# THE STUDENTS' ABILITY TO PRONOUNCE THE ENGLISH AFFRICATES CONSONANT AT FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH MAKASSAR

**THESIS**

*Submitted to the Faculty of Teacher Training and Education Universitas*

*Muhammadiyah Makassar in partial fulfillment of the requirement for the*

*degree of Education in English Education Department*

**A. ULFA ANGGRENI**

**105351109318**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**2025**

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

## LEMBAR PENGESAHAN

Skripsi atas nama **A. Ulfa Anggreni** NIM **105351109318**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 031 Tahun 1446 H/2025 M, tanggal 29 Rajab 1446 H/29 Januari 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 31 Januari 2025**.

Makassar,    4 Syaban  1446 H
              3 Februari 2025 M

Panitia Ujian:

1. **Pengawas Umum**   : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU   (...........................)

2. **Ketua**   : Erwin Akib, S.Pd., M.Pd., Ph.D.   (...........................)

3. **Sekretaris**   : Dr. H. Baharullah, M.Pd   (...........................)

4. **Dosen Penguji**   : 1. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd   (...........................)

                        2. Herlina Daddi, S.Pd., M.Pd   (...........................)

                        3. Dr. Sitti Maryam Hamid, S.Pd., M.Pd   (...........................)

                        4. Ardiana, S.Pd., M.Pd.   (...........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

**Erwin Akib, S.Pd., M.Pd., Ph.D.**
NBM. 860 934

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

بسـم الله الرحمن الرحيـم

**APPROVAL SHEET**

| | | |
|---|---|---|
| **Title** | : | The Students' Ability the English Affricates Consonant at Fourth Semester English Education Department of Universitas Muhammadyah Makassar |
| **Name** | : | A. Ulfa Anggreni |
| **Reg. Number** | : | 105351109318 |
| **Program** | : | English Education Department Strata 1 (S1) |
| **Faculty** | : | Teacher Training and Education |

After being checked and observed this Thesis had been fill qualification to be examined

Makassar, 21 Januari 2025

Approved By,

Consultant I                  Consultant II

**Dr. Eka Prabawati Rum, S.Pd., M.Pd**     **Dr. Sitti Maryam Hamid, S.Pd., M.Pd**
NIDN. 0912088704                  NIDN. 0919069101

**Dean of Faculty of Teacher Training &**    **Head of English Education Department**
**Education**
**Universitas Muhammadiyah Makassar**

**Erwin Akib, S.Pd., M.Pd., Ph.D.**      **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934                       NBM. 977 807

iii

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU**
 **PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰه الرحمن الرحيم

## COUNSELLING SHEET FOR THESIS CONSULTATION

| Name | : | A. Ulfa Anggeni |
|---|---|---|
| NIM | : | 105351109318 |
| Department | : | Pendidikan Bahasa Inggris |
| Title | : | "The Students' Ability to Pronounce the English Affricates Consonant at Fourt Semester English Education Department of Universitas Muhammadiyah Makassar" |
| Konsultan I | : | Dr. Eka Prabawati Rum, S.Pd., M.Pd |

| Day / Date | Chapter | Note | Sign |
|---|---|---|---|
| 12/1/24 | 1-5 | Research subject, Mendeley, revise some correction | |
| 10/1/25 | | findings, Abstract, appendix | |
| 12/1/25 | | Abstract, revise some correction, findings | |
| 13/1/25 | | Diagram, Appendices | |

Makassar,                    2023

Approved by:
Head of English Education Department

**Drs. Ummi Khaerati Syam, S.Pd., M.Pd**
**NBM: 977807**

| Terakreditasi Institusi

iv

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْــــمِ اللهِ الرَّحْمَنِ الرَّحِيْــمِ

### COUNSELLING SHEET FOR THESIS CONSULTATION

| | | |
|---|---|---|
| Name | : | A. Ulfa Anggeni |
| NIM | : | 105351109318 |
| Department | : | Pendidikan Bahasa Inggris |
| Title | : | "The Students' Ability to Pronounce the English Affricates Consonant at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar" |
| Konsultan I | : | Dr. Eka Prabawati Rum, S.Pd., M.Pd |

| Day / Date | Chapter | Note | Sign |
|---|---|---|---|
| 20/1/2024 | 1-5 | **Findings and Conclusion** <br> **Revise some corrections** | |
| 22/1/2024 | | OK | |

Makassar,            Januari 2025

Approved by:
Head of English Education Department

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**
**NBM: 977 807**

v

بِسْـــمِ اللّٰـه الرحمن الرحيـــم

## COUNSELLING SHEET FOR THESIS CONSULTATION

| | | |
|---|---|---|
| Name | : | A. Ulfa Anggeni |
| NIM | : | 105351109318 |
| Department | : | Pendidikan Bahasa Inggris |
| Title | : | "The Students' Ability to Pronounce the English Affricates Consonant at Fourt Semester English Education Department of Universitas Muhammadiyah Makassar" |
| Konsultan II | : | **Dr. Sitti Maryam Hamid, S.Pd., M.Pd.** |

| Day / Date | Chapter | Note | Sign |
|---|---|---|---|
| 14 Januari 2025 | I – V | - Provide your abstract Indo-English<br>- Provide acknowlegment<br>- Rename the topic of Res subject you founded on the eligible subject<br>- Complete your appendix (document, students' pronun ti result, CV) | |
| 15 Januari 2025 | I – V | - Use the sydonyme (inisial) for gur subject<br>- Pay attention on the way to highlight system, the code<br>- Put the abbreviation of date in Appedix and code your data transcript | |
| 16 Januari 2025 | I – V | - Complete your observation<br>- Add your data findings<br>- Describe the picture in documentation<br>- Pay attetion on "mors f → mis pronunciation" | |

Makassar,                    2023

Approved by:
Head of English Education Department

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**
NBM: 977 807

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU**
**PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِســــمِ اللـه الرحمن الرحيـــم

## COUNSELLING SHEET FOR THESIS CONSULTATION

Name : A. Ulfa Anggeni

NIM : 105351109318

Department : Pendidikan Bahasa Inggris

Title : "The Students' Ability to Pronounce the English Affricates Consonant at Fourt Semester English Education Department of Universitas Muhammadiyah Makassar"

Konsultan II : Dr. Sitti Maryam Hamid, S.Pd., M.Pd.

| Day / Date | Chapter | Note | Sign |
|---|---|---|---|
| 17 January 2024 | I-V | - Add your dah in chapter IV at least a helper your participant especially in interview data <br> - Revised your CV (single space) <br> - Upgrade the reference reppal on your dissessor <br> - Pay attention on the all notes | |
| 18 January 2024 | IV | | |
| 21 January 2024 | I-V | Well Done! | |

Makassar, 2023

Approved by:
Head of English Education Department

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**
NBM: 977 807

| Terakreditasi Institusi

vii

**SURAT PERNYATAAN**

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https//fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

| | | |
|---|---|---|
| Nama | : | A. Ulfa Anggreni |
| NIM | : | 105351109318 |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Students' Ability to Pronounce the English Affricates Consonant at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar |

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 25 Januari 2025

Yang Membuat Pernyataan

A. Ulfa Anggreni

# SURAT PERJANJIAN

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : A. Ulfa Anggreni

NIM : 105351109318

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, sayaakan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi denganpembimbing yang telah ditetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.

4. Apabila saya melanggar perjanjian seperti pada butir1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 25 Januari 2025
Yang Membuat Pernyataan

A. Ulfa Anggreni

**MOTTO and DEDICATION**

**Motto:**

**"This for Everybody Goin' Through Times**

**Believe Me, Been There, Done that**

**But Every Day Above Ground is a Great Day, Remember That"**

**-(*Pitbull*)-**

**Dedication:**

In the name of Allah, Glory be to Him, the Highest. I dedicated this Thesis to:

- My Parents, Grandparents, Family and all my relative for never ending support in my journey this far

- My friends which have always been with me all this time

- All of the stakeholder who have involved in the process of achieving this accomplishment.

---You are all the greatest I could ever ask for---

x

# ABSTRACT

**A. Ulfa Anggreni**. 2025. **"*The Students' Ability To Pronounce The English Affricates Consonant At Fourth Semester English Education Department Of Universitas Muhammadiyah Makassar*"**. Thesis, English Education Department Faculty Of Teacher Training And Education Universitas Muhammadiyah Makassar. Supervised by Eka Prabawati Rum and Sitti Maryam Hamid.

Objectives of the Research first to know how the students' Abilities to Pronounce the English Affricate Consonant at Fourth  Semester English Education Department of Universitas Muhammadiyah Makassar, Second to know the kinds of Difficulties Faced by The Students in Pronounces Affricate Consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar. This research is a qualitative research. It consists of pronounciation test and interviews. The study shows that fourth-semester students in the English Education Department at Universitas Muhammadiyah Makassar have varying abilities when it comes to pronouncing the English affricate sounds /ʧ/ and /ʤ/. The sound /ʧ/ was harder for many students, especially in difficult words, while /ʤ/ was a little easier but still tricky in some situations. These problems are due to two main factors: students' lack of regular exposure to these sounds and the physical challenge of learning to control their tongue and airflow to produce the sounds correctly. The study found that students face several challenges when trying to pronounce the affricate consonants /ʧ/ and /ʤ/. Most of the difficulties come from the fact that these sounds are not common in their native language, especially /ʧ/, which was the hardest for students. Producing these sounds also requires physical control over airflow and tongue movement, making them harder to learn. This study agrees with other research that shows non-native speakers often struggle with these sounds, but it also highlights the need to focus on physical articulation training as part of pronunciation lessons. To help students overcome these difficulties, teachers should give them practice that focuses on both hearing the sounds and physically making them. Using technology that gives real-time feedback can also help students practice and improve.

**Keywords:** *The Students' Ability,  Pronounce, English Affricates Consonant.*

# ABSTRAK

**A. Ulfa Anggreni. 2025.** *"Kemampuan Mahasiswa Melafalkan Konsonan Afrikat Bahasa Inggris di Semester Empat Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar".* Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Eka Prabawati Rum dan Sitti Maryam Hamid.

Tujuan Penelitian ini pertama untuk mengetahui bagaimana Kemampuan Mahasiswa Melafalkan Konsonan Afrikat Bahasa Inggris di Semester Empat Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar, Kedua untuk mengetahui jenis-jenis Kesulitan yang Dihadapi Mahasiswa dalam Melafalkan Konsonan Afrikat di Semester Empat Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Penelitian ini merupakan penelitian kualitatif. Penelitian ini terdiri dari tes pelafalan dan wawancara. Hasil penelitian menunjukkan bahwa mahasiswa semester empat di Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar memiliki kemampuan yang bervariasi dalam hal melafalkan bunyi afrikat bahasa Inggris /tʃ/ dan /dʒ/. Bunyi /tʃ/ lebih sulit bagi banyak siswa, terutama dalam kata-kata yang sulit, sementara /dʒ/ sedikit lebih mudah tetapi masih sulit dalam beberapa situasi. Masalah-masalah ini disebabkan oleh dua faktor utama: kurangnya paparan siswa terhadap bunyi-bunyi ini secara teratur dan tantangan fisik dalam belajar mengendalikan lidah dan aliran udara mereka untuk menghasilkan bunyi-bunyi dengan benar. Studi tersebut menemukan bahwa siswa menghadapi beberapa tantangan ketika mencoba mengucapkan konsonan afrikat /tʃ/ dan /dʒ/. Sebagian besar kesulitan berasal dari fakta bahwa bunyi-bunyi ini tidak umum dalam bahasa ibu mereka, terutama /tʃ/, yang merupakan yang tersulit bagi siswa. Menghasilkan bunyi-bunyi ini juga memerlukan kontrol fisik atas aliran udara dan gerakan lidah, sehingga membuatnya lebih sulit untuk dipelajari. Studi ini setuju dengan penelitian lain yang menunjukkan bahwa penutur non-asli sering kali kesulitan dengan bunyi-bunyi ini, tetapi juga menyoroti perlunya fokus pada pelatihan artikulasi fisik sebagai bagian dari pelajaran pengucapan. Untuk membantu siswa mengatasi kesulitan-kesulitan ini, guru harus memberi mereka latihan yang berfokus pada mendengar bunyi-bunyi dan membuatnya secara fisik. Menggunakan teknologi yang memberikan umpan balik waktu nyata juga dapat membantu siswa berlatih dan meningkatkan kemampuan.

*Kata Kunci: Kemampuan Siswa, Mengucapkan, Konsonan Afrikat Bahasa Inggris.*

# ACKNOWLEDGEMENTS

Al-hamdulillaahirobbil-„aalamiin, praise and grateful for Allah SWT on mercy and blessing then writer have great healthiness, opportunity, and patience in other hand marvelous grant of Allah is giving easiness to have done the thesis. Shalawat and salaaman ways pass away to Rasulullah Muhammad Sallallahualaihii‟ wassalam as great guidance and marvelous teacher for all of human in the world.

As learners who eventually struggle enhance knowledge so there are many to construct this proposal but the writer believes that the difficulties are able to help increase a good habit how to be a good researcher. I am getting a help from several special people. Consequently, this proposal is be able to compose systematically then the gratitude and appreciation deeply for:

1. Dr. Ir. H. Abd Rakhim Nanda, ST., MT., IPU. The Rector of Universitas Muhammadiyah Makassar.

2. Erwin Akib, M.Pd., Ph.D., the Dean of FKIP UNISMUH Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd, the head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing this thesis.

4. My biggest thanks to Dr. Eka Prabawati Rum, S. Pd, M. Pd. as my first supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

5. My biggest thanks to Dr. Sitti Maryam Hamid, S. Pd, M. Pd. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.

6. My greatest thanks to my Ibu as a supporting system in all conditions and my Alm. Etta thank you for the everything you did for me, I apologize for

being so late to finish my thesis. For my family, thank you for all the love, trust, prayers, and support that given every day.

