THE STUDENTS' PROBLEMS IN IDENTIFYING /k/ AND /s/ PHONEMES AT STAIN KERINCI

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Abstrak: *Jurnal ini ditulis untuk mengetahui masalah yang dihadapi siswa dalam mengidentifikasikan bunyi /k/ dan /s/ dalam Bahasa Inggris di STAIN Kerinci. Penelitian ini adalah penelitian deskriptif qualitative. Data penelitian ini adalah hasil tes pronunciation dan wawancara dengan mahasiswa. Hasil penelitian deskriptif ini menunjukkan bahwa mahasiswa mahasiswa menemukan kendala dalam mengidentifikasikan bunyi /k/ dan bunyi /s/. Mereka beranggapan bahawa hanya huruf k yang diikuti oleh vokal saja yang dilafalkan /k/ sedangkan huruf c yang diikuti oleh oleh huruf h tidak dilafalkan /k/. Kemudian untuk bunyi /s/ yang diawali dengan huruf /s/ tidak dilafalkan /s/ dan juga kendala dalam mengidentikasikan bunyi disebabkan oleh kurangnya pengetahuan siswa tentang cara mengidentifikasikan bunyi dalam bahasa inggris, serta adanya pengaruh dari bahasa ibu meraka ketika melafalkan bunyi dalam bahasa inggris.*

Keywords : *students' Problems, /s/ and /k/ phonemes.*

Introduction

Every people who studies English hope to pronounce English with correct pronunciation like a native speakers of English, however there any challenge make them face the problems in pronouncing it correctly. It occured because of language backgrounds different which affected to target language studied in teaching and learning process i.e. substitution of sounds vowel and consonants, they substitute the sounds that they are not in their native language.

The ability to prounounce the English vocabularies correctly are very important to be had by nonnative speaker of English, because it can influence the successful of using the language. For Indonesian students, especially STAIN Kerinci students, their pronunciation is affected by Indonesian as their mother tongue when they pronounce English in making conversation. Such as firstly in pronouncing plosive-velar sound */k/*, they tend to pronounce it without making difference with their mother tongue (Indonesian language pronunciation), they tend to identify that */k/* sound only come from the *k* letter only, in fact that sound can be from other letter such as *c* which is occured in the words.

And then when they identify which one is /s/ and /z/ sound in the words. For these sound the students can't identify between /s/ and /z/ in the words. They tend to

pronounce *s* as /s/ wherever its position in the vocabularies, but in fact the sound will have different pronunciation will have different pronunciation depend on its position in the words.

Based on the problem above the researcher is interest to investigate about the students problems in identifying English plossive-vellar */k/* and alveolar africate /s/ at Pendidikan Agama Islam (PAI) department of Jurusan tarbiyah of STAIN Kerinci Jambi.

1. English Speech Production

English has twenty-one alphabetical consonant and twenty-four consonants phonemes as argued by Hasan (2014)[1]. Similarly Eide (2012) state that English consonants are different in number as well as in place and manner of articulation[2]. Muhamamad Idris Hasan and Eide mean that English alphabetical consonants are different with its phonemes when it is pronounced, such as phoneme */k/* can be occured in *c, ch,* and *k* it self, such as *cat, school, and kick* and s which can be occured in a letter or a group of letter, such as *c* and s itself. Different sound of the letter can be occured depend on the letter position in the words.

Moreover, Yong (2001) also mentions that English comprises 24 consonants phonemes as stated by Muhamamad Idris Hasan and Eide above[3]. the realization of English phonemes is not the same as its alphabetical.

a. /k/ phoneme

/k/ phoneme is the phoneme which include to plossive Velar. Forel & Puskás (2005) state that Velar sounds are made by raising the back of the tongue towards the soft. They also state that the sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound. This phonem is produced by raising the back of the tongue toward the soft palate and the air is realease from the mouth with small explosion.

/k/ is include to plossive in place of articulation. Hayes (2009) state that plossive is made by air passing through the constriction flows turbulently, making a hissing

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[1] Hasan, E. M. I. 2014. Pronunciation Problems. A case Study of English Language Students at Sudan University of Science and Technology. *English Language and Literature Studies*. Vol. 4. No. 4.

[2] Eide, D. 2012. Uncovering the Logic of English. Pedia Learning Inc. Minneapolis, MN 55420 USA.

[3] Yong, J. Y. 2001. Malay/Indonesian Speakers in Swain and B. Smith (Eds.), *Learner English's Guide to Interference and Other Problems* (pp. 279-295). New York: Cambridge University Press.

noise. This sound are made by stopping the air first, then released it through the mouth[4].

