

**Difficulties Faced by Students in Pronouncing**

**English Consonant Sounds**

**THESIS**

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### **Difficulties Faced by Students in Pronouncing English Consonant Sounds**

adalah benar benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Juni 2023

Saya yang membuat pernyataan,



Fachrizal Lefiandi

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## ABSTRACT

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This research investigates the difficulties encountered by students in pronouncing English consonant sounds. The objective is to identify specific consonant sounds that are pronounced erroneously by students and understand the perceived factors contributing to these pronunciation errors. Using a descriptive qualitative approach, five students majoring in English department class of 2018 who came from the Aceh Besar region were selected as participants. Data collection involved a vocabulary test and subsequent in-depth interviews. The findings reveal that students face challenges in pronouncing consonants such as [b], [d], [g], [v], [ʒ], [z], and [ʃ]. Interviews further identified factors including difficulty distinguishing similar sounds, lack of awareness, native language influence, and limited practice opportunities. These findings have important implications for students aiming to enhance their pronunciation skills, emphasizing the need for targeted practice and guidance. Educators can utilize the insights to design effective instructional strategies focusing on challenging sounds, while raising awareness of articulatory differences. Future research can explore additional sounds, investigate difficulties faced by diverse language learners, and incorporate innovative approaches to pronunciation instruction.



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## CHAPTER I

### INTRODUCTION

This chapter consists of background of study, research questions, aims of the study, scope of the study, significance of study, and terminologies.

#### A. Backgrounds of Study

There are some obstacles in learning English, one of which is pronunciation. Being able to pronounce English words like native speakers seems to be essential. According to Dwiningrum (2016), pronunciation is a way of pronouncing words in which it involves articulation, emphasis, and intonation. In the Oxford dictionary, it is mentioned said that "pronunciation is the way in which a language, or a particular word or sound is spoken". The purpose of learning pronunciation for students is to be able to pronounce words like native speakers, in a simple way so that the listener can easily understand if students are able to pronounce the words correctly. Dimitrius and Mazarella (2002) state that many people think they will still understand or it does not matter if one word is mispronounced, where in fact, this is what causes miscommunication which can be confusing. The main problem that makes learning pronunciation difficult is due to differences in pronunciation styles, accents, and also the sound system in English (Gilakjani and Ahmadi, 2011).

One of the possible problems in pronouncing English words is consonant sounds. Consonant sounds are often also called as dependent sounds because they are very dependent on vowel sounds. This is because if in a word there are only

consonants then the word is difficult to pronounce and has no meaning; consonant sounds are indistinct so that they require vowels to clarify them (Azizah, 2019). For example, pronouncing the letter "b" without any vowel sound, will result in the impossibility of sounding the letter. Therefore, to be able to pronounce the consonant "b" above, an existence of a vowel sound, such as "e", can help the consonant so that the word "be" can be pronounced. From this example, it can be concluded that vowels are very helpful for consonants. Since consonants cannot be pronounced if they stand alone, this is what makes vowels necessary to stand with consonants and what makes consonants are called as dependent sounds.

Pallawa and Alam (2013) states that the sound system in English and Indonesian is very different, such as the spelling of the Indonesian alphabet and English. He also argues pronunciation of consonants and vowels in English and Indonesian also have differences. Someone who is not familiar with English pronunciation or reading will have difficulty in the pronunciation, which Pusfarani, Mukhrizal, and Puspita (2021) claims as error in the pronunciation. This error includes phonological errors, which result in incorrect pronunciation of words and lead to misunderstanding and miscommunication.

There were some studies conducted on the difficulties faced by students in English pronouncing. For example, Komariah (2018), in this research, the data analyzing technique were done by comparing English sounds and students' pronunciation, finding out the consonant, vowel and diphthong mispronouncing by the students, finding out students' difficulties in pronouncing the English sounds, finding the students' problems in pronouncing English sounds and

drawing a conclusion. Another relevant research was conducted by Umantari, Meldy, Laksmi, and Putra (2016), concerned with finding out the problems faced by Indonesian students about the understanding differences between English and Indonesian phonological systems, especially consonants. Both of the studies found that Indonesian students, in the investigated areas, experienced errors in their pronunciation.

In line with the two previous studies, this study is also interested in exploring the difficulties faced by students in English pronunciation. However, this study specifies the analysis on English consonant pronunciation only. This problem is essential to be analyzed since as in English teaching learning, it is necessary to know the problems faced by EFL students in pronouncing English letters. Furthermore, as the previous studies focus on Balinese and Banjar people, this study focuses on EFL learners students from Aceh Besar. This study takes place in English Education at UIN Ar-Raniry which is one of the public universities located in Banda Aceh.

### **B. Research Questions**

Based on the background described above, the research questions of this study are formulated as follows:

1. Which English consonant sounds are pronounced erroneously by the students?
2. What are the perceived factors causing the English consonant sound errors made by the students?



### **C. Aims of The Study**

In accordance with the research questions, the aims of this study are as below:

1. To find out the English consonant sounds which are pronounced erroneously by the students.
2. To investigate the perceived factors causing the English consonant sound errors made by the students.

### **D. Scope of the study**

This study focuses on errors in pronouncing English consonant sounds made by EFL learners. The participants were five students from English Department of batch 2018 and came from the Aceh Besar region.

### **E. Significance of Study**

This research is expected to provide some significance to several parties involved in teaching and learning. For teacher, it can be useful to provide knowledge about the types of consonant sound problematic for non-native students, especially from Aceh. It also useful since this study will also explore about the factors causing the problems in consonant pronunciation. As for student, It can help students to identify the common problematic consonant sounds in English so that they can speak English fluently and correctly like a native speaker. Lastly, for researcher, it will be a solution for future researchers as it can be literally source and reference for further study.

## **F. Terminologies**

This section provides the meaning of some terms that are frequently used in this study briefly to avoid misunderstanding for the readers.

### **1. Pronunciation**

Gilakjani (2012) defines that pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes great difficulties in language learning. Richard and Schmidt (2002) mention that pronunciation as the method of producing certain sounds. As for what must be considered in learning English is the ability to hear the vocabulary contained in it.

### **2. Consonant Sounds**

Consonants are speech sounds which are produced with some obstruction of the air-stream in the mouth cavity (Marlina, 2019). Furthermore, consonants are phonemes that are not vowels and in other words realized by obstruction. So the air flow that through the mouth is inhibited at the sites of articulation. She also states that consonant is a blockage in the mouth when it comes out pronunciation or language sounds produced by inhibiting airflow at one point in the sound channel.

## CHAPTER II

### LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed at providing more understandings about the topic of the study. Then there are also pictures and tables as a theoretical foundation to make it more valid. This chapter presents definition of pronunciation and definition of consonant sounds and concepts or aspects related to them.

#### A. Pronunciation

##### 1. Definition of Pronunciation

Language is essential for communication. To explain language, one must understand how to produce language properly. This means that one must know the language. One of them is pronunciation. Pronunciation is how language is spoken, how a word is pronounced, and how a person pronounces language words. Pronunciation is a crucial component of the curriculum for learning oral skills in a second or foreign language (Celce-murcia, Brinton, and Goodwin, 2010).

According to Smith (2019), pronunciation is a collection of habits that are developed through the repetition and correction of sound production. The purpose of pronunciation is to create meaning through the production of sounds, which involves focusing on specific sounds (segments), as well as suprasegmental aspects of speech, such as intonation, stress, rhythm, and

timing. Sound quality and gestures are also important components of pronunciation, as they closely relate to the way people speak a language.

Fraser (2001) also states that pronunciation is an essential element of oral communication, including grammar, vocabulary choice, cultural considerations, and so on.

Pronunciation is a crucial component of English. Fraser (2001) argues that excellent grammar can be wholly masked by poor pronunciation. This means that learners with better pronunciation will have more opportunities to communicate naturally with native speakers and this is one of the surest paths to improvement in all aspects of the language. Furthermore, Yates and Zelinski and Yates (2014) state that pronunciation refers to how people produce sounds used to make meaning when speaking. This shows that pronunciation is also essential in communication to keep the conversation in the tract.

