

**ERROR ANALYSIS ON STUDENTS' ENGLISH PLOSIVE
CONSONANTS AT SENIOR HIGH SCHOOL 4 TAKALAR**



A THESIS

*Submitted to the faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the
degree of education in English Department*

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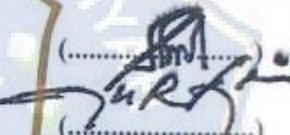
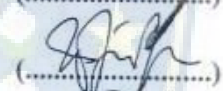




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Day / Date	Chapter	Note	Sign
Senin/9 Mei 2023	IV	Review your introduction	
13/5/2023	IV	Urutkan secara Jelas hari penelitian sesuai dengan rumus masalah.	
24/5/2023	IV	tambahkan teori d. di atas propose your abstract, References	
25/5/2023		Revisi your Abstract	
27/5/2023		Cek again your references	
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12 Mei 2023		Revised your research Subject.	
15 Mei 2023		Revised your conceptual frame course.	
18 Mei 2023		Complete your chapter w/ result of your research.	
27 Mei 2023		Complete your chapter w/ result of your research.	
30 Mei 2023		Pay attention to your abstract.	

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MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”

“Jangan biarkan kesulitanmu menguasaimu, Percayalah bahwa ini malam yang gelap dan hari yang cerah akan datang .Karna sesungguhnya dengan kesulitan akan ada kemudahan “

(QS.AL –Insyirah ; 5)

DEDICATION

I dedicate my thesis to my parents for their endless love, support and encouragement throughout my pursuit for education. I hope this achievement will fulfill the dreams they envisioned for me.

ABSTRACT

FIRA ANUGRAWANTI, 2023 *Error Analysis on the Students' English Plosive Consonants at Senior High School 4 Takalar.* A thesis, Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Ratu Yulianti Natsir and Junaid.

This study aimed at determining how the students pronunciation in plosive voiceless consonants especially in plosive (/p/,/t/,/k/) and what are the types of Errors students in pronouncing plosive voiceless consonant in speaking English. This research is used descriptive methods . The test was given to 15 students, as a sample of class XI.IPA 2 students..It consists of pronunciation test and documentation as an instrument. There were nine words spoken by the students.Pronunciation test used to find out the students pronunciation in voiceless plosive consonant especially in plosive (/p/,/t/,/k/) and to find out the types of error in pronouncing voiceless plosive consonant in speaking English skill.

The results showed that the pronunciation of voiceless plosive consonants by students was seen from three criteria, namely the beginning, the middle and the end. In the *initial* criteria, there were 39 students who made mistakes in pronouncing words. In the *middle* section, there were 35 students who made mistakes in pronunciation of words. And in the *final* criteria there were 29 students who made mistakes in pronunciation by adding letters or aspiration to the word. Then there are 4 types of errors, namely omissions, additions, misformation, and misordering.

Based on the result of the research, it could be suggested that for the teachers, they should be good model in pronouncing English sounds, pay more attention to their student's pronunciation and teach them more about English sounds. For the students, they should learn and practice more in pronouncing English sounds especially English voiceless plosive consonants [p], [t] and [k].

Keywords : *Error pronunciation, plossive consonant.*

ABSTRAK

FIRA ANUGRAWANTI, 2023 *Analisis Kesalahan pada Konsonan Plosif Bahasa Inggris Siswa di SMA 4 Takalar*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ratu Yulianti Natsir dan Junaid.

Penelitian ini bertujuan untuk mengetahui bagaimana pengucapan siswa dalam konsonan tak bersuara plosif khususnya dalam konsonan plosif (/p/,/t/,/k/) dan apa saja jenis kesalahan siswa dalam mengucapkan konsonan tak bersuara plosif dalam berbicara bahasa Inggris. Penelitian ini menggunakan metode deskriptif. Tes diberikan kepada 15 siswa, sebagai sampel siswa kelas XI.IPA 2. Terdiri dari tes pengucapan dan dokumentasi sebagai instrumennya. Ada sembilan kata yang diucapkan siswa. Tes pengucapan digunakan untuk mengetahui pengucapan siswa pada konsonan plosif tak bersuara khususnya konsonan plosif (/p/,/t/,/k/) dan untuk mengetahui jenis kesalahan dalam pengucapan plosif tak bersuara konsonan dalam keterampilan berbicara bahasa Inggris.

Hasil penelitian menunjukkan bahwa pengucapan konsonan plosif tak bersuara oleh siswa dilihat dari tiga kriteria yaitu awal, tengah, dan akhir. Pada kriteria awal terdapat 39 siswa yang melakukan kesalahan dalam mengucapkan kata. Pada bagian tengah terdapat 35 siswa yang melakukan kesalahan dalam pengucapan kata. Dan pada kriteria akhir terdapat 29 siswa yang melakukan kesalahan pengucapan dengan menambahkan huruf atau aspirasi pada kata. Lalu ada 4 jenis kesalahan yaitu kelalaian, penambahan, kesalahan penyusunan, dan kesalahan penyusunan.

Berdasarkan hasil penelitian, disarankan agar para guru menjadi teladan yang baik dalam melafalkan bunyi-bunyi bahasa Inggris, lebih memperhatikan pelafalan siswanya, dan mengajari mereka lebih banyak tentang bunyi-bunyian bahasa Inggris. Bagi siswa, mereka harus belajar dan berlatih lebih banyak dalam melafalkan bunyi bahasa Inggris terutama konsonan plosif tak bersuara bahasa Inggris [p], [t] dan [k].

Kata Kunci : *Kesalahan pengucapan, konsonan plosif.*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and thanks are due to Allah SWT, the Most Gracious and Most Merciful and also the Almighty. For all the outpouring of His grace and guidance so that the author is able to complete the final thesis. This thesis was written in order to fulfill the requirements to achieve a Bachelor of Education degree at the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

In completing the study and writing of this thesis, the author received a lot of help, both teaching, guidance and direction from various parties, either directly or indirectly. For this reason, the author expresses his deepest appreciation and gratitude to:

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Finally, this thesis is expected to be able to provide useful knowledge and information for readers. Therefore, the writer pleased to accept more suggestions and contributions from readers for the improvement of this thesis.

May Allah SWT bless us now and forever, and this thesis can be useful, Aamiin ya Rabbal alamin.

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Fira Anugrawanti

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CHAPTER 1

INTRODUCTION

A. Background of the problem

English is utilized as an international language to improve and expedite interactions between all nations in all fields (R. Melan 1992). People believe that English is becoming more and more significant, particularly in the period of free commerce. People must communicate in English in order to advance their economic development, social advancement, and cultural development in the globalization period.

English is regarded as a foreign language in indonesia. This indicates that English is only used in the classroom for instructional purposes. Students may have a lot of trouble pronouncing English because it is infrequently utilized as a communication tool.

A language student should focus on four specific major language skills in English. These include speaking, reading, writing, and listening. According to Ahmad (1998) Speaking and writing abilities are referred to as productive skills, whilst According to Harmer (1989) listening and reading abilities are referred to as receptive skills. Additionally, there are language components in English such as vocabulary, grammar, and pronunciation that cannot be separated.

Kelly Gerald (2000), Pronunciation is one of the important things in learning English in order to make a good communication. Because, to increase a good communication needs to pronounce the words correctly.

Without correct pronunciation people will misunderstand, and ambiguity communication. Kelly (2001) stated that pronunciation is organs of speak to create the sounds in particular. Hence, good pronunciation will produce good communication. While grammar instruction receives greater attention because it is deemed to be more important, pronunciation is a language element that has a significant impact on communication and must be mastered in order to achieve good communication. In addition, the curriculum for teaching English is concerned with practical language skills; likes listening, speaking, reading and writing. To expand students' skills, the English teaching curriculum also includes language components such as vocabulary, grammar, and pronunciation.

That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. The habits of speaking their native language have quite strongly been built up. Establishing new ways of hearing new sounds and new ways of using speech organs and new speech habits is a way to solve the problem of English pronunciation.

Additionally, pronunciation problems are a common problem for many English language learners. the difficulty that students have in pronouncing foreign sounds while they learn a foreign or second language as well as the target language. Plosive sounds are challenging for some

students to produce. It might be brought on by their culture and first-language mannerisms.

Pronunciation is as significant elements in English. Pronunciation become an important components in English. Because, learners need clear pronunciation in communication to create conversation correctly and clearly. Mathew, (1997) states that pronunciation is key to communicate in English communicative goals. Similarly, Setter and Jenkins (2005 in Gilakjani 2011) state that pronunciation like plays a key role in successful communication productively. Even though, pronunciation is element of English, but pronunciation has close connecting with four skills in English (listening, speaking, and reading. Hence, pronunciation is dominant thing in English. Because, it is a main role in applying English appropriately.

