

**AN ANALYSIS OF PHONOLOGICAL ERROR IN
THE PRONUNCIATION PRODUCED
BY STUDENTS OF SMKN 7
BANDAR LAMPUNG**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

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ABSTRACT

This research was conducted based on phenomena that occur in vocational high schools. Students have low pronunciation abilities. They experience difficulty in pronouncing English words in the segmental characteristics of English phonemes that contain consonants. Researcher pay attention to the consonants /v/, /θ/, /ð/, /ʃ/, /ʒ /, /ʒ/, /dʒ/. because these consonants do not exist in Indonesian so students are not familiar with these sounds. Therefore, this thesis discusses the analysis of errors in sound pronunciation produced by students at SMK N 7 Bandar Lampung. The aim of this research is to classify the types of errors made by students in pronouncing the consonant sounds, and to determine the location of sound errors in pronunciation.

This research was conducted based on qualitative descriptive analysis. The research subjects were female students at SMK N 7 Bandar Lampung, while the sample was class 12 majoring in marketing consisting of 13 students, taken using purposive sampling techniques. In collecting data, this research asked students to say several words that had been chosen by researchers based on words they often heard. Then the researcher made a transcription of the recording to analyze the errors in pronouncing the consonants. Then the researcher analyzed the student's pronunciation recording using Kenworthy's theory to find the form of sound error produced by the student. After analyzing student recordings, there were a total of 16 errors made by students. The most common mistakes made are is substitution.

The sixteen types of deviation include replacing [v] with [f], and [p], replacing [ð] with [d], [t], and [θ], replacing [θ] with [t], [d], and [th], replacement of [tʃ] with [c] and, [ʃ], replacement of [dʒ] with [j], [d], and [g], as well as replacement of [ʒ] with [j], [ʃ], and [dʒ]. Then, it can also be seen that there are certain sounds in English which cause a lot of pronunciation difficulties for students, so that many students still change the sounds of the words they pronounce.

Keywords: *Consonant, error analysis, phonological error, pronunciation,*

DECLARATION

I hereby declare that this thesis entitled, “*An Analysis of Phonological Error in the Pronunciation Produced by Students of SMKN 7 Bandar Lampung*” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 2023
Declared by,

A handwritten signature in black ink is written over a rectangular postage stamp. The stamp is pink and orange, featuring the Garuda Pancasila emblem and the text '5000' and 'METERAI TEMPEL'. The signature is stylized and overlaps the stamp's details.

Bela Rizqi Maryantika



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MOTTO

مِنَ الْمُؤْمِنِ يُلْدَعُ لَا قَالِ أَنَّهُ وَسَلَّمَ عَلَيْهِ اللَّهُ صَلَّى النَّبِيُّ عَنْ عَنَّهُ اللَّهُ رَضِيَ هُرَيْرَةَ أَبِي عَنْ
مَرَّتَيْنِ وَاحِدٍ جُحْرٍ

“ Believers will not fall into the same hole twice”
[Hadits Shahih Bukhari No. 2023]¹

¹ <https://www.inews.id/lifestyle/muslim/hadist-menuntut-ilmu-latin-arti-makna>

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from deep of my heart and great love, this thesis is dedication to:

1. My beloved Parents, Mr. Hermanto and Mrs. Mastutik who always loves and keep on praying every time for my life and success, motivate, educate, and give endless support and encouragement for all my choice. I am thankful for having you by my side, and this thesis is absolutely also yours.
2. My beloved brother Fakhri Raditiya Wicaksono who always give me love, support and praying everytime.
3. My big family, Keluarga Mislana and Keluarga Saibun who always support and pray for me.
4. All beloved lecturers, fellow classmates, and graduates of the department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluable contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.
5. All of my beloved friends especially PBI class G 2019, and my best friends who always helped and supported me while studying, I love u all.
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CURRICULUM VITAE

The name of the researcher is Bela Rizqi Maryantika. Her family and friends called her Bela or Tika. She was born in Hanakau Jaya, March 21th 2001. She is the first child of two children from her beloved parents Mr. Hermanto and Mrs. Mastutik. She has one brother, his name Fakhri Raditiya Wicaksono.

She started her study at TK. Yayasan PSMI and graduated in 2007. After that, she continued to SD YPPM and graduated in 2013. Then, she continued to SMP YPPM and graduated in 2016. Then, she continued to MAN 1 Lampung Tengah and graduated in 2019. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Majoring English Education.

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By the name of Allah Almighty, the Lord of the world, who has been giving the researcher his guidance, mercy, blessing, and health to complete this research. Shalawat and salam are forever for a noble character, the prophet Muhammad SAW, who has brought human beings from the darkness to the brightness. This thesis entitled “An Analysis of Phonological Error In The Pronunciation Produced By Students of Smkn 7 Bandar Lampung” is submitted as one of the necessary requirements for receiving the S-1 Degree in the English education department Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung. In this occasion, the researcher would like to express great thanks to:

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May Allah, the most gracious and the most merciful, always give His blessings and compassion for all muslims in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher truthfully expects criticisms and suggestions from the reader to enhance the quality of the thesis.

The Researcher,

Bela Rizqi Maryantika
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CHAPTER I INTRODUCTION

A. Title Confirmation

In accordance with Odden, pronunciation to the foundation areas of linguistics that deal with scientific study of the language structure, that is phonology. Furthermore, he mentions that different from other linguistics fields, language structure discussed in phonology is closely related to the study of sound structure in a language. Subsequently, in essence, phonology deals with two main things, phonemics, that is, the study of the distinctive sound units, and phonetics that mainly deals with speechsounds. It should be noticed that to the same extent as phonology, pronunciation, basically, also deals with sounds. The difference is that pronunciation does not concern with the phonemics, but it focuses mainly on phonetics as Brown explains that what language learners must understand about pronunciation.²

One of the ways in communication is speaking. The most important thing that should be noticed is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. However, speaking is neglected in EFL (English as a Foreign Language) settings throughout language history which led to negative effects on EFL teachers' and learners' attitudes⁴. The fact is that there is no speaking section in English proficiency test such as TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication) which is commonly used by Indonesian institution. This statement is strengthened³, "TOEIC only consist of reading, grammar, and listening sections.

² Nani Indrajani Tiono and Arlene Maria Yostanto," A Study of English Phonological Errors Produced by English Department Students", *English journal* 10, no. 1 (2008) : 79-112.

Students only focused on these skills and neglected their speaking skills.”

