

THE ANALYSIS OF STUDENTS' DIFFICULTIES IN PRONOUNCING ENGLISH AFFRICATIVE CONSONANTS AT THE ENGLISH EDUCATION PROGRAM OF UNIVERSITAS JAMBI

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ABSTRACT

This research analyzes the difficulties pronouncing affricative consonants for the English Education department of Universitas Jambi students. This study uses a mixed method, which uses qualitative and quantitative approaches to collect the data. The sample of this research was 10 students registered in 2020 at the Universitas Jambi English Education Department. The researcher used a test and an interview as the instruments. This research results from 10 students; 2 of 10 were categorized as high ability, 4 of 10 were average ability, and 4 of 10 were low ability. The average score was 54, and 59 were poor ability according to the percentage scale by Djumingin .S (2017:596). From the interview results, according to Antaris and Omulu (2019), factors are language origin, age, exposure, inherent phonetic capability, language and ego, and last, effort and commitment to proper pronunciation. The students found it difficult to pronounce English because English is not their first language or mother language. The student always uses their mother language rather than English in daily communication. Therefore, the results of this study with the low average score of the students were caused by English not being their first language and the rare use of English in daily conversations.

Keywords: *Pronunciation difficulties, affricative consonants, Universitas Jambi.*

INTRODUCTION

Language is a tool for communication, and people use it as a bridge to reach the world. As a communication tool, language varies from each side of the world. With language, people express their feelings not only through gestures but also through expressions. Also, language has become the most crucial aspect of human nature.

English is one of the variety languages in the world. In this era, many people use English in their daily conversation. This is not only true in daily life but also in the things around us, which can also be in English. Because English is the universal language, many people learn English to understand the language. According to McKay (Zacharias, 2003), English is an international language. One of its critical tasks is allowing speakers to communicate their perspectives and culture with others.

English is categorized as a foreign language in Indonesia since it is only taught in the classroom to teach material subjects and is not used in real-life communication. (Nufus, 2019). As a foreign language, English is taught in Indonesia's educational environment.

Because English is categorized as a foreign language, it is difficult for school students to learn. Many students find that English is hard, whether it is difficult to understand, the sound is different, or it is rarely used daily. According to Prananingrum and Kwary in Donal (2016), Indonesian learners have difficulty making English sounds because English and Indonesian have different sound distributions. It is supported by Andi Pallawa and Alam (2013:128), that some Indonesian phonology is similar to English phonology, but some English phonology does not exist in Indonesian phonology.

In learning English, one of the essential aspects is pronunciation. Based on the four critical skills in learning English (reading, writing, speaking, listening), pronunciation includes speaking and listening skills. Because pronunciation is essential, if the speaker has difficulties pronouncing, the listener will have trouble understanding the word. According to Azzahroh (2022), the impact of a person's communication can be influenced by pronunciation, which is why mistakes in pronunciation can cause communication to fail because this ability plays an essential part when communicating with each person. On the contrary, if the listener does not understand pronunciation well, they cannot understand the word.

Numerous characteristics are part of pronunciation, such as supra-segmental factors like stress, intonation, and pitch. Vowels, diphthongs, consonants, and the way and location of articulation are all included in segmental features. There are some components in manner articulation style. One of the components is Affricative. According to Yule (2010:32), affricative combines an insignificant stop in the airflow with a partially blocked release to create friction. The terms cheap and jeep also contain them, known as affricates. There is a voiceless affricate [tʃ] and a voiced affricate [dʒ].

While difficult to learn, English may sound easy for university students. They have already learned it, but sometimes pronunciation can be tricky, especially the affricative palatal sounds /tʃ/ and /dʒ/. It may be tricky because Indonesia's pronunciation system differs from English. They may have trouble pronouncing the sounds even though they seem easy. When students find difficulties in pronouncing, several factors can affect difficulties in pronunciation according to Antaris & Omolu, (2019), cited from Brown (2001: 284-285) which are language origin, age, exposure, inherent phonetic capability, language and ego, and effort and commitment to proper pronunciation.

