

CHAPTER III

DATA DESCRIPTION

A. General Data

1) The History of SMA Bakti Ponorogo

In 1954 the Cooperative Batik Bakti institute established the building which is the forerunner of today's High School Bakti. At that time the purpose of the establishment of this building wasn't concrete yet, as in 1957 the Senior High School was established but did not have their own buildings, while cooperative Bakti was not used. The Regent of Ponorogo agreement, Mr. Dasuki requested the building to be used for Senior High School of Ponorogo, with the agreement of the Batik Bakti family or employees who want their children to learn in the school is not subject to any requirement, but there are many parents who send their children to school or Muhammadiyah Ma'arif.

In 1983 the location of Senior High School was moved the location to the north of the University Muhammadiyah of Ponorogo, which has been provided by the government. Seeing the building id not used, it is an agreement by the Education Foundation to establish a High School Bakti is a private school, and was managed by Bakti Institution since the signing of the Deed SS. Sinilingga, SH No. 37 Date 19 April 1983 for an unspecified time limit. BAKTI name is an acronym of Batik

art Original eastern Indonesia. On July 1st 1983, at Senior High School was opened the first registration. In this first enrollment High School students Bakti has received are placed into 11 classes.

Beginning of the school status is still listed for the shake of orderly administration and along with the times, the status of High School starting Bakti note, until finally in 1998 received accreditation status by Decree (SK) Number: 33/C.C7/Kep/MIN/1998. Status SMA Bakti Ponorogo is the same as another, and has full authority to take care of her own household as the implementation of the State Exam at each end of the academic year.¹

2) Geographical Condition

The location of the school is very strategic, which is located in:

Street: Batoro Katong street No. 24

Village: Nologaten

Sub District: Ponorogo

District: Ponorogo

Province: East Java

SMA BAKTI Ponorogo is located adjacent to other institutions in Ponorogo, thus forming a region such as the education of a representative office of National Education Ponorogo district, INSURI Ponorogo,

¹ Look at transcript of documentation in appendix: 01/D/21-V/2015

AKBID Harapan Mulya Ponorogo, STKIP Ponorogo, SMP and SMA Muhammadiyah Ponorogo, Junior High Ma'arif 1 Ponorogo and so forth.²

3) Vision Mission, and Goal of school

As an educational institution capable of responding to the challenges of change and development in an effort to realize the independence of SMA Bakti Ponorogo formulate the vision, mission, goals and objectives as follows:

a. Vision

Excellent in science and technologies based on faith, piety and religious values, and uphold the nation's cultural.

b. Mission

- 1) Implement the effective and efficient teaching and learning process
- 2) Cultivate develop their potential in every student so it can developed to optimize the deepening and experience the teachings of the Islamic religion in everyday life
- 3) Fostering the spirit and effort to the whole school community
- 4) Build and develop the Competitive creativity entire school community
- 5) Implement the innovative breakthroughs in renewing learning patterns to foster students' creativity in facing the challenges of renewal / changes.

² Look at transcript of Documentation in appendix: 02/D/21-V/2015

c. Goal

4) Long-Term Goals

Makes SMA Bakti Ponorogo as the international standard schools, so can be the main choice for the people of Ponorogo and surrounding districts.

5) Short-Term Goals (Objectives)

The existence of SMA Bakti Ponorogo accepted, recognized and required by Ponorogo and surrounding communities, so can be the choice of learners to continue their education.³

4) Condition of Students and Teachers

a. Students

Students are the one of important component in course of education. There are 197 students of SMA Bakti Ponorogo in academic year 2014/2015. There three grades; the tenth grade, the eleventh grade, and the twelfth grade. The tenth grade has two classes, the eleventh grade has three classes and the twelfth grade also has three classes. The total numbers of tenth grade students are 67, the eleventh grade are 64, and the twelfth grade students are 65.⁴

³ Look at Transcript of Documentation in Appendix 03/D/21-V/2015

⁴ Look at transcript of documentation in appendix: 04/D/21-V/2015

b. Teachers

Teacher is a figure to be good example for students. The teacher has to act an advisor for the students in developing creativity and self-potential motivator that help students raising their goals and aspiration. The teachers of SMA Bakti Ponorogo are 35 teachers. Most of them have background in level S1 (Undergraduate Degree), they are 30 teachers, and the other are S2 and Senior High School. SMA Bakti Ponorogo has good facilities for teaching and learning process. It has many laboratory, a library, and also multimedia.⁵

5) School Organization Structure

School organization of SMA Bakti Ponorogo consist of Headmaster, Chief of Administration, Board or committee, Vice of curriculum, Vice of Student, vice of infrastructure, vice of public relation, librarian, Laborer, Computer Laboratory, Media Technician, Student Healthy Unit, SIM manager, BK coordinator, Guardianship of class, teacher and students.⁶

B. Specific Data

The original data of this thesis is the oral test recording of students from SMA Bakti Ponorogo, the researcher took the research in eleventh grade students'. The eleventh grade divided into three classes, IPA, IPS 1 and IPS 2.

⁵ Look at transcript of documentation in appendix: 05/D/21-V/2015

⁶ Look at transcript of documentation, Organization Structure of SMA Bakti Ponorogo in Academic Year 2014/2015: 06/D/21-V/2015

The researcher takes IPS 1 and IPS 2 as the place of specific data sources, as sample of research the researcher take 30 students from those classes.

By doing oral test, the researcher obtained data. The test consists of 40 English words that are familiar for each student. The researcher asked students to read or pronounce a list of words, then the researcher record it.

The recordings will be analyzed by researcher and from the analysis the researcher will get "the type of error on pronunciation made by the students". As limitation the researcher only analyzed on the way of their pronunciation, and transcript it into IPA (international phonetic symbol) or only pay attention to the segmental aspect, without analyzing the supra segmental aspects.

1. Data about the type of error in pronunciation

The Researcher found several errors in students' pronunciation. Based on the data analysis, the researcher divided the students' error into several types. Students make error on pronunciation of the English language as many as 6 types which each type has a different frequency. From the analysis below in the researcher can see the types of errors which are often did by the students. The result can be seen from the following table:

Table 3.1 The Analysis of students Pronunciation

Data analysis about the type of error on students' pronunciation

No.	word	Transcription		Students who make an errors	Type of error
		Dictionary transcription	As recorded		
1	Honest	/'ɒn.ɪst/	/hʌ.nəst/	1, 2, 7, 8, 11, 19,	Insertion of sound /h/ Substitution of sound /ɒ/ with /ʌ/ Substitution of sound /ɪ/ with /ə/
			/'hɒ.nəst/	3, 9, 13, 14, 15, 16, 17, 18, 20, 21 22, 23, 28, 29	Insertion of sound /h/ in the first syllable. Substitution of vowel /ɪ/ with /ə/
			/'hɒ.nest/	16, 24, 25, 26, 30	Insertion of sound /h/ in the first syllable. Substitution of vowel /ɪ/ with /e/
			/ʌ.nəst/	4	Substitution of sound /ɒ/ with /ʌ/ Substitution of sound /ɪ/ with /ə/
2	Morning	/'mɔ:.nɪŋ/	/mɔrnɪŋ/	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21 22, 23, 24, 26, 27, 28, 29, 30	Shortening of vowel /ɔ:/ Insertion of consonant /r/

