

**THE SPELLING ENGLISH SOUNDS FACED DIFFICULTY BY  
THE EIGHTH SEMESTER STUDENTS OF SMP NEGERI 2  
RANTEPAO**

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**ABSTRACT**

Daniel Paembonan. 2016. The Spelling English Sounds Faced Difficulty by the Eighth Semester Students of SMP Negeri 2 Rantepao

The objective of the study is to find out the spelling difficulty faced by the eighth semester students of SMP Negeri 2 Rantepao.

In order to achieve the objective of this study, the writer designed this experiment by descriptive method using written test and questionnaire. The tests were used to find out the spelling difficulty faced by the eighth semester students of SMP Negeri 2 Rantepao.

The result of the research showed that the students were difficult to spell English (vowel and consonant) sound, but they were more difficult to spell the vowel than consonant sound. It was proved by the of mean score in vowel sound 2, 77 (categorized as very poor) and 4, 54 in consonant sound (categorized as poor). And it was caused the students were difficult to differentiating the English sound, (special for the same sound [ , ð]), students were lazy to learn the English phonetic, less self confidence to pronounce the English sound, less comprehend the material, and less book in the library and the lecturer's method didn't available with the material. Based

on the data analysis found out that the spelling difficulty faced by the eighth semester students of SMP Nigeria 2 Rantepao are commonly consonants sound.

**Keywords:** Spelling English Sounds, Difficulty

## A. INTRODUCTION

Phonetics is a guide to pronunciation, in other hand phonetics is the basis of the pronunciation. In addition, pronunciation is the basis of the communication. The good pronunciation is very important in communication. In general there are problems for Indonesians in Learning as certain pairs are phonemically different in English but not in Indonesian. We tend to mix them up and pronounce certain words in wrong way, although contexts often help, misunderstanding may often come up. We can see from the dialogue below, why the good pronunciation is very important to our communication.

Customer service : good afternoon sir, can I help you?

Customer : good afternoon too, yes I need your help, I want to buy a cap, but I did not see it.

Customer service : OK, waits a moment, sir, I will take it for you.

Customer : thank you is very much.

(A few minutes later, the waiter came and brought what the buyer want, the waiter bring a **cup**).

Customer service: Sir, this is.

Customer: I am sorry, I did not want to buy a cup, but I want a cap (C – A – P)

Customer service: oh, I am sorry sir, for this mistake, it is just a misunderstanding.

Customer: Never mind, it is OK.

From the dialogue above, we know that the pronunciation is very important in our communication. The bad pronunciation can makes misunderstanding between the speaker and listener, in this case (the customer service and the customer), where

the customer want to buy a **cap** / k æ p /, but the customer service take a **cup** / c p / for him. The other event that can be seeing that misunderstanding may often come up. Imagine how embracing it would be, if we produce the sentence *I saw many beautiful bitches* / b ɪ tʃ ɪ z / in Bali , instead of what we mean, that is, *I saw many beeofu beaches* / b i tʃ ɪ z / in Bali . There are many events or experiences that show the misunderstanding that happened because the wrong pronunciation. In this case, the bad pronunciation will be happen if the someone less knowledge in English phonetics. Therefore, English phonetic is the foundation of pronunciation. Someone that knows phonetics of the word that will pronounce, of course the pronunciation is right, so the listener can understood easily what the speaker mean.

The good knowledge in English phonetics is the one important capital in produce a word well. Because English phonetics helps, students understand how the sounds are produced and, hopefully, will help them to improve their pronunciation

Dardjowidjojo (2009: xiv) state.

In the section on phonology, students will learn how the sounds build up a system. This system is indeed a mental reflection of the knowledge or competence that native speaker have. What is known as intuition is nothing but a manifestation of the language knowledge of a native speaker. In the field of phonology, students are made aware of the processes and the rules that eventually lead them to see how intuition develops. However, in fact, there are many difficulties faced student in to produce English correctly; also, in the future some students make some errors in pronounce the word.

## **B. REVIEW OF RELATED LITERATURE**

### **1. Review of Literature**

Review of related literature “the difficulties faced by the fifth semester students of English Department of FKIP Christian University of Indonesia Toraja to pronounce English”, so in this part the writer explained what is phonology, phonetics and sounds (vowel and consonant).