/k/ phonem can be occured in a letter or a group of letter in the English vocabularies depend on its position in the words and the letter before and after them. The example of the /k/ phonem in the words can be seen in the table below:

The /k/ phoneme in the initial

Letter or group of letters	Example	Transcript
C	**C**an	/kæn/
	Coal	/kəʊl/
	key	/ki:/
K	**K**angaroo	/kæŋgə'ru:/
Ck	-	-
Ch	**Ch**aracter	/'kærəktə (r)/
	Charisma	/kə'rɪzmə/
Cc		
Q	**Q**uality	/'kwɒlətɪ/
	Quantity	/'kwɒntətɪ/
X	-	-

The /k/ phoneme in the medial

Letter or group of letters	Example	Transcript
C	Fa**c**tor	/'fæktə(r)/
	cy**c**le	/'saɪkl/
K	Jo**k**er	/ dʒəʊkə(r)/
	Smo**k**y	/sməʊkɪ/
Ck	ja**ck**et	/'dʒækɪt/
	Pi**ck**le	/'pɪkl/
Ch	Me**ch**anic	/mə'kænɪk/
	Or**ch**estra	/'ɔ:kɪstrə/
Cc	a**cc**omplish	/ə'kʌmplɪʃ/
	O**cc**ur	/ə'kɜ:(r)/
Q	E**q**ual	/i:kwəl/
	e**q**uotion	/ɪ'kweɪʃn/
X	Ma**x**imum	/'mæksiməm/
	E**x**pedition	/ekspə'dɪʃn/

Table 3. the table of /k/ phoneme in the Final

Letter or group of letters	Example	Transcript
C	Athleti**c**	/æθli:tɪk/
	Histori**c**	/hɪ'stɒrɪk/
K	Hoo**k**	/hʊk/
	Boo**k**	/bʊk/
Ck	Ba**ck**	/bæk/
	Su**ck**	/sʌk/
Ch	-	-
Cc	-	-
	-	-
Q		
X	Mi**x**	/mɪks/
	bo**x**	/bɒks/

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[4] Hayes, Bruce. 2009. Introductory Phonology. Blackwell publishing.

Based on the table of the letter and a group of letter above, /k/ phonem can be ocured in the words depend on the position and the letters theirselves. It mean the letter arround the letter and a group of letter which can be pronounced /k/ in the words inluence the sound.

b. /s/ phonemes

In producing /s/ phonem in English sounds are produced by raising the tip of the tongue towards the ridge. Forel & Puskás (2005) state that the air is not blocked at any point, and therefore there is no plosion. There is no air blocked in producing this consonants different with /k/ phonem above[5].

The same as /k/ phonem above, /s/ phonem also can be occured in a letter or a group of letter in the English vocabularies depend on its position in the words and the letter before and after them. The example of the /s/ phonem in the words can be seen in the table below:

The /s/ phoneme initial

Letter or group of letters	Example	Transcript
	Send	/send/
S	**S**pin	/spɪn/
Ss	-	
C	**C**ircle	/'sɜːkl/
	civil	/'sɪvl/
Sc	**Sc**enario	/sə'nɑːrɪəʊ /
	Science	/'saɪɪəns
ps	**Ps**ychology	/saɪ'kɒlədʒɪ/
	Psychopath	/saɪ'kɒpæθ/
St	-	
ce	The same as the letter *c* above	
se	Can be seen in the letter *s* above	

The /s/ phoneme medial

Letter or group of letters	Example	Transcript
	Ma**s**ter	/mɑːstə(r)/
S	Fa**s**ter	/fɑːstə(r)/
Ss	Gla**ss**es	/glɑːsɪz/
	Cla**ss**ic	/'klæsɪk/
C	Medi**c**ine	/'medsn/
	Re**c**ipe	/'resəp/
Sc	Fa**sc**inate	/'fæsɪneɪt/
	Mu**sc**le	/'mʌsl/
ps	-	
St	Li**st**en	/lɪsn/
	Fa**st**en	/fɑːsn/
ce	Produ**ce**r	/pre'djuːsə(r)/

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[5] Forel, Claire & Puskás. 2005. Phonetics and Phonology: Reader for First Year. English Linguistics. University of Oldenburg

| | Annoncement | /ə'naʊsmnt/ |
| se | - | |

The /s/ phoneme final

Letter or group of letters	Example	Transcript
	Bus	/bʌs/
S	Focus	/'fəʊkəs/
Ss	Class	/klɑːs/
	Glass	/glɑːs/
C	-	
Sc	-	
ps	-	
St	-	
ce	Face	/feɪs/
	Place	/pleɪs/
se	Course	/kɜːs/
	Fase	/feɪs/

/s/ phonem also ocured the same as /k/ phonem above. it laso can be ocured in the words depend on the position and the letters theirselves. It mean the letter arround the letter and a group of letter which can be pronounced /k/ in the words inluence the sound.

