THE STUDENTS' ABILITY IN PRONOUNCING ENGLISH PALATO ALVEOLAR FRICATIVE ([Σ], [Ʒ]): A CASE STUDY OF SMA N 12 SEMARANG

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Abstract : Pronunciation is an essential aspect of speaking skills in learning English since learning a language aims to communicate, and mispronunciation can lead to misunderstanding. Indonesian students might still find difficulties in pronouncing English sounds, such as English palato alveolar fricative sounds that do not exist in Bahasa Indonesia. This study analyses the students' mastery of pronouncing English palato alveolar fricative sounds. The objective of this study are to find out the level of the students' ability to pronounce English palato alveolar fricative sounds ([ʃ] and [ʒ]) and the factors causing errors among the students in pronouncing English palato alveolar fricative sounds. The subject is the 60 eleventh-grade students of SMA Negeri 12 Semarang. The instruments are the spoken test containing words of English palato alveolar fricative consonant sounds and the interview question as additional data. To determine the achievement, the researcher uses the level of criterion by Tinambunan. Based on the data analysis of the spoken test, the percentage of the students' mastery in producing the sounds is 40%, considered as fair. According to the interview result, the factors causing the students' pronunciation errors are attitude and motivation, exposure to the target language, language interference, and orthographic writing.

Keyword : *Mastery, Pronunciation, English Palato Alveolar Fricative Sounds, Error, Analysi.*

INTRODUCTION

Speaking is the most important aspect of sharing ideas to partake with others. Speaking is the primary means of communication and the structure of society itself, and it will be problematic if we fail to expand communication through speaking (Laver, 1994). Maulizan and Safalinda (2016) stated that conversation played an essential role in daily communication since it took place for the first time. To gain good communication with other people, the speaker must deliver the language well to make the listener can understand it. In order to achieve that, the six characters in speaking (*pronunciation, fluency, vocabulary, accuracy, content, and comprevhension*) have to be mastered by the speaker.

However, the fact is many EFL learners who have problems in speaking English. One of the causes of the problem is pronunciation. It is proved by (Anjaniputra, 2021; Jaelani & Zabidi, 2020) that EFL learners find it difficult to speak English because of internal factors such as feeling afraid of having an incorrect pronunciation. Syafei (1988) argues that a non-native speaker's horrible pronunciation will prevent them from communicating orally even if they have a reasonably good command of English syntax and vocabulary. Based on the findings of these research, we know that it is crucial for students studying English to develop their pronunciation skills.

Indonesia has its mother tongue, and Indonesian students usually use their local languages than using English in their daily activities. Furthermore, English and Indonesian have different language features, making the students have difficulties in pronouncing English sounds, including the English palato alveolar fricative sounds, since these sounds do not exist in Bahasa Indonesia. AsOladipupo and Akinola (2019) stated that EFL learners failed to pronounce

palato alveolar fricative sounds because they were affected by accents of their mother tongue and exposure to phonetic training. Furthermore, errors of pronunciation for some people is affected by various factors. There are motivation and exposure to the target language, attitude, age, orthographic writing and mother tongue (Gilakjani & Ahmadi, 2011; Schmitt & Celce-Murcia, 2013).

According to Ramelan (2003), sound [ʃ] is produced by placing the front part of the tongue towards the roof of the mouth. While [ʒ] is the lips are slightly rounded, and the nasal way is shut off. He also added that sounds [ʃ] and [ʒ] are new for Indonesian students, making them unfamiliar with those sounds and do not understand how to produce them. Therefore, since the speech organs of Indonesian students have never been trained to produce the sounds, they will find it difficult to pronounce them (pp. 5-7).

Interference from their original language is the root cause of pupils' first difficulties with English pronunciation. (Chouchane, 2016; Fauzi, 2014; Hadi, 2015; Hassan & Hassan, 2007; Islam, 2021; Kosasih, 2017; Purwaningsih & Nurdiawati, 2020). The students tend to substitute the sounds that do not exist with phoneme that sounds similar to their native language. Furthermore, Hadroh (2020) stated that English palato alveolar fricative sounds were considered difficult because of the lack of focus on learning and the pronunciation material itself. As supported by Anwar and Kalisa, (2020) the biggest problem causing pronunciation errors is that the students were unfamiliar with English sounds, so they pronounced the English sounds with the closest sounds in their first language, Bahasa Indonesia. th the closest sounds in their first language, Bahasa Indonesia. According to Nafsik (2018), even while students improve their ability to recognize and understand English sounds, they continue to struggle with creating such sounds in their own writing. Maybe it's

difficult for them to make the sounds that aren't in their mother tongue since their tongues aren't accustomed to it. In conclusion, the greater the disparity between the L1 and L2 sound systems, the greater the likelihood of blunders in enunciation.

In addition, Gilakjani and Ahmadi (2011) stated that orthographic writing affect sound production. Students generalize in pronouncing words that are recognized as minimal pairs according to their prior knowledge. As supported by (Altamimi & Rashid, 2019; Coridun, 2015; Ferdiyanto, 2019; Jam et al., 2014; Laila & Leilana, 2022; Urbańczyk , 2016) that the English orthography influences the learners' pronunciation errors. Therefore, students find it difficult to pronounce English words because they are not always pronounced the exact way. Thus, the students tend to read English words as it is since they do not know how to pronounce what is written.

