AN ANALYSIS OF PRONUNCIATION ERRORS MADE BY THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UNIKA

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Abstract

This research aimed to find out the pronunciation errors made by the fourth semester students of English Education Study Program at UNIKA in terms of consonants, vowels, and diphthongs and find the reason of the students pronouncing the words in such a way. The samples were taken from the two classes by categorizing class A with the students whose last registration number were even number and class B with the students whose last registration number were odd number. The total sample of this research was 24 students. The instruments were recorder and written form. The research result showed that the errors in pronouncing the consonants was 32%, pronouncing the vowels were 31% and pronouncing the diphthongs were 32%. The students pronounced the errors in such a way due to the unfamiliarity with the words, lack of practicing English words and understanding the pronunciation subjects. In relation to this, encourage the students to practice a lot in pronouncing English words based on the English phonetics transcription and expose them a lot with English language environment are necessary to improve their skills in Pronunciation.

Keyword: Pronunciation errors

INTRODUCTION

In learning English, pronunciation is one of the skills that should be mastered by the English language learners. As it is known that the primary purpose of language is communication, so that using language to communicate which involves pronunciation should be central in all classroom language instruction.

Pronunciation is the choice of sounds used in forming words (Carrel&Tiffany, 1960:4). The different pronunciation or different sounds will cause different meanings. In learning English, non native speakers tend to make errors. The fourth semester students of English Education Department have learnt the subject of Pronunciation I and Pronunciation II in the first and second semester. At the end of learning both subjects, the students are expected to be able to pronounce words, phrases and sentences including the stress.

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and the intonation correctly. However, there are still a lot of mispronouncing words made by the students. It encourages the researcher to make a deep research on it. Based on this fact, the researcher is interested in finding out the errors in pronunciation made by the fourth semester students of English Education Department at UNIKA.

The objectives of the study are formulated as follow,

1) to elaborate the errors in pronunciation made by the fourth semester students of English Education Department at UNIKA

2) to find the percentage of the errors made by the students in terms of consonants, vowels and diphthongs.

3) to find out the reason of the fourth semester students produce the language in such a way.

The findings of the study are expected to give some relevant contribution for theoretical and practical purposes.

### The Consonant System

Consonant sound is as the solid blocks with which we construct words, phrases, and sentences. These blocks are connected or held together by a more malleable or fluid material – the vowels of the language. Together, they provide the basic building materials needed to create the architecture of language. The full inventory of Native American English consonant phonemes is shown in Table 1.1.

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>boy, cab</td>
<td>/h/</td>
<td>shy, dish</td>
</tr>
<tr>
<td>/p/</td>
<td>pie, lip</td>
<td>/h/</td>
<td>his, ahead</td>
</tr>
<tr>
<td>/d/</td>
<td>dog, bed</td>
<td>/k/</td>
<td>cheek, watch</td>
</tr>
<tr>
<td>/t/</td>
<td>toe, cat</td>
<td>/g/</td>
<td>joy, budge</td>
</tr>
<tr>
<td>/g/</td>
<td>go, beg</td>
<td>/m/</td>
<td>me, seem</td>
</tr>
<tr>
<td>/k/</td>
<td>cat, back</td>
<td>/n/</td>
<td>no, sun</td>
</tr>
<tr>
<td>/v/</td>
<td>view, love</td>
<td>/ν/</td>
<td>sing, singer</td>
</tr>
<tr>
<td>/f/</td>
<td>fill, life</td>
<td>/l/</td>
<td>long, full</td>
</tr>
<tr>
<td>/θ/</td>
<td>the, bathe</td>
<td>/r/</td>
<td>run, car</td>
</tr>
<tr>
<td>/z/</td>
<td>zoo, goes</td>
<td>/w/</td>
<td>win, away</td>
</tr>
<tr>
<td>/s/</td>
<td>see, bus</td>
<td>/hw/</td>
<td>which, what</td>
</tr>
<tr>
<td>/j/</td>
<td>leisure, beige</td>
<td>/y/</td>
<td>you, soya</td>
</tr>
</tbody>
</table>

The twenty-five distinct consonant phonemes of Native American English can be distinguished along three dimensions: voicing (whether the vocal cords are vibrating), place of articulation (where the sounds is made), and manner of articulation (how the airflow is affected).

