ANALYSING ENGLISH DEPARTMENT STUDENTS' MISPRONUNCIATIONS OF AFFRICATE CONSONANTS "/tʃ/ AND /dʒ/" AT THE BOSOWA UNIVERSITY

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirements the Degree of Education in English Education Department

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2025

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بسم الله الرحمن الرحيم

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Day / Date	Chapter	Note	Sign
24/05/2025	IV	tables in finding	
17/06/2025	IV	Remove raw date on finding	
		Revise some note on chapter IV	
16/06/2025	IV	- need view line findings with theory (findings base less)	
	V	conclude and suggestion	
18/06/2025		provide abstract	
26/06/2025		provide Abstract in Bahasa	
		- list of table.	
30/06/2025		Acc	

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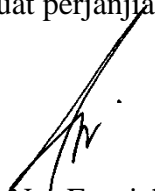Fakultas   : Keguruan dan Ilmu Pendidikan

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Nur Fauziah

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MOTTO

"Being criticized means having room to grow and become better."

DEDICATION

"I dedicate this thesis to myself, my beloved mother, my sister and my brother who

have been the best support system"

ABSTRACT

Nur Fauziah, 2025. *Analysing English Department Students' Mispronunciations of Affricate Consonants "/tʃ/ and /dʒ/" at Bosowa University*. Thesis of English Education Department Faculty of Teacher Traning and Education Universitas Muhammadiyah Makassar. Supervised by Herlina Daddi and St. Asmayanti AM.

This research investigates the mispronunciations of affricate consonants /tʃ/ and /dʒ/ among nine fourth-semester students in the English Department at Bosowa University. The research employed a qualitative descriptive design data were collected through documentation by obtaining students' speaking test recordings from the lecturer to identify the common mispronunciation and conducting semi-structured interviews with both students and the lecturer to identify the types of mispronunciations and the contributing factors. The researcher analyzed nineteen English words containing affricate consonants—nine with /tʃ/ and ten with /dʒ— to identify pronunciation errors. These errors were classified according to the SODA framework by Daymut (2009).

The findings revealed four types of pronunciation errors substitution, omission, distortion, and addition, with substitution being the most dominant. Several factors contributing to these errors were identified, including carelessness, interlingual interference, intralingual misunderstanding, and insecurity in pronunciation. Among these, the most significant factor was intralingual error, particularly the limited exposure to pronunciation practice.

Keywords: Affricate Consonants, Mispronunciation, SODA, English Departments Students'

ABSTRAK

Nur Fauziah, 2025. *Analisis Kesalahan Pengucapan Konsonan Afrikat "/tʃ/ dan /dʒ/" oleh Mahasiswa Jurusan Bahasa Inggris di Universitas Bosowa.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Herlina Daddi dan St. Asmayanti AM.

Penelitian ini bertujuan untuk menginvestigasi kesalahan pengucapan konsonan afrikat /tʃ/ dan /dʒ/ yang dilakukan oleh sembilan mahasiswa semester empat jurusan Bahasa Inggris di Universitas Bosowa. Penelitian ini menggunakan desain deskriptif kualitatif. Data dikumpulkan melalui dokumentasi berupa rekaman tes berbicara mahasiswa yang diperoleh dari dosen, untuk mengidentifikasi kesalahan pengucapan yang umum terjadi, serta melalui wawancara semi-terstruktur dengan mahasiswa dan dosen guna mengetahui jenis kesalahan pengucapan dan faktor-faktor yang mempengaruhinya. Peneliti menganalisis sembilan belas kata bahasa Inggris yang mengandung konsonan afrikat—sembilan dengan /tʃ/ dan sepuluh dengan /dʒ/—untuk mengidentifikasi kesalahan pengucapan. Kesalahan tersebut diklasifikasikan berdasarkan kerangka kerja SODA dari Daymut (2009).

Hasil penelitian menunjukkan bahwa terdapat empat jenis kesalahan pengucapan, yaitu substitusi, penghilangan, distorsi, dan penambahan, dengan kesalahan substitusi sebagai yang paling dominan. Beberapa faktor penyebab kesalahan tersebut antara lain kurangnya ketelitian, interferensi antarbahasa, kesalahpahaman intrabahasa, dan rasa tidak percaya diri dalam pengucapan. Di antara faktor-faktor tersebut, kesalahan intrabahasa menjadi faktor yang paling berpengaruh, khususnya karena terbatasnya latihan pengucapan.

Kata Kunci: Konsonan Afrikat, Kesalahan Pengucapan, SODA, Mahasiswa Jurusan Bahasa Inggris

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Praise and gratitude to God Almighty, who has given abundant grace and health, so that the researcher can complete this thesis with the title " *Analysing English Department Students' Mispronunciation of Affricate Consonants "/tʃ/ and /dʒ/" at the Bosowa University*", as one of the requirements to complete the Bachelor Program (S1) majoring in English. The researcher realizes that this thesis could not have been completed without the support, assistance, guidance and advice from various parties during preparation of this thesis. In this section, the researcher would like to express her sincere thanks to:

1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU the Rector of Universitas Muhammadiyah Makassar

2. Dr. Baharullah, M.Pd. the Dean of FKIP Universitas Muhammadiyah Makassar.

3. I would like to express my gratitude to Dr. Ummi Khaerati Syam, S.Pd., M.Pd. the head of English Education Study Program, and Ismail Sangkala, S.Pd., M.Pd. the secretary of the English Education Study Program, for their Invaluable assistance in managing files and for their insightful lectures.

4. I would also extends deepest gratitude to my first advisor, Herlina Daddi, S.Pd., M.Pd. and my second advisor, St. Asmayanti AM, S.Pd., M.Pd. for their invaluable guidance and assistance throughout the research process. Their patience, suggestions, motivation, and corrections were instrumental in

the completion of this thesis.

5. Dr. Sitti Maryam Hamid, S.Pd., M.Pd. as an academic advisor for 4 years who always provide support and direction to the researcher.

6. Dr. Restu Januarty Hamid, S.Pd.I., M.Pd. as the lecture of Bosowa University Makassar who has provided guidance during the research.

7. Thank you very much for all students of 2023 academic year English Education Department at Bosowa University who have helped researchers in conducting this research.

8. My beloved mother, Ismariyati AD who always fulfill researcher needs during college.

9. My beloved brother and sister, Muh. Fauzan and Nur Fikriyah who never stop praying and giving encouragement to the researcher.

10. My friends who have given a lot of love, help and support for me to be able to complete this thesis and have been with me before my studies, M. Naufal Yusuf, S.Sos , Dwi Mustika Amalia, S.Ak, Rizka Putri Utami, S.Tr.Ak, M. M, Wafiq Azizah, S.IP., M.AP,   Ine Shintia, S.I.Kom, and Dita Kristanty Pangemanan. S. Ak.

11. My classmates "Corazon Class 21" who always provided a lot of lessons, motivation and equal happiness during the study.

12. Last but not least, the researcher wants to thank herself for believing in herself that she can do all this hard work to finished this thesis well even though there were still some mistakes in it.

The researcher is fully aware that this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers. Hopefully, this research can be useful for readers and other researchers.

Makassar, 25 June 2025

Nur Fauziah

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CHAPTER I
INTRODUCTION

A. Background

A single mispronounced word can convert clarity into confusion, pronunciation is crucial for accurate language learning. According to Merriam-Webster the particular manner a person speaks a language, including phoneme articulation, stress, intonation, and rhythm, is known as pronunciation. According to Levis, (2018) intonation is crucial to pronunciation; despite an excellent knowledge of vocabulary and grammar, an incorrect accent could affect the intended meaning. Since proper pronunciation is essential for effective communication in both academic and professional context, this issue is particularly crucial for students majoring in English.

Mispronunciation has a serious impact on the effectiveness of student communication, especially in academic contexts. According to Al-khresheh, (2024) pronunciation errors can reduce the clarity of the information delivered, even if the grammar and vocabulary used are correct. An unclear pronunciation can affect other peoples' assessment of a student's ability to communicate effectively. In an increasingly connected global world, the ability to speak with clear pronunciation has become one of the primary skills, especially in interactions that involve English as an international language. Therefore, this research on the mispronunciation of affricate consonants was considered highly relevant as it assisted in improving the communication skills of students at the university level.

Pronouncing words correctly and clearly is important in education, particularly at the university level when students must convey their opinions in a clear and effective manner. Speaking tests are among the situations where these mispronunciations are most apparent. During speaking tests, students often have to speak in front of lecturers or class, which requires them to use spoken English with clear pronunciation. However, based on the researcher's observations, despite their progress in vocabulary and grammar acquisition, many English majors, particularly those in their fourth semester, are still having difficulty with pronouncing the affricate consonants /tʃ/ and /dʒ/. This phenomenon demonstrates that learning English pronunciation presents certain difficulties that should be carefully considered.

This research was conducted at Bosowa University, focusing on fourth-semester students majoring in the English Department. The selection of fourth-semester students as the subjects of this research was based on the researcher's observations. At this stage, the students were expected to have mastered the basics of correct pronunciation, considering they had already taken courses related to pronunciation, including phonetics and phonology. However, most of them still encountered difficulties in pronouncing affricate consonants. This issue was often evident during speaking activities, which were supposed to require clear and appropriate pronunciation. This difficulties could affect the students' ability to deliver their material effectively, particularly in class, seminars, or other academic contexts where accurate pronunciation was essential.

A number of previous studies have identified difficulties in pronouncing affricate consonants in Indonesian speakers who learn English. Maulina & Wennyta, (2021) showed that Indonesian speakers often have difficulty in pronouncing these affricate consonants because there are no similar sound equivalents in Indonesian. Research by Pennington & Rogerson-Revell, (2019) also revealed the importance of phonemic awareness in pronunciation learning, which allows college students to correct their pronunciation errors. However, despite many studies examining pronunciation errors in English language learners, more in-depth research on pronunciation errors of affricate consonants among Bosowa University students is still limited.

Several factors contribute to mispronunciations including the difference in phonetic system between the first language (Indonesian) and English, where Indonesian does not have affricate consonants such as /tʃ/ and /dʒ/. Anjani et al., (2023) stated that errors related to pronunciation among Indonesian learners and revealed that the learners tend to make more errors on the consonants. One of the most common pronunciation errors that students face is lack of ability to articulate affricate consonants, that includes /tʃ/ and /dʒ/. Most of the evidence points to the effect that despite passing through the second language learning process students are still deficient in the precise distribution of consonants as a result of their native language interference. As a result, students often to replace these sounds with more familiar sounds in Indonesian. The lack of exposure to correct pronunciation models and focused pronunciation exercises in university English courses negatively impacts

students' pronunciation skills. For instance, a study by Hoque et al., (2024) found that limited exposure to native speakers or authentic audiovisual materials makes it more difficult for students to pronounce words correctly, this condition worsened their language difficulties.

The pronunciation of words was critical for comprehensibility in English. Intonation abnormalities, especially those caused by interference, had been persistent problems for EFL learners, including English major students at the university level. Based on the findings from previous research and the researcher's observations, this study aimed to investigate how fourth-semester students of the English Department at Bosowa University pronounced the affricate sounds /tʃ/ and /dʒ/. The main focus of this study was to identified the common pronunciation errors and the contributing factors to the mispronunciation of the affricate consonants /tʃ/ and /dʒ/, as understanding the roots of these errors was considered essential in designing effective pronunciation instruction for Indonesian EFL students. Therefore, the researcher acknowledged the significance of accurate pronunciation in mastering the English language, particularly regarding affricate consonants, which played a crucial role in clear and effective communication. Then, the researcher focused on this issue and presented the study under the title: "Analysing English Department Students' Mispronunciations of Affricate Consonants /tʃ/ and /dʒ/ at the Bosowa University."

B. Problem Statement

Based on the background above, the researcher formulates problem as follows:

1. What are the common mispronunciations made by English Department students at Bosowa University when producing the affricate consonants /tʃ/ and /dʒ/?

2. What are the factors that contribute to the mispronunciation of the affricate consonants /tʃ/ and /dʒ/ by English Department students at Bosowa University?

C. Research Objective

Based to the problem statements above, the object of this research are as follow:

3. To identify the common mispronunciations made by English Department students at Bosowa University when producing the affricate consonants /tʃ/ and /dʒ/.

4. To identify the factors contributing to the mispronunciations of the affricate consonants /tʃ/ and /dʒ/ by English Department students at Bosowa University

D. Significance of the Research

The benefits of this research are as follows:

1. For Students

   This study provides insights into their common mispronunciations of affricate consonants /tʃ/ and /dʒ/, helping them become more aware of their pronunciation issues and work towards improvement for more effective communication in English.

2. For Lecturers

   The findings offer valuable information on specific pronunciation challenges faced by students, enabling lecturers to design targeted teaching strategies and interventions to address these issues.

3. For Other Researcher

   This study serves as a reference for further research on pronunciation errors, especially in the context of affricate consonants, and contributes to the broader understanding of phonetic and phonology.

E. Scope of the Research

   The research focuses on analyzing the mispronunciations of affricate consonants /tʃ/ and /dʒ/ among fourth-semester English Department students at Bosowa University. The scope of the research is limited to identifying common pronunciation errors and exploring the factors contributing to these pronunciation errors of affricate consonants /tʃ/ and /dʒ/. Specifically, the analysis examines the mispronunciation of /tʃ/ and /dʒ/ in initial, medial, final position based on students speaking test recording.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

Previous studies provide relevant insights that align with the present research topic, offering theoretical concepts that support this study. The study can be seen in this section:

First, the study conducted by A'yuni & Volya, (2024) aimed to analyze students' difficulties in pronouncing English affricate consonants, particularly /tʃ/ and /dʒ/, among students at the English Education Program of Universitas Jambi. The study involved 10 students found that 2 were categorized as high ability, 4 as average, and 4 as low ability in pronunciation skills. With an average score of 54, classified as poor according to Djumingin S. (2017:596), the findings reveal that students still struggle with pronunciation, particularly affricate consonants. From the test results, the researcher found that the most challenging consonant to pronounce is /dʒ/. This difficulty is largely attributed to language origin, which impacts their overall speaking proficiency.

Unlike A'yuni & Volya, (2024) who categorized students based on their pronunciation abilities, This research specifically identified the mispronunciations of /tʃ/ and /dʒ/ among English Department students at Bosowa University. It also analyzed the specific factors that influenced these mispronunciations, providing a more detailed understanding of the challenges faced by university-level learners.

Meanwhile, the research from Al-Hilou, (2023) that investigated Mispronunciation Problems of Affricate Sounds by Iraqi EFL Learners show that Iraqi EFL learners frequently mispronounce the English affricate sounds /tʃ/ and /dʒ/ due to limited exposure to English as a foreign language. The study involved a randomly selected sample of 100 first-year students from morning classes in the Department of English Language and Literature, College of Arts, and College of Education at the Universities of Baghdad and Mustansiriyah during the 2018–2019 academic year. The results revealed that in face-to-face learning, mispronunciations occurred in three positions: initial, medial, and final, with the highest percentage of errors for /tʃ/ in the final position and for /dʒ/ in the initial position.

Additionally, the study found that e-learning had a negative impact on affricate pronunciation, suggesting that students struggled more with pronunciation accuracy in virtual learning environments. In contrast to Al-Hilou, (2023), who examined affricate errors in both face-to-face and e-learning environments, This research focused on an in-depth analysis of affricate mispronunciations without comparing different learning modes.

Similarly, the research from Rambe, (2019) that investigated Error Analysis on the Students Pronunciation of Affricates Sounds at SMA Negeri 10 Medan indicate that first-year students at SMA Negeri 10 Medan made a total of 407 pronunciation errors in producing affricate sounds. Specifically, the errors were categorized into three main causes: 44 errors (10.09%) were classified as intralingual errors, 98 errors (22.47%) as interlingual errors, and

the majority, 295 errors (67.50%), were due to carelessness. The study employed a descriptive quantitative method, utilizing a teacher-made test consisting of 20 items, administered to 47 students. The analysis was conducted by calculating the percentage of students' pronunciation errors. The total correct responses amounted to 437 (9.34%), while incorrect responses totaled 407 (8.65%). These findings suggest that carelessness was the most significant factor contributing to students' pronunciation errors in affricate sounds.

Unlike Rambe, (2019), who focused on high school students at SMA Negeri 10 Medan, this research examined university students at Bosowa University in Makassar, who had varying levels of English exposure, learning environments, and linguistic backgrounds. Furthermore, while Rambe, (2019) employed a descriptive quantitative approach to calculate pronunciation errors, this study adopted a qualitative research design, utilizing documentation and interviews. Speaking test recordings collected from lectures were analyzed to identify error patterns and interview were conducted to found the factors contributing to the mispronunciation of the affricate consonants /tʃ/ and /dʒ/.

In conclusion, this research provided new insights by specifically analyzing the mispronunciations of affricate consonants /tʃ/ and /dʒ/ among English Department students at Bosowa University, distinguishing it from previous studies that focused on more general pronunciation abilities, different educational levels, or learning styles. This study employed a qualitative approach through documentation and interviews, using classroom speaking test

recordings to identify mispronunciations and the contributing factors to the mispronunciation.

B. Some Pertinent Ideas

1. Phonetics and Phonology

a. Phonology

According to Yule, (2019) phonology is the branch of linguistics that studies the sounds in a language, specifically how those sounds are organized and function within a particular language system. In contrast to phonetics, which focuses on the production and physical characteristics of sounds, phonology focuses on how sounds are used in communication including the rules and patterns that form the sound system in a language. Phonology assists in understanding how humans recognize, process and combine sounds to form words and meanings in everyday speech.

In phonology, there are two main branches, namely phonetics and phonemics. According to Ladefoged & Johnson, (2015) phonetics studies the physical aspects of sound, including how sounds are produced by the human speech apparatus (articulation), how sounds propagate as sound waves (acoustics), and how sounds are received and processed by listeners (auditory), all of which are the main focus in the study of phonetics. In other words, phonetics assists in understanding the variables that affect the way sounds are pronounced, heard, and understood in communication, as well as how these physical differences can lead to variations in pronunciation between speakers

of different languages.

Phonemics, on the other hand, focuses more on analyzing the role of sounds in a language, specifically how different sounds can differentiate word meanings. According to Yavas, (2020) phonemic studies the smallest unit of sound called phoneme, which is the sound that can distinguish meaning in a language, such as the difference between the words pas and bas in Indonesian. Meanwhile, in the context of this study of affricative mispronunciations, phonetics provides insight into how sounds such as /tʃ/ and /dʒ/ are produced and articulated.

b. Phonetics

Phonetics is a branch of phonology that focuses on the physical properties of speech sounds, including their production, transmission, and perception. According to Katz & Assmann, (2019) phonetics explores how the articulation of the speech organs—the tongue, lips, and voice cords—forms the sounds of speech. This area of study additionally explores at how these sounds shift as vibrations and how certain components, including amplitude and frequency, affect how they are conveyed. Furthermore, phonetics explores how the auditory system interprets and identifies spoken language after processing these vibrations. Phonetics offers important insights into the workings of human communication by examining these factors.

