

**AN ERROR ANALYSIS IN PRONOUNCING ENGLISH SEGMENTAL
SOUNDS MADE BY THE THIRD SEMESTER OF ENGLISH
DEPARTMENT STUDENTS AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR**

(A Descriptive Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirements for the Degree of English Education*

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2018**



UNIVERSITAS MUHAMMADIYAH MAKASSAR
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MOTTO AND DEDICATION

Motto

You will never win if you never begin!

“It doesn’t matter how slowly you go so long as you don’t stop.”
- Confucius

Dedicated to:

My beloved parents, brothers, and friends

Who taught me the meaning of love and togetherness
Thanks for their everlasting support and eternal affection

ABSTRACT

Rizkiyah. 2018. *An Error Analysis in Pronouncing English Segmental Sounds Made by the Third Semester of English Department Students at Muhammadiyah University of Makassar.* A Thesis. English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. (Supervised by Hasnawati Latief and M. Astrianto Setiadi).

The main objective of this research was to find out the kinds of errors made by students and the sources of students' errors in pronouncing English segmental sounds at the third semester students of English Education Department at Muhammadiyah University of Makassar.

The method of this research was descriptive qualitative research which describe precisely about the errors and the sources of errors that are produced by the students. The sample consisted of 70 students taken from each class of the third semester of English Department students in academic year 2017/2018. The data were collected by recording pronunciation test and questionnaire. Then, the data collected were analyzed using percentage techniques.

This research found that there were 739 errors made by the third semester students of English Department in pronouncing words including English segmental sounds. The errors divided into four categories, namely omission, addition, misformation, and misordering. From the data analysis, the researcher found that there were no error of omission, 56 (7.58%) errors of addition, 673 (91,07%) errors of misformation, and 10 (1.35%) errors of misordering. The researcher concluded that the most dominant error made by them is errors of misformation, namely 91,07% from the total errors found.

From the questionnaire, the researcher found the sources of errors made by the students in pronouncing English segmental sounds. The sources of errors were: interlingual transfer, intralingual transfer, context of learning, and communication strategies.

Keywords: *Error Analysis, Pronunciation, Segmental Sounds*

ACKNOWLEDGEMENTS



All praise be to Allah, the Lord of the Worlds, who has bestowed strength and health upon the researcher in finishing this research paper. Peace and blessing be upon our prophet Muhammad SAW, his family, companions, and all his followers.

Alhamdulillah by the grace of Allah the Highest, the researcher could finish her research paper after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (*M. Syarif and Sabaria*) who always pray, support, and motivate her in every part of her life especially in doing this study.

Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in this blue campus. The researcher would like to express her great appreciation and gratitude to:

1. Dr. H. Abd Rahman Rahim, S.E., M.M., the Rector of University of Muhammadiyah Makassar for her advice during her study at the university.
2. Erwin Akib, S.Pd., M.Pd., the Dean of Faculty of Teacher Training and Education.
3. Ummi Khaerati Syam, S.Pd. M.Pd., the Head of English Education Department.

4. My greatest thanks is due to my first consultant Dra. Hasnawati Latief, M.Pd., and M. Astrianto Setiadi, S.Pd., M.Pd. as the second consultant who had given their valuable time and patient, to support assistance and guidance to finish this thesis.
5. The staff and all lecturers of the FKIP UNISMUH especially to the lecturers of English Department who taught me for many years.

Finally for everybody who gave valuable suggestion, guidance, assistance and advice to completion this thesis. May Allah SWT always be with us.

Makassar, 06 Februari 2018

The researcher

LIST OF CONTENTS

	Page
COVER	
APPROVAL SHEET	
COUNSELLING SHEETS	
SURAT PERNYATAAN	i
SURAT PERJANJIAN	ii
MOTTO AND DEDICATION	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Research Objective	4
D. Benefit of the Research	4
E. Scope of the Research	5
CHAPTER II: LITERATURE REVIEW	6
A. Preview of Related Literature.....	6
B. Concept of Error	9

C. Concept of Pronunciation	16
D. Features Involved in English Pronunciation.....	19
E. Conceptual Framework.....	34
CHAPTER III: RESEARCH METHOD	36
A. Research Design	36
B. Research Variable and Indicators	36
C. Population and Sample	37
D. Research Instruments.....	38
E. Data Collection	39
F. Techniques of Data Analysis	40
CHAPTER IV: FINDINGS AND DISCUSSION.....	42
A. Findings	42
B. Discussion.....	55
CHAPTER V: CONCLUSION AND SUGGESTION	62
A. Conclusion	62
B. Suggestion.....	63
BIBLIOGRAPHY	64
APPENDICES	

LIST OF TABLES

	Page
Table 3.1 Population and Sample	37
Table 4.1 Kinds of Error in Pronouncing English Segmental Sounds	42
Table 4.2 Description of Errors in Pronouncing English Vowels	43
Table 4.3 Total Errors in English Vowels Sounds	45
Table 4.4 Description of Errors in Pronouncing English Consonants.....	45
Table 4.5 Total Errors in English Consonants Sounds	47
Table 4.6 Frequency and Percentage of the Students' Reponse for Item 1	49
Table 4.7 Frequency and Percentage of the Students' Reponse for Item 2	49
Table 4.8 Frequency and Percentage of the Students' Reponse for Item 3	50
Table 4.9 Frequency and Percentage of the Students' Reponse for Item 4	50
Table 4.10 Frequency and Percentage of the Students' Reponse for Item 5	51
Table 4.11 Frequency and Percentage of the Students' Reponse for Item 6	52
Table 4.12 Frequency and Percentage of the Students' Reponse for Item 7	52
Table 4.13 Frequency and Percentage of the Students' Reponse for Item 8	53
Table 4.14 Frequency and Percentage of the Students' Reponse for Item 9	53
Table 4.15 Frequency and Percentage of the Students' Reponse for Item 10	54
Table 4.16 Frequency and Percentage of the Students' Reponse for Item 11	54
Table 4.17 Frequency and Percentage of the Students' Reponse for Item 12	54

LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework	34
Figure 4.1 Kinds of Error in Pronouncing English Segmental Sounds	44

LIST OF APPENDICES

- Appendix 1 : Pronunciation Test
- Appendix 2 : Questionnaire
- Appendix 3 : Transcription and Description of Error
- Appendix 4 : Frequency and Percentage of Students' Answers

CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication in everyday life. One of the languages that is important to be learnt by people all over the world is English, because it is an international language. English is used to communicate, especially when someone communicates with other people from foreign countries. Because the importance of English, it has been selected to be learnt and used in Indonesia as compulsory subject in the school, from elementary school to university.

Learning English as foreign language involves mastery of the four basic skills, namely speaking, writing, reading, and listening. Besides, it is also include some components such as grammar, vocabulary, and pronunciation. As one of the language components, pronunciation is an important things since it refers to how speaker says to listener and listener can understand what is said by speaker (Burns 2003: 5). Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken because different pronunciation will cause different meanings.

Hence, it is vital that the speakers of English are able to exchange meaning effectively by producing correct pronunciation of English words, whether they are native or non-native speakers. It is important to focus on the segmental features that make up the production of sounds in English. According to Seferoglu in Gilakjani (2012: 122), segmental aspects of the

sound system include individual vowels and consonants. They include specific sounds within words; for example, *p* as in *peak*, *l* as in *like*, and *a* as in *bag*. The sound systems of consonants, vowels or their combinations are called phonemes. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns, 2003: 7).

In many cases, the production of phonemes that include vowels and consonants becomes a difficulty for learners in learning language. The difficulty is due to the fact that many English words are unfamiliar to Indonesian people and the irregular spelling of English offers poor guidance to the pronunciation. For example, some learners may pronounce words such as *mother*, *tongue* and *money* with the /*v*/ sound as in *hot*. Or, they may pronounce *thin*, *thank*, and *nothing* with the /*t*/ sound as in *top*. This is happened because they do not know what is correct.

Related to this case, most of the research shows that English learners tend to make errors as Djajaningrat in Mulansari et. al. (2014: 2) states that as consequence of all the difficulties provided by the English pronunciation, many English language learners as well as the Indonesian learners tend to generate errors in the articulation of the sounds. The errors may occur because of some factors. Ahmad and Mohammad Muhiburrahman (2013: 150) in their research shows that lack of proper attention towards teaching pronunciation, and lack of motivation among the EFL learners towards learning pronunciation leads them into such pronunciation errors. In addition, Sembiring (2016: 40) states that the students pronounced the errors in such a way due to the unfamiliarity with the

words, lack of practicing English words and lack of understanding the phonetics and pronunciation.

It is inevitable that all learners make mistakes and commit errors on the process of foreign language learning (Erdogan, 2005: 262). In order to solve the problems in pronunciation faced by learners, the researcher consider to investigating the errors and the sources of errors by analyzing them. With the findings of error analysis, it may lead educators to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners.

The researcher is encouraged to analyze the university students' error in pronouncing the segmental sounds, especially in vowels and consonants. The title of this research is, "An Error Analysis in Pronouncing English Segmental Sounds Made by the Third semester of English Department Students at Muhammadiyah University of Makassar".

