

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

(A Descriptive Research at English Education Department)



A THESIS

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

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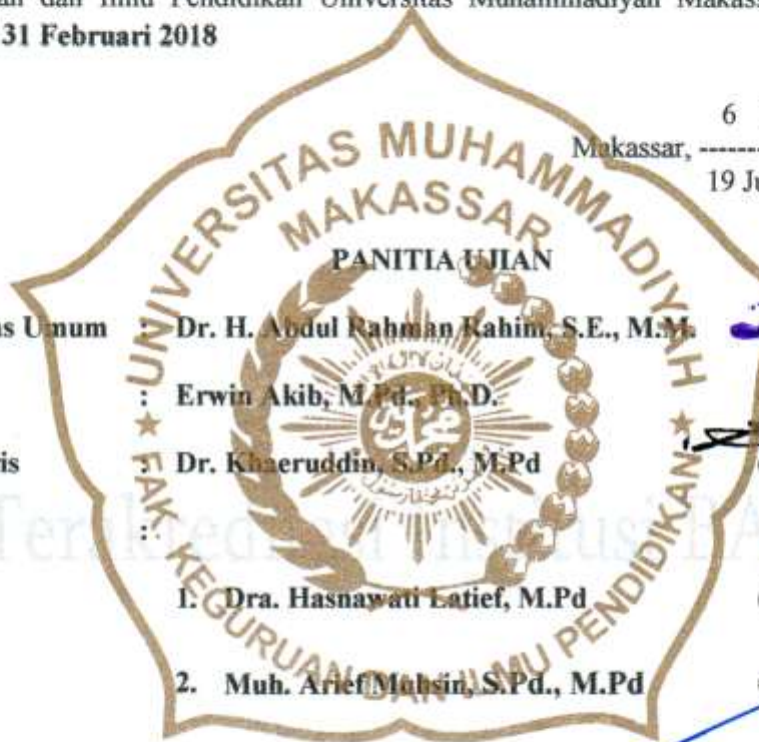


**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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wed, 11/10/2017	IV	The formulation of findings	
wed. 3/1/2018	IV	Add the explanation in discussion	
Thurs 4/1/2018	IV	Get the important facts & analysis etc.	
	IV	Understand your discussion	
	IV	Add the reason in conclusion why the dominant error in mispronunciation	
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Makassar, Februari 2018

Yang membuat perjanjian

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Motto

“Don’t depend too much on anyone in this world because even your own shadow leaves you when you are in darkness”

(Ibn Taymiyyah)

“Reach out a hand and help those who are down when you are
up”

(The Researcher)

“There is no easy way to live, either you try hard or you fall
harder. Both will make you a better person”

(The Researcher)

ABSTRACT

Megawati, 2018. *An Error Analysis in Pronouncing Homophones Made by Third Semester of English Department Students at Muhammadiyah University of Makassar (A Descriptive Research).* Under the Thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University, Supervised by Hasnawati Latief and Muh. Asrianto Setiadi.

The objectives of this research were: (1) to find out the types of errors in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/* made by third semester students at Muhammadiyah University of Makassar, (2) to find out the dominant type of error in pronouncing homophone especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/* made by third semester students at Muhammadiyah University of Makassar.

The method of this research was descriptive method. The population of this research consisted of the third semester of English Department Students in 2017 academic year. The sample of the research was simple random sampling technique where the researcher used lottery way and took 4 students from ten classes of English Department. Hence, there were 40 students who were taken as the sample. The data were collected through recording and giving pronunciation test.

This research analyzed the students' pronunciation based on types of error. Meanwhile, the frequencies of error were calculated in percentage. This research revealed: the third semester students at Muhammadiyah University of Makassar as sample contributed four types of errors in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/* in their pronunciation, those were; (1) errors of omission (3.24%), (2) errors of addition (0.99%), (3) errors of misformation (95.76%), (4) errors of misordering (0%). The researcher concluded that the dominant type of error of this research was error of misformation with the percentage 95.76% and the occurrence 384.

