Pronunciation Problems of Indonesian EFL Learners in Pronouncing /g/ Sound

Febby Dwi Adeline
SMP Muhammadiyah 1 Sidoarjo
adeline.dee77@gmail.com
Indonesia

ABSTRACT
Pronunciation is essential in delivering speech. However, pronouncing English word is difficult since the students speak Indonesian as their native language. The common problems might be caused by the differences between sound systems of the languages, especially in /g/ sound. This study objective to find how well the students’ mastery in pronouncing /g/ sound and common problems faced by them. This study highlighting two research problems; (1) how well the fourth semester students do in pronouncing /g/ sound and (2) what problems are faced by them in pronouncing /g/ sound. It is a descriptive qualitative study using triangulation data involving twenty-five students of fourth semester students of English Language Education Program Faculty of Cultural Studies Universitas Brawijaya. The instruments were adapted and adopted from [1] and developed by the researcher. The instruments are pronunciation test, recorder, assessment rubric, and questionnaire. Data analysis were done statistically and descriptively. The result of this study were (1) mostly the students’ mastery in pronouncing /g/ sound in all positions are good (81.5%) with the following details; excellent (pronouncing silent /g/ before /n/ at the end of a word, silent /g/ before /n/ in the same syllable, soft /g/ sound); good (pronouncing silent /g/ before /n/ at the beginning of a word and hard /g/ sound); average (pronouncing the exception); and poor (pronouncing silent /g/ before /m/ in the same syllable and words with /gh/ sound), (2) problems faced by the fourth semester students are the differences of sound systems between their native language and their foreign language and students’ motivation in pronouncing /g/ sound correctly (such as checking pronunciation or phonetic transcription in dictionary).

Keywords: Pronunciation, Pronunciation Problems, The Fourth Semester Students

Corresponding Author:
Febby Dwi Adeline
adeline.dee77@gmail.com
SMP Muhammadiyah 1 Sidoarjo, Jl. KH. Samanhudi 81 Jasem Bulusidokare Sidoarjo, Indonesia
1. Research Background
Pronouncing English words is quite difficult since Indonesian students have different ways to speak in their mother tongue. Some students have a poor pronunciation, they tend to pronounce words as the way it is spelled, especially for consonants. The common problem of learning English pronunciation might be caused by the difference in the sound systems between Indonesian and English. There are some sounds in English which do not exist in Indonesian. Indonesian and English engage different consonant. All of Indonesian consonant should be pronounced clearly [2], while English not. There are some consonant letters in English that should be pronounced silently. For example, /b/ sound in the words limb, comb, climb; /c/ sound in the words scissor, scenario, fascinate; /k/ sound in the words knot, knife, knight; /l/ sound in the words autumn, column, solemn; /t/ sound in the words castle, listen, often; and /w/ sound in the words wrap, write, wrong. Those letters are silent in each word. However, this research focused on /g/ sound. Based on the researcher’s observation, there is phenomenon of pronunciation of /g/ sound. There are some words with /g/ letter should be pronounced by using hard and soft /g/ sound. Hard /g/ sound is used when the word should be pronounced by clear /g/ sound, while soft /g/ sound is used when the word should be pronounced as /dӡ/ sound. For example in the word triangle, the /g/ sound is pronounced as hard /ˈtraɪ.æŋ.gl/, while in the word tragedy, the /g/ sound is pronounced as soft /ˈtraɪ.dӡ.ə.dӡ/. Furthermore, as stated previously, some words with /g/ letter should not be pronounced or silent. For example, in the word gnash and great, /g/ sound in the word gnash is silent while /g/ sound in the word great is pronounced. Therefore, this research highlighting how well do the students’ pronunciation, especially in /g/ sound. The theories used are about pronunciation by [3] and also by [4] who explain some problems that may affect pronunciation.

2. Methods
It is a descriptive qualitative research which purpose was to define the level of students’ pronunciation in pronouncing /g/ sound and the problems that might come within them. In order to understanding the phenomenon, this research was written descriptively. Data collections cover 25 students’ who have pronunciation test and questionnaire as well. The data of the research was the result of pronunciation test that had been given to the participants. The test consists of 40 sentences with various /g/ sound. The source of data came from participants’ pronunciation which gathered though test. The research participant was fourth semester students of English Language Education Program of Universitas Brawijaya in academic year 2016/2017. The researcher used simple random sampling as the sampling technique. Whereas, there are five classes available. The researcher randomly took five students from each class and therefore the sample were 25 students in total. It was represented 20% out of 127 students.

