

**THE STUDENTS ABILITY IN PRNOUNCING ENGLISH
PALATAL ALVEOLAR FRICATIVE CONSONANT AND
PALATAL ALVEOLAR AFFRICATIVE CONSONANT AT
THE NINTH GRADE OF JUNIOR HIGH SCHOOL NUMBER
17 KOTA JAMBI**

A THESIS

**Submitted Partial Fulfillment of the Requirements to Obtain the
Degree of Sarjana Pendidikan**



Written By

Suci Wulandari

1800888203028

**ENGLISH EDUCATION DEPARTMEN
FACULTY OF TEACHER TRAINING AND EDUCATION
BATANGHARI UNIVERSITY**

2022

JAMBI

APPROVAL

This thesis is entitled “ **The Student’s Ability in Pronouncing English Palatal Alveolar Fricative Consonant and Palatal Alveolar Affricative Consonant at the Ninth Grade of SMPN 17 Kota Jambi** “ written by Suci Wulandari, Student Number 1800888203028 has been corrected and approved to be tested in front of the board of examiners.

Jambi, 27 January 2022

Approved and Accepted By:

The First Advisor



Efa Silfia, M.Pd

The Second Advisor



Kartika Dewi, M.Pd

**The Head of English Education
Study Program**



Ridho pradjadinata, M.Pd

**The Dean of Teacher Training and
Education Faculty**



Dr. H. Abdoel Gafar, S.Pd, M.Pd.

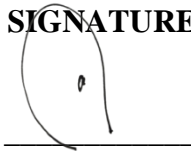


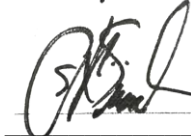
LETTER OF RATIFICATION

This thesis entitled “ *The Students Ability in Pronouncing English Palatal Alveolar Fricative Consonant and Palatal Alveolar Affricative Consonant at the Ninth Grade of SMPN 17 Kota Jambi* “ written by Suci Wulandari Student Number 1800888203028, had been defended in front of the board of examiners on:

Day : Thursday

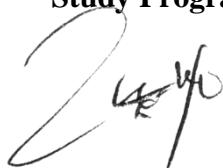
Date : January 27th 2022

The Examiner Team:

NAME	POSITION	SIGNATURE
1. Efa Silfia, M.Pd	First Advisor	
2. Kartika Dewi, M.Pd	Second Advisor	
3. Dr. Yanti Ismiyati, M.Pd	First Examiner	
4. Siti Aisyah, M.Pd	Second Examiner	

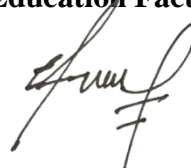
Ratified by:

The Head of English Education
Study Program



Ridho Praja Dinata, M.Pd

The Dean of Teacher Training
Education Faculty



Dr. H. Abdoel Gafar, S.Pd., M.Pd

Motto

Barang siapa yang menghendaki dunia maka hendaklah dengan ilmu dan barang siapa yang menghendaki akhirat maka hendaklah dengan ilmu, barang siapa yang menghendaki kedua-duanya maka hendaklah juga dengan ilmu.

(Al-Hadist)

Bekerjalah untuk duniamu seolah-olah hidup selama-lamanya dan ber-amal lah untuk akhiratmu seolah-olah kamu mati esok hari.

(Al-Hadist)

ACKNOWLEDGMENTS

First of all praise be upon to Allah SWT, who the most merciful for guiding the researcher to deal with the blessings and protection that the researcher to deal with the blessing and protection that the researcher could finally finish writing this thesis. As the researcher accomplished this thesis, the researcher would like to express her deepest thanks to:

1. H. Fachruddin Razi, SH.MH Rector of Batanghari University.
2. H. Abdoel Gafar, S.Pd,M.Pd as Dean of Teachers Training and Education Faculty at Batanghari University
3. Ridho pradja Dinata, M.Pd a Chairman of English Language Education Department.
4. Efa Silfia,M.Pd as the first Supervisor and Kartika Dewi,M.Pd as the second supervisor, who have patiently given valuable guidance, advice and encouragement. This thesis would have been accomplished without help from both of the supervisors.
5. All of English study program lecturers who have taught and given the writer knowledge that supported the writing of this thesis.
6. My Friends in English Department 2018. Thank you for Your support.
7. The Teacher's of English at SMPN 17 Kota Jambi and the ninth grade students who helped as the samples of the research, thanks for their participation.

8. My Beloved parents, M.Yasir A. (Father) and Hikmawati (Mother).

Thanks a lot for Everything.

9. My Beloved Siblings , Putri Inayah (Sister) and M. Dapiq (Brother) who always give support.

10. Finally, my beloved Friends Silvia Faradilla, Medytia Rahayu, Irma Kristina, Margaretta Siagian, Hani Yulia Ramdani, Riyanda Trihardi, Sebrina Hendri Zahir, , Kristiani, Putri Adinda, and my cousin Nining Marlinda Mawadha. Thanks for the help and Support.

Finally, the researcher realizes this thesis still far for being perfect.

Therefore constructive suggestion and advise is always welcome for the improvement of this thesis greatly appreciated. Hopefully, this will be useful for all reader.

ABSTRACT

Wulandari.S. 2022. *The Student's Ability in Pronouncing English Palatal Alveolar Fricative Consonant and Palatal Alveolar Affricative Consonant at The ninth Grade of Junior High School Number 17 Kota Jambi: A Thesis*, Faculty of Teacher Training and Education, Batanghari University, Supervisor I : Efa Silfia M.Pd., Supervisor II : Kartika Dewi M.Pd.

Key words: speaking, pronouncing, Palatal Alveolar fricative and affricative, consonants

Pronunciation is one of the components in speaking ability. This component plays very important role in communication, because by pronouncing the English words correctly students are able to avoid misunderstanding when they are speaking, therefore to be able to say English words fluently and correctly, the students should have good matery in pronunciation especially in pronouncing English palatal alveolar fricative and affricative consonant sounds. This research is aimed at describing students' ability to pronounce English palatal alveolar fricative and affricative consonants (ʃ and tʃ)) and find out in which position (initial, medial, and final) are the most difficult to pronounce.

The design of this research was descriptive quantitative method approach. This research was conducted Junior High School Number 17 Kota Jambi in January 2022. in conducting this research, the researcher administered the pronunciation test one time, the. The population of this research was the ninth grade students at SMPN 17 kota Jambi in academic year 2021-2022, the total number of them were 340 students. As the sample was the ninth grade student , they consist of 10 students. The researcher used purposive sampling technique in taking the sample if this research.

The result of this research showed that on the test there were 4 students belong to very good categories, 2 student belongs to good categories, 3 students belong to fair categories, 1 student belongs to weak category and none of the student belong to poor category. the ability of the students in pronouncing the English palatal alveolar fricative (ʃ) and (tʃ) affricative consonant was 78%, this is categorized as good. The students' ability in pronouncing sound (ʃ) belongs to very good category (85%) and sound (tʃ) belongs to good category (73%).