According to Davenport & Hannahs, (2020) phonetics can be divided into three main areas: articulatory, acoustic, and auditory phonetics. The field

of articulatory phonetics explores how a variety articulators form sounds and focuses on the physiological processes involved in speech sound generation. In contrast, acoustic phonetics examines how the physical features of sound waves such as their pitch, power, and duration that affect how people comprehend speech. In addition, auditory phonetics explores how these sounds are interpreted and processed by the human ear, providing information on language understanding and recognition of speech. Phonetics provides a comprehensive understanding of the science behind spoken language through these classifications.

1) Articulatory Phonetics

A subfield of phonetics known as "articulatory phonetics" focuses on the function and synchronization of different speech organs to investigate the physical processes that produce speech sounds. According to Benedetto & De Nardis, (2021) articulatory phonetics allows for a more thorough comprehension of particular sound categories, such as affricate consonants, by classifying sounds according to their production. The articulation of affricates, especially the sounds /tʃ/ and /dʒ/, is complicated and involves a short halt followed by a fricative release. This sequence uses the tongue, alveolar ridge, and other speech organs. This thorough analysis of articulation processes helps researchers identify patterns and possible difficulties that students could have correctly pronouncing certain sounds.

CONSONANTS (PULMONIC)   © 2015 IPA

Figure 2. 1 IPA Chart

The IPA chart organizes pulmonic consonants based on their place and manner of articulation, essential aspects of articulatory phonetics. Consonants are categorized according to where they are produced in the vocal tract, such as bilabial, alveolar, or velar, and how they are articulated, including plosive, nasal, fricative, and approximant sounds. Plosives like /p/ and /b/ involve a complete closure followed by a sudden release of airflow, while fricatives such as /ʃ/ and /ʒ/ are formed by narrowing the vocal tract to create turbulent airflow. Additionally, the chart features trills, taps, and lateral sounds, showcasing the range of speech sounds across languages. Affricates, such as /tʃ/ and /dʒ/ in the post-alveolar section are classified under fricatives because they consist of a plosive followed by a fricative at the same place of articulation. Unlike the modified IPA chart that explicitly categorizes affricates, the official IPA chart does not designate a separate section for them, as they are considered phonetic sequences rather than distinct consonant types.

Analyzing mispronunciations among English department students

requires an understanding of the articulatory properties of affricate consonants. Articulatory phonetics offers a framework for identifying particular challenges related to affricates through an investigation at the physiological and mechanical elements of sound creation. This method, as indicated by Ladefoged & Johnson, (2015), enables researchers to examine whether articulational features may be contributing to errors, whether as a result of interference from native language phonetic structures or a lack of knowledge with the movement patterns. Thus, in addition to helping identify pronunciation issues, articulatory phonetics provides information that can guide efficient teaching methods for enhancing affricates pronunciation in English language learners.

2) Acoustic Phonetics

Understanding people's pronunciation difficulties requires an understanding of acoustic phonetics, especially when examining affricate consonants like /tʃ/ and /dʒ/. In order to differentiate between various sounds, this subfield examines the physical characteristics of spoken sounds, such as frequency, intensity, and duration. For example, studies by Ezzat & Hassan, (2019) show that /tʃ/ usually has a higher frequency spectrum than /dʒ/, which can have a big impact on how learners hear and produce these sounds.

Studying the auditory characteristics of affricates can make it easier to identify student mispronunciation tendencies. Teachers have to incorporate acoustic analysis in their teaching methods since these characteristics affect the

precision and clarity of pronunciation. Researchers can assess how successfully students articulate these consonants in comparison to native speakers by looking at the frequency and duration of the affricate sounds. In particular, an acoustic analysis by Al Abdely & Hardan, (2021) revealed the durational discrepancies between fricatives and their matching affricates, offering insights into the phonetic difficulties that students encounter.

3) Auditory Phonetics

Auditory phonetics focuses on how sounds are perceived by the human ear and processed by the brain, which is essential for understanding pronunciation difficulties, particularly in distinguishing similar sounds like affricates /tʃ/ and /dʒ/. While acoustic phonetics examines the physical properties of sounds, auditory phonetics highlights the perception aspect, where learners' auditory systems interpret sound variations. For instance, a study by Fouz-González & Mompean, (2021) explored the potential of phonetic symbols and keywords as labels for perceptual training, demonstrating that both methods are effective in helping learners differentiate between similar sounds. According to Ladefoged & Johnson, (2015) auditory phonetics explores the auditory cues that enable listeners to differentiate between sounds based on pitch, loudness, and quality.

In the case of affricates, students may struggle to distinguish /tʃ/ and /dʒ/ due to their close auditory similarities, leading to mispronunciation. Factors such as the learners' native language background can influence their

auditory discrimination abilities. For instance, a study by Millet et al., (2021) demonstrated that native language experience affects the perception and discrimination of non-native vowel sounds, highlighting the impact of linguistic background on auditory processing. It means languages that do not have distinct affricate sounds may hinder learners' ability to perceive and produce these sounds accurately. Furthermore, auditory analysis allows researchers to identify whether mispronunciations stem from the inability to hear subtle differences in sound duration and intensity. Stropahl et al., (2020) found that while some auditory training methods may not directly translate to real-world benefits, structured auditory exercises can enhance auditory processing and improve performance in non-trained tasks after intensive practice.

2. Affricate Consonants

a. Definition of Affricate consonants

According to Roach, (2009) Affricate consonants are a unique category of speech sounds that combine the characteristics of stops and fricatives. Yule, (2019) states that affricate consonants are characterized by smoother and more complex sounds because it is involve gradual closure and opening of the vocal tract. in other words, the production of these sounds requires very precise coordination in the closure and opening of the vocal tract, which results in smoother and more complex sounds. Because of this gradual transition

between the two sounds, affricate consonants are more complicated than other consonants, posing a challenge for language speakers who are unfamiliar with such sound combinations.

b. Manner and Place of Articulation of an Affricate Sound

The post-alveolar place of articulation is where the affricate consonants /tʃ/ and /dʒ/ are articulated. According to Rambe, (2019) post alveolar or Palato sound is produce when the tip or blade of the tongue makes contact with the alveolar ridge, while the front part of the tongue simultaneously rises towards the hard palate. Examples of sounds in English that fall into this category are /ʒ/, /ʃ/, /tʃ/, and /dʒ/. This indicates that the tip tongue close to the front of the hard palate, just behind the alveolar ridge, to make the sounds. For example, the most common affricate consonants are found in words like *chair* and *judge*. According to Gussenhoven & Jacobs, (2017) these sounds are produced by initially stopping the airflow at the alveolar ridge and then releasing it with fricative-like turbulence which is a key aspect of the place of articulation of affricates, specifically at the alveolar ridge.

post-alveolar
tongue behind alveolar ridge

/tʃ/ choose
/dʒ/ jet
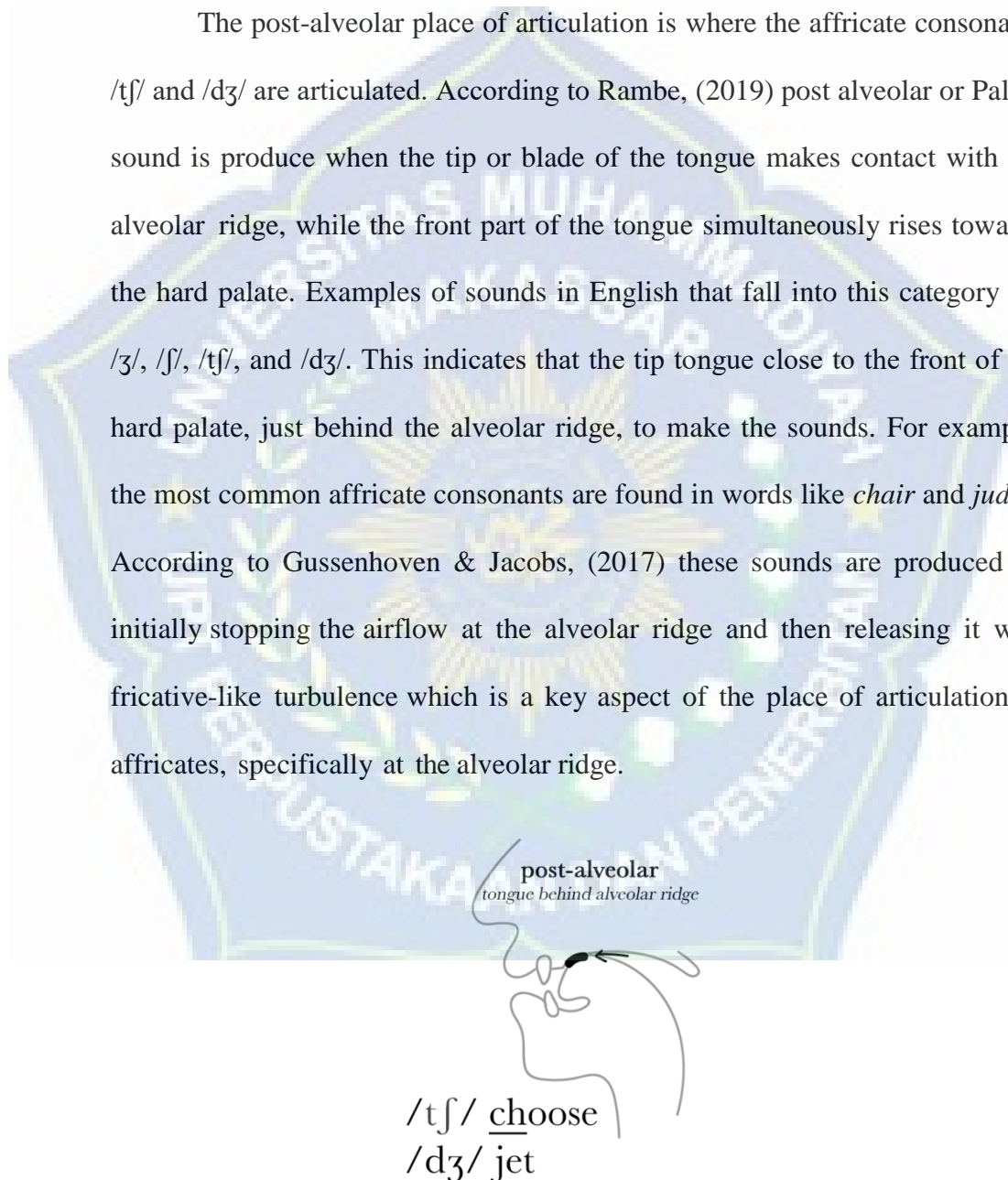
Figure 2. 2 Place of articulation. Source: (The Sound of English, n.d.)

The manner of articulation of affricate consonants begin with a complete blockage of airflow in the vocal tract, similar to stop consonants, and are followed by a gradual release through a small constriction, creating the turbulent airflow characteristic of fricatives (Irawan, 2019). Similar to the stop /t/, the affricate /tʃ/ starts as a complete block of air and then blends into a fricative release through a small constriction, producing the turbulent airflow of /ʃ/. The production of /tʃ/ involves pressing the tongue against the post-alveolar region to momentarily stop the airflow, followed by a gradual release that creates the characteristic friction of /ʃ/.

As a result, words such as *chair*, *church*, *match*, and *teacher* have the characteristic sound of /tʃ/. With the addition of vocal cord vibration, the voiced affricate /dʒ/ also has the same articulation process as /tʃ/, starting with a plosive (full block of air) and immediately transitioning into a fricative (half block). To produce /dʒ/, the tongue initially makes firm contact with the post-alveolar area, fully stopping the airflow, and then releases it smoothly into the fricative /ʒ/ while the vocal cords vibrate. Words such as *judge*, *juice*, *bridge*, and *giant* have the voiced affricate /dʒ. As illustrated in the image below:
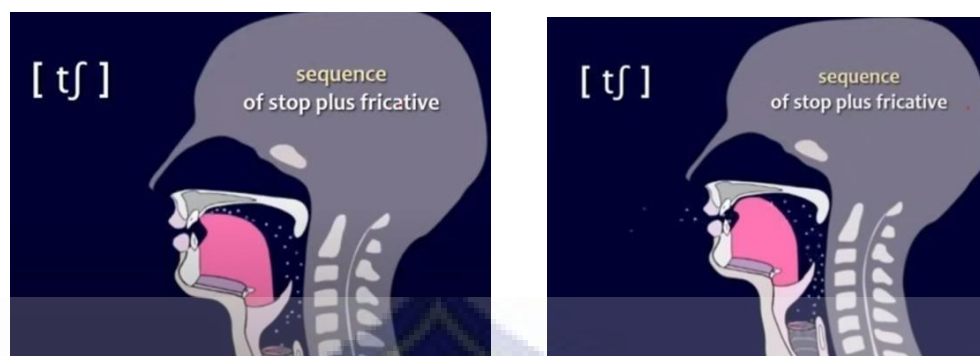
Figure 2. 3 Manner of articulation. Source : (Ubc VISIBLE SPEECH, 2015)

c. Voice Characteristics of Affricate Consonants /tʃ/ and /dʒ/

Affricate consonants have different voice characteristic. According to Anjani et al., (2023) the voiceless affricate consonant /tʃ/ is generated without vocal fold vibration, giving words like *church* and *chocolate* a clear and sharp sound. This characteristic assists in identifying /tʃ/ from its voiced similar /dʒ/. However, some students may accidentally add vibration, which might miss the pronunciation. To avoid blending with closer vowels, the fricative production must be controlled in medial positions including *teacher* and *kitchen*. Furthermore, /tʃ/ has clear produce at the end of words such as *match* and *watch*, although informal speech may soften or absence which could result in misunderstandings.

In contrast, the voiced affricate consonant /dʒ/ differs from /tʃ/ because it involves vocal fold vibration. According to Saito et al., (2018), this vibration assures the voiced quality of words including *judge* and *jungle* by occurring right after the stop stage. However, many students found it difficult to continue using this vibration and often substitute /tʃ/ or /dz/ for /dʒ/, which could reduce

clarity. Providing the vibration is important for keeping the intelligibility in medial positions, such as *adjust* and *major*. The vibration gradually reduces toward the ending of words such *bridge* and *knowledge*, but some students may completely skip it, which can result in mispronounced the words. The table below provides examples of words containing /tʃ/ and /dʒ/ in different positions to further illustrate how these affricate consonants are pronounced in English.

d. Origins of Affricate Consonants in English

   After discussing the distinction between voiced and voiceless affricate consonants, it is important to highlight how these sounds, such as /tʃ/ and /dʒ/, came to be incorporated into the English language. The phonetic inventory of English was significantly affected by this process of sound borrowing, particularly during the Middle English era when other languages like French and Latin were spoken. Ladefoged & Johnson, (2015) state that because of the historical process of linguistic borrowing, the English affricate consonants /tʃ/ and /dʒ/ originate from a variety of languages. Despite being made a Germanic language, English's phonetic system includes sounds from Latin and French, particularly via encounters with these languages through the Middle English period. The /tʃ/ sound was created by French loanwords such chair and choice, while the /dʒ/ sound was borrowed from words such judge and age. These affricates represent a unique phonological feature. that improves the English consonantal system because they share characteristics with both plosives and fricatives.

Roach, (2009) states that in besides French, a number of other languages have also impacted how affricates are used in English. The consonants /tʃ/ and /dʒ/ are found in Italian loanwords such cello and gelato, and they are further strengthened in words from Slavic-derived languages. The dynamic character of English is demonstrated by this phonological adaptation, which adapts to new sound patterns throughout history. The historical adaptability and international contacts of the English language are as a result in affricates. English language learners can identify pronunciation errors and improve a deeper understanding of the language's historical development by knowing the origins of particular sounds.

3. **Pronunciation Error**

Pronunciation error refers to the incorrect articulation of sounds in spoken language, often leading to misunderstandings in communication. This happens when spoken words do not align with the expected pronunciation, causing variations that may affect clarity and comprehension. Tulaktondok, (2016) stated that errors related to pronunciation among Indonesian learners and revealed that the learners tend to make more errors on the consonants.

According to Wangi & Lestari, (2020), pronunciation errors are particularly common among non-native speakers as they attempt to adapt to the phonetic system of English, which includes sounds that may be challenging to articulate accurately. Furthermore, According to Daymut, (2009), as cited in Wangi & Lestari, (2020) Pronunciation errors can be systematically

categorized into four types: Substitution, Omission, Distortion, and Addition (SODA). Understanding these categories helps language learners and educators identify specific difficulties and implement targeted correction strategies.

a. Substitution

Substitution occurs when learners replace a target sound with another, often one that is easier to pronounce or exists in their native language. For instance, students might pronounce "church" as /cɜrt/, substituting /tʃ/ with /s/, or "judge" as /jʌdʒ/, replacing /dʒ/ with /j/. Recent studies have highlighted that such substitution errors are common among English learners, particularly with consonant sounds, affecting their overall pronunciation accuracy. Pratiwi et al., (2024) found that students frequently substitute difficult English phonemes with those from their native language, leading to intelligibility issues in reading aloud. These errors indicate that phonological transfer plays a significant role in learners' pronunciation challenges, requiring targeted phonetic instruction to improve pronunciation skills.

b. Omission

Omission occurs when learners omit necessary sounds in a word, leading to unclear or incomplete pronunciation. For example, pronouncing "judge" as /dʒʌ/ without the final /dʒ/, or "church" as /tʃɜr/ omitting the final /tʃ/. Omission errors frequently occur when students struggle with final consonants or consonant clusters, especially in unstressed syllables, resulting in speech that sounds unnatural or fragmented. For instance, a study by

Fartizan et al., (2024) found that omission errors accounted for 16.16% of pronunciation mistakes among postgraduate students, often due to incomplete application of pronunciation rules

c. Addition

Addition errors involve inserting extra sounds not present in the correct pronunciation of a word. For example, learners may pronounce "judge" as /dʒədʒ/ by adding an unnecessary vowel /ə/ or say "church" as /tʃʌrtʃə/ with an extra /ə/ sound. Recent studies have shown that such errors often stem from the phonotactic constraints of a learner's native language, where certain sound sequences are uncommon or non-existent, prompting learners to insert additional sounds to conform to their linguistic framework. For instance, Alderete & Tupper, (2018) explain that some English words have phonological patterns that do not align with the phonological constraints of learners' native languages, leading to insertion errors.

d. Distortion

Distortion errors occur when learners produce sounds that are close to the target pronunciation but still incorrect, leading to unclear or unrecognizable speech. For instance, pronouncing "church" as /tsɜrtʃ/, where /tʃ/ is incorrectly articulated as /ts/, or blurring the vowel quality in "judge," rendering it unintelligible. Recent studies have highlighted that such errors often stem from inaccurate articulation, particularly due to incorrect tongue placement or airflow control, resulting in speech that is difficult to comprehend. For

example, Yan et al., (2020) developed an end-to-end mispronunciation detection system that addresses both categorical and. non-categorical errors, including distortions, to provide better feedback for language learners.