			/mɔ:neɪ/	10, 16, 25	Shortening of vowel /ɔ:/ Insertion of consonant /r/ Substitution of vowel /ɪ/ with /e/
3	Face	/feɪs/	/fe:s/ /fɪs/ /fes/	7, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29 21, 30 3, 9, 10, 11, 12, 13, 14	Omission of vowel /ɪ/ Lengthening of vowel /e/ Omission of vowel /e/ Omission of vowel /ɪ/
4	Fake	/feɪk/	/fek/ /fʌk/ /fæk/ /fʌkə/	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19 20, 22, 23 26, 27, 28, 29, 30 15, 21, 25 17, 24 14, 15	Omission of vowel /ɪ/ Substitution of diphthong /eɪ/ with /ʌ/ Substitution of diphthong /eɪ/ with /æ/ Substitution of diphthong /eɪ/ with vowel /ʌ/ Insertion of vowel /ə/ in the end of word
5	Research	/rɪ'sɜ:tʃ/	/re'sɜ:rtʃ/ /rɪsk/	9, 10, 17, 18, 20, 22, 23, 24, 25, 26, 27, 28, 30 29	Substitution of vowel /ɪ/ with vowel /e/ Insertion of vowel /r/ Insertion of sound k Omission of sound /ɜ:/ Omission of sound /r/ and

			/rɪ'sɜ:tʃ/	19	sound /tʃ/ Substitution of sound /ɜ:/ with /e/ Insertion of sound /r/
			/rɪ'sɜ:tʃ/	11, 14, 15	Shortening of long vowel /ɜ:/ Insertion of sound /r/
6	interview	/'m.tə.vju:/	/in.tər.vju:/	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	Insertion of vowel /r/ in the second syllable
7	Higher	/'haɪ.ə r/	/haɪ.gər/	6, 7, 8, 11, 12, 14, 15, 18, 19, 20, 21, 24, 26, 27, 28, 30	Insertion of consonant /g/ in the second syllable
			/hɪ.gər/	23, 25, 29,	Substitution of diphthong /aɪ/ with vowel /ɪ/
			/hɪŋər/	22	Omission of sound /a/ Insertion of sound /ŋ/
			/hɪg.hər/	16, 17	Omission of vowel /a/ Insertion of consonant sound /g/ and /h/
			/haɪ.ŋər/	3	Insertion of sound /ŋ/
8	daughter	/'dɔ:.tə r/	/dɔu.gtər/	3, 7, 10, 11, 12, 15, 17, 18, 21, 22, 26, 27, 28, 29, 30	Shortening of vowel /ɔ:/ Insertion of vowel /u/ in the first syllable and /g/
			/dɒk.tə r/	2, 8, 9, 13,	Substitution of vowel /ɔ:/

				4, 19, 23, 24, 25	with /v/ Insertion of sound /k/
			/dɒk.tər/	20	Substitution of vowel /ɔ:/ with /v/ insertion of sound /k/ substitution of vowel /ə/ with /v/
			/dʌk.tər/	1, 6	substitution of long vowel /ɔ:/ with /ʌ/ insertion of sound /k/
9	conversation	/ˌkɒn.və'seɪ.ʃən/	/kɒn.ver sa.ʃən/	21, 27, 29, 30	Substitution of vowel /ə/ with vowel /e/ in the second syllable Insertion of consonant /r/ Substitution of diphthong /eɪ/ with vowel /a/ in the third syllable
			/kɒn.vər se.ʃən/	1, 3, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 20, 22, 23, 24, 26	Insertion of consonant /r/ Omission of vowel /ɪ/ in second syllable.
10	Building	/'bɪl.dɪŋ/	/bɔɪl.dɪŋ/	2, 9, 10, 11, 12, 13, 15, 16, 18, 20, 21, 22, 26, 28, 30	Insertion of vowel /ʊ/ in the first syllable/
			/bɒl.dɪŋ/	3, 24, 29	Substitution of vowel /ɪ/ with vowel /ɒ/
			/bʊl.dɪŋ/	1, 5, 8, 17, 25	Substitution of sound /ɪ/ with /ʊ/
			/bʌl.dɪŋ/	19	Substitution of vowel /ɪ/ with /ʌ/
11	Organization	/ˌɔ:.gən.ə rɪ'zeɪ.ʃən/	/ɔr.gʌnɪ.sa.ʃən/	27, 28, 30	Shortening of vowel /ɔ:/ in the first syllable Substitution of vowel /ə/

					<p>with vowel /ʌ/ in the second syllable Omission of vowel /ɑ/ in the third syllable Substitution of consonant /z/ with /s/ Substitution of diphthong /eɪ/ with vowel /a/ in the third syllable</p>
			/ɔr.gʌni.fən/	16, 17, 22, 29	<p>Substitution of vowel /ə/ with vowel /ʌ/ Omission of vowel /ɑ/ in second syllable Omission of consonant /z/ in second syllable. Omission of sound /eɪ/ in second syllable</p>
			/ɔr.gʌni.se.fən/	2, 3, 9, 10, 11, 13, 14, 15, 18, 19, 20, 21, 24, 25, 26	<p>Substitution of vowel /ə/ with /ʌ/ Omission of vowel /ɑ/ Substitution of consonant /z/ with /s/ Omission of vowel /ɪ/ Shortening of vowel /ɔ:/</p>
			/ɔr.geni.se.fən/	1, 4, 5, 7, 8, 12	<p>Substitution of vowel /ə/ with /e/ Omission of vowel /ɑ/ Substitution of consonant /z/ with /s/ Omission of vowel /ɪ/ Shortening of vowel /ɔ:/</p>
			/ɔrgʌni.ze.zən/	6	<p>Substitution of vowel /ə/ with /ʌ/ Omission of vowel /ɑ/ Omission of vowel /ɪ/ Substitution of consonant /ʃ/ with /z/ Shortening of vowel /ɔ:/</p>

15	Heir	/eə r/	/heɪr/ /eɪr/ /hɪr/ /heə r/	1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30 2 22 10	Insertion of consonant /h/ in the first syllable Substitution of diphthong /eə/ with /eɪ/ Substitution of sound /ə/ with /ɪ/ Insertion of sound /h/ Substitution of diphthong /eə/ with /ɪ/ Disordering sound of English
16	Hair	/heə r/	/haɪr/ /heɪr/ /haɪ.ər/ /heɪə r/	3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30 1, 2 4, 6 5	Substitution of diphthong /eə/ with /aɪ/ Substitution of sound /ə/ with /ɪ/ Disordering of English sound Insertion of sound /ɪ/
17	Tie	/taɪ/	/ti:/ /tɪə/	7, 11, 12, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 13, 15, 17	Substitution of diphthong /aɪ/ with sound /i:/ Omission of sound /a/ Insertion of sound /ə/

