



*Corresponding author: Maemuna Muhayyng, English Education Department, Universitas Negeri Makassar, Indonesia

E-mail: maemarasid@unm.ac.id

RESEARCH ARTICLE

Analysis on The Graduate Students' Fossilized Mispronunciation at Pascasarjana Universitas Negeri Makassar

Shinta Sutji Rahayu Aryati, Maemuna Muhayyng*, & Abdul Halim

English Education Department, Universitas Negeri Makassar, Indonesia

Abstract: This article investigated and examined the fossilized mispronunciation on consonant and vowel sounds made by English graduate students in Pascasarjana Universitas Negeri Makassar. This research employed qualitative descriptive design with purposive sampling technique taking Teaching English as a Foreign Language (TEFL) course at Pascasarjana Universitas Negeri Makassar as the subject of this research limited to the students who have an English Bachelor degree as their previous academic background. The data were collected by using classroom observation and interview and analyzed by transcribing the zoom recording of learning process. The results of this research showed that (1) There were 3 fossilized mispronunciation in vowel sounds (/ə/, /i/, /v/) and 5 fossilized mispronunciation in consonant sounds (/z/, /v/, /θ/, /dʒ/, /tʃ/). Based on these findings, it considers that the fossilization can be avoided by reinforcing the comprehensive input from the lecturers and motivating the students to pay more attention to their pronunciation.

Keywords: Fossilization, Mispronunciation, Vowels, Consonants

1. Introduction

Pronunciation is one of the English elements that the students have to pay more attention to especially for the English Department students because it can improve the speaking skill. Harmer (2001) stated that through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skill. Producing the correct sound can affect the students' confidence while speaking in English. Meanwhile, there is still a problem in terms of pronunciation. Based on the researchers' learning and teaching experiences, there are still a lot of students who have a mispronunciation while talking. There are some of them who do not realize that they are making a mistake. They do not know how to pronounce the word correctly, so they just pronounce the word as the way they hear it or as the way it is written. The most common thing is when the students pronounce the word the same as writing itself. For example, when the students pronounce "student" it must be /stju:dənt/ but they usually say /studen/ or for worse /staden/. This habit cannot be denied remembering the rules of our mother tongue. In Indonesia, every word is uttered like its spelling.

In another case, mispronunciation may occur because of inappropriate instruction or guidance from the teacher at either junior or senior high schools. For example, in pronouncing the word "August" the researchers personally pronounced it as it is written, and finally realized that it must be /ɔ:gəst/ during Pronunciation Practice/ Phonology class at the university. Another example is when the researcher cannot differentiate the



pronunciation of “know” and “now”, both are produced as /now/, while the correct pronunciations are /nəʊ/ and /naʊ/. There are some factors that follow this case, for instance, the teacher does not know the correct pronunciation, or the teacher focuses more on skills rather than teaches integratedly with other language elements including pronunciation. Harmer (2001:248) gave his thought on this case that almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and try to become competent in listening and reading. Yet some of the same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. Besides, a mispronunciation can happen consciously. It occurs when the students realize that they pronounce something wrong but they keep doing it. In this case, they may think that as long as the listener understands the intention, then there will be no problem. But still, the mispronunciation cannot be left regularly because it can result in fossilization.

Fossilization is a phenomenon faced by English students unconsciously. Especially in pronunciation, the students have a serious problem with it. Even they have got Pronunciation subject in bachelor degree, they sometimes cannot appropriately differentiate the pronunciation of the words. This occurrence can be visible at the English Department, Post Graduate Program, Universitas Negeri Makassar. Some of them have encountered phonological fossilization. Phonological fossilization refers to the repetition of phonological errors which result from the incorrect acquisition of pronunciation of L2, usually affected by L1 (Xueping, Wei. 2008). This case is influenced by the students' mother tongue which has the same utterance with the written context. It occurs when they speak to each other or with the lecturer. One of the examples is when a student pronounces the word think /θɪŋk/ but it is pronounced /tɪŋk/. In English, the sound /θ/ is placed with the Indonesian sound as /t/ as the result.