From the previous explanation, it can be concluded that pronunciation is a series of habits in which people make sounds to communicate with one another. Pronunciation is critical when speaking so that the message someone wants to talk about is conveyed correctly. Someone who masters the structure and rules of language but cannot pronounce the language well will be in vain. This is because the essence of a language is to understand what is being said. Therefore, pronunciation is one of the main foundations of language mastery.

## 2. English Pronunciation

The study of pronunciation consists of two fields: phonetics and phonology. Phonetics is the study and classification of speech sounds (Hamka, 2016). It is concerned with the physical properties of speech sounds, including their physiological production, acoustic properties, and auditory perception. Phonetics studies how sound is produced, transmitted, and received. Meanwhile, Phonology is the study of sounds, especially the different sound patterns in different languages (Alduais, 2015). It studies how sounds are combined to form words and how sounds alternate in different languages. Phonology also studies the inventory of sounds and their features in language and the pragmatic rules that determine how sounds interact with one another (Hamka, 2016). The purpose of pronunciation instruction is not to ask the learner to pronounce like a native speaker. Besides that comprehensible pronunciation should be the fundamental goal of spoken communication. If students want to change how English words are pronounced, they must change how they think about how the words sound. This is true for individual sounds and more significant parts of speech, such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instructions are sometimes neglected in teaching English (Gilakjani and Sabouri, 2016).

Pronunciation is also referred to as a psychomotor skill. It is one element that constitutes communicative competence, which is said to be the ideal goal of any language teaching. In meaningful communication through voice, a whole series of activities are involved. A meaning encodes into the

sound produced by the speaker using the mouth, tongue, lips, and other organs of articulation (Brown, 2000). English pronunciation is generally the production of essential sounds in two senses. First, sounds are important because they are part of the English code. Second, the sound is important because it is used to achieve meaning in the context of using English itself (Kelly, 2001). Pronunciation is the act or way of pronouncing words; speech utterance. In other words, it can also be said that it is a way of pronouncing a word, especially a way that is generally accepted or understood (Gilakjani, 2016). In English, pronunciation is the ability to use the correct stress, rhythm, and intonation of words in spoken language. Sihombing (2014) also said that pronunciation includes supra-segmental characteristics, namely: language sounds, stress, and rhythm, intonation.

Morley (1991) stated that understandable pronunciation is the primary goal of pronunciation instruction. It is a necessary component of communicative competence. Furthermore, Emphasizes that learners should develop functional clarity, communication skills, self-confidence enhancement, speech monitoring skills, and speech modification strategies. Having good pronunciation is crucial in English communication because there is a distinction between its symbols and sounds. When conversing with others, it is not only necessary to possess an extensive vocabulary but also to have proper pronunciation (Derwing and Munro, 2015). In English, pronunciation refers to the ability to use the correct stress, rhythm, and intonation of words in spoken language. In addition, pronunciation is the act or result of speech

sounds, such as articulation stress and intonation, often concerning some standard of truth or acceptance. A word can be pronounced in different ways by different individuals or groups, depending on many factors, such as the area where they grew up and the area where they now live (Harmer, 2001).

### **3. The Elements of Pronunciation**

According to Derwing and Munro (2015), there are two essential elements of pronunciation, namely segmental and suprasegmental features. Segmental features are the individual sounds that make up a language, and it includes the phonemes and allophones of a language. On the other hand, suprasegmental features refer to aspects of speech beyond the level of individual sounds, such as intonation, rhythm, stress, and timing. These two features can significantly affect the sounds of a language and can impact the meaning and clarity of speech.

According to O'Connor and Arnold (2012), a segmental feature system is a group of speech sounds that consists of vowels, consonants, diphthongs, and clusters. These sounds are classified based on their articulation and their use in the production of language. The term "segmental" refers to sounds that are organized in a linear order to form meaningful utterances. Each speech sound is represented by a specific phonetic symbol that distinguishes it from other sounds. Segmental characteristics include the manner and place of articulation of consonants, as well as the height, backness, and roundedness of vowels.



Suprasegmental features refer to the aspects of speech that are beyond the level of individual sounds. According to Ladefoged and Jonson (2011), these features include stress, tone, and intonation, as well as other characteristics that accompany speech production, such as tempo and rhythm. Stress refers to the emphasis placed on a syllable, which can be realized through changes in pitch, loudness, or duration.

Syllables are also considered suprasegmental features, as they are units of sound that are larger than individual phonemes. Lastly, syllables are small units of sound that make up words and help create the rhythm of speech. They consist of one or more vowel sounds with accompanying consonant sounds. Each syllable in a word has a vowel sound that's usually the most important part of the syllable, along with any consonant sounds before or after it. The number of syllables in a word affects its pronunciation and stress patterns. The study of syllables is important in understanding how languages work. (Yavas, 2011).

Supra-segmental appearance, such as the style used in a word or sentence. Supra-segmental characteristics include stress, tone, intonation, and other characteristics that always accompany speech production (Wahyukti, 2008). There are three suprasegmental characteristics: stress, intonation, and syllable.

### 1. Stress

Stress is an essential feature of word identity in English (Kenworthy in Gilakjani, 2012). Ramelan (1985) stated that stress is the level of strength or loudness of a spoken syllable that makes it stand out. Stress can be classified into three types: intense or primary stress, moderate or secondary stress, and weak or absent stress (Wahyukti, 2008). Stress has a vital role in English because stress has different meanings and purposes.

### 2. Intonation

Intonation is the movement of sound between high and low notes. Ramelan (1985) states that intonation is the rise and fall of tone in different syllables in an utterance. Contrasting tone levels can form intonation in a sentence (Wahyukti, 2008). Intonation is used to express many different meanings, including emotions and attitudes. For example, the word 'Yes' can be pronounced in a falling voice; a rising voice can mean 'Yes' to mean 'I agree' or 'Probably true' or 'You cannot be serious or 'Wow, you are true or any number of other things.

### 3. Syllable

A syllable is a unit of sound in a word or beat. For example, you can clap once when you say “May” and three times when you say “December”. May has one syllable. December has three syllables (Ramelan, 1985). Stressed and unstressed syllable patterns create rhythm in more extended linguistic units.

## **B. Consonant Sounds**

Consonants are a group of speech sounds that are produced by obstructing or partially obstructing the flow of air through the mouth (Crystal, 2008). Unlike vowels, which are produced with an open vocal tract, consonants require some degree of closure or constriction of the vocal tract. This closure can occur at various places, such as the lips, teeth, tongue, or throat, resulting in a wide range of consonant sounds. Consonants are a fundamental component of language and play an important role in distinguishing one word from another, as well as conveying grammatical and syntactic information.

According to the way of articulation and the place of articulation. Kelly (2001) explains that consonants are formed by interrupting, limiting, or diverting airflow in various ways. The three definitions can be summarized as consonants made with closed or almost closed articulations formed by interrupting, limiting, or diverting airflow in various ways. English, as one of the largest international languages in the world, has 24 consonant sounds (p, b, m, w, f, v, ð, θ, t, s, d, z, n, l, r, ʃ, ʒ, ʒ, dʒ, k, g, ŋ, h). The study of consonants is an important area of phonetics and linguistics, and can provide insights into the nature and structure of language.

### **1. The Production of Consonant Sounds**

According to Ferre, Tuller, Sizaret, and Bartzet (2012), consonant sound is usually represented according to the place of articulation and the

manner of articulation. It means that in the production of consonant sounds, besides focusing on articulations, it also concerns the degree of the vocal tract's obstacle. Consonants are a fundamental component of spoken language and are distinguished by the way they are articulated. According to a source by Liu and Liang (2016), consonants are defined as speech sounds that are formed by either partially or completely obstructing the airflow through the mouth using the lips, tongue, teeth, or other speech organs. In English, consonant sounds are differentiated based on a variety of factors such as where they are formed in the mouth, how they are articulated, and whether they are voiced or unvoiced. The place of articulation refers to the location where the constriction or blockage occurs, while the manner of articulation describes the degree and type of constriction. Meanwhile, voicing refers to the presence or absence of vibration in the vocal cords during the production of a consonant sound (Liu and Liang, 2016).