			/taiə/	8, 9	Insertion of sound /ə/ in the final sound
			/teɪ/	3	Substitution of diphthong /aɪ/ with sound /eɪ/
18	Computer	/kəm'pjʊ:tə r/	/kəm'pu:tər/	2, 3, 7, 8, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30	Substitution of vowel /ə/ with vowel /ɒ/ Omission of sound /j/
			/kəm'pjʊ:tə r/	4, 6, 10, 14, 18	Substitution of vowel /ə/ with vowel /ɒ/
			/kəm'pjʊ:ʃə r/	1	Substitution of vowel /ə/ with vowel /ɒ/ Substitution of sound /t/ with /ʃ/
19	Design	/dɪ'zain/	/dɪ'sain/	1, 2, 3, 5, 6, 7, 9, 1, 13, 14, 17, 27, 30	Substitution of consonant /z/ with /s/
			/dɪ'sen/	21, 22, 24, 26, 29	Substitution of consonant /z/ with /s/ Substitution of diphthong /aɪ/ with vowel /e/
			/dɪ'saɪk/	20, 22	Substitution of sound /z/ with /s/ Substitution of consonant /n/ with /k/
			/de'saɪk/	15, 19	Substitution of vowel /ɪ/ with /e/ Substitution of sound /z/ with /s/ Omission of sound /a/
20	Science	/saɪəns/	/skɪnʃi/	30	Insertion of sound /k/ Omission of vowel /a/

					Omission of vowel /ə/ Insertion of sound /tʃ/ Insertion of sound /i/ in the end of word Omission of sound /t/ Omission of sound /s/
			/sɪns/	27, 28, 29	Omission of sound /a/ Omission of vowel /ə/ Omission of consonant /t/
			/sentʃə/	26	Insertion of sound /e/ Insertion of sound /tʃ/
			/sents/	24	Substitution of triphthong /aɪə/ with /e/
			/skɛnʃɪ/	21, 23	Insertion of sound /k/ Omission of triphthong /aɪə/ Insertion of sound /e/ Omission of sound /t/ and /s/
			/skɪn t s/	20, 22	Insertion of sound /k/ Omission of sound /a/ and /ə/
			/skɪnsə/	19	Insertion of sound /k/ Omission of sound /a/ and /ə/ Omission of sound /t/ Insertion of sound /ə/
			/sɪn ts/	2, 3, 9, 12, 17, 18	Omission of vowel /ə/
			/sɪən t/	4, 15	Substitution of diphthong /aɪ/ with /ɪə/ Omission of sound /s/
			/sɪən t/	1, 5, 6	Omission of sound /s/

21	Structure	/'strʌk.tʃə r/	/'strɒk.tɔr/ /'sətrɒk.tɔr/ /'strʌk.tə r/	3, 11, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30 17, 19 2, 8	Substitution of vowel /ʌ/ with vowel /ʊ/ in the first syllable Substitution of consonant /tʃ/ with /t/ in the second syllable Substitution of vowel /ə/ with vowel /ʊ/ Insertion of sound /ə/ Substitution of vowel /ʌ/ with vowel /ʊ/ in the first syllable Substitution of consonant /tʃ/ with /t/ in the second syllable Substitution of vowel /ə/ with vowel /ʊ/ Substitution of sound /tʃ/ with /t/
22	Remind	/rɪ'maɪnd/	/re'maɪnd/ /rɪ'meɪnd/ /re'mɪd/ /re'mɪnd/	26, 29 22, 24, 25 16, 17, 23 11, 19, 20, 21	Substitution of vowel /ɪ/ with /e/ Substitution of vowel /a/ with /e/ Substitution of vowel /ɪ/ with /e/ Omission of sound /a/ and /n/ Substitution of sound /ɪ/ with /e/ Omission of sound /a/
23	Follow	/'fɒl.əʊ/	/'fɒl.əʊ/	1, 6, 3, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30	Substitution of vowel /ə/ with /ɔ/ in the second syllable

			/fɒl.ɔ:/	2, 4, 5, 7, 9, 10, 11, 12, 14, 15, 16, 17	Substitution of diphthong /əʊ/ with /ɔ:/
24	wash	/wɒʃ/	/wəʃ/ /wʌʃ/ /weʃ/	16, 19, 30 11, 17, 22, 24, 26, 27, 28 3	Substitution of vowel /ɒ/ with vowel /ə/ Substitution of vowel /ɒ/ with /ʌ/ Substitution of vowel /ɒ/ with /e/
25	Literature	/'lɪt. ə r. i. tʃə r/	/'lɪtʃ. ə r. e. tʃə r/ /'lɪt. ə r. e. tɔ r/ /lɪt. ə r. kʃɔ r/ /lɪt. ə r. ʌ. tɔ r/ /lɪt. ə r. e. tər/	1 30 29 2, 3, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28 22	Substitution of sound /t/ with /tʃ/ Substitution of sound /ɪ/ with /e/ Substitution of vowel /ɪ/ with /e/ Substitution of consonant /tʃ/ with consonant /t/ Substitution of vowel /ə/ with vowel /ɔ/ Insertion of sound /k/ Insertion of sound /j/ Omission of sound /r/ in third syllable Omission of sound /tʃ/ in third syllable Substitution of vowel /ə/ with /ɔ/ Substitution of vowel /ɪ/ with /ʌ/ Substitution of consonant /tʃ/ with /t/ Substitution of vowel /ə/ with /ɔ/ Substitution of sound /ɪ/ with /e/

			/'lit. ə r. e. tʃə r/ /'lɪf. ə r. e. tʃʊ r/ /'lit. ə r. ə. tʃə r/	5, 9 7 4	Substitution of sound /tʃ/ with /t/ Substitution of sound /ɪ/ with /e/ Substitution of sound /t/ with /tʃ/ Substitution of sound /ɪ/ with /e/ Substitution of sound /ə/ with /ʊ/ Substitution of sound /ɪ/ with /ə/
26	Done	/dʌn/	/dɒn/	1, 2, 3, 9, 11, 13, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30	Substitution of vowel /ʌ/ with vowel /ɒ/
27	Whole	/həʊl/	/wɔ:l/ /wɒl/ /wɒlə/ /hɔ:l/	1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 18, 23, 24, 25, 26, 28, 29, 30 2, 14, 16, 19, 20, 21, 22 17 10	Insertion of consonant /w/ Omission of sound /h/ Substitution of diphthong /əʊ/ with vowel /ɔ:/ Omission of sound /h/ Insertion of sound /w/ Substitution of diphthong /əʊ/ with /ɒ/ Omission of sound /h/ Insertion of sound /w/ Substitution of diphthong /əʊ/ with /ɒ/ Insertion of sound /ə/ Substitution of diphthong /əʊ/ with /ɔ:/

28	Hole	/həʊl/	/hɔ:l/	1, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 18, 20, 22, 23, 25, 26, 29, 30	Substitution of diphthong /əʊ/ with vowel /ɔ:/
			/hɒl/	2, 3, 7, 14, 16, 17, 21, 24, 27, 28	Substitution of diphthong /əʊ/ with /ɒ/
			/hɔ:lə/	19	Substitution of diphthong /əʊ/ with vowel /ɔ:/ Insertion of sound /ə/ in the end of word
29	Watch	/wɒtʃ/	/wʌtʃ/	6, 17, 19, 23, 24, 25, 26, 27, 28	Substitution of sound /ɒ/ with /ʌ/
30	Since	/sɪn t s/	/sɪn t/	4, 11, 21, 22, 25, 26, 27, 29, 30	Omission of sound /s/
			/sæn t s/	2, 8, 9, 13, 24	Insertion of vowel /a/
			/sɪntʃə/	6, 14, 15, 17, 23	Insertion of sound /tʃ/ Insertion of sound /ə/ Omission of sound /t/ and /s/
			/sɪn t sə/	19	Insertion of sound /ə/ in the end of word
			/sɪən t s/ /seɪnt/	12 3	Insertion of vowel /ə/ Insertion of sound /e/ Omission of sound /s/
31	Feature	/'fi:tʃə r/	/fi:tʃər/	14, 29	Substitution of vowel /ə/ with /ɜ/