According to Richard (1974) Plosive are "maintainable" stops because they can be held for a long time, and the closure portion arises from a deliberate articulation. The term "plosive" relates to the way the stop is released-with what is sometimes called an "explosion". stops (also called plosives): The air stream is blocked completely somewhere in the mouth, air pressure builds up, and then it's released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.

According to robert kirchner (1998) Plosives also involve a total obstruction of the airway because the mouth has fully closed at some stage. This indicates that in order to talk with plosive consonant sounds, we must first restrict the air and retain it slightly before releasing it

suddenly. However, often when students or other individuals desire to speak more quickly, they tend to speak more ambiguously than necessary. As a result, the researcher is interested in using this case right now.

Based on description above, it is clear that pronunciation skill require many aspects to be mastery for the students. It means that, if students cannot mastery aspect of the required aspects of the pronunciation as demanded by the curriculum, than the pronunciation learning will not running effectively. Furthermore, the student gets errors in pronouncing English. As a result is pronunciation still sadly and need attention more.

Based on the explanation above, the researcher concentrate on the second grade students of high school because they have studied English in pronunciation practice, because most of them got bad grades in English in pronunciation. The researcher concentrate on teaching students how to pronounce the correct pronunciation in pronunciation, especially on the pronunciation of English plosive voiceless consonants [p/, /t/, /k/,/b/, /d/ , /g/]. The researcher assumes that students have difficulty pronouncing English plosive consonants as a result of their environment and habits. They continue to communicate with each other or their mother tongue. their mother tongue has a huge impact on their English. When they pronounce English plosive voiceless consonants, they make more mistakes.

Based on the above phenomenon, the researcher was motivated to conduct a research entitled " Error Analysis On the students English

plosive consonants at for Class XI senior high school at SMA Negeri 4 Takalar in the 2023 Academic Year".

B. Problem statement

Based on the background above, the researcher would like to formulated the research question as follow:

1. How is the students pronunciation in plosive voiceless consonants especially in plosive (/p/,/t/,/k/)?
2. What are the types of error students in pronouncing plosive voiceless consonants in speaking English?

C. Research Objective

Based on the research question, the objective of this research are to find out:

1. The students pronunciation in plosive voiceless consonants especially in plosive (/p/,/t/,/k/).
2. Types of students' error students in pronouncing plosive voiceless consonant in speaking skill.

D. Significance of study

The significances of this study were to:

1. Give clear information for English teachers who want to know about students' ability in pronouncing English .
2. Give information, consideration and input for the students especially for improving the pronunciation of English fricatives and avoiding them from making mispronunciation.

E. Scope of the Research

Scope of this research to analyze pronunciation errors of students on English plosive voiceless consonants (/p/, /t/ and /k/) pronounced by students, in this research the researcher only focuses on analyzing the students Senior High School 4 Takalar error in pronouncing voiceless plosive consonants (/p/, /t/ and /k/) in word positioned in initial, medial, and final. Based on surface strategy taxonomy.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher took preview studies findings by other researchers regarding of phonetic and pronunciation skill in English, those are:

The first by Soni (2018) investigated the Sundanese language interference in pronouncing English fricative and affricate consonants and the cause of errors in pronouncing them. This was conducted to 5 students in the 2nd year of Senior High School 1 Garut. The writer used qualitative method and case study design to analyze the research problems. Reading aloud test and interview were used to find out Sundanese language interference and the cause of errors. The language interference found was phonological interference; substitution and reinterpretation and there were seven reasons as the cause of errors. Finally, it is very necessary for the students to know how to pronounce English sounds that have different manner with the mother tongue, Sundanese.

The second by Azizah (2019) An Analysis Of Students' Error In Pronouncing Plosive Voiceless Consonants at The Sixth Semester Of English Education Raden Intan State Islamic University Of Lampung Academic Year Of 2019 The purpose of this study was to classify the types of errors made by students in pronouncing voiceless plosive consonants and to calculate the total errors made by students. This

research was conducted based on qualitative descriptive analysis. The result of this research is English Plosive Voiceless Consonant Error in students which has an impact on students' English pronunciation.

The Third by Nisa (2019) An Error Analysis Of English Voiceless Plosive Consonant Produced By The Students Of Junior High School Of Light Nation School In The Academic Year Of 2018/2019 The purpose of this study was to classify the types of errors made by students in pronouncing voiceless plosive consonants and to count the number of errors made by students and this type of research was descriptive quantitative. The results of this study are errors contained in the sound of omission, addition, wrong formation, and wrong order.

The Fourth researcher Elvionita, (2019) argue the proportion (frequency and the percentage) of students' errors in pronouncing English consonants. "Furthermore, the researcher also wanted to formulate the problem into one research question, what are the problematic errors of pronouncing English consonants in reading aloud of analytical exposition text at Senior High School Muhammadiyah 1 Pekanbaru. The researcher has randomly selected were 20 samples from 124 populations. To collect the data, the researcher used test as instrument. The test is the students be required to read an analytical exposition text loudly to find out the errors.

The Fifth researcher Nabila (2021).find out the dominant pronunciation errors in pronouncing English fricative consonants, the percentage of global and local errors based on communicative effect

taxonomy and to find out the causes of error in pronouncing English fricative made by Lampungnese students' of English Education Study Program at UIN Raden Intan Lampung. This research was conducted using descriptive qualitative research. The subjects in this study were Lampungnese students' of English education study program at UIN Raden Intan Lampung, which consisted of 20 students which were obtained using purposive sampling technique. In collecting the data the researcher gave 24 sentences including of English fricative consonants sound which the position of sound is in the initial, medial and final of the words.

Based on the related studies above, the researchers find similarities and differences. The similarity is the researcher discuss some topic relate to the type of voiceless plosive consonant Produced made by the students in pronouncing the speaking English. And then,

The differences are the cause and location to do the research. Beside that, researcher focus to get information about the causes of students' difficulties in pronouncing the dominant voiceless plosive consonants in speaking English in grade 11 students at SMA 4 Takalar.

B. Error Analysis

One of the main areas of study in the study of second language learning is error analysis. Errors are a necessary component of learning a language. The second-language English student is not aware that a certain system or rule exists in the English language.

According to Brown (2007), Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners error.

The method for determining the prevalence, kind, causes, and effects of unsuccessful language is known as error analysis. Additionally, one of the earliest techniques used to research learner language is error analysis. The approach, which entails a series of steps for locating, outlining, and explaining learner error. Otherwise, error analysis aims to determine or measure something incorrect or deviations from the specific language users that are continuously made by the students.

C. Concept of Error Analysis

Error analysis, according to Dulay (1998), is a procedure or series of steps in the analysis of the problematic aspects of learner writing that differ from a chosen norm of adult language performance. This means that mistake analysis is the process of examining and assessing students' departures from the second-language language learning process.

According to Corder (1973), error analysis has two purposes. The first one is an academic one, and the second is a real-world one. The methodology for researching the language acquisition process includes the theoretical component of error analysis. The practical application of mistake analysis is its role in directing the corrective action we must take to rectify an unpleasant situation for learner or teacher. It implies

that mistake analysis has two purposes. the first, theoretical parts that explore the language-learning process, and the second, the practical aspect that serves as a function-guide for corrective action.

According to the aforementioned (2012) claims, error analysis is a technique used to locate, describe, and examine faults that pupils consistently make. Therefore, categorization of faults is necessary to help students avoid them and professors assist students in fixing their mistakes. Error analysis is one of the first methods used to investigate learner language. The method which consists of a set of procedures for identifying, describing, and explaining learner error. In otherwise, error analysis is aimed to know or mesure something wron g or deviations from the particular language users which is made by the students continuously.

Based on the statement above, the researcher concludes that learn on error or error analysis is useful enough and also can give many contribute in language teaching. So that, the lecturer can know how far the material can be understood by the students and what error that need to be improved so the students can master the material as well.

James (1998), in his study, showed the different types of learners' errors relating to omission, overinclusion, misselection (use wrong words not wrong forms), misordering, blends (blending arises when two alternative grammatical forms are combined to produce an

ungrammatical blend.)Based on this, he stated that there are four causes of errors.

