HOW THE TOBANESE STUDENTS PRONOUNCE THE ENGLISH /v/ AND SOME SUGGESTIONS TO TEACH THE CORRECT SOUND

A THESIS PRESENTED TO
THE ENGLISH DEPARTMENT
OF IKIP SANATA DHARMA
Y O G Y A K A R T A

A PARTIAL FULFILMENT FOR
THE SARJANA DEGREE

PULOMARIUS SIREGAR
(I-1455)

YOGYAKARTA, FEBRUARY 1981

PERPUSTAKAAN UNIVERSITAS SANATA DHARMA YOGYAKARTA

Approved by

(Drs.A.Aryanto, M.A.)

(Soepomo Poedjosoedarma,Ph.D)

(Drs. P. G. Purba)

IKIP SANATA DHARMA

Y O G Y A K A R T A

(Prof.Dr. A.M.Kadarman, S.J.)
R e k t o r

(Soepomo Poedjosoedarma, Ph.D)
Head of the Department of English

ACKNOWLEDGEMENT

This thesis is presented to the Department of English of Sanata Dharma Teachers' Training Institute as a partial fulfilment for the Sarjana Degree. It is also equally an expression of my gratitude to Sanata Dharma Teachers' Training Institute and to the Department of English in particular.

In accomplishing and editing this thesis , I owe a lasting debt to my supervisor, Drs.A.Aryanto, M.A., who kindly provided me with valuable suggestions, counsel, and encouragement. I am also very grateful to all my English teachers of this institute, for they have taught me for four years; and their teachings have permitted me to write this thesis.

Beside that, my deep gratitude is also extended to the five Tobanese students who had spent their valuable time for the investigation.

Finally, I dedicate this thesis to my parents, who have me the valuable chance to study at this institute and who have been very much concerned with my personal progress.

Pulomarius Siregar

TABLE OF CONTENTS

ACKNOWLEDGEMENT I

TABLE OF CONTENTS II

CHAPTER ONE : INTRODUCTION 1

CHAPTER TWO : ANALYSIS OF DATA 6

2. 1. The Students 6

2. 2. The Materials 6

2. 3. The Investigation 7

2. 4. The Analysis 7

2. 5. Why Are They Errors? 10

CHAPTER THREE: WHY SUCH ERRORS APPEAR 12

3. 1. Tobanese Sound Systems 12

3. 1. 1. Tobanese Sound Structures as Habits. 13

3. 2. Indonesian Sound Systems 15

3. 2. 1. Linguistic Relationship Among the Five Phonemes 18

3. 2. 2. When Do the Students Deal with the Real /f/ and /v/ ? 20

3. 2. 3. Indonesian Sound Structures as Habits 22

3. 3. English Sound Systems 23

3. 3. 1. English Sound Structures as Problems 25

CHAPTER FOUR: HOW TO TEACH THE PHONEME /v/ 28

4. 1. The Main Differences Between English and Indonesian 28

4. 1. 2. Stress 29

4. 1 .3. Number of the Speech Sounds 30

4. 2. What is a Suitable Method to Teach

the Sound /v/ ? 31
4. 2. 1. Cognitive Domain 31
4. 2. 2. Psychomotoric Domain 32
4. 2. 3. Affective Domain 40
CONCLUSION 44
BIBLIOGRAPHY 49

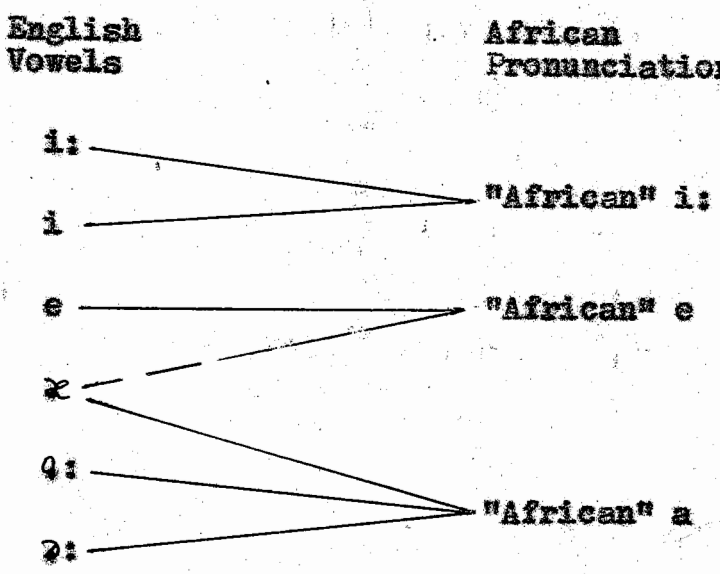
CHAPTER ONE : INTRODUCTION

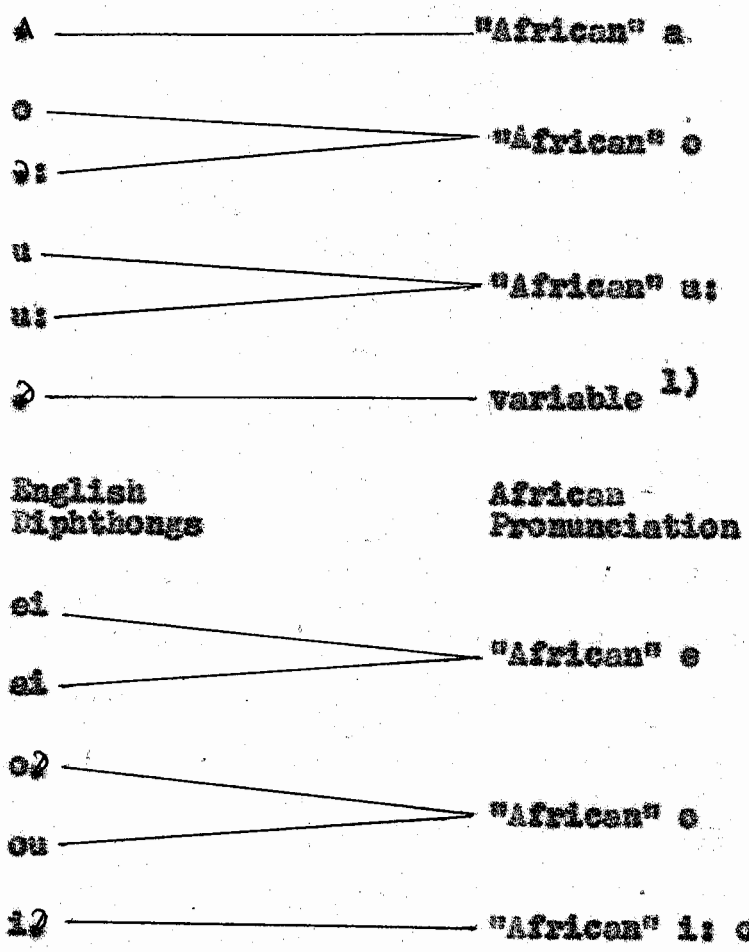
Most of human beings use spoken and written language for communication. The spoken language is proved to be more communicative than the written language, since it involves concrete vowels, stress, consonants, and intonation, and junctures which determine the whole speech situation. Moreover, the written language is just a representative of the spoken language.

Ideas for communication are undoubtfully available through cultural environment. To eternalize them they have been given names consisting of sound systems. That means that the number of ideas available in one cultural environment is the main factor limiting the number, permissible structures, and the functions of the sound systems of its cultural language.

Understanding the presentation above, we can conclude that no two languages are the same. Every individual language has its own systems. Then , one, living in certain cultural environment, must get a limited number of ways in which he performs with his speech organs. These are the speech habits provided with him by his environment. The process is repeated often, from generation to generation, so that, as he grows up in that certain envibonment, he learns to restrict his articulatory potential to a limited number of habits.