TABLE OF CONTENTS

PAGE OF TITLE	
APPROVAL	i
LETTER OF RATIFICATION	ii
MOTTO	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF APPENDIXES	x
CHAPTER I : INTRODUCTION	1
1.1. Background of the research.....	1
1.2. Limitation of the Research	3
1.3.The Formulation of the Research	3
1.4.Purpose of the Research	3
1.5. The significance of the Research.....	4
1.6. Definition of Keyterms.....	5
CHAPTER II : REVIEW OF RETALATED LITERATURE	7
2.1. Definition of Pronunciation	7
2.1.1. Phonology.....	8
2.1.2. Phonetics	8
2.1.3. Function of Pronunciation in a Language	9
2.1.4. Aspects that Influence Pronunciation Ability ...	9
2.1.6. Consonants	10
2.2. Previous Study.....	18
2.3. Conceptual Framework	20

CHAPTER III : METHODOLOGY	22
3.1. Design of the Research.....	22
3.2. Population and Sample	22
3.2.1. Population.....	22
3.2.2. Sample	23
3.3. Instrument of the Research	24
3.4. Technique of Data Collection.....	24
3.5. Technique of Data Analysis	25
CHAPTER IV FINDINGS AND DISCUSSION	29
4.1. Findings	29
4.1.1. The Ultimate Result of the Student's Score	29
4.1.2. The Percentage level of Student's Ability.....	30
4.1.3. The Percentage of Student's Correctly Sound ...	30
4.1.4. English Palatal Alveolar fricative & Affricative	32
4.1.5. The Frequency of Distribution	33
4.2. Discussion.....	36
4.2.1. Students Ability in Pronunciation english palatal alveolar fricative and affricative.....	36
4.2.2. Students Incorrect Pronunciation	38
4.2.2.1. The Incorrect Pronunciation of (ʃ).....	38
4.2.2.2. The Incorrect Pronunciation of (tʃ).....	39
CHAPTER V CONCLUSION AND SUGGESTION	41
5.1. Conclusion	41
5.2. Suggestion	42
REFERENCES.....	44
APPENDIXES	

LIST OF TABLES

TABLE

1. Type of Obstruction Caused Articulators
2. The chart of English Consonant Phonemes
3. Example Words Palatal Alveolar Fricative and Affricative Consonant
4. Population of the Research
5. Scale Categories
6. The Total Percentage
7. The Percentage of Students Ability level in Pronouncing.
8. The Score Distribution of the Score Test

LIST of APPENDIXES

Appendix

1. Test Items of English Palatal Alveolar Fricative and Affricative Consonants.
2. Phonetics Transcription of Test Items of English Palatal Alveolar Fricative and Affricative Consonants.
3. Students Score to Pronounce the English Palatal Alveolar Fricative and Affricative Consonants on the Test.
4. The Ultimate Results of the Student's Score Test.
5. The Total Mean Scores of All Students of the Test.
6. The Frequency of the Correct Pronunciation of the English Palatal Alveolar Fricative and Affricative Consonants on the Test.
7. The Total Number of Correct and Incorrect Pronunciation of the Test.
8. Phonetics transcription of test items of English Palatal Alveolar Fricative and Affricative Consonants.

STATEMENT

I the undersigned below :

Name : Suci Wulandari
ID : 1800888203028
Place and Date of Birth : Jambi, 15 Oktober 2000
Study Program : English Language Education

States that:

1. The Thesis that I wrote with the title The Students ability in pronouncing English Palatal alveolar Fricative Consonants and palatal alveolar affricative consonants at the ninth grade of Junior High school Number 17 Kota Jambi
2. This thesis is purely my own ideas, judgments, and formulation, without any unauthorized assistance from other parties, except for the direction of the advisory team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.

Jambi, January 27th, 2022

I stated



(Suci wulandari)

1800888203028

CHAPTER I

INTRODUCTION

1.1 Background of The Research

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

Language is a part of human life; it functions as an instrument of communication. There are many languages in world. English is one of the languages, which has a high level because it is widely used in the world. It is an international language. English is a foreign language Indonesia. To learn a foreign language is not easy because it is not Indonesia culture. To develop the culture, the members of society use language as a communication tool, and they possess a distinctive way of communicating through language. Nababan (1984 : 50) mentions the language, as a communication system which is a part of culture and it is always involved in the whole aspects of culture. So it is impossible to develop a society's culture without language. To strengthen their language skills, the students should learn the language components, such as vocabulary, grammar, and pronunciation.

Pronunciation is one of the important aspects in speaking skill. Correct pronunciation helps the communicators in communication. On the other hand, incorrect pronunciation might create misunderstanding between the speaker and

the listener. Different pronunciation between English language and Indonesian language are like the most salient. As the foreign language in Indonesian, English constructed for many kind of word that do not exist and sounds which are not familiar to Indonesian students. Regarding that English pronunciation provides many difficulties to English language learners, the pronunciation of English sounds should be noticed as a problematic subject to be mastered by English language learners by whose mother tongue are not English

Based on the finding of the researcher at the ninth grade students of class at SMPN 17 KOTA JAMBI. Most of English sounds are pronounced differently from which they are spelt. For example, the sound /ʃ/, and /tʃ/ appear in the words like ship, shoe, special, fashion, brush, fish, chair, cheap, butcher, teacher, and beach. The pronunciation of them are /ʃɪp /, /ʃu: /, /'speʃl /, /'fɪʃn/, /brʃ/, /fiʃ/, /tʃeə r/, / tʃi:p /, / but ʃ ə r /, / ti:t ʃ ə r /, and / bent ʃ/, But they are pronounced differently which are pronounced by using Indonesian sound, the students pronounced sounds s and c of ; sip, shoe, special, fashion, brush, fish, chair, cheap, butcher, teacher..

By looking at the problem above, the pronunciation of English sounds should be noticed as an important subject in learning English and also this aspect has been include in student's material at junior high school, which the students emphasized to be able to pronounce the words existed palatal alveolar fricative consonant (ʃ) and palatal alveolar affricative consonant (tʃ). based on this fact.

The researcher is interested in discussing “*The Students Ability in Pronouncing English Palatal Alveolar Fricative Consonant And Palatal Alveolar Affricative Consonant At The Ninth Grade Of SMPN 17 Kota Jambi.*”

1.2 Limitation of The Research

The study is focused on student’s ability in pronouncing palatal alveolar fricative and affricative sound which consists of \int and $t\int$ in initial, medial, and final position of the ninth grade students at SMPN 17 Jambi. The palatal alveolar fricative and affricative consonant existed in the words which taken from English text books that have been learned by students and also English picture dictionary which has been familiar for junior high school students.

1.3 The Formulation of The Research

The problem of this research is how is the ability of the ninth grade students at SMPN 17 Jambi to pronounce palatal alveolar fricative consonant (\int) and palatal alveolar affricative consonant ($t\int$)?

1.4 Purpose of The Research

The purpose of this research as follows to describe the ability of the ninth grade of SMPN 17 Jambi pronounce palatal alveolar fricative consonant (\int) and palatal alveolar affricative consonant ($t\int$)?

1.5 The Significance of The Research

The result of this research is expected to give contributions to the teachers and junior high school students of SMPN 17 Jambi. For the student, it will help them in learning pronunciation better and also to improve their pronunciation. And for the teachers, the teacher will have information about students difficulties

in pronouncing palatal alveolar fricative an affricative consonants, the information will give contributions and alternative considerations to achieve better important in teaching pronunciation to his/her students, he/she is expected to create sufficient drills in teaching the fricative and affricative sounds, therefore the English students can learn English sounds easily.

a. for students

This research is expected to be able to help students in learning speaking with appropriate pronunciations. It is also expected to give more motivation to learn English, and to reborn their self confidence that they can speak English fluently.

b. For teachers

The results of the study are expected to be information for the teachers in teaching, especially in teaching pronunciation. The, they could realize the student's problem and give special treatment in the teaching material and its methodology.

c. For readers

The Research is expected to facilitate the reader in giving information about the ability in pronunciation English unfamiliar voice for students.

d. For research

The research will get more knowledge by doing this research. The research also gets new experience which will be used for this time and for the future.

1.6 Definition of Key terms

To avoid misunderstanding and misinterpretation on the topic discussed, the researcher thinks it is better to state the definition on each keyword in the title of this research. The title is “The student’s ability in pronouncing English palatal alveolar fricative consonant and palatal alveolar affricative consonant at the ninth grade of SMPN 17 Kota Jambi ”. To make the terms which are contained in this research clearer and more limited, the researcher clarifies the main terms as follows:

1. Ability

Hornby (1995) says that ability is the mental or physical capacity, power of skill required to do something. Capability in a particular area is referred to as ability.

