



**STUDENTS' ACCURACY IN PRONOUNCING ENGLISH
PALATE ALVEOLAR SOUNDS**

**(A Case Study of Students of English Department , Universitas Negeri
Semarangin the Academic Year of 2019/2020)**

A final project

submitted in partial fulfillment
of the requirements

for *Sarjana Pendidikan*

Faza Lutfiyana

2201416068

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG**

2020

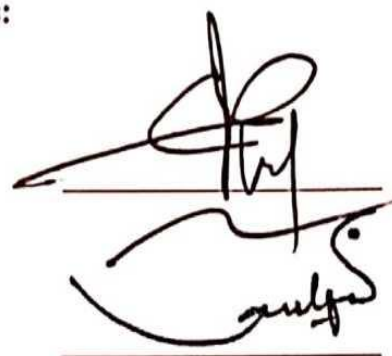
APPROVAL

This final project entitled “*Students’ Accuracy in Pronouncing English Palate Alveolar Sounds (A Case Study of Students of English Department , Universitas Negeri Semarang in the Academic year of 2019/2020)* 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 September, 2020.

Board of Examiners:

1. Chairman

Drs. Eko Raharjo, M. Hum.
NIP. 196510181992031001



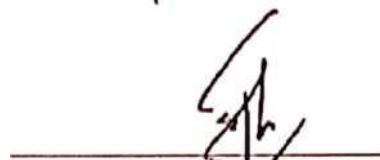
2. Secretary

Zulfa Sakhiyya, S.Pd., M. TESOL., Ph.D.
NIP. 198404292012122002



3. First Examiner

Alief Noor Farida., S.Pd., M.Pd
NIP. 198208142014042001



4. Second Examiner

Galuh Kirana Dwi Areni, S. S., M. Pd
NIP. 197411042006042001



5. Third Examiner/ Advisor

Pasca Kalisa., S.Pd., M.A., M.Pd.
NIP. 198909062014042001



Dean of Faculty of Languages and Arts

Sri Rejeki Urip, M. Hum.
NIP. 196202211989012001

DECLARATION OF ORIGINALITY

Hereby I,

Name : Faza Lutfiyana

SRN : 220146068

Department/Major : English Language and Literature/ English Education

Faculty : Languages and Arts

Declare that the final project entitled "*Students' Accuracy in Pronouncing English Palate Alveolar Sounds (A Case Study of Students of English Department , Universitas Negeri Semarangin the Academic year of 2019/2020)*" is truly my own work and has not been submitted in any forms of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 18 Oktober 2020



Faza Lutfiyana

2201416068

MOTTO AND DEDICATION

“If you love what you do, you will get what you want”

(Faza Lutfiyana)

This final project is dedicated to:

My beloved parents,

My brothers and sisters (Anis Maghfiroh and Samsudin)

My family and friends.

ACKNOWLEDGEMENT

Praise to Allah, Lord of Universe and Lord of Merciful who gives the researcher blessings, just because of His mercy, the researcher is able to finish her final project. Moreover, peace be upon to prophet Muhammad S.A.W who brought Islam to this world. The researcher humbly appreciates and expresses the deepest gratitude to all people who gave helps till she could complete this final project.

They are:

1. My family who always gives the researcher the endless prayer, all kinds of support and strength.
2. Pasca Kalisa, S.Pd., M.A., M.Pd. as the researcher's advisor. Thanks for her understanding and patience in giving the researcher a guidance, many useful suggestions, ideas, corrections, and support for the final project accomplishment.
3. All the lecturers and staffs of English Department of Universitas Negeri Semarang who had given the researcher a lot of knowledge, lessons, and supports.
4. The students of Factual Speech of English Education, English Department of Universitas Negeri Semarang as my participants for their respect and cooperation during the research.
5. Ms. Madara Lesalniece as my Expert judgement and validator in my research. Thank you for your help.
6. All of my best teacher and friends Mr. Aris, Mr. Pandu, Kakak Lisa, Mak Priyani, Nanda, Asti, my lovely Rexona geng (Nita, Tata, Bakhрил), Anika,

fifit and the rests whom the researcher cannot mention one by one. Thank you for your helps and supports.

7. All the Students in Crowned clown , the members LingArt and Gubug Kopi team for all the precious experiences the researcher gained.
8. All people who have given the researcher supports and helps in completing the final project. All the love for you.

ABSTRACT

Lutfiyana, Faza. 2020. Students' Accuracy in Pronouncing English Palate Alveolar Sounds (A Case Study of Students of English Department , Universitas Negeri Semarang *in the Academic year of 2019/2020*)

Keywords: *English Consonants, Palate alveolar, pronunciation, Students' accuracy.*

This study was aimed at (1) investigating the students' accuracy in pronouncing English Palate alveolar sounds, and (2) finding out the factors encountered in the students' accuracy in pronouncing English Palate Alveolar Sounds. This study used a qualitative method. The participants of this study were 30 students of fourth terms in the academic year 2019/2020 of English department, Universitas Negeri Semarang.

The Instruments of collecting data were speaking test and interview. The data were obtained by recording the students' pronunciation and the interview. The pronunciation test was used to investigate the students' accuracy in pronouncing English palate alveolar sounds, while to find out the factors encountered in students' accuracy, the researcher did an interview. Based on the findings, dealing with the pronunciation of English palate alveolar fricative [ʃ], [ʒ], the result representing 61% and 58%. Meanwhile, regarding to the palate alveolar affricate [tʃ],[dʒ] the score was higher. From all the students' accuracy, the highest percentage was palate alveolar affricate [tʃ] with 67% and [dʒ] was 64%.

The result showed that in pronunciation test, the students' categorized was good. Mostly the students did well in pronouncing the sounds although there were some students tried to substitute [ʃ], [ʒ],[tʃ],[dʒ] with the existing sounds in their native language. Yet, the lowest accuracy of the students was when they pronounced [ʒ] and tended to replace with [z] because they was not familiar with the sounds. In addition, from the interview, it can be concluded that students' accuracy were mostly caused by native language. Other factors were the students' aptitude in learning English proved by students' recognition in English palate alveolar sounds. The last factors were the students motivation in learning pronunciation.

TABLE OF CONTENT

APPROVAL	ii
MOTTO AND DEDICATION.....	iv
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF TABLE	x
TABLE OF FIGURES.....	xi
LIST OF APPENDICES	xii
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 The Reasons for Choosing Topic.....	5
1.3 Statement of the Problems.....	6
1.4 Objectives of the Study.....	6
1.5 Significance of the Study.....	7
1.6 Limitation of the Study.....	7
1.7 Outline of the study	8
REVIEW OF THE RELATED LITERATURE	9
2.1 Review of the Previous Studies.....	9
2.2 Review of the theoretical study.....	13
2.2.1 Pronunciation	13
2.2.2 Pronunciation Problems.....	15
2.2.3 Factors that Influence Students' accuracy	16
2.2.4 Student's Accuracy.....	17
2.2.5 English Consonant.....	20
2.2.6 English Palate Alveolar Sounds.....	23
2.3 Theoretical Framework	26
RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Research Participants	30
3.3 Object of the Study	30

3.4	Roles of the Researchers	31
3.5	Type of Data.....	31
3.6	Research Instrument.....	32
3.6.1	Speaking Test.....	32
3.6.2	Doing Interview.....	32
3.7	Procedure for Collecting Data.....	33
3.7.1	Preparation Stage	33
3.7.2	Speaking Section	34
3.7.3	Doing Interview.....	34
3.8	Procedure of analyzing the Data	35
3.9	Triangulation	36
FINDING AND DISCUSSION		39
4.1	Findings.....	39
4.1.1	Students' accuracy in pronouncing palate alveolar Fricative [ʃ].	40
4.1.2	Students' accuracy in pronouncing palate alveolar Fricative [ʒ].	43
4.1.3	Students' accuracy in pronouncing palate alveolar Affricate [tʃ].	46
4.1.4	Students' accuracy in pronouncing palate alveolar Fricative [dʒ].	49
4.1.5	Responses of the Students to the Interview	52
4.2	Discussions.....	57
4.2.1	Students' accuracy in pronouncing palate alveolar Fricative [ʃ].	58
4.2.2	Students' accuracy in pronouncing palate alveolar Fricative [ʒ].	59
4.2.3	Students' accuracy in pronouncing palate alveolar affricate [tʃ].	61
4.2.4	Students' accuracy in pronouncing palate alveolar Fricative [dʒ].	62
4.2.5	Factors may be encountered in the students' accuracy in Pronouncing English Palate Alveolar Sounds.	63
CONCLUSIONS AND SUGGESTIONS		68
5.1	Conclusions	68
5.2	Suggestion.....	69
REFERENCES.....		71
APPENDIX		75

LIST OF TABLE

Table 2.1 Consonants grup based on the place of articulation.....	20
Table 2.2 Indonesian language Consonants	24
Table 2.3 Schedule of collecting data	33
Table 3.2 TheStudents' criterion based on the accuracy.....	37
Table 4.1 The studets' accuracy in [j] test	41
Table 4.2 The studets' accuracy in [ʒ] test.....	44
Table 4.3 The studets' accuracy in [ʃ] test.....	47
Table 4.4 The studets' accuracy in [dʒ] test	50
Table 4.5 The students' responses to the Interview	53
Table 4.6 Factors of students' pronunciation accuracy.....	64

TABLE OF FIGURES

Figure 2.1 palate alveolar fricatives	22
Figure 2.2 Palate alveolar affricate	23
Figure 2.3 Theoretical Framework	28
Figure 4.1 The students' comparison in pronucing palate alveolar	40
Figure 4.2 The students' percentage in [ʃ] sounds based on the position	42
Figure 4.3 The students' percentage in [ʒ] sounds based on the position...	45
Figure 4.4 The students' percentage in [tʃ] sounds based on the position...	48
Figure 4.5 The students' percentage in [dʒ] sounds based on the position .	51

LIST OF APPENDICES

APPENDIX 1. List of fourth grade students of English department	75
APPENDIX 2. Speaking Instrumenst Test	76
APPENDIX 3. Answer key of speaking instrumest test	77
APPENDIX 4. Interview Guidline.....	78
APPENDIX 5. Students' pronunciation transcription	78
APPENDIX 6. Students' Interview transcription	87
APPENDIX 7. Documentation	97
APPENDIX 8. Validation sheet.....	98
APPENDIX 9. CV of Expert Judgement	99
APPENDIX 10 Indonesia Validation sheet	108
APPENDIX 11. Surat Keputusan	103

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

Discrepancies in the spelling-to-sound mapping in English have been known to cause great difficulties to Indonesian Learners. For Instance, the voiceless plosives such as *p,t,k* must be read *p^h, t^h, k^h* and also sound of voiceless palate alveolar [ʃ], [ʒ], [tʃ], [dʒ], can be spelled in the various ways (Ramelan, 2003 p. 99). In Indonesian the sounds of voiceless palate alveolar [ʃ] replaced by the sound [s], the sound [ʒ] by the sound [z], the sound [tʃ] by the sound [c], and the sound [dʒ] by the sound [j]. Accordingly, foreign English learners often do not know how well to pronounce some new words eventhough already learned those words.

According to Ramelan (2003,p.5), 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. The second reason is sounds which have the same phonetic features in both languages but differ in their distribution. For 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. In fact above, English have no respect for their language. Some students cannot spell it because they have nothing to spell it with but an old foreign alphabet of which only the consonants-and not all of them-have any agreed speech value.

On the other hand, the level of phonological transparency of learners' first and second languages may influence their reading and spelling of the second language, and the spelling of second language words can even affect second language learners' pronunciation. Based on Bassetti and Atkinson(2015)one challenge for Indonesian learners is that the phonological inventory is very large and complex. It is different structure from Indonesian phonology in addition the orthographic transparency is very low (Leemann, Kolly, Schmid, and Dellwo, 2016). The complexity structure in English language is difficult to apply in Indonesian learners because of unfamiliar with. It causes difficulties for Indonesia learners when learning English sounds. Nevertheless, there are some sounds of English that do not exist in Indonesian language sound system so that the students are not familiar to that sounds and don't understand how to produce them.

As a foreign language, English is considered to be difficult for Indonesian people in pronouncing the sounds. Indonesian people certainly have a problem in pronouncing English speech sounds due to the variety of ethnic groups which

have different accent and language systems. In the light of Communicative Language Teaching (CLT), students are required not only to have good knowledge of vocabulary and eligible grammar, the four language skills, but also correct pronunciation. Accurate pronunciation is must be achieved in learning English process. Therefore, learning English pronunciation is of great importance to students, even for their exams or in general language communication. In addition, this will help them to have a good job in their future and enable them to communicate with foreigners successfully if they have a chance and the need.

Some previous studies have been conducted dealing with pronunciation of English Palate alveolar sounds. A study conducted by Silveira (2007) on her research about Investigating the Role of Orthography in the Acquisition of L2 found that the pronunciation of some word-final consonants is more commonly affected by orthography than others. There were some factors seemed to affect the production of these consonants included the following: (a) previous experience with words in terms of orthographic knowledge; (b) L1 spelling-sound correspondence; (c) cognate words; (d) words that have irregular pronunciation; (e) L1 phonotactic rules, and (f) task-type.

Therefore, the discrepancies between sounds and letter often cause young first language acquirers of English to spell some words. For example: they often spell *she* and *show* as *sii* and *so*, respectively. This is because auditory inputs are the primary source in first language acquisition, and thus the final to rely on their knowledge on the spoken language when they spell words (Cassidy, 1985). Different auditory input will produce different output. Luviya (2016) explained

that some mispronunciation occurred when some English consonants were absent in mother tongue inventories. They changed the English consonants into their mother tongue consonants which have closed inventories with English consonants.

Another factor that leads to pronunciation problems for Indonesian students is the interference of their native language (Indonesian language). The reason is since childhood they have been speaking their mother tongue which has been deeply implanted in their mind another. 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 used English, they could not perceive and produce the sound, especially non-exist sounds. They used 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 failed to pronounce English words accurately. This research aims to investigate the students' accuracy in pronouncing English palate alveolar sounds [dʒ, ʃ, tʃ, ʒ] because those sounds do not exist in Indonesian language sounds system.

From the researches above, it can be concluded that the errors of pronunciation especially palate alveolar sounds are commonly caused by the absence of sound in the first language which finally leads the substitution and also the differences structure of orthography. However, most of previous studies have been done only investigated the mispronunciation of some English consonants by Javanese students. Whereas, the research related to the students' problems in

pronouncing English sounds of adolescents is also necessary to see the students' accuracy in pronouncing English palate alveolar sounds for Indonesian students learners' to prevent mispronunciation in the future. In addition, there were a few studies that analyzed the mispronunciation that were made by people in a particular dialect of a country.

Therefore, this study focused on the how the students pronounce English palate alveolar in accurate sounds. Moreover, this study also analyzed the factors found in students' accuracy in pronouncing English palate alveolar sounds. Based on the backgrounds of the students of English Department, they still confused how to pronounce the palate alveolar because their mother tongue is Indonesian language which is has different structure. They also not only familiar with the sounds, because they start to learn the English consonants in university level. From the statements above hopefully, this analysis which is conducted to the young learners can avoid other English pronunciation errors in the future.

1.2 The Reasons for Choosing Topic

Researcher chooses topic *Students' Accuracy in Pronouncing English Palate Alveolar Sounds*, because of some following reasons: First, pronunciation is an important aspect of speaking skill, without good pronunciation, the students of English department could not communicate well because one mistake in pronunciation may cause different meaning. Pronunciation also plays a very important role in learning a language, Derwing and Munro (2005) claimed that, having good pronunciation of the language can help in normal communication, particularly intelligibility. Accurate pronunciation is must be achieved in learning

English process. Therefore, learning English pronunciation is importance to students, even for their exams or in general language communication.

Second, this research is about English palate alveolar sounds which consists of [dʒ], [ʃ], [tʃ], [ʒ]. English palate alveolar is chosen because those sounds do not exist in Indonesian language sounds system and the production of English palate-alveolar sounds are quite different with Indonesian language sounds. Many students may do errors when they learn this because the difficulties how they spell those sounds. Hence, this research want to know the students' accuracy and what factors may be encountered in pronouncing English Palate Alveolar Sounds.

1.3 Statement of the Problems

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

1. How is the students' accuracy in pronouncing English Palate alveolar sounds?
2. What factors encountered of the students' accuracy in Pronouncing English Palate Alveolar Sounds?

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 investigate howis the students' accuracy in pronouncing English Palate alveolar sounds.

2. To find out the factors encountered in the students' accuracy in Pronouncing English Palate Alveolar Sounds.

1.5 Significance of the Study

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

Theoretically, the researcher hopes the result of the study can be use as the reference for the other researchers who want to conduct a research in teaching pronunciation especially palate alveolar and gives information for teacher The teacher know the difficulties faced by the students in pronouncing English sounds especially palate alveolar sounds [dʒ], [ʃ], [tʃ], [ʒ].

Practically, the researcher hopes that the result of the study will be useful for teacher and students. The teacher can understand the students' accuracy and the factors found in Pronouncing English Palate Alveolar Sounds for their students.

Pedagogically, the students know how to pronounce English palate alveolar in accurate sounds, and also know which part of their organs of speech that are used to produce English palate alveolar sounds. It is also expected that the students improve their learning style in order to pronounce and communicate accurately.

1.6 Limitation of the Study

This research focuses on The Students' Accuracy in Pronouncing English Palate Alveolar Sounds. The researcher wants to identify how the students can pronounce English palate alveolar sounds accurately. There are fricative and affricative

sounds [dʒ], [ʃ], [ʒ], [ʒ] those do not exist in Indonesian language sounds system. Besides that, this research also wants to find out the most common factors encountered by the students in English palate alveolar sounds.

Moreover, this study is only conducted for the students in four term of English department in Universitas Negeri Semarang. The students are chosen because it is based on the existing experience and it is believed that the students have enough English skill in this topic.

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 section presents review of the related literature. There are four sub sections discussed here. They are review of the previous study, key terms, theoretical framework, and research activities.

2.1 Review of the Previous Studies

Many learners of English language often do not pay attention to their pronunciation, they believe that pronunciation is less important than another areas of English language. Many mistakes of misunderstanding in communication were caused by the mispronouncing of words. When we teach English pronunciation as a foreign language, the main goal is to make our students communicate easily with other people. However, Much influenced by non-existence sounds of English in their native language. Starting with a study conducted by 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 findings showed evidences that the problems faced by the students in learning English pronunciation were mostly due to the native language (Indonesian language) interference. When facing difficulty in pronouncing English words which contain non-existent phonemes in Indonesian, the students using their native language phonemic system they are familiar with. As a result, they fail to produce English words accurately.

Many English learner's do not know the structure utterance of English which contain different auditory from Indonesia. They focused to learn English pronunciation but ignored the composition of every part in English. Based on theory of Chung(2017), he explained that there is important factors that one person must notice in the way of learning pronunciation which are accent, stress, intonation, and rhythm. Accent is defined byChung (2017)"as the cumulative auditory effect of those features of pronunciation that identify where a person is from regionally or socially".Stress syllables are often defined as those syllables with an utterance that are longer, louder and higher in pitch, it is the degree of force with a syllable or a word is uttered.Intonation is the forms or waves of language acquires while the speaking is produced, that means the melody or music of language, the voices rises and falls as we speak.Ingemann and Crystal(1998)stated that rhythm is organized according to regulating in timing of the stressed syllables.

