AN ERROR ANALYSIS OF ENGLISH VOICELESS PLOSIVE CONSONANT SOUNDS PRONOUNCED BY THE TENTH GRADE STUDENTS AT DARUL FALLAH ISLAMIC BOARDING SCHOOL PONOROGO

THESIS

By

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ABSTRACT

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Key Words: *Error Analysis, Pronunciation, Plosive Voiceless Consonant Sounds.*

Islamic boarding schools are institutions that not only study general subjects, but they also learn more about religion, mental discipline and languages. In terms of language, Islamic boarding school students are guided to be able to speak two languages, namely Arabic and English, both spoken and written. Therefore, this thesis discussed the error analysis in pronunciation voiceless plosive consonant sounds, the description of error and factor that influenced the occurrence of errors by the tenth grade at Darul Fallah Islamic Boarding School.

The purposes of this research are: [1] to describe the error done by the tenth grades students at Darul Fallah Islamic Boarding School Ponorogo, [2] to know the types of error and [3] to know factors that influence students to make errors while pronouncing words in English, especially in voiceless plosive consonant sounds.

In this research, the researcher used qualitative method. in this research the researcher used documentation, interview, and observation as instrument data collection, and the data were changed into transcript, typically characteristic of qualitative method. This research also used numbers, percentage as the result to know the most dominant errors. The data then analyzed using Surface Strategy Taxonomy proposed by Dulay's theory. The subject of the research was the tenth grade Students at Darul Fallah Islamic Boarding School Ponorogo.

The result of the research shows that: 1) The error that usually happens done by deleting the aspirated [p] [t] [k] sounds in the word; 2) there are four types of error based on Dulays` surface strategy taxonomy, they are omission, addition, missformation, and missordering. The type of addition is the most common type of error with an average value of 24,8% made by students that mean it was the most common errors based on strategy taxonomy.3) The result of the study also showed that the causes of errors are influenced by internal factor, it called behavior which can be seen from the inactivity of students in studying or repeating the material given by the teacher.

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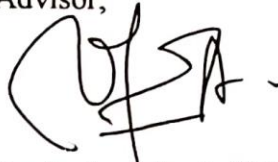
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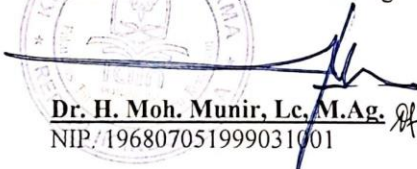has been approved by the board of examiners on
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CHAPTER I
INTRODUCTION

A. Background of the Study

Clear pronunciation is one of the basic prerequisites of learner competence and one of the most important characteristics of language teaching. Good pronunciation leads to learning, but bad pronunciation leads to great difficulties in language learning. According to Hismanoglu, pronunciation lessons are very important for oral communication. It is also an important part of your communication skills. Pronunciation is the most important thing for correct communication. Mispronunciations inevitably lead to misinterpretation of the message by the recipient. Pronunciation of the letters of a word or stressing of the syllables of part of a word, in most cases, dramatically alters the meaning and context of the word, irreversibly altering the meaning of the sentence being conveyed. Another important aspect of pronunciation is the correct use of English pronunciation to make a person stand out and add value to an individual.[1]

Even though the Islamic boarding school already uses English regularly, there are still many errors that are encountered when students speak in English. In the field of foreign language learning, error analysis is a very important study that deserves attention. The language learning process will inevitably involve students making mistakes when writing a sentence or speaking. Most second language learners will make error no matter how effective the teaching or learning environment is. Second language learner errors are the result of many different factors, errors can be caused by first language interference or temporary incompleteness in second language learners' grammar. The underlying assumption of this view is that content errors in second language learners are common in both first and second language learning.

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[1] Hismanoglu, M. (2006).Current Perspectives on Pronunciation Learning and Teaching. Journal of Language and Linguistic Studies, 2(1), 101-110.

The goal of error analysis by J. Richard et al. related to the approaches and strategies used in both teaching and learning, is to first identify the strategies learners use in language learning. Second, try to identify the causes of learner mistakes, that is, to examine the motivations behind making such mistakes as a first attempt to eliminate them. Third, to obtain information about common difficulties in language learning, either as teaching materials or in the development of teaching materials. Her two main sources of errors formed by the error analysis approach are interlingual errors, errors caused by the interference of the learner's linguistic background and native language, and those that occur when the learner abuses the language. This is an intralingual error, which is an error that Given that the root causes of errors lie within and between the target language itself and the learner's misuse of certain target language rules, the rules of the target language rules.[2]

Based on preliminary research, researchers randomly asked students to pronounce and read an English word list, and 30 English words were displayed. Students had to rely on smartphone applications and teacher pronunciation to help them learn pronunciation. The researcher and English teacher gave the students some English words. Researchers found that students still make mistakes in pronouncing English consonants like [p] [t] and [k] because they do not have enough knowledge about English consonants. The researchers also found some problems, the following phenomenon. Some students were unable to pronounce English consonants, some students had no knowledge to pronounce English consonants correctly, and some students were confused about pronunciation of English consonants, especially unvoiced plosive consonants.

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[2] Richards J. C., & Rodgers T. S.(2001). Approaches and Methods in Language Teaching. (2nd edition), Cambridge University Press: Cambridge, UK. P. 153

Plosive sounds are made by forming a complete obstruction to the flow of air through the mouth and nose[3]. The first stage is that a closure occurs. Then the flow of air builds up and finally the closure is released, making an explosion of air that causes a sharp noise. Plosives are „maintainable" stops because they can be held for a long time, and the closure portion arises from a deliberate articulation. The term „plosive" relates to the way the stop is released – with what is sometimes called an „explosion".[4] Stops (also called plosives): The air stream is blocked completely somewhere in the mouth, air pressure builds up, and then it`s released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.

Plosives also involve a complete blockage of air flow, due to full closure at some point in the mouth[5]. So to get an explosion sound like this, we have to first block the air and hold it for a bit, then let the air flow with the explosion. But when students or some people want to say something faster, most people slander more than they should. So researchers are interested in picking up this case at that point.

This research was conducted at Darul Fallah Islamic Boarding School. Darul Fallah Islamic Boarding School is located in Ponorogo. This Islamic boarding school is based on a modern-based boarding school that uses three languages, namely Arabic, English, and Indonesian. With the existence of a conversation program in the morning and before going to bed by the language court, it should be an encouragement for them to improve their language skills and can reduce errors or mistakes in pronunciation. Even so, it turns out that there are still many errors in the pronunciation of some words in English, especially in voiceless plosive consonant sounds. That's why the researcher

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[3] Parvis Birjandi and Mohammad Ali Salmani-Nodoushan, An Introduction to Phonetics, (Tehran: Zabankadeh Publication, 2005), p.47

[4] Richards J. C., & Rodgers T. S.(2001). Approaches and Methods in Language Teaching. (2nd edition), Cambridge University Press: Cambridge, UK. P. 153

[5] Robert Kirchner, *Phonetics and phonology: understanding the sounds of speech.(* University of Alberta), p. 10

chose this place, because the researcher considered that this place was suitable for conducting case studies related to error analysis in pronunciation.

Based on the problem that happen, researcher decided to research one of the problems as mentioned above, that is analyzing the students errors in pronouncing voiceless plosive consonant sounds in Darul Fallah Islamic Boarding School Ponorogo.

B. Research Focus

In this research, the researcher focuses on analyzing the student`s errors in pronouncing voiceless plosive consonant sounds by the tenth grade students at Darul Fallah Islamic Boarding School Ponorogo.

C. Statement of the Problem

1. How are the students` errors in pronouncing the voiceless plosive consonant sounds at Darul Fallah Islamic Boarding School Ponorogo ?

2. What are the types of errors made by students at Darul Fallah Islamic Boarding School Ponorogo?

3. Why do the tenth grade students at Darul Fallah Islamic Boarding School Ponorogo commit such error in pronouncing voiceless plosive consonant sounds?

D. Objectives of the Study

1. To clarify the voiceless plosive consonant sounds error pronounced by the tenth grade students at Darul Fallah Islamic Boarding School Ponorogo.

2. To identify the types of errors made by students at Darul Fallah Islamic Boarding School Ponorogo

3. To describe the reasons behind the tenth grade students at Darul Fallah Islamic Boarding School Ponorogo committing such error in pronouncing voiceless plosive consonant sounds.

E. Significans of the Study

In this study, the researcher really hopes that this research can be useful for everyone, especially in the academic field. In addition, the researcher also wants this research to be useful for:

1. Theoretical Benefits

   a. For the Students, it is hoped that they gain knowledge about voiceless plosive consonant sounds and they will speak English words more clearly and better. Besides, it will make it easier for them in the process of mastering the language.

   b. For the teachers, this study hopes to help English teachers to add more material that will teach their students, especially about the practice and pronunciation of voiceless plosive consonant sounds.

   c. For the researcher, this study could be a great experience to face the future when she becomes a real teacher.

2. Practical Benefits

   Given the importance of English in the life of modern society, this research is expected to be able to provide new insights for those who are more or less familiar with or practice English in their lives.

F. Organization of the Study

To make easier in writing the thesis, the researcher divided this thesis into fifth chapters. Chapter 1 discusses the most basic thing that is the introduction. This chapter will introduce the whole of the research which involves; background of the study, research focus, research questions, research objectives, significant of the study, and organization of the study.

Chapter 2 discusses previous research findings and theoretical background. This chapter discusses previous research findings related to the subject matter and theoretical

background. In this chapter, the theoretical study contains a discussion of the theory that will be used by researchers related to the research to be carried out. While in the previous research findings, the researchers conducted a search related to previous research and those that are relevant to the research to be carried out.

Chapter 3 discusses research method. This chapter explains about research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research procedures.

Chapter 4 discusses findings and discussion. This section contains a description of the general description related to the research background. This description is the first step for researchers to conduct research, here is explained related to the situation of the research background and the character of the subject of the research location. In addition, this chapter also discusses the exposure of the data from this research. In the presentation of the data, information is presented from the results of data processing that has been carried out according to the procedures written in the previous chapter and then be discussed in the discussion section.

