

**AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING
ENGLISH CONSONANT SOUNDS**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

INAYATUL AINI

NPM. 1711040220

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co-Advisor : Septa Aryanika, M.Pd



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
1444 H/2023**

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ABSTRACT

AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING ENGLISH CONSONANT SOUNDS

By:

Inayatul Aini

Pronunciation plays an important role in communication. The inappropriateness of pronunciation will cause misunderstanding between the speaker and interlocutor. Moreover, the students should have a good pronunciation to avoid that problem, but most of the students usually faced the problem when they pronounce the English word. This research was conducted based on the phenomenon happened in the school. The students have an error in pronouncing English. So that, the purpose of this research was found the students' error in pronouncing English labiodental and dental sounds, and was found the causes of error made by the eleventh grade students' at IPS class of Minhajuth Thullab Islamic Boarding School Way Jepara in the academic year 2021/2022.

After analyzing the data, the result showed that the students made an error in pronouncing labiodental and dental sounds. The error produced by the students in pronouncing labiodental were: 1) 2 items error or 1,12% of omission error, and 2) 177 items error or 98,88% of misformation error. Then, the error produced in pronouncing dental were: 1) 5 items error or 1,40% of omission error, and 2) 353 items error or 98,60% of misformation error.

Furthermore, the result of the error causes made by the students were: 1) 86,81% of interlingual causes, 2) 72,72% of intralingual causes, 3) 71,11% of communication strategy, and 4) 23,33% of context of learning causes.

Keywords: Error Analysis, Pronunciation, Consonant, Labiodental, Dental, Types, Surface Strategy Taxonomy, Causes

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MOTTO

عَسَىٰ رَبُّكُمْ أَن يَرْحَمَكُمۥٓ وَإِنۢ عُدتُمۥٓ عَلٰنَا وَجَعَلْنَا جَهَنَّمَ لِلْكَٰفِرِينَ حَصِيرًا ﴿٨﴾

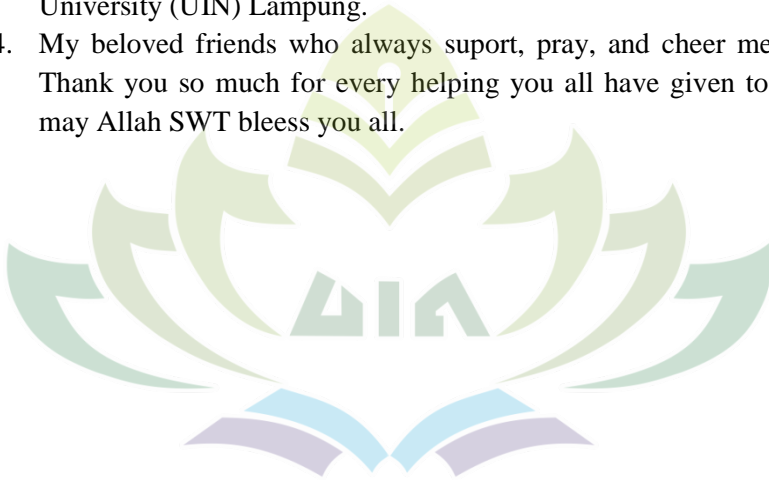
It may be that your Lord will have mercy on you, but if ye repeat (the crime) We shall repeat (the punishment), and We have appointed hell a dungeon for the disbelievers. (QS. Al-Israa': 8)



DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Abdullah Hasan and Mrs. Bakiyatus Sholiha who always support, advice, love and keep on praying for my life. The biggest thanks to both of my parents, I highly love you so much, father and mother.
2. My beloved big family who motivated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and almamater of Raden Intan State Islamic University (UIN) Lampung.
4. My beloved friends who always suport, pray, and cheer me up. Thank you so much for every helping you all have given to me, may Allah SWT bleess you all.

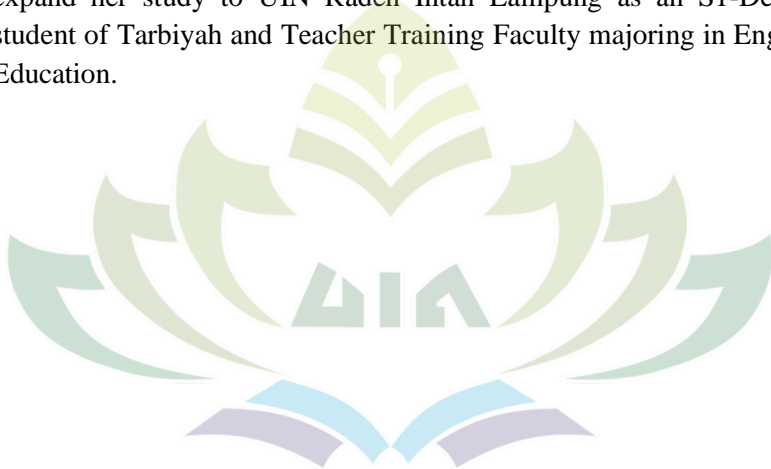


CURICULUM VITAE

Inayatul Aini was born on January, 27th 1999 in Way Jepara, Eas Lampung, Lampung. She is the first child of two siblings from Mr. Abdullah Hasan and Mrs. Bakiyatus Sholiha. She has one young sister named Ulfatul Qolbiah.

She began her study to Madrasah Ibtidaiyah Negeri 4 Way Jepara in 2006 and finished in 2011. Then, she continued her study to SMP Minhajuth Thullab Islamic Boarding School Way Jepara, East Lampung ended in 2014. After that, she enrolled to Madrasah Aliyah Negeri 1 East Lampung and graduated in 2017.

After graduating from Senior High School, she decided to expand her study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoring in English Education.



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Praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and Guidance to finish this thesis. Peace and solution be open our propeth Muhammad, with his family and followers. This is entitle “An Analysis of Students’ Error in Pronouncing English Consonant Sounds” at eleventh grade students of Senior High School Minhajuth Thullab Islamic Boarding School Way Jepara in the academic year 2021/2022, is presented to the English Education Study Program of UIN Raden Intan Lampung. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who gave the researcher opportunity to study until the end of this thesis composition.
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8. All of her beloved friends, especially to bandit gang Indah Oktaviani, Ayu Anggraini, S.Pd, Vivi Vidari, S.Pd, Adelia Risca

Kuswoyo, S.Pd, Syifa Luthfi Annisa, and to her roommate, Anis Solihatin, S.Pd, also to all her friend at PBI F class who always give her support, help, and kindness in finishing this thesis.

Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 2023

The Writer

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TABLE OF CONTENTS

TITLE	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF PICTURES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem.....	6
E. Objective of the Problem.....	6
F. Significance of the Research	6
G. Scope of the Research	7
H. Relevance Studies	7
CHAPTER II REVIEW OF LITERATURE	11
A. Theoretical Framework	11
1. Pronunciation.....	11
2. Phonology and Phonetic.....	22
3. Element of Pronunciation.....	24
4. Nature of Consonant	30
5. Labiodental Sounds.....	37
6. Dental Sounds.....	39
7. Concept of Error	41

8. The Causes of Students' Errors	46
B. Conceptual Framework	50
CHAPTER III RESEARCH METHODOLOGY	53
A. Research Design	53
B. Research Subject	53
C. Data collecting Technique	55
D. Instrument	56
E. Research Procedures.....	64
F. Validity of the Data	66
G. Data Analysis	67
CHAPTER IV RESULT AND DISCUSSION	71
A. Result	71
B. Discussion	92
CHAPTER IV CONCLUSION AND SUGGESTION.....	103
A. Conslusion.....	103
B. Suggestion.....	104
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 2.1: Short Vowel Phonemes	25
Table 2.2: Long Vowel Phonemes	26
Table 2.3: Consonant Phonemes	27
Table 2.4: Voiced and Unvoiced Sounds.....	31
Table 2.5: Labiodental Sounds	38
Table 2.6: Dental Sounds	40
Table 3.1: The Student's English Score	54
Table 3.2: List of Pronunciation Words	57
Table 3.3: Specification of Questionnaire	59
Table 4.1: Total of Error in Labiodental Sound.....	71
Table 4.2: Total of Error in /v/ Sound	72
Table 4.3: The Description of The Error Types in /v/ Sound.....	73
Table 4.4: Total of Error in /f/ Sound	76
Table 4.5: The Description of The Error Types in /f/ Sound	77
Table 4.6: Total of Error in Dental Sound	78
Table 4.7: Total of Error in /ə/ Sound	78
Table 4.8: The Description of The Error Types in /ə/ Sound.....	79
Table 4.9: Total of Error in /ð/ Sound	82
Table 4.10: The Description of The Error Types in /ð/ Sound.....	83
Table 4.11: Result of the Interlingual Questions	86
Table 4.12: Result of the Intralingual Questions	88
Table 4.13: Result of the Context of Learning Questions.....	90
Table 4.14: Result of the Communication Strategies Questions...	91
Table 4.15: Percentages of the Students' Causes of Error	99

LIST OF PICTURES

Picture 2.1: Labiodental Sound	38
Picture 2.2: Dental Sound.....	40



LIST OF APPENDICES

Appendix 1: List of the Sample.....	113
Appendix 2: Instrument Task.....	114
Appendix 3: Transcription of Instrument.....	115
Appendix 4: The Result of Students' Transcription.....	117
Appendix 5: The Description of Students' Error in pronouncing /v/ sound.....	121
Appendix 6: The Description of Students' Error in pronouncing /f/ sound.....	127
Appendix 7: The Description of Students' Error in pronouncing /ø/ sound.....	133
Appendix 8: The Description of Students' Error in pronouncing /ð/ sound.....	141
Appendix 9: The Total of Students' Error in Pronouncing /v/ Sound.....	148
Appendix 10: The Total of Students' Error in Pronouncing /f/ Sound.....	151
Appendix 11: The Total of Students' Error in Pronouncing /ø/ Sound.....	152
Appendix 12: The Total of Students' Error in Pronouncing /ð/ Sound.....	155
Appendix 13: Questionnaire Result.....	158
Appendix 14: Questionnaire Causes of Students' Error.....	165
Appendix 15: Documentation.....	167

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is treated and learned as the second language in our country. It was taught since the students in elementary school. Then, start at junior high school level English become a core subject that will be tested as National Examination. The student does not only learn English until they were at senior high school. They are who studied at university will get English as the subject matter. In addition, English should be learned by them because it is very useful in this new-life. Even, most students get their additional English lessons from the course or private tutor. In short, Indonesian students should increase their English skills although it is only the second language in our country. The students should learn it to following the current development.