The previous research was Yakout (2019) and Smaoui, et al (2015) that conducted research on fossilization in several sounds. Yakout (2019) conducted a research on “The EFL learners' fossilization of the /θ/ and /ð/ sounds, and Smaoui, C. & Rahal, A. (2015) conducted research on “The Fossilized Pronunciation of the /3:/. Both researches investigated the students' fossilized in beberapa sounds mentioned above, and the factors following it. Yakout (2019) found that the fossilization in the pronunciation of the sounds /θ/ and /ð/ occurred in the first year EFL students at Tahri Mohamed University. Thus, the influence of the students' mother tongue became the factor of fossilization. Moreover, in Smaoui et al (2015) also found that the fossilized in sound /3:/ occurred at the students. They stated that L1 interference, lack of exposure to L2 input, the absence of pronunciation teaching methods are the main factors behind this fossilized pronunciation.

The problem identified in the background above shows that there are still many students making mistakes while pronouncing words. Besides, mispronunciation becomes a habit for the students. Based on the mispronunciation appear regularly, the researchers got an inspiration to do a research and formulated one research question to seek for its answer as follows: What fossilized mispronunciations are made by English Graduate Students in Pascasarjana Universitas Negeri Makassar?

2. Literature Review

2.1. Pronunciation

Pronunciation comes from the basic form “pronounce”. Hornby (1995: 928) says that “Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language”. Further pronunciation definition taken from the Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. According to Brown (2001) pronunciation also referred to as “Psychomotor skills” is one element constituting communicative competence, which is said to be the ideal goal of every language instruction. Besides,



Pronunciation is also defined as the choice of sounds used in forming words (Carrel & Tiffany, 1960:4). From the definitions above, the researcher argues that pronunciation is the way we utter the words correctly based on a particular manner.

2.2. *Fossilization*

This part explains the notion of fossilization that talks about fossilization in general. This part also explains about the classification of fossilization that talks about individual and group fossilization, and also temporary and permanent fossilization. Lastly, this part explains the types of fossilization that in this research will only talk about the phonological fossilization.

a. *The Notion of Fossilization*

The notion of fossilization has been defined by many dictionaries and most of them have agreed on one common definition; “Fossilization is the process of becoming fixed, unchanging and out of date” Cambridge-Free English Dictionary and Thesaurus. Other resources and articles have given this phenomenon a clear definition which is “The point where no further learning appears possible, with the students’ performance apparently in previous exposure to English”. As Luiz Otávio Barros Website in Wei, Xueping. 2008, which means that the EFL learners reach a point where they cannot learn anymore and their errors will be fixed and cannot be remedied.

According to Han (2003), “The term “Fossilization” was introduced to the field of SLA by Selinker in 1972 on the basis of his observation that the vast majority of second language learners fail to achieve native-speaker competence. Fossilization, as then conceptualized, implicated both a cognitive mechanism known as the fossilization mechanism (Selinker, 1972: 221) and a performance-related structural phenomenon. As a cognitive mechanism, it was thought to be a constituent of a latent psychological structure that dictates a learner’s acquisition of a second language. As a performance-related structural notion, it denoted specifically “the regular reappearance in second language performance of linguistic phenomena which were thought to be eradicated in the performance of the learner” (p. 211).

The definition of the term Fossilization differs, for instance, Lowther (1983) defines the notion of Fossilization as: “Fossilization, as presented in much of the literature, is understood to be the inability of a person to attain native likeability in the target language”. Ellis (1985) was also one of the proponents who gave an attempt to interpret the term fossilization: “Fossilized structures can be realized as errors or as correct target Language forms. If, when fossilization occurs, the learner has reached a Stage of development in which feature x in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which the feature still does not have the same form as the target Language, the fossilization will manifest itself as error”. (Ellis, 1985).

b. *Types of Fossilization*

Fossilization is a linguistic phenomenon in its own right and manifested as deviant forms from TL. It occurs at all levels, from the phonological layer to the pragmatic layer.

1) *Phonological fossilization*

The difference of phonology is possibly the greatest difference between languages. Phonological fossilization refers to the repetition of phonological errors which result from the incorrect acquisition of pronunciation of L2, usually affected by L1. When such phonological errors are repeatedly made and eventually stay stable in an incorrect manner, phonological fossilization occurs. Phonological fossilization is, in short, the recurrence of mispronunciation that occurs regularly.

