relationship between language and culture states that the structure of one language is

<sup>14</sup> Yule, Op. Cit., p. 1

<sup>15</sup> *Ibid.*, p. 1

<sup>16</sup> Victoria Fromkin, *an Introduction to Language, Sevent Edition* (Boston: Thomson-Heinle Publisher, 2003) p. 3

<sup>17</sup> *Ibid.*, p. 3

<sup>18</sup> Claire Kramsch, *Language and Culture*, Editor H.G. Widdowson Series (Oxford: Oxford University Press, 1998) p.3

<sup>19</sup> *Ibid.*, p.4

<sup>20</sup> Yule, Op. Cit., p.216

<sup>21</sup> Ronald Wardhaugh, *an Introduction to Sociolinguistics* (Padstow, GB: T.J. Press Ltd., 1986) p.25

<sup>22</sup> *Ibid.*, p. 1

<sup>23</sup> Kramsch, Op. Cit., p.3

affected the point of language user to the world.<sup>24</sup>

#### Mother Tongue and Second Language Learning

On the previous part of this chapter, the researcher has already mentioned and touched on the relationship between the mother tongue and the second language learning. It is obviously bound and intertwined each other. Means, it's already become common fact that second language learner will at least use and/or compare all the system that exist in their native language or mother tongue and apply them in the second language or so which has been learning. As the result, it will bring up new problem from the happened interference on this matter. Errors and mistakes are new problem that arise due to wrong interference and interpretation on this second language learning and so on. Sure, this comes from incompetence on the knowledge of second language learning. Second language learner is tend to try to explore and to experiment on that new language with refer to the systems, rules, and norms that exist in their native language with limited competence they already have.

#### Sundanese Language: Alphabet and Sound System

Sundanese language, as one of the regional languages in Indonesia and used by over 30 million people of western Java, has been making Sundanese language as the second largest regional language and the most widely used in Indonesia, after Javanese language. The spread of Sundanese language in Indonesia has fully supported by

government.<sup>25</sup> There are laws and rules are binding, so the Sundanese language has a strong and clear legal support. The vast area of West Java has contributed to the diversity of dialects that exist in the Sundanese language itself. Each region has its own dialect of Sundanese. In Sundanese's world, there are some of the most popular Sundanese dialect as a follow: Sumedang, Cianjur, Ciamis, Sukabumi, Serang, Bogor, Subang, Tasikmalaya, Purwakarta, and Cirebon.<sup>26</sup> Since Sundanese language has more than one dialect and become the majority of West Java language, on 1912 the Dutch government had chosen Sundanese of Bandung and surrounding areas as a standardized Sundanese language to be officially used in the whole Sundanese mainland.<sup>27</sup> Sundanese language is one of the languages in the world which deal with honorific system in which the level of politeness utterance is distinguished by the opponent of talks.

In its development, the role of Sundanese language as a regional language has influenced by Indonesian language which has wider role than Sundanese language itself. The affection brings us to the fact that there is known *Sundanese Kendonesen language*, which means Sundanese that strongly influenced by Indonesian. This is also involving media's role. The role of media on promoting the use of Indonesian language in the whole nation brings a significant impact towards regional languages including Sundanese language. Eventually, Sundanese language adopted many systems/rules and even

<sup>24</sup> Wardaugh, *Loc. Cit.*

<sup>25</sup> Prawirasumantri, *Op. Cit.*, p.6

<sup>26</sup> *Ibid*, p.7

<sup>27</sup> *Ibid*, p.8

vocabularies that are not popular and have no equivalent or even have not known in Sundanese language to serve as a new basic guide and/or additional in terms of linguistics.