Since one has learned to restrict his articulatory potential to a limited number of habits of a certain language, a new language aqquisition would be a problem. In term of phonology, Yao Shen (1962) has succes$fully detected that Javanese people cannot produce a final voiced, a a final voiceless stop. Lado (1974) states that an initial /ŋ/ would be a problem for an English native speaker. And Perren (1956) has written an article on problems of oral English in East Africa. He says that an East African peophe, having been familiar with open syllables, usually inserts a vowel between two consecutive consonants when he is learning English. Furthermore, he says, East African languages have far fewer vowels than English, and no diphthongs. This has caused East African people falsely to identify vowels and diphthongs of English as equivalents of the African vowels. Then, several different English sounds are often represented in speech by one inaccurate African sound, as we see in the following examples.





Looked at the above examples, this thesis is meant to discuss some different realizations of the English /v/, under the influence of Tobanese and Indonesian languages. The choice of this phoneme is not accidental. The writer is quite sure that substitutions of other different phonemes for /v/ are very serious. In term of communication, such substitutions produce noice that cuts down the intelligibility of what is transmitted. Imperfect pronunciation is hardly perceived. In linguistic term, every individual phoneme is distinctive. It has the capacity of changing meanings.

Furhermore, the appearances of other sounds for /v/ would violate our main purpose of learning English

as explicitly stated in the 1975 Curriculum, "Buku IIIA$_1$ (SMP/SMA), 1. 3. 2." :

> "... mempelajari bahasa Inggris berarti mencoba menanamkan kemauan bertanya dan menjawab, menyatakan diri, dan menyusun bentuk-bentuk bahasa otentik seperti yang digunakan oleh penutur Inggris asli." (... learning English means to try to make the students familiar with questioning and answering, expressing themselves, and to form the language authentically as used by an English native speaker.)

The reasons of the choice of the phoneme require the Indonesian students to use the target language at normal conversational speed under a speech set; that is, the students should be able to use the target units and patterns available under a speaking and listening attitude for communication. Furthermore, the students should be able to notice errors that occur. In short, the reasons for the choice of this phoneme require the students' ability to use the target language structurally accurate for communication.

To make sure that there are some different realizations of the English /v/, the writer has conducted an investigation over five Tobanese students here in Yogyakarta. And the investigation has been recorded.

For the analysis the writer has translated the recorded sounds into phonetic writing systems with reference to the following clues,

1. the positions of the errors;
2. the reasons which make the writer sure of such errors.

Then the writer will reveal that such substitutions errors in English.

Having dealt with the analysis and the classifications of the results of the investigation, the writer goes on discussing some possible reasons for such errors. In this part, the writer will discuss how far the students have dealt with the phoneme /v/ through the previous languages embedded. To complete the discussion, the writer will also compare the previous language systems of sounds with those of the target language.

At the last part of this thesis the writer will suggest some methods to overcome the errors. The suggestions are mainly based on the results of the investigation and oriented to the achievement of the institutional goals' domains of the 1975 Curriculum.

Finally the writer hopes that this thesis will be useful for those who happen to read it in general, and for those who happen to teach English to Tobanese students in particular.

Words	Expected Sounds	Tua	Lankester	Moriatur	Elfrida	Sarles
1. valley	ˈvæli	ˈveli	ˈveli	ˈveli	ˈveli	ˈveli
2. vain	ˈvein	ˈvein	ˈvein	ˈvein	ˈvein	ˈvein
3. van	ˈvæn	ˈvæn	ˈvæn	ˈvæn	ˈfen	ˈvæn
4. village	ˈvilidʒ	ˈvilitʃ	ˈvilidʒ	ˈvilidʒ	ˈfilikʃ	ˈfilitʃ
5. village	ˈvilidʒ	ˈvilitʃ	ˈvilidʒ	ˈvilidʒ	ˈfilikʃ	ˈfilitʃ
6. very	ˈveri	ˈveri	ˈveri	ˈveri	ˈberi	ˈferi
7. vast	ˈvaːst	ˈvaːst	ˈvaːst	ˈvaːst	ˈwaːst	ˈfaːst
8. vast	ˈvaɪst	ˈvaɪst	ˈvaɪst	ˈvaɪst	ˈwaɪst	ˈvaɪst
9. vowel	ˈvauəl	ˈfauəl	ˈɓauəl	ˈbauəl	ˈvauəl	ˈvauəl
10. volume	ˈvɔljum	ˈfoljum	ˈvoljum	ˈfoljum	ˈvoljum	ˈfoljum
11. voice	ˈvois	ˈvois	ˈvois	ˈvois	ˈvois	ˈvois
12. vote	ˈvout	ˈvout	ˈfout	ˈbout	ˈwout	ˈvout
13. verb	ˈverb	ˈferb	ˈferb	ˈfeɓb	ˈferp	ˈperp
14. voyage	ˈvɔiidʒ	ˈvoiətʃ	ˈfoiitʃ	ˈfoiədʒ	ˈfoiəkʃ	ˈfoiətʃ
15. advise	ɗˈvaiz	ɗˈvaiz	ɗˈvaiz	ɗˈvaiz	ətˈfaiz	ətˈpaiz
16. avoid	ɓˈvoid	ɓˈvoit	ɓˈvoid	ɓˈvoid	əˈfoit	əˈfoit
17. envy	ˈenvi	ˈenfi	ˈenvi	ˈenvi	ˈenfi	ˈenfi
18. invite	ɪnˈvait	ɪnˈvait	ɪnˈvait	ɪnˈvait	ɪnˈfait	ɪnˈpait
19. advise	ɗˈvaiz	ɗˈvaiz	ɗˈvaiz	ɗˈvaiz	ɗˈvaiz	ətˈpaiz
20. leaves	ˈliːvz	ˈlipz	ˈliːvz	ˈliːvz	ˈliːvz	ˈliːpz
21. cover	ˈkʌvə	ˈkʌɣ	ˈkʌɣ	ˈkʌɓə	ˈkʌfə	ˈkʌpə
22. favorite	ˈfəvourit	ˈfəvourit	ˈfəvourit	ˈfəfourit	ˈfəvourit	ˈfəfourit

Words	Expected sounds	Tua	Lankaster	Mariatur	Elfrida	Sarles
23. convince	[kɔn'vins]	[kɔn'vins]	[kɔn'vins]	[kɔn'vins]	[kɔn'fins]	[kɔn'fins]
24. ourselves	[āuər'selvz]	[āuər'selps]	[āuer'selps]	[āuər'selbz]	[āuər'selbz]	[āuər'selps]
25. lives	['livz]	['lip]	['liv]	['lip]	['lip]	['lip]
26. loved	['lʌvd]	['lʌpt]	['lʌbd]	['lʌft]	['lʌpt]	['lʌpt]
27. waves	['waivz]	['waips]	['waifs]	['waips]	['waips]	['waips]
28. proved	['pruvd]	['pruft]	['pruvd]	['pruvd]	['pruvd]	['pruft]
29. behaves	[bi'heivz]	[bi'heiz]	[bi'heibz]	[bi'heibz]	[bi'heivz]	[bi'heibz]
30. believes	[bi'li:vz]	[bi'lips]	[bi'li:vz]	[bi'li:bz]	[bi'li:vz]	[bi'li:bz]
31. active	['æktiv]	['æktiv]	['æktiv]	['æktiv]	['æktif]	['æktiv]
32. passive	['pæsiv]	['pæsif]	['pæsiv]	['pæsiv]	['pæsiv]	['pæsiv]
33. behave	[bi'heiv]	[bi'heif]	[bi'heip]	[bi'heiv]	[bi'heif]	[bi'heib]
34. believe	[bi'li:v]	[bi'li:v]	[bi'li:v]	[bi'li:v]	[bi'li:f]	[bi'li:v]
35. brave	['breiv]	['breib]	['breiv]	['breiv]	['breip]	['breip]
36. drove	['drouv]	['droub]	['drouv]	['drouv]	['drouv]	['drouv]
37. five	['faiv]	['faiv]	['faiv]	['faiv]	['faiv]	['faif]
38. live	['liv]	['liv]	['liv]	['liv]	['liv]	['li:f]
39. nerve	['nɔ:v]	['nɔ:v]	['nɔ:v]	['nɔ:v]	['nɔ:v]	['nɔ:p]
40. serve	['sɔ:v]	['sɔ:p]	['sɔ:v]	['sɔ:v]	['sɔ:f]	['sɔ:p]
41. starve	['stɔ:v]	['stɔ:f]	['stɔ:v]	['stɔ:v]	['stɔ:v]	['stɔ:b]
42. Vivi	['viwi]	['viwi]	['wivi]	['vibi]	['vipi]	['wipi]
43. novels	['nɔvelz]	['novelz]	['nobelz]	['nobels]	['nobelz]	['nofels]
44. very	['veri]	['weri]	['beri]	['veri]	['beri]	['weri]

