

## **The ability of Students in Pronunciation English Palatal Alveolar Fricative and Palatal Alveolar Affricative Consonant at Ninth Grade of Junior High School 17 Jambi City**

Suci Wulandari, Efa Silfia, Kartika Dewi

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

### **ABSTRACT**

Pronunciation is one of the components in speaking ability. This component plays very important role in communication, because by pronouncing the English words correctly students are able to avoid misunderstanding when they are speaking, therefore to be able to say English words fluently and correctly, the students should have good mastery in pronunciation especially in pronouncing English palatal alveolar fricative and affricative consonant sounds. This research is aimed at describing students' ability to pronounce English palatal alveolar fricative and affricative consonants ( $\int$  and  $t\int$ ) and find out in which position (initial, medial, and final) are the most difficult to pronounce. The design of this research was descriptive quantitative method approach. This research was conducted Junior High School Number 17 Kota Jambi in January 2022. In conducting this research, this research administered the pronunciation test one time, the. The population of this research was the ninth-grade students at SMPN 17 Jambi City in academic year 2021-2022, the total number of them were 340 students. As the sample was the ninth-grade students, they consist of 10 students. This research used purposive sampling technique in taking the sample if this research. The result of this research showed that on the test there were 4 students belong to very good categories, 2 student belongs to good categories, 3 students belong to fair categories, 1 student belongs to weak category and none of the student belong to poor category. the ability of the students in pronouncing the English palatal alveolar fricative ( $\int$ ) and ( $t\int$ ) affricative consonant was 78%, this is categorized as good. The students' ability in pronouncing sound ( $\int$ ) belongs to very good category (85%) and sound ( $t\int$ ) belongs to good category (73%).

**Key Words:** *Speaking, pronouncing, Palatal Alveolar fricative, Affricative, consonants*

### **INTRODUCTION**

English is one of the international languages used by people around the world to communicate. In Indonesia, we teach English as a compulsory subject from elementary school to university. The aim of teaching English in Indonesia is to enable students to convey both of their English speaking skills: listening, speaking, reading, and writing.

Language is a part of human life; it functions as an instrument of communication. There are many languages in world. English is one of the languages, which has a high level because it is widely used in the world. It is an international language. English is a foreign language Indonesia. To learn a foreign language is not easy because it is not Indonesia culture. To develop the culture, the members of society use language as a communication tool, and they possess a distinctive way of communicating through language. Nababan (1984: 50) mentions the language, as a communication system which is a part of culture and it is always involved in the whole aspects of culture. So it is impossible to develop

a society's culture without language. To strengthen their language skills, the students should learn the language components, such as vocabulary, grammar, and pronunciation.

Pronunciation is one of the important aspects in speaking skill. Correct pronunciation helps the communicators in communication. On the other hand, incorrect pronunciation might create misunderstanding between the speaker and the listener. Different pronunciation between English language and Indonesian language are like the most salient. As the foreign language in Indonesian, English constructed for many kind of word that do not exist and sounds which are not familiar to Indonesian students. Regarding that English pronunciation provides many difficulties to English language learners, the pronunciation of English sounds should be noticed as a problematic subject to be mastered by English language learners by whose mother tongue are not English

Based on the finding of this research at the ninth grade students of class at SMPN 17 KOTA JAMBI. Most of English sounds are

pronounced differently from which they are spelt. For example, the sound /ʃ/, and /tʃ/ appear in the words like ship, shoe, special, fashion, brush, fish, chair, cheap, butcher, teacher, and beach. The pronunciation of them are /ʃip /, /ʃu:/, /'spe ʃl /, /'fʃn/, /br ʃ/, /fiʃ/, /tʃeə r/, / t ʃl:p /, / but ʃ ə r /, / ti:t ʃ ə r /, and / bent ʃ/, But they are pronounced differently which are pronounced bu using Indonesian sound, the students pronounced sounds s and c of ; sip, shoe, special, fashion, brush, fish, chair, cheap, butcher, teacher.