Not only accent, stress, intonation, and rhythm, the pronunciation also influenced by orthography.Ventura et al (2001)studied about the influence of orthographic writing in Portuguese students. The findings indicated that orthography played a crucial role in the mental representations of the syllable structure. The result showed the phonological judgements about the structure of the syllable were heavily influenced by the connections between phonology and orthography. Likewise, it has been observed that orthography has a great impact on second language (foreign language) acquisition. Accordingly it has been

observed that knowledge of spelling has interfered with the pronunciation of some words, thus resulting of pronunciations.

Mother tongue or native language can influence the Students pronunciation in other languages. Mack and Beardsmore (1988 p.50) in their book stated that many of the difficulties a second language learner was with phonology, vocabulary and grammar of L2 are caused by the interference of habits from L1. The formal elements of L1 are used within the context of L2 so that errors occur in L2 as the structures of the L1 and L2 are different. It happened because there was inequality context between L1 and L2. Gilbert et al (2001) also conducted research on the phonology of English as an international language, in which they studied which phonological features caused a breakdown in communication when two non-native English speakers were communicating with each other, has popular the notion that specific features of pronunciation must be mastered in order for a speaker to be understood. Jenkins (2002) calls these minimal features of pronunciation a lingua franca core. In addition, teachers of adults learning English should be aware that the goal of improving pronunciation for many adult learners is mutual intelligibility, not perfection

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 [θ] with the sounds [t] and [f], and substituted the sound [ð] with the sounds [d] and [t].

There are some consonants do not exist in Indonesia's region languages including Javanese which causes pronunciation errors. 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], [dʒ], [d], [z]. They finished 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 [dʒ]with the sound [j] and [g], and the sound [ð] with the sound [d], [d], and [t]. Then, Nuhiu, (2013)confirmed that the influence of mother tongue emerges one term which is called as 'difficult diphthong' in which the students failed in pronouncing English diphthong and replace English consonants with the sounds that exist in their native inventory sounds.

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 (Khalilzadeh, 2014).

Not only the first language interference, the student's pronunciation errors can also be caused by the lack of knowledge and exposure. The students who rarely practice to pronounce words in certain language will have difficulties.Rizkiyani(2019)also conclude that the most common problems faced

by the students were at the production level and there were some factors influenced them in producing English palate alveolar sounds, namely the non-existence of English palate alveolar sounds, the influence of orthographic writing, the influence of distractor sounds and the interference of mother tongue.

All of the studies above concern with English student pronunciation especially palate alveolar sounds. From the fact, many students in Indonesia still has difficulties to produce English sounds. They have many mistakes to pronounce the English sounds because the different sounds in their native language. Our mother tongue also influential in this case.

The difference between those studies and the writer proposes was the writer tries to find out how the students' accuracy in pronouncing English palate alveolar sounds. This present study about Englishpalate alveolar sounds because those sounds do not exist in Indonesian language sound system and this study has never been analyzed before.

2.2 Review of the theoretical study

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

2.2.1 Pronunciation

Pronunciation is the important parts of English language.As a foreign language in Indonesia, English certainly has some difficulties to learnt by Indonesian people, especially in pronouncing some sounds that do not exist in their local language. As Novalina and ginting(2016) define pronunciation as 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.

Based on Seidlhofer(1994), Pronunciation is defined in general term as the production of significant sound in two senses. For the first reason, it is used as part of code of a particular language. In this reason, pronunciation is as the production and the reception of sounds of speech. The second reason, it is used to achieve meaning in contexts of use. In this reason, pronunciation is in with reference to act of speaking.

According to Derwing and Munro (2005), “pronunciation is the ways in which speakers use their articulatory apparatus to create speech.” This concept encompasses all the individual speech sounds in a particular language as well as the prosodic and voice quality features that are shared by speakers of that language. Aboe(2018) stated that pronunciation is the act or result of producing the sound of speech, including articulation, stress and intonation often with reference to some standard of correctness or acceptability.

Fromkin and Rodman(2003) explained that the spelling reformers saw the need for consistent spelling that correctly reflected the pronunciation of words. The current English spelling system is based primarily on the earlier pronunciation of the words. There are many changes that have occur in the sound system of English that are not reflected in the current spelling.

2.2.2 Pronunciation Problems

Indonesian learners often face difficulties in learning English, especially in its pronunciation. Since a childhood they speak in their mother tongue and they will automatically repeat the language. According to Ramelan(2003:4) “Learning language has been deeply implanted in him as part of his habits.” Moreover he says that “it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. When they were born, their parents taught them based on the mother tongue and they will imitate him regularly. It is being a problem in Indonesian students to pronounce English sounds.

Kelly(2006:4)says that “we all use the same speech organs to produce the sounds we become accustomed to producing.” Besides that, Syafei(1988:1)explains the reasons why English is difficult for Indonesian learners as follows. The first, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. The second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English). Moreover, Syafei, (1988:1) argues “the learners’ effort to learn the new language will meet with strong opposition from his old established habits.”This is called “habit interference” (Ramelan, 2003:5)

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of

his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. On the other hand, the elements of the foreign language which are similar to those found in one's native language will not offer any problem. Some learners will understand some words in English without any difficulties because they are familiar with the sounds. For instance, they will produce /n/ in good sounds because they often pronounce well.

Duay et al divide the problem based on surface strategy taxonomy into four categories. There are Omission (problems are characterized by the absence of an item that must appear in a well formed utterance); Addition (the presence of an item that must not appear in a well formed utterance); Misformation (characterized by the use of the wrong form of the morpheme or structure); and Misorder (characterized by the incorrect placement of a morpheme or group of morphemes in an utterance).

2.2.3 Factors that Influence Students' accuracy

Pronunciation is the important elements in learning English language. Some of people faced the difficulties in pronunciation aspects. The difficulty in learning is determined by the degree of difference it will be for the student to learn the foreign language. Some of Indonesian students also get difficulties in pronouncing word in English. Mnao(2015)says that "learners tend to substitute non-existing Indonesian phoneme of English with the closest Indonesian phonemes."

Besides that, some people also pronounce the english pronunciation accurately. There are some factors influenced the students' accuracy while pronouncing English language. They are native language, age,

exposure, innate phonetic ability, identity and language ego, motivation, and concern for good pronunciation. Obviously, it is rather difficult to provide a complete list of affecting factors in pronunciation (Desfitranita et al, 2017 p. 19). According to Gatbonton et al (2005) as cited in Poetry (2019, p. 26) there are some factors influencing students' accuracy in pronunciation are age, amount and type prior pronunciation instruction, aptitude, learner attitude and motivation, native language.

For Indonesian students pronunciation is the hardest part of learning English because of the habit. They get trouble to change their habit language of moving the speech organs to transfer or produce a sound in foreign language. Indonesia and English has different sound characteristics. Moreover, Gilakjani et al (2011, p. 314) explained that students' accuracy in pronouncing English sounds influenced by motivation and exposure; exposure to the target language; attitude and instruction, age and mother tongue.

2.2.4 Student's Accuracy

According to Hornby (2010) the term accuracy is the closest with mastery . he defined into two definitions. The first definition states that the term ability means "the fact that somebody/something is able to do something" and the second one says that mastery is "a level of skill or intelligence, great knowledge about or understanding of a particular thing" (Hornby, 2010). In connection with the topic of this study, the second definition is more suitable to describe the meaning of the phrase "students accuracy in pronouncing English palate alveolar sounds ". There are several ways to measure students' accuracy, one of which is by conducting

tests and after that finding out the correct percentage that the test-takers made. According to the criterion to categorize ability level suggested by Tinambunan (1988), if the number of correct percentage falls between 0-25%, the ability level is categorized as poor, if the correct percentage falls between 26-50%, the ability level is categorized as fair. If the correct percentage is between 51-75%, the ability level belongs to good category. If the correct percentage is between 76-100%, it means that the level of ability is categorized as excellent.

2.2.4.1 Analysis of Student's accuracy

In learning a foreign language, there must be some difficulties that may cause some errors. Those errors are important to be analyzed. Beside that, accuracy also important to be analysed to measure how is the accuracy of the students in doing something. The students' errors mean that there are some problems within their learning of the target language. It is very important for teacher to analyze the errors the students make since it gives the teacher evidence of the learners' competence in the foreign language.

Generally, in analyzing the data, the researcher used steps by Ellis (1997, p.15-20). To analyze the data , the researcher used some steps:

1. Transcribing the students' speaking test results

When doing speaking test, the pronunciation of students was recorded. The students should pronounce the word/sentences by themselves. After that, the researcher and the native played and listened carefully to the recording

2. Identifying the accuracy

In this section, the students' pronunciation were checked. There are 40 words. After that, the researcher compared the students' answer with the right phonetic transcription using Oxford Advance Learner Dictionary cooperate and consulted with the native speakers.

3. Describing and Explaining the accuracy

After identifying the students' accuracy, the researcher described the students' accuracy. In this section, the researcher classified the types of accuracy which occurred based on the theory of Dulay et al (1982). In this step, the researcher also made a table of students' accuracy and counted the percentage which contained the total number of accuracy produced by the students. The accuracy covered speaking section. I used the following formula as cited in Hasan (2016) to calculate the percentage of accuracy make by the students:

$$RM = \frac{\sum RCA}{\sum MCA} \times 100\%$$

Where:

RM : The percentage of accuracy

$\sum RCA$: The sum of accuracy made by the students

$\sum MCA$: Total number of words tested to the students

4. Observing the interview result

In this step, the researcher calculate how many accuracy made by the students. Then I interpret the result to know the causes of those accuracy

,especially in speaking test and concluded the factors may encountered in students' accuracy.

2.2.5 English Consonant

A consonant is a speech sound that is not a vowel. The way of producing a consonant is characterized primarily by a few obstructions above the larynx, especially in the mouth cavity. The sounds of all languages fall into two classes: Consonants and vowels. In phonetics, the term consonant and vowels refer to the type of sounds, not to the letter represent to them. According to Fromkin and Rodman (2003), "consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. 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 medial 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 p.99).

Ramelan (2003) also stated that "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 depfinalent upon the place and the manner of obstructing the air (p.100)."

However, many Indonesian students get trouble in comprehend the consonants Sounds because the different of vocal tract. According to Laurel J. Brinton(2000 p.44), “consonants are classified according to four features. First, The state of the glottis. Here they are vibration (voiced) or open (voiceless). Voiced consonants require the use of the vocal cords to produce their signature sounds; voiceless consonants do not. Both types use the breath, lips, teeth, and upper palate to further modify speech. These are the voiced consonants: b, d, g, j, l, m, n, ng, r, sz, th , v, w, y, and z. While Voicelessconsonants do not use the vocal cords to produce their hard, percussive sounds. Instead, they're slack, allowing air to flow freely from the lungs to the mouth, where the tongue, teeth, and lips engage to modulate the sound. These are the voiceless consonants: ch, f, k, p, s, sh, t, and th.

Second, The state of the velum. This is consists of lowered (nasal) or raised (oral). Oral sounds are those produced with the velum raised to prevent air from escaping out the nose. (e.g. /p/) in English. Nasal sounds are those produced with the velum lowered to allow air to escape out the nose (e.g. /n/) in English.

Third, The place of articulation. The location where the structure or place of maximum interference occurs and what articulators are involved. In describing the place of articulation for consonants, it is traditional to list the active and then the passive articulator. Based on the place of articulation, consonants are divided into 8, they are: bilabial (e.g. /p/, /b/), labial-dental (e.g. /f/, /v/), dental (e.g. [θ] and /ð/), alveolar (e.g. /t/, /s/), palate alveolar (e.g. /tʃ/ and /dʒ/), palatal (e.g. /j/), velar (e.g. /k/ and /ŋ/), glottal (e.g. /h/).

The last, the manner of articulation: the amount of structure, whether it is complete, partial (called “close approximation”), or relatively open (“open approximation”). The term “approximation” refers to the two articulators approaching (or approximating) one another. Each of the various places of articulation just examined may combine with a number of different manners of articulation to produce consonant sounds. There are six categories in the manner of articulation, they are plosive (e.g. /b/, /d/, /g/, /k/, /t/), affricate (e.g. /tʃ/ and /dʒ/), fricative (e.g. /f/, /v/, /θ/, /ð/, /z/, /ʒ/, and /h/), nasal (/m/, /n/, /ŋ/), lateral (e.g. /l/), approximant (e.g. /j/, /r/, /w/).

Table 2.1
Consonant Group
Place of Articulation

Manner of Articulation		Bilabial	Labio-dental	Dental	Alveolar	Alveolar Palatal	Palatal	Velar	Glottal
Stop	Voiceless	p			t			k	ʔ
	Voiced	b			d			g	
Nasal		m			n			ŋ	
Flap					r				
Fricative	Voiceless		f	θ	s	ʃ			h
	Voiced		v	ð	z	ʒ			
Affricate	Voiceless					tʃ			
	Voiced					dʒ			
Approximant	Lateral				l				
	Retroflex Glide or Semivowel				r		j	w	h

(Laurel J. Brinton, 2000 p.71)

In the stop series of English, there are paired voiced and voiceless stops produced in three locations: first, Bilabial. The voiced bilabial stop /b/ (as in band, ember, mob) and the voiceless bilabial stop /p/ (as in pound, open, coop). Second, Alveolar. The voiced alveolar stop /d/ (as in danger, eddy, loud) and the voiceless

alveolar stop /t/ (as in tangle, otter, moat). Third, Velar. The voiced velar stop /g/ (as in grass, rugged, rug) and the voiceless velar stop /k/ (as in carrot, election, luck).

2.2.6 English Palate Alveolar Sounds

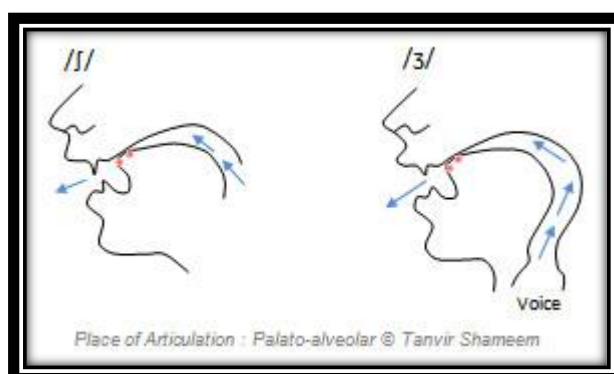
According to Ramelan(2003, p.100-105), “the four sounds of palate-alveolar sounds [dʒ, ʃ, ʒ, ʒ] are divided into two groups. The first group is fricative consonant [ʃ, ʒ] and the second group is affricate consonant [dʒ, ʒ]. “

2.2.6.1 Palate Alveolar Fricative

The palate alveolar fricative is the sound which produced because of the air flow that is blocked so that it produces a hissing sounds. Ramelan(2003) explained that Palate 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. The palate alveolar fricatives /ʃ/ and /ʒ/ are made by bringing the tongue up towards the region between the alveolar ridge and palate. While /s/, /ʃ/, and /z/ are found in all positions in words, /ʒ/ is restricted in its occurrence: it is never found in initial position in English words, only in French words used in English such as genre (Brinton, 2000 p.31-32).

Also named those two sounds [ʃ, ʒ] as palate 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.

Brinton(2000 p.32)explained that the voiced palate alveolar fricative /ʒ / (as in *equation, rouge*) and the voiceless palate alveolar fricative /ʃ/ (as in *shirt, marshal, rush*). These sounds are represented by the /ʃ/ “esh” (long “s”) for the voiceless fricative and /ʒ / “yogh” for the voiced fricative. The sounds palate alveolar fricative /ʃ/ is not articulated exactly the same way by everybody. Its manner of formation depends to some extent upon the shape of speaker’s teeth and palate. More usually the tongue tip is raised in the position, but some keep the tongue tip down near the lower teeth. For example *shape (ʃeɪp)*, *sugar (ʃʊgə)* and *asia (eɪʃə)*(Jones, 1956 p.104). With many articulation of /ʃ/ is accompanied by protrusion of the lips. With others the lips are in a neutral position. The sounds formed with and without lip-protrusion are acoustically distinct from each other.



Source: Noll, 2018

Figure 2.1

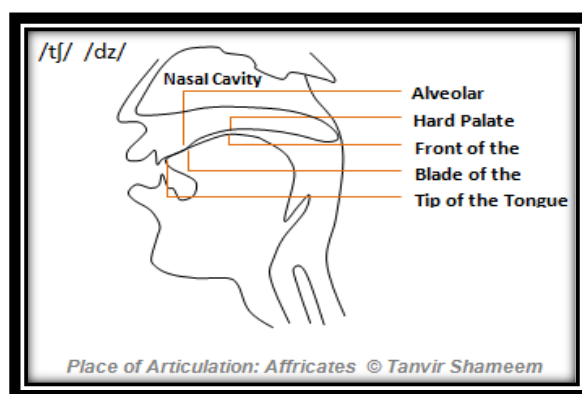
Palate alveolar fricatives

2.2.6.2 Palate alveolar affricative

The palate alveolar affricative is a sound which is produced because there was a stop release sound. According to Jones(1956 p.78)stated that, “the [tʃ] and [dʒ] as palate-alveolar affricate since in making palate-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 contact; the air behind is compressed by pressure from the lungs, then the contact is realized in such manner that a short corresponding fricative \int is heard.” The tongue tip is placed in a position differing a little from that of the ordinary English t . the position taken up by the lips during the pronunciation of $[\tʃ]$ varies with individual speakers in the same way as that of \int . $[\tʃ]$ retains its affrications in all situation.

Besides that, Daniel Jones(1956)told that $[dʒ]$ is also voiced or partially voiced palate alveolar affricate. The articulation and lip position are similar to those of $[\tʃ]$. $[dʒ]$ is fully voiced when it occurs between voiced sounds, as in *major*/'meɪ.dʒər/. in other situation it is partially voiced or with many speakers, completely voiceless.Based on Ramelan (2003 p.148), the the articulatory of producing $[dʒ]$ is the same as the way of producing $[\tʃ]$ but the vocal cords are in vibration.



Source: Noll, 2018

Figure 2.2
Palate alveolar affricative

2.2.6.3 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, θ, δ, ʃ, dʒ, tʃ, ʒ, ŋ] of English. Each consonant has its own type. Whereas, Indonesian language 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 Indonesian language such as [ʃ, dʒ, tʃ, c, j, ʒ, v, θ, δ,], the rest exists in both languages, Indonesian language and English. Those non-existing sounds obviously are difficult to pronounce by the students, since their native phonemic system (Indonesian language) doesn't have those sounds.

Table 2.2

Indonesian language Consonant

MANNER OF ARTICULATION	PLACE OF ARTICULATION											
	Bilabial		Labio Dental		Dental/ Alveolar		Palatal		Velar		Glottal	
	vl	vd	vl	vd	vl	vd	V l	vl	vd	vl	vd	vl
Plosive	p	b			t	d	C	j	k	g		
Fricative			f		s	z	S		x		h	
Nasal		m				n		ɲ		ŋ		
Lateral						l						
Trill						r						
Semi-vowel		w							y			

(Marsono, 1993)

2.3 Theoretical Framework

This study about the Students' Accuracy in Pronouncing English Palate Alveolar Sounds. There are some relevant theories underlining this study. Started by

English Pronunciation (Novalina, 2016): (Dalton & Seidlhofer, 1994), Pronunciation Problems (Ramelan, 2003, Jones 1997). Then, followed by English consonant theory (Kosasih, 2017; Marsono, 1999).