2) *Morphological fossilization*

English has got a variety of changes in morphology and therefore has various grammatical morphemes. The most common problems lay in two aspects, inflectional morpheme and

article. The third-person singular –s is a facet of syntactic agreement such as drinks and is suffixed to lexical verbs and auxiliaries such as has. However, there are other markers for third-person singulars, such as buses, crises, and criteria. Since such linguistic phenomena do not exist in Chinese, it often leads Chinese students to forget the transformation or to misuse the form. Articles are also a big headache for Chinese students because there are no corresponding words or expressions in Chinese. When and where to put which article stays as a mystery for a certain number of learners even those with higher proficiency.

3) *Syntactic fossilization*

Different languages have their own syntactic rules. The most typical manifestation of syntactic fossilization among Chinese students is presented intensely. Chinese does not have obvious tense differentiation, whereas English has present tense and past tense in general that can be further divided into sixteen categories. Not to mention the complicated marker system for past tense and past participle tense, it often takes time for Chinese students to decide the right kind of tense. In the situation that they cannot make a clear distinction, they have to turn to their instinct for help from time to time and thus fossilization occurs.

4) *Semantic fossilization*

Semantic fossilization refers to the use of language forms that exist in TL but does not represent the meanings L2 learners intend to express in the context. For example, the word individualism is commendatory in the capitalist world but derogatory in socialism China, the dragon is the symbol of evil in the western culture but the symbol of power in China. If a Chinese person wants to describe a past patient but forget the word die, he may use go to the west, the euphemism form for die, but western listeners may feel confused.

5) *Pragmatic fossilization*

Due to the close relationship between pragmatics and semantics, fossilization in the two aspects is interrelated and overlapping. A pragmatic deviance is also termed “pragmatic failure” by Thomas (1983). In her view, pragmatic failure takes place in cross-cultural communication and refers to the “inability to understand what is meant by what is said”. Inappropriate language use results in misunderstanding, embarrassment, and even insult.

In this present study, the researchers only took the phonological fossilization. The researcher has a big concern on phonological fossilization due to the pre observation that has been taken before. It shows that there are many students who have mispronunciation even on the basic English words that have been pronounced regularly.

2.3. *Fossilized Pronunciation*

a. *Vowels*

Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth. When listening to the 12 pure vowels, it is evident that five of them are relatively long in duration, and seven are relatively short. Moreover, in several cases length seems to relate to pairs of vowels which are articulated in roughly the same part of the mouth. The contrast between long and short vowels is not only due to length but also involves a different place of articulation. Here are the pure vowels (Crystal, 2003:240-241);

/i:/, /I/, /e/, /æ/, /ʌ/, /ɑ:/, /α/, /ɔ:/, /u/, /u:/, /ɜ:/, /ə /

b. *Consonants*

Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetics, the terms consonant and vowel refer to types of sounds, not to the letters that represent them (Fromkin, et al, 2011:195). These are the consonant sounds; p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ŋ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ /, /ʒ /, /h/, /tʃ /, /dʒ /, /l/, /w/, /r/, /j/.

3. Research Method and Materials

The researcher used a descriptive qualitative design exploring the learners' mispronunciation resulting from fossilization in terms of vowel and consonant sounds of English. To collect the data through observation and interview, the researchers chose the subject purposively on English Department class consisting of 37 graduate students who have English educational bachelor degree as their previous academic background in academic year 2021/2022. Classroom observations were to find out the fossilized mispronunciation during the learning process by zoom meeting and interviews were to verify the fossilized mispronunciation sounds made by the graduate students obtained from the observations. Both the data gained from observations and interviews were qualitatively analyzed by transcribing the zoom recording of learning process and the student's interviews recording..

4. Results and Discussion

The results of the observations showed the graduate students' fossilized mispronunciation for four meetings. On the first meeting, the fossilized mispronunciation of vowels and consonants were found, namely vowels were /ə/, /i/, and /v/ while the consonants were /z/, /dʒ/, /v/, and /θ/. On the second meeting, the fossilized vowel sounds were /ə/, /i/, /v/; the third meeting with /ə/, /v/; and the four meeting with /ə/, /i/, /v/ while the fossilized-on consonants sounds are /z/, /v/, /θ/, /dʒ/, and /tʃ/ for the second, third, and fourth meeting. The classification of the fossilized mispronunciation for each meeting can be seen as follows:

Table 1. The Fossilized Mispronunciation of Vowels and Consonants Sounds of English.

