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A Phonological Analysis on the English Consonants of Sundanese EFL Speakers

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A B S T R A C T

This descriptive qualitative study focuses on the description of the English consonants systems spoken by speakers of Sundanese backgrounds. This implies that such speakers of particular regional backgrounds speak unique and ideosyncratic native languages. This study will provide a description on the consonants production of English as Foreign Language (EFL) speakers with Sundanese native language in an experimental phonetic method to the students of Islamic Education Department of State Institute for Islamic Studies Salatiga. In this study, the writer have two objectives: (1) to know the English consonants systems of EFL Sundanese speakers in Islamic Education Department of State Institute for Islamic Studies Salatiga? and (2) to know the most frequent errors on pronouncing English consonants produced by EFL Sundanese speakers. From the result of the analysis, it can be seen that the EFL Sundanese students made 262 errors. It can also been seen that the greatest errors made by the EFL Sundanese students are mispronouncing the minimal pairs of /f/ and /v/, /s/ and /θ/ and /ð/ and /z/. The misuse of the sound “p” instead of “b” is common error for Sundanese since there is not distinction between the sound “p”, “v” dan “p” in sundanese phonological system.

I. INTRODUCTION

This study focuses on the description of the English consonants systems spoken by speakers of Sundanese backgrounds. This implies that such speakers of particular regional backgrounds speak unique and ideosyncratic native languages According to Corps (1989: 7), a language spoken by non-native speakers of English, is mainly taught in a school as one of

the subjects and is not used commonly outside the class is called an English as a Foreign Language (EFL). Similarly, Holisinska (2006:7) emphasizes that foreign languages are generally taught in a school. However, it is not possible that children in certain environment are introduced to speak a foreign language.

A non-native speaker of English, while learning English, it is very likely that they will encounter

several difficulties. This is because the native language of the speakers is different from English. The differences include the structure, the functions, the systems, the pronunciation, the culture, etc. As a result of those differences, EFL speakers need efforts to not only able to minimize the interference of their native languages while learning English. However, it is possible that some EFL learners are successful to learn English as native-like English speakers, but some others are not. Having this phenomenon, it sounds interesting to look further at how English is used by EFL speakers.

One interesting subject to look at dealing with EFL is the sound system of the language. Linguistically, there are two disciplines discussing sounds; they are phonetics and phonology. The first discipline deals with how the various accents are produced. In other words, it can be said that phonetics is a study about various sounds productions. On the other hand, phonology is not deal with the production but it is about how the sounds of a language are combined and patterned into a meaningful unit of sounds (McMahon, 2001:1). In phonetics, different individual might produce different sounds. McMahon exemplifies the case of language production for a baby living in an English-speaking family. She argues that such a baby will be able to produce English sounds after hearing and learning the language from the environment where he grows up.

One thing to emphasize is that the sounds produced by that baby will change as his physical consonants organs develop. When the baby is still in the stage of babbling, he might only be able to produce /a/ for mama or papa. This is because the baby does not have teeth, a vocal organ, to produce /n/ or /t/. When he grows up with few teeth, he will start to learn /l/ but fail to produce /r/. Finally, until all the vocal organs completed, the baby is a person an ability to produce the English sounds. However, when he learns another language, for example a Javanese, he has to learn another sound system which is unlike the English. In Javanese, there is a sound /ŋ/ which is absent in English. Therefore, a native speaker of English, will find

it is difficult to produce the /ŋ/ in bengi 'night'. Instead he will use two different sounds as /n/ and /g/. Such an English native speaker, it is not easy for him to understand and master the sound system of other languages, especially languages from different family with large differences.

Realizing the phenomenon discussed previously, the writer is interested to look at the English consonant system which is produced by EFL speakers with Sundanese native language. According to Roach (2000, cited in Detering, 2004: 19-20), there are 26 consonants. On the other hand, Sundanese has fewer consonants (23) than English. The details of this consonants system will discuss further in the next section. Having these brief pictures of consonant sounds from the both English and Sundanese, there is a high possibility that EFL speakers of Sundanese native language will find it is not easy to produce the English consonants correctly. Thus, it is necessary to look at the description of how the EFL Sundanese speakers produce the English consonants.

Therefore, this study will provide a description on the consonants production of English as Foreign Language (EFL) speakers with Sundanese native language in an experimental phonetic method to the students of Islamic Education Department of State Institute for Islamic Studies Salatiga.