7.  Thanks to bestfriends, Elelbe, Kwarcab Barru thank you for all kindness, advice, help, strength and always supporting each other in goodness.

8.  Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after.

Aamiin.
Billahi Fi Sabillil Haq Fastabiqul Khaerat

Makassar 5 Februari 2025, Makassar
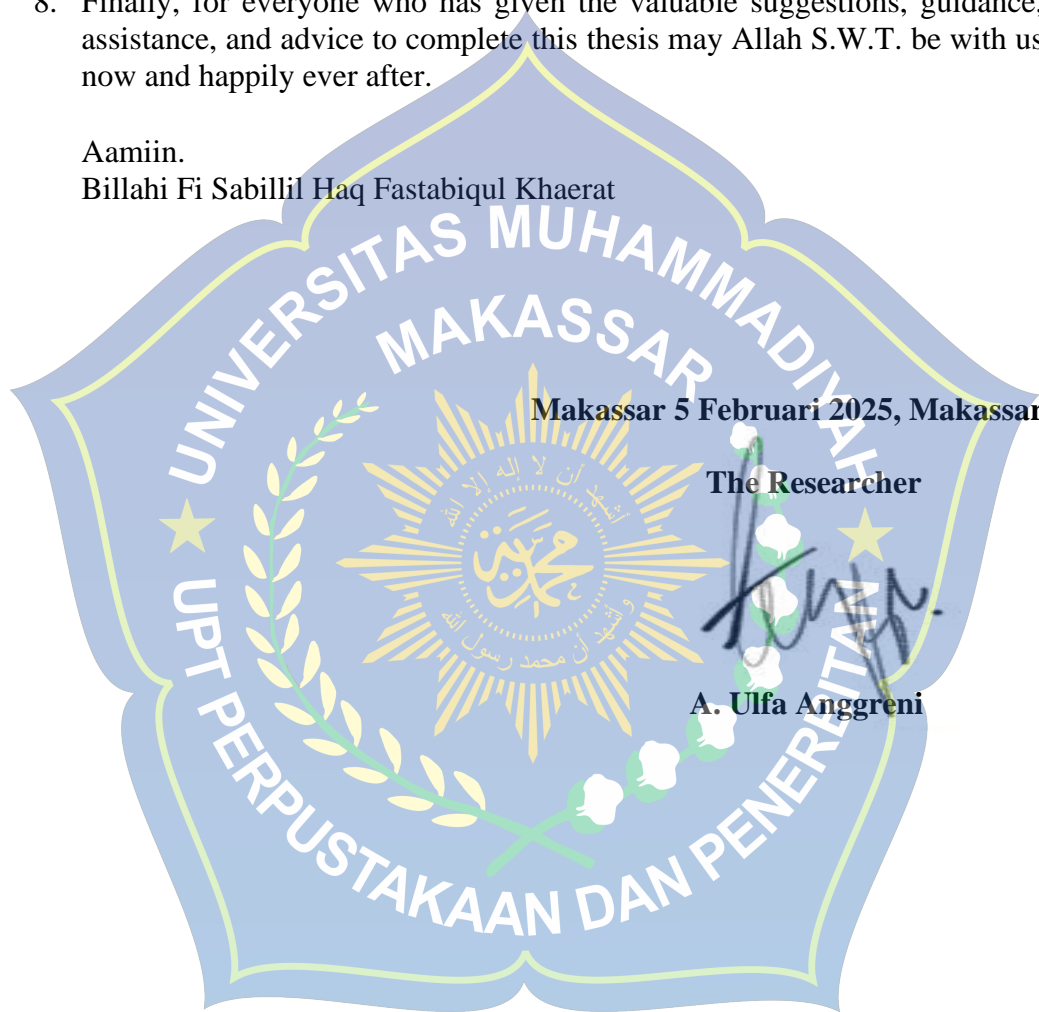
The Researcher

A. Ulfa Anggreni

**TABLE OF CONTENT**

**CHAPTER I**

**INTRODUCTION**

**A. Background**

Language serves as an indispensable instrument in human existence, as it facilitates communication and encompasses speaking abilities. The possession of effective speaking skills facilitates the clear and efficient verbal transmission of messages, thereby enhancing communication with others. It is widely recognized that there are four fundamental skills in the English language: listening, speaking, reading, and writing (Sari & Wahyudin, 2019; Adam et al., 2020). In the present study concentrating on speaking skills, speaking is defined as the means of communicating the language itself. According to Mandasari and Aminatun (2020a), speaking constitutes an oral communication process that occurs in a two-way interaction between the speaker and the listener, encompassing both productive speaking skills and receptive comprehension skills. Learning English presents significant challenges. Several factors contribute to the challenges associated with speaking English, including a lack of engagement with the media utilized in the teaching and learning process. It is essential for students to have access to media that captivates their attention and fosters a comfortable learning environment for speaking (Sinaga & Oktaviani, 2020). The possession of this speaking skill is essential for students, as the efficacy of learning to speak can be evaluated through their capacity to articulate ideas verbally. When students articulate their thoughts, they convey their internal reflections and emotions, thereby facilitating comprehension for the listener (Yulianti & Sulistyawati,

2020).    Acquiring the ability to speak necessitates considerable practice and focused attention. When students are able to communicate effectively, it indicates that they have successfully attained the objective of mastering speaking skills. Mandasari and Aminatun (2020) define speaking as the capacity to articulate sounds or words in order to express or communicate thoughts, ideas, and emotions. Pratiwi and Ayu (2020) and Suprayogi and Pranoto (2020) assert that speaking, in a general sense, can be understood as the conveyance of an individual's intentions—encompassing ideas, thoughts, and emotions—to others through the medium of spoken language.

In the English language, letters are categorized into two distinct groups: consonants and vowels. A consonant is a speech sound produced by completely or partially obstructing the airflow that is expelled through the mouth. Oxford Advanced Learner's Dictionary, 2018. The consonant system of the English language comprises 24 distinct sounds, whereas the Javanese language encompasses 27 distinct sounds. The third term is designated as Medial. The term 'medial' is defined as being located in the middle, according to the Oxford Advanced Learner's Dictionary (2018).

Acquiring the correct pronunciation of letters necessitates the presence of an effective model for practice, as well as an interlocutor to facilitate the natural occurrence of conversation. This indicates that students are unable to engage in effective speaking practice outside of the classroom context during English lessons. From the researcher who conducted initial observations among first-semester students at Universitas Muhammadiyah Makassar, it was found that

these students exhibit difficulties and varying abilities in pronouncing English affricate consonants. Consequently, the researcher seeks to understand the students' abilities to pronounce English affricate consonants and to identify the difficulties encountered in this process.

From the explanation above, the researcher decides to conduct a research entitled **"The Students' Ability to Pronounce the English Affricate Consonant at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar"**

**B. Problem Statement**

Considering the background of the research, the researcher formulated the problem are

1. How the students' abilities to pronounce the English Affricate Consounts at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar?"

2. What kinds of difficulties faced by the students in pronounces affricate consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar?

**C. Objectives of The Research**

1. To know how the Students' Abilities to Pronounce the English Affricate Consonant at Fourtht Semester English Education Department of Universitas Muhammadiyah Makassar

2. To know the kinds of Difficulties Faced by The Students in Pronounces Affricate Consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar.

**D. Significance of Study**

1. Theoretically

Serve as valuable information for readers to engage in research activities. All information pertinent to acquiring valuable insights for the institution should be systematically organized in accordance with the requirements for research purposes, facilitating further study and investigations relevant to the field of research.

2. Practical

1) Students

For students, comprehending and mastering the accurate pronunciation of consonants will facilitate the enhancement of their speaking skills, thereby ensuring effective communication. This ability is particularly significant in the context of globalization, where proficiency in English is essential for interpersonal interactions.

2) For Educator

The researcher hopes this research will help teachers learn more about prounounce ability and know Students' Communicative Abilities to Pronounce the English Affricate Consonant.

3) For Researcher

The results of this study should be an additional guideline or reference for the future researcher who will study related problems.

**E. Scope of The Research**

This research is centered on the abilities of students to pronounce the English affricate consonant, as well as the difficulties encountered by students in pronouncing affricate consonants, specifically among fourth-semester students in the English Education Department at Universitas Muhammadiyah Makassar. Affricate consonants include [tʃ] and [dʒ].

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. The Previous Related Findings

Several prior findings are pertinent to this research. In their study titled "Acoustic analysis of Turkish affricates," Hosseinpoor and Nourbakhsh (2022) demonstrated that voicing did not influence the duration of silence and, therefore, cannot serve as a cue for distinguishing the voicing parameter in these consonants. The disparity between the mean duration of frication and amplitude rise time suggests that these two parameters are regarded as acoustic cues in the context of voicing. Alongside voicing, additional factors including consonant position and vowel environment were also investigated. The position of consonants demonstrated a significant influence on silence duration, frication duration, and amplitude rise time. The average results across all three tests indicated that the consonant position within syllable and vowel environments significantly affects closure duration, frication duration, and amplitude rise time, with all three parameters exhibiting increased duration in the final position. Furthermore, the duration of closure and frication is extended in the presence of /ɑ, i/ and /i, u/, respectively. The presence of high vowels results in a significant increase in amplitude rise time.

Untoro and Rustipa (2020) identified that the study demonstrated the existence of six Indonesian fricatives that are analogous to the English fricatives, namely [f, s, z, ʃ, h]. Additionally, it noted the presence of distinct

7

fricatives and affricates represented by [v, θ, ð, ʒ, ʧ, ʤ]. The respondents exhibited difficulties in the pronunciation of labiodental fricatives [v], with a deviation of 65%, attributed to devoicing mispronunciation. Additionally, the dental fricative [θ] demonstrated a deviation of 80%, resulting from the mispronunciation of two consonants that share a close place of articulation. Furthermore, the palate-alveolar fricative [ʒ] showed a deviation of 68.3%, which can be ascribed to spelling mispronunciation.

Soni (2018) identified multiple factors contributing to the errors made by students in the pronunciation of affricate and fricative consonants, specifically the sounds θ (th), ð (TH), tʃ (ch), ʃ (sh), ʒ (zh), dʒ (j), f, and v. There exists a deficiency in interest towards the acquisition and utilization of the English language, an insufficiency of vocabulary, a scarcity of opportunities to employ English, phonemes that are absent in the native language, a background in bilingualism, a lack of understanding of phonetics and phonology, and interference from orthographic systems.

Weda and Sakti (2018) demonstrate that formal instruction enhances the acquisition of English affricate consonants among Indonesian learners of English. This study yields two primary conclusions. The initial observation indicates that Indonesian learners of English encountered challenges in transcribing the English affricate consonants [tʃ] and [dʒ] during the pretest, regardless of whether they were part of the control group or the experimental group. The second principal finding, which constitutes the primary concern of this study, is that formal instruction enhanced

8

students' acquisition of the English affricate consonants [tʃ] and [dʒ]. The subjects' responses to the list of words demonstrated a significant improvement.

Anam (2018) concluded that the findings of the study indicate a significant variation in the production of fricative and affricate sounds among the respondents. This study also determined that the deviation of the sound was attributed to a phonological problem encountered by respondents, which was classified as a mistake rather than an error. Consequently, it is not feasible to generalize a rule pertaining to the phonological problem, as the deviations are both overlapping and irregular.The aforementioned research reveals parallels with the forthcoming investigation to be conducted by researchers, specifically concerning the abilities of students to articulate the English affricate consonant. The distinction from the others lies in the research subject and methodology (research design). The researcher is interested in exploring the students' abilities to pronounce English affricate consonants and the types of difficulties encountered by the students in pronouncing these affricate consonants at the First Semester English Education Department of Muhammadiyah University of Makassar.

**B. Some Pertinent Ideas**

**1. The Concet of Pronunciation**

    **a.  Definition of Pronounciation**

        According to the Oxford Advanced Learner's Dictionary, pronunciation denotes the manner in which a language is articulated (Hornby, 2005). In other terms, this indicates that individuals may utilize a language to engage in communication with one another through the articulation of specific words. In the context of a language's code, pronunciation refers to the articulation of meaningful sounds that are utilized to communicate significance within a given context (Seidlhofer, 1994). Pronunciation pertains to the manner in which we articulate our speech to effectively communicate our ideas. Acquiring the ability to pronounce words accurately necessitates considerable time and effort, rendering it one of the most challenging components of achieving fluency in spoken English.

        Pronunciation constitutes a critical component of English communication, as there exist discrepancies between the symbols and their corresponding sounds. Effective communication with others necessitates not only a robust vocabulary but also proficient pronunciation. Consequently, it is essential to instruct on pronunciation.

## b. Pronunciation Concept

Hornby articulated the concept of pronunciation as the manner in which a language is articulated, specifically referring to the way in which a word is pronounced (Hornby, 1974: 669). Pronunciation constitutes a significant component of language, encompassing aspects such as accent, stress, and intonation. Pronunciation refers to the process of articulating the accurate sounds of letters within words, as well as the correct emphasis and duration of syllables. Pronunciation denotes the capacity to employ the appropriate stress, rhythm, and intonation of a word within a spoken language. Furthermore, pronunciation refers to the act or outcome of generating the sounds associated with speech, which includes aspects such as articulation, stress, and intonation, frequently in relation to a particular standard of correctness or acceptability. The pronunciation of a word may vary among different individuals or groups, influenced by numerous factors, including the geographical region in which they were raised and the location in which they currently reside.

Harmer (2001:187) identifies several areas of pronunciation that warrant the attention of educators, including the individual sounds that students find challenging, as well as the stress and intonation patterns present in words, phrases, and sentences. Students will require assistance with connected speech to enhance fluency, as well as understanding the relationship between sounds and spelling. In the absence of creativity from

the instructor, it may prove challenging for students, particularly those learning a foreign language, to pronounce words accurately.

