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# An Analysis Of Students Perception And Production Problems Of Pronouncing English Palato Alveolar Sounds

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## Abstrak

Penelitian ini tentang kesalahan siswa dalam mempersepsi dan memproduksi suara Inggris palato alveolar. Tujuan dari penelitian ini adalah untuk mendeskripsikan seberapa baik siswa mempersepsi dan memproduksi suara Inggris palato alveolar dan untuk menemukan masalah yang paling umum di hadapi oleh siswa apakah menjadi masalah dalam level persepsi atau produksi. Penelitian ini menggunakan desain metode campuran. Sejumlah 30 siswa kelas delapan diambil sebagai sampel dengan menggunakan *convenience sampling technique.* Data dalam penelitian ini didapatkan dari dua jenis tes yakni tes persepsi dalam bentuk tes mendengarkan dan tes produksi dalam bentuk tes berbicara. Hasil dari tes mendengarkan dan berbicara merupakan sumber data dalam penelitian ini. Penelitian ini menunjukan bahwa siswa kelas delapan baik dalam mempersepsi suara Inggris palato alveolar dengan eror 36% dan cukup dalam memproduksi suara Inggris palato alveolar dengan eror 53%. Olehkarena itu, bisa disimpulkan bahwa fakto yang paling umum dihadapi oleh siswa adalah pada level produksi dan terdapat juga faktor-faktor yang mempengaruhi siswa dalam memproduksi suara Inggris palato alveolar, yaitu ketidak adaan suara Inggris palato alveolar, pengaruh tulisan ortograsfis, pengaruh suara pengganggu, dan interferensi dari bahasa asli mereka sendiri. Disarankan bahwa siswa harus berlatih dengan giat dalam memproduksi suara Inggris palato alveolar dan guru memberikan beragam strategi pembelajaran dan meningkatkan kualitas mengajarnya.

## *Abstract*

*This study is about students' error in perceiving and producing English palato alveolar sounds. The aims of this study are to describe how well the students perceive and produce English palato alveolar sounds and to find out the most common problems/errors encountered by the students whether in the level perception or production. This study used mix-method design. There were thirty eighth grade students as the sample of this study taken by convenience sampling technique. The data of this study were gained from two kinds of test, namely perception test in the form of listening test and production test in the form of speaking test. The results of both listening and speaking test were the source of data for this study. This study revealed that the eighth grade students were good in perceiving English palato alveolar sounds with errors 36% and were fair in producing English palato alveolar sounds with errors 53%. Therefore, it can be concluded that the most common problems faced by the students were at the production level and there were also some factors influenced them in producing English palato alveolar sounds, namely the non-existence of English palato alveolar sounds, the influence of orthographic writing, the influence of distractor sounds and the interference of mother tongue. It is suggested that the students practice a lot in pronouncing English palato alveolar sounds and the teachers provide many learning strategies and improve their teaching quality.*

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## INTRODUCTION

Nowadays, in the globalization era, English has become international language and has been used by many countries around the world. Ahmed (2017) stated that as International language, English is very important and it has become a compulsory subject at schools for many years. In Indonesia, English has become a compulsory subject at junior and senior high school and it has become one of main subjects that tested nationally. By this phenomenon, the students should master English in order to communicate, have interaction with other people from different countries, compete with other students and pass their final exam.

There are four basic skills which have to be mastered by the students when learning English. The four basic skills of English are speaking, reading, listening and writing. Students need to develop their ability at these four skills in order to increase their knowledge and skill of English in their life. Besides those skills, linguistic factors like pronunciation also important and should be mastered by the students when learning English. As it is known that the primary goal of learning language is communication, so that using language to communicate which involves pronunciation is essential. According to Syafei (1988:1), pronunciation is very important because if a non-native speaker has a very bad pronunciation, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary. In addition, Ryu (2002) said that pronunciation, which physically shaped the speech and carried the spoken and unspoken messages, was, thus, an important component to be mastered in learning foreign language. Consequently, the students should master pronunciation in learning English in order to communicate well.

The position of English in Indonesia is foreign language because everybody in Indonesia has their own mother tongue. Indonesian students are accustomed to using their local languages such as Indonesian, Javanese, Balinese and etc., other than using English in their daily activity. They will use English only on special occasion. So, when Indonesian students learn English they will find difficulties in pronouncing English sounds because they seldom use English.

According to Ramelan (2003:5-7), Indonesian students as a non-native speaker of English make some errors in pronunciation. The first reason why Indonesian students have problems with pronunciation is the different elements in sound system between the native and the foreign language. There are some sounds of English that do not exist in Indonesia sound system so that the students are not familiar to that sounds and don't understand how to produce them. The second reason is sounds which have the same phonetic features in both languages but differ in their distribution. Example like sounds /b, d, k/ which are found in both English and Indonesian, but differ in their distribution. And the last reason is similar sounds in the two languages, which have different variants or allophones. Therefore, Indonesian students will find it difficult to pronounce English sounds since their speech organs have never been trained or moved to produce it.