- a) Mother-tongue Influence: Interlingual Errors. the interference from the mother tongue that led to the error. The persistence of the learners' native tongue in using the target language has an impact on them.
- b) Target Language Causes: Intralingual Errors. On any level and in any situation, beginning speakers of a target language can choose between two options:
 - a. Using their learning strategies, the learner can start learning the required material.
 - b. The learner can attempt to close the gap by using communication techniques.
- c) Communication Strategy-Based Errors. The error includes holistic strategies and analytic strategies.
 - a. Holistic strategies, the term „holistic“ refers to the learners“ assumption. The most general term for this approximation.
 - b. Analytic strategies, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.
- d) Induced Error refers to learner mistakes that are caused more by the environment of the classroom than by either students' unfinished English sentences (intralingual error) or first language interference (interlingual error). They occur as a result of students being duped by the way that teachers present definitions, examples, and explanations, as well as the

way they set up practice opportunities. Material-induced errors, errors brought on by teacher discussion, exercises-based errors, errors brought on by pedagogical priorities, and look-up errors are some of the causes of errors.

It could be concluded that Taylor (1975) categorizes the error cause based on the level of language development of the learners. Interlingual transfer, intralingual transfer, learning context, and communication techniques, often known as induced error in James' classification, are the four primary categories into which Brown and James divide the sources of error.

D. The Types of Error

Every person has undoubtedly spelled something incorrectly. Despite having a very strong command of the language, they cannot avoid making mistakes. There are various types of errors that can be described in error analysis. Experts provide their opinions on the many types of errors. They divide it up into various categories. Corder in Ellis (2008), distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. They are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.

3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

According to Dulay (1982), there are three most useful and commonly used bases for descriptive classification of errors :

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language components and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. If we want to analyze the errors, we have to determine its category.

2. Surface Strategy Taxonomy

The students may add extraneous things or delete necessary ones; they may also misform or disorganize objects. Four types of errors were identified by this taxonomy: omissions, additions, misformations, and misordering.

a. Omission

Omission is characterized by the absence of one or more elements, which are needed in a phrase or a sentence construction. For example, the word "test" [test] is pronounced as [tes].

b. Addition

A characteristic of addition is the existence of one or more extra parts. For instance, the word "car" [ka:] is spoken as "kr." When the learner has already mastered a few rules in the target language and is in the later phases of L2 acquisition, addition errors typically occur. In reality, adding mistakes are caused by the all-too-faithful application of some rules.

Three types of addition errors ;

Double markings The failure to delete specific items that are essential in some linguistic constructs but not in others is a more realistic description of many addition errors.

Regularization Errors occur when extraordinary items of the provided class that don't take a marker are incorrectly appended with a marker that is typically added to a linguistic item.

Simple addition The "grab bag" category of additions is comprised of errors.

simple addition The "grab bag" division of additions is mistakes. An addition error is referred to as a simple addition if there is neither a

double marking nor a regularization. Simple adds do not have any distinguishing characteristics aside from the insertion of an item that is inappropriate in a well-formed sentence, which is the case with all addition errors.

c. Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word „thin“ [ðin] as [tin].

Thus far, three types of misformations have been frequently reported in the literature:

Regularization errors that fall under misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

archi-formes. The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Alternating forms as the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Thus we see for demonstratives: *those dog* or *this cats*.

d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. In this research, the

researcher used surface strategy taxonomy to classify the types of errors that students made.

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded four major errors categories in this taxonomy ; they are developmental errors, interlingual errors, ambiguous errors, unique errors.

E. English Pronunciation

Language is used by people from all nations to communicate with one another. From one nation to the next, and even within the same nation, there are differences in the languages spoken by those people. These languages' differences in vocabulary, structure, pronunciation, and other areas are among their many variations. Language students will always find these elements when they study a foreign language, just as they do while studying English.

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstanding in communication using English language are caused by mispronunciation made by non-native English speaker. It is mainly caused by different sound system found between English language and non-English language. It is very important to realize that every language has its own sound system which can gives big influence on the

process of learning and producing the foreign sounds when someone is learning a foreign language such as English.

1. Pronunciation Features

How the word is said in general is called pronunciation. Kristina et al (2006:1) define pronunciation as the act or the manner of pronouncing word: utterance of speech.

Ramelan (1994) states that there are two features in English pronunciation. Those features are segmental and supra segmental. English segmental features, which refer to the second units arranged in sequential order, consist of consonants and vowels. They are:

1) 24 consonants.

(1) voice consonants : [b, d, g, v, ð, z, r, , m, d, n, l, w, y, ŋ]

(2) voiceless consonants : [p, t, k, f, s, , t, h, θ]

2) 12 vowels. : [i, i:, ε, æ, a:, ^, , :, U, u:, ə, ə:]

3) Diphthong : [Iə], [ə], [ə], [eI], [I], [aI], [o], [a]

Because they may be divided into separate segments and features, they are known as segmental features. Based on the distinctions in each sound's role in an utterance and method of creation, speech sounds are divided into vowels and consonants.

Supra segmental features are always present when segmental is produced. They are referring to characteristics such as stress, pitch, length, and intonation. Supra segmental features cannot be studied in isolation from the segmental features that comprise them

1) **Stress**

Ramelan (1994: 25) defined stress as the amount of force or loudness with which a syllable is pronounced in order to emphasize it. It is true not only for individual vowels and consonants, but also for entire syllables. A stress syllable is pronounced with more energy than an unstressed syllable.

2) **Length**

According to Ramelan (1994: 29), length refers to the amount of time that a sound is produced in a given utterance. When the length of a sound is measured comparatively in relation to the other sounds in the same utterance for instance the sound /a:/ is longer than /ʌ/ in mother.

3) **Pitch**

Pitch means the voice of the speaker goes up and down in tone at different syllables which are said with some degree of lowness or highness of tone. The pitch of the voice is determined by several factors. The most important is the tension of the vocal cords. If the vocal cords are stretched, the pitch of the sound will go up. The other meaning of pitch is the frequencies variations that occur in speech. There may be as many degrees of pitch levels as there are syllables in utterance but for practical purposes we distinguish only four significant pitch levels. Those are lowest pitch level used to end a sentence, mid pitch level used to start an utterance, high level of pitch, commonly used to accompany the strongest stress in a sentence, the highest pitch level, normally used in an emphatic speech.

4) Intonation

The combination of pitch-based musical tones that humans use to pronounce each syllable that makes up our speech. Ramelan (1994: 32) stated that intonation is the varying of pitch throughout various syllables in an utterance. Another name for intonation is the melody of speech.

F. Concept of Pronunciation

Kelly (2000) asserts to be one who breaks down pronunciation into its constituent parts. He claims that the two primary elements of pronunciation are phonemes and suprasegmental characteristics.

According to Goodwin (2019), the feature of a language that instantly distinguishes speakers as non-natives is pronunciation. Because it can be used to distinguish us as non-native speakers, we are not required to pronounce words as native speakers do. We must, however, at the very least, be audible when speaking. She went on to explain that professors should assist students who have difficulty speaking by correcting their pronunciation.

G. Problems in Pronunciation

Additionally, O'Connor (1998) gives a helpful illustration of the importance of our ears. He claims that "the ear is the beginning of language. By listening to and imitating his mother's speech, a baby learns to speak. A baby that is deaf from birth won't be able to imitate these sounds, and as a result, won't be able to speak. English does, too. If one cannot listen to English properly, one cannot generate English pronunciation well. Kelly (2000) gives a brief and detailed explanation of the difficulties that specific children could

have. They are ; 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept that such a relationship doesn't happen could be new. 2) Even if the learner is already familiar with this notion, they will still need to grow accustomed to new sound-spelling correlations. 3) There might be sounds and sound combinations in L1 that are absent from English. 4) The learner may find English's emphasis and intonation patterns unusual. The students could experience difficulties when acquiring English pronunciation. But as teachers, we must provide assistance so that they can resolve their issues.

H. Error in Pronunciation

According to Brown (2007), learning is fundamentally a process that involves making mistakes. Learning a second language, like learning a first, requires a lot of trial and error. Learners will invariably make mistakes during the acquisition process, and if they do not make mistakes and then receive feedback on those mistakes, their learning will suffer. Errors are a defect in learner speech or writing. They are the sections of speech or writing that deviate from a predetermined adult language performance standard.

The definition of a mistake is a departure from the target's norms. When the deviation results from ignorance, error has occurred. It shows a lack of knowledge. The internal grammar of the speaker-hearer is made up of the mental representations of language rules that constitute competence in this case, according to Chomsky. Stevens in Richards hypothesizes rather than as challenges to be overcome, but as usual and inevitable traits identifying the

strategies used by students. He proposed that errors were recognized as proof of successful learning rather than failure if a pattern of errors could be identified in how all learners performed in a specific context and if a student was seen to proceed through this pattern.