Moreover, to learn English we should know about four English skills that should be mastered by the students. Those are listening, speaking, reading, and writing. Listening and reading are grouping as receptive skills. Receptive skill is known as input ability. Rodriques said “receptive skill apparently begins when receiver hears the utterance, reads the letters or sees the sign”.¹ It means that receptive skill is the ability to understand and receive the language or the message students’ got. Meanwhile speaking and writing are known as productive skill. It is the ability to produce the language in orally or written. Rodriques also said “productive skills appear when the speaker or writer produces the utterances in order to communicate his intention which forms the message”.² In summary English have four skills that all skill is important to master by the students.

¹ M.V. Rodriques, *Perspectives of communication and communicative competence* (New Delhi: concept publishing company, 2000), p.33

²*Ibid*, p.32

Nevertheless, sometimes someone more emphasized to increase their speaking skill instead the other skills. People frequently produces the language orally rather than written. They communicate with the others by producing the language orally. This statement supported by Thornburry that are, in a day the average person produces tens of thousands a words, and it is produced orally, so it can't be denied that speaking is taking a part of daily life.³ Therefore, speaking is very useful in the daily life especially for communication. Moreover, Sometimes other people will see our capability in communicating. Richard said "The mastery of speaking skills in English is a priority for many second language or foreign language students"⁴. It implies that speaking is the important skill which should be increase especially for the foreign students.

Meanwhile, in order to be a good speaker the students should master the language elements in English, that are: vocabulary, pronunciation, grammar and fluent.⁵ First, vocabulary is one of the four components to build up students' English skill. Mastering vocabulary will help the students have a good communication, because the ability to comprehend the subject is depended on their vocabulary mastery. Then, students demanded to have a good pronunciation. Pronunciation also important in speaking and communicating. The inappropriateness of pronunciation may confuse the interlocutors to understand the message that the speaker deliver. Moreover, the students also need to understand about grammar. The function of grammar manage the correct sentence in their conversation. And last, student must be fluent on their English speaking, because fluency is a key to success on the speaking ability. In conclusion, if the students understand about the elements of language, it will make them easier to master their speaking skill.

Moreover, pronunciation is important in speaking skill. It is important to use in communication between the speaker and

³ Scoot Thornburry, *How to Teach Speaking* (London: Longman, 2015), p,1

⁴Hakim Yassi, and Kaharuddin, *Syllabus Design For English Language Teaching: Second Edition* (Jakarta: Prenadamedia Group), p.99

⁵Jeremy Harmer, *How to Teach English* (Edinburgh: Pearson Education Limited, 2007) p.60

interlocutor. Sometimes, the students' ability in speaking with others will be assessed by their pronunciation. Pronunciation plays an important role in communicating. Hewings said "pronunciation is importance in effective communication".⁶ The inappropriate of pronunciation may confuse the interlocutors to get clearly message that the speaker deliver. When it happened, it will cause misunderstanding which affect their communication. So, that why pronunciation is important in communicating. In summary, the students should have a good pronunciation to avoid the problem in communicating.

Pronunciation is the way someone say the sound of language. It means that, how some people utter the word in English, how they talk the language, how the way they produce the sounds of English language. According to Hornby pronunciation is the process of how the language, or word, or sound is produced.⁷ Meanwhile Rebecca said "pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds".⁸ In short, the process of someone pronounce the sound of language, it is called pronunciation.

Moreover, English pronunciation provides two elements that should be known by the foreign. Those are segmental and suprasegmental features.⁹ Segmental feature refers to the sound units in a sequential order, it consists of vowels, consonants, and diphthongs sounds. The first, vowel is a sound made by voiced air passing through different mouth-shapes. It is divided to short vowel and long vowel. There are 6 sounds of short vowel (/ɪ/, /e/, /æ/, /ʌ/, /ɒ/,

⁶Martin Hewings, *Pronunciation Practice Activities: A resource book for teaching English pronunciation* (Cambridge: Cambridge University Press, 2004), p.11

⁷Ranti Hartini, "A Thesis: An Analysis of Students' Errors in Pronouncing English Consonants at Vocational High School 1 Tambang", (Dissertation, UIN Suska Riau, 2020), p.10

⁸Miftahur Rohman, "A Thesis: The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation" (Dissertation, WaliSongo University, 2016), p.8

⁹ Willy A. Renandya, HandoyoPuji Widodo, *English Language Teaching Today: Linking Theory and Practice*, (Switzerland: Springer International Publishing, 2016), p.146

/ʊ/), and there are 5 sounds of long vowel (/ɪ:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/). The second, consonant is the sound which made by blocking air through of the vocal tract. Consonant is classified to three categories; voicing (voice and voiceless), place of articulation (the description of the place where the obstruction in the vocal tract takes place; bilabial, alveolar, velar, labiodental, dental, palatal, and glotal), and manner of articulation (it is the way the articulators are positioned in shaping the vocal tract; stops, fricatives, affricatives, nasals, liquids, and glides). Consonant have 24 sounds that are; (/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /h/, /m/, /n/, /ŋ/, /tʃ/, /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /l/, /r/, /j/, /w/, /dʒ/). And the last, Diphtong is the sounds which a glide from one vowel to another. There are 9 diphtong sounds (/ɪə/, /eə/, /ʊə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /oʊ/). In addition, this research analyzed the students error in pronouncing English consonant sounds focus on dental (/v/ and /f/) and labiodental (/ð/ and /θ/).

Furthermore, this research was conducted by using error analysis. Error analysis is the study of second or foreign language learning to analyze the error produced by them. Based on the preliminary research, the researcher known that the students made an error on their pronunciation. The researcher got the data from the preliminary research by gave pronunciation task to the students. The researcher asked the students to read and pronounce the English words provided by the researcher. That words consist of the sounds labiodental /v/ and /f/ and dental sounds /θ/ and /ð/. And during the students produced the words, the researcher took the recorder of their pronunciation. Then, after the researcher got the recording, the researcher made the transcription of the students' pronunciation. The result show that almost all the students made an error in pronouncing the sounds /v/, /f/, /θ/ and /ð/. For instance, the student pronounced *Believe* [bɪlɪ:v] as [bəlɪ:f], *Before* [bɪfɔ:r] as [bɪvɔ:r], *Nothing* [nʌθɪŋ] as [nʌtɪŋ], and *Father* [fɑ:ðə(r)] as [fʌdər]. And another result of students' recorder explains at the appendix 4.

So based on the problem, this research analyzed types of the students' error, and its causes in pronouncing English with the title

“An Analysis of Students’ Error in Pronouncing English Consonant Sounds”

B. Identification of the Problem

Based on the background above, the researcher found some problem as follows:

1. The students make an error on their pronunciation
2. The students get worried about pronouncing English correctly
3. The students have many problems in pronouncing English words.

C. Limitation of the Research

This research analysed the students’ error in pronouncing English consonant sounds. According to International Phonetic Alphabet (IPA), there are 24 sounds of English consonant: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /h/, /m/, /n/, /ŋ/, /tʃ/, /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /l/, /r/, /j/, /w/, and /dʒ/.¹⁰ Meanwhile, in Indonesia there are only 22 Indonesian consonant sounds: /b/, /p/, /d/, /t/, /j/, /c/, /g/, /k/, /z/, /f/, /s/, /ʃ/, /x/, /h/, /m/, /n/, /ŋ/, /r/, /l/, /w/, and /y/.¹¹ Based on these, there are several distinction between English sounds and Indonesian.

Moreover, this research limited to analyse the students’ error in pronouncing English labiodental (/f/ and /v/), and dental (/θ/ and /ð/) sounds. Because there are several differences between English and Indonesian sounds, also the existence of the sounds /v/, /θ/, and /ð/ in Indonesian. So that, the researcher interested to analyse the students’ pronunciation error in labiodental and dental.

¹⁰ Penny Ur, *A Course in Language Teaching: Practice and theory*, (Cambridge: Cambridge University Press, 1999), p.16

¹¹ Anton M, Hans L, Hasan A, Sry S, and Sugiyono, *Tata Bahasa Baku Bahasa Indonesia*, (Jakarta: Badan Pengembangan dan Pembinaan Bahasa, 2017), p.66

D. Formulation of the Research

1. What are the students' error in pronouncing English labiodental /v/, /f/ and dental /θ/, /ð/ sounds based on surface strategy taxonomy?
2. What are the causes of the students' error in pronouncing English labiodental /v/, /f/ and dental /θ/, /ð/ sounds?