B. Problem Statement

In this research, the researcher formulated her research questions as:

1. What are the kinds of errors made by students in pronouncing English segmental sounds at the third semester students of English Education Department at Muhammadiyah University of Makassar?
2. What are the sources of students' errors in pronouncing English segmental sounds at the third semester students of English Education Department at Muhammadiyah University of Makassar?

C. Research Objective

The objectives of this research are:

1. To find out the kinds of errors made by students in pronouncing English segmental sounds at the third semester students of English Education Department at Muhammadiyah University of Makassar.
2. To find out the sources of students' errors in pronouncing English segmental sounds at the third semester students of English Education Department at Muhammadiyah University of Makassar.

D. Benefits of Research

This research is expected to be useful for:

1. Lecturers/Teachers

This research is expected to be a suggestion in managing and improving learning strategies, also the learning quality. It is also as a reference for the lectures/teachers in using a particular method to teach pronunciation in their classroom.

2. Students

By knowing the errors that are usually made by the EFL learners from this research, the students are expected to be motivated in learning, especially in pronunciation.

3. Researchers

The result of this research can be reference for further researchers to conduct further discussion on this topic particularly in findings in several strategies in teaching English pronunciation.

E. Scope of the Research

In this study, the researcher tries to find out the students' errors in pronouncing English segmental sounds which include simple vowels and consonants. This research is limited to analyze the errors in pronouncing segmental sounds specifically in *English vowels* /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ɜ:/, /ə/ and *English consonants* /tʃ/, /ʃ/, /ð/, /θ/, /dʒ/, /ʒ/. The phonemes were selected because it is not available in Indonesian, so it was expected that the students are unfamiliar with those phonemes. By the unfamiliarity, the students may made error in pronouncing them. This study does not include diphthongs and clusters in English and it does not include supra-segmental such as stress and intonation. Besides, the researcher also focuses on the sources of errors.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

In many cases, English language learners as non native speakers tend to make errors in producing English words. Related to this research, there were some previous studies which are similar or related to this research.

The first research was conducted by Lutfia Afifah (2012) which the objectives of the research were to identify the student's errors in pronouncing English words in reading texts and to find out the types of errors. The subjects were 35 of the sixth grade students of SDN 3 Cisaueun Bandung Barat and the instrument was test consisted of 60 words. The result of the data analysis showed that: 48,5% the students had difficulty in pronouncing phoneme /dʒ/ e.g “Jeopardy” /dʒepədi/, 48,2% of the students tended to use incorrect primary stress e.g. “manufacture” /mænju'fæktʃə(r)/ and the students tended to use their mother tongue interference in pronouncing English words.

The second was about Teachers' Perspectives on Errors in English Consonant Sounds by Saudi EFL Learners done by Jalal Ahmad and Dr. Mohammad Muhiburrahman (2013) in Najran University, Saudi Arabia. The research showed that lack of proper attention towards teaching pronunciation, and lack of motivation among the EFL learners towards learning pronunciation leads them into such pronunciation errors. According to the data they collected from the teachers, the students generally encounter errors while pronouncing some consonant sounds like /p/, /d/, /v/, /f/, /z/, /ŋ/ etc. As the data displays t

fact that not enough attention is given to teach and practice the English sound system in the classroom.

The third research was done by Ivana Okta Riyani (2013). In collecting the data, she used the recorded material of the live performances of the singers, found the errors, and analyzed them. The researcher counted that there are 506 pronunciation errors out of the 2,569 words (19.69%) made by the Indonesian singers in singing the English songs. It was revealed that there were three kinds of pronunciation errors. It was found that there were 226 errors in consonant pronunciation made by the singers (44.66%). It was also found that there were 186 vowel errors (36.76%), and the last were 94 diphthong errors (18.58%).

Another research by Elkhair Muhammad Idriss Hassan (2014) who conducted the research which the subjects for the study were fifty students from University of Sudan of Science and Technology (SUST), and thirty university teachers of English language from the same university. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /j/ and /tʃ/. Based on the findings, the study concluded that factors such as interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

In addition, Novalina Sembiring (2016) concluded that the pronunciation errors made by the students both in the oral and written test are due to the unfamiliarity with the words, lack of practicing English words and lack of understanding the phonetics and pronunciation. The result in her research entitled “An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at UNIKA” showed that the errors in pronouncing the consonants were 32%, and pronouncing the vowels were 31% from 24 students. She suggested that encouraging the students to practice a lot in pronouncing English words based on the English phonetics transcription and expose them a lot with English language environment are necessary to improve their skills in Pronunciation.

The relatedness with my research is to analyze pronunciation errors in English. Similarly, some of the research above and my research are focused in finding the kinds and the causes of students’ pronunciation errors. Furthermore, the differences are existed in the scope of study and the subject of research.

B. Concept of Errors

1. Definition of Error

Human learning is fundamentally a process that involves the making of mistake or error. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. Erdogan (2005: 263) states: “An error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing

faulty or incomplete learning”. In other words, Erdogan explains that the errors may occur because the learner does not know what is correct, and thus it cannot be self corrected.

Error is different with mistakes, as Brown (2000: 217) states that 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. While, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Mistakes is caused by lack of attention, fatigue, carelessness, or some other aspects of performance (Erdogan 2005: 263). Mistake can be self-corrected, whereas error is cannot be self-corrected so that they are different.

Errors happen because the lack of knowledge about correct rule or structure about a language. The errors in pronouncing English may be viewed as a part of learning English process to the people who speak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English words.

2. Types of Errors

Dulay, Burt, Karshen in Nadziroh (2015: 12) emphasis some error classification as called descriptive taxonomy, they are: a) linguistic category, b) surface strategy, c) comparative analysis, and d) communicative effect.

a. Linguistic Category

Linguistic category in here, classify errors according to either or both the language component and the particular linguistic constituent the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. Surface Strategy

Surface strategy taxonomy highlights the ways surface structure are altered. This taxonomy classified into four types: omission, addition, misformation, and misordering.

- 1) Omission are identified by the absence of an item that must appear in well-formed utterance.
- 2) Addition are identified by any unnecessary presence an item or morphemes which appear in an utterance.
- 3) Misformation are identified by the use of the wrong form of the morpheme or structure.
- 4) Misordering are identified by the incorrect placement of a morpheme or group of morphemes in an utterance

c. Comparative analysis

The classification of error in comparative taxonomy is based on comparisons between the structures of second language errors and certain other types of construction. This taxonomy proposes four errors:

- 1) Development errors

Development errors are errors similar those made by children learning the target language as their first language.

2) Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner native language.

3) Ambiguous errors

Ambiguous errors are those that reflect the learner's native language structure, and at the same time they are of the type found in speech of the children acquiring a first language.

4) Other errors

This taxonomy proposes the grab bag errors that don't fit into those few taxonomies. In this particular type taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners.

d. Communicative Effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. It is classified into two categories

1) Global Error is an error that affect overall sentences organization significantly hinder communication

2) Local Error is an errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb infection, articles, auxiliaries, and the formation of quantifiers

3. Sources of Errors

Erdogan (2005: 265) stated: the sources of errors can be categorized within two domains; interlingual transfer and intralingual transfer. Beside the two sources stated by Erdogan, Brown (2000:223) also added context of learning and communication strategies as the sources of errors in second language acquisition.

a. Interlingual Transfer

Interlingual transfer is a significant source for language learners. *Dictionary of Language Teaching and Applied Linguistics* (in Erdogan 2005: 265) defines interlingual errors as being the result of language transfer, which is caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.

b. Intralingual Transfer

Interferences from the students' own language is not the only reason for committing errors. As Ellis (in Erdogan 2005:266) states, some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. Use of past tense suffix '-ed' for all verbs is an example of simplification and overgeneralization. These errors are common in the speech of second language learners, irrespective of their mother tongue. Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another.

c. Context of Learning

Brown (2000: 226) said, a third major source of error although it overlaps both types of transfer is the context of learning. "Context" refers, for example, 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. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language, what Richards (in Brown, 2000: 226) called "false concepts". Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized.

d. Communication Strategies

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error (Brown, 2000: 227). A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. Communication strategies caused by the learners' learning techniques

4. Error Analysis

In recent years, studies of second language acquisition have tended to focus on learners errors since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be made aware of the difficult areas to be encountered by their students and devote special care and emphasis to them.

Error analysis, as Erdogan (2005: 262) states, is a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested. Error analysis, on the other

hand, deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition (Erdogan 2005: 263).

Error analysis was conceived and performed for its 'feedback' value in designing pedagogical materials and strategies (Bayinah 2013: 6). The teacher realizes that the errors which are made by the learner in language learning process should be analyzed carefully because with this analysis, the teacher can identify the difficult areas that are faced by the learners, so it can be used in making learning materials and strategies.

5. Stages of Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. One of them is Ellis (1994: 48); she stated four steps in analyzing students' errors, they are: collection of sample of learner language, identification of errors, description of errors, and explanation of errors. These stages are summarized and discussed in the following subsections.

a. Collection of Sample of Learner Language

The first step of analyzing errors is collection of sample. In this step, the researcher must determine the data collection method and decide a

number of students which is being sample for the research. Then, they will be given regular examination in order to get data.

b. Identification of Errors

In this step the researcher must identify error from data collection. Corder cited in Al-Khresheh (2016: 52) stated, to identify the presence and nature of an error, an interpretation of the learner's utterance is necessary. To identifying error, the researcher must compare the words produced by students to the correct pronunciation in the target language.

c. Description of Errors

After identifying errors, the next step is description of errors. Particularly, description of errors helps in serving three major purposes; instinctively expound all that is unstated, prerequisite for counting learners' error, and to create categories and subcategories for errors (Al-Khresheh, 2016: 52).

