

THE ANALYSIS OF JUNIOR HIGH SCHOOL STUDENTS' PRONUNCIATION DIFFICULTIES IN PRONOUNCING ENGLISH CONSONANT SOUNDS IN PRIVATE COURSE IN JAMBI CITY

Agustina Luli Utami

Jambi University

February, 2018

E-mail: agustinaluliuta@gmail.com

ABSTRACT

This research was aimed to analyze students' pronunciation difficulties in pronouncing fricative and affricate consonant sounds in private course in Jambi city including the students' pronunciation of these particular sounds and the factors affects students' pronunciation difficulties. Qualitative descriptive was used as the research method by using pronunciation test and interview as the instruments. The researcher conducted the pronunciation test to analyze students' pronunciation of fricative and affricate consonant sounds; afterwards, interview was used to analyze the factors affects students' pronunciation difficulties. The result of this research shown that there are nineteen kinds of deviation of fricative and affricate sounds including the substitution of those particular sounds in all of the three positions and elision of sound that solely occurred in the pronunciation of /θ/ sound; and there are five factors affect pronunciation difficulties those are L1 interference, amount of language learning, English habits, phonological background knowledge, and motivation.

Key words: Pronunciation, consonant, difficulty, fricative, and affricate.

INTRODUCTION

To communicate properly, a correct and appropriate pronunciation is needed, as it affects very much on the understanding of the meaning of a word or utterance, especially in uttering English words. Even a single sound will lead into misconceptions. Moreover, English is supposed to be one of some languages that have a quite complicated and confusing pronunciation for learners in Indonesia because the phonological features of both languages are definitely different. Pronunciation will be a vital key to enabling students to communicate in English, in the move towards communicative goals (Matthew, 1997). In this case, many Indonesian learners are having their pronunciation difficulties, especially for Junior High School students which are beginners in English. The English pronunciation is complicated and confusing for learners, because the system of vowels and consonants have a lot of different sounds. This is the reason why it is so hard for non-native speakers to deal with the English pronunciation. Most Indonesian speakers decide English pronunciation based on the phonological pattern in first language or mother tongue. Hence, it is very difficult for them to acquire English while their mother tongue is still being a focus in communicating. Additionally, a particular sound which does not exist in the native language can therefore pose a difficulty for the second language learners to produce or some times to try to substitute those sounds with similar ones in their mother tongue (Zhang & Yin, 2009). Those students' pronunciation difficulties may be caused by a lot of factors which in this research it would be observed. When teach English in an private course, the researcher also find that almost all of

her students face the difficulties in uttering English words, especially pronouncing the words existed consonant sounds, such as Dental Fricative (/θ/ and /ð/), Palato Alveolar Fricative (/ʃ/ and /ʒ/) and Palato Alveolar Affricate (/tʃ/ and /dʒ/). By looking at the problem above, the pronunciation of English sounds should be noticed as an important subject in learning English. Based on the fact that Indonesian EFL learners are having difficulties in pronouncing English consonant sounds particularly Fricative and Affricate consonant sounds the researcher is interested to discussing “*The Analysis of Junior High School Students’ Pronunciation Difficulties in Pronouncing English Consonant Sounds in Private Course in Jambi City.*”

Regarding to the problems above, the researcher poses two questions in this research:

1. How do the students pronounce the sounds of Dental Fricative, Palato Alveolar Fricative, and Palato Alveolar Affricate?
2. What are the factors affecting students’ difficulties in pronouncing English sounds?

REVIEW OF RELATED LITERATURE

Gilakjani (2012) define pronunciation as an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. This research absolutely discuss about the study of Phonology. Phonology is the branch of linguistics which investigates the ways in which sound are used systematically in different language to form words and utterances (Katamba, 1989). If phonology deals system and pattern of sounds which exist within particular languages, phonetics, on the other hand, deals with the physical reality of speech sound (Harmer, 2000, p. 9). Additionally, according to Katamba (1989), phonetics is the study of the inventory of all speech sound which human are capable of producing. According to Gilakjani (2012), in the context of English language teaching (ELT), pronunciation is an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of input received and output produced. The most important thing in this pronunciation instruction is, teacher is the model for their students, so first of all they should have a good pronunciation, otherwise, they can harm their own students.

English and Indonesian Consonants

Table.1 The Classification of English Consonant Sounds

Voicing Manner		Place of Articulator							
		Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	VL	p			t			k	h
	V	b			d			g	
Fricative	VL		f	θ	s	ʃ			
	V		v	ð	z	ʒ			
Affricate	VL					tʃ			
	V					dʒ			
Nasal	VL								
	V	m			n	ɳ			
Lateral	VL				l				
	V								
Aproxi-mant	VL	w					j		
	V					r			

Table.2 Indonesian Consonant Sounds

Vibration Manner		Place of Articulation						
		Bilabial	Labio-dental	Alveolar	Palatal	Velar	Laringal	Glotal
Stop	VL	p		t	c	k		ʔ
	V	b		d	ɟ	g		
Fricative	VL		f	s			h	
	V			z				
Liquid	V			l				
Trill	V			r				
Nasal	V	m		n	ɲ	ŋ		
Semi-Vocal	V		w		y			

RESEARCH METHODOLOGY

Qualitative descriptive was used as the research method by using pronunciation test and interview as the instruments. The researcher conducted the pronunciation test to analyze students' pronunciation of fricative and affricate consonant sounds; afterwards, interview was used to analyze the factors affects students' pronunciation difficulties.