E. Objective of the Research

The objectives of the research are:

1. To know the students' error in pronouncing English labiodental /v/, /f/ and dental /θ/, /ð/ sounds based on surface strategy taxonomy.
2. To know the causes of the students' error in pronouncing English labiodental /v/, /f/ and dental /θ/, /ð/ sounds.

F. Significance of the Research

1. Theoretically

The researcher expects this thesis will give a valuable information to the reader about the consonant sounds in pronunciation especially labiodental and dental sounds. Also, the information about error analysis in pronunciation.

2. Practically

The researcher expects to have contribution for:

- a. Teachers

Hopefully the result of this study will help the teacher to know how the way about conducting error analysis. So that, the teacher could analyse the students' error and know the causes of the students' error in pronouncing English. Then, it can be the reference to evaluate the process in teaching pronunciation.

b. Students

This research will be useful for the students, that can be used as part of the measure of their strength as well as their weakness of their pronunciation ability and motivate them to improve their pronunciation.

c. Researchers

For the next researchers, hopefully this research will give the important information about the study of error analysis in pronunciation. So that it will help them to analyze wider and deeper about pronunciation error.

G. Scope of the Research

Scope of this research as follows:

1. Subject of the Research

The subject of this research was the students at the first semester of the eleventh grade of SMA Minhajuth Thullab Islamic Boarding School.

2. Place of the Research

The researcher conducted this research at Senior High School of Minhajuth Thullab Islamic Boarding School.

3. Time of the Research

The researcher conducted this research at the first semester in the academic year of 2021/2022.

H. Relevance Studies

The researcher provides some previous studies in order to support this research. The first previous study is conducted on July 2017 by Faizal Risdianto and the title "A Phonological Analysis on the English Consonants of Sundanese EFL Speakers". This study analysed the students' production of English consonants system by the Sundanese speakers and analysed the most frequent error made by the students in

pronouncing English consonants. The subject of this research is the students of Islamic Education Department in State Institute for Islamic Studies Salatiga which has background from sundanese ethnic. In addition, this research used descriptive qualitative methods and used tape-recording to collect the data. Then, the researcher found that the sundanese students made 262 errors. And the greatest errors made by them are mispronouncing the minimal pairs of /f/ and /v/, /s/ and /θ/, and /ð/ and /z/. The researcher also said based on the research conducted there was not the distinction between the sound /f/, /v/ and /p/.¹²

The second previous research identified about consonant error analysis, with the title “An Analysis of Students’ Pronunciation Errors” conducted by Masfa Maiza. This research analysed forty-seven of first year students at English education study program in the Pamane Talino College of Education. The researcher found out the students’ error in pronouncing consonant sounds and identified the factor affecting students’ difficulties in pronouncing English sounds. Furthermore, this research used descriptive qualitative method and used the instrument pronunciation test and interview. The result of this research shows that the students got difficulties in pronouncing /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/ sounds. Also, the researcher found that interference, phonological system, and motivation are the factors that affecting students’ pronunciation difficulties.¹³

The third research was conducted by Eka Riana with the title “The Students’ Error in Pronouncing the Labiodental Sounds”. This research did at SMP Negeri 7 Medan. The researcher analysed about the types of the students’ error and identified the dominant types of error made by the students. Then, descriptive qualitative method was used at this research, and to collect the data the researcher used oral test instrument. The result shows that the participants performed three types of error that are 0.80% occurrences of omission, 1.50% of

¹²Faizal Risdianto, “A Phonological Analysis on the English Consonants of Sundanese EFL Speaker”, *Jurnal Arbitrer*, Vol.4, No.1, (2017), <http://arbitrer.fib.unand.ac.id>.

¹³Masfa Maiza, “An Analysis of Students’ Pronunciation Errors”, *Journal of English Education and Literature*, Vol. 1, No. 1, (2020).

addition, and 97.70% of substitution. And the researcher concluded that the dominant error made by the students was the error of substitution which is 846 occurrences.¹⁴

From the previous studies above, there are several differences between those researches to this research; 1) according to the first previous research, the researcher before found the production error made by the Sundanese speaker and focused to describe the error without explained to the error types (omission, addition, misformation, and misordering), also the researcher did not found the error causes, 2) based on the second previous research, that research analysed the error made by the students in pronouncing consonant sounds. The researcher analysed the students' faulty by found out the correct and incorrect pronunciation made by the students. The researcher before did not identify the error types of omission, addition, misformation, and misordering. And the researcher did not found out the error causes made by the students, 3) the third previous research, the researcher found out the error types and indenfied the dominant error. But, the researcher did not analyse the error causes made by the students.

So that, according to the previous research before, this research analysed the students' error in pronouncing English labiodental and dental sounds, classified to the error types of surface strategy taxonomy (omission, addition, misformation, and misordering), and found out the error causes made by the students based on Brown theory that are: interlingual, intralingual, context of learning, and communication strategy. In addition, the researcher conducted a research with the title "An Analysis of the Students' Error in Pronouncing English Consonant Sounds".

¹⁴Eka Riana, "The Students' Error in Pronouncing the Labiodental Sounds" (State University of Medan, 2017)



CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the five aspects in speaking skill. It is talking about the sounds. How we produce the sound, how we use the sound, how we differentiate one sounds with other, etc. According to Roswita pronunciation is the way a particular word is produced.¹⁵ Then, Cook said that the production of English sounds defines as pronunciation.¹⁶ It means that pronunciation learnt about the production of sounds system. The study about pronunciation help someone to correct their speaking. It learnt how to produce the sounds accurately, how use the articulation of the sound system, how to spell the word, and others.

Moreover, Tennant said that pronounication can help students to understand about what they hear, and it is not just about producing the correct sounds or stressing the syllable.¹⁷ The students learnt pronunciation by imitating and correcting when produced inaccurately. They will hear the sounds that other said, after they hear and understand what it sounds, they will produce it. It means that pronunciation learning doesn't only help the students to utter the word but it also helps them

¹⁵Roswita, *Buku Ajar Pronunciation Practice*, (Yogyakarta: Penerbit Deepublish, 2018), p.1

¹⁶Sri Wahyuni, "An Analysis of Students' error In Pronouncing Plosive Voiceless Consonants at The Sixth Semester of English Education Raden Intan State Islamic University of Lampung in The Academic Year Of 2018/2019" (Raden Intan Islamic University, 2019), p.13

¹⁷Ana Martika, "The Influence of Using Role Plays Toward Students' Pronunciation Mastery at The First Semester of The Eighth Grade at SMP Negeri 20 Bandar Lampung in The Academic Year of 2019/2020" (Raden Intan Islamic University, 2020), p.20

to hear the sound. So, pronunciation is treated as the act that happens in speaking and listening.

Then, Rebecca said that the act of articulating the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with the reference of the correctness or acceptability of the speech sounds called as pronunciation.¹⁸ It is divided of two features, segmental and suprasegmental. Segmental consist of vowel, consonant, and diphthong. And suprasegmental consist of accent, intonation, inflection and others. So, pronunciation doesn't only learn to produce vowel and consonant sounds. But we need also to consider about the intonation, accent, and other in learning pronunciation.

Based on the theory above, the researcher concluded, pronunciation is study about the sounds. It learns of how to produce the sounds with consider of these features. Learning pronunciation will help the students good on their speaking, because pronunciation learns about how we use the sounds accurately. And it also helps the students to understand about the utterance they hear. At last, it is important for student if they have a good pronunciation. Therefore, this research will identify the students' error and its causes in pronouncing English. The result of this research can be part as a measure to the students in improving their pronunciation.

b. The Important of Pronunciation

Pronunciation is important in speaking skills. Someone should master pronunciation if they want have a good speaking. Sometimes some people will judge our speaking skills by our pronunciation. MacCarty said that sometimes several people judge the other through how perfect they produce the language, and how the language is sounded to

¹⁸Miftahur Rohman, "A Thesis : The Use of Tongue Twister Technique to Improve EFL Students' Pronunciation", p.8

their ears.¹⁹ It means that, when we communicate with others, the interlocutor will be looking at our pronunciation, and if we make a mistake on our pronunciation, it will affect our self-confidence in mastering the language.

Moreover, pronunciation is very needed in communicating. The inappropriateness of pronunciation may confuse the interlocutors to understand the message that they deliver. Hewing said “pronunciation is important in effective communication”.²⁰ In other words, someone needs to consider about pronunciation in their communication. Pronunciation trouble might fail to get the message across, although we use the correct vocabulary and grammar, it will make other things difficult to understand about what we said to them.

Furthermore, Hewing also said “pronunciation is important to make sense of what we hear and to interpret what other means”.²¹ When we interact with others, we don't only hear what the speaker says, but we should understand about the topic they talk. With mastering pronunciation, it makes easier to interpret what others mean. Because speaking without considering the pronunciation will cause different interpretations in meaning among the speakers and listeners. Then, with mastering the pronunciation we don't have to worry about misunderstanding in our communication.

In summary, pronunciation is important to make clear in communication. The lack of pronunciation will build misunderstanding in communicating, and this also affects our self-confidence in mastering English. So, it is clear that pronunciation is important to learn, and it should be emphasized in learning English especially for the second language learner.

¹⁹ Agnes Maria “Analysis on Pronunciation Errors Made by First Semester Students of English Department STKIP CBN”, p.2

²⁰ Hewings, *Pronunciation Practice Activities: A resource book for teaching English pronunciation*, (Cambridge: Cambridge University Press, 2004), p.11

²¹ *Ibid*

c. Factor Affects Pronunciation Learning

Learning pronunciation is not easy, especially for the foreign language students. They will often face the problem in learning process. To the second language students, they have a mother tongue which used as their daily life. This is one of the problems that can affect the students in the learning process. Then, in this part the researcher will explain the factors which affect the students' pronunciation learning.