The procedures of the research conducted as follow:
1. Determining the design and method of the research. As stated previously, this research used qualitative as the research design and had been written descriptively as the research method. Since this research aimed to find out the phenomena faced by fourth semester students of English Language Education Program in pronouncing /g/ sound, the researcher determined descriptive qualitative as the design.
2. Establishing the instruments. There are five instruments used in this research. The first is the researcher herself, as the key instrument. The second is the pronunciation test. The third is recorder for recording the test. The fourth is assessment rubric and the last is questionnaire. Each instrument explained further on the next subchapter: research instrument.
3. Validating the instruments. In order to get valid and reliable instruments, the researcher validated the instruments made by herself to the expert. The validated instruments are pronunciation test which consists of 40 items and questionnaire which consists of 12 items. The instruments distributed to the students.
4. Collecting the data. The researcher collected the data as follow:
   1) Inviting the students to come at scheduled time.
The researcher invited the students at one time which has been scheduled before. It was outside of their class time so they did not get any distraction.

2) Explaining the students about the test and how to do it.
The researcher explained about the pronunciation test and how they have to do with that. The pronunciation test covers 40 sentences which consist of various /g/ sound. The students read it one by one.

3) Asking the students to enter the room one by one.
One student entered the room to get the test while others were waiting outside.

4) Giving them the test paper in the room.
The student was given the test paper when they entered the room.

5) Asking them to read aloud the test and record it at the same time.
The researcher asked the student to read the sentences out loud and recording it at the same time.

6) Taking the result
After all of the students got the test, the researcher took the result to be analyzed.

5. Analyzing the data. First, the data collected from the pronunciation test were transcribed into phonetic transcription. It was determined whether it was correct or incorrect using assessment rubric. Then the result of the test will be calculated. The researcher adopted the calculation way from [5] to calculate the data. Finally, the findings were analyzed descriptively by the researcher.

The researcher would like to highlight that this research focused on the phoneme. This research collected the data found based on the pronunciation test and then transcribe it into phonetic transcription to be analyzed. The data collected by giving a test contains of 40 sentences with various /g/ sound. Each student read the following sentences while the researcher recorded them.

The data analyzed as follow:

1. Transcribing
   First, the data were transcribed from the recording of students’ pronunciation into phonetic transcription. Then the selection is focused on /g/ sound whether it is correct or incorrect. The researcher used statistic to analyze the recorded test, adapted from [5]. Percentages from the data collected were computed.

2. Calculating
   The correct and incorrect answers of the test were calculated. For example, in the test of hard /g/ sound the whole numbers of the students are 25, the number of students with correct pronunciation is 11, and the number of incorrect students is 14. So, to calculate the students with correct pronunciation of hard /g/ sound is following the process:

   **No. of students with correct pronunciation** = \( \frac{11}{25} \times 100 = 44\% \)

   The calculation indicates that only 44% from the whole numbers of students that are able to pronounce hard /g/ sound correctly. On the other hand, to calculate the students with incorrect pronunciation of hard /g/ sound, the process is:

   **No. of students with incorrect pronunciation** = \( \frac{14}{25} \times 100 = 56\% \)

   The calculation shows that 56% from the whole subjects are not able to pronounced hard /g/ sound correctly.

3. Analyzing descriptively
   In general, the data collected were analyzed descriptively and statistically. All the sounds from recording test were written down using tables to put each sample of pronunciation from the student who pronounced it, in form of phonetic transcription to showed whether it belongs to correct or incorrect pronunciation.

4. Analyzing the result of the questionnaire
   The next step was analyzing the result of the questionnaire. Each questionnaire from each student were analyzed then the result presented in tables.

Data triangulation were used in this study since the data collection taken from more than one instrument. Besides the test, this research also employs the questionnaire to the research participant as the secondary data to support primary data. In order to gain a reliable study, the instruments used in this study which are the pronunciation test and also the questionnaire, were validated by expert named Ms. Frida Unsiah, M.Pd. She is one of active lecturers in Faculty of Cultural Studies and also expert in phonetics.
According to [6], the most important consideration in developing and evaluating a measuring instruments is validity. Since the study is about pronunciation problems in pronouncing /g/ sound, the test consists of 40 sentences containing various /g/ sound words to be pronounced.