#### **a. Places of Articulation**

Place of articulation refers to where the air stream from the lungs or the sound stream from the larynx is constricted (limited) by the articulators. Articulators refer to organs that play a role in producing sound. Phonetically, speech organs involve eight organs: lips, teeth, tongue, palate, uvula, nasal, oral cavities, and vocal cords (Hossen, 2017). In the production of consonant sounds, normally, there are two articulators that move (Ramoo, Romani, and Olson 2021). The articulators are then classified as active and passive articulators. Active articulators are lower lip and the tongue, while the passive

articulators are the upper lip, the upper teeth, the roof of the mouth, and the rear wall (Ogden, 2017).

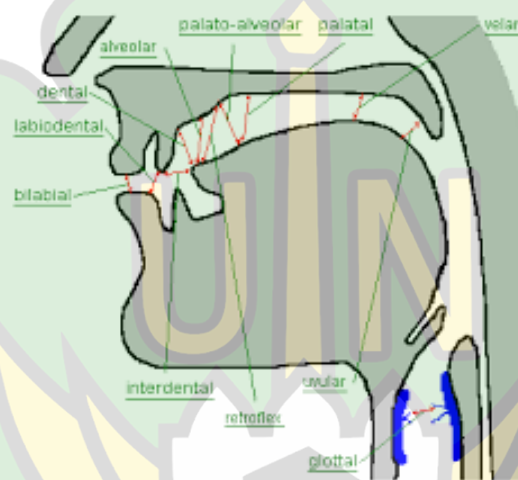
According to Zheng and Huang (2013) study on English consonant sounds, each sound produced in the speech organs, or articulators, is referred to as a distinctive speech sound. These speech sounds can be distinguished into eight categories based on the place of articulation of the consonant, which includes:

1. Bilabial, which is a consonant that occurs on both the upper lip and lower. For example [p,m,b].
2. Labiodental, which is a consonant that occurs in the upper teeth and lips lower. For xample [f,v].
3. Dental, which is a consonant that occurs at the tip of the tongue and teeth up and down. For example [θ, ð].
4. Alveolar, the consonants that occur on the leaves of the tongue and gums. For example [t, s, d, z, n, l].
5. Palate-alveolar, which is a consonant that occurs on the leaf of the tongue (or tip of the tongue) and touches the gums. Example [tʃ, dʒ, ʃ, ʒ, r].
6. Palatal, which is a consonant that occurs at the front of the tongue and palate. For example [j].
7. Velar, which is a consonant that occurs at the base of the tongue and the soft palate. For example [k,g,n].

8. Glottal, the consonants that occur between the vocal cords.  
Example [h].

The following picture below aims to conclude an explanation of the eight articulators.

Figure 2.1 *Place of articulation*



Source: Anderson,(2017). *Place of articulation [Image]. In Essentials of linguistics (2nd ed., p. 91). Routledge.*

### b. Manners of articulation

Manner of articulation is usually part of a phonology course that explains how sounds are formed and produced (Karize, 2022). Based on the indication of the speech, consonants can be classified into; plosive, affricate, nasal, lateral, fricative, and semivowel.

According to Gorman and Daniele, Howard, and Walter (2019), consonants in the English language can be classified into six different

types based on their manner of articulation: plosive, fricative, affricative, nasal, lateral, and approximant. The explanations of each type of consonants as follows:

1. Plosive Consonants: Also known as stop consonants, these sounds are produced by a complete blockage of the airflow in the vocal tract, followed by a sudden release of the air. Examples of plosive consonants in English include /p/, /b/, /t/, /d/, /k/, and /g/.
2. Fricative Consonants: These sounds are produced by forcing the air through a narrow opening in the vocal tract, creating a turbulent airflow and a hissing or buzzing sound. Examples of fricative consonants in English include /f/, /v/, /s/, /z/, /ʃ/, and /ʒ/.
3. Affricate Consonants: These sounds are produced by a combination of a plosive and a fricative sound, where the plosive blockage is released into a fricative sound. Examples of affricate consonants in English include /tʃ/ as in "church" and /dʒ/ as in "judge".
4. Nasal Consonants: These sounds are produced by lowering the velum (the soft tissue at the back of the mouth) to allow air to flow out of the nose. Examples of nasal consonants in English include /m/, /n/, and /ŋ/ as in "sing".
5. Lateral Consonants: These sounds are produced by allowing the air to flow along the sides of the tongue, while blocking the airflow through the center of the mouth. Examples of lateral consonants in English include /l/ as in "like".



6. Approximant Consonants: These sounds are produced by bringing the articulators (tongue, lips, etc.) close together, without creating enough obstruction to produce a turbulent airflow. Examples of approximant consonants in English include /w/ as in "water" and /j/ as in "yes".

To conclude this section, here is provided the IPA (International Phonetics Alphabet) of consonant sounds which clearly represents consonant sounds based on the places and manner of articulations.

Figure 2.2 *The International Phonetic Alphabet (revised to 2020)*

**THE INTERNATIONAL PHONETIC ALPHABET (revised to 2020)**

CONSONANTS (PULMONIC) © 2020 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

Source: International Phonetic Association. (2020). International Phonetic Alphabet (revised to 2020). Retrieved from <https://www.internationalphoneticassociation.org/content/ipa-chart>

### c. Voiced and Voiceless Consonants

Voicing refers to whether the vocal cords vibrate during consonant production or not. If it does not vibrate, it will not make a sound, and if it

vibrates, it will make a sound. Consonants can be voiced or unvoiced. In addition to the presence or absence of sound, consonants can be described in terms of the manner and place of articulation.

Voiced phonemes : b, m, v, ð, d, z, n, l, ʒ, ʒ, r, j, g, w,ŋ

Unvoiced phonemes : p, f, θ, t, s, ʃ, k, h

## 2. English Consonant Phonemes

In linguistics, a phoneme is the smallest unit of sound in a language capable of conveying different meanings, such as s sing and r ring—adjective: phonemic (Nordquist, 2019). Phonemes are language specific. In other words, phonemes that are functionally different in English (for example, /b/ and /p/) may not be so in other languages. (Phonemes are usually written between slashes, so /b/ and /p/.) Different languages have different phonemes (Richard and Schmidt, 2002). Although there are only 26 letters in the English language, there are about 44 unique sounds, also known as phonemes. Forty-four sounds help distinguish one word or meaning from another. Various letters and combinations known as graphemes represent sounds (Titterington and Bates, 2021). The 44 sounds of English fall into two categories: consonants and vowels.

To clarify, below is a list of 44 phonemes, the symbols of the International Phonetic Alphabet, and some examples of their use. Note that there is no exact list of phonemes due to accents, dialects, and the evolution of

language itself. Therefore, everyone can find a list with more or less than these 44 votes (Titterington and Bates, 2021).

Figure 2.3 Phonemic chart voiced and unvoiced

	monophthongs				diphthongs			<b>Phonemic Chart</b> voiced unvoiced
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
VOWELS	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
	CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car
f fly		v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
m man		n now	ŋ sing	h hat	l love	r red	w wet	j yes

Source: Underhill, A. (2008). *Sound foundations: Learning and teaching pronunciation*. Heinemann.

جامعة الرانيري

A R - R A N I R Y

### C. Previous Research

Some research has focused on this topic. Such as the research by Komariah (2018), this research aimed to make contrastive analysis of Banjarese and English, where Banjarese is their mother language. The results found that students had problems in pronouncing English consonant sounds (/ʒ/, /ʃ/), Vowels (/e/, /oo/), and Diphthong (/oo/, /ei/). The error can be caused by the absence of the sound in their mother tongue.

A related study was conducted by Umantari, Laksmi, and Putra (2016). This study involved 20 students of grade two of SMAN 1 Tabanan. Furthermore, to analyze the pronunciation problems of the students, the theory of contrastive analysis by Lado was applied in order to compare the two languages; English as the students' foreign language and Bahasa as their first language. The findings of this study indicate there are some English consonant sound absences in Indonesian, and otherwise. Absence of English consonant sound in Indonesian has been the main cause of errors in the pronunciation carried out by the test subjects, in this study were high school students from SMAN 1 Tabanan

Mohammed (2021) stated the purpose of this study was to identify the problems encountered by Basic School pupils in Abu Hamad Locality, and participants are Sudanese pupils of Basic schools limiting to Abu Hamad locality in River Nile State. Accurate pronunciation is considered one of the most fundamental problems which encounter EFL pupils at Basic schools in learning pronunciation, and most of the Sudanese Basic School pupils of the English

language encounter such problems because in Arabic the vowel system is extremely easy and the learner can read an Arabic word smoothly without any hesitation. The main findings based on the investigation found that it is so important to pay more attention to teaching English pronunciation at Basic School Levels, increasing the interactive activities to practice pronunciation.