The original alphabet in Sundanese language consists of 25 pieces with 7 vowels and 18 consonants.<sup>28</sup> For more details, see the following Sundanese alphabet table:

Vocal		Position		English equivalent	
		Initial	Middle	Final	
/i/	/imah/	/pinter/	/lami/	/pin/	
/eu/	/eurih/	/leungit/	/sampeu/	/ago/	
/u/	/ubar/	/bukti/	/sapu/	/put/	
/e/	/era/	/capek/	/sae/	/let/	
/e/	/ema/	/geleber/	/halte/	/urgent/	
/o/	/opak/	/cios/	/sato/	/open/	
/a/	/arek/	/kamar/	/bapa/	/cut/	

Table 1: Sundanese Vowel

Consonant	Position			English equivalent
	Initial	Middle	Final	



/b/	/bau/	/ubar/	/terab/	/back/
/c/	/cocok/	/pecat/	--	/catch/
/d/	/diuk/	/bedog/	/bejad/	/dog/
/g/	/guru/	/gagap/	/bedug/	/gap/
/h/	/hayang/	/dahar/	/dadah/	/house/
/j/	/jalan/	/jajan/	--	/jar/
/k/	/kopi/	/kuku/	/leutak/	/cab/
/l/	/loba/	/ilu/	/moal/	/line/
/m/	/mana/	/ambu/	/anom/	/milk/
/n/	/naha/	/menang/	/naon/	/nail/
/ny/	/nyieun/	/menyan/	--	/news/
/ng/	/ngan/	/angon/	/bujang/	/sing/
/p/	/poek/	/kupati/	/hilap/	/pan/
/r/	/rame/	/arek/	/acar/	/run/
/s/	/sapi/	/asem/	/tiis/	/send/
/t/	/topo/	/atah/	/saat/	/take/
/w/	/wayah/	/sawah/	/riceuw/	/walk/
/y/	/yakin/	/wayah/	/oray/	/young/

Table 2: Sundanese Consonant

The use of foreign consonants can also be found in a number of borrowing words in Sundanese language. The use of these consonants is based on the absence of the sounds in Sundanese that can represent the exact sounds of the origin language.<sup>29</sup> This is limited only in terms of borrowing words which are directly borrowed into the language.

Consonant	Position			English equivalent
	Initial	Middle	Final	
/f/	/fasilitas/	/tafsir/	/aktif/	/fact/
/q/	/qur'an/	/furqon/		/quorum/, not exist in English sound
/v/	/vokal/	/lava/	—	/vocal/
/x/	/xenon/	/luxor/	/xerox/	/xenon/
/z/	/zat/	/azab/	/juz/	/zebra/

Table 3: Sundanese borrowed consonant

Universal in the phonological component of language acquisition.

The ability of human's language acquisition is closely related to the concept of a universal language. Jakobson argued that there is a correlation between the universal of the human sound language and the sequence of these sounds acquisition. The acquisition of the sound language is work according to the nature of sound itself. Sequentially, usually vowels /a/, /i/, and /u/ are the first sound which are going out and followed by a series of consonant oral sound /p-b/, and nasal /m-n/ and followed by the sound of bilabial /p/, and dental /t/.

The Theory of Roman Jakobson.

It has already been a certainty that the variety and number of sounds language between one and another is different. However, the relationship among them is universal. There is one well-known law that has been brought forward to the world by an expert, Roman Jakobson. This law is called the *Laws of Irreversible Solidarity* which essentially formulated as follows: If a language has a velar consonant (/k/ and /g/), the language certainly has a dental consonant (/t/-/d/)

and bilabial (/p/-/b/); If a language has a fricative consonant (/f/ and /v/), certainly had language has consonant (/p/-/b/, /t/-/d/, and /k/-/g/); If a language has affricative consonant, the language has definitely fricative consonants and stop consonant. For example: A language has sounds of language /c/ - /j/, the language certainly has /s/, /t/, and /d/.

From the third important point of Jakobson's law above, will it actually happen in every language in the world or not? What about certain language, for example Sundanese, which only has stop sounds and does not have the fricative sounds as like [f], [v], [ʃ], [ʒ], [tʃ], and [dʒ]? Is there any particular difficulties faced by people from its cultural background as they learn English? That is what researcher will discover through this research.

