MADRASAH ALIYAH AL-FADLLIYAH STUDENTS HAVE PROBLEMS WHEN FACING THE TRIGRAPH CONSONANT WORDS

Nisa Nuraeni *¹
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
nisanuraeni001@gmail.com

Abstract

Mastery of the English language is crucial in the current era, particularly in global communication. The ability to convey ideas and the essence of dialogue effectively relies heavily on accurate pronunciation. This research aims to identify and understand pronunciation errors in three specific consonants (trigraphs) in the English language. The three research objectives involve calculating the number of errors, identifying their causes, and seeking solutions to avoid similar mistakes. The research methodology employed is qualitative to comprehend concepts and experiences, followed by quantitative methods to determine words with trigraphs and select the most challenging ones. Data was collected through documentation and surveys, utilizing audio recordings from twelfth-grade students at Madrasah Al-Fadlliyah. The research results are expected to provide in-depth insights into the phenomenon of trigraph pronunciation in the context of English language education.

Keywords: Errors, Madrasah Students, Pronunciation, Trigraph

INTRODUCTION

One of the most widespread and important languages in the world is the English language (Kusuma, 2019). English is one of the main languages that is most used in the world, it is often used when people around the world want to communicate with other people around the globe when they don't know how to speak each other language. English itself has two different variations, namely: Both British and American English are used. British English is the language spoken by the vast majority of educated people in South and Southeast England, particularly in London and its surrounding areas. American English is the general American English spoken by the vast majority of Americans (Han, 2019).

In communication, vocabulary and pronunciation are a must that people have to master or understand. Pronunciation is an integral part of language, and it's important to remember to avoid misunderstandings in communication (Gunantar & Rosaria,

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¹ Correspondence author

2020). When we are communicating with other people, it is important to be able to deliver your ideas or the essence of your dialogue to your speaking partner, and this is where pronunciation becomes a key part. Due to the many different accents and variations in the English language, it is not very uncommon when miscommunication happens to people of a different region.

To understand the difficulties that may arise in the process of learning to read and spell, this research investigates the issues faced by students at Madrasah Aliyah Al-Fadllyiah with trigraph consonant words. Madrasah Aliyah Al-Fadllyiah is an educational institution with its unique curriculum, teaching methods, and students (Sopwandin, 2019a).

Consonant trigraphs is combination of three vowel characters, and a triphthong is the union of three vowels sounds (Котлер, 2008), which can be complex to understand and pronounce for some students, especially those who are new to reading and spelling. Studies on this issue may focus on identifying specific problems encountered by students, such as identifying, pronouncing, or recalling words with particular trigraph consonant patterns.

In this study, I will select ten examples of high school students to better understand their difficulties with the pronunciation of three consonant combinations and the logical reasons behind possible errors. I will be taking examples from 3 consonants that are often challenging to articulate: 'Ght' (as in the words "night" or "thought") Often difficult because the "ght" combination is not pronounced conventionally in English. 'Gth' (for instance, in words like "length" or "strength") Additionally, it might be challenging as these words are seldom found at the beginning of English words. While 'tch' (such as in "match" or "watch") The use of 'tch' to produce the sound /tʃ/ (like "ch" in "church") is not a common consonant pattern in English. Based on observations made of each student, it is known that these three consonants— ght, gth, and tch—are among the most challenging consonants encountered by people. Therefore, we will employ them in our study and incorporate them into the questionnaire.

This study conducted on basis of problems that are in need for research and raises a question: How often and many the case of Trigraph Consonant error happen, what is the reasons or the trigger that make the error happens, is there any way to prevent this error might happen again?

Based from the previous problems and initial reasons there are three goal that we might focused this study on. The aims of this study is first, to investigate how much and often does the error on three consonant words happens to common students. Second, to know what is the reasons for the error happens and also to investigate if someone's original language or accents took an important role in the error pronunciation. The last one is to know or research if there is a good way to correct the error or to prevent the error from happening again.