The next problem causing the students' difficulties in pronouncing the target language is the lack of language learning or exposure to the target language. (Alam, 2016; Al- Homaidhi, 2015; Al-Zayed, 2017; Useini, 2019; Wahiduzzaman, 2017) stressed that one of the factors for the failure of the students' English pronunciation ability is that the students do not get a large amount of target language comprehension. Nonetheless, the students' attitude and motivation in learning English also played an essential role in students' English acquisition. As (Beinranvand & Entezamara, 2016; Celce-Murcia, 2013; Desfitranita, 2017; Ikhsan, 2017; Utami, 2018; Zhou et al., 2017) supported, the primary factors influencing students' pronunciation ability are motivation. Furthermore, Al-Zayed (2017) pointed out that if the students become more self-motivated, it can improve their English pronunciation.

English palato alveolar fricative pronunciation has been studied. Most past

research merely reported pupils' abilities or pronunciation faults. This research covers all of it at once, showing students' understanding of English sounds, where they made the most mistakes (beginning, medial, and final locations), and the variables that affect their palato alveolar fricative sound faults.

The first step to examine in this research is giving the participators a list of utterances containing English palato alveolar sounds in the spoken test. While the participants pronounce the list of words of English palato alveolar fricative sounds, the researcher records their sounds. The researcher analyses and describes participants' answers according to their pronunciation recording. Then it is followed up by transcribing the sounds. Next, the researcher interviewed the participants after the spoken test to examine the factors affecting students' errors in pronouncing English palato alveolar fricative sounds. The final step is analysing the result of data collected from the spoken test and the interview, the data analysis using the error identified by Ellis (Ellis, 2012, p. 55). Thus, from the data analysis, the researcher concludes the finding in this research.

RESEARCH METHOD

This current research was classified as descriptive that employs a qualitative study design. Sugiyono (2017) stated that the qualitative research method is a research method that aims to examine the condition of natural objects (p. 9). This study set out as a case study. A case study can focus on a specific person or a small group of people (Creswell, 2012). This research aims to examine the students of SMA N 12 Semarang mastery in pronouncing English palato alveolar sounds and the feasible factors causing the errors. The students' pronunciation would be presented in some students' mastery levels, including low, fair, good, and excellent, based on Tinambunan (1988) scale.

Table 1: Tinambunan's criterion

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

In conducting this study, the researcher used convenience sampling, convenience sampling is a method of determining the sample by choosing the sample freely by the researcher(Sugiyono, 2017). In choosing the participants of this study, the researcher used convenience sampling based on the suggestion and decision between the researcher and the English teacher to choose the 60 eleventh-grader SMA N 12 Semarang students in the academic year 2021/2022 and the researcher also used convenience sampling based on the availability of the time for students to conduct interviews, 30 students of eleventh-grader SMA N 12 Semarang students in the academic year 2021/2022 who have done the spoken test were selected by the researcher. Besides the teacher's suggestion and the students' time availability, the researcher chose the students of SMA N 12 Semarang because all students had studied English since elementary school. Some of them also have taken English courses to improve their English skills, the researcher considered them to have learned how to pronounce English sounds accurately.

In this study, the students' pronunciation mastery on English voiceless palato alveolar fricative sounds stands as the object. The researcher used a spoken test and interview questions as research instruments. There were 120 words with twenty words for each English palato alveolar fricative sounds in the initial, medial, and final positions. The researcher gathered the data source from The Oxford Advanced Learner's Dictionary. In collecting the data, the researcher collected their voice recording through Google Drive. Two tools used in this stage were a recording device and a list of words

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in the spoken test paper. After the spoken test, the next step was the interview the students. In this study, the questions described the barrier faced by the SMA N 12 Semarang students in pronouncing English palato alveolar fricative sounds related to their experiences. Further questions led students' effort to solve the difficulty. The respondents were directed to answer the questions reflecting their problem naturally without any interference treatment from the researcher. Here, the researcher recorded the interview process and had already agreed by the respondents. The questions addressed to the respondents in the interview section are as follows:

1. What makes you difficult in pronounce English voiceless palato alveolar fricative?

2. As a student, what should you do to improve your pronunciation skill in pronouncing English voiceless palato alveolar fricative?

After the researcher collected the data, the researcher analysed it. Here, the researcher adopted the steps proposed by Ellis (2012). In this study, the researcher prepared the answer key for all words in the spoken test by referring to Oxford Advanced Learner's Dictionary. The researcher listened to the recording carefully and transcribed what the students said from the spoken test. The next step was describing. In this step, the researcher calculated the pronunciation mastery of the English palato alveolar fricative sounds from the previous spoken test using the formula below:

$$x = \frac{\sum RCA}{\sum MCA} \times 100\%$$

In which:

X : The percentage of correct pronunciation

$\sum$RCA : The sum of Correct Pronunciation made by the respondents

$\sum$MCA : The total number of words tested to the respondents

After the scores were calculated, the researcher classified the result of the spoken test into some categories: poor, fair, good, or excellent. Those were the criterion suggested by Tinambunan (1988). The researcher could determine how well the SMA N 12 Semarang students produced English palato alveolar fricative sounds through this criterion. Lastly, the researcher proceeded with the steps of drawing conclusions according to the results of data analysis to finally state whether the students' pronunciation ability was sufficient or not.