Another factor that leads to pronunciation problems for Indonesian students is the interference of their native language (Indonesian). The reason is that since the childhood they have been speaking their mother tongue which has been deeply implanted in their mind. Kosasih (2017) argued that the problems faced by the students in learning English pronunciation are mostly due to the native language interference. So, when the students use English, they could not perceive and produce the sound, especially non-exist sounds. The students tend to use their native language phonemic system and simply substitute the sounds that do not exist in their native language with the similar sounds like in their native language. As a result, they fail to pronounce English words accurately.

This research is focused on analyzing students' error in perception and production of English sounds especially palato alveolar sounds [ʤ, ʃ, ʧ, ʒ] because those sounds do not exist in Indonesia sounds system. This research is also aimed to find out the problems faced by the students in listening or producing English sounds in this case palato alveolar sounds [ʤ, ʃ, ʧ, ʒ].

## RESEARCH METHODS

This research belongs to quantitative and qualitative research or called as mix method design to answer the objective of this study they are: to describe how well the eighth grade students perceive and produce English palato alveolar sounds and to find out the most common problems/errors encountered by the students when learning English, especially in distinguishing English palato alveolar sounds become a problem in the level of perception or production.

The data used in this research are qualitative and quantitative. According to Nassaji (2015) qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinion, perspectives, and attitudes. Qualitative research collects data qualitatively and the method of analysis is also primarily qualitative. The aim of using qualitative research is to answer how well the students perceive and pronounce English palato alveolar sounds and also the common problems they face in perceiving and pronouncing English palato alveolar sounds by collecting the data, analyzing the data and drawing the conclusion based on the data analysis. Whereas, According to Moleong 2010 in Nafsik 2017 quantitative method is used to understand the detail issues and the reality which is faced by people. So, quantitative research is used to count the percentage of error which made by the students. It is intended to find out the students' error in pronouncing English palato alveolar sounds whether they are poor, good, or excellent, and to count the proportion of errors made by the students and conclude it whether in the level of perception or production.

The population of this study is the eighth grader students of SMP N 1 Banjarnegara. According to Creswell (2012: 142) a population is a group of individuals who have the same characteristics. After determining the population then the sample was selected. Creswell (2012: 142) explains that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In other words, sample is the representative of the entire population. Thirty eighth grader students of SMP N 1 Banjarnegara were selected as the sample of this research by using convenience sampling technique.

This study used test as the instrument for collecting the data. Research instrument is a device used to measure phenomena being observed. Creswell (2012: 151) points out "An instrument is a tool for measuring, observing, or documenting quantitative data. Identified before the researcher collects data, the instrument may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument." There are two kinds of tests, perception test the form of listening test and production test in form of speaking test. Multiple-choice item is used in listening test which contains 60 questions. Whereas, reading test sheet is used in speaking test containing 20 pairs of words. The source of data used for the test gathered from a digital Horonby's Oxford Advanced Learner's Dictionary. This study used several techniques to collect the data, they are:

**1. Library study**

The aim of using library study is to get some sources for the materials of the test. Found the words, phonetic transcription, and also the recording for perception test.

2. **Field activity**

In the field activity there were sequences of process:

**a. Listening Test**

In this section the students were asked to listen on the recording about English palato alveolar sounds. There were 60 questions which had to be done by the students. The recording was played by me during the listening test.

**b. Speaking Test**

In this section the students were asked to pronounce some words about English palato alveolar. There were 20 pair words which had to be read by the students.

**c. Recording**

After the students did listening test, they did speaking test in form of pronunciation. In this section, while the students pronounced the words I recorded their pronunciation. The result of their pronunciation will be analyzed by me.

After the data were collected I followd some steps to analyze the data, the first is identifying errors. In this section I checked the students' answer from perception test and production test. Then, I compared the students' answer with the right phonetic transcription which I made by using OALDCE. The second step is describing the errors by comparing the results of perception test and production test. The next step is explaining the errors by calculating how many errors made by the students and to classify the errors whether they were good, excellent or poor based on Tinambunan's criterion. Then interpreted the result by using qualitative method in order to explain which of English palato alveolar sounds are commonly error made by the students and to know the causes of those errors, whether in the level of perception or production. The last step is making the conclusion based on the analysis of the data.

**RESEARCH RESULT**

The findings of this research were gained from two kinds of tests, listening test and speaking test. The aim of listening test is to find out the ability of the students in perceiving English palato alveolar sounds. In the listening test, the students were asked to listening 60 numbers of questions. The kind of test used in the listening test is multiple test item. Therefore, the students were asked to choose two same sounds by crossing the column A, B, or C in their test answer sheet. Whereas, speaking test is aimed to find out the ability of students in producing English palato alveolar sounds. In this section, the students were asked to pronounce 20 words which exist in the listening test before. While the students pronounced the words the researcher recorded their voice. Those two kinds of test were used to find the errors in the level of perception and production. After the two kinds of test had been done then the researcher analyzed the results. The following figure is the comparison between error proportion of perception and production test.