Chapter 5 is closing. This chapter explains conclusion of the research and recommendation. Here the researcher explains the answers to the questions posed by the researcher in the first chapter. For the suggestions section, the researcher provides suggestions related to the practical benefits of research.

CHAPTER II

LITERATURE REVIEW

A. Theorethical Background

This part of the chapter covers some theories and research studies which are related with the topic. Those are error, phonetics, pronunciation, and aspirated sounds.

1. Error

According to H. Douglas Brown in his book, mistake must be carefully distinguished from errors of a second language learner in the language of the learner that are direct manifestations of a system within which a learner is a operating at the time and mistakes.[6]

a) Error Analysis

Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language.[7]

Error analysis methods view errors as a process of experimentation rather than habit formation. Mistakes by foreign language learners are considered inevitable, natural, and an important part of the learning process. One of the important roles of error analysis is its success in evaluating errors from useless to activity-oriented in the learning process. The mistakes made by the learner play an important role, not as a habit that must be eliminated or as a result that arises because of differences in structure and grammar but as evidence that supports the constructive hypothesis of the learner. Competency

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[6] H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition,*(San Francisco State University,Adision Wasely Longman, 2007), 258.

[7] Ali Akbar Khansir, *Error Analysis and Second Language Acquisition*. Bushehr University of Medical Sciences and Health Services, Iran. 2004. Accesed on 3rd Apr 2018

error is the application of several rules that are not related to the rules of the second language, while the performance error is a slip of the tongue error which is the result of the learner's failure to use the rules of the second language due to imperfections in the production of linguistic units.

b) **Distinction between Error and Mistake**

Error and mistake are not the same thing. But most the people still misunderstand about the definition of both. To be more clarified between error and mistake. Julian Edge suggests that mistake can be divided into two broad categories: "slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it)." Hubbard et al as cited in Santi Novianti, said "error caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses or memory, confusion, slips, of the tongue and so on."

According to Erdogan, cited in Nurul Fitrah Syam, learners make mistakes in writing and speaking due to lack of attention, fatigue, negligence, or other aspects of performance. Errors can self-correct if attention is required. In other words, mistakes are mistakes that learners can correct themselves. From these definitions above, researchers can also conclude that a mistake is simply an oversight that the learner forgot the correct form. It's a deviation to do. To distinguish between error and mistake, Ellis also suggests two possibilities, as Erdogan mentioned. The first is to check the consistency of the learner's writing. Sometimes they are using the correct form and sometimes they are using the wrong form. But if they always using it wrong,it

called error. A second option is to ask learners to correct their deviant statements. If they cannot do either, the discrepancy is a mistake, and a mistake while successful. In fact, learners often make mistakes when learning a foreign language. So if the learner makes a mistake verbally or in writing, it's not a big deal because the mistake can be corrected. However, learning another language becomes difficult because the target language has a different system than the native language. For this reason, analyzing learning errors in learning another language would be more interesting than error analysis.

According to Brown, a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly.[8] Corder pointed out that deviations due to ignorance lead to errors (in that technical sense). It shows incompetence. An error occurs if the learner does not perform the competencies. That is, it is the result of processing problems that prevents learners from assessing their knowledge of the rules of the target language and resorts to more easily accessible alternative, non-standard rules. Errors are therefore a performance phenomenon, a normal feature of native speaker speech, and a reflection of processing errors due to conflicting plans, memory limitations, and lack of automation.[9]

Sometimes researchers distinguish between errors cause by factors such as fatigue and inattention, Chomsky in H. Dulays` book, called "performance" factors, and errors resulting from lack of knowledge of the rules of the language, called competence.[10] Distinguishing between performance and competency errors is very important, but it is often difficult

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[8] H. D. Brown, *Principles of Language Learning and Teaching (5th.ed)*, (United States:Pearson Education, 2007), p.257

[9] Richards J. C., & Rodgers T. S.(2001). Approaches and Methods in Language Teaching. (2nd edition), Cambridge University Press: Cambridge, UK. P. 153

[10] H, Dulay. OpCit. 139

to determine the nature of the error without careful analysis. To facilitate reference to deviations not yet classified as ability or performance defects, researchers do not limit the term "defect" to ability-based deviations. Researchers use error to refer to deviations from a chosen standard of language performance, regardless of the characteristics or causes of the deviation.

From the above explanation, we can conclude that the errors are systematic and cannot be corrected by the students themselves. This is to reflect the student's proficiency in the target language. On the contrary, it is a mistake that the student can correct himself, because the mistake is only the result of the student's performance. Based on quotation above, that errors and mistakes are different. Error are systematic deviation from the target. If the same patterns of the wrong sentences occur regularly in students answer and they do not know the system correctly so they make errors. Moreover, it can conclude of mistake may due to forget fullness or hesitation.

c) **The Importance of Error Analysis**

Error analysis is an important part of applied linguistics, second language and foreign language learning, as it deals with specific language problems and problems and also serves as a medium for providing solutions to these problems and problems. For teachers, error analysis plays an important role in second and foreign languages. It helps teachers understand new teaching methods by providing feedback on student mistakes.

Corder says that error analysis has two functions. The former is theoretical, the latter is practical. The theoretical aspects of error analysis are part of a methodology for studying language learning processes. Discovering

the nature of these psychological processes and the practical aspects of error analysis is a function that guides the corrective actions necessary to correct unsatisfactory situations for learners and teacher[11]. In short, error analysis has two functions. The first is a theoretical aspect that examines the process of language learning, and the second is a functional, practical aspect in corrective action.

d) Classification of Error

Some Experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguished three types of error according to their systematics:

a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently make a mistakes.[12]

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification of Dulay, at.al [13]

a. Linguistics Category Taxonomy

Linguistic categorization classifies errors according to language components and/or aspects of the error. Language components here include

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[11] S. P. Corder, *Error Analysis and Interlanguage*, Walton Street: Oxford University Press, 1981, p. 45

[12] Rod and Ellis, Opcit, p. 56

[13] Heidi Dulay, Opcit p.146

phonology (pronunciation), syntax and morphology (grammar), semantics and vocabulary (meaning and vocabulary), and discourse (style).

b. Surface Strategy Taxonomy

Learners can omit elements they want or add elements they don't want. It is possible to overlook or spoil geometric elements. This taxonomy classifies errors into four types: omission, addition, missformation, and missordering.

1) Omission

An omission is characterized by the absence of one or more elements required to form a phrase or sentence. For example, the word "test" [test] is pronounced [tes].

2) Addition

Addition are characterized by the presence of one or more non-essential elements. For example, the word "car" [ka:] is pronounced [kʌr]. Additional errors typically occur in the later stages of L2 acquisition when the learner has already mastered some rules of the target language. In fact, applying certain rules too faithfully will lead to even more errors. Three types of additional errors have been observed in the speech of L1 and L2 learners, double marks, regularization, and simple addition. These errors are a good indicator that some basic rules have been learned but no refinements have yet been made.

The first is a double marking error. Many additional errors are more precisely described as failing to remove certain elements that are required by some language constructs and not required by others. For example, in most English sentences, some semantic features, such as

tenses, can be syntactically marked only once. we say: Either he didn't know my name or we weren't there. This type of additional error is called double marking because two elements are marked for the same function instead of one (the tense in this example).

A normalization error is an error in which a marker normally added to a language element is incorrectly added to a particular class of exception element that executes or gets the marker. For example, both sheep and putti are regularizations with regular plurals and old markers -s and -ed added to elements that don't need markers, respectively.

Simple addition errors are the "piñata" subcategory of addition. If the addition error is neither a double mark nor a regularization, it is called a simple addition. There are no special features that characterize simple additions other than those that characterize all addition errors (uses of elements that do not occur in well-formed utterances). for example: the fish is live in water (the simple complement of the 3rd person singular -s) or a this (the simple complement of the article a).

3) Missformation

Missformations are characterized by the use of malformed elements in a phrase or sentence. For example, if the learner pronounces the word "thin" [ðin] as [zinn]. As with addition, malformations are usually not accidental. To date, three types of malformations have been commonly reported in the literature. regularization; archiforms; and alternative forms.

Normalization errors that fall into the malformed category are those where regular markers are used instead of irregular markers,

such as Runned for Ran or Gooses for Geese. Archiform. Choosing her one member of the class for a form that represents the other members of the class is a common feature of all stages of second language acquisition. For example, a learner can temporarily select only one of the English demonstrative adjectives this, that, these, and her to do some work.This dog; these dogs.

For this learner, this is an archi-demonstrative adjective that represents the entire class of demonstrative adjectives. Alternate Forms As learners' vocabulary and grammar grow, the use of arche forms often gives way to what appears to be very freely interchangeable between class members. So, empirically, we know that: Is it this dog or this cat?.

4) Misordering

Miss ordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word „ask" [a:sk] is pronounced as [a:ks].

In this research, the researcher used surface strategy taxonomy to classify the types of errors that students made.

c. Comparative Taxonomy

The classification of errors in comparative taxonomies is based on comparing the structure of second language errors with other types of structures. These comparisons identified his four main categories of error in this classification. They are developmental errors, cross-language errors, ambiguous errors, and definite errors.

d. Communicative Effect Taxonomy

While surface strategies and comparative taxonomies focus on aspects of the error itself, the communication impact taxonomy addresses errors in terms of their impact on listeners and readers. The emphasis was on distinguishing between misleading and misleading errors. This taxonomy classifies errors into two types: global errors and local errors. They are as follow:

1. Global Error

    Global errors are errors introduced into structural language that lead learners to misunderstand a spoken or written message or to believe that the message cannot be understood in its full context.[14]

    This affects the entire organization and severely impedes communication. For example, in the phonological aspect, learners say [kɒt] instead of [kɒf] when coughing. This condition can lead to misunderstandings between listener and speaker.

2. Local Error

    Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect learner says [ɪnfaɪt] in in.

e) **Types of Errors**

    Errors can be categorized into different error types. According to Jack C. Richard, errors he can be classified into two types. Cross-language and cross-language errors. The first type of error is called an interlingual error, which is caused by the interference of the student's native language. These mistakes occur when students try to translate their native language system into

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[14] Paramita Kusumawardhi, "The Analysis of Omission in English Narrative Composition Made by EFL Students". *Journal of English Language and Education*, Vol. 3 No. 2 (December 2017), p. 87

the English system they are currently studying. When students learn a foreign language, they already have the habits of their native language. So, as soon as we learn a new language or system, we tend to make such mistakes.