In analysing the interview results, the researcher only took relevant information from the respondents. Then, the researcher concluded the data by identifying the students' responses from the interview session. The researcher made a table showing students' errors and percentages in this step. Then some possible factors that cause students' errors in producing English palato alveolar fricative sounds will be counted and displayed in percentages. Lastly, the researcher drew a conclusion depended on the data analysis.

FINDINGS AND DISCUSSION

This section explains all results of the research. It consists of both analysis of English palato alveolar fricative pronunciation and the result from interview sounds made by the eleventh-grade students of SMA N 12 Semarang.

Spoken Test's results

The findings of this research were gained from two kinds of data, spoken test and interview. For the spoken test result, it is presented in Table 2:

Table 2. Spoken test's results

Sample Code	Correct		Incorrect	
	Number	Percentage	Number	Percentage
S-01	65	54%	55	46%
S-02	38	32%	82	68%
S-03	37	31%	83	69%
S-04	47	39%	73	61%
S-05	44	37%	76	63%
S-06	33	28%	87	73%
S-07	60	50%	60	50%

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S-08	40	33%	80	67%
S-09	58	48%	62	52%
S-10	56	47%	64	53%
S-11	23	19%	97	81%
S-12	35	29%	85	71%
S-13	44	37%	76	63%
S-14	74	62%	46	38%
S-15	49	41%	71	59%
S-16	57	48%	63	53%
S-17	84	70%	36	30%
S-18	49	41%	71	59%
S-19	34	28%	86	72%
S-20	44	37%	76	63%
S-21	59	49%	61	51%
S-22	20	17%	100	83%
S-23	27	23%	93	78%
S-24	20	17%	100	83%
S-25	48	40%	72	60%
S-26	85	71%	35	29%
S-27	64	53%	56	47%
S-28	41	34%	79	66%
S-29	48	40%	72	60%
S-30	20	17%	100	83%
S-31	48	40%	72	60%
S-32	35	29%	85	71%
S-33	92	77%	28	23%
S-34	68	57%	52	43%
S-35	39	33%	81	68%
S-36	30	25%	90	75%
S-37	31	26%	89	74%
S-38	8	7%	112	93%
S-39	90	75%	30	25%
S-40	60	50%	60	50%
S-41	61	51%	59	49%
S-42	36	30%	84	70%
S-43	65	54%	55	46%
S-44	53	44%	67	56%
S-45	26	22%	94	78%
S-46	81	68%	39	33%
S-47	38	32%	82	68%
S-48	57	48%	63	53%
S-49	55	46%	65	54%
S-50	69	58%	51	43%
S-51	40	33%	80	67%
S-52	43	36%	77	64%
S-53	61	51%	59	49%
S-54	56	47%	64	53%
S-55	52	43%	68	57%
S-56	62	52%	58	48%
S-57	2	2%	118	98%
S-58	46	38%	74	62%
S-59	32	27%	88	73%
S-60	34	28%	86	72%

2873		4327	

Table 2 shows that the students have 2873 total correct pronunciation and 4327 total incorrect pronunciation out of 7200 total words tested of English palato alveolar fricative sounds. To know the percentage of the correct and incorrect pronunciation of the spoken test, it is presented in the table below:

Table 3. The Comparison between Correct and Incorrect Pronunciations of Spoken Test

	Correct	Incorrect	Words tested
Total	2873	4327	7200
Percentage	40%	60%	

A total of 40% of SMA N 12 Semarang eleventh graders are able to correctly pronounce the target language, as shown in Table 3. According to Tinambunan's standards, the English palato alveolar fricative sound production of SMA N 12 Semarang's eleventh graders is just adequate. In addition, the results show that pupils still struggled greatly with correctly pronouncing palato-alveolar fricatives in English (60% mistake percentage). Next, to see the classification of ability level in spoken test made by the students, it can be seen in the table 4:

Table 4. The students' classification of spoken test ability level

Sample Code	Percentage	Category
S - 33	77%	Excellent
S - 01	54%	Good
S - 14	62%	
S - 17	62%	
S - 26	71%	
S - 27	53%	
S - 34	57%	
S - 39	75%	
S - 41	51%	
S - 46	68%	

S - 50	58%	
S - 53	51%	
S - 56	52%	
S - 02	32%	
S - 03	31%	
S - 04	39%	
S - 05	37%	
S - 06	28%	
S - 07	50%	
S - 08	33%	
S - 09	48%	
S - 10	47%	
S - 12	29%	
S - 13	37%	
S - 15	41%	
S - 16	45%	
S - 18	41%	
S - 19	28%	
S - 20	37%	
S - 21	49%	
S - 25	40%	
S - 28	34%	
S - 29	40%	Fair
S - 31	40%	
S - 32	29%	
S - 35	33%	
S - 37	26%	
S - 40	50%	
S - 42	30%	
S - 43	54%	
S - 44	43%	
S - 47	33%	
S - 48	48%	
S - 49	46%	
S - 51	33%	
S - 52	36%	
S - 54	47%	
S - 55	43%	
S - 58	38%	
S - 59	27%	
S - 60	28%	
S - 11	18%	Poor

S - 22	17%	
S - 23	23%	
S - 24	17%	
S - 30	17%	
S - 36	25%	
S - 38	7%	
S - 45	22%	

Table 4 shows that one student is excellent, twelve students are good, thirty eight students are fair, and nine students are poor in producing English palato alveolar fricative sounds. Furthermore, it means that the students still made many errors in pronouncing English palato alveolar fricative sounds, with an error proportion is 60%.