3. Results
The result of this research can be stated as follows; it is poor in pronouncing /g/ before /m/ in the same syllable (52%), and words with /gh/ sound (58%), average in pronouncing special pronunciation (67%), good in pronouncing /g/ before /n/ at the beginning of a word (73%) and hard /g/ sound (84%), excellent in pronouncing /g/ before /n/ at the end of a word (100%); /g/ before /n/ in the same syllable (89%); /g/ followed by /el/ (89%); /g/ followed by /i/ (94%); and /g/ followed by /y/ (93%). It can be figure out that the average proportion of the correct pronunciation of /g/ sound is 81.5%. According to mastery level in curriculum of 2004, the average proportion of the students belong to good achievement.

Pronunciation Test
Data analysis done by only transcribing /g/ sound. The phonetic transcription of the data were stated in Appendix 6. After transcribing, the next step is scoring. The correct pronunciation was scored one (1), while the incorrect was score zero (0). The result of the analysis can be seen in Appendix 4. The last step is computing the data to find the percentage. The findings are elaborated according to each dimension, those are silent /g/ before /m/ in the same syllable, silent /g/ before /n/ at the beginning of a word, silent /g/ before /n/ at the end of a word, silent /g/ before /n/ in the same syllable, soft /g/ followed by /el/, soft /g/ followed by /i/, soft /g/ followed by /y/, hard /g/, exceptions ( /g/ with special pronunciation), and another form (words with /gh/).

Below the description of each dimension.

Silent /g/ before /m/ in the same syllable
There were three (3) words (paradigm, diaphragm, phlegm) containing pronunciation of /g/ before /m/ in the same syllable which were pronounced by twentyfive (25) students. It means there are seventyfive (75) utterances obtained from the test. From the whole numbers, there were thirtynine (39) correct pronunciations, while the rest (36) were incorrect. The percentage of the result can be seen in the diagram below.

Diagram 4.1 Percentage of pronunciation on silent /g/ before /m/ in the same syllable

In percentage, there were 52% of students who were able to pronounced /g/ before /m/ in the same syllable correctly, while the rest, 48% of students were pronounced incorrectly. The specific results are presented below.

- /g/ before /m/ in the same syllable, in the word paradigm (item no.5 in the instrument, see Appendix 1)
  There were fifteen (15) students who were able to pronouncing the word paradigm correctly as [ˈpər.ə.dəm]. The ten (10) others were pronounced it as [ˈpər.ə.dəgm], with a clear /g/ sound.

- /g/ before /n/ in the same syllable, in the word diaphragm (item no.17)
  There were only five (5) students pronouncing the word correctly as [ˈdɑːr.ə.fraɪm]. Nine (9) students were pronounced it as [ˈdɑːr.ə.fraı̇gm], while eleven (11) others pronounced it as [ˈdɑːr.ə.frægm], with a clear /g/ sound.

- /g/ before /n/ in the same syllable, in the word phlegm (item no.24)
There were nineteen (19) students pronounced the word correctly as [flem], while six (6) others pronounced it as [flegm], with a clear /g/ sound.

**Silent /g/ before /n/ at the beginning of a word**

There were four (4) words (gnash, gnome, gnaw, gnat) containing pronunciation of /g/ before /n/ at the beginning of a word which were pronounced by twenty-five (25) students. There were hundred (100) utterances obtained from the test, seventy-three (73) utterances were belong to correct pronunciation, while twenty-seven (27) utterances were incorrect. The percentage are displayed in the diagram below.

![Diagram 4.2 Percentage of pronunciation on silent /g/ before /n/ at the beginning of a word](image)

The specific results are presented below.

- **/g/ before /n/ at the beginning of a word, in the word gnash (item no.2)**
  There were nineteen (19) students who pronounced the word correctly as [næʃ], Three (3) students pronounced it as [dʒnæʃ], with soft /g/ sound, and three (3) students pronounced it as [ɡnæʃ], with a clear /g/ sound.

- **/g/ before /n/ at the beginning of a word, in the word gnome (item no.18)**
  There were eighteen (18) students who pronounced the word correctly as [noʊm]. Four (4) students pronounced it as [dʒnoʊm], with soft /g/ sound at the beginning, and three (3) others pronounced it as [ɡnoʊm], with a clear /g/ sound.

- **/g/ before /n/ at the beginning of a word, in the word gnaw (item no.30)**
  There were eighteen (18) students who pronounced the word correctly as [nɑː]. One (1) student pronounced it as [dʒnɑː], with soft /g/ sound while six (6) students pronounced it as [ɡnɑː], with a clear /g/ sound at the beginning of the word.

- **/g/ before /n/ at the beginning of a word, in the word gnat (item no.37)**
  There were eighteen (18) students who pronounced the word correctly as [næt]. Three (3) students pronounced it as [dʒnæt], with soft /g/ sound while four (4) others pronounced it as [ɡnæt], with a clear /g/ sound.

