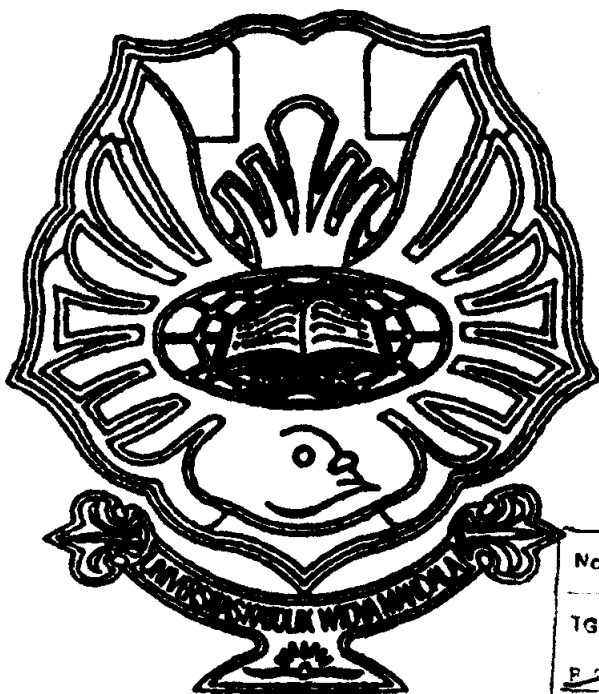


**SOME PROBLEMS IN PRONOUNCING ENGLISH CONSONANTS
AS EXPRESSED BY THE INDONESIAN ELEMENTARY STUDENTS
OF SDK VINCENTIUS III SURABAYA**

A THESIS

**As Partial Fulfilment of The Requirements for
The Sarjana Pendidikan Degree in
English Language Teaching Faculty**




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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
MARCH 2000**

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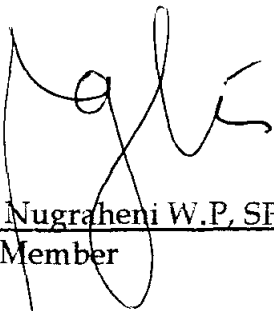

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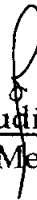
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Nio Anita

ABSTRACT

Anita, Nio. Some Problems in Pronouncing English Consonants as Expressed by the Indonesian Elementary Students of SDK Vincentius III Surabaya, S-1 Thesis, the English Department of Widya Mandala Catholic University, Surabaya, 2000

Since learning is a very complex task, it is teacher's duties to select and divide the task into its components, to construct teaching aids, and to give assignments, and other reinforcements to learners. Moreover, the teacher is demanded to become a good model in pronouncing the English words. In Indonesia, English is not treated as a second language yet it is still as a foreign one. So it is very obvious for learners to have many difficulties in learning the target language since it is not their daily vernacular. One of the difficulties is the problems in pronouncing the English words.

In connection with the problems, the writer decided to conduct a study in problems in pronouncing English consonants. The research questions raised in this study are:

1. Which English consonants are difficult to pronounce by the fourth grade students of SDK Vincentius III?
2. What are the specific reasons underlying the difficulty in pronouncing the English consonants?
3. What are some ways to overcome the problems?

This study is a field research and a qualitative research because the writer collected the primary data by herself by asking the subjects to read a word chart and recording the subjects' pronunciation. It is considered a qualitative research because the writer was involved in the observation by interviewing the subjects. A word chart that was suitable with their textbooks and the fourth grade's syllabus was given to the subjects.

The writer had chosen ten fourth grade students of SDK Vincentius III as the subjects. There were three steps in obtaining the data, firstly, the writer asked the subjects to repeat pronouncing English consonants after she had read a word chart. Secondly, the writer read word by word three times at most and the subjects repeated pronouncing the English consonants after her. This activity was meant to make sure that the subjects could pronounce each consonant correctly. However, it is not a must for the writer to read the words for three times. If the subjects could produce the correct consonants after they had heard them read once or twice, the writer would stop.

There were three steps in analyzing the data, firstly, the writer transcribed the subjects' pronunciation. Secondly, the writer gave marks to the English consonants that could not be pronounced properly. Thirdly, the writer grouped and analyzed the consonants that were difficult for the subjects to pronounce.

After analyzing the data correctly, the writer found four kinds of pronunciation problems. They were the problems of aspirated consonants, for example the subjects uttered [pɛt] instead of [p^hɛt]. The problems of articulation, for instance the subjects uttered [cɪn] instead of [tʃɪn]. The problems of the final voiceless consonants, for example the subject uttered [mʌs] instead of [m æsk]. The last was the problems of the final quality, for example the subjects uttered [kr æ p] instead of [kr æ b]. There were two specific reasons that were found in this study, firstly, the subjects tended to find the nearest sounds in their native language since the consonants were only available in the target language. Secondly, the subjects lacked practice since English is considered as a foreign language in Indonesia so they preferred the production of mis-pronunciation to have better grammar first to speaking English communicatively.

The writer found two ways to overcome the problems. The first solution is that the teacher should differentiate the voiced from the voiceless sounds because they showed different phonemes and grammatical consequences that result in different meaning. The second solution is that the teacher should compare the first language and the second language.

The writer realizes that teaching pronunciation is not an easy task for teachers, however, the teachers can develop their own ways in teaching since they are ones who know the class situations, the students' ability, etc. The students themselves should pay attention a lot to their teachers and practice spelling to keep up.

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