The Students' Mastery in Pronouncing Sound [ʃ]

The students have 2587 correct pronunciations from 3600 words. It means that they are capable enough of producing English palato alveolar fricative sounds. They are accustomed enough to pronounce the English voiceless palato alveolar fricative sound. The calculation can be seen below:

Table 5. The comparison between correct and incorrect pronunciations of sound [ʃ]

	Correct	Incorrect	Words tested
Total	2587	1013	3600
percentage	72%	28%	

According to the total words' correct pronunciation, the students' percentage was 72%. Thus the students' level of eleventh graders of SMA N 12 Semarang in producing English palato alveolar fricative sounds was categorized as good (Tinambunan, 1988).

There were 60 words tested with 20 words for each sound ininitial, medial, and final position.Even though the students are capable enough of producing sound [ʃ],

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most of the students substituted the sound [ʃ] with the sound [s] with a frequency of 641 times and sound [ʧ] as 172 times and pronounced the words as it is like about 40 times. The calculation can be seen in Table 6:

Table 6. The calculation of substitution of the sound [ʃ]

[ʧ]		[c]		[s]		[z]		Total	(Fx)
∑CP	SC	∑CP	SC	∑CP	SC	∑CP	SC	∑CP	
172	5%	42	1.2%	641	18%	12	0.3%	867	3600

Note:

∑CP: Sum of incorrect pronunciation;

SC : Score

(Fx) : Total Utterances

The pupils read several words that start with the letter'sh' as [s], despite the fact that the correct pronunciation is I This occurred because the Bahasa Indonesia sound system does not include the sound [], leading pupils to substitute the closest available sound inside their own language, [s]. For the production of [], which is a voiceless palato alveolar fricative, the blade of the tongue is brought up to a position halfway between the tooth ridge and the hard palato. In contrast, [s] is a voiceless blade-alveolar fricative, and in its production, the blade of the tongue is raised very near to the teeth ridge, the soft palate is brought up to close off the nasal passage, and the lips are expanded, not rounded. This is because the production of [s] involves the tongue's main body being raised in the direction of the hard palate and retracted (Ramelan, 2003: 134-138). The point of articulated shifts somewhat between the two sounds, with the [] shifting back (to the palato-alveolar region) and the [s] moving forward (to the alveolar region) (alveolar).

They are not native speakers of the language, which is why the pupils pronounced such terms with the [s] sound. Students made the following mistake because several English terms looked or sounded similar to their counterparts in Bahasa Indonesia, such as "parachute," which was the same as "parasut" in Bahasa Indonesia. Because of this, the pupils thought the pronunciation would be the same as in Bahasa Indonesia, their native tongue. Parachute is often mispronounced by students as [prst]. Consequently, even the sound [] is difficult for them to articulate.

While it's true that the sound [] does not exist in Bahasa Indonesia, some students have replaced it with [], likely as a result of being influenced by orthographic writing and becoming accustomed to reading words containing the letter 'ch' as []. This is, of course, also related to the amount of time spent immersed in the target language. Most of the students have not had much practice with reading or understanding words that share letters but distinct pronunciations, such as "mustache," which was mispronounced as [mst], or "champagne," which was mispronounced as [kaempen] and [mpen]. Since the pupils have been taught that the letter 'ch' often denotes the sound [] or [k], they often mispronounce English words because of this mistake. uses the written form of a word without any attempt to learn how it is really pronounced. For example, majority of the students pronounced "dementia" as "dementia," although they clearly did not know the correct pronunciation of the term. Some pupils, however, manage to get the pronunciation of sound [] quite right—likely because they were exposed to sound [] when learning sound [] in Arabic. Therefore, pupils need to be alert to these noises. They need to become used to making the sound [] in order to appropriately enunciate the voiceless English palato alveolar fricative.

The Students' Mastery in Pronouncing Sound [ʒ]

The students have 2587 correct pronunciations from 3600 words. It means that they are not capable enough of producing English voiced palato alveolar

fricative sounds. The calculation can be seen below:

Table 7. The comparison between correct and incorrect pronunciations of sound [ʒ]

	Correct	Incorrect	Words tested
Total	286	3314	3600
Percentage	8%	92%	

Based on table 7, the students' percentage was 8%. Thus the students level of eleventh-graders of SMA N 12 Semarang in producing sound [ʒ] was categorized as poor (Tinambunan, 1988). There were 60 words tested with 20 words for each sound ininitial, medial, and final position.The students fail to pronounce the sound [ʒ] since they pronounce those words using another sound such as [ʃ], [g], [j], [s], [z], and also pronounce the words as it is. Most of the students substituted the sound [ʒ] by the sound [ʃ] with frequency 844 times, [g] 501 times, sound [j] 1184 times, sound [s] 294 times, sound [z] 318 times, and pronounce the words as it is as about 170 times. It is indicated that the students lacked knowledge about pronouncing sound [ʒ]. The calculation can be seen below:

Table 8. The calculation of substitution of the sound [ʒ]

[ʃ]		[g]		[j]		[s]		[z]		Total	(Fx)
∑CP	SC	∑CP	SC	∑CP	SC	∑CP	SC	∑CP	SC	∑CP	
844	23%	501	14%	1184	33%	294	8%	318	9%	3141	3600

Note:

∑CP: Sum of incorrect pronunciation;

(Fx) : Total Utterances

SC : Score

Table 8 shows that the students did not know how to produce sound [ʒ] since the sound [ʒ] does not exist in their native language sound system. The sound [ʒ] itself belongs tovoiced palato alveolar fricative while [s] isvoiceless blade alveolar fricative,[z] is voiced blade alveolar

fricative, and [ʃ] is the counterpart of [ʒ], but it is voiceless.Some of the students replaced the sound [ʒ] with [s] or [z] example, like the word *'azure'*, they pronounced it as [æzur], or [ɛsur], then like the word vision, which is pronounced as [vɪsɪən] since sound [z] and [s] are the closest sound to sound [ʒ] which exist in their native language sound system (Bahasa Indonesia).

Furthermore, most of the students replaced the sound [ʒ] with [ʃ] since both of the sounds are represented by the same letters as –tion, -sion, the letter 'x', and the letter 's', many students misrecognize words that contain these letters, where the students read the word using sound [ʃ] instead of using sound [ʒ]. It can be seen that the students were influenced by orthographic writing of the sound, causing them to fail to identify the sound [ʒ] correctly.

In addition, some students substitute the sound [ʒ] with [g] and [j] due to a misconception that the students are used to recognizing words that start with the letter 'g' or words that end with '–age' as [g] and [j]. This happened because most students are not used to recognizing or learning how to pronounce English sounds where one letter can have different pronunciations in different words, such as *'genre'* that the students read as [jɛːnrə] or [gɛːnrə] instead of [ʒɑːŋrə], this happened because the students believe that the letter 'g' is usually read as [g] or [j] in English which causes misconceptions that lead to mispronunciation.

Lack of exposure to the pronunciation of the sound [ʒ] also affects the students to tend to pronounce the word as it is or according to the writing when they do not know the correct pronunciation of the word. Such as the word Gendarme, which students pronounce as [gɛndʌrmə] instead of [ʒɑːndɑːm]. This happened because students had no clue how to pronounce the word, so almost all of the students pronounced the

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words according to the spelling. Almost all students feel foreign to words whose pronunciation contains sound [ʒ], and almost all students stated that it is a new word for them. It is because sound [ʒ] is rarely found and used, especially in the initial position, it is becoming one of the factors why the students read the word as it is. However, some students are correct in pronouncing sound [ʒ] maybe because they have known the sound [ʒ] while they were studying French, which also uses sound [ʒ] so that they are familiar enough with it.

Interview Results

Based on the interview result, the researcher proceeded to classify the interview results based on their ability level from the spoken test's results analyzed previously (excellent achiever, good achiever, fair achiever, and poor achiever). The interview results are explained below:

Interview Results Based On the Students' Ability Level

Based on the interview result, the researcher proceeded to classify the interview results based on their ability level from the spoken test's results analyzed previously (excellent achiever, good achiever, fair achiever, and poor achiever).

a. Excellent Achiever

According to the analysis of the spoken test results, only one student was able to achieve the excellent level, which is the S-33. The following is the result of an interview with S-33, which has been translated into English.

"The difficulty I faced when reading the 120 pronunciations was that I rarely heard the words, so I had a hard time pronouncing them. There were some words that were quite familiar, but for the unfamiliar words, especially the borrowed words from French, I had trouble pronouncing. In addition, this is also influenced by the accent or tongue of Indonesians who rarely use these words

because for words from the English language itself, I rarely find words endings with some letters, so it's quite difficult to pronounce them." [S-33]

Based on what was stated by S-33, it can be seen that having sufficient exposure to the target language can help minimize errors in students' pronunciation, such as learning the vocabulary contained in the target language. Although S-33 is an excellent achiever, she still has difficulty pronouncing English palato alveolar fricative sounds due to the accent or habits of her speech organs that used to produce her first language, Bahasa Indonesia. It means her speech organs are not used to produce English sounds, especially English palato alveolar fricative sounds.

Based on the results of interviews with excellent achiever student, it can be concluded that increasing the exposure to the target language can minimize the students' pronunciation errors, and language interference can affect them.

b. Good Achiever

The analysis of the spoken test's results shows that twelve students achieved a good level. The following are the results of the interview with good achiever students, which have been translated into English.