**Silent /g/ before /n/ at the end of a word**

There were four (4) words (foreign, sign, campaign, feign) containing pronunciation of /g/ before /n/ at the end of a word which were pronounced by twenty-five (25) students. There were hundred (100) utterances obtained from the test. From the whole numbers, 100% of the students were pronounced correctly. The diagram can be seen below.

![Diagram 4.3 Percentage of pronunciation on silent /g/ before /n/ at the end of a word](image)
The specific results are presented below.

- **/g/ before /n/ at the end of a word, in the word foreign (item no.10)**
  Twenty five (25) students were pronouncing the word correctly as ['fɔr.ən].

- **/g/ before /n/ at the end of a word, in the word sign (item n.13)**
  The same case also happened in the word sign. All of the students pronounced the word correctly as [sən].

- **/g/ before /n/ at the end of a word, in the word campaign (item no.19)**
  In the word campaign, all of the students were also pronouncing it correctly as [kæm'pɛn].

- **/g/ before /n/ at the end of a word, in the word feign (item no.34)**
  All of the students (25) were able to pronouncing the word feign in correct way as [feɪn].

**Silent /g/ before /n/ in the same syllable**

There were four (4) words (align, assignment, resign, designer) containing pronunciation of /g/ before /n/ in the same syllable which were pronounced by twentyfive (25) students. From hundred (100) utterances obtained, 89% were belong to correct pronunciations. The percentage displayed in the diagram.

**Diagram 4.4 Percentage of pronunciation on silent /g/ before /n/ in the same syllable**

The specific results are presented below.

- **/g/ before /n/ in the same syllable, in the word align (item no.4)**
  There were twenty (20) students who pronounced the word in correct way as [ɔˈlʌɪn]. Four (4) students pronounced it as [ɔˈlɪɡnɪd], because the word was in the past tense form, with a clear /g/ sound. Meanwhile, one (1) students pronounced it as [ɔˈlɪdʒen], with soft /g/ sound.

- **/g/ before /n/ in the same syllable, in the word assignment (item no.11)**
  There were twenty (20) students who pronounced the word in correct way as [ɔˈsaɪn.ənt]. Five (5) others pronounced it as [ɔˈsɪg.ənt], with a clear /g/ sound.

- **/g/ before /n/ in the same syllable, in the word resign (item no.22)**
  In the word resign, twentyfive (25) students were able to pronouncing it correctly as [riˈzaɪn].

- **/g/ before /n/ in the same syllable, in the word designer (item no.32)**
  There were twenty four (24) students who pronounced the word in correct way as [diˈzaɪ.ənə], while one (1) other pronounced it as [diˈzaɪɡ.nə], with a clear /g/ sound.

**Soft /g/ followed by /e/**
There were four (4) words (genius, oblige, generate, genre) followed by /e/ in the test, pronounced by twentyfive (25) students. There were hundred (100) utterances obtained, 89 utterances were pronounced correctly by the students and the rest, 11 utterances were pronounced incorrectly. The percentage can be seen in the diagram.

Diagram 4.5 Percentage of pronunciation on soft /g/ followed by /e/

- Followed by /e/, in the word genius (item no.3)
  There were twenty five (25) students who pronounced the word genius in correct way as [ˈdʒiː.ni.əs].
- Followed by /e/, in the word oblige (item no.8)
  There were sixteen (16) students who pronounced the word in correct way as [ˈə.blai.dʒ]. Nine (9) students were pronouncing it as [əˈblaɪ], with a clear /g/ sound.
- Followed by /e/, in the word generate (item no.14)
  There were twentythree (23) students who pronounced the word in correct way as [ˈdʒen.ə.ɹə], while two (2) others pronounced it as [ˈgen.ə.ɹə], with clear /g/ sound.
- Followed by /e/, in the word genre (item no.31)
  All of the students were able to pronouncing the word correctly. Twenty three (23) students pronounced it as [ˈdʒɒn.ə], while two (2) others pronounced it as [zɒn.ə].

Soft /g/ followed by /i/

There were five (5) words (ginger, gist, magic, giant, engineer) followed by /i/ in the test, pronounced by twentyfive (25) students. There were hundred and twentyfive (125) utterances, hundred and eighteen (118) utterances were pronounced correctly and only seven (7) which were not. In percentages, 94% of the students were able to pronouncing the words while the 6% were not. The diagram is displayed below.