The next theories is followed by the English palate alveolar Sounds (Ramelan, 2003 : Laurel J. Brinton, 2000) because this study focuses on English palate alveolar sounds. This sounds can't found in Indonesian language sounds so, there were a different to produce this sounds. The participants of this study is Indonesian students of English department which learnt suprasegmental and segmental major. The participants had understand the palate alveolar sounds. The Palate alveolar sounds belong to consonant group. Palate Alveolar sounds consist of Fricatives and Affricatives (Ramelan, 2003 : Laurel J. Brinton, 2000). This sounds is the most problematic consonants in English because the students unfamiliar with.

After the students tried to identify this sound, the researcher started to analyze the accuracy and try to find out the factors may encountered the students accuracy. (Brown, 2002; Ellis, 1999; Jing, Xiaodong & Yu, 2016). After all, the error analysis theory (Brown, 2002; Ellis, 1999) is used to analyze the students' accuracy made by the students and to determine the result of this study. The following is the figure of theoretical framework:

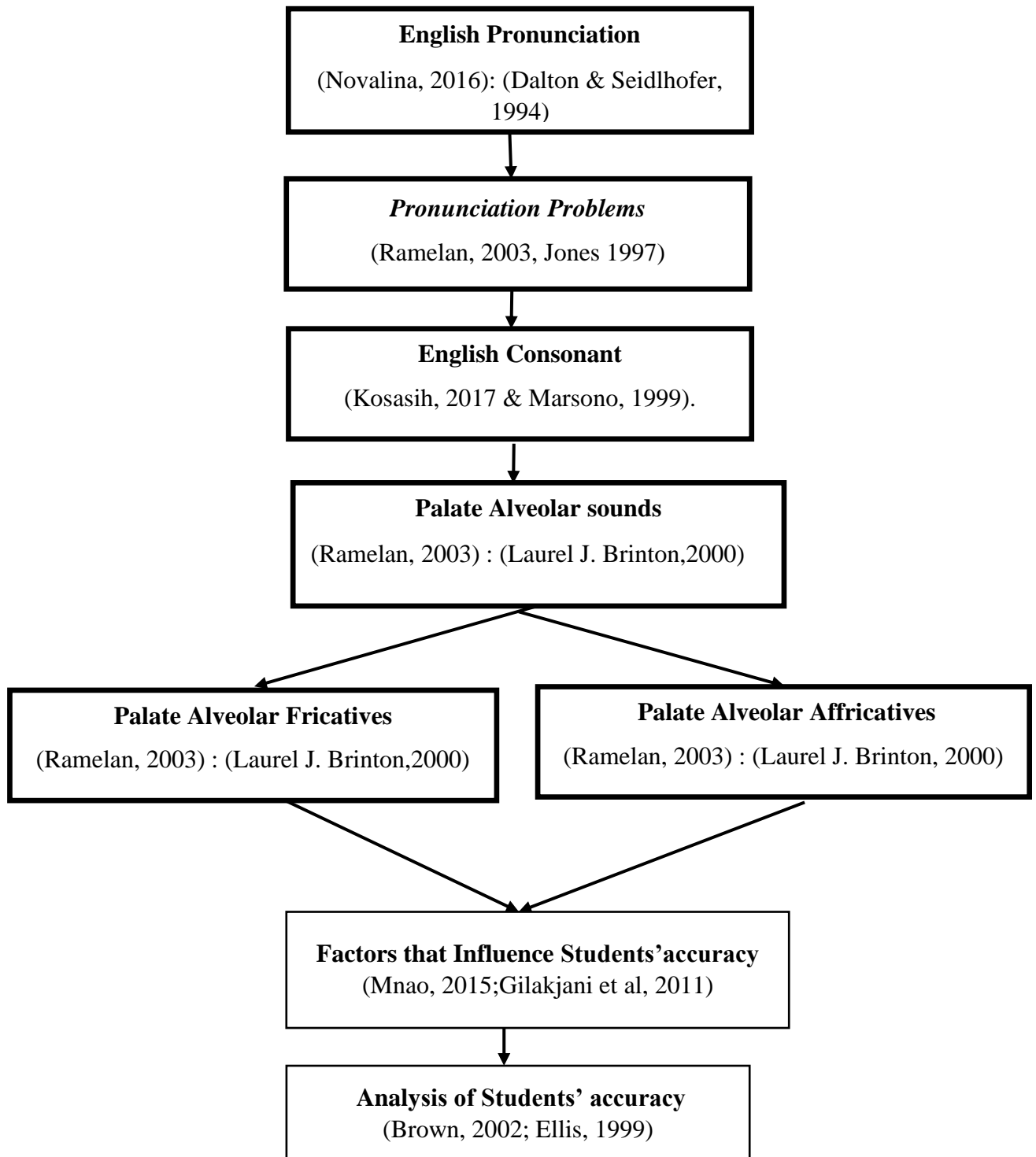


Figure 2.3

Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This section discusses research methodology. It provides a detailed description about methodology and data collection procedure will be used in this research. Some sub sections will be discussed here are the research design, object of the study, population and sample, research variable and hypotheses, type of data, instrument of collecting data, and method of collecting data, and method of analyzing data.

3.1 Research Design

This research belongs to qualitative research. According to Nassaji (2015)“qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.” The aims of using qualitative research are to answer how well the students pronounce English palatalveolar sounds and also the influence of orthographic writing in pronouncing English palatalveolar sounds by collecting the data, analyzing the data and drawing the conclusion based on the data analysis. Whereas, according to Best and Kahn (2006),quantitative research is numerical method of describing observations of materials or characteristics. Quantitative research deals with number and some formulas in calculating the data collected. Creswell(2009, p.4) has explained,“The process involves emerging questions and procedures, data typically collected in the participants’ setting, data

analysis inductively building from particular to general themes and the researcher making interpretation of the data meaning.

3.2 Research Participants

There were people involved as the target of this research. The researcher chose the participants based on the purpose and the other considerations. The participants of the study was the students of English department Universitas Negeri Semarang in four term terms. The participants is consisted of 30 students. In this study, the reasercher used purposive sampling technique by considering the characteristics and the objectives of the study. As Cresswell (2002, p.206) stated, “The research term used for qualitative sampling is *purposive sampling*. In purposive sampling, researchers intentionally select individuals and sites to learn or nderstand the central phenomenon.”

The sampling technique used in this study is convenience sampling technique. Convenience sampling belongs to nonprobability sampling in which the researcher selects individual because they are available, convenient, and represent some characteristic the investigator seeks to study (ohn W. Creswell, 2012). There are around 30 students of English department universitas Negeri Semarang as the participants of this study.

3.3 Object of the Study

The objects of the study in this final project were the production of The palate alveolar fricatives / ʒ / and /ʃ/ and palate-alveolar affricate [tʃ] and [dʒ]. This research analyzed the Students’ accuracy in pronouncing English palate alveolar sounds and factors which influence the Students accuracy.

3.4 Roles of the Researchers

The role of the researcher in this research was as non-participant observer. The researcher had three roles that are as a data collector, a data analyst, and a data reporter. As a data collector, the researcher collected the data in the form of the recording of students' pronunciation in English Palate alveolar sounds. As a data analyst, the researcher analyzed the data to find the students' accuracy and factors which influence the accuracy in pronouncing English palate alveolar sounds. In addition, as a data reporter, the researcher reported the findings or the results in a final project based on the observation and the real data.

3.5 Type of Data

There are two kinds of data, those are qualitative and quantitative data. This study used descriptive qualitative data to present the result of this study. The qualitative data were used to describe the result of the numeral data to be interpreted in accordance with the average of students' accuracy. According to Yin (1984) as cited in Juniartuni(2019, p.36) there are three types of case study outcomes, they are exploratory, descriptive, and explanatory. Exploration means that the result is aimed to be a companion for other research questions. Moreover, the descriptive supplies the result of the research in narrative clarification. In addition, the explanatory explains the results of theories testing. Therefore, this study contained qualitative data in the form of description which were obtained by pronunciation test and Questionnaire.

3.6 Research Instrument

Research instrument is a device used to measure phenomena being observed. In this study, the researcher used test as the instrument for collecting the data. In this study, there will be two kinds of tests, perception test in form of listening test and production test in form of speaking test. The source of data used for the test gathered from a digital Horonby's Oxford Advanced Learner's Dictionary.

3.6.1 Speaking Test

This test was aimed to measure the ability of the students in pronouncing and differentiating both palate alveolar sounds. In this section the students asked to pronounce some words about English palate alveolar sounds. There were 20-30 words and students must read clearly. While the students pronounce the words the researcher record their pronunciation. The result of their pronunciation analyzed by the native speaker and the final be conclude by the researcher.

3.6.2 Doing Interview

In this section, the researcher would like to explore more students' background in learning English in order to know the factors of student's accuracy. The students, individually, answered some questions related to the pronunciation difficulties. The students' responses were also be recorded.

After doing a speaking test and interviews, the researcher analyzed the result.

3.7 Procedure for Collecting Data

After the step of preparation was done, the researcher started to collect the data. To get the data for this study, the researcher did both the library activity and the field activity. The library activity was done to search for the test materials from various sources. After all the materials for the test were completed, the researcher did the field research.

The researcher will need some steps for collecting data. The following table is the schedule of collecting data.

Table 3.1
Schedule of collecting data

Activities	Steps		
	1	2	3
Preparation stage			
Speaking section			
Doing Interview			

3.7.1 Preparation Stage

The preparation stage be conducted at the initial of the study. The form of the preparation is students read the list of word by themselves. The students are given a list words about sound of palate alveolar. The purpose of conducting preparation is to measure students' understanding in these sounds. The preparation stage will help the students to familiar with the sounds before they get speaking section. This stage determined the result of speaking section.

3.7.2 Speaking Section

Speaking Section conducted after giving the preparation stage. The form of the speaking test there were a words consists of palate alveolar sounds. The students should pronounce the palate alveolar sounds based on the list. After that, the students must record the sound to know how clearly they pronounce the words. The purpose of speaking test was to measure students' development after listening section. After listening and speaking section was over the native and the researcher analyze the data to conclude the result of this observation.

3.7.3 Doing Interview

In this study, the researcher also collected the data from an interview. According to Esterberg as cited in Juniartuni (2019, p. 37) "Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic". The interview was done to the participants one by one.

In this case, the interview consisted of some simple questions related to research problems. The questions were about the background knowledge of participants, their first language background and their pronunciation difficulties. By doing the interview, the researcher obtained the information about the factors causing pronunciation accuracy made by the participants.

3.8 Procedure of analyzing the Data

This study focused on The students' accuracy in Pronouncing English Palate Alveolar Sounds. Generally, in analyzing the data, the researcher used steps by Ellis (1997, p.15-20). To analyze the data, the researcher used some steps:

1. Transcribing the students' speaking test results

When doing speaking test, the pronunciation of students was recorded. The students should pronounce the word/sentences by themselves. After that, the researcher and the native played and listened carefully to the recording

2. Identifying the accuracy

In this section, the students' pronunciation were checked. There are 40 words. After that, the researcher compared the students' answer with the right phonetic transcription using Oxford Advance Learner Dictionary cooperate and consulted with the native speakers.

3. Describing and Explaining the accuracy

After identifying the students' accuracy, the researcher described the students' accuracy. In this section, the researcher classified the types of accuracy which occurred based on the theory of Dulay et al (1982). In this step, the researcher also made a table of students' accuracy and counted the percentage which contained the total number of accuracy produced by the students. The accuracy covered speaking section. I used the following formula as cited in Hasan (2016) to calculate the percentage of accuracy make by the students:

$$RM = \frac{\sum RCA}{\sum MCA} \times 100\%$$

Where:

RM : The percentage of accuracy

$\sum RCA$: The sum of accuracy made by the students

$\sum MCA$: Total number of words tested to the students

4. Observing the interview result

In this step, the researcher calculated how many accuracy made by the students. Then I interpret the result to know the causes of those accuracy, especially in speaking test and concluded the factors may encountered in students' accuracy.

5. Criterion of Interpreting the Data

This research used criterion based on Tinambunan's criterion as cited in Tartiasih as cited in Hasan(2016). This criterion was aimed to know how well the students produce English palate alveolar sounds.

Table 3.2

Students' criterion based on the accuracy

Number of accuracy in percentage	Level of ability
0-25%	Poor
26-50%	Fair
51-75%	Good
76-100%	Excellent

3.9 Triangulation

This study aimed to investigate the students' accuracy in pronouncing English palate alveolar sounds and to find out the factors may be encountered in students'

accuracy. In qualitative research, there are some techniques which can be used to check the validation of data. In this research, the researcher used triangulation to ensure the validity of the research. Patton (1999) stated that Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomenon. Triangulation also has been viewed as a qualitative strategy to test validity through the convergence of information from different sources.

Denzin argued in his text 1978 text that “triangulation, or the use of multiple methods, is a plan of action that will raise sociologist above the personalistic biases that stem from single methodologies” (p.294). Denzin (1978, p.295) asserted that researchers could use multiple forms of triangulation in a study. These included: (1) Data triangulation, of time, space and person, with person analysis of multiple levels: aggregate, interactive, and collectivity. (2) Methodological triangulation, or use of multiple methods (both ‘within-method’ and; ‘between method’ in order to ‘better unravel the processes under study’). (3) Theory or perspective triangulation refers to the way in which researchers might compare participants own accounts.(4) Investigator triangulation, in which involvement of multiple observes was used to attempt “to secure as many differing views as possible on the behavior in question’.

From those type of triangulation, the researchers used Investigator Triangulation to obtain the validity of the data.The instruments and the results of this study were checked by a native speaker,Madara lesalniece from Latvian, British. Besides that, the researcher also cooperae with indonesian Expert to

make sure that the sounds does not exist in Indonesian language. He is Mr. Asep Purwo Yudi Utomo as phonology Expert in Indonesia department, universitas Negeri Semarang. He is a Lecturer in Universitas Negeri Semarang.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is the findings of the study. It shows the findings and discussions that include the summaries of the findings, a complete elaboration of the results, and an interpretation of the findings.

4.1 Findings

This section explains all results from the research. Based on the research organized in English students, the researcher obtained the data from the tests by 30 of the four term students. The data were obtained from the speaking test and interview. The aim of speaking test is to measure the students' accuracy in pronouncing English palate alveolar sounds. Besides, to find out the factors causing the students' errors, the researcher did interview with the students.

The researcher had given 38 words of palate alveolar sounds. There were 10 words in each sounds to know how far the students' accuracy. The students focused on pronunciation of fricative and affricate palate alveolar consonants (/ ʒ /, / ʃ /, / tʃ /, / dʒ /) in the initial, in the medial and the final. From the speaking test the researcher gained different findings in each sounds. To see the comparison between each sounds in speaking test result, we can see from the figure below:

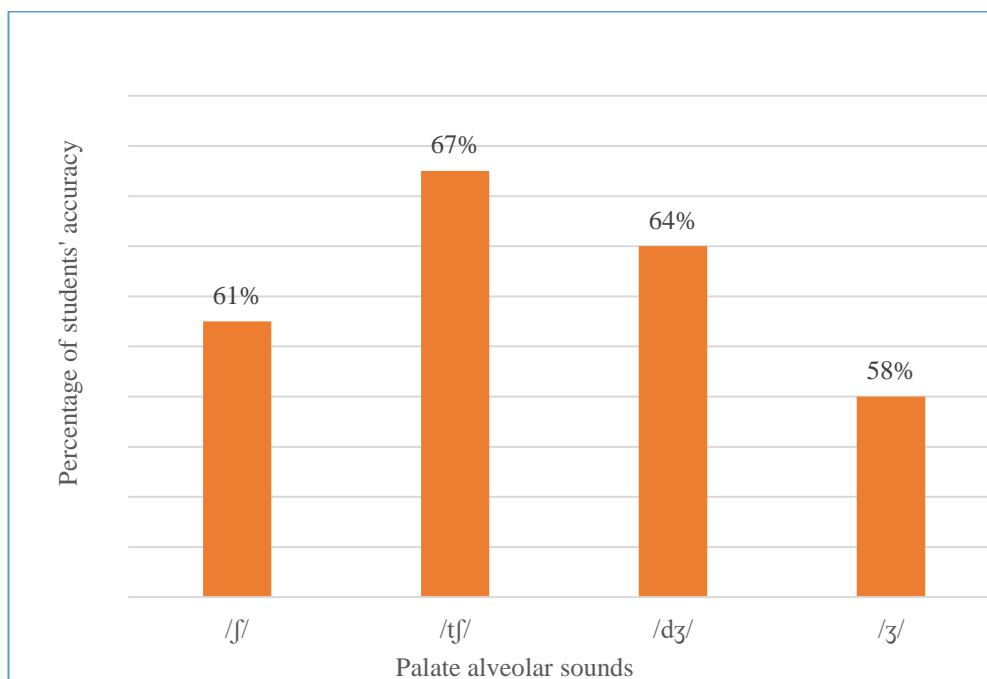


Figure 4.1

The students' comparison in pronouncing English palate alveolar sounds

From the figure above, we can see that the students of English department do better in pronouncing palate alveolar affricate with proportion 67% for /tʃ/ and 64% for /dʒ/. Whereas, the fricative palate alveolar sounds is 61%. It means that the students in four term term are more capable in pronouncing affricate than fricative.

4.1.1 Students' accuracy in pronouncing palate alveolar Fricative [ʃ].

There were ten words containing [ʃ] sounds where tested to the students. The sounds conducted in the initial, in the medial and in the final. The result showed that there were some students pronounce the [ʃ] sounds well. Whereas, some students still made errors. The following table below presented the production of the accuracy.