Wordsery	Expected sounds	Tia	Lankaster	Mariatur	Elfrida	Sarles
45. very	/ˈveri/	/ˈferi/	/ˈveri/	/ˈveri/	/ˈveri/	/ˈweri/
46. brave	/ˈbreiv/	/ˈbreif/	/ˈbreiv/	/ˈbreiv/	/ˈbreif/	/ˈbreip/
47. inviting	/inˈvaitiŋ/	/inˈvaitiŋ/	/inˈvaitiŋ/	/inˈfaitiŋ/	/inˈfaitiŋ/	/inˈpaitiŋ/
48. believe	/biˈliːv/	/biˈliːv/	/biˈliːv/	/biˈliːv/	/biˈliːv/	/biˈliːf/
49. love	/ˈlʌv/	/ˈlʌb/	/ˈlʌv/	/ˈlʌv/	/ˈlʌp/	/ˈlʌ v/
50. Vivi	/ˈvivi/	/ˈvivi/	/ˈviwi/	/ˈvifi/	/ˈvipi/	/ˈfifi/
51. never	/ˈnevə/	/ˈnevə/	/ˈnebə/	/ˈnefə/	/ˈnefə/	/ˈnefə/
52. movies	/ˈmuviz/	/ˈmufis/	/ˈmuviz/	/ˈmuviz/	/ˈmuviz/	/ˈmuviz/
53. movis	/ˈmuviz/	/ˈmufis/	/ˈmuviz/	/ˈmuviz/	/ˈmuviz/	/ˈmupiz/
54. leave	/ˈliːv/	/ˈlip/	/ˈliːb/	/ˈlivz/	/ˈlivz/	/ˈlivz/
55. very	/ˈveri/	/ˈveri/	/ˈveri/	/ˈferi/	/ˈveri/	/ˈferi/
56. visiting	/ˈvisitiŋ/	/ˈvisitiŋ/	/ˈvisitiŋ/	/ˈvisitiŋ/	/ˈvisitiŋ/	/ˈfisitiŋ/
57. Evi's	/ˈeviz/	/ˈe viz/	/ˈeviz/	/ˈebiz/	/ˈeviz/	/ˈepiz/
58. village	/ˈvilidʒ/	/ˈvilitʃ/	/ˈbilidʒ/	/ˈfilidʒ/	/ˈfilidʒ/	/ˈfilitʃ/

CHAPTER TWO : ANALYSIS OF DATA

Before dealing with the real analysis of the results of the investigation, the writer would like to introduce you who the students are, the materials used for the investigation, and how the investigation has been conducted.

2. 1. The Students

The students, over whom the investigation has been conducted, are now living here in Yogyakarta. They are : 1. Tua Samosir, a first year student of Bhinneka Tunggal Ika High School; 2. Lankaster Samosir, a third year student of the above Senior High School. 3. Mariatur Butar-Butar, 4. Elfrida Hainggolan, and 5. Sarlee Sinaga are students of the Faculty of Law, the second year class, Atma Jaya University.

During their living here in Yogyakarta, most of the time, they use Indonesian for communication. They also use Tobanese when they meet their friends of the same ethnic groups.

Before they came to Yogyakarta, they had been living with a community using Tobanese as the main medium for communication. The first and the second students had finished their Junior High School level, while the third to the fifth both their Junior and Senior High School levels, in their own home town.

2. 2. The Materials

The materials used for the investigation are

taken from 'Kamus Inggris-Indonesia : 3000'. The writer has chosen them, for he is sure that the students have been familiar with them since the students have learned English for four years or more.[2] The familiar materials will permit the students to read with the least hindrance.

2. 3. The Investigation

The investigation has been conducted with the help of a taperecorder. At first, each individual student read the materials freely. The writer did not comment on their errors.

Unfortunately, this free investigation involves some other unpredictable errors which also disturb meanings. The errors are :

1. wrong distribution of stresses;
2. wrong pronunciations of other phonemes, besides /v/;
3. delitions of sounds.

These unpredictable errors have made the writer difficult to concentrate on the realizations of the investigated one, the phoneme /v/.

In order to come to the real investigation, the writer has conducted another recording. The writer guided every individual student to the expected pronunciations of the materials, with the stress on phoneme /v/. The guidance was done in imitation.

2. 4. The Analysis

The data being analysed here are the results

2) English is a curriculum requirement

of the guided investigation. The choice of the data permits the writer to concentrate on the phoneme /v/ and its different realizations. More than that, other unpredictable errors can be identified to the investigated one.

2. 4. 1. /p/ instead of /v/

When a voiceless labial stop is substituted for /v/, the students block the air coming out from the lung by means of their upper and lower lips. Such realization is clearly heard, for the students release the air suddenly when they are going to utter the coming sound. This kind of error can be also supported by the students' pronunciations of final /z/ or /d/ directly following /v/. The students produce /s/ or /t/ instead of the right ones /z/ or /d/.

2. 4. 2. /b/ instead of /v/

The difference between utterring /b/ instead of /v/ and /p/ instead of /v/ is the voicing sound. Together with blocking the air, the vocal cords are vibrating.

2. 4. 3. /w/ instead of /v/

The sound investigated tends to start at the closed vowel /u/ and it immediately moves away to the following vowel. This error takes place when the phoneme /v/ is directly followed by a vowel.

2. 4. 4. /I/ instead of /v/

At least the students have come to the nearest are of the correct sound /v/. However the students do not move their vocal cords when producing the sound. The same as the substitution of /p/ for /v/, this error is clearly heard when the /v/ is directly followed by a final /z/ or /d/. The students pronounce them voicelessly.

2. 4. 5. The Correct /v/

The students have also produced the correct sound /v/. The air passes through s nsrrow opening in the oral cavity and it produces a friction while the vocal cords are vibrating.

Looking at the analysis of the results of the investigation, the writer can draw the following conclusions :

1. the other four different sounds /p/, /w/, /f/, and /I/ may substitute for the sound /v/ at the three given positions;
2. /w/ substitutes for /v/ when it is directly followed by a vowel;
3. when /v/ is directly preceded by a voiced obstruant and it is pronounced voicelessly, either /I/ or /p/, the preceding voiced obstruant becomes voiceless;
4. when /v/ is directly following a voiced obstruant and the voiced obstruant is correct

ly utterred, the students sometimes produced /b/ instead of /v/.

2. 5. Why Are They Errors ?

The investigation has revealed that there are five different realizations of the English /v/ made by Tobanese students. Now, should we call the other four realization errors ? The answer is simply 'YES', since their substitutions for /v/ are disturbing meanings of English words.

There are in English pairs of words that are semantically and linguistically different. The following lists of words reveal the differences.