FINDINGS AND DISSCUSSION

Students' Pronunciation of Fricative and Affricate Consonant Sounds

A. The Pronunciation of /θ/

The English sound /θ/ is defined as a voiceless dental fricative which made by placing the tip of tongue between the upper and lower teeth and the air is released gradually through a narrow opening in the mouth crossing friction without any vibration. The pronunciation of /θ/ by the participants is shown in the table below.

Table.3 the Deviation of /θ/

Position	Words	Standard Phonetic Transcription	Students' Actual Pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Third	/θɜːd/	/terd/	/ðərd/	/thiərd/	/thərd/	/tərd/	θ → ð θ → t θ → th
	Thursday	/θɜːrzdɪ/	/thrəsder/	/thursdeI/	/thursdaI/	/thursdeI/	/tursdeI/	
	Thought	/θɔːt/	/thug/	/ðogh/	/thoug/	/thoug/	/thoug/	
Medial	Birthday	/ˈbɜːθdeI/	/bərtdeI/	/bərtdeI/	/birtdaI/	/bərtdeI/	/birtdaI/	θ → th θ → t θ → Ø
	Anything	/eniθɪŋ/	/itiŋ/	/enithɪŋ/	/enithiŋ/	/enitiŋ/	/enitiŋ/	
	Monthly	/mʌnθli/	/montli/	/montli/	/monti/	/montli/	/manli/	
Final	Health	/helθ/	/helt/	/helt/	/helt/	/helt/	/hɒlt/	θ → t
	Worth	/wɜːrθ/	/wɜːrt/	/wort/	/wort/	/wort/	/wort/	
	Bath	/bæθ/	/bit/	/bet/	/bet/	/bet/	/bet/	

/θ/ pronounced as /ð/. In this occurrence, the /θ/ sound was substituted by /ð/ sound. In this deviation, the students altered only the feature of this particular sound. /θ/ which categorized as voiceless dental fricative was replaced with /ð/ which is voiced dental fricative; meaning that in the production of this deviation, the students vibrated their vocal cords so /ð/ was being articulated. Both sounds belong to the same manner of articulation; both are dental and

fricative sounds. Table 3 shows that this deviation only occurred in the medial position of a word. /θ/ was substituted by /ð/ existed before a vowel such as in the word *third* and *though* which pronounced as /ðərd/ and /ðoʊg/.

/θ/ pronounced as /t/. Table.3 shows that /θ/ was often deviated /θ/ to /t/ in the initial, medial, and final position. It could be happened since both /θ/ and /t/ sounds are similar in one thing that is both of them are voiceless sound. Moreover, when the students replaced /θ/ with /t/, they changed two important features of /θ/. It was the same as Tiono & Yostanto's (2008) that elaborated "they changed the place of articulation of /θ/ from dental to alveolar and the manner of articulation from fricative to plosive in which they stopped the airstream from a brief of time and released it abruptly, creating stop instead of fricative." In initial position of a word, /θ/ was replaced with /t/ before a vowel such as in the word *third* pronounced as /tərd/; and the word *thursday* pronounced as /tursdeɪ/. In medial position, /θ/ was replaced with /t/ between two consonants such as in the word *birthday* pronounced as /bɜrtdaɪ/. In the final position of the word /θ/ was replaced with /t/ after a consonant such as in the word *health* pronounced as /helt/.

/θ/ pronounced as /th/. The second deviation occurred due to the fact that the students changed the sound of /θ/ with /th/ in initial and medial position. This deviation is closely similar with the first deviation that is the substitution of /θ/ with /t/. In this case, the students aspirated the /t/ sound they made. On this particular deviation, the students still produced the right state of the vocal cords for the sound required, that is, voiceless. On the other hand, they also deviated the place and manner of articulation, from dental to alveolar and from fricative to stop. In the initial position of a word, /θ/ was replaced with /th/ before a vowel such as in the word *third* pronounced as /thərd/, the word *thursday* pronounced as /thursdeɪ/. In medial position, /θ/ was replaced with /th/ between two consonants such as in the word *birthday* pronounced as /bɜrtdaɪ/; and between two vowels such as in the word *anything* pronounced as /enɪθɪŋ/.

/θ/ pronounced as Ø. The last deviation of /θ/ was the elision of this sound. It was happen when the student completely deleted this voiceless dental fricative sound in their articulation. The elision of /θ/ only happened in the medial position between two consonants, as in the word *montly* that pronounced as /manli/.

B. Pronunciation of /ð/

/ð/ is another English consonant sound does not exist in Indonesian phonetic system and it is classified as a voiced dental fricative. This particular sound is produced by placing the tip of the tongue between the upper and lower lip and the air is released gradually through a narrow opening in the mouth causing friction.