Human creates many errors and mistakes in learning something. From the errors and mistakes they made, they got something. Their competence will gain and elevate to the higher level of knowledge as their commit errors and mistakes. For sure this also supported by the environment, both people and another sources that will correct their errors and

mistakes. Their success in learning will only be happened when there are positive input from the environment and the people around them. This mechanism is also applicable when the people learning language. If we look at the children who acquired their first language, we can see that they are doing many errors and mistakes. We can say that because in adults' grammar perception or in adults' knowledge, the words, phrases or sentences which are children made is sometimes ungrammatical or even inaccurate in use.

Errors are the deviation of the systems, norms, or rules which is made by human caused by lack of understanding or incompetence in something. In the context of second language learning, errors can be interpreted as the deviation from the second language norm produced by second language learners. While Brown stated that error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.<sup>28</sup> Hubbard has another opinion related to an error. He said that error is evidence of failure, of ineffective teaching or lack of control. Another opinion comes from Corder which stated that errors were the result of interference in the learning of a second language from the habits of the first language.<sup>29</sup> Here we can see that whenever we try to apply our first language habit to the second language that we will try to get is affected toward the process of acquiring the second language. Moreover, when there is lack of

control of the competence people.

Corder divided error into two kinds of errors.<sup>30</sup> The first one is overt errors where the erroneous utterances are unquestionably ungrammatical at the sentence level. The second one is covert errors. This kind of error is grammatically well- formed at the sentence level, but inappropriate in the context of communication.<sup>31</sup> See this following example. In one situation A ask something to the B.

*"Where are you come from?"* A asked.

*"I'm going to France "* B answered.

We can clearly find that two utterances are grammatically correct. But, in the context of communication it was inappropriate. Corder classified it as covert errors. While, overt errors are clearly understood from its meaning. Sometimes, errors were considered as being the result of the persistence of existing mother tongue habits in the new language. The reseacher concludes that error is practical deviation in learning second language or so and deviate from exist standardize systems, norms, and rules which is done by the native speaker of one language as they learned new languages

In second language learning, the people will be faced with the problem of errors and mistakes. Some errors that usually come up are caused by these following factors: Mother-tongue interference. When people which have competence on their first language learning new languages, either second or so they tend to apply and transfer the features that exist in their native language to the second language system. If the second language or we might called the

---

<sup>28</sup> H. Douglas Brown, *Principles of Language Teaching and Learning*, Fourth Edition (New York: Addison Wesley Longman, Inc., 2000) p. 217

<sup>29</sup> S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University Press, 1982) p. 5

---

<sup>30</sup> *Ibid*, p. 21

<sup>31</sup> Brown, Op. Cit., p. 220

target language has same feature with the first or native language or previously learn language, of course this will give some benefits to the second language learners and can be categorized as positive transfer. However, when the second language has another system or different features, as a result, some errors could be made. This transfer, for sure, become a negative transfer or linguists called it as interference.<sup>32</sup>

Overgeneralization is a process that occurs as the second language learner acts within the target language.<sup>33</sup> Brown said that overgeneralization is the incorrect application-negative transfer- of previously learned second language material to a present second language context. While Richard (NCA to EA) explain that overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. The reseacher concludes that overgeneralization is often made by the second language learners that have had experience in second language learning with imprecise perception either from the source or from their own perception. That wrong perception is become one of the aspect that cause error in their second language learning.

Brown on *Principles of Language Learning* stated that errors often happen because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of a pattern that was routinely memorized in a drill but improperly contextualized. Therefore, the experience of second language learning is contributed to the errors that student

always makes.<sup>36</sup> Talking about the kinds of errors, actually there are another way to classify errors such as overtly and covertly errors. These kinds of errors are often involving a context in the way of analyzing. Yet, the most people are only classifying the errors on the level of superficial basis. On this way, there are four kinds of errors which commonly used by teachers. Those are errors of omission, errors of addition, errors of selection, and errors of ordering.<sup>34</sup>

Error can be classified as an error of omission when some part of the things or the elements of the single or group of word are omitted. The words are come as it should not be.