According to Brown, there were some factors which affect pronunciation learning.²²

1. Age and social-psychological factors

Lenneberg claimed that there is a "critical period" for learning a language natively.²³ It is an ideal period of learner's age when their language acquisition ability is at its best. Young children and babies are easy to learn language. They hear the sound and words around them, then, they will absorb it, little by little they learn to imitate it accurately. Adults' cognitive abilities are less effective to learn a new sound of language than young children, because children learn more naturally than adult. And they can approach native speaker pronunciation. Between of them, they have different qualification to learn pronunciation. Adults and children have their own strength to learn a new sound of language. Although children easier to get the new sound of language, but adults can understand more abstract explanation and they can analyze about how the sounds are produce. Adults also better able to set their goals to practice consciously. In summary, the different learners' age affect's the way to learn pronunciation.

²² Douglas Brown, Linda Lane, *Tips for Teaching Pronunciation: A Practical Approach* (Pearson Education, 2010), p. 4

²³ *Ibid*, p.4

2. *Amount of exposure and use to the second language (L2)*

How much students have a chance to hear and use English as their daily life is affect their pronunciation learning. The students who have lived four years in an English-speaking country like US will be better to pronounce English than those who have spent three months- perhaps only during English class twice in a week. The students who live in English environment will have a chance to hear and imitate them and they will get used to using it. So, they can increase their English pronunciation like a native speaker.

3. *Native-language background*

Native-language background also affects pronunciation learning. Students' first language (L1) has a powerful influence in the process they learn pronunciation of a second language (L2). Often this influence is helpful for them, but it also can make them difficult to learn a new sound in other language. For the example, Indonesian students who have known the English sound /m/ will easier to pronounce /m/ in English pronunciation, because Indonesian has the similar sounds of /m/. Meanwhile, they first language can also make it more difficult to hear and pronounce sounds in the new language. For example, the two vowels in the English words *reach* and *rich* correspond to a single vowel in Indonesian. The students are likely to have difficulty hearing the difference between these two similar sounds and may pronounce it at same sounds. In summary, the students' native-language are very affects their pronunciation learning process. It can be difficult for them to get a new sound of English language, or it can be easier.

4. *Personality*

Personality is the factor can affect how students learn pronunciation. Yoshida said every people are different. Each students have their own personality, talents, strange, and

weakness²⁴. The students have different learning style type based on their personality. They are who more likely to participate in conversations and be more willing to try a new sound they usually called as outgoing/sociable students. Outgoing students have more opportunities to practice and produce a lot of language, but they may also make a mistake when they pronounce the sounds, they pronounce the word without paying attention to the accuracy of their pronunciation.

Moreover, there were the introverted students who shy in acquiring oral-aural skills, including pronunciation. Some introverted students more carefully in producing the sounds. They don't speak up much in class. These students might be thinking carefully about sounds, without practicing more. Sometimes the teachers assume that the introverted students will not able to learn pronunciation better than the outgoing students, and there may be some truth to this. Because outgoing students will practice more to pronounce the new sounds and it will increase their pronunciation ability. But the teachers should appreciate the strength and students' weakness. And they need to believe that every student has an ability to learn pronunciation and help the students to get their English pronunciation fluently.

5. *Fossilization*

Fossilization occurs in the process of language learner making a progress, then they have a hard time to make a further progress.²⁵ The students who get fossilized pronunciation are very hard to change and improve their English pronunciation ability. This is the problem that usually faced in teaching pronunciation. The students who have learnt English for several month even years might still hard to differentiate sounds /v/ and /b/, they pronounce *very* as *berry*.

²⁴Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, (2005), p.9

²⁵*Ibid*, p.12

This example mistake has become fossilized. This factor can affect students' pronunciation learning. And this point it becomes very hard to change. But again, as the teacher, they should find the way to help crack up those students' mistake (fossilization).

Moreover, Pennington and Revell also explain the factor which influent students' pronunciation learning:²⁶

1. *Transfer and other learning processes*

Foreign language students will certainly meet any kind of problem in learning process. A central concept in L2 learning is that of transfer of prior learning to subsequent learning, specifically, L1 transfer, or the learning of a second language on the basis of the mother tongue. Differences of first language and the target language build the problem to the students. Students often articulate the target sounds but their mother tongue still carried away. Moreover, the influence of mother tongue can be a positive or negative transfer. For the example, Indonesian students will easy to pronounce /fun/, it can be a positive transfer for them since they learn pronunciation. But, Indonesia usually articulate sound /v/ as /f/, then this case occurs negative transfer which will be affected the students in their learning process.

2. *Age effects*

Harmer said the students between the ages of about 2 until 5 years are called *very young learners*. Then, the ages of 5 to 9 are called *young learners*. *Adolescent* is the students between the ages 12 to 17, and *young adults* are generally thought to be between 16 to 20 years old.²⁷ Moreover, young children usually learn from their environment on their lives, or the activity, and also experience. They have the ability as a

²⁶Martha C. Pennington, Pamela R. Revell., *English Pronunciation Teaching and Research: Contemporary Perspectives*, (London: Palgrave Macmillan, 2019), p.74

²⁷ Jeremy Harmer, *How to Teach English*, (Edinburgh: Pearson Education Limited, 2007), p.14

competent speaker' of a new language, if they have a chance to get enough the exposure of it. This language-acquiring ability is continuously carried out until adolescence.

3. *Quantity and type of input and output*

Flege said the quantity of second language input and use affect the students L2 pronunciation.²⁸ Long also said L2 pronunciation is affected by the type or quality of L2 input in classroom and natural communicative setting.²⁹ Students environment of the target language are strongly influenced to input and use of it. It must be noted that, the students who was only learn without try to use the target language will be difficult to get a new language, especially pronunciation. They should leave in the target language environment, to help them produce target language like a native speaker.

At least, in a classroom of foreign language learning will help the students to input a new language. It can be done like ask the students to use English in their interaction with other, or through involvement in tasks requiring listening comprehension and speaking. In conclusion, what is learned by the students is the factor affects pronunciation learning process.

4. *Educational factors*

Birdsong said second language learners in higher level often achieve a higher level of language proficiency, because the students level of their education affect the efficiency and effectiveness also amount of learning.³⁰ Harmer classified the students' level into three categorized based on students' knowledge: beginner, intermediate, and advanced.³¹ *Beginner* is the students who don't know any English, the students in

²⁸Pennington, and Revell., *English Pronunciation Teaching and Research: Contemporary Perspectives*, (London: Palgrave Macmillan, 2019), p.80

²⁹ *Ibid*

³⁰ *Ibid*, p.81

³¹Harmer, *How to Teach English*, (Edinburgh: Pearson Education Limited, 2007),p.16

low level. They are just starting to learn English. *Intermediate* students have already achieved a lot, but they are less likely to be able to recognize an almost daily progress. And *advanced* students, they are who already know English a lot. So, based on their experience and level in learning English, it's affects the students' proficiency in produce a new language.

5. *Individual differences*

Every student is different. They may have different personality, ability and others. Dornyei identified the five individual differences, such as: personality, aptitude, motivation, learning styles, and learning strategies.³² The first, *personality*, Personality affect the way people engage with other people and with information and so influence the type and amount of input, interaction, and output which learners will involve them-selves in and also their manner of processing input. The second, *aptitude*, some students have a special talent or ability to learn language. Language learning ability may overlap general intellectual skills or cognitive abilities, including memory, and is related to musical ability, but can nonetheless be measured separately as a person's "language aptitude". The third, *motivation* is needed for students in learning a language. The teacher should help the students to sustain their motivation. They need to feel the teacher really care about them, then if the students feel more valued and supported, they will more likely to be motivated to learn. Then, *learning styles*, students have the different style to learn. *Visual students* are better to remember things if they see them. *Auditory students* usually learn and easy to input the materials based on what they hear. And the students who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands the *Kinaesthetic activity* is effective

³²Pennington, and Rogerson, *English Pronunciation Teaching and Research: Contemporary Perspectives*, (London: Palgrave Macmillan, 2019), p.82

for them. The last, *learning strategies*, the teacher should use an appropriate strategy to teach their students. Teaching pronunciation should be emphasized on practicing. Then, with using a better technique and strategy the students will be easier to get and articulate new sounds.

In addition, Nation and Newton mention five factors influence on the learning of another sound system, those are:³³

1. Age

The physical explanation says that there are physical changes in the brain as a result of age that affect the learning of a new sound system and other aspects of the language. Flege and Patkowski as the Researchers are reluctant to accept this explanation. The intellectual explanation says that learners have already learned the sound system of their first language and this increasingly disrupts their perception of a second and later language. Age affects this perception because the first language system becomes increasingly well-integrated and stable as learners get older. The psychological explanation says that pronunciation is a part of our personality and as we become older, we become more protective of our personality and unwilling to change it.

2. The learner's first language

A several research studies and teacher's experience show that learners' first language influence them in learning the new sound of another language. The evidence for this is the students oftentimes pronounce the second language in the same way in pronouncing their first language. They make the same kinds of substitutions and patterns of pronunciation.

Moreover, first language affect students' difficulties for long-term success for second language learners. This is caused by the different first language phonetic features and

³³I.S.P. Nation, J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p.78

other particular sounds. In Indonesia, sounds /v/ and /f/ pronounced as same sounds, but in English it is different. Then, another example is the use of aspiration in several English sounds, it doesn't use in Indonesia. So, there are some features in English pronunciation that seem different to the students' first language especially to Indonesian students which make them difficult to pronounce and learn another language. In conclusion, the students' first language influence them in learning the new sounds because its different to the target language they learn.