The second type of error is called intra verbal and developmental errors. Intra-linguistic and developmental errors force students to speak their mother tongue after a certain stage of learning. This type of error can be caused by the structure of the English language itself. This type of error has nothing to do with the student's native language.[15]

f) **Sources of Errors**

There are many explanations for different types of errors, so it's essential to go further and ask about the cause of the error. It was noted that in the first part of the study, errors were assumed to be the sole consequence of first-language habit impairments in second-language learning. is understood to mean the existence of other reasons for the failure to occur. Then he can separate the sources of the error into two domains, (i) inter-language transfers and (ii) intra-language transfers.

Interlanguage transfer is an important resource for language learners. The Dictionary of Language Teaching and Applied Linguistics (1992) defines inter linguistic errors as the result of linguistic transmission caused by the learner's first language. However, don't confuse this with a behaviorist approach to verbal communication. Error analysis sees them not as perpetuating old habits, but as signs that learners are internalizing and investigating new language systems.

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[15] Richard, Jack C. Error Analysis: Perspectives on Second Language Acquisition. London: Longman Group limited, 1980.

Cross-language errors can occur at various levels, including: B. Transfer of the phonological, morphological, grammatical and lexical semantic elements of the native language into the target language. These different levels can be explained by some mistakes Turkish students may have made. At the phonological level, students mispronounce some sounds due to non-existent sounds in Turkish. Try to pronounce the 'th' in 'thank you' as the 't' in 'tea'. Or the "th" in "they" as the "d" in "dean".

Interference by the student's native language is not the only source of error. As Ellis points out, some errors are universal and seem to reflect attempts to make it easier for learners to learn and use the target language. Using the old suffix "-ed" for all verbs is an example of simplification and over-generalization. These mistakes are common in the language of second language learners, regardless of their native language. Intra-language errors result from inadequate or partial learning of the target language rather than from language transmission. They can be caused by one element of the target language influencing another. For example, since the learner has not mastered the language yet, he tries to use two tenses at the same time in a sentence. If you say:*In the third-person singularity, the present tense ``is'' and the simple present tense verb end ``-s'' are required, so ``He is come here''.

In short, intra-linguistic errors arise from learners' attempts to construct concepts and hypotheses from their limited experience with the target language. Because of this, learners can make mistakes in many ways, as in the example below[16]:

* He made me to smile.

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[16] Vecide Erdogan. 2005. *Constribution of Error Analysis to Foreign Language Teaching. Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005, pp. 261-270*

* I want learning English.

* The meat smells freshly.

* Doctors always give us good advices.

According to Norrish, there are 4 causes of error which is usually made by students, those causes are:

1. Carelessness

Norrish explained that negligence goes hand in hand with lack of motivation. Many teachers admit that it's not always the students' fault that they lose interest, but neither the material nor the style of presentation suits him. One way he solves this problem is by having students review each other's work. Students can actively look for mistakes and use English as the language of instruction in this activity.

2. First Language Interference

Norrish suggests that learning a language, whether foreign or native, is a matter of habit formation. Skinner, as quoted by Norrish, describes the defining statement of the behaviorist theory of language learning. Language is essentially a set of habits, and when language learners try to learn new habits, old habits hinder new habits. This is "native interference". There are ways to overcome the initial audio interference. It teaches specific structures so that learners can look at language elements from different angles. Learners have the opportunity to use objects in appropriate situations.

3. Translation

Norrish says there is another reason students make translation mistakes. That's what happens when students translate word for word into idioms. It can occur during a discussion when students reach a stage where

they focus more on the message (what they want to say) rather than the code they are using to express it (the language itself).

4. Overgeneralization

Norrish says that overgeneralization is a result of mixing structures learned early in the training sequence. An example is "I'm going to visit my grandmother in the hospital." In this example, the sentence shows a mixture of the continuous present tense and the simple present tense. [17]

Besides that, According to Felix as cited in Leontiev & James, a linguist, who said that source of errors in pronunciation is influenced by two factor, they are internal and external factors.[18]

1. Internal Factor

Internal factors here mean that the student's own internal factors play an important role in learning English vocabulary. According to his Felix quoted in Leontiev & James, "students are the most important factor in learning English vocabulary". Students have several characteristics, such as age, motivation, and behavior. When it comes to age, teens learn differently than adults.

Therefore, teachers should be aware of this difference. Toddlers tend to have limited attention spans, and adults tend to pay more attention to lessons. The next thing to consider is student motivation. Students who are highly motivated tend to perform better than those who are not. It is the teacher's job to inspire unmotivated students to become interested in learning. Given student behavior, teachers also need to know if students are diligent

[17] Norrish, J. (1983). *Language learners and their errors* (R.H. Flavell ed.). London: The MacMillan Press Limited.

[18] Lenntiev, A. A, & James, C. V. (Eds. (1981)). *Psychology and the Language Learning Process*. Oxford : Pergamon Institute.

enough to review the material. Because memorizing vocabulary is essential for students to develop their ability to master the English language.

2. External Factor

External factors are factors outside students that influence them in learning English vocabulary pronunciation. Those are:

a. Time

As quoted in Leontiev & James, Felix said: When time is limited, it is the teacher's job to create summaries and teach students the most important material in the allotted time. Teachers sometimes go beyond the material they actually create and only do exercises for exams. Due to the "grade orientation", students lack theoretical material. In this state, teachers focus only on performance and ignore the process of language learning.

b. Frequency of Learners" Contact with the Language

As quoted in Leontiev & James, according to Felix, a more important factor besides time is the frequency with which the learner is exposed to the language. This means whether the teaching and learning process is effective regardless of the time available. If you set the right goals for a short period of time, you may get better results than if you set the wrong goals and study for a long period of time.

c. The Number of Students in the Classroom

As quoted in Leontiev & James, Felix adds: Teachers can easily identify students, and materials can be effectively delivered even when the number of students in the class is small.

g) **Phonetics**

Phonetics, which can be defined as the study of the sounds of human speech, can be approached from three different perspectives. Articulatory phonetics deals

with the physiological mechanisms of speech production. Acoustic phonetics studies the physical properties of sound waves in messages. Auditory phonetics deals with the listener's perception of speech. Treatment in this book is limited to his first two of these approaches. The exclusion of auditory phonetics is largely due to the practical concerns of our primary readership and the scarce information available about how the brain works and how speech is perceived.[19].

In phonetic, we outline the position to that the articulator moves (the combination of active articulator and passive articulator). We tend to shaping the place of articulation we are defining the style of articulation. Additionally to the place and manner articulation of a vocal tract constriction, the definition of a speech sound will also embrace the states of the velum and larynx, likewise because the techniques of obtaining the air to move

a. **Organ of Speech**

There is a certain verse in our vocal tract when we make a sound. They move, block air, and help create sounds (words, phrases, or language). However, let us call the organs that produce sound the speech organs. Below are the speech organs and how they produce sounds.

Lips help produce a variety of tones, mainly lips, bilips, and labial teeth. Bilips are produced by the upper and lower lips, such as /p/, /b/, /m/, /w/. A labiodental is produced by the upper teeth and lower lip. For example: /f/ and /v/.

The teeth are mainly responsible for the production of labial and lingual teeth sounds. The lingam tooth sound is produced by placing the tip of the tongue between the upper and lower lips such as /f/ and /v/.

The tongue is usually divided into different parts, tp, blade, front, back, root. The tongue plays an important role in the production of almost all speech sounds.

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[19] Yavas, Mehmet. 2011. *Applied English Phonology* (2nd ed). United Kingdom: Wiley Blckwell.

Alveolar consonants are produced by the front part of the tongue at the alveolar crest. Sounds made when the tongue touches the alveolar ridge, such as /t//z/l/, /d/, and /n/. With the /s/ sound, air from the lungs flows continuously through the mouth, but the tongue is raised well near the alveolar ridge.

The hard palate, like the alveolar ridge, touches and strikes the palate with the tongue during utterances such as /j/. The velum and veula sounds are produced by pressing the back of the tongue against the velum, such as /k/, /g/.

Uvula, uvula is used to produce guttural sounds. Helps form nasal consonants by preventing air from passing through the nose.

When the glottis, vocal cords, vibrates, the resulting vibration creates a growl in speech. Sound production that affects only the glottis is called glottis. Voiced consonants include /v/, /z/, //, //, /b/, /d/, /g/, and /w/. The unvoiced consonants are /f/, /s/, //, //, //, /p/, /t/, /k/, /h/.

b. **Consonant Sounds**

Consonants are silent letter in the alphabet. All letters except AIUEO (vowel) are included as consonants. These consonant sounds are divided into two, namely voiceless sounds and voiced sounds. Voiceless sounds are sounds that are produced without vibration when you want to pronounce certain words. Meanwhile, voice sound is a sound that produces vibrations when you want to say certain words.

a. **Symbol and the Example of Voiceless Sound**

- /p/ = put
- /k/ = kind
- /t/ = tips
- /tʃ/ = chain

- /f/ = find

- /θ/ = think

- /s/ = sin

- /ʃ/ = shine

- /h/ = hide

b. Symbol and the Example of Voice Sound

- /b/ = ball

- /g/ = grand

- /d/ = dad

- /d3/ = ginger

- /v/ = view

- /ð/ = that

- /z/ = zebra

- /3/ = vision

- /l/ = line

- /m/ = mom

- /n/ = nine

- /ŋ/ = ring

- /r/ = rain

- /j/ = yearn

- /w/ = way

c. **Place of Articulation**

In addition to articulation methods, you will also learn how sounds are formed in phonetics. Most consonants are produced by using the tongue or other

parts of the mouth to somewhat contract the shape of the oral cavity through which the air flows. A term used to describe many sounds is that of the articulation position of the sound.

Bilabials, these are sounds formed by both the upper lip (= bi) and the lower lip (= labia). The first notes of Pat, Bat and Matt are all bilabial. [p] is unvoiced, [b] and [m] are voiced. The [w] sound at the beginning of way, walk and world can also be described as bilabial.

