



Balinese Students Pronunciation in Learning English: A Case Study of Sixth-Grade Students at SDN 1 Petulu Ubud

Ni Kadek Suantari, I Made Suastra, I Gusti Agung Istri Aryani

Udayana University, Denpasar, Bali, Indonesia

Correspondence email: suantarikadek@gmail.com, madesuastra@yahoo.co.id,
istri_aryani@unud.ac.id

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Corresponding Author:

Ni Kadek Suantari

Email: suantarikadek@gmail.com

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Abstract

This study is aimed to identify how the Balinese students pronounce English consonants and to analyse the factors that influenced the Balinese student's pronunciation in pronouncing English consonants. This study was conducted as field research and the data was collected from the Balinese student's pronunciation by recording their voices in pronouncing the target phonemes. Besides, interviewing was also done to know the factors that influence them in pronouncing the target phonemes. Data of this research was descriptively analysed by using qualitative methods and analysed by the theory proposed by Roach, Brown, and Harmer. The consonants chosen were the consonants that mostly do not occur in their native language structure such as /f/, /θ/, /ʃ/, /ʒ/, /v/, /ð/, /z/, /ʒ/, /dʒ/ and the chosen English consonants that are pronounced differently from what it has written is /k/. The Balinese students were not familiar with those phonemes caused they found difficulties when they pronounced those phonemes sound. Foreign language pronunciation of the students was influenced by some factors: Age, First language interference, Learner differences (student's aptitude and intelligence), and Motivation (teacher and other students).

INTRODUCTION

English has been considered an international language and used by many people around the world as their device to communicate with other people from outside or within their country. According to Harmer (2001), skill is divided into two, such as: Receptive skills (reading, and listening skills) and Productive skills (speaking and writing skills). In improving student's skills in learning English, Minister of National Education No.22, 2006 by Sudibyo,

stated that English is considered as a curricular activity but every school may develop competencies of curricular activity based on regional characteristics, potential, and capability of the Elementary school itself. In this case, SDN 1 Petulu Ubud is giving an English as a Foreign language subject from 4th grade, based on the basics of educational evaluation by Arikunto (2016) and from Freeman (1998) for "ESL/EFL Teaching".

Students at SDN 1 Petulu is an interesting subject to observe because the school location is near Ubud city and this school also one of the top elementary schools in Ubud. Sixth-grade students at SDN 1 Petulu was chosen because their age was a good chance in developing native-like pronunciation. Based on the phenomena mentioned above, there are two problems formulated as follows:

- a. How English consonants are pronounced by Balinese students?
- b. What factors are influenced by the student's pronunciation in learning English consonants?

METHOD AND THEORY

The research method used in this study is descriptive qualitative by Sugiyono (2016: 57). This research consists of primary data and secondary data. The primary data is from the record pronunciation result of consonants /f/, /θ/, /ʃ/, /tʃ/, /k/, /v/, /ð/, /z/, /ʒ/, /dʒ/ by sixth-grade students at SDN 1 Petulu. The Consonants /f/, /θ/, /ʃ/, /tʃ/, /k/, /v/, /ð/, /z/, /ʒ/, /dʒ/ was chosen as the data because some of these English consonants do not exist in Balinese consonants structure based on Balinese language phonology by Pastika (2005), they are fricative sounds /θ/, /ð/, /ʃ/, /ʒ/, and /v/, /f/, and /z/, and affricative sounds are /tʃ/, /dʒ/. Phoneme /k/ is exists and known but pronounced incorrectly because sometimes phoneme /k/ pronounced differently from what it has written.

Meanwhile, secondary data is from notes of the consonants pronounced by the students during consonants pronunciation session. The students are 21 mixes of male and female. This study used nonprobability sampling (saturation sampling) by Sugiyono (2016:124), all of the population (21students) use as the subject sample for this study. This field research is using passive participation observation by Sugiyono (2016: 203) to

observes the action of the student in pronouncing English consonants and do an interview with the subject to find out the factors are influenced the pronunciation and documentation as the instrument to record the pronunciation by students. The students are 21 in total.