### Voicing

Although English consonants are classified as phonemically voiced and voiceless, it was usually found that the so-called voiced obstruents, the stops, fricatives, and affricates, are partially voiceless when they occur at the beginning or end of a word.
Place of articulation

The place of articulation is the description of where the obstruction occurs in the vocal tract. To describe a place of articulation of a consonant, the lower articulator articulates with which of the upper articulators must be stated. For example, for a /d/, the tip of the tongue is against the alveolar ridge, but for a /g/, the back of the tongue is against the velum.

a. Bilabial

The bilabial sounds of English include /p b m/, as in the initial sounds of the words pea, bee, me. The lower lip articulates against the upper lip. The sounds /p b m/ are made by completely closing the lips. The sound /p/ is voiceless; /b m/ are voiced. The sound /w/, as in we, simultaneously involves both labial and velar articulations as shown in the example below:

/p/  pea, creepy, loop
/b/  bee, lobby, rub
/m/  moo, summer, loam

b. Labiodental

There are two labiodental sounds in English: /f v/, as in the initial sounds of the words feel, veal. When these sounds are pronounced, the lower lip will articulate against the upper teeth; /f/ is voiceless, and /v/ is voiced. The term labial is used to indicate both bilabial and labiodental sounds as shown in the example below:

/f/  fun, daffy, laugh
/v/  veal, movie, glove

c. Dental

Two dental sounds occur in English; both are normally written with the letters th, for example the words thin and then. The vocal fords will vibrate for then, but not for thin. The initial sound of thin is voiceless /θ/, but the corresponding one of then is voiced /ð/.

The sounds /θ/ and /ð/ are apical, that is, the tip of the tongue is near or just barely touching the rear surface of the teeth. Air passes out with a soft hissing noise. Here below are the examples:

/θ/  (called theta) thin, ether, health
/ð/  (called eth) then, either, loathe

d. Alveolar

The alveolar includes more consonants in English than any other place of articulation: /t d s z n l/ as in the following examples:

/t/  top, return, missed
/d/  done, sudden, loved
/s/  see, messy, police
/z/  zap, lousy, please
/n/  gnaw, any, done
/l/  loaf, relief, dull
e. **Postalveolar**

Postalveolar refers to the area at the rear of the alveolar ridge, bordering on the palate. The tongue is arched with the blade near the postalveolar area. English has four sounds in this area: /ʃ/ is the initial sound in the word *shoe*; it is usually spelled *sh*. The voiced variety of this sound is found in the middle of the word *measure*; it is symbolised as /ʃ/. Two other sounds are postalveolar: the initial sounds in the word *chop*, transcribed /ʧ/, and the initial sound in *gem*, transcribed /ʤ/. These are called affricates and are described in more detail below.

- /ʃ/ (called esh) shelf, assure, mesh
- /ʒ/ (called ezh) treasure, vision, rouge
- /ʧ/ chin, etching, roach
- /ʤ/ jam, edgy, ridge

f. **Retroflex**

The initial sound in red is called retroflex. This name is used because many people produce it by curling the tip of the tongue up and back towards the rear edge of the alveolar ridge. In making this sound the tip of the tongue does not actually touch the back of the alveolar ridge, but approaches it, for example /r/ or /ɻ/ run, airy

- /r/ kiss, locker, sock
- /ɻ/ gun, rugger, sag
- /ŋ/ singer, bang

g. **Palatal**

Palatal are made with the front of the tongue articulating against the palate. The only palatal in English is the sound /j/, the initial sound in yes. It is often written y, but it is also found in words such as *eunuch*, *use*, *few*, and *ewe*. To avoid any confusion between the sound /j/ and the letter *j*, the phonetic symbol /j/ is called by the name *yod*.