In learning English, pronunciation is one of the skills that must be mastered by English learners. As it is known that the main purpose of language is communication, so the use of language to communicate involving pronunciation should be central in all language teaching in the classroom

Pronunciation is a production skill that produces sounds to make communicative meanings. Students and teachers consider fluency is more important than accuracy. In the area of pronunciation, English language has different sounds from another language.³ In the area of pronunciation. These different sounds often become a common difficulty in pronouncing English. reasons mean that misunderstanding during a communication may happen if learners mispronounce the sounds. A bad pronunciation will automatically reflect the learner's quality in speaking. Meanwhile, when the learners speak with the correct pronunciation, it will be easy for them to build good public relations with the listeners. Therefore, if students have good pronunciation, they will know the importance of pronunciation to avoid misunderstanding.

If students' learners fail to facilitate their native language to foreign language; as a result, they pronounce some English sounds incorrectly. It can indicate that errors occur. The justification of error in analysing of language learning has been proposed. As stated by Corder, “Error analysis is the study of erroneous utterances produced by groups of learners”. Moreover, James also refines that “the definition of error as being an instance of language that is unintentionally deviant and is not self- corrigible by its author”. Thus, the error analysis is useful to determine where error occurs in language learning such as in pronunciation.

³ Ibid.

In reality, the ability when the student talked with someone, sometimes a teacher was made confused (doubt) because finding a variety of difficulties in determining the assessment of a variety of students (the difficulties commonly found when English was considered as a foreign language). Especially vocational high school students, they actually will use English as second language detail in work scopes. So it's be the first urgency for me to do this research.

Based on the terms in title confirmation, the researcher can emphasize that what is meant by the title "An Analysis of Phonological Error In The Pronunciation Produced By Students of SMK N 7 Bandar Lampung" is to analyze phonological error of vocational high school students in marketing major program.

B. Background of the Problem

Pronunciation English language can be categorized as a difficult language to master. This statement is strengthened by Vernick and Nesgoda who state that language learners may find difficulties in learning to speak English well because several spelling may be represented by a single sound. Different from Vernick and Nesgoda's opinion⁴. Lanteigne confirms that difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners.⁵

The essential precision of pronouncing words must be known by learners thus, they should try to imitate the articulation of foreign words well. Nowadays, both fluency and accuracy are necessary to have good pronunciation. During a conversation, pronunciation is important to avoid

⁴ Sejin, K "Teaching TOEFL listening to Korean college student using Mall (mobile assisted language learning) (Master's thesis). University of Oregon, Eugene, United States (2014)

⁵ Skale, S. Rethinking speaking skills in efl (English as a foreign language) settings. *Sino-US English Teaching*, (2012)9(4), 1100.11111

misunderstanding. When, the simplest words are misspoken, it will cause confusion to the interlocutors, expressed some reasons why pronunciation is important in speaking proficiency, which are (1) mispronunciation of the word or incorrect intonation leads misunderstanding in communication; (2) good pronunciation facilitates functional skills in communication competence that supports the speaker's credibility as a competent communicator; (3) articulating a standardized pronunciation gives a good impression to the listener wherein it affects the speaker's self-competence and the public relations between the speaker and the listener.

Those reasons mean that misunderstanding during a communication may happen if learners mispronounce the sounds. A bad pronunciation will automatically reflect the learner's quality in speaking. Meanwhile, when the learners speak with the correct pronunciation, it will be easy for them to build good public relations with the listeners. Therefore, if student's learners have good pronunciation, they would know the importance of pronunciation in order to avoid misunderstanding. student's learners fail to facilitate their native language to foreign language as a result they pronounce some English sounds incorrectly. It can indicate that errors occur.

In learning English, pronunciation is one of the skills that should be mastered by the 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. The learners L1 may affect them in learning English as their second or foreign language.⁶ One of the ways in communication is speaking. The most important thing that should be noticed is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of

⁶ J. C. Wells, "David Crystal, A First Dictionary of Linguistics and Phonetics. (Pp. 390. André Deutsch, London, (1980.)

communication.⁷

Pronunciation is one of the linguistics factors, but the pronunciation practice seems to have considerable attention both in teaching and learning because the pronunciation is an aspect that cannot be avoided in English. Therefore, it is necessary to determine the correct pronunciation in the EFL countries such as Indonesia, when they are graduated from the vocational high schools, they are expected to be proficient in English and professional in their fields, both those who go on to tertiary institutions and those who immediately work.

In the area of pronunciation, English language has different sounds from another language. These different sounds often become a common difficulty in pronouncing English. Lanteigne, confirms that difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners.⁸ It is one of the interlingual aspects of pronunciation errors. Moeliono and Dardjowidjojo give an example, in Indonesian language; English sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ], cannot be found.⁹ Therefore, pronunciation of English should be practiced by the students. This type of errors refers to the learners' tendency to pronounce the silent letters in words. Pronouncing the word *calm* as [kalm] instead of/ kam/ by EFL learners are among this category errors.

Based on researcher's preliminary study in SMK N 7 Bandar Lampung, the researcher done through interview with subject teacher about the students' pronunciation error, and the teacher give information that the students tend to make error in producing the English consonantal sounds which do not exist in Indonesian sound system. The researcher also asked the student of SMK N 7 Bandar Lampung to pronounce 12 words that

⁷ Ibid

⁸ Lanteigne, B. Common, persistent errors in English by Brazilian Portuguese Speakers. TEFL Web Journal (1).2006

⁹ Moeliono, A. M., & Dardjowidjojo, S. standar Indonesian grammar (3rd ed) Jakarta: Balai Pustaka. . (2003)

related only to the English consonantal sounds that do not exist in Indonesian phonetic system, the result was in line with the teacher's opinion, they tend to make errors in pronouncing the English consonantal sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. For example, in the word "think", they pronounced [tɪŋ] instead of [θɪŋk] and in the word "the", they said [de] instead of [ðe]. Researcher found that pronunciation errors are serious problem in English as foreign language because English sound system is different from Indonesian.

Pronunciation is an essential skill for mastering English language. However, there are still a lot of mispronouncing words made by the students. It encourages the researcher to make a research on it. Based on this fact, the researcher is interested in finding out the errors in pronouncing the English consonantal sounds which do not exist in Indonesian sound system made by the student of SMK N 7 Bandar Lampung.

C. Focus and Sub-focus of the Problem

As stated by the background above this study focuses to the deviation pronunciation produced by students SMKN 7 Bandar Lampung.