No.	Sounds	Meetings			
		1	2	3	4
1	Vowels	/ə/, /i/, /v/	/ə/, /v/	/ə/, /v/	/ə/, /i/, /v/
2	Consonants	/z/, /dʒ/, /v/, /θ/	/z/, /v/, /θ/, /dʒ/, /tʃ/	/z/, /v/, /θ/, /dʒ/, /tʃ/	/z/, /v/, /θ/, /dʒ/, /tʃ/

The description of table above can be seen as follows:

a. The First Meeting

There were 10 students who were observed at the first meeting, all of them knew the correct pronunciation of the words they pronounced. The topic of discussion for the first meeting was about The Philosophy of Education. Six students did a presentation about the topic, 3 students gave questions, and one student was the leader (open and close the meeting). There were 25 words that have been mispronounced, 11 of them are fossilized. The words fossilized mispronunciation words are ordered by the vowels and consonants sounds. The fossilized vowel sounds are /ə/, /i/, /v/, and the fossilized consonant sounds are /z/, /v/, /θ/, /dʒ/ as follows:

1) Vowels

In the first meeting, there were five fossilized mispronunciation on vowels: /ə/, /i/, /v/. The fossilized vowels are explained in the following below:

a) Sound /ə/

The following table shows the sound /ə/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.

Table 2. The Fossilized Mispronunciation of Sound /ə/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔ f/	Of	/ə v/	12
2	/'modə reitə(r)/	Moderator	/'mɒdə reitə(r)/	4

b) Sound /v/



The following table shows the sound /ɒ/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.

Table 3. The Fossilized Mispronunciation of Sound /ɒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ˈmodəreto(r)/	Moderator	/ˈmɒdəreitə(r)/	4

c) Sound /i/

The following table shows the sound /i/ which was fossilized and substituted with sound /e/ and /ə/ by the subjects during the observation.

Table 4. The Fossilized Mispronunciation of Sound /i/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ekˈsplein/	Explain	/ikˈsplein/	10
2	/ðə/	The	/ði/	4

The fossilized vowel above verified by mispronouncing some word list that including the indicated vowel as follow: sound /ə/ (bottom, facility, vanilla), sound /ɒ/ (Oxford, option, off) and sound /i/ (eclipse, economy, effect)

2) Consonants

In the first meeting, there were four fossilized consonants. The fossilization of consonants was found on /z/, /v/, /θ/, /dʒ/ sound. The fossilized consonants were explained in the following bellows:

a) Voiced Fricative Alveolar /z/

The following table is about the sound /z/ which was fossilized and substituted with the sound /s/ by the subjects during the observation.

Table 5. The Fossilized Mispronunciation of Sound /z/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/is/	Is	/iz/	43
2	/plis/	Please	/pliz/	9

b) Voiced Labiodental Fricative /v/

This table shows the sound /v/ was fossilized and substituted with sound /f/ by the subjects during the observation.

Table 6. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔf/	Of	/əv/	12

c) Voiced Dental Fricative /θ/

The following table shows the sound /θ/ which was fossilized and substituted with sound /t/ by the subjects during the observation.

Table 7. The Fossilized Mispronunciation of Sound /θ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/tæŋk/	Thank	/θæŋk/	15
2	/θɪŋk/	Think	/θɪŋk/	15

d) Voiced Palato Alveolar Affricative /dʒ/

The following table shows the sound /dʒ/ which was fossilized and substituted with sound /d/ by the subjects during the observation.



Table 8. The Fossilized Mispronunciation of Sound /dʒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/edu'keif n/	Education	/edʒ u'keif n/	29
2	/edu'keif nl/	Educational	/edʒ u'keif nl/	13

The fossilized consonants above verified by mispronouncing some word list that including the indicated consonant sounds as follow: sound /z/ (exercise, close, use), sound /v/ (very, nephew, leaves), sound /θ/ (thirsty, anthem, method), sound /dʒ/ (major, tragic, page)

b. The Second Meeting

There were 9 students who were observed, all of them knew the correct pronunciation of the words that they pronounce. The topic was about behaviorism and there were 40 mispronounced words, 15 of them are fossilized. The fossilized mispronunciation words are ordered by the vowel and consonant sounds. The fossilized vowel sounds are /ə/, /i/, /ɔ/ and the fossilized consonant sounds are /z/, /v/, /θ/, /dʒ/, /tʃ/ as follows:

1) Vowels

There were four fossilized vowels in this second meeting. The fossilized vowels were found on the sound /ə/, /i/, /ɔ/, and it can be seen on the explanation bellows.

a) Sound /ə/

The following table shows the sound /ə/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.