- /j/ (called yod) yell, onion, fuse

h. **Velar**

Velar sounds are dorso-velar, with the back of the tongue articulating against in the velum. In English the velars are /k g ɲ/. These are the final consonants in the words *sick*, *egg*, and *sing*.

- /k/ kiss, locker, sock
- /g/ gun, rugger, sag
- /ɲ/ singer, bang

i. **Glottal**

The glottal stop /ʔ/ is made in the larynx by holding the folds tightly together so that no air escapes. Many English speakers use a glottal stop in saying uh-oh: [ow].
j. Labial-velar

The sound /w/ has a double place of articulation labial-velar, being both labial and velar, as in

/w/  wet, anyway

Manner of articulation

Manner of articulation is another distinguishing feature of how consonants are produced. If the place of articulation is which speech organs are in which position in order for a particular consonant sound to be produced, manner of articulation is how those various speech organs interact with each other, providing a further dimension to how consonants are articulated. As mentioned, sounds are produced by air moving from the lungs through the articulatory organs and being released through the oral and/or nasal passages. Whereas vowel sounds are articulated with a free airflow, consonant sounds involve some narrowing of the articulatory passageway, or some obstruction of the airflow.

In the production of consonant sounds, the air as moving through an obstacle course created by different configurations of the speech organs. As the air encounters these obstacles, different kinds of sounds are produced. The type of obstacle course the air takes referred to as the manner of articulation.

a. Stop

When the airstream is blocked or stopped completely before its release, the resulting explosion of sound is referred to as a stop (or plosive). A stop involves a complete closure such that no air passes out of the mouth. Stop or plosive consonants are made by the stoppage of the airflow at some point. The air compressed behind the stop rushes out with a slight explosion when the stop is released. Thus a plosive consists of (a) a stop, (b) a release, and (c) some sound which allows the release.

In English /p t k b d g/ are stops. In making each of these, a complete closure is made, at the lips, the alveolar ridge, or the velum, such that no air can escape through the mouth. In forming p and b, the stop is made by the two lips; in t and d by the tip of the tongue against the teeth ridge; in k and g by the back of the tongue against the teeth ridge; in k and g by the back of the tongue against the soft palate. For example, the consonants /p/ and /b/ as in pie and buy are formed when the airstream is stopped by the two lips, causing pressure to build slightly before being released through the mouth.
b. Fricative

Fricatives are sounds made with small opening, allowing the air to escape with some friction. The escaping air is turbulent and produces a noisy friction-like sound, called frication. Consonants classified as fricatives are /f v θ s z h/ as in feet, vine, think, those, seal, zeal, shield, pleasure, and heat, respectively. In all these instances, the air is restricted by the narrow passage formed by the following articulators: the lower lip and upper teeth for /f, v/; the tongue and the teeth for /θ, ð/; the tongue and the alveolar ridge for /s, z/; the tongue and the hard palate for /ʃ, ʒ/; and the narrow opening of the vocal cords for /h/. Here, the lower articulator is close to the upper articulator, but no so close that air cannot escape, creating frication. The essential components for a fricative are obstructed air-flow with friction.

c. Approximants

Approximants are consonants with a greater opening in the vocal tract than fricatives. Frication is absent with approximants. If the airstream moves around the tongue and out the mouth in relatively unobstructed manner, the sound is called as an approximant. In English, this category comprises /l ɹ w y/. These are the initial sounds in loot, rule, wood, and use. Within the class of approximants, liquids /l/ and /r/ are distinguished from glides, or semivowels (/y/ and /w/).

d. Affricates

An affricate is a plosive consonant in which the articulating organs are separated less quickly than in the case of normal plosives, with the result that the corresponding fricative is heard momentarily as the organs separate. (Ida: 137).