2. Pronunciation

Pronunciation takes an important role in oral communication. Pronunciation is the way a certain sound or sounds are produced. (Richards and Schmidt, 2002:429). In other words, pronunciation is one of the most important aspects of learning foreign language that emphasize in the sound system to pronounce language.

3. Consonant

consonant is speech sound made by a constriction or closure in the vocal tract. Besides, O'Connor (1998:24) says, "Consonants are generally made by a definite interference of the vocal organs with the air stream, and so are easier to describe and understand".

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Pronunciation

Oxford advanced learner's dictionary of current English, Hornby (1974) define pronunciation as a way in which a language is spoken or a way in which a word is pronounced. Sound that the speakers produce can be used to identify meaning as long as he/she produces the correct pronunciation.

Pronunciation is how does one do the pronunciation of a word or phrase in English language as foreign language, to produce she sound of the spoken word with a proper intonation, good and true and can be understood by others. Richard and Schmidt (2002 : 429), they stated that the pronunciation is a sound way – a certain sound is produced. In learning a foreign language, namely English, Indispensable capabilities in terms of pronunciation as understanding the language. This is because when the ability of our excellent pronunciation, then others will also be easier and can grasp and understand the meaning of a word we say. Paulston and Burder (1976: 82), stated that pronunciation is production of a sound system , which doesn't interfere with communication, either from the speakers or from the listeners point of view. Pronunciation is one aspect that must be mastered by the student in learning a foreign language, especially in the English language in order to speak a foreign language well.

In addition definition pronunciation is the way instruction sound the word of which to give its meaning, expressing, sound system in speaking and listening. The goal of pronunciation instruction should include: to help the learner speak in a

way that is easy to understand and does not distract the listener, to increase the self confidence of the learner, pronunciation in use.

2.2 Phonology

Linguistics is a discipline which describes language in all its aspects and formulates theories as to how it works. It is divided into four categories; they are syntax, semantics, morphology and phonology. Phonology is a branch of linguistics which studies the sound system of languages. As Hornby (1995:868) states phonology is the study of speech especially in particular language. As Yule (198:4) explains that phonology is essentially the description of the system and patterns of speech sound in a language.

Fromkin and Rodman (1988:69) in eva (2009) explain phonology is the study of the sound patterns of human language. It is concerned with the abstract set of sound in a language which allows us to distinguish meaning in the actual Physical sounds we say and hear. Phonology is also concerned with the range and function of sounds in specific language (functional phonetics). In addition, phonology also studies the way of saying a word which contains some letters. For example: the word/ship/ is pronounced / ʃɪp / and the word /teacher/ is pronounced / ti:tʃ/.

2.3 Phonetics

Hornby (1995:868) says phonetics is a symbol for each distinct sounds or sound unit. It is also general study of characteristics of speech sound

(Yule:1985:34). Beside that, phonetic transcription is a convenient method of showing sound order graphically. Jones (1972;6) says it is an unambiguous system of representing pronunciation by means of writing.

2.4 Function of Pronunciation in a Language

Pronunciation is one of the important aspects in speaking skill. Correct pronunciation helps the communicators in communication. On the other hand, incorrect pronunciation might create misunderstanding between the speaker and the listener. In addition, it happens in all of the language in the world.

Concerning the importance of pronunciation, under hill (1980) states that there are basic reasons to practice and to develop good English pronunciation. They are as the followings:

1. Other people will understand us more easily when we speak.
2. It will help us to hear English sound better.
3. Being able to say word with its correct pronunciation makes it easier to learn the word and its meaning. It is realized, and then good pronunciation plays an important role in mastering English as whole. However, teaching and learning this skill are not easy.

2.5 Aspects That Influence Pronunciation Ability

Ken worthy (1987) in Nunan (1995) identifies six factors that influence pronunciation:

1. Native language

Native language often influences the second language acquisition especially to pronunciation skill, it might be influenced by the differences of both languages.

2. Phonetic ability

Some people have good ability in phonetic but not in others. Their organs from supports them to pronounce each word correctly.

3. Attitude and identify

Attitude and identify have positive relationship to pronunciation ability. Someone who has positive attitude toward their English might be able to pronounce English well.

2.6 Consonant

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

a) The Classification of Consonant of Consonant

There are 3 ways of classifying the consonant. They are classified according to place of articulation, manner of articulation, and voicing (voiced and voiceless sound). As Hawkins (1984:38) in Eva (2009:19) adds that consonants can be adequately described in articulator terms. In terms of place articulation, manner articulation, manner articulation and voicing.

b) The Piece of Articulation of Consonant

According to Jones (1972:45) there are nine place articulations of consonants as follows:

1. Bilabial: join movements two lips, example [p, m, w]
2. Labio-dental: join movements on upper teeth on lower lips, example [f]
3. Dental: join movements on upper teeth on tip of tongue, example [θ, ð]
4. alveolar: articulated behind the ridge of the tooth by the tip of the tongue example [t]
5. post-alveolar: articulated by the tip of the tongue against the back part of the teeth ridge, example [r]
6. palatal-alveolar: an example in which the body of the tongue , which moves jointly with respect to the ridge of the tooth by the blade of the tongue, rises toward the plate example [ʃ, ʒ]
7. Palatal: the anterior part of the tongue is articulated against the hard palate, example [j]
8. Velar: the posterior side of the tongue is articulated against the middle and interior part of the soft palate, example [k]

9. Glottal plosive : glottal stop an example of “glottal stop”[h]

c) The Manner of Articulation of Consonant

According to Yule (1985:39) manner of articulation describes the same sound in terms of how they are articulated and pronounced. For example, [t] and [s] sound are the voiceless alveolar consonants, They differ in manner of articulation, that is, in the way they are pronounced. The [t] sound is one of a set of sound called stops and the [s] sound is one of a set of sounds called fricatives. There are 6 classifications of manner of articulation. They are stop, fricative, affricative, nasal, liquid, and glide (Yule, 1985:39)

1. Stop (plosives)

This type of consonant is produced by the blocking or stopping process of the air streams and then it is released suddenly. Two articulations (lip, tongue, teeth, etc) are brought together such as that the flow of air through the vocal tract is completely blocked. The set of stop consonant sounds are [p],[b],[t],[d], [k],and [g].

2. Fricative

The tonal mode used to generate the audio sequence [f], [v], [θ], [ð] [s], [z], [j], [h] almost blocks the stream and air. Slides through a narrow opening. When the air is pushed out, a kind of friction occurs, and the resulting sound is called fricative.

3. Affricates

Affricate is the combination of stop and fricative. It means that it is combination of brief stopping of the air stream with an obstructed released which causes some frictions. It is produced the sound [tʃ], [dʒ]. These are called affricate and occur at the beginning of words like /cheap/ and /jeep/

4. Nasals

Nasal articulation is one in which the air flow through the mouth is completely blocked out the velum is lowered, the air flow out from the nose. The set of nasal sounds are / m, n, ŋ /. Those sounds are all voiced. Examples like in / meaning /, / singing /, and / nose. Begin and end with nasals.

5. Liquids

A liquid consonant is one in which the passage of air through the mouth does not do in usual way along the center of the tongue and the part of the roof of mouth where the contract is to be made. These sounds are [l], [r]

6. Glide

The tongue moves or glides from the position related with a closed vowel sound. The sounds of [j] and [w] are the examples of glide consonant sound. They are both voiced. Glides occur at the beginning of / wish /, / will /, and / yes /
Based on the manner articulation have been describe above, it can be inferred that there are some types of obstruction caused by narrowing or closure of the articulator as follows

Table 1

Type of Obstruction Caused Articulators

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

Source : Ashby (1995)

d) Voicing

Nirmala (1988:113) in Dewi (2009) states that voicing is produced when the vocal cord are pulled whether it cause the vibration or not. Asby (1995:20) adds the voicing is produced by vibratory activity of the vocal folds in the larynx. As Yule (1985:34) explains that voicing sound is produced when the vocal cords are pulled, the air from the lung push them, so it causes the vibration in the vocal cords. And the states that voiced sound occure when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as the it passes through, creating a vibration. For Example : the sound z-z-z-z is pronounced with

The fingertip on the throat, it will be heard the vibration. He also states that voiceless sound is produced when the vocal cords are spread apart, the air from the lungs pass between them unimpended. There is no vibration on the throat, it will not be heard the vibration.