- a. Give the students a text and let then to read the text aloud
- b. Record the students while they read the text

Table 1. Consonants

No	Phoneme	Words	Standard Pronunciation of Word
1	/f/	Father	/fa: ðər/
2	/θ/	With	/wɪθ/
3	/ʃ/	She	/ʃi:/
4	/tʃ/	Choose	/tʃʊz/
5	/k/	Careful	/keərful/
6	/v/	Very	/veri/
7	/ð/	That	/ðæt/
8	/z/	Zone	/zoʊn/
9	/ʒ/	Treasure	/treʒər/
10	/dʒ/	Bridge	/brɪdʒ/

This study is using the qualitative method in analyzing the data. After the data was selected, the data is analyzed in some steps: First, recheck the data by looking at the test given to the students and listen to the record from the students one by one and analyze the pronunciation of the consonants and difficult consonants to pronounced. In this case, Collins Cobuild Dictionary and Macmillan Dictionary used as pronunciation checker application is used to crosscheck the correct pronunciation of English consonants. and Balinese Dictionary by Sutjaja (2007) and Struktur Bahasa Bali by Bawa & Jendra (1981) to crosscheck the Balinese consonants.

Second, check the data of the response result and then compare with the result of their pronunciation to find out which factors are influenced the student pronunciation in learning English. Third, the data obtained were classified according to the factors that

influenced pronunciation according to Brown (2000: 102) such as First Language interference, Age, Learner differences, and Motivation. The percentage formula used proposed by Arikunto (2016: 272).

Sudaryanto (1193:145) stated that there are two methods of presenting the analysis, such as informal and formal methods. This study will use both methods to presents the analysis. Informal methods will apply in presenting the analysis of the first and the second problem that will use the tables. The formal method was applied in presenting the analysis of the second problem and the analysis will be presented in the description.

Theoretical framework

The similar research in the previous study is from Umantari (2016) entitled “Pronunciation problems of English Consonants Encountered by Senior High School Students of SMAN 1 Tabanan”, Sidanes (2016), in his undergraduate thesis “The Error in Pronouncing Vowels and Consonants in Reading English Medical Text by The Second Grade Students of Stikes Bali”, and from Temaja (2008), in his under graduated thesis entitled “Learning English Pronunciations and Vocabularies as foreign Language for Children through Computer Interactive Software”.

The first international article is from Hakim entitled “An Analysis of Phonetics b, d, g, j, dʒ, and ð into English pronunciation for Java Students (A Study on Java Students at English Department on STAIN Bengkulu Academic Year 2011-2012)” in an “International Journal of Humanities and Social Science, Volume 2, Number 20” (2012: 244). The second international article used as reference is from Gilakjani entitled “A Study of Factors Affecting EFL Learner’s English Pronunciation learning and the Strategies for Instruction” from International Journal of Humanities and

Social Science, Vol 2, No 3” (2012: 119). The third article from Gilakjani, Abbas P entitled “Why is Pronunciation So Difficult to Learn?” in English Language Teaching Journal, Vol 4, No 3, (2001: 74). The fourth article from Utama entitled “The Pronunciation of English Fricatives in the Speech by a Non Native Speaker”, from Vol 22, No 2 (2018: 395).

The main theories used in this study was from Brown (2000) in his book entitled “*Principles of Language Learning and Teaching*”, theory of Roach (1998) in his book entitled “*English Phonetics and Phonology*”, Collins (2015) in his dictionary entitled “*Advanced Dictionary of English*”, and theory of Harmer (2001) in his book “*The Practice of English Language Teaching*”.

RESULTS AND DISCUSSIONS

The Analysis Consonants /f/, /θ/, /ʃ/, /tʃ/, /k/, /v/, /ð/, /z/, /ʒ/, /dʒ/ of Balinese Students

a. Plosive

Plosive sounds are also sometimes referred to as stops. The blocking is usually done using the tongue, the lips, or the throat. This analysis focused on the phoneme /k/ as Voiceless Velar Plosive /k/ is a voiceless sound by placing the back of the tongue against the soft palate and build the air pressure while the closure is held and release the air explosively through the mouth.