The difficulties or mistakes that Indonesians who are learning English encounter are as follows:

1. The students experience an ear problem.
2. The issue of producing unfamiliar sounds.
3. The way the sounds are distributed.
4. Fluidity
5. The relationship between standard spelling and pronunciation.

It is clear from the explanation above that students occasionally make mistakes. They are hearing impairment, difficulty producing foreign sounds, sound distribution, fluency, and the relationship between pronunciation and standard spelling.

I. Plosive Consonant

Plosive sounds are made by forming a complete obstruction to the flow of air through the mouth and nose. There is a closure in the initial phase. The air flow then intensifies until the closure is ultimately removed, resulting in an air explosion and loud noise.

The process of producing a plosive consonant is characterized by a complete obstruction somewhere along the speech tract, followed by a sudden

release of air, resulting in an explosive sound. Furthermore, complete obstruction of the air stream causes stops.

Based on Roach (2009), a plosive is a consonants articulation with the following characteristics :

1. In order to create a stricture that prevents air from escaping the vocal tract, one articulator is moved against another, or two articulators are moved against one another. Thus, there is complete stipulation.
2. This stricture is released, or air is allowed to escape, once it has developed and compressed the air behind it.
3. When the plosive is released, if the air behind the stricture is still under pressure, it's likely that the air will escape and make noise loud enough to be heard. Plosion is the term for this noise.
4. A portion or all of the plosive articulation may be voiced.

To give a complete description of a plosive consonant, we must describe what happens at each of the following four phases in its production (peter Roach 2009).

1. The articulator or articulators move to create the stricture for the plosive in the first phase. This is known as the closing phase.
2. The compressed air is prevented from escamping during the second phase. This stage is referred to as compression.
3. The third stage involves moving the articulators that were used to create the stricture in order to let air out. The releasing phase is now.

4. We'll refer to the period immediately following (iii) as the fourth phase and name it the post-release period.

There are six plosive consonants in English, produced at the bilabial point of articulation [b, p,], the alveolar point of articulation [d, t,], and the velar point of articulation [g, k]. The consonants that have a shortening effect on the preceding vowel are identified as „voice-less“- Sounds such as [p], [t], [k], and [s] - and those that cause lengthening as "voiced" – for instance [b], [d], [g], and [z]. Try hissing a longer [sss] and comparing it to a longer buzzing [zzz]: the difference between the two is the „voicing“ of the [z], a vibration produced in the larynx which is perceived as a „buzz“.

The glottal plosive, which regularly occurs but is less significant because it is frequently just another way to pronounce (/p/, /t/ and /k/) in specific instances. The plosives are articulated in several locations. Because the lips are pulled together, the plosives p and b are bilabial, while t and d are alveolar because the tongue blade is pressed up against the alveolar ridge. Unlike with the dental plosives present in many languages, the tongue normally does not touch the front teeth.

1. Plosive Consonant Features

1. [p]

[p] is an articulatory voiceless bilabial stopped.

Following is an articulatory description:

- a. The two lips are tightly pressed together, fully blocking the mouth's ability to exhale.

- b. To prevent air from escaping through the nose, the soft palate is elevated and used to block the nasal canal.
- c. During the halt, the vocal chords are not vibrating.
- d. When the two lips are quickly opened, air escapes with a plosive sound (sudden release of the blockage).

Word for practicing pronunciation:

- a. speak [speek]
- b. peanuts [pee.nuhts]
- c. apple [a.pl]
- d. piston [pi.stn]
- e. copper [kaa.pr]
- f. pencil [pen.si]
- g. plays [playz]

This voiceless stop is aspirated strongly stressed syllables and unaspirated in unstressed syllables.

2. [t]

Following is an articulatory description:

- a. When completing the tongue tip in close proximity to the teeth ridge (alveolum), the outgoing air is entirely blocked.
- b. To prevent air from escaping through the nose, the soft palate is elevated, sealing off the nasal cavity.
- c. The voice chords do not vibrate during the pause.

- d. Air erupts with a plosive sound as the tongue's tip is abruptly pulled away from the teeth-ridge.
- e. In strongly stressed and weakly stressed syllables, this voiceless stop is aspirated and unaspirated, respectively.

Words to practice pronouncing:

- a. tea [tee]
 - b. bitter [bi.tr]
 - c. time [time]
 - d. utter [uh.tr]
 - e. train [trayn]
3. [k]

The voiceless velar stop [k] is defined by articulatory definition.

Following is an articulatory description:

A combination of the following factors, the voice chords are not vibrating during the stoppage:

- a. When pressing the back of the tongue on the soft palate (velum), the outgoing air is entirely blocked;
- b. In order to seal off the nasal cavity and stop air from escaping via the nose, the soft palate is lifted at the same time;
- c. The vocal cords are not vibrating during the stoppage;
- d. When the soft palate and the back of the tongue rapidly separate from one another (sudden release of the blockage), the air plops out.

- e. Strongly stressed syllables aspirate the voiceless stop, but weakly stressed syllables do not.

Words for pronunciation practice:

- a. Key [kee]
- b. Castle [ka.sl]
- c. Case [kays]
- d. Chord [kord]
- e. school [skool]

J. The Variants of Sounds

Now we will return to a detail consideration of English sounds and their variants (allophones).

1. Stop (plosive)

Plosive sounds show many variations than any other. Voiceless plosive (/p/,/t/ ,/k/) may be either aspirated or unaspirated. It means that the phonemes /p.t.k/ have an aspirated allophone [p^h, t^h, and k^h] and unaspirated [/p/,/t/,/k/]. Unaspirated allophone occurs after voiceless alveolar fricative (/s/), aspirated allophone occurs in all other positions, but there is strong aspiration when the plosive occurs initially in a stressed syllable, such as in the words *pen, ten, key*. The aspiration tends to be rather weak when the plosive occurs between vowels, and may be absent, such as in the words *supper, water, weaker*. The other allophones of voiceless alveolar plosive (/t/) are dental stop and glottal stop,

symbolized by [t] and [tʰ]. Dental allophone occurs before dental fricative and glottal stop occurs in final position of a syllable.

The other allophones of voiceless velar plosive (/k/) are pre-velar and back velar allophones, they are symbolized by [K], [K]. Pre-velar allophone occurs before front vowels and back velar allophone occurs before back vowels.

The voiced bilabial and alveolar plosives (b,d) have two allophones. Those are voiced and devoiced variants. Devoiced allophone [b,d,] occurs in final position of the words, voiced allophone [b,d,] occurs in the other environments. The voiced velar plosive (/g/) has four allophones, they are voiced, devoiced, pre-velar, and post-velar. The voiced allophone occurs in the other environment of devoiced, pre-velar and post-velar environments. Devoiced allophone occurs in final position of words, pre-velar allophone occurs before front vowels, and post-velar allophone occurs before back vowels

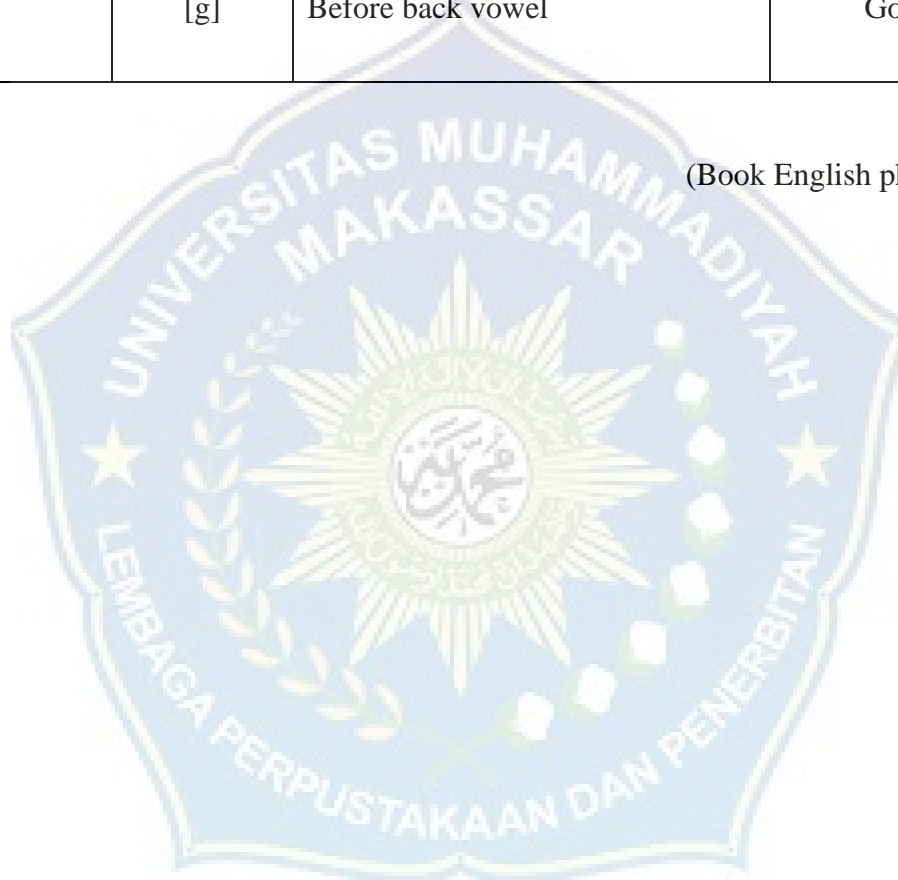
The word examples of sound variations of plosive are given in the following table:

Table 1.1 The Variants of plosive

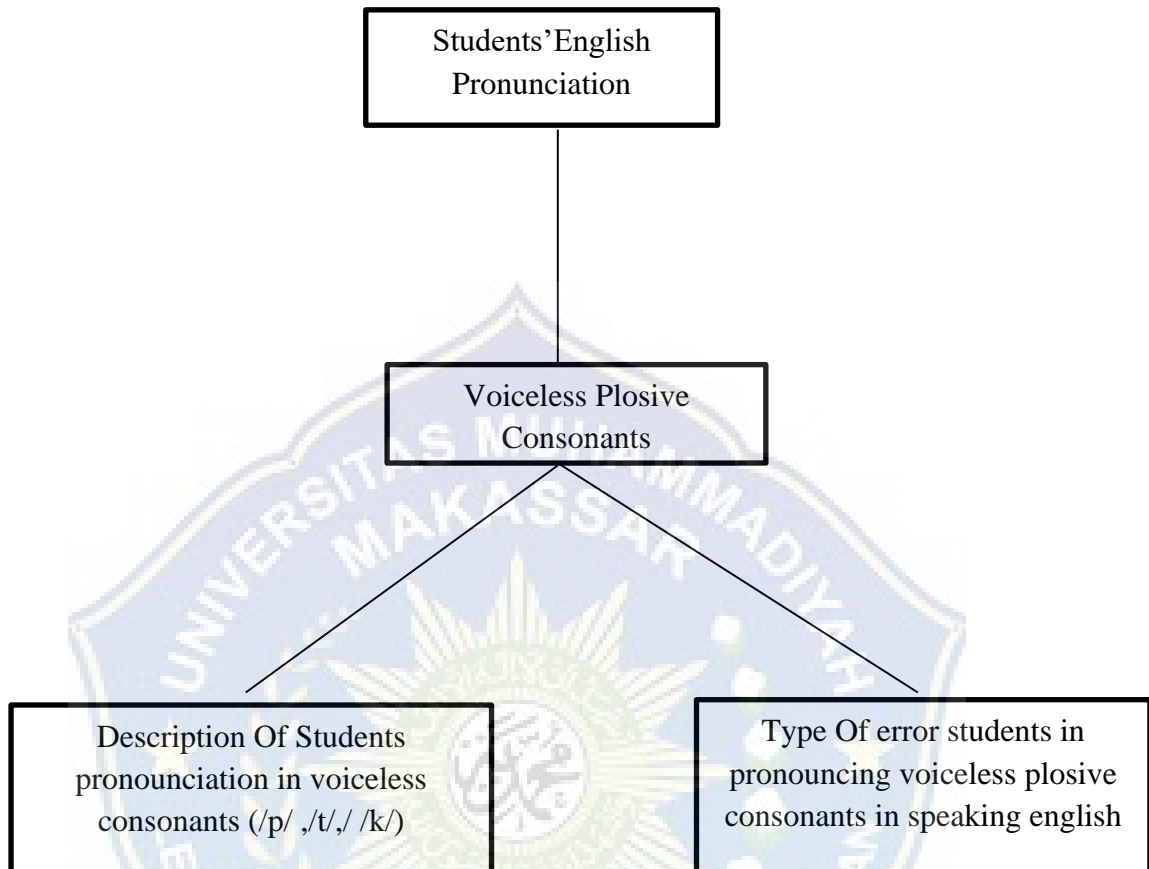
Phoneme	Allophone	Environment	Example
/p/	[p]	After Voiceless alveolar fricative	Speak
	[p ^h]	Strong aspiration in a stress syllable in initial position	Pick
/t/	[t]	After voiceless alveolar fricative	Stay
	[t ^h]	Strong aspiration in a stress syllable in initial position	Time
	[t]	Before dental fricative	Eighth
	[t ²]	final position of a syllable.	Cut
/k/	[k]	After voiceless alveolar fricative	Skill
	[k ^h]	Strong aspiration in a stress syllable in initial position	Kite
	[k ⁺]	Before front vowel (prevelar)	Keep
	[k]	before back vowel	Cool
/b/	[b]	All environments	By
	[b]	Word-final position	Rib
	[d]	All environments	Day

/d/	[d]	Word-final position	Bed
	[g]	other environments	Game
	[g]	Word-final position	Beg
/g/	[g ⁺]	Before front vowel	Geese
	[g]	Before back vowel	Goose

(Book English phonology)



K. Conceptual Framework



Figur 2.1 Conceptual Framework

The conceptual framework above shows that this study focuses on student pronunciation and types of student English pronouncing and types of students error in pronouncing voiceless plosive consonants in English. In this study there were two steps, (1) Description Of Students pronunciation in voiceless consonants (/p/ ,/t/,/ /k/), (2) Type Of error students in pronouncing voiceless plosive consonants in speaking english. The purpose of this study was to find out how students pronounce and what types of student errors in pronouncing voiceless plosive consonants in English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, used qualitative descriptive methods. In this study is to answer the research objectives, namely to described what voiceless plosive consonants were wrongly spoken by high school students and what the types of error students in pronouncing voiceless plosive consonants in speaking English .

According to Jane (2003), descriptive qualitative is a research study that investigates the quality of relationships, activities, situations, or materials which is often referred to as qualitative research. Qualitative research is a social science research approach that emphasizes collecting descriptive data in a natural setting, using inductive thinking, and emphasizing understanding the subject's point of view. The Qualitative Research Unit is a specialist in conducting in-depth research, particularly involving individual and focus group interviews, for explanatory, evaluative or strategic purposes.

According to Creswell (2014), qualitative research is an approach to explore and understand the meaning given by individuals or groups to social or human problems. The research process involves questions and procedures that arise, data is usually collected in a participant setting, data analysis is constructed inductively from specific themes to general themes, and the researcher makes interpretations of the meaning of the data.

Based on the statement above, the researcher only examines the research phenomenon of Senior High School students in class XI at SMA 4 Takalar. In this

way, data were collected from students' mistakes in pronouncing English plosive voiceless consonants.

B. Research Subject

This research was conducted at SMA 4 TAKALAR. The subjects of this study were the students of class XI SMA Takalar who focused on the pronunciation of students in class XI IPA.2 . students totaling 23 students and 15 students who were used as research participants.

C. Research Instrument

In this research used tests and recorders as instruments. the pronunciation test was used and all of their pronunciations were recorded. The instrument used in this research consists of a test, a tape record which is used to record the students' pronunciation. In order to get the required data, the researcher used a tape-recorded, pronunciation test items. Then, transcribed by the researcher. The transcripts of their recordings were used to find out their errors.

D. Technique of Data Collection

In technique of data collection the researcher carried out several steps. First, the sample students were given the test consisting of 9 words containing the words with English plosive sounds consonants (/p/, /t/, /k/) Second, the students pronounce the words while their pronunciations were recorded. Third, the researcher played the recoder and identified the students' pronunciations, the researcher focused on students' pronunciation of English plosive sounds consonant (/p/, /t/, /k/). Next, the

researcher transcribed students' pronunciations into symbols of transcriptions. The last thing, the researcher analysed the errors they made so that the information needed in this research was obtained.

E. Technique of Data Analysis

In analyzing the data, the researcher used the three steps suggested by Ellis (1999), they were: collection of sample of learners language, identification of errors, and description of errors. This research used the procedure error analysis through the following steps:

1. Collecting the data from the result of the students' error pronunciation. The researcher collected the students' recordings to be analyzed. They have been giving a task to read 9 words which was given by the researcher while the researcher recorded themselves. The researcher tried to determine the data that would be treated, finding mispronounced words which include plosive sounds.
2. Identifying the students' errors. After collecting the students' voice recordings, the researcher listened them repeatedly in order to know the speech then transcript the recordings. The researcher identified the words on transcription which produced an error. The researcher identified the students' errors by using Dulay (1982) surface strategy taxonomy.
3. Describing of Errors after identifying the data, the researcher classified the errors based on surface strategy taxonomy. In this

way, the researcher determined the types of error that belong to each type of error. Then, the errors that committed by the students put into the distribution table of error to find out the number of errors each of the student committe.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher will discuss students' pronunciation of voiceless plosive consonants and types of student errors in pronouncing voiceless plosive consonants in speaking English.

