AN ANALYSIS OF STUDENTS' PERCEPTION AND PRODUCTION PROBLEMS OF PRONOUNCING ENGLISH PALATO ALVEOLAR SOUNDS

(A Case Study of the Eighth Grade Students of SMP N 1 Bumijawa in the Academic Year 2018/2019)

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by

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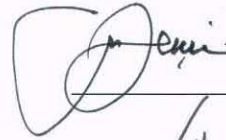
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APPROVAL

This final project entitled *An Analysis of Students' Perception and Production Problems of Pronouncing English Palato Alveolar Sounds (A Case Study of the Eighth Grade Students of SMP N 1 Bumijawa in the Academic Year 2018/2019)* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on April 2019.

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MOTTO AND DEDICATION

"Push Yourself, Be Healthy and Keep Shining"

(My Self)

"Man Jadda Wa Jadda"

This final project is dedicated with full of love and gratitude to:

Suswati, My mother

Sopari, My father

Marpuah, My grandmother

Slamet S., Teguh K., and Wiwit F., My brothers and sister

Nur Fatimah and Susianto, My older cousin

My family and My best friends

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ABSTRACT

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This study is about students' error in perceiving and producing English palato alveolar sounds. The aims of this study are to describe how well the students perceive and produce English palato alveolar sounds and to find out the most common problems/errors encountered by the students whether in the level perception or production.

This study used mix-method design. There were thirty eighth grade students as the sample of this study taken by convenience sampling technique. The data of this study were gained from two kinds of test, namely perception test in the form of listening test and production test in the form of speaking test. The results of both listening and speaking test were the source of data for this study. This study revealed that the eighth grade students were good in perceiving English palato alveolar sounds with errors 36% and were fair in producing English palato alveolar sounds with errors 53%. Therefore, it can be concluded that the most common problems faced by the students were at the production level and there were some factors influenced them in producing English palato alveolar sounds, namely the non-existence of English palato alveolar sounds, the influence of orthographic writing, the influence of distractor sounds and the interference of mother tongue. It is suggested that the students practice a lot in pronouncing English palato alveolar sounds and the teachers provide many learning strategies and improve their teaching quality.

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CHAPTER I

INTRODUCTION

This chapter is an introduction, which explains the general concepts of the research. This chapter covers seven subchapters. Those are the background of the study, the reason for choosing the topic, statements of the problems, the purposes of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1   Background of the Study

Nowadays, in the globalization era, English for international language which is used globally by many countries around the world is undoubtfully important. Ahmed (2017) stated that as an international language, English is very important and it has become a compulsory subject at schools for many years. In Indonesia itself, English has become a compulsory subject at junior and senior high school and it has become one of the main subjects that tested nationally. Consequently, the students should master English in order to communicate, interact with other people from different countries, compete with other students and pass their final exam.

There are four basic skills which have to be mastered by the students when learning English. The four basic skills of English are listening, speaking, reading, and writing. Students need to develop their ability at these four skills in order to increase their knowledge and skill of English in their life. Besides those skills,

linguistic factors like pronunciation also important and should be mastered by the students when learning English. As it is known that the primary goal of learning language is communication so that using language to communicate which involves pronunciation is essential. According to Syafei (1988:1), pronunciation is very important because if a non-native speaker has a very bad pronunciation, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary. In addition, Ryu (2002) said that pronunciation, which physically shaped the speech and carried the spoken and unspoken messages, was, thus, an important component to be mastered in learning a foreign language. Consequently, the students should master pronunciation in learning English for better communicational performance.

The position of English in Indonesia is a foreign language because everybody in Indonesia has their own mother tongue. Indonesian students are accustomed to using their local languages such as Indonesia, Javanese, Balinese and etc., other than using English in their daily activities. They will use English only on special occasion. So, when Indonesian students learn English they will find difficulties in pronouncing English sounds.

According to Ramelan (2003:5-7), Indonesian students as a non-native speaker of English make some errors in pronunciation. The first reason why Indonesian students have problems with pronunciation is the different elements in the sound system between the native and the foreign language. There are some sounds of English that do not exist in Bahasa Indonesia sound system so that the students are not familiar to that sounds and don't understand how to produce them.

The second reason is sounds which have the same phonetic features in both languages but differ in their distribution. Example like sounds /b, d, k/ which are found in both English and Indonesia, but differ in their distribution. The last reason is similar sounds in the two languages, which have different variants or allophones. Therefore, Indonesian students will find it difficult to pronounce English sounds since their speech organs have never been trained or moved to produce the sounds.

Another factor that leads to pronunciation problems for Indonesian students is the interference of their native language (Bahasa Indonesia). The reason is since childhood they have been speaking their mother tongue which has been deeply implanted in their mind. Kosasih (2017) argued that the problems faced by the students in learning English pronunciation are mostly due to the native language interference. Therefore, when the students use English, they could not perceive and produce the sound, especially non-exist sounds. They tend to use their native language phonemic system and simply substitute the sounds that do not exist in their native language with similar sounds like in their native language. As a result, they fail to pronounce English words accurately.