Razak (2010), study was found the students of SMAN 1 Pitumpanua Wajo Regency got some English vowel difficult to pronounce, the English vowel sound which difficult to pronounce by the students including ; /i:/, /u:/, /ə/ and /ʌ/. Through questionnaire showed that the factor made the students of SMAN 1 Pitumpanua Wajo Regency difficult to pronounce the English vowels are: they were confused with the pronunciation, and they were not serious in attending the class.

Purba (2018) Stated that pronunciation in English gives influence to the students from the second semester at FKIP UHN Pematang siantar braveness to speak in class, because the students cannot convey message to the other, they are afraid to be wrong when they are talking in classroom so that they decided to be silent. In this study the problems encountered by the students in pronounce dental fricatives /ʃ/, /ð/, /θ/, /tʃ/, /ʒ / may be caused by their lack of knowledge affected their mother tongue language such as Bahasa Toba, Simalungun, Karo, Java and Bahasa Indonesia which have uncommon sound English. It is also possible that they know the theory well, but they are not able to practice it orally.

The contrast between some of the previous research above and my research is terms of scope the study and research instrument. Most of them focus on errors in pronouncing English vowels, diphthongs, clusters sound as a scope of the study and only one researcher focuses on English consonants sound. In this study I used a qualitative descriptive research design, followed by interviews and pronunciation tests in collecting data to find out English consonant sounds were mispronounced by students during the pronunciation test, and how they solve this problem.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, data collection techniques, and data analysis procedures.

#### A. Research Design

The research method used in this research is descriptive qualitative. Descriptive qualitative is a research method that tries to describe phenomena, occurrences, and events that take place in the present. Creswell, Hanson, Clark, and Morales (2007) said the purpose of descriptive qualitative research is to learn more about the situation as it is now. As explained by Creswell (2012, p.274) “the purpose of descriptive qualitative is to find a detailed explanation and description about the object of the research systematically”.

Therefore, descriptive qualitative research aims to describe, explain and answer in more detail the problem which will be researched by studying as much as possible individual, group or event. This study used descriptive qualitative research since it attempts to describe the phenomena about problems in the types of problematic consonant sounds for non-native students. In addition, about the factors that cause problems in the pronunciation of consonants.

#### B. Population and Sample

The population of this study is students of English education at UIN Ar-Raniry from class of 2018. In this study, the sampling technique used was



purposive sampling. According to Bryman (2012), the study issue is intimately related to people, organizations, documents, departments, and other things through the purposive sampling technique. 5 students selected as the participants of this study.

The criteria for selecting the sample of this study are:

- English department students from class of 2018 ; The reason of choosing students class of 2018 is due to the consideration of the length of the time of them being exposed to the English language
- Students who come from the Aceh Besar region ; The reason for choosing the Aceh Besar region and not other areas is because researcher need to consider whether it is difficult or easy to get access to research data. And also one of the reasons researcher only take Aceh Besar regions is because researcher have to maximize the remaining time.

### **C. Data Collection Techniques**

In this study, there were two techniques in collecting the data. The first technique is pronunciation test which is used to identify the problematic consonant sounds experienced by the participants; meanwhile, the other technique is interview which attempts to dig more the perceived factors causing problems in consonant pronunciation.

## 1. Pronunciation Test

The pronunciation test was conducted to answer the first research question concerning with identifying which English consonants sounds are pronounced erroneously by the students. In this test, the five participants were all asked to pronounce a list of vocabulary containing all consonant sounds existing in the English language. Below are the list of vocabulary that must be pronounced by the participants. The list is divided based on voiced and voiceless. Furthermore, as it can be seen in the vocabulary list below, most of the consonant sounds are situated in three likely positions in words which are at the beginning, in the middle and at the end of the word. For each vocabulary, the participants were repeat for twice.

### a. Voiced : vibration

Table 3.1 *Vocabulary list of voiced consonant*

Number	Consonant sounds	At the beginning of the word	In the middle	At the end
1.	[ b ]	<b>B</b> aby	Rob <b>b</b> er	Cab
2.	[ d ]	<b>D</b> ead	Load <b>d</b> ing	mad
3.	[ g ]	<b>G</b> rab	Reg <b>g</b> ister	beg
4.	[ v ]	<b>V</b> oice	Heav <b>v</b> en	save
5.	[ ð ]	<b>T</b> his	Breath <b>ð</b> ing	breath <b>e</b>
6.	[ ʒ ]	-	Pleasur <b>ʒ</b> e, massag <b>e</b>	-
7.	[ dʒ ]	<b>J</b> udge	Ag <b>g</b> ing	edges
8.	[ l ]	<b>L</b> ate	Del <b>l</b> ete	ball

9.	[ r ]	<b>Red</b>	Sorry	far
10.	[ j ]	Union, yes	-	-
11.	[ w ]	<b>Wait</b>	Away	raw
12.	[ m ]	<b>Make</b>	Remote	home
13.	[ n ]	<b>Nine</b>	Manner	mine
14.	[ z ]	<b>Zoo</b>	Quizzes	rose
15.	[ ŋ ]	<b>Angry</b>	-	sings

### b. Voiceless : No Vibration

Table 3.2 Vocabulary list of voiceless consonants

Number	Consonant Sound	At the beginning of the word	In the middle	At the end
1.	[ p ]	<b>Pipe</b>	Happy	<b>lip</b>
2.	[ t ]	<b>Ten</b>	Later	<b>tight</b>
3.	[ k ]	<b>Custom</b>	-	<b>Cake, provoke</b>
4.	[ f ]	<b>Fine</b>	Refill	half
5.	[ θ ]	<b>Think</b>	nothing	<b>breath</b>
6.	[ s ]	<b>Say</b>	missing	less
7.	[ ʃ ]	<b>Ship</b>	machine	rush
8.	[ tʃ ]	<b>Cheep</b>	searching	<b>match</b>
9.	[ h ]	<b>How</b>	Ahead	-

## 2. Interview

Interviews are conducted when researchers want to learn more specifically and in-depth about participants' ideas, information, opinions, and feelings regarding impending themes; responses will be noted down and recorded (Creswell, 2012). Therefore, it can be defined as communication process that is carried out orally between researchers and participants to obtain certain information or data. Following the pronunciation test, the interview also took five participants, who were exactly the same participants as in the pronunciation test. The type of the interview used was semi-structured interview. This type of the interview was used because the researcher wants to expand the scope of finding problems by asking participants' opinions and ideas. As Stukey (2013), also argues that semi-structured interview is one where the questions have been pre-written. Yet, unexpected inquiries can be inserted in between interviews to obtain participants' more through responses.

In this study, the semi-structured interview was conducted in order to gain information regarding their perceptions on the reasons or factors why they made errors on particular English consonant sounds in the pronunciation test. Furthermore, the interview was done after the results of the pronunciation test has been analyzed.

### D. Data Analysis Procedure

Data analysis is the process of processing data with the aim of finding useful information which will be used as a basis for deciding the answer of a drag.

Therefore, data analysis may be a vital step in processing. Data analysis techniques have the principle of processing data and analyzing the collected data into systematic, orderly, structured, and have meaning.

Since this study carried out two instruments in collecting the data, thus, the data analysis also took two different sets of procedures. In analyzing the data from the pronunciation test, the following steps below were conducted separately.

a. Listening to the audio recording

Listening to the voice recordings of participants who have taken the pronunciation test. Click on the link below to view the recording of the pronunciation test;

[https://drive.google.com/drive/folders/1q1gOvtnwQ0fxAknAsOrlHkpy\\_nqEHbNI?usp=sharing](https://drive.google.com/drive/folders/1q1gOvtnwQ0fxAknAsOrlHkpy_nqEHbNI?usp=sharing)

b. Identifying the consonant errors

Identifying the consonant errors made by the participants using the Quilbot Applications.

c. Categorizing pronunciation errors into types of consonants

Categorizing participants' pronunciation errors in the pronunciation test according to the type of consonants

Subsequently, the data analysis procedure of the second instrument, the interview, followed Creswell (2014), who suggests six steps in analyzing data from interview. The steps include compiling and preparing data, reading and

viewing all data to obtain general information, Encoding the data and presenting it into certain categories, Looking for patterns and themes, Representing themes and reporting findings, and Interpreting and discussing the meaning of the findings.