/v/	-	/p/	/v/	-	/b/
live	-	lip	vest	-	best
vest	-	pest	vent	-	bent
vale	-	pale	very	-	berry
vet	-	pet	vote	-	boat
vat	-	pat	vain	-	bane
vain	-	pain	vie	-	buy
vie	-	pie	vine	-	bine
vine	-	pine	vet	-	bet
			vat	-	bat

/v/	-	/w/	/v/	-	/f/
vest	-	west	vine	-	fine

vent - went

vine - wine

verse - worse

vane - wane

vie - Wye

vet - wet

/v/ - /f/

believe - belief

leave - leaf

prove - proof

five - fife

save - safe

view - few

veal - feel

vigour - figure

very - ferry

CHAPTER THREE : WHY SUCH ERRORS APPEAR

The investigation has proved that there are five different realizations of the English phoneme /v/ made by Tobanese students. The realizations are /f/, /p/, /b/, /w/, and /v/. Furthermore, the writer has shown that the substitutions of /f/, /p/, /b/ and /w/ for /v/ are disturbing meanings. In this chapter, the writer will try to detect some possible reasons for such errors.

For this purpose, the writer will discuss the sound systems of the three languages concerned : Tobanese, Indonesian, and English. The discussion will reveal how far Tobanese and Indonesian sound systems are similar with and different from those of the English. The writer will also discuss how far the students have got the linguistic habit of /v/ through Indonesian.

3. 1. Tobanese Sound Systems

Tobanese is the students' native language. They have used it since their childhood. It provides the students with the following linguistic experience and linguistic habit.

The students have never dealt with /f/ and /v/ through Tobanese sound systems as we see in the table on page 13. Tobanese has just provided the students with /p/, /b/, and /w/ out of the five sounds substituted for the English /v/; and their distributions are as follows :

Table-I: Tobanese Consonants

	Stop	Fricative	Nasal	Glide
Labial	p b w		m	
Dental	t d	s l	n	
Palatal	dʒ			j
Velar	k g		ŋ	
Uvular	r			
Laringal		h		

p: /p-/ , /-p-/ , /-p/

panke/ , /bapa/ , /hatop/

b: /b-/ , /-b-/ , /-Ø/

/bapa/ , /obut/ , /-Ø/

And their realizations are as follows :

/p/ : [p=], [=p=] , [=p]

/b/ : [b-], [=b=] , [=Ø]

The writer has found any word written in or having the phoneme /w/. However, the writer realizes that that sound appears in speech, as for examples :

ualu [ualu] 'eight'

matua [matua] 'old'

3. 1 .1. Tobanese Sound Structures as Habits

Phonemically, Tobanese permits a nasal preceding an obstruant.[3] However, phonetically, the nasal

3)Obstruant is a sound produced by obstructing the air i.e., stops, affricates and fricatives.

becomes the obstruant following, except when the following obstruant is a voiced velar stop, as we see in the following examples.

/ember/	⟶	[ebber]	'a pail'
/amporik/	⟶	[apporik]	'a bird'
/hintaŋ/	⟶	[hittaŋ]	'to lift up'
/handit/	⟶	[haddit]	'to lift up'
/piŋkul/	⟶	[pikkul]	'to carry on one's shoulder'
/maŋgaor/	⟶	[maŋgaor]	'to mix'
/mandege/	⟶	[maddege]	'to give on one's foot'
/mandʒae/	⟶	[madʒdʒae]	'a couple standing by themselves'
/hansit/	⟶	[hassit]	'smarting'

And basing on the examples above, the writer can provide the following Tobanese phonological rules in hands :

1. Nasal ⟶ Obstruant /-Obstruant

2. Nasal ⟶ Nasal / - $\begin{pmatrix} \text{Obstruant} \\ \text{Velar} \\ \text{+Voiced} \end{pmatrix}$

Another linguistic habit with which the Tobanese students are provided by the Tobanese sound systems is that Tobanese does not permit, both phonemically and phonetically, a final voiced obstruant, but a final voiceless one. For examples :

/apporik/ 'a bird'

/haddit/ 'to lift up'

/moikkuk/ 'a cup'

/hatop/ 'quick'

/tumatanjis/ 'to cry'

3. 2. Indonesian Sound Systems

Indonesian is the students' second language, and the second language embedded in the students' mind. They start learning it at the second year class of the Elementary School; and since the fourth year class they have used it as the main medium of their class activities.

For a preliminary discussion on the Indonesian sound systems, the writer will show, in a table, the recent Indonesian consonants as stated by Sutan Takdir Alisjahbana (1978).

Table-II : Recent Indonesian Consonants

	Stop	Fricative	Nasal	Glide
Labial	p b w	f v	m	
~~Alveolar~~/ Dental	t d r	s z l	n	
Palatal	tj dj	sj	nj	j
Velar	k g	kh	ŋ	
Uvular	r			
Laringal		h		

The table shows that Indonesian has phonemes /f/ and /v/. However, at the very beginning of the Indonesian acquisition, the students have not experienced the real /f/ and /v/ yet, but /p/, /b/, and /w/ with the following distributions :

p: /p-/ , /-p-/ , /-p/
/pandan/, /bapa/ , /balap/

b: /b-/ , /-b-/ , /-b/
/bapa/ , /robek/, /aib/

w: /v-/ , /-w-/ , /-Ø/
/waktu/, /juwita/, /-Ø/

And their realisations are as follows :

/p/: [p-] , [-p-] , [-p]

/b/: [b-] , [-b-] , [-p]

/w/: [w-] , [-w-] , [-Ø]

The real /f/ and /v/ have been changed totally into Indonesian /p/, and /b/ or /w/ without any change of meanings, through the process of the Indonesian 'Gejala Bahasa'.[4] The substitutions of /p/ and /b/ or /w/ for /f/ and /v/ have taken place in Indonesian sound systems, since Indonesian has borrowed words from other foreign languages such as Arabic and Sanskritic. And, unfortunately, their pronunciations are proved to be problems for Indonesian people and so they are simplified in accordance with the Indonesian sound systems.

---

4) In term of phonology, 'Gejala Bahasa' means substituting one phoneme for another without changing meanings.

The substitutions of the Indonesian /p/ and /b/ or /w/ for the Arabian /f/ and the Sanskritian /v/ can be seen in the following examples :[5)]

Arabian	Indonesian	Arabian	Indonesian
fikir	pikir	falak	palak
fatwa	petua	ferduli	perduli
fahm	pahm	fihak	pihak
fatsal	pasal	frangko	perangko
fitnah	pitnah		

Sanskritian	Indonesian	Sanskritian	Indonesian
vamsa	bangsa	vrrta	warta
vyaya	biaya (bea)	vicara	bicara (wicara)
vihara	biara	varna	warna
vidvan	biduan	varsa	warsa
vela	bela	vanita	wanita
vināca	binasa	visma	wisma
sarva	serba	divasa	dewasa
		juvita	juwita
		jiva	jiwa

Then, so far, we can state that the possible realizations of the two phonemes in Indonesian would be :

/f/: [p-] , [-p-] , [-ø]

/v/: [b-] , [-b-] , [-ø]

5) Taken from :Suwardi Notosudirdjo :Pengetahuan Bahasa Indonesia : Etimologi. 0418 Lm, Penerbit Mutiara, Jakarta, 1978.

= [w-] , [-w-] , [-ø]

3. 2. 1. Linguistic Relationship Among the Five Phonemes

The total changes of /f/ and /v/ into Indonesian /p/ and /b/ or /w/ are not accidental. Their close relationship permits such changes. Their close relationship can be seen through their phonetic features.

Since their phonetic features are cited out from the ways of producing them, the writer will discuss first how each of them is produced.

/p/: The air coming out from the lung is completely blocked in the oral cavity by means of the lower and the upper lips; and then it bursts suddenly with a slight explosion. The vocal cords are being apart, so the air passes freely.