Table.4 the Deviation of /ð/

Position	Words	Standard Phonetic Transcription	Students' actual pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Then	/ðen/	/ðɪn/	/ðen/	/tɪn/	/ðen/	/dæn/	/ð/ → /d/ /ð/ → /t/ /ð/ → /th/
	They	/ðeɪ/	/deɪ/	/ðeɪ/	/teɪ/	/ðeɪ/	/deɪ/	
	There	/ðeə(r)/	/θɪr/	/ðer/	/təɾə/	/ðer/	/dər/	

Medial	Together	/təˈgeðə(r)/	/tugeðər/	/thugeðər/	/togeðər/	/tugeðər/	/tugeðər/	/ð/ → /d/ /ð/ → /t/ /ð/ → /th/
	Other	/ʌðə(r)/	/vðər/	/vðər/	/vðər/	/oðər/	/oðər/	
	Although	/əˈləʊə/	/vltug/	/alðəʊə/	/vltoug/	/vlt hog/	/altoug/	
Final	With	/wɪð/	/wɪt/	/wɪt/	/wɪt/	/wɪt/	/wɪt/	/ð/ → /t/
	Breath	/briːð/	/brit/	/bəreit/	/breɪt/	/breːt/	/beːrt/	
	Bathe	/beɪð/	/bit/	/bet/	/bet/	/bet/	/bet/	

/ð/ pronounced as /d/. In this occurrence the sound /ð/ as a voiced dental fricative was replaced with /d/ which is a voiced alveolar stop. The students produced both sound with the same characteristic, namely voiced. However, the two important elements of /ð/ were deviated when they articulated /d/. Those elements are the different place and manner of articulation of both sounds. Properly, to make the sound /ð/, the tip of the tongue is put behind the upper front teeth. Yet, in this case, the students put the front part of the tongue on their alveolar ridge. In terms of manner of articulation, /ð/ should be produced with almost blocked airstream being pushed through the narrow opening and as a result creating hissing noise. Yet, the students completely stopped the airstream and then released it abruptly resulting on a very different manner of articulation, that is, stop. The substitution of /ð/ with /d/ occurred in the initial and medial position of a word. In initial position, /ð/ was replaced with /d/ before vowel as in the word *they* pronounced as /deɪ/, and the word *there* pronounced as /dər/. In the medial position, /ð/ replaced with /d/ between two vowels such in the word *other* pronounced as /odər/. The substitution of /ð/ with /d/ did not happen in the final position.

/ð/ pronounced as /t/. The second deviation in the pronunciation of /ð/ is the substitution of /ð/ with /t/. Table 4 shows that /ð/ was substituted with /t/ in all of the positions of the word. In this deviation, the students completely altered all of the elements of /ð/. Firstly, in terms of state of vocal cords, they did not vibrate their vocal cord since /ð/ sound is voiced and /t/ is voiceless. Secondly, the place of articulation which /ð/ should be dental sound but they constructed them into alveolar sound. Finally, they produced a stop rather than a fricative sound in the term of manner of articulation. In initial position of a word, /ð/ was replaced with /t/ such as in the word *then* pronounced as /tɪn/, the word *they* pronounced as /teɪ/, and the word *there* pronounced as /thɪr/. In the medial position, /ð/ was replaced with /t/ between consonant and vowel such as in the word *although* pronounced as /vltug/ and /altoug/. The substitution of /ð/ with /t/ in the final position existed in all of the words given; those are *with*, *breath*, and *bit*. The substitution of /ð/ with /t/ in final position existed after vowel such as *wit/* and */wɪt/* in the word *with*, */bəreit/*, */brit/*, */breɪt/*, and */breːt/* in the word *breath*, */bet* and */bit/* in the word *bit*.

/ð/ pronounced as /th/. The last deviation of /ð/ sound was the substitution of /ð/ with /th/. Similar to the Similar to the second deviation, in the substitution of /ð/ with /th/, voiced dental fricative was being replaced with voiceless alveolar stop. The difference of the second and this deviation was that /th/ is the allophone of /t/. As explained by Tiono & Yostanto (2008) since allophone is a phoneme's variation, it shares the same elements of sound production as the phoneme. It usually occurs only in certain positions within a word. In the deviation the students made, they aspirated the /t/ sound as the substitution of the letters 'th' that should be articulated as /ð/. The substitution of /ð/ with /th/ sound happened in the initial and medial

position of a word. In the initial position, /ð/ substituted with /th/ before a vowel as in the word *there* which pronounced /thir/. In the middle position, /ð/ substituted with /th/ between consonant and vowel as in the word *although* which pronounced /ɒltoug/.

A. Pronunciation of /ʃ/

The English sound /ʃ/ is described as voiceless palate alveolar fricative. This particular sound is made by placing the front part of the tongue toward the roof of the mouth. The tongue touches the ridge and hard palate. The lips are rounded slightly.