#### ***a. Phonology***

What is phonology ? phonology is the study of sound in a language . According to H.A. Glesason “ phonology deals with the phonemes and sequences of phonemes” ) and phoneme is a minimum feature of the expression system of a spoken language by which one thing that may be said is distinguished from any other thing that may have been said. A sound which not significant in a language is not a phoneme of that language. According to wallwork “ phonology is the way the sounds of language is used, put together and organized in any one language.

#### ***b. Phonetic***

The International Phonetic Alphabet (IPA) is an alphabetic system of phonetic notation based primarily on the Latin alphabet. It was devised by the International Phonetic Association as a standardized representation of the sounds of spoken language. The IPA is used by foreign language students and teachers, linguists, speech pathologists and therapists, singers, actors, lexicographers, constructed language creators (conlangers), and translators. The IPA is designed to represent only those qualities of speech that are distinctive in spoken language: phonemes, intonation, and the separation of words and syllables. To represent additional qualities of speech such as tooth gnashing, lisping, and sounds made with a cleft palate, an extended set of symbols called the Extensions to the IPA may be used.

Defination the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. Phonetic is study of speech sounds according to most phonological theories. As Cristal says,” phonetic is the science, which studies the characteristic of human

sound making, especially those sounds used in speech, and provides method for their description, classification, and transcription.

Phonetic is the study of sounds used in the communication of human languages, *the oxford English Grammar, Sidney Greenbrae, 1996:480*

Phonetic is a science that deals with the sounds of human language. It is normally divided into three sub-branches, namely, acoustic phonetic, auditory phonetic, articulator phonetic.

1. Acoustic phonetics deals with the study of the physical properties of sounds in the form sounds waves that result from the production of the sounds.
2. Auditory phonetics deals with how sounds are perceived by our brains.
3. Articulator phonetics also deals with the sounds of language, but it focuses on how the sounds are produces. *Dardjowidjojo, Soenjono. 2009. English Phonetics and phonology for Indonesians: 12).*

### **c. Sounds**

A sound is said to have a set of distinctive features. It can be produced in the front of at the back part of the mouth. Make a sound can aslo with the tongue high or low in the mouth. Some sounds are produced with the focal folds vibrating making the sounds voiced. *Dardjowidjojo, Soenjono. English Phonetics and Phonology for Indonesians (2009: 22)*

- a. Orals are they produced by heaving certain by having airstream pass through the oral cavity ([p], [s], [a].
- b. Nasals are produced with the airstream going out through the nose ([m],[n],[ng].
- c. Consonants are produced by having certain parts of the mouth in contact with certain other parts ([b], [t], [g], in other words, consonants are produced with a partial or complete obstruction of the airstream by a constriction of the speech organs.
- d. Vowels are not produced by any part of the mouth, but instead by having the airstream flow out smoothly through the mouth.

#### 4. Consonants,

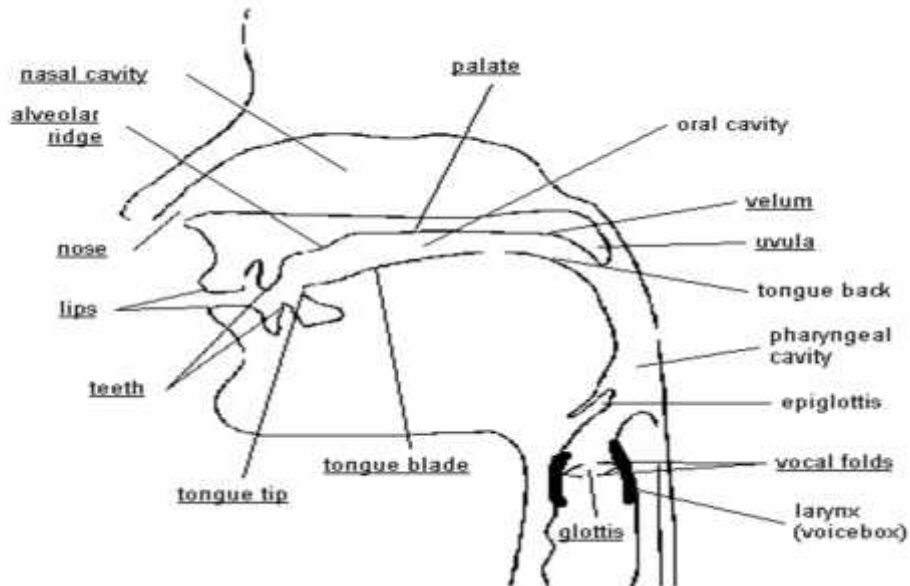
Consonants are classified primarily according to *place of articulation, manner of articulation and voicing*.