Table 9. The Fossilized Mispronunciation of Sound /ə/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔ f/	Of	/ə v/	11
2	/was/	Was	/wə z/	3

b) Sound /v/

The following table shows the sound /v/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.

Table 10. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/'modə retto(r)/	Moderator	/'mɒdə rettə(r)/	4

c) Sound /i/

The following table shows the sound /i/ which was fossilized and substituted with sound /e/ by the subjects during the observation.

Table 11. The Fossilized Mispronunciation of Sound /i/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ek'splein/	Explain	/ik'splein/	3

The fossilized vowel above verified by mispronouncing some word list that including the indicated vowel as follow: sound /ə/ (bottom, facility, vanilla), sound /v/ (Oxford, option, off) and sound /i/ (eclipse, economy, effect)

2) Consonants

There were five fossilized consonants in this second meeting. The sounds are /z/, /v/, /θ/, /dʒ/, /tʃ/. The fossilized consonants can be seen in the explanation below.

a) Voiced Alveolar Fricative /z/



This table shows the sound /z/ was fossilized and substituted with sound /s/ by the subjects during the observation.

Table 12. The Fossilized Mispronunciation of Sound /z/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɪs/	Is	/ɪz/	37
2	/waz/	was	/wəz/	3
3	/æs/	as	/æz/	3

b) Voiced Labiodental Fricative /v/

This table shows the sound /v/ was fossilized and substituted with sound /f/ by the subjects during the observation.

Table 13. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔf/	Of	/əv/	11

c) Voiceless Dental Fricative /θ/

The following table shows the sound /θ/ which was fossilized and substituted with sound /t/ by the subjects during the observation.

Table 14. The Fossilized Mispronunciation of Sound /θ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/tæŋk/	Thank	/θæŋk/	16
2	/θɪŋk/	Think	/θɪŋk/	5
3	/wɪt/	With	/wɪθ/	3

d) Voiced Palato Alveolar Affricative /dʒ/

The following table shows the sound /dʒ/ which was fossilized and substituted with sound /d/ by the subjects during the observation.

Table 15. The Fossilized Mispronunciation of Sound /dʒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/edu'keɪʃ nɪ/	Educational	/edʒ u'keɪʃ nɪ/	4

e) Voiceless Palato Alveolar Affricative /tʃ/

The following table shows the sound /tʃ/ which was fossilized and substituted with sound /ʃ/ by the subjects during the observation.

Table 16. The Fossilized Mispronunciation of Sound /tʃ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/'kwesʃ ə n/	Question	/'kwɛstʃ ə n/	13

The fossilized consonants above verified by mispronouncing some word list that including the indicated consonant sounds as follow: sound /z/ (exercise, close, use), sound /v/ (very, nephew, leaves), sound /θ/ (thirsty, anthem, method), sound /dʒ/ (major, tragic, page), and /tʃ/ (achoo, archer, apache)

c. The Third Meeting

There were 9 students who were observed, all of them knew the correct pronunciation of the words that they pronounced. The topic was about constructivism with 33 mispronunciation words occurring, 13 of them are fossilized. The fossilized mispronunciation words are ordered by the vowel and consonant sounds. The fossilized vowel sounds are /ə/, /ɒ/ and the fossilized consonant sounds are /z/, /v/, /θ/, /dʒ/, /tʃ/, as follows:



1) *Vowels*

In this third meeting, there were two fossilized vowels on /ə/, /v/ sound. The explanation of fossilized vowels can be seen as follows:

a) *Sound /ə/*

This following table shows the sound /ə/ which was substituted with the vowel /ɔ/.

Table 17. The Fossilized Mispronunciation of Sound /ə/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔ f/	Of	/ə v/	15
2	/kɔ n 'strAktivism/	Constructivism	/kə n 'strAktivism/	5

b) *Sound /v/*

The following table shows the sound /v/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.

