

ABSTRACT

Ari Jatmiko, 2015. Error Analysis on Students' Pronunciation at SMA Bakti Ponorogo. A Thesis. English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN) Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Key Word: Error Analysis and Pronunciation

This research is aimed to analyze the error made by the students of SMA Bakti Ponorogo. The researcher analyzes the students' Pronunciation to find the types of error, and the sources of error. Error analysis is the study of students' error which can be observed, analyzed, and classified to several something of the system operating within the learner, while pronunciation is way in which a language or particular word or sound is spoken. The students often make an error in pronunciation and the researcher interest to do a research.

Related with the title, the researcher took two statements of the problems: (1) What are the types of error on students' pronunciation at SMA Bakti Ponorogo?, (2) What are the causes/sources of error on students' pronunciation at SMA Bakti Ponorogo?. Furthermore, the researcher uses IPA transcription to analyze the students' pronunciation. The researcher uses brown, James Carl and Ellis's book. Douglas Brown divided the types of error into two: Error in competence and error in Performance, James Carl state the sources of error in pronunciation are: interlingual Error (Mother-tongue influence), Intralingual Error (target language error), context of learning and communication strategies, while Ellis explains the steps in error analysis.

In conducting this research, the researcher took descriptive qualitative research. To get the data (the types of error) the researcher gives an oral test to 40 students. To find the sources of error, the researcher took an interview with some students and did an observation in their learning activity. After analyze the data, the researcher found two types of error: (1) Error in performance (Substitution of English sound, insertion of English sound, omission of English sound, and shortening or lengthening vowel sound) (2) Error in competence (disordering sound of English and grammatical ending error).

After doing the study, the researcher has following conclusion that: There are 30 (100 %) students make an error in performance on their pronunciation and there are 23 (76,6 %) students make an error in competence on their pronunciation. The source of error are: students find difficulty in pronouncing English sounds, the students have less of knowledge about pronunciation and phonetic transcription, the interlingual error (the influence of mother tongue), and context of learning (the method of teaching, students less practice in pronunciation and students less motivation to study English).

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is important in human life, until it can't be imagined how a life without language. Language is a part of culture need, as means of communication of the society. Language is System of sounds, words, etc which used by human to communicate thoughts and feeling.¹ Of course, it can't be separated from the human life.

In this globalization era, English is very useful for people. Although English is not the language with the largest number native or "first" language speakers, it has become a Lingua Franca. Lingua Franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as second language. Nowadays, English is used by many countries in the world. It can be state that English is an International language. As an international language, it is very important to share the information and knowledge in many aspect of life, such as: education, culture, tourism, business, politics, etc. people use it as communication and interaction each other and also from a country to another country. It is not only useful for communication, but also for development the science and technology, and many kind of study.

¹ Oxford Learner dictionary New Edition (New York: Oxford University Press, 1991), 23

Language studies divided into two, external and internal. The study of language externally called macro linguistic and the study of language internally called micro linguistic. Macro linguistic language study deals with the analysis of language combined with other disciplines such as psychology, sociology, astrology, neurology and others. While the study of language linguistic analysis (micro linguistic) entirely in the language itself (linguistic) such as syntax, phonetics, phonology, morphology, pragmatic, semantic, and others. “There are two sub disciplines in linguistics which deal with sound, namely phonetics and phonology”.² Phonetics is the objective way to describe and analysis the range of the humans’ sound in their languages. However, Phonology is the language specific selection and organization of sound to signal meaning with the sound patterns of particular languages. According to the previous explanations, English of Phonetic and Phonology has complex relationship each other. Phonology as the general approach to narrowed down the phonetic.

English of Phonetic and Phonology has the universal transcription system for guidelines the speakers of English to learn the English and get a sound that corresponds with the rules. English Pronunciation is the part of Phonetic. “Pronunciation is way in which a language or particular word or sound is spoken.”³ The universal transcription of English is International Phonetic Alphabet (IPA). The IPA reduces many problems of produce of English sound

² April McMahon, *An Introduction to English Phonology* (Edinburgh : Edinburgh University Press, 2002) 1

³ *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2005) 343.

influenced such as the speakers' habits in language, culture, and others. Alpetkin in Kaneko's dissertation said, "English today has achieved the status of the lingua franca of the world. It is expected that the number of non-native speakers of English will exceed that of native speakers within a short period of time."⁴

The pronunciation of learners from Indonesia especially Ponorogo region of east Java, have unique characteristics as learners who are affected regions, cultures and others. However, from the unique characteristics and there are any some errors in the production of sound in a language that is a result of errors in terms of interpretation. It becomes a problem because in English, Javanese Learners must be follow the rules set by the International Phonetic Association relation to phonology and phonetic English language itself.

Therefore, pronunciation in daily communication should achieve intend the meaning because the any errors in pronunciation would mean change the means and purpose of the communication. It became the foundation of English pronunciation is important to communication and intentions to be convey. For reduce the errors in English pronunciation firstly researcher must find the errors and then finding the problem solving for the errors in English Pronunciation. Dulay said in his book (Language Two) "People cannot learn language without first committing errors."⁵

⁴ Emiko Kaneko, *An analysis of Oral Performance by Japanese Learners of English* (Milwaukee : The University of Wisconsin, 2008) 1

⁵ Heidi Dulay, *Laguage Two* (New York: Oxford University Press, 1982) 138.

In this case, the researcher chooses SMA Bakti Ponorogo as a place of research, because in SMA Bakti Ponorogo, English is an interesting lesson. Every day the students have an activity to memorize the English vocabularies and get the example from their teacher. But they still make an error and find it difficult to pronounce the words. Based on observation conducted on 15 May 2015, the researcher found some problems in teaching and learning. When some students speak English, they tend to confuse words, for example when they talk “police”, their pronunciation is /pɒlaɪ:s/, while the correct pronunciation is /pə'li:s/. As a consequence, other students and the teacher feel confused. So, the teacher must make a correction for their pronunciation.

The students' mistakes in English pronunciation occur in several times, when teachers say a few words, then students are asked to repeat it, their pronunciation is different from what their teachers say, for example the teacher says “blood” or “/blʌd/” their pronunciation is /blo:d/, and if the teacher says “invitation” or “/ˌɪn.vɪ'teɪ.ʃən/” their pronunciation is /ɪnpɪteɪʃən/. Their English pronunciation is heavily influenced by their first language, the Indonesian language. Generally, they do not know how to pronounce English words correctly, especially the new words.⁶

Here the researcher tries to find the type of error, the cause of error, how far the “error” occurred in students of SMA Bakti Ponorogo and tries to find the

⁶ Look at the transcript of observation in appendix 01/O/15-V/2015

problem solving for the error on pronunciation of students in SMA Bakti Ponorogo. Because of the definition above the researcher make a title “Error Analysis on Students’ Pronunciation at SMA Bakti Ponorogo”.

B. Focus and Limitation

This study focused on the analysis of students’ pronunciation of eleventh grade students of SMA Bakti Ponorogo and took at IPA class. Furthermore, the researcher limits the study, because there are too many aspects related to pronunciation such as stress, grammatical, intonation and any other. The researcher focuses on pronunciation which will be transcript on IPA (International Phonetic Alphabet). Therefore, because the researcher has very limited time, fund, and ability, the researcher in this study only focus on:

1. To find the types of error on pronunciation of eleventh grade students of SMA Bakti Ponorogo in academic year 2014/2015.
2. To find the sources / cause of error on pronunciation of eleventh grade students of SMA Bakti Ponorogo in academic year 2014/2015.

C. Statement of the problems

The thesis has three problems that will be explored. Those problems are:

1. What are the types of errors on students’ pronunciation at SMA Bakti Ponorogo in academic year 2014/2015?
2. What are the causes of errors on students’ pronunciation at SMA Bakti Ponorogo in academic year 2014/ 2015?

D. Objective of the Study

As the thesis has three problem statements, the thesis has also three research objectives:

1. To know the types of errors on students' pronunciation at SMA Bakti Ponorogo in academic year 2014/2015
2. To know the causes of errors on students' pronunciation at SMA Bakti Ponorogo in academic year 2014/2015
3. To analyze the types and the sources of error on students' pronunciation at SMA Bakti Ponorogo in academic year 2014/2015.