Diagram 4.6 Percentage of pronunciation on soft /g/ followed by /i/

- Followed by /i/, in the word ginger (item no.3)
  There were twenty five (25) students who pronounced the word ginger in correct way as [ˈdʒɪŋ.ə].
- Followed by /i/, in the word gist (item no.5)
  There were sixteen (16) students who pronounced the word in correct way as [ɡɪst].
- Followed by /i/, in the word magic (item no.11)
  There were twentythree (23) students who pronounced the word in correct way as [ˈmæ.ɹə], while two (2) others pronounced it as [ˈmæ.ɹə], with clear /g/ sound.
- Followed by /i/, in the word giant (item no.17)
  All of the students were able to pronouncing the word correctly. Twenty three (23) students pronounced it as [ˈdʒæn.ə], while two (2) others pronounced it as [zæn.ə].
- Followed by /i/, in the word engineer (item no.23)
  All of the students were able to pronouncing the word correctly. Twenty three (23) students pronounced it as [ˈɪŋ.ə.ɹə], while two (2) others pronounced it as [ɪn.ə.ɹə].
Followed by /ɪ/, in the word ginger (item no.16)
There were twenty three (23) students who pronounced the word in correct way as ['dʒɪn.dʒɚ]. Meanwhile, one (1) student pronounced the word as [gm.dʒə], and one (1) other pronounced it as [ɡɪn.ɡə].

Followed by /ɪ/, in the word gist (item no.21)
There were twenty (20) students who were able to pronouncing the word in correct way as ['dʒɪst]. Five (5) others pronounced it as [ɡɪst].

Followed by /ɪ/, in the word magic (item no.26)
All of the students were able to pronouncing the word magic in correct way as ['mædʒ.ɪk].

Followed by /ɪ/, in the word giant (item no.33)
It was the same with the previous word, in the word giant, the whole students were able to pronouncing it correctly as ['dʒaɪ.ənt].

Followed by /ɪ/, in the word engineer (item no.38)
The total number of students (25) were able to pronouncing the word engineer in correct way as [ˌen.ˈdʒɪnər].

Soft /ɡ/ followed by /ɪ/

There were four (4) words (biology, cardiology, energy, tragedy) followed by /ɪ/, pronounced by twentyfive (25) students. Among hundred utterances, 93% of the students were able to pronouncing the words correctly, and 7% were not. The percentage displayed in the diagram.

Diagram 4.7 Percentage of pronunciation on soft /ɡ/ followed by /ɪ/

The specific results are described below.

Followed by /ɪ/, in the word biology (item no.1)
There were only one (1) student who pronounced the word as [baiˈɒl.ə.gi], while twenty four (24) others pronounced it in correct way as [baiˈɒl.ə.dʒi].

Followed by /ɪ/, in the word cardiology (item no.6)
There were two (2) students who pronouncing the word as [ˈkɑːr.dɪˈɒl.ə. ɡi], while the rest of the students (23) pronounced the word correctly as [ˌkɑːr.dɪˈɒl.ə. dʒi].

Followed by /ɪ/, in the word energy (item no.20)
In the word energy, the whole students were able to pronouncing it in correct way as [ˈen.ə.dʒi].

Followed by /ɪ/, in the word tragedy (item no.36)
There were four (4) students who pronouncing the word as [ˈtræɡ.ə.di], while the rest of the students (21) pronounced it correctly as [ˈtrædʒ.ə.dʒi].

Hard /ɡ/

There were four (4) words of hard /ɡ/ sound in the sentences, those were regulation, guilty, garbage, and target. Total utterances were hundred (100) pronounced by twentyfive (25) students. The correct pronunciation among them were eightyfour (84), while the sixteen (16) were belong to incorrect. The percentage showed in the diagram.

Diagram 4.8 Percentage of pronunciation on hard /ɡ/
The specific results are shown below.

- **Hard /g/, in the word regulation (item no.23)**
  There were three (3) students who pronounced the word as [ˌredʒəˈleɪʃən], with soft /g/. Meanwhile the rest of the students (22) pronounced the word in correct way as [ˌreg.ʒəˈleɪʃən].

- **Hard /g/, in the word guilty (item no.25)**
  All of the students were able to pronouncing the word guilty in correct way as [ˈɡɪlti].

- **Hard /g/, in the word garbage (item no.29)**
  There were two (2) students who pronounced the word as [ˈdʒɑːrˈbɪdʒ], with soft /g/ sound, while twenty three (23) others pronounced it correctly as [ˈɡɑːrˈbɪdʒ].