Labiodentals, these are sounds made by the upper teeth and lower lip. The first sounds of the words fat and vat and the last sounds of the words safe and save are labiodental. They are denoted by the symbols unvoiced [f] and voiced [v]. Note that the last sound of the word cough and the first sound of the picture are both pronounced [f], even though they are spelled differently.

Dental, these sounds are made with the tip of the tongue behind the upper front teeth. Skinny's first note and Bath's last note are both silent dental. The symbol used for this sound is [θ], commonly called "theta". This is the symbol we use for the first and last sound in the phrase three teeth. A voiced tooth is represented by the symbol [ð] and is usually called "eth". This sound is found in the pronunciation of the first sounds of common words such as the, there, and then. Alveolar, these are sounds made in the front part of the tongue on the alveolar ridge. The alveolar ridge is a rough bony ridge just behind and above the upper teeth. The first sounds of top, dip, sit, zoo, and nut are all alveolar sounds. These sound symbols are easy to remember - [t], [d], [s], [z], [n].

If you feel that you are back behind the palate, alveolar ridge, there should be a hard part of the palate. This is known as the hard palate or simply the palate. Sounds produced by the tongue and palate are called palatal (or alveolar).

Further back in the palate, beyond the hard palate, is a soft area called the soft palate or velum. Sounds made behind the tongue against the velum are called velum.

Glottis A sound produced without active use of the tongue or other parts of the mouth. It is the first sound [h] of have and house, and the first sound of who and who for most speakers.[20]

d. Manner of Articulation

The mode of articulation of a sound is the degree and type of consonant blockage within the vocal tract. For example, comparing the first sounds of the words tip and sip, we can see that the airflow is obstructed in the same area (the alveoli). Also, for both the /t/ and /s/ sounds, the vocal folds are configured as follows: Same (silent). The difference between the two sounds lies in the nature of the airflow obstruction.

The pauses in tones already mentioned, the set [p], [b], [t], [d], [k], [g] are all produced by some kind of "stop" in the airflow (very short time). Then suddenly release it. This type of consonant sound is produced by interrupting or stopping the flow of air and is called a stop (or "plosive"). A full description of the [t] sound at the beginning of words like Ten is voiceless alveolar arrest. Some discussions only mention modes of articulation. For example, say that the word bed begins and ends with a voiced stop.

The modes of articulation used in producing fricatives, pronunciation sequences [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], are mostly air is to use the flow of Blocks very narrow openings and pushes air.

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[20] *Ibid.* p.27

Afrikato, a combination of temporary airflow pauses and occluded contractions to produce friction can create the [ʧ] and [ʤ] sounds. These are called affricates and occur at the beginning of the words cheap and jeep. The first of these has a voiceless affricate [ʧ] and the second has a voiced affricate [ʤ].

Nose, where most sounds are made orally, the velum is raised, preventing air from entering the nasal cavity. Producing [ŋ], the sound is nasal. All three of these sounds are voiced. The word morning, knit, name begins and ends with a nose. Liquid, LED and the red initials are called Liquid. Both are voiced. The [l] sound is called a lateral fluid and is created by air currents around the sides of the tongue when the tip of the tongue touches the center of the alveolar ridge. The red beginning [r] sound is formed by lifting the tongue tip and rolling it back near the alveolar ridge.

Glides, sounds [w] and [j] are called glides. They are both voiced and occur at the beginning of we, wet, you, and yes. These sounds are usually produced when the tongue moves (or "slides") into position on the vowels and are sometimes called semivowels. [j] Grouped into a category called 'Approximate'.

Glottal stop and flap, two common terms used to describe how consonants are pronounced that are not included in the previous table. A glottal arrest, represented by the symbol [ʔ], occurs when the space between the vocal cords (the glottis) is completely (very briefly) closed and then released[21].

e. **Vowel Sounds**

Vowels are consisting of A, I, U, E, O. Well, it turns out that in English the five vowels have different sounds. This way of pronouncing the sound

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[21] Yule, George. 2010. *The Study of Language,* fourth edition. Cambridge University Press

exactly is called a vowel sound. Vocal sound or vowel sound is divided into two, namely monophthong sound and diphthong sound.

1. Monophtong Sounds

Monophthong is a group of letters that have one sound or single sound. Monophthong sounds in English consist of 12 symbols with the following description:

1. /æ/ example: Fat /fæt/

2. /e/ example: Best /best/

3. /ɒ/ example: Box /bɒx/

4. /ɔ:/ example: Sure /ʃɔ:(r)/

5. /ɑ:/ example: Dark /dɑ:k/

6. /ʌ/ example: Fun /fʌn/

7. / ɜ:/ example : Girl /gɜ:l/

8. /ə/ example : Cinema /sɪnəmə/

9. /i:/ example : Freezer /fri:zə/

10. /I/ example : Big /bɪg/

11. /u:/ example : Shoes /ʃu:/

12. /ʊ/ example : Cook / kʊk/

2. Diphthong Sounds

The next vowel sound in English is the diphthong sound. Diphthong is a group of letters that have two sounds or double sounds. Diphthong sounds in English consist of 8 symbols, they are:

1. /eɪ/ example : Pain /peɪn/

2. /aɪ/ example : Fine /faɪn/

3. /ɔɪ/ example : Toy /tɔɪ/

4. /ɪə/ example : Fear / fɪə/

5. /eə/ example : Hair /heə(r)/

6. /ʊə/ example : Cure /kjuʊə(r)/

7. /aʊ/ example : Brown /braʊn/

8. /əʊ/ example : Phone /fəʊn/

3. **Pronunciation**

   a. **Definition of Pronunciation**

   According to Gerald Kelly, Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.[22]

   Pronunciation is the act or way of pronouncing words. A pictorial representation of the utterance of speech, the way sentences are said, especially in traditional or commonly understood ways, and the way sentences are said using phonetic symbols. Another pronunciation definition from the Oxford Dictionary says that pronunciation is the way one speaks a language or selected phrases or sounds. When "correct pronunciation" is given, it refers to everyone within a particular dialect. Sentences can be spoken in different ways using a large number of individuals or groups based on many factors such as:

   Where they grew up, where they currently live, whether they have a language or speech impairment, ethnicity, social class, or education.

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[22] Kelly, Gerald. 2001. How To Teach Pronounciation. Bluestone Press, Chaldbury, Oxfordsire, UK.

Christina et al. Define pronunciation as the act or way of pronouncing a word. speech utterance. Moreover, as Zimmerman argues, one important aspect of language that helps ESL learners communicate in English is pronunciation. English. Pronunciation is probably one of the most difficult language skills to master in English because it takes a lot of time and effort to get the correct pronunciation.

According to the Oxford Advanced Learners' Dictionary, pronunciation is defined as the way a language is spoken. This means using a language that allows individuals to communicate with others through the intelligibility of some words, as pronunciation is the way the language is spoken. Pronunciation can always be learned from her two perspectives.

Phonetics and phonology. The main features of pronunciation are segmental features (including phonemes) and sub-segmental features (stress, intonation, joint utterances, etc.). The set of phonemes consists of two categories: vowels and consonants.

"Pronunciation is the way a word is spoken or how someone pronounces it." Based on the Oxford Advanced Learner's Dictionary, pronunciation is the way a particular language, word, or sound is pronounced. Dalton and Seidlhofer broadly defined pronunciation as a tool used as part of a particular language's code involving generation and recognition to achieve the meaning of the message being communicated.

A broader definition of pronunciation includes both supra-segmental and supra-segmental features. Segmental features include phonemes that consist of vowels and consonants, and upper segmental features consist of accents and intonations. English segmental functions

consist of vowels and consonants. There are 12 vowels [i:.I, ε, æ, a:, ʌ, you:,ʊ, ɔ:, ɔ, ə:, ə], 24 consonants [b, d, g, v, ʒ, dʒ, z, r, m, d, n, l, w, j, p, t, k, f, s, ʃ, tʃ, h, θ, δ] and the nine diphthongs [Iə], [ʊə], [εə], [eI], [aI], [ɔʊ], [əʊ], [aʊ], [ɔI]. "They are called segment features because they can be segmented and chopped into isolated features Based on mode differences.

a. **The Importance of Pronunciation**

Not only grammar but also English pronunciation is very important when speaking. This is because the difference in pronunciation and how the sound changes is far from the true meaning. Pronunciation itself is how to pronounce or get the right tone when speaker mention the word. Speakers of different languages tend to develop different mouth muscles for pronunciation. When speaking a foreign language, the muscles around the mouth are not sufficiently developed for that language and cannot pronounce the correct words. Practicing pronunciation of a foreign language will help them build muscle and improve your pronunciation. This also applies to the correct pronunciation of consonants and vowels. Use your mouth and surrounding muscles, such as your tongue and lips.[23]

Pronunciation plays an important role as it has become a literal product of English learning itself. Spelling alone is not enough to pronounce English words correctly. Although English spelling does not reflect pronunciation very well, it must be admitted that there is considerable regularity between sounds and written symbols. should be

[23]Purwati, Linda. (2021*). Error Pronunciation Of English Consonants Made By The Third Semester Students At English Department Of Universitas Muhammadiya Parepare.*https://digilibadmin.unismuh.ac.id/upload/14904-Full_Text.pdf.

integrated with the aspect of In addition, you need to separate pronunciations to practice specific items or problems.

4. Aspirated Sounds

The term aspiration means "pronunciation accompanied by breathing out."[24] When silent stop consonants occupy the first position of a word, they are often represented by this extra puff of air. A sucking sound is represented by a phonetic symbol with a slope of h[25]. In the first set of words below, the phonemes /p, t, k/ are aspirated whereas they are not aspirated in the second set of words.

For native English speakers, the word pie is created with a small puff of air when [p] is released. This flow of air is called suction. English speakers frequently make aspiration at voiceless stops at the start of a stressed syllable, but not at accented stops. To understand why you have to think about voiceover and voiceover modes.