In this step, all errors that have been identified, then they would be described and classified into the types of errors.

d. Explanation of Errors

This step will explain why errors occur. This explanation concerned on the sources of errors.

C. Concept of Pronunciation

1. Definition of Pronunciation

According to Oxford Learner's Pocket Dictionary (2011, 352), pronunciation is way in which a language or a particular word or sound is spoken. It is a way to make sound when saying something in a language. Then, according to Kelly in Afifah (2012: 2), pronunciation is when we use all the same organs of speech to produce the sounds in particular a way.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Yates , 2002: 1).

Furthermore, Burns (2005: 5) stated that pronunciation is the meaningful perception and production of the sounds of that language and how they impact on the listener. To learn English language, we should pay attention about pronunciation. As English increasingly become the language used for international communication, it is important that both speaker and listener can understand the meaning effectively with a good pronunciation. The way we speak immediately conveys something about ourselves to the people around us.

2. Factors that Affect Students' Pronunciation

In learning English pronunciation, there might be some aspects that make the learner of foreign language make an error. The factor is not just because English is not the native language, but also there are some other factors that affect the pronunciation learning. According to Education and Training Employees Association (2014), there are some factors that may affect the students' pronunciation, they are as follows.

a. Students' Ages

There is a difference between teaching young learners and adults. The younger students are, the easier it is for them to acquire an accurate pronunciation – and it becomes increasingly difficult as they age as the brain's original plasticity diminishes, and it becomes more rigid.

b. Learners' Attitudes

Research and studies consistently show that ESL students with a positive attitude towards learning English learn faster. By the same token, students who are genuinely open-minded and interested in improving their pronunciation often do improve it. On the other hand, students who have prejudices or a natural dislike for English will be less successful than those with a positive attitude and open mind.

c. Students Motivation

The learners generally less motivated to learn English pronunciation correctly. The learners sometimes are lazy in learning

pronunciation. Native language also affects the motivation of students to pronounce English well

d. Native Language Interference

Students from different nationalities have varying degrees of difficulty learning proper pronunciation. The difficulty depends on how different their native language is from English. For example, English is a stressed language; Spanish is a syllabic language; Chinese is a tonal language. Phonemes are different in each, as well as the way the mouth, teeth, and tongue are used.

e. Exposure to English

The degree to which the students are exposed to English on a daily basis will determine how fast they'll be able to improve their pronunciation. So, children who go to bilingual, English-speaking schools should have a better pronunciation than those who study English only a couple of times a week.

f. Not Explicitly Taught

One of the factors that may be affecting students' ability to acquire proper pronunciation is quite simply that it is not being explicitly taught in the classroom. This is one of the things that ESL classes often lack and one of the things that makes a world of difference in the acquisition of pronunciation.

D. Features Involved in English Pronunciation

Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2005: 5). A broad definition of pronunciation includes both supra-segmental and segmental features (Yates, 2002: 1). It is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. Each of these aspects of pronunciation is briefly outlined below.

1. Segmental Sounds

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Dobrovolsky and Francis Katamba (1999: 18) stated, the only one way to represent speech is by using segments. They defined segments as the individual units of linguistic structure and can be represented individually in a system transcription. It is produced by coordinating a number of individual articulatory gestures including jaw movement, lip shape and tongue placement.

Furthermore, they stated that segments include individual phones, like *[p]*, *[s]* or *[m]*. It is strengthened by Burns (2003: 7) that stated segmental sounds include specific sounds within words; for example, *l* as in *lamp*, *r* as in *ramp*, and *a* as in *hat*. Those examples represent the phoneme as any one of the set of smallest distinctive speech sounds in a language that distinguish one word from another.

Thus, the sound system of English is made up by phonemes or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs, triphthongs, or consonants (Yates, 2002: 4). These sounds are made using our tongue in different parts of the mouth. They are represented using a phonemic script, like that used in the front of dictionaries. The segmental sounds in English are shown in table below.

Table 2.1. Segmental Sounds in English

English Vowels				English Consonants			
Simple Vowels		Diphthongs					
i:	Teen	ei	late	p	Pen	s	See
ɪ	Tin	ɔi	noise	b	Bed	z	Zoo
e	End	ai	light	t	Ten	ʃ	Wish
æ	And	iə	hear	d	Die	ʒ	Rouge
ʌ	Cut	ʊə	poor	k	Cat	h	Head
ɑ:	Arm	eə	hair	g	Game	m	Money
ɒ	On	əʊ	no	tʃ	Child	n	None
ɔ:	cord	aʊ	now	dʒ	Job	ŋ	Sing
ʊ	look			f	Feel	l	Like
u:	cool			v	Veal	r	Very
ɜ:	bird			θ	Thing	j	Young
ə	walker			ð	They	w	Window

a. English Vowels

Vowel is the sound produced when the air is allowed to pass freely out of the glottis. It is made by the air passing through different shape of the mouth which is caused by different positions of the tongue and the lips. English vowels are divided into two major types, simple vowels (also called pure vowels or monophthongs) and diphthongs. Simple vowels do not show a noticeable change in quality. Diphthongs are vowels that exhibit a change in quality within a single syllable

According to Jackson (in Ampa, 2014: 43), there are three parameters that we should know in order to describe the English Vowels.

The first is related to the height of the tongue or the openness of the mouth. In this case, the categories are close, half close, and open. The height of the tongue is also related to the levels such as high, high middle, middle, low middle, and low.

The second is related to the position of the tongue or the general area of the mouth in which the vowels are made. It is related to front, central, and back. The vowels that are pronounced depend of the position of the tongue, unsurprisingly. The tongue can be pushed forward, and this gives rise to a front vowel. By drawing it back a little, it becomes a central and when fully retracted inside the mouth, a back vowel results.

The third is related to the shape of the lips. It is categorized as rounded and spread. The formation of the vowel is also dependent on how the lips are shaped. 'Rounded' means that the lips are rounded when we produce the sound. 'Unrounded' or 'spread' means that the lips are relaxed, and this can involve some measure of lip spreading.

1) Simple Vowels

Simple vowels may be classified either rounded and unrounded vowels, and as either long or short. In articulating a rounded vowel, the lips are rounded, such /u:/ in *food*, /ʊ/ in *book*, /ɔ:/ in *port*, /ɒ/ in *lock*. While in articulating an unrounded vowel, the lips are spread,

such as /i:/ in *feel*, /ɪ/ in *fill*, /ɜ:/ in *girl*, and /æ/ in *back*. The English simple vowels can be seen in the following chart.

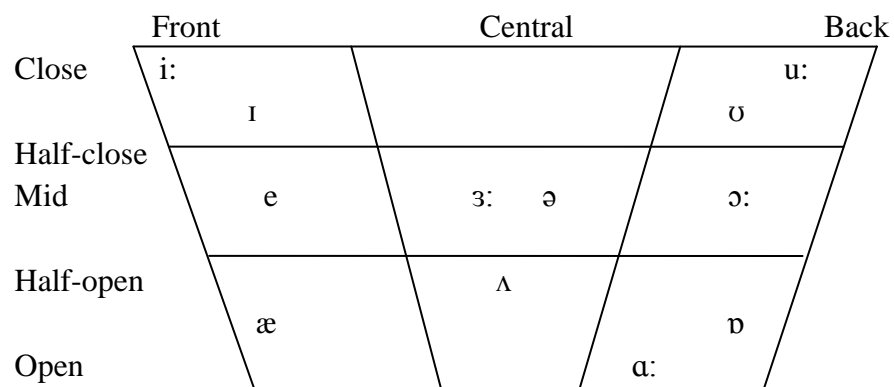


Chart 2.1. English Simple Vowels

a) Front Vowels

There are four vowels in the front area. Two of them are in the close area, one is the close front spread vowel and the other is called lower and centralized close front spread vowel. The symbols are /i:/ and /ɪ/. The other vowel is between half-close and half-open and it is called mid front spread vowel. The symbol is /e/. In front area, there is also one vowel in the open area, but it is not completely open, it is between half open and open areas, and it is symbolized by /æ/.

b) Central Vowels

In central area, there are three vowels. Two of them are in the mid way between half-close and half open area. Those are described as mid central spread vowels and symbolized by /ɜ:/ and /ə/, while the other is in the open area, and symbolized by /ʌ/

c) Back Vowels

There are five vowels in the back area. Two of them are in the close area, and symbolized by /u:/ and /ʊ/. There is one vowel between half-close and half open, and symbolized by /ɔ:/. The others are in the open area, and symbolized by /ɑ:/ and /ɒ/.

2) Diphthongs

Diphthongs are vowels that exhibit a change in quality within a single syllable. English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation towards another vowel position. Roach in *Ampa* (2014: 47) classifies the English diphthong into eight and it is divided into three groups. These groups are based on the vowel towards which the articulation of the diphthong moves.