Affricates are sequences of stop plus fricative. The English sounds /ʧ ʤ/ are postalveolar affricates. These are the sounds in church and judge, both at the beginning and the end of these words. In the initial part of /ʧ ʤ/, the tip of the tongue is at the rear of the alveolar ridge, somewhat back of its position in words like did. In the second part of the affricate, the tongue pulls away slightly from the roof of the mouth to form a fricative. The affricate /ʧ ʤ/ is regularly spelled ch or tch as in words like church, child, and hitch; /ʃ ʒ/ is usually spelled j, g, or dg, as in joke, gem, and trudge.

e. Nasals

The sounds /m n ŋ/ as in moon, neither, long are called nasals or nasal stops. For these three sounds, there is a velic
opening, allowing air to pass out through the nose. Usually the term nasal is sufficient, but to be more explicit, /m n ŋ/ are called nasal stops and /p t k b d g/ are called oral stops. For a nasal sound, the velum is lowered, allowing air to pass out through the nasal passage. For nasal stops, air escapes through the nose, but not through the mouth; for oral stops, on the other hand, no air escapes through the nose or through the mouth.

Of the nasal consonants, /ŋ/ is the one most likely to pose a challenge to learners; the other two nasals, /m/ and /n/, occur in most languages. The velar nasal /ŋ/ does not occur in initial position in English; it occurs only intervocally, as in singing or stinger, or in final position – either alone, as in king or chasing, or in final clusters, as in hangs or longed. In words such as thinker, anchor, or sinks, the letter n is actually articulated as /ŋ/ since it occurs together with the velar consonant /k/.

f. Other terms

The term obstruent includes oral stops, fricatives, and affricates. Non-obstruents are called sonorants; they include nasal stops, approximants, glides and vowels. Obstruents involve an obstruction in the vocal tract sufficient to cause frication; with sonorants, the vocal tract is more open with a free air-flow. The sounds /s/ and /z/ are often referred to as sibilants. Sibilants may include /ʃ/ and /ʒ/ as well. Liquids comprise laterals and r-like sounds. In English, these are /l/ and /r/. This grouping is useful because of the acoustic similarity of these sounds.

In the production of any given consonant, both the place and manner of articulation and voicing (along with the other, secondary characteristics) figure prominently in determining what sound is produced. Only by combining all of the relevant articulatory features can we accurately described English consonant sounds. This information is summarized in Table 1.2, Classification of NAE Consonant Phonemes. NAE refer to North American English as spoken in the United States and Canada.

The Vowel System

Vowels are the core or “peak” of the syllable (Murcia, 2008: 93). A syllable can consist minimally of one vowel (V) only, as in the word eye (V); alternatively, the vowel in a given syllable can also be surrounded on either or both sides by consonants (C), as in the words bray (CCV), ants (VCCC), and pranks (CCVCCC). Another way to of
describing vowels is to define them as sounds in which there is continual vibration of the vocal cords and the airstream is allowed to escape from the mouth in an unobstructed manner, without any interruption (Murcia, 2008:93). It makes vowels are different from consonants since in consonants vocal cord vibration can be interrupted and there is obstruction of the airflow when the various articulators approach each other. Also, a consonant cannot usually constitute the peak of a syllable.

The classification of Native American English vowel system consist of fourteen stressed position. Eleven of the fourteen stressed vowel are either simple vowels, that is vowels without an accompanying glide movement, as in bed /ɛ/ or put /ʊ/ or vowels with an adjacent glide (vowels accompanied by /y/ or /w/, as in pain /ey/ or stone /ow/). The remaining three vowels are diphthongs (i.e., vowels consisting of a vowel sound followed by a nonadjacent glide within the same syllable, as in boy). The eleven simple vowels and vowels with adjacent glides are as follows:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Examples</th>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /iy/</td>
<td>heat, be</td>
<td>7. /æ/</td>
<td>cut, son</td>
</tr>
<tr>
<td>2. /i/</td>
<td>fit, tin</td>
<td>8. / /</td>
<td>thought, law</td>
</tr>
<tr>
<td>3. /ey/</td>
<td>rain, may</td>
<td>9. /ow/</td>
<td>sew, boat</td>
</tr>
<tr>
<td>4. / /</td>
<td>get, hen</td>
<td>10. / /</td>
<td>look, wool</td>
</tr>
<tr>
<td>5. /æ/</td>
<td>cat, pan</td>
<td>11. /uw/</td>
<td>blue, room</td>
</tr>
<tr>
<td>6. / /</td>
<td>ma, hot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four of the eleven vowels consist of two symbols each: /iy, ey, ow, uw/. These symbols indicate that the vowel sounds in words like green and rain begin with /i/ and /e/, respectively, and then glide toward /y/. Similarly, the vowel sounds in words like bowl and blue begin with /o/ and /u/ and then glide toward /w/. The three phonemic vowel diphthongs, all of which involve even greater movement from a vowel sound produced lower in the mouth to a glide produced higher in the mouth, are:

<table>
<thead>
<tr>
<th>Sound Movement Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. /ay/</td>
</tr>
<tr>
<td>13. /aw/</td>
</tr>
<tr>
<td>14. / y/</td>
</tr>
</tbody>
</table>

In vowels, there are short vowels and long vowels. The short vowels are regularly represented by VC (C) = Vowel Consonant (Consonant).

For example, back pet tip knot us

/ bæk / / pet/ / tip/ / n t / / ʌs /

To represent the short vowel sound when a suffix beginning with a vowel (for example, -ing, -er, -est) is added, double the final consonant letter if the word ends in one consonant.

For example, pat → patting pet → petting tip → tipping knot → knotted
However, no spelling changes are made if the word ends in two consonants. For example, back → backer knock → knocking rust → rusty

The long vowels are regularly represented by \( \text{VCe} = \text{Vowel Consonant + letter e} \).

For example, bake type note use / beik / / taip / / n t / / ju:z /

Such words regularly lose the final \( g \) before a suffix beginning with a vowel. For example, bake → baking type → typist note → noted use → using

Words which end in Cy (Consonant + letter y) change the y to i before the ending –es.

For example, baby → babies try → tries city → cities

**Diphthongs**

A long vowel is also known as complex vowel or diphthong. In other words, diphthongs are long vowels in which there is a noticeable movement of the tongue. It is customary to consider a diphthong as a combination of two vowel sounds, so pronounced as to form one syllable. In reality it is a gliding sound. The tongue starts in one vowel position by the most direct route. A diphthong is made by one impulse of the breath, i.e. there is no diminuendo- crescendo of breath force. (Ida: 111).

English diphthongs, like those of most languages, are of the “falling” type, i.e. they have their greater prominence at the beginning; they are drescendo diphthongs. English diphthongs are usually written phonetically with two letters, the first representing the starting point of the tongue, and the second the direction in which it moves. In the diphthong \( ai \), for example, the tongue starts at the position of \( a \), and moves towards, but does not actually reach, the \( i \) position.

Diphthongs can be made by beginning at any one vowel and going in one direction of any other, so that the number of possible diphthongs is very large. The following is a complete list of the complex vowels in one type of standard American speech.

<table>
<thead>
<tr>
<th>Conventional name</th>
<th>Phonetic symbol</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>the long ( a ) sound</td>
<td>/ ey /</td>
<td>lake, say</td>
</tr>
<tr>
<td>the long ( e ) sound</td>
<td>/ iy /</td>
<td>leak, see</td>
</tr>
<tr>
<td>the long ( i ) sound</td>
<td>/ ay /</td>
<td>like, sigh</td>
</tr>
<tr>
<td>the ( ou ) sound</td>
<td>/ aw /</td>
<td>house, now</td>
</tr>
<tr>
<td>the long ( o ) sound</td>
<td>/ ow /</td>
<td>hope, coat</td>
</tr>
<tr>
<td>the long ( o) sound</td>
<td>/ uw /</td>
<td>soon, too</td>
</tr>
<tr>
<td>the ( oy ) sound</td>
<td>/ oi /</td>
<td>joy, boy</td>
</tr>
</tbody>
</table>

**How Speech Sounds are Made**

The vocal cords, the soft palate, the tongue and the lips are movable: the other organs of speech are fixed. The movable
organs of speech can act independently of each other and their movements can be combined in different ways: consequently it is possible to make a very large number of different speech sounds.