Based on the researcher's informal observation, many students still mispronounced words during class discussions or presentations. Especially in affricative, based on the researcher's experience while looking at the students' presentation, there is a word that students still mispronounce is "chop", which is pronounced by [cop] rather than [tʃɒp]. This is also supported by the theory by Antaris & Omulu (2019) that students will thus encounter a foreign sound for the first time since it is present in the latter but absent in the former.

Based on the previous research findings before 2024, students still have problems with pronunciation. The participants are junior high school students. Thus, the researcher took a different scopes of pronunciation difficulties, especially in affricative and university students.

METHOD

In this research, the researcher aims to research the pronunciation of affricative consonants in the English education program at Universitas Jambi students by using the mixed method with the descriptive approach to determine the ability and factors in students' difficulties pronouncing the affricative consonants. The research participants were English education students registered in 2020 who had already learned affricative in the Introduction to Linguistics subject. The researcher took 10 students as the participants. For the data collection, the researcher used a test and interview; in the test, the researcher asked the students to record and read aloud the vocabulary given. In an interview, the researcher asked about the readiness of the participant to join the interview; 5 of 10 students were willing to participate as the interview participants. Before the researcher conducted the real test, the researcher did a try-out test, with the result that 22 of 40 items were valid, and the reliability result was 0,97596269, which is reliable. Also, the researcher used member checking as the trustworthiness in this research. In analyzing the data, the researcher used mathematical formulas to count the students' scores, the percentage, and the mean score. After counting the data the researcher compared the score to the criteria percentage according to Djumingin .S (2017:596).

RESULTS AND DISCUSSION

The researcher discusses the data from the already assessed findings in this chapter. This research used read-aloud tests and interviews to collect the data. Moreover, the data is explained descriptively. The researcher took the test at Jambi University in the English education department in 2020 as a student in this research.

The result of student percentage data shows that students of the English Education Department year 2020 based on the result of the analysis of students' difficulties in pronouncing affricative, it was explained that

a. Student B1

Student B1 had low results, with a score of 4 correct of 22 words. The students show difficulties in pronouncing the affricative consonant. In the $\tʃ$ sound, student B1 tends to pronounce "c" rather than "ch ($\tʃ$).” For example, from the table above, the word “chair” is mispronounced by saying “cəɹ.” and for the $\tʃ$ sound, student B1 tends to pronounce “j” and “d” rather than “($\tʃ$),” and also student B1 mispronounced $\tʃ$ in "soldier" by pronouncing "soldəɹ" instead of “'səʊldʒəɹ”.

The calculated result of the affricative consonant test is student B1 according to Djumingin .S (2017:596), with a score of 18,18, categorized as **Very Poor**.

b. Student B2

Student B2's result was high, scoring 22 correct words. This student showed no difficulties in pronouncing affricative consonants.

According to Djumingin. S (2017:596), the calculated result of the affricative consonant test student B2 was 100, and categorized as **Excellent**.

c. Student B3

Student B3 showed low results, scoring eight correct out of 22 words. The students show difficulties in pronouncing the affricative consonant. In the ʃ sound, student B3 tends to pronounce “c” rather than “ch (ʃ).” For example, from the table above; the word "child" is mispronounced by saying "cald". Student B3 shows many difficulties in the dʒ sound. Student B3 tends to pronounce “j” and “c” rather than “(dʒ),” and also student B3 mispronounced dʒ in "soldier" by pronouncing "səʊljər" instead of “səʊldʒər” and “cabbage” by pronouncing “kəbæc” instead of “kæbɪdʒ”

According to Djumingin. S (2017:596), the calculated result of the affricative consonant test gave student B3 a score of 36,36, which was categorized as **Very Poor**.

d. Student B4

Student B4 showed good results with a score of 15 correct in 22 words. The students showed no difficulties in pronouncing the affricative consonant. As for the dʒ sound, student B4 showed some difficulties in pronouncing it; the student tends to pronounce "ch (ʃ)” rather than “(dʒ),” for example as in the table above, student B4 mispronounced dʒ in "sponge" pronouncing "spɔnc” instead of “spʌndʒ.”