e.g.: The teacher is asked student A to pronounce the word "*the Philippines*". The student says /Ss'fil.i.piin/ instead of /Qa'fil.i.piinz/ on his pronunciation. Here, we can see that the student A is considered doing an error of omission with omitting /s/ sound

Opposite to the errors of omission, there is an error of addition. This kind of error is can be present when some element which should not be there is added to the word or sentence.

example: When Listening class is being held, students are asked to write down the word "*Qualify*" and say it loud as they have heard from the audio. Instead to say /'kwol.i.fai/, some students are said it as /'kwol.i.faid/. From the example above, we clearly see that some students did an error of addition where they adding the /d/ sound to the word "*Qualify*". So that, the word become as it should not be.

We can say that someone committed an error of selection when they decided to place the wrong item or element in place of the right one.e.g.: I asked the

---

<sup>32</sup> *Ibid*, p. 95

<sup>33</sup> *Ibid*, p. 96

---

<sup>34</sup> S. P. Corder, Op. Cit. p. 36

respondents to pronouncing the phrase “*Venusflytrap*” due to the precise sounds but regardless to the stress of the word.

1<sup>st</sup> respondent is pronouncing it as /fLns'splai.trap/ instead of /,vi:.n3s'flai.tr^p/. This is of course a big mistake. He is committed an error of selection where he has changed /v/ sound on the initial of the word “*Venus*” to be /f/ sound and put the /p/ sound on the /f/ sound's place of the word “*flytrap*”.

To know that something is having errors of ordering, we can only see it through the text or to the sentence, either simple sentence or complex one. We can't analyze only a single word or phrase. Errors of ordering happened when the elements of the sentence are correctly presented but wrongly sequenced.e.g.: Student C wrote a sentence on Writing class as a follow “*I been have studying English since junior high school*”

From the example above, we can see through the sentence. All the elements presented in the sentence are correct. It has neither addition nor omission of element. In other word, it is free of errors of addition, errors of selection and errors of omission. However, that sentence is wrong in the sequence since student C placed particle *been* before *have*. Therefore, in order to be a good sentence without errors inside the right sequence is should be “*I have been studying English since junior high school*”. In analyzing phonological items, if we look back to the matter on this research errors of selection are more possibly committed than the others three kinds of error.

Since technically both of mistakes and errors are two different phenomena, it is important for us to make a distinction of mistakes and errors when we are supposed to analyze the problem on second language learning faced by

language learner. This intentionally did in order to make an accurate step or perspective as we faced to the problem.<sup>35</sup> Mistake refers to a random guess or slip, and considered as a failure to use a known standardized language systems, rules, and norms appropriately. A mistake does not reflect a deficiency or incompetency on someone's ability. The problem is laid on the sort of temporary breakdown or imperfection in the process of producing speech.<sup>39</sup> People are made mistakes on learning language. This is happened in both native and second language learner. Native speakers are normally having a capability to recognize and to do a self-correction in their mistakes. Second language learners are also able to make a self-correction on their mistakes especially when the attention is pointed out them as they did slip and random misuse in language performance.

Error analysis is a type of linguistic analysis that focuses on the errors that has made by the language learners while using the language. Refers to Merriam- Webster's Collegiate Dictionary, error analysis is the analysis, for practical but also potentially for scientific ends, of errors made by students on learning another language. Meanwhile Brown said that error analysis is a surge of study of learners' errors.<sup>40</sup> The definition mentioned above will lead us to a conclusion that the error analysis is comprehend criticize on the errors that made by people who learn second language or foreign language beyond their first language. Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the

---

<sup>35</sup> Brown, Loc. Cit

learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behaviorist theory suggested.