Table 2. Voiceless velar plosive /k/

No	Word Voice d	Pho nem ic Posi tion	Correct Pronun ciation	Stude nts Pronu nciati on	Devia tion
1	Clev er	Initi al	/klevər/ /	/clefər /	/k/ → /c/
2	Caref ul	Initi al	/kəɾfəl /	/cʌɾəf əl/	/k/ → /c/
3	Magi c	Fin al	/mædʒɪ k/	/mʌgɪ k/	/k/ → /c/
4	Beca use	Me dial	/bɪkəs/ /	/bətʃəʊ s/	/k/ → /c/

1. Voiceless Velar Plosive /k/

Phoneme /k/ analyzed in this study is phoneme /k/ pronounced as /k/ but written as c. Those phonemes occur in initial, medial and final position, they tend to pronounced /c/ as voiceless affricative /tʃ/ but in Balinese version consonant c. In Initial position, there are twelve out of twenty-one students or 57% that pronounced correctly as phoneme /k/ in the word /clefər/ and “careful”. In the word “clever” /klefər/ was correctly pronounced as /k/ by fifteen (71%) out of twenty-one students. and the rest of them have pronounced it as c as what is written in the word.

Phoneme /k/ in medial position in the word “because” /bikəs/ as only pronounced correctly by nine (43%) out of twenty-one students. The rest of the students have pronounced it as c as it is written. Phoneme /k/ in the final position in the word “magic” /mædʒɪk/ was pronounced correctly by eighteen (86%) students and the rest of them were pronounced it as c as it has written in the word.

b. Fricative

Fricative occurs when two vocal organs come close enough together for the movement of air to be heard between them. When they are produced, air escapes through a small passage and makes a hissing sound or something like /s/ sound.

Table 3. Voiceless Labiodental Fricative /f/

No	Word Voiceless	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Father	Initial	/fɑːðər/	/fʌtər/	
2	Fish	Initial	/fɪʃ/	/fis/	
3	Find	Initial	/faɪnd/	/fin/	
4	Careful	Medial	/keərful/	/tʃʌrəf əl/	/f/ →/p/
5	Finger	Initial	/fɪŋgər/	/fiŋər/	

6	Different	Medial	/dɪfrənt/	/dɪfrənt/
		Medial	/dɪfərənt/	/dɪfərənt/
7	First	Initial	/fɜːrst/	/fɜːrst/

1. Voiceless Labiodental Fricative /f/

Voiceless sound by the lower lip against the upper teeth and the air forces its way through a very narrow gap between two speech organs come close enough together to make the movement of air to be heard. This sound is articulated by greater force are sound louder. There are 7 words in table 3 which contain phoneme /f/ such as *father, fish, find, careful, finger, different, first*. The phoneme /f/ is occurs in the initial and medial positions. All the twenty-one students were pronounced phoneme /f/ correctly in all the chosen words. This consonant is the only one correctly pronounced from all the chosen consonants in this study. The students are familiar with consonant f because it occurs in their second language (Bahasa Indonesia), it makes them easier in pronouncing the phoneme /f/.

Table 4. Voiced Labiodental Fricative /v/

No	Words Voiced	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Very	Initial	/veri/	/feri/	/v/ → /f/
2	Clever	Medial	/klevər/	/klefər/	/v/ → /f/
3	Silver	Medial	/silvə/	/silfər/	/v/ → /f/
4	Gave	Final	/geɪv/	/geɪf/	/v/ → /f/

2. Voiced Labiodental Fricative /v/

Voiced Labiodental Fricative /v/ is a voiced sound by the lower lip against the upper teeth and the air forces its way through a very narrow gap between two speech organs that come close enough together to make the movement of air to be heard. This sound has very little or no

voicing in the initial and final position, but maybe voiced when they occur between voiced sound. Based on the data, phoneme /v/ in the word “very” /veri/ was pronounced correctly by 1 student only. Phoneme /v/ in the word “clever” /klevər/ was pronounced by the students as the way they pronounced the phoneme /f/. It was only 1 student who pronounced the phoneme /v/ correctly as what it should be, and the rest of the students has pronounced it as /f/ instead of the phoneme /v/ in English. Phoneme /v/ in the word “gave” /geiv/, only 4 of 21 students were pronounced the phoneme /v/ correctly. The rest of them was pronounced as /f/ (geif/).

Table 5. Voiceless Dental Fricative /θ/

No	Words Voiceless	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	With	Final	/wɪθ/	/wɪt/	/θ/ → /t/
2	Something	Medial	/sʌmθɪŋ/	/sʌmtɪŋ/	/θ/ → /təh/
3	Mouth	Final	/maʊθ/	/mbʊt/	/θ/ → /t/

3. Voiceless Dental Fricative /θ/

Voiceless sound from tongue tip between the lower and upper teeth and the air forces its way through a very narrow gap between two speech organs come close enough together to make the movement of air to be heard. In medial position, twenty (95%) out of twenty-one students was articulated the phoneme /θ/ by phoneme /t/ without aspiration and hissing sound. Another one of the students (5%) used the phoneme /d/ to pronounced the phoneme /θ/. In the final position, all of the twenty-one students (100%) were pronounced incorrectly. They used phoneme /t/ instead of the phoneme /θ/.