			/fi:tɔr/	3, 11, 17, 19, 23, 27, 28	Substitution of sound /ʃ/ with /t/ Substitution of vowel /ə/ with /ɔ/
			/fi:tər/	2, 4, 22, 26	Substitution of consonant /ʃ/ with /t/
			/fju:ʃər/	6, 13, 8, 20, 24	Disordering of English sound
			/fe.tɔr/	16, 21	Substitution of vowel /i:/ with /e/ Substitution of sound /ʃ/ with /t/ Substitution of sound /ə/ with /ɔ/
			/fəʌtɔr/	15	Substitution of long vowel /i:/ with /əʌ/ Substitution of consonant /ʃ/ with /t/, vowel /ə/ with /ɔ/
32	Future	/'fju:.tʃə r/	/'fu:.tər/	30	Omission of sound /j/ Substitution of consonant /ʃ/ with consonant /t/
			/fu:tɔr/	6, 11, 15, 16, 17, 18, 20, 21, 22, 24, 26, 27, 28	Omission of sound /j/ Substitution of consonant /ʃ/ with /t/ Substitution of sound /ə/ with /ɔ/
			/fju:tɔr/	19	Substitution of consonant /ʃ/ with /t/ Substitution of sound /ə/ with /ɔ/
			//fju:tər/	8	Substitution of sound /ʃ/ with /t/
			/fiu:ʃə r/	3, 7	

					Substitution of sound /j/ with /i/
33	Invited	/ɪn'vaɪtɪd/	/ɪn'faɪt/ /ɪn'fɪtɪd/	1, 2, 3, 4, 6, 7, 8, 9, 13, 30 11, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	Substitution of consonant /v/ with consonant /f/ Grammatical ending error Omission of vowel /a/ Substitution of consonant /v/ with /f/
34	Invitation	/,ɪn.vɪ'teɪ.ʃən/	/ɪn.fɪ'teɪ.ʃən/ /ɪn.fɪ'te.ʃən/ /ɪn.fɪ'teɪ.ʃən/ /ɪn.fe.ʃən/	15, 19, 30 5, 6, 7, 9, 11, 13, 14, 16, 17, 20, 21, 22, 23, 24, 26, 27, 28, 29 1, 2, 8, 12 3	Substitution of consonant /v/ with consonant /f/ Substitution of diphthong /eɪ/ with vowel /a/ in the second syllable Omission of vowel /ɪ/ Substitution of consonant /v/ with /f/ Substitution of consonant /v/ with /f/ Substitution of consonant /v/ with /f/, sound /ɪ/ with /e/ Omission of sound /t/, /e/, /ɪ/
35	Great	/gret/	/grɪt/ /gret/	1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 22, 23, 24, 26, 27, 28, 30 3, 10, 17,	Omission of sound /e/ Omission of sound /ɪ/

					Substitution of sound /ŋ/ with /n/, sound /g/ with /dʒ/
39	Environment	/ɪnˈvaɪ ə .rə n.mənt/	/ɪnˈvaɪ.rɒn.mənt/ /ɛnˈvi.rɒn.mənt/ /ɛnˈvi.rɒn.mənt/ /ɛnˈve.rɒn.mənt/ /ɪnˈvi.rɒn.mənt/	1 22, 24, 30 2, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 28, 29 7 6	<p>Omission of sound /ə/ in the second syllable Substitution of vowel /ə/ with vowel /ɒ/</p> <p>Substitution of vowel /ɪ/ with vowel /e/ Substitution of diphthong /aɪ/ with vowel /i/ Omission of sound /ə/ in the second syllable Substitution of vowel /ə/ with vowel /ɒ/ Substitution of vowel /ə/ with vowel /e/</p> <p>Substitution of vowel /ɪ/ with /e/ Substitution of diphthong /aɪ/ with /i/ Omission of /ə/ in second syllable Substitution of vowel /ə/ with /ɒ/</p> <p>Substitution of vowel /ɪ/ with /e/ Substitution of diphthong /aɪ/ with /e/ Omission of /ə/ in second syllable Substitution of vowel /ə/ with /ɒ/</p> <p>Omission of sound /a/ Omission of /ə/ in second syllable Substitution of vowel /ə/ with /ɒ/</p>

			/in.fɔr.mənt/	3	Substitution of sound /v/ with /f/ Omission of sound /aɪ/ /ə/ /r/, /ə/, /n/
40	Bold	/bəʊld/	/bɔld/	2, 3, 5, 6, 14, 16, 17, 19, 22, 23, 24, 25, 26, 27, 28, 30	Substitution of diphthong /əʊ/ with vowel /ɒ/
			/bɔ:ld/	4, 7, 8, 9, 11, 12, 13, 15, 20, 21, 29	Substitution of diphthong /əʊ/ with vowel /ɔ:/

From the analysis above the researcher found six types of error. Each type of error has different number as follow:

1. Substitution of English sounds : 30 subjects
2. Insertion of English sounds : 30 subjects
3. Omission of English sounds : 30 subjects
4. Shortening or lengthening of vowel sound : 30 subjects
5. Disordering sounds of English : 8 subjects
6. Grammatical ending error : 22 subjects

According to the Douglas Brown book there are 2 type of error: error in competence and error in performance, here the researcher would like to classify the types of error above into these major types of error. Substitution of English sound, insertion of English sound, shortening and lengthening

vowel sound classified into error in performance because it is only related with students' performance in speaking. And disordering sound of English and grammatical ending error classified into error in competence because it related with the students' lack of knowledge about the words' pronunciation and grammatically error, so the researcher get the result:

1. Error in performance = 30 subjects
2. Error in competence = 23 subjects

2. Data about the cause of error

- a. The students have difficulty in pronouncing word.

The researcher knows this cause of error from observation and interview with some students. The result of observation and interview will be explains as follow:

Based on observation on eight grade students of SMA Bakti Ponorogo in English lesson, the researcher noted that:

“The English lesson activity in class is good enough. The students pay attention with the explanation from the teacher, they fell enthusiasm with vocabulary lesson that day. But, when the teacher gives the example of pronouncing words, and all of students ask to repeat it, their pronunciation almost different with those examples. They confuse about vowel and consonant sound, especially on diphthong. They didn't know if the vowel sound in English has more than one sound. For example “fake” or /feik/, if we hear their pronunciation, it is almost same with the correct pronunciation, but in fact their

pronunciation is /fe:k/. Here is the simple thing that causes their error in pronunciation”.⁷

The students difficulty in pronouncing words are because they confusing or don't understand about some English sounds and also influence of their mother language (Javanese language). Their first language will influence their accent, and will make them difficult to pronouncing some English sound. So, if they don't know what the sounds that they will pronounce, they will replace it with nearest sound. Here some result from the interview with some students:

Widia Iswara pitaloka say that:

“I have difficult to pronouncing English words because English is so different with our first language, in English there are voice and voiceless, there are single and diphthong, I don't understand about it. And I also confuse about the symbol for transcribing the English words (phonetic symbols)”.⁸

M. khoirul say that:

“Yes, I have difficult to pronouncing English words, because I must change my accent (java) to English accent, and when I learn from native speaker, it is so difficult I must hear it carefully because their pronunciation are so fast”.⁹

⁷ Look at Transcript of Observation in Appendix01/O/15-V/2015

⁸ Look at Transcript of Interview in Appendix 01/I/21-V/2015

⁹ Look at Transcript of Interview in Appendix 02/I/21-V/2015

From widia and M. Khirul opinions, the researcher conclude that one of their difficulties in pronouncing English sounds are some accent from native speaker and phonetic transcription.

b. The students less of knowledge

Error in pronunciation is very enables for the student which less in knowledge or understanding about English actually. Based on interview below will support these assumption.