A. Findings

This research classified errors based on surface strategy taxonomy, they are omission, addition, misformation and misordering.

- a) The Students Pronunciation in Voiceless Plosive Consonants Especially in Plosive (/p,/t/,/k/). From pronunciation test there are three criteria, namely; initial, middle and final.

- a. [Initial]

In the word *Parent* there are 7 ways of pronunciation carried out by students including; [frens]; [perənt]; [perəns]; [parənts]; [parən]; [phirents]; [pherənts] which was performed by 14 students. the word [frens] is spoken by 1 student; the word [perənt] is spoken by 1 student; the word [perəns] was pronounced by 1 student; the word [parənts] was pronounced by 3 students; the word [parən] was pronounced by 2 students; the word [phirents] was pronounced by 3 students; and the word [pherənts] was pronounced by 3 students.

In the word *type* there are 3 ways of pronunciation that students do including namely; [taɪp]; [teɪp]; [tɛp] which is done

by 10 students. In the word [taɪp] it was said by 5 students; in the word [teɪp] it was said by 3 students; and on the word [tɛp] uttered by 2 students.

In the word *Catch* there are 6 ways of pronunciation which are done by students including [kæʃ]; [kʌʃ]; [keɪʃ]; [keft]; [khæf]; [kʌθ]. which was done by 15 students. The word [kæ ʃ] was spoken by 3 students; in the word [kʌʃ] spoken by 4 students ; on the word [keɪʃ] pronounced 2 students; in the word [keft] 3 students pronounce it; in the word [khæf] it is pronounced 2 students; and in the word [kʌθ] pronounced 1 student.

b. [Middle]

In the word *apple* there are 4 ways of pronunciation carried out by students including; [æfel] ; [æp^hl] ; [apl] ; [aipəl] which was done by 13 students. In the word [æfel] spoken by 3 students; in the word [æp^hl] pronounced 1 student ; in the word [apl] pronounced 3 students; and the word [aipəl] is pronounced by 6 students.

In the word *dirty* there are 3 pronunciations made by students including; [de:^hi]; [de:ti]; [dɜ:ti] which is done by 10 students. In the word [de:^hi] 1 student is pronounced; in the word [de:ti] is pronounced 6 students; and in the word [dɜ:ti] 3 students uttered it.

In the word *Accept* there are 5 ways of pronunciation done by students including; [əssept]; [əsept]; [esep]; [əiks'sep]; [ak'sep] which was carried out by 12 students. In the word [əssept] 5 students pronounce it; in the word [əsept] it is pronounced 1 student; in the word [esep] uttered by 2 students; the word [əiks'sep] is pronounced by 2 students; and the word [ak'sep] was pronounced by 2 students.

c. [Final]

In the word *cup* there are 4 ways of pronunciation carried out by students including [kʌp^h]; [kep]; [kʌf]; [cup] which was done by 9 students. In the word [kʌp^h] 2 students pronounce it; in the word [kep] 3 students pronounce it; in the word [kʌf] 2 students uttered it; and in the word [cup] 2 students said it.

In the word *lost* there are 5 ways of pronunciation done by students including [lɒs]; [lɒts]; [lest]; [les]; [lʌs] performed by 11 students. In the word [lɒs] pronounced 3 students; in the word [lɒts] pronounced 3 students; in the word [lest] pronounced 2 students; in the word [les] pronounced 2 students; and in the word [lʌs] 1 student is spoken.

In the word *ask* there are 6 ways of pronunciation carried out by students including; [æks]; [ʌs]; [æks]; [ʌks]; [ʌsk]; [æs] performed by 9 students. in the word [æks] pronounced 1 student; in the word [ʌs] pronounced 3 students; in the word

[æks] it is pronounced by 1 student; in the word [ʌks] it is pronounced by 1 student; in the word [ʌsk] pronounced 2 students ; and the word [æs] is pronounced by 1 student.

b) The type of error students in pronouncing voiceless plosive consonants in speaking English especially of error /p/, /t/, and /k/. The errors of this research were classified by using surface strategy taxonomy based on Dulay (1992), where categorized 4 types of error; omission, addition, misformation and misordering. The data of this reserch would be presented bellow:

a. Omission of /p/, /t/, /k/

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction.

For example:

i. Parent

The word “parent” as pronounced [p^herənt] was being pronounced [perənt] was being pronounced by a students by omitting the aspiration of /p^h/; [perəns] was being pronounced by a student which not only omitting the aspiration of /ph/ but also adding a phoneme /s/ in the final of word.

ii. Type

The word “type” as pronounced as [t^haɪp] was being pronouced by 5 students as [taɪp] which omitting the aspiration of /t^h/.

iii. Catch

The word “lost” pronounced as [lɒst] but some students made errors in pronouncing this word as [lɒs] was being pronounced by 3 students which deleting a /t/ in the final of word.

The conclusion of this examples can be known if still there were many students which made error in pronouncing plosive voiceless consonants with aspirated and unaspirated whether in initial position of word and final position, so that hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound.

b. Misordering of /p/, /t/, and /k/

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence.

For example:

i. Ask

The word “ask” pronounced as [æsk] but some students made errors in pronouncing this word like [æks] was being pronounced by a student which moving a phoneme /k/ in the middle of a word instead in the final of a word.

ii. Lost

The word “lost” pronounced as [lɒst] but some students made errors in pronouncing this word as [lɒst] by 3 students which a /t/ should be in the final position of word but the student put a /t/ in the middle position.

The conclusion of this examples can be known that still there were many students which made error in pronouncing plosive voiceless consonants with unaspirated in final position of word, so that hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound.

c. Misformation of /p/, /t/ and /k/

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. As in the case of additions, misformtions are usually not random.

For example:

i. Apple

The word “apple” as pronounced as [æpɫ] was being pronounced as [æfel] by 3 student with misformating the phoneme plosive voiceless /p/ with a fricatives” phoneme/f/. This kind of misformation was alternating forms, because the student used /f/ as an alterntive phoneme to represent /p/ in the middle position in this word;

ii. Cup

The word “cup” as pronounced as [k^hʌp] was being pronounced as [kʌt] was being pronounced by a student with changing a plosive voiceless phoneme /p/ with phoneme /t/ and also omitting an aspiration /h/ of phoneme /k/; [kʌf] was being pronounced by 2 student which not only changing a plosive voiceless phoneme /p/

with phoneme /f/ but also omitting an aspiration /h/ of phoneme /k/. This kind of misformation was also alternating forms, same as before which where in this word both of these students used /t/ and /f/ as an alternative phoneme to represent /p/ in final position of this word.

d. Addition of /p/, /t/, and /k/

Addition is characterized by the presence of one or more elements that are not needed .

For Example;

i. Dirty

The word “dirty” pronounced as [de:ti] but some students made errors in pronouncing this word like [de:t^hi] was being pronounced by a student which adding an aspiration /h/ on phoneme /t/ which should not be there because of the phoneme of plosive voiceless /t/ in the middle does not be aspirated. This kind of addition was simple addition which means in this case the students present a simple addition /h/ which did not need in this word because of the position of /t/ was in the middle of this word.

ii. Apple

The word “apple” as pronounced as [æpl] was being pronounced as [æp^hl] was being pronounced by a students by adding an aspiration /h/ on phoneme /p/ which where plosive voiceless consonants

only in initial position should be with aspirated instead there was no aspirated in the middle or final position.

iii. Cup

The word “cup” as pronounced as [k^hʌp] was being pronounced as [kʌp^h] by adding an aspiration /h/ on phoneme /p/ and also omitting an aspiration /h/ of phoneme /k/; which where plosive voiceless consonants only in initial position should be with aspirated instead there was no aspirated in the middle or final position.

The conclusion of this examples can be known that still there were many students which made addition error in pronouncing plosive voiceless consonants with unaspirated whether in initial position of word and final position and this kind of addition was only found simple addition, so that, hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound.

B. DISCUSSION

This research focused on the types of error based on surface strategy taxonomy according to Dulay. Therefore, the types of error based on surface strategy taxonomy according to Dulay (1982), To determine that the result was error, The researcher corrected the students' recordings by analyzing and categorizing the errors.