2. Indonesian Speech Production

Although Sungai Penuh people have their own dialect in making conversation, they use Indonesia spelling in their daily life which affect them in learning second or foreign language. Swain in Yong (2001) states that Malay/Indonesian words are usually spelt the way they are pronounced. The alphabetical consonants and vowel are pronounce consistently as it alphabet[6].

Mathew (1998) who conducted the research on the mispronunciations of English consonants for Gayo and Acehnese that transfer, developmental factors, spelling interference, general processes and communicative strategies were the factors leading to the mispronunciations[7]. It means that first Indonesian as the first language of Acehness influence English as their foreign language.

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[6] Yong, J. Y. 2001. Malay/Indonesian Speakers in Swain and B. Smith (Eds.), *Learner English's Guide to Interference and Other Problems* (pp. 279-295). New York: Cambridge University Press.

[7] Mathew, D. B. (1998). Errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acehnese. *Monash University Linguistics Papers, 3*(2), 29-44.

Moreover, Sumbayak (2009:1) state that there are often learning and production problems when mother tongue (L1) differs from target language (L2)[8]. Mother tongue of the English learners will influence the production of English as target language.

The same statement also stated by Alimemaj (2014:159), he pointed out English pronunciation errors are sometimes specific to speakers of a certain language[9]. The english learners who study English as second or foreign language find the problems in pronouncing certain English consonants and vowel.

Other scholar (Hago and Khan, 2015) reported similar research with Maria Sumbayak and Alimenaj, the reseacrh was done on Arabic English learning, he pointed out that English consonant sounds are not present in the standard Arabic inventory of phonemes, others are present[10]. However, they have a different phonetic realization.

In addition, O'connor (1980) stated, some people are more talented than others, however they find pronouncing other languages less difficult, but they never find them easy[11]. Pronunciation problems are the problems faced by most of English learners. Similarly, George (2002), stated that foreign language learning is basically a mechanical process of habit formation[12]. The habit in English sound is become the priority in of the learners in learning English. it mean, the learner must accustome to English symbol otherwise they will not be able to identify the English sounds.

3. English in Indonesia

English is one of foreign language taught at school and university in Indonesia. It is taught at Every school and university in Indonesia different with other foreign language, such as arabic, Japaness, Mandarin, and German as stated by Mathew (1998: 7), English was one of the foreign languages taught in high schools to the elite during the period of Dutch colonialism in Indonesia Local teachers of

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[8] Sumbayak, M. D. 2009. The Diphtong: The Obstarcles for Indonesian Speakers of English. *Jurnal of Lingua Cultura. Vol 3. No. 2*.

[9] Alimenaj, M. Z. 2014. English Phonological Problems Encountered by Albanian Learners. *European Scientific Journal*. Vol. 10. No. 8.

[10] Hago, O. E and Khan. 2015. The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools. *Education and Linguistic research*. Vol. 1. No. 2. (pp. 85-97).

[11] O'connor, J. D. 1980. Better English Pronunciation. Cambridge University Press.

[12] George, Yul. 2002. The Study of Language (second edition). Foreign Language Teaching and Research Press.

English were trained by the Dutch in teacher training colleges in the main cities and towns of Indonesia[13].

However, Bahasa Indonesia is the prominent language used by the students of English department in making conversation with their classmates in the classroom and out side the classroom in Indonesia, especially at STAIN Kerinci. Eka Rini (2014) states that Bahasa Indonesia is used in all official, administrative, government, bussiness, and education. It mean that the Indonesian students still prefare to use bahasa Indonesia in their daily life after their venacular language compare to English.

Nowday, English is considered as one of the subjects that should be taken by the students at every university in Indonesia especially STAIN Kerinci. English has become additional lectures that must be taken by the students at every department of STAIN Kerinci. Its aim is to make the students competitive internationally.

Method of the Research

The method used in this research is descriptive qualitative research. This kind of research determines and reports the way things are. Arikunto (1997:310) says descriptive research is not aimed at testing hypothesis but only to describe about the variable, phenomena, or situation[14]. It tends to describe about how an action occured in the daily life. Consequently, the researcher would be able to reveal out the students' problems in identifying */k/* and */s/* phonemes was conducted at the third year students of PAI at STAIN Kerinci that is fifth semester students.