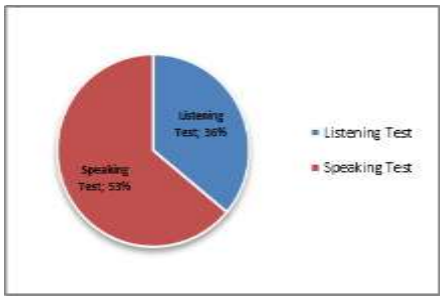


*Figure 4.1 The Comparison Between Error Proportion of Perception and Production Test*

From the figure above, we can see that the eighth grade students of SMP N 1 Banjarnegara do better in listening test with error proportion 36%. Whereas, the error proportion of speaking test is 53%. It means that the eighth grade students of SMP N 1 Banjarnegara are more capable in perception test than production one.

The following table shows the number of errors made by the students in perception test.

| Sample Code | [ʃ] | [ʒ] | [ʧ] | [ʤ] | Total |
|---|---|---|---|---|---|
| S01 | 7 | 0 | 2 | 8 | 17 |
| S02 | 11 | 6 | 10 | 9 | 36 |
| S03 | 12 | 1 | 2 | 8 | 23 |
| S04 | 8 | 5 | 5 | 7 | 25 |
| S05 | 15 | 0 | 8 | 9 | 32 |
| S06 | 12 | 3 | 9 | 9 | 33 |
| S07 | 5 | 1 | 3 | 10 | 19 |
| S08 | 12 | 1 | 2 | 9 | 24 |
| S09 | 9 | 1 | 3 | 10 | 23 |
| S10 | 8 | 0 | 9 | 9 | 26 |
| S11 | 5 | 0 | 4 | 7 | 16 |
| S12 | 10 | 1 | 3 | 5 | 19 |
| S13 | 9 | 1 | 8 | 7 | 25 |
| S14 | 2 | 0 | 2 | 6 | 10 |
| S15 | 15 | 7 | 8 | 14 | 44 |
| S16 | 4 | 0 | 2 | 6 | 12 |
| S17 | 5 | 0 | 0 | 6 | 11 |
| S18 | 6 | 6 | 0 | 8 | 20 |
| S19 | 8 | 1 | 5 | 10 | 24 |

| | | | | | |
|---|---|---|---|---|---|
| S20 | 9 | 0 | 10 | 9 | 28 |
| S21 | 2 | 0 | 3 | 7 | 12 |
| S22 | 2 | 2 | 0 | 3 | 7 |
| S23 | 11 | 4 | 3 | 6 | 23 |
| S24 | 6 | 4 | 3 | 9 | 22 |
| S25 | 6 | 1 | 0 | 8 | 15 |
| S26 | 4 | 0 | 3 | 8 | 15 |
| S27 | 11 | 7 | 9 | 9 | 36 |
| S28 | 7 | 0 | 6 | 7 | 20 |
| S29 | 9 | 6 | 2 | 9 | 26 |
| S30 | 3 | 1 | 0 | 3 | 7 |
| **Total** | | | | | 650 |

The calculation of total errors percentage in perception test

$$x = \frac{\sum Er}{\sum W} X100\% x = \frac{650}{1800} X100\%$$

$$x = 36\%$$

In the production test, the students were asked to pronounce 20 pairs words which contains English palato alveolar sounds [ʃ, ʒ, ʧ, ʤ]. Then I analyze the errors made by the students in production test in the following table below.

*Table 4.2 Substitution errors of sounds [ʃ]*

| Words | Students' Transcription | VoiceError | Freq | Percentage |
|---|---|---|---|---|
| **SHE** | [sɛ] | [s] | 2 | 10% |
| | [si:] | [s] | 8 | 40% |
| | [sə] | [s] | 2 | 10% |
| **SHIN** | [sɪn] | [s] | 4 | 20% |
| **SHOW** | [səʊ] | [s] | 6 | 30% |
| | [sju] | [s] | 1 | 5% |
| | [sɔ] | [s] | 1 | 5% |
| | [su:] | [s] | 1 | 5% |
| **MASH** | [mas] | [s] | 9 | 45% |
| **PLUSH** | [plus] | [s] | 12 | 60% |
| | [pləs] | [s] | 1 | 5% |
| | [plʌs] | [s] | 1 | 5% |
| | [ples] | [s] | 1 | 5% |
| **SHELL** | [sil] | [s] | 3 | 15% |
| | [sɛl] | [s] | 6 | 30% |
| **SHY** | [si] | [s] | 10 | 50% |
| | [sai] | [s] | 1 | 5% |
| | [shi] | [s] | 1 | 5% |

From the table above, we can see that the participants made some errors in pronouncing English palato alveolar sounds [ʃ]. There were 7 words tested, namely *'she', 'shin', 'show', 'mash', 'plush', 'shell', 'shy'.* Those words must be pronounced using English palato alveolar sound [ʃ] but in the reality many students pronounced those sounds using [s] sound, where [s] sound is the distractor. The sound [ʃ] does not exist in Indonesian sound system so that the students replaced it by the closest sound that exists in their native language that is sound [s]. Another reason why the students pronounced those words using sound [s] because they are not used to pronounce and speak using [ʃ] sound. Therefore, it is difficult to them to pronounce sound [ʃ]. However some students are correct in pronouncing sound [ʃ] may be because they have known sound [ʃ] while they were studying sound [ ش ] in Arabic language so that they are familiar with it.