Table 6. Voiced Dental Fricative /ð/

No	Words Voiced	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	That	Initial	/ðæt/	/tʌt/	/ð/ → /təh/
2	Then	Initial	/ðen/	/ten/	/ð/ → /t/
3	They	Initial	/ðeɪ/	/teɪ/	/ð/ → /t/
4	With	Final	/wɪð/	/wɪt/	/ð/ → /t/
5	Father	Medial	/fɑːðər/	/fʌtər/	/ð/ → /t/ /hə/

4. Voiced Dental Fricative /ð/

Voiced Dental Fricative /ð/ is a voice by placing the tongue between the teeth, but normally the tongue is placed inside the teeth with the tip touching the inside of the upper teeth. Phoneme /ð/ in “that” occur in initial position, seventeen (81%) out of twenty-one students who articulated the phoneme /ð/ without aspiration as in phoneme /t/, three (14%) of the total students were used phoneme /d/ instead of phoneme /ð/, and the rest one (5%) student was skip pronounced the consonant /ð/. In the word “then” same as in the word “that” there were seventeen (81%) out of twenty-one students articulated the phoneme /ð/ without aspiration as in phoneme /t/ and four (19%) of them were used phoneme /d/ instead of phoneme /ð/. Another word with the phoneme /ð/ is in “they” which was pronounced as phoneme /t/ by thirteen (62%) of the total students, five of them (24%) out of twenty-one students were pronounced as phoneme /d/ instead of the phoneme /ð/, one (5%) of them was pronounced /ð/ by phoneme /z/, and the rest two (9,5%) students skipped in pronounced the phoneme /ð/ by pronounced “hei”. In medial position, only one students ho pronounce phoneme /ð/ correctly, the rest twenty students were pronounced as /d/ and /t/. In final position, all the twenty-one students were pronounced phoneme /ð/ incorrectly, they

use consonant t without aspiration instead.

Table 7. Voiceless Palato-alveolar Fricative /ʃ/

No	Words Voiceless	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	She	Initial	/ʃi:/	/si:/	/ʃ/ → /s/
2	Fish	Final	/fiʃ/	/fis/	/ʃ/ → /s/

5. Voiceless Palato-alveolar Fricative /ʃ/

The air escapes through a passage along the center of the tongue as in s and z, but the passage is a little wider and the lips are rounded. The tongue is in contact with an area slightly further back than that for s and z. We will feel the tongue move backward when we pronounce /ʃ/ after /s/. 2 words in the text that contains the phoneme /ʃ/ which occurs in the initial and final position, such as /she/ and /fish/. Based on the data from table 7, the word “She” /ʃi:/ is often said by the teacher during the learning process, but they are inclined to pronounce it as /s/. Based on the data, it was only 10% of the total subject pronounced the phoneme /ʃ/ correctly.

Table 8. Voiced Alveolar Fricative /z/

No	Words Voiced	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Zone	Initial	/zoun/	/sɒn/	/z/ → /s/

6. Voiced Alveolar Fricative /z/

Phoneme /z/ is similar to the articulation of t and d, the air escapes through a narrow passage along the center of the tongue and the sound produced is comparatively intense. Phoneme /z/ is not exist in Balinese consonants structure. Based on the data,

consonant /z/ in the word “zone” /zoun/ was one of the most correct pronounced by the students, Consonant /z/ in the word “zone” pronounced as /sɒn/ was only by 1 of the total students and consonant /z/ pronounced as /zɒn/ only by 1 of the total students. The rest 19 students were correctly pronounced the phoneme /z/ because they were familiar with this phoneme from their second language (Bahasa Indonesia) which has phoneme /z/.