According to Djumingin S (2017:596), student B4 scored 68 and 18 which calculated the result of the affricative consonant test categorized as **Fair**.

e. Student B5

Student B5 showed low results, scoring 7 correct on 22 words. The student was confused about how to pronounce the word correctly. For example, in “touching,” the student pronounced “tʰətʃɪŋ” instead of “tʌtʃɪŋ.”

The students showed much difficulty in pronouncing the affricative consonant. While in affricative sounds, In the ʃ sound, student B5 pronounced “chew” as “ciu:” instead of “tʃu:” As for the dʒ sound, student B5 showed many difficulties in pronouncing it, the student tends to pronounce “ch (ʃ)” rather than “(dʒ)”, and the student B5 showed confusion to pronounce dʒ. For example, as in the table above, student B5 mispronounced dʒ in "soldier" by pronouncing "səʊldɪər” instead of “səʊldʒər.”

According to Djumingin. S (2017:596), The calculated results of the affricative consonant test student B5 were 31 and 81 which was categorized as **Very Poor**.

f. Student B6

Student B6 showed low results, scoring 6 correct of 22 words. The students showed much difficulty in pronouncing the affricative consonant. In the ʃ sound, student B6 pronounced the ʃ sound correctly but added some of the sounds that were not included in the word. For example, “chair” is “tʃoer” instead of “tʃer,” and also the student B6 mispronounced ʃ sound into “t” in the word “nature” becomes “natur”

instead of “neɪtʃər.” As for the dʒ sound, student B6 showed much difficulty pronouncing it. The student tends to pronounce “j,” “c,” “s,” “g,” and “ch (tʃ)” rather than “dʒ.” For example, as in the table above,

student B6 mispronounced dʒ in word "magic" by pronouncing "meɪjɪk" instead of "mædʒɪk." and for the word "page" the student pronounced "peɪc" instead of "peɪdʒ."

According to Djumingin. S (2017:596), the calculated result of the affricative consonant test student B6 was 27 and 27 which was categorized as **Very Poor**.

g. Student B7

Student B7 showed good results with a score of 14 correct of 22 words. The students showed difficulties in pronouncing the affricative consonant. In the tʃ sound, student B7 made only one mistake in pronouncing the tʃ in the word "ketchup," student B7 pronounced "ketʃap" instead of "ketʃəp." As for the dʒ sound, student B7 showed much difficulty pronouncing it. The student tends to pronounce "j," "ɲ," "ch (tʃ)," and "d" rather than "(dʒ)" For example, as in the table above, student B7 mispronounced dʒ in the word "sponge" by pronouncing "spɔŋ" instead of "spʌndʒ." Furthermore, for the word "soldier," the student pronounced "soldər" instead of "səʊldʒər."

According to Djumingin. S (2017:596), the calculated result of the affricative consonant test student B6 is 63 and 63 which is categorized as **Fair**.

h. Student B8

Student B8 showed good results with a score of 17 correct of 22 words. The students showed little difficulty in pronouncing the affricative consonant. In the tʃ sound, student B8 made only one mistake in pronouncing the tʃ in the word "ketchup," student B8 pronounced "ketɕap" instead of "ketʃəp." As for the dʒ sound, student B8 showed some difficulty pronouncing it. The student tends to pronounce "j," "s," and "c" rather than "(dʒ)" For example, as in the table above, student B8 mispronounced dʒ in the word "jump" by pronouncing "jʌm" instead of "dʒʌmp," and the word "sponge" by pronouncing "spɔŋs" instead of "spʌndʒ."

