

CHAPTER I

INTRODUCTION

1.1 Background Research

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 to learn, 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.

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.

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].

In this research, the researcher aims to research affricative consonants in the English education program at Universitas Jambi students' pronunciation of affricative consonants to know the ability and the factors in students' difficulties pronouncing the affricative consonants by using the mixed method with the descriptive approach, different from previous research, which was in the first article by Wulandari et al. (2022), this research only focuses on the student's ability to pronounce fricative and affricative consonant in junior high school and this research using quantitative method.

The second article by Andriani (2021), this research examines students with Indonesian as their first language who struggle with English pronunciation. This research was conducted statistically and descriptively in seventh-grade male students, focusing on knowing the cause of students' struggle with English pronunciation.

The third research by Prastiana and Budiharto (2020) is qualitative and descriptive. It aims to identify the causes of pronunciation problems among

seventh-grade students of SMPN 2 Kedungdung by interviewing the students and the teacher.

From the research that has already been conducted before, students still have problems with pronunciation, but it was conducted before 2024. The participants are junior high school students. Thus, the researcher took a different scopes of pronunciation difficulties, especially in affricative and university students.

Based on the phenomena and the previous study, the researcher conducted research titled “The Analysis of Students’ Difficulties in Pronouncing Affricative Consonant in The English Education Program students of Universitas Jambi.

1.2 Limitation

This research focuses on students' difficulties pronouncing English affricative consonants /tʃ/and /dʒ/in English education program students at Jambi University.

1.3 Research Problem

Based on the background research, the problem of this research is formulated below:

1. What difficulties were found by the students of the English education program of Jambi University in pronouncing the English affricative consonants?
2. What factors made the students of the English education program of Jambi University students perceive pronouncing the affricate consonants?

1.4 Purpose

The purpose of this research has two goals as follows:

1. To find out that the students of the English education program of Jambi University have pronunciation difficulties.
2. To know the factors that cause students to have difficulty pronouncing affricative sounds in the English education program of Jambi University.

1.5 Significance

The researcher hopes this research contributes to the student's developing understanding, especially in pronouncing affricative consonant sounds. Students can also improve their pronunciation, especially in affricative consonant sounds.

1.6 Definition of Key Terms

To prevent misunderstandings and ambiguity between the researcher and the reader, the researcher defines crucial terminology as follows:

1.6.1. Pronunciation

Pronunciation is how the language sounds are made, how and where stress is placed, and how pitch and intonation are used to show our feelings and meaning. (Nunan; 2003: 342)

1.6.2. Consonant

Additionally, how consonants are uttered is crucial. According to research, humans mainly rely on consonants to recognize words when listening to English. This is especially true at the beginning of words, but they are also crucial at the ends of words because we run words together in speech and because they convey crucial grammatical information, including plurals and past tense markers (Yates & Zielinski, 2019 p. 39)

1.6.3. Affricative

Producing the sounds [tʃ] and [dʒ] by combining a brief interruption of the air stream with a blocked release that creates some friction. The terms cheap and jeep also contain them, known as affricates. There is a voiceless affricate [tʃ] in the first one and a voiced affricate [dʒ] in the second (Yule, 2010, p. 32)