This research focuses on analyzing students' error in perceiving and producing English sounds especially palato alveolar sounds [ʤ, ʃ, ʧ, ʒ] because those sounds do not exist in Bahasa Indonesia sounds system. This research also aims to find out the problems faced by students in perceiving or producing English sounds in this case palato alveolar sounds [ʤ, ʃ, ʧ, ʒ].

1.2   The Reason for Choosing Topic

The topic of this research is students' perception and production problems of pronouncing English palato alveolar sounds. There are some reasons why this topic is chosen. First, pronunciation is an important aspect of speaking skill, without good pronunciation, the students could not communicate well because one mistake in pronunciation may cause different meaning. Thus, it causes misunderstanding. Moreover, as a non-English speaking country, Indonesian students are used to making errors in speaking, since they rarely use English in their daily life. This is the basic reasons why this research is purposed for.

Second, the research is about English palato alveolar sounds [ʤ], [ʃ], [ʧ], [ʒ], English palato alveolar is chosen because those sounds do not exist in Bahasa Indonesia sounds system and the production of English palato-alveolar sounds are quite different with Bahasa Indonesia sounds.

Third, the research is about students' perception and production problems. Since palato alveolar sounds do not exist in Bahasa Indonesia sound system the students will make errors in perceiving and producing those sounds because they are not familiar with. However, it is still possible if not all of the students make errors both in perception and production. They may do errors only on one level, whether in perception or production. Therefore, this research want to analyze the most common errors made by the students whether in perception or production level of pronouncing English palato-alveolar sounds.

1.3   Statements of the Problems

Based on the background of the study, the problems of this research are stated as follow:

1.   How well do the eighth-grade students of SMP N 1 Bumijawa perceive or identify English palato alveolar sounds?

2.   How well do the eighth-grade students of SMP N 1 Bumijawa produce English palato alveolar sounds?

3.   What are the most common problems/errors encountered by the students when learning English, especially in distinguishing English palato alveolar sound?

1.4   Objectives of the Study

Based on the statements of the problems above, the objectives of this study are stated as follows:

1.   To describe how well the eighth-grade students of SMP N 1 Bumijawa in the academic year of 2018/2019 perceive or identify English palato alveolar sounds.

2.   To describe how well the eighth-grade students of SMP N 1 Bumijawa in the academic year of 2018/2019 produce English palato alveolar sounds.

3.   To find out the most common problems/errors encountered by the students when learning English, especially in distinguishing English palato alveolar sound become a problem in the level of perception or production.

1.5   Significant of the Study

The researcher expects that the result of the study gives some advantages. The advantages are as follow:

1.5.1   For the Teachers

The researcher hopes the result of this study will be useful for the teachers. The teachers know the difficulties faced by the students in pronouncing English sounds especially palato alveolar sounds [ʤ], [ʃ], [ʧ], [ʒ]. From the result of this study, the teachers know in what level that students often make errors whether in perception or production level so that the teachers know how to deal with pronunciation problems and can improve their teaching-learning strategies in order to improve students' pronunciation, especially in pronouncing palato alveolar sounds.

1.5.2   For the Students

From the result of this study, the students know how to pronounce English palato alveolar sounds, and know which part of their organs of speech that are used to produce English palato alveolar sounds. It is also expected that the students improve their learning style in order to pronounce and communicate accurately. Hopefully, the result of this study can be a motivation for the students to learn and perform pronunciation correctly so that they will have good English speaking skill.

1.5.3   For the Further Researcher

The researcher hopes the result of this study can be used as the reference for other researchers who want to conduct a research about pronunciation and give

information or describe about the difficulties faced by the students in pronouncing English sounds especially palato alveolar sounds [ʤ], [ʃ], [ʧ], [ʒ].

1.6   Limitation of the Study

This research focuses on how the subject perceives and pronounces English palato alveolar sounds contain in the words. The researcher wants to identify the error of pronouncing English palato alveolar sounds. The palato alveolar sounds that will be identified are [ʤ], [ʃ], [ʧ], [ʒ] those do not exist in Bahasa Indonesia sounds system.

The subjects of the study are 30 eighth grade students of SMP N 1 Bumijawa, Tegal. The eighth grade students are chosen because it is based on the suggestion from my supervisor and it is believed that the eighth grade students have enough English skill.

1.7   Outline of the study

This study consists of five chapters. Each chapter is presented as follows:

Chapter I is introduction, containing the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, scope and limitation of the study, and outline of the study.

Chapter II is review of the related literature, consisting of a review of the previous studies, review of theoretical study, and theoretical framework. The review of theoretical study provides theories which support this study.

Chapter III is research methodology. This chapter consists of research design, subjects and object of the research, role of the researcher, instrument, procedure of collecting data, and procedure of analyzing data.

Chapter IV deals with findings and discussion. This chapter consists of the result of the study and discussion.

Chapter V deals with the conclusion and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is a review of the related literature. It deals with required information from many references that related to this study. This chapter contains three subchapter, they are the review of previous studies, review of theoretical studies, and theoretical framework.