3. *The learner's development and range of styles*

Major suggests that “as learners proceed in their learning of the second language, interference processes from the first language decrease but developmental processes increase and then decrease.”³⁴ It means that teachers should not judge too quickly that the learners have an error on their pronunciation, it should points that their mistake are stable or changing. If they just make a mistake or it is changing, it may be better just to observe. But if they are stable, it should be better to evaluate. The Changing may also be seen by observe learners' pronunciation in formal and informal situations, as different styles of pronunciation may be used. The presence of different styles shows flexibility and shows that the learners' second language pronunciation is developing. Before beginning intensive pronunciation work, it is thus useful to observe learners over a period of time and in a range of situations.

4. *The experience and attitudes of the learner*

Each student have different experience and attitude in their life. It is may affect their progress in learning new sound. Purcell and Suter said that there are twenty different factors that might affect learning.³⁵ These included

³⁴ *Ibid*, p.80

³⁵ *Ibid*, p.81

experience factors in which how long the learner had lived in an English-speaking country, how often the learners use English as their conversation at home, the amount of training to speak English, how many languages the learner knew, and the proportion of teachers who were native speakers.

Moreover, they also mentioned attitude factors like the type of motivation (economic, social prestige, integrative) of the learner, the strength of the learner's desire to have an accurate pronunciation, the learner's skill at mimicry, and the learner's extroversion or introversion.

5. *The condition for teaching and learning*

The ways in which the sound system taught and learned is affected learning process. The teacher should able to use the appropriate method and strategy to teach their students at pronunciation. Using the good strategy make easier the students to understand the material. Pronunciation is difficult to learned by the students. The most problem found is English spelling does not as irregular as it seems, the students will always guess in such circumstance, and they have thought to spell and pronounce of thousand words without resource to any general rules. Based on that, the students should practice and improve their knowledge about pronunciation, therefore the teacher should know about what the method used to teach pronunciation in which their students practice it frequently.

2. **Phonology and Phonetic**

Study pronunciation always related with an explanation of phonology and phonetic. These two terms explain about the sounds. Although it almost similar, but these two terms are different. Zsiga said that the study about how the language organized the sounds into different patterns defined as phonology.³⁶ It is the study about the combination of sounds.

³⁶Elizabeth C. Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Wiley-Blackwell Publishing, 2013), p.1

Phonology explains about how the phonemes³⁷ are combined to create meaningful words. When the sounds are produced different, it will change the meaning. For the example, the sounds “sin” and “seen”.

Moreover, Roach stated phonology is the study about how phonemes function in language and the relationships among the different phonemes, it is also the study about the abstract side of the language sounds.³⁸ In other word, phonology talks about the abstract side of the sounds of language. Delahunty and Garvey said phonology concerns to the ways in which languages utilize of sounds to distinguish words from each other.³⁹ It is the study about the use of different phoneme in language or word. Some phoneme may have slightly different meanings or uses in two different word or language. It is clear that the study of phonology explain about how the phonemes of a word can change overtime and how it is affects word meaning.

However, According Carr phonetic is the study of human speech sounds.⁴⁰ Phonetic relates to the sounds of language, while phonology studies about how those combinations sounds are put together to create the meaning. It explains how each phoneme is produced and physically formed by human. Phonetic commonly learned to give the understanding of how humans produce the speech sounds and why speech problem sometimes occurred.

Then, Zsiga said phonetic is the study of speech sounds as physical objects.⁴¹ Phonetics refers to how speech sound is produced, how many different sounds of language is used,

³⁷Phoneme is each unit of sound that used in all language to create words.

³⁸Peter Roach, *English Phonetics and Phonology: A practical course (fourth edition)*, (New York: Cambridge University Press,2009), p.43

³⁹ Gerald P. Delahunty, and James J. Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.89

⁴⁰Philip Carr, *English Phonetics and Phonology: An Introduction*, (West Sussex: Blackwell Publishing, 1999), p.99

⁴¹C. Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.1

how the sound travels through the air, how the speech is received by the ears, and how human can measure the speech. So that, phonetic only studies about creating the sounds and it doesn't relate to the meaning of the sound create.

Based on the theory above, the researcher conclude, phonology is the field studied about the combination of sounds in which create the meaningful words. Meanwhile, phonetic is about the production of sounds and it focus on how the sounds are created by speech organ.

3. Element of Pronunciation

Pronunciation has two elements, both of that should be balance to produce by the speakers. There are Segmental and Suprasegmental features.⁴² English segmental features consist of vowels, consonants and diphthongs. And suprasegmental features consist of intonation, stress, pause and rhythm.

Segmental features refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut up or segmented into a linear sequence of segmental feature. Then, suprasegmental features refer to such features as stress, length, intonation, and other features that always accompany the production of segmental. On the other hand, suprasegmental, cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental.

a. Segmental Features

English segmental features consist vowels, consonants, and diphthongs. Here are the classifications :

⁴²Renandya, and Widodo, *English Language Teaching Today: Linking Theory and Practice*, (Switzerland: Springer International Publishing, 2016), p.146

1) Vowel

Vowel is the sound which involve an open vocal tract and the air flow through the passage during speech.⁴³ Based on length, vowel is classified into two categorize that is short vowel and long vowel.⁴⁴ The sounds of short vowel are: /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/, and the sounds of long vowel are /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/.

a. Short Vowels

Table 2.1:
Short vowel phoneme

Phoneme	Example	Description
/ɪ/	live /lɪv/, give /gɪv/	It is in the close front area, compared with cardinal vowel /i/, more open and nearer in tooth center. The lips are slightly spread.
/e/	Ten /ten/, bet /bet/	It is a front vowel between cardinal vowel /e/ and /ɜ/. The lips are slightly spread.
/æ/	Tan /tæn/, lack /læk/	/æ/ is front, but not quite as open as cardinal vowel /a/. The lips are slightly spread.
/ʌ/	nut /nʌt/, but /bʌt/	It is a central vowel, more open than the open-mid tongue height. The lip position is neutral.
/ɒ/	lock /lɒk/, lost /lɒst/	/ɒ/ not quite fully back, and between open-mid and

⁴³Handbook of The International Phonetic Association: A Guide to Use of The International Phonetic Alphabet, (Cambridge: Cambridge University Press, 1999), p.6

⁴⁴Roach, *English Phonetics and Phonology: A practical course (fourth edition)*, (New York: Cambridge University Press, 2009), p.18

		open in tongue height. The lips are slightly rounded.
/ʊ/	pull /pʊl/, look /lʊk/	/ʊ/ is more open and nearer to central. The lips are rounded.

b. Long Vowel

Long vowel sounds are pronounced a bit longer than the short vowels. (/ɪ:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/).

Table 2.2:

Long vowel phoneme

Phoneme	Example	Description
/ɪ:/	lead /li:d/, feel /fi:l/	It is more close and front than the short vowel /ɪ/. The tongue shape is not much different from cardinal vowel /ɪ/, the lips are not slightly spread
/u:/	pool /pu:l/, cooed /ku:d/	It is not very different from cardinal vowel /u/, but it is not quite so back nor so close, and the lips are only moderately rounded.
/ɜ:/	burn /bɜ:n/, heard /hɜ:d/	/ɜ:/ is a central vowel. The lip position is neutral.
/ɔ:/	cord /kɔ:d/, ward /wɔ:d/	It's sound almost fully back and has quite strong lip-rounding. The tongue height for this vowel is between cardinal vowel /ɔ/

		and /o/.
/ɑ:/	barn /bɑ:n/, hard /hɑ:d/	/ɑ:/ is an open vowel in the region of cardinal vowel /ɑ/, but not as back as this. The lip position is neutral.

2) Consonant

According to Delahunty and Garvey Consonant is the sound produced by entirely or almost entirely stopping the air-stream coming from the lung.⁴⁵ Consonant sounds characterized by an articulation with a closure or narrowing of the vocal tract such that a complete or partial blockage of the flow of air is produced. There were 24 consonant phonemes. Here is the table of consonant and the example :⁴⁶

Table 2.3:
Consonant phoneme

Sound	Example	Sound	Example
/b/	<u>B</u> ed, ab <u>o</u> ut	/t/	<u>T</u> alk, las <u>t</u>
/d/	<u>D</u> o, s <u>i</u> de	/v/	<u>V</u> ery, li <u>v</u> e
/f/	<u>F</u> ill, saf <u>e</u>	/w/	<u>W</u> in, sw <u>i</u> m
/g/	<u>G</u> ood, bi <u>g</u>	/z/	<u>Z</u> oo, lov <u>e</u> s
/h/	<u>H</u> at, beh <u>i</u> nd	/ʃ/	<u>S</u> hip, pu <u>s</u> h
/j/	<u>Y</u> es, <u>y</u> ou	/ʒ/	Meas <u>u</u> re, usu <u>a</u> l
/k/	<u>C</u> at, we <u>e</u> k	/ŋ/	S <u>i</u> ng, hop <u>i</u> ng
/l/	<u>L</u> ose, all <u>o</u> w	/tʃ/	<u>C</u> heap, cat <u>ch</u>

⁴⁵ Delahunty, and Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.91

⁴⁶Penny Ur, *A Course in Language Teaching: Practice and theory*, (Cambridge: Cambridge University Press, 1999), p.16