Dian Kusuma say that:

“I make error in pronouncing English words because I don’t know how the correct pronunciation. And I don’t know what is the phonetic transcription and how to use it for guide my pronunciation.

But in the classroom, when we make an error in pronouncing English words, the teacher always stopped our pronunciation, and guides us in correct pronunciation.”¹⁰

Linda Ayu says that:

“The teacher’s pronunciation and knowledge in teaching is very good. Her pronunciation is very clear and easy to hear, she also adapt their speed in pronunciation with our capability. And she always makes correction if we make an error in pronunciation.”¹¹

¹⁰ Look at Transcript of Interview in Appendix 03/I/21-V/2015

¹¹ Look at Transcript of Interview 04/I/21-V/2015

From this research, the researcher concludes that the teacher do not do the misleading explanation, faulty presentation or word in the text book, or about her accent in pronouncing word. But the source of error is pure from the students less of knowledge about phonetic transcription.

c. Interlanguage error: mother tongue influence

As the researcher has been stated above, that mother tongue will influence in their pronunciation. Because their mother tongue accent is really different with the English accent. They must adapt their tongue which has been habitual with Javanese language and Indonesian language. Here is the student explanation from interview:

Alfin Eka prasdana says that:

“I have difficulties in pronunciation some words, because most of English words are difficult to copy, we must adapt our accent to English accent. And I think my tongue is habitual with Javanese language so I feel stiff to pronouncing English word.”¹²

Tedi Arifin says that:

“English is a difficult lesson, especially on pronunciation, I often learn the English accent but it is not really satisfied, I feel my English is still “medok” because my accent is pure java.”¹³

¹² Look at Transcript of Interview 05/I/21-V/2015

¹³ Look at Transcript of Interview 06/I/21-V/2015

Their mother tongue is really effect to their pronunciation, because the alphabet of the first language is different with English. For example in Indonesia and java only has 5 vowel (a, I, u, e, o) but in English there are 12 vowel (ʌ, ɑ, æ, e, ə, ʊ, u:, ɪ, i:, ɒ, ɔ:, ɜ:).

d. Method of teaching

The teacher uses some methods in teaching English lesson that may not effective to improve students' pronunciation. Based on observation in eight grade student of SMA Bakti Ponorogo, the researcher noted:

“The teacher use “explanation” method in teaching and learning process, so some of the student feel bored and lazy to study pronunciation, they didn't get enough time to practice pronunciation, they still feel need more guidance and understanding from the teacher”¹⁴

As stated by the students from interview as follow:

Febriana says that:

“The teacher often explains the lesson, less to guide us in pronunciation. She often translates the lesson into Indonesian. And we rarely to ask for practice conversation with our friends.”¹⁵

The students also less hear the pronunciation from the native speaker, as stated by student as follow:

¹⁴ Look at Transcript of Observation in Appendix01/O/15-V/2015

¹⁵ Look at Transcript of Interview 07/I/21-V/2015

Widia Iswara says that:

“I ever hear the pronunciation from native speaker in listening lesson but it quiet rarely, actually be sides from the teacher, I can lean the correct pronunciation from the native speaker.”¹⁶

Method of teaching is very influence to the students' mastery in material. How the students feel enjoy and interest in teaching is can be cause of method of teaching. So applying the suitable and variety method are suggested in teaching and learning process.

e. The students less motivation to study

Some of the students didn't like English lesson and lazy to study English especially pronunciation. They have various reasons as follow:

Donni pundung says that:

“I don't like English, so I am lazy to study English. I think English is difficult lesson. Firstly, I must translate the words to understand what the meaning.”¹⁷

Kevin Angga also says that:

“In my opinion, English is boring, confusing and difficult. Especially on pronunciation, I feel confused with English sounds. I don't like English, so I rare study English at home.”¹⁸

¹⁶Look at Transcript of Interview 01/I/21-V/2015

¹⁷Look at Transcript of Interview 08/I/21-V/2015

¹⁸Look at Transcript of Interview 09/I/21-V/2015

Dinda Nur says:

“I don’t too like English lesson, I am only study English at school, not at home, I ever read phonetic transcription on dictionary but I don’t understand how to use it, so I’m lazy to study phonetic transcription.”¹⁹

Motivation is really influence in learning. Students can easier to mastery the lesson, if they like and interest about the subject they have learn. In consciously their anxiety in learning give a beyond motivation to mastery the lesson.

f. The student less practice in pronunciation

The students less practice in pronunciation of course influence their fluency in pronunciation and possibility to make an error. Because pronunciation is an action lesson, so if the students want to make their pronunciation better, they must practice, practice and practice. The interview result below show the frequency of students’ practice in pronunciation.

Widia Iswara says that:

“I seldom practice pronunciation. I only practice pronunciation in English lesson. I don’t practice at home, because I feel shy. But sometimes I sing English song at home.”²⁰

¹⁹ Look at Transcript of Interview 10/1/27-V/2015

²⁰ Look at Transcript of Interview 01/1/21-V/2015

Dian Wahyu says that:

“I often make an error in pronunciation because I less practice to pronouncing English words. I only practice pronunciation at the school. I often read the list of vocabularies as punishment when I come late, but it is not really helps my pronunciation.”²¹

Majority, the students pronouncing English words only at school, specifically on English lesson. It is not enough to guide their pronunciation. If their environment not supports to practice conversation, they must practice by their selves or make an English club with their friends.

²¹ Look at Transcript of Interview 11/I/27-V/2015

CHAPTER IV

ERROR ANALYSIS ON THE STUDENTS' PRONUNCIATION AT SMA BAKTI PONOROGO

In this chapter, the researcher will discuss the result of research. This chapter is used to answer the problem statements of research that have been stated in chapter I, the answer as follows:

A. The Types of Error on Pronunciation

As stated in chapter I, this research will explain the error on pronunciation made by eleventh grade students of SMA Bakti Ponorogo. After collecting and analyzing the data, the researcher found the several errors. There are two major type of error at SMA Bakti Ponorogo which consisted of 6 subs type of error on pronunciation, the types of error as follow:

1. Error in Performance

There are 30 students make an error in this type. It is mean if all of the students make an error in their speaking performance. It happen may because they find difficulty to pronounce English sounds, they must spread their tongue or the influence of their mother tongue. They know how the

pronunciation of the word but they cannot repeat it correctly. According to analysis their pronunciation with IPA transcription, here the result:

a. Substitution of English sounds

30 students made error in this type. Substitution of English occurs because in fact some of English sounds didn't exist in Indonesian. Then, in English one alphabet has several sounds, example: /e/ is not usually pronounce as /e/ but sometimes can be /ə/ or /ɜ:/ or may be can pronounce as /ɪ/. Like in "honest" the transcription is /ɒn.ɪst/, 21 of subjects replaced sound /ɪ/ with /ə/ so become /'hɒ.nəst/ and 5 students replaced the sound /ɪ/ with sound /e/. 3 students also replaced /ɪ/ with /e/ in "morning" /mɔːnɪŋ/.