Table 9. Voiced Palato-alveolar Fricative /ʒ/

No	Words Voiced	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Treasure	Medial	/treʒer/	/trɛsʊr/	/ʒ/ → /s/

7. Voiced Palato-alveolar Fricative /ʒ/

Position of the tongue in pronouncing this phoneme is in contact with an area slightly further back than that for /s/ and /z/. The air escapes through a passage along the center of the tongue as in s and z, but the passage is a little wider and the lips are rounded. Phoneme /ʒ/ is not exist in Balinese consonants structure, they tend to pronounce the consonant /ʒ/ as /s/ as it has written instead of /ʒ/. There was no one of the twenty-one students who articulated consonant /ʒ/ correctly, all of them were pronounced it incorrectly by using consonant /s/.

c. Affricative

Affricative occurs when a complete closure is added somewhere in the mouth and the soft palate is raised. Air pressure increases behind the closure and is then released more slowly than the plosives. Affricative consonants analyzed in this study are:

Table 10. Voiced Palato-alveolar Affricative /dʒ/

No	Words Voiced	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Bridge	Final	/brɪdʒ/	/brɪdʒə/	/dʒ/→/dg/

1. Voiced Palato-alveolar Affricative /dʒ/

Phoneme /dʒ/ is the same articulation as for /ʃ/ and /ʒ/ and this consonant often have rounded lips. In this case, they changed the phoneme /dʒ/ into phoneme /d/ by nine (43%) students out of twenty-one students, there were seven (33%) students change into phoneme /g/, and five (24%) students naturally pronounced the phoneme in the word the same as what it is written /dg/ as /brɪdʒə/.

Table 11. Voiceless Palato-alveolar Affricative /tʃ/

No	Words Voiceless	Phonemic Position	Correct Pronunciation	Students Pronunciation	Deviation
1	Chouse	Initial	/tʃoʊz/	/tʃo:s/	/tʃ/→/c/

2. Voiceless Palato-alveolar Affricative /tʃ/

Voiceless palato-alveolar Affricative /tʃ/ is the same articulation as for /ʃ/ and /ʒ/. This means that the /t/ component of /tʃ/ has a place of articulation rather further back in the mouth than the /t/ plosive usually has. In the final position, it has the effect of shortening a preceding vowel. This consonant often has rounded lips. The phoneme /tʃ/ in initial position was pronounced incorrectly, because in Balinese consonants, consonant c is pronounced as /c/. Students that pronounced phoneme /tʃ/ as /c/ were by eight (38%) students out of twenty-one students, there were eleven (52%) of the students were pronounced it as /k/ and two (9,5%) of them were skip in

pronouncing the phoneme /tʃ/ by said "ho:s".

Factors Influence Students Pronunciation

Student's pronunciation is influenced by some factor "cause and effect", something that occurred was the effect of the things that contributed as a "cause" or factor. The analysis will be presented as follows:

a. Age

Based on the data, the age range of 6th grade students at SDN 1 Petulu is 11-12 years old. This age is a step higher than children and they entered the adult age. According to Harmer (2001: 37), adults have better memories, a larger store of abstract concepts that can be used in learning, and a greater ability to form new concepts, and children are better imitators of speech sounds. In this case, the students have pronounced the English phoneme incorrectly because: first, at their age, they have not heard that kind of sound before. Second, they found difficulties when they produce the word even though they have heard those words before. Third, they just keep saying that word as what it is written, and they do not yet understand which phoneme is pronounced as what it is written and which phoneme is not pronounced as what it has written. At their age, they understand the subject and recall the words faster, even the pronunciation sometimes incorrect, at least they know what the words or the sentences mean.

b. Interlingual Factor

The second factor that influenced students is the structure of their first language. They use Balinese anytime and Indonesian is only if they talk to their teacher. Based on their pronunciation, most of them are saying the English phoneme like the way they said Balinese

phoneme. The following are several excerpts of the interview:

(1) A : In your opinion, do you think that your difficulties in pronouncing English words because of the influence of the Balinese language are your daily language?

B : Yes Miss, I speak Balinese every day it makes me feel like learning English is hard because it's the words that are difficult to read and write.

Students were difficult in saying English consonants as what it should be, based on the data, phoneme /k/ is occurring in Balinese consonants, but they are facing difficulties because they are confused when the phoneme /k/ written as c so they tend to pronounce it as /c/ and phonemes /f/, /v/, /z/ are also not occurring in Balinese consonants it occurs in their second language (Bahasa Indonesia), but they have still pronounced these phonemes incorrectly, they pronounced as /f/, /f/, /s/.

