ERROR ANALYSIS ON STUDENTS` PRONUNCIATION

PRODUCED BY STUDENTS FOURTH SEMESTER OF ENGLISH

EDUCATION DEPARTMENT OF IAIN PONOROGO

THESIS

By

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ABSTRACT

PUSPITASARI, YULI. *Error Analysis on Students` Pronunciation Produced by Students Fourth Semester of English Education Department of IAIN Ponorogo.* **Thesis**, English Education Department, Education and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Winantu Kurnianingtyas S A, S. S., M.Hum.

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Communication can run effectively if the participants can catch the idea. That condition can be affected by producing correct pronunciation. In fact, the participants frequently are producing error in pronunciation. As the consequently, misunderstanding and misinterpreting between the participants occur in conversation or communication. In pronunciation, there are consonants, vowels, triphthong and triphthong. Because of it, the researcher conducts this research based on this concept in English Education Department of IAIN Ponorogo Academic Year 2017/2018.

The objectives of this research are to find out the kinds of error on English pronunciation and to analyze the cause of errors on English pronunciation produced by the fourth semesterof English education Department.

This research applied qualitative approach and used descriptive research design. The subject of this research was TI. B class which had 22 videos. The researcher gained the data from documentation and also interview. To analyze it, the researcher compared what the students actually said with what students ought to have said. Then, the researcher transcribed students` word into phonetics and analyzed it into omission if there was an absence of an item, addition if there was a presence of an item, misfomation if the students used the wrong form and misordering if the students put an itemincorrectly.

The result of the analysis showed that pronunciation error occurred in consonants, vowels, diphthongs, and triphthongs. In consonant, there were four errors such as omission (32,52%), addition(12,80%), misformation (53,97%) and misordering (0,69%). In vowel, there were four types of error also such as omission (21,29%), addition (5,55%), misformation (71,91%) and misordering (1,23%). In diphthong, there was only one error such as misformation (100%) and in triphthong, there was only one error also such as misformation (100%). There were two causes of error that made the students pronounced the word incorrectly, they were interlingual transfer or negative influence of students` mother tongue and intralingual transfer or he incorrect rules that the students used.

It can be concluded that the students have made pronunciation errors within their videos; four types for consonants and vowels, they are omission, addition, misformation, misordering and one type for diphthong and triphthong, that is misformation. There are two causes of those errors, they were interlingual and intralingual transfer. It is important for the students to improve their ability in pronunciation skill by listening native speaker and practice their pronunciation more.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching and learning process, having clear pronunciation on speaking is needed and very crucial. It makes communication run smoothly among teacher and students while doing interaction in the class. Pronunciation itself can be produced by human being through their speech organs which have different place or particular position in every sound.

Pronouncing or saying something in English is important to make speaker and listener can catch idea or message that is expressed by other opponent while doing communication. If one of them produces an unacceptable pronunciation, it affects misunderstanding and misinterpreting between the participants.

Having great pronunciation in speaking skill is important because speaking especially pronunciation is important and it may cause misunderstanding in interaction context because of pronunciation errors.[1]

Indeed, Gilakjani stated that pronunciation can be one of the most difficult parts for a language learner to master.[2] He added a statement that

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[1] Jodih Rusmajadi,*Terampil Berbahasa Inggris* (Jakarta : Indeks, 2010), page 120.
[2] Abbas Pourhossein Gilakjani,"Why is Pronunciation So Difficult to Learn?," *English Language* Teaching, 3 (September, 2011), page 81.

it must be viewed not only as more than correct production of individualsounds but also as a crucial and integral part of communication.

In fact, many students make errors to pronounce words in English. Errors are part of students` interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery.[3] From the errors that the students make, absolutely they will find out how to correct it in order to produce the sound in a correct way. Of course, the development can be reached through the feedback or correction from the teacher or someone who is highly competent in pronunciation.

Based on the researcher's observation by watching students` video, it showed that many students of the fourth semester produced the sound imperfectly. Many kinds of error they produced in consonant, vowel, diphthong and triphthong.

According to interview that the researcher done to the lecture of speaking class, the lecture said that there were many students in the fourth semester of English Education Department who were still influenced by their mother tongue and the lectured said that TI. B class was one of them which has low skill on English pronunciation.[4]

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[3]Jeremy Harmer,*The Practice of English Language Teaching* (Cambridge: Longman,), page 100.

[4] An interview with Mr. Dedi Hasnawan on 9th January 2018 in IAIN Ponorogo.

An example of error pronunciation happened within the video when a student pronounced "energies" with /ˈenərgɪ/. First, from this example, she said the word incorrectly. Adding –es in the last word in "energies" means plural form, but the student said it without giving /s/ sound. So, she changed the word into singular form. Exactly, this included omission because there was an absence of an item within the word. Second, the student pronounced /r/ sound within the word, but actually it did not exist there. This included addition type of error, when there was a presence of an item, /r/ sound. The last was error on /g/ sound. The correct phonetic transcription of "energies" was /ˈenədʒɪs/. So that, there was no /g/ sound there. The student replaced /dʒ/ with that. It means that the students used the wrong item within the word and it includes misformation type of error.

The causes of error that happened there are interlingual transfer where the student are influenced with the mother tongue and also intralingual transfer where there was an incorrect rule within the statement that the students produced.

The next example is pronouncing "motivation" with /mɒtɪˈfesn/. Actually, the correct phonetic transcription of it was /məʊtɪˈveɪʃn/. The first error was in replacing diphthongs /əʊ/ with a vowel /ɒ/ and /eɪ/ with a vowel /e/. Then the second one was replacing /ʃ/ sound with /s/ sound. From these errors above, they were included misformation type of

error.The cause of error happen in this word was interlingual transfer where student was influenced with his or her mother tongue.

According to Tricia Hedge, a view of language learning as a creative construction process comes the view that errors are an inevitable and positive part of process. Errors are now seen as reflections of a learner`s stages of interlanguage development.[5]

In this case, having great pronunciation is the key for students. They should pronounce the words correctly in order to make the listener understand what he/she means. But, as a student who was not a native speaker, she or he had ever made an error to produce the words in her or his speaking.

Pronunciation errors that the students make when they are learning are natural and error is a part of learning. It means that the students will learn or study more to solve it by learning again and again.

Great attention to accurate pronunciation was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech.[6]

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[5] Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford: Oxford University Press, 2000), page 15.

[6] Jack C. Richard, Communicative Language Teaching Today (Cambridge), page 6.

Based on the explanation above, the researcher realizes that pronunciation is important for the students to be good speaker in order to avoid misunderstanding while doing interaction. So that, the researcher would like to analyze the pronunciation in vowel, consonant, diphthong and triphthong consisted within the video produced by the fourth semester of English Education Department of IAIN Ponorogo.

B. Research Focus

This research focuses on the pronunciation within the video produced by TI.B Class the fourth semester of English Education Department of IAIN Ponorogo in Academic Year 2017/2018.

C. Statements of the Problem

Here are some research problems or problem formulations formulated by the researcher as follows:

1. What kinds of error on English pronunciation produced by the fourth semester?

2. What are the causes of errors on English pronunciation produced by the fourth semester?

D. Objectives of the Study

The objectives of this research are:

1. To find out the kinds of error on English pronunciation produced by the fourth semester.

2. To analyze the cause of errors on English pronunciation produced by the fourth semester.

E. Significances of the Study

1. Theoretical Significant

    This study is expected to add the knowledge about pronunciation errors and hopefully can improve the students` ability in speaking. This study can be used as reference to others who are interest in learning process especially on pronunciation and especially mastering speaking subject matter in English department. This study is like a bridge for the students to pronounce the correct way.

2. Practical Significant

    In teaching and learning English, this study is expected to improve teaching and learning process. For the students, this research is expected to motivate and interest them in order pronounce well than before and hopefully they can apply the correct by practice more and more. This research also can be one of the sources for who wants to

look for some information of common errors related with pronunciation and mastering speaking.

F. Organization of the Thesis

The thesis is divided into six chapters. They are introduction, review of related literature and previous research findings, research methodology, finding, discussion, and closing.

The first chapter is introduction. It tells about background of the study, research focus, statements of the problem, objectives of the study, significances of study, and organization of the thesis.

Then, review of related literature and previous research findings is in the next chapter. It consists of review of related literature which covers mistake and error, types of error, error analysis, pronunciation, pronunciation aspects, sources of error and previous research finding about pronunciation error.

The third chapter is research methodology. This chapter includes research method which consists of research design, research role, research setting, data source, technique of data collection, technique of data analysis, checking data validity and research procedures.

The fourth chapter is finding. In this chapter, the researcher shows data finding about kinds of pronunciation error which will be categorized from pronunciation aspects like consonants, vowel, diphthong and triphthong.

Then, the researcher also shows data finding about causes of error which is done by the students.

The fifth chapter is discussion. It contains data analyzing of pronunciation error encompasses types and causes of error produced by the fourth semester of English education department of IAIN Ponorogo.

The last chapter is closing which consists of conclusion and also recommendation.
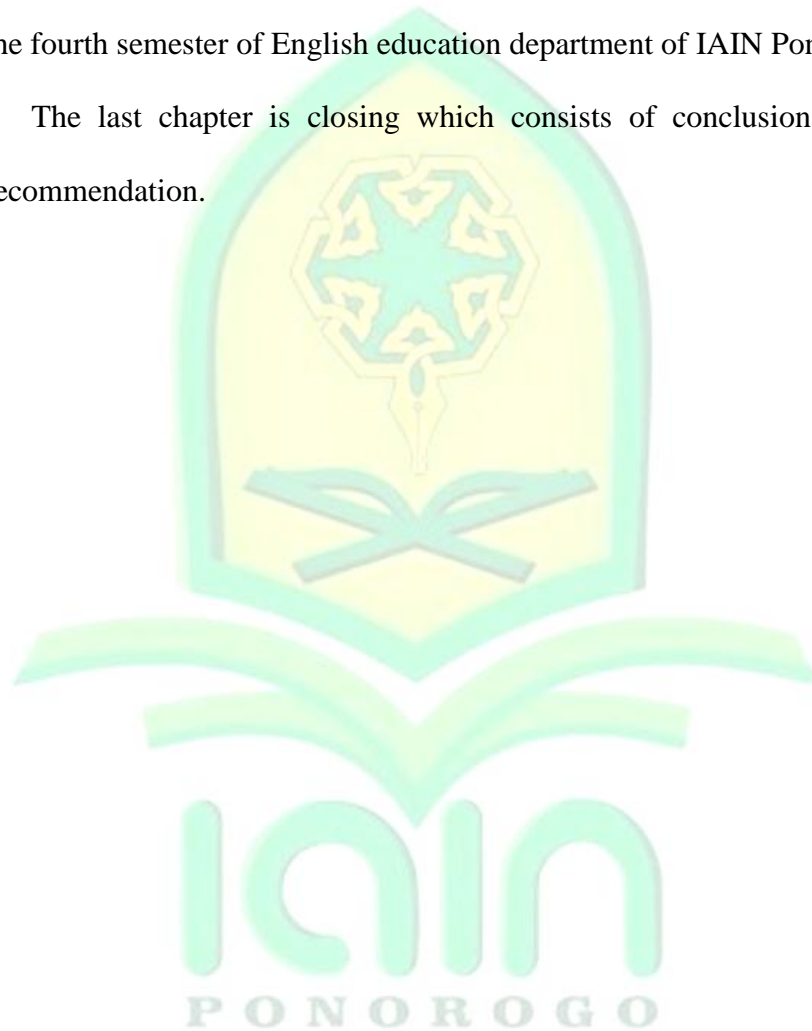
CHAPTER II

REVIEW OF RELATED LITERATURE

AND PREVIOUS RESEARCH FINDINGS

In this chapter, the researcher gives explanation related to pronunciation error. There are two parts in this section, they are review of related literature and previous research findings.

A. Review of Related Literature

1. Mistake and Error

It is important to make a distinction between mistakes and errors because these are different phenomena according to Brown. First is a mistake, either a random guess or a "slip" in that it is a failure to utilize a known system correctly. Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestation of a system within which a learner is operating at the time.[7] Mistakes reflect to something which was correctable by the learner.

Second is an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.[8] According to James in Brown, an error cannot be self-corrected, while mistakes can be self-corrected

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[7] Brown H. D, *Principles of Language learning and Teaching 4th Edition* (New York: Longman, 2000), 217.

[8] Ibid., 217.

if the deviation id pointed out to the speaker.[9] In short statement, error means incorrect forms that the learners produce.

Rod Ellis also distinguishes between mistake and error. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows. Then, errors reflect gaps in a learner`s knowledge; they occur because the learner does not know what is correct.[10] From Ellis statement, it can be underlined that something false that someone made because of his or her unknown was defined as error and mistake is someone`s knowledge about something but he or she was unable to perform it.

2. Phonological Error

As the term suggests, phonological errors pertain to errors in pronunciation. Phonological knowledge involves knowing what happens to words in fast or slow speech as opposed to more carefully articulated speech.[11] Related to articulation or the way the learner speaks is important to avoid misunderstanding in communication context.

The articulatory or articulation contains phonological information which is maintained by articulating the phonological information of a sound.[12] Error

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[9]BrownH. D, *Principles of Language learning and Teaching 4th Edition*, 217.

[10] Rod Ellis, *Second Language Acquisition* (new York: Oxford University Press, 1997), 17.

[11] Susan M. Gass and Selinker, *Second Language Acquisition* (New York: Routledge, 2008), 8.

[12]Susan M. Gass and Selinker, *Second Language Acquisition*, 250.

may appear to someone who did not have complete or many informations or ability related how to be a good speaker.

Pronunciation teaching not only makes students aware of different sound and sound features, but can also improve their speaking immeasurably.[13]Speaking itself encompasses focusing on sound and manner of articulation, place of a particular sound like showing the place in producing sound should be stressed-all. These things give learner extra information about English pronunciation and help learners to achieve the goal in improvingtheir pronunciation.

Correction of students' phonological errors at an advanced level and particularly with mature learners may risk affront to personal dignity and perhaps even to cultural and national identity. Few would expect students to be able to achieve a native speaker sound system in their second language. However, a communication breakdown can occur if a phonological error is serious enough to affect intelligibility.The appropriate corrective treatment is important in indicating the speaker's error, as by implicit suggestion from the listener.[14] Teacher did not need to pressure learner in all the time. Teacher should understand that error is a part of learning and the stage of a development in mastering language.

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[13]Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (United Kingdom: Longman, 2001), 183.

[14] Nancy Lee, "Notions of "Error" and Appropriate Corrective Treatment",(Hongkong Papers in Linguistics and Language Teaching, No 13: 1990), 59-61.

Errors are a natural part of learning a language and can work as an insight into the tools and the process used to learn a language. One of the most important findings of error analysis is that most errors occur by learners drawing incorrect conclusions about the rules of the L2, which can even be related to phonological errors. However, language learning is developmental by nature and happens in stages largely as an implicit process implying that conclusions are not possible. Most importantly, errors analyzed through contrastive analysis as well as error analysis can be assessed in relation to what degree they affect communication.[15]

3. Types of Error in Pronunciation

Here are types of error based on language category according to Heidi C. Dulay:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.[16] Here the example of omission is when a student pronounced 'liters' with /lɪtər/ in her statements "drink two liter of water". 'Liter' word absolutely false. It should show the plural form but she pronounced it in the singular form. The correct phonetic transcription

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[15]Sofi Centerman "Common L2 Pronunciation Errors," (Dissertation, Swedish, 2011), page 17.

[16]Heidi C. Dulay, *Language Two* (Oxford: Oxford University Press, 1982), 154.

of it was /lɪtə(r)s/. This student actually should produce /s/ sound in the end of the word, but she omitted it.

b. Addition

Addition errors are opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.[17] The example of this error is pronouncing 'often'. The correct phonetic transcription of it was/ɒfn/ but in fact she added /t/ sound in the middle of the word like /ɒftn/.

c. Misformation

Misformation errors are characterized by the use of the wrong form of an item. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect.[18]Here the example of misformation error. A student pronounced 'something' with /ˈsʌmtɪŋ/.The pronunciation of it word is absolutely false. The correct phonetic transcription of it was /ˈsʌmθɪŋ/. This student actually

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[17] Heidi C. Dulay, *Language Two*, 156.
[18]Ibid, 158.

should produce /ɵ/ sound in the middle of the word, but she supplies the wrong item within the word.

d. Misordering

Misordering errors are characterized by the incorrect placement of an item in an utterance. In other words, the elements presented are correct but wrongly sequenced. Misordering errors occur systematically for both second language and first language learners in constructions that have already been acquired.[19]The example of misordering error is pronouncing 'ask'. The correct phonetic transcription of it was/ɑ:sk/ but in fact this student pronounced /ɑ:ks/ sound. the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

4. **Pronunciation Aspects**

a. **English Consonant**

Consonants are performed by interrupting, restricting or diverting the airflow in a variety of ways.[20] There are 24 consonants based on Gerald Kelly; /p/, /b/, /m/, /w/ (bi-labial), /t/, /d/, /s/, /z/, /n/,/l/, (alveolar), /k/, /g/, /ŋ/ (velar),

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[19] Heidi C. Dulay, *Language Two*, 162.