Table 2
The Chart of English Consonant Phonemes

	Place Of Articulation		Dental	Alveolar	Palatal alveolar (post-alveolar)	Palatal	Velar	Glottal
	Bilabial	Labiodental						
Plosive	P b			t d			k g	
Fricative		F v	θ ð	s z	ʃ ʒ			h
Affricative					tʃ dʒ			
Nasal	M			N			ŋ	
Lateral				L				
Approximant	W				R	J		

Source : Jones (1972)

e) The Descriptions of English Palatal Alveolar Fricative Consonant (ʃ)
and English Palatal Alveolar Affricative Consonant (tʃ)

According to Jones (1972:160) the English palatal alveolar fricative consonant is articulated by the tip and blade of the tongue against the hinder part of the teeth ridge, the whole of the main body of the tongue being simultaneously held in a raised position. The teeth are close or fairly close together; the sound cannot be properly pronounced with the mouth wide open. The space between the

blade of the tongue and the teeth ridge is narrow, though wider than for s; on the other hand the air channel in the region of the palate is narrower than in the case of there is the protrusion of the lips. The soft palate is in its raised position, and the vocal cords are not made to vibrate.

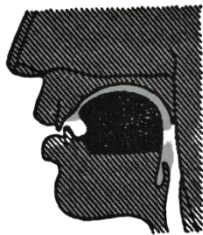


Fig. 1. Tongue of english [tʃ]
Pronounced with tip of tongue raised



fig.2. Tongue of english [tʃ]
pronounced with tip of tongue lowered

In pronouncing the English palatal alveolar affricative consonant [tʃ], the air passage is completely blocked by raising the soft palate and raising the tip and blade of the tongue, a closed position in which the main part of the tongue is shaped nearly as for J while the ‘stop’ is being held, air is compressed by pressure from the lungs; when the tongue is removed from the teeth ridge, the air escapes through the mouth.



Fig.3. Tongue position of
The ‘stop’ of the affricate [tʃ]



fig.4. palatogram of the English [tʃ], in
the syllable [tʃa] :

f) Example of palatal alveolar fricative consonant and palatal alveolar affricative consonant

Table 3

Example words palatal alveolar fricative and affricative consonant

No	Palatal alveolar fricative and affricative consonants	Frequency	Words		
			Initial	Medial	Final
1.	ʃ	21	Chef chassis chemise shake sheet shop shout	Efficient cession ancient anxious social tension ocean	Dish cash ash fish push rush punish
2.	tʃ	21	Cello Chain Chalk Channel Chat Cherish Cherry	Century Culture Future Literature Miniature Nature Picture	Catch Lunch Match Much Watch Which Rich

Source : English Pronunciation Link : <http://bkitsoftware.com>

2.2 Previous Study

In the previous study, this material has ever been examined by Muflihah Islamiyah (2011) in the title Error Analysis on English Sound Produced by English learners: The Influence of Transfer. Muflihah Islamiyah was one of the students of English Department in the University of Muhammadiyah Jember. The same issue is also analyzed by Kismora Merly Ajasmita (2012), a student of Muhammadiyah University of Purworejo, in her research entitled The Interference of Bahasa Indonesia in English Oral Production: A Contrastive Analysis of the First Grade Students of SMA N 1 Purworejo in the Academic Year 2011/ 2012. And also analyzed by Herwin Anggraini (2014) in her research entitled The ability in pronouncing six English unfamiliar consonant sound for students of eight semester of Muhammadiyah university of purworejo in the academic year 2013/2014.

According to the result of the research conducted by Muflihah Islamiyah, she found that most of the students made some errors in pronouncing English sound which cannot be found in the students first language such as /æ/, /ʃ/, /θ/, /ð/, /ʒ/ and English diphthongs. The finding told us that the highest percentage of the incorrect English sound pronounced by the students was /æ/ sound, 18.9 %, followed by /ʃ/ in 14.8 %. In the third place was diphthong/ei/, 11.8 %. The next ones were/i:/and /ou/ with the same portion, 7.1% and /θ/with 5.3%. The others were less than 5%.

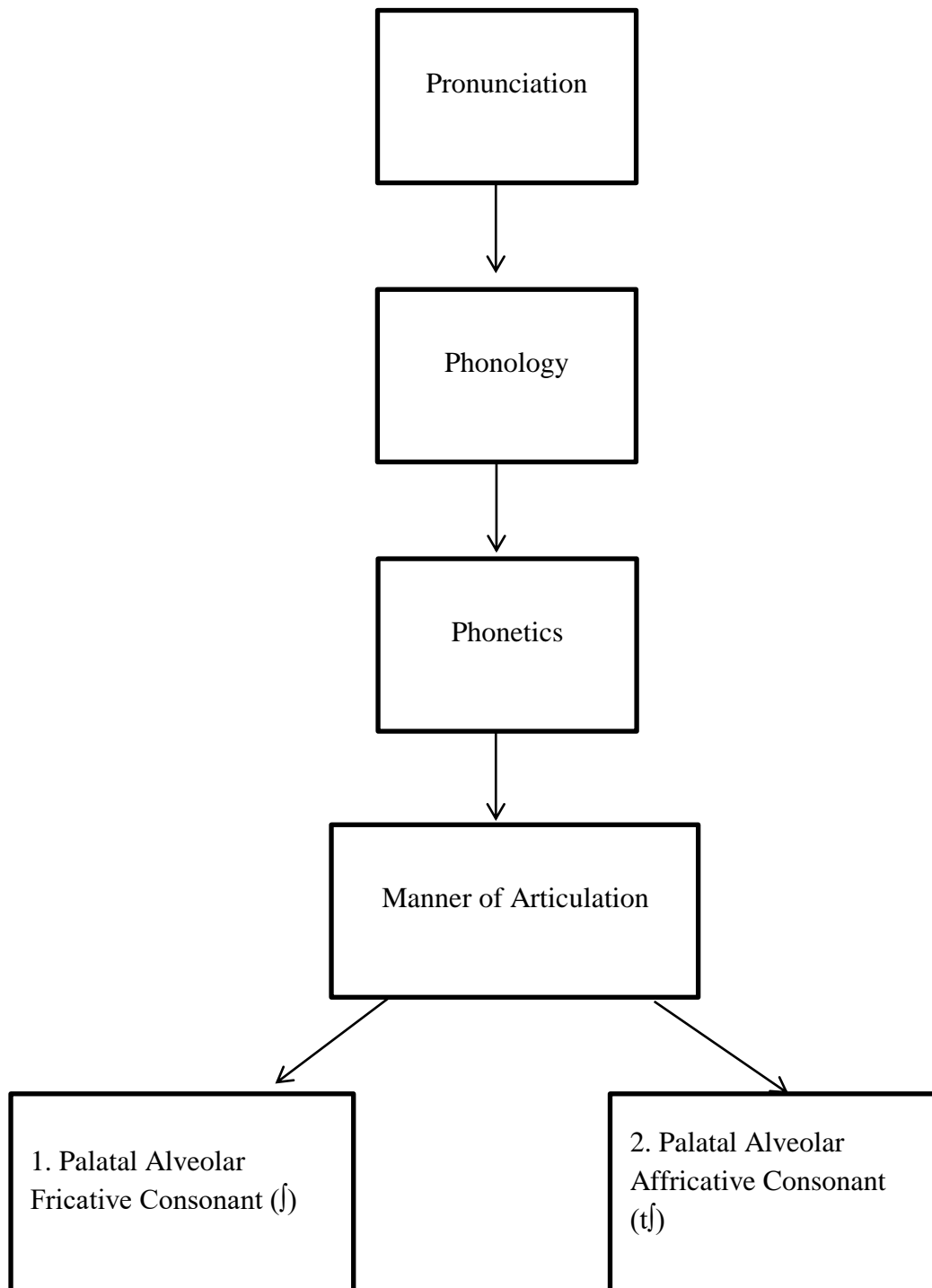
The similarity between Muflihah thesis with the researchers is the thesis concerns with pronunciation issue. The difference between them is that Muflihah analyzed the students' ability in pronouncing English sounds such as /æ/, /ʃ/, /θ/,