Table 4.1
The Students' accuracy in the [j] Test

No	Students	Student's accuracy answer	Total question test	Percentage of the accuracy	Level
1.	S-01	6	10	60%	Good
2.	S-02	7	10	70%	Good
3.	S-03	5	10	50%	Fair
4.	S-04	4	10	40%	Fair
5.	S-05	7	10	70%	Good
6.	S-06	7	10	70%	Good
7.	S-07	6	10	60%	Good
8.	S-08	5	10	50%	Fair
9.	S-09	4	10	40%	Fair
10.	S-10	7	10	70%	Good
11.	S-11	7	10	70%	Good
12.	S-12	7	10	70%	Good
13.	S-13	6	10	60%	Good
14.	S-14	5	10	50%	Fair
15.	S-15	8	10	80%	Excellent
16.	S-16	6	10	60%	Good
17.	S-17	7	10	70%	Good
18.	S-18	7	10	70%	Good
19.	S-19	6	10	60%	Good
20.	S-20	6	10	60%	Good
21.	S-21	6	10	60%	Good
22.	S-22	5	10	50%	Fair
23.	S-23	5	10	50%	Fair
24.	S-24	6	10	60%	Good
25.	S-25	6	10	60%	Good
26.	S-26	7	10	70%	Good
27.	S-27	7	10	70%	Good
28.	S-28	6	10	60%	Good
29.	S-29	7	10	70%	Good
30.	S-30	5	10	50%	Fair
Total		183	300		
Mean				61%	Good

The tables above presents the students' test results in pronouncing English palate alveolar fricative [ʃ]. From the table we can observe that the students' mean was 61%, thus the students' level of pronouncing was categorized as good (Hasan, 2016). The students actually know how to pronounce the word, but they faced difficulties in substituted the palate alveolar fricative sounds. Some students were in fair categorized and good. Students in fair categorized they answer correctly among 25%-50%. They got difficulties in pronouncing [ʃ] conducted in initial, medial and the final of the words. The researcher analysed the accuracy based on the speaking test, the result is in this figure below:

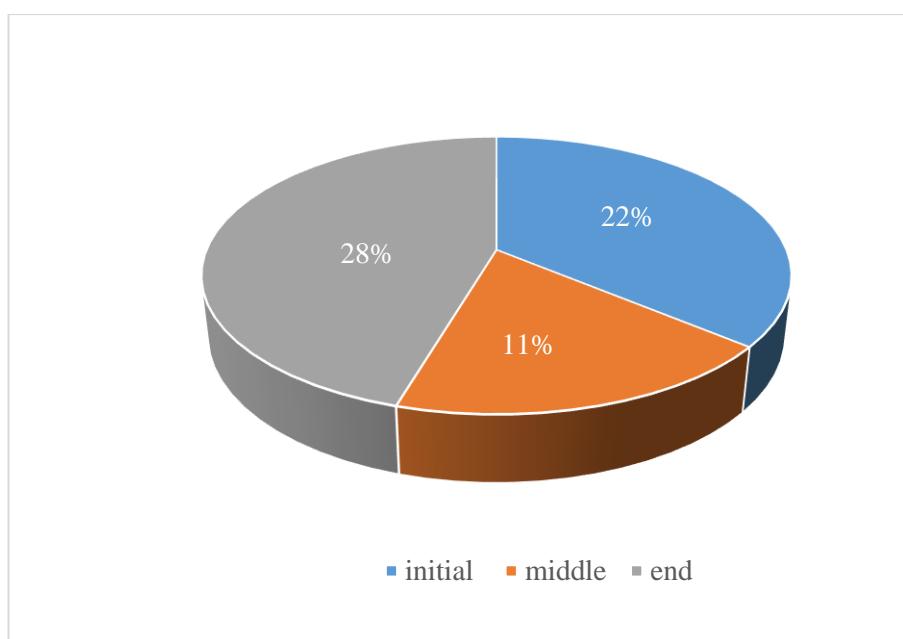


Figure 4.2

The students' percentage in pronouncing English palate alveolar sounds [ʃ] based on the position.

The figure showed that palate alveolar sounds in the medial position is the smallest percentage than others. Many of them felt difficult because of the transfer sound. The movement from the first sounds to the next sounds is the most reason

which students argued. Besides that, they also substituted either sounds such as [ʒ] and [s] in initial, medial or final of the word.

4.1.2 Students' accuracy in pronouncing palate alveolar Fricative [ʒ]

Palate alveolar sounds fricative [ʒ] is a sounds with 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. This sounds is unfamiliar sound for Indonesia students because it does not exist in Indonesian language.

There were eight words prepared by the researcher to analyze how far the students understand in pronouncing that sounds correctly. Each word has different position to check the students difficulties and to find what part is easiest than others. The sound [ʒ] in English usually is found in medial and final position, so the researcher gave the students word only in medial and final of the word. The distractor of [ʒ] is [z] because it is the closest sounds in Indonesian language. Indonesian students pronounced [ʒ] with thin z and feel difficulties to make bold z. The table below will show us the result of students accuracy in pronouncing [ʒ].

Table 4.2
The Students' accuracy in the [ʒ]Test

No	Students	Student's accuracy answer	Total question test	Percentage of the accuracy	Level
1.	S-01	5	8	63%	Good
2.	S-02	5	8	63%	Good
3.	S-03	6	8	75%	Good
4.	S-04	6	8	75%	Good
5.	S-05	4	8	50%	Fair
6.	S-06	5	8	63%	Good
7.	S-07	6	8	75%	Good
8.	S-08	4	8	50%	Fair
9.	S-09	4	8	50%	Fair
10.	S-10	5	8	63%	Good
11.	S-11	4	8	50%	Fair
12.	S-12	4	8	50%	Fair
13.	S-13	5	8	63%	Good
14.	S-14	6	8	75%	Good
15.	S-15	4	8	50%	Fair
16.	S-16	4	8	50%	Fair
17.	S-17	6	8	75%	Good
18.	S-18	4	8	50%	Fair
19.	S-19	4	8	50%	Fair
20.	S-20	5	8	63%	Good
21.	S-21	7	8	88%	Excellent
22.	S-22	4	8	50%	Fair
23.	S-23	4	8	50%	Fair
24.	S-24	4	8	50%	Fair
25.	S-25	3	8	38%	Fair
26.	S-26	4	8	50%	Fair
27.	S-27	3	8	38%	Fair
28.	S-28	4	8	50%	Fair
29.	S-29	5	8	63%	Good
30.	S-30	5	8	63%	Good
Total		139	240		
Mean				58%	Good

From the table above, we know that the average students pronounce [ʒ] in ‘good’ level. Only one student in ‘excellent’. The students mean is 58% which mean that palate alveolar fricative is difficult sound to produce by Indonesian students. We can see both fricative [ʃ] and [ʒ] are difficult to be pronounced by the students. It is proven by the average of whole students. The mistake happened because the students still confused in produce [ʃ] and [ʒ] either in initial, medial and final. The researcher found the data in the figure below:

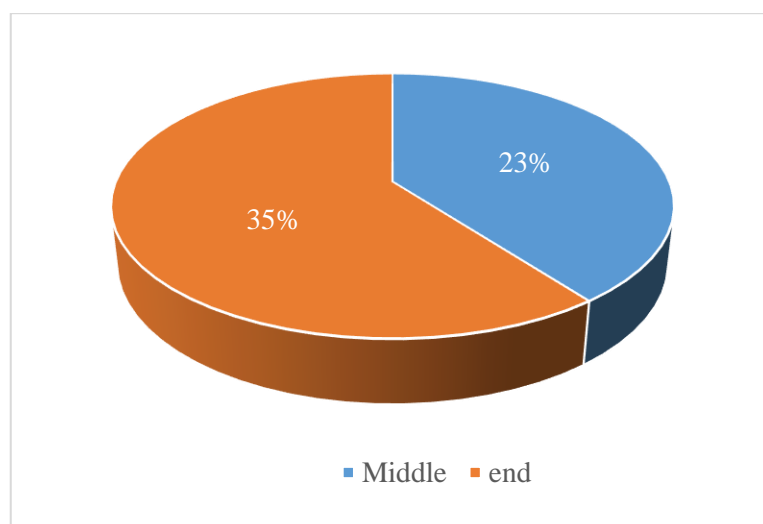


Figure 4.3

The students’ percentage in pronouncing English palate alveolar sound [ʒ] based on the position.

From the figure, we can say that [ʒ] in the final position is easiest to pronounce than in the medial. It is indicated that the students had lack of knowledge about pronouncing English palate alveolar fricative. Some of the students assumed that in they did not have well preparation to pronounce [ʒ] in the medial position because they focus on the initial sound. Sometimes they replaced

with [z] because they are clumsy with the words. From that we can conclude that the point is that they did not know exactly how to produce sound [ʒ] in the medial of the words since the sound [ʒ] does not exist in their native language sound system.

4.1.3 Students' accuracy in pronouncing palate alveolar affricate [tʃ]

There were ten words containing [tʃ] sound which were tested to the students. The words tested contain [tʃ] sound in the first syllable, the initial, and final syllable. Based on the result, it is showed that students are easier to pronounce this sounds than [ʃ]. They are familiar with the sounds and enjoy to produce the sounds in every word. The overall result is that they understand the position and way how to pronounce that. The students think that [tʃ] is lighter than [ʃ]. However a few of them are still unfamiliar and get difficulties in pronouncing [tʃ] sounds. They substituted that sound with other sounds. For instance they switched [tʃ] with [c] sounds in *church* and *champion*. This is the table of students' accuracy in pronouncing [tʃ].

Table 4.3
The Students' accuracy in the [tʃ]Test

No	Students	Student's accuracy answer	Total question test	Percentage of the accuracy	Level
1.	S-01	6	10	60%	Good
2.	S-02	5	10	50%	Fair
3.	S-03	6	10	60%	Good
4.	S-04	5	10	50%	Fair
5.	S-05	7	10	70%	Good
6.	S-06	6	10	60%	Good
7.	S-07	8	10	80%	Excellent
8.	S-08	7	10	70%	Good
9.	S-09	6	10	60%	Good
10.	S-10	7	10	70%	Good
11.	S-11	7	10	70%	Good
12.	S-12	8	10	80%	Excellent
13.	S-13	6	10	60%	Good
14.	S-14	5	10	50%	Fair
15.	S-15	6	10	60%	Good
16.	S-16	6	10	60%	Good
17.	S-17	7	10	70%	Good
18.	S-18	7	10	70%	Good
19.	S-19	6	10	60%	Good
20.	S-20	7	10	70%	Good
21.	S-21	8	10	80%	Excellent
22.	S-22	9	10	90%	Excellent
23.	S-23	8	10	80%	Excellent
24.	S-24	7	10	70%	Good
25.	S-25	6	10	60%	Good
26.	S-26	7	10	70%	Good
27.	S-27	8	10	80%	Excellent
28.	S-28	7	10	70%	Good
29.	S-29	6	10	60%	Good
30.	S-30	7	10	70%	Good
Total		201	300		
Mean				67%	Good

From the result above, the students pronounce the sounds correctly. The total accurate sounds is 201 out of 300. It showed that they are capable in pronouncing [ʃ]. There were more of students in ‘excellent’ categorized and only two students in ‘fair’ categorized. Commonly Indonesian students substitute sound [ʃ] with sound /c/. The distractor for English palate alveolar sound [ʃ] is [t], but we can see that the students get ‘good’ categorized which means they know how to differentiate the use of the sounds. From the word tested the researcher found the result of the students’ accuracy based on the position. Students are better to pronounce [ʃ] in initial than in the medial and final.

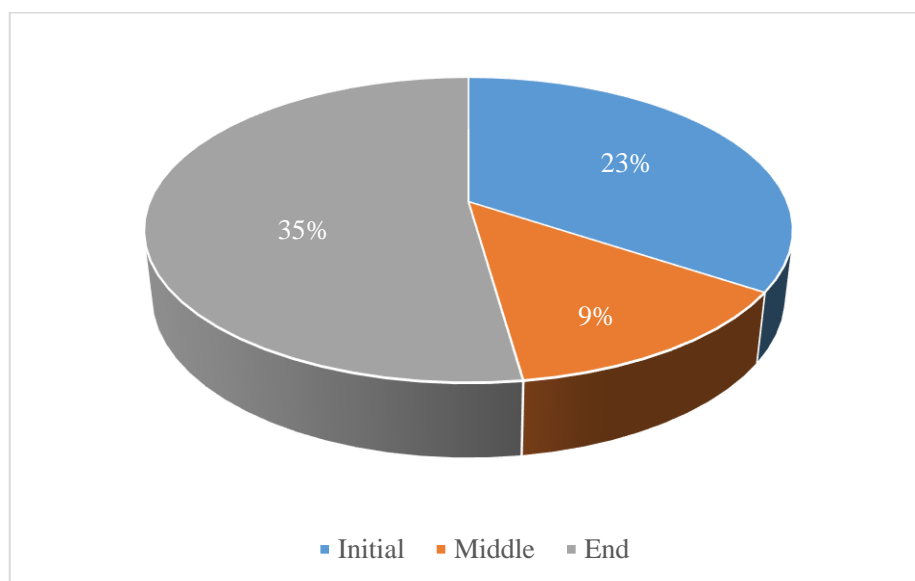


Figure 4.4

The students’ percentage in pronouncing English palate alveolar sounds [ʃ] based on the position.

The participants stated that it is easy to pronounce ‘*chairman*’ than ‘*Righteous*.’ [ʃ] in initial is more familiar for Indonesian students. Meanwhile [ʃ] in the medial is unfamiliar and difficult to pronounce because there is a squeeze

sounds before and after [tʃ]. However from the result the affricate is more familiar sounds than fricative. It is proven by the percentage of the average which showed us 67%. It is higher percentage than the previous sounds. The students may be confused because they were influenced by [t] as the distractor, influenced by orthographic writing, and influenced by other sound which exist in Indonesian language such as sound [s], yet they still showed the ability in pronouncing the sounds.

4.1.4 Students' accuracy in pronouncing palate alveolar Fricative [dʒ].

The palate alveolar affricative sound which is produced because there was a stop release sound. [dʒ] is fully voiced when it occurs between voiced sounds than [tʃ]. There were some words consist of [dʒ] sound to recognize the students accuracy in pronouncing this sound. This test aims to see the students' ability in terms of distinguishing the kinds of palate alveolar sounds. The distractor for English palate alveolar sound [dʒ] is [tʃ]. However many of the students pronounced it as [tʃ], [d], [c], [g], [j], [t] sound. It happened because they are not familiar with those words and with that sound before. They tried to pronounce it properly but they substituted with other sounds which consist in their native language. The table show the result of the students' accuracy in [dʒ].

Table 4.4
The Students' accuracy in the [dʒ] Test

No	Students	Student's accuracy answer	Total question test	Percentage of the accuracy	Level
1.	S-01	6	10	60%	Good
2.	S-02	5	10	50%	Fair
3.	S-03	6	10	60%	Good
4.	S-04	4	10	40%	Fair
5.	S-05	7	10	70%	Good
6.	S-06	4	10	40%	Fair
7.	S-07	6	10	60%	Good
8.	S-08	7	10	70%	Good
9.	S-09	6	10	60%	Good
10.	S-10	7	10	70%	Good
11.	S-11	6	10	60%	Good
12.	S-12	7	10	70%	Good
13.	S-13	6	10	60%	Good
14.	S-14	5	10	50%	Fair
15.	S-15	4	10	40%	Fair
16.	S-16	7	10	70%	Good
17.	S-17	7	10	70%	Good
18.	S-18	8	10	80%	Excellent
19.	S-19	8	10	80%	Excellent
20.	S-20	6	10	60%	Good
21.	S-21	7	10	70%	Good
22.	S-22	8	10	80%	Excellent
23.	S-23	7	10	70%	Good
24.	S-24	7	10	70%	Good
25.	S-25	8	10	80%	Excellent
26.	S-26	7	10	70%	Good
27.	S-27	6	10	60%	Good
28.	S-28	7	10	70%	Good
29.	S-29	7	10	70%	Good
30.	S-30	6	10	60%	Good
	Total	192	300		
	Mean			64%	Good

If we see from the result, the mean percentage of the students is 64%. It is a good outcome because the sounds is conducted in every position. More than two students got 'excellent' categorized, five students 'fair' and the others is 'good'. The students in fair categorized, they did error in pronouncing English palate alveolar sound [dʒ] became [tʃ], [d], [c], [g], [j], and [t] sounds because they were influenced by the distractor, influenced by orthographic writing, and they were not familiar with the sound. This is the result of students' accuracy in initial, medial and final of the word.

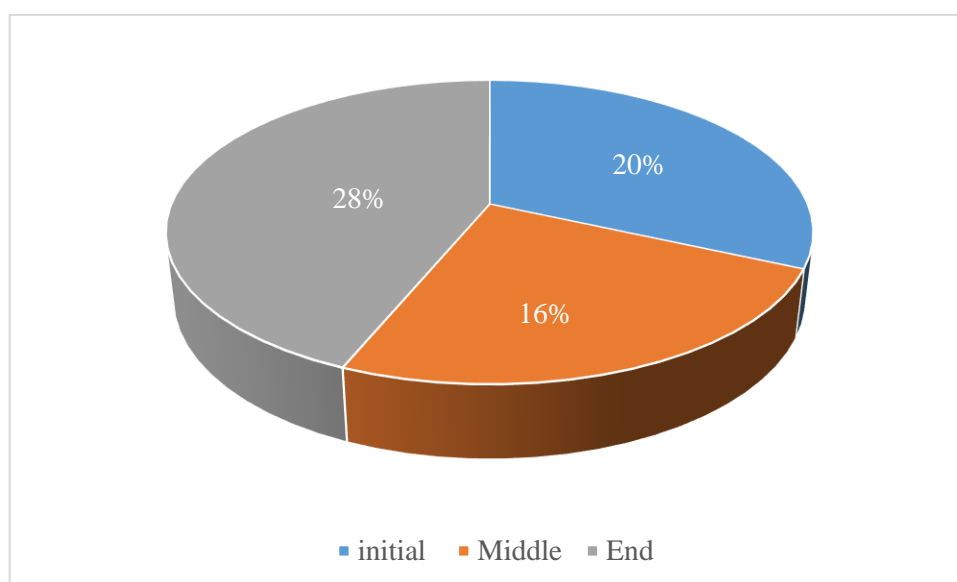


Figure 4.5

The students' percentage in pronouncing English palate alveolar sounds [dʒ] based on the position.

Figure 4.5 told us that students were confident to pronounce [dʒ] in the final of the words. They did not face the difficulties, but get problem in the medial. The first reason is because the sound [dʒ] does not exist in Indonesian

language so that many of the students substituted the sound [dʒ] with the sound [j] which exists in Indonesian language sound system. Besides, the production of the sound [j] is closest to the sound [dʒ] actually in the medial of the word. The fact showed us, that palate alveolar affricate is more capable for the students than fricative ones. Even though the average percentage is smaller than [tʃ] sounds, the result are not quite different. Thus, the students understand the concept of how to pronounce [dʒ] correctly.

4.1.5. Responses of the Students to the Interview

It has been mentioned in chapter I that the objectives of this research was not only to investigate how is the students' accuracy in pronouncing English Palate alveolar sounds but also to find out the Factors that encountered in the students' accuracy in pronouncing English Palate Alveolar Sounds. Therefore, to find out the factors, the researcher collected the data by interviewing the participants.

The interview's questions were related to the pronunciation skills, students' English background, the students' difficulties in learning English, and their pronunciation learning method. The interview was carried out after the students did the speaking test. The researcher recorded the process of the interview. Afterwards, the responses to the interview were analyzed to determine the factors of students' accuracy. The participants answer all these question given by the researchers.

The interview aims to know the factors encountered in students' accuracy to support the speaking test. From interview we can find out the basic factors such as English background, and students learning pronunciation

especially in palate alveolar sounds. Besides, we also find out the students skill in learning pronunciation through the question. The researcher arranged the question based on the students requirement and experience since they learn English pronunciation. Based on this interview we can investigate how many factors influenced the students' accuracy in pronouncing English palate alveolar sounds. Below is the table of the interview results.