Pronunciation holds significant importance for several reasons; for instance, enhanced pronunciation indicates that students have developed a more native-like categorical perception of sounds. This indicates that individuals are more likely not only to exhibit native-like pronunciation in their speech but also to comprehend the phonetic nuances present in words that are native to them, thereby enhancing their reading aloud abilities. According to Kelly (2002:22), pronunciation work can be integrated. Texts such as poems, rhymes, excerpts from plays, song lyrics, and similar materials can be utilized creatively within the classroom setting and provide ample opportunities for pronunciation practice.

Pronunciation refers to the conventional manner in which a word or language is articulated, specifically the way in which an individual enunciates a particular word. Hornby (1995:928) defines pronunciation as the manner in which a language is articulated; the method by which a word is pronounced; and the manner in which an individual enunciates the words of a language. According to Harmer (2001:187), it is essential to direct students' attention to specific areas of pronunciation, which encompass individual sounds that pose challenges, as well as the stress and intonation associated with words, phrases, and sentences. The aforementioned statement addresses these areas of pronunciation. They are:

12

a. Working with sounds

Students are frequently asked to concentrate on a specific sound. This enables us to illustrate the process of its formation and to highlight that spelling presents a significant challenge in English, as there exists considerably less one-to-one correspondence between phonemes and graphemes compared to certain other languages.

b. Working with stresses

Stress plays a significant role in individual words, phrases, and sentences. By altering the placement of stress within a phrase or sentence, one can modify the emphasis or meaning conveyed.

c. Working with intonations

It is essential to direct our students' attention to the utilization of pitch variations as a means of conveying meaning, reflecting the thematic structure of discourse, and expressing mood.

d. Sounds and spellings

While there exist numerous regularities in English spelling, including word roots and grammatical endings, the absence of a complete one-to-one correspondence between letters and phonemes presents significant challenges for learners. Effective pronunciation encompasses more than merely articulating individual words or even distinct sounds accurately. The

phonetic characteristics of words undergo alterations when they interact with one another. It is imperative that we direct students' attention to this aspect in our instruction of pronunciation.

Pronunciation refers to the manner in which a language is articulated; the specific way in which an individual word is enunciated; and the overall method by which a person vocalizes the lexicon of a language (Hornby in Astuti 2014). Consequently, when an individual mispronounces a word, it alters the meaning and may lead to confusion among others or the listener.

For individuals acquiring English as a foreign language, the mastery of pronunciation is a critical component of the learning process. Instruction in pronunciation not only enhances students' awareness of various sounds and phonetic features, but also contributes to the improvement of their speaking abilities. Focusing on the production of sounds, illustrating their articulation within the oral cavity, and enhancing students' awareness of word stress provides them with additional insights into spoken English, thereby assisting students in achieving their objectives (Harmer, 2001:183). He further stated that "Becoming aware of pronunciation issues will significantly benefit not only their own production but also their comprehension of spoken English." Mispronunciation refers to the incorrect articulation of sounds when pronouncing a word, or the habitual tendency to pronounce words or sounds inaccurately (Cambridge Academic Content Dictionary, 2008, p. 605).

## 2. English Consonants

Consonant is defined as a speech sound produced by either completely or partially obstructing the airflow that is expelled through the mouth (Oxford Advanced Learner's Dictionary, 2018, p. 316). Consonants The phonetic elements of all languages can be categorized into two distinct classes: consonants and vowels. Consonants represent a category of sounds characterized by the obstruction of airflow within the vocal tract during their articulation (Simanullang, 2018). Similarly, Fromkin (2018) asserts that consonants are articulated with a degree of restriction or closure within the vocal tract, which impedes the airflow originating from the lungs. It may be combined with a vowel to constitute a syllable.

Voiced and Voiceless Phonemes The airflow originating from the lungs ascends through the trachea, commonly referred to as the windpipe, and passes through the aperture formed by the vocal cords, known as the glottis (Fromkin, 2018). Sounds are characterized as voiceless when the vocal cords are separated, allowing air to flow unobstructed through the glottis into the oral cavity. The phonemes represented by the letters p, t, k, and s in the English words pit, tip, kit, sip, and kiss are classified as voiceless sounds. When the vocal cords are adducted, the airstream is compelled to pass through, resulting in their vibration; this phenomenon is referred to as voiced sounds in the English language (Fromkin, 2018). The sounds are exemplified by the phonemes represented by the letters b, d, g, and z in the lexical items bad, god, dog, zebra, and buzz. In a similar vein, Carr (2013)

posits that sounds generated through vocal fold vibration are classified as voiced sounds, while those produced in the absence of such vibration are categorized as voiceless sounds.The distinction between voiced and voiceless sounds holds significant importance in the English language. The phonetic feature or property that differentiates between word pairs characterized by an initial voiceless sound and a final voiceless sound is exemplified in pairs such as pig/big, fine/vine, tin/din, and seal/zeal. All aspects of the phonetic sounds of these words are identical, indicating that the positioning of the lips and tongue remains consistent across each pair of words (Fromkin, 2018).

A consonant is defined as possessing both phonological and phonic properties, as articulated by Crystal (2008, p. 102). The phenomenon can be described as the sound generated by the obstruction of air within the vocal tract, leading to the production of an audible friction sound. Humans utilize their speech organs to generate consonants, which elucidates the frequent application of the term 'articulation' to characterize the process of consonant production (Daniel et al, 2014). Consonants are defined as the syllable-bordering units that may be utilized either individually or in clusters. The English language comprises 24 distinct consonant sounds. Certain consonants are produced with vocal cord vibration, while others are articulated without such vocalization. The consonants in question are categorized into voiced and voiceless pairs: /p/ and /b/, /t/ and /d/, /k/ and /g/, /f/ and /v/, /s/ and /z/, /θ/ and /ð/, /ʃ/ and /ʒ/, as well as /tʃ/ and /dʒ/. The

consonants in question include the voiced sounds /h/, /w/, /n/, /m/, /r/, /j/, /ŋ/, and /l/.

The discussion of consonant classification will lead to three questions: voicing, place of articulation, and manner of articulation.

**Voiced and Voiceless conconants**

There are two basic locations for the vocal cords in the larynx, Yule (2010, p. 26).:

1. 1. Sounds produced by the separation of the vocal cords are classified as voiceless, as the airflow from the lungs passes between them without obstruction. The Adam's apple does not vibrate when the consonant is voiceless.

2. A vibration is generated when the vocal cords are compressed together, and the air within the lungs exerts pressure to separate them repeatedly. The term "voiced" denotes the manner in which these sounds are generated. The Adam's apple will experience a tingling sensation when voiced consonants are utilized.

**3. Place of Articulation**

In the field of articulatory phonetics, the place of articulation, also referred to as the point of articulation, denotes a specific location within the vocal tract where the production of a consonant takes place. This represents a juncture at which a constriction occurs between an active articulator and a passive articulator.

1. Bilabials

   Both the upper and lower lips are employed in the production of these consonants. Consonants such as [p], [b], [m], and [w] are categorized as bilabial consonants.

2. Labiodentals .

   The top teeth and lower lip create these consonants. [f] and [v] are consonants classified as labiodental.

3. Dentals

   The tip of the tongue is positioned behind the upper ; front teeth to form dental consonants. Consonants classified as dental include [θ] and [ð].

4. Alveolars

   The anterior portion of the tongue, positioned against the alveolar ridge, is employed in the production of alveolar consonants. Alveolar consonants are classified as those that include the phonemes [t], [d], [s], [z], [n], [l], and [r].

5. Palatal

   Position the tongue towards the anterior region of the palate, in proximity to the alveolar ridge, in order to produce these phonetic sounds. The consonants listed below are categorized as palatal: [ʃ], [ʒ], [tʃ], [dʒ], and [j].

6. Velars

   Velar consonants are produced by positioning the posterior part of the tongue against the velum and applying pressure. The consonants classified as velar according to the classification system include [k], [g], and [ŋ].

7. Glottal

The glottal tongue and other oral components are implicated in this process. The glottal gap between the vocal cords and the larynx is responsible for the production of this sound. [h] represents the glottal consonant.

**4. Manner of Articulation**

Based on the manner of articulation, Yule (2010, p. 31-33) divides consonants into:

1. Plossive or Stops

The phonemes [p], [b], [t], [d], [k], and [g] are articulated through the cessation of the airstream for a brief duration, followed by an abrupt release. One of the consonant sounds that arises from the obstruction of an airstream is referred to as a halt (or "plosive"). The alveolar stop [t] sound, when positioned at the onset of a word such as "ten," is characterized as voiceless. Certain discussions concentrate exclusively on the articulation of a word, exemplified by the observation that the word "bed" contains voiced pauses at both its beginning and end.

2. Fricatives

The production of the sounds [f], [v], [θ], [ð], [ʃ], [ʒ], [s], and [z] involves a near-complete cessation of airflow, with air being directed through a constricted passage. Friction is generated when air is propelled through, and the resultant sounds are referred to as fricatives. Fish is generally articulated with the voiceless fricatives [f] and [tN]. The voiced fricatives [θ] and [z] are present at the beginning and end of the sequence.

The phoneme [h], exemplified in the words "Hi" or "Hello," is characterized as voiceless and is conventionally categorized as a fricative.

3. Nasals

The predominant mechanism for sound production occurs orally, wherein the velum is elevated to obstruct airflow from entering the nasal cavity. When the velum is lowered and air is permitted to flow out of the nasal cavity to produce the sounds [m], [n], and [ŋ], these sounds are classified as nasal consonants. All three of these sounds are vocalizations. The words "morning," "knitting," and "name" exhibit a phonetic characteristic wherein they commence and conclude with nasal sounds.

4. Liquids

The early noises produced by lead and red are categorized as liquids. Both are audible. For the production of the /l/ sound, characterized as a lateral liquid, it is essential to have side-to-side airflow and contact with the center of the alveolar ridge. At the alveolar ridge, the formation of a raised and curled tongue tip produces the [r] phoneme at the onset of the word "red."

5. Glides

When describing gliding noises, [w] and [j] are used. Voiced, they both appear at the beginning of "we," "you," "wet," and "yes." Semi-vowels are those that are made by moving the tongue towards or away from the location of a vowel (or "gliding$^{TM}$").

6. Glottal Stops and Flaps

Consonants can be articulated through a diverse array of methods, and the previously presented chart does not encompass these concepts. The symbol [?] represents the phenomenon known as the "glottal halt," characterized by a complete closure of the vocal folds' glottis for a brief duration, followed by its subsequent release. Upon the utterance of the phrase "Oh my gosh!", it is common for the speaker to exhibit a glottal pause between the first and second components of the expression. Indeed. Expressions such as "uh-uh" (denoting negation) and "Batman quigkly" serve as two instances where individuals articulate "no" by substituting the letter "t" with the numeral "1." When articulating the terms butter or bottle without enunciating the medial "-tt-" segment, a glottal stop may be produced.

The pronunciation of the term "butter," which closely resembles that of "budder," has generated significant controversy among speakers. [d] or [r] serves as the representation for it. The alveolar ridge is briefly contacted by the tongue to produce this sound. Due to the phenomenon whereby numerous American English speakers exhibit a "flapping" of the [t] and [d] consonants occurring between vowels, the vowel pairs "ladder" and "later" lack distinctly distinguishable middle consonants in quotidian speech across the United States. Metals and medals, conversely, do not constitute a component of the equation. All of them are, of course, equipped with flaps. There was a clear instance of a misinterpretation when the student,

who had been instructed on the significance of Plato in class, recorded it in his notes as "playdough".

7. Affricates

The phonemes [tʃ] and [dʒ] can be produced by the combination of a complete stoppage in the airflow with an impeded release that generates friction. The terms "auto" and "automobile" are two words that commence with affricates, which are also referred to as prefixes. The initial example is characterized by a lack of vocalization, in contrast to the subsequent example, which exhibits vocalization.

An affricate is defined as a consonant that initiates as a plosive; however, rather than concluding with plosion, it culminates in a fricative produced at the same place of articulation (Roach, 2001, 23). Consequently, the consonants [tʃ] and [dʒ] are classified as affricates. Affricate consonant sounds are produced by initiating with a plosive, which involves a complete obstruction of airflow, and subsequently transitioning into a fricative, characterized by a partial obstruction of airflow. English pronunciation consists of two components. Affricate phonemes The phoneme /tʃ/ represents a voiceless affricate consonant sound, which is articulated solely through the expulsion of air. /dʒ/ represents a voiced affricate consonant sound, characterized by the vibration of the vocal cords during its production. Spellings of Affricates The spellings for each affricate sound are delineated below:

/tʃ/: cheese, catch, digestion, gesture

/dʒ/: agenda, jar, hedge

Consonants The sounds produced with obstructed airflow through the vocal tract (Simanullang, 2018). Similarly, Fromkin (2018) asserts that consonants are articulated with a degree of restriction or closure within the vocal tract, which impedes the airflow originating from the lungs. It may be combined with a vowel to constitute a syllable.2.4 Voiced and Voiceless SoundsThe airstream originating from the lungs ascends through the trachea, commonly referred to as the windpipe, and passes through the aperture between the vocal cords, which is designated as the glottis (Fromkin, 2018). Sounds are produced without vocalization when the vocal cords are separated, allowing air to flow unobstructed through the glottis into the oral cavity. The phonemes represented by the letters p, t, k, and s in the English words pit, tip, kit, sip, and kiss are classified as voiceless sounds. When the vocal cords are positioned together, the airstream exerts pressure, causing them to vibrate; this phenomenon is referred to as voiced sounds in English (Fromkin, 2018). The sounds are exemplified by the phonemes represented by the letters b, d, g, and z in the words bad, god, dog, zebra, and buzz. In a similar vein, Carr (2013) posits that sounds generated through vocal fold vibration are classified as voiced sounds, while those produced in the absence of such vibration are categorized as voiceless.The distinction between voiced and voiceless sounds is significant in the English language. The phonetic feature or property that differentiates between word pairs characterized by an initial

voiceless sound and a final voiceless sound is exemplified in pairs such as pig/big, fine/vine, tin/din, and seal/zeal. All aspects of the phonetic characteristics of these words are identical, indicating that the positioning of the lips and tongue remains consistent across each pair of words (Fromkin, 2018).