The first group is diphthong moving towards a lowered and centralized close front spread vowel (/ɪ/). The second group is diphthongs moving towards a lowered and centralized close back rounded vowel (/ʊ/). The third group is diphthongs that tend towards the mid central vowel (/ə/).

The eight diphthongs can be described as follows:

Table 2.2. The Description of English Diphthongs

Group	Diphthongs	Examples
/ɪ/	/eɪ/	Late, wait, laid
	/aɪ/	Light, white, lied
	/ɔɪ/	Noise, boys, toy

/ʊ/	/əʊ/	No, home, load
	/aʊ/	Now, how, loud
/ə/	/ɪə/	Hear, ear, clear
	/eə/	Hair, air, bare
	/ʊə/	Poor, cure, sure

b. English Consonants

In the articulation of consonants, the flow of air from the lungs through the vocal apparatus is cut off or impeded. There are three important categories that should be known, those are: voiced and voiceless; the places; and manners of articulation.

The following table shows voiced and voiceless; the places; and manners of articulation of all English consonants.

Table 2.3. Chart of the English Consonants

		Places of articulation							
		Blb	Lbdt	Dtl	Alv	Pltal	Plt	Vlr	Glt
Manners of articulation	Plv	p b			t d			k g	
	Nsl	m			n			ŋ	
	Frv		f v	θ ð	s z	ʃ ʒ			H
	Afr					tʃ dʒ			
	Ltr				l				
	Apx	w					r	j	

Notes:

Voiced phonemes are on a shaded background, voiceless phonemes are on the white background.

Blb	: Bilabial	Plv	: Plosive
Lbdt	: Labio-dental	Nsl	: Nasal
Dtl	: Dental	Frv	: Fricative
Alv	: Alveolar	Afr	: Affricate
Pltal	: Palato-alveolar	Ltr	: Lateral
Plt	: Palatal	Apx	: Approximant
Vlr	: Velar		
Glt	: Glottal		

1) Voiced and Voiceless Sound

Most of consonant sounds have voiced and voiceless sounds. If the vocal cords are apart, the air stream is not obstructed at the glottis and it passes freely into the parts of the vocal tract above the glottis, the sounds produced are called voiceless sounds. If the vocal cords are brought together, so that the air stream forces its way through them and caused them vibrate, the sound is categorized as voiced sounds. Voiced and voiceless sounds are respectively phonemes because they can differentiate the meaning of words. For example, the words 'sink' /sɪŋk/ and 'zink' /zɪŋk/ have different meanings because of the difference from initial sounds of the words. In the first word, it is a voiceless sound and in the second one is voiced sound. A simple explanation of voiced and voiceless consonants is that by putting on our throat. If we feel a vibration, the consonant is voiced. Whereas if we feel no vibration, the consonant is voiceless.

2) Places of Articulation

a) Bilabial

Bilabial is the first place of articulation, and it is called bilabial because it involves lower and upper lips in producing the sounds. There are four sounds that may be produced in this place, for examples the words pen, bird, mine, and way. The initial sounds of those words are /p/, /b/, /m/, /w/ and those are made with the two lips.

b) Labio-dental

The speech organs functioned in this place are lower lip and upper front teeth. The sounds produced are /f/ and /v/, such as in the words 'fat' and 'vat'. The way to pronounce these sounds is to raise the lower lip until it nearly touches the upper front teeth.

c) Dental

In linguistics, dental consonant is a consonant that is articulated with the tongue against the upper teeth, such as /θ/ and /ð/; the first consonant is voiceless and the second one is voiced. In some language /t/, /d/, /n/, and /l/ are also classified as dental. The speech organs used are the tongue tip or the blade of the tongue and the upper front teeth.

d) Alveolar

There are six sounds that are produced in this place. Those are /t/, /d/, /s/, /z/, /n/, and /l/. All of them are made with the tip or blade of tongue and alveolar ridge. Say the word such as ten, die, nine, see, zoo. You may pronounce the initial sounds of the words by using the tip of tongue or blade of the tongue and the alveolar ridge.

e) Palato-alveolar

In this place, the sounds are made with the tongue blade and the back of the alveolar ridge. There are five sounds produced in palato-alveolar /ʃ/, /ʒ/, /tʃ/, /dʒ/, and /r/ such as in the words *sheep*, *she*, *beige*, *child*, *judge*, *red*.

f) Palatal

In this place, the sounds are made with the front tongue and the hard palate. There is only one sound produced in this place, namely /j/. Say the word such as *you*. You should be able to feel that the front of the tongue is raised toward the hard palate.

g) Velar

In velar, the consonants are articulated with the back part of the tongue against the soft palate. The back part of the roof of the mouth is known also as the velum. There are three sounds produced in this place, namely /k/, /g/, and /ŋ/.

h) Glottal

Glottal is one of the places of articulation in which the open vocal cords are functioned in producing the sounds. In English, there is only one glottal sound and the symbol is /h/. This sound is always followed by a vowel and never occurs in the last position of a word.

3) Manners of Articulation

Manner of articulation is how the flow of the air is stopped or impeded when the consonant is articulated. In linguistics, manners of articulation describe how the tongue, lip, and other speech organs are involved in making the sounds. They may completely close the vocal tract for an instant or a relatively long period, or they may narrow or simply modify the shape of the tract by approaching each other.

a) Plosive/Stop

When the airstream is blocked or stopped completely before its release, the resulting explosion of sound is referred to as a stop (or plosive). A stop involves a complete closure such that no air passes out of the mouth. Stop or plosive consonants are made by the stoppage of the air passage at some point.

In English / *p t k b d g* / are stops. In making each of these, a complete closure is made, at the lips, the alveolar ridge, or the velum, such that no air can escape through the mouth.

b) Nasal

The sounds / *m n ŋ* / as in *moon, neither, long* are called nasals or nasal stops. For these three sounds, there is a velic opening, allowing air to pass out through the nose. For a nasal sound, the velum is lowered, allowing air to pass out through the nasal passage. For nasal stops, air escapes through the nose, but not through the mouth; for oral stops, on the other hand, no air escapes through the nose or through the mouth.

c) Fricative

Fricatives are sounds made with small opening, allowing the air to escape with some friction. The escaping air is turbulent and produces a noisy friction-like sound, called frication. Consonants classified as fricatives are / *f v θ ð s z ʃ ʒ h* / as in *feet, vine, think, those, seal, zeal, shield, pleasure, and heat*, respectively. Here, the

lower articulator is close to the upper articulator, but not so close that air cannot escape, creating friction. The essential components for a fricative are obstructed air-flow with friction.

d) Affricate

An affricate is a plosive consonant in which the articulating organs are separated less quickly than in the case of normal plosives, with the result that the corresponding fricative is heard momentarily as the organs separate. Affricates are sequences of stop plus fricative. Consonants classified as affricate are /tʃ dʒ/ like in *church* and *judge*.

e) Lateral

In English, lateral consonant is produced with an obstruction to the air stream at a point along the centre of the oral tract, or with incomplete closure between both sides of the tongue and the roof of the mouth, so that the air passes round the sides of the obstruction. A lateral consonant (/l/) is produced with the complete closure between the center of the tongue and the roof of the mouth. Because of this complete closure along the center of the oral tract, the only way for the air to escape is along the sides of the tongue.

f) Approximant

Approximants are consonants with a greater opening in the vocal tract than fricatives. Friction is absent with approximants. If the airstream moves around the tongue and out the mouth in relatively

unobstructed manner, the sound is called as an approximant. In English, this category comprises /l r w y/.

4) Consonant Clusters

According to Diouf (2001: 5), consonant clusters are the combinations of consonant found at the beginning or end of words and syllables. When the syllable begins with two or more consonants together, they are called a consonant cluster (Ampa, 2014: 71). For example both /pl/ and /nt/ are consonant clusters in the word *plant*, because they occur in one and the same syllable.

Consonant cluster may occur before or after the centre of the syllable. If the consonant cluster occurs before the centre of the syllable, it is called initial consonant clusters, but if the consonant cluster occurs after the centre of the syllable, it is called final consonant cluster.

a) Initial Consonant Clusters

In initial position, it is possible to have one, two, or three consonant sounds at the beginning of a syllable, but not more. Here are some words that illustrate common two consonant clusters at the beginning of syllables:

Beginning with stops : *play, brown, twin, cream, glass*

Beginning with fricatives : *fly, slow, three, shrimp, view*

Some of these words have only one consonant letter at the beginning, even though they start with two consonant sounds: *cute*, *beauty*, *pure*, *few*, *huge*. These all have the vowel sound /uw/ preceded by an “invisible /y/.” We hear a /y/ sound, which counts as a consonant, even though there’s no letter “y” (*Cute* is pronounced /kyuwt/, not /kuwt/.) In words like *quick*, *quiet*, and *question*, the letters *qu* stand for the consonant cluster /kw/.

b) Final Consonant Clusters

At the end of a syllable, we can have one, two, three, or four consonants together. Many of the longer clusters are in words with the grammatical endings *-s* or *-ed*. For instance, some words ending in two consonant sounds: *Help*, *felt*, *old*, *milk*, *shelf*, *harp*.

In final consonant clusters, notice that the letter *x* represents the consonant cluster /ks/. Here are some words that illustrate common three consonant clusters at the end of syllables: *Text*, *sixth*, *exempt*, *against*, *waltz*, *quartz*, *first*, *world*.