This study was conducted through a production experiment as Zanten and Heuven' (1984) experiments on consonant production. In this study, the writer aims to answers 2 questions: How are the English consonants systems of EFL Sundanese speakers in Islamic Education Department of State Institute for Islamic Studies Salatiga? What's the most frequent errors on pronouncing English consonants of EFL Sundanese speakers in Islamic Education Department of State Institute for Islamic Studies Salatiga?

II. METHODS

The writer based the data from collection of phonetic experiment in a field research. Following Zanten and Heuven (1984), the writer arranges an experiment for this study that

is a production experiment. The first experiment was conducted by asking the informants to read a set of English minimal pairs. The informants that the writer asked to help met the following criteria:

1. The informant is a native EFL Sundanese speaker and speaks no other regional languages.
2. The informant is a moderate EFL speaker.
3. The informant is a student of Islamic Education in State Institute for Islamic Studies achieving English Score 3.0 out of 4.0.

The data is collection by a tape-recording which is then transcribed using the phonetic transcription model. After the data is transcribed, the consonants produced by the EFL speakers then are identified and classified according to the category of the English consonants system then compared to the Sundanese consonants system. The results of the identification were used to describe the features of the consonants pronounced by the informants.

Underlying Theory

Pronunciation is knowledge of how to say a word – that is how to pronounce it (Harmer, 2001: 26). Individuals may be possible to pronounce a word differently at different times. The reason is human of speech organs cannot produce and reproduce sounds with exactly in the same qualities. Whereas, when the speaker pronounce a word in exactly, it will change the meaning or do not give the meaning and make confused and bring about misunderstanding to the hearer. They will face people that have different 14 pronunciation in speaking. They have to learn how people pronounce inevitably. According to Ramelan (2003: 2), there are no two people who speak exactly alike. Differences in pronunciation between one speaker and another are caused by geographical, social and historical factors; or they may also be caused by individual peculiarities such as stuttering, lipping, or other speech deficiencies.

Pronunciation Problem

The Indonesian people learning foreign language especially English will find problem in many aspects. They will recognize new vocabulary, sound system and etc. One of problems that will interrupt them is pronunciation. Not only for Indonesian learner but also all of foreign learners face this condition. Many problems that can be analyzed, are: a. Nature of pronunciation problem It causes their first language or their mother tongue is different from target language. They produce new sound by their organs of speech that have been adapted with their mother tongue, whereas the way to produce the target language is different. Moreover it has not uttered yet. This obstacle makes them learn to produce the sound as the native speaker. For 16 example, they hear or listen the native speaker pronounce which will stimulate them to imitate how their ways of moving speech organ. Ramelan (2003: 8) states that this practice is a matter of training to move the organ of speech, or also called mouth-gymnastic. They have to concern the speaker when they utter a word. Watching and listening carefully is the way to imitate. Although, it is more difficult to make our mouth produce it. Sometime it looks like strange, but after a long time, they will be familiarized and endeavor to pronounce it correctly. The habit that we make will make us better. In addition, the science dealing with such matters is called Phonetics. It concerns the study of speech sound.

Another problem that interrupt is the identification of the foreign language sounds. Before they produce sound they must know about articulatory quality that is the nature characteristic of speech sound. For example, consonants sound such as short /ɪ/ and long /i:/. When we pronounce pig /pɪg/, the consonants of /ɪ/ is uttered short consonants. Beside that, if we say see /si:/, the consonants of /i:/ is pronounced long consonants. Learners must be able to identify directly when the word is uttered. This problem that burden them and make them try to learn the acoustic quality of alphabet that can have clear understanding of distinctive sound in English called phonetic

alphabet. After we know the theory, the phonetic transcription of the word from phonetic alphabet, the habit of hearing the speaker pronounce word. 17 The other problem appear when producing or trying to pronounce word is the way to utter word such as, stress, length, pitch, and intonation that are called suprasegmental features. It will influence the meaning if people pronounce a word with different stress or intonation. It will make the hearer misunderstood. b. Speaking is a matter of habit Many difficulties appear when learners study a foreign language. They recognize new sound system, vocabulary, and make a sentence that is different and unfamiliar. Their acquisition of language is their mother tongue that the speech sound and organ of speech have set become habit. That is make them difficult to utter a foreign words.