The breath in passing from the lungs to the outer air is modified on its way by one or more of the movable organs of speech; and this gives rise to the various sounds of speech. The vocal cords or vocal lips, as they may be called, for they resemble lips rather than cords, are stretched across the larynx from front to back. These cords can take up several positions, and in this way affect speech sounds.

It has been observed that the actions of the movable organs of speech are independent of each other, and their movements can be combined in a large number of ways, and thus give rise to a large variety of speech sounds. The commonest combination is that of the action of the vocal cords with movements of the tongue, soft palate and lips: i.e. when the lips, tongue and soft palate are in certain positions, articulating certain sounds, the vocal cords can be open or in vibration. Thus the speaker speaks of voiced and voiceless sounds; voiced sounds are those which are accompanied by the vibration of the vocal cords, while all the sounds in which the vocal cords are apart are said to be voiceless.

All vowels are voiced sounds. Every consonant can be made with or without voice, e.g. f is voiceless, v is voiced; both are articulated in the same way, the difference between them being due to the action of the vocal cords. and , and ð are other pairs of consonant articulated in the same way; for the first of each pair, the vocal cords are open, allowing a free passage of the air, and for the second they are close together, and open and close rhythmically and very rapidly.

Research Design

Since this research dealt with errors analysis, to find the answer of this research, qualitative method was applied through the analysis of pronunciation errors made by the fourth semester students of English Education Departments at UNIKA. The writers described the data in words, phrases or sentences to obtain general conclusion from the subject of the research.

The population of this research was the fourth semester students of English Education Study Program at UNIKA. The total number of the students from both of the classes as the sample of this research was 24
The samples were taken from the students of English Education Study Program at UNIKA since the researchers have been teaching at UNIKA and taught Pronunciation I and II to the students.

In this research, the researchers collected the data through document and tape recorder. The writers prepared an example of consonant, vowel and diphthong and asked the students to make the phonetic transcription and pronounced the words.

**Techniques of Data Analysis**

In this research, the data were analyzed as in following steps:

- First of all, the researchers gave the list of words consisting of 25 consonants, 14 vowels and 7 diphthongs.
- Next, the students were asked to write the phonetic transcription of the words.
- Then, the students pronounced the words and the researchers record their pronunciation.
- The researchers analysed the errors made by the students both in the written and oral form.
- The error analysis was categorized into consonants, vowels and diphthongs.
- The researcher found the most errors made by the students in pronouncing the consonants, vowels, and diphthongs.
- The researchers found the reasons of the students pronounce the words in such a way.

**Data and Data Analysis**

The data used in this research were the students’ errors in consonants, vowels, and diphthongs pronunciation. The researcher used two instruments to collect the data in order to find out the students’ errors pronunciation and analysed them. The instruments that the researcher used were the tape recorder and the written document. The written document was used as a supporting data relating to the students’ pronunciation errors. Before analyzing the pronunciation errors, here below were the words consisted of consonants, vowels, and diphthongs pronunciation.

**Table 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Consonants</th>
<th>Vowels</th>
<th>Diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Boy</td>
<td>Heat</td>
<td>Lake</td>
</tr>
<tr>
<td>2.</td>
<td>Pencil</td>
<td>Fit</td>
<td>See</td>
</tr>
<tr>
<td>3.</td>
<td>Dog</td>
<td>May</td>
<td>High</td>
</tr>
<tr>
<td>4.</td>
<td>Toe</td>
<td>Get</td>
<td>Now</td>
</tr>
<tr>
<td>5.</td>
<td>Go</td>
<td>Cat</td>
<td>Hope</td>
</tr>
<tr>
<td>6.</td>
<td>Breakfast</td>
<td>Hot</td>
<td>Soon</td>
</tr>
<tr>
<td>7.</td>
<td>Love</td>
<td>Cut</td>
<td>Noise</td>
</tr>
<tr>
<td>8.</td>
<td>Life</td>
<td>Law</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The</td>
<td>Boat</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Both</td>
<td>Wool</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Disease</td>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>See</td>
<td>Pie</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Leisure</td>
<td>Blouse</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Shoulder</td>
<td>Choice</td>
<td></td>
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<tr>
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Findings

After analysing the data, then the findings of this research were specified as follow:

1) The errors made by the students in pronunciation were 193 errors in consonants pronunciation with the percentage 32%, 104 errors in vowels pronunciation with the percentage 31% and 54 errors in diphthongs pronunciation with the percentage 32%. The percentage of the students’ errors in the consonant and diphthongs pronunciation was the same.