2.1   Review of Previous Studies

The problem of pronouncing English sounds faced by non-native speaker of English is much influenced by non-existence sounds of English in their native language.   Kosasih (2017) indicated that the Indonesian students as none native speaker of English faced difficulties in pronouncing non-existence diphthong and consonant because they were never exposed to the sounds before. The nonexistence sounds certainly are not found in the sound inventory of the students. Hence, the students made mistakes as the sounds were unfamiliar and they therefore faced problems when they were asked to pronounce the unfamiliar sounds (Shak, Chang, & Stephen, 2016). In addition, Ahmed (2017) confirmed that the majority of students were unable to pronounce the English sounds that did not exist in their native language. The absent sounds in students' native language caused some confusion and made them tended to pronounce the nearest sound from their native language to the English sound (Al-Zayed, 2017). Furthermore, they simplified those sounds by substituting non-existence sounds with the closest

of their language (Owalobi, 2012). Consequently, the students are failed in pronouncing English sounds correctly.

Moreover, the non-existence sounds also make the students performed errors in pronouncing English sounds. Habibi (2016) confirmed the non-existence sounds of English made students performed several kinds of errors, they were substitution and deletion. In addition, Metruk (2017) revealed that most of the students substituted the English dental fricatives sound [ө] with the sounds [t] and [f], and substituted the sound [δ] with the sounds [d] and [t]. Bui (2016) in his study investigated the pronunciations of consonant [δ] and [ө] by adult Vietnamese EFL learners found that the substitution phenomenon was a dominant problem in the students' pronunciation of [δ] and [θ]. The students substituted those two sounds with their own sound Vietnamese /t'/ for the English sound [θ] and [z] for the English sound [δ]. Therefore, it is indicated that non-existing sounds of English extremely influence students in pronouncing English sound.

The non-existence sounds also become one of the factors that influenced students in perceiving and producing English sounds. Nafsik (2018) revealed that although the students were more excellent in perceiving English diphthongs, they were still difficult to produce the English diphthongs. It may their tongue were not used to producing diphthongs that did not exist in their native language (Bahasa Indonesia). In addition, Hasan (2016) indicated that the non-existence sounds influenced students in perceiving and producing English sounds. They were better in perception that production of English sounds. On the contrary, Al-Homaidhi (2015) reported that the students were doing better in perceiving and producing

English vowels and there was a correlation between perception and production. The correlation was a good pronunciation is usually preceded by good perception. In conclusion, the students' perception and production may or may not be influenced by the English sounds they perceive or produce.

On the other hand, mother tongue influence also takes important part in making students' pronunciation problems. Donal (2016) confirmed that students' mother tongue significantly influenced to the way of students in pronouncing English sounds. Additionally, Utami, Wello, & Atmowardoyo (2017) proved that the main factor influences the students while pronouncing English words is the inter-language transfer (native language interference) and because of the inter-language transfer the students performed errors in modification consonant sound, they changed voiceless palatal affricate [ʧ] to voiceless alveolar plosive [t], voiceless alveolar fricative [s], and voiceless velar plosive [k]. The sounds from students' first language will give interference to the sounds production of the second language they are learning and thus it will be barrier to their English sounds production (Hamidiyah & Arief, 2013). Furthermore, Jing & Yanyan (2011) reported that the negative influence or hindrance of L1 on L2 makes the learners use a pattern or rule of L1 in pronouncing the target language (L2) and they tend to search for a more familiar sound to save effort thus causes different kinds of sound production.

Moreover, the negative transfer (the interference of mother tongue) caused difficulties in pronouncing problematic sounds. Fauziah (2017) revealed that the interference of students mother tongue made the students performed errors in nine

problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [ʤ], [d], [z]. They tended to pronounce those English sounds by replacing with their own sounds. They replaced the sound [v] with sound [f], the sound [θ] with the sound [t], the sound [ʃ] with the sound [s], the sound [ʒ] with the sound [z], the sound [tʃ] with the sound [c], the sound [ʤ]with the sound [j] and [g], and the sound [ð] with the sound [d], [ḍ], and [t]. Then, Nuhiu (2012) confirmed that the influence of mother tongue emerges one term which is called as 'difficult diphthong' in which the students are failed in pronouncing English diphthong and also causes tendency to replace English consonants with the sounds that exist in their native inventory sounds. After all, the interference of mother tongue makes some errors in their pronunciation, especially in pronouncing vowel and consonant that are unfamiliar with (Erinastasia, 2018).

The interference of mother tongue also influences the students in perceiving and producing English sounds. Darcy & Kruger (2012) reported that the first language (L1) phonological categories strongly influence students' perception and production of second language (L2) categories. In addition, Gilakjani (2011) indicated that the interference of mother tongue influenced the learners' pronunciation of a target language in at least three ways. First, when there is a sound in the target language which is absent from the learners' native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these

rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language.

In fact, the problems of English pronunciation encountered by EFL learners are also because of the influence of orthographic writing. Nafsik (2018) proved that the orthographic writing significantly influenced the way the Indonesian students pronounced English words. The English orthography is known for its irregularity, which makes it difficult for the students to guess the correct pronunciation of words then it becomes one of the sources of problems in pronouncing English words (Khalizadeh, 2014). Then, the irregular spelling of some English words leads many students to wrongly guess the pronunciation just by looking at the word and its letters and produce in correct pronunciation (Hassan, 2014). In addition, Gilakjani (2011) confirmed the letters influenced sounds production. The students tend to generalize in pronouncing the words which recognized as minimal pairs based on their previous knowledge. Therefore, the students are difficult to pronounce English words since the same spelling is not always pronounced in the same way (Moedjito, 2016).