/m/	<u>M</u> e, l <u>a</u> mp	/ə/	<u>T</u> hin, b <u>a</u> th
/n/	<u>N</u> o, <u>a</u> ny	/ð/	<u>T</u> hen, o <u>th</u> er
/p/	<u>P</u> ut, st <u>o</u> p	/dʒ/	<u>J</u> une, a <u>g</u> e
/r/	<u>R</u> un, a <u>r</u> ound	/s/	<u>S</u> oon, u <u>s</u>

3) Diphthong

“A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowel.”⁴⁷ The sound of diphthongs are: /ɪə/, /eə/, /ʊə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /oʊ/. The example :

- /ɪə/ : real /rɪəl/, fear /fɪə/, nearer /nɪərə/
- /eə/ : rarely /reəli/, wary /weəri/
- /ʊə/ : poor /pʊə/, surely /ʃʊəli/, cure /kjʊə/
- /eɪ/ : late /leɪt/, fail /feɪl/, trade /treɪd/
- /ɔɪ/ : boy /bɔɪ/, oil /ɔɪl/, noise /nɔɪz/
- /aɪ/ : white /waɪt/, like /laɪk/, file /faɪl/
- /əʊ/ : low /ləʊ/, coal /kəʊl/, so /səʊ/
- /aʊ/ : loud /laʊd/, now /naʊ/, towns /taʊnz/
- /oʊ/ : go /ɡoʊ/

Those are the kinds of segmental features. There are 6 short vowels and 5 long vowels, 24 consonants and 9 diphthongs include in English Segmental Features. In addition, this research analysed the students’ pronunciation error in producing consonant phonemes such as /v/, /f/, /ð/, and /θ/.

⁴⁷J.D.O, Connor, *Better english Pronunciation*, (Cambridge: Cambridge University Press, 1967), p.84

b. Suprasegmental Features

Suprasegmental features are like the style used in words or sentences. There are four kind of suprasegmental features. That involves :

1. *Stress*

Paullate and Lilian said that stress refers to the amount of volume that given by the speaker in a particular sound, syllable, or word saying it.⁴⁸ For the example :

- Stress on frist syllable

Myself, Apple, Mother, and Paper

- Stress on second syllable

Around, Invite, Believe and Behind

- Stress on third syllable

Afternoon, Seventeen, and Overlook

2. *Intonation*

Intonation is the tune of what we say. According to Dale and Lilian intonation is the vocal feature which the pattern involve pitch and are responsible for the melody of the language.⁴⁹ For example, if someone is getting angry, he will speak in a high tone. But when someone being sad, he will speak in a low tone. The speakers frequently depend more on intonation patterns to convey their meaning then on the pronunciation of the individual vowels and consonants.

3. *Pause*

English is spoken in groups of words which are separated by pause. There are two kinds of pauses, a short

⁴⁸Paullate Dale, Lilian Poms, *English Pronunciation : Made Simple* (US: Longman, 2005), p.84

⁴⁹ *Ibid*, p.83

one and a final one. There are two kinds of pauses, a short one and a final one.

4. *Rhythm*

Rhythm defined as the beat of language. Dale and Lilián said rhythm is created by the strong stresses or beats in a sentence.⁵⁰ In English, rhythm is stress-timed. It means that all vowels in all stresses are pronounced almost equally. For example, “can you see the van?” the words *see* and *van* take primary stresses for special purposes. This means that the time between two primary stresses is the same.

4. Nature of Consonant

The phoneme which does not include a vowel and diphthong is called a consonant. As explained before, there are 24 consonant sounds. A consonant is the sound produced from the lungs by entirely or almost entirely stopping the air-stream.⁵¹ Then, Yoshida defined consonants as sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs.⁵² In conclusion, a consonant is the sound which is made by blocking air through the vocal tract.

Moreover, a consonant is classified into several categories, those are, voicing, manner of articulation, and place of articulation:⁵³

a. Voicing (voice and voiceless)

Sound may be voiced or unvoiced. A voiced sound occurs when the vocal chords in the larynx are vibrated. And it will not vibrate when we produce unvoiced sounds. According to Marla, a voiced sound is the voice when the vocal chord is

⁵⁰ *Ibid*

⁵¹ Delahunty, and Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.91

⁵² Yoshida, *Understanding and Teaching the Pronunciation of English*, (2005), p.21

⁵³ *Ibid*, p.34

stretched tight so that they vibrate during the pronunciation of a sound.⁵⁴ Meanwhile unvoiced or voiceless sound is the sound that produced without vibrated of the vocal chord.⁵⁵

Moreover, it easy to know whether is sound is voiced or not. We will feel the vibration in our throat, when we producing the voiced sound. To know it, we can put our finger on our throat. If the throat feels vibrating when produce the sound, it says as voiced. And for an unvoiced sound we don't feel it. Or we can also feel the voicing of sounds by put our fingers in our ears. It will hear louder, when we say a voiced sound. And it won't when we say unvoiced sounds.

For the example, we can the different sound of the sound /v/ and /f/. Which one is voiced and unvoiced. Try to produce the sound /f/ by putting the top teeth on the bottom lip, after that continue to produce the sound /v/. Hold the throat when we doing this. So, we will know the different of voiced and voiceless sounds.

Table 2.4:
Voiced and Unvoiced Sounds

Voiced Sounds	Unvoiced Sounds
/b/ = by	/p/ = pie
/m/ = my	/f/ = fie
/w/ = wet	/θ/ = thigh
/v/ = voice	/t/ = tie
/ð/ = thy	/s/ = sip
/d/ = die	
/n/ = night	

⁵⁴ *Ibid*

⁵⁵ *Ibid.*

/z/ = zip	
/l/ = lie	
/r/ = rye	

b. Place of Articulation

Place of articulation is the description of the place where the obstruction in the vocal tract takes place. It means as the area in the mouth in which the consonantal occurs. There are seven places of articulation which describe below:

1. Bilabial

There are three bilabial sounds in English: /b/, /p/, /m/. The sound /b/ and /m/ are voiced, and /p/ is voiceless. To produce bilabial sounds, it is characterized by touch both lips or almost touch.⁵⁶ The sounds /b/, /p/, /m/ articulated by touching at the upper lip and the lower lip. For the /b/, /p/ the soft palate is raised, that is, they are produced at the oral cavity only and so are defined as being oral, whereas /m/ is nasal, that is, it is produced with the soft palate being lowered which produces the air escape through the nose and mouth. The example of bilabial:

- /b/ = boat, beat, big, bag
- /p/ = pig, peat, pot, path
- /m/ = meat, mop, mat, mint

2. Alveolar

There are six alveolar consonants in English: /d/, /t/, /z/, /s/, /n/, /l/. Alveolar sounds made by raise or tuck of the tip tongue to the alveolar ridge.⁵⁷ The sounds of /t/ and

⁵⁶ *Ibid*, p.35

⁵⁷ C. Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.24

/s/ are voiceless and the rest /d/, /z/, /l/, /n/ are voiced. There is some speaker articulates this sounds by their tip tongue, and some speaker articulates with the blade of the tongue. Therefore, these sounds are actually described as being a piko-alveolar or laminal (depending on the part on the tongue which participates in the articulation). Example of alveolar:

- /d/ = dog, dip, day, deer
- /t/ = tin, tear, top, tank
- /z/ = zoo, zip, zeal, zone
- /s/ = song, sip, soap, seat
- /l/ = little, low, long, leaf
- /n/ = nice, nip, note, near

3. *Velar*

Velar sounds are produced with the back of the tongue against the soft palate.⁵⁸ They are actually called dorso-velar. There are three velar sounds in English: /g/, /k/, /ŋ/, the first one is voiceless, the last two are voiced. The last one is nasal. Example:

- /g/ = goat, girl, got
- /k/ = king, cot, caught, key
- /ŋ/ = hang, thing, singer

4. *Labiodental*

There are two labiodental sounds in English: /v/ and /f/. The first one is voiced, the second voiceless. In the production of these two consonants, the lower lip

⁵⁸ Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), p.49

articulates with the upper teeth, barely making a contact to each other.⁵⁹ Both are oral. Example:

- /v/ = vine, vault, vote
- /f/ = fine, fur, foot

5. *Dental*

Two dental sounds occur in English: /ð/ and /θ/. /ð/ is voiced and /θ/ is voiceless. Its' sound produced by placing the tip tongue between the teeth or behind.⁶⁰ In this case, the articulation implies a very soft contact between the two articulators. Example:

- /ð/ = the, this, that, thy
- /θ/ = think, thigh, though, thank

6. *Palatal*

There are six palatal sounds in English: /ʃ/, /ʒ/, /tʃ/, /dʒ/, /r/, and /j/. To articulate palatal sounds, the blade of the tongue is brought to the alveo-palatal area of the roof of the mouth.⁶¹ The example of these sounds are:

- /ʃ/ = ship, shape, sheep, shop
- /ʒ/ = genre, measure, leisure, seizure
- /tʃ/ = cheap, chair, Charles, chomp
- /dʒ/ = jeep, gesture, joust, jump
- /j/ = yes, yesterday, yawn.

⁵⁹ *Ibid*, p.50

⁶⁰ Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.24

⁶¹ Delahunty, and Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.94

7. Glottal

There is only one glottal sound in English, /h/. Glottal refers to the glottis, where this consonant is produced by the close contact of the vocal folds that produce friction. The sound is ordinarily produced as a voiceless vowel, but it functions as a consonant. We say that is actually produced as a vowel because in its articulation there is no obstruction in any of the resonators and thus can be paired with any other vowel. However, this consonant never functions as a vowel, whose main position is that of being central in the syllable. Example:

- /h/ = hot, hotel, hole, happy

In addition, this research identified the students' pronunciation error in producing consonant sounds which include in the categories of place articulation. Then, based on the sounds in place of articulation, this research limited to identify labiodental and dental sounds: /v/, /f/, /ð/ and /θ/.

c. Manner of Articulation

Manner of articulation means as the way the articulators are positioned in shaping the vocal tract, that is, the degree of constriction that the articulation represent.