Error analysis, on the other hand, deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition.<sup>36</sup>

We will get many benefits that after we conduct a research on error analysis. Of course, it is useful in second language learning. Through this study the teacher, syllabus designer, textbook researcher, and of course the language learner will know what the best strategy to avoid an error and mistake in order to gain their achievement in second language learning. The researcher has chosen some words that respondents rarely faced in order to tests the competence of the respondents in pronouncing the words consisting of fricatives sound [f] and/or [v] in a correct way. Those words are *genitive* /'dʒen.i.tiv/, *positive* /'puz.a.tiv/, *galvanized* /'gʌl.va.naɪzd/, *furtive* /'fɜː.tiv/, *festival* /'fes.ti.val/, *purifier* /'pjʊr.i.fai.sr/, *vengeful* /'vendʒ.fal/, *verification* /.ver.i.fi'kei.Jsn/, *vespers* /'ves.paz/, *vituperative* /vai'tjuː.par.ʒ.tiv/, *vacuum-packed* /'vsk.ju:m.pskt/, *vantage-*

*point* /'va:n.tɪdʒ.point/, *Venus flytrap* /,viː.nʒs'flaɪ.trʌp/, *vertical take-off* /'vɜː.ti.kal 'teɪk.rɒf/, *face-saving* /'feɪs.seɪ.vɪɡ/, *finer* /'faɪnər/.

On analyzing the data from the group of words above, the researcher will only focus on fricatives sound [f] or [v]. On the other hand, the researcher will ignore other fricatives sound that come because of respondents' error on their pronunciation. Those words are all asked to pronounce by the respondents. This is supposed to do in order to find the right pronunciation data on the words consist of fricative sound [f] and [v] regarding to the error analysis that become a research topic of the researcher.

Error in pronouncing fricatives sound “f”

The researcher did not find error that respondent made on this kind of fricatives sound. There is no change on the sound of fricatives sound [f]. All the sound [f] is pronounced as it should be. Although this respondent did not make error on pronouncing fricatives sound [f], the respondent still made error on fricatives sound [v] that will be explained next in point

Error in pronouncing fricatives sound “v”

The researcher found that respondent 2 is only made errors on producing fricatives sound [v]. The second respondent is changed [v] sound inside the word into [f] sound. Although the respondent is changed the sound from the same place and manner of articulation, however this is still wrong and classified as error. It is because the sound which is selected and used in its pronunciation is inappropriate. This change is affected to the sound which is produced by the respondent, and it will lead listener into the wrong perception because of imperfection on respondent

<sup>36</sup> Vecide Erdogan, research assistant, Mersin University Faculty of Education., *Mersin University Journal of the Faculty of Education*, Vol. 1, Issue 2, December 2005, pp. 261-270.

pronunciation. The respondent is changed [v] sound into [f] sound on the words *genitive*, *positive*, *galvanized*, *furtive*, *festival*, *vengeful*, *verification*, *vespers*, *vituperative*, *vacuum-packed*, *vantage point*, *venus flytrap*, *vertical take-off*, and *face-saving*. Instead of pronounced it in right way, the respondent is pronounced in wrong way as /dʒen.i.tif/, /'pos.i.tif/, /'gal.fa.nisd/, /'f3:.tif/, /'fes.ti.fsl/, /fendʒ.fsl/, /.fer.i.fi'keijsn/, /'fes.psrz/, /fi'to.psr.a.tif/, /'fek. a:m,pskt/, /'fe:n.tedʒ,point/, /,fe:.nus'flai.trap/, /'fe:.ti.ksl 'teik.df/, and /'fes.se.fig/.

From the recording data of this respondent pronunciation, it gets that the respondent tended to be pronounced [v] sound as [f] sound. The respondent resembled the fricatives sound [v] with another fricatives sound that has similar and commonly used in Indonesian as like substitution of [v] sound. The respondent has selected inappropriate sound for her pronunciation. The use of this method resulted error on respondent's pronunciation. That is why the respondent considered made error of selection on her pronunciation.