Table.5 The Deviation of /ʃ/

Position	Words	Standard Phonetic Transcription	Students' actual pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Ship	/ʃɪp/	/sɪp/	/ʃɪp/	/sɪp/	/ʃɪp/	/sɪp/	/ʃ/→/s/
	Shoe	/ʃu/	/su/	/su/	/so/	/ʃu/	/so/	
	She	/ʃi/	/sɪ/	/sɪ/	/sɪ/	/ʃi/	/sɪ/	
Medial	Special	/ˈspeʃl/	/speʃəl/	/speʃəl/	/spesil/	/speʃəl/	/speʃiəl/	/ʃ/→/s/
	Cashier	/kæʃɪə(r)/	/kəʃɪər/	/cisər/	/kesər/	/keʃɪər/	/cesɪn/	
	Finishing	/fɪnɪʃɪŋ/	/finisɪŋ/	/fɪnɪʃɪŋ/	/finisɪŋ/	/fɪnɪʃɪŋ/	/finisɪŋ/	
Final	English	/ˈɪŋɡlɪʃ/	/ɪŋɡlɪs/	/eŋɡlɪs/	/eŋɡlɪs/	/eŋɡlɪs/	/eŋɡlɪs/	/ʃ/→/s/
	Wash	/wɑʃ/	/wos/	/wos/	/was/	/wɑʃ/	/was/	
	Smash	/smæʃ/	/smes/	/smes/	/smes/	/smes/	/smes/	

As shown in the table above, the learners made only one deviation of /ʃ/ by replacing this particular sound with /s/ in all of the three position of a word. The English sound /ʃ/ is described as voiceless palate-alveolar fricative. This particular sound is made by placing the front part of the tongue toward the roof of the mouth. The tongue touches the ridge and hard palate. The lips are rounded slightly. 5 shows that the subjects tended to make errors in pronouncing /ʃ/ in all of three positions, but they made merely one kind of deviation, that is, /ʃ/ was replaced with /s/ since both sounds belong to the same manner of articulation which is fricative and in terms of the vocal cords which /ʃ/ and /s/ are both voiceless sounds. The distinction is only on the place of articulation: /ʃ/ is palate alveolar sound while /s/ is alveolar sound. The substitution of /ʃ/ with /s/ occurred in all of the three positions of a word. In all of those three positions, the substitution of /ʃ/ with /s/ existed near side the vowel. /s/ substituted /ʃ/ in the initial position before a vowel, for example in the students' pronunciation of the words *ship* which pronounced as /sɪp/. In the medial position, /ʃ/ was substituted with /s/ between two vowels for example in the words *special* which pronounced as /spesi/. In the final position, /ʃ/ was substituted with /s/ after a vowel, for example the words *English* which pronounced as /ɪŋɡlɪs/.

B. Pronunciation of /ʒ/

Another English consonant sounds that is difficult for Junior Highs School students to pronounce was /ʒ/ which known as a voiced palate alveolar fricative. Consequently, the nonexistence of palate-alveolar fricative phoneme /ʒ/ in Indonesian phonological system permits the reaction of utterances the other sounds that have a quite similar voicing.

Table.6 the Deviation of /ʒ/

Position	Words	Standard Phonetic Transcription	Students' actual pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Genre	/ˈʒɑ:nrə/	/genre/	/ʒenre/	/genərə/	/ʒenre/	/ʒenre/	/ʒ/→ /ʒ/
Medial	Usually	/ˈju:ʒuəli/	/usli/	/juzuali/	/usli/	/jusuali/	/jusuali/	/ʒ/→ /z/
	Unusual	/ʌnʒu:ʒəl/	/unusul/	/junuzual/	/unusul/	/ʌnʒusuəl/	/junusual/	
	Treasure	/ˈtreʒər/	/crisər/	/thrizər/	/thresur/	/trisər/	/trouser/	
Final	Garage	/ˈgæra:ʒ/	/gəreg/	/gəreg/	/gəræg/	/geretʃ/	/gənəreg/	/ʒ/→ /g/
	Mirage	/mɪra:ʒ/	/mirg/	/mireig/	/miræg/	/miretʃ/	/mireg/	
	Prestige	/presti:ʒ/	/prisig/	/prestʌlg/	/prestig/	/prəstʌlg/	/prestig/	

/ʒ/ pronounced as /ʒ/. The first deviation was the substitution of /ʒ/ with /ʒ/ which that the sound of voiced palatal fricative was being replaced with the sound of voiced palatal stop. In this deviation, the students altered only one feature of /ʒ/, that is, the manner of articulation. On the subject of the manner of articulation, they replaced the fricative sound with the stop sound, which means that they made an abrupt release of the air stream after stopping it completely when they theoretically should produce a ‘hissing noise’. Then, when dealing with the movement of the air, they made a sudden release of the blocked air stream instead of released the articulators slightly to produce friction. In the initial position of a word, this deviation occurred before a vowel, as in the word *genre* which should be pronounced as /ˈʒɑ:nrə/, they pronounced it as /ʒenre/.

/ʒ/ pronounced as /g/. The next deviation was the substitution of /ʒ/ with /g/: /ʒ/ is generally voiced palatal fricative, whereas /g/ is essentially voiced velar stop. Initially the students managed to produce the sound in the correct state of articulation in which they vibrated their vocal cords. However, in terms of place and manner of articulation, they produced deviation since they raised the front part of their tongue to the hard palate instead of raising the front part of the tongue to the hard palate, and also for the reason that they stopped the air stream completely before releasing it abruptly when they actually should create ‘hissing noise’. Accordingly, it is apparent that the students generated deviation when replacing /ʒ/ with /g/. This deviation did not happen in the medial position of a word. In initial position of a word, /ʒ/ was replaced with /g/ when it occurred before a vowel such as in the word ‘genre’ /gɜ:nrɜ:/, unfortunately they pronounced it as /genre/.