The vowel /ə/ replaced with vowel /ʌ/ by twenty three out of thirty students in "organization" the correct pronunciation is /ɔː.gən.a ɪ'zeɪ.ʃən/. They didn't know if "a" in "organi" is pronounce as /ə/, /ɔːgən.a.ɪ/. Twenty eight out of thirty students replaced the vowel /e/ with /ɒ/ in "computer" /kəm'pjʊː.tə r/, I am sure if most of students often hear "com" is pronounce as /kɒm/ not /kəm".

Still in the same word "organization" /ɔː.gən.a ɪ'zeɪ.ʃən/ twenty six of thirty students replaced the voiced consonant /z/ with the voiceless consonant /s/ in the other word "design" twenty two students also replaced the voiced consonant /z/ with voiceless consonant /s/. It occurred because

the influence of Indonesian translation for “organization” /organisasi/ and most of students seldom to hear the correct pronunciation of organization.

In the same case (voiced and voiceless sound), the voiced consonant /v/ was replaced with voiceless consonant sound /f/ in “invitation” /,m.vɪ'teɪ.ʃən/. The students confused by the using of voiced consonant of English, because in Indonesian there is sound /v/ in alphabet but the use in pronunciation it is very rarely. The Indonesian peoples most using /f/ in pronunciation.

The use of /a/ for sound /æ/ is doing by most of students in pronouncing “international” /m.tə'næʃ.ən.əl/. There are 26 students in this case. It is occurred because the sound /æ/ is did not exist in Indonesian pronunciation, and the Indonesian pronunciation for “international is /internasional/ and it is almost same with students' pronunciation/. The researcher can make assumption if their pronunciation is still influence with their first language or mother tongue. `

The diphthong /əʊ/ was replaced with vowel /ɔ:/ by twenty out of thirty students in “whole” /həʊl/ and twenty students also replaced the diphthong /əʊ/ with vowel /ɔ:/ in “Hole” /hɔʊl/, because this two words have a same pronunciation. And the diphthong /eɪ/ was replaced by monophthong /ɪ/ in “great” /greɪt/ by twenty two out of thirty students. Sixteen students replaced the diphthong /aɪ/ in “tie” /taɪ/ with long vowel /i:/

For the consonant, the sound /tʃ/ is replaced with /t/ respectively. Twenty one of thirty students is confuse with sound /tʃ/ in “structure” /'strʌk.tʃə r/ because the sound /tʃ/ is doesn't exist in Indonesian alphabet. In the other word the sound /tʃ/ also replaced by /t/. Twenty out of thirty students replaced the sound /tʃ/ with /t/ in “literature” /lit. ə r.i.tʃə r/. A significant finding about the /tʃ/, fourteen students also replaced the sound /tʃ/ with /t/ in “feature” /'fi:tʃə r/ with various pronunciations. In the other word “future” /fju:tʃə r/, sixteen out of thirty students also replaced the sound /tʃ/ with /t/ also with various pronunciations.

b. Insertion of English sound

This type of error also has many participants in eight grade students of SMA Bakti Ponorogo. Most of students read the words naturally as how it's writing. It occurs because they didn't know how to read it, finally they read it originally or because the influence of their first language (Indonesia), or their mother tongue. In Indonesian the word “Structure” is read as same as how it's writing, example again the word “computer” also read naturally as it's writing, only the alphabet “c” change into “k”. Thirty out of students make error in this area. Twenty five students insert the sound /h/ on the first sound in “honest”. Nine teen students read “honest” naturally as it writing, fourteen students read as /'hɒ.nəst/ and five students read it as /'hɒ.nest/. Six students still insert the

sound “h” in the first sound and change the sound /o/ into /ʌ/, but it become false sound because the correct sound /o/ is read as /ɒ/. One student did not insert sound /h/ in the first sound but still change the sound /o/ into /ʌ/ and the sound /e/ into /ə/ “/ʌ.nəst/ while the correct pronunciation is /'ɒn.ɪst/.

In the other word “morning”, twenty seven students read it naturally. They insert the sound /r/ in the first syllable, while the correct pronunciation is /mɔː.nɪŋ/. The sound /r/ in word “morning” is eliminated or read as tinny sound, but most of student read it as gentle sound /r/. Thirty students also insert the sound /r/ in the word “interview”, /ɪn.tə.vjuː/.

Twenty nine students insert the consonant /g/ in “higher” with various pronunciations. Two students read originally as its writing, /hɪg.hər/. Five teen students also read the word originally as its writing in “building” with insert the sound /ʊ/. In the word “walked”, /'wɔː.kd/ twenty seven students insert consonant “l” in the first syllable, /wɒl.kəd/.

c. Omission of English Sound

Omission of English sound occur because the students did not know how to pronouncing these English words or they didn't know if in English there are sound that is do not exist in Indonesian like /vj/ in

“interview” and /pj/ in “computer”, or the strange sound if we originally read the word this sound is do not exist, like the sound /ə/ in “environment” /ɪnˈvaɪ ə .rə n.mənt/. We wouldn’t know if there is sound /ə/ in the middle of word if we not hear carefully from native speaker or look at dictionary transcription. In this case, the students who make an error are as follow:

- a. Twenty one students omitted the sound /ɪ/ in “face”, /feɪs/ and two students omitted the sound /e/.
- b. Twenty two students also omitted the sound /ɪ/ in “fake”, /feɪk/
- c. Twenty four students omitted the sound /ɑ/ in “organization”, /ˌɔ: .g ə n. ə ɪˈzeɪ .ʃ ə n/, 3 students read as /ɔr.gʌnɪ.sə.ʃən/, 4 students read as /ɔr.gʌnɪ.ʃən/, 15 students read as /ɔr.gʌnɪ.se.ʃən/, 6 students read as /ɔr.genɪ.se.ʃən/, and 1 student read as /ɔrgʌnɪ.ze.zən/
- d. Twenty two students omitted the sound /j/ in “computer”, /kəmˈpjʊ:tə r/
- e. Twenty three students omitted the sound /ə/ in “environment”, /ɪnˈvaɪ ə .rə n.mənt/, there is sound /ə/ in the middle of word’s sound. 17 students read as /enˈvɪ.rən.mənt/, 3 students read as /enˈvɪ.rən.mənt//, one student read as /ɪnˈvaɪ.rən.mənt/, one student read as /enˈve.rən.mənt/, one student read as /ɪnˈvɪ.rən.mənt/, and one student read as /ɪn.fɔr.mənt/.

d. Shortening or lengthening of Vowel Sound

Some of students didn't understand if in English there are long vowels such as /i:/, /ɔ:/, /ɜ:/, /ɑ:/ and /u:/. This all alphabet do not exist in Indonesian, in Indonesian only exists the short vowel /a/ /i/, /u/, /e/ and /o/ or the sound is read shortly. In the several case, some students shortening the English vowel sound because they insert a sound which is not should be there and lengthening the English vowel sound because they omitted a sound which is should be pronounced in that word. The other students did not consistently distinguish long and short vowels. According to oral test and then the researcher analyze it, thirty students doing this type of error. The students who make an error are:

- a. Thirty students shortening the long vowel /ɔ:/ in "morning", /'mɔ:.nɪŋ/ because they insert a consonant sound /r/ after /ɔ:/.
- b. Five teen students also shortening the long vowel /ɔ:/ in "daughter" because they insert a vowel sound /u/ after /ɔ:/.
- c. Twenty nine students also shortening the long vowel /ɔ:/ in "organization", /ɔ:.g ə n. ə r'zeɪ.ʃ ə n/ and insert a gentle sound /r/ after /ɔ:/.