The different condition, when they move to place that the foreign language uses and active for communication. Someone will become a new body that has second live in this place. It is potential that can change them to make new habit. According to Ramelan (2003: 4), this potential ability is what called Language Acquisition Device by Transformational Linguist. Why he said that because we like re-born again and accept new language communication habit through imitating and practicing. Continuing from the learning process someone that face LAD have to resist or get strong opposition the old habit of speaking which called "habit interference". Producing a new sound, find the similar sound from the mother tongue, and replace it with their stock of sounds.

Factors Contributing to Students' Pronunciation

Although some researchers believe that all learners have the same capacity to learn a second or foreign language because they have learned their first language, a number of EFL teachers have difficulties in improving the students' pronunciation problems. As a result, in the past, several researchers have put great efforts, asserted and suggested many factors affecting students' pronunciation (e.g., Brown,

1994; Celce-Murcia et al., 2000; Gillette, 1994; Kenworthy, 1987). In this regard, these previous studies have been repeatedly substantiated that factors such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability, appeared to have an influence on teaching and learning pronunciation.

III. RESULT

The Analysis on Sundanese Minimal Pairs of Consonant Sounds

Minimal Pairs /b/ and /v/

Respondent 1.TFM made an error in pronouncing the word "verb" to be "/v3:rb/" whereas the correct one, it should be "/v3:b/ and pronouncing the word "verve" to be "/v3:rv/ whereas the correct one is /v3:v/. Respondent 2.SAF made an error in pronouncing the word "verve" to be "/v3:rv/ whereas the correct one is /v3:v/. Respondent 3. MRA made an error in pronouncing the word "verb" to be "/w3:rb/" whereas the correct one, it should be "/v3:b/ and pronouncing the word "verve" to be "/v3:rv/ whereas the correct one is /v3:v/

Respondent 4. MF made an error in pronouncing the word "verve" to be "/v3:rv/ whereas the correct one is /v3:v/. Respondent 5. MIFUA made an error in pronouncing the word "van" to be "/vɔ:n/" whereas the correct one, it should be "/væn/ , the word "verb" to be "/v3:rp/" whereas the correct one, it should be "/v3:b/ and pronouncing the word "verve" to be "/v3:rv/ whereas the correct one is /v3:v/. The misuse of the sound "p" instead of "b" is common error for sundanese since there is not distinction between the sound "f", "v" dan "p" in sundanese phonological system.

Respondent 6.KH made an error in pronouncing the word "verb" to be "/v3:p/" (keliatan sundane disini) whereas the correct one, it should be "/v3:b/ and pronouncing the word "verve" to be "/v3:rp/ whereas the correct one is /v3:v. This is also the proof that for sundanese since there is not distinction between the sound "f", "v" dan "p" in sundanese

phonological system. Respondent 7. FAF made an error in pronouncing the word “verb” to be “/v3:p/” whereas the correct one, it should be “/v3:b/ and pronouncing the word “verve” to be “/v3:rve/ whereas the correct one is /v3:v/

Respondent 8. ADN made an error in pronouncing the word “ban” to be “/bɒn/ whereas the correct one, it should be “/bæn/ , the word “van” was pronounced to be “/van/” whereas the correct one, it should be “/væn/ , the word “verb” to be “/v3:rb/” (keliatan sundane disini) whereas the correct one, it should be “/v3:b/ and pronouncing the word “verve” to be “/v3:rve/ whereas the correct one is /v3:v/

Respondent 9. AF made an error in pronouncing the word “very” to be “/weri/ whereas the correct one, it should be “/veri/, the word “vest” to be “/pest/” whereas the correct one, it should be “/vest/”, the word “verb” to be “/v3:rp/” whereas the correct one, it should be “/v3:b/ and pronouncing the word “verve” to be “/v3:rve/ whereas the correct one is /v3:v/.