According to the previous studies mentioned, many students still have difficulties in pronouncing English sounds. There are several factors underlined students' difficulties in pronouncing English sounds, they are: non-existing sounds in their native language, mother tongue influence, and orthographic writing. Therefore, pronunciation still becomes a big problem for the students itself.

The similarity between this study and the previous studies mentioned above is all of them analyzed the English pronunciation made by learners or students. The difference of this study with the studies mentioned is that this study focuses on the analysis of students' errors in perceiving and producing English palato alveolar sounds. This present study about English palato alveolar sounds because those sounds do not exist in Bahasa Indonesia sound system and this study has never been analyzed before.

2.2   Review of The Theoretical Studies

There are some reviews of the theoretical studies, they are: pronunciation, pronunciation problem, consonant, palato alveolar sounds, Indonesia and English consonant, perception and production, error and mistake.

2.2.1   Pronunciation

According to Dalton and Seidlhofer (1994:3) pronunciation in general terms can be defined as the production of significant sounds in two senses. First, the sound is significant because it is used as a part of a code of a particular language. So we can talk about the distinctive sounds of many languages such as English, French and etc. In this sense, we can talk about pronunciation as the production and repetition of sounds of speech. Second, the sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make possible communication. In this sense, we can talk about pronunciation with reference to acts of speaking.

Based on Oxford Advanced Learner's Dictionary (2005:1164) pronunciation can be defined in two meanings. The first meaning of pronunciation is the way in which the language or a particular word or sound is pronounced. The second meaning is the way in which a particular person pronounces the words of languages. In addition, Carrel & Tiffany (1960:4) in Sembiring & Ginting (2016:40) define pronunciation is the choice of sounds used in forming words. Pronunciation takes an important role in communication the different pronunciation will cause different meanings, thus makes misunderstanding.

2.2.2 Pronunciation Problems

Pronunciation has become serious problems when learning a foreign language. The learners will find difficulties in pronunciation because they are not accustomed to the sounds system of the target language. Ramelan (2003:4) said that learning a language was a matter of habit. The learners will find it difficult to change the habit of moving his speech organs in such a way as to produce foreign sounds. In addition, Jones (1997) in Hassan (2016) explained that there are five natures of pronunciation difficulties, they are as follow:

1. Ear training or more accurately cultivating at the auditory memory.

2. A matter of gymnastics of the vocal organs or mouth-gymnastic to form the speech sounds of foreign language. The learners have to put their tongue, lips, and other organs of speech into certain positions, or to perform with certain action.

3. A matter of memorizing.

4. The difficulty which concerned with the production of supra-segmental features (stress, length, pitch, and intonation).

5. The last is the difficulty which concerned with fluency.

Jones (1997) in Hassan (2016) also explained that there are also five kinds of difficulties faced by the students, they are as follows:

1. The students must learn to recognize readily the various speech sounds' occurring in the language when they hear them pronounced; they must learn to remember the acoustic qualities of those sounds.

2. The students should learn to understand the foreign language sounds with their own organs of speech.

3. The students must learn to use foreign sounds with their own organs of speech.

4. The students have to learn the proper usage of sound attributes or prosodies (length, stress, intonation, and voice pitch).

5. The students must learn to read groups of sounds i.e., to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

In addition, Ramelan (2003:7-8) claims that the nature of pronunciation problems is as follow:

1. The problem concerned with the identification of foreign sounds. This means that the students have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. It is a matter of ear-training, which means that their ears must be trained and drilled in hearing the sound

in question again and again till they get familiar with it and can remember its acoustic quality.

2. Problems that concerned with the production of the foreign sounds by his organ of speech. This is a matter of training to move the speech organs, or also called mouth-gymnastic, which should be practiced over and over again.

3. Problems that concerned with the production of supra-segmental features like stress, length, pitch, and intonation.

2.2.3   Pronunciation of English Palato Alveolar Sounds

According to Ramelan (2003:99-150), there are four kinds of palato alveolar sounds [ʤ, ʃ, ʧ, ʒ] which belong to consonant group.

2.2.3.1 Definition of Consonant

The term 'consonant' is negatively defined, that is sounds which are not vowels are consonant. The term vowels itself is a voiced sound in which the production of the sound the air goes out through the mouth (oral) along the middle part of the tongue (central) in a continues stream without meeting such a narrowing in the mouth as would result in an audible friction (Ramelan 2003:99). The natural consequences of this definition are as follows:

1) All voiceless sounds, i.e. sounds in which the vocal cords are not in vibration, are consonants.

2) All sounds in which the air goes out through the nose (nasal sounds) are consonants.

3) All sounds in which the air goes out through the sides of the tongue (lateral sounds) are consonants.

4) All sounds in which there is an interruption of closing and opening of the air passage (trilled sounds) are consonants.