2. Error in Competence

23 students are doing this type of error in their pronunciation. This type of error occurs because the students didn't know how the English words should be pronounced. As a consequence they pronounce the other word which has similar pronunciation. This type of error also related with the use of grammatical rule. According to analysis the students' pronunciation by IPA transcription the results are:

a. Disordering of English Sound

Disordering of English sound occur because students feel confused with the similar pronunciation or the composition of the English word. As the consequence they pronouncing the similar pronunciation or the pronunciations they have hear previously. Eight of thirty students pronouncing the disordering of English sound in oral test. They are as follow:

1. One student pronounce "heir", /eə r / as /heər/, while it is the pronunciation or transcription of "hair". It occurs because these two words are almost same, as the consequence the student feels confused.
2. Two student pronounce "hair", /heə r / as /haɪ.ər/, while it is the pronunciation or transcription of "higher". In this case the students feel confused with the pronunciation of "hair", finally they pronounce the familiar pronunciation in their mind, /haɪ.ər/.

3. Five student pronounce “feature”, /'fi:tʃə r / as / fju:tʃər/, while it is the pronunciation or transcription of “future”. Like the case before, it occur because these two words are almost same, so they feel confuse to pronounce it.

b. Grammatical ending error

22 students are make an error in this area. The students fell confused with the use of –ed in past tense form like on walked /'wɔ:kɪd/, 15 out of 30 students pronounce as /'wɔ:l.kəd/. They didn't know what the words + ed should be pronounce thickly or clear and the words should be pronounce thin. Like on invited, the affix –ed should be pronounce thickly or clear /m'vartɪd/. 10 students pronounce invited as / m'fart/. They confused with grammatical ending.

B. The frequency of Error in Pronunciation

To know the dominant error in pronunciation made by the eighth grade students of SMA Bakti Ponorogo, the researcher count the frequency of each error. The frequency of errors found in pronunciation of the students was calculated by using the following formula:

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

The data is taken from the “Data Analysis of error in pronunciation of eight grade students of SMA Bakti Ponorogo”. The calculation of each error can be described as follows:

1. Error in Performance

There are thirty students who make this type of error on their pronunciation test. All of the students find difficulty in pronouncing some alphabet which doesn't exist in Indonesian language as a consequence they replace it with the nearest sound. The other cause is they find it difficult to spread their lips and their tongue to imitate the English pronunciation. So, the result can be calculated with the formula as follows:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\ &= \frac{30 \times 100}{30} \\ &= \mathbf{100 \%} \end{aligned}$$

The percentage of error in performance is 100%.

The result of analysis of students' pronunciation with IPA transcription also can be calculated as follows:

a. Substitution of English Sound

There are thirty students make this type of error in their pronunciation, While, the total number of students are thirty students. It's mean that all of the subjects made error in this type. So, the frequency of this error calculated as follow:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\ &= \frac{30 \times 100}{30} \\ &= 100 \% \end{aligned}$$

b. Insertion of English Sound

There are also 30 students made this type of error and the total number of students, are 30 students. Its mean all of the students made error in this area, so the frequency calculated as follow:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\ &= \frac{30 \times 100}{30} \\ &= 100 \% \end{aligned}$$

c. Omission of English Sound

In the Omission of English sound there also 30 students made this type of error, with the total number of students also 30 students. Its mean that all of the students omitted some sound which is should be pronounced in the word. So the frequency calculated as follow:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\ &= \frac{30 \times 100}{30} \\ &= 100 \% \end{aligned}$$

The percentage is also 100% in this type of error.

d. Shortening or Lengthening of vowel sound

The students who made an error in this area are 30 students. And the total number of student, are 30 students. Its mean all of students didn't pay attention on long and short of the English vowel sounds. There are three words become a problem for almost the student, that are "morning", "face", and "organization". So the frequency of this type of error is:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\ &= \frac{30 \times 100}{30} \end{aligned}$$

$$= 100 \%$$

The percentage from the calculation is also 100 % in this type of error.

2. Error in Competence

From the disordering of English sound and grammatical ending error there are 23 students, it is mean if there are 23 students do error in competence in their speaking test. It cause the students didn't know how it word should be pronounced and they didn't know how the word + ed in past tense form should be pronounced. So the percentage of this type of error can calculate as follow:

$$\begin{aligned} \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion) X 100}}{\text{Total Number of Subjects}} \\ &= \frac{23 \times 100}{30} \\ &= 76,6 \% \end{aligned}$$

So, the percentage of error in competence is 76,6 %. For disordering sound of English and grammatical ending error can be calculated as follow:

a. Disordering of English Sound

The students who are made an error in this area are 8 students. The total number of subject is 30 students. So, the frequency of this type of error calculated bellow:

$$\begin{aligned}
 \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\
 &= \frac{8 \times 100}{30} \\
 &= 26,6 \%
 \end{aligned}$$

b. Grammatical ending error

There are 22 students who make an error in this area, while the total number of student is 30 students. So the frequency of grammatical endine error calculated as follow:

$$\begin{aligned}
 \text{Percentage of Errors} &= \frac{\text{Number of Errors (for each criterion)} \times 100}{\text{Total Number of Subjects}} \\
 &= \frac{22 \times 100}{30} \\
 &= 73,3 \%
 \end{aligned}$$

The percentage of grammatical ending error is 73,3 %

From the calculation of the error's frequency above, the error in performance has the most high percentage or amount in SMA Bakti Ponorogo, but error in competence also has high percentage or amount, 76,6 %. The researcher can conclude that the students still less in practice and study about pronunciation, and the students also have lack of knowledge about phonetic transcription. For the clear information about frequency of errors in each criterion, the researcher makes a table as follow:

Table 4.1 The frequency of the errors in pronunciation made by eight grade students of SMA Bakti Ponorogo.

Order	Types of Errors	Level f Error	
		Amount	Percentage
1	Error in performance	30	100 %
2	Error in competence	23	76,6 %

It shows that the students are still difficult to pronounce English words with good pronunciation according to the dictionary transcription.

C. The Causes of Error

Here, the researcher will analyze the causes of error made by the eighth grade students of SMA Bakti Ponorogo. From interview and observation the researcher

find six points that cause the students made errors in pronunciation. The analysis as follow:

1. The students find difficulty in pronouncing English words

Based on interview with students, observation, and analysis their pronunciation, the researcher concludes that students still have difficulties in pronouncing English words. They feel confused on phonetic transcription, different accent from their native language with English, and the differentiation of English pronunciation with Indonesian or java (there are voice and voiceless, there are diphthong and monophthong, and there are some sounds which are do not exist in Indonesia).