[20] Gerald Kelly, *How to Teach Pronunciation* (United Kingdom: Longman, 2000), 47

/f/, /v/ (labio-dental), /ɵ/, /ð/ (dental), /ʃ/, /ʒ/,/tʃ/, /dʒ/, /r/(post alveolar), /h/ (glottal), and /j/ (palatal).[21]

b. English Vowel

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.[22]Roach stated that the most common view is that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.[23]

English has a large number of vowel sounds. The first one to be examined are short vowels. The symbols for these vowels are /ɪ/, /æ/, /ʌ/, /ɒ/, and /ʊ/. The second one is long vowels. These long vowels are the vowels which tend to be longer than the short vowels in similar context. There are five long vowels; /iː/, /uː/, /ɑː/, /ɔː/ and /ɜː/.[24]

c. English Diphthong

Diphthongs can be made by beginning at any one vowel and going in one direction of any other, so that the number of possible diphthongs is very large.[25]

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[21]Ibid., 2.

[22]Gerald Kelly, *How to Teach Pronunciation,*29.

[23]Peter Roach, *English Phonetics and Phonology* (United Kingdom; Cambridge University Press), 10.

[24]*Ibid*., 14-18.

[25] Novaliana and Fiber Yun, "*An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at Unika,*" (Medan: JSP, 2016), 48.

A sound which consists of a movement or glide from on vowel to another was called as diphthong. The most important thing to remember all about the diphthong is that the first part is much longer and stronger than the second part; like in the most of the diphthong /**aɪ**/ "eyes", consists of /**a**/ vowel, and only in about the last of the diphthong does the glide to /ɪ/ become noticeable. As a glide to /ɪ/ happens, the loudness of the sound decreases. As the result, the /ɪ/ part is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthong must not be made too strongly.[26]

According to Roach, the total number of diphthong is eight. They are divided into two types; centering and closing.

1. The centering diphthong

   It glides toward the /ə/ vowel, as the symbols indicate. There are three diphthongs ending in /ə/, they are /ɪə/, /eə/, and /ʊə/.[27]

2. The closing diphthong

   The closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively

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[26]Peter Roach, *English Phonetics and Phonology*, 20.
[27]Ibid., 20-21.

closer vowel is produced. There are three closing diphthongs ending in /ɪ/, they are /eɪ/, /aɪ/ , and /ɔɪ/.[28]

There are two closing diphthongs ending in /ʊ/. Two diphthongs glide towards /ʊ/, so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. There are two closing diphthong in this parts, they are /əʊ/ and /aʊ/.[29]

d. English Triphthong

The most complex English sounds of vowel type are the triphthongs. They can be rather difficult to pronounce, and very difficult to recognize. A triphthong is a glide from one vowel to another and then to the third, all produced rapidly and without interruption. For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to ɑ:, goes to a glide towards the back close rounded area (for which we use the symbol ʊ), then ends with a mid-central vowel (schwa, ə). We use the symbols aʊə to represent the way we pronounce it, but this is not always an accurate representation of the pronunciation. The triphthong can be looked on as being composed of the five closing diphthongs are eɪə, aɪə, ɔɪə, əʊə, and aʊə.[30]

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[28]Ibid., 21-22.
[29]Ibid., 22.
[30]Peter Roach, *English Phonetics and Phonology* , 23.

5. Sources of Error

The goals as English pronunciation should be more realistically focused on clear, comprehensible pronunciation. At the beginning levels, the teacher or native speaker wants learners to surpass that there should beneath which pronunciation detracts from their ability to communicate. At the advance learners, pronunciation goals can focus on elements that enhance communication: intonation features that go beyond basic patterns, voice quality, phonetic distinction between registers, and other refinements that are far more important in the overall stream of clear communication than rolling the English /r/ or getting a vowel to perfectly imitate a "native speaker".[31]

One of the common difficulties in understanding the linguist system of both first and second language learners is the fact that such systems cannot be directly observed. They must be inferred by means of analyzing production and comprehension data.

In Error Analysis although interference from the mother tongue is acknow ledged as a source of errors, it is by no means considered to be the only source. In the field of error analysis, many other sources of errors have been identified which extend beyond the scope of interlingual errors.[32]

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[31]H. Douglas Brown,*Teaching by Principles; An Interactive Approach of Language Pedagogy* (New York; Addision Wesley Longman, 2001), 284-285.

[32]Ebrahim Shekhzadeh, "An Account of Sources of Errors in Language Learners' Interlanguage,"*Literature and Linguistics,* **Vol 26** (2011) Iran, 160.

Additionally, Brown classifies sources of error into four, 1) interlingual transfer, that is the negative influence of the mother tongue of learner, 2) intralingual transfer, which is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language; 3) context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language; 4) communication strategies. It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.[33]

B. PREVIOUS RESEARCH FINDINGS

The first previous study related to this research is journal written by Ivana Okta Riyani and Johannes Ananto Prayogo. This research was conducted to find out the pronunciation errors made by Indonesian singers in singing English songs. The researcher counted that there are 506 pronunciation errors out of the 2,569 words made by the Indonesian singers. It was revealed that there were three kinds of pronunciation errors. It was found that there were 226 errors in consonant

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[33]Sunardi Hasyim, "*Error Analysis in the Teaching of English,*" Kita, Vol 4 (June, 2002), 45.

pronunciation made by the singers (44.66%). It was also found that there were 186 vowel errors (36.76%), and the last were 94 diphthong errors (18.58%).[34]

The second previous study related to this research is thesis which made by Dona Caesar Febriani on 2017, with the title *"Analysis of Students` Error on English Vowel Pronunciation of the Eleventh Grade of SMAN 1 Jetis Ponorogo"*. This research has three aims, they are to know the types of error, the dominant type of error and the reasons of error that the students made. The result of this research shows that the students made amounts 548 errors in pronunciation. 43,61% were omission error, 20,62% were addition kinds of error, and the last was substitution amount 35,77%. From the result above, it showed that the dominant type of error was omission and the reasons of those errors were low practice, low ability of the teacher and low motivation of the students.[35]

The similarity between this research and two researches above is focusing in pronunciation area. Then, the difference between this research and Riyani and Prayogo`s research is from the data that we use. They use recorded material of life performance of Indonesian singer, while the researcher uses video produced by the students fourth semester of English education department.

The next difference existed in this research from Febriani is in pronunciation aspect and also the types of error analysis. She focused on vowel

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[34] Ivana Okta Riyani, *"An Analysis of Pronunciation Errors made by Indonesian Singers in Malang in Singing English Songs,"* State University of Malang, (2013), 1.

[35] Dona Caesar Febriani, *"Analysis of Students` Error on English Vowel Pronunciation of the Eleventh Grade of SMAN 1 Jetis Ponorogo,"* 126.

only, but in this research, the researcher focuses on vowel, consonant, diphthong and also triphthong. The types of error that she used was categorized into three types, they are omission, addition and substitution while in this research, the researcher uses four categorizes of types of error, they are omission, addition, misformation and the last is misordering.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher gives description about research methodology which encompasses research design, researcher role, research setting, data source, technique of data collection, technique of analyzing data, checking of data validity, and research procedures.

A. Research Design

The researcher used qualitative research study. It was needed to explore phenomenon from the perspective of distance education students.[36] The data of qualitative research design usually consisted of words or explanations, not statistical or numeral data. So, qualitative study was appropriate with this analysis of pronunciation error.

To find out the answers of the statements of the problem, the researcher used descriptive research. The major purpose of descriptive research was description of the state case or event as it existed at present. Descriptive research intended to describe or explain something systematic, factual and accurate related to the certain population that the researcher took.[37]

The purpose of this research design was strengthened by Lawrence,a researcher begun with a well-defined and conducted a study todescribe it

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[36] John W. Creswell, *Educational Research* (Boston: Phoenix Color Corp: 2012), 16.
[37] C. R. Kothari, *Research Methodology* (New Delhi: New Age International, 2004), 2.

accuratelydetailed descriptionof the subjects.[38] Related to the focus that the researcher took, the aim of this research was to describe the pronunciation error into detail such as types of error and source of error.

B. Researcher Role

In qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data. Human here means the researcher. The researcher talks to interviewee, reads their documents and written records, and records this information in field notes and journals. Qualitative inquiry relies on fieldwork methods (interviewing, observation, and document analysis) as the principal means of collecting data, avoiding the use of paper-and-pencil tests, checklists, mechanical instruments, and highly structured observational protocols.[39] Based on the explanation above, the researcher in this researchtook the position as position as the actor and also data collector.

C. Research Setting

The researcher conducted this research in English Education Department of IAIN Ponorogo Academic Year 2017/2018. The researcher chose this location based on these reasons:

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[38] W. Laurence Neuman, *The Basics of Social Research* (United States of America: Pearson Education, 2007), 16.

[39]Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education* (Canada: Wadsworth, 2006), page 424.

1. IAIN Ponorogo was researchable. It enabled the researcher to conduct research effectively.

2. The fourth semester of English Education Department of IAIN Ponorogo Academic Year 2017/2018 was an appropriate level or semester where the students had given the material about speaking and phonology class from the lecturer.

3. To take the sample of this research, the researcher used purposive sampling. The reason of choosing this kind of technique was related to certain consideration. TI.B Class of English education department of IAIN Ponorogo Academic Year 2017/2018 was reputed as a class which was appropriate with this kind of research. The students of TI. B Class could be categorized as a class which had low skill on pronunciation like they were still influenced by their mother tongue.[40] So, hopefully this research could improve their ability to speak English better than before.

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[40]An interview with Mr. Dedi Hasnawan on 9th January 2018 in IAIN Ponorogo.

D. Data Source

The researcher explained the data source that was used while conducting the research. The data resources in this research were:

1. The primary source

    Primary source of data have been described as those items that are original to the problem under study.[41] From the statement above, primary source is the main source that is used by the researcher in conducting research. Related to pronunciation error, the researcher gains data from speaking class lectured by Mr. Dedi Hasnawan where the students pronouncedmany words consist of English pronunciation produced by the fourth semester of English Education Department of IAIN Ponorogo Academic Year 2017/2018.

    Students` pronunciation within the video would be transcript by the researcher in order to be able in analyzing the types of error produced by the fourth semester of English Education Department of IAIN Ponorogo Academic Year 2017/2018.

2. The secondary source

    Secondary sources are those that do not bear a direct physical relationship to the event being studied. They are made up of data that cannot be described as original. A secondary source would thus be one in which the person describing the event was not actually present but who obtained

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[41] Louis Cohen, *Research Methods in Education 6th Edition* (New York: Routledge, 2007), 193.

descriptions from another person or source.[42] From the statements above, secondary source is a source that is not the main or fundamental base. It can be theories within books, articles, previous researches and so on. In this research, the researcher uses previous research and book consists of theories related to pronunciation error absolutely.

E. Technique of Data Collection

For solving the problem, the researcher needs technique to collect data.

1. Documentation

Qualitative researchers might use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documentshere referred to a wide range of written, physical, and visual materials, including what other authors may term artifacts.[43]The researcher can gain the data videos from the lecturer of speaking class.

2. Interview

The research interview has been defined as 'a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and on content specified by research objectives of systematic description, prediction, or explanation' (Cannell and Kahn). It involved the gathering of data through direct verbal interaction between

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[42]Louis Cohen, *Research Methods in Education*, 194.
[43] Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, 442.

individuals. In this sense it differed from the questionnaire where the respondent was required to record in some way her responses to set questions. As the interview have some things.[44] Related to this researcher, interview was done to gain the information about pronunciation ability of the students in the class, how they use English in doing activity or interaction, and what the problem that the students face in mastering speaking class lectured by Mr. Dedi Hasnawan.

F. Technique of Analyzing Data

The fact that learners made errors, and that these errors could be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners` error, called error analysis.[45]

The lack of simple correspondence between the spelling system and pronunciation system in English tend to cause problems for learners in that it could lead them to initially or repeatedly misspell words and mispronounce them.[46]The researcher searched and arranged the data systematically from documentation and interview to be understood easily and could be informed to other students or people. Analyzing data was done by organizing, describing the findings into some unit.

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[44]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education,* 269.
[45]Brown H. D, Brown H. D*, Principles of Language learning and Teaching 4th Edition,* 218.
[46]Gerald Kelly, *How to Teach Pronunciation*, 124.

Identify or detect students` error by comparing what the students actually said with what students ought to have said to express what students intended to express. In students` words, the researcher compared students` erroneous utterance with what a native speaker would have said to express that meaning. The researcher identified errors by comparing original utterances with what called *reconstructed* utterances, that was, correct utterances having meaning intended by the learner. Error analysis in this respect was like contrastive analysis.[47]

Analysis data technique in qualitative research followed the concept of Miles & Huberman. It was done interactively and continuously while doing research procedures.

This analysis has three main steps, they were:

1. Data Reduction

    The data reduction referred to the process of selecting, focusing, simplifying, abstracting and transforming the data that appears in transcription. In this section, the researcher took the words where errors were produced by the students within the video. The researcher would like to identify the errors of the students, and then classify the error based on the

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[47] S. P. Corder, Error *Analysis and Interlanguage* (Oxford: Oxford University Press, 1981), page 37

types of error.[48]Data reduction occurred throughout the analysiscontinually. It was not something separate from the analysis; it was part of the analysis.[49]

a. Selecting data

Here, selecting data means that researcher selected or chose the data would be analyzed. In this research, the researcher had selected data from video produced by the students fourth semester of English education department, TI B Class.

b. Focusing data

In this process, the researcher took attentions the video carefully. In the video, there were many aspects to be researched such as morphology, phonological, lexical, syntactical, gesture, eye contact and so on. From those aspects above the researcher had chosen the research focused on phonological aspect.

c. Simplifying data

After focusing data on phonological aspect, there were correct pronunciation and also incorrect pronunciation. The researcher simplified it into pronunciation error only.

d. Abstracting data

In this process, the researcher abstracted data of pronunciation into vowel, consonants, diphthong, and also triphthong.

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[48] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Saga Publication, 1994), page 10.
[49]Ibid., 11.

e. Transforming data

Here, the researcher transforming or converting errors from spoken into written form.

2. Data Display

Data display was displaying or presenting the data. Generally, a display was an organized, compressed assembly of information that permitted conclusion drawing and action. Miles and Huberman stated that displayed could help the reader for understanding what happening was and to do something further analysis based on that understanding.[50]

Data display is used for describing data shown by table, graph, phie chard, and others.[51] In this section, the researcher would like to display the finding using table to make the reader understand the data easily. The table consists of the words that the students pronounce, correct phonetics transcription, false phonetics transcription of students` pronunciation, types of error, aspects of pronunciation, and the last part is source of error. Here the example of the table for displaying data:

No	Words	Phonetics Transcription	Recording Transcription	Consonants				Vowels			
				O	A	Mf	Mo	O	A	Mf	Mo
1.	explain	/ɪk`spleɪn/	/eks`plæn/							√	

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[50]Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis,* 11.

[51] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2017), 341.

No	Words	Phonetics Transcription	Recording Transcription	Diphthongs				Triphthongs			
				O	A	Mf	Mo	O	A	Mf	Mo

In this step, the researcher would make a tabulation of the error to find out the dominant types of error. The researcher uses Levin and Fox formula as quoted by Fitria.[52] This is the way to calculate error:

Percentage of error $= \dfrac{frequency\ of\ error\ (f)}{total\ number\ of\ error\ (N)}$ x 100%

3. Conclusion Drawing and Verification

The third stream of analysis activity was conclusion drawing and verification. Conclusion was also verified as the analyst proceeds. Verification might be as a brief as a fleeting second thought crossing the analyst`s mind during writing, with a short excursion back to the filed notes, or it might be thorough and elaborate. As matrix fills up, preliminary conclusions were drawn, but they led to the decision.[53]

G. **Checking of Data Validity**

To check validity, the researcher used triangulation technique. Triangulation might be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. The use of multiple methods, or the multi-

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[52] Ana Lailatul Fitria, *The Errors of English Pronunciation on Vowels Made by The Second Year Students at SMPN 2 Menganti, Gresik*, University Sunan Ampel Surabaya, 2014, page 43.
[53] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis, 11-12.*

method approach as it was sometimes called, contrasts with the ubiquitous but generally more vulnerable single- method approach that characterized so much of research in the social sciences.[54]

Triangulation technique to check data credibility was conducted by checking data to the same source with the different technique.[55] According to this research, the researcher gain data with video documentations produced by the fourth semester of English education department, then those videos were checked by interview and observation technique. The purpose of this checking is to make sure that data or this phenomenon is correct and to increase someone`s understanding of what is being investigated.