/b/: The difference from producing /p/ to /b/ is the position of the vocal cords. During producing /b/, they are in a slight contact, and so the air causes them to vibrate.

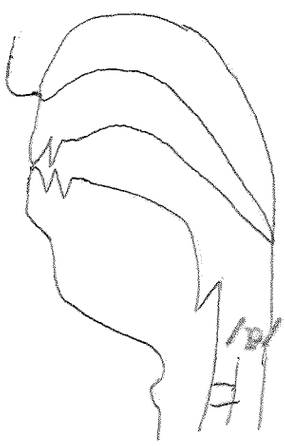
/w/: The air coming out from the lung is blocked in the oral cavity by means of the upper teeth and the lower lip. This sound starts at a high back closed vowel /u/ and it immediately moves to the following vowel. The vocal cords are in a slight contact, so that the air causes them to vibrate.

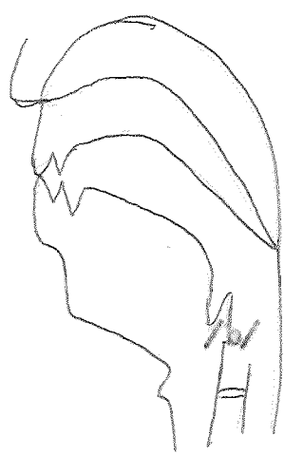
/f/: The air coming out from the lung passes

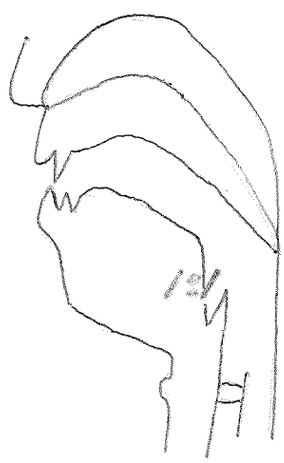
through an narrow opening in the oral cavity. The air consists of air particles which push one against the other resulting in a hearing of friction. The lower lip is touching the upper teeth. The vocal cords are being apart, so that the air passes freely.

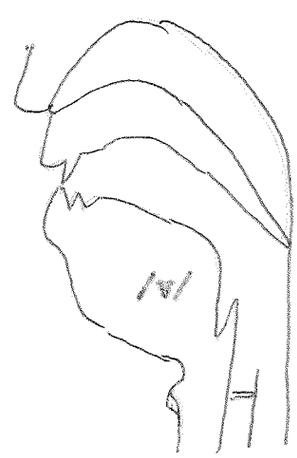
/v/: The difference from producing /v/ to /f/ is the position of the vocal cords. During producing /v/, they are in a slight contact, and so the air causes them to vibrate.

The ways producing the five different sounds can be made clearer by the following pictures of the organs of speech.









Looking at the ways of producing the five phonemes, the writer can conclude the following clues for their phonetic features :

1. the lower lip is always participating;
2. all the five phonemes take place in the oral cavity;
3. the vocal cords are sometimes being apart; and they are sometimes being in a slight contact;
4. the process of releasing the air.

Referring to those four clues, the phonetic features of each of the five phonemes would be as follows :

/p/: labial, oral, voiceless, stop/obstruant

/b/: labial, oral, voiced, stop/obstruant

/w/: labial, oral, voiced, stop/obstruant

/f/: labial, oral, voiceless, fricative/obstruant

/v/: labial, oral, voiced, fricative/obstruant

The phonetic features of each of the five phonemes reveal that /p/ is different from /f/ and /b/ or /w/ from /v/ just in one feature, the way of releasing the air. However, to some extent, it is quite similar.

3. 2. 2. When the Students Deal with the Real /f/ and /v/ ?

When the students come to study at the Junior High School, they begin dealing with new subjects using new terms borrowed from European languages; and a lot of them contain real /f/ and /v/. The students

have also started learning English.

The following are examples of words containing real /f/ and /v/.

famili	fokus	fauna	inflasi
fanatik	foto	konflik	defile
fana	frekwensi	konfrontasi	aktif
fase	frustrasi	konfrensi	pasif
fasilitas	fungsi	de facto	agresif
favorit	frontal	definisi	defensif
federal	final	progresif	kreatif
federasi	flora	deflasi	
vak	virus	advokat	
vakansi	vitamin	aktivitas	
vaksin	volt	kreativitas	
variasi	volume	konvensi	
vas	vulkanis		
vertikal	ventilasi		
villa	versi		
violet	advis		

Though words containing real /f/ and /v/ have been accepted in Indonesian, the substitution of /p/ for /f/, in speech, is not disturbing meanings. 6) Furthermore, /v/ is usually pronounced as /f/. 7)

6) So far the writer just finds words folio and polio, fakta and pakta distinguishing /f/ from /p/.
7) Badudu, J.S. Pelik-Pelik Bahasa Indonesia. pp. 43, Cetakan X, Penerbit Pustaka Prima, Bandung, 1979.

Then, the writer can now provide the possible realizations of phoneme /v/ in Indonesian sound systems.

/v/: [f-] , [-f-] , [-f]
[p-] , [-p-] , [-p]
[b-] , [-b-] , [-b]
[w-] , [-w-] , [-w]

3. 2. 3. Indonesian Sound Structures as Habits

Indonesian has developed the students' linguistic experience of a nasal-obstruant structure to their linguistic habit. So, a word containing such a structure should be pronounced in a nasal-obstruant. This can be made clearer by the following examples.

kempel	[tempel]	'to attach'
tembak	[tembak]	'to shoot'
entah	[ɛntah]	'I am not sure'
endapan	[ɛndapan]	'sediment'
engkau	[ɛŋkau]	'you'
injak	[indʒak]	'to put on one's foot'
enggan	[ɛŋgan]	'dislike'
mencari	[mɛntʃari]	'to look for'
insaf	[insaf]	&concious of'
	[insapp]	

Indonesian has words containing a voiced-voiceless-obstruant structure and a final voiced

obstruant structure. However, the voiced obstruant of the two structures is usually pronounced voicelessly. As for examples :

/sabtu/	⟶ [saptu]	'Saturday'
/abstrak/	⟶ [apstrak]	'abstract'
/absen/	⟶ [apsen]	'absent'
/aib/	⟶ [aip]	'mistake'
/abad/	⟶ [abat]	'century'
/bab/	⟶ [bap]	'chapter'
/sebab/	⟶ [sebap]	'cause'
/menjawab/	⟶ [mendʒawap]	'to answer'
/murid/	⟶ [murit]	'pupil'

Through the examples above, the writer can provide the following Indonesian phonological rules in hands :

$$\begin{bmatrix}\text{Obstruant}\\ +\text{ Voiced}\end{bmatrix} \longrightarrow \begin{bmatrix}\text{Obstruant}\\ -\text{ Voiced}\end{bmatrix} / - \left\{\begin{matrix}\begin{bmatrix}\text{Obstruant}\\ -\text{ Voiced}\end{bmatrix}\\ \#\end{matrix}\right\}$$

Then, as long as the students have just dealt with Tobanese and Indonesian, they have not been provided with any linguistic habit of voiced-voiceless and final voiced obstruant structures, but voiceless-voiceless, and final voiceless obstruant and voiced-voiced structures.

3. 3. English Sound Systems

In the previous parts of this chapter, the

writer has discussed the previous languages' sound systems embedded in the students' mind. As a comparison to those, he will also discuss some of the English sound systems which can be identified with the errors.

For a preliminary discussion on the English sound systems,, the writer will reveal the excistence of the five phonemes in English sound systems. They can be seen in the table of the English consonants as given by Daniel Jones (1955).