/ð/, /ʒ/ and the researcher analyzed the students' ability in pronouncing English unfamiliar consonant sounds such as /ð /, /θ/, /ʃ/, /ʒ /, /tʃ/, /dʒ/.

The same is also studied by the Beatrice szczepek (2012) in the title a Conversation analytic perspective on teaching english pronunciation : the case of speech rhythm in the University of York. According to the results of research he found that in recent decades there has been a debate over the implications of english as a global lingua franca for teaching methodology and english curriculum, especially when it comes to pronunciation. The two opposing perspective are accuracy like a nation on one side, and international intelligence on one side others. The paper suggests a third approach, beginning with interaction perspective on phonetics and prosody, and ask, first, what is interactional there may be relevance between the feature of the personal pronunciation and second the manner of delivery native speakers will benefit from obtaining it. It's researchers picking up a rhythm of speech as a test for his research.

2.3 Conceptual Framework

Figure 5
pronunciation



According to Ramelan (1985:4), speaking is a matter of habit. It means that the ability of speaking depends on the repeated and the untiring practice on the part of the learners. In learning second language, some problems may occur. The learning of the new sound system is one of the significant problems in learning which is related with the pronunciation.

The movements of the learners' speech organs have been set to produce the speech sound of their own language. Therefore, it may be difficult for them to pronounce English unfamiliar voice. Their effort to learn the second language will meet with strong opposition from their old established habits, which is called „habit interference“. Generally, the learners cover their inability in pronouncing unfamiliar voice with replacing them by similar voice picked up from their own stock of voice.

Such as the first sound of the English word „thigh“. An Indonesian Student will find it difficult to pronounce that sound since his speech organs have never been trained or moved to produce it. Instead of pronouncing /θaɪ/ he would say /taɪ/ or /saɪ/. Some sounds which unfamiliar for Indonesian learners are /ð/, /θ/, /ʃ/, /tʃ/, /dʒ/, and /ʒ/.

CHAPTER III

METHODOLOGY

3.1 Design of The Research

In conducting this research, Research conducted quantitative research, According to Creswell (in flower, 1994:117), Quantitative research is an investigation of social problems based on testing a theory consisting of variables, quantifiable numbers, and analyzed by statistical procedure to determine if the predictive generalization of the theory is correct. Meanwhile, Matthews & Ross (2010:98) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

The Researcher used Descriptive quantitative method to conduct this research. Black (1999:46) in Ary (2002) reveals that descriptive statistic or descriptive quantitative is collecting quantitative data, but presenting them only descriptively. As Gay (1992:7) explains a descriptive research is collecting data in the framework of answering the questions or to test hypothesis that concern with current status of phenomenon from the object of the study.

3.2 Population and Sample

3.2.1 Population

The population of this study is the Ninth grade students at SMPN 17 Jambi. According to Salkin (1991:80) population is the group from which a sample is selected. The populations of the Ninth grade students at SMPN 17 Jambi are 340 students, it is one regular class program.

Table 4
Population of the Research

No	Class	Number Of Students
1.	IX A	38
2.	IX B	36
3.	IX C	38
4.	IX D	38
5.	IX E	38
6.	IX F	37
7.	IX G	38
8.	IX H	39
9.	IX I	38
Total		340

Source : Tata Usaha at SMPN 17 Kota Jambi

3.2.2 Sample

According to Creswell (2012: 142), “A Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. “in addition, the sample is also defined as a study of a small part of the entire object of the research and the sample selected must represent the population.

The sample of the research is selected by using purposive sampling technique. Purposive sampling is the process of selecting a sample in such a way that sample elements judged to be typical, or representative, are chosen from the population (Ary, 1972:169). The Researcher chose the Ninth grade students of acceleration class at SMPN 17 Jambi as the representative sample because the students in this class has been emphasized to use English as their communication

language in their classroom, they have had a laboratory as one of the facilities in learning English, and moreover they have learned about how to pronounce the English palatal alveolar fricative and affricative sounds before. So there are 10 students as the sample in this research.

3.3 Instrument of the Research

Pronunciation test and a digital recorder are used to collect the data of the research. There are 15 words that contain palatal alveolar fricative and affricative sounds. They are taken from student's English text books of the Ninth grade at SMPN and English picture dictionary for Junior High school. From 30 words they were divided into two parts, which consisted of 15 words for [ʃ] which consists of 5 words for each initial, medial, and final position, and 15 words for [tʃ] which consist of 5 words for each initial, medial, and final position.

3.4 Technique of Data Collection

The pronunciation test was carried out through recording. This recording is very helpful in determining the accuracy of students in pronouncing the English words which were tested. The writer found out that every student read the test items about 4 minutes. And the tests have been given to same group to ten students with proceed as follows:

1. Informing the students that the researcher take a data
2. Giving instruction to students about what they should do during the test
3. Asking the students one by one to read aloud test items provided
4. Recording student's voice when reading the test items provided.

3.5 Technique of Data Analysis

The Researcher used descriptive technique in analyzing the data. The student's ability to pronounce English palatal alveolar fricative and affricative consonants were calculated by percentage formula and then declared by the notation. In analyzing the result of the test, these following steps were used:

- 1, The assessment was only given to the correct pronunciation of palatal alveolar fricative and affricative consonants.
2. Giving one point if it was correct and to the incorrect one was zero.
3. in rating the samples pronounced the words correctly or not.

using the formula:

$$X = \frac{R}{S} \times 100$$

In which:

X = the ultimate result of the student's score in pronouncing palatal alveolar fricative and affricative Consonants from each test.

R = the correct pronunciation of each student from each test

S = the Number of test items of each student from each test.

(Sudjana: 1989)

Later on, the ultimate result of student's score of the first test was generalized and the total mean of all students is put in the percentage to know the level of students ability in pronouncing English palatal alveolar fricative and affricative consonants by using the following formula :

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

In which:

X = the percentage of the level of students ability in pronouncing palatal alveolar fricative and affricative consonant

T = the total mean score of all students from the first test

Nt = the number of test

(Sudjana: 1989)

The result of the assessment is categorized into five stages on the degree of student's ability. The writer used the five-point likert scale of Sugiono (2011:93) In eva (2009:28) as stated in the table below.

Table 5
Scale Categories

The Interval of percentage of ability degree	Categories
85 – 100%	Very Good
75 – 84 %	Good
60 – 74%	Fair
40 – 59%	Weak
0 – 39%	Poor

To know which English of palatal alveolar fricative sound (ʃ) and palatal alveolar affricative sound (tʃ) is the most difficult to be pronounced, it can be seen from the total percentage of students achievement level in pronouncing palatal alveolar fricative sound (ʃ) and palatal alveolar affricative sound (tʃ) in which the writer counted the total number of correct and incorrect pronunciation of the test in each initial, medial, and final position which is divided into (ʃ) and (tʃ).