H. Research Procedures

The researcher did four procedures in conducting this research:

1. Pre-research phase. The researcher would arrange the research structure, find the research place, got permission letter, observing the location, collect information, and prepare the equipment to conduct this research.

2. Research phase. The researcher would understand the background research, and then enter the field area to collect the data.

3. Data analyzing phase. Here, the researcher would analyze the data.

4. Writing report phase.

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[54] Ibid., 141.
[55] Sugiyono, 373.

CHAPTER IV

FINDINGS

In this chapter, the researcher presented finding of the research encompassed types and causes of pronunciation error produced by the fourth semester students of English education department of IAIN Ponorogo academic year 2017/2018.

A. Data Findings about Types of Error in English Pronunciation

From all videos, the researcher got, there are many kinds of error made by the students in pronunciation. The researcher classified those errors into four types according to Dulay, they were omission, addition, misformation and misordering. Here the tables to show the error in pronouncing English words produced by the students.

Here, the researcher showed data finding in a table in order to make it easier to be understood. There were 22 videos produced by the students fourth semester of English education department of IAIN Ponorogo. The tables contained of word error, dictionary transcription, students` pronunciation, the types of error, and the aspect of pronunciation encompasses consonants, vowel, diphthong, and the last is triphhtong.

1. Consonant Error Findings

The first aspects of pronunciation the researcher showed here was consonant. There were 264 error words which were classified into four types, they were omission, addition, misformation and misordering. Those errors were shown by using this following table.

Table 4.1

No.	Words	Dictionary Transcription	Recording Transcription	Types Of Error				Consonants
				Omission	Addition	Misformation	Misordering	
1	motivation	/məʊtɪ`veɪʃn/	/mɒtɪfasən/			√		/f/, /s/
2	liters	/lɪtə(r)s/	/lɪtər/	√				/s/
3	breakfast	/`brekfəst/	/brɪkfəs/	√				/t/
4	lunch	/`lʌntʃ/	/lʌns/			√		/s/
5	laugh	/lɑ:f/	/lɒg/			√		/g/
6	three	/`ɵri:/	/trɪ/			√		/t/
7	energies	/`enədʒɪs/	/energɪ/	√	√	√		/r/, /s/, /g/

8	empathy	/ɪmˋfətɪ/	/empətɪ/			√		/p/
9	most	/məʊst/	/mɒs/	√				/t/
10	often	/ˋɒfn/	/ɒftn/		√			/t/
11	think	/θɪŋk/	/tɪŋ/	√		√		/t/, /k/
12	business	/ˋbɪznəs/	/bʊsɪnəs/			√		/s/
13	situatiom	/sɪtʃuˋeɪʃn/	/sɪtʊˋesn/			√		/t/, /s/
14	argument	/ˋɑːrgjumənt/	/ˋʌrgumen/	√		√		/j/, /t/
15	thank	/θæŋk/	/tæŋ/	√		√		/t/, /k/
16	accent	/ˋæksent/	/ˋæksen/	√				/t/
17	british	/ˋbrɪtɪʃ/	/ˋbrɪtɪs/			√		/s/
18	vocabulary	/vəˋkæbjələrɪ/	/fəˋkæbʊlərɪ/			√		/f/, /j/
19	forest	/ˋfɒrɪst/	/ˋfɒræs/	√				/t/
20	english	/ˋɪŋglɪʃ/	/ˋɪŋglɪs/			√		/s/
21	verb	/vɜːb/	/fɜːb/			√		/f/

22	voice	/vɔɪs/	/fɔɪs/			√		/f/
23	shall	/ʃəl/	/sʌl/			√		/s/
24	tense	/tens/	/ten/	√				/s/
25	verbs	/vɜ:bs/	/vɜ:b/	√				/s/
26	might	/maɪt/	/maɪg/			√		/g/
27	never	/`nevə(r)/	/`nefə(r)/			√		/f/
28	brought	/brɔ:t/	/brɔ:g/			√		/g/
29	present	/prɪ`zent/	/prɪ`sən/	√		√		/s/, /t/
30	theory	/`θɪərɪ/	/`teɒrɪ/			√		/ɵ/
31	environment	/ɪn`vaɪrənmənt/	/ɪn`vɪrənmən/	√				/t/
32	construct	/`kənstrʌkt/	/`kɒnstrʌk/	√				/t/
33	situation	/sɪtʃʊ`eɪʃn/	/sɪtʃʊ`esn/			√		/s/
34	relationship	/rɪ`leɪʃnʃɪp/	/rɪ`lesnsɪp/			√		/s/
35	systems	/`sɪstəms/	/`sɪstəm/	√				/s/

No	Word							
36	individual	/ɪndɪˋvɪdʒuəl/	/ɪndɪˋfɪdʒuəl/			√		/f/
37	context	/ˋkɒntekst/	/ˋkɒnteks/	√				/t/
38	affect	/əˋfekt/	/əˋfek/	√				/t/
39	neighbors	/ˋneɪbərs/	/ˋneɪgbərs/		√			/g/
40	agent	/ˋeɪgʒənt/	/ˋægʒən/			√		/t/
41	involve	/ɪnˋvɒlv/	/ɪnˋfɒlf/			√		/f/
42	fifth	/fɪfɵ/	/fɪf/	√				/ɵ/
43	circumstance	/ˋsɜ:kəmstəns/	/ˋsɪrkʊmstæns/		√			/r/
44	occurred	/əˋkɜ(r)d/	/ɒkjʊrd/		√			/j/
45	presentation	/preznˋteɪʃn/	/presnˋtesn/			√		/s/
46	previously	/ˋpri:viəslɪ/	/ˋprefɪʊslɪ/			√		/f/
47	eight	/eit/	/aɪg/			√		/g/
48	three	/ˋɵri:/	/trɪ/			√		/t/
49	java	/dʒʌvʌ/	/dʒʌfʌ/			√		/f/

50	because	/bɪˈkɒz/	/ˈbɪkaʊs/			√		/s/
51	called	/kɔ:ld/	/kʌl/	√				/d/
52	occurred	/əˈkɜ(r)d/	/ɒkjʊr/	√	√			/d/, /j/
53	twelve	/twelv/	/twelf/			√		/f/
54	named	/neɪmd/	/næm/	√				/d/
55	she	/ʃi:/	/si:/			√		/s/
56	important	/ˈɪmpɔ:tnt/	/ˈɪmpɒrtn/		√	√		/r/, /t/
57	wrote	/rɒt/	/wrɒt/		√			/w/
58	thanks	/θæŋks/	/tæŋks/			√		/t/
59	government	/ˈgʌvənmənt/	/ˈgʌfəmən/	√		√		/f/, /n/, /t/
60	video	/ˈvɪdiəʊ/	/ˈfɪdɪo/			√		/f/
61	have	/hæv/	/hæf/			√		/f/
62	strings	/strɪŋs/	/strɪɲ/	√				/s/
63	memorize	/ˈmeməraɪz/	/ˈmemɒraɪs/			√		/s/

No	Word							
64	improve	/ɪm`pru:v/	/ɪm`pru:f/			√		/f/
65	passioned	/`pæʃnd/	/`pæʃn/			√		/d/
66	introduce	/ɪntrə`dju:s/	/ɪntrʊ`du:s/	√				/j/
67	several	/`sevrəl/	/`sefrəl/			√		/f/
68	benefits	/`benɪfɪts/	/`benəfɪt/	√				/s/
69	fight	/faɪt/	/ faɪg/			√		/g/
70	reduce	/rɪ`dju:s/	/rɪ`du:s/			√		/j/
71	helps	/helps/	/help/	√				/s/
72	having	/hævŋ/	/hæfŋ/			√		/f/
73	surgery	/`sɜ:dʒərɪ/	/`sa:rgərɪ/		√	√		/r/, /g/
74	formation	/fɔ:`meɪʃn/	/fɔ:`mesn/			√		/s/
75	allergy	/`ælədʒɪ/	/`ʌlərgɪ/		√	√		/r/, /g/
76	used	/ju:sd/	/ju:s/			√		/d/
77	device	/dɪ`vaɪs/	/dɪ`faɪs/			√		/f/

78	first	/fɜːst/	/fɜːs/	√				/t/
79	ourselves	/ɑːˈselvz/	/ˈaʊə(r)selfs/			√		/f/, /s/
80	vocabularies	/vəˈkæbjələrɪs/	/vɒˈkæbʊlərɪs/	√				/j/
81	have	/hæv/	/hæf/			√		/f/
82	every	/ˈevrɪ/	/ˈefrɪ/			√		/f/
83	improve	/ɪmˈpruːv/	/ɪmˈprɒf/			√		/f/
84	mistakes	/mɪˈsteɪks/	/mɪˈstek/	√				/s/
85	affirm	/əˈfɜːm/	/əˈfrɪm/		√			/r/
86	month	/mʌnθ/	/mɒn/	√				θ
87	determine	/dɪˈtɜːmɪn/	/dærmaɪn/	√	√			/t/, /r/
88	charity	/ˈtʃærətɪ/	/kʌrɪtɪ/			√		/k/
89	often	/ˈɒfn/	/ˈɒftn/		√			/t/
90	individual	/ɪndɪˈvɪdʒuəl/	/ɪndɪˈfɪdʒuəl/			√		/ʒ/, /f/
91	think	/θɪŋk/	/tɪŋ/	√		√		/θ/, /k/

92	give	/gɪv/	/gɪf/			√		/f/
93	with	/wɪθ/	/wɪt/			√		/θ/
94	techniques	/tekˋni:ks/	/tekˋni:k/	√				/s/
95	first	/fɜ:st/	/fɜ:s/	√				/t/
96	mastered	/mɑ:stə(r)d/	/mɑ:stə(r)/	√				/d/
97	opponent	/əˋpəʊnənt/	/ɒˋpɒnən/	√				/t/
98	second	/ˋsekənd/	/ˋsekən/	√				/d/
99	although	/ˋɔ:lðəʊ/	/ˋɔ:lðɒʊg/		√			/g/
100	most	/məʊst/	/mɒs/	√				/t/
101	thing	/θɪŋ/	/tɪŋ/			√		/t/
102	determined	/dɪˋtɜ:mɪn/	/dɪˋtərmaɪn/		√			/r/
103	every	/evrɪ/	/efrɪ/			√		/f/
104	easiest	/ˋi:zɪəst/	/ˋi:zɪəs/	√				/t/
105	with	/wɪθ/	/wɪt/			√		/t/

106	institute	/ɪnstɪtjuːt/	/ɪnstɪtuːt/	√				/j/
107	should	/ʃʊd/	/ʃʊld/		√			/l/
108	journalist	/ˈdʒɜːnəlɪst/	/ˈdʒuːnəlɪs/	√				/t/
109	author	/ˈɔːθə(r)/	/ˈaʊːtɒ(r)/			√		/t/
110	contrast	/kənˈtrɑːst/	/kɒnˈtrɑːs/	√				/t/
111	continent	/ˈkɒntɪnənt/	/ˈkɒntɪnen/	√				/t/
112	thousand	/ˈθaʊznd/	/ˈtaʊsnd/			√		/t/, /s/
113	least	/liːst/	/liːs/	√				/t/
114	regional	/ˈriːdʒənl/	/ˈræɡɪɒnʌl/			√		/g/
115	most	/məʊst/	/mɒs/	√				/t/
116	thirty	/ˈθɜːtɪ/	/ˈtɜːtɪ/			√		/t/
117	three	/θriː/	/triː/			√		/t/
118	east	/iːst/	/æs/	√				/t/
119	however	/haʊˈevə(r)/	/hɒʊˈefə(r)/			√		/f/

120	end	/end/	/en/	√				/d/
121	vehicles	/ˈviːəkls/	/ˈfæhiːkls/		√			/f/, /h/
122	high	/haɪ/	/haɪg/		√			/g/
123	north	/nɔːɵ/	/nɔːt/			√		/t/
124	presentations	/preznˈteɪʃn/	/presnˈteʃn/			√		/s/
125	thanks	/ɵæŋks/	/tæŋks/			√		/t/
126	coughing	/kɒfŋ/	/kɒhŋ/			√		/h/
127	reduce	/rɪˈdjuːs/	/reˈduːs/	√				/j/
128	another	/əˈnʌðə(r)/	/əˈnɒdə(r)/			√		/d/
129	through	/ɵruː/	/trɒg/		√	√		/t/, /g/
130	reasons	/ˈriːzns/	/ˈriːsn/	√		√		/s/
131	dancer	/daːnsr/	/daːnʃr/			√		/ʃ/
132	physically	/ˈfɪzɪklɪ/	/ˈpɪzɪkʌlɪ/			√		/p/
133	healthy	/ˈheləɪ/	/ˈheltɪ/			√		/ɵ/

No	Word	Correct	Student			√		Phoneme
134	increase	/ɪŋ`kri:s/	/ɪŋ`kri:ʃ/			√		/ʃ/
135	strength	/streŋɵ/	/streg/	√		√		/g/, /ɵ/
136	age	/eɪdʒ/	/eɪg/			√		/g/
137	give	/gɪv/	/gɪf/			√		/f/
138	commitment	/kə`mɪtmənt/	/kɒ`mɪtmən/	√				/t/
139	build	/bɪld/	/bʊɪl/	√				/d/
140	innovation	/ɪnə`veɪʃn/	/ɪnɒ`vesn/			√		/s/
141	dispute	/dɪ`spju:t/	/dæ`spu:t/	√				/j/
142	community	/kə`mju:nətɪ/	/kɒ`mu:nɪtɪ/	√				/j/
143	cultures	/`kʌltʃə(r)s/	/`kʊltʊ(r)s/			√		/ʃ/
144	citizens	/`sɪtɪzn/	/`ʃɪtɪʃn/			√		/ʃ/
145	present	/prɪ`zent/	/prɪ`zən/	√				/t/
146	enough	/ɪ`nʌf/	/ə`nɒg/			√		/g/
147	suppose	/sə`pəʊz/	/sə`pɒs/			√		/s/

148	consume	/kən`sju:m/	/kʌn`səm/	√				/j/
149	benefits	/`benɪfɪts/	/`benefɪt/	√				/s/
150	allergies	/`ælədʒɪs/	/`ʌlərgɪs/		√	√		/r/, /g/
151	negative	/`negətɪv/	/`negʌtɪf/			√		/f/
152	regulates	/`regju:leɪts/	/`regu:lets/	√				/j/
153	temperature	/temprətʃə(r)/	/tempretə(r)/			√		/ʃ/
154	amount	/ə`maʊnt/	/ə`mɒn/	√				/t/
155	approximately	/əˈprɒksɪmətli/	/əˈprɒksɪmeli/	√				/t/
156	difficult	/ˈdɪfɪkəlt/	/ˈdɪfɪkəl/	√				/t/
157	introduce	/ɪntrə`dju:s/	/ɪntrɒ`dʌs/	√				/j/
158	third	/θɜːd/	/θri:d/		√			/r/
159	various	/`veərɪəz/	/`ferɪɒs/			√		/f/, /s/
160	disease	/dɪ`zi:z/	/dɪ`ses/			√		/s/
161	effort	/`efət/	/`efɒrt/		√			/r/

162	fresh	/`freʃ/	/`fres/			√		/ʃ/
163	several	/`sevrəl/	/`sefrʌl/			√		/f/
164	accordance	/ə`kɔ:dns/	/ə`kɔ:rdns/		√			/r/
165	nutritional	/`nju:trɪʃənl/	/`nu:trɪʃɪɒnl/	√				/j/
166	value	/`vælju:/	/`fælju:/			√		/f/
167	content	/`kɒntent/	/`kɒnten/	√				/t/
168	consume	/kən`sju:m/	/kɒn`su:m/	√				/j/
169	important	/ɪm`pɔ:tnt/	/ɪm`pɔ:rtent/		√			/r/
170	energies	/`enədʒɪs/	/`enərdʒɪs/		√			/r/
171	rest	/rest/	/res/	√				/t/
172	especially	/ɪ`speʃəlɪ/	/ek`spəksɪʌlɪ/		√	√		/k/, /s/
173	cycling	/`saɪklŋ/	/`saɪlŋ/	√				/k/
174	environment	/ɪn`vaɪrənmənt/	/en`fɪrɒnmən/	√		√		/f/, /t/
175	friends	/frends/	/frend/	√				/s/

176	most	/məʊst/	/mɒʃ/	√		√		/t/, /ʃ/
177	precious	/ˈpreʃəs/	/ˈpreʃəʃ/			√		/ʃ/
178	person	/ˈpɜ:sn/	/ˈpɜ:ʃn/			√		/ʃ/
179	involve	/ɪnˈvɒlv/	/ɪnˈfɒlf/			√		/f/
180	believe	/bɪˈli:v/	/bəˈli:f/			√		/f/
181	thoughts	/θɔ:ts/	/θaʊgs/			√		/g/
182	safe	/seɪf/	/ʃef/			√		/ʃ/
183	secure	/sɪˈkjʊə(r)/	/ʃɪˈkju:(r)/			√		/ʃ/
184	provide	/prəˈvaɪd/	/prɒˈfaɪd/			√		/f/
185	advice	/ədˈvaɪs/	/ædfæʃ/			√		/f/, /ʃ/
186	knows	/nəʊs/	/knɑws/		√	√		/k/, /w/
187	love	/lʌv/	/læf/			√		/f/
188	stand	/stænd/	/stæn/			√		/d/
189	leave	/li:v/	/li:f/			√		/f/