In pronouncing English word they must change their accent (java or Indonesia) in to English and it is not easy for students because they always pronouncing java and Indonesian every day, so they too far habitually with java or Indonesian accent. Basically, English is different with Indonesia. There are diphthong sound (eɪ, oɪ, aɪ, iə, uə, eə, əu, and aʊ) voice consonant sound (b, d, g, dʒ, ð, ʒ, and z) and voiceless consonant sound (p, t, k, tʃ, v, θ, s, ʃ, and h), nasal sound (m, n, ŋ, and ŋ), approximant (w, r, j) and lateral sound (l) in English. To know this alphabet they must learn about phonetic transcription at least on the phonetic alphabets, than they can read the phonetics transcription, example on the dictionary. With study about phonetic transcription it can make easier for them to pronounce the good pronunciation.

The other problem for them in mastery English pronunciation is they seldom practice English pronunciation out of the classroom by their selves. They only practice pronouncing English words on the classroom, more ever in the classroom they almost speak in Indonesian with the teacher or with their friends.

2. The students less of knowledge in pronunciation

The researcher make assumption if, Error in pronunciation is very enables did by the students/ people who are have less in knowledge or understanding about English. To mastery a good pronunciation they must learn about the aspects which influence on pronunciation. There are segmental aspect (vowel (single and diphthong) and consonant (voiced and voiceless)) and supra segmental aspect (stress and intonation). They also must learn about phonetics transcription. With transcription we know how to pronounce the correct pronunciation.

Based on interview with students and analysis their test result, all of them didn't know about phonetic transcription and how to use it. They also didn't know if in English there are single and diphthong, or voiced and voiceless. As the consequence they read the diphthong sound as single sound like in "fake" /feik/, most of them pronounce as /fek/, or in "great" , /gret/ most of students pronounce as /gret/. They didn't know about diphthong sound. They also didn't know about voice and voiceless sound like on "design" most of them replace the voiced sound /z/ with voiceless sound /s/.

With only hear English pronunciation from teacher or native speaker is not enough to guide their pronunciation. Because from sound we must hear carefully to know how the word is pronounced. It is different if we also see the transcription. It s really help us to know the correct pronunciation. So, if the students want to have a good pronunciation they must learn about aspects in pronunciation, phonetic transcription, hear from native speakers, and practice as often as possible.

3. The interlingual error: mother tongue influence

Basically the students were not familiar with target language and some of students make assumption that pronounces English language is similar with Indonesian language. But actually there some differences between Indonesian and English such as in alphabet, Indonesia has 5 vowels (a, I, u, e, and o) and 21 consonants (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z) while English has 12 vowels (ʌ, ɑ:, æ, e, ə, ʊ, u:, ɪ, i:, ɒ, ɔ:, and ɜ:) and 24 consonants (p, b, t, d, k, g, ʃ, dʒ, f, v, θ, ð, s, z, ʒ, ʒ, h, m, n, ŋ, l, r, j, w). so, when the students find a word which should use a alphabet (consonant and vowel which did not exist in Indonesia), they replace it with nearest sound. As in “structure” /'strʌk.tʃə r/ most of students replaced the sound /ʃ/ with /t/ as /'strʌk.tɔr/ and the diphthong /əʊ/ in “whole” /həʊl/ they replaced diphthong /əʊ/ with /ɔ:/ as /hɔ:l/. They think if there are words in English which are similar to Indonesia, have a same pronunciation like Indonesian

pronunciation. Such as in “structure”, “interview”, “literature”, “computer”, “international” and “organization”

The influence of mother tongue is a major cause of error in pronunciation in this case. The students should know the differences of Indonesian and English in pronunciation, and the teacher should explain and give more explanation about accent, articulation, and alphabet in Indonesia and English. So, the students can distinguish the Indonesian pronunciation with English pronunciation and they can change their accent and their assumption about English pronunciation. Actually, the influence of their native language can be minimized by learning the correct pronunciation in depth.

4. Context of Learning

Based on observation and interview of the eight grade students of SMA Bakti Ponorogo with code: (01/O/15-V/2015, 01/I/21-V/2015, and 07/I/21-V/2015), they say if the teacher knowledge in pronunciation is very good, her pronunciation in teaching English also good (clear, easy to follow, and has a good accent) but they say if the teacher use “explanation” method. The researcher also note in observation, if the teacher use explanation method in teaching English. And the students didn’t have enough time to guide their pronunciation. So, the source of errors is method of teaching, students’ less

understanding about pronunciation and phonetics transcription, and less of practice.

The causes of errors in students' pronunciation still have correlation with method of teaching, students' less practice and students' motivation in learning English especially on pronunciation. According to this problem, the researchers have a solution for students and teacher. It is suggested that teachers should provide deep explanation about pronunciation, phonetic transcription, often giving listening lessons for students and make students active speak English in the classroom to reduce the students' errors.

a. Method of Teaching

Some of the factors that influence students' understanding on the subject material are the motivation of students in learning and teaching methods used by teachers. If the teaching methods used by teachers not suitable, of course will be a problem for students. For example in the English lesson, the teacher use the "explanation" method, it will make students less active speak English and do not develop their pronunciation. Supposedly, the teachers must give more time for students to practice speaking English in and outside the classroom, so the students feel habitually to pronounce English language or, by listen to English pronunciation from native speakers, in the listening lesson. It would

greatly help them to know the correct pronunciation and the accent of English.

In addition, the teacher should apply variety methods that are suitable for students, so the students do not feel bored. The teacher also should build students' motivation in learning and create a good atmosphere in the classroom to get students attention.

b. Students less motivation in learning English especially on pronunciation.

Based on interviews was conducted with several students, the researcher found some students who say do not like the English, they also said if English was difficult, especially in pronunciation, they say English pronunciation is very different with Indonesia. To study English, firstly they must translate the words in to Indonesian and there are many words which are they don't understand. And after seeing the results of their oral test, there is difference between the students who love the English language with those who do not. The Researchers concluded their motivation for learning English affects the occurrence of errors in pronunciation.

Motivation greatly affects their learning outcomes. The Researcher also believes if they do not have the motivation to study English, certainly they will not learn even in outside of class. Peoples who can help build their motivation for learning are teachers and parent, while who can build their motivation to learning is their selves. Teacher, can make learning

English as attractive as possible, while parents may give promise a prize if they get good value.

There are some tips for students to be more like English, including hear English songs every day, or watch movies that use English language. Inadvertently, they will be familiar with the English words and will be motivated to translate those words to find the meaning.

c. The students less practice in pronouncing English words

The students less practice to pronouncing English might because they do not understand about the material (English pronunciation), or they do not like English, especially on pronunciation or may be their environment which do not support to speak English. In fact, most of students only practice or pronouncing English words in the school or in English lesson. While, the ways if we want to develop our pronunciation ability, one of them is practice to speak English as often as possible. It is will help us to familiarize our tongue, our accent and to memorize the English vocabularies.

Actually, outside the classroom they can practice to speak English, for example by participating the English tutoring, listening to English songs and then try to sing the song or practice with their friends. Or at least at the classroom on English lessons they actively talk with the teacher or their friends using English. By speak English in the classroom will reduce

their errors in pronunciation, because the teacher will correct their pronunciation if they make a mistake.

STANPONOROGO

CHAPTER V

CLOSING

A. Conclusion

1. There are two types of error make by the students' of SMA Bakti Ponorogo, error in performance and error in competence with the summary: there are 30 (100%) students or all students make error in performance on their pronunciation and there are 23 students from 30 students or (76,6%) students make error in competence on their pronunciation.
2. The causes of students making errors in pronunciation are related with the students find difficulty in pronouncing English sounds, the students have less of knowledge about pronunciation and phonetic transcription, , the interlanguage 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.