Sub focus of this study the researcher will analyze students consonantal sounds in phonetic [v], [θ], [ð], [ʒ], [dʒ], and [tʃ], and the pattern of those errors .

D. Formulation of the Problem

The formulation of the research as follows:

1. What is the deviations of pronunciation produced by the student SMK N 7 Bandar Lampung in pronouncing the English consonantal phonetics [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] ?
2. What is the most dominant pattern of phonological errors committed by the student SMKN 7 Bandar Lampung?

E. Objective of the Research

The researcher thought the objectives of the study are as follow:

1. To find out the deviations of pronunciation produced by the student SMK N 7 Bandar Lampung in pronouncing the

English consonantal phonetics [v], [θ], [ð], [ʒ], [dʒ], and [tʃ].

2. To find out the most dominant pattern of phonological errors committed by the students SMK N 7 Bandar Lampung.

F. Significance of the Research

1. Theoretical contribution

The researcher hopes this research gives contribution to development of Kenworthy's theory of phonological error and serve as reference for future phonological erroranalysis at UIN Raden Intan Lampung.

2. Practical contribution

a. For English teachers

Hopefully, this research gives contributions and help the teacher in increasing pronunciation and also to the development of teacher's language teaching activity.

b. For language learners

Research findings also expected to be positive and valuable information to students, especially for those who are concerned in the world of teaching and English as a foreignlanguage.

G. Relevant Studies

The relevance studies is intended as a review that aims to avoid any similarities from previous research and also to review the results of previous research and will be used as a research reference. Some of the studies found and related to this research include:

1. The first research was written by Mentari Dwi Susanti from Airlangga University entitled Phonological Error Analysis in the Pronunciation Produced by the English Department Students. The objective of this thesis is to find how the English Department students pronounce English speech sounds. he results of this study demonstrate that the respondents fail to identify some English consonants that

are supposed to be pronounced /v/, /θ/, /ð/, /ʃ/, /ʒ /, /ʒ/, /dʒ/, /l/, /t/, /w/, /d/, /p/. The problem of vowel sounds was resided such as i: /, /u: /, /ɔ: /, /ɑ: /, /ɪ/, /æ/, /ə/, /ɒ/, /eɪ/, /oʊ/. The biggest problem is the phonological errors when the respondents pronounce vowel sound substitutions in word-medial position.¹⁰

2. The next research was written by Shinta Nia Hartati Putri from Suska Riau Islamic State University entitled *An Analysis of Students' Phonological Errors In Pronouncing Lexical Items at Vocational high school 12 Pekanbaru*. This research was aimed to analysis of students' phonological errors in pronouncing lexical items. Furthermore, the researcher also wanted to formulate the problem into two research questions, how are students phonological errors in pronouncing lexical items at Vocational high school 12 Pekanbaru and What kind of error that eleventh grade students' at Vocational high school 12 Pekanbaru students do in pronouncing lexical items as reported by Data Analysis, The Researcher Found That The Students Pronunciation Ability of Lexical Items in Collocation and Phrasal Verbs at Vocational high school 12 Pekanbaru In Mean Score Is 16.406 (Good Category) from Excellent Score Is 25, With The Higher Score Is 19,5 and The Lowest is 14,5 and Students Error in Pronouncing Lexical Items of Vocational high school 12 Pekanbaru Are in Vowels and Voiced/Voiceless.¹¹
3. Meanwhile the last research was written by Muflihah Islamiyah from Indonesia University of Education entitled *Error Analysis on English Sound Produced by English*

¹⁰ Mentari Dwi Susanti, "Phonological Error Analysis in the Pronunciation Produced by the English Department Students" (Tesis, Universitas Airlangga, 2014), 12.

¹¹ Shinta Nia Hartati Putri, "An Analysis of Students' Phonological Errors In Pronouncing Lexical Items at Vocational highschool 12 Pekanbaru" (Tesis UIN Suska Riau, 2019), 7.

Learners The Influence of Transfer. This research is aimed at revealing and describing the errors in pronouncing English sounds made by the English learners because of the negative transfer from their first language (L1). Mix method was used in this study, it began with the qualitative one and then to know the percentage of each data, quantitative one was applied. The data were got from the recording of speaking activities and interview and then it was transcribed into broad transcription. The results of this study revealed that most of the students made some errors in pronouncing English sounds which they cannot found in their first language such as

/æ/, /ʃ/, /θ/, /ð/, /ʒ/. The result is hoped to be able to give some input to the English teacher and lecturer on the common errors made by the students in pronouncing English sounds and lead them to improve their teaching methods in order to help their students in pronouncing new sounds found in the target language.¹²

From several previous studies that have been read by researcher, there are some similarities and differences between the research that has been done and the research that is being carried out. This study focuses on English consonantal phonetics [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. this is the novelty from this study and others.

H. Research Method

1. Research Design

In accordance with Sugiyono, the research method is fundamentally a scientific approach to data collection with defined aims and uses.¹³ The data is revealed to have been created and proved to be genuine, allowing it to be

¹² Muflihah Islamiyah, "Error Analysis on English Sound Produced by English Learners" (Tesis Universitas Indonesia, 2010), 4

¹³ Sugiyono. "metode penelitian kualitatif"
.Bandung: Alfabeta, 2021

used to grasp, solve, and predict educational problems.

The qualitative descriptive research approach was applied in this study. as claimed by Creswell, qualitative method is a systematic subjective approach used to describe life experiences and give them meaning.¹⁴ Then qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem.¹⁵ The process of research involves emerging questions and procedures; collecting data in the participants setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data.

Due to the explanation above, by using this qualitative research, the researcher can analyze the phonological error produced by students SMK N 7 Bandar Lampung.

2. Population and Sample

The researcher observed twelve grade vocational high school marketing major students of SMK N 7 Bandar Lampung as the population of the study. The researcher selected twelve grade vocational high school marketing major students of SMK N 7 Bandar Lampung as the population of the study because they were expected to have better correct English pronunciation, when they graduate from vocational schools and continue to higher levels both at university level and in their respective worlds of work. Moreover, they have passed English oral examination. The researcher perceived that they have obtained knowledge

¹⁴ Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education Ltd., 2008.

¹⁵ . Hammarberg, M. Kirkman, and S. de Lacey, "Qualitative research methods: when to use them and how to judge them", *Human Reproduction* 31, no. 3 (2016): 498–501, doi:10.1093/humrep/dev334.

about the English sounds phonetically.