4. Factors Contributing to Pronunciation Errors in Affricate Sounds

Pronunciation errors in affricate sounds, such as /tʃ/ and /dʒ/, are common among English learners, particularly those whose first language does not include these phonemes Yule, (2019).Various factors contribute to these mispronunciations, affecting students' ability to produce the correct sounds. This sub-chapter discusses specific factors that cause pronunciation errors in affricate sounds. According to Rambe, (2019) there are three main factors covered are carelessness, interlingual error, and intralingual error. In addition A'yuni & Volya, (2024) also found that insecurity in pronunciation is one of the factor that contribute in mispronouncing affricate sound. Each factor plays a unique role in shaping how students perceive and produce affricate sounds.

a. Carelessness

Carelessness is one of the major factors contributing to affricate sound mispronunciation. According to Rambe, (2019) students often do not pay much attention to pronunciation accuracy during classroom learning or examinations, leading them to neglect efforts to improve their mistakes. This attitude may stem from the assumption that pronunciation is not a primary aspect of learning English, as well as the lack of corrections from teachers, which results in students becoming accustomed to these errors. For example student who is

reading aloud in class may pronounce the word "church" as "curt" without realizing the mistake. Since neither the teacher nor classmates correct it, the student continues using the incorrect pronunciation in daily conversations.

b. **Interlingual Error**

Another contributing factor is interlingual error, which arises due to the influence of students' first language on their pronunciation of affricate sounds in English. Rambe, (2019) states that students tend to replace the /tʃ/ and /dʒ/ sounds with those that align more closely with their native phonological system, as they are not accustomed to these sounds in their daily conversations. Consequently, they unconsciously apply their first language pronunciation patterns as a strategy to overcome phonological difficulties in English, causing these errors to persist. For example, An Indonesian student might pronounce "judge" as "jadge", influenced by the Indonesian pronunciation of the letter "j." Similarly, "chicken" might be pronounced as "ciken", reflecting their familiarity with the Indonesian "c" sound.

c. **Intralingual Error**

Intralingual errors also play a role in affricate sound mispronunciation. These errors occur because students are still in the process of learning English and have not yet fully grasped its phonological rules. As Rambe, (2019) explains, these mistakes often arise due to overgeneralization, where students apply a single pronunciation rule to all words without considering the variations in English pronunciation. As a result, they struggle to adapt to

phonological exceptions, leading to persistent mispronunciations of affricate sounds even after gaining a basic understanding of the English language. For example, a student who learns that "chef" is pronounced /ʃɛf/ might assume that "cheese" follows the same pattern, leading them to pronounce it as /ʃi:z/ instead of /tʃi:z/. Similarly, after learning that "go" has a hard /g/ sound, they might mistakenly apply the same rule to "gentle", pronouncing it as /gɛntəl/ instead of /dʒɛntəl/.

d. Insecurity in Pronunciation

Additionally, insecurity in pronunciation further contributes to mispronunciation. According to A'yuni & Volya, (2024), some students feel insecure when they mispronounce words in English. The fear of making mistakes discourages them from trying, making it difficult for them to develop their pronunciation skills. This psychological pressure creates confusion between their native pronunciation system and English, further exacerbating errors in affricate consonant pronunciation. For example a student who struggles to pronounce "chocolate" correctly might avoid saying it altogether, opting for simpler words like "candy" instead. Similarly, a student who once mispronounced "judge" in class and received laughter from peers may hesitate to speak in English, further limiting their pronunciation practice.

C. Conceptual Framework

Figure 2. 4 Conceptual Framework
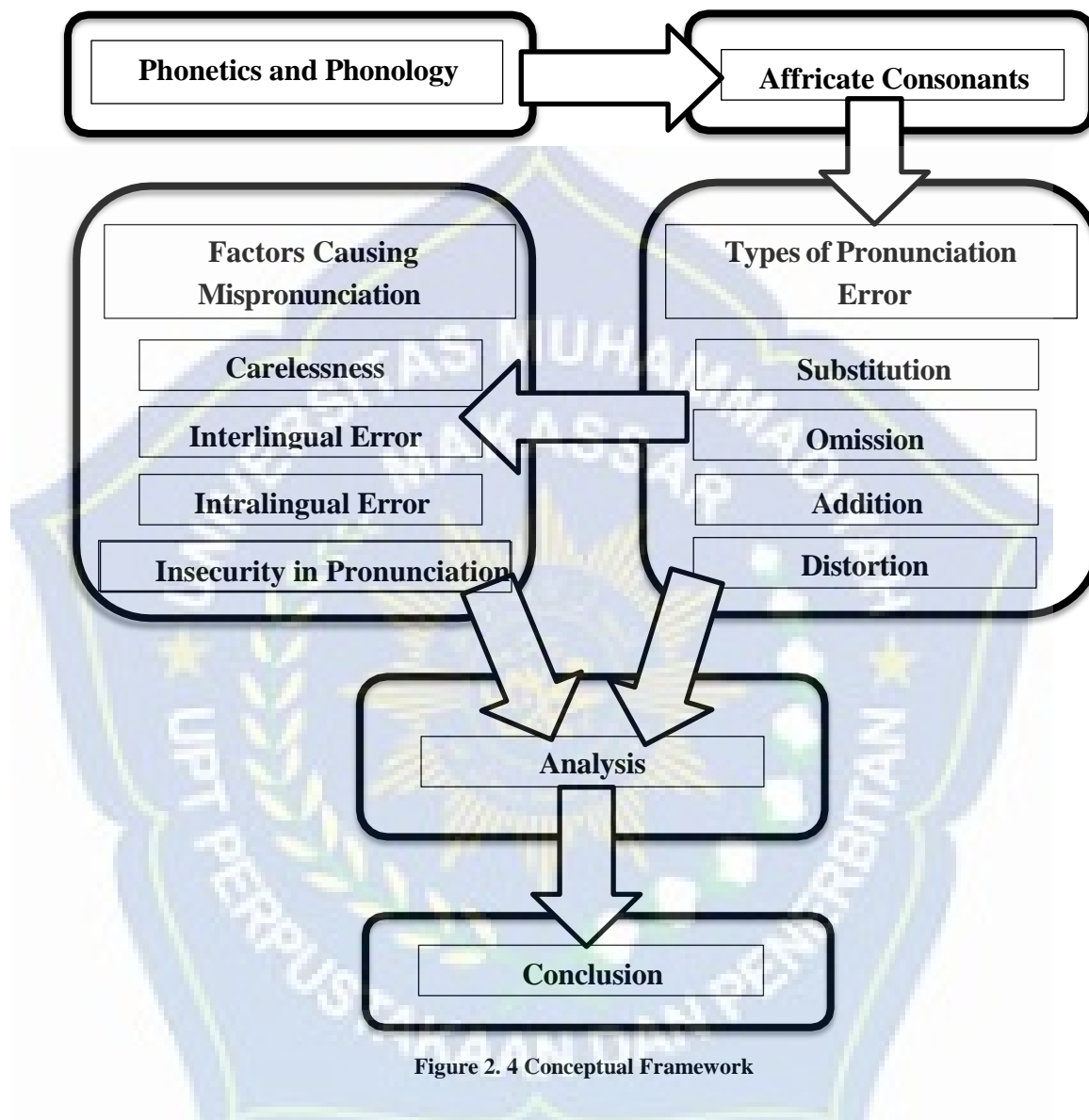
This research was based on Phonetics and Phonology, specifically focusing on the mispronunciations of the affricate consonants /tʃ/ and /dʒ/. Phonetics and Phonology theories served as the foundation for analyzing how these sounds were produced, perceived, and systematically structured in

speech, assisting in the identification of mispronunciation patterns and their contributing factors. These mispronunciations were classified into four main types: substitution (replacing one sound with another), omission (omitting a sound), addition (adding an extra sound), and distortion (altering the intended sound). Several factors contributed to these pronunciation errors, including carelessness (lack of attention), interlingual errors (influence from the first language), intralingual errors (misunderstanding of target language rules), and insecurity in pronunciation (lack of confidence in pronunciation). The data were analyzed to identify the most dominant mispronunciation patterns, enabling this study to determine the primary factors contributing to these errors. The results of the data analysis were used to draw conclusions, with additional insights provided by the researcher to offer a more comprehensive understanding of the findings.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design for this research employs a qualitative with a descriptive approach to analyze linguistic phenomena in depth. According to Silverman, (2004), qualitative research design provided a more detailed understanding of the data in a natural context. The main focus of this qualitative research was to investigate the common mispronunciations made by English Department students at Bosowa University when producing the affricate consonants /tʃ/ and /dʒ/, as well as to identify the factors that contributed to these mispronunciations.

B. Research Subject

This research involved fourth-semester students from the 2023 academic year at Universitas Bosowa Makassar as research subjects. The selection of subjects was based on purposive sampling, which was applied to meet the specific needs of the research. According to Campbell et al., (2020), purposive sampling was a non-random sampling technique where participants were intentionally selected based on specific characteristics relevant to the research objectives. The research subjects consisted of nine fourth-semester students from the English Education Department who had completed the Pronunciation, Phonetics and Phonology courses, which were expected to

provide them with a strong foundation in English pronunciation, particularly in producing the affricate consonants /tʃ/ and /dʒ/.

C. Research Instrument:

The research instruments were utilized to systematically collect data and ensure the validity and reliability of the findings. Research instruments referred to tools or techniques employed by researchers to measure the phenomenon under investigation. According to Creswell, (2014), research instruments in qualitative research typically included interviews, observations, and documents. The primary function of these instruments was to identify patterns, analyze data, and provide interpretations based on the information obtained from research subjects. In this research, documentation and interviews were used as research instruments.

1.   Documentation

The researchers utilized documentation as a method to collect data. According to Creswell and Creswell (2017) , documentation was a data collection technique that involved gathering information from existing records, archives, and other documented materials to support research findings. Documentation was conducted by examining the records of speaking tests administered by lecturers in the relevant courses. This analysis focused on specific words containing the affricate consonants /tʃ/ and /dʒ/, as outlined in the research scope. The analysis process included several steps: collecting data from the records of speaking tests, transcribing students' pronunciation using

phonetic scripts, and identifying pronunciation errors, which were categorized into common types of mispronunciation.

2. Interview

As a research tool, interview were applied to identify the contributing factors to the mispronunciation of affricate consonants /tʃ/ and /dʒ/ by students in the English Department at Bosowa University. Semi-structured interviews were conducted with purposively selected subjects to gain deeper insights into the difficulties students encountered in pronouncing these consonants. According to DeJonckheere & Vaughn, (2019) semi-structured interviews provided researchers with the flexibility to explore participants' experiences in depth, resulting in richer and more contextualized data. The interview process involved preparing open-ended questions that specifically addressed the factors influencing the mispronunciation of affricate consonants. All responses were recorded, transcribed, and analyzed to identify the causes of these mispronunciations.

D. Procedure of Data Collection

Data were collected through documentation and interviews involving fourth-semester students of the English Education Study Program at Bosowa University. The data collection procedures were as follows:

1. The researcher requested permission to conduct the research at Bosowa University, specifically in the English Department's fourth-semester class.

2. The researcher collected students' speaking test recordings from the lecturers of relevant courses.

3. The researcher identified and selected all nine students in the fourth semester in English Department as the subjects of the research based student speaking test recordings.

4. The researcher explained the purpose of the study, the data collection process, and how the findings would be used to ensure transparency and obtain informed consent from the subjects.

5. The researcher observed the students to determine the appropriate time for the interviews.

6. The researcher conducted semi-structured interviews with selected students to gain insight into the specific factors contributing to their mispronunciations.

7. The researcher analyzed, categorized, and interpreted the data from both instruments and included their perspective in the data interpretation.

E. Data Analysis

The data were analyzed using Miles and Huberman's data analysis model. According to Miles & Huberman, (1984), there were four interrelated steps of data analysis: data collection, data reduction, data display, and conclusion drawing.

a. **Data Collection**

Data in this research were collected through document analysis and interviews. Speaking test recordings were obtained from lecturers of relevant courses as pronunciation samples. Additionally, the interviews were conducted with selected students to explore specific factors contributing to their mispronunciations. All responses were recorded to ensure accuracy in data analysis.

b. **Data Reduction**

In this phase, irrelevant or redundant data were filtered to ensure focus on essential findings. Students' speaking test recordings were systematically transcribed to identify and categorize pronunciation errors. Similarly, interview responses were analyzed to extract insights related to pronunciation challenges. The raw interview data were transcribed and organized to remove irrelevant information and focus on the essential responses related to the factors influencing mispronunciation of affricate consonants.

c. **Data Display**

After data reduction, the data were organized into structured formats to facilitate interpretation. Pronunciation errors were categorized into types such as substitution, omission, and distortion, and were presented in tables to illustrate common mispronunciation patterns among students. Additionally, interview findings were displayed based on key themes to highlight students' challenges and learning strategies in pronunciation. The interview data were

classified based on recurring themes such as carelessness, interlingual error, intralingual error, and insecurity in pronunciation.

d. Conclusion Drawing

In this final step, the findings from the analysis were interpreted to identify the specific types of mispronunciations students made and to understand the main factors influencing their mispronunciations of affricate consonants. The pronunciation errors were reviewed to determine whether they involved substitution, omission, addition, or distortion. Additionally, the key themes from the interviews were analyzed to gain deeper insights into the causes of these errors. The conclusions were compared with previous research to provide a broader perspective. Finally, the results of this research helped suggest practical strategies to improve pronunciation teaching and support students in overcoming their difficulties.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings from the analysis of data collected through students' speaking test recordings and semi-structured interviews with nine fourth-semester English Department students at Universitas Bosowa Makassar. The analysis is divided into two parts: the first identifies the common types of mispronunciations of affricate sounds using the SODA framework (Substitution, Omission, Distortion, Addition), and the second explores factors contributing to these errors based on interview responses.

1. Mispronunciations Made by English Department Students in Producing the Voiceless Post-Alveolar Affricate Consonant "/tʃ/" and Voiced Post-Alveolar Affricate Consonant "/dʒ/"

Based on the results of the speaking test recording from the lecture, the researcher identified four types of mispronunciations made by the students when producing the affricate consonants /tʃ/ and /dʒ/. These types include substitution, omission, addition, and distortion. For a more detailed analysis of the observed mispronunciations, refer to the table and explanation provided below:

Table 4. 1 Students' Mispronunciations of the Word "Church" (/tʃɜːrtʃ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Church /tʃɜːrtʃ/	AI	/tʃɑrts/	Substitution
	MHR	/kɜːrtʃ/	Substitution
	MAA	/kertʃ/	Substitution
	NHT	/croʊz/	Substitution
	NIN	/kɔrtʃ/	Substitution

The table above illustrates various mispronunciations of the word *church* (/tʃɜːrtʃ/) made by five students. Each student produced a different version that deviated from the correct pronunciation. For instance, student AI pronounced the word as /tʃɑrts/, replacing the central vowel /ɜːr/ with /ɑ/ and the final affricate /tʃ/ with /ts/. This type of error is classified as substitution, where a sound is replaced by another incorrect sound. Similarly, MHR substituted the initial affricate /tʃ/ with the plosive /k/, resulting in /kɜːrtʃ/. MAA also replaced the /tʃ/ with /k/ and changed the vowel to /e/, producing /kertʃ/. These mispronunciations suggest that the students may have difficulty identifying and producing the affricate sound /tʃ/ and the mid-central vowel /ɜːr/ correctly.

In addition, student NHT pronounced the word as /croʊz/, which is significantly different from the standard pronunciation. The initial /tʃ/ was replaced with /c/, the vowel sound was modified, and the final /tʃ/ was changed to /z/, indicating multiple sound substitutions. This may reflect a lack of familiarity with the phonological structure of the word. Lastly, NIN produced /kɔrtʃ/, which also shows substitution of the initial sound and a slight variation in the vowel. All of the mispronunciations listed in the table are categorized as substitution errors, showing a

consistent pattern of replacing the target sounds with more familiar or easier ones,

particularly in producing affricate and central vowel sounds.

Table 4. 2 Students' Mispronunciations of the Word "Chiseled" (/ˈtʃɪzəld/)

Word	Students	Mispronunciation	Types of Mispronunciation
	AD	/ˈtʃɪz.li/	Substitution, Omission
	AI	/ˈtʃezəld/	Distortion
	MHR	/ˈciːzəl/	Substitution
Chiseled	MAA	/ˈkæslɪt/	Substitution
/ˈtʃɪzəld/	NA	/ˈkɪsəl/	Substitution
	NHT	/ˈcɪzleɪt/	Substitution
	NIN	/ˈtʃezlɛt/	Substitution
	SL	/ˈciːzəl/	Substitution

The table above presents the mispronunciations of the word *chiseled*

(/ˈtʃɪzəld/) produced by seven students. The majority of the errors are categorized as

substitution, while one case is classified as distortion. Student AD pronounced the

word as /tʃɪz.li/, in which the affricate /tʃ/ and fricative /z/ are retained, but the final

/d/ is replaced with /i/, and the schwa /ə/ is omitted. This shows a simplification of the

word ending. Student AI produced /tʃezəld/, which represents a distortion error. In

this case, the sounds /tʃ/ and /z/ are preserved, but the vowel /ɪ/ is inaccurately

articulated as /e/.

Students MHR and SL produced /ci:zəl/ and /cizəl/, respectively. Both

replaced the initial /tʃ/ with /c/ and simplified the ending, possibly merging or

omitting the final /d/ sound. These forms represent typical substitution errors. In the

case of MAA and NA, the mispronunciations /kəzəl/ and /kʌzl/ indicate that the

initial affricate /tʃ/ was replaced by /k/, and the fricative /z/ was replaced by /s/. These

substitutions significantly change the word's phonological structure, reflecting a complete replacement of the initial and medial sounds.

Furthermore, students NHT and NIN pronounced the word as /cizlet/ and /tʃəzlet/, which included an substitute syllable in the original word. While retained the /z/ sounds, but substitute the ending / tʃ / to /c/, and in NIN's case, the /l/ was retained but shifted position, while the final /d/ was replaced with /t/. These complex substitutions and syllable modifications suggest confusion with the correct word structure and the articulation of consonant clusters.

Table 4. 3 Students' Mispronunciations of the Word "Charcoal" (/ˈtʃɑːrkoʊl/)

Word	Students	Mispronunciation	Types of Mispronunciation
Charcoal /ˈtʃɑːrkoʊl/	AD	/ˈsaː.kəl/	Substitution
	MAA	/ˈkɔrsəl/	Substitution
	NHT	/ˈkəːrkɑl/	Substitution
	NIN	/ˈkəːrkɑl/	Substitution
	SL	/ˈtʃɜːrcɪl/	Substitution

The table above displays the mispronunciations of the word *charcoal* (/ˈtʃɑː.kəʊl/) as produced by five students, all of which are categorized as substitution errors. Student AD pronounced the word as /ˈsaː.kəl/, in which the initial affricate /tʃ/ was replaced by the fricative /s/ and the vowel /ɑː/ was retained but misplaced in stress. The diphthong /əʊ/ was simplified into the monophthong /ə/. This indicates segmental substitutions and stress misplacement. Student MAA produced /ˈkɔrsəl/, where /tʃ/ was substituted by /k/, and /ɑː/ was changed into /ɔ/, while the medial /k/ shifted to a fricative /s/, reflecting a full phonemic restructuring.