E. Significance of the study

This research is expected to give some benefits to students, lecturers, and other researchers.

1. For students

To give the students information and knowledge about how the correct pronunciation and how the IPA (International Phonetic Alphabet) guides them in pronounce English words.\

2. For teachers

To give the teachers new evaluations object and review about how the roll in pronunciation and the aspect which influence in it, and hopefully the thesis will give a bit of inspiration to correct the pronunciation.

3. For readers

To give information to the readers about the error analysis, the problem solving of the error, the aspect of pronunciation, and the important of correct pronunciation

4. For researchers

To give inspiration and provide a reference for the next researchers who are interested in error analysis of pronunciation.

F. Research Methodology

1. Research Design

In this research, the writer used the qualitative research. This method is intended to analyze the pronunciation errors in spoken language. Qualitative are used to examine questions that can best be answered by verbally describing how participant in a study perceive and interpret various aspect of their environment⁷. Qualitative research uses several methods including ethnographic, case study, phenomenological, constructivist, participant observational, interpretive, naturalist enquiry, and exploratory descriptive.⁸

Qualitative descriptive is the method of choice when straight descriptions of phenomena's desired.⁹ This means qualitative descriptive

⁷ Thomas Crowl K.. *Fundamentals of Educational Research.*, (New York; Second Edition, . 2001). 10.

⁸ Muhammad Adnan Latief, *Research Method on Language Learning*, (Malang: UM Press, 2013), 85.

⁹ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*, (London : SAGE Publications, 2008).191.

presents a factual event of the fieldwork observation to answer the question, what is going on here. One characteristic of qualitative research is data descriptive. Data descriptive is the data collected take the form of words or pictures rather than numbers.¹⁰

The research data is collected naturally by observing a phenomenon and interview with informants. In qualitative research the research instrument is (human) or the researcher. A qualitative research also takes into account the process rather than the outcome or product.

A descriptive research does not examine a hypothesis. In a descriptive research, the data analysis is presented inductively. It means that data analysis is presented in form of thick description of the phenomenon.

2. The subject of research

The subject of this research is the eleventh grade students of SMA Bakti Ponorogo IPS 1 and IPS 2 that consist of 46 students.

3. Data Sources

Several methods are available for capturing qualitative data. But, Interview, Focus group, observation and documentation are focused. Each method is rich and powerful data collection method¹¹. Related to the statement the data can be divided into the words and action, written data, photo and statistics.

¹⁰ Ibid., 209.

¹¹ Patricia Pulliam Philips, Ph.D & Cathy A. Stawarski Ph.D, *Data Collection* "Planing and for collecting all types of data", (San Francisco: Pfeiffer An Imprint of Wiley, 2008). 23

The data sources in this research are:

- a. The primary data are taken from oral test and interview with the eighth grade students of SMA Bakti Ponorogo and the observation of their learning activity.
- b. The secondary data are taken from interview with the English teacher at SMA Bakti Ponorogo and documentation.

Data in this research are:

- a. The type of error on students' pronunciation at SMA Bakti Ponorogo
- b. The sources of error on students' pronunciation at SMA Bakti Ponorogo

4. Technique of collecting the data

In doing and solving the problems in the research, the researcher needs technique in collecting the data. "There are three fundamental techniques of collecting data in qualitative research: observation, interview, and documentation."¹² It means that there are three techniques of collecting data in qualitative research that can be used by the researcher. They are observation, interview, and documentation. In this research, the researcher uses three ways in collecting the data. They are observation, documentation, and interview.

¹² Margono. Metodologi penelitian pendidikan. (Komponen MKDK. Jakarta:PT. Rineka cipta), 158

a. Observation

Cholid Narbuko and Abu Achmadi state “observation is a tool that data collection is done by observing and recording symptoms systemic being investigated.”¹³

Based on these definitions above, observation is studying about social phenomena and nature of symptom. Besides that, observation is process in getting data, and its writes based on real condition.

In this research the researcher observing the student pronunciation in their conversation with their friends or the teacher.

b. Documentation

Documentation is the written stuff.¹⁴ The document is a written of the various activities or events at a time ago.¹⁵ The method is to look for data documentation about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minute of meetings, agendas and so forth.

It can be concluded that documentation is data in form of notes of event in the past. The researcher could use it to get the information about the data may be the description of data or source of error.

¹³ Cholid Narbuko, Abu achmadi. Metodologi penelitian. (Jakart: PT. Bumi Aksara. 1999), 70

¹⁴ Suharsini Arikunto. Prosedur Penelitian Suatu Pendekatan Praktik revisi.” (Jakarta. PT. Rineka Cipta, 1992), 126

¹⁵ W. Gulo. Metodologi Penelitian. (Jakarta: Grasindo, 2002), 123

Bogdan and Biklen stated the term of document refers to materials such as photograph, videos, films memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information as part of case study whose main data source in participant observation or interviewing.¹⁶

In this study the researcher takes a photograph and documents for collecting the important data from SMA Bakti Ponorogo, such us the historical of school, vision and mission, school organization structure, the number of students and any other. As a prime data collection, the researcher use recording, because it will make the researcher easier to analyze the students' error in pronunciation. And by the oral tests, the result of the research will more valid.

c. Interview

Suharsimi Arikunto argue that interview usually called dialogue or questioner, it is doing by interviewer to get information from informant.¹⁷ Interview is means a dialog that is carried out by researcher to get information from respondent.

Interviews are used for a number of purposes. For a qualitative researcher, perhaps the main purposes are:

¹⁶ Robert C. Bogdan & Sari Knopp Biklen, *Qualitative Research for Education: An introduction to Theory and Methods* 5th ed (USA: person Education, 2007), 64

¹⁷ Suharsimi Arikunto, *Organisasi dan Administrasi*, (Yogyakarta: Rineka Cipta, 1992), 132.

1. Obtaining unique information or interpretation held by the person interviewed
2. Collecting a numerical aggregation of information from many persons
3. Finding out about “a thing” that the researchers were unable to observe themselves¹⁸

In this research, the researcher conducts an interview with the English teacher of eight grade student of SMA Bakti Ponorogo and the student.

Types of interview are distinguished by exploring three dimensions which answer the questions “who?” “how” and “about what?” who refer whether one interviews an individual or a group.¹⁹ Interview can be divided in to three kinds, they are: structured interview, semi structured interview, and unstructured interview.

1. Structured interview

Structured interview used by researcher in collecting data, if researcher has known about information that he want to get. So, to do interview, interviewer has to prepare written question that answers or response have prepared.

¹⁸ Robert E. Stake. Qualitative Research, The Guilford Press A Division of Guilford Publications, Inc. 72 Spring Street, (New York 2010). 95

¹⁹ Matthew B. Miles A Michel Huberman, Qualitative Data Analysis. (California: sage, 1984), 21.

2. Semi Structured interview

Semi structured interview can be categorized in-depth interview, interviewer free than structured interview. The result of it is to find the problem with openness. Informant can give opinions and their ideas. In ding interview, researcher must listen seriously and write down the informant's explanation.

3. Unstructured Interview

Unstructured interview is free interview with researches does not use interview orientation that systematic arranged and complete to data collection. The directive interview that use in this interview just out line problem.

5. Data Analysis

Data analysis mean the process of systematically searching and arranging the interview transcripts, field notes and other materials that researcher accumulate to another researcher to come up with finding.

There are five steps in error analysis: collecting data from learner, identifying the errors, describing the errors, explaining the errors and errors evaluation.²⁰ This following table is the steps of error analysis by Ellis.

²⁰ Rod Ellis. Second Language Acquisition. New York:Oxford University Press, 2007. 15

Table 5.1 Steps of Error Analysis

No.	Steps	Explanation
1	Collecting data from the learner	Collecting the data about error pronunciation by analyze the recording of students' pronunciation.
2	Identifying Errors	Identifying the error by underlying the error made by the learners.
3	Describing The Errors	Classifying the error into types
4	Explaining The Errors	Explain the error by establishing the source of the errors and calculating how often the error appear
5	Errors Evaluation	Evaluating the error step involves tabelizing the errors and drawing conclusion.