These words end in consonant clusters that are longer because of a grammatical ending: *Bends*, *linked*, *ends*, *lengths*, *texts*, *sixths*, *exempts*.

2. Supra-segmental

Supra-segmental features relate to sounds at the macro level. Dobrovolsky and Francis Katamba (1999: 43) stated, all sounds give a

subjective impression of being relatively higher or lower in pitch. Pitch is the auditory property of a sound that enables us to place it on a scale that ranges from low to high. All sounds have some degree of intrinsic loudness as well or they could not be heard. Moreover, all sounds occupy a certain stretch of time - they give the subjective impression of length. Linking, intonation and stress are important features for effective pronunciation at the supra-segmental level (Burns, 2003: 6).

a. Linking

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages. Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel.

b. Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. It also means pitch movement in spoken utterances that is not related to differences in word meaning (Dobrovolsky and Francis Katamba, 1999: 45). Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes.

c. Word Stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to

convey the overall rhythm of the utterance and the most meaningful part of the utterance. At the meaning level, some words are given more prominence than others to foreground which meaning is important.

E. Conceptual Framework

In doing this research, the researcher formulate conceptual framework by the following chart.

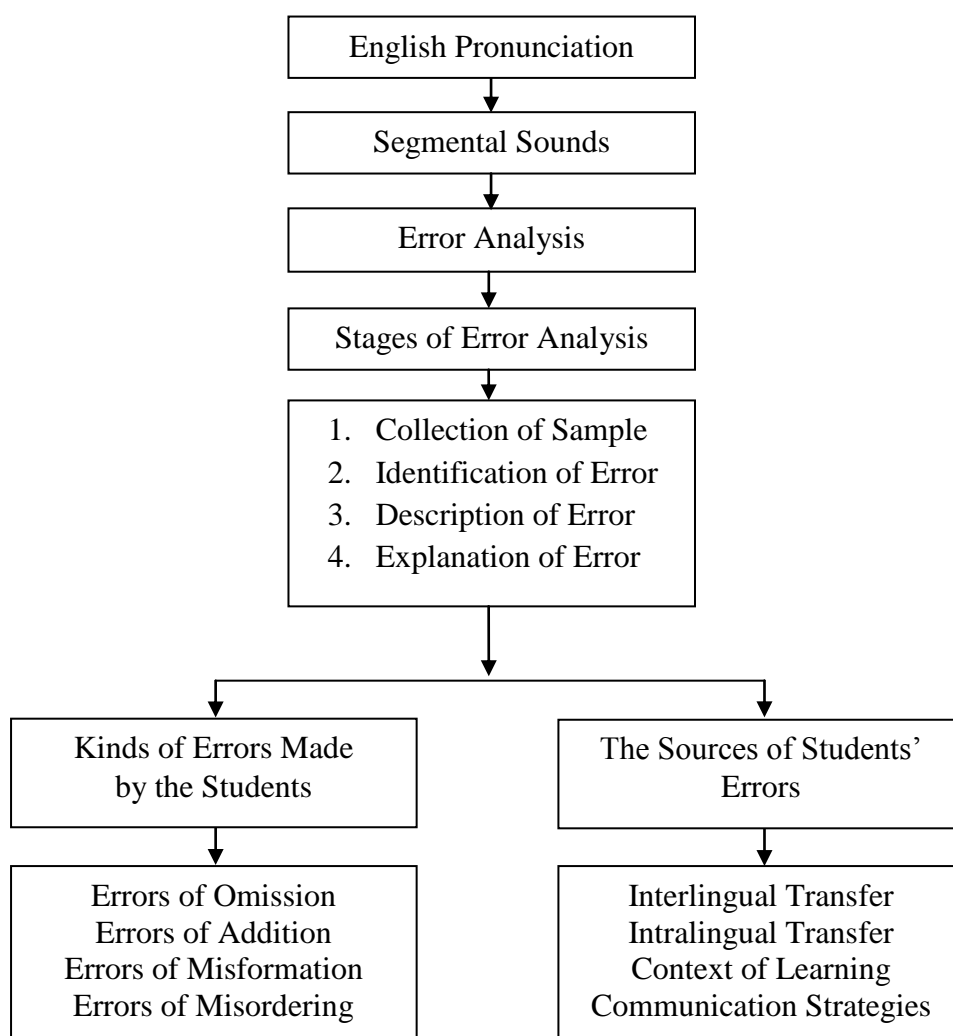


Figure 2.1. Conceptual Framework

Based on the conceptual framework, the researcher is focus to analyze the students' error in pronouncing segmental sounds. In doing this research, the researcher will give input pronunciation test and will be processed by using error analysis. There are five stages in analyzing error, they are: collection of sample, identification of error, description of error, and explanation of error. Error analysis is done to find out the kinds of error in pronouncing segmental sounds, there are: errors of omission, errors of addition, errors of misformation, errors of misordering; also to find out the sources of students' error in pronouncing segmental sounds, they are: interlingual transfer, intalingual transfer, context of learning, and communication strategies.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study was descriptive qualitative research. This research used the descriptive qualitative method since the researcher wanted to describe precisely about the errors and the causes of errors that were produced by the third semester students at University of Muhammadiyah Makassar.

The selection of this methodology was strengthened by Ary (2009: 29) that define descriptive study as a research design applied to understanding phenomenon using data such as interviews, observations, and documents reviews for the purpose of identified and interpreting specified characteristics of the material to learn human behavior.

B. Research Variable and Indicators

The research variables were the objects that can be observed, assessed, or examined, through their own indicators or parameters (Dalle, 2012: 24). Related with this statement, the variable was one of the important elements of research. The variable of this research was pronouncing segmental sounds. While the indicators were the words including segmental sounds especially in *English vowels* and *English consonants*. *English vowels* were /æ/, /a:/, /ɒ/, /ɔ:/, /ɜ:/, and /ə/ and *English consonants* were /tʃ/, /ʃ/, /ð/, /θ/, /dʒ/, and /ʒ/.

C. Population and Sample

1. Population

The population of this research was the third semester students of English Education Department of Muhammadiyah University of Makassar. It consisted of 360 students from ten classes (source from Office of English Education Department, Muhammadiyah University of Makassar, 2017).

2. Sample

The sample was the smaller number that represents population in this research. The sample of research was selected by quota sampling technique. To determine the amount of sample, if the population is less than 100, it is better to take them all. But if the population is more than 100, the researcher may take 20%-25% as the sample (Arikunto, 2002). In this research, samples taken by researcher were 20% of students from each class. The formula used for taking the sample was:

$$n = 20\% \times N$$

Note :

n = Number of sample

N = Number of population

Table 3.1. Population and Sample

Class	Population	Sample (20%)
BG 3A	32	7
BG 3B	36	7
BG 3C	37	7
BG 3D	36	7
BG 3E	37	7

BG 3F	37	7
BG 3G	37	7
BG 3H	37	7
BG 3I	37	7
BG 3J	34	7
Total	360 Students	70 Students

There were 360 students of third semester in academic year 2017/2018, so the amount of sample was 70 students. After determining the sample, the researcher used lottery technique to give them number from 1 until 70.

D. Research Instruments

In this research, the researcher collected the data by using pronunciation test and questionnaire.

1. Pronunciation Test

The pronunciation test were list of words consist of segmental sounds that would be pronounced by the students. The first step, the researcher explained about the list of words that contain segmental sounds to the students. Then, the researcher gave the students several minutes to read the pronunciation test. Finally, their pronunciations were recorded by the researcher.

2. Recording

The recording was used as documentation when the students pronounce English segmental sounds. They were asked to pronounce the list of

segmental sounds words and then recorded by using audio-tape or handphone as documentation. Then, their pronunciation was analyzed to find out the kinds of errors made by the students.

3. Questionnaire

Questionnaires were list of questions about the sources of errors that may happen when the students pronounced English segmental sounds. The questionnaire consisted of 18 questions. It was given to the students after pronunciation/oral test. It was done for getting the data for describing the causes of errors made by students.

E. Data Collection

To get empirical data on the students' error in pronouncing segmental sounds, the researcher held a field research. The procedure of collecting the data as follows:

1. The researcher took 70 students from the population
2. After that, the researcher told each class to get permission that their class would be researched by the researcher.
3. The researcher prepared the test items.
4. The researcher came in to the class, include class A, B, C, D, E, F, G, H, I, and J. there were 10 classes.
5. The researcher explained to the subject (students) about what will they do.

6. The researcher called the students one by one to read the list of words include segmental sounds and it will be recorded by using hand phone to find out the types of students' errors.
7. The researcher shared the questionnaires to the subjects and told them to answer it based on what happen in their real life.
8. The researcher collected the questionnaire to be analyzed.

F. Techniques of Data Analysis

Data analysis referred to a systematical process to search and arrange the data sources and other material that have been collected to enable the researcher to come up with finding. In this study, error analysis was the methodology used in analyzing the data. The stages to analyzing the students' errors as Ellis (1994: 48) stated as follows:

a. Collection of Sample

The first step of analyzing errors was collection of sample. In this step, the researcher decided 70 of third semester students of English Department which being sample of the research. Then, they were given pronunciation test in order to get data.

b. Identification of Errors

In this step the researcher identified error from data collection. For identifying error, the researcher compared the words produced by students to the correct pronunciation in the target language.

c. Description of Errors

In this step, all errors in pronouncing segmental sounds that have been identified, then they would be classified into the types of errors; they are omission, addition, misformation, misordering.

d. Explanation of Errors

This step explained why errors occur. This explanation concerned on the causes of errors.