An explosive sound is a sound made by holding air somewhere in the mouth or vocal tract and suddenly releasing it." It is due to a complete blockage somewhere along the tract, and then, based on Ramellans, there are three stages of plosive production;

1. The closure, that is, the act of drawing together the two articulators in order to perform the complete abstraction
2. The stoppage, that is, the period during which the outgoing air is checked so that it cannot pass out of the mouth.
3. The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

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[24] Parviz Birjandi, OpCit, p. 144
[25] ictoria Framkin et,al. OpCit, p.24

Any one of these three phases may be missing. For example, when the stops are before and after. Other consonants. In this case the stop is called an incomplete stop. Consider the 'lamp' and 'pole' stops[p] of a compound 'light pole'. The first [p] has no clearance, but the second [p] has no closure. Therefore, two stops are called "incomplete plosives". Each lacks one of the steps that produce a plosive consonant, and is therefore pronounced as a stop with an unusually long stop.[26]

B. Previous Research Findings

There are several studies conducting research related to this title. This is because the pronunciation aspect is an important part of speaking, and many people have difficulty or make mistakes that they don't realize when pronouncing words in English, so the theme of this research is very useful for research. There are many related researches have been conducted before. The researcher takes some to be guidance to finish this study.

The first is from Sri Wahyuni Azizah[27], ``Analysis of students' errors in pronunciation of silent stop consonants in the 6th semester of the English class at Raden Intan State Islamic University Lampung in the academic year 2018/2019''. . Students have poor pronunciation. They had trouble pronouncing English words such as plosives and voiceless consonants. Therefore, in this graduation thesis, I dealt with error analysis in the pronunciation of plosive unvoiced consonants. The purpose of this study was to categorize the types of errors students made in pronouncing silent explosion consonants and to count the total number of errors students made. This study was based on a descriptive qualitative analysis. The study subjects are her 6th semester students of the Islamic State University Lampung of English Radenintan

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[26] Ramelan. 2003. English Phonetics. Semarang: UPT UNNES Press

[27] Sri Wahyuni Azizah : A*n Analysis Of Students' Error In Pronouncing Plosive Voiceless Consonants At The Sixth Semester Of English Education Raden Intan State Islamic University Of Lampung In The Academic Year Of 2018/2019*. http://repository.radenintan.ac.id

Education, and the sample is class H of her 31 students, which will be checked for the purpose of the sampling method. During data collection, the study asked students to pronounce words containing unvoiced explosive consonants while researchers recorded them. The researchers then transcribed the recordings to analyze errors in pronouncing unvoiced explosive consonants based on Durey's surface strategy classification. You can see that the search results have types of errors such as omissions, additions, mismatches, and out of order. The total number of errors was 1 1 error points made by students. The most common errors were 110 errored items missing or 78.01% of students, 1 item out of order or 9.93%, 11 errored items missing or 7.8%, and 6 items added or 26%, which means it was the lowest. The bug was based on the surface strategy taxonomy.

From this survey, we can see some similarities. First, in terms of research methods, both use descriptive and qualitative methods. The use of descriptive qualitative methods in this study was aimed at the purpose of the study, i.e. to explain which silent explosion consonants the students mispronounced. The purpose of this study was to categorize the types of errors students made in pronouncing silent explosion consonants and to count the total number of errors made by students. The difference in this study is that Sri Wahyuni used a documentation script to collect the data, whereas this study used interviews to find out why and used documentation and testing to collect the data. I did.

The second paper is by Rahmawati Sri Previna, Meliana Febriyanti Sitohang, Nolawati br Bancin and Mei Melawati Siagian, with the title "Error analysis of English voiceless consonants P, T and K at SMA Swasta Dharma Pancasila Medan".

Vol.1 No.2 Tahun 2019". [28]The purpose of this study was to know the percentage of errors made by students when pronouncing the voiceless consonants [p], [t] and [k] and also to identify the most common major errors. in the first year of SMA Swasta France Pancasila. This study uses qualitative method. The population of this study was the first year SMA Swasta Dharma Pancasila and the sample was X IIS1. We are only looking for 30 students. They were then given a 30-word test containing the voiceless English consonants [p], [t] and [k]at to pronounce and record. Records are collected as a data source. The results of this study show that the degree of student error for English-speaking consonants [p] and [k] is good with the proportion of consonant [p] being 38%, consonant [k] being 8.3%, but the error in the spoken consonant [t] with the rate of 59.7% on the results of this study, we suggest that students should learn and practice pronunciation more than the voiceless consonants [p] , [t] and [k] to improve my pronunciation of English words. For teachers, teachers should give more exercises or practice for students to pronounce soundless consonants [p], [t], [k]. Not only this consonant but students have to learn all English pronunciation words. And teachers should also learn about standard pronunciation and intonation by teaching consonant words.

From this research, there are several similarities, first in the research method, both use descriptive qualitative methods. The use of descriptive qualitative method in this research was to answer the objective of study that is to describe what plosive voiceless consonants were being mispronounced by students. In this research, the third question, ask about how the teacher correct the problems made by students. For collect the data the researcher use test and documentation. Whereas the difference is

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[28] Rahmawati, Sri Previna, Meliana Febrianti Sitohang, Mei Melewati Siagian, Nolawati Br Bancin, An Error Analysis Of English Voiceless Consonants *P, T,* and *K* at SMA Swasta Dharma Pancasila Medan. Vol.1 No.2 Tahun 2019. Jurnal.borneo.ac.id

that the researcher want to find the most dominant voiceless plosive consonant sounds error pronounced by students and the cause why students commit such error in pronouncing voiceless plosive consonant for collect the data, in this research use interview, test and documentation.

Third article by Rohmatun Nisa, titled "*An error analysis of English voiceless plosive consonant sounds made by secondary schools of Cahaya Bangsa School*". [29]This study is based on a phenomenon that occurs in schools. Students have poor pronunciation. They have difficulty pronouncing English words, including soundless consonants. Therefore, this thesis deals with the analysis of voiceless consonant pronunciation errors. The aim of this study was to classify the types of errors made by students when pronouncing voiceless consonants and to count the total number of errors made by students.

This study was carried out on the basis of descriptive qualitative analysis. The subject of the study was a seventh year student of Cahaya Bangsa School, it was considered using the intentional sampling technique. During data collection, the researcher asked the students to pronounce certain words, including soundless consonants, while the researcher recorded them. The researcher then transcribed their recording to analyze their pronunciation errors for voiceless complex consonants based on Dulay's theoretical surface strategy classifier. Research results show that there are 4 types of errors: omission, addition, squad omission and command omission. The total number of errors is 44 mistakes made by students. The most common errors were omitting 32 items of error or 73% made by students, omitting ordinal being 3 items or 7%, omitting training as 5 error items or 11%, and adding as

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[29] Rohmatun Nisa, on 2020. An Error Analysis of English Voiceless plosive consonant sounds Produced by the students of Junior High School of Cahaya Bangsa School in The Academic Year of 2018/2019 . IAIN Metro Library.

4 or 8 items. %, which means it is the lowest while the other error classification is based on the surface strategy taxonomy.

From this research, there are several similarities, first in the research method, both use descriptive qualitative methods. second, in this research, Rahmatun Nisa asked about type of voiceless plosive consonant produced made by the students in pronouncing the speaking English, the causes for the students difficulties in pronouncing the dominant voiceless plosive consonant in speaking English. Furthermore, apart from similarities, this study also found some differences. The first on the research question, in this research, researcher want to find the most dominant voiceless plosive consonant sounds error Pronounced by students and the cause why students commit such error in pronouncing voiceless plosive consonant sounds. Second was on the method, for collecting the data, in this research which conducted by Rahmatun Nisa use test and documentation and for analysing the data she use formula to find the errors made by students. But on this research, the researcher interview for collecting data, besides using test and documentation.

From the discussion above, it can be concluded in the matrix table below:

Table 2.1

Previous Research Findings

No	Name of Researcher, Year of Research, Title of Research, Origin of Institution	Equality	Differences
1	Sri Wahyuni Azizah, 2018/2019, by the tittle An	• The researcher use descriptive	• Both of the research have

	Analysis of Students' Error in Pronouncing Plosive Voiceless Consonants at The Sixth Semester Of English Education Raden Intan State Islamic University Of Lampung In The Academic Year Of 2018/2019.	qualitative research. • The place for conducted the data was different. • For collecting the data, the researcher only used one instrument.	the same purpose • The research have similarity in the tittle • They both used the test to collect the data. • The both of research use triangulation for validity.
2	Rahmawati Sri Previna, Meliana Febriyanti Sitohang, Nolawati br Bancin, and Mei Melawati Siagian, on 2019 by the title An Error Analysis Of English Voiceless Consonants P, T, and K at SMA Swasta Dharma Pancasila Medan. Vol.1 No.2 Tahun 2019	• Different in research method. • Different in research question. • Use documentation and test for collect the data.	• Similar on the tittle. • Have the same purpose. • They both used test to collect the data.
3	Rohmatun Nisa, on 2020 by the title An Error Analysis of English Voiceless plosive consonant sounds Produced by the students of Junior High School of Cahaya Bangsa School in The Academic Year of 2018/2019 . IAIN Metro Library.	• Have similarity in tittle. • Use purposing sample to gather the data. • This research focused on types of errors.	• The method was different • Both are use test to collect the data.

CHAPTER III
RESEARCH METHODS

A. Research Design

This study used a mixed method. There are two types of research methods commonly used by researchers, qualitative research and quantitative research. The difference between qualitative research and quantitative research is essentially qualitative in the use of words and open-ended questions. While quantification is essentially built around the use of numbers, a closed question.

Besides the two basic research methods, Creswell also proposes another research approach, mixed method research. Mixed method research is a survey method that combines two research methods, qualitative and quantitative to collect data, integrating the two types of data using distinct designs that can relate to each other. In relation to philosophical assumptions and theoretical frameworks. This combination allows for a more complete understanding. According to Creswell's there are three research approaches, the researcher used a mixed research approach that also combined qualitative and quantitative data. The qualitative method in this study prevailed over the research method, as the researcher used documents and observations as the data collection tools and the data were converted into transcripts, which is characteristic of this study. General of the qualitative method. This search also uses numbers, percentages as results.

According to the statement above, the researcher only investigated the phenomenon of the research in English Education. The data was gathered from students` errors in pronouncing English plosive voiceless consonant sounds.

B. REsearcher`s Role

Donald described one of the distinguishing characteristics of qualitative research is the methods to collect and analyze the data. In qualitative studies, the

human investigator is the primary instrument for the gathering and analyzing of data[30]. It means that this study was a tool or instrument to collected the data and analyzed data in this study based on the researcher`s point of view related to the theory that is applied by study.