Minimal Pairs /tʃ/ and /t/

Respondent 1.TFM made an error in pronouncing the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/”. (The word “eu” as an interjection in sundanese is not uncommon). Respondent 2.SAF made an error in pronouncing the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/”, the word “notch” to be “/notʃ/” whereas the correct one, it should be “/nɒtʃ/” and the word “not” to be “/not/” whereas the correct one, it should be “/nɒt/”

Respondent 3. MRA did not make any error in the pronunciation of Minimal Pairs/tʃ/ and /t/. Respondent 4. MF made an error in pronouncing the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/” , the word “notch” to be “/notʃ/” whereas the correct one, it should be “/nɒtʃ/” and the word “not” to be “/not/” whereas the correct one, it should be “/nɒt/”

Respondent 5. MIFUA made an error in pronouncing the word “chew” to be “/ceʊ/”

whereas the correct one, it should be “/tʃu:/”. Respondent 6. KH made an error in pronouncing the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/” , the word “notch” to be “/notʃ/” whereas the correct one, it should be “/nɒtʃ/” and the word “not” to be “/not/” whereas the correct one, it should be “/nɒt/”

Respondent 7. FAF made an error in pronouncing the word “catch” to be “/ketʃ/” whereas the correct one, it should be “/kætʃ/” and the word “chew” to be “/kyu/” whereas the correct one, it should be “/tʃu:/”. Respondent 8. ADN made an error in pronouncing the word “catch” to be “/ketʃ/” whereas the correct one, it should be “/kætʃ/” , the word “cat” to be “/kɒt/” whereas the correct one, it should be “kæt”, the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/” , the word “notch” to be “/notʃ/” whereas the correct one, it should be “/nɒtʃ/” and the word “not” to be “/not/” whereas the correct one, it should be “/nɒt/”

Respondent 9. AF made an error in pronouncing the word “chew” to be “/ceʊ/” whereas the correct one, it should be “/tʃu:/” , the word “notch” to be “/notʃ/” whereas the correct one, it should be “/nɒtʃ/” and the word “not” to be “/not/” whereas the correct one, it should be “/nɒt/”.

Minimal Pairs /s/ and /ʃ/

Respondent 1.TFM made an error in pronouncing the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/” .Respondent 2.SAF made an error in pronouncing the word “sun” to be “/sʊn/” whereas the correct one, it should be “sʌn”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/” , the word “so” to be “/so/”whereas the correct one is “/soʊ/” , the word “show” to be “/ʃo/” whereas the correct one should be “/ʃou/”.

Respondent 3. MRA did not make any error in the pronunciation of Minimal Pairs /s/ and /ʃ/. Respondent 4. MF made an error in pronouncing the word “she” to be “/si:/” whereas the correct one is “/ʃi:/”, the word “shun” to be “/ʃun/” whereas the correct one, it

should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”.

Respondent 5. MIFUA made an error in pronouncing the word “she” to be “/si:/” whereas the correct one is “/ʃi:/”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”. Respondent 6. KH made an error in pronouncing the word “she” to be “/si:/” whereas the correct one is “/ʃi:/”, the word “sun” to be “/sʊn/” whereas the correct one, it should be “/sʌn/”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”.

Respondent 7. FAF made an error in pronouncing the word “she” to be “/si:/” whereas the correct one is “/ʃi:/”, the word “gas” to be “/gʌs/” whereas the correct one is “/gæs/”, the word “gash” to be “/gɒʃ/” whereas the correct one is “/gæs/”, the word “sun” to be “/sʊn/” whereas the correct one, it should be “/sʌn/”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”.

Respondent 8. ADN made an error in pronouncing the word “gas” to be “/gʌs/” whereas the correct one is “/gæs/”, the word “gash” to be “/gɒʃ/” whereas the correct one is “/gæs/”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”.

Respondent 9. AF made an error in pronouncing the word “gas” to be “/gʌs/” whereas the correct one is “/gæs/”, the word “gash” to be “/gɒʃ/” whereas the correct one is “/gæs/”, the word “sun” to be “/sʊn/” whereas the correct one, it should be “/sʌn/”, the word “shun” to be “/ʃun/” whereas the correct one, it should be “/ʃʌn/”, the word “so” to be “/so/” whereas the correct one is “/soʊ/”.

Minimal Pairs /f/ and /v/

Respondent 1. TFM made an error in pronouncing the word “van” to be “/fæn/

” whereas the correct one, it should be “/væn/”, the word “off” to be “/ɒf/” whereas the correct one is /ɑ:f/, the word “of” to be “/ɒf/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɒlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɒlf/” whereas the correct one is “/hɑ:v/”, the word “save” to be “/seif/” whereas the correct one is “seiv”.