RESEARCH METHOD

In this study, I will use qualitative methods. Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (Aspers & Corte, 2019). I will first use the qualitative methods, which means it involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research (Ashadi et al., 2023). Then after the data is sorted, we will use quantitative methods to determine which words have Trigraph Consonants elements and by elimination pick the hardest one based on the masses or Google.

In every research, data is one thing that is really needed. Data is information or value obtained from observing an object, data can be in the form of numbers and can also be symbols or properties (Helmi, 2021). The study included 10 students from class XII at Madrasah Aliyah Al-Fadlliyah who were in the stage of learning English. Our decision to choose class XII students as the population of this study is based on the way students learn class XII which is still the same as in other schools. In Madrasah Aliyah Al-Fadlliyah school learning English is a common thing to do in everyday life, because in this school sometimes when we talk with anyone we are trying to use English.

At first, some students refused to participate for the audio recording on the way they pronounced the sentence or the difficult words, because they reasoned that their pronunciation in English is still lacking. After several times by persuading them, they are finally willing to be our research material. So, we can guarantee that our test subject is fully approved to be included in the test and there's no illegal activities, violence or blackmail happen.

The data that shown in this study is collected by using the methods of documentation and questionnaires. Questionaries are any group of written questions to which participants are asked to respond in writing (Morgan & Harmon, 2001). I used audio recording as a media to collect a necessary data for the studies, the audio recording come from ten high school students with enough English language education. The data that we collect from the audio recording will be written and reported along with other data that we get from other research, mainly from many other studies. This method will help us to give more context and wider information that will provide in depth description.

Regarding the audio recording, we provided the students with some sentences that included some difficult words that had three consonants in them and then asked them to record their voices while speaking the sentence.

The method we used in this study is both qualitative and quantitative. Qualitative research is research about the research of nature and tends to use analysis and this research is discovery in nature (Mappasere & Suyuti, 2019). Qualitative methods are used to obtain particular information about the Trigraph pronunciation, this information will be used when the audio recording is played and judge the accurateness (Sopwandin, 2019b). We will identify the audio recording and sort it to support our analysis.

After the first stage is completed, I will be using a quantitative method. The quantitative approach originates from a robust academic tradition that relies on numbers to depict ideas or opinions (Amaratunga et al., 2002). This quantitative method will aid in summarizing and obtaining precise figures regarding the errors and difficulties encountered by students when noting sentences containing Trigraph Consonants. Quantitative analysis is employed to acquire error percentages before we delve into analyzing and further explaining the phenomenon to address our questions.

FINDINGS AND DISCUSSION
Trigraph Consonants Error Analysis
For this study, I have already prepared some sentence and Trigraph consonants that the participants will have to record. As a reminder, some three consonants will be used in several different words. Here is the following sentence that I use for the analysis:
1. You are underestimate the length I could go to become a playwright
2. The height of the students in front of me distraught me from taking a list on the blackboard
3. The height of the students in front of me distraught me from taking a list on the blackboard
4. We share the same brain wavelength when thinking Lucian's eyesight strength.
5. Caterpillars will make us feel itchy and suffer when we touch them.

As you can see, Trigraph consonants ght and gth is used several times, and as we already said, it is to give us more accurate data.

Trigraph Consonants	English Words	Pronounced as
gth	Length	Leŋkθ
ght	Playwright	Pleɪraɪt
ght	Height	Haɪt
ght	Distraught	Dɪˈstrɔːt
gth	Wavelength	Weɪvleŋkθ
ght	Eyesight	ˈaɪsaɪt
gth	Strength	Streŋkθ
tch	Itchy	ˈɪtʃi

After analyzed and sorted the recording, there is evidence that some students have a hard time pronouncing the Trigraph consonants ght and gth. The students seemed to pronounce in a 'clear' manner, they tried to pronounce every alphabet or just substitute it with the sound –ch. For example, some students pronounce the word 'length' as 'lengch'.