After submitting the data, the next steps is analyzing the data referring to the step of error analysis method above, the data will be analyzed as follow:

1. Error identification

In this step the researcher identifies the error of the students' pronunciation. It is regarded errors if there are any deviations in pronouncing words or sentences

2. Classification of error

After identifying the error, the researcher classifies the error in to the types. The classifications are gathered from the principles of correct pronunciation from IPA (International Phonetic alphabet) transcription.

And then the researcher find the types of error by comparing the transcription of students' pronunciation with dictionary transcription.

3. Tabulation of Errors

The next step is dealt with the second research question. This is to find out the frequency of occurrences of errors on every type of error. The calculation is calculated in every type of error because in every word might have more than one errors.

To get the percentage of students' error in each type, the researcher uses this formula:

$$\text{Percentage of Errors} = \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}}$$

The researcher applies interactive analysis as the technique of data analysis. The data analysis is begun when the researcher observe the subject or conduct an interview with respondents.

The stages of interactive analysis applied in this research are data reduction, data display and conclusion drawing/verification.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written

up field notes or transcription. In this flow, the researcher needs to separate the accurate data from the inaccurate ones. Through data reduction, the researcher may focus on data that will be analyzed. And it occurs continuously through the life of any qualitative oriented project.

b. Data display

The second major flow of analysis activity is data display. Generally, a data display is organized, compressed assembly of information that permit conclusion drawing and action. With looking at display, the researcher helps to understand what is happening and to do something either analyze further or take action based on that understanding. In this research the researcher present the transcript of students' pronunciation as the data display.

c. Verification or drawing conclusion

The third stream of analysis activity is drawing conclusion and verification. From the first steep of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, pattern, explanation, possible configurations, causal flows, and proposition. In this step, the researcher make conclusion. The conclusion can be in a form of thick description. The conclusion here is the answers of the research problems that have been formulated.²¹

²¹ Matthew B. Milles & Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, 10

G. The Organization of The Study

To make easy to arrange the thesis, in the section will explain about the organization of thesis. There are five chapters. They are:

CHAPTER I : This chapter discusses about background of the study, focus and limitation, statements of the problem, objective of the study, significance of the study, research methodology and organization of the thesis.

CHAPTER II : Review of related literature. This chapter applies the used theory of framework of conducting research. It involves the theory of error analysis (the definition of error, the type of error, and the sources of error) the definition and advantages of IPA, the definition of pronunciation, the features of pronunciation, the segmental aspect and supra segmental aspect on pronunciation.

CHAPTER III : This chapter contains with serving of data that includes general data that is connected with research location that consist of vision, mission and objectives of SMA Bakti Ponorogo, the establishing history, geographical position and organization structure. And the specific data, the type of error on students' pronunciation of SMA Bakti Ponorogo and the source of error on students' pronunciation of SMA Bakti Ponorogo.

CHAPTER IV : This chapter is contains of analysis of errors that are made by eleventh grade students of SMA Bakti Ponorogo on pronunciation. This chapter contains discussion of research result and analysis about error on the Pronunciation made by eleventh grade students of SMA Bakti Ponorogo.

CHAPTER V : Conclusion, this chapter is designed to give ease for readers who take subsistence from thesis. This chapter consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will discuss some topics and theories which deal with error analysis, pronunciation and what the aspects which influence in pronunciation. This chapter is to make the thesis clear and easier to be understood by the readers.

A. Error Analysis

1. The Definition of error

Heidi Dulay states, “The description of an error refers to the product of language acquisition, whereas the explanation of an error- the determination of its origins refers to the language of acquisition process.”²²

Carl James states “Error is for edge, wrong form that the pupil could not correct even if their wrongness were to be pointed out.” While Corder as the quotation from James states that errors are the result of same failure of performance²³.

Based on the definition above, it can be said that errors are the result of students’ failure performance in linguistic and language of acquisition process, and they cannot correct their fault by themselves.

²² Dulay, H. Burt, M. Krasen, S. Language Two. (New York: Oxford University Press. 1982), 144.

²³ Corder S Pit. Research of second language errors. Oxford; (Oxford university Press, 1980).1

2. Error and Mistake

Error and mistakes are familiar words but some people do not know the distinction between errors and mistake exactly. In order to analyze error, it is necessary to know the differences between error and mistake.

a. Error

Brown states “Errors are a noticeable deviation from the adult grammar of the native speaker, and reflect the competence of the learner, they are error in competence.”²⁴ Richard also states “Error is the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date.”²⁵

Students making error is an inevitable part of learning. People cannot learn language without first committing errors. James defined error as follow:

Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted in to take by learner²⁶.

Richard says that:

The error of performance will characteristically be unsystematic and the error of competence systematic. As Miller puts (1996) it would be useful therefore hereafter to refer to errors of performance as mistake

²⁴ Brown, H. Douglas. Principles of Language Learning and Teaching 4th ed. (San Francisco State University: Longman. 2000), 127.

²⁵ Jack Richard, C. Error Analysis, Perspectives on Second Language Acquisition. (Singapore. Longman. 1997), 25.

²⁶ Carl James, Error in Language Learning and use (New York: Addison Wesley longman, 1998),83

reserving the term to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date.²⁷

From the definition above, it can be seen that error is deviation and systematic error of the student, it happen because they did not understand about the systematic of grammar and they cannot correct their error by themselves. Moreover, it always happen if their error did not correct by the teacher.

b. Mistake

James Carl states, “Mistakes can only be corrected by their agent, if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance than we have second order mistake.”

James also states, “A mistake is either intentionally or unintentionally deviant and self-correctible.” “If the learner is inclined and able to correct a fault in his or her output, it is assumed that from he or she selected was not the one intended, and we shall say the fault is a mistake.”²⁸

²⁷ Jack C.Richard, *Error Analysis Perspective on Second Language Acquisition* (London: Longman Group, 1974),25.

²⁸ James, Carl. *Error in Learning and Use*, 78

The definition above shows that mistake is a fault which is made by the learners, and he or she can make correction. Meanwhile, error is made by the learners and he or she unable to make correction. Douglas Brown states that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the language competence of the learner.²⁹

3. The Types of Errors

Error analysis has yielded insights into the language acquisition process that have stimulated major changes in teaching practice. There are two classification of error, they are as follow:

a. Errors of competences

Error of competence is the result of application of rule by the first language learners which do not (yet) correspond the second language norm. Error of competence is to know what is grammatically correct. Error caused by performance fact (such us, fatigue and inattention).³⁰

b. Errors of Performances

Error of performances are the result of mistake in language use and manifest themselves as repeat, false start, corrections or slips of the

²⁹ H. Douglas Brown, *Principles of Language Learning and Teaching* 4th ed. (San Francisco State University: Addison Wesley Longman, inc, 2000), 217.

³⁰ Heidi Dulay, *Language Two* (New York: Oxford University Press, 1982), 139

tongue. Error performance occurs frequently in the speech of both native speaker and language learner what actually occur in practice Competence factor (errors resulting from lack of knowledge of the rules of language).³¹

4. The Sources of Error

Douglas brown states that errors arise from several possible general sources, namely interlingual transfer of interference from the native language, intralingual transfer within the target language, the sociolinguistics context of communication, psycholinguistic and cognitive strategies, and doubt countless affective variables.³²

a. Interlingual Errors (Mother-tongue influence)

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language especially vulnerable to interlingual transfer from the native language.³³ Interference happens when a item or structure in the second language manifest some degree of difference from degree of similarity with equivalent item or structure in learner's first language.³⁴ Based on those definitions, the learners made error because of interlingual error (mother tongue influence) that influences development of learners.

³¹ Ibid.

³² Brown, Principle of Language Learning and Teaching, 223-227

³³ Douglas Brown, Principle of Language Learning and Teaching. 4th ed.(San Francisco State University: Longman. 2000), 224

³⁴ James, Carl. Errors in Language Learning and Use: (Exploring Error Analysis, London and New York. 1998), 179

b. Intralingual Error (Target Language Error)

Intralingual errors are those which reflect the general characteristic of rule learning, such as faulty overgeneralization, incomplete application of rules and failure to learn conditions under which rules apply. The learner's ability to separate two languages, intralingual and developmental error reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition.³⁵ It means that intralingual error is not only used to show the competence of the learner but also illustrates the characteristic of learners in learning language. According to Richard, this type of error is a direct result of the learner's attempt to create a language system.³⁶ Then, as James defines, intralingual errors are caused by:

- 1) Overgeneralization error arises when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of the deviant structure in place of two target language structures.
- 2) Ignorance of rule restrictions involves the application of rules in a context where they do not apply.