#### 1. Compiling and preparing data

For the first step, participants were interviewed with several questions; after the interviewer recorded the conversation, transcribed the interview into words, and typed the field notes.

#### 2. Reading and viewing all data to obtain general information.

After the data was transcribed, the writer then reread the data to find the required information about the core of the question; this related to the participant's perspective or what participants' ideas were conveyed.

#### 3. Encoding the data and presenting it into certain categories.

Rossmann and Rallis (2012) suggest that coding is a process of organizing data, including fragments of text or images and writing words that represent categories. In this study, the author used open coding to analyze the data. Gallicano (2013) shows that open coding is an analytical process related to categorising text data. In addition, data were labeled with concepts, and categories were defined and developed according to their purpose.

#### 4. Looking for patterns and themes

In this step the code is interpreted and formed by thematic analysis. In this section, the author described the various perspectives of the individual and be supported by some citations and specific evidence.

## 5. Representing themes and reporting findings

Here, the author described descriptively each of the data themes, such as detailed discussions from different perspectives and quotes related to the themes.

## 6. Interpreting and discussing the meaning of the findings

The final step of qualitative data analysis is to analyze and discuss the results. In addition, theories from the existing literature also look to obtain more detailed data for research results.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter highlights the findings for the research questions that have been mentioned in chapter I and the discussion of the findings. The data were obtained from two instruments, which are pronunciation tests and interviews.

#### A. Findings

##### 1. Pronunciation errors made by students

The results of the pronunciation test revealed that the students had difficulty pronouncing certain consonant sounds, including [b], [d], [g], [v], [ʒ], [z], and [ʃ]. This section provides a detailed explanation of the errors made by each participant with a table and description of each error.

Table 4.1. List of consonant pronunciation errors made by the participants

No	The pronunciation of sound	Words to pronounce	Participants who make deviations
1.	[b]	Cab	P3 & P5
2.	[d]	Mad	P2, P3 & P5
3.	[g]	Beg	P1, P2, P3 & P5
4.	[v]	Voice	P3
		Save	P3 & P5
5.	[ʒ]	Pleasure	P3, P4 & P5
		Massage	
6.	[z]	Quizzes	P5
		Rose	P1, P3 & P5
7.	[ʃ]	Rush	P3



Based on the recordings of the participants' pronunciation during the pronunciation test shown in the table above, several conclusions can be drawn regarding their consonant pronunciation mistakes. It was found that participants P3 and P5 consistently mispronounced the word 'cab' by substituting the 'b' sound with a 'p' sound, particularly when it occurred at the end of the word. Additionally, participants P2, P3, and P5 made errors in pronouncing the [d] sound, substituting it with a [t] sound, most notably in the word "mad." Moreover, participants P1, P2, P3, and P5 struggled with distinguishing between the [g] and [k] sounds, as evidenced by their mispronunciation of the word "beg" with a [k] sound instead of the correct [g] sound. Furthermore, three out of five participants, specifically P3 and P5, consistently mispronounced the [v] sound as [f] in the word "save."

Additionally, P3, P4, and P5 made errors in pronouncing the [ʒ] sound, replacing it with [esh] instead of [ezh] in words like "pleasure" and "massage." It was also observed that participants P1, P3, and P5 consistently mispronounced the [z] sound as [s] in words like "rose," and P5 made a similar mistake in the word "quizzer." Lastly, participant P3 mispronounced the [ʃ] sound as [ezh] instead of [esh] in the word "rush." These findings shed light on specific consonant pronunciation errors made by the participants.

## ***2. Factors Causing Consonant Pronunciation Errors***

After the researcher conducted the pronunciation tests, it took approximately two weeks to analyze the recordings and identify the errors made by the

participants. After this, the researcher conducted interviews and found that there were several factors that caused the participants to make pronunciation errors during the test. These factors revealed through the interviews are as follows:

### ***2.1. Difficult in Distinguishing Similar Consonant Sounds***

During the interviews, the students expressed that they were having trouble pronouncing certain consonant sounds due to the difficulty in distinguishing similar consonants. Some of the students provided answers to this issue:

P1 explained that:

I have difficulty distinguishing between the letters 'g' and 'k' because their sounds are almost similar, especially when they are in the same word, particularly at the end of the word, such as in the word 'beg'.

P3 also stated that:

For me, the consonants that are difficult for me to pronounce are “z” and “v” because they are similar to other consonant sounds. For instance, the sound of “z” in 'rose' is similar to the sound of “s”, and the sound of “voice” is pronounced as “f”.

Based on the responses of the interviewed students, the researcher has reached a conclusion that the majority of the students expressed difficulty in differentiating similar consonant sounds within words. Consequently, this lack of distinction causes hesitancy in their pronunciation and leads to errors in producing the correct consonant sound.

## ***2.2. Unawareness of The Right Pronunciation***

In addition to the challenge of distinguishing similar consonant sounds, the researcher also discovered during the interviews that some students were mispronouncing consonant sounds without realizing their errors. The opinions expressed by the participants included:

P2 stated that:

I basically don't know if I'm pronouncing the consonant sounds correctly or not, as I don't fully understand the phonetics of these sounds.

P3 also said that:

Personally, I find it very challenging to know whether my pronunciation of consonant sounds is correct or not. Typically, my friends who have a good grasp of phonetics are the ones who correct me.

Furthermore, P5 admitted that:

I frequently make mistakes when pronouncing consonant sounds, but I am not aware of them. It is only when I am with a friend who reminds me that I realize I made a mistake in pronouncing the consonant sound.

After conducting interviews with students, as described above, the researcher concluded that students often make mistakes in pronouncing English consonant sounds without realizing it, and they are not aware of these mistakes due to their limited understanding of consonant sounds.

## ***2.3. Influenced By the Nature Language***

During the study, the researcher identified that English being a foreign language for students contributes to their mispronunciation of consonant sounds. This finding was represented by several participants who highlighted

their challenges in accurately pronouncing consonant sounds due to the fact that English is not their native language. It was evident from the participants' responses as follows:

P1 stated that:

I believe that the pronunciation errors I make in English are due to English being a foreign language to me. My native language is Indonesian, and sometimes, I unintentionally pronounce English words with an Indonesian accent or intonation.

P2 also said that:

I personally attribute my difficulty in correctly pronouncing consonant sounds to the accent or dialect of my region. I find that my regional accent or dialect often hinders my ability to properly enunciate consonant sounds in English.

Furthermore, P5 admitted that:

I often struggle with my English pronunciation due to my regional accent or dialect. I was born and raised in Aceh Besar, where the local language has a thick accent. This makes it challenging for me to correctly pronounce English words, as my accent can sometimes make them sound unusual.

After conducting the interviews with students, the researcher has concluded that several factors contribute to the pronunciation difficulties experienced by students in pronouncing English consonant sounds. These factors are closely related to the students' native language, limited exposure to English consonant sounds, English being a foreign language, and the student's regional accent or dialect. Limited exposure to English consonant sounds makes it difficult for students to distinguish and pronounce similar consonant sounds correctly, while the foreign nature of English presents significant challenges to students, especially those with limited exposure to the language.

Additionally, the student's regional accent or dialect can also contribute to their difficulty in pronouncing English consonant sounds accurately.

#### ***2.4. Lack of Practice***

Based on the interviews conducted by the researcher, another factor contributing to students' pronunciation errors in English was identified as the lack of practice, particularly in improving their ability to pronounce consonant sounds accurately. Students admitted during the interviews that they did not have enough opportunities to practice their pronunciation skills, which resulted in difficulty in producing certain consonant sounds. This was evident in the following statements made by the students:

P2 stated that:

I think the reason for my pronunciation errors or difficulties may be due to a lack of practice. I didn't get enough opportunities to practice speaking English, especially in terms of pronouncing consonant sounds accurately.