"The difficulty I experienced during the speaking test was more because there were some words that I didn't know how to read, they were rarely used and I rarely found them either in songs or in sentences, whether it's story telling and others." [S-41]

"My difficulties in pronouncing English are low self-confidence, English vocabulary which is written the same but differs in pronunciation." [S-50]

"My difficulties in pronouncing the English words from the spoken test are first, I had never read or seen the words before so it was difficult to pronounce them. Second, even though I've been looking for a way to pronounce it, I still can't pronounce it properly because I've never been taught

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(how to pronounce the word) before." [S-56]

Based on the participants' statements, it can be seen that exposure to the target language greatly affected the students' pronunciation errors. It is evidenced by the majority of the students stating that they have never encountered this word before and have never been taught to pronounce English sound, affecting them to face errors in pronouncing English sounds. Furthermore, attitude also affects students' pronunciation errors which are proven by S-50, which stated that he has low self-confidence. This shows that students fear if other people find out that they have pronunciation errors, stopping the students from practicing English pronunciation. Next, as proved by the students' statements, orthographic writing affects pronunciation errors because they have difficulty pronouncing English words that have the exact spelling but differ in pronunciation. Lastly, as stated by the student, language interference affects students' pronunciation errors which are proved by S-56, who stated that he is still unable to pronounce the English sounds even though he had already figured out how to pronounce them. It can be inferred that S-56 was unable to produce English sounds because his speech organs are used to produce the sound in his first language sound system.

Based on the results of interviews with good achiever students, it can be concluded that exposure to the target language, attitude, orthographic writing, and language interference significantly affect students' pronunciation errors.

c. Fair Achiever

According to the spoken test's results analysis, thirty-eight students were at the fair level. The following are the results of the interview with fair achiever students, which have been translated into English.

"The difficulty when pronouncing or pronouncing English words in the spoken test was like the words that have the same letters but different pronunciations like words ending with [a] [g] [e] but they are read differently, that's what confuses me." [S-04]

"I looked for a way to pronounce it but I still can't imitate the pronunciation." [S-10]

"I have a lack of self-confidence or feeling afraid if my pronunciation is wrong." [S-12]

"The difficulty I encountered in this spoken test were that there were vocabulary that I read for the first time and I did not know how to pronounce the vocabulary. Some words I already know how to pronounce them but because I'm not a native speaker so I still can't imitate exactly how the words are pronounced. [S-44]

"After I did the spoken test, I think there are some words that are difficult to pronounce because I have never heard of it and have never read it before, such as "J'accuse", "Jacquerie". But overall I familiar enough so it's quite easy to pronounce it even though maybe my tone is still in Indonesian. [S-58]

From the interviews with fair achiever students, some factors affect their pronunciation errors. The first is orthographic writing. The students stated that they were confused about how to pronounce English words because the spelling of the words influenced them. Furthermore, exposure to the target language is also one of the most significant factors that affect their pronunciation errors. Many students said that it was their first time finding a word containing English palato alveolar fricative sounds, making the students not know how to pronounce it. Besides these factors, students also said that they had never been taught before how to pronounce words containing these phonemes. Another student also stated that he found it easy to pronounce the words because he had read the words before. In conclusion, the more students get exposure

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to the target language; the fewer pronunciation errors will occur.

In addition to orthographic writing and exposure to the target language, attitude also affects students' pronunciation errors, and this is evidenced by S-12, who stated that he did not have confidence and was afraid if his pronunciation was wrong. From the interview results with S-44, lack of confidence and fear of mispronunciation can reduce students' motivation to learn English pronunciation. Finally, language interference is one of the factors that affect pronunciation errors by fair achiever students; this is proven by students who stated that even though they already know how to pronounce them, they are still unable to imitate them, and also students who feel they can pronounce English words correctly correct but still using the tone of the first language.

According to the results of the interviews with fair achiever students, it can be summarized that orthographic writing and exposure to the target language were the most prominent factors influencing their pronunciation errors, followed by attitude and language interference as the factors affecting the students' pronunciation errors.

d. Poor Achiever

The spoken test's results which have been discussed previously, show that nine students achieved a poor level. The following are the results of the interview with poor achiever students, which have been translated into English.

"My difficulty when pronouncing English in the spoken test was my lack of understanding of vocabulary. I have never been taught to read most of the vocabulary written in this spoken test." [S-22]

"First, the difficulty when pronouncing English words in the spoken test earlier was my lack of confidence when recording audio, I was afraid that my pronunciation was not clear or not good enough and I still don't know English vocabulary." [S-23]

"The sentences are difficult because I have never heard of them and have never been taught before." [S-30]

"My difficulty in pronouncing words in English I have a lack of confidence." [S-45]
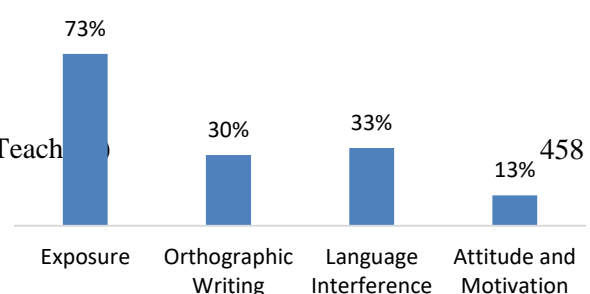
According to the results of interviews with poor achiever students, exposure to the target language and attitude are the two main factors that influence their pronunciation errors. The lack of acquaintance with the target language, such as knowing the vocabulary in the target language, is the most significant factor in pronunciation errors by students. The students struggle to produce English palato alveolar sounds because they do not even know if this vocabulary exists. Furthermore, students also mentioned that they had never been taught pronunciation before. Furthermore, attitude is the most prominent factor influencing students' pronunciation errors. The majority of students stated that they were not confident, so they were afraid to learn pronunciation, which increased their pronunciation errors because they did not learn pronunciation.