³⁵ Jack C. Richard. *Error analysis, Perspectives on Second Language acquisition.* (Singapore, Longman. 1980), 174

³⁶ *Ibid.*, 185-187.

- 3) Incomplete application of rules involves failure to fully develop a structure. This type of intralingual error corresponds to what is often referred to as an error of transitional competence.
- 4) False concept hypothesized arises when the learner does not fully comprehend a distinction in the target language.

c. Context of Learning

Richard called “false concept” and Stenson called “inducted error”, including:

- 1) Misleading explanation from the teacher

If a teacher makes a fault in pronouncing a word and he/she didn't know about it, the student always thinks their teachers' pronunciation are true and will repeat it in other times.

- 2) Faulty presentation of a structure in a textbook

The textbook is a manual directive for the student, if there are faults in the content of the textbook and the teachers didn't make a correction, it will be a serious problem for students.

- 3) Improperly contextualized pattern

The error in learning can also be caused by inappropriate teaching strategy or the teacher's explanation about the subject.

- 4) Confused vocabulary items because of contiguous presentation
- 5) Inappropriately formal forms of language

d. Communication strategies

In order to get the messages across, a learner may use some technique like word coinage, circumlocution, false cognates, and prefabricated pattern which can all be sources of error.³⁷

5. The definition Error Analysis

Douglas Brown states, “Students making errors is an inevitable part of learning. People cannot learn language without first committing errors.”³⁸ Because of the errors made the students well as they learn and understand where the part of the wrong in language is learn, then students can find the problem solving from their errors.

Early error analysis research was essentially language focused: linguistic examined features of a native language (for example, Indonesia) that contrasted with features of a foreign language (for example, English) to determine what areas of second language learning would be most likely to cause difficulty for the students.³⁹ Including one of the difficulties in language learning is focuses on the language contrast in pronunciation.

Human learning is fundamentally a process that involves the making of mistake or error. Mistake, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually any skill or

³⁷ Brown, Principle of Language Learning and Teaching, 227

³⁸ Ibid.,

³⁹ M. Reid Joy, Teaching ESL Writing (United States of America: Precentile Hall Regents, 1993) 35

acquiring information. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. In other words, errors should be analyzed for educational benefits.

Errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a language⁴⁰. One of the most important findings of errors analysis is that most errors occur by learners drawing incorrect conclusion about the rules of the second language, which can even be related to phonological errors as researched in this study. There are two kinds of errors are competence error to the ability all native speakers have being able to understand and produce sentences which have never heard before, Performance error refer to the actual use of the language by individuals in speech and in writing⁴¹.

Brown said that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners.⁴² "Error analysis is the study and evaluation of uncertainty in measurement."⁴³ James States "Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful

⁴⁰ Corder S. Pit. Research of second language errors. Oxford; (Oxford university Press, 1980).1

⁴¹ Mark Kaswan. A Brief Introduction to Language in Society, (Bandung, 2010) .11

⁴² Douglas Brown, Principles of Language Learning and Teaching fourth Edition (San Fransisco State University: Addison Wesley Longman,Inc, 2000), 218.

⁴³ R.Taylor, An Introduction to Error Analysis the Study of Uncertainties in Physical Measurement (United States of America: University Science Books, 1997) 3.

language.”⁴⁴ According several definition, Error analysis is the process, activity to analyze errors with the rules and predetermined size.

6. The Steps of Errors Analysis

According to The Ellis’s book (Second Language Acquisition), there are five steps in error analysis research:

Table A.1 the step of error analysis

No.	Steps	Explanation
1	Collecting the data	The researcher get the data from observation and analyze the student error in pronunciation from the recording of their conversation.
2	Identifying Errors	Identifying the error by underlying the error made by the learners.
3	Describing The Errors	Classifying the error into types
4	Explaining The Errors	Explain the error by establishing the source of the errors and calculating how often the error appear
5	Errors Evaluation	Evaluating the error step involves tabelizing the errors and drawing conclusion.

B. International Phonetic Alphabet (IPA)

1. The Definition of IPA

When a student wants to learn a foreign language, in this case, he or she will have to learn it to speak. He or she has tried to speak in the way the native speakers speak the language. This can be achieved by closely imitating

⁴⁴ James Carl, *Errors in Language Learning and Use* (New York: Addison Wesley Longman, 1998) 83.

and mimicking them until his or her pronunciation is satisfactory and acceptable to the native speakers.

In English, pronouncing a word is not always the same as the way that we spell it. Some words can have the same spelling but different pronunciation. It makes a problem for English learners when they have to pronounce English words.

To solve the problem, the phoneticians try to find out how English can be transcribed so, the English sounds can be distinguished and learned by the other English speakers. In 1888 members of the International Phonetic Association developed a phonetic alphabet to symbolize the sounds of all languages. They utilized both ordinary letters and invented symbols. Each character of the alphabet had exactly one value across all of the world's languages. Someone who knew the alphabet would know how to pronounce a word written in it, and upon hearing a word pronounced, would know how to write it using the alphabet phonetic symbols.

Learning about phonetics will enable you to pronounce your L2 as our foreign language better. A good way to start is to learn the International Phonetic Alphabet (IPA), which can be used to represent all the phonemes of human speech and is therefore a reliable guide to pronunciation.

The inventors of this International Phonetic Alphabet or IPA, knew that a phonetic alphabet should include just enough symbols to represent the fundamental sounds of all language.⁴⁵

The International Phonetic Alphabet or IPA is one of many alphabets which have been devised to fill the needs we have indicated.⁴⁶ Here are the phonetic symbols based on IPA.⁴⁷

Table B.1: Phonetic Symbols

Vowels		Diphthongs		Consonants			
i:	Sheep	eɪ	Paper	p	Pet	s	Sun
ɪ	Ship	ɔɪ	Boy	b	Book	z	Zoo
ʊ	Book	aɪ	Kite	t	Tin	ʃ	Shoe
u:	Moon	ɪə	Ear	d	Door	ʒ	Television
e	Pen	ʊə	Fewer	k	Key	h	Hat
ə	Banana	eə	Chair	g	Girl	m	Mouth
ɜ:	Girl	əu	Phone	tʃ	Chair	n	Nose
ɔ:	Ball	aʊ	House	dʒ	Jam	ŋ	Ring
æ	Man			f	Fish	l	Letter
ʌ	Cup			v	Van	r	Rain
ɑ:	Heart			θ	Three	j	Yoga
ɒ	Clock			ð	Feather	w	Window

⁴⁵ Victoria Fromkin, Robert Rodman, and Nina Hyams. *An Introduction to language* 9th Edition, (Canada: Wadsworth Cengage Learning, 2011), 193.

⁴⁶ Ibid.

⁴⁷ Ann, Baker. *Ship or Sheep "An Introduction Pronunciation Course"* (Cambridge University Press.

According to the explanation above, the phonetic symbols are created to help people studying the sound of language. Each symbol among the phonetic symbols represents a different sound of the language.

On the other hand, the usefulness of phonetic symbols is we could use the symbols included in dictionaries to help our own pronunciation of new or foreign words. Phonetics facilitates the ability to understand, hear and reproduce different vowel qualities. And why phonetics is such an important tool in learning and teaching foreign language.

2. The Advantages of IPA Transcription

There are five advantages of using IPA transcription in Victoria's book "an introduction to language", described as follows:

1. As any student of English can attest, written English is only an approximate representation of the spoken language. IPA transcription, in contrast, is an exact representation, without any ambiguity, redundancy, or omission. In a phonetic transcription, every symbol stands for one sound, and one sound only. There are no "silent letters," nor are there any spoken sounds that are not represented in the transcription.
2. An IPA transcription can be used prescriptively, to show students how a given word or phrase should be pronounced. The transcription can represent a precise, standard pronunciation, independent of the individual or regional accent of any teacher or audio recording. It thus allows students to see the correct pronunciation of an English word or phrase

without the confusing influence of any anomalies in an instructor's speech, and provides a reliable, ideal model towards which students can work in their pronunciation, independently of the speech of any human instructor. Dictionaries use phonetic transcription in this way to indicate the "standard" pronunciation of words.