After counting the number correct and incorrect pronunciation of each initial, medial, and final position and then it is put into the formula as follows in Sudjana (1989:20) :

$$p \frac{m}{i} \times 100\%$$

In which :

P = the percentage of the students ability pronounce correctly each of English of palatal alveolar fricative sound (ʃ) and palatal alveolar affricative sound (tʃ)

M = the total number of the correct pronunciation in which is divided into the percentage (ʃ) and (tʃ)

I = the number of test items in each from of the test which divided into the percentage (ʃ) and (tʃ)

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

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

4.1.1. The Ultimate Result of Student's Score on the Test

The Research did a one-time pronunciation test, taken 10 ninth graders as samples on research tests. Based on the findings which were gathered from the pronunciation test, it was found that the highest score was 100 processed by two students, While the lowest score was 50 gained by one student. For more detail, appendix 4 shows the ultimate result of the student's score to pronounce the English palatal alveolar fricative and affricative Consonants. The test included there were 4 students that belonged to very good categories, 2 students that belonged to good categories, 3 students that belonged to fair categories, and none of the student that belonged to poor category.

4.1.2. The Percentage Level of Student's Ability to Pronounce the English

Palatal Alveolar Fricative and Affricative Consonants.

The total mean scores of the test were used to get description about the student's ability to pronounce the English palatal alveolar fricative and affricative consonants. After collecting and analyzing the data based on the test which were conducted to the students, the research found that the percentage level of student's ability to pronounce the English palatal alveolar fricative and affricative consonants by the ninth grade students at Junior High School Number 17 Kota Jambi is 78% (see Appendix 5)

4.1.3. The Percentage of Student's Ability to Pronounce Correctly Each

Sound of the English Palatal Alveolar Fricative And Affricative Consonants on the Test.

The percentage of students ability to pronounce correctly and incorrectly each word of English palatal alveolar fricative and affricative consonants from the test were divided into the percentage of (j) and (tj) for each initial, medial, and final position (see table 6)

Table 6

The Total Percentage of Student's Ability to Pronounce Each word of English Palatal Alveolar Fricative and Affricative Consonants from the Test

English palatal alveolar fricative and affricative	The Number of Correct Pronunciation			The Percentage of Correct Pronunciation		
	Initial	Medial	Final	Initial	Medial	Final
ʃ	47	36	44	94%	60%	88%
tʃ	39	37	34	78%	74%	68%

The Number of Correct and Incorrect pronunciation for ʃ and tʃ in initial, medial, and Final position above is from the correct and incorrect pronunciation of the test (see appendix 7). As we can see that the incorrect pronunciation mostly happened to the sound [ʃ] and [tʃ] were in medial and final positions. While in initial position almost of sound [ʃ] and [tʃ] could be pronounced well. The incorrect pronunciations made by the students in pronouncing the palatal alveolar fricative and affricative sounds were varied. Most of the students pronounced the words are like exist in Indonesian vocabularies. The word like *machine*, *mushroom*, *bookshop* and *ashtray* were pronounced similarly as it pronounced in Indonesian.

To analyze the student's pronunciation, the researcher referred to pronunciation application. Table 7 explains about the student's achievement level in pronouncing each of the English palatal alveolar fricative and affricative consonants sound both the percentage of the correct and incorrect pronunciation.

Table 7

The Percentage of Students Ability Level in Pronouncing the English Palatal Alveolar Fricative and Affricative Consonants

No	Type of English palatal alveolar fricative and affricative consonants	Students achievement	
		Correct Answer	Status
1	ʃ	85%	Very good
2	tʃ	73%	Fair

4.1.4. English Palatal Alveolar Fricative and Affricative Consonants

After collecting and analyzing the data above, the writer found of the most difficult palatal alveolar fricative and affricative consonants to be pronounced by the students in in medial and final positions. This fact is based on the percentage of students ability to pronounce each words the total percentage of the correct English palatal alveolar fricative and affricative consonants were in the lowest level among other positions the sound [ʃ] in medial position is 60% and the sound [tʃ] in final position is 68% (see table 6). And the percentage of students ability pronounce correctly each words of English palatal alveolar fricative consonant for [ʃ] in initial position is 94% and final is 88%, for sound [tʃ] in initial position is 78% and 74% in medial position.

4.1.5. The Frequency of Distribution

Table 8 below show the score distribution of the test by 10 students of the ninth grade students at Junior High School number 17 Kota Jambi. they are divided into, very good, good, fair, weak and poor categories.

Table 8

The Score Distribution of the Score Test

Sample	Correct pronoun Test	Total Score	Interval Categories				
			85%-100 %	75%-84 %	60%-74%	40%-59%	0%-39%
			Very good	Good	Fair	weak	poor
1	28	93	✓				
2	20	67			✓		
3	22	73			✓		
4	23	77		✓			
5	18	60			✓		
6	30	100	✓				
7	30	100	✓				
8	24	80		✓			
9	26	87	✓				
10	15	50				✓	
Total			4	2	3	1	0

In the table 8 , it can be seen that there was 1 student belong to weak category, 3 students belong to fair categories, 2 students belong to good categories, and 4 students belong to very good categories. None of the students belong to poor category.

4.1.6. Students Ability in Pronouncing Palatal Alveolar Fricative and Affricative Consonants

1. Pronouncing Palatal Alveolar Fricative [ʃ]

The English sound /ʃ/ is described as a voiceless palato-alveolar fricative. Most English learners had difficulty in pronouncing the sound. This problem happened since the sound is not found both in neither Bahasa Indonesia nor Javanese. Moreover, the substitution made by the students in pronouncing /ʃ/ may cause misunderstanding.

Furthermore, there were three deviations in students' pronunciation of /ʃ/. They were the replacement of /ʃ/ to /s/, /c/, and even /z/. Omission occurred in it's pronunciation. In the replacement of /ʃ/ to /s/, the students' point of articulation was alveolar (more fronted). The air passage between the tongue and teeth ridge was narrower, and so was the resonance chamber; hence more hissing. The main body of the tongue was not retracted, and the lips were unrounded or neutral. solve the problem, the students should change the point of articulation into palato alveolar (further back). The air passage between the tongue and hard palate is wider than in the producing of /s/. The resonance chamber is wider too; hence less hissing. The main body of the tongue is retracted, and the lips are slightly

rounded. In making better pronunciation, the students should make their lips rounded and producing the sound in the simultaneous raising of body tongue.

2. Pronunciation Palatal alveolar Affricative [tʃ]

Basically, /tʃ/ can be described through three features, they are, the state of the vocal cords, the place of articulation, and the manner of articulation. In this case, /tʃ/ is a voiceless palatal affricate sound. Similar to any investigated in this paper, /tʃ/ does not exist in Indonesian phonetic system. There were two deviations done by the students regarding this particular sound; the replacements of /tʃ/ with /c/ and /tʃ/ with /s/.

In the deviation of /tʃ/ with /c/, the students replaced voiceless palato alveolar affricate sound with voiceless palato alveolar stop sound. It means that in replacing the required sound with /c/, they had deviated only one characteristics of /tʃ/, the manner of articulation from affricative. The sudden release of the blocked air stream indicates the existence of friction, to stop. The sound produced by the students was more fronted (alveolar) and was not accompanied with lip rounding, and its fricative part is not produced with simultaneous raising of the body of the tongue such as in the production of the English affricative.

The second deviation in the pronunciation of /tʃ/ is the replacement of /tʃ/ with /s/. In this deviation, the students deviated two elements of /tʃ/, the place and the manner of articulation. In the manner of articulation, it is a fricative sound. It means that the students replaced affricative sound with fricative one. In the place of articulation, they made another deviation of /tʃ/ since the voiceless blade-alveolar fricative replaced the voiceless palato alveolar affricative.