- **Hard /g/, in the word target (item no.40)**
  There were eleven (11) students who pronounced the word incorrectly as [ˈtɑːrˈdʒɪt], while fourteen (14) students pronounced the word in correct way as [ˈtɑːrˈɡɪt].

**Exceptions (/g/ sound with special pronunciation)**

There were four (4) sentences containing /g/ sound with special pronunciation, the words were signal, hunger, angle and signature. It belongs to exceptions because it does not follow the pronunciation of silent /g/, soft /g/, or hard /g/. There were twenty five (25) students pronouncing the sentences, so there were hundred (100) utterances in total. Among them, sixty seven (67) were belong to correct pronunciation, while twenty three (23) others were pronounced incorrectly. The percentage showed in the diagram.

**Diagram 4.9 Percentage of pronunciation on exceptions**

The specific results are shown below.

- **/g/ sound with special pronunciation, in the word signal (item no.7)**
  The word signal pronounced with clear /g/ sound. There were eighteen (18) students who pronounced the word in correct way as [ˈsɪgnəl], while seven (7) students pronounced it as [ˈsa.ɪnl].

- **/g/ sound with special pronunciation, in the word hunger (item no.12)**
The word *hunger* pronounced with clear /g/ sound. There were eleven (11) students who were able to pronouncing the word correctly as ['hʌŋ.gɚ'], while fourteen (14) students pronounced it as ['hʌŋ.ɚ'], without /g/.

- /g/ sound with special pronunciation, in the word *angle* (item no.28)
  The word *angle* pronounced with clear /g/ sound. There were fifteen (15) students who pronounced the word in correct way as ['æŋ.gl]. Meanwhile, ten (10) others pronounced it incorrectly as ['æn.dʒl], like in the word *angel*.

- /g/ sound with special pronunciation, in the word *signature* (item no.39)
  The word *signature* pronounced with clear /g/ sound. There were twenty three (23) students who were able to pronouncing the word in correct way as ['sɪɡ.nɪ.tʃɚ'], while two (2) others pronounced it as ['sə.nɪ.tʃɚ'], without /g/.

**Another form (words with /gh/)**

There were four (4) sentences containing words with /gh/ which pronounced by twentyfive (25) students, those are *insight, nightmare, tight*, and *enlighten*. With the total number hundred (100) utterances, fiftyeight (58) were correct and fortytwo (42) were incorrect. The percentage can be seen in the diagram below.

**Diagram 4.10 Percentage of pronunciation on words with /gh/**

The specific results are shown below.

- **Words with /gh/, in the word *insight* (item no.9)**
  The word *insight* pronounced with silent /g/ sound. There were twenty (20) students who pronounced the word in correct way as ['ɪn.saɪt]. Meanwhile, five (5) students pronounced it incorrectly as ['ɪn.saɪɡ], with clear /g/ sound.

- **Words with /gh/, in the word *nightmare* (item no.15)**
  The word *nightmare* pronounced with silent /g/ sound. There were only seven (7) students who pronounced the word in correct way as ['naɪt.mər]. The eighteen (18) others pronounced it incorrectly as ['naɪɡ.mər], with clear /g/ sound.

- **Words with /gh/, in the word *tight* (item no.27)**
  The word *tight* pronounced with silent /g/ sound. There were only eight (8) students who pronounced the word correctly as [taɪt]. The rest of the students (17) pronounced it incorrectly as [taɪɡ], with clear /g/ sound.

- **Words with /gh/, in the word *enlighten* (item no.35)**
  The word *enlighten* pronounced with silent /g/ sound. There were twentythree (23) students who were able to pronouncing the word in correct way as [ɪnˈlaɪ.tən], while two (2) others pronounced it incorrectly as [ɪnˈlaɪɡ.tən], with clear /g/ sound.

The percentage of correct pronunciation by each student was obtained by dividing the score with the number of items (40) and multiplied by 100. The following is the formula.

\[ X = \frac{\text{Correct pronunciation}}{\text{Total pronunciation}} \times 100\% \]
The result of the calculation can be seen in table below.