Table 1. 1 Distribution of the Population

No	Class	Number of Students
1	Marketing	30
Total		30

Table 1. 2 Sample of Study

School	Class	Students	Sample	Percentage
SMKN 7 of Bandar Lampung	Marketing	30	13	30%
Total 13				

The sample from this study used purposive sampling. Strategy was used by the author to focus the study's population.¹⁶ as claimed by Arikunto, purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken as stated by the specific purpose. Purposive sampling is where a researcher selects a sample based on the needs about the study.¹⁷ Participants are selected entrenched the needs of the study. In this study, the researcher takes some of the twelve grade of students marketing major in order to make the data more valid. Therefore, the researcher interested in investigating the twelve grade of students marketing major

¹⁶ Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2009.

¹⁷ Ma. Dolores C. Tongco, "Purposive Sampling as a Tool for Informant Selection", *A Journal of Plants, People and Applied Research*, no. 5 (2007), 147-158.

by distributing the documentation and interview. This method was appropriate for this study since the sample will be chosen by justifying students' pronunciation errors.

In this study, there are 13 students who will be the respondents. The criteria for respondents are following:

- a. They are twelve grade marketing major student program of SMK N 7 BandarLampung
- b. They have Indonesian as their mother tongue
- c. they have passed the English oral exam and have better grades than others.

3. Instrument

In every research, a tool is needed that is used to dissect the problems contained in the research, the tool called the research instrument. In agreement with Wilkinson and Birmingham, research instrument is simply device for obtaining information relevant to the research project. Various kinds of instruments such as documentation, interview list, observation checklist or field notes, etc.

This researcher used audio documentation of student pronunciation recordings and interviews as data collection techniques. This type of documentation is a pronunciation task, 30 words have been provided (see appendix 3) containing the 6 consonants [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. for students to read and pronounce and their utterances are recorded. Then the results of the student recordings are transcribed for analysis.

The following is a transcript of the researcher's analysis in examining students' pronunciation.

The deviation[v], [θ], [ð], [ʒ], [dʒ], and [tʃ]				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				

4. Trustworthiness of the Data

In this research, the researcher use “Triangulation” technique to validate the data. Beside, it is important to note that qualitative analysis relies heavily on a process of triangulation.

In this qualitative applied various methodologies for keeping validity of data in order to have more accurate results. The qualitative validity means that researcher was checking all the accuracy that find by employing certain procedure.¹⁸ In this case, triangulation is the process to increase the validity in various view points, approach or method. Triangulation also assist for eliminating bias then can identify some errors or inconsistencies in studies. As stated by Gary and Nancy assumed that a triangulation utilize the multiple data sources, data collection approach then some theories for validating the result findings.

In this research, the researcher used investigator triangulation, to check validity of the data. The source of the data referred to the students' phonological error that would be used in the research. The data will be checked by asking

¹⁸ David Wilkinson and Peter Birmingham, *Using Research Instruments A Guide for Researchers*, 1 ed. (London: British Library Cataloguing in Publication Data, 2003), 52.

the expert. Thus, the researcher ask Mr.Susanto, S.S.,M.Hum.,M.A.,Ph.D. To beinvestigator or validator this research.

5. Techniques of Data Collection

This study will be conducted using qualitative approach in which source of data from the phonetic transcription of the recorded pronunciation of observed twelve grade vocational high school students of SMK N 7 Bandar Lampung. In collecting the data, the writer will be conductedsome steps as follows:

a. Documentation

Documentation is qualitative research technique used by researchers. Documentation is the combining collection of the data. Documentation that is the researcher get from process of observation, interviews, field notes and file from school. In this study, the researcher know of consisting of teaching and learning speaking activities.

To obtain the accurate data, the researcher have some interviews with the respondents who applicable to this study. There be 13 of twelve grade vocational high school marketing major students of SMK N 7 Bandar Lampung. They have passed the English oral exam therefore they are expected to have correct pronunciation.

b. Asking the respondents to pronounce the English words

The researcher appointed thirteen students majoring in marketing at SMK N 7 Bandar Lampung to pronounce several English sounds. Each student was given about one minute to say several sentences that the researcher had given. Researcher collect data on individuals' voices by asking them to say a list of words. Students be asked to read 30 consonant words taken from random simple words that they often hear. Researchers chose these words because they are easy to test on students. because the aim of this research is what

the students think the sentences sound like and how they pronounce them correctly, after that the researcher recorded each sound from the students.

c. Recording the pronunciation of the students

This section would have been recorded as the speech production of the students that became analyzing further through a voice recorder.

6. Techniques of Data Analysis

The next step that the researcher should be taken is the analysis of the data. After the pronunciation test pronounced by the students, the result of the test was submitted. According to Ellis¹⁹, the procedures for error analysis are as follow:

a. Identifying the errors.

After collecting the data which we needed, the first step the researcher listened to students' recording carefully, then transcribed and identified the recording in order to correct justification, the researcher compared between standard phonetics transcription and students' actual transcription by using Oxford Advanced Learners' Dictionary software. This software helped her ensure the English sound that is standardized.

b. Describing the errors

Once all the errors have been identified, the errors were described and classified which indicated as phonological errors based on phonological errors pattern provided by Kenworthy (1987).²⁰ They are the six English consonantal sounds that do not exist in Indonesian phonetic systems.

¹⁹ Ellis, R., G. *Analyzing learner language*. Oxford, UK:Oxford University Press. . (2005)

²⁰ Garry Anderson & Nancy Arsenalt, *Fundamental Of the Educational Research*, (London: Falmer Press, 2005),190.

c. Find the errors

The researcher gathered the number of errors based on Kenworthy (1987) theory and find the biggest phonological errors pattern as the result that each respondent has produced English vowel and consonant sound incorrectly through segmental collected data analysis.²¹

d. Error evaluation

The writer concluded the causes of why the respondents mispronounce the words by conducting the analysis questionnaire. Furthermore, the last step in error analysis is to evaluate and to draw a conclusion on the gathered results. In this step, the different errors are being weighed in order to distinguish which error should get more attention and be taught in class.

I. Systematic Discussion

The discussion of this research would be organized into three related chapters. These are the systematic discussion as follows:

Chapter I : Introduction, the first chapter of the discussion at it contains an explanation of the title confirmation, background of the problem, focus and sub focus of the research, formulation of the problem, objective of the research, significance of the research, relevance studies, research method, and systematic discussion.