*Table 4.3 Substitution errors of sounds [ʒ]*

| Words | Students' Voice Transcription | Error | Freq | Percentage |
|---|---|---|---|---|
| **ALLUSION** | [əˈluʃən] | [ʃ] | 5 | 25% |
| | [əˈlusiɔn] | [s] | 1 | 5% |
| | [aˈluʃən] | [ʃ] | 3 | 15% |
| | [ɛˈluʃən] | [ʃ] | 4 | 20% |
| | [aˈlusiɔn] | [s] | 6 | 30% |
| | [ɛˈluʃiɔn] | [ʃ] | 3 | 15% |
| | [əˈluʃiɔn] | [ʃ] | 1 | 5% |
| | [aˈluʃion] | [ʃ] | 2 | 10% |
| **CONFUSION** | [kɔnˈfuʃən] | [ʃ] | 13 | 65% |
| | [kɔnˈfusiɔn] | [s] | 9 | 45% |
| | [cɔnˈfusiɔn] | [s] | 1 | 5% |
| | [kɔfisiɔn] | [s] | 1 | 5% |
| | [kɔnˈfuʃiɔn] | [ʃ] | 3 | 15% |
| | [kɔnˈfenʃən] | [ʃ] | 1 | 5% |
| **AZURE** | [ˈaʃur] | [ʃ] | 1 | 5% |
| | [ˈazure] | [z] | 3 | 15% |
| | [ˈæzur] | [z] | 7 | 35% |
| | [ˈəzur] | [z] | 6 | 30% |
| | [ˈɛzur] | [z] | 2 | 10% |
| | [ˈæzar] | [z] | 1 | 5% |

Table 4.3 shows that the students made many errors in pronouncing English palate alveolar sound [ʒ]. There were 3 words tested to the students, namely *'allusion', 'confusion', azure.* Those three words must be pronounced using sound [ʒ], but the students pronounced those words using another sounds such as [ʃ] and [s] example like: [aˈlusiɔn], [aˈluʃən], [kɔnˈfuʃən], [kɔnˈfusiɔn] with each percentage 30%, 20%, 65%, and 45% . It is indicated that the students had lack knowledge about pronouncing English palato alveolar sound [ʒ]. They did not know how to produce sound [ʒ] since the sound [ʒ] does not exist in their native language sound system. Then, some of the students replaced the sound [ʒ] by [z] example like [ˈazure], [ˈæzur], [ˈəzur], and [ˈɛzur] with each percentage 15%, 35%, 30% and 10%, since sound [z] is the closest sound to sound [ʒ] which exist in their native language sound system.

*Table 4.4 Substitution errors of sounds [ʧ]*

| Words | Students' Voice Transcription | Error | Freq | Percentage |
|---|---|---|---|---|
| **MATCH** | [mæc] | [c] | 10 | 50% |
| | [mec] | [c] | 1 | 5% |
| | [mac] | [c] | 7 | 35 |
| **CATCH** | [ket] | [t] | 1 | 5% |
| | [kec] | [c] | 2 | 10% |
| | [kæc] | [c] | 6 | 30% |
| | [cac] | [c] | 2 | 5% |
| | [cat] | [t] | 1 | 5% |
| | [cec] | [c] | 2 | 10% |
| | [cæc] | [c] | 3 | 15% |
| **EACH** | [ɛt] | [t] | 1 | 5% |
| | [ɛc] | [c] | 9 | 45% |
| | [ɛac] | [c] | 4 | 20% |
| | [i:c] | [c] | 1 | 5% |
| | [ɛs] | [s] | 1 | 5% |
| **WATCH** | [wac] | [c] | 11 | 55% |
| | [wɔt] | [t] | 1 | 5% |
| | [wɔc] | [c] | 1 | 5% |

| | | | | |
|---|---|---|---|---|
| | [wec] | [c] | 1 | 5% |
| **BEACH** | [bec] | [c] | 6 | 30% |
| | [bi:c] | [c] | 4 | 20% |

From table 4.4 there are five words that tested to the students, they are *'match', 'catch', 'each', 'wach',* and *'beach'*. Those words must be pronounced using sound [ʧ]. The distractor for English palato alveolar sound [ʧ] is [t]. But as we can see, the students pronounced as sounds [c], [t], and [s]. It is indicated that the students still have difficulty in pronouncing English palato alveolar [ʧ]. It happened because they were distracted by [t] as the distractor, distracted by orthographic writing and distracted by other sound which exist in Indonesian such as sound [s]. As we know that the sound [ʧ] does not exist in Indonesian so that many of the students substituted the sound [ʧ] with the sound [c], where the sound [c] is the closest sound to the sound [ʧ] and exist in both English and Indonesia.