Table 18. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/'modə reitə(r)/	Moderator	/'mɒdə reitə(r)/	3

The fossilized vowel above verified by mispronouncing some word list that including the indicated vowel as follow: sound /ə/ (bottom, facility, vanilla), and sound /v/ (Oxford, option, off)

2) *Consonants*

There were five fossilized consonants in this meeting. The consonants sound which are fossilized are /z/, /v/, /θ/, /dʒ/, /tʃ/, and it will be described as follows:

a) *Voiced Alveolar Fricative /z/*

This table shows the sound /z/ was fossilized and substituted with sound /s/ by the subjects during the observation.

Table 19. The Fossilized Mispronunciation of Sound /z/ on the Third Meeting

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/Is/	Is	/ɪz/	27
2	/bi'kəz/	Because	/bi'kəz/	5

b) *Voiced Labiodental Fricative /v/*

This table shows the sound /v/ was fossilized and substituted with sound /f/ by the subjects during the observation.

Table 20. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔ f/	Of	/ə v/	15

c) *Voiceless Dental Fricative /θ/*

The following table shows the sound /θ/ which was fossilized and substituted with sound /t/ by the subjects during the observation.

Table 21. The Fossilized Mispronunciation of Sound /θ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/tæŋk/	Thank	/θæŋk/	14
2	/tɪŋk/	Think	/θɪŋk/	3
3	/'sʌmtɪŋ/	Something	/'sʌmθɪŋ/	5

d) Voiced Palato Alveolar Affricative /dʒ/

The following table shows the sound /dʒ/ which was fossilized and substituted with sound /d/ by the subjects during the observation.

Table 22. The Fossilized Mispronunciation of Sound /dʒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/edu'keɪf n/	Education	/edʒ u'keɪf n/	6
2	/,ɪndɪ'vɪduə l/	Individual	/,ɪndɪ'vɪdʒ uə l/	3

e) Voiceless Palato Alveolar Affricative /tʃ/

The following table shows the sound /tʃ/ which was fossilized and substituted with sound /ʃ/ by the subjects during the observation.

Table 23. The Fossilized Mispronunciation of Sound /tʃ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/'kwesʃ ə n/	Question	/'kwestʃ ə n/	10

The fossilized consonants above verified by mispronouncing some word list that including the indicated consonant sounds as follow: sound /z/ (exercise, close, use), sound /v/ (very, nephew, leaves), sound /θ/ (thirsty, anthem, method), sound /dʒ/ (major, tragic, page), and /tʃ/ (achoo, archer, apache)

d. The Fourth Meeting

There were 10 students who were observed, all of them knew the correct pronunciation of the words they pronounced. The topic for this meeting was cultural learning. There were 67 mispronunciation words, 14 of them are fossilized. The fossilized mispronunciation words are ordered by the vowel and consonant sounds. The fossilized vowel sound is /ə/, /i/, /ɒ/ and the fossilized consonant sounds are /z/, /v/, /θ/, /dʒ/, /tʃ/ as follows:

1) Vowels

In this meeting, there were three fossilized vowel on /ə/, /i/, /ɒ/ sound. That will be described in this following below:

a) Sound /ə/

This following table shows the sound /ə/ which was substituted with the vowel /ɔ/.

Table 24. The Fossilized Mispronunciation of Sound /ə/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔ f/	Of	/ə v/	22
2	/'kʌltʃ ə r ə l/	Cultural	/'kʌltʃ ə r ə l/	15
3	/'mɒd ə reɪtə(r)/	Moderator	/'mɒd ə reɪtə(r)/	9

b) Sound /ɒ/

The following table shows the sound /ɒ/ which was fossilized and substituted with sound /ɔ/ by the subjects during the observation.



Table 25. The Fossilized Mispronunciation of Sound /ɒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ˈmodəreitɒ(r)/	Moderator	/ˈmɒdəreitɒ(r)/	9

c) Sound /i/

The following table shows the sound /i/ which was fossilized and substituted with sound /e/ by the subjects during the observation.

Table 26. The Fossilized Mispronunciation of Sound /i/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ekˈsplein/	Explain	/ikˈsplein/	3
2	/ekˈspiriəns/	Experience	/ikˈspiriəns/	3

The fossilized vowel above verified by mispronouncing some word list that including the indicated vowel as follow: sound /ə/ (bottom, facility, vanilla), sound /ɒ/ (Oxford, option, off) and sound /i/ (eclipse, economy, effect)

2) Consonants

There were three fossilized consonants in this meeting. The fossilized consonants were /ə/, /i/, /ɒ/ that will be described as follows:

a) Voiced Alveolar Fricative /z/

This table shows the sound /z/ was fossilized and substituted with sound /s/ by the subjects during the observation.