**Table 4.2 Students’ Pronunciation Score**

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents’ Code</th>
<th>Scores</th>
<th>Percentage of the Correct Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R1</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
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<td>R4</td>
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<td>80%</td>
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<tr>
<td>6</td>
<td>R6</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>33</td>
<td>82.5%</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>37</td>
<td>92.5%</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>34</td>
<td>85%</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>27</td>
<td>67.5%</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
<td>31</td>
<td>77.5%</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>39</td>
<td>97.5%</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>36</td>
<td>90%</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>20</td>
<td>R20</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>21</td>
<td>R21</td>
<td>37</td>
<td>92.5%</td>
</tr>
<tr>
<td>22</td>
<td>R22</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>23</td>
<td>R23</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>24</td>
<td>R24</td>
<td>27</td>
<td>67.5%</td>
</tr>
<tr>
<td>25</td>
<td>R25</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>32.6</td>
<td>81.5%</td>
</tr>
</tbody>
</table>
It can be seen from the table that the lowest score was 27 and the highest was 39. After the percentage of each students’ score was counted, then calculating the mean score by using the following formula. 

\[
\text{The mean} = \frac{\sum NC1}{\sum R}
\]

\[
= \frac{815}{25}
\]

\[= 32.6
\]

**Note:** 
NC1: number of correct item  
R: respondent (student)

It can be concluded from the calculation above that the students’ mean score was 32.6. Next, determine the average proportion of the correct pronunciation by dividing the sum of students’ correct answer with the maximum correct answer and multiplied by 100. The calculation as follows.

\[
\text{The average proportion} = \frac{\sum RCA}{\sum MCA} \times 100
\]

\[
= \frac{815}{1000} \times 100
\]

\[= 81.5\%
\]

**Note:** 
RCA: respondents’ correct answer  
MCA: maximum correct answer

It can be figure out that the average proportion of the correct pronunciation of /g/ sound by the fourth semester students of English Language Education Program of Universitas Brawijaya is 81.5%. According to mastery level in curriculum of 2004, the average proportion of the students belong to good achievement.

**Questionnaire**

The findings on questionnaire were analyzed based on each student. Whereas, the result of each item was as follow:

<table>
<thead>
<tr>
<th>Students' Experience on Pronunciation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult to dictionary when pronouncing English word</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Check the phonemic symbol to knowing that the pronunciation of a word is correct or incorrect</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Feel difficult to differentiate between allophones /g/</td>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>
4. Discussion

From the findings, it can be concluded that the average proportion is 81.5%. The average was compared with mastery level in curriculum of 2004, belongs to good achievement. The results highlight on four mastery levels which are excellent, good, average, and poor. They performed an excellent performance in pronouncing silent /g/ before /n/ in the same syllable and soft /g/ sound, good performance in pronouncing silent /g/ before /n/ at the beginning of a word and hard /g/ sound, average performance in pronouncing exceptions (/g/ sound with special pronunciation), and poor performance in pronouncing silent /g/ before /m/ in the same syllable, and also words with /gh/. It can be conclude that the students have no problem in pronouncing silent /g/ before /n/ at the beginning of a word (good), silent /g/ before /n/ at the end of a word (excellent), silent /g/ before /n/ in the same syllable (excellent), soft /g/ (excellent), and hard /g/ (good).

In excellent performance, there were pronunciation of silent /g/ before /n/ in the same syllable and soft /g/ sound. The students performed their pronunciation in correct way. They tended to not pronounce /g/ sound in silent /g/ before /n/ in the same syllable. For example, in the word resign, the total number of
the students (25) pronounced the word correctly as [rɪˈzæm]. In soft /ɡ/ sound, most of the students pronounced [dʒ] for the words. For example, in the word cardiology, only two (2) students pronounced it as [ˈkɑ.r.di.o.lɑ.ɡɪ], while the rest (23) pronounced the word in correct way as [ˈkɑ.r.di.o.lɑ.ɡɪ].

In good performance, there were pronunciation of silent /ɡ/ before /n/ at the beginning of a word and hard /ɡ/ sound. Several students did not pronounced /ɡ/ sound in silent /ɡ/ before /n/ at the beginning of a word. For example, in the word gnash. There were nineteen (19) students who pronounced the word correctly as [næʃ]. Six students pronounced the word incorrectly, three (3) students pronounced it as [dʒnæʃ], with soft /ɡ/ sound, and three (3) students pronounced it as [gnaʃ], with a clear /ɡ/ sound. In hard /ɡ/ sound, the students tended to pronounced [ɡ] for the words. For example in the word regulation, there were three (3) students who pronounced the word incorrectly as [ˈredʒəˌleɪʃən], with soft /ɡ/ sound. Meanwhile the rest of the students (22) pronounced the word in correct way as [ˌredʒəˌleɪʃən].

In average performance, there was pronunciation of /ɡ/ sound with special pronunciation. The students tended to not pronounce the /ɡ/ sound clearly. They did not pronounce the /ɡ/ sound in the words hunger, signal, and signature while they have to do the vice versa. In the word angle, some of the students tended to pronounce it with [dʒ], like in the word angel. It might because they do not matter to pronounce such English word that seem to be the same in spelling with the same pronunciation (angle and angel), while they do not know whether their pronunciation is correct or incorrect.