C. Research Setting

This research was held in tenth grade at Darul Falah Islamic Boarding School, This school is located at Jl. Mangga No.5, Blimbing, Sukorejo, Kabupaten Ponorogo, Jawa Timur 61124. This Islamic boarding school is based on a modern boarding school that uses three languages: Arabic, English and Indonesian. It is said that the existence of a conversation program by the language court in the morning and before bedtime can improve language skills and reduce pronunciation mistakes. Nevertheless, it turns out that there are still many mistakes in the pronunciation of some English words, especially the unvoiced plosives. In addition, this school is also a multi-lingual school, so that later there will be compatibility and benefits that can be drawn from this research. Therefore, the researcher chose this place to conduct the research.

D. Data and Data Sources

Data sources used in this research are:

1. Primary Source

The primary data is data that has been observed, experienced, or recorded close to the event. This source is the nearest one can get to the truth[31]. The primary data in this research is taken from the interview, pronontiation test and documentation transcription of the tenth grade at Darul Falah Islamic Boarding School which is consist of 64 students and divided into two classes.

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[30] Donald Ary, et, all. *Introduction to Research in Education,* Canada: Wadsword, Cengage Learning, 8th Edition, p.29

[31] Nicholas Walliman, *Research Method* (London and New York: Routledge, 2011), 69.

2. Secondary sources

Secondary source is data from reading source of journal or essay about voiceless plosive consonant sounds to strengthen findings and complement of existing primary source. The data of this research was taken from written materials namely books, theses, and journals related to the topic.

There are many reference books related to error analysis such as books by H. Dougles Brown, then Fang X and J. Xue Mei, and others but in this research as the guidance to decide the indicator of Error Causes the researcher use in Leontiev & James book by the tittle Psychology and the Language Learning Process. In addition, there are several journals and theses that were taken to support this research, including Sri Wahyuni Azizah, Rahmawati Sri Previna, and Rahmatun Nisa by the same tittle An Error Analysis of Voiceless Plosive Consonant Pronounced by Students.

E. Data Collection Techniques

In qualitative research, data comes from a variety of sources, but each source is small in number because it does not take into account the representativeness of a sample, but rather the authority that comes from the source selected based on certain criteria. . Therefore, different data collection tools are used[32]. Data collecting technique is the first main step in the research, because the purpose of the research is to get the data. There are three kinds to collect the data in this research that is pronunciation test, documentation, observation and interview.

4.2.1 Pronunciation Test

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[32] Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang:UM Press, 2013), 80.

Brown says that a test is, to put it simply, a method measure a person's ability, knowledge, or performance in a certain field. A test is first and foremost a method. It is a tool - a set of techniques, processes or elements - that requires the performance of the candidate. Second, a test must measure. Some tests assess general ability, while others focus on very specific skills or goals. A test that measures an individual's ability, knowledge, or performance.

Apparently, pronunciation is tested globally in different categories conversational exchange, interviews, reading aloud, etc., that take place in class. What does not seem to be enough is the accuracy test, that is, the test that assesses the learner's ability to manage for specific characteristics, segments, or hypersegments.

This pronunciation test were used for clarifying the most dominant voiceless plosive consonant error pronounced by students, the researcher give 10 list of words including plosive voiceless consonants (p, t, k) to be read by the student while the researcher recorded them. The researcher made the transcription of their pronunciation then it was analyzed by the researcher.

Table 3.1

Pronunciation Test

No	Categorized	List of words	Online phonetics transcription	True	False
1	Aspirated /pʰ/ in initial position	Parent	[pʰerənt]		
2	Aspirated /pʰ/ in initial position	Pen	[pʰen]		
3	Unaspirated /p/ in final position	Cup	[kʰʌp]		
4	Aspirated /tʰ/ in initial position	Type	[tʰaɪp]		
5	Aspirated /tʰ/ in initial position	Ten	[ˈtɛn]		
6	Unaspirated /t/ in	Lost	[lɔst]		

	final position				
7	Aspirated /kʰ/ in initial position	Catch	[kʰætʃ]		
8	Unaspirated /k/ in middle position	Accept	[əkˈsept]		
9	Unaspirated /k/ in final position	Ask	[ɑːsk] or [æsk]		
10	Aspirated /kʰ/ in initial position	Cold	[`koold]		33

The formula of percentage the types of errors

P= *F/N*x100%

P- The presentation of error

F- the frequency of error occurs

N- number of cases (total frequent/total individual)

4.2.2 Documentation

Arikunto stated that documentation method is technique to find data about something and all variables that are classified into notes, transcript, books, newspapers, magazines, epygraphy, notes of meeting, agenda etc. In this study the researcher used voice recording to collect the data during pronunciation test to answer the question number one and number two. The voice record was changed into transcribed and was analyzed into classification.

4.2.3 Observation Checklist

There are several techniques used in collecting qualitative data, one of them is observation. Observation is a technique in collecting qualitative data by making direct observations in the field or research environment. Observation is used as a technical term in research with its specific meaning.

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[33] Online Cambridge Dictionary

In everyday language, observation usually refers to the used of our visual sense to record and make sense of information. In research, observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.[34]

In this research, the researcher used observation checklist for got the data. An observation checklist was a list of things that an observer did to look at when observing a class. This list may have been prepared by the observer or the teacher or both. This observation was conducted during the teacher gave the pronunciation test. While the researcher paid attention, watched and listened carefully while the teacher gave the pronunciation test for the students. This observation was to identified the types of errors made by students.

Table 3.2

Observation Checklist

No	Types	Indicator	Yes	No
1	Omission	Absence of one more element which are needed.		
2	Addition	Absence of one more element which are not needed.		
3	Miss formation	Use the wrong form of elements		
4	Miss ordering	Incorrect placement or order of one more language elements.		

4.2.4 Interview

According to Kohtari interviews are used to gather data from people about their opinions, beliefs, and feelings about situations in their own words. According to Cresswell, an 'interview' is typically a face-to-face conversation between a researcher and a participant involving a transfer of information to

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[34] *Ibid.*

the interviewer, the researcher will investigate each data collection instrument independently, starting with the interview. [35]

Interview falls into three types: unstructured, structured, and semi-structured[36]. An unstructured interview is a conversational interview in which questions are asked. It arises from the situation. It is done face-to-face and a researcher continue asking questions based on the participants' last answers. When asking Researchers can use the question of who, what, when, where, why, and how. Structured interviews are planned for the specific purpose of acquisition specific information from the subject. Everyone is asked the same question. A semi-structured interview is a combination of a structured interview method and a structured interview method.

In this research, the researcher used the structured interview because she used the same questions to all respondents to obtain the data. Researcher asked some questions using the same wording in the interview schedule. The interview schedule was the list of question that were asked face to face to the respondents. This interview was used as an instrument for collecting the data.

Table 3.3

Interview

No	Source	Causes	Indicator	Questions
1	Lenntiev, A.A and James, C.V. Psychology and the language	Internal	1.1. Age	a. Does your age hinder or affect the process of learning English? b. Do you think that the current English learning strategy is

[35] John W. Creswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research (Boston: Pearson, 2012), 259

[36] Ary, Donald; Jacobs, Lucy Cheser; Sorensen, Chris; & Razavieh, Asghar. 2010. Introduction to Research in Education (8th ed.). Belmont: Thomson Wadsworth.

				appropriate for your age?
	learning process. Eds: 1981.			
			1.2.Motivation	a) Are you interested in learning English? b) Is there special motivation to learn English other than because there are English subjects?
			1.2.Behavior	a. When you finish studying English, are you usually diligent in repeating the material that has been given by your teacher? b. During English week, do you always use English in your daily life?
2		External	2.1 Time	a. How many time do you have English lesson in a week?
			4.3 Frequency of Learners' contact with the language	a. How often do you use English language? b. Does the interaction between you and English affect the number of error you make?
			4.4 The number of the students in classroom.	a) How many students in you class? b) Does the number of students in the classroom

				affect your learning process?

F. Error Analysis Techniques

In this study, the data was served in the form of words which was organized and analyzed after the researcher had collected them. According to Miles and Hubberman cited on Novika Agustiningsih`s research, there are three types for analyzing the data in qualitative method;[37]

1. Data Reduction

According to Cresswell, data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organized data in such that final conclusions can be drawn and verified. In this research the researcher analyzed data through data reduction technique. The researcher selected, summarized and simplified the data that the researcher got from observation, documentation, and interview.

2. Data Display

The second way for analyze the data, is data display. Generically a display is an organized, compressed assembly of information that permits conclusion drawing and action. Display help the researcher to understand what is happening and to do something either analyze further or action based on that understanding. In this research, the researcher organized and presented

[37] Novika Agustiningsih (2021), A Study on Direct Corrective Feedback in Improving Students Writing Performances and Motivation at MTS YP KH Syamsuddin Ponorogo, Pg.38-39

the data that had been chosen. The data display collection of information allowed researcher to organized the data collection of preparation of data collection and take action.

3. Conclusion Drawing

Based on Miles and Huberman, the third way for analysis activities is conclusion drawing. In this research the researcher made a conclusion of of the analysis which provided the information needed to be focused after data display. The first conclusion was written based on data reduction and data display. The conclusion can be changed if there is a new finding with stronger evidences. In this research, the researcher described an interpreted the data that had been reduced and displayed in order to answer research questions. [38]

G. Checking Validity of Findings

Validity checking means that the researcher determines the accuracy or credibility of the findings through strategies. There are three primary forms of validity checking used by qualitative researcher; triangulation, member checking and auditing.

In this research, the researcher used triangulation method. Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in description and themes in qualitative research[39].

In qualitative research, the quality of research is highly dependent on the quality and completeness generated data. The questions that are always considered in data collection are what, who, where, when, and how. Qualitative research relies on triangulation of data resulting from three methods: interview,

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[38] Miles, Matthew B. and A. Michael Huberman. Qualitative Data Analysis. New Delhi:Sage Publication, 1994.

[39] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 259

participant observation, and note review organization (document records). In this research, the researcher triangulated the data that was taken from the observation, interview, and pronunciation test.