/ʒ/ pronounced as /z/. The third deviation was the replacement of /ʒ/ with /z/. During the production of /z/ the blade of the tongue is in contact with the teeth ridge but still allows air to escape gradually through hole in the mouth. In this replacement of voiced palatal fricative with voiced alveolar fricative, the students altered only one feature of /ʒ/. The students in making this deviation replaced the place of articulation from palatal to alveolar. It means that they placed the front part of their tongue on the alveolar ridge rather than raised it to the hard palate. Hence, it is clear that by producing /z/ instead of /ʒ/, they deviated the sound /ʒ/. The substitution of /ʒ/ with /z/ occurred in the medial position of a word. The deviation existed between two vowels as in the word *usually* that should be pronounced as /ˈju:ʒuəli/ but they pronounced it as /juzuəli/.

/ʒ/ pronounced as /s/. The last deviation was the replacement of voiced palatal fricative /ʒ/ with voiceless alveolar fricative /s/. In this deviation, the students once again altered two features of the sound /ʒ/, that is, the state of the vocal cords and the place of articulations. For one thing, in producing this deviation they did not vibrate their vocal cords as what is required in the sound production of /ʒ/. Then, in terms of place of articulation, they yet again replaced palatal sound with alveolar sound. In initial position of a word, /ʒ/ was replaced with /s/ when it occurred between two vowels as in the word *unusual* which should be pronounced as /ʌnju:ʒəl/ but they pronounced it as /ʌnju:səl/.

/ʒ/ pronounced as /tʃ/. The substitution of voiced palatal fricative /ʒ/ with voiceless palatal affricate /tʃ/ was another deviation found in the students' pronunciation. This deviation was the same as the finding of Tiono & Yostanto (2008) that stated "in producing this deviation, the students did not vibrate their vocal cords even when they were required to vibrate them, and they made a friction when they should produce 'hissing noise'." This deviation only occurred in the final position of a word. The substitution of /ʒ/ with /tʃ/ existed after a vowel such as in the words *garage* and *mirage* which pronounced as /geretʃ/ and /miretʃ/.

C. Pronunciation of /tʃ/

Another English consonant sound analyzed is /tʃ/ which categorized as a voiceless palato-alveolar affricate sound. Similar with another consonant sounds analyzed in this research; /tʃ/ does not exist in Indonesian phonetic system.

Table.7 the Deviation of /tʃ/

Position	Words	Standard Phonetic Transcription	Students' actual pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Child	/tʃaɪld/	/cild/	/tʃɪld/	/kild/	/cild/	/cild/	/tʃ/→/c/ /tʃ/→/k/
	Cheap	/tʃi:p/	/cip/	/tʃi:p/	/kip/	/cip/	/cip/	
	Church	/tʃɜ:rtʃ/	/curtʃ/	/kartʃ/	/kɜr/	/cɜrtʃ/	/cus/	
Medial	Picture	/ˈpɪktʃər/	/pɪkcər/	/pɪkcər/	/pɪkthur/	/pɪkcər/	/pɪkcur/	/tʃ/→/c/ /tʃ/→/th/
	Purchase	/ˈpɜ:rtʃəs/	/parces/	/pərcis/	/purcel/	/purcel/	/pu:tʃ/	
	Matching	/mætʃɪŋ/	/miciŋ/	/metʃɪŋ/	/metciŋ/	/metciŋ/	/matʃɪŋ/	
Final	Catch	/kætʃ/	/citʃ/	/ketʃ/	/keth/	/ketʃ/	/catʃ/	/tʃ/→/th/
	March	/mɑ:rtʃ/	/martʃ/	/martʃ/	/martʃ/	/martʃ/	/mark/	
	Watch	/wɑ:tʃ/	/watʃ/	/witʃ/	/wɒth/	/wotʃ/	/watʃ/	

/tʃ/ pronounced as /c/. Table.7 shows that /tʃ/ was often substituted with /c/ in the initial and medial position. In the production of /tʃ/, it is pronounced with rounded lips, but the phoneme /c/ in Indonesian uttered with the tongue that is usually very far back in the mouth, and is also pronounced with spread lips by Indonesian speakers Pallawa & Alam (2007). This finding was the same as Pallawa & Alam (2007) that mentioned "the English /tʃ/ emerges in word initial, medial, and final positions, but the Indonesian /c/ occurs only in initial and medial positions". It could be happened since both /tʃ/ and /c/ sound share one thing in common that is both of them are voiceless sound. In this occurrence, the students replaced voiceless palato-alveolar affricate sound with voiceless palato stop sound. It means that in replacing /tʃ/ with /c/, they had deviated only one kind of characteristics of /tʃ/. In this deviation, they deviated

the manner of articulation from affricate from affricate to stop which is shown by sudden release of the blocked air stream. In initial position of a word, /tʃ/ was substituted with /c/ existed before a vowel such as in the word *child* that pronounced as /cild/, *cheap* pronounced as /cip/, and *church* pronounced as /curtʃ/. In the medial position, /c/ substituted /tʃ/ between consonant and vowel such as in the word *picture* pronounced as /pikcər/, *purchase* pronounced as /purceɪs/, and *matching* pronounced as /metciŋ/.