Chapter II : Literature review, a discussion chapter on theoretical studies that aims to analyze research, which includes an explanation of pronunciation, phonological error and the comparison of Indonesian and English sounds.

²¹ Ibid., 139.

Chapter III : a description of the research object, the chapter that discusses the general description of the object and the presentation of the facts and research data. Discuss the profile of SMK N 7 BandarLampung.

Chapter IV : contains research findings on how the researcher found the object under study and a discussion of the research.

Chapter V : In this chapter there are conclusions and recommendations from this thesis.

CHAPTER II

LITERATURE REVIEW

A. Linguistics

Linguistics, or linguistics in Indonesian, is the study of linguistics which includes analyzes of various linguistic elements such as form, meaning and context. A linguist or language expert is a term for people who are experts and study the scientific field of that language (linguistics).

In general, linguistic studies do not only examine one type of language but the characteristics of language as a whole and are universal. That's why the study of linguistics itself has many field specifications and sub-derivatives that specialize in studying language elements more deeply.

as reported by Adrian Akmajian, Richard Demerts, Ann Farmer, and Robert Harnish ” What is linguistics, then? Fundamentally, the field is concerned with the nature of language and (linguistic) communication.”²²

Appropriate to the types of its own branches, linguistics is divided into two: macrolinguistics and microlinguistics. Macrolinguistics studies linguistics in general where the study includes the influences of language on other scientific fields, various developments and their implications for humans.

Meanwhile, microlinguistics examines the nature of language naturally as a cultural product that includes various elements in a language. It is within microlinguistics that the study of English lies.

Microlinguistics examines the internal structure of a particular language seen within the scope of universal language. Some of his studies include areas such as phonology and

²² Adrian Akmajian, Richard Demerts, Ann Farmer, and Robert Harnish, *LINGUISTICS An Introduction to Language and Communication*, 1ed. (London, England: The MIT Press, 2010), 410.

phonetics, morphology, semantics, pragmatics, syntax, and lexicology.

1. Phonology and Phonetics

Phonology and Phonetics is one of the studies of linguistics that discusses how sounds or sounds as linguistic elements can be formed. Phonology discusses how these sounds in the abstract can be poured into a linguistic form, while Phonetics studies how naturally a sound can be formed through human organs and symbolizes it in an alphabetic structure.

2. Morphology

The study of Morphology examines a higher linguistic element, namely words. Morphology studies how the sound elements arranged in alphabetical order form larger linguistic units so that they are arranged into a new element that has a meaning.

3. Semantics

If morphology studies words, then semantics studies meaning. Words arranged in such a way form a separate meaning when combined with various other linguistic elements (such as punctuation). Morphology also examines how the word forms larger linguistic units such as phrases, clauses or sentences.

4. Pragmatics

In the study of Pragmatic studies, the meanings that have been formed by these wordings will be studied based on each context. The language that represents the communication system among humans sometimes has a double or hidden meaning in it. It is in this study that these meanings are studied.

5. Syntax

In this study, language structures are discussed in depth. In compiling the linguistic units discussed above, we do not only look at the effectiveness of the meaning that can be formed, but there are certain rules where words, phrases, clauses and sentences must be arranged according to predetermined rules and linguistic structures.

This is where these rules, including word order and grammar, are studied scientifically.

6. Lexicology

If syntax regulates the pattern of combinations of language units in linguistic structures and rules, then lexicology regulates the pattern of linguistic units in the study of their meaning. Lexicology studies examine how language units need to be combined in such a way that the meaning to be conveyed can be achieved.

B. Error Analysis

Error analysis (EA) is an applied linguistics of foreign language (FL) or second language (SL).²³ Three are some theorists who have defined error analysis. Error analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language.²³ It also supported by Corder who argues that "the making of errors as a device the learner uses in order to learn and the making of errors then is a strategy employed both by children acquiring their mother tongue and by those learning a second language". Similarly, Corder defines that "Error analysis is the study of erroneous utterances produced by groups of learners". Order clarifies important purposes from learner errors in three ways:

- a. They serve a pedagogic purpose by showing teachers what learners have learned and what they have not yet mastered.
- b. they serve a research purpose by providing evidence about how languages are learned.
- c. they serve a learning purpose by acting as devices by which learners can discover the rules of the target language.

In other words, Error analysis tends to notice learners' errors as the product of learning process. From these errors, it

²³ James, C, *Error in Language Learning and Use: Exploring Error Analysis*, (New York: Addison Wesley Longman, 1998), pp. 2-1391.

represents what their inexpert knowledge is. When learners undergo a learning process, the rules of target language could be found as a learning purpose. Although the target language is not reached perfectly, these errors will emerge as product of learning.

A key finding of EA has been that many learner errors were produced by learners misunderstanding the rules of the new language; it focuses on the errors learners.²⁴

In addition, error analysis EA provides a methodology for investigating a learner's language. For this reason EA constitutes an appropriate starting point for the study of learner language and L2 acquisition. EA research is of use in this investigation as it provides the following guideline to be used in the study of errors:

- a. Collection of a sample of learner language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Evaluation of errors

According to Yiing :

“An EA focuses on the errors that students make. This can provide a significant understanding into how a language is actually learned by the students. Teachers should be well aware of the fact that the majority of their students have difficulties in producing certain English sounds. The possible solutions in preventing students from making errors repeatedly should be considered”.

As mentioned, error analysis is the fact that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. The purpose is to show some problems faced by the students. It is a key to understand the process of foreign language

²⁴ Savile-Troike, *The linguistics of Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006), 37

acquisition. Therefore, EA is the best tool for describing and explaining errors made by speakers of other languages.

From the definitions above, it can be concluded that Error Analysis is a technique which for observing, analyzing, classifying the errors detected into a category, after that those errors can be identified where they are probably occurs and what factor cause them.

1. Error and mistake

“Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self- corrected. While mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge”.

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. Another supporting theorist, James emphasizes that a mistake is either intentionally or unintentionally deviant or self-correctible. It means that the learners know the system but they fail to operate it. However, another perspective advocates that mistakes are performance phenomenon and are, of course, regular features of native-speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity. It means that mistake occurs when learners of foreign language fail to identify the features of language learning in their performance.

Compared to a mistake, an error is a noticeable deviation from the adult grammar of a native speaker and it reflects the competence of the learner correctly also refines that “the definition of error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. Meanwhile, the learners system is incorrect because the errors are the result of ones systematic competence.