The solutions for the students problems are they should pronounce the sound with slight rounded lips and they should produce the sound with simultaneous raising of the body tongue.

4.2. Discussions

4.2.1. Students Ability in Pronouncing English Palatal Alveolar Fricative and Affricative Consonants

After collecting and analyzing the data based on the test which were conducted to the students, the Researcher found out that the percentage of the students ability to pronounce the English palatal alveolar fricative and affricative consonants of the ninth grade students at SMPN 17 Kota Jambi is 78% for more detail see appendix 5, this fact is the student's ability to pronounce English palatal alveolar fricative and affricative consonants belongs to good category.

The students are very good in pronouncing English palatal alveolar fricative consonant for [ʃ]. It based on the percentage of students achievement level in pronouncing English palatal alveolar fricative consonant for [ʃ] is 85% and the percentage of students ability pronounce correctly each word of English palatal alveolar fricative consonant for in initial is 94% which the total number of correct pronunciation in initial on the test is 47 divided by the total number of the test for [ʃ] then, it counted in the percentage correct pronunciation. The number of correct pronunciation for [ʃ] in medial on the test is 30 which the percentage of correct pronunciation is 60% while the percentage of correct pronunciation for [ʃ] in final is 88% from the total number of correct pronunciation on the test 44.

The students gained good category in pronouncing [tʃ] in initial, medial, and final position. It based on the percentage of students achievement level in pronouncing English palatal alveolar affricative consonants for [tʃ] is 73% and the percentage of students answer correctly for [tʃ] in initial position is 78% of the total number of correct pronunciation on the test (39), in medial position is 74% of the total number of correct pronunciation on the test (37), and final position is 68% of the number of correct pronunciation on the test (34).

From this data, it can be seen that the students had good ability to pronounce English palatal alveolar fricative and affricative consonants for [ʃ] and [tʃ] they are able to pronounce the English palatal alveolar fricative and affricative consonants for [ʃ] and [tʃ] however They just found difficulties to pronounce [ʃ] and [tʃ] in medial and final positions, firstly their tongue can produce those sounds well and gradually the tongue got stumbling such as slip tongue and tip tongue. It also occurred when the students pronounced the words consisted more than one syllable, Moreover the system of this sound is different from sound in indonesia language. Till, sometimes the students got slip or tip tongue in pronouncing the words.

4.2.2. Students Incorrect Pronunciation of English Palatal Alveolar Fricative and Affricative Consonants in Each Position.

Students' incorrect pronunciation of English palatal alveolar fricative and affricative consonants in each initial, medial and final position which made by the ninth grade students SMPN 17 Kota Jambi is described in table 6 (see appendix3). the incorrect pronunciations of English palatal alveolar fricative and affricative consonants are made by students who are varied. To discuss the incorrect pronunciation made by student, the researcher refers to Pronunciation Application and native speaker sound in pronouncing English palatal alveolar fricative and affricative consonants.

4.2.2.1. The Incorrect Pronunciation of [ʃ]

Overall, all most of the students are able to pronounce [ʃ] sound. The percentage level of the students ability was 85%. On the test, the incorrect pronunciation of the sound [ʃ] in initial is 3 (6%), in medial is 14 (28%) and in final is 6 (12%). Some students still made inaccurate pronunciations for the sound [ʃ] in each position. Some words like *machine, dishes, mushroom, and bookshop* They uttered sound [s] and Indonesian sound [c] for those words, they did not pronounce the sound [tʃ] strongly till that sound change into Indonesian sound [c] when they are pronouncing the words. While, the sound [ʃ] in initial and final position such as in the words *shirt, shopping, fish, wash and push* seem to be able to be acquired by the students rather than the sound in medial. They often pronounce [s] instead of [ʃ], which actually the position of their articulators

articulated [ʃ] by the tip and blade of the tongue against the hinder part of the teeth ridge, the whole of the main body of the tongue being simultaneously held in a raised position, and this sound can not be properly pronounced with the mouth wide open. The space between the blade of the tongue and the teeth ridge is narrow though wider than [s] however when the students pronounced this sound they got stumbling till their articulators changed in articulating the sound [ʃ] to another sound [s].

4.2.2.2. The Incorrect Pronunciation of [tʃ]

Most students made mistakes in pronouncing the sound [tʃ] both in medial and final. In the test, there 11 (22%) incorrect pronunciations of the sound [tʃ] in initial position, 13 (26%) is in medial and 16 (32%) in final position.

Most inaccurate pronunciations occurred in final position of [tʃ]. in final the students got stumbling in pronouncing sound [tʃ] by placing the main part of the tongue and bringing the blade to touch the teeth ridge, air pressure from the lungs and then the tongue is removed not too rapidly from the teeth ridge, however the process of this articulating was not running well because there were tip or slip tongue which caused the position of students' place articulators to pronounce the sound [tʃ] changed till sometimes they pronounced Indonesian sound [c] and [t] instead [tʃ] like *coach, lunch, rich, and watch*. The student could not pronounce sound [tʃ] strongly till his sound change into Indonesian sound [c] while the sound [tʃ] which appears in medial position such as in the words *butcher, nature, and lecturer* seem to be able acquired by students rather

than the sound in the initial and final position. Inaccurate pronunciations of sound [tʃ] because the system of this sound in Indonesia language, which the students seem difficult to articulate this sound with the correct articulators beside that student's environment also affects in pronouncing this sound. Based on the fact, the research assumed that almost of students at ninth grade at SMPN 17 Kota Jambi.

CHAPTER V

CUNCLUSION AND SUGGESTION

5.1. Conclusion

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

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

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

From the analysis, it is concluded that almost of the students of the class ninth grade at SMPN 17 Kota Jambi are able to pronounce English palatal alveolar fricative and affricative but in seemed quite difficult for them to

pronounce these sounds in initial and final position because sometimes they got stumbling in articulating those sound, the position of their tongue sometimes changed in touching other articulators, moreover it also happened when students pronounced the words consisted more than one syllable. They changed the sound [ʃ] into [tʃ], while the sound [tʃ] is pronounced as [c] in Indonesian sound.

5.2 Suggestions

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

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

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

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

References

- Anggraini, H. (2014). *The Ability In Pronouncing six english Unfamiliar Consonant Sounds For Students og Eight Semester of Muhammadiyah university*. Purworejo.
- Ary. (2002). *Introduction to Research in Education*. USA: Wadsworth Thomson Learning.
- Asby. (1995). *Speech Sound*. London and Newyork: Routletje.
- creswell, J. (1994). *Research Design: Qualitative and Quantitative Approaches*. CA: Sage.
- Creswell, J. (2012). *Qualitative Inquiry Research & Research Design Choosing Among Five Approaches* . United States of America : SAGE Publication, Inc.
- Fromkin, & Rodman. (1988). *An Introduction to Language*. Harcourt Brace Collage Publishers.
- Gay, L. (1993). *Educational Research Competencies for Analysis and Application Fourth Edition*. Newyork: Mac Millan Company.
- Hornby. (1995). *Oxford Advanced Learner's Dictionary of Current English*.
- Jones, & Daniel. (1972). *an Outline of English Phonetics*. Cambridge University Press.
- Katamba, F. (1993). *Morphology*. London: Mac Milan Press.
- Manser, M. (1991). *Oxford Learner's Pocket Dictionary*. New York: Oxford University press.
- Matthews, & Ross. (2010). *Metode Penelitan* . London: pearson longman.
- Mukarto. (2004). *Grow With English Book*. Jakarta: Erlangga.
- Nababan. (1984). *Sociolinguistik Suatu Pengantar*. Jakarta: PT. Gramedia Pustaka Utama.
- Nunan, & David. (1991). *Language Teaching Methodology*. Great Britain.