No.	Word							
190	during	/ˈdjʊərɪŋ/	/ˈdʊrɪŋ/	√				/j/
191	three	/θri:/	/tri:/			√		/t/
192	heart	/hɑ:t/	/hɑ:rt/		√			/r/
193	think	/θɪŋk/	/tɪŋ/	√		√		/t/, /k/
194	cities	/ˈsɪtɪs/	/ˈsɪtɪ/			√		/s/
195	visit	/vɪzɪt/	/fɪsɪt/			√		/v/, /s/
196	places	/pleɪsɪs/	/ples/	√				/s/
197	universities	/ju:nɪvɜ:sətɪs/	/ju:nɪvɜ:sɪtɪ/	√				/s/
198	hour	/ˈaʊə(r)/	/ˈaʊə(r)s/		√			/s/
199	villages	/ˈvɪlɪdʒɪz/	/ˈvɪlɪdʒ/			√		/z/
200	rubbish	/ˈrʌbɪʃ/	/ˈrʌbɪs/			√		/s/
201	generation	/dʒenəˈreɪʃn/	/genəˈreɪʃn/			√		/g/
202	environment	/ɪnˈvaɪrənmənt/	/enˈfərənmən/	√		√		/t/
203	culture	/ˈkʌltʃər/	/ˈkʌltər/			√		/ʃ/

204	best	/best/	/bes/	√				/t/
205	very	/`verɪ/	/`ferɪ/			√		/f/
206	around	/ə`raʊnd/	/ə`rɒn/	√				/d/
207	cloth	/klɒө/	/klɒt/			√		/t/
208	ask	/ɑ:sk/	/ɑ:ks/				√	/k/, /s/
209	should	/ʃʊd/	/ʃʊld/		√			/d/
210	favorite	/`feɪvərɪt/	/`fefərɪt/			√		/f/
211	walk	/wɑ:k/	/wɑ:lk/		√			/l/
212	night	/naɪt/	/naɪg/			√		/g/
213	exam	/ig`zæm/	/æg`səm/			√		/s/
214	thank	/өæŋk/	/tæŋk/			√		/t/
215	english	/`ɪŋglɪʃ/	/`eŋgles/			√		/s/
216	tough	/tʌf/	/өʊg/			√		/ө/, /g/
217	physics	/`fɪzɪks/	/`pɪsɪk/	√		√		/p/, /s/

218	vocabulary	/və`kæbjələrɪ/	/vɒ`kæbʊlərɪ/			√		/j:/
219	improve	/ɪm`pru:v/	/ɪm`pru:f/			√		/f/
220	experiences	/ɪk`spɪərɪənsɪs/	/æk`sperɪəns/	√				/s/
221	value	/vælju:/	/fælju:/			√		/f/
222	think	/θɪŋk/	/θɪŋ/	√				/t/
223	introduce	ɪntrə`dju:s/	ɪntrɑ`du:s/	√				/j/
224	front	/frʌnt/	/frɒn/	√				/t/
225	ask	/ɑ:sk/	/ɑ:s/	√				/k/
226	listen	/lɪsn/	/lɪstn/		√			/t/
227	lived	/lɪvd/	/lɪv/	√				/d/
228	she	/ʃi:/	/si:/			√		/s/
229	answer	/`ɑ:nsə(r)/	/`ɑ:nswə(r)/		√			/w/
230	give	/gɪv/	/gɪf/			√		/f/
231	anything	/`enɪθɪŋ/	/`enɪtɪŋ/			√		/t/

232	want	/wɒnt/	/wɒn/	√				/t/
233	performance	/pə`fɔ:mæns/	/pə`foms/	√				/n/
234	throw	/θrəʊ/	/trɒʊ/			√		/t/
235	negative	/`negətɪv/	/`negʌtɪf/			√		/f/
236	thought	/θɔ:t/	/tɔ:g/			√	√	/t/, /g/
237	loving	/lʌvŋ/	/lɒfŋ/			√		/f/
238	positively	/`pɒzətɪvlɪ/	/`pɒzɪtɪflɪ/			√		/f/
239	something	/sʌmθŋ/	/sʌmtɪŋ/			√		/t/
240	find	/faɪnd/	/faɪn/	√				/d/
241	own	/əʊn/	/ɒwən/		√			/w/
242	need	/ni:d/	/ni:ds/		√			/s/
243	best	/best/	/bes/	√				/t/
244	never	/nevə(r)/	/nefə(r)/			√		/f/
245	finish	/`fɪnɪʃ/	/`fɪnɪs/			√		/s/

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246	stupid	/ˈstjuːpɪd/	/ˈstuːpɪd/	√				/j/
247	failure	/ˈfeɪljə(r)/	/ˈfaɪlə(r)/	√				/j/
248	leave	/liːv/	/liːf/			√		/f/
249	solve	/sɒlv/	/sɒlf/			√		/f/
250	relationship	/rɪˈleɪʃnʃɪp/	/rɪˈleʃnsɪp/			√		/s/
251	advice	/ədˈvaɪs/	/ædˈfaɪs/			√		/f/
252	listening	/lɪznɪŋ/	/lɪstnɪŋ/		√	√		/s/, /t/
253	truth	/truːθ/	/trət/			√		/t/
254	friend	/frend/	/frends/		√			/s/
255	path	/pɑːθ/	/pɑːt/			√		/t/
256	music	/ˈmjuːzɪk/	/ˈmuːsɪk/	√		√		/j/,/s/
257	physical	/ˈfɪzɪkl/	/ˈpɪsɪkl/			√		/p/, /s/
258	thing	/θɪŋ/	/tɪŋ/			√		/t/
259	perfect	/ˈpɜːfɪkt/	/ˈpɜːfek/	√				/t/

260	sports	/spɔːts/	/spɔːt/	√				/s/
261	insecure	/ɪnsɪˋkjʊə(r)/	/ɪnsəˋkə(r)/	√				/j/
262	positive	/pɒzətɪv/	/pɒsɪtɪf/			√		/s/, /f/
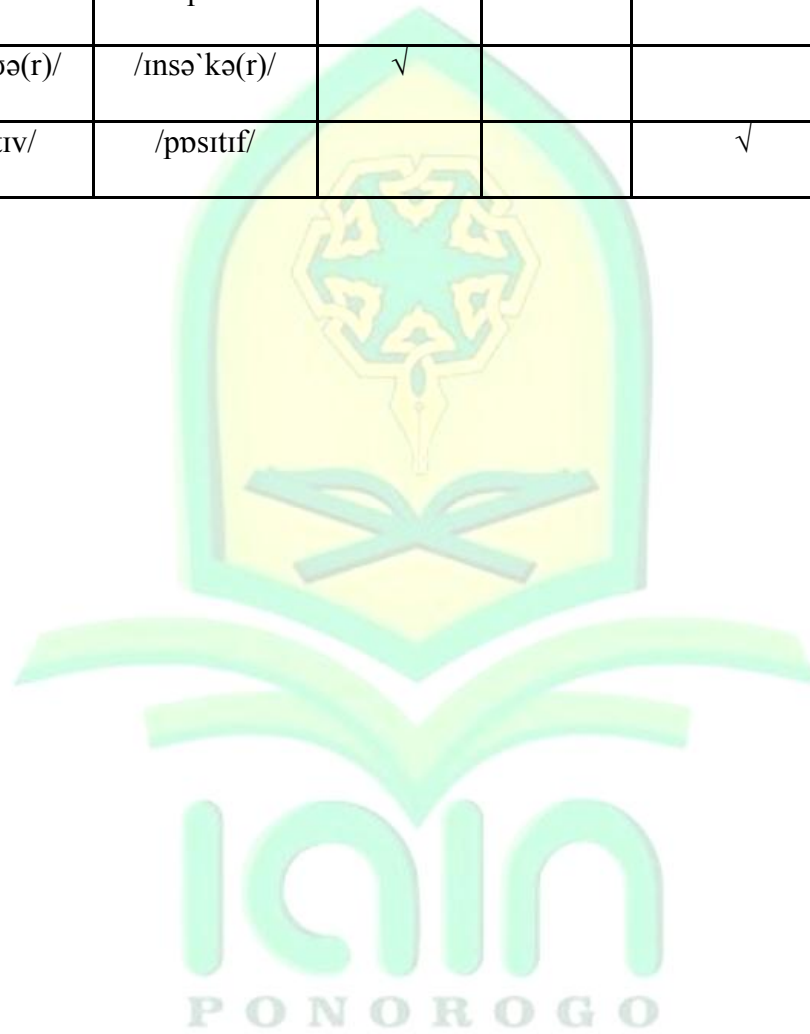
Findings about all consonants error above were classified into for types, they were:

1) **Consonant Omission**

   From the result of classification above, there were 94 omissions from all 289 errors. The kind of this error was like the students forgot to pronounce the last letter of a word like /t/ and /k/ sound. In the middle of some words, the students actually should pronounce /j/ sound, but they omitted it. The last kind of this error was forget to add /s/ or /d/ sound to show the structure of the sentence they produced or to show plurality.

2) **Consonant Addition**

   From the result of classification above, there were 37 omissions from all 289 errors. The kind of this error was like the students added a letter should not exist within their pronunciation like /r/, /j/, or /l/ sound. Those adding sound majority was influenced by mother tongue or their less knowledge of pronunciation of a certain word. Then, last kind of addition error was adding sound like /s/ to show the structure of the sentence they produced or to show plurality but that was a fault.

3) ConsonantMisformation

From the result of classification above, mostly consonant misformation error happened there amount 156 misformations from all 289 errors. Misfomation here means that the students used the wrong item in pronouncing certain word. The kind of this error was like the students used /s/ sound but actually the case was /ʃ/ sound. In addition, the students used /t/ sound whereas the correct one they should pronounce /ð/ or /ɵ/ sound. Mostly, those wrong forms were influenced by mother tongue or their less knowledge of pronunciation.

4) Consonant Misordering

The number of consonants error especially for misordering was only 2 from all 289 errors mentioned above. Misordering here means that the students used the correct item in pronouncing certain word but they put it in the wrong place. The kind of this error was like the student should pronounced /t/ sound in the last pronunciation but she pronounced it in the first one.

2. Vowel Error Findings

The second aspects of pronunciation the researcher showed here was vowel. There were 288 error words which were classified into four types, they were omission, addition, misformation and misordering. Those errors were shown by using this following table.

Table 4.2

No.	Words	Dictionary Transcription	Recording Transcription	Ommision	Addition	Misformation	Misordering	Vowels
1	wake	/weɪk/	/wɪk/	√				/ɪ/
2	explain	/ɪk`spleɪn/	/eks`plæn/			√		/æ/, /e/
3	motivation	/məʊtɪ`veɪʃn/	/mɒtɪfesən/	√	√	√		/ɒ/,/ɪ/, /ə/
4	breakfast	/`brekfəst/	/brɪkfəs/			√		/ɪ/
5	laugh	/lɑ:f/	/lɒg/			√		/ɒ/
6	energies	/`enədʒɪs/	/energɪ/			√		/e/
7	smile	/smaɪl/	/smel/			√		/e/

8	empathy	/ɪm`fətɪ/	/empətɪ/			√		/e/
9	most	/məʊst/	/mɒs/			√		/ɒ/
10	make	/`meɪk/	/mek/	√				/ɪ/
11	take	/`teɪk/	/tek/	√				/ɪ/
12	waste	/weɪst/	/wʌstə/		√	√		/ʌ/, /ə/
13	time	/`taɪm/	/tem/			√		/e/, /ɪ/
14	meditation	/medɪ`teɪʃn/	/medɪ`teʃn/	√				/ɪ/
15	business	/`bɪznəs/	/bʊsɪnəs/			√	√	/ʊ/, /ɪ/
16	situatiom	/sɪtʃu`eɪʃn/	/sɪtʊ`esn/	√				/ɪ/
17	argument	/`ɑ:rgjumənt/	/`ʌrgumen/			√		/e/, /ʌ/
18	name	/neɪm/	/nem/	√				/ɪ/
19	country	/`kʌntrɪ/	/`kɔʊntrɪ/			√		/ɔ/, /ʊ/
20	vocabulary	/və`kæbjələrɪ/	/fə`kæbʊlərɪ/			√		/ʊ/
21	forest	/`fɒrɪst/	/`fɒræs/			√		/æ/

22	information	/ɪnfə`meɪʃn/	/ɪnfɒ`meʃn/	√		√		/ɒ/, /ɪ/
23	shall	/ʃəl/	/sʌl/			√		/ʌ/
24	home	/həʊm/	/hɒm/			√		/ɒ/
25	chance	/tʃɑːns/	/tʃæns/			√		/æ/
26	great	/greɪt/	/gret/	√				/ɪ/
27	beloved	/bɪ`lʌvd/	/bɪ`lɒvd/			√		/ɒ/
28	way	/weɪ/	/we/	√				/ɪ/
29	present	/prɪ`zent/	/prɪ`sən/			√		/ə/
30	ecological	/`ɪːkəlɒdʒɪkl/	/`ekɒlɒgɪkl/			√		/ɪ/, /ɒ/
31	theory	/`θɪərɪ/	/`teɒrɪ/			√		/e/, /ɒ/
32	also	/`ɔːlsəʊ/	/`ʌlsɒ/			√		/ʌ/, /ɒ/
33	micro	/`maɪkrəʊ/	/`mɪkrɒ/	√		√		/a/, /ɒ/
34	environment	/ɪn`vaɪrənmənt/	/ɪn`vɪrənmən/	√				/a/
35	construct	/`kənstrʌkt/	/`kɒnstrʌk/			√		/ɒ/

36	situation	/sɪtʃʊ`eɪʃn/	/sɪtʃʊ`esn/	√				/ɪ/
37	relationship	/rɪ`leɪʃnʃɪp/	/rɪ`lesnsɪp/	√				/ɪ/
38	difficulty	/`dɪfɪkəltɪ/	/`dɪfɪkʊltɪ/			√		/ʊ/
39	agent	/`eɪgʒənt/	/`ægʒən/			√		/æ/, /ɪ/
40	events	/ɪ`vents/	/ɪ`vənts/			√		/ə/
41	cultures	/ `kʌltʃərs/	/ `kʊltʃʊrs/			√		/ʊ/
42	beliefs	/bɪ`li:fs/	/ bə`li:fs/			√		/ə/
43	generation	/dʒenə`reɪʃn/	/dʒenə`ræsn/	√		√		/æ/, /ɪ/
44	circumstance	/`sɜ:kəmstəns/	/`sɪrkʊmstæns/			√		/ɪ/, /ʊ/, /æ/
45	occurred	/ə`kɜ(r)d/	/ɒkjʊrd/			√		/ɒ/, /ʊ/
46	presentation	/prezn`teɪʃn/	/presn`tesn/	√				/ɪ/
47	previously	/`pri:vɪəslɪ/	/`prefɪʊslɪ/			√		/e/, /ɪ/, /ɪ/
48	three	/`θri:/	/trɪ/			√		/ɪ/
49	called	/kɔ:ld/	/kʌl/			√		/ʌ/

50	occurred	/əˋkɜ(r)d/	/ɒkjʊr/			√		/ɒ/, /ʊ/
51	named	/neɪmd/	/næm/	√		√		/æ/, /ɪ/
52	parents	/ˋpeərənts/	/ˋpʌrənts/			√		/ʌ/
53	important	/ˋɪmpɔ:tnt/	/ˋɪmpɒrtn/			√		/ɒ/
54	other	/ˋʌðə(r)/	/ˋɒðə(r)/			√		/ɒ/
55	old	/əʊld/	/ɒld/			√		/ɒ/
56	nine	/naɪn/	/næn/	√		√		æ/, /ɪ/
57	experience	/ɪkˋspɪərɪəns/	/ekˋspərɪəns/	√		√		/e/, /ɪ/
58	video	/ˋvɪdiəʊ/	/ˋfɪdɪɒ/			√		/ɒ/
59	have	/hæv/	/hæf/			√		/f/
60	senoir	/ˋsi:nɪə(r)/	/ˋsenɪə(r)/			√		/e/
61	basic	/ˋbeɪsɪk/	/ˋbesɪk/	√		√		/ɪ/
62	memorize	/ˋmeməraɪz/	/ˋmemɒraɪs/			√		/ɒ/
63	show	/ʃəʊ/	/ʃɒʊ/			√		/ɒ/

