THE DEVELOPMENT OF PRONUNCIATION SKILL IN ENGLISH FINAL CONSONANT SOUNDS OF PRATHOMSUKSA 6 STUDENTS AT DEMONSTRATION SCHOOL, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract- This research intends to study the problems of the English final consonant pronunciation of Prathomsuksa six students at Demonstration School, Suan Sunandha Rajabhat University, to develop their skills of English final consonant pronunciation using English final consonant pronunciation Exercises, and to compare their skills of English final consonant pronunciation. The instruments applied for data collection were the English final consonant pronunciation test and English final consonant pronunciation Exercises. The data obtained was analyzed by the applications of percentage, mean, standard deviation and t-test.

The study's findings revealed the following:

1. Three groups of English final consonant pronunciation problem of the students at the high level were the fricatives that consist of [-Ɵ],[-ð] and [-z] sounds with the percentages of 100.00, 100.00 and 96.67 respectively. The final consonant with less pronunciation problem was the lateral [-l] with the percentage of 93.33 and the final consonant with the least pronunciation problem was tap or flap [-r] with the percentage of 86.67.
2. After the development process of using English final consonant pronunciation exercises, targeted students could pronounce the given sounds correctly with the average percentage of 44.77. Considering to the fricatives, the students were able to pronounce English final consonant correctly with the percentage of 25.37, the tap or flap with the percentage of 9.80, and the lateral with the percentage of 9.60.
3. The students had obtained a level of .05 significantly higher than the pretest.

Index Terms- Pronunciation skill, English final consonant pronunciation

I. INTRODUCTION

Nowadays, English is known as the global language in communication. Most people use English as a national language and others use it as a second language or a foreign language. Thailand is one country that uses English as a foreign language. Thus, Thai people must study English in schools or universities in order to use English in their daily lives, apply to a job, or communicate with foreigners.

Abigail (Abigail, 2015:abstract) [1] said that students lack of opportunities to speak English in and outside school.This makes them lack of practicing in speaking in real situations and poor in English pronunciation.

The most important factor in spoken language is sound. Phonetics is the branch of linguistics that deals with the sounds of speech and their production. Therefore, it is very important for Thai people to study phonetics and they should know how to pronounce the words as well.

From the research of Phubet (Phubet, 2007) [2], it was found that after students use English final consonant pronunciation learning packages, the students were able to pronounce English words effectively. Therefore English consonant pronunciation Exercises or English consonant pronunciation learning packages is the learning material for helping learners to practice their pronunciation.

From teaching English at primary demonstration school, Suan Sunandha Rajabhat university, it is found that most students are not able to pronounce words correctly especially the final consonant sounds. This problem is very important and should be early resolved. This research responds to discover the problems of the English final consonant pronunciation of Prathomsuksa six students at Demonstration School, Suan Sunandha Rajabhat University,and develop students' skills of English final consonant pronunciation by using English final consonant pronunciation Exercises. The result of this study benefits to the students who use English in class or real situations to be good at English pronunciation and they also are able to communicate effectively.

II. OBJECTIVES

1. To study the problems of the English final consonant pronunciation of Prathomsuksa six students at Demonstration School, Suan Sunandha Rajabhat University.
2. To develop students' skills of English final consonant pronunciation by using English final consonant pronunciation Exercises.
3. To compare students' skills of English final consonant pronunciation.

III. LITERATURE REVIEW

For studying English final consonant pronunciation of the students, the scopes of the documents are as

follows: The places of articulation, the manners of articulation, the problems of English consonant pronunciation, and types of learning packages.

The places of articulation used in English are: (Phubet, 2007).

1. Bilabial: Both lips come together, as in p, b or m
2. Labiodental: Lower lip contacts upper teeth, as in f or v
3. Dental: Tongue tip or tongue blade (part just behind the tip) contacts upper teeth, as in the two th sounds (e.g. thin vs. this)
4. Alveolar: Tongue tip contacts the alveolar ridge (the gums just behind the teeth), as in t, d, n, or l; or tongue blade contacts the alveolar ridge, as in s or z
5. Postalveolar: Tongue blade contacts the postalveolar region behind the alveolar ridge, as in sh, ch, zh, or j; or tongue tip contacts the postalveolar region, as in r
6. Palatal: Middle of tongue approaches or contacts the hard palate, as in y
7. Velar: Back of tongue contacts the soft palate (or "velum"), as in k, g or ng
8. Labiovelar: Back of tongue approaches the soft palate and lips also come close to each other, as in w
9. Laryngeal: No obstruction anywhere but in the vocal cords down in the throat, as in h

The manners of articulation used in English are:

1. Stop: Complete blockage followed by sudden release, as in t, d, p, b, k, g. The blockage of air causes air pressure to build up; when released, the air bursts out, giving these sounds their characteristic sharp quality.
2. Nasal: Complete blockage of air out the mouth but air can freely flow out the nose, as in m, n, ng.
3. Fricative: Incomplete blockage but still close enough to cause significant airflow turbulence, as in f, v, s, z, sh, zh and both th sounds. The turbulence causes the characteristic noisiness of fricatives.
4. Affricate: Complete blockage followed by a gradual release, resulting in a combination of stop + fricative, as in ch and j.
5. Approximant: Incomplete blockage and far enough apart that airflow is smooth, as in r, y, w,and h.
6. Lateral: Complete blockage of air by the center of the tongue but air can flow out the sides of the tongue, as in l.
7. Tap or Flap: Very brief complete blockage of air, in a way that doesn't cause any pressure buildup or release burst, as in the American English pronunciation of t and d between vowels.
8. Trill: Multiple brief complete blockages in a row, caused by the active articulator (e.g. the tongue) vibrating. A trilled r is well known in Spanish and also occurs as the normal pronunciation of r by some Scottish English speakers.

The problems of English consonant pronunciation are: (KrongKaew, 2005:46-47) [3].

1. Initial pronunciation in English and Thai.
2. Final pronunciation in English and Thai.
3. Final consonant sounds: stop[b, d, g], fricative[f, v, Θ, ð, z, ʃ, ʒ] , affricate[tʃ, dʒ] and lateral[l].

There are 2 types of learning packages. Teaching package and learning package.

1. Teaching package – this package is for teachers to use in class.
2. Learning package – this package is for learners to learn or use by themselves.

IV. CONCEPTUAL FRAMEWORK

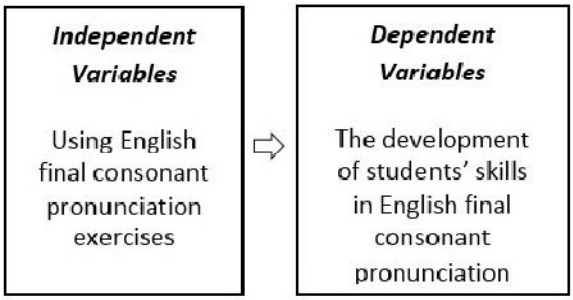


FIG.1 CONCEPTUAL FRAMEWORK

V. METHODOLOGY

A. The Population

The population of the study is 60 students in Prathomsuksa 6 from demonstration school, Suan Sunandha Rajabhat university.

B. The sample group

The sample group of the study is Prathomsuksa 6 students from demonstration school, Suan Sunandha Rajabhat university by choosing 30 students who had the lowest scores of the English final consonant pronunciation test.

C. The instruments

The instruments applied for data collection were:

1. English final consonant pronunciation test
   In this test, there are 6 types of manners of articulations: Stops, Fricatives, Affricates, Nasals, Tap or Flap, and Lateral.
2. English final consonant pronunciationexercises
3. Pretest and posttest of English final consonant pronunciation

D. The data collection

1. 60 students in Prathomsuksa 6 were tested by doing English final consonant pronunciation test.

2. Chose 30 students who had the lowest scores of the English final consonant pronunciation test to be a sample group.
3. The sample group did pretest of English final consonant pronunciation.
4. The sample group practice English final consonant pronunciation Exercises.
5. The sample group did posttest of English final consonant pronunciation.

E. The data analysis

The data obtained was analyzed by the applications of percentage, mean, standard deviation, and t-test.

VI. RESULTS

1. Three groups of English final consonant pronunciation problem of the students at the high level were the fricatives that consist of [-Θ],[-ð] and [-z] sounds with the percentages of 100.00, 100.00 and 96.67 respectively. The final consonant with less pronunciation problem was the lateral [- l] with the percentage of 93.33 and the final consonant with the least pronunciation problem was tap or flap [- r] with the percentage of 86.67.

Table 1The amount of students and percentages of students' pronunciation

Manner of articulation	Correct in pronunciation		Incorrect in pronunciation	
	Amount of students	Percentages	Amount of students	Percentages
Plosives				
- [-b]	26	86.67	4	13.33
- [-p]	20	66.67	10	33.33
- [-t]	22	73.30	8	26.70
- [-d]	18	60.00	12	40.00
[-k]	23	76.67	7	23.33
- [-g]	28	93.33	2	6.67
Total	22.83	76.11	7.17	23.89
Fricatives				
- [-f]	18	60.00	12	40.00
- [-v]	19	63.33	11	36.67
- [-θ]	0	0.00	30	100.00
- [-ð]	0	0.00	30	100.00
- [-s]	11	36.67	9	63.33
- [-z]	1	3.33	29	96.67
- [-ʃ]	16	53.33	14	46.67
[-ʒ]	13	43.33	17	56.67
Total	9.75	32.50	19.00	67.50
Affricates				
- [-tʃ]	8	26.67	22	73.33
- [-dʒ]	10	33.33	20	66.67
Total	9.00	30.00	21.00	70.00
Nasal				
[-m]	24	80.00	6	20.00
- [-n]	24	80.00	6	20.00
- [-ŋ]	27	90.00	3	10.00
Total	25.00	83.33	5.00	16.67
Tap or Flap				
- [-ɾ]	4	13.33	26	86.67
Lateral				
- [- l]	2	6.67	28	93.33
Total		40.32		59.68

2. After the development process of using English final consonant pronunciation exercises, targeted students could pronounce the given sounds correctly with the average percentage of 44.77. Considering to the fricatives, the students were able to pronounce English final consonant correctlywith the percentage of 25.37, the tap or flap with the percentage of 9.80, and the lateral with the percentage of 9.60.