Error in pronouncing fricatives sound “v”

From the table above, it gets that the respondent is committed error of selection on producing fricatives sound [v]. As the previous respondents, this respondent changed [v] sound into two

kinds of sound. First, respondent changed the sound with [p] sound which is stop sound. Second, the change of [v] sound is turned into [f] sound. The change into [p] sound can be seen on the final sound of the word *vituperative* where the respondent changed its sound and replaced it with [p] sound. The respondent is pronounced the word as /vi 'tu:.par.^tip/ instead of pronounced it in appropriate way as it should be /vai 'tju:.par.ʒ.tiv/. The respondent has obviously changed fricatives sound on its word and replaced it with stops sound. Meanwhile, the change into [f] sound is found on the respondent sounds production of the words *vacuum-packed* and *vantage point*. The researcher finds that the respondent has changed [v] sound on the first syllable of those phrases and replaced it with [f] sound. Instead of pronouncing it as /'vsk.ju:m,pskt/ and /'va:n.tidʒ,point/, the respondent is pronouncing it in these sounds /'fek.ʒ:m,p^kt/ and /'fe:n.tedʒ,point/.

It is obvious that the respondent has changed and replaced the right sound with another sounds. Although these two kinds of sound are come from the same place and manner of articulation, however the respondent is still classified did an error since the respondent used and selected the inappropriate sound for the asked phrases. That is why the researcher decided that the respondent has done error of selection on its pronunciation.

## Respondent 13

No	List of Words	English Phonetic Transcript	Respondent Phonetic Transcript	Errors in Fricatives	
				F	V
1.	Genitive	/'dʒen.i.tiv/	/'dʒen.i.tif/		X
2.	Positive	/'pdz.a.tiv/	/'pos.i.tif/		X
3.	Galvanized	/'gʌl.va.naizd/	/'gal.fa.nisd/		X
4.	Furtive	/'fɜ:.tiv/	/'pu:.tif/	X	X
5.	Festival	/'fes.ti.val/	/'pes.ti.fal/	X	X
6.	Vengeful	/'vendʒ.fal/	/'fendʒ.pul/	X	X
7.	Verification	/.ver.i.fi'kei.Jan/	/.fer.i.fi'kei.fan/		X
8.	Vespers	/'ves.parz/	/'fes.parz/		X
9.	Vituperative	/'vai'tju:.par.ʒ.tiv/	/'vai'tju:.par.ʒ.tiv/		X
10.	Vacuum-packed	/'vʌk.ju:m.pʌkt/	/'fek.u:m.pʌkt/		X
11.	Venus flytrap	/.vi.nas'flai.trsp/	/.fe:.nus'flai.trap/		X
12.	Vertical take-off	/'vɜ:.ti.kal 'teik.df/	/'fe:.ti.kal 'teik.df/		X
13.	Face-saving	/'feis.sei.vig/	/'fes.se.fig/		X

## Respondent 13 Audio Script

## Error in pronouncing fricatives sound “f”

From the table above, it gets that respondent number 13 is committed error of selection on her pronunciation. At least, the researcher finds three errors of selection on this fricatives sound [f]. The error is occurred on these words: *furtive*, *festival* and *vengeful*. The respondent is changed and replaced [f] sound with [p] sound. Instead of pronouncing it as /'fɜ:.tiv/, /'fes.ti.val/ and /'vendʒ.fal/, the respondent is pronounced it inappropriately. Eventually, the sounds are pronounced as /'pu:.tif/, /'pes.ti.fal/ and /'fendʒ.pul/. See that [f] sound on the initial sound of *furtive* and *festival* and on the last syllable of *vengeful* has already transformed into [p] sound which is not part of fricatives sound. The respondent is considered made an error of selection because she has made wrong choice on producing the right sound. Instead of pronouncing the sound as fricatives sound, the respondent is pronounced it as stops sound. Of course, this is wrong.

Because, both of fricatives and stops sound have their own way to be produced. The articulators that involved and the place where the sounds are made are also different. So that, when the respondent is not pronounced the words as it should be, for sure she has made an error on her pronunciation.