*Table 4.5 Substitution errors of sounds [ʤ]*

| **Words** | **Students' Voice Transcription** | **Error** | **Freq** | **Percentage** |
|---|---|---|---|---|
| **RIDGE** | [rɪtʃ] | [tʃ] | 1 | 5% |
| | [raɪd] | [d] | 3 | 15% |
| | [rɪt] | [c] | 1 | 5% |
| | [rɪd] | [d] | 9 | 45% |
| | [rɪg] | [g] | 3 | 15% |
| | [rɪde] | [d] | 1 | 5% |
| | [rej] | [j] | 1 | 5% |
| **BADGE** | [bidje] | [j] | 1 | 5% |
| | [bad] | [d] | 12 | 60% |
| | [bæc] | [c] | 1 | 5% |
| | [baj] | [j] | 2 | 10% |
| | [bid] | [d] | 2 | 5% |
| | [bag] | [g] | 2 | 10% |
| | [baeg] | [g] | 1 | 5% |
| **LARGE** | [lerj] | [j] | 1 | 5% |
| | [la:je] | [j] | 1 | 5% |
| | [la:c] | [c] | 1 | 5% |
| | [la:j] | [j] | 1 | 5% |
| | [la:g] | [g] | 11 | 55% |
| | [la:ge] | [g] | 1 | 5% |
| | [lerg] | [g] | 5 | 25% |
| **SERGE** | [sɔ:g] | [g] | 5 | 25% |
| | [sɔ:gI] | [g] | 1 | 5% |
| | [se:ge] | [g] | 1 | 5% |
| | [serg] | [g] | 8 | 40% |
| | [sirg] | [g] | 1 | 5% |
| | [sierg] | [g] | 2 | 10% |
| | [se:j] | [j] | 1 | 5% |
| **EDGE** | [ɛt] | ] | 1 | 5% |
| | [ɛj] | ] | 4 | 20% |
| | [ɛd] | ɨ] | 8 | 40% |
| | [ɛdge] | ɨ] | 1 | 5% |
| | [Id] | ɨ] | 1 | 5% |
| | [ɛtʃ] | ʃ] | 1 | 5% |

From table 4.5 we can see that there are five words tested to the students, they are *'ridge', 'badge', 'large', 'serge',* and *'edge'*. The distractor for English palato alveolar sound [ʤ] is [ʧ]. But as we can see from the table above, many of the students pronounced as sounds [ʧ], [d], [c], [g], [j], [t]. It happened because they are not familiar with those words and with that sound before. They did error in pronouncing English palato alveolar sound [ʤ] became sounds [ʧ], [d], [c], [g], [j], and [t], because they were distracted by the

distractor, distracted by orthographic writing. Another reason is because the sound [ʤ] does not exist in Indonesian so that many of the students substituted the sound [ʤ] with the sound [j] which exists in both English and Indonesian, therefore their tongue used to pronounce the sound.

From the explanation above the students are fair in producing English palato alveolar sounds [ʃ, ʒ, ʤ, ʧ] with the percentage of errors is 53%. Most of the students made errors in producing those sounds. if it is seen from the point of articulation, the students substituted the English palato alveolar sounds with the sounds whose production is close to the English palato alveolar sounds. For example the students substituted the sound [ʃ] with the sound [s] where [s] is voiceless blade-alveolar fricative in which the production of [s] is close to English palato alveolar sound [ʃ]. In case of sound [ʒ] the students mostly substituted it by the sound [z], where The production of sound [z] is close to sound [ʒ] but it is not accompanied by rounding lips and the position of the tip and blade of the tongue are very close to the teeth ridge. For the sound [ʧ] the students mostly substituted it by the sound [c], where the production of sound [c] is more fronted (alveolar) and not accompanied by rounding lips. Then, for the sound [ʤ] the students substituted it by the sound [j], where the production of the sound [j] is close to the sound [ʤ] in which the production of the sound the active articulator is middle of the tongue and the passive articulator is hard palate.

Based on the explanation above, there are several things which can be concluded. The students are good in perception test rather than production test with the percentage of error in perception test was 36% and in production test was 53%. Most of the students were able to perceive English palato alveolar sounds. However, they still were difficult to produce English palato alveolar sounds. The findings of this study are related to the study conducted by Nafsik (2018) which revealed that the students more excellent in perception level than in production level. It may their tongue were not used to produce the sounds. In addition, Hassan (2016) confirmed that the none-existing sounds influenced the students in perceiving and producing English sounds. They were better in perception than production of English sounds. On the contrary, the findings of this study are opposite with the study conducted by Al-Homaidhi (2015) which reported that the students were doing better in perceiving English sounds and there was a correlation between perception and production. The correlation was a good pronunciation is usually preceded by good perception.

The findings of this study, therefore, are not in line with the notion of the positive relation that exist between perception and production of English sounds and differ with the findings of Al-Homaidhi (2015) because the participants used in his study were selected students from different beginning and advanced academic levels who had various types of teaching experience. Moreover, they have been thought by various teachers and they have been studied English as a foreign language for about six or nine years. Meanwhile, the participants used in this study were the eighth grade students of junior high school and they have been studying English only about one and half years. Therefore, the participants in Al-Homaidhi's study have more knowledge in English than the participants used in this research. In conclusion, the more knowledge students have the better their perception and production of English sounds.