After processing all the data by using an oral test, it needed to discuss some findings. The discussion focused on two objectives of the research question. The first discussion is about what types of

error that students made in pronouncing English Voiceless plosive consonants /p/, /t/ and /k/ and the second discussion focused on how is the students pronunciation in plosive voiceless consonants especially in plosive /p/, /t/ and /k/.

This research classified errors based on surface strategy taxonomy, they are omission, addition, misformation and misordering. Omission which is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. addition which is characterized by the presence of one or more elements that are not needed ,this kind of addition was simple addition which meant the student only added an unnecessary item in the word; misformation which is characterized by the use the wrong form of elements in a phrase or a sentence, and misordering which is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence.

Based on the results of the research conducted, four errors were found. The first type of error is omission, which has 11 students where they omit elements from the text given. Second, misordering, there were 4 students who mentioned readings with non-consecutive elements. Third, Misformation, there were 15 students who made mistakes in pronouncing the words contained in the reading. Finally, addition, there are 8 students who add elements in pronouncing the word containid reading .It can be inferred that the students may already study about how to pronounce

words but they also often made errors when they speak words which consist of plosive voiceless consonants with aspirated and unaspirated whether in first (initial), medial or final place of words. Therefore, the researcher also found some errors that made by the students in pronouncing plosive voiceless consonants (/p/, /t/ and /k/) by mispronouncing some words.



CHAPTER V

CONCLUSION AND SUGGESTION

Based Based on data analysis and discussion in the previous chapter, this research would like to draw the conclusion that SMA 4 takalar students, especially class XI, still make many mistakes in pronouncing English words consisting of voiceless plosives (/p/, /t/, and /k/).

A. CONCLUSION

Based on the explanation and the description in the previous chapter, this research would like to draw a conclusion that the siswa kelas XI IPA.2 SMA 4 Takalar still made many errors in pronouncing English words which consist of plosive voiceless consonants (/p/, /t/, and /k/).

1. The most common types of errors made by the students are omission, addition, misformation and misordering.
2. These total of errors were 103 items of error which show that student most made erroneous in omitting a phoneme in a word than substituting or adding a phoneme in a word, for example the word 'parent' [p^herənt] is pronounced as [pərənts] students omitting an aspiration /^h/ of phoneme /p/, etc.
3. The types of misformation errors found in this study are only mispronunciations which mean there are alternating phonemes in representing other phonemes in a word. And errors in omissions, students remove aspiration on letters. On misordering errors, students misplace

letters or aspirations that are mixed up. And in the last type of error, namely Addition, students add aspiration or letters to words.

B. SUGGESTION

Based on the finding of the research, this research would like to give some suggestion related to this result of the research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

For the English teacher

1. The researcher recommends to the teacher to be more creative and understand the students' problems so the students do not make mistakes in English pronunciation.
2. The teacher has to make the students aware of their mistakes by correcting their errors.
3. The teacher has to give more attention in pronunciation practice material especially in plosive voiceless consonants materials.

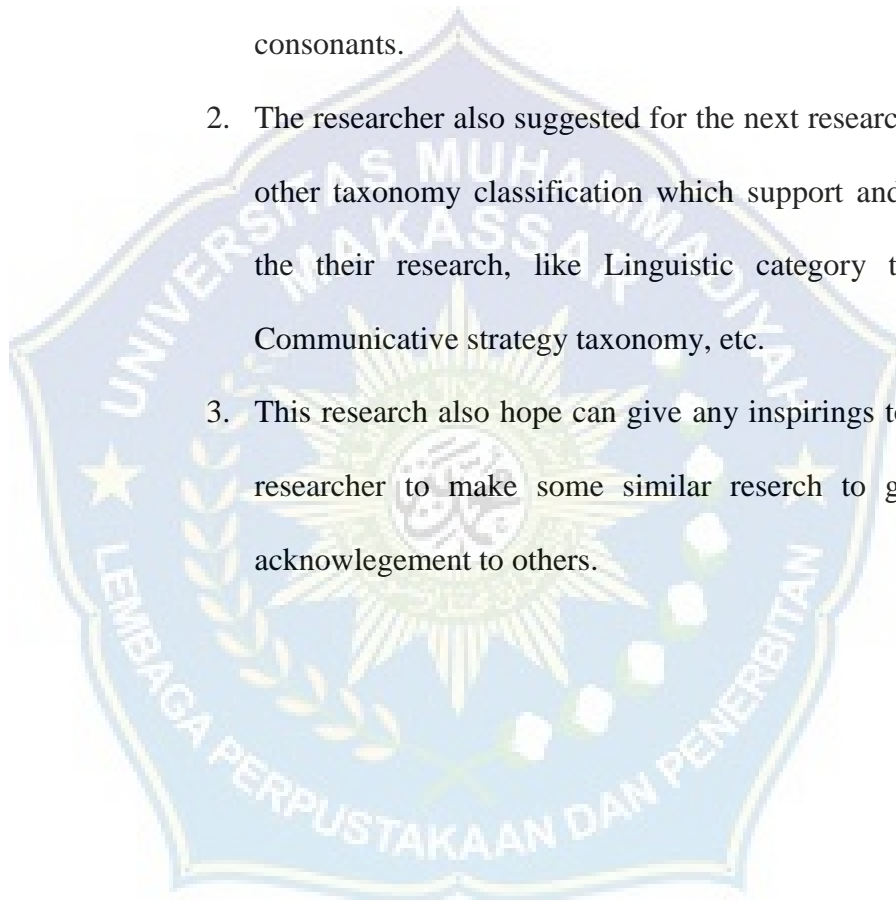
For Students

1. Researchers suggest that students should practice pronunciation starting from the simplest one such as speaking on their daily activity.
2. The students have to pay more attention to some aspects that are difficult for them in pronunciation. After knowing their mistakes, the students should be able to learn from it,

so they will not do the same mistakes.

For the Next Researchers

1. This research was being hoped that can help the next researcher in giving more information about analysis in students' error in pronouncing plosive voiceless consonants.
2. The researcher also suggested for the next researcher to use other taxonomy classification which support and relate to the their research, like Linguistic category taxonomy, Communicative strategy taxonomy, etc.
3. This research also hope can give any inspirings to the next researcher to make some similar reserch to give more acknowledgement to others.



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PRONUNCIATION TEST

Instruction:

The researcher gives some few the word that deal with plosive consonants. The researcher then requests that the students pronounce them. The researcher then record and documentation the pronunciation of the students. The following are the sentences:

1 Initial

No	Categorize	List of word	Online Phonetic Transcription
1	Aspirated /p ^h / in initial position	Parent	[p ^h erənt]
2	Aspirated /t ^h / in initial position	Type	[t ^h aɪp]
3	Aspirated /k ^h / in initial position	Catch	[k ^h ætʃ]

2 Middle

No	Categorize	List of word	Online Phonetic Transcription
1	Unaspirated /p/ in middle position	Apple	[æpl]
2	Unaspirated /t/ in middle position	Dirty	[dɜ:ti]

3	Unaspirated /k/ in middle position	Accept	[ək'sept]
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3. Final

No	Categorize	List of word	Online Phonetic Transcription
1	Unaspirated /p/ in final position	Cup	[kʰʌp]
2	Unaspirated /t/ in final position	Lost	[lɒst]
3	Unaspirated /k/ in final position	Ask	[ɑ:sk] or [æsk]

Adopted By Azizah 2019

APPENDIX 1**LIST OF THE SAMPLE**

NO	Students' Symbol Name	Students' Character in the Research
1	MNJS	Student 1
2	MA	Student 2
3	KA	Student 3
4	NH	Student 4
5	RAR	Student 5
6	NA	Student 6
7	AKA	Student 7
8	AZ	Student 8
9	SNA	Student 9
10	ND	Student 10
11	HA	Student 11
12	FS	Student 12
13	KR	Student 13
14	RS	Student 14
15	MA	Student 15

APPENDIX 2

INSTRUMENT OF THE RESEARCH

No	Categorize	List of word	Online Phonetic Transcription ¹
1	Aspirated /p ^h / in initial position	Parent	[pɛrənt]
2	Unaspirated /p/ in middle position	Apple	[æpl]
3	Unaspirated /p/ in final position	Cup	[kʌp]
4	Aspirated /t ^h / in initial position	Type	[tʰaɪp]
5	Unaspirated /t/ in middle position	Dirty	[dɜːti]
6	Unaspirated /t/ in final position	Lost	[lɒst]
7	Aspirated /k ^h / in initial position	Catch	[kʰæʃ]
8	Unaspirated /k/ in middle position	Accept	[əksept]
9	Unaspirated /k/ in final position	Ask	[ɑːsk] or [æsk]

APPENDIX 3

The Students pronunciation in voiceless consonants especially in plosive

(/ p/,/t/ ,/k /).