The subject of this research is the students of fifth semester students of PAI department of STAIN Kerinci who take bahasa inggris 3 class; enrolled in the 2016 academic year. There were three class of the fifth semester students at this department, however the research only take class A as the subject of the research. The numbers of the students were 17 person.

The data of the researcher were collected through pronounciation test and interview, then analyze them based data analysis of */k/* and */s/* test pronunciation designed. It was done by writing a thick (√)in the column "correct" if the students pronounce the phonemes correctly and make (0) in column "Incorrect" if the students pronounce the phonemes incorrectly. based on data from pronunciation test and

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[13] Mathew, D. B. (1998). Errors in pronunciation of consonants by learners of English as a foreign language whose first languages are Indonesian, Gayo and Acehnese. *Monash University Linguistics Papers, 3*(2), 29-44.

[14]

interview. the researcher used multiple technique of data collection; they are Pronunciation test and interview.

Finding.

Based on the data of the test and interview toward at Pendidikan Agama Islam department students at STAIN Kerinci in identifying */k/* and */s/* phonems in English, the researcher would like to describe the problems in identifying */k/* and */s/* phoneme in English.

1. **The students' Problem in pronouncing /k/ phoneme**

In this phonem, the students found three problem in identifying */k/* phomem in the letter which can be pronounced */k/*, they are *ch, cc,* and *c*. For *ch* letters the students found the trouble in identifying */k/* phonem because they assume that only *c* letter which is followed by vowel can be pronounced */k/* in English, whereas *c* which is folowed by consonant *h* letters is not pronounced */k/*. It is occured because they think that *h* influence its pronunciation. Then*, cc* letters. For these letters the students faced the same problem with *ch* letters above. They still assume that the consonant which occured after *c* is not pronounced */k/* phonem in English. And the last problem is the *c* letter. The students are hard to distinguish between */k/* and */s/* phonem in *c* letter.

2. **The students' Problem in pronouncing /s/ phoneme.**

The students found five problems in identifying /s/ phonem in the letter which can pronounce /s/ in English. They are *st, ps, sc*, *c*, and *ce* letters. The first problem is in identifying /s/ phonem which ocured in st letters. Most of the students assume that all *t* letter after *c* is still pronounced as they pronounce st letters which ocured in other words like *Mister* and *Master* and Indonesian pronunciation (their mother tongue). It was ocured because the letter before and after *st* influence the sound in the words. Secondly problem is *ps* letter. In this part of the problem most of the students still pronounce *p* before *s* at the beginning of the words in English. Third, the problem is identify */s/* in sc letters. The students faced the same problem as they pronounced *st* letters, however these letter could be read by two students only. They assume that *c* after *s* is pronounced *k* in English. Fourth is *c* letter, *c* letter also become a problem for students. They found the problem in distinguishing between /k/ and /s/ sound when they pronounce c letter in pronunciation test in the class, especialy *c* letter in the medial of the words. The last problem faced by students in identifying /s/

phoneme is *ce* letter. They found the same problem in pronuncing ce letter with c letter

Conclusion

The study of identifying */k/* and */s/* phonems is a research related to the students' ability to pronoince consonant correctly.   In identifying /k/ and /s/ phonem the PAI Department students have difficulty to pronounce a group of letter which can be pronounced /k/ and /s/ phoneme in pronounciation test in the classroom. it can be factually seen from the research findings and data analysis. The following conclusions are based on the two research questions as follows.

1. The types of letter or a group of letter which are difficult for students in identifying /k/ phonem are *ch, cc,* and *c* letters. For *ch* and *cc* letters the students have the same problem, they found the trouble in identifying */k/* phonem because they assume that only *c* letter which is followed by vowel can be pronounced */k/* in English, whereas *c* which is folowed by consonant *h* and *c* letters is not pronounced */k/.* And for *c* letter The students are hard to distinguish between */k/* and */s/* phonem in *c* letter.

2. The types of letter or a group of letter which are difficult for students in identifying /k/ phonem are *st, ps, sc*, *c*, and *ce* letters. The students have the same problems in identifying /k/ phonem with /s/ phonem. They assume that only *s* letter which is followed by vowel can be pronounced */s/* in English, whereas *s* letter which is iniated and folowed by consonant is not pronounced */s/.* And for *c* letter The students are hard to distinguish between */k/* and */s/* phonem in *c* letter.

3. The causes of /k/ and /s/ difficult to be identfied by the students are less of students knowledge about pronunciation and the influence of their mother tongue when they pronounce English vocabularies.

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