Respondent 2. SAF made an error in pronouncing the word “van” to be “/fæn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/ɒf/” whereas the correct one is /ɑ:f/, the word “of” to be “/ɒf/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɒlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɒlf/” whereas the correct one is “/hɑ:v/”, the word “safe” to be “/sef/” whereas the correct one is “seif”, the word “save” to be “/seif/” whereas the correct one is “seiv” and the word “proof” to be “/prɒf/” whereas the correct one is “/pru:f/”.

Respondent 3. MRA made an error in pronouncing the word “fan” to be “/fɒn/” whereas the correct one is “/fæn/”, the word “van” to be “/fæn/” whereas the correct one, it should be “/væn/”, the word “half” to be “/hɒlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɒlv/” whereas the correct one is “/hɑ:v/”.

Respondent 4. MF made an error in pronouncing the word “van” to be “/fæn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/ɒf/” whereas the correct one is /ɑ:f/, the word “of” to be “/ɒf/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɒlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɒlɒf/” whereas the correct one is “/hɑ:v/”, the word “safe” to be “/sef/” whereas the correct one is “seif”, the word “save” to be “/seif/” whereas the correct one is “seiv”.

Respondent 5. MIFUA made an error in pronouncing the word “van” to be “/wæn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/ɒf/” whereas the correct one is /ɑ:f/, the word “of” to be “/ɒf/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɒlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɒlf/” whereas the

correct one is “/hɑ:v/”, the word “safe” to be “/sef/” whereas the correct one is “seif”, the word “save” to be “/seif/” whereas the correct one is “seiv”.

Respondent 6. KH made an error in pronouncing the word “van” to be “/fæn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/of/” whereas the correct one is /ɑ:f/, the word “of” to be “/of/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɔlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɔləf/” whereas the correct one is “/hɑ:v/”, the word “safe” to be “/sef/” whereas the correct one is “seif”, the word “save” to be “/seif/” whereas the correct one is “seiv”.

Respondent 7. FAF made an error in pronouncing the word “fan” to be “/fan/” whereas the correct one is “/fæn/”, the word “van” to be “/fan/” whereas the correct one, it should be “/væn/”, the word “off” to be “/of/” whereas the correct one is /ɑ:f/, the word “of” to be “/of/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɔlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɔləf/” whereas the correct one is “/hɑ:v/”, the word “safe” to be “/sef/” whereas the correct one is “seif”, the word “save” to be “/seif/” whereas the correct one is “seiv” and the word “proof” to be “/prof/” whereas the correct one is “/pru:f/”.

Respondent 8. ADN made an error in pronouncing the word “fan” to be “/fan/” whereas the correct one is “/fæn/”, the word “van” to be “/wɔn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/of/” whereas the correct one is /ɑ:f/, the word “of” to be “/of/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɔlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɔlve/” whereas the correct one is “/hɑ:v/”, the word “save” to be “/seif/” whereas the correct one is “seiv” and the word “proof” to be “/prof/” whereas the correct one is “/pru:f/”.

Respondent 9. AF made an error in pronouncing the word “fan” to be “/fan/” whereas the correct one is “/fæn/”, the word “van” to be “/wɔn/” whereas the correct one, it should be “/væn/”, the word “off” to be “/of/”

whereas the correct one is /ɑ:f/, the word “of” to be “/of/” instead of pronouncing “/ɑ:v/”, the word “half” to be “/hɔlf/” whereas the correct one is “/hɑ:f/”, the word “halve” to be “/hɔlve/” whereas the correct one is “/hɑ:v/”, the word “save” to be “/seif/” whereas the correct one is “seiv” and the word “proof” to be “/prof/” whereas the correct one is “/pru:f/”.

Minimal Pairs /f/ and /h/

Respondent 1. TFM made an error in pronouncing the word “fair” to be “/fɔɪr/” whereas the correct one, it should be “/fer/” and pronouncing the word “hair” to be “/hɔɪr/” whereas the correct one is /her/.

Respondent 2. SAF made an error in pronouncing the word “fed” to be “/fid/” whereas the correct one, it should be “/fed/” and pronouncing the word “hair” to be “/heɪr/” whereas the correct one is /her/. Respondent 3. MRA did not make any error in the pronunciation of Minimal Pairs /f/ and /h/. Respondent 4. MF made an error in pronouncing the word “fair” to be “/fɔɪr/” whereas the correct one, it should be “/fer/” and pronouncing the word “hair” to be “/heɪr/” whereas the correct one is /her/.