5) All sounds in which the air meets with a complete stoppage or complete obstruction somewhere in the mouth or speech tract are consonants; these are plosive sounds or stops , e.g. [p, b, t, d, k, g, ʧ, ʤ].

6) All sounds in which the air meets with a partial obstruction somewhere in the speech tract or mouth, so that a frictional sound is heard.

7) All sounds which are not syllabic are also considered as consonants, e.g. [y, w].

2.2.3.2 Type of Consonant

The types of the sounds usually are based on the way of producing the sounds itself.

> Ramelan (2003:100) states "Speech sounds in general are produced when there is some obstruction made by the organ of speech against the out-going air somewhere along the speech tract. The way of producing a consonant, on the other hand, is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. The wide variety of consonants that may be produced by a speaker is dependent upon the place and the manner of obstructing the air."

According to Ramelan (2003: 100-105) Consonants are commonly classified on the basis of the following three variables:

a. *Types of consonants based on place of obstruction*

The place where the optimum obstruction takes place called the place of obstruction or point of articulation. There are consonants which are produced as the result of the movement of a pair of articulators and also those that are produced as the result of a synchronous movement of more than two articulators.

The types of consonant based on where the outgoing air is obstructed are as follow:

1. Bilabial Consonant; in which the obstruction is formed by the two lips, e.g. [p, b, m, w,].

2. Labio-dental consonants, in which the air is obstructed by the lower lip against the upper teeth; e.g. [f, v].

3. Apico-dental or just dental consonant, in which the air is obstructed by the tip or apex of the tongue and the upper teeth; e.g. [θ, ð]

4. Alveolar consonants, in which the obstruction is formed by some part of the tongue- either the tip and or blade of the tongue –and the teeth-ridge or gum; examples for the tip of the tongue against the teeth-ridge [t, d, d, l] (tip-alveolar); examples for the blade of the tongue against the teeth-ridge [s, z, ʃ, ʒ, r].

5. Palatal or more precisely called front-palatal consonants, in which the air is obstructed by raising the front of the tongue in the direction of the hard palate; e.g. [y].

6. Velar or more precisely called back-velar consonants, in which the obstruction of the air is formed by raising the back or dorsum of the tongue against the soft palate or velum; e.g. [k, g, ŋ].

7. Glottal consonants, in which the obstruction of the air is formed at the glottis, that is, either by putting the two vocal cords in close contact or by separating them; e.g. [?, h].

b. *Types of consonants based on manner of obstruction*

There are seven types of consonants based on the way or the manner in which the outgoing air is obstructed by the articulators, they are:

1. Plosive or stop consonants, in which the production of the sound there is a complete obstruction along the mouth or speech tract and suddenly released, so that plosive sound is heard. e.g. [p, b, t, d, k, g].

2. Affricate consonants, in which the production of the sound there is a complete obstruction then following by gradual release. The result of gradual release causes a homorganic fricative to be heard. e.g. [ʧ, ʤ].

3. Fricative consonants, in which the production of the sound there is a partial obstruction so that frictional sound is heard, thus it is called a fricative consonant. e.g. [f, v, ɵ, *δ,* r, h, ʃ, ʒ].

4. Nasal consonants, in which during the production of the sound there is complete obstruction and the velum is lowered so that the outgoing air is free to pass through the nasal cavity. e.g. [n, m, ŋ].

5. Lateral consonants, in which during the production of the sound the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teeth-ridge. e.g. [l].

6. Rolled consonants, in which during the production of the sound the tip of the tongue is made to vibrate against the teeth ridge, that is, there is a rapid series of closing and opening of the air passage at the alveolar point of articulation. e.g. [r].

7. Semi-vowel or glide consonants are speech sounds that are on the border line between vowels and consonants. The way of producing semi-vowels is the same as that of producing vowels; but semi-vowels function as non-syllabic sounds or consonants. e.g. [w, y].

c. Types of consonants based on the activity of vocal cords

During the production of consonant, the vocal cords in the larynx may or may not be made to vibrate simultaneously. When the production of a consonant is accompanied by the vibration of the vocal cords, the consonant is said to be **voiced**; when it is not, it is said to be **voiceless**.

Table 2.1

Consonant Group

MANNER OF ARTICULATION	POINT OF ARTICULATION															
	Bilabial		Labio Dental		Dental		Alveolar		Plato-alveolar		Palatal		Velar		Glottal	
	vl	vd	vl	vd	vl	vd	vl	vd	vl	Vd	vl	vd	vl	vd	vl	vd
Plosive	p	b					t	d					k	g	?	
Fricative			f	v	ө	δ	s	z,r	ʃ	ʒ					h	
Affricate									ʧ	ʤ						
Nasal		m						n						ŋ		
Lateral								l						(l)		
Rolled								/r/								
Semi-vowel		w											y	(w)		

(Ramelan 2003:108)

2.2.3.3 Palato Alveolar Sounds

Based on the explanation above, the four sounds of palato-alveolar sounds [ʤ, ʃ, ʧ, ʒ] are divided into two groups. The first group is fricative consonant [ʃ, ʒ] and the second group is affricate consonant [ʤ, ʧ].