Affricates [ʧ] and [dʒ] Affricates are phonetic sequences that comprise a stop followed by a fricated release. English is typically recognized as possessing two affricates: [tʃ], exemplified in words such as chip, kitchen, and church, and [dʒ], as demonstrated in terms like James, badger, and judge. (de Weijer, 2014). Similarly, affricates are phonetic sounds generated through a process involving an initial complete closure, succeeded by a release phase characterized by friction (Carr, 2013). These sounds are produced through a stop closure that is immediately followed by a gradual release of the closure, resulting in an effect that is characteristic of a fricative. The palatal sounds that initiate and conclude the words "church" and "judge" are classified as voiceless and voiced affricates, respectively. Affricates are classified as non-continuants due to the presence of an initial stop closure (Fromkin, 2018). Consequently, the two English affricates, [dʒ] and [tʃ], adhere to the patterns of stops and fricatives concerning the fortis/lenis distinction, which denotes voiced and voiceless sounds. It can be asserted that [dʒ] is entirely voiced exclusively in intervocalic positions (e.g., agent [edʒənt]) and in both initial and final positions (e.g., Jane [dʒen], fudge [fʌdʒ]) (Yavas, 2011).

## C. Theorical Framework
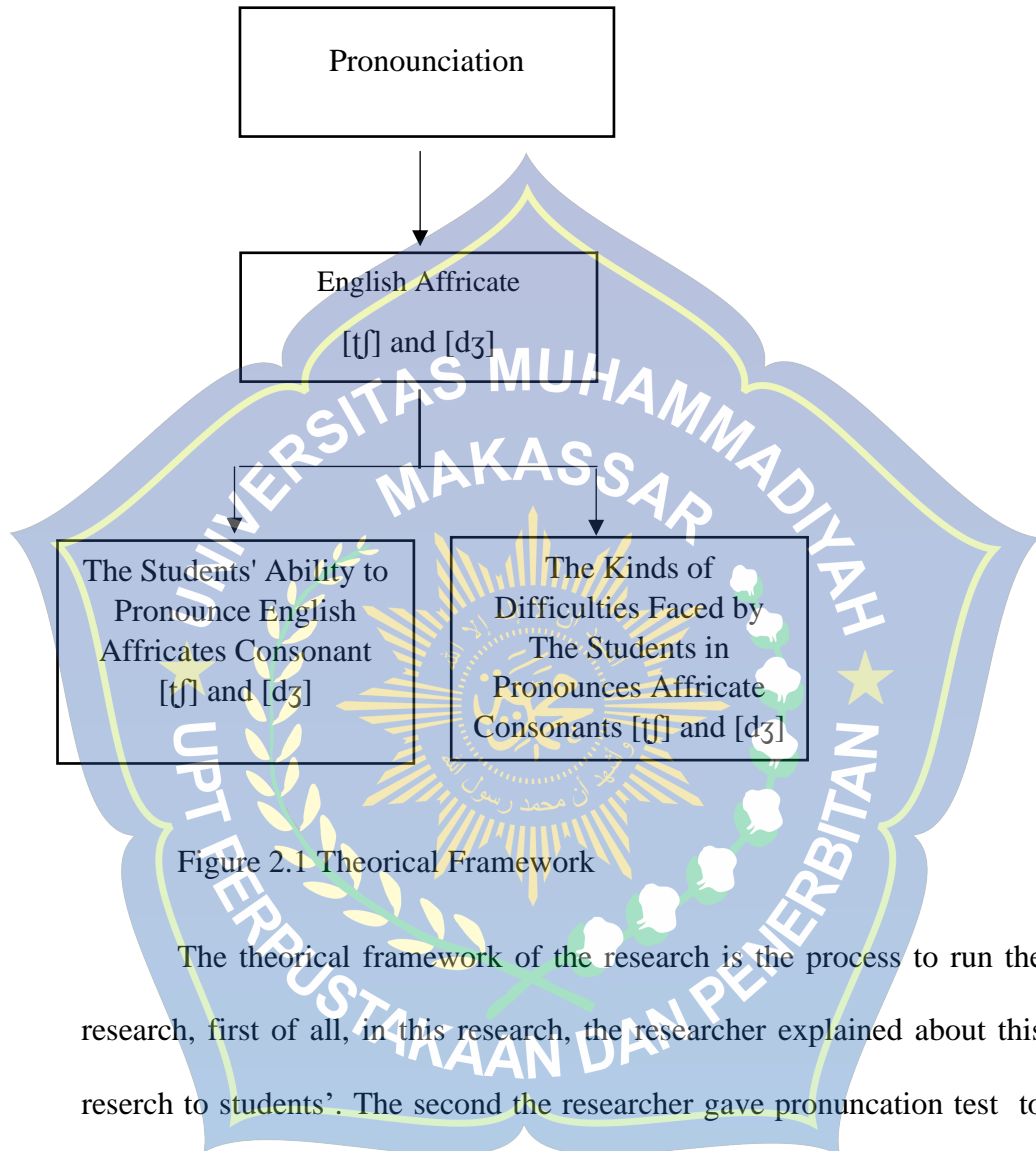


Figure 2.1 Theorical Framework

The theorical framework of the research is the process to run the research, first of all, in this research, the researcher explained about this reserch to students'. The second the researcher gave pronuncation test  to know the ability of student' to pronounce the english affricate contsonant and than the resercher was  interview the students' to know the difficulties faced by the students in pronounces affricate consonants at Fourth Semester English Education Department of University of Makassar.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

This study employed a qualitative research methodology. This research is characterized by a descriptive qualitative approach. Hamidi (2008) posits that the qualitative approach constitutes a methodology that produces descriptive data. Dymon and Holloway (2002) assert that qualitative research emphasizes the use of words over numbers, although numerical data may be utilized to demonstrate the frequency of a topic's occurrence in transcripts or the prevalence of a particular style of activity. This suggests that qualitative research constitutes a description of facts articulated in verbal form; consequently, this methodology will not emphasize statistical analysis.

## B. Research Subject

This research focused on six students enrolled in the fourth semester of the English Education department at Universitas Muhammadiyah Makassar. The research employed a random sampling technique. This sample facilitates the generation of improved outcomes that more accurately reflect the overall population.

| No | Name | Class | Semester | Age |
|----|------|-------|----------|-----|
| 1 | Student 1 | BG4C | Fourth | 21 |
| 2 | Student 2 | BG4C | Fourth | 20 |
| 3 | Student 3 | BG4C | Fourth | 20 |
| 4 | Student 4 | BG4C | Fourth | 20 |
| 5 | Student 5 | BG4C | Fourth | 21 |
| 6 | Student 6 | BG4C | Fourth | 20 |

The subjects of this study will consist of students from the Department of Universitas Muhammadiyah Makassar, focusing on pronunciation. A total of six students, comprising three males and three females, will be selected at random. The researcher selected three male and three female participants as they represented the male and female demographics. The second reason the researcher selected only six participants is that this approach allows for a more focused and in-depth exploration of the subject, thereby facilitating the acquisition of accurate research data results.

C. **Research Instrument**

In this study, the researcher used a Pronunciation Test and Interview as research instrument.

1. Pronunciation Test

A test is a tool or procedure employed within the framework of measurement and assessment activities. The examination represents the most constrained aspect of the evaluation process. Dejamri (2008:67) posits that a test serves as a method for indirectly assessing the extent of an individual's ability, specifically through the individual's responses to a stimulus or inquiry. The assessment may also be understood as the quantity of inquiries that must be answered, with the objective of evaluating an individual's level of competence or uncovering specific characteristics of the individual undergoing the evaluation. The tester refers to the individual who administers the test, whereas the test maker or experimenter is the individual responsible for conducting the experiment utilizing the test. The testee denotes the individual who is subject to the testing or experimentation process (Dimyati and Mudjiono, 1999:209).

2. Interview

Beverly (2013) posits that the interview process is manageable and necessitates considerable fine-tuning. Consequently, it is imperative to monitor the conditions of the interview to ensure that the information collected accurately reflects the assumptions and sentiments of the interviewee concerning the subject's selection. Interview The second technique employed for data collection was an interview.

## D.  Data Collection

The researcher initially elucidated the details of this study to the students. The researcher administered a pronunciation test. Subsequently, the researcher conducted interviews with the students utilizing voice recordings to ascertain the challenges encountered by the students in pronouncing affricates during the First Semester of the English Education Department at Universitas Muhammadiyah Makassar. Upon the completion of the students' responses, the researcher gained insight into the abilities and challenges encountered by the students in pronouncing affricate consonants within the First Semester English Education Department at Universitas Muhammadiyah Makassar.

## E. Data Analysis

Techniques for data analysis Following the completion of the test and interviews, the subsequent phase of the research process involves conducting data analysis. In conducting this analysis, it is necessary to examine the data obtained from the pronunciation test and the interview transcript. The necessary data were obtained and analyzed using the framework for qualitative data analysis proposed by Miles et al. (2014). The qualitative data analysis was systematically divided into four principal activities: data reduction, data display, and conclusion drawing/verification.

1. Data Condensation

Data Condensation The initial stage in the analysis of qualitative data is the process of data condensation. This stage involves the researcher selecting, focusing, abstracting, simplifying, and transforming the raw data (Miles et al., 2014). This study commences by organizing the raw data through the selection of information obtained from pronunciation tests and interviews. Subsequently, the data is concentrated according to each research question in this study, thereby restricting the data necessary to address the research questions and eliminating any data that is not pertinent to these inquiries. This process was conducted by organizing the data according to the emphasis of each research question in this study. The subsequent process involves abstraction, during which the researcher evaluates the collected data until the focusing process is achieved. Subsequent to the data in this study undergoing multiple processes of abstraction, the researcher proceeds to simplify and transform the data through meticulous selection and a concise summary or description.

2. Data Display

The data presented represents the second step in the analysis conducted by the researcher. In this instance, the researcher endeavored to organize and condense the data transcriptions to facilitate the analysis.

3. Conclusion Drawing / Verification

The conclusion or verification represents the final stage in the analysis of the data. In this phase, the examination of the data is presented in the format of a

narrative or discussion. This is attributable to the objective of obtaining rich

information or a comprehensive description of the data analysis.

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. FINDINGS

The participants in this study were six fourth-semester students from the English Education Department at Universitas Muhammadiyah Makassar. These students were selected to pronouncing English affricate consonants, specifically /ʧ/ and /ʤ/. The study aimed to address two main research questions: (1) to assess the students' abilities to correctly pronounce these English affricate consonants, and (2) to identify the specific challenges or difficulties they encountered in doing so. To achieve this, the researcher employed a methodology consisting of two primary components: a pronunciation test and follow-up interviews with the participants.

In the pronunciation test, the students were asked to read a set of words that contained the target affricate sounds, /ʧ/ and /ʤ/. These words were carefully chosen to represent a variety of contexts in which these sounds occur, including their placement at the beginning, middle, and end of words. The students' pronunciation was recorded for later analysis, allowing for an accurate and objective assessment of their pronunciation accuracy. Their pronunciation was recorded and analyzed for accuracy, allowing for an objective assessment of their abilities to pronounce /ʧ/ and /ʤ/ in various words. This method directly addressed the first research question by providing measurable data on the students' pronunciation proficiency.

Following the pronunciation test, interviews were conducted to gain deeper insights into the difficulties the students encountered. The interview questions were designed to explore the specific challenges students faced when pronouncing affricates and to understand how they perceived these sounds in their learning process. This helped address the second research question by identifying the common difficulties students reported, such as unfamiliarity with the sounds or difficulty in producing certain words. Additionally, students shared their strategies for overcoming these challenges, such as frequent practice and using resources like dictionaries and voice translators. The combination of the pronunciation test and interviews allowed the study to provide a comprehensive analysis of the students' abilities and challenges in pronouncing English affricate consonants, thus addressing both problem statements in a detailed manner.

1. **The Students' Abilities to Pronounce the English Affricate Consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar**

The results of the pronunciation test reflect the students' abilities to pronounce the affricate consonants /ʧ/ and /ʤ/. The performance varied across different students, with some words being consistently pronounced correctly while others presented challenges. The difficulties faced by the students in pronounces affricate consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar.

The study aimed to assess the students' abilities to pronounce English affricate consonants (/ʧ/ and /ʤ/) and explore the challenges they faced in pronouncing these sounds. Data were collected through a pronunciation test and semi-structured interviews with the participants. Below is a detailed description of the findings:

The pronunciation test revealed that the students' ability to produce the affricate consonants varied among individuals.

### Table 1. Students' Pronunciation Abilities

| Student | Affricate /ʧ/ | Affricate /ʤ/ | Comments on Performance |
|---|---|---|---|
| Student 1 | No error | No error | Excellent pronunciation of both affricates. |
| Student 2 | 3 Error | 1 Error | Struggled with /ʧ/ in *choke*, *chest*, *chocolate*, but good with /ʤ/ with mispronounced *cage*. |
| Student 3 | 1 Error | 2 Error | Mispronounced *chocolate* and *edge*, but generally strong with both affricates. |
| Student 4 | I Error | 2 Error | Minor errors in *butcher* and *exchange* for /ʧ/, and *cage*, *large* for /ʤ/. |
| Student 5 | 2 Error | No Error | Strong pronunciation, with a minor error on *butcher and Exchange* |
| Student 6 | 1 Error | No Error | Strong pronunciation for /ʤ/, with a minor error on /ʧ/ error pronounce *butcher* |

## a. Affricate /ʧ/

Most students showed competence in pronouncing /ʧ/, with words like *butcher*, *chief*, *cheese*, and *ketchup* being pronounced correctly by nearly all participants. However, words like *choke*, *chest*, and *chocolate* were more

34

challenging, with several students mispronouncing these words. This indicates that while the students generally grasped the affricate sound /ʧ/, certain words, especially those with complex phonetic structures, posed difficulties. For instance, *choke* was problematic for few students, reflecting the need for more exposure and practice with such words.