P3 also said that:

In my opinion, one of the reasons for my pronunciation errors or difficulties in English is the lack of practice in pronouncing certain consonant sounds such as "th" and "sh," which may require different lip or tongue placement. Additionally, as a non-native speaker, these sounds may not be familiar to me. To improve my pronunciation skills, I believe it is important to practice regularly and seek guidance from teachers or language experts.

Based on the interviews conducted, the researcher concludes that the lack of practice in accurately pronouncing consonant sounds is a contributing factor to students' pronunciation errors in English. The students' statements

revealed that they did not have sufficient opportunities to practice their pronunciation skills, resulting in difficulties in producing certain consonant sounds. The students highlighted the importance of practicing regularly and seeking guidance to improve pronunciation skills.

## **B. Discussion**

The findings of this research offer valuable insights into the pronunciation errors made by the ten students who were tested as part of the research sample. The study specifically focuses on the difficulties encountered by these students in pronouncing certain consonant sounds. By examining and analyzing their pronunciation performances, this research sheds light on the specific challenges and areas of improvement related to consonant sound pronunciation. The results of the pronunciation test revealed that the students encountered challenges with consonants such as [b], [d], [g], [v], [ʒ], [z], and [ʃ]. After conducting a pronunciation test, the researcher proceeded to conduct interviews to gain further insights into the factors that contributed to errors in pronouncing consonant sounds in English. Through these interviews, several key factors were identified that had caused students to make mistakes in their pronunciation. Factors identified include difficulty in distinguishing similar consonant sounds, unawareness of correct pronunciation, the influence of the students' native language, and lack of practice.

One factor identified through interviews with the participants was the difficulty in distinguishing similar consonant sounds. Students expressed their

struggle with differentiating between consonant sounds that have similar articulation points or sound qualities. This suggests that the ability to perceive and produce distinct sounds poses a challenge for some learners. To support the findings of this study, previous research conducted by Ammar, Hartono, and Angraini (2022) underscored the challenge of distinguishing similar consonant sounds encountered by English as a Foreign Language (EFL) students. Their study specifically identified [v], [θ], and [ð] as problematic consonant sounds. Notably, students struggled with differentiating between [v] and [f], as these sounds are closely related and exhibit subtle distinctions.

The distinction between these sounds is significant because they represent different phonemes in English, as highlighted by Reed and Levis (2019). However, the findings revealed that some students were unable to distinguish between these sounds, even contradicting established phonetic theories. This aligns with the research conducted by Gustina, Sutarsyah, and Sudirman (2015), who found similar difficulties among elementary students, suggesting that the pronunciation skills of English Education students were comparable to those of younger learners. This highlights the importance of addressing the lack of understanding of IPA symbols and pronunciation instruction in previous semesters, particularly in the IEC: Pronunciation class, as it perpetuates habits that hinder accurate pronunciation despite being prospective educators.

Another factor contributing to the pronunciation errors was the unawareness of the correct pronunciation. The interviews revealed that some



students were mispronouncing consonant sounds without realizing their errors. This lack of self-awareness emphasizes the importance of providing explicit feedback and guidance to help students recognize and correct their pronunciation mistakes. Motair and Moehamed (2022) conducted a similar study examining English pronunciation difficulties among EFL learners in Yemen.

The study aimed to identify problematic sounds and explore the factors contributing to these difficulties. The participants consisted of forty students from the first and third levels of the Faculty of Education at Sana'a University. Interviews were employed as the data collection instrument. The findings indicated that the participants encountered challenges in pronouncing specific consonant sounds. Additionally, it was observed that participants tended to insert vowel sounds within English syllables to separate clusters. The study's implications for pedagogy highlight the pronunciation problems faced by Yemeni EFL learners, attributing them to factors such as interference from their mother tongue and a lack of awareness of the Phonotactic constraints in the English language. These findings emphasize the need for targeted instructional approaches that address these specific difficulties faced by EFL learners.

Being a foreign language for the students, English itself presented a hurdle in accurately pronouncing consonant sounds. The interviews highlighted the challenges faced by participants who indicated that English not being their native language affected their pronunciation. This factor suggests that the



influence of their native languages phonetic system might interfere with their ability to produce accurate English consonant sounds. Indonesian learners often encounter difficulties in learning English, especially when it comes to pronunciation. A crucial factor contributing to these challenges is the early language learning experiences individuals have. When babies begin to communicate, they listen to the sounds of their mothers and naturally imitate them.

From childhood, they become accustomed to speaking their mother tongue, making language learning, whether it is their native language or a foreign one, a matter of habitual information (Simarmata & Pardede, 2019). Consequently, learners gradually shape their utterances to match the speech patterns of the language they are acquiring. This process is influenced by the movements of their speech organs, which have been trained to produce the specific speech sounds of their native language. According to Kelly (2006), speech sounds are acquired differently depending on the language environment. For instance, a child raised in an English-speaking environment will develop English phonemes, while a child in a French-speaking environment will acquire a distinct set of sounds.

Research by Celce-Murcia, Brinton, and Goodwin (2020) emphasizes the importance of integrating explicit instruction and practice opportunities that enhance learners' knowledge of the phonetic features and mechanisms involved in English pronunciation. The lack of practice emerged as a significant factor contributing to pronunciation errors. Students admitted

during the interviews that they did not have sufficient opportunities to practice their pronunciation skills, particularly in relation to consonant sounds. This finding emphasizes the importance of incorporating regular and targeted pronunciation practice activities into the curriculum to enhance students' ability to accurately produce consonant sounds.

The research by Han and Kang (2017) found that insufficient practice opportunities directly impacted students' ability to produce accurate consonant sounds in English. Similarly, Zhang and Rahimi (2018) highlighted the correlation between the frequency of pronunciation practice and improvement in learners' pronunciation skills. These studies underscore the need for regular and targeted pronunciation practice activities in the curriculum to enhance students' proficiency in accurately producing consonant sounds. By providing ample practice opportunities, educators can help students develop muscle memory and refine their articulatory skills, leading to improved pronunciation accuracy and fluency. Incorporating pronunciation practice into classroom activities, such as role-playing exercises, repetition drills, and interactive speaking tasks, can effectively address the issue of inadequate practice and contribute to enhanced pronunciation abilities.

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions and implications derived from the research conducted. The conclusions are based on the data analysis and research findings presented in the previous chapter. Simultaneously, the written recommendations aim to serve as a guide for future research endeavors.

#### A. Conclusions

This study investigated the difficulties students encounter in pronouncing English consonant sounds, focusing on specific research questions. The findings highlight two main points:

1. **Pronunciation Challenges:** The participants consistently mispronounced specific consonant sounds, such as [b], [d], [g], [v], [ʒ], [z], and [ʃ], indicating the need for targeted intervention and instructional support.
2. **Factors Contributing to Pronunciation Errors:** Interviews revealed factors like difficulty in distinguishing similar sounds, lack of awareness, native language influence, and inadequate practice opportunities contributing to the pronunciation errors.

In conclusion, this research provides insights into the challenges of pronouncing English consonant sounds, identifying specific difficulties and underlying factors.

## **B. Implications**

### *1. Student-Focused Implications*

Recognizing challenging consonant sounds like [b], [d], [g], [v], [ʒ], [z], and [ʃ] allows students to prioritize overcoming these difficulties. Targeted practice and guidance from teachers through pronunciation exercises and feedback gradually improve their accuracy. Increasing awareness of articulatory features and distinctions between similar sounds refines pronunciation and enhances overall fluency in English.

### *2. Educational Implications for Teachers*

Teachers can design effective strategies based on the findings. Explicit instruction on challenging sounds, clear explanations, and addressing common errors improve students' understanding and accuracy. Incorporating targeted practice activities, such as drills, enhances muscle memory and pronunciation. Providing constructive feedback in a supportive manner fosters student progress and confidence in speaking English.

### *3. Future Research Directions*

Future studies can explore additional challenging consonant sounds, investigate difficulties faced by learners from diverse language backgrounds, and evaluate innovative instructional approaches like technology-based interventions. Studies with larger participant groups will provide broader perspectives on factors influencing pronunciation errors, contributing to the development of comprehensive teaching materials and methodologies.