Other than the previous reason, I also find out that the absence of phenome [θ] in Bahasa Indonesia is also the problem. In Bahasa Indonesia, there is no phenome [θ] in the list, so this is strong evidence that the errors that happen to the student's English pronunciation are affected by the student's original language. There is also a fact that in Bahasa Indonesia, the words and pronunciation seem to be more linked, easy, and accurate to each other. Trigraph consonants in Indonesia itself are almost never heard of, so it is also a new reason for the Indonesian people to have a hard time when facing Trigraph consonant words when learning English.

Here is the percentage of the error and correctness of the Trigraph consonants pronunciation that we already sorted.

No	Trigraph Consonants	Result	
		Correct	Error
1	gth	33.33%	66.67%
2	ght	47.5%	52.5%
3	tch	70%	30%
Total		150.83%	149.17%
Mean		50.27%	49.72%

From the total percentage that we already sorted and calculated from above. It is clear that a big percentage of students have a hard time pronounced the Trigraph Consonants we are already given. Tch consonants however, seems to have easier pronunciation than the two others.

Pronounciation Error Trigger Analysis

After we researched for a bit, there are several reasons that trigger the pronunciation errors that happen to the students:

First, the regional accents of the students have a big impact on how they pronounce their English, and not only the Trigraph consonant. Their intonation and stress in each word sometimes are very varied compared to standard English, and this is also the main reason why when we listen to their English, there might be confusion.

Second, the lack of some vowels or phenomes in Bahasa Indonesia that are introduced in the English language. As I already said before, the students have a hard time learning and pronouncing the phenomena that are new to them. There is also a reason why we learn English, the first time we learn is to remember the vocabulary, not

the most basic ones like introducing English vowels or new phenomes. So how we pronounce the words might stick for so long that it feels hard for us to correct it.

Error Preventing Analysis

There is no clear or immediate way to prevent the error from happening again, unfortunately. You have to re-learn the necessary vowels or phenomes or hear the correct pronunciation more often to correct the error. But personally, as long as your English is understandable by your communication partner it seems to be enough. However, if you want to impress anyone, master English and prepare if your communication partner is someone formal and respected so you don't want to feel embarrassed, you can learn the pronunciation bit by bit by understanding more English vowels and phenomes. Practicing English by trying to speak English with foreign people is also a good way to learn faster, or you can watch some native English speaker speak or try to follow some English language expert's video.

CONCLUSION

The English language stands as one of the most prevalent and vital languages globally, facilitating communication across diverse cultures when individuals lack a shared native language. With its two major variations—British and American English—serving as prominent linguistic pillars, it becomes essential to navigate pronunciation for effective communication. Pronunciation, a fundamental aspect of language, significantly impacts effective communication, minimizing misunderstandings. This research probes the challenges encountered by Madrasah Aliyah Al-Fadllyiah students when confronted with trigraph consonant words, aiming to unravel specific difficulties in reading and spelling. Trigraph consonants, intricate combinations of three consonant characters, pose complexities for students, particularly those in the nascent stages of language acquisition. The focus revolves around identifying, articulating, and recalling words with these specific consonant patterns.

Ten high school students were selected for the study to gauge their struggles in pronouncing three challenging consonant combinations: 'Ght', 'Gth', and 'Tch'. These were identified as among the most arduous consonants. The research questioned the frequency and causes of Trigraph Consonant errors and aimed to explore potential preventive measures. The methodology combined qualitative and quantitative approaches. Qualitative analysis provided insights into pronunciation challenges, while quantitative methods delineated error percentages, elucidating the intricacies faced by students. The findings highlighted prevalent mispronunciations of 'Ght' and 'Gth', often substituted or articulated unclearly, reflecting the influence of students' native language, Bahasa Indonesia, devoid of certain phonemes found in English. The error analysis revealed pronounced difficulties in enunciating Trigraph Consonants, with 'Tch' being comparatively more manageable. The study indicated that regional accents, divergent intonations, and the absence of certain phonemes in Bahasa Indonesia

contributed to mispronunciations. To prevent such errors, a comprehensive relearning process involving understanding new phonemes or engaging in regular exposure to accurate pronunciation is suggested. In essence, the research underscores the complexities students face when navigating English pronunciation, attributing errors to linguistic differences and emphasizing the need for targeted learning strategies to overcome these challenges.

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