The result from the pronunciation test in line with the result of the of the interview from students , they said:

*"The affricative that difficult for produce is /ʧ/"*

(S1/Dif/Aff.S/ʧ/)

Many students expressed that their difficulties stemmed from not being accustomed to using affricate sounds in their daily language. For example, student s1 admitted to struggling with /ʧ/ because words like *choke* and *butcher* were not part of his regular vocabulary. Similarly, student 2 noted:

*" I difficult to pronounce /ʧ/"*

(S2/Dif/Aff.S/ʧ/)

The interview result shows that they found it challenging to pronounce certain words simply because she rarely encountered them, either in conversation or in her studies. While students generally understood how to produce affricates, certain words consistently caused problems. Words like *chocolate* for /ʧ/ and *cage* for /ʤ/ were frequently mentioned as difficult. This could be due to the combination of sounds or the length and complexity of the words, which may have made them harder for students to pronounce accurately.

Beside that Students 4 also declare that she difficult to pronounce /ʧ/ for example word Butcher /ˈbʊʧə (r)/ and word Catch /kæʧ/. Based on the interview result she said:

"*Actually, I feel could pronounce the word but in realty it's really difficult to pronounce correctly*"

(S4/Dif/Aff.S/ʧ/)

The interview result show that Student 4 faces challenges in pronouncing the /ʧ/ sound, as seen in words like butcher (/ˈbʊʧə(r)/) and catch (/kæʧ/). While the student believes they can pronounce the sound, they find it difficult to produce it accurately in practice. This indicates a discrepancy between their perception of their ability and their actual performance, highlighting a need for targeted practice with this specific sound.

Student 5 also mentioned difficulty with the /ʧ/ sound in words like butcher (/ˈbʊʧə(r)/) and catch (/kæʧ/). During the interview, they stated:

"*I can pronounce the sound when I focus on it, but when speaking naturally, it often comes out incorrectly.*"

(S5/Dif/Aff.S/ʧ/)

The interview results indicate that Student 5's difficulty with the /ʧ/ sound is not due to a lack of ability but rather to challenges in applying it consistently during natural speech. This suggests a need for exercises that integrate the sound into everyday speaking contexts to enhance automaticity and accuracy.

**b. Affricate /ʤ/**

The students demonstrated better mastery of the affricate /ʤ/. Words like *judge*, *join*, *ginger*, and *engineer* were consistently pronounced correctly by most students. This showed that /ʤ/ was easier for students to articulate, possibly

36

due to its more frequent occurrence in their learning materials. However, a few students, struggled with words like *edge* and *cage*, indicating that even with familiar sounds, certain words could still present challenges. The test results indicate that students' pronunciation of English affricates was relatively proficient, though specific words required more attention and practice.

The result from the pronunciation test in line with the result of the of the interview from students about affricate /dʒ/ , they stated:

*"No, if we always practice"*

(S1/Dif/Aff.S/dʒ/)

This suggests that while students may initially struggle with certain sounds, consistent practice can significantly improve their pronunciation. It highlights the importance of regular and focused practice in overcoming pronunciation challenges and building confidence in speaking.

Beside that, the other students have the different perception about about affricate /dʒ/. They stated:

*"Easy, but it is hard to prounounce"*

(S2/Dif/Aff.S/dʒ/)

This indicates that while they may recognize the sound and understand how it should be articulated, they find it challenging to produce it accurately in practice. This highlights the need for focused exercises to bridge the gap between their theoretical understanding and practical ability to pronounce the sound correctly. Similar with students 4 the stated:

*"Yes, Easy to learn but there is some words is difficult to pronouncing"*

(S4/Dif/Aff.S/ʤ/)

This suggests that while the concept of the sound may be straightforward for them, difficulties arise when applying it to specific words. This highlights the importance of targeted practice with problematic words to help students develop greater accuracy and confidence in pronunciation.

Moreover, the interview result also stated:

*"Not used saying that sounds. Rarely used those words"*

(S4/Dif/Aff.S/ʤ/)

This suggests that the difficulty with the /ʤ/sound may stem from a lack of familiarity and practice, as these sounds and words are not commonly used in their daily communication. This highlights the need for increased exposure and practice with the /ʤ/sound in varied contexts to build familiarity and ease of use.

2. **The difficulties faced by the students in pronounces affricate consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar**

This section explain the difficulties faced by fourth-semester students at the English Education Department of Universitas Muhammadiyah Makassar in pronouncing affricate consonants, specifically /ʧ/ (as in choke) and /ʤ/ (as in judge). The research includes a combination of pronunciation tests and

interviews to understand the nature of these difficulties and their underlying

causes. This section presents both the data and a detailed analysis of the findings.

a.  **Affricate Sound /ʧ/**

The /ʧ/ sound was found to be more challenging for students, particularly

when it appeared in less familiar or more complex words. Several common

patterns were observed in the pronunciation tests:

"Butcher" and "exchange"

(S1/Dif/Aff.S/ʧ/)

These words are phonetically more complex, with "butcher" containing

a stressed first syllable and a more difficult vowel combination. The complexity

likely interferes with students' ability to smoothly produce the /ʧ/ sound,

especially when the sound follows a back vowel like /u/. This difficulty indicates

that certain vowel combinations and unfamiliar word structures disrupt the

students' ability to produce affricate sounds consistently. The stress patterns and

syllable length also contribute to the challenge. Thus, students may need targeted

drills that break down word structures and focus on affricates in different syllabic

environments.

The interviews revealed that many students are simply not used to

pronouncing affricate sounds, which creates a significant barrier to accurate

articulation. Student 1 stated:

*"I am not used to saying those sounds"*

(S1/Dif/Aff.S/ʧ/)

His response indicates that affricate sounds are not common in his daily language use, which has contributed to his difficulty in mastering them. Without regular exposure or practice, the cognitive and motor patterns required to produce these sounds have not developed adequately. This highlights an important aspect of second language acquisition: phonetic and phonological systems that are less common in a student's native language or daily speech are harder to master. Without exposure, students may not develop the muscle memory needed to produce these sounds easily. As such, the teaching environment should focus on repeated exposure and reinforcement of these less familiar sounds.

"choke" and "chocolate"

(S2/Dif/Aff.S/ʧ/)

Here, we see that both simple and more complex words with the /ʧ/ sound can pose a problem. While *"choke"* is a simpler word, the student still struggled, indicating that even basic affricate sounds can be difficult. For *"chocolate"*, a more complex word, the affricate is buried within multiple syllables and a non-standard vowel structure. This showed that some students lack the motor skills or phonological awareness needed to handle affricates, even in familiar or simple words. *"Chocolate"* shows that longer words with

irregular stress patterns require more cognitive and articulatory effort. Student 3 similarly expressed:

*"I cannot pronounce some words like butcher, choke"*

(S2/Dif/Aff.S/ʧ/)

His inability to pronounce these words reflects a broader pattern of struggle with specific affricates embedded within less familiar or complex vocabulary. His comment aligns with the pronunciation test results that showed greater difficulty with certain word structures. This showed that pronunciation issues are not isolated to one aspect of phonology but are often compounded by vocabulary complexity. Regular practice with both isolated sounds and words in context is critical for students to gain confidence in pronouncing affricates.

b. **Affricate Sound /ʤ/**

The /ʤ/ sound, while generally easier for students to pronounce, still presented some difficulties, especially when placed in final positions or paired with certain vowels.

"judge" and "cage"

(S4/Dif/Aff.S/ʤ )

In both cases, the affricate appears at the end of the word, which might be why it presents a challenge. Producing /ʤ/ in the final position often requires more precise airflow control and accurate timing, which many students find difficult. This pattern highlights that final position affricates tend to be more challenging than initial ones, likely because they require students to shift

41

from producing a fricative to a stop sound quickly and without a vowel cushion. This type of articulation demands more sophisticated control of speech organs.

Across the interviews, students reported more difficulty with the /ʧ/ sound than the /ʤ/ sound, which is consistent with the findings from the pronunciation tests. Based on the interview result student 4 noted:

*"The /ʧ/ sound is harder, like in butcher and choke"*

(S4/Dif/Aff.S/ʤ )

This perception is supported by the results of the pronunciation test, where many students struggled with /ʧ/ sounds in complex words. The physical production of /ʧ/ involves a quick transition from a stop to a fricative, which can be harder to articulate than the voiced /ʤ/ sound.

The affricate /ʧ/ involves more precise tongue and airflow control than /ʤ/ because it is voiceless, meaning there is less auditory feedback for the speaker to rely on. This makes /ʧ/ harder to produce consistently, especially in more complex words. The teaching strategy should focus on isolating the sound and practicing it in increasingly difficult word structures.

Student 5 issue with "edge"

(S5/Dif/Aff.S/ʤ )

Like "judge", the word "edge" has the affricate /ʤ/ at the end, and the following vowel transition likely made it harder for her to pronounce. Here, the student's difficulty likely arises from the complexity of transitioning from the fricative to the vowel. The transition from affricates to vowels seems to pose a

particular challenge, especially when students are dealing with soft or unstressed vowels. This requires fine tuned motor coordination that many fourth semester students have not yet developed fully. Based on the result from the interview student 5 noted:

*"Not used to saying those sounds" about /ʤ/*

(S4/Dif/Aff.S/ʤ )

Although /ʤ/ was generally easier for most students, she still struggled with it due to lack of exposure. This indicates that even the easier affricate sounds can pose challenges without regular practice. This demonstrates that while some affricate sounds may be easier than others, consistent exposure is still critical for mastery. Even /ʤ/, which is voiced and thus provides more feedback to the speaker, requires reinforcement in the learning process.

Student constrantly agreed that regular practice was the key to improving their pronunciation of affricates. Student 6 emphasized:

*"Practice every time can be by reading"*

(S6/Dif/Aff.S/ʤ )

His suggestion highlights the importance of regular, consistent exposure to affricate sounds. Reading aloud allows students to practice in a controlled environment, which reinforces muscle memory and the cognitive patterns associated with producing these sounds. This showed that while

classroom instruction is important, students must also take responsibility for practicing on their own. Reading aloud provides structured repetition, which helps students internalize correct pronunciation patterns over time. 2 students from the interview result noted:

*"Using Oxford Dictionary and voice translators helps"*

(S2/Dif/Aff.S/ʤ )

Their use of technological tools to improve their pronunciation highlights how modern resources can supplement traditional learning. Voice translators offer immediate feedback, allowing students to correct their mistakes in real-time, while dictionaries provide examples of correct pronunciation. Technology plays a crucial role in helping students overcome pronunciation challenges. Tools that offer instant feedback, like voice translators, can accelerate learning by helping students identify and correct errors quickly. This supports the integration of such tools into language learning curricula.

B. DISCUSSION

1. The Students' Abilities to Pronounce the English Affricate Consonants at First Semester English Education Department of Universitas Muhammadiyah Makassar

This study aimed to evaluate the students' abilities in pronouncing the English affricate consonants /ʧ/ and /ʤ/ at the First Semester of the English Education Department of Universitas Muhammadiyah Makassar. The findings indicated that students generally found the /ʧ/ sound more challenging, particularly in more complex word structures. In contrast, the /ʤ/ sound was easier but still presented issues in specific contexts, such as at the end of words. The lack of exposure to these sounds and challenges with articulatory precision contributed to students' difficulties. These findings address the research problem of how well students are able to pronounce English affricates and highlight the gap in phonetic competence at the early stages of learning.

The results align with the Speech Learning Model (SLM) developed by Zsiga (2024), which suggests that second language learners often struggle with phonetic sounds that are similar but not identical to those in their native language. In this case, the affricates /ʧ/ and /ʤ/ present a particular challenge because they combine stop and fricative elements, which are less familiar to students from non-English-speaking backgrounds. Without regular exposure to these sounds, learners are less likely to develop strong phonetic representations, leading to inconsistent pronunciation.

Additionally, the difficulties observed in producing /ʧ/, especially in more complex word structures, are consistent with Nemati et al. (2020) which posits that learners assimilate non-native sounds to the closest equivalent in their native language. For students whose native languages lack affricates, these sounds are either misinterpreted or replaced with simpler stop or fricative sounds. This process of perceptual assimilation explains why some students might fail to produce affricates accurately.

From a motor learning perspective, affricates require precise tongue movement and airflow control, which many students struggle with. Lefiandi, (2023) emphasize the importance of developing motor skills for pronunciation, arguing that articulatory drills focused on airflow and tongue placement are crucial for mastering difficult sounds like affricates. The students' reported difficulties with airflow suggest that more attention should be paid to the physical aspects of sound production in language instruction.

The findings of this study of Chun (2024), who found that learners of English, particularly from languages like Spanish that lack affricate sounds, struggle significantly with their production. Chun noted that learners tend to replace affricates with simpler sounds or exhibit phonetic distortions due to their unfamiliarity with the required articulatory movements. Similarly, Hien (2024) explored pronunciation difficulties in English language learners and identified affricates as among the most difficult consonants to acquire,

particularly because they require the coordination of multiple articulatory gestures.

However, this study adds to the existing literature by identifying physical articulation challenges as a significant contributing factor to affricate mispronunciations. While previous studies focused predominantly on cognitive and phonetic aspects, the difficulties with airflow control reported by the students in this study suggest that motor skills play an equally important role. This aligns with findings by Hodgetts (2020), who emphasized that pronunciation issues often arise from physical, rather than purely cognitive, barriers.