From these statements, it can be concluded that the environment around students needs to help increase their confidence to get used to speaking in English. In addition, it can also be concluded that the more students' confidence in pronouncing English sounds increases, the better opportunities for their pronunciation to improve.

From the interviews with poor achiever students, it can be inferred that exposure to the target language and attitude are the factors that affect the students' pronunciation errors.

Factors Affecting Students' Pronunciation Errors

According to the interview result, the researcher collected some data that showed

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the factors affecting students' pronunciation errors. The students' interview result is presented below:

Figure 1. Factors affecting students' pronunciation errors

a. Attitude

As reported from the respondents' answer to the question number 1: *"Kurangnya rasa percaya diri atau minder atau merasa takut jika pelafalan tersebut salah"* (I have lack of confidence and afraid for having wrong pronunciation) [S-12]. It means that attitude, which in this case is confidence, can affect students' pronunciation errors. The students who do not have confidence will be afraid to learn pronunciation. They are afraid to get a correction from either the teacher or their classmates, which affects their motivation to study pronunciation. This research result is not in accordance with the study by the research results conducted by Beiranvand & Entezamara (2016), which showed that English language learners want and like to be corrected since they do not wish to have wrong knowledge. On the contrary, according to the interview result in this research, feeling a lack of confidence because of fear of having wrong pronunciation makes the students unwilling to learn. After all, they feel it is useless to study because they will not succeed. They choose to be silent rather than having pronunciation corrected by the teacher or classmates.

b. Exposure

The researcher found that all of the students never had a contact with native or the people around them who use English as a first language before. The Indonesian students, as none native speakers of English, faced difficulties in pronouncing English palato alveolar fricative sounds because they were never exposed to the sounds before. As explained by the respondents below:

"ada beberapa kata yang sulit untuk diucapkan karena saya sendiri belum pernah dengar dan belum pernah baca sebelumnya" (there are some words that are difficult to pronounce because I have never heard and have never read before). [S-58]

"susah, tidak pernah dengar sebelumnya, asing, pas searching cara pengucapannya tetap tidak bisa meniru karena belum pernah diajarin sama sekali pengucapan seperti itu." (It is difficult because I have never heard (the vocabularies in the spoken test) before, it sounds foreign, when I search how to pronounce it, I still can't imitate because I have never been taught such pronunciation). [S-13]

Most of the students answered that they had never been taught to pronounce English sounds, especially the English palato alveolar fricative sounds. From the interview result, it can be seen that exposure to the target language greatly affects students' pronunciation errors.

c. Language Interference

As asserted by Lin (2014) ESL students' main problem in pronouncing English is the influence of the first language in learning the target language. As stated by the respondents:

"pelafalannya tidak ada di Indonesia, maka jadi susah mengucapkannya." (the pronunciation doesn't exist in Indonesia, so it's hard for me to pronounce it.) [S-16, S-42]

"......ini juga dipengaruhi oleh logat atau lidah orang Indonesia yang jarang menggunakan atau jarang mengucapkan kata-kata tersebut." ("……. this is also influenced by the accent or tongue of Indonesians who rarely use or rarely say these words"). [S-33]

"meskipun saya sudah mencari cara pelafalannya, saya tetap belum bisa melafalkannya dengan benar." ("even though I've been looking for a way to pronounce it, I still can't pronounce it properly"). [S-56]

According to the interview results, the students still find it hard to imitate English palato alveolar fricative sounds even though they have searched how to pronounce them. Furthermore, they simplified those sounds by substituting non-existing sounds with the closest of their language.

d. Orthographic Writing

In this research, the students stated that orthographic writing affect their pronunciation ability in pronouncing English palato alveolar fricative. As explained by the respondents below:

"ada huruf konsonan yang berjejeran sehingga saya kesulitan membaca." ("there are consonants lined up side by side so I find it difficult to read it"). [S-10, S-15, S-60]

"kesulitan yang dihadapi adalah pengucapan kata-kata yang tertulis namun tidak dibaca, karena dalam bahasa Inggris banyak awalan atau akhiran kata yang tidak dibaca sesuai tulisannya." ("the difficulty faced was the pronunciation of words whose letters were written but not pronounced, because in English many letters were not read as written"). [S-32]

According to the interview and spoken test, the students read the English words as it is. They only pay attention to the spelling of the words, not how to pronounce the sounds correctly. As we know that in English, one symbol or an alphabet sometimes represents different sounds in different words, which makes it difficult for the students to guess the correct pronunciation of the words. In conclusion, orthographic writing is one of the factors that affect students' pronunciation errors.

DISCUSSION

According to the data provided, students performed around average when it came to correctly articulating English palato alveolar fricative sounds (40% of the time), hence they were classified as having a reasonable grasp of the topic. This indicates that the kids are still unable to adequately create the palato-alveolar fricative sounds used in standard English. This research supports previous results (Dhillon, 2016; Edem, 2015; Jehma & Phoocharoensil, 2014; Oladipupo & Akinola, 2019; Sulistyorini & Rachmat, 2020) showing non-native speakers have difficulty producing English palato alveolar fricative sounds. The issue arose because they do not have such sounds in their L1 acoustic repertoire.