The validity of pronunciation test was measured with SPSS, according to Daniel Mujis, SPSS is probably the most common statistical data analysis software package used in education research[40]. From the result of validity test instrument, all question were valid. The researcher used SPSS to know the score of validity test. So, the result calculation could be concluded in the following table.

Table 3.4

The Result of Validity Calculation

No. item	r calculated	r table	criteria
1	0, 467	0,355	Valid
2	0,432	0,355	Valid
3	0,451	0,355	Valid
4	0,456	0,355	Valid
5	0,437	0,355	Valid
6	0,350	0,355	Valid
7	0,402	0,355	Valid
8	0,551	0,355	Valid
9	0,453	0,355	Valid
10	0,377	0,355	Valid

Based on the table above, it can be seen that all instruments used to collect data in the field have been declared as valid and feasible to be used in data collection.

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[40] Daniel Mujis, *Doing Quantitative Research In Education With SPSS*(California: sage publication, 2004)85.

CHAPTER IV
RESEARCH RESULT

A. General Description

Darul Falah Islamic Boarding School is one of the big boarding schools in Ponorogo, precisely located on Jalan Mango, 05 Sumberrejo, Sukorejo village, Sukorejo district, Ponorogo East Java. Entering its 22nd year, the Darul Falah Sukorejo Islamic Boarding School, Ponorogo Regency, has become an advanced and rapidly developing educational institution. The Islamic boarding school founded by KH. Mashudi on January 29, 2000, has developed remarkably with various innovations following the dynamics of the times.

B. Data Display

This study is to describe the students' errors in pronouncing the voiceless plosive consonant sounds, the types of errors that students made in pronouncing plosive consonants (/p/, /t/, and /k/) based on the surface strategy taxonomy and for find out how many errors students make based on Dulays theory, and te factors that influence students' errors in pronouncing voiceless plosive consonant sounds.

1. The students's errors in pronouncing the voiceless plosive consonant sound

Observation checklists enable organizations to assess and record an employee's skills and competencies while directly observing specific activities in the field. An observation checklist is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher or both. This study uses the same ten words list used in the pronunciation test.

The researcher conducted a test first after getting documentation in the form of a recording. The researcher grouped the types of errors based on Daulay's theory.

Table 4.1
The Recapitulation of Student`s Errors in Pronouncing Voiceless Plosive Consonant Sounds

No	Type of errors	Frequency	Percentage
1	Omission	32	27,59 %
2	Addition	64	55,20%
3	Misformation	-	-
4	Misordering	32	27,59%
	Total	116	82,79%

From the table, it can be inferred that the highest errors based on surface strategy taxonomy was *omission* that were 32 items or 27,59% , this errors were commited by the students absence one element (t) of words. And the second most common error was *addition* errors that were 64 items or 55,20%, this errors were commited by the students almost adding one element (s) of the final words. The two lowest place was taken by *missordering* with 32 or 25% items. And the lowest error was *missformation* errors with 0 items or 0%. From the table data above, it has been stated that there is no improvement from the English teaching teacher, it means that the results of the analysis and grouping of errors are in accordance with the data taken in the research field.

2. **The type of errors**

In the research, the researcher conducted preliminary research to get the basic sources and chose a good sample that is representative of the entire population. The population in this study was the tenth grade students, the sample of this study was the students at class B which has 32 students. In collecting data, this study uses pronunciation test and documentation as a data collection technique that provides 10 word lists to be read by the tenth grade students at Darul Fallah Islamic Boarding School while researchers recorded their voices. Below is the table of the total of errors in pronouncing plosive voiceless consonants (/p/, /t/ and /k/).

Table 4.2
Result of Test

No	Words	trasncription		Total of the speakers
		Dictionary transcription	Respondents transcription	
1	Parent	[pʰerənt]	[perants]	All of the speakers
2	Pen	[pʰen]	[pen]	5
3	Cup	[kʰʌp]	[kʰʌp]	-
4	Type	[tʰaɪp]	[tipe]	10
5	Ten	[ˈten]	[ˈten]	-
6	Lost	[lɔst]	[los]	All of the speakers
7	Catch	[kʰæʧ]	[kat]	14
8	Accept	[əkˈsept]	[eseph]	20
9	Ask	[ɑːsk] or [ˈæsk]	[aks]	All of the speakers
10	Cold	[kəʊld]	[kʊl]	19

This research used pronunciation test and documentation as a data collection technique. After collecting the students` voice recordings, the researcher listened them repeatedly to find out their pronunciation then make a transcript of recording. The researcher identified the words in the transcription. This study categorized errors based on the surface strategy taxonomy, namely: are omissions, additions, miss formations, and miss orders. The following is a table

of the results of the recapitulation of the test based on the Dulays`
theory.

3. The causes of error

Based on the data, it can be inferred that the students may
already study about how to pronounce words but they also often made
error. There are several things that affect errors in English
pronunciation, the first is internal factors and the second is external
factors.

a. Internal factors

Internal factors include age, motivation, and
behavior. The following is the result of interviews with
several students regarding internal factors that influence
errors in English pronunciation.

1. Age

According to felix, students have several
characteristics, one of them is age that influence in
students' learning. When it comes to age, teens learn
differently than adults.

student 10:

"*In my opinion at this age it does not affect the
process of learning English at all. And how to teach or
deliver material. In fact, the teaching is very enjoyable.
Apart from that, the teacher also often gives motivation
about the importance of English, and the benefits that we
will get when we master English, he also conveys many
more motivations...*"

Student 12:

"No sis, I feel fine how come I'm learning languages at my current age…………………"

Student 17:

"I don't, sis, what if it's someone else……………"

Student 23:

" For me, age doesn't affect my learning process, bro, as long as I'm diligent, I'm sure that I will be good at what I'm studying………………"

2. Motivation

The next thing to consider that influence students errors in learning is motivation. Motivation is a condition that activates and sustains behavior toward a goal. Belows are some respon from the student's interview.

Student 1:
"Often, Sis, he often motivates us. Anytime and anywhere……………………"

Student 5:
"Very often bro. sometimes at the beginning of the lesson sometimes at the end of the lesson……………"

Student 10:
"In my opinion at this age it does not affect the process of learning English at all. And how to teach or deliver material. In fact, the teaching is very enjoyable. Apart from that, the teacher also often gives motivation about the importance of English, and the benefits that we will get when we master English, he also conveys many more motivations..."

Student 3:
"', Pak Mujib is always motivates us to learn English. For the time is not sure, sometimes when you want to start the lesson, or before the lesson ends…."

3. Behavior

Behaviour is how someone acts. Teachers also need to know if students are diligent enough to review the material,

because memorizing vocabulary is essential for students to develop their ability to master the English languae. Belows are some respon from the student while interview.

Student 1:
"I rarely and almost never repeat the material that has been given, besides that even though our English week is still often used in Arabic, speaking English maybe only when there is a language division so that we avoid being punished…".

Student 12:
"I rarely repeat the material that has been given, so how about it... there are lots of lessons other than English…"

Student 13:
"I never repeat the material that has been given sis, there are so many lessons to be learned here.so after lesson one is over, I just focus on the next lesson…"

Student 16:
"rarely sis, almost never repeat the lessons that have been discussed, at least if there is an assignment haha….."

Students 20:
"No, Sis, I'm just lazy if I open the book after class is over….."

Student 23:
"Never miss. maybe I repeat the material only when I want to take an exam, then open the notebook again…"

b.   External factor

External factors include time, frequency of learners` contact with the language, and the number of the students in the classroom. The following is the result of interviews

with several students regarding external factors that influence errors in English pronunciation.

1. Time

According to Felix, time also greatly influences the process of learning English. if the time used is sufficient then learning English will also run with maximum results. The following are some of the student responses from the interview results.

Student 1:
"*I don't think so, sis because we should also often contact each other in English. Besides that, during English week, we also often practice conversation with our friends in a group………''.*

Student 6:
"Not really sis, we also have a language week that changes every two weeks…………"

Students 5 and 7:
"I don't think so, because we have a language week. But still, those who can speak English use it but we also use Arabic more often……………"

2. Frequency of learners` contact with the language

Felix also said that how often students relate to language also affects the causes of student errors in pronunciation. but some students admitted that this did not affect their pronunciation, as the students' responses in the interviews that the researchers had conducted.

Student 1,6,9.12,25:
"*I don't think so, sis because we should also often contact each other in English. Besides that, during English week, we also often practice conversation with our friends in a group………''.*

3. The number of the students in the classroom.

Felix also said that when there are a few students in class, this also affects the minimum number of errors in language pronunciation. but many students admit that they are not bothered by the large number of students in the class as their response in the following interview process.

Student 2, 10, 18, 23:
"It doesn't matter, Sis, if there are quite a lot of children in one class, I think it's even more fun, especially if it's Pak Mujib (an English teacher) teaching, the more the more fun it seems ….."

The results of these studies are discussed one by one in the discussion below.

C. Discussion

This study focused on the how was the students error in pronouncing voiceless plosive consonant sounds, the types of errors, and the factors of error while pronounced the words.to know the types of error this research used theory based on Daulay's theory, namely the surface strategy taxonomy. To determine that the result is a pure error, in this study using one type of triangulation, namely multiple observers consisting of: from the researcher and one of the English language teachers at the Darul Fallah Islamic Boarding School, Mujib Nur Kholik, M.Pd.

Researcher corrected student records by analyzing first and then categorizing the errors based on Daulay's theory, namely the surface strategy taxonomy. Then the researcher gave the results to Mr. Mujib Nur Kholik, M.Pd for correction by him. However, researchers revised analysis of the

results and get the final result. Below is the result of the Test from multiple observers.