Their environment where they live is also using the Balinese language and the students also surrounded by Balinese people. The next reason is the school area, the teacher could not control all of the students for not using their mother tongue language in the school area. Moreover, some students have a high accent of their native language when they speak English.

c. Learner Differences

The student has a different aptitude and intelligence in learning new things, even they are in the same age, same native language, and learning English subject for at the same time for the first time. These are several excerpts of the interview:

(2) A : Do you like English subjects? If you like English subjects please explain why do you like them! And if you do not

like the English subject, please explain why you do not like it!

B : No, I don't, because it's really hard to learn.

C : Yes, I do, it is really interesting in learning a new language and I hope someday I can go to a foreign country.

(3) A : Based on the data, there are some of you are pronounce the given words correctly, but also there are many of you who still pronounce them incorrectly. Do you think that the difficulties faced by students are the influence of learner differences? In this case, learner differences are student's aptitude and student's intelligence, have they influenced you in the learning process?

B : Yes of course, because every student has different aptitude and intelligence, the students who have lower intelligence are harder in learning English.

Aptitude and Intelligence are like a bridge that can help students and teachers in reaching the subject goals. The better aptitude and intelligence of the student the more topic information can the students get. Based on the data, one of the students named Cahyaning, has a good aptitude in English and she has higher intelligence than others, she pronounced the phoneme correctly and sounds like a native speaker. She was interested in English and it caused she felt easy when learning new things about English subject.

d. Motivation

According to Harmer (2001: 51) Motivation is some kind of internal drive that pushes someone to do things to achieve something and it influenced the

students learning process. Motivation comes from:

A. Significant others: Student's attitude to language learning will be greatly affected by the influence of people who are close to them. Student's friends in the class have affected the students in learning English. These are several excerpts of the interview:

(4) A : Now, I will ask you about motivation. Do you think that your friend is influenced you in learning English? for example, your classmate is a clever student so he makes you focus and feel easy in the learning process?

B : Yes, a friend has influenced me in the learning process, if the classmate is clever, it makes us easier because if we are not clear about the subject, we can ask her, but if the classmate is annoying and she does not like English, she will disturb me and break my concentration.

The student's classmate which made the motivation went up and down. Based on the data, sixth-grade students in SDN 1 Petulu were all Balinese and using the Balinese language every time, at home and also at school when communicating with other students they were all using Balinese, except when they were in a formal situation (talked to a teacher in a classroom or school area) they use Bahasa Indonesia as their formal language instead. Motivation went down and up affected by other's feedback and their response to the others when the discussion process is effective.

B. The teacher: a teacher is another factor who influences students in the learning process, the way the teacher teaches the language and how the teacher makes the students interesting in the language. These are several excerpts of the interview:

(5) A : How about the teacher? Do you think a teacher has also influenced you in learning English?

B : Yes, if the teacher is a good teacher, I mean he is caring and he can make us interested in the subject. But if the teacher is grumpy, it makes me afraid to ask if there is something that I do not understand.

Based on the data, the 6th grade students were happy with the English subject learning process because the teacher was fun and he was not grumpy in the teaching process, which made the students comfortable in asking a question if there was something they did not understand until they got the whole information from the teacher.

CONCLUSION

Based on ongoing analysis, it was found that most of the 6th grade students of SDN 1 Petulu are incorrectly pronounced the chosen consonants sounds in English. The phoneme analyzed in this study is focused on plosive, fricative and affricative, in details are: /f/, /θ/, /ʃ/, /tʃ/, /k/, /v/, /ð/, /z/, /ʒ/, /dʒ/ because these phonemes not occurs in their native language structure. Phoneme /f/ and /z/ are the most phoneme sound pronounced correctly by Balinese students in words: "father" /fɑ:ðər/, "zone" /zoʊn/, and etc. The rest phonemes are still pronounced incorrectly by almost all of the students such as: /θ/, /ʃ/, /tʃ/, /k/, /v/, /ð/, /ʒ/, /dʒ/. Most of the problem facing by the students in pronounced these consonants is the students are confused by the words that are not pronounced as it is written. Furthermore, their consonant's pronunciation is not like English consonants.

The factor that influenced the Balinese students in pronounced English consonants is Student's age, they were

given an English subject start from 4th grade, in this case not so many words they have known until they are in 6th grade. The interlingual factor is also interference with students in producing foreign words. Learner differences (aptitude and intelligence) also affect the students in pronounced English words, these factors indicate which students are fast learners and slow learners in English subjects. Motivation (significant others and teacher) is the outside factor that supports student competence in learning English.

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