a.   Palato alveolar fricative

As it is explained above, the palato alveolar fricative is the sound in which the production of the sound there is partial obstruction by the blade of the tongue against the teeth-ridge, those partial obstructions resulting frictional sound (Ramelan 2003:126). The production of palato alveolar fricative may be accompanied by the vibration of vocal cords, thus there are voiced and voiceless fricatives. There are two sounds which belong to palato alveolar fricatives they are [ʃ, ʒ]. Jones also (1956: 78-104) named those two sounds [ʃ, ʒ] as palato alveolar fricative, because in the production of sounds [ʃ, ʒ] there is a simultaneous raising of the main body of the tongue towards the roof of the mouth and formed by narrowing of the air passage at some point so that the air in escaping makes a kind of hissing sound. Bahasa Indonesia, on the other hand doesn't have palato alveolar fricative, Bahasa Indonesia only has voiceless labio-dental fricatives [f], blade-alveolar fricatives [s], and voiceless glottal fricatives [h]. So, the conclusion is Indonesia has no palato alveolar fricatives.

According to Ramelan (2003:138-142) the more complete explanations of palato alveolar fricative are as follow:

1. [ʃ] is a voiceless palato-alveolar fricative, the articulatory descriptions are:

    -   The blade of the tongue is raised towards a point midway between the teeth-ridge and hard palate.

    -   At the same time, the main body of the tongue is raised in the direction of the hard palate and retracted.

    -   The lips are usually rounded.

- The vocal cords are not vibrating, and no air escapes through the nose.

   Example: She   [ʃiː]   Show   [ʃoU]

              Shin   [ʃɪn]   Ash   [æʃ]

              Shy   [ʃai]   Push   [puʃ]

2. [ʒ] is a voiced palato-alveolar fricative, the articulatory descriptions are:

   - [ʒ] is the voiced counterpart of [ʃ] the blade of the tongue is raised toward a point midway between the teeth ridge and the hard palate, the tip of the tongue is retracted, and the main body of the tongue is raised toward the hard palate.

   - The lips are slightly rounded.

   - The nasal passage is closed off.

   Example: Rouge   [ruːʒ]   Mirage   [mɪraːʒ]

               Barrage   [bæraːʒ]   Garage   [gæraːʒ]

               Camouflage   [kæmuflaːʒ]   treasure   [treʒə]

b. Palato alveolar affricate

According to Ramelan (2003: 147), an affricate is a kind of stop, thus the outgoing air also meets with a complete obstruction somewhere in the mouth. However, in the production of affricate the stoppage is gradually released. The result of gradual release causes a homorganic fricative to be heard. There are only two palato alveolar affricates which are produced at the same point of articulation, one is voiced and the other is voiceless, namely [ʧ] and [ʤ].

Jones (1956: 78) in his book *"The Pronunciation of English"* also named [ʧ] and [ʤ] as palato-alveolar affricate since in making palato-alveolar affricate the

tip and the blade of the tongue are placed against the teeth-ridge and front part of the hard palate making complete contract; the air behind is compressed by pressure from the lungs, then the contact is realized in such manner that a short corresponding fricative ʃ is heard.

Bahasa Indonesia, on the other hand doesn't have palato-alveolar affricate, thus Indonesian students tend to substitute their own sound [c] for [ʧ] and [j] for [ʤ] such as in the word *'cari'* and *'jual'* for the English affricate [ʧ] and [ʤ]. This is of course, not right, because the sound [c] and [j] are not the same like [ʧ] and [ʤ] since in the production of [c] and [j] are not accompanied with lip rounding, more fronted (alveolar) and its fricative part is not produced with simultaneous raising of the body of the tongue such as in the production of the English affricate (Ramelan 2003:148).

According to Ramelan (2003:148-150) the more complete explanations of palato alveolar affricate are as follow:

1. [ʧ] is a voiceless palato-alveolar affricate, the articulatory descriptions are:

   - The air passage is completely blocked up by the tip of the tongue touching the back part of the teeth-ridge, which is slightly more backed than for t in [teɪk].

   - At the same time the main body of the tongue is approximately in the position for [ʃ], i.e. raised towards the hard palate; then the tongue is removed from the teeth-ridge and the air escapes through the mouth while producing a plosive sound followed by frictional sound due to gradual release before any other following sound is heard.

- The lips are slightly rounded.

- The soft palate is raised the vocal cords are not vibrating.

Example: Cheat   [ʧiːt]   Chip   [ʧiIp]

Chop   [ʧɔp]   Choose   [ʧuːz]

Chair   [ʧeə]   Chink   [ʧIŋk]

2. [ʤ] is a voiced palato-alveolar affricate. The articulatory descriptions are:

- The way of producing [ʤ] is the same as the way of producing [ʧ] but the vocal cords are in vibration.