Table-III: English Consonants

	Stop	Affri-cate	Frica-tive	Nasal	Semi Vowels (glide)	Lateral
Labial	p b		f v	m	w	
Dental			θ ð			
Alveolar	t d		r s z	n		l
Post Alveolar		tr dr				
Palato Alveolar		tʃ dʒ	ʃ ʒ			
Palatal					j	
Velar	k g			ŋ		
Glottal	?		h			

The table shows that English has the five phonemes /p/, /b/, /w/, /f/, and /v/ in its own sound systems. Their distributions and realizations are as follows.

p: /p-/ , /-p-/ , /-p/

[p^h-] , [-p-] , [-p̚]

(pin) , (spin) , (lip)

b: /b-/ , /-b-/ , /-b/

[b-] , [-b-] , [-b̚]

(ball) , (absent), (rob)

w: /w-/ , /-w-/ , /-Ø/

[w-] , [-w-] , [-Ø]

(wet) , (away) , (Ø)

f: /f-/ , /-f-/ , /-f/

[f-] , [-f-] , [-f̚]

(fall) , (clarify),(thief)

v: /v-/ , /-v-/ , /-v/

[v-] , [-v-] , [-v̚]

(van) , (every), (active)

The interesting thing is that the Indonesian /w/ is different from that of the English. The Indonesian /w/ is a voiced labial stop, while the English one is a voiced labial glide. The appearance of the aspiration in the English /p/ at an initial position is not different from that of the Indonesian because such an aspiration is predictable in English.

3. 3. 1. English Sound Structures as Problems

English has both the linguistic experience and

the linguistic habit of voiced-voiceless and of voiced-voiced obstruant structures. For examples :

absent	observe	adventure
abstract	obstacle	abdomen
obstruant	obtain	advertise
adhere	abstain	advise
obscure		advocate

English has also words ending in a voiced obstruant and in a voiceless obstruant as well. For examples :

lab	lap
bag	back
bathe	bath
plays	place
said	set

Furthermore, English has phonemes that carry out grammatical significance, such as /s/, /z/, or /əz/ for pluralization, possessive formation, or the third person singular present, and /t/, /d/, or /əd/ for the past tense formation. The phonemes are usually attached the last phoneme of a word; and it decides their pronunciations. Then, English has the following phonological rules :

1. /s/ or/ and /t/, is attached to a word ending in a voiceless sound;

/z/ or/ and /d/, is attached to a word ending in a voiced sound;

3. /ɔz/ or /ɔd/, is attached to a word ending in a hissing sound or in /t/ and /d/.

The English phonological rules reveal that English always keeps both the voiced and voiceless sound in a final position. Their excistence at that position requires their consistent pronunciations. Their wrong pronunciations will result in the wrong pronunciations of the coming sounds. This means that any substitution of a voiceless sound for a voiced one, or a voiced sound for a voiceless one is to be an error.

So far, the writer has been talking about Tobanese, Indonesian, and English sound structures formulated in some phonological rules. The discussion on them is mainly meant to show the reasons for the appearances of errors at a final position, and the possibilities of the new unpredictable errors taking place at a two-consonant-following-one-another structure. The discussion reveals that both the similarities and differences between the Tobanese, Indonesian and English sound structures may have resulted in errors.

CHAPTER FOUR : HOW TO TEACH THE PHONEME /v/

The previous chapters have revealed us the real errors made by Tobanese students and the reasons for such errors. In this chapter, the writer will deal with some ways of improving and motivating the students to acquire the correct sound /v/.

Eventhough the Tobanese sound systems do not provide the students with that individual sound, the results of the investigation have revealed that the students are able to produce the correct sound /v/. The acquisition of that sound is permitted, since

> "... any normal human being, by using his organs of speech in a given way, can produce any given sound of any language." (Haden, 1965) 8)

However we should accept that the sound acquisition deals with some hindrances resulting in errors. The hindrances are both the similarities and differences between the sound systems of the previous languages embedded in the students' mind and those of the target language.

The hindrances of acquiring the sound require a qualified and skillful English teacher. He should be qualified to teach the teaching materials. He has to be skillful in the use of the teaching methods he has chosen. A wrong choice of methods will not give a satisfying result, but only wastes time.

4. 1. The Main Differences Between Indonesian and English Sound Systems 9)

The obvious differences between Indonesian

8)Allen,H.B.(eds):Teaching English as a Second Language. pp. 106, McGraw-Hill, Book Company, 1965.
9)included Tobanese

and English sound systems can be classified into three:

1. permissible structures of the sounds;
2. stress;
3. number of the speech sounds.

The difference number 1). has been discussed in the previous chapter; now, the writer goes on talking about the others.

4. 1. 2. Stress

Stress is the degree of force in which a sound or syllable is pronounced. It is a crucial factor in English language, but not in Indonesian and Tobanese. The distribution of stress at any given position in Indonesian does not disturb meanings. However, in English, it does. For examples, when one says :

/ɛksˈpɔːt/

he is talking about sending goods to another country; the word itself is a verb. But, when he says :

/ˈɛkspɔːt/

he is talking about the goods itself; the word is a noun. Other examples are :

express /ɛkˈspres/ (adjective)

express /ɛkspres/ (noun)

The discussion reveals the significance of the stress in English language. It requires its correct distribution in speech. One should individual

ly know which sound or syllable of a word should be stressed.

4. 1. 3. Number of the Speech Sounds

The third distinction between English and Indonesian languages is concerned with their number of speech sounds, namely consonants, vowels, and diphthongs.

Consonants

English has some consonants which are absent in Tobanese and Indonesian. There are also some consonants which exhist in the three languages given, but they are different in term of manners of articulation. The following English consonants are absent in Tobanese and Indonesian sound systems : tʃ, θ, ð, ʃ and ʒ . While w, dʒ, and l are English glide, affricate, and lateral; but they are Indonesian stops and fricative.

Vowels

Tobanese has only five vowels : a, e, i, o, and u. Indonesian has six, namely : a, e, ĕ, i, o, and u. But English has much more vowels than those of the two previous languages. They are i:, i, e, æ, ɑ, ə:, ə, ʌ, u, u:, o, ɔ:, ɔ, and ɑ:. Both the Tobanese a's are closed to the English back open vowel ɑ:. The Indonesian i, which is rather closed to the English i than to i:, is usually pronounced is English high front vowel i:.

Diphthongs

Tobanese has no any diphthong. Indonesian has three diphthongs of its own : ai, oi, and au, such in words as sampai, sepoi, aula, saudara, and pulau. But English has ten : ou, ɔi, oə , ui, ɛi, ai, au, eə , iə, and uə , such in words as favorite, boy, more, poem, pay, buy, bow, bear, ear, and vowel.

4. 2. What is a Suitable Method to Teach the Sound /v/ ?

There is no any method that can be considered the best. Each has its own adventages and disadventages. The choice of a method should be based on its practicability, in the sense that it is easy to be operated and gives a satisfactory result.

Here, the writer will suggest some ways of teaching that phoneme /v/. The ways suggested here are based on the results of the investigation and mainly oriented to the achievement of the domains of the Institutional Objectives of the Curriculum of 1975. The domains are cognitive domain, psychomotoric domain, and affective domain.

4. 2. 1. Cognitive Domain

This domain requires the learners to develop all sorts of the knowledge and understanding toward the thing that is tried to be learned. The first thing to be done, when one wants to learn a foreign language, is to know the foreign language itself. He has to

develop a knowledge of the form and the meaning of the various elements of the language. He has to know how each individual sound is functioning.

To achieve this domain, the teacher should show that every individual sound is distinctive. It has a capacity of disturbing meanings. The teacher can conduct this by means of minimal pairs, showing that two words having the same sounds except one of the same position, are conveying different meanings. For examples :

live	-	lip
vine	-	pine
vest	-	best
vet	-	wet
believe	-	belief
view	-	few

Knowing that the individual sound is distinctive may force the students or motivate the students to achieve the correct sound being learned.