Table 27. The Fossilized Mispronunciation of Sound /z/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɪs/	Is	/tɪz/	27

b) Voiced Labiodental Fricative /v/

This table shows the sound /v/ was fossilized and substituted with sound /f/ by the subjects during the observation.

Table 28. The Fossilized Mispronunciation of Sound /v/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/ɔf/	Of	/əv/	22

c) Voiceless Dental Fricative /θ/

The following table shows the sound /θ/ which was fossilized and substituted with sound /t/ by the subjects during the observation.

Table 29. The Fossilized Mispronunciation of Sound /θ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/tæŋk/	Thank	/θæŋk/	18

d) Voiced Palato Alveolar Affricative /dʒ/

The following table shows the sound /dʒ/ which was fossilized and substituted with sound /d/ by the subjects during the observation.



Table 30. The Fossilized Mispronunciation of Sound /dʒ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/edu'keɪf n/	Education	/edʒ u'keɪf n/	19
2	/,ɪndɪ'vɪduəɪl/	Individual	/,ɪndɪ'vɪdʒ uəɪl/	5
3	/,edu'keɪf nɪl/	Educational	/,edʒ u'keɪf nɪl/	3

e) Voiceless Palato Alveolar Affricative /tʃ/

The following table shows the sound /tʃ/ which was fossilized and substituted with sound /ʃ/ by the subjects during the observation.

Table 31. The Fossilized Mispronunciation of Sound /tʃ/

No	The Fossilized Pronunciation	The words	The Correct Pronunciation	Frequency
1	/'kwesʃ ə n/	Question	/'kwɛstʃ ə n/	6

The fossilized consonants above verified by mispronouncing some word list that including the indicated consonant sounds as follow: sound /z/ (exercise, close, use), sound /v/ (very, nephew, leaves), sound /θ/ (thirsty, anthem, method), sound /dʒ/ (major, tragic, page), and /tʃ/ (achoo, archer, apache)

There are some fossilized mispronunciations made by the graduate students based on the findings above. The researcher found both vowel and consonant sounds. On vowel sounds, there are mid front unrounded vowel /ə/, high front unrounded vowel /i/, low central unrounded vowel /ʊ/. Actually, the Indonesian students are familiar with vowel sounds since we can also find those vowels in Indonesian sounds. But like Syafei,1988 said that the problem is not only recognizing and discriminating the sounds but also in producing the sounds. In accordance with the statement, the findings show that the problem is the combination of letters that lead to the different sounds production. Different with Indonesian sounds, the English vowel sounds have several pronunciation possibilities. For instance, the word of /əv/ was pronounced by the students as /of/. They pronounced the words as its written context because that's the rule of our pronunciation.

Therefore, on the consonant sounds, the fossilized mispronunciations are Voiced Fricative Alveolar /z/, Voiced Labiodental Fricative /v/, Voiced Dental Fricative /θ/, Voiced Palato Alveolar Affricative /dʒ/, and Voiceless Palato Alveolar Affricative /tʃ/. For the consonants, the sounds and the written context are also different. Besides, there are some sounds which are unfamiliar by the students such as /θ/ and /dʒ/. We cannot find them in Indonesian words. Based on the findings above, the word thank /θæŋk/ is produced as /tæŋk/. Even though the students knew the correct pronunciation, they did not get used to the sounds. So that makes it become fossilized.

5. Conclusion

Based on the findings and discussion in the previous part, the researchers draw a conclusion that the fossilized mispronunciation occurred in the vowel and consonant sounds. For the vowel, the fossilized sounds are: mid front unrounded vowel /ə/, high front unrounded vowel /i/, low central unrounded vowel /ʊ/. For the consonant sounds, the fossilization, namely voiced fricative alveolar /z/, voiced labiodental fricative /v/, voiced dental fricative /θ/, voiced palato alveolar affricative /dʒ/, and voiceless palato alveolar affricative /tʃ/. These findings obviously imply that the master program students considerably need equipping with theoretical and practical knowledge of Phonology to make them gain comprehensible understanding of producing sounds of English appropriately to sharpen their communicative English development and performance either inside or outside of classroom.



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