Table 4.5
Students' Responses to the Interview

No	Questions	Response	Percentage
1.	Place of Origin	Pantura with ngapak (Brebes, Pemalang, Purbalingga, cilacap)	20%
		Central java (Rembang, Jepara, Demak, Purwodadi, Kab.Semarang, Magelang, Batang, Kfinalal, Boja, wonosobo, Sukoharjo)	60,3%
		East Java (Bojonegoro)	3%
		West java (Bogor, Bandung)	10%
		Sumatera (Lampung, Pekanbaru)	6,7%
2.	Native language	Indonesia Language	100%
3.	Students' level in learning English pronunciation	University Level	66,6%
		Senior high school	16,7%
		Junior high school	16,7%
4.	English Palate alveolar Sounds recognition	Yes	100%
5.	Students' opinion about English Palate alveolar Sounds	Unfamiliar Sounds	40%
		Difficult Sounds	46,7%
		Sounds in the palate	13,3%
6.	The difficulties in pronouncing palate alveolar sounds	Yes	66,6%
		No	26,7%
		Little bit	6,7%
7.	Student's knowledge how to pronounce Palate alveolar	Yes	100%
8.	Student's difficulties in	fricatives / ʒ / and /ʃ/	73.3%

	pronouncing palate alveolar sounds fricatives and affricate	affricate /tʃ/ and /dʒ/ Both of them	20% 6,7%
9.	The difficulties in pronouncing palate alveolar sounds based on the position	Initial Medial Final	0% 53,3% 46,7%
10.	Students' example in pronouncing Palate alveolar sounds	/ ʒ / /j/ /tʃ/ /dʒ/	20% 40% 30% 10%
11.	The differences between student's language and English Language	The differences in writing and pronunciation (orthographic writing) English is more Complex English more difficult	56,6% 16,7% 26,7%
12.	The students' Communication to learn palate alveolar	Practice aloud Using interesting media	56,7% 43,3%

There were 12 questions given to the participants. The first question was about the place of origin the participants. Almost all the students came from central java. There are two regional divisions in central java. First, pantura with ngapak style such as: Brebes, Pemalang, Purbalingga, cilacap. They are in central java but they use java ngapak language. Ngapak language is different style with java original language. Second, central java. Apart from the regions mentioned above, all of them called central java likes: Rembang, Jepara, Demak, Purwodadi, Kab.Semarang, Magelang, Batang, Boja, wonosobo, and Sukoharjo. The differences between them are the java language style. Pantura has a style of java language that is more 'medhok' than the language in central java in general.

Besides that, Pantura has more consonant than central java (Juniartuni, 2019 p.59). They can speak the consonant clearly and perfectly in certain consonant

such as dental fricative [θ] and [ð]. 20% students came from pantura and 63,3% from central java. Moreover, some students also came from another region and another island. 3% students were from bojonegoro east java, 10% from jabodetabek, and 6.7 % from other island, Sumatera.

The second question was about what language they use in their daily activities. Most of them use java language and “java ngapak”, yet few students use minang and sunda language. This question is important to know what their native language which can influence how they pronounce English palate alveolar sounds.

The next question was about how long they have been learning English pronunciation. 66,6% students stated that they have been learning English since they have been in University level. 16,7% students in Senior and junior high school. They said that English has been introduced since elementary school, but it is basic English.

Then, the researcher also asked regarding English Palate alveolar Sounds. All the students agreed that they already know about palate alveolar from the lecturer. It means that 100% students familiar with / ʒ /, /ʃ/, /tʃ/ and /dʒ/ although some of them did not comprehend the specific one.

The next question was the students’ opinion about palate alveolar sounds. 46,7% students assumed that palate alveolar is difficult sound. Whereas 40% students said it is unfamiliar sounds. They rarely hear the sounds in daily activity. This sound was only found in some words and specific place. The rest of them argued palate alveolar is a sound which the production in the palate. They

should touch the palate of the mouth so that they can produced the palate alveolar sounds.

In the next question, the researcher also asked the students's perception whether or not they feel difficult in pronouncing words containing English palate alveolar sounds. As many as 66,6% of students stated that they find difficulties in pronouncing/ ʒ /, /ʃ/, /tʃ/ and/dʒ/ sounds. 26.7% students argued that palate alveolar was easy to pronounce and 6,7 % students. It occurred because every students has their knowledge and ability about the theory of the sounds. Students said it was difficult because the influence of orthographic writing. English words have different spelling with Indonesian language. However, 100% students claimed that they can pronounce English palate alveolar sounds in basic.

After asking about students' knowledge how to pronounce Palate alveolar, the researcher continue with the students' difficulties in pronouncing palate alveolar sounds fricatives and affricate. 73.3% students said fricatives(/ ʒ /, /ʃ/,) was more difficult to pronounce than affricate with 20%. They assumed that fricatives is more difficult because it has the closest sound in indonesian language such as /s/ and /z/. In the other hand, 6,7% students stated that both fricative and affricate are difficult sounds. They are minang students with minang language as native language. Minang did not have palate alveolar sounds and did not have the closest sounds with / ʒ /, /ʃ/, /tʃ/ and/dʒ/. It was proven by 53.3% students had a trouble when try to pronounce palate alveolar sounds in the medial, 46.7% in the final. Furthermore, all students said it is easy to produce palate alveolar sounds in the initial words.

Then, to check the students understanding, the researcher asked to the participants to give some word consist of palatal alveolar sounds. From the four sounds (/ʒ/, /ʃ/, /tʃ/ and /dʒ/), they had problem when giving example of /dʒ/. Only 10% of participants can explained the example sounds of that. Most of them mention /ʃ/ as the easiest and familiar sounds. The eleven question about the differences between students' language and English Language. All the participants gave some responses including English is more Complex than Indonesian language (56.6%). They stated that English has more consonant which does not exist in Indonesian language. Thus, it makes English more difficult to learn (26.7%). Furthermore, the differences in writing and pronunciation in English language caused the students harder to master it (16.7%).

At the final of the interview, the researcher asked about their opinion about how to improve the pronunciation skill. The researcher gained some responses. In their opinion, one of the ways to improve the pronunciation skill is by using some media such as music, learning video and movie. They assumed watch movie with English subtitle will help you to understand the meaning and pronunciation aspects. Some also added that they have to practice more through the dictionary and practice talking with their surroundings by using English. Practice regularly with aloud sounds will improve your pronunciation skill.

4.2 Discussions

As the result of the finding, there are several things which can be concluded. The students are good in pronouncing [tʃ] than [ʃ], [ʒ], and [dʒ]. The findings of this study are related to the study conducted by Kosasih (2017) that the Indonesian

students as non-native speaker of English faced difficulties in pronouncing non-existing diphthong and consonant because they were never exposed to the sounds before. The majority of students were unable to pronounce the English sounds that did not exist in their native language. It caused some confusion and made them tend to pronounce the nearest sound from their native language to the English sound. Furthermore, they simplified those sounds by substituting non-existing sounds with the closest of their language.

4.2.1 Students' accuracy in pronouncing palate alveolar Fricative [ʃ].

According to Fromkin et al (2003, p. 197) [ʃ] the constriction occurs by raising the front part of the tongue to the palate, whereas [s] the sides of the front of the tongue are raised, but the tip is lowered so that air escapes over it. From the table 4.1 we can conclude that the students' accuracy is only 61%. It is good categorized. It is happened because some students get errors in pronouncing [ʃ]. They produce that sounds that same with [s].

From the figure 4.2 shows the percentage of the [ʃ] position. In the initial the score was 28% which means the accuracy of the respondents are good like in the word such 'should' /ʃʊld/ and 'showing' /'ʃəʊɪŋ/. At the medial position the respondents was able to reach 11%. It is fair. It can be seen in the word such 'mission' /'mɪʃn/, 'nation' /'neɪʃn/ and 'glacial' /'gleɪʃl/. At the final position, the accuracy of the respondent who pronounce [ʃ] such as 'plash' /plʌʃ/, 'mush' /mʌʃ/, and 'fish' /fɪʃ/ was 22%. Some respondents got difficulties when pronounced [ʃ] in the medial position. The research found that all of the speakers replaced [ʃ] into [s] in initial position.

The sounds of [ʃ] and [ʒ] are not found in Indonesian language. Therefore, most of the students found it difficult to produce sound [ʃ] since the sound does not exist in Indonesian language sound system. Therefore the students replaced it by the sound [s] whose production is close to the sound [ʃ] and exists in their native sound system. The production of those two sounds is slightly different, where in the production of sound [ʃ] the point of articulation is further back (palate-alveolar) while in the production of sound [s] the point of articulation is more fronted (alveolar). Besides, some students also replaced the [ʃ] with [ʒ] such as in: *'mission'*, and *'nation'*. 10% students substituted [ʃ] with [ʒ] in *'mission'* word and 13.3% or 4 students in *'nation'*. Fromkinet al (2003, p. 202) stated that [ʃ] and [ʒ] are produced with friction created as the air passes between the tongue and the part of palte behind the alveolar ridge. The causes is because the lack of understanding regarding the proper ways to pronounce [ʃ] and [ʒ]. This inaccuracy occurred when the palate alveolar sounds sited in the medial of the words. It happened because the existing of transfer sounds production between the palate alveolar sounds itself.

4.2.2 Students' accuracy in pronouncing palate alveolar Fricative [ʒ]

Table 4.2 shows us the students' accuracy in pronouncing English palate alveolar sound [ʒ]. They pronounced sound [ʒ] as [s], [ʃ], and [z]. The main dictator of [ʒ] is [z]. Indonesian students pronounce [ʒ] as [z] because it is the closest sounds which is not right. It should be remembered that [ʒ] and [z] have a distinctive function in English since they have distinguish meaning. The students tend to generalize in pronouncing the words [ʒ] which recognized as minimal pairs with

[z] based on their previous knowledge. Therefore, the students are difficult to pronounce [ʒ] since the same spelling is not always pronounced in the same way (Moedjito, 2016)

The sound [ʒ] in English usually is found in medial and final position. Indonesian language sound system doesn't have sound [ʒ], it only has the sound [z] where generally is found in word initial position. Whereas, for Indonesian students it is difficult to produce sound [ʒ] because they are not used to producing such kind of sound in their native language and it will be a problem, and of course some of the students replaced the sound [z] which is closest sound to sound [ʒ] and exists in their native language sound system.

Figure 4.3 is the result of the students' accuracy in all position. Most of participants are failed to produce [ʒ] in the medial position. Medial positions only got 23% it is worse than in the final position. It means the students are poor to speak [ʒ] like in the word 'measure' /'meʒə(r)/, 'azure' /'æʒə(r)/, and 'casual' /'kæʒuəl/. The final position's percentage was 35% that means the speaker are good to produce [ʒ]. In the medial position, most of the students changed [ʒ] into [ʃ] and [z]. It occurs only in the medial position between the vowels. Whereas, in the final position the students are confident to speak the sounds because of their knowledge. Final position is simpler than the medial position. 35% is the higher percentage.

Most of the students substituted the sound [ʒ] with [ʃ] and [s] because they were influenced by the distractor sound in the test that is sound [ʃ] and they were influenced by the orthographic writing. They can't differentiate when they use [ʒ]

and [ʃ]. More than 30% students substituted with [ʃ] in *'azure'* and *'measure'*. They assumed that [ʃ] is the exact sounds for those words. [ʒ] is the voiced counterpart of [ʃ]. Students argued that palate alveolar in the medial position is still the most difficult ones. Nevertheless they can be expert to pronounce those sounds by practicing regularly and learn how to differentiate in producing [ʒ] and [ʃ] sounds.

4.2.3 Students' accuracy in pronouncing palate alveolar affricate [tʃ]

From the figure 4.1 we know that [tʃ] is the highest percentage of student's accuracy in pronouncing English palate alveolar sounds. Many students are already proficient in producing [tʃ] sounds. We did not find this sounds in Indonesian language, but we have [c] as the closest sounds. Indonesian student substitute their own [c] such as found in the word *'cari'* for the English affricate [tʃ]. It is related with the statement of Utami et al (2017) proved that the main factor influences the students while pronouncing English words is the interlanguage transfer (native language interference) and because of the interlanguage transfer the students performed errors in modification consonant sound.

As the result in figure 4.4, many students got difficulties when [tʃ] sited in the medial of the words such as in *'Righteous'* /'raɪtʃəs/ and *'discharge'* /dɪs'tʃɑːdʒ/ with 9%. They said that in the initial and the final of word [tʃ] is easier because there is no transfer sounds production. In initial the students' percentage was 35% means that the accuracy of the students was excellent in the words like *'choke'* /tʃəʊk/ and *'chairman'* /'tʃɛ:mən/. The total score of final position was 23% means that the accuracy was good. Therefore, the researcher also found some students

that they replaced [tʃ] with [dʒ]. 17 from 30 participants pronounced 'Larch' as /ladʒ/ (large) not /la:tʃ/.

The respondents pronounce the word as their spelling with omitting the second consonant at the initial position. In the medial and final position, they changed palate alveolar affricate [tʃ] into medio palatal stop [tʃ] followed the glottal fricative consonant [h] because there is no voiceless palate alveolar affricate [tʃ] in Javanese consonants inventories. However, the students should practice pronouncing sound [tʃ] consistently so that they are able to pronounce the sound [tʃ] correctly.

4.2.4 Students' accuracy in pronouncing palate alveolar Fricative [dʒ].

According to Ramelan(2003, p. 149)[dʒ] is a voiced palate alveolar affricate which the produce of the sounds you should take care not to pronounce with a too fronted point of articulation, to round the lips and to raise the back part of the tongue. Indonesian students pronounce [dʒ] as [j] such as found in the word 'jambu', 'jalan' and 'jamaah'. The figure of students' accuracy showed that 64% students already expert and did not get problems in produce the sounds. [j]is the dictator of [dʒ] so that many participants made an error when they faced the word consist of [dʒ] like: 'joint', 'badge' and 'serge'. The differences between [dʒ] and [j] are in the vibration of the vocal cords.

[j] is "konsonan hambat letup-medio palatal" in which the production of the sound the active articulator is medial of the tongue and the passive articulator is hard palate (Marsono, 1993, p.70). Besides, the result also showed that there was students substitute the [dʒ] with /ʃ/ in the word 'vision'. The students are not

familiar with the words tested and with the sound [dʒ]. They did error in pronouncing English palate alveolar sound [dʒ] became /ʃ/sounds because they were influenced by the distractor, influenced by orthographic writing.

The accuracy of the students can be seen from the figure 4.5. The initial position got 28% which means the accuracy is good. It can be seen in the word like ‘judge’ /dʒʌdʒ/, ‘george’ dʒɔ:dʒ/ and ‘justice’ /'dʒʌs.tɪs/. The medial position got 16% it means the participants were poor to produce [dʒ] in the word like ‘residual’ /rɪ'zɪdʒuəl/ and ‘magistrate’ /mædʒɪstreɪt/. The total result of the final position was 20% that means the students were average while producing this consonants as appears in the word ‘engage’ /ɪn'geɪdʒ/ and ‘serge’ /sɜ:dʒ/. Sometimes the students replaced palate alveolar affricate [dʒ] with [j]. The distribution consonant of [j] is at all position. Otherwise, the others words which do not have consonant spelling [j], but pronounce as [dʒ], apply the spelling pronunciation like in the word such, ‘page’ , Soldier’ and ‘bridge’.

4.2.5 Factors may be encountered in the students’ accuracy in Pronouncing English Palate Alveolar Sounds.

Based on the statement of the problems, the objective of this study is not only to investigate the students’ accuracy in the pronunciation of English palate alveolar sounds but also to find out the factors causing the accuracy. Therefore, to answer the statements problem that was to find out the factors causing the accuracy, the researcher conducted an interview whose responses have been described in the above findings.

Table 4.6

Factors of Students' Pronunciation accuracy

• Students' native language (Indonesia Language)	39%
• Students' recognition of English palate alveolar sounds	39%
• The students' ways to learn palate alveolar	22%

From the students' responses, there were some things that could be concluded as the factors causing the students' accuracy. Students' native language was the first factor. As we know that, palate alveolar sounds are not found in java, ngapak, Indonesia, sunda and minang language. Because of this absence, the students with those two backgrounds will likely have difficulty in pronouncing them. For this reason, the Javanese students used other sounds to replace those sounds. This kind of influence is called as negative transfer. Based on the findings, the researcher found Javanese students, Sundanese students and minang students have different result in pronouncing palate alveolar sounds. Javanese students covered ngapak students with 83.3% actually faced the difficulties in pronouncing [dʒ] and [ʒ]. It is supported by Luviya (2016) which indicated that mispronunciation in Javanese students often happened to labiodental voiced fricative [v] changes into labiodental voiceless fricative [f], interdental voiced fricative [[ð] into palatal voiced stop [d^h], palatal voiced fricative [ʒ] pronounce as spelling pronunciation and palatal voiced affricate [dʒ] into mediopalatal voiced stop [j].

On the other hand, 10% of them were also confused in palate alveolar fricative especially [ʒ]. This result is relevant with the result' study of Prianto (2010) which stated that [f, θ, ð, ʒ, z] were difficult to be pronounced by the sundanese. The mispronunciation was caused by their absence in the Sundanese

phonological system. However the students with minang language faced the difficulties to pronounced palate alveolar both fricative and affricate. They stated that they tend to replaced [ʃ], [ʒ], [tʃ], [ʒ] with the closest sounds in their native language.

Additionally, Donal(2016)also confirmed that students' mother tongue significantly influenced the way of students in pronouncing English sounds. This was proven by the students' statement that they found difficulties in pronouncing some English words containing palate alveolar sounds because there were significant difference between English and Javanese.This is also in line with the study conducted by Fauziah (2017)which confirmed that the interference of students' mother tongue made the students performed errors in some problematic consonants. They tend to pronounce the English sounds by replacing with the sound in their native language.

The second factors is Students' recognition of English palate alveolar sounds. As many as 100% students stated that they know about palate alveolar sounds. They got the topic in university level specifically in Suprasegmental subject. Their knowledge of English palate alveolar sounds helped them in pronouncing [ʃ], [ʒ], [tʃ],[ʒ] accurately. It is related with the study conducted by Gatbonton and Trofimovich (2014) he claimed that some factors influencing students' pronunciation accuracy in pronunciation are age, amount and type prior pronunciation instruction, aptitude, learner attitude and motivation, and native language. Learner attitude and their motivation supported the students to be proficient in produce English palate alveolar sounds.

Moreover, Students' recognition also influence in the way of pronunciation. Some of the participants agreed that palate alveolar is easy when they understand the theory and try to practice inside or outside the class. The importance of language as a symbol of identity is especially felt at the level of the individual, where the identity function of language is called into constant play . Pronunciation master are motivation and exposure; exposure to the target language; attitude and instruction, age and mother tongue (Gilakjani and Ahmadi 2011).

The Last factors influenced the students' accuracy is the context of learning. According to Brown (2000)“context of learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning.”In the classroom context, frequently a teacher or textbook can lead the learner to make accuracy by their correct pronunciation in presentation. In outside classroom context, how they improve their speaking is currently important. It can be concluded from the students' responses regarding to their ways in learning pronunciation especially palate alveolar sounds. As many as students, 56.6% students try to be expert native speaker with practicing and speak aloud in every condition. Students stated that they had sufficient time in learning pronunciation with this ways.This result was supported by Borg as cited in Agnetta(2007)successful language awareness practice can be identified by several instructional components, the most important of which include talking (analytically) about language, verbalizing ideas,

engaging students, involving them in students-centered discovery and explorations and autonomous learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion based on the discussion in the previous chapter. In addition, this chapter also provides suggestion for English learners, English teachers, and fellow reseachers who are interested in conducting research in a similar field.