Keywords: *Error Analysis, Pronunciation, Homophones*

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Makassar, Februari 2018

Researcher

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CHAPTER I

INTRODUCTION

A. Background.

Language is a significant role in this life. By using language, the people can express their ideas, emotions, desires, and even the people can make social interaction with each other. One of the languages that have an important role in human life is English. English is one of the languages that are used by most people in this world to communicate. English has an important role as a means of communication especially when one interacts with the other people from the other countries. Thus, English is called “an international language”.

According to Widiastuti (2013:2), English is one of the most important subjects to be learned by the students. English has been selected and designated as a compulsory foreign language to be taught in schools throughout Indonesia, from Junior High School to University. The choices and decisions are very logical, strategic and perspective because English is a lingua franca of international speakers and has spread across the globe.

The important thing to study English is the mastering of the necessary skills. They are listening, speaking, reading, and writing. Not only that but there are also important elements, one of them is pronunciation. According to Burn (2003:5) pronunciation means the sounds production of the speaker and how the effect of the listener. Moreover, pronunciation is an important part of speaking skill as communication. If students speak English, students should pronounce the

word apparently. In studying English, the correct pronunciation will make them easy to give the meaning of their speech. Hence, it cannot break communication between messenger and receiver.

In this case, some students often make an error when they pronounce English words, especially homophone words. Crystal (in Tyonum 2017:2), states that homophones are words that are spelled differently but have similar pronunciation, for example, *so – sew, alms - arms, eye - I, no - know*. The students who mispronounce the word, they will be misunderstood when they are speaking English.

Based on the researcher's observation of English Department Students at the Muhammadiyah University of Makassar, there were students made errors when they pronounce English words, especially homophone words. When the researcher asked them to read aloud the list of homophone words, most of them mispronounce with some of the homophone words especially in words /scent/ and /sent/ the words should be pronounced same but the students pronounced differently. They pronounced scent as /skent/ and sent as /sent/. The students mispronounce the other words in homophones were cede it should be pronounced /si:d/ but the students pronounced /sed/ and seed /is:d/ while both of these words have same pronunciation, bass it should be pronounced /beis/ but the students pronounced /bas/ and base /beis/. These were mispronunciation because it should be pronounced in the same pronunciation. The researcher also found that the students didn't know about homophone.

Based on the problem above, the researcher proposed that error in pronouncing homophones was considerable happen in the learning process as English students' error. To solve the problem and to succeed the process in teaching and learning English, the researcher considered that it is important in investigating students' error and what the causes of the errors as one of the ways evaluation in teaching and learning. After doing that, English teachers have to make an effort to improve English teaching process easier for their students. Hence they can understand the learning problems that are faced by their students in learning the language by understanding the differences between the two language systems. The teachers also need to ask the students to more practice to pronounce words then do not be lazy to open a dictionary. Therefore, probably it can make the students be better to pronounce the words.

Through this research, the researcher is interested in analyzing the students' error in pronouncing homophones. The research title is "*An Error Analysis in Pronouncing Homophones Made by the Third Semester of English Department Students at the Muhammadiyah University of Makassar.*"

B. Problem Statement

Related to the background, the researcher formulates the research questions as follows:

1. What types of errors in pronouncing homophones are made by third-semester students of English education department at the Muhammadiyah University of Makassar?

2. What is the dominant type of error in pronouncing homophones made by the third-semester students of English education department at the Muhammadiyah University of Makassar?

C. Objectives of the Research

Based on the research questions above, the objectives of the study are to find out:

1. The types of errors in pronouncing homophones made by the third-semester students of English education department at the Muhammadiyah University of Makassar.
2. The dominant type of error in pronouncing homophones of the third-semester students of English education department at the Muhammadiyah University of Makassar.