[INITIAL]

No	List of sentence	Dictionary Transcription	Students Transcription	Description	Total of The Speaker
1	Parent	[p ^h erənt]	[frens]	Misformation	1
			[perənt]	Omission	1
			[perəns]	Omission	1
			[parənts]	Misformation	3
			[parən]	Misformation	2
			[p ^h irents]	Misformation	3
			[p ^h erənts]	Addition	3
2	Type	[t ^h ap]	[tap]	Omission	5
			[tep]	Misformation	3
			[tep]	Misformation	2
3	Catch	[k ^h æʃ]	[kæʃ]	Omission	3
			[kʌʃ]	Omission	4
			[keiʃ]	Misformation	2
			[keft]	Misformation	3
			[k ^h æf]	Misformation	2
			[kʌt ^h]	Misformation	1

[MIDDLE]

No	List of sentence	Dictionary Transcription	Students Transcription	Description	Total of The Speaker
1	Apple	[æpl]	[æfel]	Misformation	3
			[æp ^h l]	Addition	1
			[apl]	Omission	3
			[aipəl]	Misformation	6
2	Dirty	[dɜ:ti]	[de:t ^h i]	Addition	1
			[de:ti]	Misformation	6
			[dɜrtie]	Misformation	3
3	Accept	[ə k'sept]	[əsept]	Misformation	5
			[əsept]	Misformation	1
			[esep]	Misformation	2
			[əiks'sep]	Addition	2
			[ak''sep]	Misformation	2

[FINAL]

No	List of sentence	Dictionary Transcription	Students Transcription	Description	Total of The Speaker
1	Cup	[kʰʌp]	[kʌpʰ]	Addition	2
			[kep]	Misformation	3
			[kʌf]	Misformation	2
			[cup]	Misformation	2
2	Lost	[lɔst]	[lɔs]	Omission	3
			[lɔts]	Misordering	3
			[lest]	Misformation	2
			[les]	Misformation	2
			[lʌs]	Misformation	1
3	Ask	[æsk]	[æks]	Omission	1
			[ʌs]	Omission	3
			[æks]	Misordering	1
			[ʌks]	Misformation	1
			[ʌsk]	Misformation	2
			[æs]	Omission	1

APPENDIX 4

Recapitulation of Students' Error Classification in Pronouncing Plosive Voiceless Coseonants

No	Student	Omission	Addition	Misformation	Misordering	Total
1.	S1	3	-	5	1	9
2.	S2	2	1	5	-	8
3.	S3	3	-	6	-	9
4.	S4	-	-	5	1	6
5.	S5	1	-	5	1	7
6.	S6	4	1	4	-	9
7.	S7	-	-	4	1	4
8.	S8	2	-	5	-	7
9.	S9	-	1	3	-	5
10.	S10	1	1	4	-	6
11.	S11	1	1	4	-	5
12.	S12	-	1	3	-	4
13.	S13	3	-	5	-	8
14.	S14	2	1	4	-	7
15.	S15	3	2	3	-	9
	Total	25	9	65	4	103



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Alamat	: PERUMAHAN PURI PALANGGA MAS 2 BLOK D5

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **ERROR ANALYSIS OF THE STUDENTS ENGLISH PLOSIVE CONSONANTS AT SENIOR HIGH SCHOOL**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
 Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
 04 April 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
 NBM. 860 934



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Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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Makassar 90231

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Lampiran	: -	Bupati Takalar
Perihal	: <u>Izin penelitian</u>	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1190/05/C.4-VIII/IV/1444/2023 tanggal 05 April 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: FIRA ANUGRAWANTI
Nomor Pokok	: 105351105418
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Slt Alauddin No. 259 Makassar

PROVINSI SULAWESI SELATAN
Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI,
dengan judul :

" ERROR ANALYSIS OF THE STUDENTS ENGLISH PLOSIVE CONSONANTS AT SENIOR HIGH SCHOOL "

Yang akan dilaksanakan dari : Tgl. 11 April s/d 11 Juni 2023

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 10 April 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



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Email : prodi@umh.ac.id
Research Service:
research@umh.ac.id
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Fira Anugrawanti
NIM : 105351105418
Judul Penelitian : Error Analysis Of The Students English Plosive Consonants At Senior High School
Tanggal Ujian Proposal : 11 Januari 2023
Tempat/Lokasi Penelitian : SMA N 4 TAKALAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Monday, 1 May 2023	Observasi	Miss Eka	
2	Tuesday, 2 May 2023	Pronunciation Test	Miss Eka	
3	Wednesday, 3 May 2023	Pronunciation Test	Miss Eka	
4				
5				



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8				
9				
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Takalar , 04 mei 2023

Mengetahui,

Ketua Program Studi,
FKIP Uinismuh, Makassar
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala Sekolah
H. ABDI GAFFAR, S.Pd.M.P.d
NIP. 19710606 200502 1 006



NOMOR NPSN : 40301551

SMA NEGERI 4 TAKALAR



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DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WIL. VII JENEPONTO-TAKALAR
UPT SMA NEGERI 4 TAKALAR



Alamat: Jalan Pendidikan Desa Tamasaju Telp./fax (0418) 2325004 E-mail sman 1galesongutara@gmail.com Kec.Galesong Utara KP. 92255

SURAT KETERANGAN SELESAI PENELITIAN

NO. 420.3/0286-UPT SMAN.4/TKL/DISDIK

Berdasarkan Surat dari Pemerintah Provinsi Sulawesi Selatan, Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu yang bernomor : 15103/S.01/PTSP/2023 tanggal 10 April 2023, maka Kepala UPT SMA Negeri 4 Takalar Kab. Takalar menerangkan bahwa :

Nama : **FIRA ANUGRAWANTI**
 NIM : 105351105418
 Program Studi : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa (S1)
 Alamat : Jl. Sultan Alauddin No. 259 Makassar

Benar telah melakukan Uji Instrumen dalam rangka menyusun **Skripsi** dengan judul "**ERROR ANALYSIS OF THE STUDENT ENGLISH PLOSIVE CONSONANTS AT SENIOR HIGH SCHOOL**", yang dilaksanakan pada tanggal 11 April s.d. 11 Juni 2023.

Demikian surat keterangan ini dibuat dan kami berikan untuk dipergunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terima kasih.

Takalar, 4 Mei 2023

Kepala UPT SMAN 4 Takalar,



H. ABD. GAFFAR, S. Pd. M. Pd.

Pangkat : Pembina Tk. I

NIP. 19770606 200502 1 006



#BerAHKLAK
#SIPAKATAU

#CERDASKI
Cekatan Akuntabel
BerTaka Solusi
Berintegritas Kolaborasi

berDedikasi Inovatif

SETULUS HATI, SEPENUH JIWA, SEKUAT RAGA
MENCERDAKAN SULAWESI SELATAN



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Telp : 0811 1782101 (Secretary)
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Web : bg.fkip.unismuh.ac.id

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LETTER OF ACCEPTANCE
0776/BG-FKIP/LOA/B/VI/1444/2023

Dear FIRA ANUGRAWANTI

It is our pleasure to inform you that, after reviewing your paper:
**ERROR ANALYSIS OF THE STUDENTS ENGLISH PLOSIVE CONSONANTS
AT SENIOR HIGH SCHOOL**

The manuscript ID: 996

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

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Makassar, 13 June 2023 M
24 Dzulqaidah 1444 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
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DOCUMENTATION



Figure 1 The researcher introduced himself in front of the students



Figure 2 Researchers provide an explanation of plosive consonants



Figure 3 & 4 The researcher conducted a pronunciation test to the students



CURRICULUM VITAE



FIRA ANUGRAWANTI is a student of English Department in Muhammadiyah University of Makassar. She was born on 19th October 2000 in Sinjai. She is the first child from the marriage of Firman and Rahmatia. she has three sisters and two brother.

In 2006, she started in elementary school at SD Negeri No.92 Panaikang, graduated in 2012. Then she continued junior high school at SMP Negeri 2 Sinjai Timur and graduated in 2015. After that she continued to senior high school at SMA Negeri 10 Sinjai and graduated in 2018. While studied at senior high school she participated in Bela diri (Tapak Suci) for three periods. In 2018. At the end for her study, she could finished her thesis in 2023 entitle ***“Error Analysis on the Students’ English Plosive Consonant at Senior High School 4 Takalar”***.