5.1 Conclusions

Based on the analysis of the students' accuracy in pronouncing English palate alveolar sounds, there are several conclusions that can be drawn. The first objective conducted was investigating the students' accuracy in pronouncing English palate alveolar sounds. According to above all findings the students pronounce [ʃ], [ʒ], [tʃ],[dʒ] accurately. The most students get easier to pronounce [tʃ] and [dʒ] with 67% and 64% which means good criteria. Besides that the researchers also conclude that the most inaccuracy students occurred in the medial position. It's proven by all the sounds in palate alveolar which in the medial position students always faced the difficulties. They tend to substitute [ʃ], [ʒ], [tʃ],[dʒ] with the closest sounds in their native language. It happened because the palate alveolar sounds do not exist in Indonesian or Javanese language.

Behind those occurring accuracy, there must be some factors causing them. The first factor is interlingual transfer. The students' native language. Javanese students covered ngapak students actually faced the difficulties in pronouncing [dʒ] and [ʒ].

While the Sundanese students find it difficult to pronounce [f, θ, ð, ʒ, z], and Minang students get difficulties in both the sounds because they are unfamiliar sounds. The students' accuracy was also caused by the intralingual transfer that was the students' recognition about palatal alveolar sounds. Some students already know the definition and how to pronounce palatal alveolar based on the theory. The students' recognition helps the students make accuracy in pronouncing [ʃ], [ʒ], [tʃ], [dʒ]. In addition, the context also caused the students' pronunciation accuracy. The students' ways determined the result of their speaking skill. Most of them argued that always trying to pronounce palatal alveolar sounds everyday makes you master it.

5.2 Suggestion

Referring to the conclusions, the researcher offers some suggestions to the students and next researchers. The suggestions are as follows:

Firstly, the suggestion is for the students. The students should realize that the pronunciation skill is very essential in learning English. They should improve their pronunciation especially for the sounds which do not exist in their native language. Moreover, the students should do more practice in speaking through all activities. Applying English language in daily activities will improve you in pronunciation mastery.

Secondly, it is for the future researchers who are interested in conducting a research in the same field. This study only focuses on the students' accuracy in pronouncing English palatal alveolar sounds. The researchers can make a study

which analyze the different sounds that do not exist in Indonesia such as diphthongs, dental fricative sounds[θ] and [ð] with some unique dialects. The next researchers can analyze students' accuracy in pronunciation by using other method or they can add more variables so that their research will be better and broader. Hopefully, this research will be beneficial for other researchers to perfect their research.

REFERENCES

- Aboe, R. M. (2018). *Buku Ajar Pronunciation Practice*. Ternate, Indonesia: Deepublish.
- Agetta. (2007). *Language awareness and language learning*.
- Al, U. et. (2017). *Factors Influencing Students' Pronunciation Mastery at English Department of STKIP PGRI West Sumatera*.
- Bassetti, B., & Atkinson, N. (2015). Effects of orthographic forms on pronunciation in experienced instructed second language learners. *Applied Psycholinguistics*, 36(1), 67–91. <https://doi.org/10.1017/S0142716414000435>
- Best & Kahn (2006). (2006). Research in education. In *England and associated countries throughout the world*. <https://doi.org/10.1093/acprof:oso/9780199583447.003.0023>
- Brown, H. . (2000). *Principles of Language Learning and Teaching, Fourth Edition*. New York: Longman. Inc.
- Cassidy, F. G. and J. H. H. (1985). *Dictionary of American Regional English*. Cambridge: Cambridge University press.
- Cho, M., & Chung, J. (2006). *The Influence of Orthography on the Pronunciation of English C-spelled Words*. (March).
- Chung, K. S. (2017). Teaching pronunciation to adult learners of English. *Asian English Language Classrooms: Where Theory and Practice Meet*, 131–149. <https://doi.org/10.4324/9781315755243>
- Creswell, John W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.
- Creswell, J. W. (2009). *Research Design third edition*. Los Angeles: SAGE Publications.
- Damian, M. F., & Bowers, J. S. (2003). Effects of orthography on speech production in a form-preparation paradigm. *Journal of Memory and Language*, Vol. 49, pp. 119–132. [https://doi.org/10.1016/S0749-596X\(03\)00008-1](https://doi.org/10.1016/S0749-596X(03)00008-1)
- Daniel Jones. (1956). *The Pronunciation of English four term Edition*. Cambridge University Press.
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3), 379. <https://doi.org/10.2307/3588486>

- Desfitranita, D. (2017). Students' rules and practices: how to speak English fluently? *Al-Ta'lim Journal*,.
- Donal, A. (2016). *Indonesian students' difficulties in pronouncing English diphthongs*.
- Fauziah, E. R. (2017). *ERRORS IN PRONUNCIATION OF ENGLISH SEGMENTAL SOUNDS BY JAVANESE STUDENTS* Eka Reski Fauziah.
- Fromkin Victoria, Rodman Robert, H. N. (2003). *An Introduction to Language* (9th editio; Erin Pass, Ed.). canada: Michael Rosenberg.
- Gatbonton, E., & Trofimovich, P. (2014). *The Ethnic Group Affiliation and L2 Proficiency Link: The Ethnic Group Affiliation and L2 Proficiency Link: Empirical Evidence*. (June). <https://doi.org/10.2167/la464.0>
- Gilakjani, A. P. (2011). What Factors Influence the English Pronunciation of EFL Learners? *Modern Journal of Language Teaching Methods (MJLTM)*.
- Gilbert, J. B., Levis, J. M., & Jenkins, J. (2001). The Phonology of English as an International Language. *TESOL Quarterly*, 35(3), 505. <https://doi.org/10.2307/3588037>
- Habibi. (2016). English Pronunciation Problems Encountered By Indonesian Advanced Students. *English Pronunciation Problems Encountered By Indonesian Advanced Students*, 100. Retrieved from <http://etheses.uin-malang.ac.id/4094/1/12320063.pdf>
- Hasan. (2016). *Students' Error in Perception or Production of Pronouncing English Sounds That Do Not Exist In Indonesian (A Case Study of The Eighth Grade Studets of SMP N 2 Demak in The Academic Year 2015/2016)*.
- Ingemann, F., & Crystal, D. (1998). Dictionary of Linguistics and Phonetics. In *Language* (Vol. 74). <https://doi.org/10.2307/417640>
- Jenkins, J. (2002). A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language. *Applied Linguistics*, 23(1), 83-103+156. <https://doi.org/10.1093/applin/23.1.83>
- Juniartuni, A. (2019). *BANYUMESE STUDENTS' ERRORS IN PRONOUNCING ENGLISH DENTAL FRICATIVES SOUNDS*.
- Kelly, G. (2006). *How to Teach Pronunciation*. Malaysia: Pearson Education Limited.
- Khalilzadeh, A. (2014). Phonetic and Non-Phonetic Languages: a Contrastive Study of English and Turkish Phonology Focusing on the Orthography-Induced Pronunciation Problems of Turkish Learners of English As a Foreign Language (Turkish Efl Learners). *International Journal of Languages' Education and Teaching*, 2.
- Kosasih, M. M. (2017). *NATIVE LANGUAGE INTERFERENCE IN*

- LEARNING ENGLISH PRONUNCIATION: A case study at a private university in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 135–150. Retrieved from www.ijern.com
- Laurel J. Brinton, D. M. B. (2000). The Linguistic Structure of Modern English. In *J Permanence of Paper for Printed Library Materials, ANSI Z39.48-1984*. (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>
- Lee, H., & Chung, H.-S. (2016). The Effects of Phonics Instruction vs. Whole Language Approach on Korean Middle School Students' L2 Vocabulary Learning. *Secondary English Education*, 9(3), 3–30. Retrieved from http://www.kasee.or.kr/Files/Publication/20170927222113_1.pdf http://www.kasee.or.kr/files/publication/20170927222113_1.pdf
- Leemann, A., Kolly, M.-J., Schmid, S., & Dellwo, V. (2016). The influence of orthographic input on pronunciation: The case of assimilation across word boundaries in second language Danish. *Trends in Phonetics and Phonology*. <https://doi.org/10.3726/978-3-0351-0869-9/39>
- Luviya, S. (2016). *MISPRONUNCIATION OF SOME ENGLISH CONSONANTS BY JAVANESE STUDENTS IN ENGLISH LITERATURE OF SANATA DHARMA UNIVERSITY*.
- Mack, M., & Beardsmore, H. B. (1988). Bilingualism: Basic Principles. In *The Modern Language Journal* (Vol. 72). <https://doi.org/10.2307/327583>
- Marsono. (1993). *Fonetik*. (Suppan), 1–16.
- Metruk, R. (2017). Pronunciation of English Dental Fricatives by Slovak University EFL Students. *International Journal of English Linguistics*, 7(3), 11. <https://doi.org/10.5539/ijel.v7n3p11>
- Mnao, A. (2015). *Production of the English Dental Fricatives by the English Learners at Bali Star Academy*.
- Moedjito. (2016). *The Teaching of English Pronunciation: Perceptions of Indonesian School Teachers and University Students*. *English Language Teaching*.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. In *Language Teaching Research* (Vol. 19). <https://doi.org/10.1177/1362168815572747>
- Novalina, G. (2016). *an Analysis of Pronunciation Errors Made By the Fourth*.
- Nuhiu, M. (2013). Difficulties of Albanian Speakers in Pronouncing Particular English Speech Sounds. *Procedia - Social and Behavioral Sciences*, 70, 1703–1707. <https://doi.org/10.1016/j.sbspro.2013.01.244>
- Poetry, A. P. (2019). *THE STUDENTS' MASTERY IN PRONOUNCING ENGLISH DENTAL FRICATIVE CONSONANT SOUNDS ([θ] and [ð])*.

- Prianto, R. A. (2010). *The English consonants mispronunciations in produced by Sundanese native speakers*.
- Ramelan. (2003). *English Phonetics*. Semarang: Unnes Press.
- Rizkiyani, F. (2019). *AN ANALYSIS OF STUDENTS ' PERCEPTION AND PRODUCTION PROBLEMS OF PRONOUNCING ENGLISH FACULTY OF LANGUAGES AND ARTS*.
- Rod Ellis. (1997). *Second Language Acquisition* (illustrate; H. G. W. William Rowland Lee, Ed.). OUP Oxford, 1997.
- Seidlhofer., C. D. and B. (1994). *Pronunciation*. English: Oxford University Press,.
- Silveira, R. (2007). Investigating the role of orthography in the acquisition of L2 pronunciation: A case study. *New Sounds 2007: Proceedings of the Fifth International Symposium on the Acquisition of Second Language Speech*, (2002), 459–472.
- Syafei, A. (1988). *English Pronunciation: Theory and Practice*. Jakarta: :Departemen Pendidikan dan Kebudayaan Direktorat Jenderal PendidikanTinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan.
- Ventura, P., Kolinsky, R., Brito-Mendes, C., & Morais, J. (2001). Mental representations of the syllable internal structure are influenced by orthography. *Language and Cognitive Processes*, 16(4), 393–418. <https://doi.org/10.1080/01690960042000184>
- <https://nohemigomez09.wixsite.com/nohemi/giving?lightbox=i74kz> diakses pada 15 desember 2019: 19.37.
- https://www.oxfordlearnersdictionaries.com/definition/english/joint_1?q=Joint

APPENDIX 1

List of the four term Students of English Department

No	Nama	Students' Code
1	Nurrizza Fiska Hasna	S-01
2	Dienar Safhira	S-02
3	Uswatun Khasanah	S-03
4	Lila Pangestu	S-04
5	Griska Aulia Dwi Reza	S-05
6	Riza Umami Rahman	S-06
7	Valentiani Putri Pamungkas	S-07
8	Desiana Sri Rejeki	S-08
9	Apriliana Andita Wardani	S-09
10	Nadya Yulia Kasih	S-10
11	Nadiyah Tsamaharani	S-11
12	Mila Ayanah	S-12
13	Irvan Almajid	S-13
14	Palupi Artha Puspa	S-14
15	Ayda Fitriyah	S-15
16	Julian	S-16
17	Luthfia Rima	S-17
18	Restu Sinta	S-18
19	Wifdatul Ulya	S-19
20	Syifa Fellasyufa	S-20
21	Niken Temok Lestari	S-21
22	Alifa Suprihatin	S-22
23	Nella Zakia W	S-23
24	Andreana Puji Fatmala	S-24
25	Ranti W	S-25
26	Mila Aini Fathya	S-26
27	Lintang Prahita Ningrum	S-27
28	Nur Anisa	S-28
29	Vikky Andrian	S-29
30	Firda Asrina Pertiwi	S-30
		S-31

APPENDIX 2

SPEAKING INSTRUMENTS TEST

Students' Accuracy In Pronouncing English Palate Alveolar Sounds (A Case Study Of Students Of English Department, Universitas Negeri Semarang)

Instruction:

- Read the words below
- Please pronounce these words carefully.

/ʃ/		
Initial	Medial	Final
Shoe	Mission	Plush
Should	Nation	Mush
Showing	Glacial	Fish
		Mash
/tʃ/		
Choke	Righteous	Match
Child	Discharge	Beach
Chairman		Batch
		Larch
		Catch
/dʒ/		
Judge	Magistrate	Marriage
George	Residual	Range
Justice	Vision	Engage
		Serge
/ʒ/		
	Measure	village
	Azure	Rouge
	Decision	Edge
	Casual	Revenge

APPENDIX 3

ANSWER KEY OF SPEAKING INSTRUMENT TEST

/ʃ/		
Initial	Medial	Final
Shoe /ʃu:/	Mission /'mɪʃn/	Plush /plʌʃ/
Should /ʃʊd/	Nation /'neɪʃn/	Mush /mʌʃ/
Showing /'ʃəʊɪŋ/	Glacial /'gleɪʃl/	Fish /fɪʃ/
		Mash /mæʃ/
/tʃ/		
Choke /tʃəʊk/	Righteous /'raɪtʃəs/	Match /mætʃ/
Child /tʃaɪld/	Discharge /dɪs'tʃɑ:dʒ/	Beach /bi:tʃ/
Chairman /'tʃe:mən/		Batch /bætʃ/
		Larch /lɑ:tʃ/
		Catch /kætʃ/
/dʒ/		
Judge /dʒʌdʒ/	Magistrate /'mædʒɪstreɪt/	Marriage /'mæɪdʒ/
George /dʒɔ:dʒ/	Residual /rɪ'zɪdʒuəl/	Range /reɪndʒ/
Justice /'dʒʌs.tɪs/	Vision /'vɪʒn/	Engage /ɪn'geɪdʒ/
		Serge /sɜ:dʒ/
/ʒ/		
	Measure /'meʒə(r)/	village /'vɪlɪdʒ/
	Azure /'æʒə(r)/	Rouge /ru:ʒ/
	Decision /dɪ'sɪʒn/	Edge /edʒ/
	Casual /'kæʒuəl/	Revenge /rɪ'vendʒ/

APPENDIX 4

INTERVIEW GUIDELINES

The Objective : This instrument is done to know how the students' accuracy in pronouncing English palate alveolar sounds and what factors that cause students' accuracy in pronouncing palate alveolar sounds.

List of questions :

1. Where are you come from?
2. What language do you usually use in your daily life?
3. How long have you been learning English, especially for pronunciation?
4. Have you ever known about English consonants palate alveolar sounds?
5. What do you think about English Palate Alveolar Sounds?
6. Have you ever been taught about how to pronouncepalate alveolar fricatives / ʒ / and /ʃ/ and palate-alveolar affricate [tʃ] and [dʒ]?
7. Do you feel difficult when you pronounce English palate alveolar sounds?
8. According to your mind, which one is more difficult how to pronouncepalate alveolar fricatives / ʒ / and /ʃ/ or palate-alveolar affricate [tʃ] and [dʒ]? Why?
9. As we know that English palate alveolar sounds has 3 position to pronounce, in the initial, medial and the final of word. Which one is most difficult to produce? Why?
10. What factors make you difficult to pronounce this sounds in the initial, medial and the final of the words?
11. Please pronounce this sounds: Chairman, Justice, jus correctly!
12. Can you give me example to pronounce English Palate Alveolar sounds?
13. What is the different between your language and English Language?
14. In your opinion, what is the best way to improve your pronunciation skill especially English Palate Alveolar Sounds?

APPENDIX 5

STUDENTS' PRONUNCIATION TRANSCRIPTION /f/

No	Name	Words									
		In the Beginning			In the Middle			In The End			
		Shoe	Should	Showing	Mission	Nation	Glacial	Plush	Mush	Fish	Mash
/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/		
1	S-01	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
2	S-02	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
3	S-03	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
4	S-04	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
5	S-05	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
6	S-06	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
7	S-07	/zu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
8	S-08	/zu:/	/ʃɒd/	/'səʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
9	S-09	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
10	S-10	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
11	S-11	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
12	S-12	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
13	S-13	/su:/	/ʃɒd/	/'səʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
14	S-14	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
15	S-15	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
16	S-16	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
17	S-17	/fu:/	/ʃɒd/	/'səʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
18	S-18	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
19	S-19	/fu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
20	S-20	/zu:/	/ʃɒd/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
21	S-21	/su:/	/sɒd/	/'səʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/
22	S-22	/fu:/	/sɒld/	/'ʃəʊɪŋ/	/'mɪʃn/	/'neɪʃn/	/'gleɪʃl/	/plʌʃ/	/mʌʃ/	/fɪʃ/	/mæʃ/

23	S-23	/fu:/	/sɒld/	/'səʊɪŋ/	/'mɪfɪn/	/'neɪsn/	/'gleɪfl/	/plʌf/	/mʌs/	/fis/	/mæf/
24	S-24	/fu:/	/fʊd/	/'səʊɪŋ/	/'mɪfɪn/	/'neɪsn/	/'glɑsl/	/plʌf/	/mʌf/	/fɪf/	/mæs/
25	S-25	/fu:/	/fʊd/	/'fəʊɪŋ/	/'mɪsn/	/'neɪsn/	/'glɑzɪ/	/plʌf/	/mʌf/	/fis/	/mæf/
26	S-26	/fu:/	/fʊd/	/'fəʊɪŋ/	/'mɪsn/	/'neɪfɪn/	/'glɑsl/	/plʌf/	/mʌs/	/fɪf/	/mæf/
27	S-27	/fu:/	/fʊd/	/'fəʊɪŋ/	/'mɪsn/	/'neɪsn/	/'glɑzɪ/	/plʌf/	/mʌf/	/fɪf/	/mæs/
28	S-28	/fu:/	/sɒld/	/'fəʊɪŋ/	/'mɪfɪn/	/'neɪsn/	/'glɑzɪ/	/plʌf/	/mʌf/	/fɪf/	/mæf/
29	S-29	/fu:/	/fʊd/	/'fəʊɪŋ/	/'mɪsn/	/'neɪsn/	/'glɑsl/	/plʌf/	/mʌf/	/fɪf/	/mæf/
30	S-30	/fu:/	/fʊd/	/'səʊɪŋ/	/'mɪsn/	/'neɪzn/	/'glɑsl/	/plʌf/	/mʌf/	/fis/	/mæf/
		22%			11,3%			27,7%			
		61%									