D. Significance of the Research

This research theoretically is expected to be useful information and positive contributions, especially in teaching pronunciation, mainly for lecturers and students at the Muhammadiyah University of Makassar. Lecturers are expected to apply error analysis when teaching pronunciation. And then research practically can be used as the reference for those who want to research English teaching pronunciation or error analysis of pronunciation especially about error analysis in pronouncing homophones.

E. Scope of the Research

This research uses descriptive research as a method of this research. The limit of this research is to analyze the errors of pronunciation especially in pronouncing homophones in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/*, and to find out the types of error, they are: errors of omission, errors of addition, errors of misformation, errors of misordering and to find out the dominant type of error in pronouncing homophones.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this part, the researcher found several previous researchers who are related to this research, those are:

Yanjani (2013) An analysis study of error made by the students in pronouncing homophones. The result of research showed that 60% students made error in pronouncing homophones with final t/or/d/, 58% with final /s/, /z/,/ɪ l/, and /ɪ n/. 50% with final /ə /, /r /,/u:/, and /ə r/. It means more half of students made error in pronouncing homophones. Based on the result, it can be concluded that most of them have difficulties to pronounce English word because the written words in English is different from the sounds.

Mukaromah (2012) an error analysis in spelling English words produced by the seventh grade students of Husnul Khotimah Islamic Boarding School as seen from their dictation test. She found the most frequent error is homophone confusion, it is 24.7%. The second most frequent error is sounds distinction, it is 23.7%. The third most frequent error is letters that conveying different sounds, it is 21.4%. Meanwhile, the fourth most frequent error that produced by the students is unpronounced letter, it is 16.1%. And pattern five is the fifth rank with 8.2%. Finally, the last frequent error is sounds that absent in L2, it is 14.1%. From the frequent of errors we know that the students mostly make errors in homophone confusion.

Fatmawati (2016) An error analysis in pronouncing homophones. She found that there were four kind of errors in pronouncing English homophones namely: omission, addition, misformation, misordering. The result of analysis found in students there were 14 (2%) errors of omission, 131 (16%) errors of addition, 648 (82%) errors of misformation, and there was no error in misordering (0%). It indicated that most of the students made errors in misordering.

Based on the previous related research finding above, the researcher concludes that there are some similarities in this research, although there are some different things. The similar of our research has analyzed the errors in pronunciation. But we have differences in our variables. From the first research, her variable is plosive consonant. Second research, she doesn't group between the kind of errors, she is only counting the percentage of errors by each sound of English vowel sounds. The third research, he focuses on the English diphthong and triphthong. In this case, the researcher will focus on English pronunciation especially in pronouncing homophones.

B. The Concept of Error

1. Definition of Error

The error is any deviation from a selected norm of language performance, no matter what the characteristics of causes of the deviation might be. Error deals with producing or making inappropriate words, phrases, or sentences of the learner's speech or writing. The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing. The learners

tend to produce inappropriate sentences. This phenomenon is something which is standard that anyone cannot learn a language without first systematically committing errors. Hence, it is possible that every student ever makes errors in pronunciation when they learn the English language.

According to Corder (in Okeke 2014:97), errors arise from inaccurate learning, inaccurate teaching, wrong guessing, poor memory, the influence of the mother tongue and the process of learning. Moreover, according to Hornby in Dulay (1982:138), the error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the faulty side of learners' speech or writing. They those part of conversation or composition that deviate from the selected norm of mature language performances. Error in speech or writing as second or foreign language learners is regards as showing faulty or incomplete learning.

Also, according to Corder (1981:56), the error is different from mistakes. Therefore, it is crucial to make a distinction between them to analyze learners' language in proper perspective. The error is a deviation from student structure since the learners have not completely mastered the rules of the language they learned. He also states that the mistakes are a structural deviation, which occurs because the learners cannot determine the choice of expression in proper accordance the situation.