4. 2. 2. Psychomotoric Domain

By psychomotoric domain, we mean that the students have the skills of the individual sound. The students have to develop proficiency in that individual sound. Of course, this is difficult to do, especially, for the English sound systems are very different from those of the Tobanese and Indonesian. However, it is

a must.

The skills that should be developed here are listening and speaking. The main principles of achieving the skills under this domain, as stated by Soepomo Poedjosoedarmo, are :

1. the more the students are exposed to a certain code, the greater the chance of acquire the code;
2. the more the students have a chance to practise a certain code, the better their mastery of that code will be.

Inspired by these two principles, the writer suggests two ways of teaching the sound /v/. Referring to 1) the writer suggests receptive ways; referring to 2) the writer suggests productive ways. Conducting the two kinds of ways, the writer chooses some techniques of teaching pronunciations available in 'Langauge Teaching Techniques, I.S.P. Nation, I.K.I.P. Yogyakarta,' and as stated by Lado (1974).

Receptive Ways

The teacher makes the students hear the sound for several times by pronouncing some words containing that sound /v/ for the students. Such a practice will improve the students' pronunciation. The receptive ways can be conducted in the following various ways.

1. The teacher utters several words containing that sound /v/. This will provide the students with the right

concept of the individual sound. During this exercaise the students are just listening to the teacher's utterring.

2. The teacher pronounces several words. Each of the words may contain any of the five phonemes, /p/, /b/, /w/, /f/, and /v/. Whenever the teacher is utterring a word containing the sound /v/, the students should raise their hands; but whenever the teacher is pronouncing a word containing a word which is not having the sound /v/, the students just keep silent. The following examples will clarify the exceaice.

The teacher	The Students
[ˈvaɪ]	raise hands
[ɔdˈvaɪs]	raise hands
[ˈfɪlm]	keep silent
[ˈsɛvn]	raise hands
[ˈgɪv]	raise hands
[ˈtwɛlv]	raise hands
[ˈwɛst]	keep silent
[ˈpɛst]	keep silent
[ˈbɛst]	keep silent

3. The teacher writes three words on the

blackboard. In front of each of the words there is a number. For examples

1. west		1. pest
2. vest	or	2. fest
3. best		3. vest

Whenever the teacher is pronouncing three words, the students choose, by writing the number, which one of the three words is containing the sound /v/.

4. Instead of writing the number, the students may write the letter p, or b, or w, or f, or v, every time the teacher finishes pronouncing a individual word.

The receptive techniques or ways are mainly , indeed, meant to train the students' hearing capacity, after they were introduced the uniqueness of that sound /v/ itself. This is based on the fact that the sound is absent in the students' mind. Then, the procedure of listening-speaking teaching takes place when the students are the beginners.

Productive Ways

Having listened to the sound being learned, the students need to practise it by themselves. The teacher can guide them to acquire the correct sound /v/. He can guide them by means of imitation, applying the English phonological rule, props, and repetition.

Imitation

Imitation is the simpliest form of pronunciation. Imitation is the most direct road to full pronunciation. The students just imitate what the teacher says. For examples,

The teacher	The students
/ˈveri/	/ˈveri/
/ˈvauəl/	/ˈvauəl/
/ˈtwəlv/	/ˈtwəlv/
/ˈsevn/	/ˈsevn/
/ˈfævourit/	/ˈfævourit/

Applying English Phonological Rule

When imitation does not work, the teacher can apply the phonological rule concerned. The sound teaching through the phonological rule needs a special strategy in order to enable the students to achieve the correct sound /v/.

Here the writer would like to suggest sound /f/ to be the strategy to enter the right pronunciation of the sound /v/. The choice of this sound /f/ is based on the fact that the two phonemes are different one from the other in term of resonance. To produce the correct sound

/v/, the teacher may ask the students to prolong the vowel preceding it. This would be feasible, since English has a phonological rule, that is, a vowel is longer when it is followed by a voiced sound than when followed by a voiceless one.[10] This may be made clearer by the following examples.

[ðiˈliːf]	[ðiˈliː-v][11]
[ˈfaif]	[ˈfai-v]
[ˈpruf]	[ˈpru-v]
[ˈsefn]	[ˈse-vn]
[ˈnefə]	[ˈne-və]
[diˈfaut]	[di-ˈvaut]
[riˈfiu]	[ri-ˈviu]

The strategy used to overcome the errors taking place at the final and medial positions can also be applied to overcome the errors of the initial position. Here, the writer wants the teacher to choose words containing /-v-/ to be excersiced. The teacher devides each word into two parts; and the second part must be the part containing /v/ at its initial position. The first part is utterred silently, and the second part

10) Yao Shen's article: 'Linguistic Experience and Linguistic Habit', in : Language Learning, a Journal of Applied Linguistics. Volume XII, Number 2, 1962.

11) [-v]: marking the prolongized vowel

pronounced loudly. This can be made clearer by the following examples.

devote	/di-'vout/
review	/ri-'vju/
devide	/di-'vaid/
advise	/əd-'vaiz/

Prons

Applying the phonological rule concerned is, of course, feasible. However, to some extent, it will be just ideal, for English has pairs of words having the same long vowel directly followed by a a voiceless and a voiced sounds, such as belief and believe. Here, this way or technique is not very effective. Therefore, the teacher would better explain or show his students the way of producing the right /v/. He can do this by showing the students the positions of the organs of speech participating. The lower lip is touching the upper teeth. Both the lower lip and the upper teeth are forming a narrow opening, so that the air is not completely stopped.

To make sure that the students are producing it voicedly, he asks his students to put their hands on the front

parts of their necks. When their front parts of their necks are moving, the students are producing a voiced sound; if not, they are producing a voiceless one.

Repetition

When the students have successfully produced the problem sound /v/ by means of the previous productive techniques, the teacher may give the students a simple and short conversation to be performed by the students; and the conversation contains words having the sound problem /v/. For example :

Anne : Hello, Vivi.
How are you ?

Vivi : I am very well, thanks.
How are you ?

Anne : I am fine, thanks.
Tomorrow, we will have an exam on History !
Have you learned it ?

Vivi : Oh, I am sorry.
I haven't yet.

Such a short and simple conversation will make the students deal repeatedly with some words containing the sound

problem /v/, such as Vivi, verk, and have.

4. 2. 3. Affective Domain

The techniques suggested under the cognitive domain is just to provide the students with the knowledge of that sound; and those under the psychomotoric domain are proved to be ways of achieving that individual sound only. Knowing the science of the sound and the ways to acquire it does not guarantee that the foreign language learners can easily achieve that individual sound. Some factors of the mother tongue may hinder the correct sound. Then, we may not stop at just forcing the students to achieve the correct sound; otherwise, slow learners may get frustrated.

Therefore, the teacher should motivate his students to show a positive attitude toward the sound to be learned. The teacher should motivate the students to try to develop or maintain their enthusiasm on the sound they are going to learn or to master.

To achieve this goal, the teacher needs to

1. provide the students with an easy and pleasant atmosphere of learning;
2. address the students in the sound system to be learned;
3. give confirmation to what is correctly used and reject that which is considered incorrect.

Referring to ä), the teacher should not punish

the slow learners. Instead he should pay special attention to them. He may, for example, search for special hindrances that may obstruct them to acquire the correct pronunciation of that special sound.

In addition to that, the teacher should also arrange his teaching materials. He should select words of the most frequent. Beside that, the materials should be graded from the words containing the least problems to those of the most complex.

Basing on the above opinion, the writer would like to classify the materials used for the investigation for the purpose of teaching them to the students. The classifications would be as follows.