3. A IPA transcription can be used diagnostically, to record and analyze the speech of students. A student can often better understand his errors in pronunciation if he sees them laid out in static visual form. One might say that a picture is worth a thousand words, with transcription being the picture, and words being the spoken language. Students can compare transcriptions of their own speech to that of "model" speech and see and correct their mistakes.
4. IPA transcription is useful for showing the significant differences between the pronunciation of isolated words in a dictionary and the actual pronunciation of those same words when they are grouped together in connected speech. Students can see why connected speech is more difficult to understand when they are shown the modifications in pronunciation that occur in such speech, and they can learn what modifications to expect and how to recognize them. They can also adopt a more natural-sounding speech themselves by noting the "standard" changes that occur in connected speech and emulating these themselves.

5. Much time can be saved in many small ways by using transcription instead of audio recordings or “repeat after me” techniques. The correct pronunciation of a word can be indicated by simply writing its phonetic transcription on the whiteboard, instead of playing it over and over on a fuzzy-sounding cassette or repeating it over and over out loud for students. Features of pronunciation (stress, intonation, division into syllables, etc.) can be explained by showing them in transcriptions rather than trying to explain verbally.⁴⁸

C. Pronunciation

1. The Definition of Pronunciation

To learn English language, we should attention about pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. To make a good communication needs to pronounced the words correctly. The pronunciation is when we use all the same organs of speech to produce the sounds in particular a way⁴⁹. Furthermore, Pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language⁵⁰.

⁴⁸ Victoria Fromklin, Robert Rodman, and Nina Hyams. An Introduction to language 9th Edition, (Canada: Wadsworth Cengage Learning, 2011) 89

⁴⁹ Kelly. 2000. How to teach pronunciation. Essex Longman.4

⁵⁰ Corder S Pit. research of second language errors. (Oxford; Oxford university Press. 1980).1

Pronunciation is good way of representing for practical teaching purposes is a system of dots (denoting approximately level pitches) and curves (denoting rising and falling intonations) placed above each syllable of a phonetic transcription⁵¹

In addition, there is several definition of Pronunciation, such as; “Pronunciation is often taught through the teacher providing a model for learners to listen and repeat.”⁵² “Pronunciation is way in which a language or particular word or sound is spoken.”⁵³ According the definitions pronunciation is the sounds produce learning with the International Rules with as well as teachers give example in pronunciation.

The features of pronunciation:

- a. Phonemes
- b. Two categories of phonemes (Vowel and consonant)
- c. Sounds of English Pronunciation (Voiced and Voiceless)
- d. Diphthong
- e. Triphthong
- f. Supra segmental aspect (intonation and stress)

Pronunciation is one of important skill needed in speaking English.

Besides the pragmatic meaning and nor verbal communication, pronunciation

⁵¹ Daniel Jones. *An outline of English Phonetics*. (Cambridge; Cambridge University Press, 1975).276

⁵² Mark Hancock, *Pronunciations Games*, (United Kingdom: Cambridge University Press, 2002) 1

⁵³ *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2005) 343.

also affect to the communication interaction. It is the language feature that most readily identifies speakers as non-active. It is also a filter through, which others see them and often discriminate against them.⁵⁴ Pronunciation is the aspect that most affect how the speaker is judged by others, and how they are formally assessed in other skill.⁵⁵ Pronunciation is the spoken sounds of vowels, consonant, and combination.⁵⁶

2. The Difficulties of Pronunciation

The students of spoken English or any other spoken language is faced at the out-set with difficulties of five kinds in the matter of pronunciation⁵⁷.

They are as follow:

- a. He/she must learn to recognize readily and with certainly the various speech-sound occurring in the language, when he hears them pronounced, he must moreover learn to remember the acoustic qualities.
- b. He/she must learn to make the foreign sounds which his own organs of speech.
- c. He/she must learn to use those sounds in their proper places in connected speech.

⁵⁴ Janet Goodwin. Teaching English as Second or Foreign language. (USA:Thomson Learning Inc,2001) 117.

⁵⁵ Hellen, Freser. Coordinating Improvement in pronunciation Teaching for Adult Learners of English as a second language. (Canberra:DETYA (Anta Inovative Project), 2000), 07.

⁵⁶ Ann, Cook. *American Accent Training "A Guide to speaking and Pronouncing American English for Everyone Who Speaks English as a Second Language"*. (America:Barron's), iv

⁵⁷ Daniel Jones. *An outline of English Phonetics*. (Cambridge; Cambridge University Press1975) .2

- d. He/she must learn the proper usage in the matter of ‘sounds attributes’ or ‘prosodies’ as they often called (especially length, stress, and voice-pitch).
- e. He must learn to contact sounds, i.e. to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling.”

3. The Features of Pronunciation

To have a good pronunciation, the learners have to know what the aspects which influence in pronunciation. The following diagram shows a breakdown of the main features of pronunciation.⁵⁸

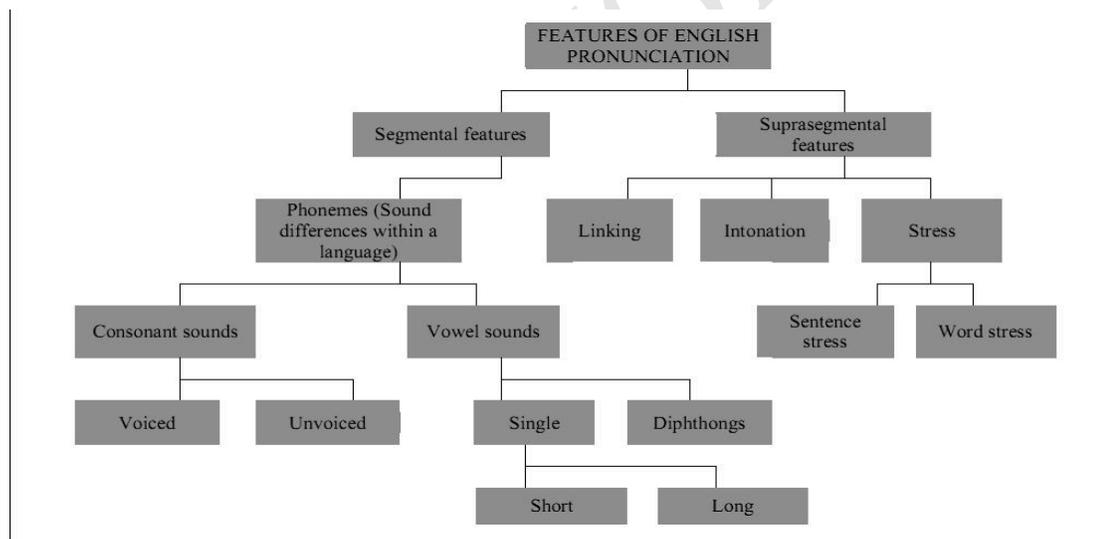


Figure C.1: Features of Pronunciation

⁵⁸ Gelated Kelly, How to Teach Pronunciation. (Harlow: Person Education Limited, 2003), 15

Explanation:

a. Phoneme

Phoneme is the smallest segmental unit of sound employed to form meaningful contrasts between utterances.

b. Consonant

A speech sound made when there is complete or partial obstruction of air in the mouth, as in /v/, /h/, /d/ (compare vowel)

c. Vowel

A speech sound made when air is free to pass through the mouth with little or no obstruction, as in sounds made with the letters a, e, i, o, u, and sometimes y (compare consonant).

d. Voiced

Voiced is a sounds made with the vocal chords (voice box) vibrating.

e. Voiceless

Voiceless is a sounds made without the vocal chords (voice box) vibrating

f. Diphthong

A sound made by the combination of two vowel sounds in single syllable, as in “joy”, “wide”, “die”, “boy”, where the sound starts as one vowel and moves towards another vowel

g. Supra segmental aspect

Supra segmental aspect is a set of sound elements that comes simultaneously with the sound expressions.

h. Intonation

Intonation is a fall or rise of sounds in a utterance from the first until the end of utterance.

i. Stress

Stress is an extra force given to syllable or word or sentence.

j. Word stress

Word stress is the placement of emphasis within a word that has more than one syllable.

k. Sentence stress

Sentence stress is the placement of emphasis within a sentence that has more than one syllable.