Moreover, the students faced difficulties in producing English palato alveolar sounds because the English palato alveolar sounds do not exist in their native language (Bahasa Indonesia). The findings of this study are in accordance with the study conducted by (Kosasih, 2017; Ahmed, 2017; Al-Zayed, 2017; Owalobi, 2012) indicated that the Indonesian students as none native speaker of English faced difficulties in pronouncing none-existing diphthong and consonant because they were never exposed to the sounds before. The majority of students were unable to pronounce the English sounds that did not exist in their native language, caused some confusion and made them tended to pronounce the nearest sound from their native language to the English sound. Furthermore, they simplified those sounds by substituting non-existing sounds with the closest of their language.

The interference of students' native language also becomes one of the factors that influenced the students in producing English palato alveolar sounds. Because of the interference of their native language, most of the students tend to use their own sounds in producing English palato alveolar sounds. They replaced the sound [ʃ] by the sound [s], the sound [ʒ] by the sound [z], the sound [ʧ] by the sound [c], and the sound [ʤ] by the sound [j]. The findings of this study are in accordance with the study conducted by Fauziah (2017) confirmed that the interference of students mother tongue made the students performed errors in nine problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [ʤ], [d], [z]. They tended to pronounce those English sounds by replacing with their own sounds.

They replaced the sound [v] with sound [f], the sound [θ] with the sound [t], the sound [ʃ] with the sound [s], the sound [ʒ] with the sound [z], the sound [tʃ] with the sound [c], the sound [dʒ]with the sound [j] and [g], and the sound [ð] with the sound [d], [ḍ], and [t]. Moreover, the findings of this study are also in line with study conducted by (Nuhiu, 2012; Erinastasia, 2018; Donal, 2016; Utami, Wello, & Atmowardoyo, 2017; Hamidiyah & Arief, 2013; Jing & Yanyan, 2011) which revealed that the students' mother tongue significantly influenced to the way the students pronouncing English sounds.

On the other hand, the students also influenced by orthographic writing in producing English palato alveolar sounds, they simply read the English words as it is, only pay attention to the spelling of the words. This habit is usually done by the students in their native language (Bahasa Indonesia). The results of this study are in line with study conducted by (Nafsik, 2018; Khalizadeh, 2014; Hassan, 2014, Gilakjani, 2011, Moedjito, 20160) proved that the orthographic writing significantly influenced the way the Indonesian students pronounced English words, because the English orthography is known for its irregularity, the same spelling is not always pronounced in the same way which makes it difficult for the students to guess the correct pronunciation of the words. Then, the irregular spelling of some English words leads many students to wrongly guess the pronunciation just by looking at the word and its letters and produce in correct pronunciation.

The last factor influenced students in producing English palato alveolar sounds is the distractor sounds in which they have heard in the previous perception test. Then, it became disturbance when they produced the English palato alveolar sounds. The findings of this study are correlated with the study conducted by Nafsik (2018) which indicated that the distractor sounds influenced the students in producing English sounds.

In addition, the researcher computed the comparison between the correct and incorrect proportion of perception and production test which can be seen in the table below:

To know whether the students are excellent, good, fair or poor, I computed the comparison between the correct and incorrect proportion of perception and production test which can be seen in the table below:

*Table 4.7 Comparison between Correct and Incorrect Percentage of Perception Test Made By the Students*

| **LISTENING TEST** | | |
|---|---|---|
| **SAMPLE CODE** | **CORRECT** | **INCORRECT** |
| | **PERCENTAGE** | **PERCENTAGE** |
| S-01 | 71,6% | 28,3% |
| S-02 | 40% | 60% |
| S-03 | 61,6% | 38,3% |
| S-04 | 58,3% | 41,6% |
| S-05 | 46,6% | 53,3% |
| S-06 | 45% | 55% |
| S-07 | 68,3% | 31,6% |
| S-08 | 60% | 40% |
| S-09 | 61,6% | 38,3% |
| S-10 | 56,6% | 43,3% |
| S-11 | 73,3% | 26,6% |
| S-12 | 68,3% | 31,6% |
| S-13 | 58,3% | 41,6% |
| S-14 | 83,3% | 16,6% |
| S-15 | 26,6% | 73,3% |
| S-16 | 80% | 20% |
| S-17 | 81,6% | 18,3% |
| S-18 | 66,6% | 33,3% |
| S-19 | 60% | 40% |
| S-20 | 53,3% | 46,6% |

| | | |
|---|---|---|
| S-21 | 80% | 20% |
| S-22 | 88,3% | 11,6% |
| S-23 | 61,6% | 38,3% |
| S-24 | 63,3% | 36,6% |
| S-25 | 75% | 25% |
| S-26 | 75% | 25% |
| S-27 | 40% | 60% |
| S-28 | 66,6% | 33,3% |
| S-29 | 56,6% | 43,3% |
| S-30 | 88,3% | 11,6% |
| TOTAL | 1915,6% | 1082,3% |
| **AVERAGE** | **64%** | **36%** |