- Paulson, & Bruder. (1976). *Teaching English as a Second Language: Techniques and Procedures*. MA: Winthrop Publishers, Inc.
- prasbawa, & Brian. (n.d.). *Kamus Bergambar*. Jakarta: Sandro jaya.
- Ricahrds, & Schmidt. (2002). *Longman dictionary of language teaching and applied linguistics*. Malaysia: Pearson Education.
- Rusefendi, E. (1998). *Statistika Dasar Untuk Penelitian Pendidikan*. Bandung: IKIP Bandung Press.
- Salkin, N. (1991). *Exploring Research*. New York: Mac Milan Publishing Company.
- Smith, & Richard. (2002). *English Pronunciation*. 429.
- Sugiono, & Eva. (2009). *Metode Penelitian Kuantitatif dan Kualitatif*. Bandung: Alfabeta.
- Szczepek, B. (2012). A Conversation analytic perspective on teaching english pronunciation: the case of speech rhythm. *International Journal of Applied Linguistics*, 22.
- Yule, & George. (1983). *The Study of Language*. Cambridge University Press.

Appendix 1

Table 9

Test items of English Palatal Alveolar Fricative and Affricative Consonants

Direction : Pronounce these words correctly

No	Palatal alveolar fricative and affricative consonants	Frequency	Words		
			Initial	medial	Final
1.	ʃ	15	<u>S</u> hirt <u>S</u> hoe <u>S</u> hip <u>S</u> hark <u>S</u> hampoo	D <u>is</u> hes M <u>ach</u> ine M <u>ush</u> room Book <u>sh</u> op A <u>sh</u> tray	W <u>is</u> h D <u>is</u> h F <u>is</u> h A <u>sh</u> P <u>us</u> h
2.	tʃ	15	<u>Ch</u> in <u>Ch</u> air <u>Ch</u> ease <u>Ch</u> erry <u>Ch</u> alk	L <u>ect</u> urer B <u>ut</u> cher N <u>at</u> ure T <u>ea</u> cher P <u>ic</u> ture	M <u>uch</u> C <u>oa</u> ch L <u>un</u> ch R <u>ic</u> h W <u>at</u> ch

Source : The English text books of the ninth grade of SMPN 17 Kota Jambi and English picture dictionary for Junior High School Student.

Appendix 2

Table 10

Phonetics transcription of test items of English Palatal Alveolar Fricative and Affricative Consonants

Initial	Medial	Final
Shirt / ʃɜ : rt /	Dishes / dɪ ʃ ɪ s /	Wish / wɪ ʃ /
Shoe / ʃ u : /	Machine / mə ‘ ʃ in/	Dishes /dɪ ʃ ɪ s/
Ship / ʃɪp/	Mushroom /mʌ ʃ rum/	Fish / ‘fɪ ʃ/
Shark / ʃ a:k/	Bookshop /bukʃɒp/	Ash / æ ʃ /
Shopping / ʃɒpɪŋ/	Ashtray / æʃ t r eɪ /	Push / puʃ /
Chin / tʃɪ n/	Lecturer /’Lek tʃə(r)ər /	Much /mʌtʃ/
Chair /tʃeə(r)/	Butcher /’bu tʃə(r)/	Coach /kəʊt/
Cheese /’tʃɪ :z/	Nature /’neɪtʃə(r)/	Lunch /Lʌntʃ/
Cheery /’tʃəri/	Teacher /ti’tʃər/	Rich /rɪtʃ/
Chalk /tʃɔ:k/	Picture /’pɪktʃər/	Watch /wɒtʃ/

Appendix 4

Table 12

**The Ultimate Results of the Student's Score Test in Pronouncing The English
Palatal Alveolar Fricative and Affricative Consonants**

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

Appendix 5

The Total Mean Scores of All Students of the Test

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

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

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

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

$$X = 78\%$$

Appendix 6

Table 13

**The Frequency of the Correct Pronunciation of the English Palatal Alveolar
Fricative and Affricative Consonants on the Test**

No	English Palatal Alveolar Fricative and Affricative Consonants	Frequency of the Correct Pronunciation
1	Shirt / ʃɜ : rt /	9
2	Shoe ʃ u : /	9
3	Ship / ʃɪp/	10
4	Shark ʃ a:k/	10
5	Shopping / ʃɒpɪŋ/	9
6	Dishes dɪ ʃ ɪs /	7
7	Machine / mə ' ʃ ɪn/	8
8	Mushroom /mʌ ʃ rum/	7
9	Bookshop /bʊkʃɒp/	6
10	Ashtray / æʃ t r e ɪ /	8
11	Wish /wɪ ʃ /	10
12	Dishes /dɪ ʃ ɪs/	8
13	Fish / 'f ɪ ʃ/	10
14	Ash / æ ʃ /	9
15	Push / pʊ ʃ /	7
16	Chin / tʃ ɪ n/	6

17	Cheese /'tʃi:z/	8
18	Cheery /'tʃəri/	9
19	Chalk /tʃɔ:k/	8
20	Chair /tʃeə(r)/	8
21	Butcher /'bʊ tʃə(r)/	6
22	Nature /'neɪtʃə(r)/	6
23	Teacher /ti'tʃər/	10
24	Picture /'pɪktʃər/	8
25	Lecturer /'Lek tʃə(r)ər /	7
26	Much /mʌtʃ/	9
27	Coach /kəʊtʃ/	7
28	Lunch /Lʌntʃ/	6
29	Rich /rɪtʃ/	6
30	Watch /wɒtʃ/	6

Appendix 7

Table 14

The Total Number of Correct and Incorrect Pronunciation of the Test

English Dental Fricative Consonant	The Number of Correct Pronunciation			The Percentage of Correct Pronunciation		
	Initial	Medial	Final	Initial	Medial	Final
ʃ	47	36	44	94%	60%	88%
tʃ	39	37	34	78%	74%	68%

English Dental Fricative Consonant	The Number of Incorrect Pronunciation			The Percentage of Incorrect Pronunciation		
	Initial	Medial	Final	Initial	Medial	Final
ʃ	3	14	6	6%	28%	12%
tʃ	11	13	16	22%	26%	32%

Appendix 8

Table 15

Phonetics transcription of test items of English Palatal Alveolar Fricative and Affricative Consonants

Name :

Class :

Initial	Medial	Final
<u>Sh</u> irt / ʃɜ : rt /	D <u>ish</u> es / dɪ ʃ ɪ s /	W <u>ish</u> / wɪ ʃ /
<u>Sh</u> oe / ʃ u : /	M <u>ach</u> ine / mə ‘ ʃ in/	D <u>ish</u> es /dɪ ʃ ɪ s/
<u>Sh</u> ip / ʃɪp/	M <u>ush</u> room /mʌ ʃ rum/	F <u>ish</u> / ‘fɪ ʃ/
<u>Sh</u> ark / ʃ a:k/	Book <u>sh</u> op /bukʃɒp/	A <u>sh</u> / æ ʃ /
<u>Sh</u> opping / ʃɒpɪŋ/	A <u>sh</u> tray / æ ʃ t r eɪ /	P <u>ush</u> / puʃ /
<u>Ch</u> in / tʃɪ n/	L <u>ect</u> urer /’Lek tʃə(r)ər /	M <u>uch</u> /mʌtʃ/
<u>Ch</u> air /tʃeə(r)/	B <u>ut</u> cher /’bu tʃə(r)/	C <u>oach</u> /kəʊt/
<u>Ch</u> eese /’tʃɪ :z/	N <u>at</u> ure /’neɪtʃə(r)/	L <u>unch</u> /Lʌntʃ/
<u>Ch</u> eery /’tʃəri/	T <u>ea</u> cher /ti’tʃər/	R <u>ich</u> /rɪtʃ/
<u>Ch</u> alk /tʃɔ:k/	P <u>ic</u> ture /’pɪktʃər/	W <u>at</u> ch /wɒtʃ/

Figure 2
Dokumentasi