The practical implications of these findings are clear. Teachers should implement targeted pronunciation exercises that focus not only on sound exposure but also on motor training. Articulatory exercises that help students control airflow and manage tongue positioning will be particularly beneficial for improving affricate pronunciation. Wu (2024) argue for the inclusion of form-focused phonetic instruction, where learners engage in specific tasks aimed at improving their articulation of difficult sounds. This study supports this approach, suggesting that such targeted training is especially important for complex sounds like /ʧ/ and /ʤ/.

Technology-enhanced pronunciation tools, such as apps that offer real-time feedback on pronunciation accuracy, should be incorporated into classroom settings. Anggraini (2022)explored the use of such technology in

language learning and found that students who used pronunciation apps showed significant improvements in their ability to produce difficult consonants. In this context, such tools would allow students to practice affricate sounds repeatedly, receive feedback, and make necessary adjustments, ultimately reinforcing their learning and improving their pronunciation.

As with many classroom based studies, this research is limited by its relatively small sample size and the homogeneity of the participants, all of whom were drawn from the same university and academic level. This limitation may affect the generalizability of the findings, as students from different linguistic backgrounds or proficiency levels might exhibit different patterns of difficulty with affricates.

2. **Difficulties Faced by Students in Pronouncing Affricate Consonants at Fourth Semester English Education Department of Universitas Muhammadiyah Makassar**

This study aims to understand the specific difficulties students face in pronouncing affricate consonants /ʧ/ and /ʤ/. The findings showed that students generally struggled more with the /ʧ/ sound than with /ʤ/, particularly in complex word structures. The challenges stemmed from a combination of phonetic unfamiliarity, physical articulation issues, and a lack of sufficient practice with these sounds in both classroom and real-world settings.

The students' difficulties can be attributed to both cognitive and physical factors. According to Baese-Berk et al., (2022) Speech Learning Model, learners may find it challenging to accurately produce non-native sounds that do not have clear equivalents in their native language. For students in this study, the /ʧ/ sound in particular was problematic because it requires precise articulation and is less common in languages that lack affricate sounds. This finding supports Nemati et al. (2020), which suggests that learners assimilate unfamiliar sounds to the closest equivalents in their native phonological system, often leading to distortions.

Based on the result of the study, students said difficulty controlling airflow and tongue placement, which are critical for producing affricates. This aligns with Hodgetts (2020) emphasis on the physical barriers to pronunciation that many learners face, particularly when it comes to complex sounds like affricates. The necessity for careful control of airflow and a coordinated stop-fricative release is demanding for novice learners, underscoring the need for physical training in pronunciation.

Additionally, the students' struggles reflect Cognitive Load Theory, which suggests that learners may experience increased difficulty when trying to produce unfamiliar sounds in complex word structures. The cognitive demands of processing unfamiliar phonetic combinations, combined with the need for accurate articulatory movements, create a high cognitive load that hinders performance. This finding is consistent with Van Gog (2020) which

posits that complex tasks requiring high cognitive effort are more difficult to perform accurately, especially for learners in the early stages of acquisition.

These findings in line with the work of Adejumo & Ogungbe (2024), who found that learners of English as a second language often struggle with affricate sounds due to their articulatory complexity. Munro and Derwing emphasized that learners typically face difficulties with sounds that require the coordination of multiple articulatory movements, which explains why affricates, which combine stop and fricative elements, are challenging. Similarly, Chun (2024) found that learners often substitute affricates with other sounds, reflecting their difficulty in mastering these phonetic structures.

However, this study adds to the literature by highlighting the significant role of physical articulation challenges in affricate pronunciation. While previous research has primarily focused on cognitive and phonetic barriers, the finding that students struggle with airflow control and tongue placement suggests that physical motor training is essential for improving pronunciation. This is supported by Pörn & Hansell (2020), who explored the importance of motor control in language learning and emphasized that speech production involves both cognitive and physical processes that must be addressed in tandem.

The practical implications of this study are significant for language teachers. Teachers should focus not only on providing exposure to affricate sounds but also on motor skill development. Pronunciation exercises should

include specific drills that help students control airflow and manage tongue placement. Hodgetts  (2020) indicate for the integration of physical articulation training into pronunciation instruction, which can help learners overcome the physical barriers to accurate sound production.

The use of technology in pronunciation practice is critical. Anggraini, (2022) found that pronunciation software providing immediate feedback can greatly enhance learners' ability to correct and refine their pronunciation. Such tools, when integrated into classroom practice, can give students the opportunity to practice difficult sounds like affricates repeatedly, with real-time guidance to improve their accuracy.
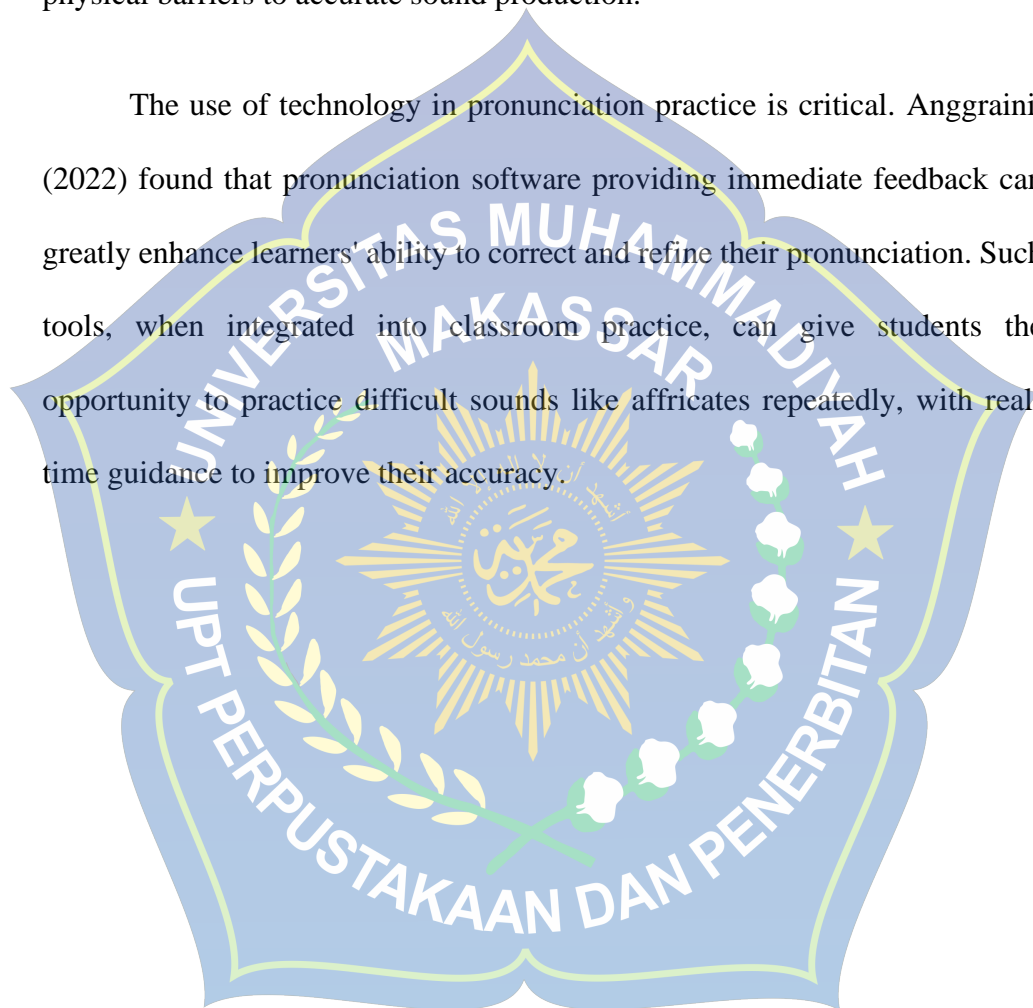
# CHAPTER V

## CONCLUSSION & SIGGESTION

### A. CONCLUSION

Based on the results of the research, two conclusions can be drawn from this study as follows:

1. The study shows that fourth-semester students in the English Education Department at Universitas Muhammadiyah Makassar have varying abilities when it comes to pronouncing the English affricate sounds /ʧ/ and /dʒ/. The sound /ʧ/ was harder for many students, especially in difficult words, while /dʒ/ was a little easier but still tricky in some situations. These problems are due to two main factors: students' lack of regular exposure to these sounds and the physical challenge of learning to control their tongue and airflow to produce the sounds correctly.

2. The study found that students face several challenges when trying to pronounce the affricate consonants /ʧ/ and /dʒ/. Most of the difficulties come from the fact that these sounds are not common in their native language, especially /ʧ/, which was the hardest for students. Producing these sounds also requires physical control over airflow and tongue movement, making them harder to learn. This study agrees with other research that shows non-native speakers often struggle with these sounds, but it also highlights the need to focus on physical articulation training as part of pronunciation lessons. To help students overcome these difficulties, teachers should give

them practice that focuses on both hearing the sounds and physically making them. Using technology that gives real-time feedback can also help students practice and improve.

## B. SUGGESTION

Based on the conclusion above the searcher would like to give suggestion as follow:

1. The teachers

Educators ought to select the most effective and suitable methodologies for instructing and practicing pronunciation, particularly with regard to affricative consonants. Affricative consonants are straightforward in concept; however, their pronunciation presents challenges. In order to instruct on the sounds of affricative consonants, it is essential to employ an engaging methodology. Furthermore, the instructor should focus on the students' pronunciation and is advised to encourage the use of English on a daily basis to achieve fluency in articulating words. The students will become accustomed to pronouncing words in English correctly.

2. The students

Students require additional practice in the pronunciation of affricative consonant sounds, as pronunciation is a critical component of effective

English speaking. Students are encouraged to focus on the various phonetic elements present in the English language. In English, different sounds can convey distinct meanings. The students may utilize the dictionary to rectify their English.

3. For future research

This research endeavors to gather and examine data. It is recommended that future researchers conduct a more in-depth analysis utilizing alternative methodologies to investigate the challenges associated with the pronunciation of English affricate consonants. Similar topics may be explored in future research concerning students' challenges in pronouncing English affricate consonants within a broader population.

# BIBLIOGRAHY

Adam, D. M., Science, B., College, C., ا ,نایچدرگم., Fay, D. L., Dhaka, D., No, I., Endayani, H., Satul, A.,Abdul, I., Suratno, Belajar, H., Siswa, P., Negeri, S. D. M. P., Madiun, K., Contoh, B., Issa, J., Tabares, I., Objek, P. B. B., انی...

Adejumo, K. A., & Ogungbe, E. E. (2024). Pronunciation Difficulties in Second Language Acquisition among High School Students. *Lapai Journal of Humanities*, *15*(1), 110-126.

Al-Jamal, D. A., & Al-Jamal, G. A. (2014). An Investigation of the difficulties faced by EFL undergraduates in speaking skills. *English Language Teaching*, *7*(1), 19-27.

Amin, Fatimah Hidayahni. 2004. *Developing Speaking Performance through Cooperative Learning*. Unpublished Thesis. Makassar: UNM.

Anam, M. K. (2018, August). Thai and Indonesian English students' problems in pronouncing English fricative and affricate sounds: A case study in IAIN Kediri. In Fourth Prasasti International Seminar on Linguistics (Prasasti 2018) (pp. 192-197). Atlantis Press.

Anggraini, A. (2022). Improving students' pronunciation skill using ELSA Speak application. *Journey*, *5*(1), 135-141.

Baese-Berk, M. M., Chandrasekaran, B., & Roark, C. L. (2022). The nature of non-native speech sound representations. *The Journal of the Acoustical Society of America*, *152*(5), 3025-3034.

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation hardback with audio CDs (2): A course book and reference guide*. Cambridge University Press.

Chun, J. H. (2024). Unveiling and Addressing Pronunciation Challenges in English Consonantal Phonemes for Foreign Language Learners. *International Journal of Advanced Culture Technology*, *12*(2), 151-160.

Daar, G. F., & Ndorang, T. A. (2020). Analysis the Implementation of Communicative Language Teaching and Classroom Interaction in the Effort to Increase Learners' Speaking Skills. *International Journal for Educational and Vocational Studies*, *2*(12).

Flege, J. E., Frieda, E. M., & Nozawa, T. (1997). Amount of native-language (L1) use affects the pronunciation of an L2. *Journal of phonetics*, *25*(2), 169-186.

Hien, T. T. T. (2024). Common Mistakes in Pronunciation among Students in The English for Specific Purposes Department, Hanoi University. *Vietnam Journal of Social Sciences & Humanities*, *10*(5).

Hodgetts, J. (2020). *Pronunciation instruction in English for academic purposes: An investigation of attitudes, beliefs and practices*. Springer Nature.

Hornby, A.S. 2005. Oxford Advanced Learner's Dictionary of Current English.

Hosseinpoor, D. R., & Nourbakhsh, M. (2022). Acoustic Analysis Of Temporal Parameters Of Affricates Constriction In Turkish Language Spoken In Tabriz.

Itmeizeh, M. J., & Khalil, Z. M. Evaluation of the Communicative Activities Used in English for Palestine 7 th Grade for Developing the Oral Skills.

Lefiandi, F. (2023). *Difficulties Faced by Students in Pronouncing English Consonant Sounds* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Levis, J. M. (2018). Plenary talk: Technology and the intelligibility-based classroom, given at the Pronunciation in Second Language Learning and Teaching conference, August 2016, University of Calgary, Alberta, Canada. *Journal of Second Language Pronunciation*, *4*(2), 260-278.

Littlewood, William. 1998. *Foreign and Second Language Learning*. United Kingdom: Cambridge University Press.

Mandasari, B., & Aminatun, D. (2020). Improving Students'speaking Performance Through Vlog. *English Education: Journal of English Teaching and Research*, *5*(2), 136-142.

Munro, M. J., & Derwing, T. M. (2006). The functional load principle in ESL pronunciation instruction: An exploratory study. *System*, *34*(4), 520-531.

Nemati, F., Ahmadian, M., & Abbasi, A. (2020). The Differential Impact of Linguistic Experience on the Discrimination and Categorization of Non-Native Sounds in Foreign Language Learners. *Grazer Linguistische Studien*, *92*, 21-43.