Respondent 5. MIFUA did not make any error in the pronunciation of Minimal Pairs /f/ and /h/. Respondent 6. KH made an error in pronouncing the word “fair” to be “/fɔɪr/” whereas the correct one, it should be “/fer/” and pronouncing the word “hair” to be “/heɪr/” whereas the correct one is /her/.

Respondent 7. FAF made an error in pronouncing the word “fed” to be “/fit/” whereas the correct one, it should be “/fed/” and pronouncing the word “hair” to be “/heɪr/” whereas the correct one is /her/. Respondent 8. ADN made an error in pronouncing the word “fair” to be “/feɪr/” whereas the correct one, it should be “/fer/” and pronouncing the word “hair” to be “/haɪr/” whereas the correct one is /her/.

Respondent 9. AF made an error in pronouncing the word “fed” to be “/fit/” whereas the correct one, it should be “/fed/” and

pronouncing the word “hair” to be “/heir/” whereas the correct one is /her/.

Minimal Pairs /s/ and /θ/

Respondent 1.TFM made an error in pronouncing the word “thing” to be “/dɪŋ/” whereas the correct one is “/θɪŋ/”, the word “saw” to be “/səʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/dɒʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/dɪŋk/” whereas the correct one is “/θɪŋk/”, the word “myth” to be “/mɪt/” whereas the correct one is “/mɪθ/”, the word “pass” to be “/fɑ:s/” whereas the correct one is “/pɑ:s/”. Respondent 2.SAF made an error in pronouncing the word “thaw” to be “/təʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”. Respondent 3. MRA made an error in pronouncing the word “saw” to be “/səʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/θəʊ/” whereas the correct one is “/θɔ:/”.

Respondent 4. MF made an error in pronouncing the word “thaw” to be “/təʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “myth” to be “/mɪt/” whereas the correct one is “/mɪθ/”, the word “pass” to be “/pes/” whereas the correct one is “/pɑ:s/”, the word “path” to be “/pet/” whereas the correct one is “/pɑ:θ/”.

Respondent 5. MIFUA made an error in pronouncing the word “saw” to be “/səʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/təʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “myth” to be “/mɪt/” whereas the correct one is “/mɪθ/”, the word “path” to be “/pet/” whereas the correct one is “/pɑ:θ/”. Respondent 6. KH made an error in pronouncing the word “thaw” to be “/təʊ/” (orang sunda biasa bilang euy) whereas the correct one is “/θɔ:/”, the word “sink” to be

“/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “path” to be “/pet/” whereas the correct one is “/pɑ:θ/”.

Respondent 7. FAF made an error in pronouncing the word “saw” to be “/səʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/təʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “pass” to be “/vɒs/” whereas the correct one is “/pɑ:s/”, the word “path” to be “/fɒθ/” whereas the correct one is “/pɑ:θ/”. Respondent 8. ADN made an error in pronouncing the word “saw” to be “/təʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/dɒʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “myth” to be “/mɪt/” whereas the correct one is “/mɪθ/”.

Respondent 9. AF made an error in pronouncing the word “saw” to be “/səʊ/” whereas the correct one, it should be “/sɔ:/”, the word “thaw” to be “/təʊ/” whereas the correct one is “/θɔ:/”, the word “sink” to be “/sɪŋ/” whereas the correct one is “/sɪŋk/”, the word “think” to be “/θɪŋ/” whereas the correct one is “/θɪŋk/”, the word “path” to be “/peθ/” whereas the correct one is “/pɑ:θ/”.

Minimal Pairs /ð/ and /z/

Respondent 1.TFM made an error in pronouncing the word “breathe” to be “/bri:t/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “breeze” to be “/brez/” whereas the correct one is /bri:z/, the word “bathe” to be “/bɒtə/” whereas the correct one is “/beɪð/”, the word “bays” to be “/bɒɪs/” whereas the correct one is “/beɪz/”, the word “lathe” to be “/lɒtə/” whereas the correct one is “/leɪð/”, the word “laze” to be “/lez/” whereas the correct one is “leɪz”.