Students NHT and NIN shared the same mispronunciation: /ˈkəːrkɑl/. In both cases, the initial **/tʃ/** was replaced with **/k/**, and the syllable stress was shifted. The

vowels were altered, particularly the diphthong /əʊ/, which no longer appears in the output, and /ɑ:/ was maintained but stressed differently. These forms also reflect full substitution errors due to multiple segmental changes and stress distortion. Student SL pronounced the word as /ˈtʃɜːrcɪl/, which phonetically resembles the word *Churchill.* Although the initial affricate /tʃ/ is retained, the entire second syllable is replaced with /tʃɪl/, and the vowel /ɑ:/ is substituted by /ɜ:/. This represents a substitution error through syllable replacement and vowel alteration.

Table 4. 4 Students' Mispronunciations of the Word "Enchanting" (/ɪnˈtʃæntɪŋ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Enchanting /ɪnˈtʃæntɪŋ/	AI	/ˈeɪn.ʃəntɪŋ/	Substitution
	MAA	/ɪksˈtʃeɪn**dʒ**ɪŋ/	Substitution, Addition
	NA	/ɛnˈ**hæ**ntɪŋ/	Substitution
	NHT	/ɛk **c**antiŋ/	Substitution
	NIN	/eɪnʃəntɪŋ/	Substitution

The table above presents the mispronunciations of the word *enchanting* (/ɪnˈtʃɑːntɪŋ/) by five students. All students exhibited substitution errors, with one student also making an addition error. Student AI pronounced the word as /ˈeɪn.ʃənt.ɪŋ/, where the affricate /tʃ/ was substituted with the fricative /ʃ/ and the prefix /ɪn/ was altered to /eɪn/, changing the phonological shape to resemble the word *ancient.* This reflects a substitution error. Similarly, NIN produced /eɪnʃəntɪŋ/, also replacing /tʃ/ with /ʃ/ and modifying /ɪn/ to /eɪn/. The word structure and rhythm were reshaped, again categorized as substitution.

Student MAA said /ɪksˈtʃeɪndʒɪŋ/, in which the original prefix /ɪn/ was replaced with /ɪk/ also added /s/ sound and the consonant /t/ is replace with the affricate /dʒ/. This involves both a substitution and an addition, as phonemes and

morphemic elements were substituted and added. Meanwhile, NA pronounced the word as /ɛnˈhæntɪŋ/, replacing /tʃ/ with /h/ and changing the vowel sound, which replace /ɪn/ with /ɛn/. This is also a case of substitution. Lastly, NHT produced /ɛk cantiŋ/, where /tʃ/ was again replaced by /c/ and /ɪn/ was changed to /ɛk/, showing both segmental and syllabic restructuring, classified as substitution.

Table 4. 5 Students' Mispronunciations of the Word "Achieve" (/əˈtʃiːv /)

Word	Students	Mispronunciation	Types of Mispronunciation
Achieve /əˈtʃiːv/	AI	/atʃiːpli/	Substitution, Addition
	MAA	/ˈeɪ ˈsɪ.f/	Substitution,
	NA	/ˈæsɪv/	Substitution,
	NHT	/ˈæcɪf/	Substitution
	NIN	/æz ɪf/	Substitution

The table above presents the mispronunciations of the word *achieve* (/əˈtʃiːv/) by five students, with various error types including substitution and addition. Student AI pronounced it as /atʃiːpli/, where the final /v/ was replaced by /p/ and an extra syllable /li/ was added, creating a word shape not found in standard pronunciation. This error is categorized as both substitution and addition, as there is a change in the consonant and an insertion of an unnecessary ending.

Student MAA produced /ˈeɪ ˈsɪ.f/, where the affricate /tʃ/ was replaced by the fricative /s/, and /v/ was changed to /f/. This is a clear case of substitution in two positions. Similarly, NA mispronounced the word as /ˈæsɪv/ by replacing /tʃ/ with /s/ and replaced the vowel from /ə/ to /æ/. This is also marked as a substitution error due to the change in both consonant and vowel sounds. Student NHT said /ˈæcɪf/, in which the affricate /tʃ/ was replaced with the plosive /c/ and /v/ with /f/, reflecting a pattern of voicing and manner substitutions. Lastly, NIN pronounced it as /æz ɪf/,

where /tʃ/ was replaced with /z/, completely changing the identity of the sound. This is again a substitution error. These errors reveal consistent challenges in articulating the affricate /tʃ/ and the voiced fricative /v/, often replaced with simpler or more familiar native-language sounds.

Table 4. 6 Students' Mispronunciations of the Word "Clutch" (/klʌtʃ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Clutch /klʌtʃ/	AD	/kul**t**/	Substitution
	AI	/ˈkloʊ**t**/	Substitution
	MHR	/klɑː**c**/	Substitution
	MAA	/klɑː**θ**/	Substitution
	NA	/kl**aʊ**tʃ/	Distortion
	NHT	/klɔː**c**/	Substitution
	SL	/klʌ**p**.tʃ/	Addition

The table above presents the mispronunciations of the word *clutch* (/klʌtʃ/) by seven students, revealing a variety of pronunciation errors, primarily substitution, with one case of distortion and one addition. Student AD pronounced the word as /kult/, substituting the vowel /ʌ/ with /u/ and the affricate /tʃ/ was replaced by the plosive /t/, this is categorized as a substitution error. Similarly, AI produced /ˈkloʊ.t/, where the vowel /ʌ/ changed to the diphthong /oʊ/, and the affricate was again dropped in favor of a final /t/, another clear substitution. MHR said /klɑːc/, replacing the central vowel /ʌ/ with the back vowel /ɑː/ and substituting /tʃ/ with /c/, which falls under the same category.

Continuing the pattern, MAA produced /klɑːθ/ and NHT said /klɔːc/. In MAA cases, the affricate /tʃ/ was replaced with the voiceless fricative /θ/, and the vowels were also changed to /ɑː/ and /ɔː/ respectively, classified as substitution errors.in NHT case the affricate /tʃ/ was replaced with the voiceless /c/ Indonesian sound, and

the vowels were also changed to /ɑ:/ and /ɔ:/, classified as substitution also. In

contrast, NA pronounced /klaʊtʃ/, where the affricate /tʃ/ was retained, but the vowel

was replaced with the diphthong /aʊ/. Since the affricate remains, but the vowel shifts

from the expected form, this is categorized as distortion due to partial deviation from

the target pronunciation. Finally, SL pronounced the word as /klʌp.tʃ/, inserting an

extra consonant /p/ before the affricate. This is an addition error, as a phoneme not

present in the original word was introduced.

Table 4. 7 Students' Mispronunciations of the Word "Twitch" (/klʌtʃ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Twitch **/twɪtʃ/**	AI	/twi:**ts**/	Substitution
	MAA	/twɪ**st**/	Substitution
	NHT	/twi:**c**/	Distortions

The table above shows the mispronunciations of the word *twitch* (/twɪtʃ/) by

three students. All of the errors fall under the category of substitution, involving both

vowel and consonant changes. Student AI pronounced it as /twi:ts/, where the vowel

/ɪ/ was replaced with the longer /i:/, and the affricate /tʃ/ was substituted with the

consonant cluster /ts/. This reflects a segmental change in both vowel quality and

consonant articulation. Student MAA produced the form /twɪst/, where the affricate

/tʃ/ was replaced with the consonant cluster /st/ , a common substitution that change

the manner and structure of the final consonant. Meanwhile, student NHT

pronounced the word as /twi:c/, with two substitutions: the vowel /ɪ/ was replaced by

the tense vowel /i:/, and the affricate /tʃ/ was replaced with the voiceless /c/.

Table 4. 8 Students' Mispronunciations of the Word "Encroach" (/ɪnˈkroʊtʃ /)

Word	Students	Mispronunciation	Types of Mispronunciation
Encroach **/ɪnˈkroʊtʃ/**	MAA	/**ænd** krʌtʃ/	Substitution, Addition
	NA	/**ænd** krʌtʃ/	Substitution, Addition
	NHT	/ən krɔ**s**/	Substitution

The table above presents the mispronunciations of the word *encroach* (/ɪnˈkroʊtʃ/) by three students, which include both substitution and addition errors. Students MAA and NA both pronounced the word as /ænd krʌtʃ/. In these cases, the word-initial syllable /ɪn/ was replaced by the conjunction *and* (/ænd/), which was not part of the original target word, this is classified as an addition. Furthermore, the vowel /oʊ/ in the second syllable was replaced with the central vowel /ʌ/, and the overall structure shifted, showing a clear substitution as well. Student NHT produced /ən krɔs/, where the final affricate /tʃ/ was replaced by /s/, first syllable also replace with /ən/ and the diphthong /oʊ/ was substituted with the more open-mid back vowel /ɔ/. This is a case of substitution, involving both consonantal and vocalic changes.

Table 4. 9 Students' Mispronunciations of the Word "Region" (/riːdʒən /)

Word	Students	Mispronunciation	Types of Mispronunciation
Region **/riːdʒən/**	**SL**	**/dəˈrɛkʃən/**	Substitution, Addition

The word *region* (/riːdʒən/) was mispronounced by student SL as /dəˈrɛkʃən/, which represents a complete shift in lexical form, indicating both substitution and addition. Instead of attempting a phonetically similar form of *region*, the student produced a different, unrelated word: *direction*. This mispronunciation not only omits the original affricate /dʒ/, but also adds an entirely new syllabic and phonetic structure, including the voiceless fricative /ʃ/ as found in *direction*.

Table 4. 10 Students' Mispronunciations of the Word "Legend" (/ledʒənd/)

Word	Students	Mispronunciation	Types of Mispronunciation
Legend **/ledʒənd/**	AD	/**li**:dʒən/	Distortion
	MHR	/**ri**:dʒən/	Substitution
	NA	/**ri**:dʒən/	Substitution
	SL	/**ɛ**le**j**ənd/	Addition, Substitution

The table above illustrates the mispronunciations of the word *legend* (/ˈledʒənd/) by students AD, MHR, NA, and SL, with three types of errors: distortion, substitution, and addition. Student AD produced /li:.dʒən/, where the vowel /e/ was replaced with the long vowel /i:/ and the final syllable was reduced, creating a less distinct and somewhat unclear articulation. This represents a distortion, as the original structure is mostly preserved but not accurately executed. In contrast, both MHR and NA pronounced the word as /ri:.dʒən/. These instances show a substitution of the initial consonant /l/ with /r/, and the vowel /e/ replaced by /i:/ resulting in a form that closely resembles the word *region*, thus shifting the identity of the target word. Student SL pronounced the word as /ɛlej.ənd/ by inserting an additional schwa-like vowel /ɛ/ at the beginning of the word and substitute the affricate /dʒ/ with /j/ affricative in Indonesian language . This is categorized as an addition, as it introduces a syllable that is not present in the original word.

Table 4. 11 Students' Mispronunciations of the Word "Soldier" (/soʊldʒər/)

Word	Students	Mispronunciation	Types of Mispronunciation
Soldier **/soʊldʒər/**	MHR	/ˈsɑ:**d**ər/	Substitution, Omission
	NHT	/sɒlɪˈ**d**ɛr/	Substitution, Addition

The word *soldier* (/ˈsoʊldʒər/) was mispronounced in two distinct ways that reflect substitution, omission, and addition errors. Student MHR produced /ˈsɑ:dər/,

omitting the /l/ sound, and substituting both the diphthong /oʊ/ with the open back vowel /ɑː/ and the affricate /dʒ/ with /d/ . These changes significantly alter the phonological structure of the word and are categorized as substitution (vowel) and omission (consonant cluster), suggesting a simplification of complex sounds and difficulty in producing the affricate /dʒ/ in middle position. Meanwhile, student NHT pronounced the word as /sɒlɪˈdɛr/, where the vowel /oʊ/ was replaced with /ɒ/, an additional vowel /ɪ/ was inserted, and the affricate /dʒ/ was replaced by a plosive /d/. The final vowel was also shifted to /ɛ/. These modifications involve both substitution (in vowel and consonant sounds) and addition (extra vowel), reflecting a restructured version of the word that deviates from the standard.

Table 4. 12 Students' Mispronunciations of the Word "Exaggerate"(/ɪgˈzædʒəreɪt/)

Word	Students	Mispronunciation	Types of Mispronunciation
Exaggerate /ɪgˈzædʒəreɪt/	APR	/ɛksˈdʒenəret/	Substitution, Addition
	MAA	/ɛks ˌsɪgəˈrɛt/	Substitution, Omission
	NHT	/egˈzægri/	Omission
	SL	/əkˈsentʃu.eɪt/	Substitution

The word *exaggerate* (/ɪgˈzædʒəreɪt/) was mispronounced in significantly varied ways, highlighting issues in affricate production, stress placement, and lexical substitution. Student APR produced /ɛksˈdʒenəret/, a form resembling the structure of *ex-generate*, which shares the affricate /dʒ/ but replaces the root entirely. This reflects a substitution in lexical form and addition of non-original segments. Meanwhile, MAA pronounced the word as /ɛks ˌsɪgəˈrɛt/, which is actually the word *cigarette*. This instance represents a substitution of the entire lexical item and an omission of the affricate /dʒ/ present in the original word.

Student NHT produced /egˈzægri/, a truncated version missing the final syllables and the critical affricate /dʒ/ in the medial position, classifying the error as an omission. On the other hand, SL articulated the word as /əkˈsentʃu.eɪt/, which is entirely different from the target and instead corresponds to the word *accentuate*. This version displays a substitution both in lexical choice and phonological structure, replacing /dʒ/ with a different affricate /tʃ/ and replacing the word's stress pattern.

Table 4. 13 Students' Mispronunciations of the Word "Lodge" (/lɑːdʒ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Lodge /lɑːdʒ/	AI	/lɑːj/	Substitution
	NA	/ˈlɑːntʃ/	Substitution, Addition
	NHT	/loʊdʒ/	Substitution

The word *lodge* (/lɒdʒ/) was mispronounced in three different ways, reflecting a range of substitution and addition errors. Student AI produced /lɑːj/, where the final affricate /dʒ/ was substituted with a /j/ Indonesian affricative and the vowel /ɒ/ was replaced by /ɑː/. This error shows a simplification of the final consonant sound, a typical challenge in pronouncing voiced affricates. Similarly, student NA pronounced the word as /ˈlɑːntʃ/, in which the /dʒ/ was replaced with the consonant cluster /ntʃ/—adding an extra nasal /n/ sound not present in the original word—while also altering the vowel. This mispronunciation falls under both substitution and addition, indicating a more complex reconstruction of the original structure. In contrast, student NHT articulated the word as /loʊdʒ/. While the affricate /dʒ/ was retained correctly, the vowel /ɒ/ was substituted with the diphthong /oʊ/. This change still results in a substitution, though less severe than the others, and suggests difficulty in distinguishing between monophthongs and diphthongs in stressed syllables.

Table 4. 14 Students' Mispronunciations of the Word "Advantage"(/ədˈvæntɪdʒ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Advantage /ədˈvæntɪdʒ/	NHT	/æt fɛns/	Substitution, Omission

The word *advantage* (/ədˈvæntɪdʒ/) was mispronounced by student NHT as /æt fɛns/, which is a complete substitution of the original word with an unrelated phrase, phonetically closer to "at fence" or "at fans." This form represents both a substitution and an omission error. The original affricate /dʒ/ is entirely missing, and no segment of the original syllable structure is preserved.

Table 4. 15 Students' Mispronunciations of the Word "Bridge" (/brɪdʒ/)

Word	Students	Mispronunciation	Types of Mispronunciation
Bridge /brɪdʒ/	AD	/braɪd/	Substitution
	MAA	/ˈbraɪdʒ/	Substitution
	NA	/ˈbraɪdʒ/	Substitution

The word *bridge* (/brɪdʒ/) was pronounced differently by the three students, showing a pattern of vowel subtitution. Student AD produced /braɪd/, where the vowel /ɪ/ was replaced by a diphthong /aɪ/, and the final affricate /dʒ/ was substituted with a plosive /d/. This reflects both substitution and addition, as the vowel quality was significantly changed and the affricate simplified to a stop sound, possibly due to articulatory ease or interference from similar-sounding native words like *bride*.

Meanwhile, students MAA and NA both pronounced the word as /braɪdʒ/. In these cases, the affricate /dʒ/ was correctly retained, but the vowel /ɪ/ was again replaced by the diphthong /aɪ/, shifting the pronunciation closer to *bride* than *bridge*.

Based on the data analysis above, it can be concluded that the mispronunciations of the affricate sounds /tʃ/ and /dʒ/ by the students can mostly be

categorized into three main types: substitution, addition, and omission. Among these, the most dominant type of mispronunciation is substitution. Out of nineteen words, only four were pronounced correctly, and among the fifteen mispronounced words, almost all words involved substitution errors. Substitution errors occur when an affricate sound is replaced with another sound that is easier or more familiar articulatory, both in terms of articulation and phonetic properties. The sound /tʃ/ is often replaced by plosive sounds such as /t/ or /k/, or by fricatives such as /s/, /c/, and /θ/, while the sound /dʒ/ is frequently replaced with /j/, /ntʃ/, or even substituted with the sound structure of an entirely different word.

The mispronunciation analysis indicates that substitution errors are not only dominant overall but also the most frequently occurring in both of the examined affricate sounds. Across the entire dataset, substitution accounts for more than fifty cases, with /tʃ/ contributing the highest number of errors, particularly when it occurs at the beginning of a word or initial position . Meanwhile, /dʒ/ is most frequently substituted when it occurs in the middle of a word, suggesting a particular challenge for students in identifying and accurately producing this sound.

2. **Factors Contributing to the Mispronunciation of the Voiceless Post-Alveolar Affricate Consonant "/tʃ/" and Voiced Post-Alveolar Affricate Consonant "/dʒ/" by English Department Students**

The analysis of interview transcripts reveals that there are several factors contributing to the mispronunciation of the affricate consonants /tʃ/ and /dʒ/ among the students. These findings are categorized based on the conceptual framework in

Chapter 2, which includes carelessness, interlingual errors, intralingual errors, and insecurity in pronunciation.

1). Carelessness

Carelessness refers to the lack of attention or seriousness in practicing correct pronunciation. The result of the interviews indicated that many students made repeated mistakes in pronouncing affricate consonants /tʃ/ and /dʒ/ because pronunciation practice was not treated as an important part of their learning. Instead of actively learning how these sounds are produced, pronunciation was often learned passively through tools like Google Translate or by simply imitating native speaker videos without checking accuracy. It can be seen from the extract as follows:

Extract 1:

SL: "Not very often. I usually just hear the pronunciation briefly from Google Translate without exploring the place and manner of articulation in detail.."