Table 4.7 shows that the average percentage of incorrect number in listening test is less than the correct one. The average of incorrect number in listening test is 36%. To find out whether the students are excellent, good, fair or poor in listening test, this research used Tinambunan's criterion as follow:

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

As the explanation above, the average of incorrect number made by the students is 36% so that we can conclude that the eight grade students of SMP N 1 Banjarnegara are considered **Good** in perception test. From table 4.7 we can see the percentage of incorrect number of each student in perception test. Then, to know whether each of the students is excellent, good, fair or poor we can see in the table below:

*Table 4.8 Classification of Ability Level in Perception Test Made by The Students*

| **No** | **Sample Code** | **Percentage** | **Category** |
|---|---|---|---|
| 1 | S-14 | 16,6 % | **EXCELLENT (0-25%)** |
| 2 | S-16 | 20% | |
| 3 | S-17 | 18,3% | |
| 4 | S-21 | 20% | |
| 5 | S-22 | 11,6% | |
| 6 | S-25 | 25% | |
| 7 | S-26 | 25% | |
| 8 | S-30 | 11,6% | |
| 9 | S-01 | 28,3 % | **GOOD (26-50%)** |
| 10 | S-03 | 38,3 % | |
| 11 | S-04 | 41 ,6% | |
| 12 | S-07 | 31 ,6% | |
| 13 | S-08 | 40 % | |
| 14 | S-09 | 38 ,3% | |
| 15 | S-10 | 43 ,3% | |
| 16 | S-11 | 26 ,6% | |
| 17 | S-12 | 31 ,6% | |
| 18 | S-13 | 41 ,6% | |
| 19 | S-18 | 33,3% | |
| 20 | S-19 | 40% | |

| | | | |
|---|---|---|---|
| 21 | S-20 | 46,6% | |
| 22 | S-23 | 38,3% | |
| 23 | S-24 | 36,6% | |
| 24 | S-28 | 33,3% | |
| 25 | S-29 | 43,3% | |
| 26 | S-02 | 60 % | **FAIR (51-75%)** |
| 27 | S-05 | 53,3% | |
| 28 | S-06 | 55 % | |
| 29 | S-15 | 73,3 % | |
| 30 | S-27 | 60% | |

From the table above, there are 8 students are excellent, 17 students are good and 5 students are fair in perception level.

Then, to know the ability of students in producing English palato alveolar sounds, I also computed the comparison between correct and incorrect percentage of production test which can be seen in the table below:

*Table 4.9 Comparison between Correct and Incorrect Percentage of Production Test Made By the Students*

| **SPEAKING TEST** | | |
|---|---|---|
| **SAMPLE CODE** | **CORRECT PERCENTAGE** | **INCORRECT PERCENTAGE** |
| S-01 | 70% | 30% |
| S-02 | 60% | 40% |
| S-03 | 75% | 25% |
| S-04 | 100% | 0% |
| S-05 | 75% | 25% |
| S-06 | 55% | 45% |
| S-07 | 75% | 25% |
| S-08 | 30% | 70% |
| S-09 | 25% | 75% |
| S-10 | 35% | 65% |
| S-11 | 25% | 75% |
| S-12 | 35% | 65% |
| S-13 | 20% | 80% |
| S-14 | 40% | 60% |
| S-15 | 20% | 80% |
| S-16 | 5% | 95% |
| S-17 | 65% | 35% |
| S-18 | 45% | 55% |
| S-19 | 25% | 75% |
| S-20 | 85% | 15% |
| S-21 | 55% | 45% |
| S-22 | 50% | 50% |
| S-23 | 30% | 70% |
| S-24 | 40% | 60% |
| S-25 | 60% | 40% |
| S-26 | 40% | 60% |
| S-27 | 15% | 85% |
| S-28 | 40% | 60% |
| S-29 | 55% | 45% |
| S-30 | 70% | 30% |
| TOTAL | 1420% | 1580% |
| **AVERAGE** | **47%** | **53%** |

From Table 4.9 we can see that the average percentage of incorrect number in production test is bigger than the correct one. The average of incorrect number in production test is 53%. To know whether the students are excellent, good, fair or poor in production test, I also used Tinambunan's criterion as follow:

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

As the explanation above, the average of incorrect number made by the students in production test is 53% so that we can conclude that the eight grade students of SMP N 1 Banjarnegara are considered **Fair** in production test.