Table 2Mean and standard deviation of the scores before and after using English final consonant pronunciation exercises

Manner of articulation	The scores before using English final consonant pronunciation exercises		The scores after using English final consonant pronunciation exercises	
	$\overline{X}$	S.D.	$\overline{X}$	S.D.
Fricatives	0.37	0.67	25.37	8.88
Tap or Flap	0.70	1.06	9.80	3.15
Lateral	0.60	0.86	9.60	2.90
Total	1.67	2.44	44.77	14.22

3. The students had obtained a level of .05 significantly higher than the pretest.

Table 3 Comparing the scores before and after using English final consonant pronunciation exercise (Fricatives)

Score	$\overline{X}$	S.D.	t-test
Before using exercise	0.37	0.67	- 16.318
After using exercise	25.37	8.88	

Table 4Comparing the scores before and after using English final consonant pronunciation exercise (Tap or Flap)

Score	$\overline{X}$	S.D.	t-test
Before using exercise	0.70	1.06	- 18.853
After using exercise	9.80	3.15	

Table 5 Comparing the scores before and after using English final consonant pronunciation exercise (Tap or Flap).

Score	$\overline{X}$	S.D.	t-test
Before using exercise	0.60	0.86	- 20.241
After using exercise	9.60	2.90	

DISCUSSION AND CONCLUSION

The discussion which is followed with the research objectives are as follow:

From the study of the problems in English final consonant pronunciation of Prathomsuksa six students, it was found that there were three groups of English final consonant pronunciation problem at the

high level. There were the fricatives that consist of[-Θ],[-ð] and [-z] sounds with the percentages of 100.00, 100.00 and 96.67 respectively. The final consonant with less pronunciation problem was the lateral [- l] with the percentage of 93.33 and the final consonant with the least pronunciation problem was tap or flap [- r] with the percentage of 86.67. From the above results, it was illustrated that most students had a big problem in pronouncing English final consonant especially the fricatives, the lateral, and the tap or flap that is not appear in Thai pronunciation. From the fact that there are not final consonant sounds in Thai language, most students, thus, were not able to pronounce English final consonant correctly. According to the research of KrongKaew (KrongKaew, 2005 : 46-47), it was mentioned that the problem in English final consonant pronunciation of Thai people were the plosive [-b, -d, -g], the fricatives [-f, -v, -Θ, -ð, -z, -ʃ, -ʒ], the affricates [-tʃ, -ʤ], and the lateral [-l]. This study also matched the research of Phubet (Phubet,2007). It was found that the problem in English final consonant pronunciation of Thai people were the fricatives, the affricates, and the plosive with the percentages of 71.28, 61.97 and 51.78 respectively. For the research of Prakob (Prakob, 2006) [4], it was found that the students were not able to pronounce voiced and voiceless in the fricatives, the affricates, the lateral, and the tap or flap in every position of the words. From the above research, most Thai people had the problem in pronouncing the above sounds.

From using English final consonant pronunciation exercises to develop students' skills of English final consonant pronunciation, it was found that targeted students were able to pronounce English final consonant correctlywith the average percentage of 44.77. Considering to the fricatives, the students were able to pronounce English final consonant correctlywith the percentage of 25.37, the tap or flap with the percentage of 9.80, and the lateral with the percentage of 9.60. From the above results, it was illustrated that after students used and practiced in English final consonant pronunciation, they knew the principles in phonetics, improved their pronunciation, and were able to pronounce English final consonant correctly. This study is consistent with the research of Phubet (Phubet,2007). It was found that after students use English final consonant pronunciation learning packages, the students were able to pronounce English final consonant in the affricates correctly with the percentages of 89.33, the fricatives with the percentages of 88.00 and the plosives with the percentages of 85.00. Furthermore, the research of Chayika (Chayika, 2004) [5] was found that the students had obtained the score of posttest higher than the score of pretest. This matched to the result of Somjai's research (Somjai, 2001) [6]. It was found that the students had obtained a level of 0.05 significantly higher than the pretest. From the results mentioned above, learning packages or exercises are able to improve the students' pronunciation in English final consonant effectively.

ACKNOWLEDGMENT

The author thanks the Institute of Research and Development, Suan Sunandha Rajabhat University, Bangkok, Thailand for the financial support.

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