Extract 2:

MHR: "...I usually watch videos from native speakers... I just follow the way the words are pronounced in the video...."

Extract 3:

Lecturer: "Based on my experience, most students rarely pay attention to how they pronounce affricate sounds. They tend to focus more on vocabulary or grammar. However, when pronunciation activities are given, or when they are asked to speak, students sometimes realize that pronouncing certain words, especially those with /tʃ/ and /dʒ/ sounds, is quite difficult.

"

Based on the extracts above, it can be concluded that carelessness, especially the lack of attention and limited practice, plays a role in the difficulty of pronouncing English affricate sounds /tʃ/ and /dʒ/. SL explained that pronunciation is not practiced often and is usually only heard briefly from Google Translate without trying to understand how the sounds are actually produced. MHR also shared that learning pronunciation is mostly done by watching videos of native speakers, but the pronunciation is only repeated as heard, without checking its accuracy. These responses show that pronunciation practice tends to be passive, without real understanding, which causes repeated mispronunciations of words like *church*, *change*, or *judge*.

The lecturer also confirmed this by stating that students usually focus more on vocabulary and grammar, and pay less attention to pronunciation. Problems with pronunciation are only noticed when speaking activities are given. This means that pronunciation is often not a main focus in the classroom. Without enough practice and clear explanation, students find it difficult to produce correct affricate sounds, especially when the sounds are not common in the first language.

2). Interlingual Errors (Influence of First Language)

Interlingual errors occur when students' native language interferes with their pronunciation of English sounds, particularly when certain sounds do not exist or are used differently in their mother tongue. The result of the interviews indicated that many students struggled to pronounce the affricate sounds /tʃ/ and /dʒ/ because they tended to substitute these unfamiliar sounds with those that are more common in their

regional languages, such as /s/ or /c/. This interference from the first language led to repeated pronunciation mistakes and miscommunication in speaking English. It can be seen from the extract as follows:

Extract 4:

AI: "*...affricate sounds aren't commonly used in my language, I'm still learning how to emphasize them..*"

Extract 5:

MAA: "*...but it's possible that I did it unconsciously since I'm used to using the c sound in Bugis....*"

Extract 6:

NHT: "*...I pronounced the word* chocolate *as /coklat/, like in Indonesian, because I'm more familiar with the /c/ sound than /tʃ/.*"

The lecturer also noted this influence:

Extract 7:

Lecturer: "*...they tend to substitute /dʒ/ with the "j" sound in Bahasa Indonesia, or /tʃ/ with the "c" sound like in the word cinta.....*"

Based on the extracts above, it is evident that interlingual errors, specifically the influence of students' first languages, significantly affect their pronunciation of English affricate sounds /tʃ/ and /dʒ/. The students interviewed (AI, MAA, and NHT) each revealed that their native languages (Toraja, Bugis, and Makassar, respectively) do not use affricate sounds in the same way as English does, which led to frequent mispronunciations. AI, for instance, explained that affricate sounds are not commonly used in toraja language, which makes it challenging to produce affricate accurately. As a result, AI still learning how to emphasize these unfamiliar sounds, indicating that language background plays a significant role in pronunciation difficulties. correctly.

In extract 5, MAA a Bugis speaker, admitted that /tʃ/ is replaced unconsciously /c/. This suggests that MAA perceives /tʃ/ as acoustically similar to /c/ and therefore substitutes it with the sound that is more familiar in the Bugis language. Such substitution may also occur because /c/ is easier to articulate and already exists in the learner's L1 phonetic inventory. The replacement of a voiceless affricate with a fricative is a common strategy for learners facing difficulty with unfamiliar phonemes.

Likewise, NHT, a speaker of the Makassar language, explained that the word *chocolate* is pronounced as /coklat/, similar to the Indonesian word. This illustrates how the presence of a near-identical lexical item in Indonesian language reinforces mispronunciation. Since Indonesian commonly uses the /c/ sound for words like *coklat*, learners tend to transfer this familiar pronunciation to the English equivalent. As a result, the distinction between the English affricate /tʃ/ and the Indonesian /c/ becomes blurred, leading to fossilized errors unless corrected through formal instruction.

The lecturer's observations further support the students' statements. The lecturer noted that Indonesian speakers often pronounce /dʒ/ as the /j/ sound in *jalan* and /tʃ/ as the /c/ in *cinta*.

3). Intralingual Errors

Intralingual errors occur when students make pronunciation mistakes not due to the influence of their native language, but because of incomplete understanding or incorrect generalization of English phonological rules. In this research, the researcher

found that intralingual errors were also caused by the students' limited exposure to pronunciation practice in the classroom. As a result, internal confusion arises about how certain sounds correspond to letters or how letter combinations such as *ch* and *c* should be pronounced. This misunderstanding led to systematic mispronunciations of the affricate consonants /tʃ/ and /dʒ/, highlighting the importance of more explicit instruction on the relationship between English spelling and sound.

a. Misunderstanding of English Rules

The result of the interviews indicated that many students struggled to pronounce the affricate consonants /tʃ/ and /dʒ/ because they misunderstood the pronunciation rules of English digraphs such as *ch* and *c*, often associating them with the wrong sounds like /s/ or /k/. This led to systematic errors in pronouncing words such as *chicken*, and *chorus*, even when those words had no equivalent influence from the students' native language. It can be seen from the extract as follows:

Extract 8:

MHR: " Before I studied phonetics and phonology, I often mispronounced the word chicken as siken because I didn't know how to read "ch" and thought it sounded like /s/.."

"...I often got confused about when the letter c in English is pronounced as /s/ and when it is pronounced as /k/."

Extract 9:

AD: "... sometimes I pronounce ch as /s/ because I thought c is pronounced just like the letter spelling. So before I learned how affricate consonants are pronounced, I said chicken as /siken/."

Extract 10:

SL: "...I used to think that all words containing ch were pronounced with a /k/ sound before I learned about affricate consonants."

Extract 11:

Lecturer: "Yes, it always happens. For example, students think that all words containing the letter c should be pronounced as /tʃ/, so they pronounce the word chorus as /corus/..."

Based on the extracts, it is clear that intralingual errors, particularly those caused by misunderstanding the phonological rules of English, played a significant role in the mispronunciation of affricate consonants /tʃ/ and /dʒ/. These errors did not result from first language interference, but rather from incomplete knowledge or the overgeneralization of pronunciation rules. In Extract 8, the word *chicken* was pronounced as /syiken/ due to the assumption that the digraph *ch* represented the /s/ sound. There was also confusion about when the letter *c* should be pronounced as /s/ and when as /k/, indicating a lack of understanding of English spelling-to-sound correspondence. A similar mistake appeared in Extract 9, where *chicken* was pronounced as /siken/ based on the belief that the letter *c* always corresponds to the alphabet's name sound, without recognizing its phonemic variations in real words.

Extract 10 shows another example of overgeneralization, where all words containing *ch* were assumed to be pronounced with the /k/ sound before learning about affricate consonants. This highlights how learners tend to rely on spelling when unfamiliar with phonological patterns, resulting in repeated mispronunciations. Extract 11, from a lecturer, supports these observations by explaining that students

often think the letter *c* is always pronounced as /tʃ/, leading to incorrect pronunciations such as *chorus* being said as /corus/.

b. **Limited Exposure to English Pronunciation Practice**

The results of the interviews revealed that one of the contributing factors to students' mispronunciations of affricate consonants /tʃ/ and /dʒ/ was the lack of adequate pronunciation practice during formal classroom instruction. Many students indicated that pronunciation activities were rarely incorporated into their lessons, which limited their opportunity to develop accurate articulation of English sounds. This lack of exposure hindered their ability to recognize and produce specific consonant sounds correctly, particularly those not commonly found in their native language. Additionally, the curriculum itself was reported to give minimal emphasis to pronunciation skills, further exacerbating the problem. This can be seen from the extracts below:

Extract 12:

AI: "...we rarely had any practice in speaking or pronunciation. It was mostly just theory all the time ..."

Extract 13:

MAA: "...There isn't much pronunciation practice. ..."

Extract 14:

MHR: "... we rarely had pronunciation tests at campus..."

Extract 15:

NA: "...we rarely have pronunciation practice."

Extract 16:

NIN: "...there was no real pronunciation practice...."

Extract 17:

NHT: "...rarely any pronunciation practice at the campus…"

Extract 18:

SL:" ..because I wasn't used to it and lacking of pronunciation practice…."

Extract 19:

*Lecturer***: "***…the curriculum used also does not focus much on pronunciation…"*

Based on the extracts, it is clear that the limited practice of English pronunciation in classroom settings plays a significant role in the students' difficulties in pronouncing affricate consonants such as /tʃ/ and /dʒ/. As stated by AI in Extract 12, pronunciation and speaking practice were rarely conducted, and the learning process mostly focused on theory. MAA (Extract 13) also mentioned that there was not much pronunciation practice, while MHR (Extract 14) noted that pronunciation tests were seldom given at campus. Similarly, NA in Extract 15 stated that pronunciation practice was rarely done, and NIN in Extract 16 emphasized the absence of real pronunciation activities during the learning process.

This issue is further supported by NHT in Extract 17, who pointed out that pronunciation practice was rarely found in campus-based learning. SL (Extract 18) admitted to struggling with pronunciation because of the lack of exposure and practice. Additionally, the lecturer in Extract 19 stated that the curriculum currently used does not give much attention to pronunciation. These consistent statements indicate that the lack of pronunciation-focused learning activities, along with a

curriculum that does not prioritize pronunciation, have greatly influenced the students' ability to pronounce affricate sounds correctly.

3). Insecurity in Pronunciation

Insecurity in pronunciation refers to the emotional and psychological barriers that hinder students from speaking English confidently, particularly when producing unfamiliar or challenging sounds like affricates /tʃ/ and /dʒ/. These errors do not stem from linguistic misunderstanding or first language interference, but rather from fear, anxiety, nervous, or a lack of self-assurance during speaking activities. The results of the interviews indicated that several students felt nervous and hesitant to pronounce certain English words, particularly those containing affricate consonants like /tʃ/ and /dʒ/, due to fear of making mistakes or being misunderstood. As a result, students may engage in avoidance behaviors, such as speaking more softly, or skipping difficult words,. It can be seen from the extract as follows:

Extract 20:

NA: "...sometimes I feel nervous and unsure, especially with /tʃ/ sounds in the middle of words. I worry about mispronouncing them.

Extract 21:

NIN: "I get nervous too. I'm afraid of mispronouncing words, especially when the text is long and full of affricates like /tʃ/."

Extract 22:

AD: "I'm afraid of mispronouncing words and being misunderstood...."

Extract 23:

Lecture: "many students feel nervous when pronouncing these sounds, especially in formal situations like presentations. The main causes are usually fear of making mistakes and a lack of practice..."

Based on the extracts, it is evident that emotional factors such as nervousness, fear of making mistakes, and lack of confidence significantly affect students' ability to pronounce affricate consonants like /tʃ/ and /dʒ/. In Extracts 20 and 21, NA and NIN admitted feeling nervous when encountering these sounds, with NA specifically stating that the /tʃ/ sound in the middle of words causes uncertainty. NIN added that her nervousness comes from the fear of mispronouncing long texts filled with affricates. These responses suggest that pronunciation difficulties are not only caused by a lack of linguistic knowledge, but are also strongly influenced by students' emotional responses, which can reduce their willingness to speak or participate in pronunciation activities.

This is further supported by Extract 22, where AD expressed concern about mispronouncing words and being misunderstood, indicating a deeper anxiety related to communication. The lecturer in Extract 23 also confirmed that many students feel nervous when pronouncing affricate sounds, especially in formal situations such as presentations. According to the lecturer, the primary causes of this nervousness are fear of making mistakes and limited pronunciation practice. These emotional and psychological barriers contribute to the persistence of pronunciation errors among students.

In conclusion limited exposure to English pronunciation practice is the most significant factor contributing to students' mispronunciations of affricate consonants /tʃ/ and /dʒ/. The majority of students reported that pronunciation activities were rarely integrated into their formal learning process, with several stating that such practice was either minimal, infrequent, or entirely absent. This lack of structured and consistent pronunciation training deprived students of the opportunity to develop accurate articulation through guided repetition and feedback. Furthermore, the lecturer confirmed that the existing curriculum places little emphasis on pronunciation, focusing more on grammar and vocabulary. As a result, students are left with insufficient support to overcome their pronunciation challenges, making limited classroom exposure the dominant factor affecting their performance.

B. Discussion

1. Common Mispronunciations of Affricate Consonants /tʃ/ and /dʒ/

The analysis of students' speaking test recordings revealed that the most common type of mispronunciation made by English Department students at Bosowa University in producing the affricate consonants /tʃ/ and /dʒ/ was *substitution*, followed by *addition*, *omission*, and a smaller number of *distortion* errors. These findings align with the theory presented by Daymut, (2009), in Wangi & Lestari, (2020), which classifies pronunciation errors into the SODA framework: Substitution, Omission, Distortion, and Addition.

Substitution was found to be the most dominant error. Students commonly replaced /tʃ/ with sounds such as /k/, /s/, /ʃ/, /t/, or even /c/; while /dʒ/ was replaced

with /d/, /z/, /j/, or changed through syllabic alterations. For instance, the word *church* was pronounced as /kɔrtʃ/ or / croʊz /, *judge* as /jadʒ/ or /jʌdʒ/, and *achieve* as /asif/. One of the main reasons for these errors is that the English affricate sounds /tʃ/ and /dʒ/ do not exist in the Indonesian sound system. Although Indonesian have similar-sounding affricates /c/ as in *cari* and /j/ as in *jari* that are not the same.

The affricates in Indonesian are classified as palatal, produced by touching the blade of the tongue to the hard palate. In contrast, English affricates /tʃ/ and /dʒ/ are post-alveolar, articulated slightly further back in the teeth (Akhyaruddin et al., 2020) Because of this difference in articulation, students tend to replace the unfamiliar English sounds with the closest ones available in their first language or regional dialects. However, even though these substitutions may sound similar, they are not accurate equivalents.

This finding supports the view of Pratiwi et al., (2024), who explained that substitution errors often occur when learners try to pronounce unfamiliar foreign sounds using the most similar sounds from their native language. Likewise, Yule (2019) emphasized that affricate sounds are particularly difficult for EFL learners, especially when such sounds are absent in their first language.

The research findings differ from A'yuni & Volya, (2024), who found that the affricate /dʒ/ was more difficult for students at university level due to first language interference. In contrast, this research revealed that the affricate /tʃ/ posed greater difficulty for students, as evidenced by the higher frequency of mispronunciations in words containing /tʃ/. While A'yuni & Volya categorized students based on pronunciation ability level, this research adds depth by identifying specific

phonological errors using Daymut, (2009) SODA framework, which provides a systematic classification of mispronunciation types.

Moreover, this research found that mispronunciations of affricate consonants occurred in all word positions (initial, medial, and final) similar to the findings of Al-Hilou, (2023) on Iraqi EFL learners. Al-Hilou reported that /dʒ/ was most problematic in the initial position and /tʃ/ in the final, this study revealed a different pattern: /tʃ/ was more frequently mispronounced, especially when it appeared in the initial position, as seen in words such as *church*, *charcoal*, and *clutch*. On the other hand, /dʒ/ tended to be mispronounced more in medial positions, such as in *soldier*, *legend*, and *exaggerate*. These findings suggest that students face different challenges depending on the sound and its position within a word.

2. Factors Contributing to the Mispronunciation of Affricate Consonants

The result of interview in this research indicate that limited exposure to pronunciation practice in the classroom is the most significant factor contributing to students' mispronunciations of the affricate consonants /tʃ/ and /dʒ/. Using the SODA framework by Daymut, (2009), this study classified the errors into four types: substitution, omission, addition, and distortion. Among these, substitution errors were the most dominant, showing that students often replaced unfamiliar English affricates with more familiar sounds from their native language. This pattern highlights a gap between theoretical knowledge from phonetics and phonology courses and practical articulation skills.

Support for this finding comes from a study by Al-Hilou, (2023), which

investigated the mispronunciation of affricate consonants among Iraqi EFL learners. The study found that learners frequently mispronounced /tʃ/ and /dʒ/ due to minimal exposure to English pronunciation models in their learning environment. In both face-to-face and e-learning contexts, students lacked sufficient opportunities to listen to, imitate, and practice the correct articulation of these affricate sounds. As a result, learners developed inaccurate pronunciation habits, particularly in positions where the sounds appeared less familiar. The study concluded that without repeated and explicit pronunciation instruction, students were unable to acquire accurate articulatory patterns.

On the other hand, the findings of this research differ from those of A'yuni & Volya, (2024), who emphasized language origin and insecurity of pronunciation as the primary causes of students' mispronunciations. While such factors were language origin and insecurity of pronunciation during interviews in this research were not the most dominant. The majority of students stated that pronunciation was rarely included in class activities, with lecturers confirming that the curriculum tends to prioritize grammar and vocabulary over pronunciation. This highlights a clear pedagogical gap where students complete phonology and phonetics courses without sufficient opportunities to apply the knowledge through consistent practice.

This research also partly aligns with Rambe, (2019) study on high school students' pronunciation of affricates. The causes of mispronunciation in that study were categorized into intralingual, interlingual, and carelessness, with carelessness identified as the most dominant factor. Although the same three factors emerged in this research, the influence of limited classroom exposure proved to be significant.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis and discussion, it can be concluded that the most common type of mispronunciation produced by nine fourth-semester English Department students at Bosowa University in pronouncing the affricate consonants /tʃ/ and /dʒ/ is substitution, followed by addition, omission, and distortion, as categorized using the SODA framework by Daymut (2009). Substitution occurred most frequently because Indonesian does not have equivalent post-alveolar affricate sounds. As a result, students often replaced /tʃ/ and /dʒ/ with more familiar sounds from their native or regional languages, such as /c/, /k/, /j/, or /d/. These substitution errors commonly appeared in the initial and medial positions of words and were largely influenced by articulatory differences between English and Indonesian sound systems.

Furthermore, the mispronunciations were influenced by several factors, including interlingual errors, intralingual errors, carelessness, and insecurity. However, the most dominant factor was the limited exposure to pronunciation practice. Students reported that pronunciation was rarely emphasized during lessons, and students rarely had the chance to practice pronunciation in a focused and consistent way. Difficulties caused by language interference, overgeneralization, and low confidence became worse because students did not receive enough structured pronunciation training. This shows that both language-related and psychological

factors affect pronunciation, but regular support and practice in the classroom are essential to help students pronounce affricate sounds correctly.

B. Suggestion

Based on the findings and discussion in the previous chapter, the researcher would like to give several suggestions and benefits for the following:

1. For readers, This research is expected to provide useful insight into common pronunciation problems among EFL learners, especially in producing /tʃ/ and /dʒ/. Readers are encouraged to use this research as a reference to better understand the role of first language influence and to support more attention to pronunciation in English learning.

2. For future researchers, this research is expected to serve as a reference for future research on pronunciation errors. Researchers are encouraged to explore other problematic sounds, evaluate teaching methods, or conduct broader studies to gain deeper understanding and improve pronunciation instruction.