64	varieties	/ˈvəraɪətɪs/	/ˈværɪtɪs/	√		√		/æ/, /ʌ/, /ə/
65	introduce	/ɪntrəˈdjuːs	/ɪntrɒˈduːs			√		/ɒ/
66	about	/əˈbaʊt/	/əˈbɒt/			√		/ɒ/
67	benefits	/ˈbenɪfɪts/	/ˈbenəfɪt/			√		/ə/
68	improve	/ɪmˈpruːv/	/ɪmˈprɒf/			√		/ɒ/
69	slow	/sləʊ/	/slɒʊ/			√		/ɒ/
70	down	/daʊn/	/dɒn/			√		/ɒ/
71	factor	/ˈfæktə(r)/	/ˈfʌktɒ(r)/			√		/ʌ/, /ɒ/
72	increase	/ɪnˈkriːs/	/ɪnˈkrɛs/			√		/e/
73	blood	/blʌd/	/blʊd/			√		/ʊ/
74	surgery	/ˈsɜːdʒərɪ/	/ˈsaːrgərɪ/			√		/aː/
75	low	/ləʊ/	/lɒʊ/			√		/ɒ/
76	able	/ˈeɪbl/	/ˈæbl/			√		/æ/
77	feature	/ˈfiːtʃə(r)/	/ˈfætʃə(r)/			√		/æ/

78	formation	/fɔ:`meɪʃn/	/fɔ:`mesn/	√				/ɪ/
79	allergy	/`ælədʒɪ/	/`ʌlərgɪ/			√		/ʌ/
80	know	/nəʊ/	/nɒʊ/			√		/ɒ/
81	both	/bəʊθ/	/bɒθ/			√		/ɒ/
82	although	/ɔ:lðəʊ/	/ɔ:lðʊ/	√				/ə/
83	communicating	/kə`mju:nɪkeɪtɪŋ/	/kɒ`mju:nɪketɪŋ/			√		/ɒ/, /ɪ/
84	vocabularies	/və`kæbjələrɪs/	/vɒ`kæbʊlərɪs/			√		/ɒ/, /ʊ/
85	improve	/ɪm`pru:v/	/ɪm`prɒf/			√		/ɒ/
86	mistakes	/mɪ`steɪks/	/mɪ`stek/	√				/ɪ/
87	about	/ə`baʊt/	/ə`bɒt/			√		/ɒ/
88	affirm	/ə`fɜ:m/	/ə`frɪm/			√		/ɪ/
89	identity	/aɪ`dentətɪ/	/ɪ`dentɪtɪ/	√		√		/a/, /ɪ/
90	focusing	/fəʊkəsɪŋ/	/fɒkʊsɪŋ/			√		/ɒ/, /ʊ/
91	testimony	/testɪmənɪ/	/testɪmɒnɪ/			√		/ɒ/

92	month	/mʌnθ/	/mɒn/			√		/ɒ/
93	determine	/dɪ`tɜ:mɪn/	/dærmaɪn/	√		√		/æ/, /a/
94	charity	/`tʃærətɪ/	/kʌrɪtɪ/			√		/ʌ/, /ə/
95	poor	/pɔ:(r)/	/pɒ(r)/			√		/ɒ/
96	income	ɪnkʌm/	/ɪnkɒm/			√		/ɒ/
97	able	/`eɪbl/	/ˆæbl/	√		√		/æ/, /ɪ/
98	explain	/ɪk`spleɪn/	/ek`splen/	√		√		/e/, /ɪ/
99	player	/`pleɪə(r)/	/`pleə(r)/	√				/ɪ/
100	opponent	/ə`pəʊnənt/	/ɒ`pɒnən/			√		/ɒ/
101	possible	/`pɒsəbl/	/`pɒsɪbl/			√		/ɪ/
102	basic	/`beɪsɪk/	/`besɪk/	√				/ɪ/
103	although	/`ɔ:lðəʊ/	/`ɔ:lðɒʊg/			√		/ɒ/
104	most	/məʊst/	/mɒs/			√		/ɒ/
105	determined	/dɪ`tɜ:mɪn/	/dɪ`tərmaɪn/		√	√		/ə/, /a/

106	game	/geɪm/	/gem/	√				/ɪ/
107	class	/klɑːs/	/klæs/			√		/æ/
108	state	/steɪt/	/stæt/	√		√		/æ/, /ɪ/
109	present	/prɪ`zent/	/pre`sən/			√		/e/, /ə/
110	same	/seɪm/	/sem/	√				/ɪ/
111	journalist	/`dʒɜːnəlɪst/	/`dʒuːnəlɪs/			√		/uː/
112	author	/`ɔːθə(r)/	/`aʊːtɒ(r)/			√		/ɒ/
113	contrast	/kən`trɑːst/	/kɒn`trɑːs/			√		/ɒ/
114	continent	/`kɒntɪnənt/	/`kɒntɪnen/			√		/e/
115	regional	/`riːdʒənl/	/`rægɪɒnʌl/		√	√		/æ/, /ɪ/, /ɒ/, /ʌ/
116	received	/rɪ`siːvd/	/rə`sevd/			√		/e/, /ə/
117	whereas	/weə(r)əz/	/weə(r)eʌz/		√			/e/, /ʌ/
118	most	/məʊst/	/mɒs/			√		/ɒ/

119	located	/ləʊkeɪtɪd/	/lɒketɪd/	√		√		/ɒ/, /ɪ/
120	central	/sentrəl/	/sentrʌl/			√		/ʌ/
121	road	/rəʊd/	/rɒd/			√		/ɒ/
122	east	/i:st/	/æs/			√		/æ/
123	eight	/eɪt/	/æɪt/			√		/æ/
124	sequence	/ˋsi:kwəns/	/ˋsekwæns/			√		/e/, /æ/
125	however	/haʊˋevə(r)/	/hɒʊˋefə(r)/			√		/ɒ/
126	vehicles	/ˋvi:əkls/	/ˋfæhi:kls/			√	√	/æ/,/i:/
127	proud	/praʊd/	/prɒd/			√		/ɒ/
128	name	/neɪm/	/nem/	√				/ɪ/
129	java	/dʒʌvʌ/	/dʒʌfʌ/			√		/f/
130	presentations	/preznˋteɪʃn/	/presnˋteʃn/	√				/ɪ/
131	apologize	/əˋpɒlədʒaɪs/	/əˋpɒlɒdʒɪs/	√		√		/ɒ/, /ʌ/
132	present	/prɪˋzent/	/preˋsən/			√		/e/, /ə/

133	disease	/dɪ`ziːz/	/dɪ`sɪæs/		√	√		/ɪ/, /æ/
134	rain	/reɪn/	/ræn/	√		√		/ɪ/, /æ/
135	virus	/`vaɪrəs/	/`vɪrʊs/	√		√		/a/, /ʊ/
136	because	/`bɪkɒz/	/`bɪkɒʊz/		√			/ʊ/
137	mouth	/maʊθ/	/mɒt/			√		/ɒ/
138	sneezing	/sniːzŋ/	/snæzŋ/			√		/æ/
139	home	/həʊm/	/hɒm/			√		/ɒ/
140	prevent	/prɪ`vent/	/prɪ`vənt/			√		/ə/
141	wash	/wɒʃ/	/wʌʃ/			√		/ʌ
142	soap	/səʊp/	/sɒp/			√		/ɒ/
143	reduce	/rɪ`djuːs/	/re`duːs/			√		/e/
144	spread	/spred/	/sprɪd/			√		/ɪ/
145	another	/ə`nʌðə(r)/	/ə`nɒdə(r)/			√		/ɒ/
146	through	/θruː/	/trɒg/			√		/ɒ/

147	around	/ə`raʊnd/	/ə`rond/			√		/ɒ/
148	into	/`intə/	/`intɒ/			√		/ɒ/
149	close	/kləʊs/	/klos/			√		/ɒ/
150	confidence	/`kɒnfidəns/	/`kɒnfaɪdənt/		√			/ɪ/
151	Physically	/`fɪzɪklɪ/	/`pɪzɪkʌlɪ/		√			/ʌ/
152	bones	/bəʊns/	/bɒns/			√		/ɒ/
153	flexibility	/fleksə`bɪlətɪ/	/fleksɪ`bɪlɪtɪ/			√		/ɪ/
154	brain	/breɪn/	/bræn/			√		/æ/
155	commitment	/kə`mɪtmənt/	/kɒ`mɪtmən/			√		/ɒ/
156	memories	/`memərɪs/	/`memɒrɪ/			√		/ɒ/
157	build	/bɪld/	/bʊɪl/		√			/ɪ/
158	other	/`ʌðə(r)/	/`ɒðə(r)/			√		/ɒ/
159	traditional	/trə`dɪʃənl/	/trʌ`dɪʃɒnl/			√		/ʌ/, /ɪ/, /ɒ/
160	innovation	/ɪnə`veɪʃn/	/ɪnɒ`vesn/	√		√		/ɒ/, /ɪ/

161	world	/wɜ:ld/	/wɔ:ld/			√		/ɔ:/
162	dispute	/dɪ`spju:t/	/dæ`spu:t/			√		/æ/
163	community	/kə`mju:nətɪ/	/kɒ`mu:nɪtɪ/			√		/ɒ/, /ɪ/
164	cultures	/ˈkʌltʃə(r)s/	/ˈkʊltʊ(r)s/			√		/ʊ/
165	makes	/meɪks/	/mek/	√				/ɪ/
166	present	/prɪ`zent/	/prɪ`zən/			√		/ə/
167	many	/ˈmenɪ/	/ˈmʌnɪ/			√		/ʌ/
168	enough	/ɪ`nʌf/	/ə`nɒg/			√		/ə/, /ɒ/
169	suppose	/sə`pəʊz/	/sə`pɒs/			√		/ɒ/
170	especially	/ɪ`speʃəlɪ/	/æ`speʃəlɪ/			√		/æ/
171	consume	/kən`sju:m/	/kʌn`səm/	√				/ʌ/, /ə/
172	benefits	/ˈbenɪfɪts/	/ˈbenefɪt/			√		/e/
173	dehydration	/dɪ:haɪˈdreɪʃən/	/de:hɪdreɪʃən/			√		/e/, /a/,
174	diseases	/dɪ`zi:zɪs/	/dɪ`sezɪs/			√		/e/

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175	allergies	/ˈælədʒɪs/	/ˈʌlərgɪs/			√		/ʌ/
176	negative	/ˈnegətɪv/	/ˈnegʌtɪf/			√		/ʌ/
177	elasticity	/ˌɪlæsˈtɪsətɪ/	/ˌelʌsˈtɪsɪtɪ/			√		/e/, /ʌ/, /ɪ/
178	regulates	/ˈregjuːleɪts/	/ˈreguːlets/	√				/ɪ/
179	temperature	/temprətʃə(r)/	/tempretə(r)/			√		/e/
180	amount	/əˈmaʊnt/	/əˈmɒn/			√		/ɒ/
181	extreme	/ɪkˈstriːm/	/ekˈstriːm/			√		/e/
182	introduce	/ɪntrəˈdjuːs/	/ɪntrɒˈdʌs/			√		/ɒ/, /ʌ/
183	third	/θɜːd/	/θriːd/		√			/iː/
184	various	/ˈveərɪəz/	/ˈferɪɒs/	√		√		/ə/, /ɒ/
185	disease	/dɪˈziːz/	/dɪˈses/			√		/e/
186	effort	/ˈefət/	/ˈefɒrt/			√		/ɒ/
187	know	/nəʊ/	/nɒʊ/			√		/ɒ/
188	criteria	/kraɪˈtɪərɪə/	/krɪˈterɪʌ/	√		√		/ʌ/, /ɪ/, /e/

189	several	/`sevrəl/	/`sefrʌl/			√		/ʌ/
190	nutritional	/`nju:trɪʃənl/	/`nu:trɪʃɪɒnl/		√	√		/ɪ/, /ɒ/
191	consume	/kən`sju:m/	/kɒn`su:m/			√		/ɒ/
192	important	/ɪm`pɔ:tnt/	/ɪm`pɔ:rtent/			√		/e/
193	vegetables	/`vedʒətbl/	/`vedʒetbl/			√		/e/
194	mineral	/`mɪnərəl/	/`mɪnərʌl/			√		/ʌ/
195	young	/jʌŋ/	/jɒŋ/			√		/ɒ/
196	regular	/`regjələ(r)/	/`regʊle(r)/			√		/ʊ/, /e/
197	most	/məʊst/	/mɒʃ/			√		/ɒ/
198	all	/ɔ:l/	/ɑ:l/			√		/ɑ/
199	take	/teɪk/	/tek/	√				/ɪ/
200	comfortable	/`kʌmftəbl/	/`kʌmftæbl/			√		/ʌ/, /æ/
201	believe	/bɪ`li:v/	/bə`li:f/			√		/ə/
202	safe	/seɪf/	/ʃef/	√				/ɪ/

203	secure	/sɪ`kjʊə(r)/	/ʃɪ`kjuː(r)/	√				/uː/, /ə/
204	unconditionally	/ʌnkən`dɪʃnəlɪ/	/ʌnkɒn`dɪʃnəlɪ/			√		/ɒ/
205	provide	/prə`vaɪd/	/prɒ`faɪd/			√		/ɒ/
206	advice	/əd`vaɪs/	/ædfæʃ/			√		/æ/
207	knows	/nəʊs/	/knɑws/			√		/ɒ/
208	love	/lʌv/	/læf/			√		/æ/
209	during	/`djʊərɪŋ/	/`dʊrɪŋ/	√				/ə/
210	times	/taɪms/	/tæms/			√		/æ/
211	mistakes	/mɪsteɪks/	/mɪsteks/	√				/ɪ/
212	beloved	/bɪ`lʌvd/	/bɪ`lɒvəd/		√	√		/ɒ/, /ə/
213	lake	/leɪk/	/lek/	√				/ɪ/
214	great	/greɪt/	/grɪt/	√				/e/
215	places	/pleɪsɪs/	/ples/	√				/ɪ/
216	waterfall	/wɔːtə(r)fɔːl/	/wɔːtə(r)fuːl/			√		/uː/

No	Word							
217	universities	/juːnɪvɜːsətɪs/	/juːnɪvɜːsɪtɪ/			√		/ɪ/
218	safe	/seɪf/	/sæf/	√		√		/æ/, /ɪ/
219	fruit	/frʊt/	/frʊɪt/		√			/ɪ/
220	mountain	/ˈmaʊntən/	/ˈmɒntaɪn/			√		/ɒ/
221	villages	/ˈvɪlɪdʒɪz/	/ˈvɪlɪdʒ/			√		/ɪ/
222	environment	/ɪnˈvaɪrənmənt/	/enˈfərənmən/	√		√		/ə/, /ɪ/
223	hard	/hɑːd/	/hɜːd/			√		/ɜː/
224	discipline	/ˈdɪsəplɪn/	/ˈdɪsɪplaɪn/		√	√		/ə/, /ʌ/
225	about	/əˈbaʊt/	/əˈbɒt/			√		/ɒ/
226	everything	/ˈevrɪɵɪŋ/	/ˈevrɪtɪŋ/			√		/ɒ/
227	around	/əˈraʊnd/	/əˈrɒnd/			√		/ɒ/
228	proud	/praʊd/	/prɒd/			√		/ɒ/
229	name	/neɪm/	/nem/	√				/ɪ/
230	wear	/weə(r)/	/wɪə(r)/			√		/ɪ/

231	now	/naʊ/	/nɒʊ/			√		/ɒ/
232	state	/steɪt/	/stet/	√				/ɪ/
233	should	/ʃʊd/	/ʃɒʊld/		√			/ɒ/
234	tour	/tʊə(r)/	/tɒ(r)/			√		/ɒ/
235	university	/juːnɪvɜːsətɪ/	/juːnɪvɜːstɪ/			√		/ə/
236	agenda	/ə`dʒendə/	/ʌ`dʒendʌ/			√		/ʌ/
237	favorite	/`feɪvərɪt/	/`fefərɪt/	√				/ɪ/
238	popular	/`pɑpjələ(r)/	/`pɑpjʊlə(r)/			√		/ʊ/
239	close	/kləʊs/	/klɒs/			√		/ɒ/
240	exam	/ig`zæm/	/æg`səm/			√		/æ/
241	English	/`ɪŋglɪʃ/	/`eŋgles/			√		/e/
242	tough	/tʌf/	/ɵɒg/			√		/ɒ/
243	increase	/ɪn`kriːs/	/ɪn`kres/			√		/e/
244	experiences	/ɪk`spɪərɪənsɪs/	/æk`sperɪəns/	√		√		/æ/, /ɪ/