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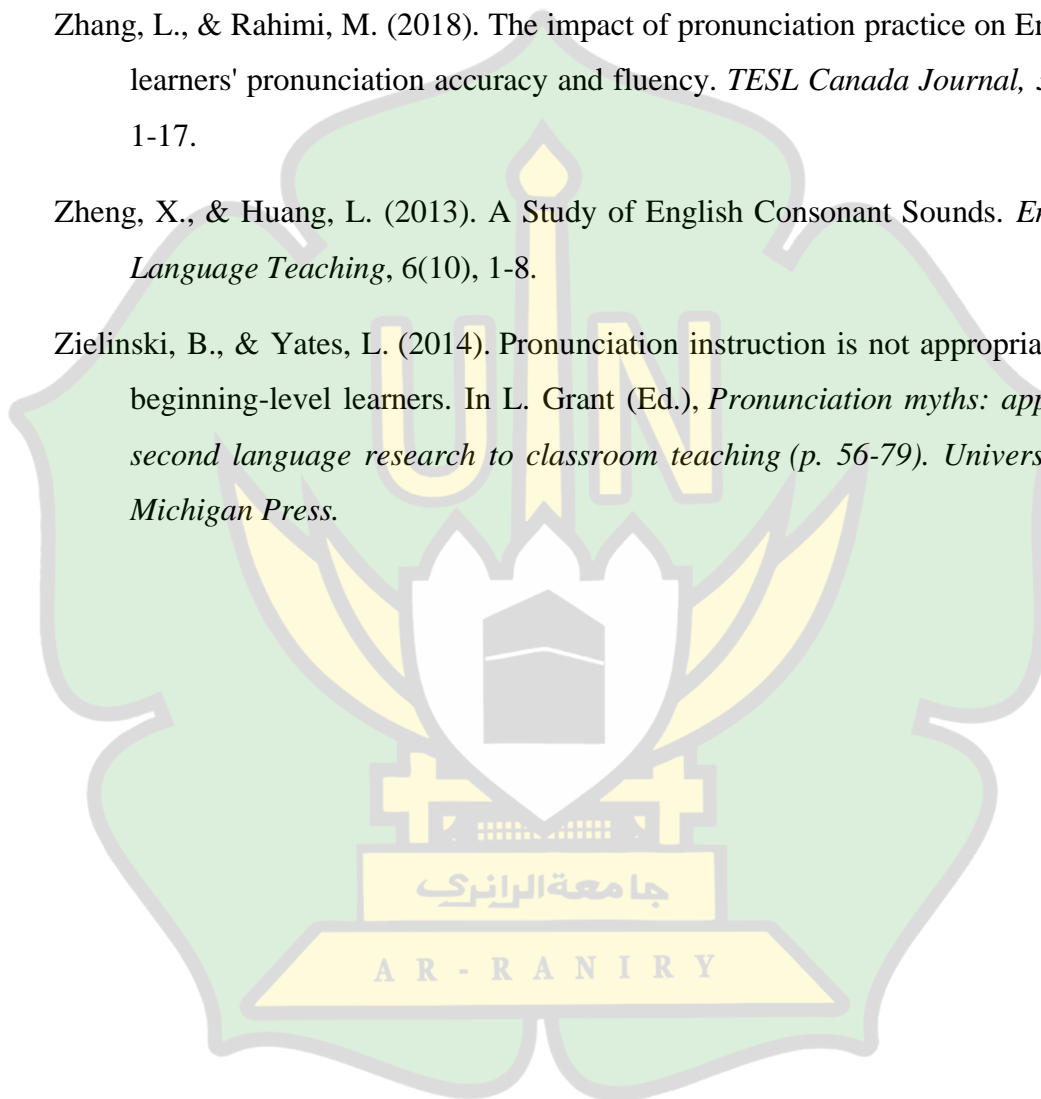
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# APPENDIX A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B-14076/Un.08/FTK/KP.07.6/10/2022

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor B-18621/Un.08/FTK/KP.07.6/12/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan :

Keputusan Senat Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 November 2021

**MEMUTUSKAN**

Menetapkan :

**PERTAMA** : Menetapkan Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-18621/Un.08/FTK/KP.07.6/12/2021 tanggal 29 Desember 2021

**KEDUA** : Menunjuk Saudara:

1. Dr. Mustafa Ar., M.A.	Sebagai Pembimbing Pertama
2. Fern Bustina Zahra, S.Pd., M.A	Sebagai Pembimbing Kedua


Untuk membimbing Skripsi:

Nama :	Fachrizal Lefandi
NIM :	170203171
Program Studi :	Pendidikan Bahasa Inggris
Judul Skripsi :	Difficulties Faced by Students in Pronouncing English Consonant Sounds

**KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

**KEEMPAT** : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**KELIMA** :

Ditetapkan di: Banda Aceh  
Pada Tanggal: 21 Oktober 2022  
Dekan,  
  
Saifurrahman

**جامعة الرانيري**  
**AR - RANIRY**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan).
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan.
3. Pembimbing yang bersangkutan untuk diinformasikan dan dilaksanakan.
4. Mahasiswa yang bersangkutan.

## APPENDIX B

### Interview Questions

- 1) Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?
- 2) How do you typically become aware of errors in your pronunciation of English consonant sounds?
- 3) From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:
  - Why do you think you made a mistake in pronouncing the word . . . (adjusted for how many mistakes the participant made)
- 4) Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?
- 5) Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain consonant sounds, for example a "th" sound or a consonant cluster? Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?
- 6) In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?



## APPENDIX C

### Transcript Interview

Participant 1 :

**Question 1 : Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?** In my opinion, the English consonant sounds that are more difficult to pronounce are usually the letters in the alphabet that are twins, which are similar but not the same, for example, like "F" and "V" which are voiced and voiceless. It's similar but different, if one has a vibration the other doesn't have a vibration, so when it's at the end of the syllable it's hard to tell the difference. One more "K" which is voiceless and the voiced one is "G", so at the end it sometimes gets reversed or swapped.

**Question 2 : How do you typically become aware of errors in your pronunciation of English consonant sounds?** The way to find out what's wrong is for example, when you're listening or someone else is talking. So it's like I realized that, uh, I think I called it wrong earlier or I said it wrong before. The point is that what other people read is different from what I say myself, because English is not my own language. So I don't know how to actually say it natively or maybe I said it wrong. Then I just realized how this is different, and realized that what was said before was wrong. I just found out again, it's not always spontaneous, I realize it, sometimes it's been a long time. It's often said over and over again, it's the same thing over and over but no one is reprimanded and only then will you get an answer if there is a condition like that.

**Question 3 : From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:**

- **Why do you think you made a mistake in pronouncing the Beg?** I think I made a mistake on the "G" sound in the word "beg" out of habit, I don't use that word very often. Often it is "back". So maybe the reading

gets carried away, I think it's because it's rarely used. So the pronunciation is not too familiar to me.

- **Why do you think you made a mistake in pronouncing the Rose?** For the word "rose" it might sound familiar, but the mistake may have been from a long time ago. From the beginning of learning English maybe my pronunciation was not corrected. Then this habit was carried over to this day, and he still often says the word "rose" using the consonant sound "S" instead of "Z". But maybe also, this was inherited from the past so it's a bit difficult to change if you're not careful or spontaneous like that.

**Question 4 : Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?** I don't think I have such a situation.

**Question 5 : Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain consonant sounds, for example a "th" sound or a consonant cluster?** I think yes the teaching method from my previous education influences how I pronounce certain consonant sounds accurately. Because when I learn phonetics I know what I say is right or wrong

- **Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?** Through the consonant (phonetic) learning method, it will be easier for me to distinguish between them because I know (phonetic) how to read them. While the writing is in the form of an ordinary alphabet, so I can easily tell them apart by looking (phonetic) or the symbols are different even though the alphabet is the same. That's what will make it easier for me

**Question 6 : In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?** according to my experience lucky me, I do not have speech disorders, physical limitations and accent or dialect disorders. However, because English is my second language, and the first is my mother tongue, namely Indonesian. So

sometimes the pronunciation of English words is sometimes pronounced like I read Indonesian. So there is an incorrect pronunciation in English.