##### d. *Place of articulation.*

The production of consonant sounds. In the production of consonants, the parts of the mouth involved are tongue, the lips, the teeth, the tooth ridge, the palate, the velum, and the uvula. These are called the point of articulation, they are:

1. *Bilabial*, the two lips are put together; the upper and lower lips are tightly in contact with each other and the airstream from the lungs. For sounds [p], [b].
2. *Labiodentals*, the point of articulation between the lower lip and the tips of the upper teeth, the airstream is released through the opening on sides of the tongue. This is combination between labial (lip) and dental (teeth). When can feel when we produce sounds [f], [v].
3. *Dental /interdental*, sounds produced by having a small part of the tip of the tongue between the teeth, and then withdrawing it. the sounds produced are [θ], [ð], the nasal passage is closed by the velum allowing the airstream going out only through the mouth
4. *Alveolar sounds*, when the sounds produced are [t], [d], the parts of the mouth which are in contact are the tip of the tongue and the ridge just behind the upper teeth, known as the alveolar ridge.
5. *Palatal*, when the tongue blade, that is, part of the tongue just behind the tip, is in the area of the hard palate, slightly further back from the alveolar ridge, the sounds produced are referred to as palatal sounds, a combination of alveolar and palatal. Sounds such as [ç], [j].
6. *Velar*, when the articulator is the back part of the tongue which touches the area at the back part of the palate. They are, for example [k], [g], [ŋ].
7. *Glottal*, the sound is produced with no constriction but it behaves like a consonant in that it occupies a position where consonants usually occupy. The glottal sound is [h].

Fig. 2.2: The principal organs of articulation



*e. Manners of articulation*

Point of articulation alone are not enough to describe how a consonant sounds is produced. We need to know how the air is released when producing a certain sounds. This dimension is called manners of the articulation. Manner of articulation refer to the way the air is released when producing a sound.

- 1) *Plosive*, many people call it *stop*, the air is abruptly released when the lips are opened.
- 2) *Fricative*, sounds are produced with the air causing a friction when released. Can be produced continuously, that is, we can continue releasing the air as long as our breath permits.
- 3) *Affricatives*, sounds are produced by sort of combining the production of the stops on the one hand, and the fricatives on the other.
- 4) *Nasal*, the sounds are produced by having the air come out through the nose, the air is released not through the oral but through the nasal cavity.
- 5) *Lateral*, is produced by having the blade of the tongue touch the area slightly behind the alveolar ridge.

6) *Approximants/semivowel*, is produced with a constriction in the mouth and it typically occupies a position where consonants normally occupy. We call semivowel because in some ways they resemble vowels.

7) *Voicing*, there are of consonant that have voicing as the one difference between the members of each : one member is voiceless the other voiced. These are :

Voiceless : **p, t, k, f, s, t, h**

Voiced : **b, d, g, v, ð, z, d, m, n, w, r, y**

Table 2.1 English Consonants Sound

Point Manner	PLACE OF ARTICULATION						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glabial
Plosive	<b>p b</b>			<b>t d</b>		<b>k g</b>	
Fricative		<b>f v</b>	<b>ð</b>	<b>s z</b>			<b>h</b>
Affricative					<b>d t</b>		
Nasal	<b>m</b>			<b>n</b>			
Lateral				<b>l</b>			
Approximants	<b>w</b>			<b>r</b>	<b>y</b>		



*f. Vowels*

Vowels are described according to the position of the tongue inside the mouth as they are being articulated and by the shape of the lips. There are 12 vowel in English sounds, they are :**ɪ, e, æ** , , , **i, u** , , , , . It can divided in to two parts, long and short vowels:

Table 2.2. Short and Long Vowel

Long vowels

1.	[ i: ]	e.g. <u>t</u> ree, <u>p</u> eople, <u>p</u> olice
2.	[ a: ]	e.g. <u>b</u> asket, <u>a</u> sk, <u>ph</u> otogr <u>a</u> ph
3.	[ ɔ: ]	e.g. <u>b</u> all, <u>blac</u> k <u>bo</u> ard, <u>da</u> ughter
4.	[ u: ]	e.g. <u>b</u> lue, <u>sch</u> ool, <u>aft</u> er <u>no</u> on
5.	[ ɜ: ]	e.g. <u>b</u> urn, <u>g</u> irl, <u>pre</u> fer