3. For lecturers, the researcher suggests that lecturers give more focus to teaching English sounds unfamiliar to students, such as /tʃ/ and /dʒ/, through targeted practice, feedback, and phonetic explanation.

4. For students, he researcher suggests that students become more aware of their pronunciation errors, especially in producing /tʃ/ and /dʒ/, and practice regularly using available resources to improve accuracy and confidence.

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APPENDICES 1

DOCUMENTATION INSTRUMENT

Researcher:

Nur Fauziah

Purpose:

This documentation instrument is designed to collect data through voice recordings of speaking tests conducted with fourth-semester English Department students at Bosowa University. The recordings aim to capture how students pronounce the affricate consonants /tʃ/ (as in "church") and /dʒ/ (as in "judge").

1. **Recording Details**

Students' Name	Student Code	Date of Recording	Duration of Recording
Abigel Daniella	AD	April 15TH 2025	03:18
Anel irpon	AI	April 15TH 2025	03.33
Arya Putra Renaldy	APR	April 15TH 2025	02:55
Maharani	MHR	April 15TH 2025	03:05
M. Alif Alfianda	MAA	April 15TH 2025	02:38
Nisma Ardi	NA	April 15TH 2025	04:00
Nur Hidayah Tullah	NHT	April 15TH 2025	04:14
Nur Isna Ningsih	NIN	April 15TH 2025	03:26
Sri Leni	SL	April 15TH 2025	03:00

2. **Speaking Test Content**

   The speaking test includes a list of sentences or paragraph containing /tʃ/ and /dʒ/ to analyze students' accuracy in pronouncing these sounds.

3. **Data Collection Notes:**

   o Any pronunciation issues or patterns observed during the recording (e.g., substitutions, distortions, addition or omissions).

4. **Words containing affricate sounds used in the speaking test**

/tʃ/	/dʒ/
Church /tʃɜːrtʃ/	Jungle /ˈdʒʌŋgl/
Chiseled /ˈtʃɪzəld/	Journey /ˈdʒɜ˞ːni/
Charcoal /ˈtʃɑːrkoʊl/	Generation /dʒenəˈreɪʃən/
Culture /ˈkʌltʃər/	Region /riːdʒən/
Enchanting /ɪnˈtʃæntɪŋ/	Legend /ledʒənd/
Achieve /əˈtʃiːv/	Soldier /soʊldʒər/
Clutch /klʌtʃ/	Exaggerate /ɪgˈzædʒəreɪt/
Twitch /twɪtʃ/	Lodge /lɑːdʒ/
Encroach /ɪnˈkroʊtʃ/	Advantage /ədˈvæntɪdʒ/
	Bridge /brɪdʒ/

APPENDICES 2

THE RESULT OF SPEAKING TEST RECORDING IN PRODUCE / tʃ /

Students	Students Pronunciation								
	Initial			Medial			Final		
	church /tʃɜːrtʃ/	chiseled /ˈtʃɪzəld/	Charcoal /ˈtʃɑːrkoʊl/	Culture /ˈkʌltʃər/	enchanting /ɪnˈtʃæntɪŋ/	achieve /əˈtʃiːv/	clutch /klʌtʃ/	twitch /twɪtʃ/	Encroach /ɪnˈkroʊtʃ/
AD	✓	/ˈtʃɪz.li/	/ˈsaː.kəl/	✓	✓	✓	/kult/	✓	✓
AI	/tʃɑrts/	/ˈtʃez.əld/	✓	✓	/ˈeɪn.ʃənt.ɪŋ/	/atʃiːp.li/	/ˈkloʊt/	/twiːts/	✓
APR	✓	✓	✓	✓	✓	✓	✓	✓	✓
MHR	/ kɜːrtʃ /	/ˈciːzəl/	✓	✓	✓	✓	/ klɑːc/	✓	✓
MAA	/ kertʃ/	/ ˈkæslɪt/	/ˈkɔrsəl/	✓	/ɪksˈtʃeɪndʒɪŋ/	/ˈeɪ ˈsɪ.f/	/klɑːθ/	/twɪst/	/ænd krʌtʃ/
NA	✓	/ ˈkɪsəl/	✓	✓	/ɛnˈhæntɪŋ/	/ˈæsɪv/	/klaʊtʃ/	✓	/ænd krʌtʃ/
NHT	/croʊz/	/ ˈcɪzleɪt/	/ˈkəːrkɑl/	✓	/ɛk cantɪŋ/	/ˈæcɪf/	/klɔːc/	/twiːc/	/ən krɔs/
NIN	/kɔrtʃ/	/ˈtʃezlɛt/	/ ˈkəːrkɑl/	✓	/eɪnʃəntɪŋ/	/æzɪf/	✓	✓	✓
SL	✓	/ˈciːzəl/	/ˈtʃɜːrcɪl/	✓	✓	✓	/kʌlp.tʃ/	✓	✓

(Adopted and Modified from Shidqi, 2024)

THE RESULT OF SPEAKING TEST RECORDING IN PRODUCE /dʒ/

Students	Students Pronunciation									
	Initial			Medial				Final		
	jungle /ˈdʒʌŋgl/	journey /ˈdʒɝːni/	Generation /dʒenəˈreɪʃən/	Region /riːdʒən/	legend /ledʒənd/	soldier /soʊldʒər/	exaggerated /ɪɡˈzædʒəreɪtɪd/	lodge /lɑːdʒ/	Advantage /ədˈvæntɪdʒ/	bridge /brɪdʒ/
AD	✓	✓	✓	✓	/liː.dʒən/	✓	✓	✓	✓	/braɪd/
AI	✓	✓	✓	✓	✓	✓	✓	/lɑːj/	✓	✓
APR	✓	✓	✓	✓	✓	✓	/ɛks ˈdʒenəreɪt/	✓	✓	✓
MHR	✓	✓	✓	✓	/riː.dʒən/	/ˈsɑːdər/	✓	✓	✓	✓
MAA	✓	✓	✓	✓	✓	✓	/ɛks ˌsɪɡəˈrɛt/	✓	✓	/ˈbraɪdʒ/
NA	✓	✓	✓	✓	/riː.dʒən/	✓	✓	/ˈlɑːntʃ/	✓	/ˈbraɪdʒ/
NHT	✓	✓	✓	✓	✓	/sɒlɪˈdɛr/	/eɡˈzæɡri/	/loʊdʒ /	/æt fɛns/	✓
NIN	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SL	✓	✓	✓	/dəˈrɛkʃən/	/ɛlejənd/	✓	/əkˈsentʃu.eɪt/	✓	✓	✓

(Adopted and Modified from Shidqi, 2024)

APPENDICES 3

THE CLASSIFICATION OF MISPRONUNCIATION BASED ON THE SODA FRAMEWORK.

Word	Student	Mispronunciation	Types of Mispronunciation
Church /tʃɜːrtʃ/	AI	/tʃɑrts/	Substitution
	MHR	/kɜːrtʃ/	Substitution
	MAA	/kertʃ/	Substitution
	NHT	/croʊz/	Substitution
	NIN	/kɔrtʃ/	Substitution
Chiseled /ˈtʃɪzəld/	AD	/ˈtʃɪz.li/	Substitution, Omission
	AI	/ˈtʃezəld/	Distortion
	MHR	/ˈciːzəl/	Substitution
	MAA	/ˈkæslɪt/	Substitution
	NA	/ˈkɪsəl/	Substitution
	NHT	/ˈcɪzleɪt/	Substitution
	NIN	/ˈtʃezlɛt/	Substitution
	SL	/ˈciːzəl/	Substitution
Charcoal /ˈtʃɑːrkoʊl/	AD	/ˈsaː.kəl/	Substitution
	MAA	/ˈkɔrsəl/	Substitution
	NHT	/ˈkəːrkɑl/	Substitution
	NIN	/ˈkəːrkɑl/	Substitution
	SL	/ˈtʃɜːrcɪl/	Substitution
Enchanting /ɪnˈtʃæntɪŋ/	AI	/ˈeɪn.ʃəntɪŋ/	Substitution
	MAA	/ɪksˈtʃeɪndʒɪŋ/	Substitution, Addition
	NA	/ɛnˈhæntɪŋ/	Substitution
	NHT	/ɛk cantɪŋ/	Substitution
	NIN	/eɪnʃəntɪŋ/	Substitution
Achieve /əˈtʃiːv/	AI	/atʃiːpli/	Substitution, Addition
	MAA	/ˈeɪ ˈsɪ.f/	Substitution,
	NA	/ˈæsɪv/	Substitution,
	NHT	/ˈæcɪf/	Substitution
	NIN	/æz ɪf/	Substitution
Clutch /klʌtʃ/	AD	/kult/	Substitution
	AI	/ˈkloʊt/	Substitution
	MHR	/klɑːc/	Substitution
	MAA	/klɑːθ/	Substitution
	NA	/klaʊtʃ/	Distortion
	NHT	/klɔːc/	Substitution
	SL	/klʌp.tʃ/	Addition
Twitch	AI	/twiːts/	Substitution

/twɪtʃ/	MAA	/twɪst/	Substitution
	NHT	/twiːc/	Distortions
Encroach /ɪnˈkroʊtʃ/	MAA	/ænd krʌtʃ/	Substitution, Addition
	NA	/ænd krʌtʃ/	Substitution, Addition
	NHT	/ən krɔs/	Substitution
Region /riːdʒən/	SL	/dəˈrɛkʃən/	Substitution, Addition
Legend /ledʒənd/	AD	/liːdʒən/	Distortion
	MHR	/riːdʒən/	Substitution
	NA	/riːdʒən/	Substitution
	SL	/ɛlejənd/	Addition, Substitution
Soldier /soʊldʒər/	MHR	/ˈsɑːdər/	Substitution, Omission
	NHT	/sɒlɪˈdɛr/	Substitution, Addition
Exaggerate /ɪgˈzædʒəreɪt/	APR	/ɛksˈdʒenəret/	Substitution, Addition
	MAA	/ɛks ˌsɪgəˈrɛt/	Substitution, Omission
	NHT	/egˈzægri/	Omission
	SL	/əkˈsentʃu.eɪt/	Substitution
Lodge /lɑːdʒ/	AI	/lɑːj/	Substitution
	NA	/ˈlɑːntʃ/	Substitution, Addition
	NHT	/loʊdʒ/	Substitution
Advantage /ədˈvæntɪdʒ/	NHT	/æt fɛns/	Substitution, Omission
Bridge /brɪdʒ/	AD	/braɪd/	Substitution
	MAA	/ˈbraɪdʒ/	Substitution
	NA	/ˈbraɪdʒ/	Substitution

APPENDICES 4

INTERVIEW QUESTION FOR STUDENTS

1. How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

2. How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

3. Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

4. Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

5. Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

6. Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

7. Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

8. Do you think English spelling influences how you pronounce certain words?

9. Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

10. Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

11. Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

12. Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

13. Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

14. In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

15. Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

Adopted and Modified from Rambe, (2019). and A'yuni & Volya, (2024).

APPENDICES 5

INTERVIEW QUESTION FOR LECTURE

1. How often do your students pay attention to their pronunciation, especially when it comes to words that contain the /tʃ/ and /dʒ/ sounds, based on your observations?

2. Do you often correct your students' pronunciation errors, particularly those involving the /tʃ/ and /dʒ/ sounds? How do they usually react to such corrections?

3. From your experience, does the students' first language affect how they pronounce /tʃ/ and /dʒ/? If so, what recurring patterns or errors have you observed?

4. Have you noticed students unintentionally substituting /tʃ/ or /dʒ/ with similar sounds from their native language? Could you give some examples?

5. In your opinion, do differences in English pronunciation (such as inconsistencies in spelling) add to the confusion students experience when pronouncing /tʃ/ and /dʒ/?

6. Have you seen students applying one pronunciation rule across all words without being aware of the exceptions? If yes, what impact does this have on their overall pronunciation?

7. Do you believe students experience anxiety or hesitation when pronouncing words that contain the /tʃ/ and /dʒ/ sounds? What do you think causes this hesitation?

8. Have you ever observed students avoiding certain words due to fear of mispronunciation? What do you do to help them deal with this issue?

9. What techniques or strategies do you apply to help students improve the way they pronounce affricate sounds such as /tʃ/ and /dʒ/?

10. Do you think the current teaching and learning environment—both in and out of the classroom—adequately supports students in enhancing their pronunciation skills? If not, what changes would you recommend?

Adopted and Modified from Rambe, (2019). and A'yuni & Volya, (2024).

APPENDICES 6

TRANSCRIPTION OF INTERVIEW

Respondent Type: Student

Date of Interview: Tuesday, May 27th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:05 minute

Student's Information

Full Name: Abigel Daniella

Class/Semester: 4th Semester

Native Language: Bahasa Indonesia

Script 1

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

AD: I don't really pay much attention to my pronunciation, but when I watch podcasts or movies in English, I usually turn on the subtitles. Then, I often take notes or highlight new words, including those that contain affricate consonants. After that, I also try to imitate the accent.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

AD: Most of the words in the test I learned by listening and repeating what I heard from the lecturers.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

AD: Not very often, and that makes it difficult for me to notice my mistakes. So, I use pronunciation apps to correct myself.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

AD: Yes, I often watch native speakers' videos on YouTube and also practice speaking with my classmates.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

AD: My first language has similar but not identical sounds, like "c" and "j" in Indonesian. To adapt, I use pronunciation apps like ELSA Speak and Youglish that let me learn from native speakers' pronunciation, then I compare it with mine to see if it's correct or not.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

AD: Yes, I have. Sometimes I pronounce "ch" with an /s/ sound because I thought "c" is pronounced like "s." So before I understood how affricate consonants are supposed to be pronounced, I used to say "chicken" as /siken/.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

AD: Yes, I have. For example, the letter "g" in the word "giant" is pronounced /dʒ/, but in "gold" it's /g/. So I used to pronounce "giant" as /gaɪənt/.

Researcher: Do you think English spelling influences how you pronounce certain words?

AD: Yes, definitely. Sometimes English spelling is misleading, like in the word "quires," where the spelling doesn't reflect the actual pronunciation. This gap between spelling and sound makes the word feel unfamiliar and easy to mispronounce.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

AD: Yes, like I mentioned earlier, before I knew about affricates, I pronounced all "ch" words with an /s/ sound. This didn't help my pronunciation, and I still make mistakes sometimes.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

AD: Yes, I've learned them and I think they are really helpful, especially when I want to know how a word is pronounced in the dictionary.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

AD: Yes, sometimes—especially in formal situations like speaking tests or presentations—because I'm afraid of mispronouncing and being misunderstood.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

AD: Yes, I have avoided words like "cheetah" before. Now, I try to practice and say the words I used to avoid slowly until I feel more confident.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

AD: Yes, I once mispronounced a word in class and people laughed. It was embarrassing, but that experience pushed me to improve my pronunciation and motivated me to get better.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

AD: By listening and repeating after native speakers, recording my own voice, and getting feedback from the apps I mentioned earlier.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

AD: There is some support both on and off campus, but I think it would be better to have more focused pronunciation practice in the future and more targeted feedback from lecturers specifically about pronunciation.

Respondent Type: Student

Date of Interview: Tuesday, May 27th 2025

Location/Platform: Whatsapp Telephone

Duration: 55:30 minute

Student's Information

Full Name: Anel Irpon

Class/Semester: 4th Semester

Native Language: Bahasa Toraja

Script 2:

Researcher: How long have you been learning English?

AI: I started learning it in elementary school, since English was already a subject back then. But we mostly studied theory, and it was the same in junior high and vocational high school. In vocational school, the English was more tailored to our major. I was in the Computer and Network Engineering program, so the English we learned was mostly about terms used in computer systems. Actually, that's where the downside is — even after years of studying all the way to college, we rarely had any practice in speaking or pronunciation. It was mostly just theory all the time.

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

AI: Sometimes when I'm on my phone scrolling through videos, I come across English videos or podcasts by native speakers. If I don't understand something, I keep replaying the video and repeating the word until I get used to it. But I only do that when I accidentally encounter such words while watching or listening.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

AI: For some common words in the test like *church* or those with the /dʒ/ sound, I've heard or seen examples before. But in terms of pronunciation, I personally find it difficult because I rarely practice, especially with double sounds like "ch." Also, most of the test words are only found in specific topics, and their pronunciation is quite challenging due to the double letters.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

AI: Sometimes when I speak or post a status on social media, people correct me, especially during presentations. Lecturers and classmates often correct my pronunciation because mispronunciations sometimes make the message unclear. But I think those corrections don't really impact me much because I usually just fix the mistake at that moment—after that, I tend to forget it.

Researcher: Do you and your classmates intentionally speak English in class to practice, even when you're not being graded by lecturers?

AI: That's one of our weaknesses. We mostly use English only during presentations or teaching-learning activities. Outside of class, we sometimes use mixed language—just inserting English words here and there.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

AI: In my Torajan language, the /tʃ/ and /dʒ/ sounds are rarely used. We mostly use sounds like *l*, *m*, and *k*. For example, in a sentence like "**Lamale na lako kampus melada'**," it means "I'm going to campus to study." Or "**Mangka moko kumande?**" which means "Have you eaten?" That's how the Toraja language in Makale is, more or less.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

AI: Yes, because those sounds aren't commonly used in my language, I'm still learning how to emphasize them. Sometimes my tongue slips when reading words with double consonants like *ch*, especially when it appears in the middle of a word. For example, in the test word *enchanting*, I unconsciously pronounced it as *ensyanting* because I'm not used to affricate consonant sounds.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

AI: Yes, often. English has different spellings and pronunciations. For example, in the word *church*, I honestly don't know when the "u" should sound like "a" or "e."

Researcher: Do you think English spelling influences how you pronounce certain words?

AI: Yes, I think spelling really affects pronunciation, especially in words that have many vowels. If a word isn't used often, I tend to forget how to pronounce it.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

AI: I don't think I've ever done that. I understand that English spelling and pronunciation vary a lot, so before using a new word, I always try to learn its pronunciation independently.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

AI: Yes, in semester 2 in the phonetics and phonology course. But we were only taught the theory and the IPA symbols—we never practiced pronouncing full words. So even if we know the sounds of the symbols, we don't know how to apply them when reading a word.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

AI: Personally, I feel more hesitant because I'm afraid of pronouncing them incorrectly. Sometimes what I think is correct turns out to be wrong when I listen to my own recordings—like in our recent speaking test.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

AI: Yes, I've avoided certain words, especially ones with double sounds like *ch*. I tend to lower my voice when saying those sounds because I'm unsure of the pronunciation.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

AI: Yes, of course, it's embarrassing. But when someone corrects me and gives me the correct pronunciation, I feel very motivated to improve. In my opinion, if no one corrects us, we'll keep making the same mistakes.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

AI: I think the best method is to immerse yourself in an English-speaking environment. By that, I mean getting used to hearing English through things like shows, music, or other entertainment. That way, without realizing it, you'll learn the pronunciation of difficult words because you've heard them before.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

AI: I think the support is still lacking. As I mentioned, we rarely practice pronunciation in class, and outside of class it's also limited because English hasn't yet become a habit among most of my classmates.

