

**A COMPARATIVE ANALYSIS OF ENGLISH FRICATIVE SOUND
PRODUCTION (/θ/ and /ð/) BY STUDENTS WITH INDONESIAN AND
SUNNDANESE ACCENTS**

RESEARCH PAPER

Submitted to the English Education Department as a Partial
Fulfillment of the Requirement for the S.Pd Degree



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LEGALIZATION SHEET
A COMPARATIVE ANALYSIS OF ENGLISH FRICATIVE SOUND
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By:

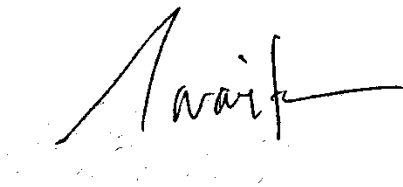
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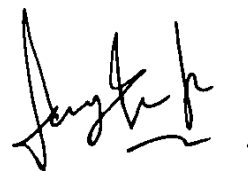
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This paper represents my own independent research, analysis, and ideas, and it has neither been submitted nor published, nor will it be used to meet the requirements of any academic qualification. Throughout the development of this study, every source of data, citation, and reference has been carefully documented in accordance with ethical academic standards, ensuring that no plagiarism or misattribution of others' work has occurred.

This research entitled "*A Comparative Analysis of English Fricative Sound Production (/θ/ and /ð/) by Students with Indonesian and Sundanese Accents,*" is entirely my own original work. To the best of my knowledge and belief, this research does not contain any material previously published or written by another person, except where due reference is made in the text.

Bandung, June 2026

Researcher

Rahma Alvya Suciati

PREFACE

All praise and gratitude are due to Allah SWT for His blessings, mercy, and guidance, which have enabled the writer to complete this research entitled “*A Comparative Analysis of English Fricative Sound Production (/θ/ and /ð/) by Students with Indonesian and Sundanese Accents.*” This research is submitted as a partial fulfilment of the requirements for obtaining a Bachelor’s Degree in English Education.

The writer realizes that this research would not have been completed without the support, guidance, and assistance from many individuals. Therefore, the writer would like to express sincere gratitude to the advisor for valuable guidance, constructive suggestions, and continuous encouragement throughout the process of writing this thesis. Appreciation is also extended to all lecturers of the English Education Study Program who have provided knowledge and inspiration during the academic years.

The author realizes that the preparation of this thesis will not be carried out without support, guidance, and motivation from various parties. Therefore, with great respect, the author would like to thank:

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2. **Riki Ruswandi, M.Hum.,** as the Dean of the Faculty of Teacher Training and Education
3. **Dr. Leny Saily Rahmah, M.Hum.,** as the Head of the English Education Study Program, has provided direction, motivation, and policies to support the smooth running of research.
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learning environment, which made the research process more meaningful and manageable. Her dedication, kindness, and professionalism have been a constant source of motivation throughout this academic journey.

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9. The author would also like to express heartfelt gratitude to **Diva Nurhaliza** and **Alifah Dwi Novitasari**, my dearest childhood friends, for their unwavering companionship throughout this journey. Thank you for being the people I could always count on, for sharing countless moments together, and for making even the most challenging days feel lighter. Your constant support, encouragement, laughter, and presence have been a source of strength and motivation during the completion of this thesis. I am truly grateful to have both of you by my side, and I sincerely cherish every memory we have created together.

10. The author would also like to express sincere gratitude to **all friends** who have contributed, directly or indirectly, to the completion of this research. Their support, encouragement, thoughtful discussions, and willingness to share ideas and experiences have been invaluable throughout this academic journey. Whether through academic assistance, emotional support, or simple words of motivation during challenging times, their kindness and generosity have been deeply appreciated. Although it is not possible to mention each individual by name, every contribution has played a meaningful role in the successful completion of this study.
11. My sincere appreciation is also dedicated to **One Piece**, especially **Monkey D. Luffy**, whose story of perseverance, courage, determination, and unwavering belief in achieving dreams has continuously inspired me throughout this journey. Whenever I felt overwhelmed or doubted myself, Luffy's determination to never give up reminded me to keep moving forward regardless of the obstacles. Although fictional, the values portrayed in this story became a meaningful source of motivation during the completion of this research paper.
12. Finally, I would like to thank **Mobile Legends**, which unexpectedly became my favorite escape during stressful moments while working on this thesis. Taking short breaks through the game helped me refresh my mind, relieve stress, and regain the motivation to continue writing. Although it occasionally tested my patience as much as this thesis did, it also reminded me of the importance of maintaining balance between hard work and moments of relaxation throughout this academic journey.

Bandung, June 2026

Author

Rahma Alvyia Suciati

MOTTO

“Just Keep Swimming.”

“As long as I’m alive, I have infinite chances!”

— Monkey D. Luffy

PRESENTATION

This presentation represents more than the completion of an academic requirement; it reflects a meaningful journey shaped by time, effort, and personal growth. Completed in Bandung, West Java, Indonesia, this work is dedicated to my parents, my sister, my friends, and all those who have supported and encouraged me throughout this process.

Throughout this journey, I have come to realize that the value of time is not measured by how fast something is achieved, but by the experiences, challenges, and lessons gained along the way. Every difficulty encountered has contributed to my development, both academically and personally.

This thesis stands as a symbol of persistence and commitment. It marks not only the end of a long academic process, but also the beginning of a deeper understanding of learning, responsibility, and self-improvement. I sincerely hope that this work reflects the dedication behind it and brings benefit to others in the field of study.

ABSTRACT

The accurate production of English dental fricative sounds /θ/ and /ð/ remains a persistent challenge for Indonesian learners of English because these phonemes are absent from most regional accent systems. Although numerous studies have examined pronunciation errors among Indonesian EFL learners, limited attention has been given to comparing pronunciation performance across different regional accents. This study addresses this gap by comparing the production of English dental fricative sounds by students with Indonesian and Sundanese accents. Employing a qualitative descriptive case study, the research collected data through pronunciation tasks, semi-structured interviews, and questionnaires administered to English Education students at Universitas Islam Nusantara. Pronunciation data were transcribed using the International Phonetic Alphabet (IPA) and analyzed through phonetic comparison, while interview and questionnaire responses were examined descriptively to identify factors influencing pronunciation performance. The findings indicate that students with Indonesian and Sundanese accents exhibit remarkably similar pronunciation patterns. Both groups experienced greater difficulty producing the voiceless dental fricative /θ/ than the voiced dental fricative /ð/, with the dominant substitution patterns identified as /θ/ → /t/ and /ð/ → /d/. Furthermore, limited exposure to authentic English pronunciation, insufficient pronunciation practice, articulatory complexity, and the absence of dental fricatives in the participants' habitual accent systems emerged as the primary factors influencing pronunciation difficulties. The study concludes that regional accent differences between Indonesian and Sundanese speakers do not significantly affect the production of English dental fricatives. Instead, pronunciation performance is more strongly influenced by phonological transfer from learners' existing sound systems. These findings contribute to pronunciation pedagogy by providing comparative evidence that may inform the development of pronunciation instruction for Indonesian EFL learners from diverse regional accent backgrounds.

Keywords: English pronunciation; dental fricatives; Indonesian accent; Sundanese accent; pronunciation errors; EFL learners.

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