1. Stops

A stop involves a complete closure of the articulators, preventing the escape of the air.⁶² After the closure, there is a release stage. English shows six oral stops (of which the first element in the couple is voiceless and the second voiced) /p/, /b/ (bilabial) /t/, /d/ (alveolar) and /k/, /g/ (velar). In the case of the oral stops, the escape can only be possible when the obstacle disappears, while for nasal ones the escapes is already taking place through the nose because the soft palate is kept in its lowered position.

⁶²C. Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.21

2. *Fricatives*

Fricatives are sounds produced with a close approximation between the articulators, which allows the air to escape with some friction and makes a hissing sounds.⁶³ The escaping air is turbulent and is called friction. The following consonants are fricative in English: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/. it is important to remember that frication does not mean a complete closure, so it is the next degree of constriction in the way articulators are set.

3. *Affricates*

Affricates are the sequences of stop plus fricative.⁶⁴ The articulators get together and then the release stage is done progressively (not suddenly, as in the case of stops), producing friction. The affricate sounds in English are /tʃ/, /dʒ/ (voiceless and voiced) in word such as church and Janet. Affricates must be considered a single consonant, despite the fact that an affricate implies the combination of two articulatory sequence.

4. *Nasals*

Nasal sounds happen when there is a complete obstruction at some point in the mouth so that the airflow escapes only through the nose.⁶⁵ We will consider nasal consonants as a articulation previously mentioned are actually oral sounds, where velic opening does not take place because the soft palate is raised. Nasals are /m/, /n/, /ŋ/ (bilabial, alveolar, and velar).

⁶³Roach, *English Phonetics and Phonology: A practical course (fourth edition)*, (New York: Cambridge University Press,2009), p.47

⁶⁴Yoshida, *Understanding and Teaching the Pronunciation of English*, (2005), p.36

⁶⁵Roach, *English Phonetics and Phonology: A practical course (fourth edition)*, (New York: Cambridge University Press,2009), p.56

5. *Liquids*

These are sounds that are pronounced very smoothly, like water flowing in a river. The air stream moves around the tongue in relatively unobstructed manner. The liquid sounds in English are /l/ and /r/.

6. *Glides*

A glide is like a very quick vowel. This is why they're sometimes called semivowels, which means "half-vowels." They sound like vowels, but they can function as consonants. The glides in English are /w/ (which sounds like a quick /uw/) and /j/ (which sounds like a quick /iy/).

5. Labiodental Sounds

Labiodental is the sound made by contact the top teeth with the bottom lip and forcing the air between the two to create the fricatives.⁶⁶ According to Carr labiodental is the sounds made by constructing between the lower lip and the upper teeth.⁶⁷ And Zsiga said the sounds of labiodental was produced when the lower lip make contact with the upper teeth.⁶⁸ In conclusion, Labiodental is a sounds produced at the bottom lip and top teeth.

⁶⁶Delahunty, Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.94

⁶⁷Carr, *English Phonetics and Phonology: An Introduction*, (West Sussex: Blackwell Publishing, 1999), p.38

⁶⁸C. Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.24

Picture 2.1:
Place of Articulation; Labiodental



Moreover, there are two sounds of Labiodental: /v/ and /f/. Here was the specification of Labiodental sounds:

Table 2.5:
Labiodental Sounds

Sound	Voicing	Manner of Articulation	Place of Articulation
/v/	<i>Voice</i> (Vibrate)	<i>Fricative</i> (the air escape with some friction)	<i>Labiodental</i> (upper teeth and lower lip)
/f/	<i>Voiceless</i> (Not Vibrate)	<i>Fricative</i> (the air escape with some friction)	<i>Labiodental</i> (upper teeth and lower lip)

The sound /v/ known as voiced labiodental fricative consonant. When we produce the sound /v/, the air will be released through the mouth and there will a hissing. Then, /v/ sound is a sound which produce a vibration on the vocal cord. This sound is articulated in the lower lip and upper teeth. The example of this sound is: *vacation* [veɪ'keɪʃn], *devil* [devl], and *love* [lʌv].

Moreover, similar as /v/ sound, the /f/ also known as labiodental fricative consonant. The manner to articulate this sound called as fricatives. It means that this sound produced by forcing the breath stream through a constriction formed by articulators in the vocal tract. The differences of /f/ and /v/ sounds are based on the vibration in the vocal tract. The sound /v/ produce with the vibration or it calls as voice sounds. But, when the sound /f/ is produced, it doesn't vibrate and it was called as voiceless sounds. The example of this sound is: *freedom* [fri:dəm], *suffix* [sʌfiks], *deaf* [def].

In conclusion, labiodental is a parts of place articulation. It means that this is the area in which the consonantal articulate. Labiodental is produced by stick the lower lip to the upper teeth. Then, the manner to articulate labiodental sounds /v/ and /f/ are similar. But there is the distinction of this two sounds: /v/ sound is produced by vibrating. And /f/ sound doesn't vibrate. And in this research, the researcher analyzed the students' error in pronouncing labiodental sounds. The researcher took the students' voice recording in pronouncing consonant sounds by giving them the pronunciation task about the sounds in labiodental and dental.

6. Dental Sounds

Dental or inter-dental is another part of place articulation besides labiodental. Dental sounds are produced at the upper teeth and bottom teeth by putting the tip of the tongue between them. There are two dental sounds: /ð/ and /θ/. According to Phillip Carr dental sounds are the sound in which there is a constriction between the tip tongue and the upper teeth.⁶⁹ Besides, Gerald said interdental or dental sounds articulated by forcing the air through and placing the tip tongue between the top and bottom teeth.⁷⁰ Then, Zsiga

⁶⁹Carr, *English Phonetics and Phonology: An Introduction*, (West Sussex: Blackwell Publishing, 1999), p.38

⁷⁰Delahunty, and Garvey, *The English Language from Sound to Sense*, (Indiana: Parlor Press, 2010), p.94

said dental sounds made by protruding the tip of the tongue between the teeth (interdental) or it can be produced by placing the tip tongue behind the teeth.⁷¹ In addition, every English speakers have their own style to make this sounds. They may make them interdental or keep the tongue behind the teeth.

Picture 2.2:

Dental or interdental sounds



Here was the specification of dental sounds /ð/ and /θ/:

Table 2.6:

Dental Sounds

Sound	Voicing	Manner of Articulation	Place of Articulation
/ð/	<i>Voice</i> (Vibrate)	<i>Fricative</i> (the air escape with some friction)	<i>Labiodental</i> (upper teeth and lower lip)
/θ/	<i>Voiceless</i> (Not Vibrate)	<i>Fricative</i> (the air escape with some friction)	<i>Labiodental</i> (upper teeth and lower lip)

⁷¹Zsiga, *The Sounds of Language: An Introduction to Phonetics and Phonology*, (West Sussex: Willey-Blackwell Publishing, 2013), p.24

7. Concept of Error

a. Distinction between error and mistake

Errors are not the same as mistakes. Green and Tanner state that a mistake is characterized as “a slip of the tongue”⁷²; that is, “the learner knows the correct form but has temporarily forgotten it”. They also added that “There are several reasons why learners may make mistakes; for example, they may be tired, or not concentrating. Learners can often catch and correct their own mistakes”. While Gass and Selinker give a contrasting definition of both errors and mistakes clarifying that “A mistake can be self-corrected, but an error cannot. Errors are “systematic,” i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner wouldn’t”.⁷³

b. Error Analysis

In learning process its undeniable that the students often make an error when learning second language. It is not easy to them to learn foreign language. Almost every language is difference. It can be different from the meaning, pronounce, and other features. For the example, English has different pronunciation to Indonesian. It can't be denied if the students pronounce English word as same as Indonesian. Therefore, it can be seen in the process acquisition of the target language inevitably they will make a mistake and error.

Moreover, students' error can be an important tool in the process of teaching and learning. By knowing the students' error, the teacher can evaluate and improve their teaching pronunciation. The way to analyze students'

⁷²Green, C., Tanner, R., *Tasks for Teacher Education: A Reflective Approach (Coursebook)*, (Longman, 1998), p.93

⁷³Gass, S., Selinker, L., *Second language acquisition: an introductory course. 3rd ed.* (New York: Routledge, 2008), p.98

error called as error analysis. According to Ellis Error analysis is the study of errors which provided a methodology for investigating learner language and second language acquisition.⁷⁴ Then, Brown said that error analysis is the study of learners' error in which its error can be observe, analyze, and classify to reveal something if the system operating within the learner.⁷⁵ So that, error analysis can be defined as the study of second or foreign language learning to analyze the errors produced by learners.