Respondent Type: Student

Date of Interview: Tuesday, May 27th 2025

Location/Platform: Whatsapp Telephone

Duration: 38:00 minute

Student's Information

Full Name: Maharani

Class/Semester: 4th Semester

Native Language: Bahasa Indonesia

Script 3:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

MHR: I usually pay attention to my pronunciation when I'm about to do a presentation or take an oral exam—basically for classroom activities that will be graded.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

MHR: I often encountered those words through listening and reading. I like reading novels and listening to English songs. But honestly, for some words, I don't really know how to pronounce them—I usually just look up the meaning without checking how to pronounce the word.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

MHR: My friends never correct me, but sometimes the lecturers do. They show me the correct pronunciation. And based on that correction, I usually don't repeat the same mistake with that word. I usually take notes on the correction and practice the pronunciation until I get used to it.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

MHR: Yes, I usually watch videos from native speakers—like speeches or podcasts. If I find a new word, I write it down to use later when talking with my classmates, even if

it's not full English. For affricate consonants, I become aware of their existence when watching videos or listening to podcasts, but I just follow the way the words are pronounced in the video.

Researcher: During the phonetic and phonology course in semester 2, were you taught how to produce affricate consonant sounds?

MHR: As far as I remember, we were taught the place and manner of articulation. But I forgot most of it, maybe because we rarely had pronunciation tests at campus.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

MHR: There are similar sounds in Indonesian, like *ch* is similar to *c* in Indonesian, and *j* is similar to *j* in Indonesian. So for me, it's not that difficult to adapt to affricate sounds because the difference is very subtle, at least to my ears.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

MHR: Before I studied phonetics and phonology, I often mispronounced the word *chicken* as *siken* because I didn't know how to read "ch" and thought it sounded like /s/.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

MHR: Yes, I often get confused. Before learning about affricate consonants, I used to pronounce "ch" as /s/, like saying *siken* or *soklat*. I was confused about when the letter *c* in English sounds like /s/ and when it sounds like /k/.

Researcher: Do you think English spelling influences how you pronounce certain words?

MHR: Yes, it really does. In Indonesian, the pronunciation is straightforward and not as varied as in English. I'm used to pronouncing words based on how they're spelled, so I often mispronounce English words. For example, I used to pronounce *Wednesday* as it's written—with the *d*—even though the *d* is actually a silent letter.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?
MHR: Yes, as I mentioned earlier, before I learned about affricate consonants, I generalized the pronunciation of *ch*. The impact is that I sometimes still make the same mistake, though it's very rare now, thankfully. When I used to mispronounce *ch*, my friends still understood what I meant but never corrected me.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

MHR: Yes, I studied them in semester 2 in the phonetics and phonology course. But I still don't fully understand how to read all the symbols. I only remember a few. However, I think phonetic symbols are very useful, especially when looking up a word in the dictionary. You can see the pronunciation next to the word, so you don't need to use a translator if you understand the phonetic symbols.

Researcher: In that course, was there a test to measure your understanding of IPA or phonetic symbols?

MHR: Yes, I remember we had a test where phonetic symbols were shown on the projector, and we were asked to pronounce them, including words containing those sounds. But unfortunately, this kind of test only happened during the course, so we tend to forget.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

MHR: Yes, I get nervous, especially when I have to speak in front of many people. I'm afraid of mispronouncing words with affricate sounds. I get anxious about making mistakes.

Researcher: So do you feel nervous even when presenting with group members?

MHR: Yes, I still feel nervous, even if I'm not alone.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

MHR: Yes, I often lower my voice when I'm unsure about how to pronounce a word. Sometimes I also say the word with a questioning tone, hoping the lecturer will correct it during the presentation.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

MHR: Yes, one time during a presentation I mispronounced a word, and my classmates laughed. I felt embarrassed, but I used that moment as motivation to improve my pronunciation.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

MHR: I think frequent practice is key. Listening to native speakers and repeating the pronunciation in front of a mirror can also help improve speaking performance. But honestly, the most important thing is awareness—the awareness to improve and to understand how affricate sounds are produced. If we don't understand the place and manner of articulation, we tend to substitute them with sounds we're more familiar with, like *c* and *j* in Indonesian.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

MHR: Honestly, no. In class, most of the focus is on theory, and there's very little pronunciation practice. I think each course should include more sessions for pronunciation and speaking practice.

Researcher: One last question—does this research help you reflect on your awareness of pronunciation, especially affricate sounds?

MHR: Yes, it helps a lot. This research acts like a reminder—an alarm for us. These affricate sounds were taught a long time ago, and most of us, including myself, have forgotten them. But this research brought those lessons back into my memory, and it encouraged me to fix my mistakes.

Respondent Type: Student

Date of Interview: Wednesday, May 28th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:00 minute

Student's Information

Full Name: Arya Putra Renaldy

Class/Semester: 4th Semester

Native Language: Bahasa Makassar

Script 4:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

APR: Well, I usually pay attention to my pronunciation quite often, but I don't specifically focus only on particular sounds like affricates. I normally use a website called Duolingo to practice my pronunciation.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

APR: Most of the words in the test I already knew beforehand, and I actually don't remember exactly how I first learned them. But I think mostly I got them from listening. Although, there was one word that I think was new to me—it was *exaggerated*.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

APR: In class, I usually don't get any correction for my pronunciation, especially from lecturers. I think that's because I have good pronunciation. Since I don't get corrected, I feel confident about how I speak.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

APR: Yes, I do. To practice my pronunciation, I usually sing English songs and have speaking practice with my community.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

APR: Well, my mother tongue is Makassarese, and in the Makassarese language, there are words that contain *c* and *j* sounds which are quite similar to affricate consonants. For example, *cipuru* and *jokka*. That's why I don't have problems adapting to affricate sounds.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

APR: Maybe before I learned about affricate consonants, I sometimes substituted the *ch* sound with the *c* sound like in Makassarese. For example, I used to pronounce *church* by replacing *ch* with *c*, so I said it like /cɜːrc/.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

APR: Yes, I've been confused by some words before. For example, the word *determine*—I wasn't sure whether to pronounce it /determin/ or /determain/. At first, I thought it was /determain/, but then I learned the correct pronunciation is /determin/.

Researcher: Do you think English spelling influences how you pronounce certain words?

APR: Obviously, I do think English spelling influences how I pronounce certain words, especially when I first learn them. Sometimes, the way a word is spelled can be misleading—like the word *colonel*, which is pronounced *kernel*. It doesn't match the spelling at all, so I've had to rely more on listening and practicing rather than just reading. Over time, I've learned that English isn't always phonetic, so now I pay more attention to pronunciation guides or audio to make sure I say things correctly.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

APR: Personally, I've never done that because from the beginning, I understood that English pronunciation is very diverse. So when I find a new word, I usually ask others how to pronounce it or look it up in the Oxford Dictionary to see the phonetic symbols.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

APR: Of course I have, and I think it's very helpful. When we know the phonetic symbols, we can easily learn how to pronounce words, especially in the dictionary. There's no need to open Google Translate or other tools if we already understand the phonetic symbols.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

APR: I don't think so. I'm quite confident with my pronunciation. But if I ever get it wrong and someone corrects me, of course I will fix it.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

APR: Nope, I haven't. But if that ever happens, I would just replace the word with a synonym that I'm more confident pronouncing.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

APR: I don't think so. If I make a mistake in pronunciation, I just accept it and move on, knowing that I was wrong.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

APR: I think the most effective way is through listening activities. It helps when you imitate native speakers' pronunciation, and eventually it becomes a habit.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

APR: I think it's not enough if we only rely on what we learn on campus. You really have to put in more practice outside of class on your own.

Researcher: One last question—does this research help you reflect on your awareness of pronunciation, especially affricate sounds?

APR: Of course, it's really helpful. At first, I didn't even notice affricate sounds, but through your research, I've become more aware and motivated to learn more about affricate consonants.

Respondent Type: Student

Date of Interview: Wednesday, May 28th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:00 minute

Student's Information

Full Name: Arya Putra Renaldy

Class/Semester: 4th Semester

Native Language: Bahasa Bugis Bone

Script 5:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

MAA: Generally, I use an app to talk with native speakers so I can train my pronunciation. If I hear a new word from them, I usually look it up and repeat it many times so I can use it later. But I don't specifically focus on certain sounds like affricates.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

MAA: Honestly, most of the words from the test were new to me. Words like *chiseled*, *encroach*, *clutch*, and *exaggerated*—I encountered them for the first time during the test. Other words are also quite rare, and they only appear in specific topics.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

MAA: I get corrected quite often because I have a strong Bugis accent. Sometimes my tongue slips when speaking English, and my accent makes it sound a bit strange. But these corrections actually motivate me to improve my pronunciation.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

MAA: Sometimes I talk with friends in English, but more often I watch movie clips or short videos. Usually, the clip includes subtitles in Indonesian, so I repeat the video to catch how the word is pronounced while mimicking what the character says.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

MAA: Yes, my native language has similar sounds like *c* and *j*. For example, in Bugis, we have words like *cenning*, *cappa'*, and *jokka*. In my experience, the *c* sound is more commonly used than *j*, so adapting to affricate sounds in English hasn't been that difficult for me.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

MAA: I don't think I've done that intentionally, but it's possible that I did it unconsciously since I'm used to using the *c* sound in Bugis. If I notice I've mispronounced something, I usually try to repeat it correctly.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

MAA: Yes, I often get confused. For example, the letter *x* in *example* is pronounced /ɪgzæmpəl/, but in *exercise*, it's pronounced /eksəsaɪz/. That really confuses me. Maybe because pronunciation practice is lacking.

Researcher: Do you think English spelling influences how you pronounce certain words?

MAA: It definitely affects me. Sometimes the spelling doesn't match the pronunciation, while other times it does. That inconsistency makes me confused.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

MAA: Maybe I've done that unconsciously—like when I come across a new word and don't yet know how to pronounce it.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

MAA: Yes, I did back in junior high school before college. I even bought a special book for phonetic symbols. It's very helpful for improving pronunciation if you really study the symbols. If you understand them, you don't need Google Translate anymore.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

MAA: Sometimes I get nervous when speaking in front of many people, but I don't specifically worry about affricate sounds. My nervousness comes from the crowd, not the pronunciation itself. I'm used to being corrected, so I'm not afraid of making mistakes.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

MAA: I usually lower my voice when I'm unsure how to pronounce a new word. To deal with it, I write down the word, look up its meaning and pronunciation, and then repeat it many times so I won't forget.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

MAA: I've felt embarrassed, of course. But it also really motivates me to do better every time I have a speaking test.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

MAA: I think the best method is to repeat the word many times with the correct pronunciation. If you do that often, the word will be stored in your memory.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

MAA: Honestly, it doesn't support enough. There isn't much pronunciation practice. My suggestion for Bosowa is that English Department students should be required to speak English on campus—and if they break the rule, there should be a fine or a penalty. That way, we can get used to such an environment.

Respondent Type: Student

Date of Interview: Wednesday, May 28th 2025

Location/Platform: Whatsapp Telephone

Duration: 50:00 minute

Student's Information

Full Name: Nisma Ardi and Nur Isna Ningsih

Class/Semester: 4th Semester

Native Language: Bahasa Mandar and Bahasa Selayar

Script 6:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

NA: Quite often. When I'm preparing for a presentation, I usually check the pronunciation of all the words I'll use, either by reading or practicing saying them directly.

NIN: Often. When I read song lyrics or watch movies, if I find new words, I look up their meanings and practice how to pronounce them.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

NA: For most of the words in the test, I only encountered them during the test itself, especially those with the affricate /tʃ/ like "chiseled" and "encroach," so they were difficult to pronounce because I wasn't familiar with them.

NIN: Same here, I just found words like "chiseled" and "clutch" for the first time in the test. Honestly, I was confused about how to pronounce them. But for the words with the /dʒ/ sound, I've heard and used most of them often.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

NA: Quite often. Usually, when I'm presenting and mispronounce something, my lecturer or group mates correct me and show me the correct pronunciation. I'm a quick learner, so I don't usually repeat the same mistake, unless it's a completely new word. If I don't get corrected, the mistake might continue.

NIN: Lecturers correct my pronunciation more often than classmates. When my lecturer corrects me, they usually show me how to pronounce it correctly. Thanks to those corrections, I mispronounce less in class. Without any correction, I think the mistakes would just continue.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

NA: I often speak with my friends using a mix of Indonesian and English. I also watch movies with both English and Indonesian subtitles. When I find a new word in a movie, I pause the video and repeat it based on how the actor pronounces it. I also take courses at Briton to practice.

NIN: I usually talk with my classmates in English, listen to music, and watch TikTok videos. I think these activities help improve my pronunciation and boost my confidence because I already know how to say the words.

Researcher: Have you learned about affricate consonants /tʃ/ and /dʒ/ in class before this research?

NA: Yes, I learned about them in semester 2 in the phonetic and phonology course. We learned the theory, but we rarely practiced the pronunciation.

NIN: Yes, I've heard of affricate consonants before, but I forgot the details. We only learned the symbols and answered theoretical questions in the final exam—there was no real pronunciation practice.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

NIN: In my first language, Selayar, affricate consonants aren't commonly used. I've only heard the /dʒ/ sound in words like "jari" and "je'ne." So, it's harder for me to adapt to the /tʃ/ sound in English because I'm not used to pronouncing it.

NA: In my language, Mandar, there are words with the /tʃ/ sound, though they often have harsh meanings, like "cangngo" which means stupid. For /dʒ/, we have "jari" and "jangang" (meaning bird). So, for me, it's not too hard to adapt because those sounds also exist in my native language.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

NA: Yes, but not too often. Sometimes, without realizing it, I pronounce /tʃ/ as "c," like saying "chocolate" as "coklat." That might be due to the influence of Indonesian. But for the /dʒ/ sound, like in "juice," I don't struggle much because similar sounds exist in Mandar.

NIN: I think so, yes. I've unconsciously replaced /tʃ/ with more familiar sounds from my native language. For example, when I tried to say "chicken," I pronounced it like "ciken" without realizing it. But for /dʒ/ sounds, like in "jungle," they're easier for me because I'm already familiar with similar words like "jari" or "je'ne."

Researcher: Have you ever been confused about how to pronounce a word because the spelling doesn't match the sound? Can you give an example?

NA: Yes, just like NIN said, for example the word "bridge." I'm used to pronouncing "i" in English like "ai," so I say "braij." Another example is the word "clutch." I was confused about the vowel sound in that one because "u" can be pronounced in different ways, like "a" or "e."

NIN: Yes, for example, the words "bridge" and "bride." The letter "i" is pronounced differently in each word—"i" in "bridge" is short, while in "bride" it sounds like "ai." The letter "c" also confuses me because sometimes it sounds like "s," sometimes like "k," and other times like "ch."

Researcher: Do you think English spelling affects how you pronounce words?

NA: Yes, I think English spelling really influences how I pronounce words. I often follow Indonesian reading patterns. For example, I used to read "bridge" as "braij" because I thought the "i" sounded like "ai." When I saw the word "clutch," I was confused about how to pronounce the "u" because it can sound different in various words. So sometimes I say things wrong because I rely on the spelling.

NIN: Yes, I feel the same way. English spelling often makes me mispronounce words. The same letter can have different sounds in different words. Like with "bridge" and "bride," or the letter "c" that can be pronounced "s," "k," or "ch." So I'm often unsure whether to trust the spelling.

Researcher: Have you ever applied overgeneralization by pronouncing new words based on previous ones?

NA: I haven't experienced that personally, but sometimes I do get confused by pronunciation variations.

NIN: Maybe unconsciously. I used to pronounce all "ch" sounds like "sy," so even though now I know it should be "c," my tongue sometimes slips.

Researcher: Have you ever learned phonetic symbols in class, and did it help with your pronunciation?

NA: Yes, we learned phonetic symbols in semester 2 during phonetic and phonology class. I think it helped me improve my pronunciation. When I mispronounce a word, I look at its symbol to check how to say it correctly.

NIN: Yes, in semester 2, but I've forgotten how to read the symbols. I think if I study them again, they could really help with pronunciation because they show how a word should sound.

Researcher: Do you feel nervous or doubtful about your pronunciation, especially with affricate sounds, when speaking in front of others?

NA: Yes, sometimes I feel nervous and unsure, especially with /tʃ/ sounds in the middle of words. I worry about mispronouncing them.

NIN: Yes, I get nervous too. I'm afraid of mispronouncing words, especially when the text is long and full of affricates like /tʃ/. It can make me go blank from thinking too hard about how to say the words.

Researcher: Have you ever tried to avoid pronouncing difficult words containing affricate consonants?

NIN: I've never tried to avoid them. I just pronounce them confidently, and if I'm wrong, I look up the correct pronunciation using a translator.

NA: I have. I usually lower my voice when I'm unsure about a word, but I still pronounce it. Even if I get it wrong, the lecturer corrects me.

Researcher: Have you ever felt embarrassed or discouraged after being corrected? Or did it motivate you to improve?

NA: I don't really feel embarrassed because I'm used to being corrected by lecturers, and I'm not the only one. The corrections help me stay motivated to improve my

pronunciation. Some lecturers give warnings when we repeat mistakes, so I don't forget the corrections easily.

NIN: I do feel a bit embarrassed when I get corrected directly by the lecturer. It lowers my confidence. But I still remember the correction.

Researcher: What method do you think is most effective for improving pronunciation of affricate consonants?

NA: Doing daily listening activities.

NIN: Repeating the words multiple times until the correct pronunciation stays in memory.

Researcher: Do you think the learning environment, both in and outside the classroom, supports your pronunciation development?

NA: It's decent in class, but outside class, it's mostly at my course. I think there should be more pronunciation practice or tests, especially in classes focused on speaking.

NIN: I think campus learning helps enough. Outside of class, it's also helpful because my friends and I often use English and correct each other

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Respondent Type: Student

Date of Interview: Wednesday, May 28th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:00 minute

Student's Information

Full Name: Nur Hidaya Tullah

Class/Semester: 4th Semester

Native Language: Bahasa Makassar

Script 7:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

NHT: Sometimes. When I find a new word, I usually write it down and check the pronunciation on Google Translate. After I know how to pronounce it, I repeat it several times to help me remember the correct pronunciation.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

NHT: Mostly, I was already familiar with the words containing the /dʒ/ sound. But for the /tʃ/ sound, I only knew one word; the rest I encountered for the first time during the test. I had learned those words from watching movies.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

NHT: Yes, both my friends and lecturers often correct my pronunciation mistakes during formal situations like presentations. I think the corrections are helpful because I learn from my mistakes and don't repeat them with the same word.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

NHT: Not really. I mostly focus on improving my vocabulary. For pronunciation, I usually just look up how to pronounce a word, but I don't focus much on the sound or practice it repeatedly and maybe it's also because there's rarely any pronunciation practice at the campus

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

NHT: Yes, for example, the letter "c" has a sound similar to /tʃ/, like in the words "cipuru'" and "cera'de'." For /dʒ/, we have the sound in the word "jangang." So, it's quite easy for me to adapt to affricate sounds in English.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

NHT: Yes, for example, I used to pronounce "chocolate" as "coklat," like in Indonesian, because I'm used to the /c/ sound instead of /tʃ/.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

NHT: Always. The spelling and pronunciation in English are often inconsistent. For example, the words "life" and "live" have different pronunciations.