With the calculated result of the affricative consonant test, student B6, according to Djumingin .S (2017:596), scored 77 and 27 which is categorized as **Good**.

i. Student B9

Student B9's result is high, scoring 21 correct out of 22 words. This student showed little difficulty in pronouncing affricative consonants. Student B9 only showed difficulty in pronouncing the word "June," where Student B9 pronounced "jun" instead of "dʒun:"

The calculated result of the affricative consonant test, student B9, according to Djumingin .S (2017:596), scored 95, and 45 which is categorized as **Excellent**.

j. Student B10

Student B10 showed good results, scoring 17 correct of 22 words. The students showed some difficulties in pronouncing the affricative consonant. In the tʃ sound, student B10 mispronounced the tʃ sound in the word “church,” and student B10 pronounced “kruc” instead of “tʃɜ:rtʃ,” and the word

“ketchup” by pronouncing “kecap” instead of “ketʃəp. “ Also, for the dʒ sound, student B10 showed some difficulty pronouncing it. The student tends to pronounce “j” and “s” rather than “(dʒ)” For example, as in the table above, student B10 mispronounced dʒ in the word “jump” by pronouncing “jʌm” instead of “dʒʌmp”, and the word “sponge” by pronouncing “spɔns” instead of “spʌndʒ”.

The calculated result of the affricative consonant test showed that student B6 scored 77 and 27 which is categorized as **good**, according to Djumingin .S (2017:596).

Based on the test already assessed, the most challenging consonant of affricative sound is dʒ. Moreover, the calculation of the percentage formula by Sudjana (2006:27) in EmiliyanaErawati et al. (2014), The researcher classified the percentage category into three levels which are excellent in the high ability level, good and fair in the average ability level, and poor and very poor at low ability level. 2 students were categorized as Excellent with high ability level, 2 students were classified as good and 2 students were classified as fair with average ability level, and 4 students categorized as poor with low ability. With the final scores of all students, the mean score result is 59,54 and classified according to Djumingin .S (2017:596) as **Poor**.

From the interview session, the researcher found information about the factors that cause pronunciation difficulties in pronouncing English affricative consonants. As mentioned in Chapter II, there are six factors of pronunciation difficulties. According to the interview, the most mentioned factor is linked to the theory of language origin and exposure. Most students stated that their mother language plays a significant role in language communication activities. As the theory mentioned in Chapter II, the pronunciation system in Indonesia differs from that in English, especially in English affricative consonants as assessed on the test results. For example, some students still pronounce tʃ and dʒ with “c” and “j”, which exist in the Indonesian pronunciation system.

Also, from the interview findings, the researcher found that the students with the highest score often speak English with their friends and practice their language, even outside the class. Unlike the student with the lowest score, the student with the lowest score did not use English often. Even in class, the students used their mother language to speak. The researcher also found that the students felt insecure when mispronounced words. Because of that pressure, the students had difficulties pronouncing the language and sometimes got confused between their mother language and English pronunciation systems.

In conclusion, the students do not understand affricative consonant sounds because of their habit of using their mother language and how they use English in their environment. With that, the students must improve their understanding of pronunciation, especially in affricative consonants.

CONCLUSION

The researcher tested 10 English Education Department students in a read-aloud test, with the highest result of 100 and the lowest score of 18,18. Moreover, 2 students were categorized as Excellent with a high ability level, 2 students were classified as good 2 students as fair with an average ability level, and 4 students as poor with low ability. The students' mean score is 59,54, which is classified as poor.

This data was counted and analyzed using Djumingin.S (2017:596). From the test result, the researcher found that the most challenging consonant to pronounce is $dʒ$.

The test results show that the students still lack pronunciation, especially in affricative consonants. They have difficulties with pronunciation because they are not exposed to much English in daily conversations, and they do not speak English well. The students must improve their pronunciation with various media or tools to keep practicing, especially in affricative consonants.

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