Oxford learner's pocket dictionary. (2008). New York: Oxford University Press. Oxford: Oxford University Press.

Pörn, M., & Hansell, K. (2020). The teacher's role in supporting two-way language learning in classroom tandem. *International Journal of Bilingual Education and Bilingualism*, *23*(5), 534-549.

Pranoto, B. E. (2020, April). Students' Perspectives Toward News Voiceover Activity in Pronunciation Class. In *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (pp. 203-206). Atlantis Press.

Pratiwi, Z. F., & Ayu, M. (2020). The Use Of Describing Picture Strategy To Improve Secondary Students'speaking Skill. *Journal of English Language Teaching and Learning*, *1*(2), 38-43

Ramelan. (1985). English Phonetics. Semarang: Upt Unnes Press

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, *3*(1), 64-73.

Sela Sari, J. (2020). *An Analysis on Speaking Activities of an English Textbook Entitled Stop Bulying Now Used at Sman 01 Kaur Viewed Richard and Rodgers Concept* (Doctoral Dissertation, Iain Bengkulu).

Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching and Learning*, *1*(1), 1-6.

Soni, M. (2018). Sundanese Language Interference In Pronouncing English Fricative And Affricate Consonants. *Eeal Journal (English Education and Applied Linguistics Journal)*, *1*(1), 92-98.

Sweller, J. (2011). Cognitive load theory. In *Psychology of learning and motivation* (Vol. 55, pp. 37-76). Academic Press.

Szynalski, T. P. (2016).Learning English Pronunciation.Retrieved March

Teixeira, A., Ferreira, M. R., Correia, A., & Lima, V. (2018). Students' perceptions of corporate social responsibility: Evidences from a Portuguese higher education institution. *International Review on Public and Nonprofit Marketing*, *15*(2), 235-252.

Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, *36*(3), 326-344.

Thornbury, S. (2005). *How To Teach Speaking*. England: Pearson Educational Limited.

Untoro, S., & Rustipa, K. (2020). Mispronunciation of English fricatives and affricates produced by English students of Stikubank University. Dinamika Bahasa dan Budaya, 15(2), 62-70

Van Gog, T., Hoogerheide, V., & Van Harsel, M. (2020). The role of mental effort in fostering self-regulated learning with problem-solving tasks. *Educational Psychology Review*, *32*(4), 1055-1072.

Weda, S., & Sakti, A. E. F. (2018). Formal Instruction and Its Effects on the Acquisition of English Affricate Consonants. *International Journal of Academic Research in Progressive Education and Development*, *7*(3), 1-13.

Wu, C. H. (2024). Workplace intelligibility: form-focused pronunciation instruction on ESL spontaneous speech. *English Teaching & Learning*, *48*(3), 387-415.

Yulianti, T., & Sulistiyawati, A. (2020, March). The Blended Learning for Student's Character Building. In *International Conference on Progressive Education (ICOPE 2019)* (pp. 56-60). Atlantis Press.

Yuyun Sedya, M. (2013). *Using Communicative Activities to Improve the Grade Vii Students'speaking Ability At Smp Negeri 2 Wonosari Klaten in the Academic Year of 2011/2012* (Doctoral Dissertation, Yogyakarta State University).

Zampini, M. L. (1994). The role of native language transfer and task formality in the acquisition of Spanish spirantization. *Hispania*, 470-481.

Zsiga, E. C. (2024). *The sounds of language: An introduction to phonetics and phonology*. John Wiley & Sons.

# LIST OF ABBRIVATION

| Abrivation | Meaning |
| --- | --- |
| S1 | Student 1 |
| S2 | Student 2 |
| S3 | Student 3 |
| S4 | Student 4 |
| S5 | Student 5 |
| S6 | Student 6 |
| Dif | Difficulties |
| Aff.S | Affricates Consonant |

**APPENDIX I**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational

   background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide

   assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the

   tests that have been carried out.

**Pronounciation Test**

**Participant** : **Student 1**

**Date** : **Thursday, July 23 2024**

**Time** : **10.15-11.00 am**

**No. Reg** : **105351105322**

**Class** : **BG 4C**

| | Affricate Sound /ʧ/ | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | ✔ |
| 1 | Butcher | ˈbʊʧə (r) / | ✔ |
| 2 | Choke | /tʃəʊk/ | ✔ |
| 3 | Chest | /ʧest\ | ✔ |
| 4 | Chief | / ʧi:f/ | ✔ |
| 5 | Cherries | /ʧeri:z/ | ✔ |
| 6 | Cheese | /ʧi:z/ | ✔ |

| 7 | Chocolate | /ˈʧɔ:klət/ | ✔ |
|---|-----------|-----------|---|
| 8 | Catch | / kæʧ / | ✔ |
| 9 | Exchange | /ɪksʧeɪnʤ/ | ✔ |
| 10 | Ketchup | /ˈkeʧəp/ | ✔ |

| Affricate Sound /ʤ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Cadge | / kæʤ / | ✔ |
| 2 | Cage | /keɪʤ/ | ✔ |
| 3 | Edge | /keɪʤ/ | ✔ |
| 4 | Engineer | /enʤɪˈnɪr/ | ✔ |
| 5 | Ginger | /ʤɪnʤər/ | ✔ |
| 6 | Jar | /ʤɑ:(r)/ | ✔ |
| 7 | Join | /ʤoɪn/ | ✔ |
| 8 | Judge | /ʤʌʤ / | ✔ |
| 9 | Joke | /ʤoʊk/ | ✔ |
| 10 | Large | /lɑ:rʤ/ | ✔ |

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.

2. The researcher introduce herself by mentioning name and educational
   background.

3. The researcher explain about the purpose of the interview.

4. Asking students to give answers according to the truth.

5. Ask permission to start the interview.

6. Explain to students that the interview will be recorded using a recorder. Provide
   assurance that the interview results are for research purposes only.

7. After the interview is over, the researcher thanks the students for the information
   provided and suggests that the information provided is very important.

 **The Interview Transcription**

**Participant**　　**: Student 1**

**Date**　　　　**: Thursday, July 23 2024**

**Time**　　　　**: 10.15-11.00 am**

**No. Reg**　　　**: 105351105322**

**Class**　　　　**: BG4C**

**1.  Are you struggle to pronounce  Affricate Contsonants? Yes**

**2. Could you mention the kind of Affricate Contsonants you have difficult?**

**/ʧ/**

**3. What are the cause of your difficulty in pronouncing Affricate**

**Contsonants? Not used saying that sounds.**

**4. Do you thik affricate contsonants are something difficult to learn? No, if**

**we always practice.**

**5. How do you solve your problem in pronouncing affrcate contsonants?**

**Practice every time, can be by reading.**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the tests that have been carried out.

**Pronounciation Test**

**Participant** : Student 2

**Date** : Thursday, July 23 2024

**Time** : 10.15-11.00 am

**No. Reg** : 105351104622

**Class** : BG 4C

| Affricate Sound /ʧ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Butcher | ˈbʊʧə (r) / | ✔ |
| 2 | Choke | /tʃəʊk/ | ✘ |
| 3 | Chest | /ʧest\ | ✘ |
| 4 | Chief | / ʧiːf/ | ✔ |

| 5 | Cherries | /tʃeri:z/ | ✔ |
|---|---|---|---|
| 6 | Cheese | /tʃi:z/ | ✔ |
| 7 | Chocolate | /'tʃɔ:klət/ | ✘ |
| 8 | Catch | / kætʃ / | ✔ |
| 9 | Exchange | /ɪkstʃeɪndʒ/ | ✔ |
| 10 | Ketchup | /'ketʃəp/ | ✔ |

| Affricate Sound /dʒ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | ✘ |
| 1 | Cadge | / kædʒ / | ✔ |
| 2 | Cage | /keɪdʒ/ | ✘ |
| 3 | Edge | /keɪdʒ/ | ✔ |
| 4 | Engineer | /endʒɪ'nɪr/ | ✔ |
| 5 | Ginger | /dʒɪndʒər/ | ✔ |
| 6 | Jar | /dʒɑ:(r)/ | ✔ |
| 7 | Join | /dʒɔɪn/ | ✔ |
| 8 | Judge | /dʒʌdʒ / | ✔ |
| 9 | Joke | /dʒoʊk/ | ✔ |
| 10 | Large | /lɑ:rdʒ/ | ✔ |

# APPENDIX II

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.
2. The researcher introduce herself by mentioning name and educational background.
3. The researcher explain about the purpose of the interview.
4. Asking students to give answers according to the truth.
5. Ask permission to start the interview.
6. Explain to students that the interview will be recorded using a recorder. Provide assurance that the interview results are for research purposes only.
7. After the interview is over, the researcher thanks the students for the information provided and suggests that the information provided is very important.

**The Interview Transcription**

Participant    : **Student 2**
Date          : **Thursday, July 23 2024**
Time         : **10.15-11.00 am**
No. Reg     : **105351104622**
Class       : **BG 4C**

**1. Are you struggle to pronounce Affricate Contsonants? Yes**

**2. Could you mention the kind of Affricate Contsonants you have difficult?**
**/ʧ/**

**3. What are the cause of your difficulty in pronouncing Affricate Contsonants? I cannot pronounce some words like Butcher, Choke, and other.**

**4. Do you thik affricate contsonants are something difficult to learn? Easy, but it is hard to prounounce.**

**5. How do you solve your problem in pronouncing affrcate contsonants? By repetedly saying those words or using voice translator and oxford dictionry.**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the tests that have been carried out.

**Pronounciation Test**

**Participant**    : **Student 3**

**Date**    : **Thursday, July 23 2024**

**Time**    : **10.15-11.00 am**

**No. Reg**    : **105351105422**

**Class**    : **BG 4C**

| | **Affricate Sound /ʧ/** | | **Mispronunciation** |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Butcher | ˈbʊʧə (r) / | ✔ |
| 2 | Choke | /ʧəʊk/ | ✔ |
| 3 | Chest | /ʧest\ | ✔ |
| 4 | Chief | / ʧiːf/ | ✔ |
| 5 | Cherries | /ʧeriːz/ | ✔ |

| 6 | Cheese | /ʧiːz/ | ✔ |
| 7 | Chocolate | /ˈʧɔːklət/ | ✘ |
| 8 | Catch | / kæʧ / | ✔ |
| 9 | Exchange | /ɪksʧeɪndʒ/ | ✔ |
| 10 | Ketchup | /ˈkeʧəp/ | ✔ |

| Affricate Sound /dʒ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Cadge | / kædʒ / | ✔ |
| 2 | Cage | /keɪdʒ/ | ✔ |
| 3 | Edge | /keɪdʒ/ | ✘ |
| 4 | Engineer | /endʒɪˈnɪr/ | ✔ |
| 5 | Ginger | /dʒɪndʒər/ | ✔ |
| 6 | Jar | /dʒɑː(r)/ | ✔ |
| 7 | Join | /dʒɔɪn/ | ✔ |
| 8 | Judge | /dʒʌdʒ / | ✔ |
| 9 | Joke | /dʒoʊk/ | ✘ |
| 10 | Large | /lɑːrdʒ/ | ✔ |

# APPENDIX II

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.

2. The researcher introduce herself by mentioning name and educational background.

3. The researcher explain about the purpose of the interview.

4. Asking students to give answers according to the truth.

5. Ask permission to start the interview.

6. Explain to students that the interview will be recorded using a recorder. Provide assurance that the interview results are for research purposes only.

7. After the interview is over, the researcher thanks the students for the information provided and suggests that the information provided is very important.

**The Interview Transcription**

**Participant** : Student 3

**Date** : Thursday, July 23 2024

**Time** : 10.15-11.00 am

**No. Reg** : 105351105422

**Class** : BG 4C

**1. Are you struggle to pronounce Affricate Contsonants? No**

**2. Could you mention the kind of Affricate Contsonants you have difficult. /tʃ/**

**3. What are the cause of your difficulty in pronouncing Affricate Contsonants? It is hard to pronouncing.**

**4. Do you thik affricate contsonants are something difficult to learn? Yes, Easy to learn but there is some words is difficult to pronouncing.**

**5. How do you solve your problem in pronouncing affrcate contsonants? Always do practice.**

**APPENDIX I**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the tests that have been carried out.

**Pronounciation Test**

**Participant** : Student 4

**Date** : Thursday, July 23 2024

**Time** : 10.15-11.00 am

**No. Reg** : 105351104522

**Class** : BG 4C

| Affricate Sound /tʃ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Butcher | ˈbʊtʃə (r) / | ✔ |
| 2 | Choke | /tʃəʊk/ | ✔ |
| 3 | Chest | /tʃest\ | ✔ |
| 4 | Chief | / tʃiːf/ | ✔ |
| 5 | Cherries | /tʃeriːz/ | ✔ |

| 6 | Cheese | /ʧiːz/ | ✔ |
|---|--------|--------|---|
| 7 | Chocolate | /'ʧɔːklət/ | ✔ |
| 8 | Catch | / kæʧ / | ✔ |
| 9 | Exchange | /ɪksʧeɪndʒ/ | ✔ |
| 10 | Ketchup | /'keʧəp/ | ✔ |

| Affricate Sound /dʒ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | ✔ |
| 1 | Cadge | / kædʒ / | ✔ |
| 2 | Cage | /keɪdʒ/ | ✔ |
| 3 | Edge | /keɪdʒ/ | ✔ |
| 4 | Engineer | /endʒɪ'nɪr/ | ✔ |
| 5 | Ginger | /dʒɪndʒər/ | ✔ |
| 6 | Jar | /dʒɑː(r)/ | ✔ |
| 7 | Join | /dʒɔɪn/ | ✔ |
| 8 | Judge | /dʒʌdʒ / | ✔ |
| 9 | Joke | /dʒoʊk/ | ✔ |
| 10 | Large | /lɑːrdʒ/ | ✔ |

# APPENDIX II

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.