1. **Students` Error in Pronouncing Voiceless Plosive Consonant Sounds**

   a) *Parent*

   The word "*parent*" as pronounced [pʰɛrənt] being pronounced by 32 students by omitting the aspiration of /pʰ/; *[pɛrəns]* was being pronounced by a student which not only omitting the aspiration of /p/ but also adding a phoneme /s/ in the final of word.

   b). *Pen*

   The word "pen" as pronounced as was being pronounced as /pen/ by a student with deleting of plosive voiceless /p/ within the beginning position in this word.

   c). *Cup*

   The word *"cup"* as pronounced as *[kʰʌp]* was being pronounced as *[kʰʌp]* by all of the students. According to the data that has been taken in the study there are no students who are wrong in the pronunciation of the word cup. all students recite the appropriate pronunciation with the correct transliteration.

   d) *Type*

   The word *"type"* as pronounced as *[tʰaɪp]* was being pronounced by 10 students as */tipə/* which erasing the aspiration of /tʰ/ but also adding a */e/* in the final of word.

   e) *Ten*

The word "Ten" pronounced as [ˈtɛn] but some students made errors in pronouncing this word /ˈten/. According to the data that has been taken in the study there are no students who are wrong in the pronunciation of the word ten. All students recite the appropriate pronunciation with the correct transliteration.

f) *Lost*

The word "lost" pronounced as [lɔst] but all of the students made errors in pronouncing this word as /los/ by all of the students which a /t/ sound should be in the final position of word but the student erased /t/ in the final position.

g) *Catch*

The word "catch" pronounced as [kʰæʧ] but some students made errors in pronouncing this word as /kət/ was being pronounced by a student which not only changing a phoneme /k/ with /t/ but also deleting an aspiration which should be there in the phoneme /k/.

h) *Accept*

The word "accept" pronounced as [əkˈsept] but some students made errors in pronouncing this word as /əssep/ by a student which a /t/ should be in the final position of word but the student deleted a /t/ in the final position and changed it to the [h] letter.

i) *Ask*

The word *"ask"* pronounced as *[ˋæsk]* but some students made errors in pronouncing this word like */aks/* was being

pronounced by 32 students which moving a phoneme /k/ in the middle of a word instead in the final of a word.

j) *Cold*

The word "cold" pronounced as [kəʊld] but some students made errors in pronouncing this word as /kʊl/ by a student which a /d/ should be in the final position of word but the student deleted a /d/ in the final position.

From the data exposure above, it can be seen that among voiceless plosive consonant sounds there are still many errors found in pronunciation, especially in voiceless plosive consonant sounds, because on average all students still make mistakes in pronouncing voiceless plosive consonant sounds, whether it's [p] sound, [t] sound, or [k] sound. Therefore, it is hoped that language teachers will emphasize learning related to how a word is pronounced so that in the future it will be even better, especially in terms of pronunciation.

2. **Types of Error in Pronouncing Voiceless Plosive Consonant Sounds**

In this case, the researcher used the theory from Daulay, namely the surface strategy taxonomy to identify the types of errors. The data from the result of observation checklist were described into explanation below.

a. Ommision

Ommision is characterized by the absence of one or more elements, which are needed in a phrase or a sentence construction. For example as in the questions number 6, 8 and 10 as in the following description:

1. Lost

The word *"lost"* pronounced as *[lɔst]* but some students made errors in pronouncing this word as */lɔs/* by a student which a /t/ should be in the final position of word but the student deleted a /t/ in the final position.

2. Accept

The word "accept" pronounced as [əkˈsept] but some students made errors in pronouncing this word as /əssep/ by a student which a /t/ should be in the final position of word but the student deleted a /t/ in the final position and changed it to the [h] letter.

3. Cold

The word "cold" pronounced as [kəʊld] but some students made errors in pronouncing this word as /kʊl/ by a student which a /d/ should be in the final position of word but the student deleted a /d/ in the final position.

Based on the explanation above, that is why it is included as omission.

b. Addition

Addition is characterized by the absence of one or more elements which are not needed. For example as in question number 1, 4, and 7 as in the following description:

1. Parent

The word "parent" as pronounced [pʰɛrənt] was being pronounced [perənts] was being pronounced by 32 students by adding a phoneme /s/ in the final of word.

2. Type

The word "type" as pronounced as [tʰaɪp] was being pronouced by 10 students as [tɪpe] which adding [e] in the last word.

From the explanation above, known that is the reason for categorizing of addition error.

c. Misformation

Misformation is characterized by the use of the wrong form of elements in a phrase or a sentence. In this study, there was no students who made this type of error. it can be seen from the exposure of the data above, that 0 items or 0% of the research results were recorded.

d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example as in the question number 9 as in the following description.

1. Ask

The word *"ask"* pronounced as *[`æsk]* but some students made errors in pronouncing this word like */aks/* was being pronounced by 32 students which moving a phoneme /k/ in the middle of a word instead in the final of a word

Based the explanation above, it can be known that the kind of addition error that still there were many student made in in pronouncing some word.

3. **Factors Affecting Students Error in Pronouncing Voiceless plosive consonant sounds**

According to Felix, there was two factors there are two factors that influence students' errors in pronunciation, namely internal factors and external factors. Internal factors include age, motivation and behavior. While external factors are influenced by time, frequency of learners` contact with the language, and the number of the students in the classroom.

In conducting this research, the researcher collected data through interviews with 25 students in the tenth grade students at Drul Fallah. From the data collected, the researcher got information about the sources of errors in pronunciation made by tenth grade students.

1. **Internal Factor**

Internal factors are those that people control, they come from inside. Internal factors are influenced by the feelings and thoughts. These could be positive or negative. Positive thoughts will help the thing with decision making, while negative thoughts will most likely hinder. Based on the Felix`s theory, internal factor are divided into three parts, they are age, motivation and behavior.

a) Age

In this interview, many of them think that they are not bothered at all by age when they learn foreign languages, especially English. Besides that they also said that the method used in language learning was also very fun and in accordance with their current age. This can be seen from their responses as follows:

Student 23:

" For me, age doesn't affect my learning process, bro, as long as I'm diligent, I'm sure that I will be good at what I'm studying………………"

Above are some student responses related to interviews about how age can affect their learning proccess. From many responses that are similar to what the researchers described above, it can be concluded that age does not affect the student's learning process.

b) Motivation

From the results of interviews related to students' learning motivation, many of them admitted that they were often motivated by foreign language teachers, either when they wanted to start learning or at the end after finishing studying, even some of them said that whenever there was an opportunity, language teachers often gave motivational words so that all students are motivated to learn English.

Here is recordings from the interview:

Student 3:
'', Pak Mujib is always motivates us to learn English. For the time is not sure, sometimes when you want to start the lesson, or before the lesson ends….."

Although there were some of them who said they were influenced as students 5 and 6 said:

"*I am not interested in English, for some reason, Sis, I have no motivation at all to learn English even though my ustadz often motivates me…..".*

From the results of the interviews above, it can be concluded that language teachers are very frequent and

enthusiastic to always motivate their students to stay enthusiastic in learning English.

c) Behavior

After conducting interview with several students, the researcher found that most of the errors that occured in English pronunciation are influenced by internal factors, called behavior. Although a language change has been implemented every two weeks, they often use Arabic during English week. As most of them said :

Student 23:

"Never miss. maybe I repeat the material only when I want to take an exam, then open the notebook again…"

From several factors that influence English pronunciation errors, based on the results of interviews that researchers have done, internal factors in the form of behavior are the ones that affect students the most. This can be seen from the number of respondents' statements, which on average are almost the same as the researchers attached above.

2. **External Factor**

External factors are general factors that occurred outside of the people and impact the way it could conducted thing. External factors are influenced by time, frequency of learners` contact with the language, and the number of the students in the classroom.

Based on the interview, while for external factors, most of them had no problems or did not affect errors in pronunciation.

a) Time

Based on the results of interviews, according to many students they have no problem with the time of language lessons. Below are some recordings of the interview results.

Student 1:
"*I don't think so, sis because we should also often contact each other in English. Besides that, during English week, we also often practice conversation with our friends in a group………''.*

From the results of the interview, it can be concluded that time is not the thing that affects students' errors in language pronunciation.

b) Frequency of learners` contact with the language

In this section, almost all said that their frequent interaction did not affect pronunciation errors. The following is a summary of statements from some students, during interviews.

Student 25:
"*I don't think so, sis because we should also often contact each other in English. Besides that, during English week, we also often practice conversation with our friends in a group………''.*

From this statement it can be concluded that frequency of learners` contact with the language did not affect the errors in pronunciation that students made.

c) The number of the students in the classroom.

In this section, almost all said that their number of students in the classroom did not affect pronunciation errors. The following is a summary of statements from some students, during interviews.

Student 10:
"It doesn't matter, Sis, if there are quite a lot of children in one class, I think it's even more fun, especially if it's Pak Mujib (an English teacher) teaching, the more the more fun it seems….."

From this statement it can be concluded that the number of the students in the classroom did not affect the errors in pronunciation that students made.

Based on the description of the results of the interviews above, it can be concluded that the internal factor in the form of behavior greatly influences students in the occurrence of pronunciation errors, especially in voiceless plosive consonant sounds.

BAB V

CLOSING

A. Conclusion

After collecting and analyzing of the data, the researcher found some conclusion that the tenth grade students of Darul Fallah still have a lot of errors in pronouncing voiceless plosive consonant sounds.

1. Many students still make errors in pronouncing voiceless plosive consonant sounds. The error that usually happens done by deleting the aspirated [p] [t] [k] sounds in the word.

2. The most common types of errors made by the students is addition (24,8%). Omission was 18,4%, there is no missformation, and missordering 2,5%.

3. From two factors that influence errors in students' pronunciation internal factors and external factor, it turns out that internal factors, it called behavior, which can be seen from the inactivity of students in studying or repeating the material given by the teacher, influence students` errors in pronunciation, especially voiceless plosive consonant sounds.

B. Recommendations

Based on the finding of the research, the researcher would like to give some suggestion related to the result of this research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. For Students

a. The students should practice pronunciation started from the simplest one such as speaking on their daily activity.

b. The students have to pay more attention to some aspects that are difficult for them in pronunciation. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.

2. For the Teachers

    a. The lecturer has to make the students aware of their mistakes by correcting their errors.

    b. The lecturer has to be wise to determine the error of deviation from the target language system which must be treated and which mistake must be accepted.

    c. The lecturer has to give more attention in pronunciation practice material especially in plosive voiceless consonants materials.

3. For the Next Researcher

    a. This research is hoped can help the next researcher in giving more information about analysis in students' error in pronouncing plosive voiceless consonant sounds.

    b. The researcher also suggest for the next researcher to use other taxonomy classification which support and relate to their research.

    c. This research can give inspiration for the next researcher to make some similar research to give more knowledge to others.

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