No	Word							
245	power	/paʊə(r)/	/pɒʊə(r)/			√		/ɒ/
246	introduce	ɪntrə`dju:s/	ɪntrɑ`du:s/			√		/ɒ/
247	front	/frʌnt/	/frɒn/			√		/ɒ/
248	characters	/`kærəktə(r)s/	/`kæræktə(r)s/			√		/æ
249	upset	/ʌpset/	/ʌpsət/			√		/ə/
250	immediately	/ɪ`mi:dɪətlɪ/	/ɪ`medətlɪ/	√		√		/e/, /ɪ/
251	palace	/`pæləs/	/`peles/			√		/e/
252	performance	/pə`fɔ:mæns/	/pə`foms/	√				/o/, /æ/
253	now	/naʊ/	/nɒ/			√		/ɒ/
254	throw	/θrəʊ/	/trɒʊ/			√		/ɒ/
255	negative	/`negətɪv/	/`negʌtɪf/			√		/ʌ/
256	loving	/lʌvŋ/	/lɒfŋ/			√		/ɒ/
257	positively	/`pɒzətɪvlɪ/	/`pɒzɪtɪflɪ/			√		/ɪ/
258	own	/əʊn/	/ɒwən/		√		√	/ɒ/, /ə/

259	complain	/kəm`pleɪn/	/kɒm`plen/	√		√		/ɒ/, /ɪ/
260	example	/ɪg`zɑ:mpl/	/æg`sæmpl/			√		/æ/
261	words	/wɜ:ds/	/wɒds/			√		/ɒ/
262	waste	/weɪst/	/wʌstə/		√	√		/ʌ/, /ə/
263	assume	/ə`sju:m/	/æ`sju:m/			√		/æ/
264	life	/laɪf/	/lɪf/			√		/a/
265	hope	/həʊp/	/hʌp/			√		/ʌ/
266	about	/ə`baʊt/	/ə`bɒt/			√		/ɒ/
267	face	/feɪs/	/fes/	√				/ɪ/
268	make	/meɪk/	/mek/	√				/ɪ/
269	reality	/rɪ`ælətɪ/	/re`ʌlɪtɪ/			√		/ʌ/, /ɪ/
270	relationship	/rɪ`leɪʃnʃɪp/	/rɪ`leʃnsɪp/	√				/ɪ/
271	take	/teɪk/	/tek/	√				/ɪ/
272	advice	/əd`vaɪs/	/æd`faɪs/			√		/æ/

No	Word							
273	explore	/ɪk`splɔ:r/	/æk`splɔ:r/			√		/æ/
274	direction	/də`rekʃn/	/dɪ`rekʃn/			√		/ɪ/
275	truth	/tru:θ/	/trət/			√		/ə/
276	share	/ʃeə(r)/	/sə(r)/	√				/e/
277	journey	/`dʒɜ:nɪ/	/`dʒɔ:nɪ/			√		/ɔ:/
278	road	/rəʊd/	/rɒd/			√		/ɒ/
279	focus	/`fəʊkəs/	/`fɒkʊs/			√		/ɒ/, /ʊ/
280	amazing	/ə`meɪzŋ/	/ə`mezŋ/	√				/ɪ/
281	perfect	/`pɜ:fɪkt/	/`pɜ:fek/			√		/e/
282	take	/teɪk/	/tæk/			√		/æ/
283	stone	/stəʊn/	/stɔ:n/			√		/ɔ:/
284	opportunity	/ɒpə`tju:nətɪ/	/əpʊ`tu:nɪtɪ/				√	/ə/, /ɒ/
285	Insecure	/ɪnsɪ`kjʊə(r)/	/ɪnsə`kə(r)/			√		/ɪ/, /ʊ/
286	hair	/heə(r)/	/he(r)/	√				/ə/

| 287 | positive | /pɒzətɪv/ | /pɒsɪtɪf/ | | | √ | | /ɪ/ |

Findings about all vowel error above were classified into for types, they were:

1) **Vowel Omission**

From the result of classification above, there were 69 vowel omissions from all 324 errors. The kind of this error was like the students omitted to pronounce the certain letter of a word like /ɪ/ sound. Many students omitted that sound in the case of diphthong. The correct one was /eɪ/ but the students only pronounced /e/. Mostly, this vowel omission error happened in the last syllable of a word.

2) **Vowel Addition**

From the result of classification above, there were 18 vowel omissions from all 324 errors. The kind of this error was like the students added a letter should not exist within their pronunciation like /ə/ or /ʌ/ sound. Those adding sound majority was influenced their less knowledge of pronunciation of a certain word, so the students pronounce it with the written word precisely.

3) **Vowel Misformation**

From the result of classification above, mostly vowel misformation error happened there amount 234from all 324 errors. Misfomation here means that the students used the wrong item in pronouncing certain word. The kind of this error was like the students used /ɒ/, /ʊ/, /æ/ or another vowel sound but

actually it should not be used. Those wrong forms were influenced by their less knowledge of pronunciation.

4) Vowel Misordering

The number of vowel error especially for misordering was only 4 from all 324 errors mentioned above. Misordering here referred to use the correct item in pronouncing certain word but they put it in the wrong place. The kind of this error was like the student should pronounced /iː/ or /ɪ/ sound in the last pronunciation but she pronounced it in the first one and vice versa.
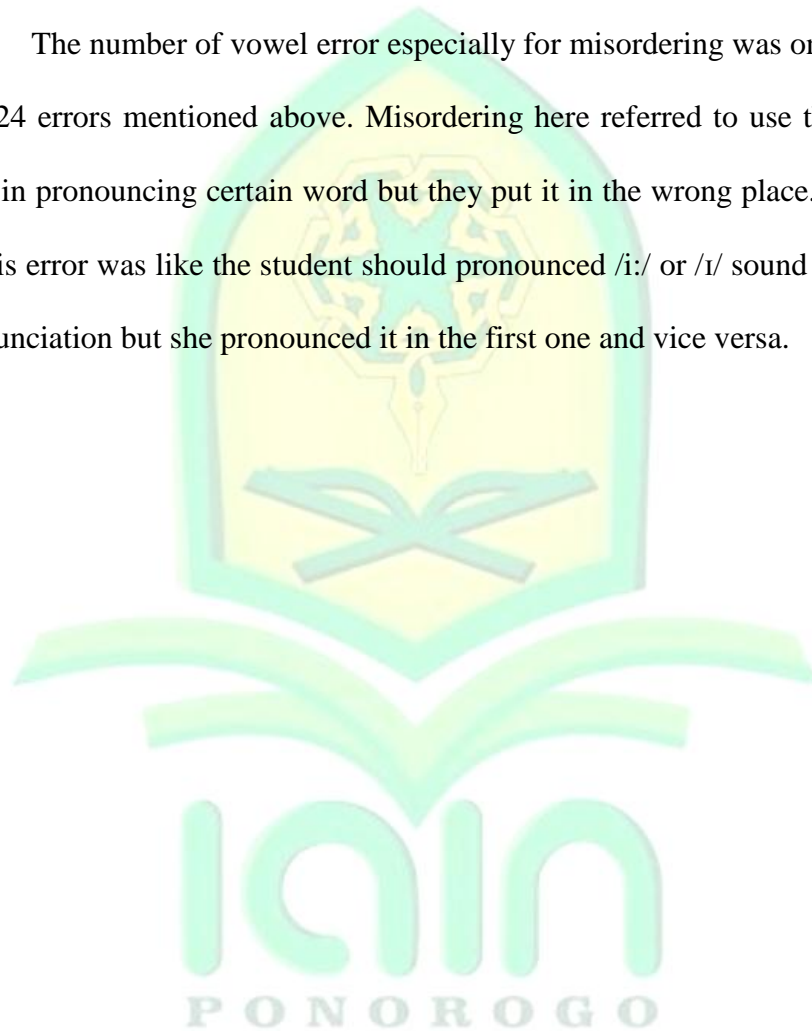
3. Diphthong Error Findings

The second aspects of pronunciation the researcher showed here was diphthong. There were 16 error words. There was only one type of diphthong error, which was misformation. Those errors were shown by using this following table.

Table 4. 3

No.	Words	Dictionary Transcription	Recording Transcription	Types Of Error				Diphthong
				Ommision	Addition	Misformation	Misordering	
1	said	/sed/	/seɪd/			√		/eɪ/
2	main	/meɪn/	/maɪn/			√		/aɪ/
3	eight	/eit/	/aɪg/			√		/aɪ/
4	because	/bɪˋkɒz/	/ˋbɪkaʊs/			√		/aʊ/
5	training	/treɪnɪŋ/	/ traɪnɪŋ/			√		/aɪ/
6	pray	/preɪ/	/praɪ/			√		/aɪ/
7	day	/deɪ/	/daɪ/			√		/aɪ/

8	match	/mætʃ/	/meɪtʃ/			√		/eɪ/
9	author	/ˈɔ:θə(r)/	/ˈaʊ:tɒ(r)/			√		/aʊ/
10	always	/ˈɔ:lweɪz/	/ˈɔ:lwaɪz/			√		/aɪ/
11	thoughts	/θɔ:ts/	/θaʊgs/			√		/aʊ/
12	mountain	/ˈmaʊntən/	/ˈmɒntaɪn/			√		/aɪ/
13	failure	/ˈfeɪljə(r)/	/ˈfaɪlə(r)/			√		/aɪ/
14	maybe	/ˈmeɪbɪ/	/ˈmaɪbɪ/			√		/aɪ/
15	because	/ˈbɪkɒz/	/ˈbɪkaʊs/			√		/aʊ/
16	flaw	/flɔ:/	/flaʊ/			√		/aʊ/
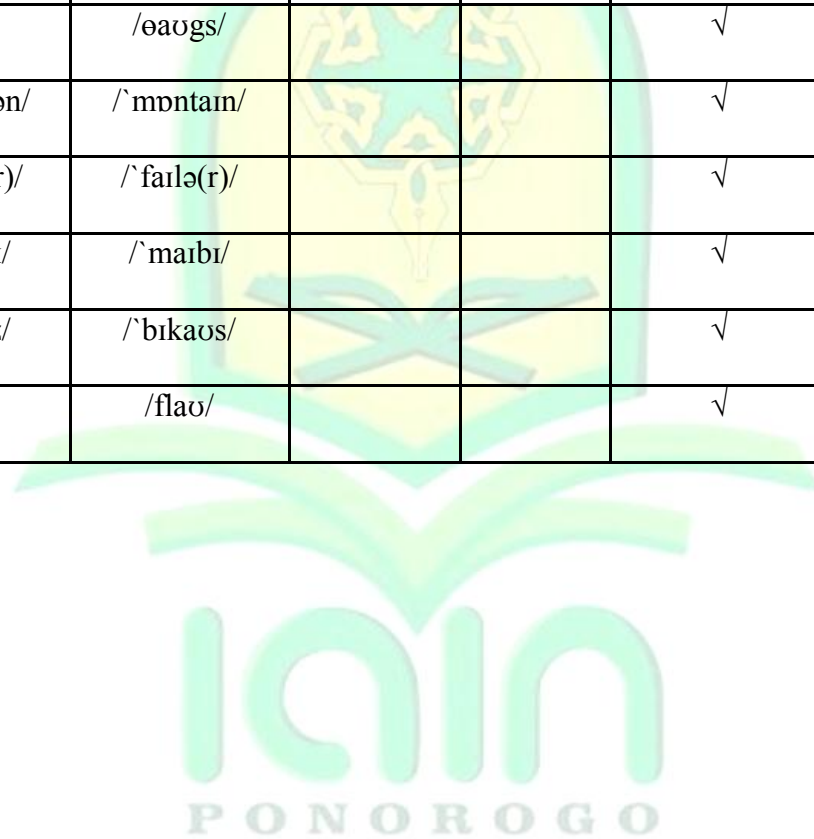
Findings about all diphthong error above were only categorized into one, that is misformation. Diphthong misformation error happened amount 16 misformations from all 16 words. Misfomation here referred that the students used the wrong diphthong in pronouncing certain word. The kind of this error was like the students used diphthong /eɪ/ but actually the case was diphthong /aɪ/. In addition, the students used diphthong /aʊ/ whereas the correct one they should pronounce /ɔ:/ or /ɒ/ sound. Mostly, those wrong forms were influenced by mother tongue or their less knowledge of pronunciation. The students mostly pronounce the word precisely with the written word.
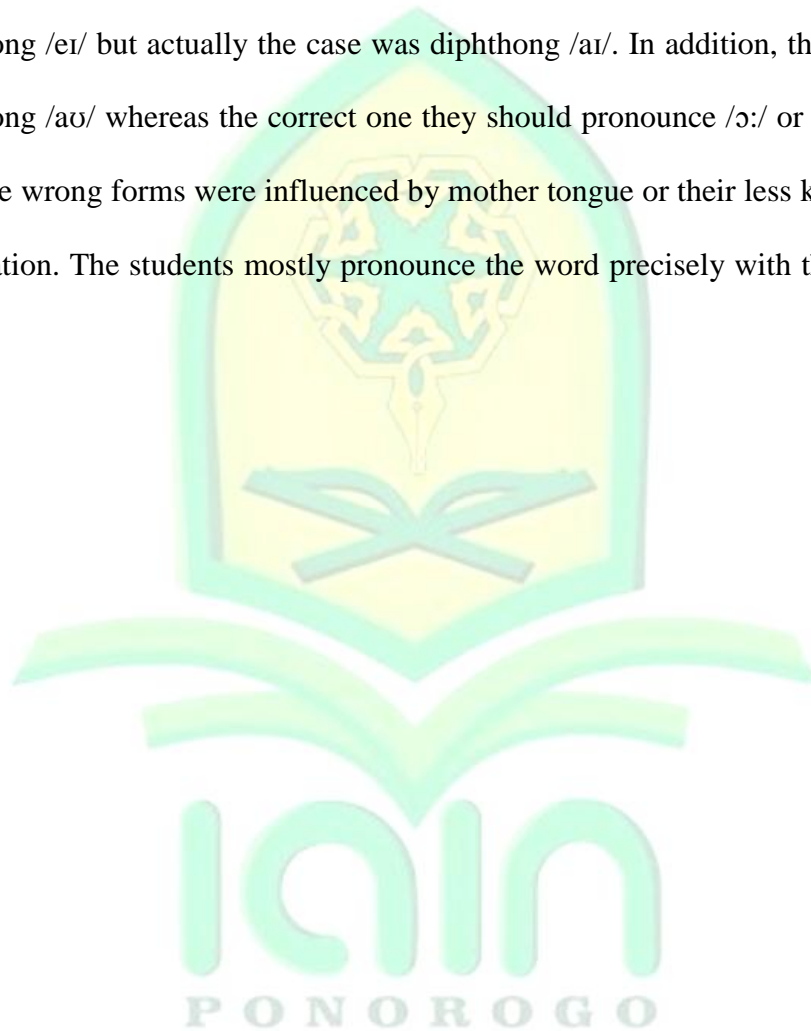
4. Triphthong Error Findings

The last aspects of pronunciation the researcher showed here was triphthong. There were 2 error words. That was misformation. These errors were shown by using this following table.

Table 4.4

No.	Words	Dictionary Transcription	Recording Transcription	Types Of Error				Vowels
				Ommision	Addition	Misformation	Misordering	
1.	power	/paʊə(r)/	/pɒʊə(r)/			√		/ɒʊə/
2.	lower	/ləʊə(r)/	/laʊə(r)/			√		/aʊə/

Findings about all triphthong error above were only categorized into one, which is misformation.Triphthong misformation error happened amount 2misformations from all 2 words. Misfomation here referred that the students used the wrong triphthong in pronouncing certain word. The kind of this error was like the students used triphthong /ɒʊə/ but actually the case was triphthong /aʊə/. In addition, the students used triphthong /aʊə/ whereas the correct one that they should pronounce triphthong /əʊə/. Mostly, those wrong forms were influenced by their less knowledge of pronunciation. The students mostly pronounce the word precisely with the written word.
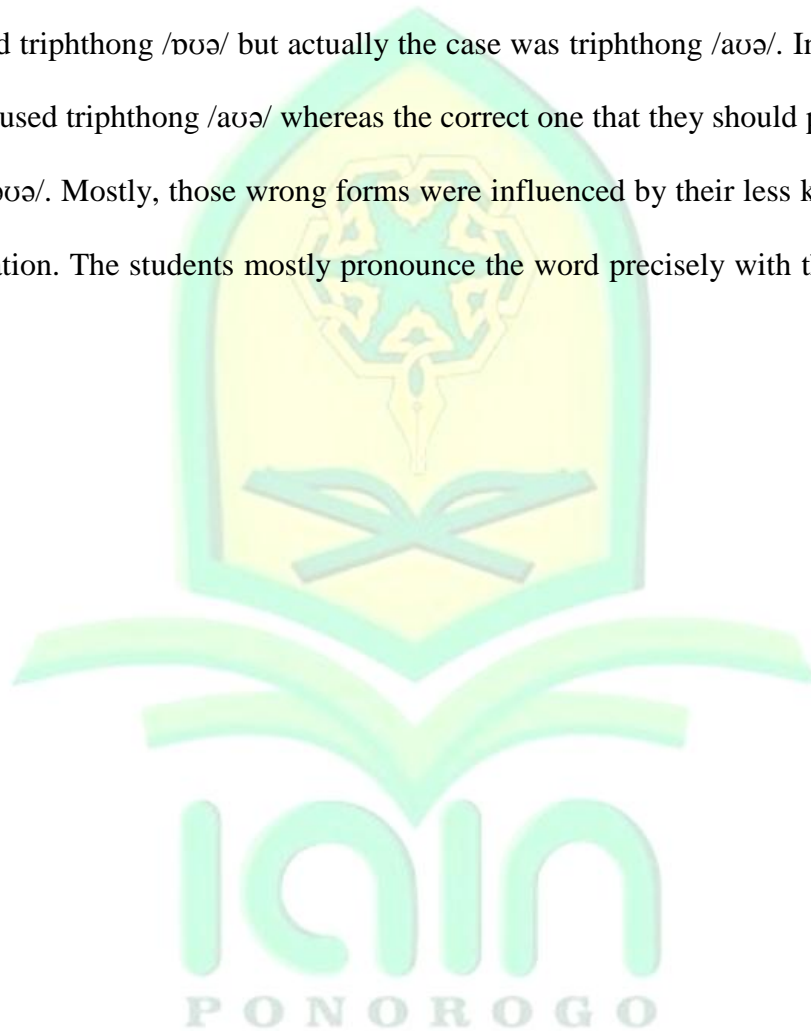
B. Data Findings about Causes of Error in English Pronunciation

In order to know the causes of error in pronunciation, the researcher took interview with some students of TI. B Class Fourth Semester of English Education Department of IAIN Ponorogo. Some of them realized that they had ever made many mistakes in pronouncing English word because of their lack on how to pronounce it. There were two causes of error that the researcher found from interview with them in the class.