Example: Gin   [ʤIn]   Jest   [ʤest]

Joke   [ʤouk]   Jeer   [ʤIə]

Ridge   [rIʤ]   Badge   [bæʤ]

2.2.3.4 Indonesia and English Consonant

As the previous explanation above there are 24 consonants [b, d, f, g, h, k, l, m, n, p, r, s, t, v, w, y, z, ɵ, δ, ʃ, ʤ, ʧ, ʒ, ŋ] of English. Each consonant has its own type. Whereas, Bahasa Indonesia only has 21 consonants [p, b, t, d, c, j, k, g, f, s, z, š, x, h, m, n, ŋ, l, r, w, y], Kosasih (2017) points out that there are consonants of English that do not exist in Bahasa Indonesia such as [ʃ, ʤ, ʧ, c, j, ʒ, v, ɵ, δ,], the rest exists in both languages, Bahasa Indonesia and English. Those non-existing sounds obviously are difficult to pronounce by the students, since their native phonemic system (Bahasa Indonesia) doesn't have those sounds.

Table 2.2

Bahasa Indonesia Consonant

MANNER OF ARTICULATION	PLACE OF ARTICULATION										
	Bilabial		Labio Dental		Dental/Alveolar		Palatal		Velar		Glottal	
	vl	vd	vl	vd	vl	vd	vl	vl	vd	vl	vd	vl
Plosive	P	b			t	D	c	j	k	g		
Fricative			f		s	Z	s		x		h	
Nasal		m				N		ñ		ŋ		
Lateral						L						
trill						R						
Semi-vowel		w								y		

(Marsono 1999:101)

2.2.4 Perception and Production

There are four basic skills in English, listening, speaking, reading and writing. Those four basic skills can be divided into two groups, receptive skills and productive skills. Linse (2006:24) states "…We can also distinguish between skills and their direction. Listening and reading are receptive skills because the focus is on receiving information from outside source. Speaking and writing on the other hand, are productive skills the focus is producing information…" Then, when we talk about Perception is related with listening as receptive skill and production is related with speaking as productive skill. According to Awonusi as cited in Owalabi (2012) production deals with sound articulation and perception with discrimination or listening. The students must be able to identify or define or perceive the words correctly in perception while in production the students must be able to produce the words correctly.

2.2.5   Error and Mistake

This section discusses the definition of error and mistake, the source of error, and

error analysis.

2.2.5.1 Definition of Error and Mistake

Many people argue that error and mistake are the same things, but the reality is

error differ from the mistake.

> Brown (2000:217) explains "It is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Mistakes must be carefully distinguished from errors of a second language learner. An error, a noticeable deviation from the adult grammar of a native speaker; reflects the competence of the learner; an error cannot be self-corrected…"

> Ellis in her books entitled *'Second Language Acquisition'* also explains the

difference between error and mistake.

> We need to distinguish error and mistake. Error reflects gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasion lapses in performance' they occur because in a particular instance, the learner is unable to perform what he or she knows. He also explained how to distinguish error and mistake. Errors and mistakes can be checked by analyzing the consistency of their performance in using a language (Ellis, 1997:17).

In addition, Jing, Xiaodong, and Yu (2016) states "An Error is a

systematic deviation made by the learners who are lack of knowledge of the

correct rule of the target language. It shows a lack of language competence and it

refers a learner's current stage of L2 development. Therefore, a learner can hardly

self-correct an error. Whereas a mistake is caused by the lack of performance

attention, fatigue, carelessness, or some other aspects of performance. A learner

can self-correct it when a mistake is pointed out". We can conclude that a mistake is unpredictable because it is caused by the lack of performance whereas an error is noticeable because it is noticed from the learner competence of the target language.

2.2.5.2 Source of Error

According to Brown (2000:223-227), there are four sources of error, they are as follow:

1. Inter-lingual transfer

    The beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language, or interference. This inter-lingual transfer sometimes makes negative transfer because before the learners get the second language the only linguistic system they have is their native language. As a result, when they are learning a new language they will make errors because of the interference or inter-lingual transfer.

2. Intra-lingual transfer

    An intra-lingual transfer is the major factor in second language learning. When learning the second language there is always the interference of inter-lingual transfer, but once the learners have begun to acquire parts of a new system, more and more intra-lingual transfer (generalization within the target language) is manifested. As learners' progress in the second language, their previous experience and their existing submerse begin to include structures within the target language itself.

3. Context of learning

Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but improperly contextualized. Sometimes the teacher provides incorrect information example like wrong pronunciation, misleading definition, word, or grammatical generalization, then the students imitate them so that it becomes the source of error.

4. Communication strategies

Communication strategies are related to learning styles. Learners obviously use production strategies in order to enhance in getting their message across, but at that time it also can become the source of errors if it is done regularly.

2.2.5.3 Error Analysis

It has been defined above that error is a systematic deviation made by the learner who is lack of knowledge of the correct rule of the target language. It is reflected in learners' competence and it can't be self-corrected. Every learner of second language will always make errors in his learning process. Furthermore, the errors made by the learners can be explained in the form of analysis. Brown (2000:218) points out "The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating

within the learner, led to a surge of the study of learners' errors, called error analysis."

Although errors always become a part of learning a new language, but when the errors made by the students are not corrected, it will be a serious problem for the students itself and the errors will be repeated again and again. Therefore it is crucial to do error analysis in order to know what errors made by the students and help the students deal with it.

Ellis (1997:15-19) explained that there are three steps of error analysis, they are:

1. Identifying errors

   The first step in analyzing learner errors is to identify them. To identify the errors we have to compare the sentences learners produce with the correct one. So when we want to identify the errors made by the students we must have the knowledge and the correct data.