Respondent 2.SAF made an error in pronouncing the word “breathe” to be “/breð/” whereas the correct one, it should be “/bri:ð/”

and pronouncing the word “clothe” to be “/klot/” whereas the correct one is “/kləʊð/”, the word “close” to be “/kloz/” whereas the correct one is “/kləʊz/”, the word “lathe” to be “/lɒtə/” whereas the correct one is “/leið/”, the word “laze” to be “/lez/” whereas the correct one is “/leiz/”. Respondent 3. MRA made an error in pronouncing the word “breathe” to be “/bri:t/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “bathe” to be “/bɒt/” whereas the correct one is “/beið/”, the word “bays” to be “/bɔɪs/” whereas the correct one is “/beɪz/”, the word “lathe” to be “/let/” whereas the correct one is “/leið/”, the word “laze” to be “/lez/” whereas the correct one is “/leiz/”.

Respondent 4. MF made an error in pronouncing the word “lathe” to be “/lɒt/” whereas the correct one is “/leið/”, the word “laze” to be “/lez/” whereas the correct one is “/leiz/”. Respondent 5. MIFUA made an error in pronouncing the word “clothe” to be “/klot/” whereas the correct one is “/kləʊð/”, the word “lathe” to be “/lɒt/” whereas the correct one is “/leið/”, the word “laze” to be “/lez/” whereas the correct one is “/leiz/”. Respondent 6. KH made an error in pronouncing the word “breathe” to be “/bri:t/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “clothe” to be “/kloð/”, whereas the correct one is “/kləʊð/”, the word “close” to be “/kloz/” whereas the correct one is “/kloʊz/”, the word “bays” to be “/bɔɪs/” whereas the correct one is “/beɪz/”, the word “lathe” to be “/lɒt/” whereas the correct one is “/leið/”.

Respondent 7. FAF made an error in pronouncing the word “breathe” to be “/breð/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “bathe” to be “/bɒt/” whereas the correct one is “/beið/”, the word “bays” to be “/bɔɪs/” whereas the correct one is “/beɪz/”, the word “lathe” to be “/lɒt/” whereas the correct one is “/leið/”.

Respondent 8. ADN made an error in pronouncing the word “breathe” to be “/bri:t/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “bathe” to be “/bɒt/” whereas the correct one is “/beið/”, the word “bays” to be “/bɔɪs/” whereas the correct one is “/beɪz/”, the word “lathe” to be “/let/” whereas

the correct one is “/leið/”, the word “laze” to be “/lez/” whereas the correct one is “/leiz/”. Respondent 9. AF made an error in pronouncing the word “breathe” to be “/bret/” whereas the correct one, it should be “/bri:ð/” and pronouncing the word “breeze” to be “/brez/” whereas the correct one is “/bri:z/”.

Minimal Pairs /dʒ/ and /z/

Respondent 1.TFM made an error in pronouncing the word “jest” to be “/dʒes/” whereas the correct one is “/dʒest/” and pronouncing the word “zest” to be “/zes/” whereas the correct one is “/zest/”. Respondent 2.SAF made an error in pronouncing the word “stays” to be “/stɔɪz/” whereas the correct one is “/steɪz/” and pronouncing the word “ways” to be “/wɔɪz/” whereas the correct one is “/weɪz/”. Respondent 3. MRA did not make any error in the pronunciation of Minimal Pairs /dʒ/ and /z/. Respondent 4. did not make any error in the pronunciation of Minimal Pairs /dʒ/ and /z/. Respondent 5. MIFUA made an error in pronouncing the word “pays” to be “/pɔɪz/” whereas the correct one is “/peɪz/”. Respondent 6. KH did not make any error in the pronunciation of Minimal Pairs /dʒ/ and /z/.

Respondent 7. FAF made an error in pronouncing the word “stays” to be “/stɔɪ/” whereas the correct one is “/steɪz/”, the word “wage” to be “/wɪg/” whereas the correct one is “/weɪdʒ/”, the word “ways” to be “/wɔɪz/” whereas the correct one is “/weɪz/” Respondent 8. ADN made an error in pronouncing the word “stays” to be “/stɔɪ/” whereas the correct one is “/steɪz/” and pronouncing the word “gip” to be “/gɪp/” whereas the correct one is “/dʒɪp/”, “wage” to be “/wɒge/” whereas the correct one is “/weɪdʒ/” and pronouncing the word “zest” to be “/zes/” whereas the correct one is “/zɪst/”. Respondent 9. AF made an error in pronouncing the word “stage” to be “/stedʒ/” whereas the correct one is “/steɪdʒ/”.