## Error in pronouncing fricatives sound “v”

The researcher finds that this respondent is made a lot of errors of selection in fricatives sound [v] on her pronunciation. The respondent is changed [v] sound inside the words and replaced it with [f] sound where the [f] sound itself is come from the same manner and place of articulation. As the previous respondents, this respondent also pronounced [v] sound on the final sound of the words with [f] sound. The change into [f] sound is occurred on these words: *genitive*, *positive*, *galvanized*, *furtive*, *festival*, *vengeful*, *verification*, *vesperz*, *vituperative*, *vacuum- packed*,



*Venus flytrap*, *vertical take-off* and *face-saving*. The respondent changed [v] sound that already existed as their original sound on the initial, middle and final sound of those words with [f] sound as a new produced sound. Instead of pronouncing it in right way as /d3en.i.tiv/, /puz.s.tiv/, /g^l.va.naizd/, /f3:.tiv/, /fes.ti.vsl/, /vend3.fal/, /.ver.i.fi'keijsn/, /ves.parz/, /vai'tju:.par.3.tiv/, /vsk.ju:m,pskt/, /,vi:.n3s'flai.trap/, /v3:.ti.kal 'teik.f and /'feis.sei.vig/, the respondent is pronounced in wrong way as /d3en.i.tif/, /'pos.i.tif/, /gal.fa.nisd/, /'pu:.tif/, /'pes.ti.fal/, /fend3.pul/, /fer.i.fi'keijsn/, /fes.parz/, /fi'tu:.par.a.tif/, /fek.u:m,p^kt/, /,fe:.nus'flai.trap/, /fe:.ti.kal 'teik.f and /fes.se.fig/.

The respondent changed fricatives sound [v] on those words with another fricatives sound [f]. Eventhough those words undergone the change with the same sound from manner and place of articulation, still the respondent is considered made an error since she miss-selected an appropriate sound and applying on the place where it should not be. The respondent's mother tongue background has affected his sound production on fricatives sound. It is because, in Sundanese the fricatives sound does not exist. The respondent resembled the fricatives sound with the stops sound that is commonly used and

more familiar in Sundanese language system. The respondent has selected inappropriate sound for his pronunciation. The use of this method resulted error on respondent's pronunciation. That is why the respondent considered made error of selection on her pronunciation.

Through this study, eventually the reseacher found that all the respondents on his research are committed errors on their pronunciation. Along the test, the respondents are made error of selection. The error is occurred on fricatives sound [v] and [f]. The sounds are mostly changed with stop sound which obviously has different chrriteria and belongs to different manner and place of articulation. The reseacher finds that 12 out of 13 respondents on this research are made error of selection regarding to the fricatives sound changing in their pronunciation regarding to the production of fricatives sound [v] and [f]. In other words, 92.3 % of the respondents are made it. This error is also become only one error that made by the entire respondents on fricatives sound [v] and [f]. All the respondents are made the same mistake on this error related to fricatives sound changing. They tend to change fricatives sound and replaced it with stops sound.

Kind of Errors	Error in Fricatives Sound	
	[f]	[v]
Selection	46.1% <b>(6 respondents)</b>	92.3% <b>(12 respondents)</b>

Table 17: Respondents' error on fricatives sound

The respondents have wrongly selected the right sound to be pronounced. Of course, changing fricatives sound with stops sound, for example changing [f] with [p] sound is a big deal. It is because each sound on those two groups of sound is come from two kinds different of sound, either in the manner of articulation or in the place of articulation. The two sounds are having their own criteria, in other word they are two kinds of different sound. That is why changing one sound with another is classified as an error. Some respondents even changed fricatives sound on the list of words with another kind of fricatives sound, e.g. changed [v] sound with [f] sound. Although these two sounds are come from the same group of sound, yet changing one sound from the word will bring a different meaning. Of course, changing the right sound into the wrong sound will affect the change of its original position. This mean the sound both in manner and place of articulation will change as well.

The change of manner and place of articulation are a big deal on this case. We cannot change one sound and replace it with another sound because of each sound is having its own criteria. Changing the sound means changing its criteria. The change of criteria is affected to the change of instrument that involved in the process of pronouncing the sound. That is why changing one sound with another one is classified as an error. The explanation above is revealing the fact that Sundanese student which are become respondents on the research conducted by the reseacher is made error of selection on their pronunciation regarding to the fricatives sound. This is also become the answer of the research question about kinds of error that made by the

respondent.