STUDENTS' PRONUNCIATION TRANSCRIPTION /z/

No	Name	Words							
		In the Middle				In The End			
		Measure	Azure	Decision	Casual	Village	Rouge	Edge	Revenge
		/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
1	S-01	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/edʒ/	/riˈvendʒ/
2	S-02	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/edʒ/	/riˈveng/
3	S-03	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/rʊʒ/	/edʒ/	/riˈvendʒ/
4	S-04	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈveng/
5	S-05	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/edʒ/	/riˈvendʒ/
6	S-06	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/edʒ/	/riˈvendʒ/
7	S-07	/ˈmeɪʒə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/eg/	/riˈvendʒ/
8	S-08	/ˈmeɪʒə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/eg/	/riˈvendʒ/
9	S-09	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/kæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/edʒ/	/riˈvendʒ/
10	S-10	/ˈmeɪʒə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/kæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
11	S-11	/ˈmeɪʒə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/rʊʒ/	/eg/	/riˈvendʒ/
12	S-12	/ˈmeɪʒə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/eg/	/riˈvendʒ/
13	S-13	/ˈmeɪzə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
14	S-14	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
15	S-15	/ˈmeɪzə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/kæʒuəl/	/ˈvɪlɪdʒ/	/ruːz/	/edʒ/	/riˈveng/
16	S-16	/ˈmeɪzə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪj/	/ruːʒ/	/eg/	/riˈvendʒ/
17	S-17	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
18	S-18	/ˈmeɪʒə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
19	S-19	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/rʊʒ/	/eg/	/riˈveng/
20	S-20	/ˈmeɪzə(r)/	/ˈæzə(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/
21	S-21	/ˈmeɪzə(r)/	/ˈæzu(r)/	/diˈsɪʒn/	/ˈkæʒuəl/	/ˈvɪlɪdʒ/	/ruːʒ/	/edʒ/	/riˈvendʒ/

22	S-22	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/kæzuəl/	/'vɪlɪdʒ/	/ru:ʒ/	/edʒ/	/ri'vendʒ/
23	S-23	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/kæfuəl/	/'vɪlɪdʒ/	/ru:ʒ/	/edʒ/	/ri'vendʒ/
24	S-24	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/kæzuəl/	/'vɪlɪdʒ/	/ru:ʒ/	/edʒ/	/ri'vendʒ/
25	S-25	/ 'mezə(r)/	/'æʒə(r)/	/di'sɪfn/	/'kæʒuəl/	/'vɪlɪj/	/ru:f/	/eg/	/ri'vendʒ/
26	S-26	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/kæfuəl/	/'vɪlɪdʒ/	/ru:ʒ/	/edʒ/	/ri'vendʒ/
27	S-27	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/kæzuəl/	/'vɪlɪdʒ/	/ru:ʒ/	/edʒ/	/ri'venj/
28	S-28	/'mezə(r)/	/'æʒə(r)/	di'sɪfn/	kæzuəl/	/'vɪlɪdʒ/	rugh/	/eg/	/ri'vendʒ/
29	S-29	/ 'mezə(r)/	/'æzu(r)/	/di'sɪfn/	/'kæʒuəl/	/'vɪlɪj/	rugh/	/ed/	/ri'vendʒ/
30	S-30	/'mezə(r)/	/'æʒə(r)/	/di'sɪzn/	'kæfuəl/	/'vɪlɪdʒ/	/ru:f/	/eg/	/ri'vendʒ/
		23%				35%			

STUDENTS' PRONUNCIATION TRANSCRIPTION /tʃ/

No	Name	Words									
		In the Beginning			In the Middle			In The End			
		Choke	Child	Chairman	Righteous	Discharge	Match	Beach	Batch	Larch	Catch
/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/		
1	S-01	/coʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
2	S-02	/coʊk/	/tʃaɪld/	/'seɪ:mən/	/'raɪtʃəs/	/dɪs'ʃɑ:dʒ/	mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
3	S-03	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mæθ/	/bec/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
4	S-04	/tʃəʊk/	/caɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'ʃɑ:dʒ/	/mætʃ/	/bec/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
5	S-05	/tʃəʊk/	/tʃaɪld/	/'caɪ:mən/	/'reɪʃəs/	/dɪs'tʃɑ:dʒ/	/mæθ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
6	S-06	/coʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
7	S-07	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mæθ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
8	S-08	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
9	S-09	/coʊg/	/tʃaɪld/	/'seɪ:mən/	/'raɪtʃəs/	/dɪs'ʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
10	S-10	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'dʒɑ:dʒ/	/mætʃ/	/bec/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
11	S-11	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bec/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
12	S-12	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
13	S-13	/coʊk/	/tʃaɪld/	/'seɪ:mən/	/'raɪtʃəs/	/dɪs'dʒɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
14	S-14	/tʃəʊk/	/cɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
15	S-15	/tʃəʊk/	/tʃaɪld/	/'seɪ:mən/	/'raɪtʃəs/	/dɪs'dʒɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
16	S-16	/tɒʃ/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mæθ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
17	S-17	/tʃəʊk/	/tʃaɪld/	/'seɪ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
18	S-18	/coʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'ʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
19	S-19	/tʃəʊk/	/cɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'ʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
20	S-20	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'ʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
21	S-21	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'reɪʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bec/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
22	S-22	/tʃəʊk/	/tʃaɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
23	S-23	/coʊk/	/caɪld/	/'tʃɛ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/

24	S-24	/tʃəʊk/	/tʃaɪld/	/'tʃe:mən/	/'raɪdʒəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bɪc/	/bætʃ/	/lɑdʒ/	/kætʃ/
25	S-25	/tʃəʊk/	/tʃaɪld/	/'tʃe:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mæc/	/bɪc/	/bæc/	/lɑdʒ/	/kætʃ/
26	S-26	/tʃəʊk/	/tʃaɪld/	/'caɪ:mən/	/'raɪtʃəs/	/dɪs'tʃɑ:dʒ/	/mætʃ/	/bec/	/bætʃ/	/lɑdʒ/	/kætʃ/
27	S-27	/tʃəʊk/	/tʃaɪld/	/'tʃe:mən/	/'rɪdʒəs/	/dɪsca:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
28	S-28	/tʃəʊk/	/tʃaɪld/	/'tʃe:mən/	/'rɪdʒəs/	/dɪsdʒɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kæt/
29	S-29	/tʃəʊk/	/tʃaɪld/	/'caɪ:mən/	/'rɪdʒəs/	/dɪsca:dʒ/	/mæc/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kætʃ/
30	S-30	/cook/	/tʃaɪld/	/'tʃe:mən/	/'rɪdʒəs/	/dɪsdʒɑ:dʒ/	/mætʃ/	/bi:tʃ/	/bætʃ/	/lɑ:tʃ/	/kæt/
		23%			9%			35%			

STUDENTS' PRONUNCIATION TRANSCRIPTION /dʒ/

No	Name	Words									
		In the Beginning			In the Middle			In The End			
		Judge	george	Justice	Magistrate	Residual	Vision	Marriage	Range	Engage	Serge
		/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
1	S-01	/dʒʌdʒ/	/jɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪgʊəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
2	S-02	/dʒʌtʃ/	/dʒɔːdʒ/	/'ʒʌs.tɪs/	/'mæɡɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/rɜːnʃ/	/ɪn'geɪdʒ/	/sɜːtʃ/
3	S-03	/dʒʌdʒ/	/jɔːɡ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪj/	/reɪndʒ/	/ɪn'ɡaɪj/	/sɜːdʒ/
4	S-04	/dʒʌdʒ/	/jɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪjʊəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪŋɡ/	/ɪn'geɪdʒ/	/sɜːtʃ/
5	S-05	/jʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪɡ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
6	S-06	/dʒʌtʃ/	/dʒɔːdʒ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪj/	/reɪŋɡ/	/ɪn'geɪdʒ/	/sɜːtʃ/
7	S-07	/dʒʌdʒ/	/dʒɔːdʒ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪjʊəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
8	S-08	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪnj/	/ɜːn'geɪj/	/sɜːdʒ/
9	S-09	/dʒʌdʒ/	/jɔːɡ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪj/	/reɪŋɡ/	/ɪn'geɪdʒ/	/sɜːtʃ/
10	S-10	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
11	S-11	/dʒʌtʃ/	/dʒɔːdʒ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪgʊəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
12	S-12	/dʒʌdʒ/	/jɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪŋɡ/	/ɪn'geɪdʒ/	/sɜːtʃ/
13	S-13	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
14	S-14	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪjʊəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪnj/	/ɜːn'geɪj/	/sɜːtʃ/
15	S-15	/dʒʌdʒ/	/jɔːɡ/	/'ʒʌs.tɪs/	/'mæɡɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪnj/	/ɪn'geɪdʒ/	/sɜːtʃ/
16	S-16	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
17	S-17	/dʒʌtʃ/	/dʒɔːdʒ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
18	S-18	/dʒʌdʒ/	/jɔːɡ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
19	S-19	/dʒʌtʃ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
20	S-20	/dʒʌtʃ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæɡɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
21	S-21	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
22	S-22	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
23	S-23	/jʌdʒ/	/jɔːdʒ/	/'ʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
24	S-24	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæjɪstreɪt/	/rɪ'zɪgʊəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
25	S-25	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʃn/	/'mæərɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/

26	S-26	/jʌdʒ/	/jɔːdʒ/	/'jʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæɪɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
27	S-27	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mædʒɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæɪɪdʒ/	/reɪnɪ/	/ɪn'geɪj/	/sɜːtʃ/
28	S-28	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæɪjɪstreɪt/	/rɪ'zɪduəl/	/'vɪjfn/	/'mæɪɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
29	S-29	/dʒʌdʒ/	/jɔːdʒ/	/'jʌs.tɪs/	/'mæɪjɪstreɪt/	/rɪ'zɪdʒuəl/	/'vɪʒn/	/'mæɪɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːdʒ/
30	S-30	/dʒʌdʒ/	/dʒɔːdʒ/	/'dʒʌs.tɪs/	/'mæɪjɪstreɪt/	/rɪ'zɪduəl/	/'vɪjfn/	/'mæɪɪdʒ/	/reɪndʒ/	/ɪn'geɪdʒ/	/sɜːtʃ/
		20,3%			15,7%			28%			

Question

APPENDIX 6**STUDENTS' INTERVIEW TRANSCRIPTION****Students' Interview Results***I = Interviewer**S-01 = Student 1**S-02 = Student 2**S-03 = Student 3**S-04 = Student 4*

Question

1. Where are you come from?

No	Responses	No	Responses
S-01	"Jepara"	S-16	"Demak."
S-02	"Kabupaten Semarang."	S-17	"Purwodadi"
S-03	"Kabupaten Semarang."	S-18	"Sukoharjo."
S-04	"Rembang."	S-19	"Jepara."
S-05	"Bojonegoro, east java."	S-20	"Wonosobo."
S-06	"Kabupaten Semarang."	S-21	"Cilacap"
S-07	"Purbalingga."	S-22	"Pemalang."
S-08	"Batang."	S-23	"Blora."
S-09	"Lampung."	S-24	"Boja."
S-10	"Pemalang."	S-25	"Bogor."
S-11	"Bandung."	S-26	"Brebes"
S-12	"Wonosobo."	S-27	"Brebes"
S-13	"Pekanbaru."	S-28	"Bogor."
S-14	"Magelang."	S-29	"Rembang."
S-15	"Jepara."	S-30	"Kendal."

2. What language do you usually use in your daily life?

No	Responses	No	Responses
S-01	“Java and Indonesin Languange.”	S-16	“Java Languange.”
S-02	“Java Languange.”	S-17	“Java and Indonesian Languange.”
S-03	“Java and Indonesin Languange.”	S-18	“Java Languange.”
S-04	“Java Languange.”	S-19	“Java Languange.”
S-05	“Java Languange.”	S-20	“Java Languange.”
S-06	“Java Languange.”	S-21	“Java Ngapak.”
S-07	“Java Ngapak.”	S-22	“Java Ngapak.”
S-08	“Java Languange.”	S-23	“Java Languange.”
S-09	“Indonesian and Palembang Languange.”	S-24	“Java Languange.”
S-10	“Java Ngapak and Indonesian.”	S-25	“Sunda Languange.”
S-11	“Sunda Languange.”	S-26	“Java Ngapak.”
S-12	“Java Languange.”	S-27	“Java Ngapak.”
S-13	“Minang Languange.”	S-28	“Sunda Languange.”
S-14	“Java Languange.”	S-29	“Java Languange.”
S-15	“Java Languange.”	S-30	“Java Languange.”

Question

3. How long have you been learning English, especially for pronunciation?

No	Responses	No	Responses
S-01	“In University level.”	S-16	“Junior high school.”
S-02	“In University level.”	S-17	“In University level.”
S-03	“In University level.”	S-18	“In University level.”
S-04	“Senior high school.”	S-19	“Junior high school.”
S-05	“Junior high school.”	S-20	“In University level.”
S-06	“In University level.”	S-21	“In University level.”
S-07	“In University level.”	S-22	“In University level.”
S-08	“In University level.”	S-23	“Senior high school.”
S-09	“Senior high school.”	S-24	“In University level.”
S-10	“In University level.”	S-25	“Senior high school.”
S-11	“Junior high school.”	S-26	“Senior high school.”
S-12	“In University level.”	S-27	“In University level.”

Question

4. Have you ever known about English consonants palate alveolar sounds?

No	Responses	No	Responses
S-01	"Yes, I have."	S-16	"Yes, I have."
S-02	"Yes, I have."	S-17	"Yes, I have."
S-03	"Yes, I have."	S-18	"Yes, I have."
S-04	"Yes, I have."	S-19	"Yes, I have."
S-05	"Yes, I have."	S-20	"Yes, I have."
S-06	"Yes, I have."	S-21	"Yes, I have."
S-07	"Yes, I have."	S-22	"Yes, I have."
S-08	"Yes, I have."	S-23	"Yes, I have."
S-09	"Yes, I have."	S-24	"Yes, I have."
S-10	"Yes, I have."	S-25	"Yes, I have."
S-11	"Yes, I have."	S-26	"Yes, I have."
S-12	"Yes, I have."	S-27	"Yes, I have."
S-13	"Yes, I have."	S-28	"Yes, I have."
<hr/>			
S-13	"In University level."	S-28	"In University level."
S-14	"In University level."	S-29	"In University level."
S-15	"In University level."	S-30	"In junior high school."

S-14	“Yes, I have.”	S-29	“Yes, I have.”
S-15	“Yes, I have.”	S-30	“Yes, I have.”

Question

5. What do you think about English Palate Alveolar Sounds?

No	Responses
S-01	“It is unfamiliar sound.”
S-02	“It is a difficult sound.”
S-03	“It is a difficult and complicated sounds.”
S-04	“It is the hardest sounds in the palate.”
S-05	“Sounds which produce in the palate.”
S-06	“Difficult sound to pronounce and so complicated.”
S-07	“We need effort to pronounce this sounds.”
S-08	“It is sounds which pronounce hard.”
S-09	“I don’t find this sounds in Palembang and Indonesian Language.”
S-10	“It is difficult sounds and unfamiliar.”

- S-11 “It is unfamiliar sounds for me.”
- S-12 “We need effort to pronounce this sounds.”
- S-13 “Sounds which rarely appear in my daily language.”
- S-14 “It is unfamiliar sounds for me.”
- S-15 “It is complicated sounds moreover in sentence.”
- S-16 “It is unfamiliar sounds for me. I rarely used this sounds in daily.”
- S-17 “It is a difficult sound.”
- S-18 “It is unfamiliar sounds for me. I rarely used this sounds in daily.”
- S-19 “Sounds which produce in the palate and it’s difficult sounds.”
- S-20 “Sounds which usually pronounced wrong.”
- S-21 “Palate alveolar sounds is complicated sounds I think.”
- S-22 “Sounds which produce in the palate and mouth.”
- S-23 “It is unfamiliar sound.”
- S-24 “It is a difficult and complicated sound.”
- S-25 “It is unfamiliar sounds for me.”
- S-26 “It is a difficult and unfamiliar sound.”
- S-27 “It is unfamiliar sound.”
- S-28 “I rarely used this sounds in daily.”
- S-29 “It is unfamiliar sound.”
- S-30 “Sounds which produce in the palate and it’s unfamiliar sounds.”
-

Question

6. Do you feel difficult when you pronounce English palate alveolar sounds?

No	Responses	No	Responses
S-01	"No, I don't."	S-16	"Yes, I do."
S-02	"Yes, I do."	S-17	"Yes, I do."
S-03	"Yes, I do."	S-18	"Yes, I do."
S-04	"No, I don't."	S-19	"Yes, I do."
S-05	"No, I don't."	S-20	"Yes, I do."
S-06	"Yes, I do."	S-21	"Yes, I do."
S-07	"Little bit."	S-22	"Yes, I do."
S-08	"No, I don't."	S-23	"No, I don't."
S-09	"Yes, I do."	S-24	"Yes, I do."
S-10	"Yes, I do."	S-25	"Yes, I do."
S-11	"Yes, I do."	S-26	"Little bit."
S-12	"Yes, I do."	S-27	"No, I don't."
S-13	"Yes, I do."	S-28	"Yes, I do."
S-14	"No, I don't."	S-29	"Yes, I do."
S-15	"Yes, I do."	S-30	"No, I don't."

Question

7. Have you ever been taught about how to pronounce palate alveolar fricatives / ʒ / and /ʒ/ and palate-alveolar affricate [tʃ] and [dʒ]?

No	Responses	No	Responses
S-01	"Yes, I have."	S-16	"Yes, I have."
S-02	"Yes, I have."	S-17	"Yes, I have."
S-03	"Yes, I have."	S-18	"Yes, I have."
S-04	"Yes, I have."	S-19	"Yes, I have."
S-05	"Yes, I have."	S-20	"Yes, I have."
S-06	"Yes, I have."	S-21	"Yes, I have."
S-07	"Yes, I have."	S-22	"Yes, I have."
S-08	"Yes, I have."	S-23	"Yes, I have."
S-09	"Yes, I have."	S-24	"Yes, I have."
S-10	"Yes, I have."	S-25	"Yes, I have."
S-11	"Yes, I have."	S-26	"Yes, I have."
S-12	"Yes, I have."	S-27	"Yes, I have."
S-13	"Yes, I have."	S-28	"Yes, I have."
S-14	"Yes, I have."	S-29	"Yes, I have."
S-15	"Yes, I have."	S-30	"Yes, I have."