Short vowels

1.	[ ɪ ]	e.g. <u>b</u> ig, <u>Br</u> itain, <u>b</u> usy
2.	[ e ]	e.g. <u>d</u> esk, <u>f</u> riend, <u>w</u> eather
3.	[ æ ]	e.g. <u>c</u> at, <u>l</u> anguage, <u>e</u> xactly
4.	[ ɒ ]	e.g. <u>h</u> ot, <u>a</u> cross, <u>c</u> ontinent
5.	[ ʊ ]	e.g. <u>b</u> ook, <u>w</u> oman, <u>f</u> ull
6.	[ ʌ ]	e.g. <u>c</u> ut, <u>b</u> utter, <u>c</u> olourful
7.	[ ə ]	e.g. <u>a</u> fraid, <u>L</u> ondon, <u>b</u> reakfast

Vowels are produced differantlee from consonants. The parameter for the vowel production is:

1. The height of the tongue, from the height tongue can be placed *high, mid, or low*. These different heights bring about a difference in the degree of resonance. When the tongue is high, the resonance is space in the mouth is at

its minimal. The air escapes through a narrow passage. On the other hand, if the tongue is low the area for the resonance is at its maximum, and when the tongue is placed somewhere between high and low that is the mid, the air space is halfway.

2. The second parameter is position of the tongue. The terms position here refers to the location of the tongue that is whether it is in front, central, or back of the mouth. When combined with the tongue height we can have the vowels, which are high and front, or high and back.
3. The rounding of the lips refers to the shape of the lips. The lip can be spread to produce sounds such as [i], or it can be rounded for the sound [o]. In most language, the rounded vowels are those occurring at the back of the mouth.
4. The fourth parameter is *tense and lax* , is used to indicate that when we produce certain vowels such as [i] the muscles are pulled more strongly thus producing tension. The other hand, certain vowels such as [ɪ] are produced with no tension thus deserving the name *lax* .

Table 2.3  
English Vowels

		Front	Central	Back
High	Tense	ɪ (beat)		u (boot)
	Lax			ʊ (book)
Mid	Tense	e (bait)	ʌ (but)	o (boat)
	Lax	ɛ (bet)	ə (about)	ɔ (paw)*
Low		æ (bat)		ɑ (pot)

\*(not in all dialects)

### C. METHOD

The researcher set the research at SMP Negeri 2 Rantepao, North Toraja

In this research, the writer find out data from :

1. Primary source, data that got directly from the research object ( the 5<sup>th</sup> semester students of English department of UKI Toraja ). Which took with cluster and random sampling as sample.
2. Secondary source, got the relevant information from some expert and in complete the related literature the writer red book, articles and other information which are related to this research which is relevant the content of the research.

The population in this research was the eighth semester student of SMP Negeri 2 Rantepao, It consist of 234 students and scattered in eight classes and it is taken 15 students as research respondents through cluster sampling technique.

To measure the dependent variable the writer classified the students' scores into five levels.

- a. Score 8.5 – 10 classified as very good
- b. Score 7.0 – 8.4 classified as good
- c. Score 5.5 – 6.9 classified as fair
- d. Score 4.0 – 5.4 classified as poor
- e. Score 0 – 3.9 classified as very poor.

To know the mean score of the students, the writer applied the formula below to analysis the data:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = The mean score

$\sum X$  = The students' total score

N = the number of respondents

#### **D. DISCUSSION**

The analyzes of the spelling difficulty encountered by the eighth semester students SMP Negeri 2 Rantepao of English sound (vowel and consonant sound). In this analysis, the scores that the writer obtained from the field research were first tabulated, classified, and then analyzed.

Based on Calculation above, it was found out that the mean score of the fifteen students obtained through the calculation above is 4.54. It fellt into poor classification.

#### **E. CONCLUSION**

Based on the data and discussion explained in previous sections it can be argued that the spelling difficulties faced by the eighth semester students of SMP Negeri 2 Rantepao on English sounds, are.

- a. Consonants are : [ **θ**, **d** ]
- b. Vowel sound are : [ **u**, , ]

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