2. Describing errors

   After identifying the errors made by the students, then the next step is describing the errors by classifying the errors into types. There are several ways of doing this. One of example is by classifying them into a grammatical category. Another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target language utterances.

3. Explaining errors

   The last step in error analysis is explaining errors, after the errors identified and classified then it can be explained to find out why those errors

occur. Errors are, to a large extent, systematic, and to a certain extent, predictable. Errors, then, have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the L2 simpler. Other errors, however, reflect learners' attempts to make use of their L1 knowledge.

2.3   Theoretical Framework

This study about students' perception and production problems of pronouncing English palato alveolar sounds. There are some relevant theories underlining this study. Started by pronunciation theory (Dalton & Seidlhofer, 1994; Oxford Advanced Learner's Dictionary, 2005; Carrel & Tiffany, 1960), followed by the theory of pronunciation problems (Ramelan, 2003; Jones, 1997) and the nature of pronunciation problems (Ramelan, 2003).

This study used English palato alveolar theory (Ramelan, 2003; Jones, 1956) because this study focuses on English palato alveolar sounds. The subject of this study is Indonesian students and English palato alveolar sounds belong to consonant group then this research concerns on the Indonesian and English consonant theory (Kosasih, 2017; Marsono, 1999). In terms of perception and production, this study used perception and production theory by Linse (2006) and Awonusi (2012). Moreover, related to students' perception and production problems, theory of error and mistake (Brown, 2002; Ellis, 1999; Jing, Xiaodong & Yu, 2016) is used to know the errors made by the students. After all, the error analysis theory (Brown, 2002; Ellis, 1999) is used to analyze the errors made by the students. The following is the figure of theoretical framework:

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion of the research. Some conclusions and suggestions can be made based on the result of data analysis, they are as follow:

5.1 Conclusion

According to identified data which are from the students' errors in perception and production test. There are some conclusions can be made, they are as follow:

1. The students are more capable of perceiving English palato alveolar sounds than producing English palato alveolar sounds. In the perception test, they just made 650 errors out of the total listening test items with the percentage of error proportion of listening test is 36%. Based on the criterion of the data interpretation, the eighth grade students of SMP N 1 Bumijawa are considered good in perceiving English palato alveolar sounds.

2. From the production test, the students made 316 errors out of the total numbers of the speaking test items with the percentage of error proportion of speaking test is 53%. Based on the criterion of the data interpretation, the students are considered fair in producing English palato alveolar sounds. Then, it is indicated that the most common problems faced by the eighth grade students are at the production level.

3. As we know that the most common problems faced by the students are at production level because there are some factors that influenced them in producing English palato alveolar sounds, they are:

   a. The English palato alveolar sounds do not exist in their native language so that they are not used to producing the sounds and not familiar with the sounds.

   b. The interference of students' native language that is Bahasa Indonesia. For example the students pronounced the sound [ʧ] with their own sound [c] because the production of the sound [c] is close to the sound [ʧ] so that they substituted the sound [ʧ] by the sound [c].

   c. They were influenced by distractor sound. For example in producing English palato alveolar sound [ʃ] the students produced it as sound [s] and producing English palato alveolar sound [ʧ] as sound [t], where [s] is the distractor sound for sound [ʃ] and [t] is the distractor sound for sound [ʧ] which they have heard in the perception test before.

   d. They were influenced by orthographic writing example like pronouncing the word *'allusion'* as [aˈlusiɔn], the word *'azure'* as [ˈæzur] because in their native language (Bahasa Indonesia) they pronounce the words as it is and it becomes their habit in pronouncing English words. Meanwhile, in English, the letters may represent more than one sounds and it makes the students confuse to pronounce English words.

5.2 Suggestion

Based on the conclusion above, the eighth grade students of SMP N 1 Bumijawa are good in perceiving English palato alveolar sounds and fair in producing English palato alveolar sounds. Then, I would like to give some suggestions for students, teachers, and the next researchers.

5.2.1 For the Students

The students should master the four basic skills of English namely speaking, reading, writing, and listening. Besides that the students also have to know how to pronounce the words correctly. They should practice a lot in pronouncing English words so that they do not make any misunderstanding. They must familiarize themselves with English sounds. To improve their ability in English pronunciation, the students can learn pronunciation through watching some programs from Youtube, TV or even English movies, they also can listen to some English songs or other materials so that they also have good listening skills. Then, if they found difficulties in pronouncing English words they can ask their teacher so that they get a clear understanding.

5.2.2 For the Teachers

The teachers as a facilitator in learning English at school should provide many learning strategies and improve their teaching quality. They can use various techniques in learning English, especially pronunciation. The teachers should give them pronunciation materials not only reading, writing, and listening materials. They should encourage the students to speak English in school and outside the school so that the students used to produce English sounds.

5.2.3 For the Next Researchers

I hope this research will be useful for the next researchers who will conduct research related to this topic. It is expected that this research can be a reference to make the background of their research. For the next researchers, they can analyze students' errors in pronunciation by using other method or they can add more variables, so that their research will be better and broader.

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