Question	
8. According to your mind, which one is more difficult how to pronounce palate alveolar fricatives / ʒ / and /ʃ/ or palate-alveolar affricate [tʃ] and [dʒ]? Why?	
No	Responses
S-01	“/ ʒ / and /ʃ/”. Because they are un familiar sounds.
S-02	“/tʃ/and /dʒ/”. Because in java I could not find this sounds.”
S-03	“/tʃ/and /dʒ/”. Because I find more vocabularies in / ʒ / and /ʃ/.”
S-04	“/tʃ/and /dʒ/”. Because I can not spell well.”
S-05	“/ ʒ / and /ʃ/”. Because we never produce this sounds in indonesia.”
S-06	“/tʃ/and /dʒ/”. Because the stress is so difficult.”
S-07	“/ ʒ / and /ʃ/”. Because this in unfamiliar sounds.”
S-08	“/ ʒ / and /ʃ/”. Because I used S and Z in thin sounds. Not bold.”
S-09	“For me both fricatives and affricate is difficult. I don’t familiar with that.”
S-10	“/ ʒ / and /ʃ/”. Because /ʃ/ they have similar sounds with / ʒ /.
S-11	“/ ʒ / and /ʃ/”. Because in Sunda / ʒ / read as J.”
S-12	“/ ʒ / and /ʃ/”. Because this in unfamiliar sounds.”
S-13	“For me both fricatives and affricate is difficult.Minang does not have.”
S-14	“/tʃ/and /dʒ/”. Because I don’t find this sounds in my language.”
S-15	“/tʃ/and /dʒ/”. Because I can not spell this sounds correctly.”
S-16	“/ ʒ / and /ʃ/”. Because I find “/tʃ/and [dʒ in my language.”
S-17	“/ ʒ / and /ʃ/”. Because in Indonesia the sounds is thin S and Z. not bold.
S-18	“/ ʒ / and /ʃ/”. Because in my language it prounce as thin S and Z.”
S-19	“/ ʒ / and /ʃ/”. Because they have similar way to pronounce.”
S-20	“/ ʒ / and /ʃ/”. Because I used S and Z in indonesian sounds.”
S-21	“/ ʒ / and /ʃ/”. Because it is unfamiliar sounds for me.”
S-22	“/ ʒ / and /ʃ/”. Because it does not exist in my mother tongue.”
S-23	“/ ʒ / and /ʃ/”. Because it is a bold sounds, in indonesian only thin sounds.
S-24	“/ ʒ / and /ʃ/”. Because affricate [tʃ] and [dʒ] is more familiar than me.
S-25	“/ ʒ / and /ʃ/”. Because in Sunda /ʃ/ read as s not Esh.”
S-26	“/ ʒ / and /ʃ/”. Because it does not exist in my mother tongue.”
S-27	“/ ʒ / and /ʃ/”. Because it is hard to differentiate between two sounds.”
S-28	“/ ʒ / and /ʃ/”. Because in Sunda does not exist.”
S-29	“/ ʒ / and /ʃ/”. Because it is unfamiliar sounds for me.”
S-30	“/ ʒ / and /ʃ/”. Because it is unfamiliar sounds for me.”

Question	
9. As we know that English palate alveolar sounds has 3 position to pronounce, in the beginning, middle and the end of word. Which one is most difficult to produce? Why?	
No	Responses
S-01	“In the middle. Because the sounds should be dragged with other sounds.”
S-02	“In the end. Because we should make a bold S and Z. “
S-03	“In the end. Because we must make double sound in the end.”
S-04	“In the end. Because this sounds does not exist in Indonesia.”
S-05	“In the middle. Because we never hear this sounds in Indonesia.”
S-06	“In the end. Because sometimes we pronounce in thin S.”
S-07	“In the middle. Because oppressed by another sounds.”
S-08	“In the end. Because we not familiar with the vowels and consonants.”
S-09	“In the middle. Because oppressed by another sounds.”
S-10	“In the middle. Because oppressed by another sounds.”
S-11	“In the end. Because I sometimes used S.”
S-12	“In the end. Because sometimes we produce thin S, not bold S.”
S-13	“In the end. Because ing minang this sounds does not exist.”
S-14	“In the end. Because our tongue is not accustomed with the sounds.”
S-15	“In the middle. Because oftenly we pronounce this sound with thin sounds.”
S-16	“In the end. Because I sometimes used S.”
S-17	“In the middle. Because oppressed by another sounds.”
S-18	“In the middle. Because this sounds is rarely sounds in Indonesia.”
S-19	“In the middle. Because oppressed by another sounds.”
S-20	“In the middle. Because before and after the sounds always make me confused.”
S-21	“In the middle. Because we never hear this sounds in Indonesia.”
S-22	“In the middle. This sounds followed by other sounds.”
S-23	“In the middle. Because we can not prepare for the next sounds.”
S-24	“In the middle. Because I often make error when pronounce that sounds.”
S-25	“In the end. Because sometimes we trapped into thin S.”
S-26	“In the middle. Because oppressed by another sounds.”
S-27	“In the middle. Because we found others sounds before that.”
S-28	“In the end. Because it is need effort to pronounce /ʃ/ in the end.”
S-29	“In the end. Because we need more effort to pronounce S and Z.”
S-30	“In the end. Because oppressed by another sounds.”

Question

10. Can you give me example to pronounce English Palate Alveolar sounds?

No	Responses
S-01	“Justice, Chair.”
S-02	“Cashing, Should”.
S-03	“Should, Sure.”
S-04	“Cherry, Chicken.”
S-05	“Judgement, george.”
S-06	“Judgement, pronounciation.”
S-07	“Nature, Church.”
S-08	“Children, Vision.”
S-09	“Shoes, Catch.”
S-10	“Shoes, Mission.”
S-11	“Residual, George.”
S-12	“Showing, Smash.”
S-13	“College, measure.”
S-14	“Wizard, Catch.”
S-15	“Pronunciation, Nature.”
S-16	“Crunch, Judge.”
S-17	“Shower, Pronunciation.”
S-18	“Pronunciation, justice.”
S-19	“Match, Sure.”
S-20	“Engaged, Fisherman.”
S-21	“Azure, March.”
S-22	“Nation, George”.
S-23	“Capture, bitch.”
S-24	“Shining, decision.”
S-25	“Childish, Catch.”
S-26	“Bitch, Beach.”
S-27	“Nature, Chairman”
S-28	“Sure, College.”
S-29	“Chair, Judge, March.”
S-30	“Judge, Cheese.”

Question	
11. What is the different between your language and English Language?	
No	Responses
S-01	“English has complex sounds than Java and Indonesian language.”
S-02	“English more detail and has various sounds than Java.”
S-03	“Java more medhok than English. And English should be dragged.”
S-04	“English language more complex than our daily language.”
S-05	“My language is clearly, and English is vaguer.”
S-06	“Some sounds in English does not our mother tongue sounds.”
S-07	“Sometimes we find different pronunciation with the writing.”
S-08	“My language is clearer than English when we pronounce.”
S-09	“Palembang sounds is simple, English is wordy.”
S-10	“English has many similar sounds, like / ʒ / and /ʃ/.”
S-11	“In Sundanese language, there is no stress, pitch, etc.”
S-12	“English has more Vowels than Java.”
S-13	“Minang language always end by O and more flexible.”
S-14	“English more complex than Java mainly the consonants.”
S-15	“English has complex sounds than Java and Indonesian language.”
S-16	“English language more complex than my language.”
S-17	“My language is clearly, and English is vaguer.”
S-18	“English is difficult sound to pronounce, Indonesia is easier.”
S-19	“In English not all sounds can be read as same as the writing.”
S-20	“English has more sounds than Java.”
S-21	“My language is easier and simple than English.”
S-22	“In English how we pronounce is not same with the writing.”
S-23	“Some sounds in English have different spelling with Indonesian language.”
S-24	“Some of sounds in English does not exist in Indonesia.”
S-25	“Sunda is medhok and simple sounds.”
S-26	“How we pronounce and meaning.”
S-27	“The rules of pronunciation. English is harder to produce.”
S-28	“Some of sounds in English does not exist in Sunda.”
S-29	“The writing and how we produce the sounds in same, but English not.”
S-30	“In English there is a stress, in Indonesia not.”

Question

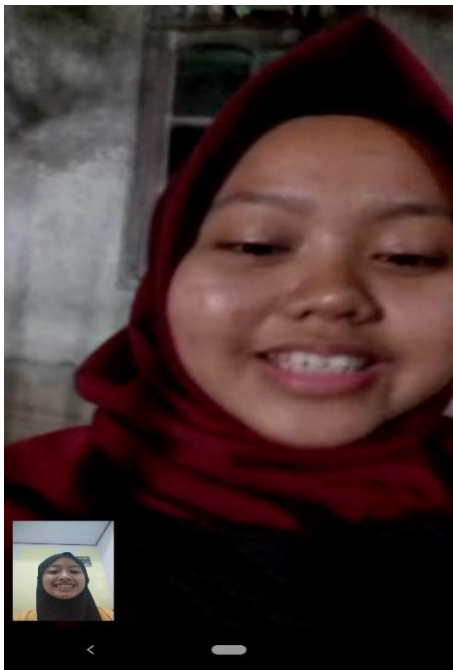
12. In your opinion, what is the best way to improve your pronunciation skill especially english palate alveolar sounds?

No	Responses
S-01	“Watching movie and listening the music.”
S-02	“Read the book about pronunciation.”
S-03	“Practice and try to speak tat sounds.”
S-04	“More practice, looking for the youtube and try to speak up.”
S-05	“Looking for the references and speak a loud.”
S-06	“Read the book about consonant, and the practice it.”
S-07	“Listen the english sounds and try to follow it.”
S-08	“We should regularly speak english, watching movie without subtitle.”
S-09	“Read the phonetics book and then try to drill the sounds.”
S-10	“Listening Music and sing aloud.”
S-11	“We should learn the sounds regularly and speak it repeatly.”
S-12	“Speak regularly and try to listen the music.”
S-13	“Listening music and try to sing that.”
S-14	“Practice and always check the dictionary to make sure the correct word.”
S-15	“Listen the English sounds and then try to practice it.”
S-16	“Sing English song and than pronounce it aloud.”
S-17	“Pronounce the word loudly and more practice.”
S-18	“Practice this sounds regularly.”
S-19	“We should follow native speaker to know the right pronunciation.”
S-20	“Watching movie with subtitle and then try to pronounce.”
S-21	“Read the phonetics and than practice.”
S-22	“Watching movie and try to read the subtitle.”
S-23	“Practice a lot and imitate the native.”
S-24	“Listening music and follow the song.”
S-25	“Sing English song aloud.”
S-26	“Practice to speak palate alveolar regularly.”
S-27	“Practice and Watching movie.”
S-28	“Pronounce the sounds in English and Check it in dictionary.”
S-29	“Watching movie and then practice the sounds.”
S-30	“Practice regularly and watching movie.”

APPENDIX 7

DOCUMENTATION





APPENDIX 8

VALIDATION SHEET

VALIDATION SHEET

Name of Validator : Madara Iesalniece

Country : United Kingdom

To the evaluator please check the appropriate box for your ratings

Scale: 1= strongly, 2= disagree, 3= agree, 4=strongly agree

No	Aspects	1	2	3	4
1.	Suitability of items				
	• All the words tested containing English palate alveolar sounds.				✓
	• The instruments used are suitable to test the students' pronunciation.				✓
	• The words tested are suitable to be the 4 th terms in university students.			✓	
	• The instruments as a whole fulfils the objectives needed for the research.				✓
2.	General Findings Result				
	• Mostly students' accuracy the words containing [ʃ] sounds			✓	
	• Mostly students inaccurate the words containing [ʒ]			✓	
	• There were some factors influence the students' accuracy				✓
3.	Result analysis				
	• The students do better in pronouncing all palato alveolar sounds mostly in initial and final than medial			✓	
	• Some students do inaccurate pronouncing palato alveolar because they replaced/ substituted with their native language.				✓
	• The most influencing factors of students' accuracy in pronouncing English palato alveolar sounds are Students' native language and Students' recognition of English palate alveolar sounds			✓	

Remarks:

Strongly agree that students' background is one of the most important factors in terms of pronunciation. Very good research!

Signature

M. Iesalniece

Madara Iesalniece

APPENDIX 9

CURRICULUM VITAE OF EXPERT JUDGEMENT

Name Madara Iesalniece
 Date of Birth: 5 December 1991
 Address: 327 New South Head Road
 Double Bay
 NSW, 2028
 E-mail madara1234567@inbox.lv
 Telephone: 0405150426
 Nationality: Latvian, British



PERSONAL PROFILE

I am hardworking, reliable and loyal to my employer. Adaptable and flexible with stamina to keep going until the job is done. I am able to work under pressure still retain energy and a sense of humour. Willing to learn and welcome opportunities to undergo any necessary training to master new skills or qualifications. I am very good at working within a team and also leading the team. I find the best way to communicate with individuals and managers, understanding their expectations and objectives.

EDUCATION

April 2017 to August 2017: Level 2 in Fitness Instructing (QCF) with additional qualification in Kettlebell and Circuit Training, Discovery Learning, London

September 2013 to February 2016: Bachelor's Degree in Hotel and Tourism management, Latvia Business College, Distance learning

May 2012 to December 2012: NVQ Level 2 in Team Leading, Babcock Training, Bournemouth. Completed with commendation result

January to March 2011: Adult literacy in English Level 2, Futures Training Centres Ltd, Bournemouth

September 1998 to July 2010: Riga Region Elementary and High School. Exams passed with B level in Mother language and C level in Math and English.

WORK EXPERIENCE

November 2019 to now: Quest Apartments, Bondi Junction, Australia

- **Currently working as Receptionist**
- Due to existing experience in Hospitality, Hotel industry started as Reception with very little training needed.
- Quickly learned how to use RMS system, which have never used before. Developed new skills and knowledge in addition to knowledge gained within past 9 years working in the industry.
- Very quickly learned policies of the property and currently managing shifts without any supervision.
- Working at the front desk and dealing with corporate guest as well as holiday visitors in friendly and efficient way.
- Answering phone calls, taking reservations and dealing/ finding solutions for any upraising issues within the property and the team.
- Currently working full 4 days a week (weekdays) and training new staff if needed as being the most experienced as well as the most patient member of the team.
- October 2016 to September 2019: Oceana Hotels, Bournemouth, United Kingdom

Promoted to Reservation Supervisor

Started as a Reservationist with past experience within Hotel industry.

Learned to be efficient, quick and clear assisting potential guests with new, existing or/and past reservations. Developed new skills using unfamiliar booking system and selling rooms over the phone for total of 7 Hotels in Bournemouth.

Due to my stamina and wish to learn, was asked to assist Group Department with larger reservations as well as help other departments of the hotels, such as Front Desk and Sales Team with hosting different functions.

Treated job responsibly and presented ability to work hard under pressure and long hours when it was necessary.

Was given permission to make decisions regarding reservations without authorisation of Management which led to promotion. Once promotion was accepted, become responsible for managing and supervising the team.

In addition to above, learned more skills, such as setting rates for all 7 properties on Managers absence.

February 2016 to September 2016: Various volunteering jobs whilst traveling around Asia

- Worked as a English teacher for kids and adults between ages 4 and 35 for 2 months in Indonesia.

- Worked on the building site, decorating (painting) new built resort in Malaysia for 2 weeks as well as worked in YMCA camp organizing activities and accommodation for over 100 participants in Malaysia.
- Volunteered in Organic farms (Taiwan and Philippines) doing planting, seeding and other jobs which includes hard work and gaining huge knowledge about farming and organic food.

October 2010 to February 2016: Carisbrooke Hotel Limited, Bournemouth, United Kingdom

Promoted to Assistant Manager

Started employment as part-time housekeeper and waitress. Due to my enthusiasm and efficiency, I was given additional duties on reception and bar and entrusted with supervising and training the housekeeping team before being promoted to Assistant Manager of this 23 room family-run Hotel.

Demonstrate an excellent command of English and a high standard of customer service to meet and exceed guest expectations. Rely on excellent numeracy skills and an understanding of the business to accurately order and maintain laundry and food & beverages stock levels.

- Utilise excellent computer skills to assist with internet-based Tour Operator sister company arranging package weekends with hotel accommodation and activities in the Dorset region.
- Developing Back office skills such as maintaining accounts, invoicing and payroll using Basic PAYE.

August 2010 to August 2011: Order Processor, Bedtime Flirt, Bournemouth, United Kingdom

Worked hard and efficiently to process and prepare orders for this internet-based lingerie supplier within tight deadlines and enjoyed working within a team of 4.

Entrusted to manage the business whilst the business owner was on holidays. Left employment due to seasonal nature of work in order to take on full-time work with above employer.

March 2007 to September 2009: Nanny, Riga, Latvia, Part time

Utilised strong organisational skills and demonstrated responsibility beyond my years in caring for three children, aged 4, 6 and 7.

Developed good basic food hygiene standards and high pressure due to studying in High school at the same time.

OTHER SKILLS

Accustomed to using Excel, Word and PowerPoint
B category driving licence

Fast typing skills and excellent telephone skills

- Languages: English (excellent), Russian (good), Latvian (mother language)

REFERENCES

Mark Bramley – Oceana Hotels, Revenue Manager. Tel +447584099093

Email: mark.bramley@oceanahotels.co.uk

Lucie Klimova – Oceana Hotels, Reservation Manager. Tel +447850249745

Email: LKlimova@oceanahotels.co.uk

Nick Harvey – The Carisbrooke Hotel, Manager/Owner. Tel +447771598228

Email: nick@carisbrooke.co.uk

APPENDIX 10

VALIDATION SHEET

LEMBAR VALIDASI
PALATE ALVEOLAR SOUNDS TERHADAP
KONSONAN BAHASA INDONESIA

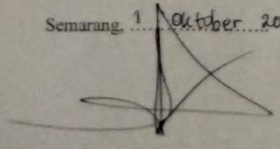
Name of Validator : Asep Purwo Yudi Utomo
Country : Indonesia

No	Aspects	Ya	Tidak
1.	Apakah dalam Bahasa Indonesia Terdapat bunyi Palate Alveolar sounds?	✓	
2.	Apakah bunyi [ʒ] ditemukan dalam bahasa Indonesia?		✓
3.	Apakah bunyi [ʃ] ditemukan dalam bahasa Indonesia?	✓	
4.	Apakah bunyi [ʒ] ditemukan dalam bahasa Indonesia?	✓	
5.	Apakah bunyi [dʒ] ditemukan dalam bahasa Indonesia?		✓
6.	Jika ada, apakah masuk dalam kategori Palate Alveolar juga?	-	-
7.	Jika tidak ada, apakah ada bunyi yang mendekati dengan Palate Alveolar sounds?	[j] [z]	

Catatan :

Dalam bahasa Indonesia ada beberapa konsonan yang hampir sama dengan bahasa Inggris contoh \int dibaca [ʃ] dalam Inggris dan z dibaca [z]. selain itu tidak ada Palate alveolar dalam bahasa Indonesia. Palate dalam b Indonesia hanya ada 2 batas.

Semarang, 1 Oktober 2020


Asep Purwo Yudi Utomo

SURAT KEPUTUSAN



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 14945/UN37.1.2/EP/2019**

Tentang
**PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2019/2020**

- Menimbang** : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat** : 1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
- Menimbang** : Usulan Ketua Jurusan/Prodi BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris Tanggal 18 November 2019

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Menunjuk dan menugaskan kepada:
Nama : Pasca Kalisa S.Pd., M.A., M.Pd.
NIP : 198909062014042001
Pangkat/Golongan : Penata Muda Tk. I - III/b
Jabatan Akademik : Asisten Ahli
Sebagai Pembimbing
Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
Nama : FAZA LUTFIYANA
NIM : 2201416068
Jurusan/Prodi : BAHASA & SAstra INGGRIS/Pend. Bhs. Inggris
Topik : The influence of orthographic writing in pronouncing english palato alveolar sounds (a case study of eight grade students in smp islam ngadirejo in the academic year 2019/2020)
- KEDUA** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

Tembusan
1. Wakil Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal

DITETAPKAN DI : SEMARANG
TANGGAL : 19 November 2019



Drs. Rejeki Urip, M.Hum.
NIP. 196202211989012001

2201416068
FM-03-AKD-24/Rev. 00