Error is involved in learners competence. consents

that “an error in this sense takes place when the deviation arises as a result of lack of knowledge. It can be seen that mistake and error are difficult to be differentiated even though the researcher can conclude whether its phenomenon is a mistake or an error through justification of learners performance or learners competence.

Therefore, the learners cannot be self-corrected because it is reflected in their performance. The deviation is pointed out to the learners and the constructing of self-corrected will be reflected in their competence afterwards. This is called as error. reinforces that the errors a learner makes are attributable to the mother tongue, that learners do not actually make all the errors and that learners from disparate language backgrounds tend to make similar errors in learning one target language. Their mother tongue could also be attributed to the effects of transfer from the mother tongue on target language. As making error, learners language background is significant source that has impacts in learners error. This notion will be allocated in the sources of error in the forthcoming section.

2. Sources of error

Some publications have underlined the sources of error. This knowledge is utilized as consideration to classify where errors is derived. proposes four possible sources of learners errors. They are:

- a. interlingual transfer
- b. intralingual transfer
- c. context of learning
- d. communication strategies.

Brown attributes that the beginning stages of learning a second language are especially vulnerable to interlingual transfer from native speaker or interference. When learners acquire their second language (L2) or foreign language (FL), their mother tongue will facilitate their achievement toward L2. It means that errors can be detected

when they utter FL but they still utilize mother tongue system in transferring. Another source that aids to reveal learners' errors is intralingual transfer. According to Brown, interference is incorrectly transferred or incorrectly associated with an item to be learned that is effects of the native language on the target the second) language. Brown also denotes that "It is now clear that intralingual transfer within target language itself is a major factor in second language learning". This can be meaningful that intralingual transfer is involved to target language.

Further, the difference between intralingual and interlingual transfer lies on mother tongue. In this phase, there is overgeneralization that is undertaken as negative transfer. Brown grants the perspectives about overgeneralization as the acting of second language learner that emerges during the target language when learners generalize a particular rule or item in the second language. A further instance of this case is overgeneralizing regular past tense endings (walked, opened) and this persistent to apply in all past tense forms (goed, flied). This fact of overgeneralization is committed by learners of English from almost some native language background. The third phase of error sources is context of learning.

Brown convinces context of learning can trigger effect of errors in language learning. According to him, Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. It means that it commonly occurs whether teachers and materials will be enormous problem to the learners error. Brown reveals the frequency of errors making is caused by misunderstanding teacher explanation, the wrongness of structure or word from textbook and the stress of drilling materials without comprehension. Context of learning incorporates communication strategies that learners undergo to comprehend the new knowledge.

The last of error sources is communication strategies. Brown perceives the techniques and production strategies that learners involve to comprehend the new knowledge. They are implied as sources of error in language learning to review about the sources of error that is acknowledged by Brown. They have crucial influence toward learners in learning second language whether their achievement will be great outcomes or not. This theory will be formulated to obtain the sources of error in pronunciation error that is analysed in this study.

Phonological error is the error related to pronunciation, e.g. in a word like "river" the last

"r" should not be pronounced fully. According to James Mispronunciations are errors in encoding at the productive phonological level when speaking an FL. Baars also defines the involving of phonological errors is where one or more words are mispronounced. Mispronunciation shows that the learners mispronounce particular phonemes.

Furthermore, Keshavarz also shows that there are four major categories in phonological errors. They are:

- a. Lack of certain L2 phonemes in the learners L1
- b. Differences in syllable structures in L1 and L2
- c. Spelling Pronunciation of words
- d. The problem of silent letters.

In other words, four major categories in phonological errors by Keshavarz have four characteristics. Primarily, the differences between L1 and L2 phonemes cause students' error phonologically. Moreover, there is negative transfer from L1 into L2 that can make crucial problem in phonological error. It also provides differences in syllables from L1 into L2 that make second identifying problem in phonological error. Spelling refers to writing production which relates to misspelling than mispronunciation. At last, silent letters could be difficult for students to mispronounce because they sometimes pronounce this silent letter. The fact that is lack of competence in their knowledge of English sound. This also

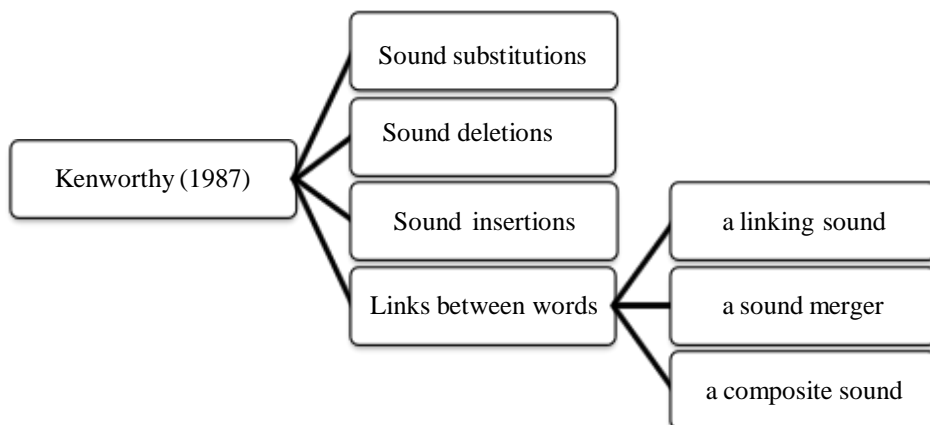
causes a problem in pronunciation.

3. Type of Phonological Error

Another phonological error which is deeper to analyze in this study that is proposed by Kenworthy. As the writer mentioned before, the analysing of phonological errors can deliver this study from Kenworthy.

This study would be utilized Kenworthy's theory that analyzes phonological error. The following figure is the summary of phonological error proposed by Kenworthy:

Figure 2. 1 Phonological error proposed Kenworthy



Kenworthy J. (1987, pp. 17-20) investigated when learners receive a new sounds, they have own strategies to imitate the sounds. Nevertheless, the use of learners' strategies can create negative because several strategies will lead to problems than to success. Moreover, Kenworthy (1987) specified seven evidences of learner pronunciation strategies which can lead to intelligibility problems, as follow:

a. **Sound substitutions**

Kenworthy assumed the substitution of one

sound to another sound that create difficulties for listener to understand.