From the analysis that has already done through all the respondents' pronunciation by the reseacher, it found the fact of the respondents as follows:1. All the respondents are made overgeneralization on pronouncing the sound both on consonants and vowels sound. For example: [v] sound on the final sound is pronounced as [f] as in Indonesian alphabet system. 2. The respondents tended to change [f] and [v] sounds with [p] sound. The main reason that supporting this statement is because in their mother tongue alphabet system, they do not recognize the fricative sound. 3. Mostly respondents changed [v] sound on the initial sound of the word with [f] sound which is come from same manner and place of articulation.

These things can be found in 12 out of 13 respondents' pronunciation. The respondents made this overgeneralization on fricatives sound [f] and [v] and of course on another soud as well. Overgeneralization is can be caused by the lack of knowledge or understanding on something. When, someone tries to generalize the sound and makes it over, it obviously will lead them to the erroneous.

Since overgeneralization is caused by the lack of knowledge or understanding on something, surely learning proses can be considered as one factors that stimulating respondent to do overgeneralization. It drags us to the new problem about how quality of pronunciation class that they had already taken is, what happened to them and what really went wrong on their learning process. The reasons that the reseacher has already mentioned above can be the answers of the second research question on this research. It also shows us that the

erroneous problem that for longtime is always correlated to the Sundanese student is finally revealed.

### C. Conclusion

On this research, the researcher finds that almost all the respondents that involved on his study are made three out of four kinds of error as it has already mentioned above. These errors are committed by the respondent in whole words on the list of words with different place of errors on each respondent. Since the place of errors is vary in each respondent, therefore the sound production of each word is also produced in many varieties. Following his study and analysis, the researcher finds that Sundanese students on English Language Department class of 2013 are still having 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 another kinds 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.

### Bibliography

Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching* New York: Addison Wesley Longman.  
 Corder, S.P. *Error Analysis and Interlanguage*. Oxford: Oxford University Press, 1981.  
 Crystal, David. (2008). *A Dictionary of Linguistics and Phonetics, 6<sup>th</sup> Edition*. Malden: Blackwell Publishing, Ltd.  
 Dardjowidjojo, Soenjono. (2010). *Psiko-*

*Linguistik, Pengantar Pemahaman Bahasa Manusia*. Jakarta: Yayasan Obor Indonesia.

Erdogan, Vecide. 2005. *Mersin University Journal of the Faculty of Education*, Vol. 1, Issue 2. Turkey: Mersin University.

Farkhan, Muhammad. (2011). *Proposal Penelitian Bahasa dan Sastra*. Jakarta: Penerbit Adabia Press, UIN Syarif Hidayatullah Jakarta.

Fromkin, Victoria. (2003). *An Introduction to Language, Seventh Edition*. Boston: Thomson-Heinle Publisher.

Katamba, Francis. 1989. *An Introduction to Phonology*. London: Longman.

Kramsch, Claire. (1998). *Language and Culture*, Editor H.G. Widdowson Series. Oxford: Oxford University Press.

Ladefoged, Peter. (2001). *A Course in Phonetics, 4<sup>th</sup> Edition*. Boston: Heinle & Heinle, Thomas Learning, Inc.

Prawirasumantri, Drs. H. Abud., dkk. 2003. *Tatabasa Sunda Kiwari* Bandung: Yrama Widya.

Roach, Peter. 1998. *English Phonetics and Phonology, a practical course Second edition*. Cambridge: Cambridge University Press.

Rogers, Henry. 2000. *the Sounds of Language: an Introduction to Phonetics: Learning about Language*. Essex: Pearson.

Wardhaugh, Ronald. (1986). *An Introduction to Sociolinguistics*. Padstow, GB: T.J. Press Ltd.

Yule, George. (2006). *the Study of Language, 3<sup>rd</sup> Edition*. Cambridge: Cambridge University Press.