/tʃ/ pronounced as /k/. In making this deviation, the students altered the two features of /tʃ/. If observed from the three essential features (i.e. the state of the vocal cords, the place of articulation, and the manner of articulation), those two sounds are almost completely different. Aside from the fact that both of them are voiceless sounds, the place and manner of articulation of both sounds are dissimilar. First of all, /tʃ/ has a completely different place of articulation from /k/. The first sound is made in palatal, whereas the latter sound is produced in velar. It means that /tʃ/ is produced if the front part of the tongue is raised to the hard palate, while /k/ is produced when the back of the tongue is positioned against the velum. Then, the next feature they deviated was the manner of articulation. Essentially, /tʃ/ is an affricate sound, still they articulated it in a very different manner that is, stop, and producing /k/ instead of /tʃ/. The substitution of /tʃ/ with /k/ occurred in the initial and final position of a word. In initial position, it was existed before a vowel, for example in the word *child* pronounced as /kild/. In final position of the word, /tʃ/ was substituted with /k/ in only one occurrence before a consonant that is in the word *march* pronounced as /mark/.

/tʃ/ pronounced as /th/. The last deviation of /tʃ/ sound was the substitution of /tʃ/ with /th/. This deviation is closely similar with /t/ sound but they aspirated the sound they made. In the substitution of /tʃ/ with /th/, voiceless palato alveolar affricate was being replaced with voiceless alveolar stop. In this case, the students changed the two elements of this particular sound. Firstly, they altered the place of articulation from palate alveolar into alveolar. Secondly, they altered the affricate sound into stop. However, they still produced the right state of the vocal cords, that is, voiceless. The substitution of /tʃ/ with /th/ existed in medial and final position of the word. In medial position, it occurred between consonant and vowel as it is clarified in the word *picture* pronounced as /pikthur/. In final position, it was existed after a vowel such as in the word *catch* pronounced as /keth/ and *watch* pronounced as /wɒth/.

D. Pronunciation of /dʒ/

The next distinct English sound analyzed in this research was /dʒ/. Most Indonesian speakers are confused of this particular sound since it is not found in Indonesian phonetic system. In order to make this particular sound appropriate, a person should pay attention to its specific sound production. Based on the state of the vocal cords, /dʒ/ is categorized as a voiced sound; it is a palatal sound based on its place of articulation; and an affricate sound based on the manner of articulation. Table.8 shows that there are four kinds of deviations occurred in the pronunciation of the voiced palatal alveolar affricate sound /dʒ/.

Table.8 the Deviation of /dʒ/

Position	Words	Standard Phonetic Transcription	Students' actual pronunciation					Deviation
			P1	P2	P3	P4	P5	
Initial	Ginger	/dʒɪndʒər/	/gɪŋər/	/gɪnjər/	/gɪŋər/	/jɪnjər/	/gɪŋər/	/dʒ/→/g/

	General	/dʒenərəl/	/ʃenərəl/	/ʃenərəl/	/ʒenərəl/	/ʒenərəl/	/dʒenərəl/	/dʒ/→/j/
	Geography	/dʒi:əgrəfi/	/geograpi/	/geogrepi/	/geographi/	/geogrefi/	/geograpɪ/	
Medial	Vegetable	/ˈvedʒtəbəl/	/fegetabəl/	/fegetabəl/	/fegetabəl/	/fejetebəl/	/fedʒetebəl/	/dʒ/→/g/ /dʒ/→/d/
	Individual	/ˌɪndɪvɪdʒuəl/	/ˌɪndɪfɪduəl/	/ˌɪndɪfɪduəl/	/ˌɪndɪfɪduəl/	/ˌɪndɪfɪduəl/	/ˌɪndɪfɪduəl/	
	Manager	/ˈmænɪdʒər/	/menegər/	/menejər/	/menedʒər/	/menejər/	/menedʒər/	
6Final	Message	/ˈmesɪdʒ/	/misig/	/misheig/	/meseg/	/mesetʃ/	/meseg/	/dʒ/→/g/ /dʒ/→/tʃ/ /dʒ/→/d/
	Bridge	/brɪdʒ/	/brʌɪd/	/brɪg/	/brɪdʒɪ/	/brɪtʃ/	/brɪg/	
	Page	/peɪdʒ/	/pɪg/	/peg/	/peg/	/peɪg/	/peg/	