4. Segmental aspect

English has lot of sounds that differs the meaning produced from one sound and others. Actually, English just has 26 letter alphabets, but it has 44 sounds from those letters. The sounds in English are divided in two major natural classes, they are consonants and vowels.⁵⁹ In order to produce these sounds, the speakers need to know segmental aspect of pronunciation such as the articulation of consonants and vowels.

⁵⁹ Michael Ashby & John Mordment. *Introducing Phonetic Science*, (New York: Cambridge University Press, 2005) 7.

a. Vowels

Vowels are produced when the passage of the air from the larynx to the lips is relatively unrestricted.⁶⁰ Vowels sounds are sounds that vary in pitch which is determined by the quality of the sound wave. Pitch is modified by changing the shape of resonating chamber by changing the position of the tongue and lips and by lowering or raising the velum.⁶¹

A vowel (in normal speech) is defined as a voiced sounds in forming which the air issues in continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction⁶². It means that vowel in which the highest point of the tongue is in the center part of the vowel figure are called central vowel.

Producing vowel sounds is influenced by the lips position. There are three lips position to get vowel sounds, rounded, spread and neutral. For the rounded position, the lips are pushed forward in to the shape of a circle such as sound /ʊ/. Spread position is produced by moving away the corner of the lips from each other as when smiling. Example: sound /i/.

⁶⁰ David H. Deterding & Gloria R. Poedjosoedarmo. *The sounds of English “ Phonetic and Phonology for English Teacher in Southeast Asia*, (Singapore: Prentice Hall, 1998), 15.

⁶¹ Laurel, J. *The Structure*, 34.

⁶² Daniel Jones. *An outline of English Phonetics*. (Cambridge; Cambridge University Press 1975).23

Neutral position, will be shaped if the lips are not noticeably rounded or spread, like sound /ə/.⁶³

Beside lips position, the tongue position also affects the vowel sounds. The tongue might be moved to the front or the back of the mouth. The tongue can also be held in a central position in the mouth. The position of tongue is also viewed from the high of the tongue. The high position is referred by close vowels; the low position is open vowels and mid position is referred to mid vowels⁶⁴

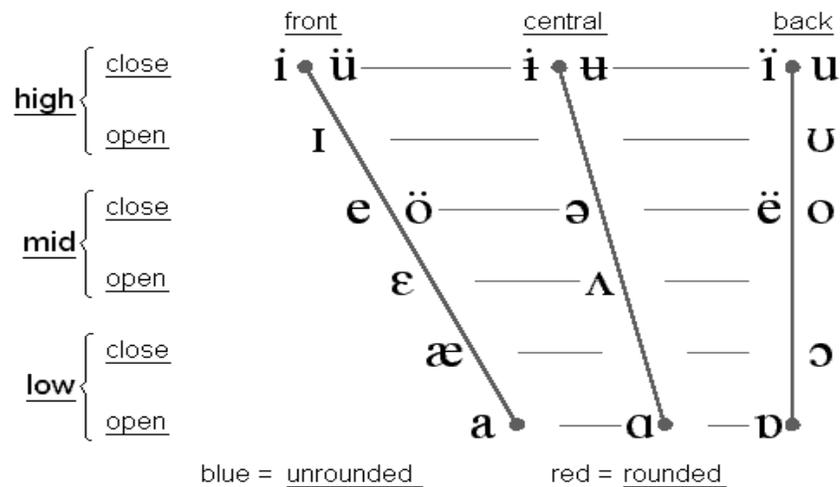


Figure C.2: Vowel Diagram

Vowels are classified into three kinds; close vowel, mid open vowel and open vowel. While the other forms of vowel are diphthong and triphthong. The diphthong also classified in to two; centering diphthong and closing diphthong.

⁶³ Kelly, How to teach Pronunciation, 30

⁶⁴ Victoria Fromklin, An Introduction to Language, 229

Table C.1 Close vowel

1) Close vowel

sounds	Characteristics
/i:/	The front of the tongue is slightly behind and below the close position. Lips are spread, as in: <u>Pe</u> ople, <u>chee</u> se, <u>see</u> , <u>se</u> at.
/ɪ/	The part of the tongue is slightly nearer the center is raised to just above the half close position. The lips are spread loosely and the tongue is more relax, as in : big, hit, did, fit, dig.
/ʊ/	The part of the tongue just behind is raised, just above half-close position. The lips are rounded. As in: should, good, book, hood, you.
/u:/	The back of the tongue is raised just below the close position. Lips are rounded. As in: new, do, you, who, who, shoe.

Table C.2 Mid Open Vowel

2) Mid Open Vowel

Sounds	Characteristics
/e/	The front of the tongue is between the half open and half close position. Lips are spread as in: bed, net, egg, head, get, end, said.
/ə/	The center of the tongue is between the half close and half open position. Lips are in neutral position, as in: water, banana, about, paper, diner, near, here.
/ɜ:/	The center of the tongue is between the half close and half open position. Lips are neutrally spread, as in: search, shirt, her, word, world, hurt.
/ɔ:/	The back of the tongue is raised to between the half open and

	half close position. Lips are loosely rounded. As in: hall, call, all, horse, draw, saw, drown.
--	-------------------------------------------------------------------------------------------------

Table C.3 Open Vowel

3) Open vowel

Sounds	Characteristics
/æ/	The front of the tongue is raised to just below the half open position. Lips are neutrally open, as in: back, cat, bag, hat, attack, sand.
/ʌ/	The center of the tongue is raised to just above the fully open position. Lips are neutrally open. As in: done, gun, fun, run, uncle, does.
/ɑ:/	The tongue, between the center and the back is in the fully open position, lips are neutrally open as in: half, guard, far, part.
/ɒ/	The back of the tongue is in fully open position. Lips are lightly rounded, as in: dog, god, gone, want.

1) **Diphthongs**

The other form of vowels is diphthong. It is formed by gliding a pure vowel sound to another. The first sound in each phoneme is longer and louder than the second sound. There are two groups of diphthong, centering and closing diphthong. Centering diphthong happen when the vowel sounds end with a glide toward /ə/. They are called as centering because /ə/ is inducted in central vowel. Closing

diphthong are vowels which are ended by gliding sounds toward /I/ or /ʊ/.⁶⁵ The following table is the characteristics of diphthong.⁶⁶

Table C.4 Centering Diphthong

a) Centering Diphthong

Sounds	Characteristics
/ɪə/	The glide in the position for /ɪ/, moving down and back toward /ə/, the lips are neutral. As in: here, fear, idea, near.
/ʊə/	The glide begins in the position for /ʊə/, moving forward and down toward /ə/. The lips are loosely rounded, as in: hour, tour, flour.
/eə/	The glide begins in the position for /e/, moving back towards /ə/, the lips remain neutrally open. As in: swear, care, where, fair, chair.

Table C.5 Closing Diphthong

b) Closing Diphthong

Sounds	Characteristics
/eɪ/	The glide in the position for /e/, moving up and slightly back toward /ɪ/. The lips are spread. As in: fake, lake, cake, way, they.
/ɔɪ/	The glide begins in the position for /ɔ/, moving up and forward toward /ɪ/. The lips start open and rounded and change to neutral. As in : toy, convoy, enjoy, boy.
/aɪ/	The glide begins in an open position, between front and center, moving up and slightly forward toward /ɪ/. The lips

⁶⁵ Ibid., 34

⁶⁶ Ibid., 35-36

	from neutral to loosely spread as in: die, pie, shy, tie, high, why.
/əʊ/	The glide in the position for /ə/, moving up and slightly back toward /ʊ/. The lips are neutral, but change to loosely rounded as in: go, show, flow, snow, no, home.
/aʊ/	The glide begins in a position quite similar to /ʊ/, moving up toward /ʊ/. The lips start neutral with a movement to loosely rounded. As in: gown, house, town, down, how.

2) Triphthongs

The most complex English sounds of the vowel types are the triphthongs. A triphthong is a glide from one vowel to another and then to a third, all produce rapidly and without interruption⁶⁷.