This is a strategy that helps develop students' phonemic awareness, which is part of phonological awareness. Phoneme substitution involves having students manipulate spoken words by substituting certain phonemes for others. Phoneme substitution tasks take place orally without the written word. For example:

The substitutions are where the vowel /a/ as in „part“ for /ɔ/ („caw“) when pronouncing the word „corps“ created a potential source of unintelligibility and many speakers whose native languages do not have the „th“ or /θ/ sound as in „thick“ will substitute the sound „s“ or /s/ as in „sick“ for it . Kenworthy J. Other example are:

Table 2.1 Sound Substitutions

Positions	Words	Standard Phonetics Transcription		Students' Actual Pronunciation
		British	American	
Initial	thatch	[θæʃ]	[θæʃ]	[tets]
	theatre	[θiətər]	[θi:ətər]	[t ^h eatə]
Medial	cathedral	[kəθi:drəl]	[kəθi:drəl]	[katedral]
	lethally	[li:θli]	[li:θli]	[letəli]
Final	footpath	[fʊtpɑ:θ]	[fʊtpæθ]	[fʊtpef]
	athlete	[æθli:t]	[æθli:t]	[æt ^h li:t]

The sound substitution is beneficial to analysis the pronunciation error because the substituted of sound can be noticed through the way they are speaking.

b. **Sound deletions**

Kenworthy J. revealed that deletion becomes another problem intelligibility that causes error in learners' pronunciation. Deletion occurs when the speaker leaves out a sound. Kenworthy also explained the deleted sounds often appear at the beginning,

middle, or end of consonant and it would be deleted in one or two of the consonants in a group or cluster. Further examples of this are as follows.

Table 2. 2 Sound Deletions

Positions	Words	Standard Phonetics Transcription		Students' Actual Pronunciation
		British	American	
Initial	resume	[rezjumeɪ]	[rezəmeɪ]	[resum]
	thou	[ðəʊ]	[ðəʊ]	[do]
Medial	machete	[məʃeti]	[məʃeti]	[mesət]
	cappuccino	[kæpuʃi:nəʊ]	[kæpuʃi:nou]	[kæpucino]
Final	lounge	[laʊndʒ]	[laʊndʒ]	[lan]
	premiere	[premiəɹ]	[prɪmjɪr]	[premier]

For above example, the word **resume** is often pronounced for /resum/, and the final /eɪ/ in [rezjumeɪ] is deleted. This evidence said that sound deletion would be often found in the pronunciation by the speaker of other languages. Therefore, the sound deletion would be able to extend in analyzing of pronunciation error.

c. **Sound insertions**

The sound insertion is the way of non-native speakers adds sounds incorrectly Kenworthy J. Some of examples are acquired in the way of their utterances. They are:

Table 2. 3 Sound Insertions

Positions	Words	Standard Phonetics Transcription		Students' Actual Pronunciation
		British	American	
Initial	total	[təʊtl]	[toʊtl]	[totəl]
Medial	tortilla	[tɔ:ti:ə]	[tɔ:rti:ə]	[tori:la]

Final	a la carte	[ɑ:lɑ:kɑ:t]	[ɑ:lɑ:kɑ:rt]	[ʌlɑkɑ:rtɛ]
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From above example, it appears that some learners have difficulty in pronouncing syllable word. The word **total** is pronounced by adding one sound /ə/ short vowel the beginning of the word like /tətəl/. Consequently, those sound insertions are a characteristic of pronunciation error that enables language learners have difficulties in interpreting the sounds.

d. **Links between words**

There may be also problems at the borders of English words and word boundaries are „negotiated“ in certain ways: sometimes a linking sound is used; sometimes one sound merges with another; sometimes a composite sound is used (Kenworthy J.). The type of links is represented as follows:

1) A linking sound

The word „go in“ is often pronounced by adding the consonant /w/ as in „will“. The adding result of word is „going in“ like „go win“. Another example that leads linking sound is the word „the aim“ which is pronounced by inserting the consonant /j/ as in „yes“ between the two words.

2) A sound merger

The word „nice shoe“ is pronounced by merging the final consonant of „nice“ with the first consonant of „shoe“. Thus, „ny shoe“ is the result of sounds.

3) A composite sound

The word „this year“ is pronounced by composing /f/ between the two words as in „shoe“. Some English speakers speak the word „this year“ smoothly through composite sound. The sounds like become „the shear“. support this theory, they infer that composite sound is the same environment

in *coalescent assimilation*. According to them, “this process occurs most frequently in English when final alveolar consonants such as /s, z/ and /t,d/ or final alveolar consonant sequences such as /ts, dz/ are followed by initial palatal /y/”. Then, the environments are below.

Table 2. 4 The environments of coalescent assimilation

	Rule		Examples
/s/	+ /y/ □	/ʃ/	He“s coming <u>this</u> year.
/z/		/ʒ/	Does <u>your</u> mother know?
/t/		/tʃ/	Is that <u>your</u> dog?
/ts/		/tʃ/	He hates <u>your</u> hairdo
/d/		/dʒ/	Would <u>you</u> mind moving?

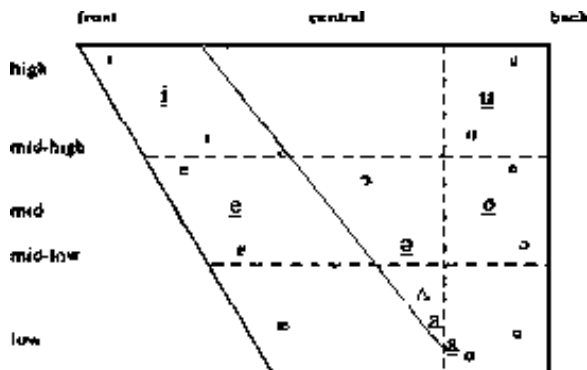
It can be seen that in some of the different ways of linking words, those differences ensure difficulties for listener whose mother tongue is not English to identify the phrases in an utterance – the words that belong together (Kenworthy J. ,). Thus, not only sounds of one word but also linking words can arise pronunciation error. The difficulties of pronouncing sound will lead to pronunciation error.

C. The Comparison of Indonesian and English Sounds

1. Vowel

Alwi et al., (2010, p. 57) claim the Indonesian vowel sounds are /a/, /i/, u/, /e/, /ə/, and /o/. This figure represents that Indonesian vowel sounds have two high vowel sounds (/i/ and /u/), three mid vowel sounds (/e/, /ə/, and /o/), and /a/ is as a low vowel sound. Whereas in the production of English vowel sounds, the articulators do not come very close together, and the passage of the airstream is relatively unobstructed. Then, the classifications that they derive are below.