Table 4.9 shows the percentage of incorrect number of each student in production test. Then, to know whether each of the students is excellent, good, fair or poor we can see in the table 4.10 below:

| No | Sample Code | Percentage | Category |
|---|---|---|---|
| 1 | S-03 | 25% | **EXCELLENT (0-25%)** |
| 2 | S-04 | 0% | |
| 3 | S-05 | 25% | |
| 4 | S-07 | 25% | |
| 5 | S-20 | 15% | |
| 6 | S-01 | 30% | **GOOD (26-50%)** |
| 7 | S-02 | 40% | |
| 8 | S-06 | 45% | |
| 9 | S-17 | 35% | |
| 10 | S-21 | 45% | |
| 11 | S-22 | 50% | |
| 12 | S-25 | 40% | |
| 13 | S-29 | 45% | |
| 14 | S-30 | 30% | |
| 15 | S-08 | 70% | **FAIR (51-75%)** |
| 16 | S-09 | 75% | |
| 17 | S-10 | 65% | |
| 18 | S-11 | 75% | |
| 19 | S-12 | 65% | |
| 20 | S-08 | 70% | |
| 21 | S-18 | 55% | |
| 22 | S-19 | 75% | |
| 23 | S-23 | 70% | |
| 24 | S-24 | 60% | |
| 25 | S-26 | 60% | |
| 26 | S-28 | 60% | |
| 27 | S-27 | 85% | **POOR (76-100%)** |
| 28 | S-15 | 80% | |
| 29 | S-16 | 95% | |
| 30 | S-13 | 80% | |

From the table 4.10, we can see that there are five students are excellent, nine students are good, twelve students are fair, and four students are poor in producing English palato alveolar sounds.The findings of the perception and production test were discussed. The eighth grade students of SMP N 1 Banjarnegara are good in perceiving English palato alveolar sounds rather than in producing English palato alveolar sounds with the percentage of error in perception test was 36% and are fair in producing English palate alveolar sounds with the percentage of error in production test was 53%. So, it can be

concluded that the most common problem faced by the eighth grade students of SMP N 1 Banjarnegara is in production level. They still have difficulty in producing English palato alveolar sounds because they are not familiar with the words and the sounds, they don't know how to produce English palato alveolar sounds, they are distracted by orthographic writing, they could not differentiate with the distractor, and the interference of their native language.

## CONCLUSION

According to identified data which are from the students' errors in perception and production test. There are some conclusions can be made, they are:

1. The students are more capable of perceiving English palato alveolar sounds than producing English palato alveolar sounds. In the perception test, they just made 650 errors out of the total listening test items with the percentage of error proportion of listening test is 36%. Based on the criterion of the data interpretation, the eighth grade students of SMP N 1 Banjarnegara are considered good in perceiving English palato alveolar sounds.
2. From the production test, the students made 316 errors out of the total numbers of the speaking test items with the percentage of error proportion of speaking test is 53%. Based on the criterion of the data interpretation, the students are considered fair in producing English palato alveolar sounds. Then, it is indicated that the most common problems faced by the eighth grade students are at the production level.
3. As we know that the most common problems faced by the students are at production level because there are some factors that influenced them in producing English palato alveolar sounds, they are:
    a. The English palato alveolar sounds do not exist in their native language so that they are not used to producing the sounds and not familiar with the sounds.
    b. The interference of students' native language that is Bahasa Indonesia. For example the students pronounced the sound [ʧ] with their own sound [c] because the production of the sound [c] is close to the sound [ʧ] so that they substituted the sound [ʧ] by the sound [c].
    c. They were influenced by distractor sound. For example in producing English palato alveolar sound [ʃ] the students produced it as sound [s] and producing English palato alveolar sound [ʧ] as sound [t], where [s] is the distractor sound for sound [ʃ] and [t] is the distractor sound for sound [ʧ] which they have heard in the perception test before.
    d. They were influenced by orthographic writing example like pronouncing the word 'allusion' as [aˈlusiɔn], the word 'azure' as [ˈæzur] because in their native language (Bahasa Indonesia) they pronounce the words as it is and it becomes their habit in pronouncing English words. Meanwhile, in English, the letters may represent more than one sounds and it makes the students confuse to pronounce English words.

Based on the conclusion above, the eighth grade students of SMP N 1 Banjarnegara are good in perceiving English palato alveolar sounds and fair in producing English palato alveolar sounds. Then, I would like to give some suggestions for students, teachers, and the next researchers.

The students should master the four basic skills of English namely speaking, reading, writing, and listening. Besides that the students also have to know how to pronounce the words correctly. They should practice a lot in pronouncing English words so that they do not make any misunderstanding. They must familiarize themselves with English sounds. To improve their ability in English pronunciation, the students can learn pronunciation through watching some programs from Youtube, TV or even English movies, they also can listen to some English songs or other materials so that they also have good listening skills. Then, if they found difficulties in pronouncing English words they can ask their teacher so that they get a clear understanding.

The teachers as a facilitator in learning English at school should provide many learning strategies and improve their teaching quality. They can use various techniques in learning English, especially pronunciation. The teachers should give them pronunciation materials not only reading, writing, and listening materials. They should encourage the students to speak English in school and outside the school so that the students used to produce English sounds.

I hope this research will be useful for the next researchers who will conduct research related to this topic. It is expected that this research can be a reference to make the background of their research. For the next researchers, they can analyze students' errors in pronunciation by using other method or they can add more variables, so that their research will be better and broader.

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