**PRONUNCIATION**

Oxford advanced learner’s dictionary of current English, Hornby (1974) define pronunciation as a way in which a language is spoken or a way in which a word is pronounced. Sound that the speakers produce can be used to identify meaning as long as he/she produces the correct pronunciation. Pronunciation is how does one do the pronunciation of a word or phrase in English language as foreign language, to produce she sound of the spoken word with a proper intonation, good and true and can be understood by others. Richard and Schmidt (2002: 429), they stated that the pronunciation is a sound way – a certain sound is produced. In learning a foreign language, namely English, Indispensable capabilities in terms of pronunciation as understanding the language. This is because when the ability of our excellent pronunciation, then others will also be easier and can grasp and understand the meaning of a word we say.

Paulston and Burder (1976: 82), stated that pronunciation is production of a sound system, which doesn’t interfere with communication, either from the speakers or from the listeners point of view. Pronunciation is one aspect that must be mastered by the student in learning a foreign language, especially in the English language in order to speak a foreign language well. In addition, definition pronunciation is the way instruction sound the word of which to give its meaning, expressing, sound system in speaking and listening. The goal of pronunciation instruction should include: to help the learner speak away that is easy to understand and does not distract the listener, to increase the self-confidence of the learner, pronunciation in use.

**PHONOLOGY**

Linguistics is a discipline which describes language in all its aspects and formulates theories as to how it works. It is divided into four categories; they are syntax, semantics, morphology and phonology. Phonology is a branch of linguistics which studies the sound system of languages. As Hornby (1995:868) states phonology is the study of speech especially in particular language. As Yule (198:4) explains that phonology is essentially the description of the system and patterns of speech sound in a language. Fromkin and Rodman (1988:69) in eva (2009) explain phonology is the study of the sound patterns of human language. It is concerned with the abstract set of sound in a language which allows us to distinguish meaning in the actual Physical sounds we say and hear. Phonology is also concerned with the range and function of sounds in specific language (functional phonetics). In addition, phonology also studies the way of saying a word which contains some letters. For example: the word/ship/ is pronounced / ʃip / and the word /teacher/ is pronounced / ti:tʃ/.

**CONSONANT**

Hornby (2000:263) states consonant is a speech sound made by completely or partly stopping the flow of air being breathed out through the mouth. Consonant sound is a sounds which is articulated via closure or obstruction in the vocal tract Yule (1985:40). As supported by jones (1972:23) consonants include all sounds which sounds not voiced, all sounds in the production of which the air has an impended passage through the mouth, all sounds in the production of which the air does not pass through the mouth , all sounds in which there is audible friction. From definition above, it is inferred that consonant sound is a sound which is happened because of the total or partial obstruction of their air stream in the vocal tract. There are 24 consonants in English, Namely [p, b, t, d, k, g, f, v, θ, ð, s, z, ʃ, ʒ, h, tʃ, dʒ, m, n, l, r, and j].

**Table 1**  
**Type of Obstruction Caused Articulators**

Manner of Articulators	Movement of articulators
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Plosive (stop)	Complete Closure)
Affricative	Closure, then slow separation
Fricative	Narrowing, resulting in audible friction
Nasal	Complete closure in the mouth, air escape down through nose
Lateral	Complete closure in the mouth, air escape down through side
Approximant	Slight narrowing, not enough to cause friction.

Source: Ashby (1995)

### RESEARCH METHODOLOGY

This research conducted quantitative research, according to Creswell (in flower, 1994:117), Quantitative research is an investigation of social problems based on testing a theory consisting of variables, quantifiable numbers, and analyzed. As for the sample needed 10 students in grade 9, with research instruments using the student voice recording method in mentioning pronunciation.

The pronunciation test was carried out through recording. This recording is very helpful in determining the accuracy of students in pronouncing the English words which were tested. The writer found out that every student read the test items about 4 minutes, and the tests have been given to same group to ten students with proceed as follows: 1.) Informing the students that this research took the data, 2. Giving instruction to students about what they should do during the test, 3. Asking the students one by one to read aloud test items provided, 4. Recording student's voice when reading the test items provided.