To have the frequency and percentage of errors, also to analyze the questionnaire and rate percentage of students' answers, the researcher used the formula by Sudjono (1989: 79):

$$P = \frac{F}{N} \times 100$$

Note:

P = Percentage of error

F = Number of frequency

N = Number of students

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings of the research present the result of the kinds and the sources of errors in pronouncing English segmental sounds made by the third semester students. The discussion of this research gives further explanation of the findings. All the data is presented based on the action that has been conducted.

A. Findings

The objectives of the study was aimed to know the kinds and the sources of errors which committed by the students. The result of each objective is presented on the research findings that there are some kinds of errors when the students pronounce the English segmental sounds that is given by researcher, and also the sources of errors made by the third semester students of English Department at Muhammadiyah University of Makassar.

1. The Result of Pronunciation Test

The first objective of this study was aimed to know the kind of errors made by the third semester of English Department Students at Muhammadiyah University of Makassar. After collecting and analyzing the data, the researcher found a lot of errors which committed by the students in pronouncing English segmental sounds which consists of vowel and consonants. Based on the data from the recording of pronunciation test, there were 739 errors found by the researcher. The result of the pronunciation test can be seen in the following table.

Table 4.1. Kinds of Error in Pronouncing English Segmental Sounds

No.	Segmental Sounds		Kinds of Error			
			Omission	Addition	Misformation	Misordering
1.	Vowels	/æ/	-	-	57	-
2.		/ɜ:/	-	10	31	-
3.		/ə/	-	2	68	9
4.		/ɑ:/	-	23	19	-
5.		/ɒ/	-	-	28	-
6.		/ɔ:/	-	5	17	-
7.	Consonants	/ð/	-	7	142	-
8.		/θ/	-	-	123	1
9.		/ʒ/	-	-	113	-
10.		/ʃ/	-	-	59	-
11.		/dʒ/	-	9	16	-
12.		/tʃ/	-	-	-	-
Total = 739			0	56	673	10
Percentage			0%	7.58 %	91.07 %	1.35 %

Table 4.1 shows all kinds of error in pronouncing English segmental sounds. It can be seen that from the total error, there were no students made error of omission. Meanwhile, 56 (7.58%) errors are classified into error of addition, 673 (91,07%) errors are classified into error of misformation, and 10 (1.35%) errors are classified into error of misordering.

The table shows that the most dominant error made by the students in pronouncing English segmental sounds was error of misformation with 673 of appearance rather than the other types of errors.

The clearer percentage of the data is shown in the figure 4.1.:

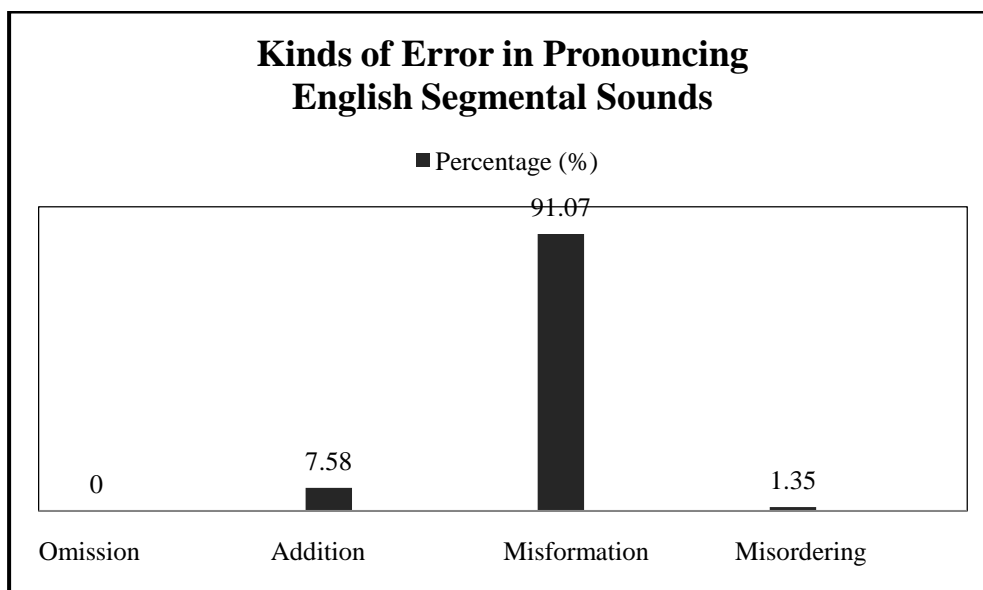


Figure 4.1. Kinds of Error in Pronouncing English Segmental Sounds

a. Description of Errors in Pronouncing English Vowels

In this part, the researcher presents the result of the students' error in pronouncing English Segmental Sounds especially in English vowels, and also it indicated each sound in initial, middle, and final position in a word as follows.

Table 4.2. Description of Errors in Pronouncing English Vowels

Kind of Error	English Vowels	Position			Total
		Initial	Middle	Final	
Omission	/æ/	-	-	-	0 (0%)
	/ɜ/	-	-	-	
	/ə/	-	-	-	
	/ɑ:/	-	-	-	
	/ɒ/	-	-	-	
	/ɔ/	-	-	-	
Addition	/æ/	-	-	-	40 (14.87%)
	/ɜ/	4	6	-	
	/ə/	2	-	-	

	/ɑ:/	4	19	-	
	/ɒ/	-	-	-	
	/ɔ/	-	5	-	
Misformation	/æ/	25	32	-	220 (81.78%)
	/ɜ/	-	15	16	
	/ə/	1	45	22	
	/ɑ:/	1	7	11	
	/ɒ/	14	14	-	
	/ɔ/	6	4	7	
Misordering	/æ/	-	-	-	9 (3.35%)
	/ɜ/	-	-	-	
	/ə/	9	-	-	
	/ɑ:/	-	-	-	
	/ɒ/	-	-	-	
	/ɔ/	-	-	-	
Total Errors		66	147	56	269
Percentage		24.72 %	54.68 %	20.60 %	

Table 4.2. shows all errors in pronouncing English vowels in initial, middle, and final position of the words. From the total errors in pronouncing English vowels (269 errors), there were 66 (24,72%) errors in initial position, 147 (54,68%) errors in middle position, and 56 (20,60%) errors in final position.

From the right side of the table, it is shown the total error of each kind of errors in English vowels. There were no errors of omission, 40 (14.87%) errors of addition, 220 (81.78%) errors of misformation, and 9 (3.35%) errors of misordering.

Besides, the total errors in pronouncing English vowel sounds can be seen in the following table.

Table 4.3. Total Error in English Vowel Sounds

70 Sample	English Vowel Sounds					
	/æ/	/ɜ/	/ə/	/ɑ:/	/ɒ/	/ɔ/
Total Error	57	41	79	42	28	22
Percentage (%)	7.71	5.55	10.69	5.68	3.79	2.98

The table above shows all errors in pronouncing English vowels made by the students. There were 57 (7.71 %) in /æ/ sound, 41 (5.55 %) in /ɜ/ sound, 79 (10.69 %) in /ə/ sound, 42 (5.68 %) in /ɑ:/ sound, 28 (3.79 %) in /ɒ/ sound, and 22 (2.98 %) in /ɔ/ sound.

b. Description of Errors in Pronouncing English Consonants

In this part, the researcher presented the result of the students' error in pronouncing English Segmental Sounds especially in English consonant sounds, and also it indicated each sound in initial, middle, and final position in a word as follows.

Table 4.4. Description of Errors in Pronouncing English Consonants

Kind of Error	English Vowels	Position			Total Errors
		Initial	Middle	Final	
Omission	/ð/	-	-	-	0 (0%)
	/θ/	-	-	-	
	/ʒ/	-	-	-	
	/ʃ/	-	-	-	
	/dʒ/	-	-	-	
	/tʃ/	-	-	-	
	/ð/	-	-	7	

Addition	/θ/	-	-	-	16 (3.4%)
	/ʒ/	-	-	-	
	/ʃ/	-	-	-	
	/dʒ/	-	9	-	
	/tʃ/	-	-	-	
Misformation	/ð/	51	51	40	453 (96.38%)
	/θ/	48	39	36	
	/ʒ/	-	53	60	
	/ʃ/	14	19	26	
	/dʒ/	-	1	15	
	/tʃ/	-	-	-	
Misordering	/ð/	-	-	-	1 (0.21%)
	/θ/	-	-	1	
	/ʒ/	-	-	-	
	/ʃ/	-	-	-	
	/dʒ/	-	-	-	
	/tʃ/	-	-	-	
Total Errors		113	172	185	470
Percentage		24.04 %	36.6 %	39.36 %	

Table 4.4. shows all errors in pronouncing English consonants in initial, middle, and final position of the words. From the total errors in pronouncing English consonants (470 errors), there were 66 (24,72%) errors in initial position, 147 (54,68%) errors in middle position, and 56 (20,60%) errors in final position.