1. **Interlingual Transfer**

   Interlingual transfer has a tight relation with mother tongue influence.There were two reasons why the students make error in their pronunciation. They were less to listen native speaker and less to practice their pronunciation.

   a. Less to Listen Native Speaker

   One of the ways to improve their pronunciation was listening native speaker as much as possible. In fact, many students admitted that they listened a native speak in English rarely.

   Alvian said:[56]
   I seldom do that, usually I listens native speaker in social media like YouTube once a week. The duration of it amounts 7 minutes.

   Yisra stated:[57]

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[56] See appendix of interview transcript 1.
[57] See appendix of interview transcript 2.

I seldom do that. I watch video in social media if only I have a good mood usually I do it only one time in a month.

Ima said:[58]
I seldom do that, I usually listens native speaker speak only in social media like instagram and listen some songs.

Luluk stated:[59]
I seldom do it. Usually I listens native speaker through recording, video and song.

Devi stated:[60]
I seldom do that. Usually when I watched a video from YouTube, I prefer to focus more in the content than to listen cwerefully on their pronunciation.

From all the statements above, the researcher concluded that there were many students who listen native speaker rarely to improve their pronunciation. It caused they pronounced some words incorrectly. Actually, the benefit of hearing native speaker as often as possible may have good impact on how they pronounce word to be better than before.

b. Less to Practice Students` Pronunciation

Practicing English word to improve the students` pronunciation was very important and very useful.

Alvian said:[61]
Beside at class, I practice my pronunciation while playing game with my partner.

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[58] See appendix of interview transcript 3.
[59] See appendix of interview transcript 4.
[60] See appendix of interview transcript 5.
[61] See appendix of interview transcript 1.

Yisra stated:[62]
I only practice my speaking if only I have any presentation in the class.

Ima said:[63]
I seldom practice my pronunciation. I usually do that only with my partner in SMJ TBI.

Luluk stated:[64]
As English educator, we should speak English more and more. I only have a partner to practice my pronunciation. Maybe the biggest problem that is faced by the other students is having no partner.

Devi stated:[65]
I practice my pronunciation everyday not only in university or in the class. I have good environment that support me to do that.

Based on students` statements above, the researcher concluded that the students practice their speaking especially for pronunciation rarely. The knowledge about phonetic transcription that they have gotten from another class (Phonology) is less to be practiced beside in the university.

2. Intralingual Transfer

Intralingual transfer was the negative transfer of items within the target language. In other words, it was the incorrect generalization of rules within the target language or incorrect usage of grammar. The researcher found some students made error grammatical ending.

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[62] See appendix of interview transcript 2.
[63] See appendix of interview transcript 3.
[64] See appendix of interview transcript 4.
[65] See appendix of interview transcript 5.

Yisra stated:[66]
I have difficulty in learning English in grammar aspect. I still could not speak English fluently because sometimes I think the structure first on my mind

Ima said:[67]
I have difficulty in mastering grammar. The way that I take to improve it is by reading some books.
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From the students` statement above, the researcher concluded that grammar was difficult for some students. Because of that, many students pronounced some words incorrectly, especially for showing plurality or the structure of some statements.

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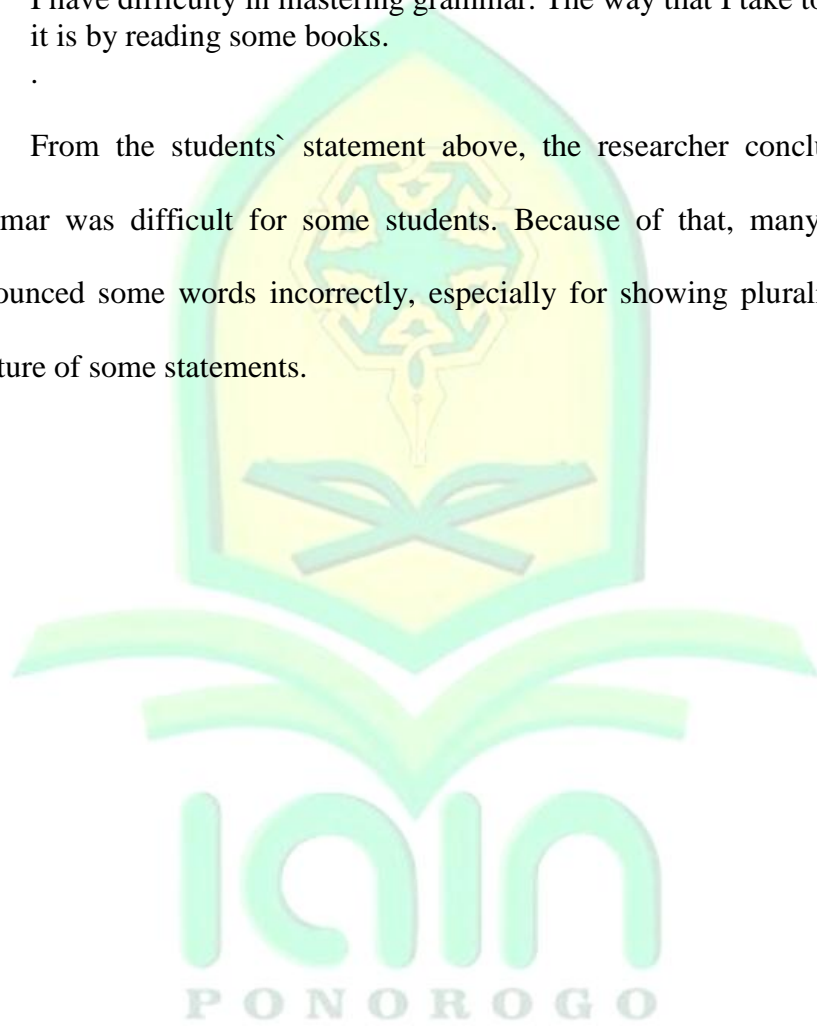
[66] See appendix of interview transcript 2.
[67] See appendix of interview transcript 3.

CHAPTER V

DISCUSSION

In this chapter, the researcher explains or describesthe pronunciation error and causes of error that was produced by the students. This description included types of error in each pronunciation aspects and also causes of error.

A. Kinds of Error in Pronunciation

As mentioned in the previous chapter, there were four types in analyzing error based on Dulay, they were omission, addition, misformation and misordering. Those types of error would be explained based on the pronunciation aspects, they were consonant, vowel, diphthong and triphthong.

First, there were four types of error found by the researcherin consonant aspect. They were consonant omission, consonant addition, consonant misformation and consonant misordering. Second, there are four types of error also in vowel aspect.They were vowel omission, vowel addition, vowel misformation and vowel misordering. Third, the researcher found that there was misformation error in diphthong and also triphthong.

1. Consonant error

   a. Consonant omission

      Omission error was characterized by the absence of an item in pronunciation. There were 94 omissions error from all 289errors. The

kind of this error was like the students forgot to pronounce an item in their pronunciation.

There were several examples of consonants omission error. First, there was a students who made a statement "I`ve learned four string". Omission error occurred because she omitted /s/ sound in the end of the word. /s/sound should exist thereto show the plurality of "string". So, the correct pronunciation of it was "strings" and correct phonetic transcription of this was /strɪŋs/.

Second, there was a student who had in mind to make a statement using a phrase "at least" to express about a number of something or he expected higher than how much someone gave for him. In pronouncing "least", the correct phonetic transcription was /li:st/. In fact, this student pronounce "lees" with this phonetic transcription /li:s/, he omitted /t/ sound in the end of its. Those two pronunciations had different meaning absolutely.

Third, there was a statement "it help…." made by the student. Omission error occurred because she omitted /s/ sound in the end of the verb was like /help/. /s/ sound should exist there like /helps/to show the structure because the subject of that statement was "It" as third person. In fact, she omitted that sound. This case also categorized as consonant omission error.

Fourth, there was a student who had in mind to make a statement "it can be used to…" in a passive form. In reality, she used verb "use" with phonetic transcription be like /ju:s/. The omission occurred becausethere was an absence of /d/ sound in the end of that word. The correct phonetic transcription should be like /ju:sd/. Thus, the correct one was giving /d/ sound in the end of pronunciation.

Last, there was a statement who wanted to say "I will ask you". The correct pronunciation of verb "ask" was /a:sk/. In reality, she said that word with /a:s/. This student reduce an item should exist in that pronunciation like /k/. So, this case was included as consonant omission error also.

b. Consonant addition

Addition error was characterized by the presence of an item in pronunciation.   There were 37 omissions error from all 289errors. There were several examples of consonant addition error.

First, a student actually wanted to say "Sunggah waterfall is far from here for about an hour". In reality, she pronounced "hour" which had phonetic transcription be like /ˈaʊə(r)/ into "hours"withphonetic transcription be like /ˈaʊə(r)s/. It was like giving /s/ in the end of a word. This was included as an addition error because she added /s/ sound for showing plurality, but that was a fault exactly.

Second, there was a statement "and wrote a letter for her friend". The past form of "write" was "wrote" which has phonetic transcription be like /rɒt/. This student added /w/ sound in the front of her pronunciation was like /wrɒt/ obviously. /w/ letter was existed in this word, but in English not every single letter should be pronounced by someone. The researcher noted that this error was caused as students` lack about phonetic transcription.

Third, there were several students who pronounced "important" incorrectly. Just as the previous example of error, they usually adding /r/ consonant in the middle of "important", so the phonetic transcription was like /ˈɪmpɒrtn/. In truth, the correct phonetic transcription of it was /ˈɪmpɔːtnt. Because of it, this error was included also as consonant error addition.

Fourth, there were two students who made a statement using "occurred" word. "Occurred" had phonetic transcription like /əˈkɜ(r)d/. Those two students added /j/ consonant in the middle of their word, so it was like /ɒkjʊr/. /u/ letter in English if it stood alone, the phonetic transcription be like /juː/, there is /j/ sound there. The main thing should be paid attention more like non-native was not all /u/ in English should be pronounced by adding /j/ sound. Thus, this error was included as consonant addition.

Fifth, there was consonant error in pronouncing "high" word. The correct one of it was /haɪ/, same with "Hi.." to greet someone. Here, this student added /g/ sound in the end of his pronunciation be like /haɪg/. this error might happen because student`s lack of knowledge in pronunciation or phonetic transcription.

c. Consonant misformation

Consonant misformation errors are characterized by the use of the wrong form of a consonant. Amount of 156 from 289 errors happened here. It meant that misformation was an error in highest number than three another.

There were several examples of misformation error. First, there was a student who wanted to make a statement "I like it very much". The researcher concerned on how she pronounced "very", meant to show the degree. After listening it for some times, the researcher realized that this students substituted /v/ consonant with /f/ consonant. So, the phonetic transcription of her pronunciation became /`ferɪ/. /`ferɪ/ was the phonetic transcription of "ferry", boat that carried people and goods across a river or short stretch of sea. Those two pronunciations absolutely had different meaning.

Second, there were many students who used the wrong form in pronouncing /ʃ/. There was a student who had in mind to make a statement "she was very upset". "She" should be pronounced with /ʃiː/.

In fact, this student pronounced it with /si:/. This different pronunciation would effect on the meaning. /si:/ meant salt water that covers most of the earth`s surface.

Third, there was a pronunciation of a word "physical". The phonetic transcription of it was /ˈfɪzɪkl/. In this case, this student substituted consonant /f/ into /p/ so that the phonetic transcription was like /ˈpɪsɪkl/. Usually, when there were /ph/ letters in a certain word, someone should it like /f/ sound. Absolutely, this was included as misformation error.

Fourth, there was a statement "she married with regent of Rembang, Adipati, at 12th November 1903". Focusing on "3", it should be pronounced like /ˈɵri:/, but in reality, she said it like /ˈtri:/. Those two pronunciations had different meaning, first meant quantity or a number of something and the second one meant tall plant with a wooden trunk and branches. So, this student made consonant misformation error here because of substituting /ɵ/ into /t/.

Fifth, many students had a problem on /t/, /ɵ/, or /ð/. The example of it was on "with" word. It should be pronounced like /wɪɵ/, but in reality, they said it like /wɪt/. Those two pronunciations had different meaning, first meant a preposition and the second one meant like a person which has an ability to amuse someone. In this case, this

student made consonant misformation error here because of substituting /ə/ into /t/.

d. Consonant misordering

Consonant misordering errors were characterized by the incorrect placement of consonant in an utterance. In other words, the elements presented were correct but wrongly sequenced. There were 2 errors from all 289 errors for four types.

First, there was a student who had in mind to pronounce "ask". The correct phonetic transcription of it was /ɑ:sk/, in fact, she pronounce something which had phonetic transcription like /ɑ:ks/. The item or consonant was right, /s/ and /k/. But, the problem was on misplacement of those two consonants. /k/ sound should exist in the end, but she put it in the middle.

Second, there was a student who had in mind to pronounce "thought". The correct phonetic transcription of it was /əɔ:t/, in fact, she pronounced something which had phonetic transcription like /tɔ:g/. The item or consonant was right, /s/ and /k/. But, the problem was on misplacement of /t/ consonant. It should exist in the end, but she put it in the first.

2. Vowel

    a. Vowel omission

        Omission error was characterized by the absence of an item in pronunciation. There were 69 omissions errors from all 324errors. The kind of this error was like the students forgot to pronounce an item in their pronunciation.

        There was vowelomission in statement "Ponorogo is a great place". Focusing on the adjective "great", this student pronounced it with phonetic transcription was like /grɪt/. It was similar with "greet" pronunciation. Vowel omission error occurred because there should be /e/ in front of /ɪ/ vowel. But in fact, there was nothing. The correct phonetic transcription of it was /greɪt/. Because of it, this error was categorized as omission.

        The next example, there wasvowelomission in statement "today I will share". Focusing on the verb "share", this student pronounced it with phonetic transcription was like /ʃə(r)/. Vowel omission error occurred because there should be /e/ in front of /ə/ vowel. But in fact, there was nothing. The correct phonetic transcription of it was /ʃeə(r)/. Because of it, this error was categorized as omission also.

        Third, there was a statement "how to interact with child`s environment" made by the student. Omission error occurred because

heomitted /ʌ/ vowel sound in pronouncing "environment" be like /ɪn`vɪrənmən/. /ʌ/ sound should exist there in the middle like /ɪn`vaɪrənmənt/. It should be in diphthong form, but he omitted it into vowel sound. So, this case also categorized as vowel omission error.

Fourth,there was a student who had in mind to make a statement "make some varieties from my playing". The omission error occurred becausethere was an absence of /ʌ/ sound in the middle of "varieties" word. In reality, she used /ɪ/ vowel and omitted /ʌ/ with phonetic transcription be like /`værɪtɪs/. The correct phonetic transcription was /`vəraɪətɪs/. Thus, this case also categorized as vowel omission error.

Last, there was a student who wanted to make a statement "although Indonesian language…". The omission error occurred becausethere was an absence of /ə/ sound in the last syllable of it. In reality, she only used /ʊ/ vowel and omitted /ə/ with phonetic transcription be like /ɔ:lðʊ/. The correct phonetic transcription was /ɔ:lðəʊ/. Thus, this case also categorized as vowel omission error.

b. Vowel addition

Addition error was characterized by the presence of an item in pronunciation. There were 18 addition errors from all 324 errors. There were several examples of vowel addition error.