### FINDINGS

This research outlining the findings of the study. This study finds a description of the data obtained in testing data collection, and further in the discussion will be a study analysis of the student ability in pronouncing English palatal alveolar fricative and affricative consonants. In which case, the sample was taken in 9G class with number of students studied by 10 students. This research conducted one of the first high school was SMPN 17 Kota Jambi.

**Table 2**  
**The Ultimate Results of the Student's Score Test in Pronouncing the English Palatal**

### Alveolar Fricative and Affricative Consonants

No	The Correct Pronunciation	The Ultimate Results of the Students Test
1	28	93
2	20	67
3	22	73
4	23	77
5	18	60
6	30	100
7	30	100
8	24	80
9	26	87
10	15	50
<b>Total</b>	<b>236</b>	<b>787</b>

### The Total Mean Scores of All Students of the Test

$$X = \frac{T}{Nt} \times 100\%$$

$$X = \frac{787}{10 \times 100} \times 100\%$$

$$X = \frac{787}{1.000} \times 100\%$$

$$X = 0.78 \times 100\%$$

$$X = 78\%$$

### CONCLUSIONS

Based on the data analysis in chapter 4, this research concludes that the ability in pronouncing English palatal alveolar fricative and affricative consonants of the ninth-grade students at SMPN 17 Kota Jambi is good This conclusion was drawn based on the findings that the percentage of students' ability in pronouncing English palatal alveolar fricative and affricative consonants is 78%.

Furthermore, the students belong to very good category in pronouncing in initial, medial, and final position. It based on the percentage of student achievement level in pronouncing English palatal alveolar fricative consonant for [ʃ] is 85% and the most difficult position of English palatal alveolar fricative consonant [ʃ] to be pronounced is in medial, it based on the percentage of students' correct pronunciation for in medial (60%), this

percentage is lower than the total percentage of other positions.

for the sound [tʃ] the students belong to good category in initial, medial and final position. It based on the percentage of students' achievement level in pronouncing English palatal alveolar affricative consonant for [tʃ] is 78% and the most difficult positions of English palatal alveolar affricative to be pronounced are also in final (68%).

From the analysis, it is concluded that almost of the students of the class ninth grade at SMPN 17 Kota Jambi are able to pronounce English palatal alveolar fricative and affricative but in seemed quite difficult for them to pronounce these sounds in initial and final position because sometimes they got stumbling in articulating those sound, the position of their tongue sometimes changed in touching other articulators, moreover it also happened when students pronounced the words consisted more than one syllable. They changed the sound [ʃ] into [tʃ], while the sound [tʃ] is pronounced as [c] in Indonesian sound.

#### **SUGGESTION**

Based on the conclusion above, in order to improve the student ability to pronounce the English palatal alveolar fricative and affricative consonant sounds, the writer proposes some suggestions for those who involve in the teaching of pronunciation both students and teachers, as follow:

1. The English teacher should pay more attention for some students who got the difficulties in pronouncing English word: especially the palatal alveolar fricative and affricative consonant sounds are so productive and usually appear in speech.
2. The English teacher needs to make feedback in order to reduce errors made by the students in pronunciation by explaining the proper place of the articulations for palatal alveolar fricative and affricative consonants.
3. The English teacher need to Create the various techniques during the learning process till the students feel comfortable and easier in studying English especially pronunciation.
4. To the student's by knowing that English department students tend to make the phonological errors in the pronunciation of the two (ʃ and tʃ) observed English

unfamiliar consonant sound, they are expected to pay attention to the articulation of those particular sounds. Moreover, they are also expected to become more aware those two sounds are distinctive English sounds whatsoever.

5. Next This research this thesis is far from being perfect, it is hoped that the next this research will complete the less of this thesis in order to be better.

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