In addition, pupils' poor attitudes and lack of drive to acquire pronunciation made it hard for them to produce English palato alveolar sounds. The results of this research are consistent with those of another study (Azane, 2021) that found that one's attitude has a significant impact in language acquisition, and more especially in the acquisition of correct pronunciation. Attitude is said to be one of the most important elements that might effect students' pronunciation mistakes (Anjaniputra, 2021; A. Gilakjani & Ahmadi, 2011; Beinranvand and Entezamara, 2016; Celce-Murcia, 2013; Desfitranita, 2017; Gatbonton et al., 2005; Utami, 2018). In conclusion, the students' attitudes correlated positively with the number of times they mispronounced English sounds.

Seventy-three percent of the students surveyed also reported never been exposed to the English palato alveolar fricative sounds, suggesting that this may be a contributing reason to the students' mispronunciation of these sounds. Several studies (Alam, 2016; Al-Homaidhi, 2015; Oladipupo & Akinola, 2019; Celce-Murcia, 2013; Useini, 2019; Wahiduzzaman, 2017) corroborate our findings, arguing that familiarity with English pronunciation is crucial to resolving EFL students' pronunciation issues. It is clear that students need extensive exposure to the target language in order to become fluent.

One of the influences on pupils' ability to produce palato-alveolar fricative sounds in English is the interference of their original

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language. One explanation is because they speak a language that lacks the palato alveolar consonants found in English (Bahasa Indonesia). Consistent with previous research (Al-Zayed, 2017; Chouchane, 2016; Dhillon, 2016; Fauzi, 2014; Ghanbari & Hashemian, 2014; Hassan & Hassan, 2007; Islam, 2021; Kosasih, 2017), we find that the vast majority of participants struggled with pronouncing English sounds that did not exist in their native tongue. Since these sounds did not exist in their home language, they often substituted the closest sound from their mother tongue.

Additionally, they reduced the complexity of such sounds by replacing nonexistent sounds with the equivalent of their language. In most cases, students' first languages end up interfering with their efforts to produce the palato alveolar sounds of the English language. Consistent with prior research (Anwar & Kalisa, 2020; Chang et al., 2009; Gathigia & Njoroge, 2018; Greisbach, 2003; Jehma & Phoocharoensil, 2014; Purwaningsih & Nurdiawati, 2020; Tam, 2005; Tsojon & Aji, 2014), we find that native language has a significant impact on difficulties with English pronunciation. In conclusion, one's L1 does affect one's pronunciation abilities, and one's habits in their L1 do have a major impact on their pronunciation mistakes in their L2.

Writing systems are the last component that affects how pupils produce palato alveolar fricatives in English. Students read the English text word by word, focusing only on correct spelling. This is a common practice for the kids in their first language (Bahasa Indonesia). Because English orthography is notoriously irregular—the exact spelling is not always pronounced in the same way—the results of this study corroborate those of previous research showing that the orthographic writing significantly influenced the way EFL learners pronounced English words (Altamimi & Rashid, 2019; Coridun et al.,

2015; Ferdiyanto, 2019; Gilakjani & Ahmadi, 2011; Jam et al., 2014; Laila & Lelian For pupils to become more fluent in pronouncing English sounds, particularly English palato alveolar fricative sounds, it is crucial that they get familiar with the English orthographic writing system.

Based on the data shown above, it can be stated that the English palato alveolar fricative pronunciations of SMA N 12 Semarang's 11th-grade students are around average.

Student pronunciation faults are a common source of these difficulties, but there are things they may do to improve. The use of multiple methods of expression is one such method. When a student is unable to employ the linguistic form for various reasons, they may resort to a communication strategy, which Brown (2004) defines as the deliberate use of the verbal communication system. When interacting with others, students lean toward a wide range of methods. This is also why many pupils, rather than mispronouncing the letters, learn private knowledge about the correct pronunciation of specific English words. This will help them learn how to properly pronounce English words. One responder said, "I frequently listen to western tunes, then browse English stuff on YouTube." [S-18] Another responder echoed this sentiment, saying, "When I discover multiple tough words to speak, I check for how to understand them in Google Translate to hear how to pronounce them." [S-21].

Students may better pronounce English sounds by engaging in a variety of communication tactics, such as reading English books, listening to English music, viewing English movies, or watching English material on YouTube. English speakers are apt to do this out of habit. In order to improve their pronunciation, reading the material aloud might be helpful, as suggested by B. Zhang (2013). Furthermore, Harmer (2000) emphasized

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the importance of reading and listening to improve students' pronunciation of their target language. Songs help language learners enhance their listening comprehension and pronunciation, as shown by Ghanbari & Hashemian (2014).

CONCLUSION

Regarding the findings which have been presented, the students made 2873 correct pronunciations out of the total numbers of the spoken test items with the percentage of correct proportion of spoken test is 40%, considered as fair in producing English palato alveolar fricative sounds. The majority of pronunciation errors were caused by the substitution of the English palato alveolar fricative sounds by the other sounds. In conclusion, most of the students in the eleventh grade of SMA N 12 Semarang were still had difficulties in producing English palato alveolar sounds. They were influenced by attitude & motivation, exposure to the target language, the interference of their native language, and orthographic writing.

This research is limited in analyzing the students' mastery in producing English palato alveolar fricative sounds. For the following researchers, it is suggested to add more interview questions related to the factors causing pronunciation problems and interview both the students and the English subject teacher so that the next researcher can gain a deeper analysis of the factors affecting the students' pronunciation errors.

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