2) The errors made by the students in the written phonetic transcription were 506 errors in consonant with the percentage 84%, 236 vowel errors with the percentage 70% and the last were 110 diphthong errors with the percentage 65%. The students tend to make errors mostly in the consonant since the percentage of the errors was the highest that was 84%.

3) By comparing the students’ errors in the written phonetic transcription and recorded tape, it could be seen that obviously the students’ percentage in making the errors in the phonetic transcription were higher than in the recorded tape. It made sense then that the students’ mistaken in the phonetic transcription lead them into the wrong pronunciation.

4) The students’ pronunciation errors in consonants, vowels, and diphthongs were due to their lack of understanding in the phonetic transcription. Meanwhile, in some cases where they were able to pronounce the words correctly though they made errors in the written phonetic transcription were because the words were familiar with them.

Discussion

The sound system of English consisted of consonants, vowels, and diphthongs. The error that the students made in the consonant /b/ sound of the word /bəʊ/ was because of their lack of understanding in the way how to write the correct phonetic transcription and lack of drill to pronounce the words correctly. The most error in pronouncing the vowel was in the /aw/ sound of the word blouse /blauz/. Anyhow, the students pronounce the words into /bləːzi/ and /blous/. This happened...
because they were accustomed to hear the word pronounce in such a way.

The last sound system is diphthongs. The most error in pronouncing the diphthongs was in the /ay/ sound of the word high /hai/. The students pronounce this word by saying /haik/. This is totally wrong since there was no /k/ sound in pronouncing the word.

In fact, though the students could not write down the phonetic transcription correctly, they were still able to pronounce the words correctly as long as those words were familiar with them. In this case, the students need to be open minded, to learn lots things not only from the class but also outside the class.

**Conclusion**

Based on the discussion on the chapter IV, the conclusions are drawn as the following:

1. The most error that the students make in pronouncing the consonant is the / / sound, in pronouncing the vowel is the /æ/ sound, and in pronouncing the diphthong is /ay/ sound.

2. The research result from the phonetic transcription shows that there are 506 errors in consonant pronunciation with the percentage of 84%, 236 vowel errors with the percentage 70% and 110 diphthong errors with the percentage 65%. Meanwhile the research result from the recorded tape showed that there are 193 errors in pronouncing the consonants with the percentage 32%, 104 errors in pronouncing the vowels with the percentage 31% and 54 errors in pronouncing the diphthongs with the percentage 32%.

3. The percentage of the students in making errors in the phonetic transcription is higher than in the recorded tape. The students tend to make errors mostly in the phonetic transcription than in the recorded tape. The students’ errors in the phonetic transcription mostly happened in the consonant with percentage of 84%, while from the recorded tape, the errors in the consonants and diphthongs pronunciation were the same, namely 31%.

4. The pronunciation errors made by the students both in the oral and written test are due to the unfamiliarity with the words, lack of practicing English words and lack of understanding the phonetics and pronunciation subjects.

**Suggestion**

Related to the conclusions, suggestions are staged as the following:

1. The students should learn not only from the class but also outside the class, for
instance by listening to the English songs, reading English magazine and watching English movie to improve their skills in Pronunciation.

2. The appropriate method in teaching Pronunciation skill will improve the students’ comprehension and skills in the subject.

3. There should be peer teaching among the lecturers to improve the quality of the teaching by creating an interactive and motivational learning for the students.

4. A similar research would be beneficial and helpful for both lecturers and students to be successful in teaching and learning the subject.

5. The errors would be less than today as long as the students and the lecturers practice and improve a lot, as a proverb said “Practice Makes Perfect”.

BIBLIOGRAPHY