Furthermore, error analysis has two main goals, those are: 1) It describes the students' error, 2) and find out the explanation of these errors.⁷⁶ As seen before, its goal helps the teacher to understand the students' achievement of learning foreign language, and motivate the students to increase their skill while they are learning English pronunciation. Other than that, by identify the students caused of errors, the teacher may evaluate the process of learning second language. In addition, error analysis is useful for them to plan and develop the teaching materials.

c. Types of Error

Lenon describes some categories of students error in his research of learner language:⁷⁷

a) Linguistic category Taxonomy

Linguistic category taxonomy classifies error according to either or both the language components the error aspects. Language components include the

⁷⁴Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), p.48

⁷⁵H. Douglas Brown, *Principles of Language Learning and Teaching (5th Ed)*, (New York: Pearson Education, 2007), p.259

⁷⁶Anne Wheelock, *Phonological Difficulties Encountered by Italian Learners of English: An Error Analysis*, (USA: Hawai'i Pacific Univeristy), p.42

⁷⁷ Brown, *Principles of Language Learning and Teaching (5th Ed)*, (New York: Pearson Education, 2007), p.259

phonology, syntax and morphology, semantic and lexicon, and discourse.

b) Surface Strategy Taxonomy

Surface strategy taxonomy describes an error according to the structure of the target language components. Learner may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them. There are four categories of surface strategy taxonomy, those are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterances.⁷⁸ Any morpheme or word is a potential candidate for omission. In error pronunciation, usually the second language learners omit the structure phonemes of the morpheme or word. For example:

- *(omit a function word: preposition and article)*

“my father is a doctor” being “my father is doctor”

- *(Omit the phoneme structure in a word)*

The word “test” /test/ is pronounced as /tes/.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.⁷⁹ Language learners add one or more phoneme from the structure phoneme in words. For example”

⁷⁸ Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), p.56

⁷⁹ *Ibid*

- (*Add certain elements in a sentence*)
“He entered the classroom” being “he entered into the classroom”
- (*Add the phoneme structure in a word*)
The word “car” /ka:/ is pronounced as /ka:r/.

3. *Misformation*

Misformation errors are characterized by the use of the wrong form of the sounds or phoneme.⁸⁰ It is characterized by use the wrong form of elements in a morpheme or word. For example:

- (*Use the wrong form of the morpheme*)
“The dog ated the chicken”
- (*Use the wrong phoneme or sound in a word*)
The learners pronounced word “thin” /əin/ as /tin/.

4. *Misordering*

Misordering errors is defined as the incorrect placement if a morpheme or group of morphemes in an utterance.⁸¹ Misordering is characterized by the in correct placement or order of one more language element in a morpheme or word. For example:

- (*The incorrect placement of morpheme in utterance*)
“What dady is doing?”
- (*The incorrect placement of a sound or phoneme in a word*)
The word “ask” /a:sk/ is pronounced as /a:ks/.

⁸⁰ *Ibid*

⁸¹ *Ibid*

c) Comparative category Taxonomy

The classification of error in a comparative taxonomy is based on comparison the structure of the second language error and certain other types of constructions. In other word, this types classify the error based on the source of error. The comparison has yielded four major errors categories in this taxonomy, they are: Developmental errors, inter-lingual errors, ambiguous errors, and other errors.

d) Communicative Effect Category Taxonomy

The communicative effect classification deals with errors from the perspectives of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication and those that don't. This taxonomy classified into two types, global error and local error.

Moreover, Corder distinguish three types of error according to their systematicity.⁸²

a) Pre-systematic Error

This type of error occur when the students is unaware to the existence of a particular rule in the target language. These happened in random situation. The student do not know their error, they unable to correct their error, and also they cannot explain the mistaken rule used in the target language.

b) Systematic Error

This error occurred when the student has discovered a rule but it is the wrong one. It means that the student unable to correct their error, but they can explain the rule used in the target language.

⁸² *Ibid*

c) Postsystematic Error

This error occurred when the learner known the correct target language rule but used it inconsistently (makes a mistake) the learner could explain the target-language rule that was normally used.

Based on the types of error above, this research will analyze the type of students' error based on taxonomy theory, that are surface strategy taxonomy; omission, addition, misformation, and misordering.

8. The Causes of Students' Errors

After found out the types of students' errors, it will be better if the researcher find the source of students' error. Brown said by identified the source will be known how the learner's cognitive and affective process relate to the linguistic system.⁸³ So that, it will help the researcher especially to the teacher or educator in formulating an integrated strategy used in process of second language acquisition.

Moreover, Brown said that there are four major categories the sources of learner's errors, they are:⁸⁴

1. Inter-lingual transfer

Interlingual transfer is the error caused by the native language that the students has. Brown said this error is the interference of students' first language.⁸⁵ In learning new language, sometimes the target language which learnt by the student was different from their first language. The different features of the target language and first language build the difficulties to the students. As a result, the students produced the target language as similar as their first language. The

⁸³Brown, *Principles of Language Learning and Teaching (5th Ed)*, (New York: Pearson Education, 2007), p.263

⁸⁴*Ibid*

⁸⁵*Ibid*,

interference of first language was being the cause of error called interlingual error.

2. *Intra-lingual transfer*

Intralingual error is caused by the mutual interference of items in the target language. It means that interlingual occur due to the difficulty of the second or target language itself. In this causes, the students are unable to differentiate between the first language rules and the target language, and they have limited knowledge about the target language rules. So that, they made an error in producing second language.

Moreover, sometimes the students failed to understand and observe the rules in the target language. And they do not fully understand or make wrongly assumes about the rule distictions in the target language. Therefore, the interlingual is an error which caused by the target language itself, so the students made an error in producing and learning the second language.

3. *Context of learning*

Brown said that this source of error refers to the “context” in learning second language.⁸⁶ The second language students often make an error because of a faulty explanation from the structure or word in the textbook, modul, etc. Then, sometimes the students have wrong assumption to the teacher explanation. Richard called this source of error as “false concepts”, and Stenson termed as “induced errors”.⁸⁷ Moreover, in the situation of teaching learning procces, the method which presented by the teacher in explaining the material can lead the students make an error in understanding the target language. It can be the faulty of using a language items which presented to the students, or the teacher may provide incorect information about the target language. In

⁸⁶ Brown, *Principles of Language Learning and Teaching (5th Ed)*, (New York: Pearson Education, 2007), p.266

⁸⁷ *Ibid*

addition, the media used by the students also caused the problem in learning second language. The confusing presentation, word choice and structure language, in the textbook might lead the students to make faulty hypotheses about the language, so that the students have their wrong assumption to the textbook explanation.

4. *Communication strategy*

Brown said communication strategy refers to the output or productive skill.⁸⁸ It explained about the production strategies, how the student express the meaning, and how they deliver the message to the others. Moreover, in communicating with the others, sometimes the students have the problem to enhance the message across. This causes of error happened when the students are forced to express the target language with their limited linguistic understanding. In other words, communication strategy refers to the student's techniques to bridge the gap between their limited linguistic knowledge and their communication needs by using elements, which are not linguistically appropriate for the context. Typically, the students who have a problem in this strategy don't really care whether their grammar, pronunciation, and other language elements are right or wrong because they only focus to express the message to make other people understand about what they said.

Moreover, Taylor point out four sources of students' error, they may be:⁸⁹

1. *Psycholinguistic sources*

It concerns to the nature of the second language knowledge system and the difficulties learners have in using it in production.

⁸⁸ *Ibid*, p.132

⁸⁹ Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), p.57

2. *Sociolinguistic sources*

Sociolinguistic sources involve such matters as the learners' ability to adjust their language in accordance with the social context.

3. *Epistemic sources*

It concerns the learners' lack of world knowledge.

4. *Discourse sources*

Discourse sources involve problems in the organization of information into a coherent 'text'.

Meanwhile, Richard distinguish three number of the error made by the students:⁹⁰

1. *Interference error*

It occurs as a result of the use of elements from one language while speaking another.

2. *Intralingual error*

It reflects the general characteristic of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

3. *Developmental error*

This error occurs when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

In conclusion, to know the students' causes in making error, the researcher used the theory of Brown, which told that there were four sources of students' error, that are interlingual transfer, intralingual transfer, context of learning, and communication strategy.

⁹⁰*Ibid*, p.58

B. Conceptual Framework

Pronunciation is one of the components in speaking. It is about the way someone say the sound of the language. To be a good speaker, students need to consider their pronunciation. If they lack in their pronunciation, it will build misunderstanding in their communication. In addition, this thesis identified student's error in pronouncing English consonant sounds and its causes.

Moreover, there are two features of English pronunciation: segmental features, and supra-segmental features. Segmental feature refers to the sound units which are arranged in a sequential. Segmental consist of vowel, consonant, and diphthong sounds. Then, supra-segmental feature is a speech features such as intonation, stress, and rhythm.

This research analyzed the students' error in pronouncing English consonant sounds. Consonant sounds are characterized by an articulation with a closure or narrowing of the vocal tract such that a complete or partial blockage of the flow of air is produced. There are 24 sounds of consonant, (/p/, /t/ /k/, /f/, /θ/, /s/, /ʃ/, /h/, /m/, /n/, /ŋ/, /tʃ/, /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /l/, /r/, /j/, /w/, /dʒ/).

Furthermore, consonant is classified to several categories those are, voicing, manner of articulation, and place of articulation. This research was limited to analyse the categories of consonant sounds in place articulation, labiodental and dental. Labiodental is place of articulation in which that sounds was produced by placing the lower lip at the upper teeth. There are two sounds of labiodental: /v/ and /f/. Besides, dental sound is articulated at the upper teeth and bottom teeth by putting the tip of the tongue between them. Or this sounds can be produced by placing the tip tongue behind the teeth. The dental sounds are /ð/ and /θ/.

This research found out the students' error in pronouncing English labiodental and dental sounds and identified the causes of the students' error. The theory of surface strategy taxonomy was used in this research to find out the types of the students' error. That are omission, addition, misformation, and misordering. And then, the

researcher used theory by Brown to identify the cause of the students' error, that are: interlingual, intralingual, context of learning, and communication strategy.

Furthermore, this researcher identified the students' error in pronouncing English consonant sounds at the eleventh grade students of IPS class Minhajuth Thullab Islamic Boarding School in the Academic Year 2021/2022.





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