From the right side of the table, it is shown the total error of each kind of errors in English consonants. There were no errors of omission, 16 (3.4%) errors of addition, 453 (96.38%) errors of misformation, and 1 (0.21%) errors of misordering.

Besides, the total errors in pronouncing English consonant sounds can be seen in the following table.

Table 4.5. Total Error in English Consonants

70 Sample	English Consonant Sounds					
	/ð/	/θ/	/ʒ/	/ʃ/	/dʒ/	/tʃ/
Total Error	149	124	113	59	25	22
Percentage (%)	20.16	16.78	15.29	7.98	3.38	2.98

The table above shows all errors in pronouncing English vowels made by the students. There were 149 (20.16 %) in /ð/ sound, 124 (16.78 %) in /θ/ sound, 113 (15.29 %) in /ʒ/ sound, 59 (7.98 %) in /ʃ/ sound, 25 (3.38 %) in /dʒ/ sound, and 22 (2.98 %) in /tʃ/sound.

2. The Result of Questionnaire

To get the data about the sources of errors in pronouncing English segmental sounds, the students are given a questionnaire consisted of 13 numbers of multiple choices. Erdogan and Brown have determined four sources of errors, they are: intralingual transfer, interlingual transfer, context of learning, and communicative strategies.

From the questionnaires, the students answered all of the numbers with the conditions that really happened in their lives. Below are the frequency and percentage of the students' responses for all numbers/items.

(Overall frequency and percentage see Appendix 4):

a. Interlingual transfer

This error is caused by the influence of their native language which is *Bahasa*. In the questionnaire, item 1 and item 2 consisted of question about interlingual transfers or interference.

Table 4.6 Frequency and Percentage of the Students' Response for Item 1

No.	Answer	Frequency	Percentage (%)
1	Often	21	30
2	Sometimes	34	48,57
3	Rarely	10	14,29
4	Never	5	7,14
Total		70	100

The question asked to the students in item 1 was, “*Do you find difficulties in pronunciation because of your mother tongue?*” The result indicates that 21 students or 30% of the sample choose often, 34 students or 48,57% of the sample say sometimes, 10 students (14,29%) write rarely, and 5 students (7,14%) choose never.

Table 4.7. Frequency and Percentage of the Students' Response for Item 2

No.	Answer	Frequency	Percentage (%)
1	Often	13	18,57
2	Sometimes	6	8,57
3	Rarely	26	37,14
4	Never	25	35,71
Total		70	100

The question asked to the students in item 2 was, “*In which aspect the most your mother tongue influences your pronunciation?*” The result indicates that 13 students or 18,57% of the sample choose vowels, 6 students or 8,57% of the sample say consonants, 26 students (37,14%)

write intonation, and 25 students (35,71%) say all of the aspect influence by their mother tongue.

b. Intralingual

Negative intralingual transfer or overgeneralization was done by the learners because the learners overgenerate the rules in wrong concept. In the questionnaire, item 3 and item 4 consisted of question about intralingual transfers.

Table 4.8. Frequency and Percentage of the Students' Response for Item 3

No.	Answer	Frequency	Percentage (%)
1	Often	20	28,75
2	Sometimes	39	55,71
3	Rarely	9	12,86
4	Never	2	2,86
Total		70	100

The question asked to the students in item 3 was, “*Do you find difficulties in pronunciation because of the differences between phonemes in English words and Indonesian words?*” The result indicates that 20 students or 28,75% of the sample choose often, 39 students or 55,71% of the sample say sometimes, 9 students (12,86%) write rarely, and 2 students (2,86%) choose never.

Table 4.9. Frequency and Percentage of the Students' Response for Item 4

No.	Answer	Frequency	Percentage (%)
1	Vowels	7	10
2	Consonants	4	5,71
3	Intonation & stress	37	52,86
4	All is right	22	31,43
Total		70	100

The question asked to the students in this item 4 was, “*In your opinion, which one is the most difficult aspect in pronunciation?*” The result indicates that 7 students or 10% of the sample choose vowels, 4 students or 5,71% of the sample say consonants, 37 students (52,86%) write intonation and stress word, and 22 students (35,71%) say all of the aspect is difficult.

c. Context of Learning

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook. In the questionnaire, item 5, 6, 7, 8 and 9 consisted of question about context of learning.

Table 4.10. Frequency and Percentage of the Students’ Response for Item 5

No.	Answer	Frequency	Percentage (%)
1	Often	26	37,14
2	Sometimes	32	45,71
3	Rarely	10	14,29
4	Never	2	2,86
Total		70	100

The question asked to the students in item 5 was, “*Do you ever looking for sound transcriptions in dictionary or internet (for example: corner /kɔ:nə(r)/) to correct your pronunciation?*” The result indicates that 26 students or 37,14% of the sample choose often, 32 students or 45,71% of the sample say sometimes, 10 students (14,29%) write rarely, and 2 of the students choose never.

Table 4.11. Frequency and Percentage of the Students' Response for Item 6

No.	Answer	Frequency	Percentage (%)
1	Very sufficient	22	31,43
2	Adequate	37	52,86
3	Less Adequate	11	15,71
4	Inadequate	0	0
Total		70	100

The question asked to the students in item 6 was, “*What do you think of your dictionary in learning pronunciation?*” The result indicates that 22 students or 31,43% of the sample have very sufficient dictionary, 37 students or 52,86% of the sample choose adequate, 11 students (15,71%) write less adequate, and none of the students choose inadequate.

Table 4.12. Frequency and Percentage of the Students' Response for Item 7

No.	Answer	Frequency	Percentage (%)
1	Often	36	51,43
2	Sometimes	26	37,14
3	Rarely	8	11,43
4	Never	0	0
Total		70	100

The question asked to the students in item 7 was, “*How often your pronunciation lecturers give you practicing to pronounce words?*” The result indicates that 36 students or 51,43% of the sample choose often, 26 students or 37,14% of the sample say sometimes, 8 students (11,43%) write rarely, and none of the students choose never.

In item 8, the question asked to the students was, “*Is the great quantity of students in your class influence the process in learning*

pronunciation so that it is inadequate to all students?" The result indicates that 15 students or 21,43% of the sample choose often, 34 students or 48,57% of the sample say sometimes, 11 students (15,71%) write rarely, and 10 students (14,29) choose never. This is shown in Table 4.13. below.

Table 4.13. Frequency and Percentage of the Students' Response for Item 8

No.	Answer	Frequency	Percentage (%)
1	Often	15	21,43
2	Sometimes	34	48,57
3	Rarely	11	15,71
4	Never	10	14,29
Total		70	100

d. Communication Strategies

Communication strategies refer to the students' learning strategies or techniques. In the questionnaire, item 10, 11, 12, and 13 consisted of question about the communication strategies.

Table 4.14. Frequency and Percentage of the Students' Response for Item 9

No.	Answer	Frequency	Percentage (%)
1	Often	20	28,57
2	Sometimes	41	58,57
3	Rarely	9	12,86
4	Never	0	0
Total		70	100

The question asked to the students in item 9 was, "*How often you read aloud the English texts to practice your pronunciation?"* The result indicates that 20 students or 28,57% of the sample choose often, 41

students or 58,57% of the sample say sometimes, 9 students (12,86%) write rarely, and none of the students choose never.

Table 4.15. Frequency and Percentage of the Students' Response for Item 10

No.	Answer	Frequency	Percentage (%)
1	Often	32	45,71
2	Sometimes	32	45,71
3	Rarely	6	8,57
4	Never	0	0
Total		70	100

The question asked to the students in item 10 was, “*Do you practice to speak English outside the college?*” The result indicates that 32 students or 45,71% of the sample choose often and also sometimes, 6 students (8,57%) write rarely, and none of the student choose never.

Table 4.16. Frequency and Percentage of the Students' Response for Item 11

No.	Answer	Frequency	Percentage (%)
1	Often	45	64,29
2	Sometimes	23	32,86
3	Rarely	2	2,86
4	Never	0	0
Total		70	100

The question asked to the students in item 11 was, “*If you aware that your pronunciation of a word is wrong, are you searching for the right way to pronounce?*” The result indicates that 45 students or 64,29% of the sample choose often, 23 students or 32,86% write sometimes, 2 students (2,86%) write rarely, and none of the student choose never.

Table 4.17. Frequency and Percentage of the Students' Response for Item 12

No.	Answer	Frequency	Percentage (%)
1	Pronouncing the same	10	14,29

2	Based on what I usually listen	15	21,43
3	As far as I remember	6	8,57
4	Looking for the right way	39	55,71
Total		70	100

The question asked to the students in item 13 was, “*When you find words that have the same vowel component such as flood and wood; or consonant component such as them and theme, what do you prefer to pronounce the words?*” The result indicates that 10 students or 14,29% of the sample choose pronouncing the same, 15 students or 21,43% choose what I usually listen, 6 students (8,57%) say as far as I remember, and 39 of the student or 55,71% choose looking for the right way.

B. Discussion

The result of this descriptive research dealt with the answer of the problem statement which aimed to know about the kinds of error and the sources of students’ error in pronouncing English segmental sounds. The data of errors in pronunciation consisted of vowels and consonants.