Participant 2 :

**Question 1 : Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?** In my opinion, the consonant sound that is more difficult to pronounce than the others is "th". For example this, breathing is a bit difficult for me.

**Question 2 : How do you typically become aware of errors in your pronunciation of English consonant sounds?** I don't know if the consonant sound that I said is correct or not because I don't understand consonant sound in phonetics.

**Question 3 : From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:**

- **Why do you think you made a mistake in pronouncing the Mad?** I think my pronunciation is correct but if what I say is wrong, I don't know because I don't understand consonant material.
- **Why do you think you made a mistake in pronouncing the Beg?** In my opinion, I find it difficult to distinguish the sound "CK" from "G" when it is at the end of the syllable

**Question 4 : Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?** I think regional accents or dialects might be one of the factors that make it difficult for me to pronounce the consonant sounds correctly.

**Question 5 : Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain consonant sounds, for example a "th" sound or a consonant cluster?** I think



the method of teaching English pronunciation in my previous education affected my ability to pronounce certain consonant sounds accurately.

- **Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?**

I think it will be different, because if I were taught to pronounce English through phonetic symbols. It will improve my English pronunciation skills.

**Question 6 : In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?** the reason may be due to lack of practice or practice. And maybe it's also my regional accent or dialect that causes me to make mistakes or have difficulties in pronouncing consonant sounds.

Participant 3 :

**Question 1 : Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?** In my personal opinion, the consonant sound that is more difficult to pronounce than other consonant sounds is the "d" and then "ezh"

**Question 2 : How do you typically become aware of errors in your pronunciation of English consonant sounds?** One way to find out if the consonant sound that I am pronouncing is still wrong is that I have it corrected by a friend who is good at pronunciation or is used to pronunciation.

**Question 3 : From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:**

- **Why do you think you made a mistake in pronouncing the Mad?** I think the reason I made a mistake in pronouncing the word "mad" is because there is a limitation in the pronunciation, which is because my tongue is shorter than other people's.
- **Why do you think you made a mistake in pronouncing the Save?** I think for the word "save" because I rarely use this word so I made a mistake in pronouncing the word

- **Why do you think you made a mistake in pronouncing the Back?** The reason is because I am not used to the correct pronunciation for this word, namely the consonant g" sound, not the "ck" sound.
  
- **Why do you think you made a mistake in pronouncing the Pleasure dan Massage?** Now for the words "pleasure" and "massage" I return to the previous reason, namely my tongue is shorter than most people in general. And also I don't know that the correct pronunciation or pronunciation of this word is like what you say, using the sounds "esh" and ezh ". because other people also say this word like me.
- **Why do you think you made a mistake in pronouncing the Rush?** The word "rush" is the same because my tongue is short
- **Why do you think you made a mistake in pronouncing the Rose?** I think it's because I'm not used to hearing the word "rose" pronounced with a "z" sound at the end. So I really don't know about that.

**Question 4 : Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?** I think there are certain situations where I find it difficult to pronounce consonant sounds in English. Maybe as you explained earlier, including speech disorders, namely "Lisping". which maybe I have a little difficulty distinguishing the sound of the "s" or "z" consonant sounds.

**Question 5 : Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain consonant sounds, for example a "th" sound or a consonant cluster?** Yes, I feel that the educational method that I have received has influenced the pronunciation of consonant sounds accurately.

- **Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?** I think the method taught by the teacher will greatly affect my ability to pronounce consonant sounds in English. Is it a method through phonetic symbols or repetition. And I chose the phonetic learning method because I think this method will be more accurate than using the repetition method

**Question 6 : In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?** In my opinion, the most common reason that makes me make mistakes in pronouncing consonant sounds in English is speech disorders. And apart from that one of the others is the lack of knowledge of correct English pronunciation or pronunciation.

Participant 4 :

**Question 1 : Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?** In my opinion, the consonant sound that is difficult to identify is the "esh" sound from the word "pleasure".

**Question 2 : How do you typically become aware of errors in your pronunciation of English consonant sounds?** In my opinion, my way of finding out errors in the pronunciation of consonant sounds is usually that I find out through the pronunciation that I feel

**Question 3 : From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:**

- **Why do you think you made a mistake in pronouncing the Pleasure dan Massage?** in the pronunciation of the words "pleasure" and "massage" in my opinion, I have pronounced them correctly but maybe, my mistake was in the accent or dialect that I learned. Maybe in this study the accent used is more of an American accent while I study British accents.

**Question 4 : Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?** I don't think I have such a situation.

**Question 5 : Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain**

**consonant sounds, for example a "th" sound or a consonant cluster?** In my opinion, the method of teaching English pronunciation in previous education affected my ability to pronounce certain consonant sounds accurately.

- **Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?** In my opinion, it influenced me because basically I never studied pronunciation or pronunciation through phonetic symbols

**Question 6 : In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?** I think the reason why I make consonant sound mistakes in English is the lack of practice in pronouncing some consonant sounds like "th" then "esh" which may require different placement of lips or tongue. Or maybe not familiar to me as a foreign speaker

Participant 5 :

**Question 1 : Can you identify any English consonant sounds that you feel are more difficult to pronounce than others?** I can identify some consonant sounds that I think are difficult to pronounce, for example the consonant sounds "b" and "esh" which I don't use much and also rarely hear native speakers speak with these words, maybe if I hear them often. I will also be able to pronounce it well

**Question 2 : How do you typically become aware of errors in your pronunciation of English consonant sounds?** I can find out if I have made a mistake in the pronunciation because I will be reminded directly by my friend if my friend is beside me at that time (interacting). Or maybe when listening to podcasts in English indirectly, that is also the reason I can find out if I have made a mistake in pronunciation.

**Question 3 : From the pronunciation test, it was found that you made mistakes in pronouncing the following sounds:**

- **Why do you think you made a mistake in pronouncing the Cab?** I think why I said the word "cab" wrong, maybe because I rarely use that word or maybe I use other words more often with a similar meaning.
- **Why do you think you made a mistake in pronouncing the Mad?** I think I have to improvise myself again in the pronunciation including the word "mad" even though it is a simple word. And the reason I still have mistakes in pronouncing the word is probably because I wasn't careful enough.
- **Why do you think you made a mistake in pronouncing the Beg?** In the pronunciation of the word "beg" maybe I don't focus because I usually hear the word "back" so I get carried away when I pronounce it.
- **Why do you think you made a mistake in pronouncing the Save?** Then for the word "save" I, as a foreign speaker, feel that what I pronounce is correct but it turns out that there is a way of reading that is more correct than what I said.
- **Why do you think you made a mistake in pronouncing the Pleasure?** For the word "pleasure" I find it difficult to pronounce because I have a short tongue which makes the words I say sound unclear. And also because I write it more often in text form than pronounce it.
- **Why do you think you made a mistake in pronouncing the Rose?** If for the word "rose" in my opinion the same as the previous word. I find it difficult to pronounce so that the words I pronounce sound unclear.

**Question 4 : Are there any particular situations where you feel you struggle to pronounce certain consonant sounds in English? For example ; Speech disorder? Physical limitations? Regional accent or dialect?** I made a few mistakes due to difficulties with my accent caused by my culture. And also I have a short tongue so I can't pronounce it clearly or clearly, so there are some errors that are factored into this.

**Question 5 : Do you feel that the way you were taught English pronunciation in the past has impacted your ability to correctly pronounce certain consonant sounds, for example a "th" sound or a consonant cluster?** I think

the learning method in previous education will affect my pronunciation because after a while I get learning about phonetic symbols, it is enough to help me practice pronouncing some words that are difficult for me to pronounce.

- **Then, if you were taught to pronounce English through phonetic symbols, do you think that affected your pronunciation skills differently than if you learned through repetition and imitation?** I think it's not only me who needs to learn phonetic knowledge from scratch, it's good that everyone who wants to learn English should learn the pronunciation through phonetic symbols only. This will make it easier for them when they want to develop their speaking skills because they have clear pronunciation.

**Question 6 : In your experience, what are the most common reasons that students make errors when pronouncing English consonant sounds?** In my personal experience, why I often make mistakes in pronunciation is because of regional accents or dialects. I was born and grew up in Aceh Besar, where the language is a little thick, so it makes it difficult for me to pronounce English words because it sounds a little strange because of the local dialect.