2. The researcher introduce herself by mentioning name and educational background.

3. The researcher explain about the purpose of the interview.

4. Asking students to give answers according to the truth.

5. Ask permission to start the interview.

6. Explain to students that the interview will be recorded using a recorder. Provide assurance that the interview results are for research purposes only.

7. After the interview is over, the researcher thanks the students for the information provided and suggests that the information provided is very important.

**The Interview Transcription**

**Participant** : Student 4

**Date** : Thursday, July 23 2024

**Time** : 10.15-11.00 am

**No. Reg** : 105351104522

**Class** : BG 4C

**1. Are you struggle to pronounce Affricate Contsonants? Yes**

**2. Could you mention the kind of Affricate Contsonants you have difficult?**
/tʃ/

**3. What are the cause of your difficulty in pronouncing Affricate Contsonants? My airlow is doesn't work properly**

**4. Do you thik affricate contsonants are something difficult to learn?Yes.**

**5. How do you solve your problem in pronouncing affrcate contsonants? By practice.**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the tests that have been carried out.

**Pronounciation Test**

**Participant** : Student 5

**Date** : Thursday, July 23 2024

**Time** : 10.15-11.00 am

**No. Reg** : 105351108192

**Class** : BG 4C

| | Affricate Sound /tʃ/ | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Butcher | ˈbʊtʃə (r) / | ✘ |
| 2 | Choke | /tʃəʊk/ | ✔ |
| 3 | Chest | /tʃest\ | ✔ |
| 4 | Chief | / tʃi:f/ | ✔ |
| 5 | Cherries | /tʃeri:z/ | ✔ |

| 6 | Cheese | /ʧiːz/ | ✔ |
|---|--------|--------|---|
| 7 | Chocolate | /'ʧɔːklət/ | ✔ |
| 8 | Catch | / kæʧ / | ✔ |
| 9 | Exchange | /ɪksʧeɪndʒ/ | ✘ |
| 10 | Ketchup | /'keʧəp/ | ✔ |

| Affricate Sound /ʤ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Cadge | / kædʒ / | ✔ |
| 2 | Cage | /keɪdʒ/ | ✘ |
| 3 | Edge | /keɪdʒ/ | ✔ |
| 4 | Engineer | /endʒɪ'nɪr/ | ✔ |
| 5 | Ginger | /dʒɪndʒər/ | ✔ |
| 6 | Jar | /dʒɑː(r)/ | ✔ |
| 7 | Join | /dʒoɪn/ | ✔ |
| 8 | Judge | /dʒʌdʒ / | ✔ |
| 9 | Joke | /dʒoʊk/ | ✔ |
| 10 | Large | /lɑːrdʒ/ | ✘ |

# APPENDIX II

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.

2. The researcher introduce herself by mentioning name and educational background.

3. The researcher explain about the purpose of the interview.

4. Asking students to give answers according to the truth.

5. Ask permission to start the interview.

6. Explain to students that the interview will be recorded using a recorder. Provide assurance that the interview results are for research purposes only.

7. After the interview is over, the researcher thanks the students for the information provided and suggests that the information provided is very important.

The Interview Transcription

**Participant** : **Student 5**
**Date** : **Thursday, July 23 2024**
**Time** : **10.15-11.00 am**
**No. Reg** : **105351108192**
**Class** : **BG 4C**

**1. Are you struggle to pronounce Affricate Contsonants? Yes**

**2. Could you mention the kind of Affricate Contsonants you have difficult?**
**/dʒ/**

**3. What are the cause of your difficulty in pronouncing Affricate Contsonants? Not used saying that sounds.**

**4. Do you thik affricate contsonants are something difficult to learn? Yes**

**5. How do you solve your problem in pronouncing affrcate contsonants? Practice pronouncing that sounds.**

**APPENDIX I**

**Pronounciation Test Guidelines**

1. Greet and thank students for their willingness.

2. The Researcher introduce himself by mentioning name and educational background.

3. The Researcher explain about the purpose of this test.

4. Ask students to pronounce the word according to their ability.

5. Ask permission to start the test

6. Explain to students that the test will be record using a recorder. Provide assurance that the test results are for research purposes only.

7. After the test is complete, the researcher would like to thank the students for the tests that have been carried out.

**Pronounciation Test**

**Participant**    : Student 6

**Date**        : Thursday, July 23 2024

**Time**        : 10.15-11.00 am

**No. Reg**     : 105351100622

**Class**       : BG 4C

| | Affricate Sound /ʧ/ | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Butcher | ˈbʊʧə (r) / | ✗ |
| 2 | Choke | /tʃəʊk/ | ✔ |
| 3 | Chest | /ʧest\ | ✔ |
| 4 | Chief | / ʧiːf/ | ✔ |
| 5 | Cherries | /ʧeriːz/ | ✔ |

| 6 | Cheese | /ʧiːz/ | ✔ |
|---|---|---|---|
| 7 | Chocolate | /'ʧɔːklət/ | ✔ |
| 8 | Catch | / kæʧ / | ✔ |
| 9 | Exchange | /ɪksʧeɪndʒ/ | ✔ |
| 10 | Ketchup | /'keʧəp/ | ✔ |

| Affricate Sound /ʤ/ | | | Mispronunciation |
|---|---|---|---|
| No | Words | Transcrition | |
| 1 | Cadge | / kæʤ / | ✔ |
| 2 | Cage | /keɪʤ/ | ✔ |
| 3 | Edge | /keɪʤ/ | ✔ |
| 4 | Engineer | /enʤɪ'nɪr/ | ✔ |
| 5 | Ginger | /ʤɪnʤər/ | ✔ |
| 6 | Jar | /ʤɑ:(r)/ | ✔ |
| 7 | Join | /ʤoɪn/ | ✔ |
| 8 | Judge | /ʤʌʤ / | ✔ |
| 9 | Joke | /ʤoʊk/ | ✔ |
| 10 | Large | /lɑ:rʤ/ | ✔ |

## APPENDIX II

**Interview Guidelines**

1. Greet and thank students for their willingness to provide information.

2. The researcher introduce herself by mentioning name and educational background.

3. The researcher explain about the purpose of the interview.

4. Asking students to give answers according to the truth.

5. Ask permission to start the interview.

6. Explain to students that the interview will be recorded using a recorder. Provide assurance that the interview results are for research purposes only.

7. After the interview is over, the researcher thanks the students for the information provided and suggests that the information provided is very important.

 The Interview Transcription

**Participant** : **Student 6**
**Date** : **Thursday, July 23 2024**
**Time** : **10.15-11.00 am**
**No. Reg** : **105351100622**
**Class** : **BG 4C**

**1. Are you struggle to pronounce Affricate Contsonants? Yes**

**2. Could you mention the kind of Affricate Contsonants you have difficult?**
**/tʃ/**

**3. What are the cause of your difficulty in pronouncing Affricate**
**Contsonants? Not used saying that sounds. Rarely used those words**

**4. Do you thik affricate contsonants are something difficult to learn? No**

**5. How do you solve your problem in pronouncing affrcate contsonants?**
**Practice pronouncing that sounds by using oxford ditionary.**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

## SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,**
**Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : A. Ulfa Anggreni

Nim : 105351109318

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

| No | Bab | Nilai | Ambang Batas |
|----|-------|-------|--------------|
| 1 | Bab 1 | 7 % | 10 % |
| 2 | Bab 2 | 22 % | 25 % |
| 3 | Bab 3 | 7 % | 15 % |
| 4 | Bab 4 | 3 % | 10 % |
| 5 | Bab 5 | 3 % | 5 % |

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 22 Januari 2025
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

BAB I A. Ulfa Anggreni 105351109318

BAB II A. Ulfa Anggreni 105351109318

BAB III A. Ulfa Anggreni 105351109318

| 1 | repository.ub.ac.id<br>Internet Source | 3% |
|---|---|---|
| 2 | idr.uin-antasari.ac.id<br>Internet Source | 3% |
| 3 | Arie Purwa Kusuma, Arneta Sohobatul Aslamia, Hani Sintiya, Retno Ginanjar Rahayu, Nurina Kurniasari Rahmawati. "Analysis of Students' Difficulties in Solving Problems Related to Solid Geometry", Brillo Journal, 2023<br>Publication | 1% |

Exclude quotes          Off
Exclude bibliography    Off

Exclude matches    Off

81

BAB IV A. Ulfa Anggreni 105351109318

BAB V A. Ulfa Anggreni 105351109318

**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**
# UNIVERSITAS MUHAMMADIYAH MAKASSAR
**LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT**
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor  : 4666/05/C.4-VIII/VII/1445/2024          23 July 2024 M
Lamp   : 1 (satu) Rangkap Proposal                17 Muharram 1446
Hal    : Permohonan Izin Penelitian
          *Kepada Yth,*
          Dekan FKIP
          Universitas Muhamamdiyah Makassar
          di –
                    Makassar

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16453/FKIP/A.4-II/VI/1445/2024 tanggal 11 Juni 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama          : **A.ULFA ANGGRENI**
No. Stambuk   : **10535 1109318**
Fakultas      : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan       : **Pendidikan Bahasa Inggris**
Pekerjaan     : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE STUDENTS' ABILITY TO PRONOUNCE THE ENGLISH AFFRICATES CONSONANT AT FOURTH SEMESTER ENGLISH EDUCATION DEPARTEMEN OF UNIVERSITAS MUHAMMADIYAH MAKASSAR"**

Yang akan dilaksanakan dari tanggal 26 Juli 2024 s/d 26 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

                                        Ketua LP3M,

                                        Dr. Muh. Arief Muhsin, M.Pd.
                                        NBM 1127761

07-24

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحمٰنِ الرَّحِيْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : A. Ulfa Anggreni

NIM : 10351109318

Judul Penelitian : The Students' Ability to Pronounce the English Affricates Consonant at Fourt Semester English Education Department of Universitas Muhammadiyah Makassar

Tanggal Ujian Proposal : 11 Januari 2023

Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru/terkait | Paraf Guru/terkait |
|----|--------------|---------------------|-------------------|--------------------|
| 1 | Rabu 23 July 2024 | Pronouciation Test & Interview | DR. Eka Prabawati Rum, Spd.M.pd | |
| 2 | Rabu 23 July 2024 | Prononciation Test & Interview | Student 1 | |
| 3 | Rabu, 23 July 2024 | Prononcration Test & Interview | Student 2 | |
| 4 | " | " | Student 3 | |
| 5 | " | " | Student 4 | |

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

| 6 | Rabu, 23 Juli 2024 | Pronounciation test & Interview | Student 5 | |
| 7 | " | " | Student 6 | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Makassar, ............................2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan,
FKIP Unismuh Makassar

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

**SURAT KETERANGAN**
Nomor : 049/FKIP/05/A.5-VI/I/1446/2025

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama          : A. Ulfa Anggreni
NIM           : 10535 11093 18
Jurusan       : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 pada tanggal 23 - 24 Juli 2024 dalam rangka penyusunan skripsi dengan judul: *"The Students" Ability to Pronounce the English Affricates Consonant at Fourt Semester English Education Departement of Universitas Muhammadiyah Makassar.*

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

13 Rajab 1446 H
Makassar , ─────────────
23 Januari 2025 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـــم اللــه الرحمن الرحيـــم

## LETTER OF ACCEPTANCE
### 0951/BG-FKIP/LOA/B/I/1446/2025

Dear A. ULFA ANGGRENI

It is our pleasure to inform you that, after reviewing your paper:

THE STUDENTS' ABILITY TO PRONOUNCE THE ENGLISH AFFRICATES CONSONANT AT FOURTH SEMESTER ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS MUHAMMADIYAH MAKASSAR

The manuscript ID: 1702

Detail checklist:

| Checkpoint | Yes | No |
|---|---|---|
| The author has sent the manuscript by using the institutional email | √ | |
| the author has submitted the manuscript through the open journal system (OJS) | √ | |
| The manuscript according to the limitations or description of the journal | √ | |
| LoCT has been submitted by the author | √ | |
| The manuscript has followed the existing templates | √ | |
| The article processing charge (APC) has been submitted by the author | √ | |

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *2987-3959* ISSN (online) *2986-870X*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jals@bg.unismuhmakassar.ac.id*

Makassar, 28 January 2025 M
28 Rajab 1446 H

**Head of English Education Department**
**Faculty of Teacher Training and Education**

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 977 807

**PROGRAM STUDI**
**PENDIDIKAN BAHASA INGGRIS**
**TERAKREDITASI UNGGUL**
**LEMBAGA AKREDITASI MANDIRI**
BAN-PT
LAMDIK

# DOCUMENTATION



Picture 1 and 2. Share the questionnaire to the students and The Researcher explain about the purpose of this test



Picture 3 and 4. The Researcher interviews the students

# CURRICULUM VITAE

A.Ulfa Anggreni is a student of English Education Department of Faculty of Teacher Training and Education in Universitas Muhammadiyah Makassar. She was born on 30st March 2000 in Barru. She is the youngest child from the marriage of Andi Sukri and Nur Alam. She has 2 sisters. In 2006, she started in elementary school at SD Negeri 3 Mallawa, graduated in 2012. Then she continued junior high school at SMP Negeri 22 Barru and graduated in 2015. After that she continued to senior high school at SMA Negeri 4 Barru and graduated in 2018. While studied at senior high school she participated in the extra-school organization Pramuka. In 2018 and became a part of Pramuka Kwarcab Barru until now. She was accepted in Universitas Muhammadiyah Makassar as astudent English Education Department Faculty of Teacher Training and Education. While she was a student at the Universitas Muhammadiyah Makassar, she participated in an organization in UKM TALAS as dance coordinator. At the end of her study, she could finished her thesis in 2025 entitle "The Students' Ability To Pronounce The English Affricates Consonant At Fourth Semester English Education Department Of Universitas Muhammadiyah Makassar"