In poor performance, there were pronunciation of silent /ɡ/ before /n/ in the same syllable, and words with /ɡh/. In silent /ɡ/ before /n/ in the same syllable, the students tended to pronounce the word with clear /ɡ/ sound. For example, in the word diaphram, there were only five (5) students pronouncing the word correctly as [ˈdaɪ.ə.græm]. Twenty (20) students pronounced the word incorrectly, nine (9) students even pronounced it as [ˈdɑː.ə.ɡreɪm], like in the word diagram, while eleven (11) others pronounced it as [ˈdɑː.ə.ɡreɪm], with clear /ɡ/ sound. It might naturally occur since their native language is Indonesian, where each consonant should be pronounced clearly (Chaer, 2011). It is in line with the previous study done by [5] that one of the factors that might affect students’ pronunciation is the interference of the mother tongue, in other words, the native language of the students themselves. In addition, from the questionnaire which had been distributed to the students, two of them thought that they should pronounce the word paradigm with [ɡ] sound, while one other pronounced it with [dʒ] (see subchapter 4.1.2). Further, from the total number of the students (25), seven of them confirmed that they do not check the phonemic symbols of the word to know whether their pronunciation is correct or incorrect but they feel difficult to differentiate the allophones of /ɡ/ sound. It may become a problem of why they cannot pronounce the word correctly. Whereas, in words with /ɡh/, several students also tended to pronounce /ɡh/ sound clearly. For example, in the word tight. There were eight (8) students pronounced the word correctly as [tɑɪt], while the rest (17) pronounced it incorrectly as [taɪg], with clear /ɡ/ sound. It may occur naturally since their native language is Indonesian which consonants should be pronounced clearly (Chaer, 2011). According to Kenworthy (1987) the native language could affect students’ pronunciation because there are any differences in the sound system, while in this case Indonesian and English. Further, Kenworthy (1987) also stated that motivation may influenced students’ pronunciation since some of the students did not check the dictionary although they felt difficult to differentiate allophones /ɡ/.

Although the high number of incorrect pronunciation came from three dimension which had been explained, there was one word mispronounced quite a lot by the students. In the word target, eleven (11) from twentyfive (25) students pronounced the word as [ˈtɑː.tɑːr. dʒɪt]. From the questionnaire, fifteen (15) from twentyfive (25) students’ answered that they should pronounce the word with [dʒ]. From those fifteen students, two students did not feel difficult to differentiate allophones of /ɡ/ and also did not check the phonemic symbol of the word, five students did not feel difficult to differentiate allophones of /ɡ/ but they checked the phonemic symbol of the word, four students feel difficult to differentiate allophone of /ɡ/ but they did not check the phonemic symbol of the word, and four students feel difficult to differentiate allophones and they checked the phonemic symbol of the word. These various answers could be the problem that they mispronounced particular word, because several of students felt they do not necessary to confirm whether their pronunciation was correct or incorrect although they feel difficult to differentiate allophones of /ɡ/.

Cite this as:
5. Conclusion

The conclusions of the research are the vary of students’ mastery level toward the dimension of pronunciation of /g/ sound, and the problems that may be faced by the students in pronouncing /g/ sound, including the differences of sound systems between their native language (Indonesian) and their foreign language (English) and their motivation as well.

Students’ mastery level is various toward the dimensions of pronunciation of /g/ sound. Those are excellent in pronunciation of silent /g/ before /n/ at the end of a word, silent /g/ before /n/ in the same syllable, soft /g/ sound; good in pronunciation of silent /g/ before /n/ at the beginning of a word and hard /g/ sound; average in pronunciation of the exception (words with special pronunciation); and poor in pronunciation of silent /g/ before /n/ in the same syllable and words with /gh/ sound. Besides, there are two problems that may be faced by the students to pronounce /g/ sound. The first problem is the differences of sound systems between their native language (Indonesian) and their foreign language (English). The second problem might be caused by the students’ motivation in pronouncing /g/ sound. They have different willingness in checking the correct pronunciation of particular words whether they felt difficult to differentiate allophones /g/ or not, based on their answers on the questionnaire.

6. References

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BIOGRAPHIES OF AUTHORS

First author’s

Febby Dwi Adeline

Febby is an English teacher of SMP Muhammadiyah 1 Sidoarjo, JI. KH. Samanhudi 81 Jasem Bulusidokare Sidoarjo, Indonesia