1. The Kinds of Error in Pronouncing English Segmental Sounds

Dulay, et. Al (1982: 146) has distributed pronunciation errors into omission, addition, misformation, and misordering. Begun with the basis, researcher had discovered various kinds of pronunciation errors made by the third semester students at Muhammadiyah University of Makassar. The data were obtained from some students in the class that had been selected as the sample. Then, those were distributed the same way into those four types of

errors. The quality of each type of error was diverse. Some were majority and some were minority.

As one of the objective of this study which was to find out the errors in pronouncing English segmental sounds made by third semester students of English Department, the findings of the errors that found were described orderly, from those which most frequently occurred to the most rarely occurred or even not occurred.

a. Errors in Misformation

Error of misformation was the most frequent of the errors quantity which was 673 occurrences. From the analysis, it was found that this type of errors had many distributions that it is occurred almost in each phoneme, and that distribution was what made this misformation errors seemed to be much. From the data analysis, it was found that error of misformation dominantly happened in consonant sounds rather than in vowel sounds, especially in phoneme /ð/, /θ/, and /ʒ/. The data showed 453 errors occurred in English consonants while in English vowels were 220 errors.

Misformation was identified by the use of wrong form of the morpheme or the structure. It is caused by the communication strategy that is to memorize certain stock phrases, sentences, and phonemes without understanding the components of the phrases, sentences, and phonemes. The students made errors in misformation because they may avoid a problematic phoneme by using a different one, for example

substituting the consonant /ʃ/ with /s/ in (/ʃ:t/) which is pronounced /s:t/.

b. Errors in Addition

56 times of occurrences showed that addition was ranked as the second type of errors in pronouncing English segmental sounds which were made by the third semester students at Muhammadiyah University of Makassar. Addition is the kind of error which deals with adding some sounds to the correct sound of words. From the total error of addition, the findings showed that English vowels had been a bigger contributed in making errors of addition rather than in English consonants.

Based on the finding of this research, there were 56 (7.58%) errors of addition made by the students, 40 errors occurred in English vowels while 16 occurred in English consonants. This errors may happened because overgeneralization or negative intralingual transfer made by the students. Intralingual errors occur as a result of learners' attempt to build up the concepts and hypotheses about the target language from their limited experience with it. The examples of such addition error such as *earn* (/ɜ:n/) which pronounced /iɜ:n/ (addition of /i/ sound).

c. Errors in Misordering

The total of this errors were 10 times. This error was categorized into minority because the number of occurrences of each aspect was few. The part of pronunciation in misordering errors which found from the students were English vowels and English consonants. 9 errors found in

English vowels /ə/ which they pronounced *attend* (/ə'tend/) with /e'tænd/ (misordering of /ə/ with /e/ sound), and 1 error in English consonants /θ/ which they pronounced *tooth* (/tu:θ/) with /θu:t/ (misordering of /θ/ with /t/ sound).

. It was happened because they may memorize certain stock phrases, sentences, and phonemes without understanding the components of the phrases, sentences, and phonemes. Besides, the overgeneralization may made them did the misformation errors.

d. Errors in Omission

Omission is one of the kinds of errors which deal with removing the sound of one word. It may happen because the learners of a second language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language.

After collecting and analyzing the data, the researcher found that there were no errors in omission made by the students in pronouncing English segmental sounds, whether in vowels or consonants. No omission found because there were no students did avoidance or omitting a phoneme when they pronouncing the words.

2. The Sources of Students' Errors in Pronunciation

In this study, the researcher presents the sources of students' errors which are found from the questionnaire. The questionnaire consists of 13

items that are divided into four categories that represents the sources students' errors in pronouncing English segmental sounds.

a. Interlingual Transfer

From the questionnaire, item 1 and 2 concern about the interlingual transfer of the language. In item 1, most of the students said that sometimes and even often found difficulties in pronunciation because of their mother tongue. It can be seen from the result of pronunciation test that shows many errors occurred because many students mispronouncing the words by pronouncing the phonemes that available in their mother tongue. For instance, the substitution of the consonant /ʃ/ with /s/ in (/ʃ:t/) which is pronounced /s:t/.

In item 2, they said the most their mother tongue influencing the aspect of their pronunciation was in vowels, consonants, and intonation. It shows that their mother tongue is influencing the aspect of pronunciation, whether in segmental or supra-segmental aspects. It means that their mother tongue or their native language may be a significant source of error made by them.

b. Intralingual Transfer

Item 3 and 4 are related to the interlingual transfer or interference of the second language. Item 3 showed the difficulties of the differences between phonemes in English and Indonesian. Most of them or 55.71% said that sometimes the difficulties in pronunciation come from the differences between phonemes in English and Indonesian. This

interference may be seen in the result of pronunciation test when they substituting the phonemes or adding some morphological aspect in a word because they do not know what is correct.

The example of such an interference is in the word *curve* /kɜ:v/ that is pronounced /kjurv/ and *clothe* /kləʊð/ that is pronounced /klovdz/. The error happened because the students adding some sounds to the correct sound of words. Besides, in item 4, when they were asked about the most difficult aspect in pronunciation, most of them answered intonation and stress word (supra-segmental aspects). Then, some of them also said the vowels and consonants (segmental aspects) also difficult.

c. Context of Learning

Item 5, 6, 7, and 8 related to the context of learning. Item 5 and 6 are concern about the provision of good textbooks or language materials. To correct their pronunciation, most of them often looking for sound transcription in dictionary or internet to correct their pronunciation. Talking about the dictionary, they said their dictionary is adequate and also very sufficient in learning pronunciation. But, based on the result of pronunciation test, there were many errors made by them. It means that although the dictionary is sufficient and they often looking for transcription, the students are still not familiar with the English words and its transcription.

Item 7 showed the practice giving by the lecturers to the students in learning pronunciation. Most of the students said that the lecturers often

give practicing to pronounce the English words. Then, in item 8 that concern with the amount of students in the class, almost half of the students said that sometimes the great quantity of students influence the process of learning pronunciation and even some of them said it is often influencing so that it is not adequate to all students. These two items shows that although the practicing is given oftenly, the amount of students in the class made the process of learning pronunciation is still not effective.

d. Communication Strategy

Item 9, 10, 11, and 12 regard to the communication strategy done by the students. The answers from item 9 and 10 shows most of students sometimes read English texts to practice their pronunciation and some of them still rarely to practice their pronunciation by reading English texts. Besides, there are some students that often practice to speak English outside the college and some of them also say sometimes. Also, there are students that still rarely in practicing. Based on the answers, most of students are not less of practicing in pronunciation although there still student that less of practicing.

In item 11 and 12, most of the students said they were often searching for the right way to pronounce when they aware their pronunciation is wrong. Then, majority of students prefer to looking for the right way to pronounce when they found words that have the same component whether in vowels or consonants.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion of the research and suggestion based on the data analysis.

A. Conclusion

Based on the findings of the data analysis in the previous chapter, the researcher puts forward some conclusion as follows:

1. Based on the analysis of pronunciation test, it was found that the kinds of error made by the students in pronouncing English segmental sounds were addition, misformation, and misordering. The analysis shown that none of the students made error in omission. The students made 739 errors out of the total number of 36 words containing English segmental sounds. The percentage of errors made by the students are 56 (7.58%) errors of addition, 673 (91,07%) errors of misformation, and 10 (1.35%) errors of misordering. From the data, it is shown that the most dominant error made by them is errors of misformation, namely 91,07% from the total errors found.
2. The sources of errors made by the students in pronouncing English segmental sounds were primarily caused by some components which were found from the questionnaire. The first, it is caused by the interlingual transfer of the language. It refers to the influence of students' mother tongue or native language. The second is caused by the intralingual transfer of the second language or known as interference. It refers to the faulty or partial

learning of the target language. Then, the other source of error is the context of learning. It refers to the classroom with its teacher and its materials in the case of school learning. And the last source is the communication strategy. It refers to the students' techniques in learning pronunciation.

B. Suggestion

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows:

1. The students should provide themselves with good textbooks or language materials for pronunciation practice as much as possible outside classroom.
2. The lecturers should use different techniques of teaching pronunciation in each meeting so that the students may not bored and find it comfortable to learn English pronunciation.
3. The lecturers should give the students motivation in learning especially in learning pronunciation, because those who highly motivated in learning will learn easier and practice more than those who have low motivation.
4. The collage administrators should established a good arrangement of the size of the class since the number of students in one class is crucial. The lecturers should divide the big class into small groups in order to obtain maximum progress of each students and to give special attention to slow learners.

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APPENDIX 1: PRONUNCIATION TEST

Read the Following Words!

VOWELS			CONSONANTS		
/æ/	1.	Ant	/ð/	17.	There
	2.	Bag		18.	Mother
		-		19.	Clothe
/ɜ:/	3.	Girl	/θ/	20.	Thicket
	4.	Curve		21.	Nothing
	5.	Blur		22.	Tooth
/ə/	6.	Attend	/ʒ/		-
	7.	Contain		23.	Vision
	8.	Error		24.	Massage
/ɑ:/	9.	Arm	/ʃ/	25.	Shirt
	10.	Laugh		26.	Assure
	11.	Radar		27.	Finish
/ɒ/	12.	On	/dʒ/	28.	Juice
	13.	Dog		29.	Edging
		-		30.	Age
/ɔ:/	14.	Oil	/tʃ/	31.	Child
	15.	Pause		32.	Watching
	16.	More		33.	Match