The example of triphthongs:

/aɪə/ as in : Fire, tire, flyer

/eɪə/ as in : Player, mayor

/ɔɪə/ as in : Loyal, royal

/aʊə/ as in : Hour / our, power, tower

/əʊə/ as in : Lower, widower

English has many ways to pronounce its sounds, so it becomes necessary to know how the sounds are produced. These segmental aspects explain how to individual sounds are created. Therefore, the

⁶⁷ Peter Roach.. English Phonetics and Phonology. (Cambridge; Cambridge University Press 1984).22

discussion is needed to talk about when the pronunciation skill is discussed.

b. Consonants

In the consonant sounds there are some dimensions which characterize it like the place of articulation, and the manner of articulation. Related to the place of articulation, pronunciation involves several organs where the sound is made. The manner of articulation in pronunciation relates to voiced and voiceless sounds.⁶⁸

Consonant are made by using different part of mouth. Most of the differentiation of the various speech sounds of a language takes place in the mouth is called the place of articulation.⁶⁹ The consonant sounds are produced by closing off completely the flow of the air, letting pressure build up behind the closure, and then releasing it suddenly in a burst. It include the organs which are divided into the active articulators and the passive articulators. The active articulators include the tongue and the lower lip. The tongue is divided in to the tip, moving backward, the blade or lamina, the front, the back and the root. It acts as valve which controls the flow of air by touching parts of the mouth. The other active articulator is the lower lip which may be placed against the upper lip. It is also may

⁶⁸ Gelatd Kelly. How to teach Pronunciation, (Harlow: Pearson Education Limited, 2003) 5.

⁶⁹ Heinz J. Geigerich. English Phonology An Introduction (New York: Cambridge University Press, 1992) 6

be placed together with the upper lip which may be closed or opened, rounded or spread.⁷⁰

Like the active articulators, the passive articulators also consist of several part of the mouth. The passive articulators are teeth or dental, the roof of the mouth, and the pharynx or back of the throat. Both upper and lower teeth are the part of the passive articulators. Similar to the tongue, the roof of the mouth is divided into some parts. The first part is alveolar which located about 1 cm behind the upper teeth. The other is the domed that called as hard palate or palatal. The next part is the soft palate or velum. It is the muscular flap at the rear. The fourth part of the roof of the mouth is the uvula which is the tip of velum. The pharynx as a passive articulator usually used by some languages to producing speech sounds.⁷¹

This following picture is the place of articulation.

⁷⁰ Brinton Laurel J. The Structure of Modern English (Philadelphia: John Benjamins B. V, 2000) 21

⁷¹ Ibid., 21

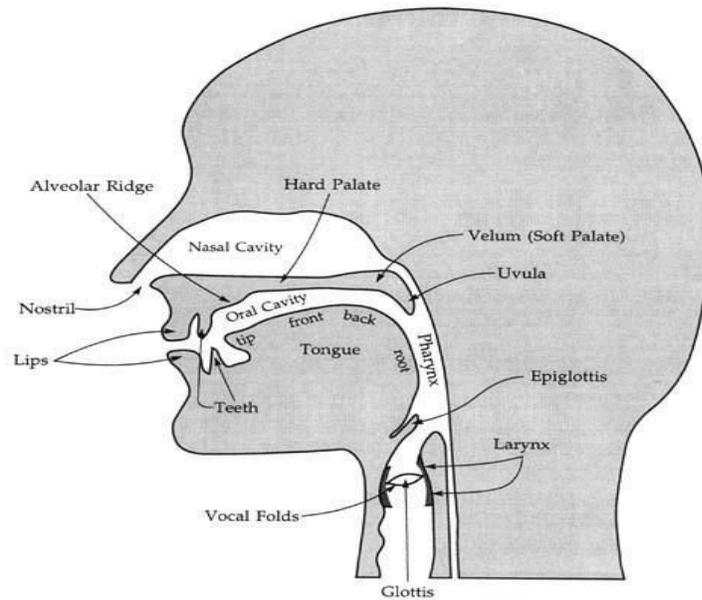


Figure C.3: Place of Articulation

Describing the English consonant sounds regards to the place of articulation, consonants involve large number of separate place of articulation. Here they are:

- 1) Bilabial: the lips are brought together and do not involve the tongue.

The lower lip is the active part, example: the sound of /b/ Boy and /p/ Pray.

- 2) Labiodental: the lower lip is brought up against the front of upper teeth, and the tongue in the rest position, example: the sound of /f/ Flat and /v/ vast.

- 3) Dental: insert the tip of the tongue between the upper and lower teeth, example: the sound of /θ/ think, thing, thief

- 4) Alveolar: the tip of the tongue makes contact with alveolar ridge, example: the sound of /d/ drive, dead, die.
- 5) Alveo-palatal: the front of the tongue is raised to an area between the alveolar ridge and the palate, example: the sound of / / shy, shoot, she.
- 6) Palatal: the front of the tongue is brought up against the palate, example: the sound of /j/ You.
- 7) Velar: the back of the tongue is brought up into contact with the velum, example: the sound of /g/ good.
- 8) Glottal: glottal are made with the glottis (the chink between the vocal bands) closed or almost closed, example the sound oh /h/ in English.

Regarding to the manner of articulation, the consonants classified as follow:

- 1) Plosive: there are 6 plosives in English sound, [b], [p], [t], [d], [k], and [g]. Plosive happen in bilabial, alveolar and velar sounds. Plosive occurs when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and then released explosively. Sometimes, a plosive sounds are also referred to as stops.
- 2) Affricates: there are 2 sounds in English, they are [tʃ], and [dʒ]. Affricates occur only in palatals. It occurs when a complete closure is made somewhere in the mouth and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives.

- 3) Fricative: there are 9 sound of fricatives in English, they are, [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h]. Fricatives happen in labiodentals, interdental, alveolar, alveo-palatal and glottal. Fricative occur when two vocal organ come close enough together for the movement of air to heard between them
- 4) Nasal sounds: there are 3 sounds of nasal in English, they are, [m], [n], and [ŋ]. Nasal sounds happen in bilabial, alveolar and velar sound. Nasal sounds occur when a complete closure is made somewhere in the mouth, the soft palate is lowered and air escapes through the nasal cavity.
- 5) Lateral : there is one lateral sound in English, it is [l]. A lateral sound is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the side of the tongue. The soft palate is raised.
- 6) Semi-vowel or approximants: there are 3 sounds of approximants in English, they are, [r], [w], [j]. Approximants occur when one articulator moves close to another, but not enough to cause friction or stop the air flow.⁷²

The table bellow shows the characteristics of consonant sounds based on the manner of articulation.⁷³

⁷² David H. Deterding & Gloria R. Poedjosoedarmo. *The Sounds of English "Phonetics and Phonology for English Teacher in Southeast Asia"*, (Singapore: Prentice Hall, 1998) 56-61.

⁷³ Kelly. *How to Teach Pronunciation*. 48-53

Table C. 6 Manner of Articulation

Manner of Articulation	Place of Articulation	Sound	Characteristics
Plosive	Bilabial	[p], [b]	Total closure is made using both lips. The soft palate is raised. [p] is voiceless and [b] is voiced
	Alveolar	[t], [d]	Closure is made by the tongue blade against the alveolar ridge and the soft palate is raised. [t] is voiceless and [d] is voiced.
	Velar	[k], [g]	Closure is made by the back of the tongue against the soft palate. [k] is voiceless and [g] is voiced.
Affricates	Alveo palatal	[tʃ], [dʒ]	The tip of tongue, blade and rim close against the alveolar ridge and side teeth. The front of the tongue is raised and when the air is released there is audible friction. The soft palate is also raised. [tʃ] is voiceless and [dʒ] is voiced.
Fricatives	Labio dental	[f], [v]	The lower lip make light contact with the upper teeth. The soft palate is raised. [f] is voiceless and [v] is voiced.
	Dental	[θ], [ð]	The tip of tongue makes light contact with the back of top front teeth, or the tip of tongue may protrude between upper and the lower teeth. The soft palate is