Minimal Pairs /d/ and /dʒ/

Respondent 1.TFM made an error in pronouncing the word “badge” to be “/bɒdʒə/”

whereas the correct one is “/bædʒ/”, the word “door” to be “/dor/” whereas the correct one is “/dɔːr/”, the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”, the word “deep” to be “/di:f/” whereas the correct one is “/di:p/”. Respondent 2.SAF made an error in pronouncing the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”, the word “wed” to be “/wid/” whereas the correct one is “/wed/”, the word “wedge” to be “/widʒ/” whereas the correct one is “/wedʒ/”.

Respondent 3. MRA made an error in pronouncing the word “door” to be “/dor/” whereas the correct one is “/dɔːr/” and pronouncing the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”. Respondent 4. MF made an error in pronouncing the word “door” to be “/dor/” whereas the correct one is “/dɔːr/”, the word “jaw” to be “/dʒɛʊ/” whereas the correct one is “/dʒɔː/”. Respondent 5. MIFUA made an error in pronouncing the word “jaw” to be “/dʒɛʊ/” whereas the correct one is “/dʒɔː/”, the word “wedge” to be “/wedʒ/” whereas the correct one is “/wedʒ/”. Respondent 6. KH made an error in pronouncing the word “door” to be “/dor/” whereas the correct one is “/dɔːr/” and pronouncing the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”, the word “deep” to be “/di:f/” whereas the correct one is “/di:p/”, the word “jeep” to be “/dʒi:f/” whereas the correct one is “/dʒi:p/”.

Respondent 7. FAF made an error in pronouncing the word “door” to be “/dor/” whereas the correct one is “/dɔːr/” and pronouncing the word “jaw” to be “/dʒɛʊ/” whereas the correct one is “/dʒɔː/”, the word “wedge” to be “/wedʒ/” whereas the correct one is “/wedʒ/”. Respondent 8. ADN made an error in pronouncing the word “badge” to be “/bɒdʒə/” whereas the correct one is “/bædʒ/”, the word “door” to be “/dor/” whereas the correct one is “/dɔːr/” and pronouncing the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”, the word “wedge” to be “/wedʒ/” whereas the correct one is “/wedʒ/”. Respondent 9. AF made an error in pronouncing the word “jaw” to be “/dʒɔw/” whereas the correct one is “/dʒɔː/”.

Minimal Pairs /f/ and /p/

Respondent 1.TFM made an error in pronouncing the word “fast” to be “/pɒːst/” whereas the correct one is “/fɑːst/” and pronouncing the word “past” to be “/pest/” whereas the correct pronunciation is “/paːst/”.

Respondent 2.SAF made an error in pronouncing the word “fast” to be “/fes/” whereas the correct one is “/fɑːst/”. Respondent 3. MRA did not make any error in the pronunciation of Minimal Pairs /f/ and /p/. Respondent 4. MF made an error in pronouncing the word “fast” to be “/fes/” whereas the correct one is “/fɑːst/” and pronouncing the word “past” to be “/pes/” whereas the correct pronunciation is “/paːst/”. Respondent 5. MIFUA did not make any error in the pronunciation of Minimal Pairs /f/ and /p/. Respondent 6. KH did not make any error in the pronunciation of Minimal Pairs /f/ and /p/. Respondent 7. FAF made an error in pronouncing the word “pool” to be “/pol/” whereas the correct one is “/puːl/”.

Respondent 8. ADN made an error in pronouncing the word “fast” to be “/fest/” whereas the correct one is “/fɑːst/” and pronouncing the word “past” to be “/pest/” whereas the correct pronunciation is “/paːst/”, the word “pool” to be “/pol/” whereas the correct one is “/puːl/”. Respondent 9. AF KH did not make any error in the pronunciation of Minimal Pairs /f/ and /p/.

IV. CONCLUSION

From the result of the analysis, it can be seen that the EFL Sundanese students made 262 errors. It can also be seen that the greatest errors made by the EFL Sundanese students are mispronouncing the minimal pairs of /f/ and /v/, /s/ and /θ/ and /ð/ and /z/. The Sundanese EFL Speakers made 53 errors on pronouncing /f/ and /v/, 41 errors on pronouncing /s/ and /θ/ and 37 errors on pronouncing /ð/ and /z/. The misuse of the sound “p” instead of “b” is common error for Sundanese EFL Speakers since there is no clear distinction between the sound “f”, “v” dan “p” in Sundanese phonological system.

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