Figure 2. 2 A Phonetic Chart of Indonesian and English Vowel



The quality of a vowel depends on some factors as the air passes through. They are (1) the position of the tongue (such as, the height of the body of the tongue and the front-back position of the tongue); (2) the degree of lip rounding.

a. The position of the tongue

The tongue which is fairly close to the roof of the mouth is called as front vowels. The vowel /i/ in heed is classified as high front vowel whereas the vowel /æ/ in had is classified as a low front vowel. Another classification is called mid-front vowels where the height of the tongue for the vowels in other words is between these two extremes. The vowel /ɨ/ in hid is a mid-high vowel and the vowel /e/ in head is a mid-low vowel. The back vowel where the tongue is close to the back surface of the vocal tract. The vowel /u/ in food is classified as high back vowel. The vowel /ɑ/ in father has low back vowel. The vowel /ʊ/ in good is a mid-high back vowel.

b. The degree of lip rounding

A movement of the lips in addition to the movement that occurs because of the lowering and raising of the jaw is called lip rounding. Vowels can be described as being rounded or unrounded. Vowels also

differ as to whether the lips are rounded or spread. The back vowels

/u/, /ʊ/, /o/, and /ɔ/ in boot, put, boat, and bore are the only rounded vowels in English. They are produced with pursed or rounded lips. The high front /i/ in cheese is unrounded, with the lips in the shape of a smile. The low vowel /a/ in the words bar, bah, and aha is the only (American) English back vowel that occurs without lip rounding.

2. Consonant

According to Ladefoged & Johson, consonants can be classified according to the place and manner of this obstruction. Meanwhile, Based on Alwi, the figure of Indonesian consonant sounds are as follows:

Figure 2. 3 A Phonetic Chart of of Indonesian and English Consonants

Manner of articulation	Voicing	Place of articulation							
		Bilabial	Labiodental	Dental	Dental/Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosives	Voicel ss	<u>p</u>			t			<u>k</u>	
	Voiced	<u>b</u>			<u>d</u>			<u>g</u>	ʔ
Affricate	Voicel ss						c		
	Voiced						ʃ		
Fricatives	Voicel ss		f	θ	<u>s</u>	ʃ ʧ	ç	<u>x</u>	<u>h</u>
	Voiced		v	ð	<u>z</u>	ʒ dʒ			
Nasals	Voiced	<u>m</u>			<u>n</u>		<u>ɲ</u>	<u>ŋ</u>	

Trill	Voiced				r			
Retroflex	Voiced				r		j	w
Lateral	Voiced				l			
					l			
Approximants	Voiced	w (w)					y	

Place of Articulation:

a. Bilabial

The articulation of sounds /p/, /b/, or /m/ are brought both lips together, for example, those words such as *pie*, *buy*, and *my*.

b. Labiodental

The articulation of /f/ and /v/ occur by touching the bottom lip to the upper teeth, for example, the words such as *fine* and *vie*.

c. Interdental

These sounds, both spelled *th* or /θ/ and /ð/, are pronounced by inserting the tip of the tongue between the teeth, for example, the words are such as *thigh*, *thy*.

d. Alveolar

The pronunciations of words such as *tie*, *die*, *nigh*, *sigh*, *zeal*, *lie* uses the tip of the tongue or the blade of the tongue as articulation. All seven of these sounds are /t/, /d/, /n/, /s/, /z/, /l/ and /r/.

e. Retroflex

The sound /r/ is produced by tip of the tongue and the back of the alveolar ridge as articulators. For example, the words are such as *rye*, *ray*, *ire*, *hour*, *air* are pronounced with retroflex sounds.

f. Palato-alveolar (post-alveolar)

The sounds are produced by tongue blade and the back of the alveolar ridge. Those words are such as *shy*, *genre*, *chat* and *jar*. Those sounds are /ʃ/, /ʒ/, /dʒ/, and /ʒ/.

g. Palatal

The constriction occurs by raising the front part of the tongue to the palate. The word *yoyo* [jojo]. The sound is /j/.

h. Velar

The initial and final sounds of the words *kick* [kɪk] and *gig* [gɪg] and the final sounds of the words *back* [bæk], *bag* [bæg], and *bang* [bæŋ] are all velar sounds. In all these sounds, the back of the tongue is raised, so that it touches the velum. These sounds are /k/, /g/, /ŋ/.

i. Glottal

The sound of /h/ is from the flow of air through the open *glottis*. Then, it passes the tongue and lips as they prepare to pronounce a vowel sound, which always follows /h/. Those sounds are /h/ and /ʔ/.

j. Uvular

Uvular sounds are produced by raising the back of the tongue to the uvula.

The *r* in French is often a uvular *trill* symbolized by /ʀ/. The uvular sounds /q/ and /ɢ/ occur in Arabic. These sounds do not ordinarily occur in English. Manners of Articulation:

3. Plosive or Stop

The sound is produced by completing closure of the articulators involved, so that the airstream cannot escape through the mouth. There are two possible types of stop:

a. Oral stop

Sounds are produced with the velum up, blocking the air from escaping through the nose because the air can escape only through the oral cavity; then the airstream will be completely obstructed. This kind of sound occurs in the oral sounds such as /b/, /d/, and /g/.

b. Nasal stop

It occurs when the velum is not in its raised position; air escapes through both the nose and the mouth. Kinds of sound that are classified as the nasal sound are /m/, /n/, and /ŋ/.

4. **Fricative**

The airflow is so severely obstructed that causes friction. Those sounds are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/. The consonants in *fie*, *vie* (labiodental), *thigh*, *thy* (dental), *sigh*, *zoo* (alveolar), and *shy* (palato-alveolar) are examples of fricative sounds.

5. **Approximant**

The sounds /w/, /j/, /r/, and /l/ are alternatively called approximants because the articulators approach a frictional closeness, but no actual friction occurs. The first three are central approximants, whereas /l/ is a lateral approximant. Other productions of the approximants sound /l/ and /r/, there are liquids sound which are caused by some obstruction of the airstream in the mouth, but they are not enough to cause any real constriction or friction. Another production of the approximants sound is /j/ and /w/; the sounds are produced with little obstruction of the airstream.

6. **Affricate**

The sounds /tʃ/ and /dʒ/ are produced by a stop closure followed immediately by a gradual release of the closure that produces an effect of a fricative.

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