/dʒ/ pronounced as /g/. The first deviation in the pronunciation of /dʒ/ was the substitution of /dʒ/ with /g/. This substituted sound exist in all of the position of the word; initial, medial, and final. In this deviation, students replaced voiced palate alveolar affricate sound with voiced velar stop. However, these two sounds have the same state of vocal cords; voiced, meaning that the vocal cords are vibrated in the production of both sounds. Yet, /dʒ/ and /g/ are very different in the terms of place and manner of articulation. To produce palatal sound, the front part of the tongue has to be raised in the hard palate, while velar is produced when the back of the tongue is positioned against the velum. In terms of manner of articulation, to produced affricate sound the airstream is completely stopped briefly and then the articulators are released slightly in order to generate friction, while stop is made if the airstream is completely stopped in the oral cavity for a brief period, and then released abruptly. The substitution of /dʒ/ with /g/ occurred in all of the position of the word. In initial position it existed before a vowel for example in the words *ginger* pronounced as /gɪŋər/, *general* pronounced as /ʒenərəl/, and *geography* pronounced as /geograpi/. In medial position /dʒ/ was substituted with /g/ between two vowels such as in the word *vegetable* which pronounced as /fegetabəl/ and *manager* pronounced as /menegər/. In the final position, there are two possibilities /dʒ/ was substituted with /g/. Firstly, it existed after a vowel such as in the words *message* pronounced as /misheig/, *bridge* pronounced as /brɪg/, and *page* pronounced as /peg/. Secondly, it existed between a vowel and a consonant as in the word *bridge* which pronounced as /brɪdʒɪ/.

/dʒ/ pronounced as /j/. Basically, the sounds of /dʒ/ and /j/ can be considered as the same sounds as mentioned in Pallawa & Alam (2007), especially if the two sounds are observed from the state of the vocal cords and the place of articulation. This phoneme /dʒ/ in English also puts the students get troubles articulate English words. Pallawa & Alam (2007) highlighted that the phonemic opposition of the English phoneme /dʒ/ comes out in three positions in English words; it can be in the word initial, medial, and final positions, but the Indonesian phoneme /j/ just appears in word initial and medial positions. The /dʒ/ in English is rounded but the /j/ in Bahasa Indonesia is not. In English, this phoneme /dʒ/ is voiced palate-alveolar, while /j/ in Indonesian is voiced palatal stop. Those two sounds are voiced sounds, which mean that they are produced with the vibration of the vocal cords. Then, /dʒ/ and /j/ are produced if the front part of the tongue is raised to the hard palate, which indicates that those two sounds are categorized as palatals. Nonetheless, those two sounds are differentiated by noticing their manners of articulation. The finding of this study showed that the occurrence of this substitution of /dʒ/ with /j/ appeared only in the initial position. As Pallawa & Allam (2007) explained that the appearance of /dʒ/ can be in the word initial,

medial, and final positions, but the Indonesian phoneme /j/ just appears in word initial and medial positions. This substitution existed before a vowel for example in the word *ginger* which pronounces as /dʒɪndʒər/ but they pronounced it as /jɪnʒər/.

/dʒ/ pronounced as /d/. The next deviation was the substitution of /dʒ/ with /d/. This particular deviation is closely similar with the previous deviation; the substitution of /dʒ/ with /g/. Firstly, /dʒ/ and /d/ have the same state of the vocal cords that is, voiced. Secondly, in the substitution of /dʒ/ with /d/, the place and manner of articulation of both sounds are different. The place of articulation of /dʒ/ is palatal, meaning that produced when the speaker raises the front part of the tongue to the hard palate, while /d/ is an alveolar, which produced by placing the front part of the tongue on the alveolar ridge. In terms of manner of articulation, /dʒ/ is an affricate sound, and /d/ is produced by briefly stopping the airstream and therefore known as a stop. The substitution of /dʒ/ with /d/ occurred in medial and final position of a word. In medial position it existed between consonant and vowel as in the word *individual* which pronounced as /ɪndɪfɪdʒəl/. In final position, the substitution of /dʒ/ with /d/ existed after a vowel as the word *bridge* pronounced as /braɪd/.

/dʒ/ pronounced as /tʃ/. The last deviation of pronunciation of /dʒ/ was the substitution of /dʒ/ with /tʃ/. This deviation shows that the students replaced the voiced palato alveolar affricate sound with voiceless palato alveolar affricate. From the categories of both sounds it can be concluded that /dʒ/ and /tʃ/ is closely similar on the elements of the sound, except the state of the vocal cords. Instead of the producing the vibration in their articulation, they eliminated the vibration causing voiceless sound to be heard. The substitution of /dʒ/ with /tʃ/ occurred only in the final position of a word. This substitution occurred after a vowel as in the word *bridge* /brɪdʒ/ however they pronounced it as /brɪtʃ/.

4.2.1 Factor Affecting Pronunciation Difficulties

L1 Interference. Interference from the first language is likely to cause difficulties in pronouncing the sounds of target language. As supported by Zhang & Yin (2009) that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. Most of the participants reported that they find it difficult to pronounce several English words, including consonant sounds within its word. Most researchers agree that the learners' first language influences the pronunciation of the target language and is a significant factor accounting for foreign accent, so it is likely to cause errors in aspiration, stress, and intonation (Zhang & Yin, 2009). The interference from Indonesian to English also proved by students' cultural background. As explained by Mathew (1997) there is a little doubt that our speech organs are controlled by habits. The dialect by habits could interfere the way people pronounce the sounds of target language. In sum, interference from Indonesian to English is likely to cause students' pronunciation difficulty since they are accustomed with their own phonological system.