			raised. [θ] is voiceless and [ð] is voiced.
	Alveolar	[s], [z]	The blade of the tongue makes contact with the alveolar ridge. The soft palate is raised. [s] is voiceless and [z] is voiced.
	Alveo palatal	[ʃ], [ʒ]	The blade of the tongue makes light contact with the alveolar ridge and the front of the tongue is also raised. [ʃ] is voiceless and [ʒ] is voiced.
	Glottal	[h]	Air passes from the lung through the open glottis, causing the audible friction. The tongue and lips position is like following vowel sound. The soft palate is raised. [h] is voiceless.
Nasal	Bilabial	[m]	Total closure is made by both lips. If followed by [f] or [v] the closure may be labio dental. The soft palate is lowered and air passes out through the nasal cavity. [m] is voiced .
	Alveolar	[n]	The blade of the tongue closes against the alveolar ridge and the rims of the tongue against the side of teeth. [n] is voiced but may be devoiced after [s]
		[ŋ]	The back of the tongue closes against the soft palate. The closure is further forward if it

			follows on from a front vowel. The soft palate is lowered and air passes out through the nasal cavity. [ŋ] is voiced
Lateral	Alveolar	[l]	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue. The soft palate is raised. [l] is voiced.
	Alveolar	[r]	A post alveolar sound as the tongue tip is held just behind the alveolar ridge. The Back rims of the tongue touch the upper molars. The soft palate is raised. [r] is voiced.
Approximant	Palatal	[j]	The tongue is in the position of a close front vowel. The soft palate is raised. The sounds glides quickly following the vowel. [j] is voiced.
	Labiodental	[w]	The tongue is in the position of a close back vowel. The soft palate is raised. The sound glides quickly to the following vowel. [w] is voiced.

In English, the consonant sounds are also differentiated by the way the air stream is affected as it goes from the lung up and out of the mouth and the

nose. This feature called voicing. Some consonant sounds are voiceless and some others are voiced.

The voiceless sounds are produced if the vocal cords are apart when the air stream is pushed from the lung. The air is not blocked the glottis and it passes freely into the parts of vocal tract above the glottis. This way will not cause the vibration in vocal cords. The voiceless sounds are [p], [t], [k], [f], [s], [θ], [ʃ], and [tʃ].⁷⁴

On the contrary, the voiced sounds are produced when the vocal cord are together, the air stream forces its way through and causes the vibration. The vibration in the vocal cords can be checked by putting the finger in each ear and say the voiced sounds. The voiced sounds are [b], [d], [g], [v], [ð], [z], and [dʒ].⁷⁵

The following table is the consonant of English:

Table C.7 Consonants of English

		Bilabial	Labio dental	Dental	Alveolar	Alveo Palatal	Palatal	Velar	Glottal
Stop/ Plosive	Voiceless	P			t			K	
	Voiced	B			d			G	
Affricative	Voiceless					tʃ			
	Voiced					dʒ			

⁷⁴ Victoria Fromklin, Robert Rodman, Nina Hyams. An Introduction to Language 9th edition, (Canada: Wadsworth Cengage Learning, 2011), 201-205

⁷⁵ Ibid.

Nasal		M	F		n			ŋ	
Fricative	Voiceless		V	θ	s	ʃ			h
	Voiced			ð	z	ʒ			
Approximants			W		ɹ		J		
Lateral					l				

5. Supra segmental aspect

The other feature which influences pronunciation is supra segmental aspect. Supra segmental aspect includes stress, and intonation. These aspect also have usage in communicative situation in which the English learners will need to function.⁷⁶

In English, stress is concerned in producing sounds. It is different from the cognate words in French where the stress is more equal, with slightly more stress on the final syllable. In contrast, the stress in English occur in many different syllables. When the words have two or more syllable, one syllable is always stressed more than others.⁷⁷

a. Stress

Stress has been mentioned several times already in course without any attempt to define what the word mean. Stress is the degree of loudness

⁷⁶ Michael Ashby & John Mordment. *Introducing Phonetic Science*, 9.

⁷⁷ David H Deterding & Gloria R Poedjosoedarmo. *The Sounds of English "Phonetics and Phonology for English Teacher in Southeast Asia*, (Singapore: Prentice Hall, 1998), 94.

or force with which syllables are spoken in English. Every words in English is made up of one or more syllables.

Here are a few examples:

One syllable	Two syllables	Three syllables
go	Go-ing	Re-mem-ber
come	Com-ing	Con-ti-nue
book	Pa-per	Cal-en-der
see	Vis-it	Vis-it-ing

Stress can also indicated in writing, probably the simplest way to do is to write the stressed syllable in capital letters for example : Ane don't SHOUT.! Because this sentence is a command sentence or prohibition sentence, so it has a high stress in the end of sentence.

According to David H. Deterding and Gloria R. Poedjosoedarmo, the word stress can be classified in very general terms as follow.⁷⁸

1) There are two affixes in English

- a) Prefixes means which are attached before the root at the beginning of the word.

e.g. (-un) unhappy, unfortunate, unfair

- b) Suffixes mean which are attached after the root, at the end of word.

⁷⁸ David H Deterding & Gloria R Podjosoedarmo. *The second Sound of English "Phonetics and Phonology for English Teacher in Southest Asia*, (Singapore: Prentice Hall, 1998), 94.

e.g: (-ly) beautifully, smartly, kindly

- 2) Compound means when two roots are combined to make a new word.
 - a) Compounds when produce a noun are most commonly formed from two nouns, e.g : ‘basketball = basket ‘ball, ‘English teacher or from adjective plus noun e.g :’greenhouse = green ‘house, blackboard = black ‘board.
 - b) Compound nouns tend to take primary stress on the first element and secondary stress on the second. Example : AIR plane, BUS stop,
 - c) Take the primary stress themselves. Example: trustee, engineer, balloon.

b. Intonation

James states, “Intonation may be defined as the varieties which take place in the pitch of the voice in connected speech, i.e. the variations in the pitch of the musical note produced by the vibration of the vocal cord.”⁷⁹

Intonation is the raise and falls in tone that make the “tune” of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication.⁸⁰

⁷⁹ James Carl, An Outline of English Phonetic.275

⁸⁰ Victoria Fromklin and Robert Rodman, An introduction to Language, 48-49

Two sentences can be exactly the same phonetically except for the overall pitch contour of three utterances. The pitch contour, which is called the intonation of the sentence, can be used to distinguish between two different meanings. For example:

- 1) What did you do with my book, John?
- 2) What did you do with my book, John?

In the sentence a the pitch rises sharply on the word book and then falls off. In the sentence b the sharp rise is on John and it continues to rise without any decrease. The second sentence means like the questioner angry with John's did with his/her book.

The topics discussed above are important to understand in this research. By understanding the error analysis, phonetic symbols and pronunciation aspects, it will be easier to grab the point of the research.

D. Previews Study

The writer found two previous studies the first study is from Lutfia Afifah's Thesis with the title *An Analysis of Students' Pronunciation Errors in Reading Text at The Sixth Grade Students of SDN 3 Cisaueun Bandung Barat*, from English Education Study Program Language and Arts Department of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung.

That research focusing on the analyzing the students' pronunciation in reading text. This research is qualitative research. The writer took 35 samples of students and uses the instrument of test consisted of 60 words. The purposes of

this thesis are (1) to identify the students' error in pronouncing English word in reading text, (2) to find out the types of errors.

The differentiation this previous study with this research is, the Afifah's thesis only identify and analyze the types of error make by the students, while this research also to find and analyze the cause/ source of error make by the students..

The second previous study is from Lilik Soepriatmadji's thesis with the title Error Analysis on the Spoken English of FBIB Students. This thesis is focusing on analyzing the students' pronunciation on spoken language. This research is descriptive qualitative research. The data were collected with elicitation technique and think-out-loud method from the 20 subjects. The purposes of this thesis are: (1) to find the types of errors on spoken language of FBIB students (2) to identify and describing the errors on spoken language of FBIB students.

The differentiation this previous study with this research is Lilik's thesis only to find, identify and describing the type of error, while this research also to find and describing the source of error made by the students on pronunciation. The other differentiation is Lilik's thesis is analyzes the grammatical error on students pronunciation, while this research is analyze the students' pronunciation with IPA (International Phonetic Alphabet) transcription.