I	II ves	vowel	vain
behave	loved	verb	van
believe	wâves	vote	village
drove	proved	advise	volume
five	behaves	advice	voyage
live	believes	avoid	ourselves
love	Vivi	convince	nerve
leave	novels	inviting	serve
II Evi's	very	invite	starve
leaves	movies	envy	
cover	III vast	valley	

The words of the classification I) contain the

sound problem at their final positions. The sound problem can be easily achieved by prolonging the vowel preceding the sound problem. Having mastered the sound problem at a final position successfully, the students can be given the words of the classification II). The words have other sound problems at their final positions. However, the words contain the sound problem at their medial positions preceded by a vowel.

The words of the classification III) contain the sound problem at any given position. They also have other problem sounds, and sound-problem structures as well.

Referring to 2), the teacher himself should always provide his students with the correct pronunciation of that sound. He should be the real model for his students. His habit should be the clue for his students. This requires that a language teacher must know the target language well enough to be imitated by his students.

Referring to 3), every time the teacher has his student produce the wanted sound correctly, he confirms the student that he can do it well. But, whenever he finds the student makes errors, he should improve him. He should show him his errors.

The ways of teaching the sound problem provided here are not the best ones. A teacher may apply other methods for his teaching, whenever he thinks that they are to achieve better results. However, the writer should stress that a language teacher should know

how far the native language is different from the language to be learned. This will make him easy to choose an effective method for his teaching.

CONCLUSION

The writer has discussed the fact that one specific phoneme of one language may be pronounced in various inaccurate sounds in other language (s). In this thesis, the writer has tried to detect some different realizations of the English phoneme /v/ under the influence of Tobanese and Indonesian languages. The writer has also detected some possible reasons that may have influenced the Tobanese students to do such errors. The reasons are

1. Tobanese and Indonesian language sound systems;
2. the students' acquisition of the abstract sound /f/ and /v/ through the Indonesian 'Gejala Bahasa'.
3. the differences and similarities between the the English and Indonesian sound structures.

Through the investigation, the writer has come a conclusion that the different realizations of the English /v/ are :

1. [f]
2. [p]
3. [b]
4. [w]
5. [v]

[f] or [p]

The substitutions of these two voiceless

obstruants for /v/ are caused by the Indonesian influence. Formerly, Indonesian had totally changed /v/ into /b/ or /w/, and /f/ into /p/. Then, the recent Indonesian sound system usually substitutes /f/ for /v/ and /p/ for /f/.

The Indonesian and Tobanese sound systems have not provided the students with any linguistic habit of a final voiced obstruant, but a final voiceless one. When a final voiced obstruant, directly following the sound /v/, is pronounced voicelessly, these two voiceless sounds may appear.

/b/ or /w/

The appearance of /b/ instead of /v/ is caused by the influence of the Indonesian 'Gejala Bahasa; and because its close relationship with /v/. The Indonesian 'Gejala Bahasa' has also influenced the students to produce the sound /w/ instead of the right one /v/. This is permissible, since the Indonesian sound /w/ is an obstruant as well. It is very close to the sound /v/. The sound /v/ can be substituted at any given position, while the sound /w/ when it is followed by a vowel. These two sounds appear when the students want to keep the voicing condition of the investigated one.

Furthermore, the substitution of /f/ or /p/ for /v/ has resulted in a new other error. When /v/ is directly preceded by a voiced obstruant, the appearance of /f/ or /p/ for /v/ has resulted the preceding voiced obstruant in being voiceless. And, on the other

hand, a correct pronunciation of the preceding voiced obstruant has also resulted the students, sometimes, in producing /b/ instead of /v/, or /w/ when it is directly followed by a vowel.

The students have also been able to produce the correct pronunciation of /v/. This seems to be in contrast to the realisations of /v/ the students have experienced through the previous language embedded in their mind. However, we must remember some conditions helping the students to produce the correct /v/. The conditions are :

1. The main investigation has been conducted in guidance;
2. The students have learned English for four years or more;
3. The students are assumed to have been familiar with the materials.

The significance of the individual sound mainly takes place in English sound systems. The exsistence of that particular sound in a word vonveys one specific meaning in its own. In contrast to that of the English, Indonesian has not revealed such significance in its system. The recent Indonesian sound system allows the substitution of /f/ or /p/ for /v/, and the former allows /b/ or /w/ for /v/ as long as such substitution does not disturb or deviate meanings.

The various realizations of the English phoneme /v/ made by the Tobanese students have an important

constribution to the language teaching in general and the teaching of the sound system in particular. With regard to the reality that the appearance of any of the other sounds can be at any given position, except /w/, the writer suggests, at the very beginning of the sound acquisition, the introduction of that specific sound to the students. When the students are to practise it by themselves, the teacher can guide them by means of some productive techniques.

However, since no individual sound has any meaning of its own, the sound is better taught in a word-association. Every time the teacher wants to teach a particular sound, he better teaches it in words. The word-association is proved to be affective to teach the sound. The students are trained to realize realize that every individual sound has its own significance. And as a result, the students will be readily able to remember that any substitution of any sound for the other will result in meaning deviations, and this may motivate them to acquire the correct pronunciation of the sound to be learned.

Furthermore, the words to be taught should be in accordance with the students' level. If the words are to°difficult, the students would think that they are stupid or feel that they cannot follow the lesson. This may make the students desperate. Therefore, the words should be selected of among the highest frequency. And the words should be presented cumulatively, from the easiest ones to the most most complex.

Finally, the writer should stress or note here as well that the substitutions of the other four phonemes for /v/ are not phonologically conditioned. This may interest others to conduct another investigation on this topic. Furthermore, the writer hopes that this simple investigation may encourage others to observe the sound systems of the Tobanese and Indonesian which may provide the Indonesian students with hindrances of the target language acquisition.

BIBLIOGRAPHY

1. Alisjahbana, S. T. Tatabahasa Baru Bahasa Indonesia. Jilid I, Penerbit Dian Rakyat, Jakarta, 1978.

2. Badudu, J. S. Pelik-Pelik Bahasa Indonesia. Cetakan X, Penerbit Pustaka Prima, Bandung, 1979.

3. Currey, P. Teaching English as a Foreign Language. Longsman, Green and Co. Ltd., London, 1955.

4. Haden, E. F. 'Phonetics in Teaching a Foreign Language.'; in Allen, H. B. (eds): Teaching English as a Second Language. McGraw-Hill, Book Company, 1965.

5. Hyman, L. M. Phonology: Theory and Analysis. Holt, Rinehart and Winston.

6. Jones, D. The Pronunciation of English. Cambridge at the University Press, 1958.

7. Lado, R. Language Teaching, a Scientific Approach. Tata McGraw-Hill Publishing Co. Ltd., Bombay-New Delhi, 1974.

8. Perren, G. E. 'Some Problems of Oral English in East Africa'; in : English Language Teaching. Vol. 11, 1956/57.

9. Poerwadarminta, W. J. S. Kamus Umum Bahasa Indonesia. Balai Pustaka, Jakarta, 1976.

10. Santosa, F. X. Pengetahuan Bahasa Indonesia. Diktat, IKIP Sanata Dharma, Yogyakarta, 1979.

11. Soepomo Poedjosoedarmo. Language Acquisition in Java. IKIP Sanata Dharma, Yogyakarta.

12. Suwardi Notosudirdjo. Pengetahuan Bahasa Indonesia: Etimologi. 0418 Ln, Penerbit Mutiara, Jakarta, 1978.

13. Tarigan, T. E. Struktur dan Organisasi Masyarakat Toba. Nusa Indah, Ende, Flores, 1974.

14. Yao Shen, 'Linguistic Experience and Linguistic Habit'; in: Language Learning, a Journal of Applied Linguistics. Volume XII, Number 2, 1962.

15. ---. Kurikulum 1975 untuk SMA/SMP, Bidang Studi Bahasa Inggris. Departemen Pendidikan dan Kebudayaan Republik Indonesia, 1975.

16. ---. Language Teaching Techniques. I.S.P. Nation, I.K.I.P. Yogyakarta, 1974.