Amount of Language Learning. Language input, certainly whether it is inside or outside the classroom is a primary source of language acquisition. Some of the learners interviewed in this research expressed that they are beginners in English meaning that they have just gotten less of language input. According to Gilakjani (2012), learners acquire language primarily from the input they receive and they must receive large amounts of comprehensible input

before they are required to speak. Hence, it can be noticed that if the students receive only a small amount of input, it is hard for them to acquire the target language. This short term of language learning showed that they have not accustomed with English however only in school and any additional class even less in other areas. It means that the period of language learning may affect to their pronunciation achievement to the target language in the context of language learning in Indonesia.

English habits. Language skill of someone is not merely improved in EFL classroom only, but it can also be improved by doing such kinds of activities that affects to language skill of someone. In this case, it is called as English habits. The most uncommon activity they did was reading English literacy. Even reading is absolutely a good way that may improve students' skill in the target language. As strengthened by Zhang (2013), reading the text aloud can help students to get a more profound impression about it and practice their pronunciation and intonation. Harmer (2000, p. 21) also expressed that listening and reading activity have a good impact in students' pronunciation improvement. As supported by Chaira (2015) sound imitating is another suitable method to acquire a (target) language. Zhang (2013) mentioned that when people are listening to the target language, this also helps to develop speaking skills. The English habits asked in this research are categorized as receptive skill which is regarding to Zhang's statement it affects to productive skill. In conclusion, the advantage of several English habits above will absolutely improve students' achievement of their target language if they are accustomed to do these habits in their daily life. Otherwise, if students do not accustom to do English habits, then there is no such advantage.

Phonological Background Knowledge. All of the results gathered from the interview section reported that they had problem in the aspect of English pronunciation namely phonetic transcription. In the previous chapter it has been explained that students' difficulty in phonetic transcription affects very much to students' pronunciation achievement. Moreover, in this case the students unfortunately did not even know about phonetic symbol. So they found it difficult to differentiate two or more sounds which in English it is absolutely lead into misconception. According to Harmer (2000), the difficulties that individual learners may have from the concept of English phonological system that the concept of this may be new for the learners. Hence, it affects to how they pronounce particular sounds without any understanding about that kind of phonological feature. Since their inexperience about the kinds of English phonological feature, they used Indonesian phonological system that they are accustomed to in producing English words which existed particular English sounds. Due to the fact that they have disabilities of English phonological items, they had difficulties and tended to make deviation while pronouncing particular English sounds by replacing those sounds with the closest voicing they are familiar with.

Motivation. Another problem found in the interview section was student's motivation. From all of the five participants, there is one student who reported that she has no effort when she felt difficult to pronounce English words Motivation is a physical move from the inside of the students themselves that cause learning process ensuring the learning process and gives causes for a goal (Kenworthy, 1897). In this case, students have pronunciation difficulty since they have no desire to do well in learning the target language. Someone who wants to be success in learning but there is no motivation from themselves so they will not be successful. Maturing English pronunciation cannot be abandoned from motivation, the more effort they

have to pronounce English well the more successful they are in English pronunciation. On the other hand, students who have no motivation in learning obviously stuck on their mistake because they have no efforts to improve their disabilities.

CONCLUSION

In sum, the participants made twenty kinds of deviation. The twenty kinds of deviation included the substitution of /θ/ with /ð/, /t/, /th/, and elision of /θ/ sound, the substitution of /ð/ with /d/, /t/, and /th/, the substitution of /ʒ/ with /j/, /g/, /z/, /s/, and /dʒ/, the substitution of /tʃ/ with /c/, /k/, and /th/, the substitution of /dʒ/ with /g/, /j/, /d/, and /tʃ/, and the last, in the pronunciation of /ʃ/ all of the students only deviated this particular sound by substituted /ʃ/ with /s/ in all of the three position. Hence, it can be concluded that /ʒ/ named as voiceless palate-alveolar affricate create many deviations produced by the students as the representation of their difficulty in pronouncing English consonant sounds if compared to the other four consonant sounds observed. Secondly, the interview section shows that there were five factors affecting students' pronunciation difficulties; L1 interference, amount of language learning, English habits, phonological background knowledge, and learner's motivation.

REFERENCE

- Katamba, Francis. (1989). *An Introduction to Phonology*. USA: Longman.
- Mathew, I. B. (1997). Errors in pronunciation of consonants by Indonesian, Gayo and Acehese learners of English as a foreign language. Retrieved from <http://ro.ecu.edu.au/theses/904>
- Zhang, F., & Yin, P. (2009). A study of pronunciation problems of english learners in China. *Asian Social Science*, 5 (6), 141-146. Retrieved from: www.ccsenet.org/journal.html
- Gilakjani, A. P. (2012). The Goal of Pronunciation Instruction. *International Journal of Language Teaching and Research* 1(1), 4-8.
- Harmer, J. (2000). *How to Teach Pronunciation*. England: Longman.
- Tiono, N. I. & Yostanto, A. M. (2008). A study of English phonological errors produced by English department students. *Petra Christian University*, 10(1), 79-112.
- Pallawa, B. A., & Alam, A. F. A. (2007). A comparative analysis between English and Indonesian phonological systems. *International Journal of English Language Education*, 1 (3), 2325-088. doi:10.5296/ijelev1i3.3892