There was vowel addition in statement "we can also enjoy durian fruit". Focusing on the noun "fruit", this student pronounced it with phonetic transcription was like /froɪt/. Vowel addition error occurred because there is an existence of /ɪ/ vowel in that pronunciation. But in fact, she added that vowel on it. The correct phonetic transcription of it was /frʊt/. Because of it, this error was categorized as addition.

The next example, there was vowel addition in statement "we should study tour in Tulungagung". Focusing on the modal "should", this student pronounced it with phonetic transcription was like /ʃɒʊld/.Vowel addition error occurred because there is an existence of /ɑ/ vowel in that pronunciation. The correct phonetic transcription of it was /ʃʊd/, without /ɑ/. Because of it, this error was categorized as addition also.

Third, there was a statement "don't waste your precious energy on gossip" made by the student. Addition error occurred because sheadded /ə/ vowel sound in pronouncing "waste" be like /wʌstə/. /ə/ sound should not exist there in the last pronunciation like /weɪst/. It should be nothing there, but she added it into vowel sound. So, this case also categorized as voweladdition error.

Fourth,there was a student who had in mind to make a statement "from regional and agricultural subsidies". The additionerror

occurred because there was presence of /ʌ/ sound in the last syllable of "regional" word. He added /ʌ/ vowel with phonetic transcription be like /ˈrægɪɒnʌl/. The correct phonetic transcription was /ˈriːdʒənl/. Thus, this case also categorized as vowel addition error.

Last, there was a student who wanted to make a statement "dancing builds active memories". The addition error occurred because there was a presence of /ʊ/ sound in "builds". In her pronunciation, she added /ʊ/ vowel with phonetic transcription be like /bʊɪl/. Whereas, the correct phonetic transcription was /bɪld/.Thus, this case also categorized as vowel addition error.

c. Vowel misformation

Consonant misformation errors are characterized by the use of the wrong form of a consonant. Amount of 233 from 324 errors happened here. It meant that misformation was an error in highest number than three another.

There was vowel misformation in statement "we should study tour in tulungagung". Focusing on the word "tour", this student pronounced it with phonetic transcription was like /tɒ(r)/. Vowel misformation error occurred because she used the wrong form of /ɑ/ vowel in that pronunciation. The correct phonetic transcription of it was /tʊə(r)/. Because of it, this error was categorized as misformation.

The next example, there was vowel addition in statement "this song is very popular". Focusing on the word "popular", this student pronounced it with phonetic transcription was like/ˈpɑpjʊlə(r)/. Vowel misformation error occurred because she substituted of /ə/ vowel with /ʊ/ vowel in that pronunciation. The correct phonetic transcription of it was /ˈpɑpjələ(r)/. Because of it, this error was categorized as misformation also.

Third, there was a statement "smile and laugh more" made by the student. Misformation error occurred here because sheused the wrong from of /ɒ/ vowel sound in pronouncing "laugh" be like /lɒg/. /ɒ/ sound should not exist there because the vowel that should be used by the student was /ɑ:/. So, the correct pronunciation of it was /lɑ:f/. Because of it, this case also categorized as vowelmisformation error.

Fourth,there was a student who had in mind to make a statement "try to make at least three people smile each day". The misformation error occurred because sheused the wrong from of /e/ vowel sound in pronouncing "smile" be like /smel/. That pronunciation was used for "smell" which meant quality of something that people sense through their noses. /e/ sound should not exist there because the correct form that should be used by the student was /aɪ/ diphthong and those had different meaning. So, the correct

pronunciation of it was /smaɪl/. Because of it, this case also categorized as vowelmisformation error.

Last, there was a student who wanted to make a statement "construct situation and arrangement". The misformation error occurred because he used the wrong form of vowel like using /ɒ/ sound in "construct". In his pronunciation, he used it with phonetic transcription be like /ˈkɒnstrʌk/. Whereas, the correct phonetic transcription of it was/ˈkənstrʌkt/.Thus, this case also categorized as vowel misformation error.

d. Vowel misordering

Consonant misordering errors were characterized by the incorrect placement of consonant in an utterance. In other words, the elements presented were correct but wrongly sequenced. There were 4 errors from all 324 errors for four types.

There was vowel misordering in statement "none of your business". Focusing on the noun "business", this student pronounced it with phonetic transcription was like /bʊsɪnəs/. Vowel misordering error occurred because there is misplacement of /ɪ/ vowel in that pronunciation. She put it in the fourth place of symbol in phonetic transcription and the correct one was in the second place. The correct

phonetic transcription of it was /ˈbɪznəs/. Because of it, this error was categorized as misordering.

The next example, there was vowel addition in statement "take this opportunity to find it". Focusing on the noun "opportunity", this student pronounced it with phonetic transcription was like/əpɒˈtuːnɪtɪ/. Vowel misordering error occurred because there was misplacement of /ɑ/ vowel with /ə/ vowel in that pronunciation. She put /ɑ/ vowel in the third place, while the correct one was in the first place and vice versa. So, the correct phonetic transcription of it was /ɒpəˈtjuːnətɪ/. Because of it, this error was categorized as misordering also.

There was vowel misordering in statement "As vehicle exit". Focusing on the noun "vehicle", this student pronounced it with phonetic transcription was like /ˈfæhiːkls/. Vowel misordering error occurred because there is misplacement of /ɪ/ vowel in that pronunciation. She put it in the fourth place of symbol in phonetic transcription and the correct one was in the second place. The correct phonetic transcription of it was /ˈviːəkls/. Because of it, this error was categorized as misordering.

The last example, there was vowel addition in statement "it will help you to appreciate your own work". Focusing on the pronoun "own", this student pronounced it with phonetic transcription was like /ɒwən/. Vowel misordering error occurred because there was

misplacement of /ə/ vowel in that pronunciation. She put it in the third place, while the correct one was in the first place. So, the correct phonetic transcription of it was /əʊn/. Because of it, this error was categorized as misordering also.

3. Diphthong

After analyzing all videos, there were 16 errors with the same type in diphthongand that was misformation. There were several students who used diphthong incorrectly. Here some examples about diphthong misformation error.

First, there was a statement "if British said forest". Focusing on the verb, "said" this student pronounced it with phonetic transcription be like /seɪd/. It was true that "said" has /i/ letter in the middle of it, but it should not be pronounced by him. The correct one was /sed/. Here, he substituted vowel /e/ with using diphthong /eɪ/. So, this error was categorized as diphthong misformation error.

Second, next statement was "you must pray five times a day". "Day" had phonetic transcription like /deɪ/. But in this case, this student pronounced "die" which had transcription like /daɪ/.Those two words had different meaning, first meant a unit of time and second had meaning like cessation of someone`s life. So, she used the wrong form of diphthong because she substituted /aɪ/ with /eɪ/.

Third, there was a student who had in mind to make a statement "we pass mountain". "Mountain" has phonetic transcription like /ˈmaʊntən/. It had /aʊ/ diphthong in the first syllable and /ə/ vowel in the next syllable. In fact, she used wrong diphthong in the last syllable /aɪ/. So, this student pronounced that word which had phonetic transcription be like /ˈmɒntaɪn/.

Fourth, there was diphthong misformation in statement "one of the collections of journalist and author, David Hanan". Focusing on the noun "author", this student pronounced it with phonetic transcription be like /ˈaʊːtɒ(r)/. It was corrcet that "author" has /a/ and /u/ letter in the front of that word, but it should not be pronounced by him. The correct one was /ˈɔːθə(r)/. Here, he substituted vowel /ɔː/ with using diphthong /aʊ/. So, this error was categorized as diphthong misformation error.

Fifth, there was diphthong misformation also in statement "the body is always protected from various diseases". Focusing on the adverb "always", this student pronounced it with phonetic transcription be like /ˈɔːlwaɪz/ˈ. The correct one was /ˈɔːlweɪz/. Here, she substituted diphthong /eɪ/ with using diphthong /aɪ/. So, this error was categorized as diphthong misformation error.

4. Triphtong

After analyzing all videos, there were 2 errors with the same type in triphthong , that was misformation. The first error word was "lower" in statement "helps to lower blood pressure". "Lower" had a phonetic transcription /ləʊə(r)/. triphthong misformation happened here because the student used the wrong form or item to pronounce it. She used triphthong like /aʊə/, so she pronounced that word like /laʊə(r)/.

Next, there was "power". The correct pronunciation of it was /paʊə(r)/. This student substituted that triphthong be like /pɒʊə(r)/. The existence of /ɒ/ there might be caused as the student`s lack on phonetic transcription.

Here the tabulation for each error in each pronunciation aspects :

1. consonant

   a) Consonant Omission

   Percentage of omission error $= \frac{94}{289}$ x 100% = 32,52%

   b) Consonant Addition

   Percentage of addition error $= \frac{37}{289}$ x 100% = 12,80%

   c) Consonant Misformation

   Percentage of misformation error $= \frac{156}{289}$ x 100% = 53,97 %

   d) Consonant Misordering

   Percentage of misordering error $= \frac{2}{289}$ x 100% = 0,69 %

2. Vowel

a) Vowel Omission

Percentage of omission error $=\frac{69}{324}$ x 100% = 21,29%

b) Vowel Addition

Percentage of addition error $=\frac{18}{324}$ x 100% = 5,55%

c) Vowel Misformation

Percentage of misformation error $=\frac{233}{324}$ x 100% = 71,91%

d) Vowel Misordering

Percentage of misordering error $=\frac{4}{324}$ x 100% = 1,23%

3. Diphthong

Percentage of misformation error $=\frac{16}{16}$ x 100% = 100%

4. Triphthong

Percentage of misformation error $=\frac{2}{2}$ x 100% = 100%

B. Causes of Error in Pronunciation

In this section, the researcher will discuss some causes of error in pronunciation of students fourth semester of English Education Department of IAIN Ponorogo. The explanations were as follows:

1. Interlingual Transfer

Errors can be attributed to language transfer can be found at the level of English pronunciation.[68] Transfer error in pronunciation can occur when learners used to pronounce some words literally same with the written form. Interlingual transfer has a tight relation with mother tongue influence. There are two reasons why the students make error in their pronunciation.

a. Less to Listen Native Speaker

One way for improving students` pronunciation can be done by listening native speaker. It has good impact on how they can pronounce as same as possible with him or her, so that the pronunciation can be done by the participants effectively and also understandable.

Whereas language aptitude concerns the cognitive abilities that underlie successful second language acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn the target language. Motivation is clearly a highly complex phenomenon should be seen as complementary rather than as

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[68] Alice Omaggio Hadley, *Teaching Language in Context* (Boston : Heinle & Heinle, 1993), 267.

distinct and oppositional. Learners can be both interactively and instrumentally motivated at one and the same time. Motivation can result from learning as well as cause it.[69]

Learners` motivation for learning a language and cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. The learners or the students can become highly proficient, even native like-speakers of second language, especially if motivated to do so.[70]

After analyzing data about causes of error in students` pronunciation, the researcher considers that they don't have the habit or motivation to improve their pronunciation. When the learner used to listen native speaker more and more, the great possible result will be gotten by the students to pronounce better also. In vice versa, if the learner only listen native speaker speaks English rarely, an opportunity for making error in pronunciation also will be faced higher by the students.

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[69] Rod Ellis, *Second Language Acquisition* (new York: Oxford University Press, 1997), 75.
[70] Abbas Pourhossein Gilakjani,"Why is Pronunciation So Difficult to Learn?," *English Language* Teaching, 3 (September, 2011), page 76.

b. Less to Practice Students` Pronunciation

Based on students` statements above, the researcher concluded that the students practice their speaking especially for pronunciation rarely. The knowledge about phonetic transcription that they had gotten from another class (Phonology) is less to be practiced beside in the university.

The more students practice, the better they will get. Based on the interview result, less practice had big impact on their pronunciation. What they had got from phonology class should be applied or practiced more frequently. So that, the students not only got the material in the class then forget after phonology class end.

2. **Intralingual Transfer**

Intralingual transfer was the negative transfer of items within the target language. Negative transfer implies that the learner has applied first language knowledge when using the target knowledge. It could be suggested that, the further distance between first and second language, the greater the risk for negative transfer.[71]Furthermore, it encompass the incorrect generalization of rules within the target language or incorrect usage of grammar.

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[71]Sofi Centerman "Common L2 Pronunciation Errors," (Dissertation, Swedish, 2011), page 18.

According to Keshavars,overgeneralization also referred to as ignorance of rule restriction occurred when the learner has mastered a general rule but does not yet know all the exception to the rule. He defined intralingual and developmental errors as "errors caused by the mutual interference of items in the target language, in example, the influence of one target language item upon another."[72]The researcher found some students made error grammatical ending. There was an example like when the students have to pronounce ending /s/ sound to show plurality or to show past tense but many students did not give those ending sound.

From the students` statement above, the researcher can conclude that grammar is difficult for some students. Because of that, many students pronounce word incorrectly, especially for showing plurality or the structure of some statements.

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[72]Ebrahim Shekhzadeh, "An Account of Sources of Errors in Language Learners' Interlanguage,"*Literature and Linguistics,* **Vol 26** (2011) Iran, 161.

CHAPTER VI

CLOSING

A. Conclusions

1. The students make pronunciation error in aspects of pronunciation namely consonants, vowels, diphthongs, and triphthongs. In consonant, there are four errors such as omission (32,52%), addition(12,80%), misformation (53,97%) and misordering (0,69%). In vowel, there are four types of error also such as omission (21,29%), addition (5,55%), misformation (71,91%) and misordering (1,23%). In diphthong, there is only one error such as misformation (100%) and in triphthong, there isonly one error also such as misformation (100%).

2. There are two causes of error that makes the student pronounce the word incorrectly. They are interlingual transfer or negative influence of students` mother tongue and intralingual transfer or the incorrect rules that is used by the students.

B. Recommendations

1. Students need to motivate themselves to improve their pronunciation. There are some ways that can be done by the students. First, listen native speaker as much as possible like watching movies, speech, recording or anything else. If they did not know how to pronounce a new word, they

can open their book dictionary to see phonetic transcription if its word or electric dictionary. Second, they have to practice what they have gotten from the class. The students should practice it to someone who can speak English. Not only in the class, but they can do it out of it. Third, they have to add their knowledge about phonetic transcription more.

2. The teacher may give deep understanding on how to pronounce word correctly and also give motivation to the students to speak up. Then, the teacher can give more exercises for the students for applying their material from the class.
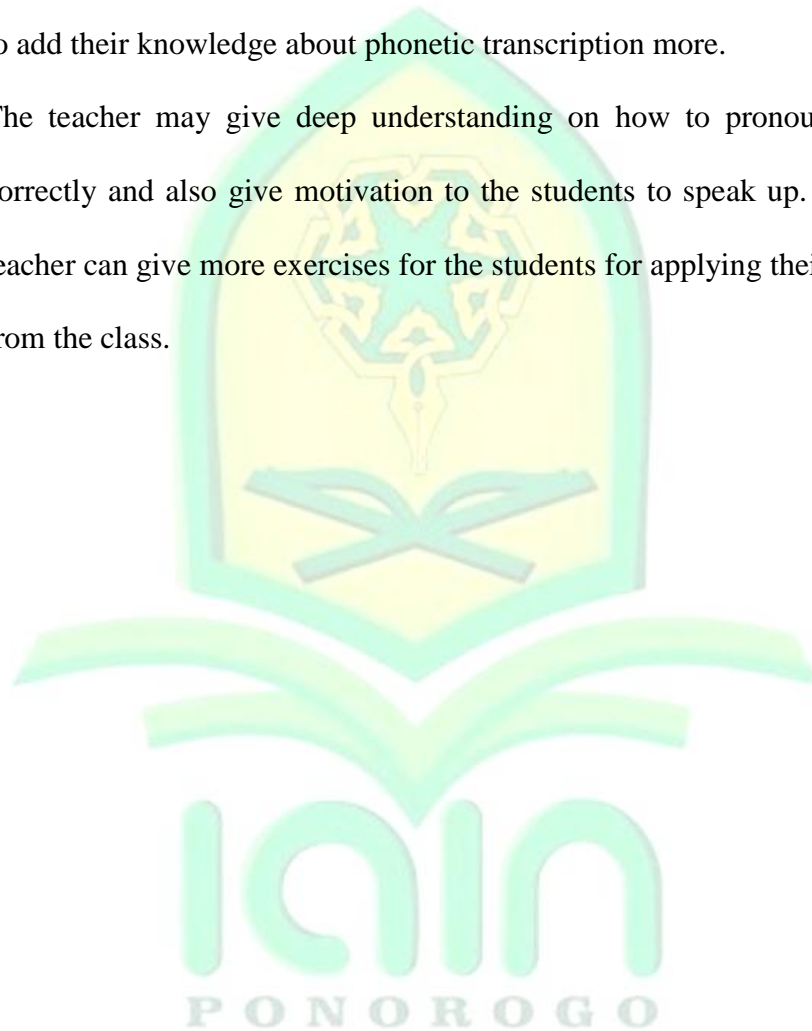
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