Researcher: Do you think English spelling influences how you pronounce certain words?

NHT: Yes, very much. Often, the spelling is different from the actual pronunciation.

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

NHT: Maybe I have, without realizing it. Before I knew about affricates, I used to pronounce all words with "c" as /k/. Sometimes, this caused others to misunderstand what I was saying.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

NHT: I don't think I've ever studied that. Even if I did, I've probably forgotten it.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

NHT: I often feel uncertain, maybe because I lack vocabulary. When I come across a new word, I hesitate to pronounce it because I'm afraid of making mistakes.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

NHT: I don't usually avoid words, but I sometimes lower my voice when saying unfamiliar words. To fix this, I find out how to pronounce them correctly instead of avoiding them.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

NHT: Yes, once my lecturer corrected me in public with a harsh tone. That experience motivated me to pay more attention to pronunciation.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

NHT: Intensive pronunciation practice, both independently and on campus.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

NHT: Not really. There isn't much focus on pronunciation practice. It's more about vocabulary and grammar. I suggest the campus provide more pronunciation training sessions.

Respondent Type: Student

Date of Interview: Wednesday, May 28th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:00 minute

Student's Information

Full Name: Sri Leni

Class/Semester: 4th Semester

Native Language: Bahasa Makassar

Script 8:

Researcher: How often do you pay attention to your pronunciation, especially for words containing the /tʃ/ and /dʒ/ sounds?

SL: Not very often. I usually just hear the pronunciation briefly from Google Translate without exploring the place and manner of articulation in detail.

Researcher: How did you first learn to pronounce the words in the test—by reading, listening, or speaking?

SL: I usually do all three—reading, listening, and speaking—especially by using test apps or apps for speaking with native speakers.

Researcher: Do your lecturers or classmates frequently correct your pronunciation mistakes? If not, how does this affect your pronunciation habits?

SL: I think they rarely correct me, so I often keep making mistakes without realizing it.

Researcher: Do you often practice English pronunciation outside the classroom, such as by watching videos or speaking with friends?

SL: Yes, I use pronunciation learning apps and also watch English cartoons while writing down new words I hear and learn their pronunciation.

Researcher: Does your first language have the /tʃ/ and /dʒ/ sounds? If not, how do you adapt to these sounds in English?

SL: There are similar sounds in my first language like the "c" and "j" sounds in Indonesian, so adapting to English affricates isn't too difficult for me.

Researcher: Have you ever unconsciously replaced the /tʃ/ or /dʒ/ sound with a similar sound from your native language? Can you give some examples?

SL: Yes, often. For example, I often mispronounce the /dʒ/ sound when it's written as "g," like in the word "giant." I tend to pronounce it with a /g/ sound.

Researcher: Have you ever felt confused by the variations in English pronunciation for certain letters? Can you share an example of a mistake you have made?

SL: Yes, it was quite confusing at first because I wasn't used to it and lacking of pronunciation practice

Researcher: Do you think English spelling influences how you pronounce certain words?

SL: Absolutely. English spelling isn't always consistent with pronunciation. For instance, I used to pronounce "chorus" like "church" because both start with "ch," but their pronunciations are different—/k/ in "chorus" and /tʃ/ in "church."

Researcher: Have you ever applied one pronunciation rule to all words without realizing there are exceptions? If so, how has this affected your pronunciation?

SL: Yes, I once thought that all words with "ch" were pronounced with a /k/ sound until I learned about affricate consonants.

Researcher: Have you ever learned the phonetic symbols (IPA) in English? How helpful are they in improving your pronunciation?

SL: Yes, I learned them in the early semesters. I think phonetic symbols are very helpful because they give a clear guide on how to pronounce a word without guessing.

Researcher: Do you feel nervous or hesitant when pronouncing words with /tʃ/ and /dʒ/ sounds in English? Why?

SL: Sometimes, especially when speaking in front of many people or with someone who's more fluent. I'm afraid of mispronouncing a word and sounding odd, especially if the word is important in the conversation. I usually try to find a synonym that's easier to pronounce but has the same meaning.

Researcher: Have you ever avoided saying certain words in English because you were afraid of mispronouncing them? If so, how do you handle this situation?

SL: Yes, I sometimes feel embarrassed, but I try to learn from my mistakes and take note of the parts I need to improve.

Researcher: Have you ever felt embarrassed or less confident because of a pronunciation mistake? How has that experience affected your motivation to improve?

SL: Yes, I feel embarrassed, but it motivates me to correct myself and improve my pronunciation.

Researcher: In your opinion, what is the most effective method for improving your pronunciation, especially for affricate sounds like /tʃ/ and /dʒ/?

SL: I think the most effective methods are listening and repetition—especially listening to native speakers on YouTube, podcasts, or music, and repeating what they say.

Researcher: Do you feel that your learning environment, both inside and outside the classroom, provides enough support to help you improve your pronunciation? If not, what improvements would you suggest?

SL: Outside the campus, I don't think the environment is supportive because people mostly speak in local languages. So I need to train myself by joining courses and practicing pronunciation independently.

Respondent Type: Lecture

Date of Interview: Thursday, May 29th 2025

Location/Platform: Whatsapp Telephone

Duration: 30:05 minute

Lecturer's Information

Full Name: Dr. Restu Januarty Hamid, S.PdI., M.Pd.

Institution: Universitas Bosowa Makassar

Relevant Subjects Taught: English for Tourism

Script 9:

Researcher: How often do your students pay attention to their pronunciation, especially when it comes to words that contain the /tʃ/ and /dʒ/ sounds, based on your observations?

Mam Restu: Based on my experience, most students rarely pay attention to how they pronounce affricate sounds. They tend to focus more on vocabulary or grammar. However, when pronunciation activities are given, or when they are asked to speak, students sometimes realize that pronouncing certain words, especially those with /tʃ/ and /dʒ/ sounds, is quite difficult.

Researcher: Do you often correct your students' pronunciation errors, particularly those involving the /tʃ/ and /dʒ/ sounds? How do they usually respond to such corrections?

Mam Restu: Yes, sometimes I correct them, especially when they pronounce the /tʃ/ sound like /s/ or /t/, and the /dʒ/ sound—where they're supposed to push their lips forward a bit and stress it—is pronounced like /z/ or /d/. Students respond differently. Some accept the correction well and try to improve, while others feel shy or hesitant. They are often afraid to try. That's why I usually ask them to practice more and give them gentle corrections in a supportive environment. It's up to us as lecturers to motivate students so that they don't feel embarrassed and are willing to keep practicing.

Researcher: From your experience, does the students' first language affect how they pronounce /tʃ/ and /dʒ/? If so, what recurring patterns or errors have you observed?

Mam Restu: Yes, I believe the first language has a strong influence. For example, most of our students here are native Indonesian speakers, and they tend to substitute /dʒ/ with the "j" sound in Bahasa Indonesia, or /tʃ/ with the "c" sound like in the word *cinta*. Phonetically, they're not exactly the same. So it's hard for students to differentiate. For instance, they may pronounce *judge* without any stress, as if it were just the Indonesian "j". Or for the word *juice*, they may just say /jus/.

Researcher: Have you noticed students unintentionally substituting /tʃ/ or /dʒ/ with similar sounds from their native language? Could you give some examples?

Mam Restu: Very often. For example, the word *chicken* is often pronounced as /siken/. As far as I know, many Bugis-speaking students pronounce it this way because they're not used to producing the /tʃ/ sound. Even in words like *cantik* (beautiful), they tend to pronounce it like /santik/. Similarly, the word *juice*, which should be stressed and pronounced with /dʒ/, is often just pronounced as /jus/, similar to Indonesian.

Researcher: In your opinion, do differences in English pronunciation (such as inconsistencies in spelling) add to the confusion students experience when pronouncing /tʃ/ and /dʒ/?

Mam Restu: Yes, definitely. The inconsistency of English spelling contributes a lot to the confusion. For instance, words beginning with the letter "c" like *chocolate*, *chef*, or *corrector*—some are pronounced with /tʃ/, others with /k/ or even /s/. These variations make it harder for students to recognize the correct pronunciation.

Researcher: Have you seen students applying one pronunciation rule across all words without being aware of the exceptions? If yes, what impact does this have on their overall pronunciation?

Mam Restu: Yes, that happens quite often. For example, students think that every word containing the letter "c" should be pronounced as /tʃ/, so they might pronounce *chorus* as /tʃorus/. This kind of mistake can become repetitive, and in the long term, it negatively affects their confidence in speaking.

Researcher: Do you believe students experience anxiety or hesitation when pronouncing words that contain the /tʃ/ and /dʒ/ sounds? What do you think causes this hesitation?

Mam Restu: Yes, many students feel nervous when pronouncing these sounds, especially in formal situations like presentations. The main causes are usually fear of making mistakes and a lack of practice. Since they don't hear these sounds often in daily conversations, they feel unfamiliar and hesitant.

Researcher: Have you ever observed students avoiding certain words due to fear of mispronunciation? What do you do to help them deal with this issue?

Mam Restu: Yes, I often notice students avoiding certain words because they're afraid of pronouncing them incorrectly—especially sounds that don't exist in Bahasa Indonesia, like *th* or affricates like /tʃ/. I usually advise them to keep repeating the word and practicing regularly. I also give them motivational support so they don't feel embarrassed. Some students try to lower their voice or avoid speaking after being corrected. That's why, when I correct their pronunciation, I immediately ask them to repeat the word and we pronounce it together.

Researcher: What techniques or strategies do you apply to help students improve the way they pronounce affricate sounds such as /tʃ/ and /dʒ/?

Mam Restu: One of my strategies is to motivate students through a personalized approach. I always ask them to practice and repeat. Repetition is really important—without it, they'll forget easily. I also encourage them to listen to music or watch videos, even if they're just cartoons or animations, to get used to hearing native pronunciation.

Researcher: Do you think the current teaching and learning environment—both in and out of the classroom—adequately supports students in enhancing their pronunciation skills? If not, what changes would you recommend?

Mam Restu: In my opinion, the current environment—both in class and outside—is still lacking. Time is limited for pronunciation practice in class, and the curriculum we use doesn't focus much on pronunciation. It mostly emphasizes vocabulary and grammar. That's why I often suggest that students watch English videos or listen to music outside class. Some of them also engage in casual discussions with their friends in English, which helps too

APPENDICES 7

SURAT KETERANGAN BEBAS PLAGIAT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat Kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588
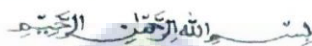
SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Nur Fauziah

Nim : 105351104121

Program Studi : Pendidikan Bahasa Inggris

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SURAT PENGANTAR LP3M DARI FAKULTAS

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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-866972/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

Nomor : 0331 /FKIP/A.4-II/IV/1446/2025
Lamp : 1 Rangkap Proposal
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di,

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama	:	**Nur Fauziah**
NIM	:	105351104121
Prodi	:	**Pendidikan Bahasa Inggris**
Alamat	:	Jl. Kr. Bontotangnga 2 Lorong 1 No 43
No. HP	:	089526394531
Tgl Ujian Proposal	:	**12 Maret 2025**

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul : "Analysing English Department Students' Mispronunciations of Affricate Consonants"/tʃ/ and /dʒ/" at The Bosowa University"

Demikian **Surat Pengantar** ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
Jazaakumullahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

16 Syawal 1446 H
Makassar --------------------
15 April 2025

Dekan
FKIP Unismuh Makassar,

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

| Terakreditasi Institusi
BAN-PT

APPENDICES 9
SURAT PENELITIAN DARI LP3M

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 : 6697/05/C.4-VIII/IV/1446/2025   15 April 2025 M
Lamp : 1 (satu) Rangkap Proposal   17 Syawal 1446
Hal   : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
        Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0331/FKIP/A.4-II/IV/1446/2025 tanggal 15 April 2025, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : NUR FAUZIAH
No. Stambuk : 10535 1104121
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa

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

"ANALYSING ENGLISH DEPARTEMENT STUDENTS' MISPRONUNCIATIONS OF AFFRICATE CONSONANTS"/TI/ AND /D3/" AT BOSOWA UNIVERSITY"

Yang akan dilaksanakan dari tanggal 17 April 2025 s/d 17 Juni 2025.

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

Ketua LP3M,

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

APPENDICES 10

KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Nur Fauziah**
NIM	:	**105351104121**
Judul Penelitian	:	*Analysing English Department Students' Mispronunciations of Affricate Consonants "/tʃ/ and /dʒ/"*
		at the Bosowa University
Tanggal Ujian Proposal	:	**12/03/2025**
Tempat/Lokasi Penelitian	:	**Universitas Bosowa Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa / 22-04-2025	Pemberian Surat Izin meneliti	Restu January Hamid, S.Pd.I, M.Pd	
2	Senin / 19-05-2025	Pengumpulan rekaman Speaking test	Restu January Hamid, S.Pd.I., M.Pd.	
3	Selasa / 27-05-2025	Interview Mahasiswa	Restu January Hamid, S.Pd.I., M.Pd.	
4	Rabu / 28-05-2025	Interview Mahasiswa	Restu January Hamid, S.Pd.I., M.Pd.	
5	Kamis / 29-05-2025	Interview Dosen	Restu January Hamid, S.Pd.I., M.Pd.	

makassar...... , ...2025

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Ketua Program Studi,
FIPS Unibos Makassar

Rosmawati, S.Pd., M.Hum., M.Ed., P.hD
NIP. 19701203 199903 2 004

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL **LEMBAGA AKREDITASI MANDIRI** LAMDIK   **RESEARCH GROUP**   **RESEARCH ACADEMY** PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNISMUH MAKASSAR   turnitin   Mendeley

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SURAT TELAH SELESAI MENELITI

UNIVERSITAS BOSOWA
FAKULTAS ILMU PENDIDIKAN DAN SASTRA
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
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Nomor: A.432/FIPS/Unibos/VI/2025

Yang bertanda tangan di bawah ini:

Nama   : Dr. Rosmawati, S.Pd., M.Hum., M.Ed., Ph.D.
NIP   : 19701203 199903 2 004
Jabatan   : Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas   : Fakultas Ilmu Pendidikan dan Sastra
Universitas : Universitas Bosowa

Dengan ini menerangkan bahwa:

Nama   : Nur Fauziah
NIM   : 105351104121
Asal Perguruan Tinggi : Universitas Muhammadiyah Makassar
Program Studi   : Pendidikan Bahasa Inggris

Telah melakukan penelitian di Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Sastra, Universitas Bosowa, pada Tanggal 17 April 2025 – 17 Juni 2025. Penelitian ini dilaksanakan sebagai bagian dari tugas akademik yang bersangkutan. Selama pelaksanaan penelitian, yang bersangkutan telah mematuhi ketentuan dan etika penelitian yang berlaku di lingkungan Fakultas Ilmu Pendidikan dan Sastra Universitas Bosowa.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 18 Juni 2025
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Pendidikan dan Sastra
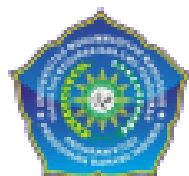Universitas Bosowa

Dr. Rosmawati, S.Pd., M.Hum., M.Ed., Ph.D.
NIP. 19701203 199903 2 004

APPENDICES 12

LETTER OF ACCEPTANCE

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بســم اللـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0977/BG-FKIP/LOA/B/VII/1447/2025

Dear NUR FAUZIAH

It is our pleasure to inform you that, after reviewing your paper:
ANALYSING ENGLISH DEPARTMENT STUDENTS'
MISPRONUNCIATIONS OF AFFRICATE CONSONANTS "/ʧ/ AND /dʒ/" AT
THE BOSOWA UNIVERSITY
The manuscript ID: 1871
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	√	
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30 Muharram 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

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

APPENDICES 13

DOCUMENTATION

Figure 2 Pre-observation

Figure 1 Collected speaking test recordings from the lecturer
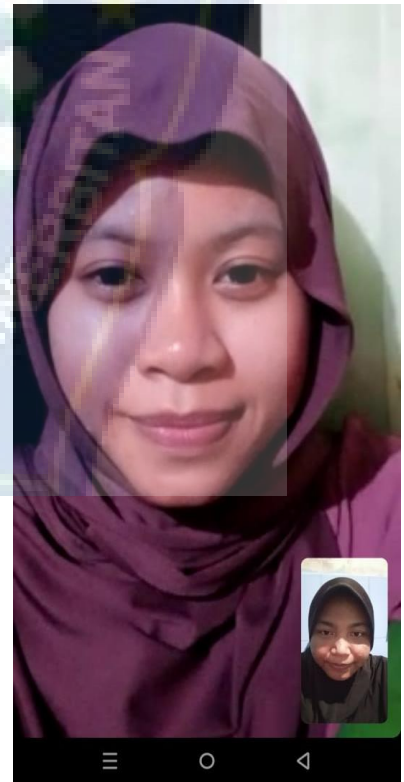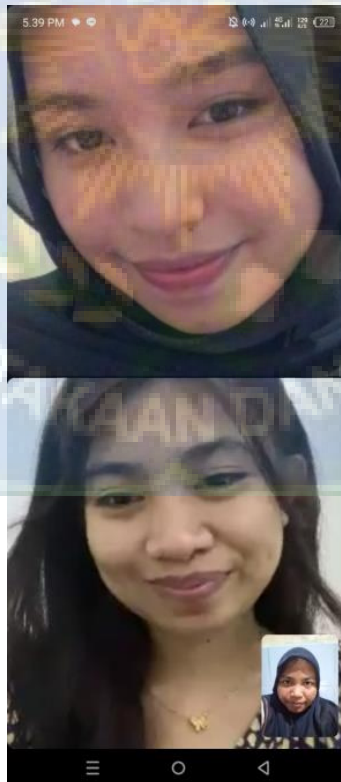

Figure 3 Students Interview

Figure 4 Lecturer Interview

CURRICULUM VITAE

Nur Fauziah is a student of the English Education Study Program at Universitas Muhammadiyah Makassar. She was born on July 16, 2001, in Maros and she is the first child of Ismariyati A.D., with one sister and one brother. She began her education at SDN Inpres Tidung II Makassar in 2007 and graduated in 2013, then continued to SMP Negeri 40 Makassar and graduated in 2016. She completed her secondary education at SMA Negeri 9 Makassar in 2019. In 2021, she started her bachelor's degree in English Education Department at Universitas Muhammadiyah Makassar, Faculty of Teacher Training and Education. During her studies, she actively developed her teaching experience by working as a Speaking English Instructor at MAN 2 Makassar. She completed her undergraduate thesis in 2025 with the title "Analysing English Department Students' Mispronunciations of Affricate Consonants /tʃ/ and /dʒ/ at Bosowa University."