According to Brown (2000:217), a mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known

system correctly. An error is a noticeable deviation from the adult grammar or native speaker, reflecting the interlanguage competence of the learner.

Errors cannot be apart from sound production from the pronunciation. It caused the differences in the correct pronunciation when the learners pronounce some words. However, the error is essential tool in the process of learning and teaching. Knowing the student's errors makes the teacher possible to determine areas that need reinforcement in pronunciation teaching. Moreover, it is also essential for the learners to become aware of the differences between their native language and second language during the learning process. Therefore, errors should be analyzed to know how the learner acquires the language rules.

2. Errors and Mistakes

To analyze learner language in an appropriate perspective, it is crucial to make a distinction between **mistakes** and **errors**, technically two different phenomena. According to Brown (2000:217), a mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly. All people make mistakes in both of native and second language situations. Native speakers are normally capable of recognizing and correcting such “lapses” or “mistakes.” Which are not the results of some temporary breakdown or imperfection in the process of producing speech? This hesitation slips of the tongue, random ungrammaticalities and other performance lapses in native speaker production also occur in second language speech.

According to James in Brown (2000:217), an error cannot be self-corrected, while a mistake can be self-corrected if the deviation is pointed out the speaker. Besides, according to Ellis (1997:17), we need to distinguish errors and mistakes. Errors reflect gaps in a learners' knowledge they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance they happen because, in a particular instance, the learner is unable to perform what he or she knows.

Based on the statements above the researcher can conclude that mistake is made by learner in their performance or activity (speaking or writing) because they do not pay attention and inconsistent with the deviation. Besides that error is caused by the learner in their competence, it means they don't know well about the knowledge. Hence when they make failure to utilize the language, they can't correct if the deviation is pointed out the speaker.

3. Error Analysis

Making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Studying about errors made by the learners is essential for the teachers because they will understand on their learners' language acquisition by knowing and analyzing the learners' errors.

Besides, studying learners' errors serves two major purposes: first, it provides data from which inferences about the nature of the language learning process can be made. Second, it indicates to teachers and curriculum developers which is the part of the target language students have most difficulty producing

correctly and which error types detract most from a learners' ability to communicate effectively.

According to Brown (2000:218), the fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. Moreover, according to Khansir (2012:1029), Error Analysis is a type of linguistic analysis that focuses on the errors learners make. Based on the statements above, the researcher concludes that error analysis is the way to know the students' achievement in learning a foreign language.

4. Steps of Analyzing Error

According to Ellis (1997:18), there are some steps of analyzing error, they are:

- a. Identifying errors: the first step in analyzing errors is to detect errors. In this case, we have to compare the sentences learners produce with what seems to be the normal or correct pronunciation in the target language, which correspond with them.
- b. Describing errors: once at all the errors have been identified, they can be defined and classified into types or categories.
- c. Explaining errors: trying to tell why errors occur.
- d. Error evaluation: where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

5. The Types of Errors

According to Dulay (1982:151), there are four taxonomies of errors. Each of them is classified into several categories errors.

a. Linguistic category taxonomy

The errors are classified according to the linguistic component, using linguistic terms, namely phonology, morphology, syntax, semantic

b. Surface strategy taxonomy

1) Omission

The omission is characterized by the absence of one more element, which is needed in a phrase or sentence construction. For example, the word 'test' [test] is pronounced as [tes].

Based on the definition above I can conclude that omission error occurred when the students produced a sound which supposed to appear in pronunciation.

2) Addition

The addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kΛr].

Based on the definition above I can conclude that addition error occurred when the students added a sound which supposed to appear in pronunciation.

3) 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].

Based on the definition above I can conclude that misformation error occurs when the students replace a sound with another sound which has similarity.

4) Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a: ks]

Based on the definition above I can conclude that misordering error occurs when the students exchange the position of a sound with another sound.

c. Comparative category taxonomy

There are two categories of errors, as follows:

1) Interlingual error

The errors are caused by negative transfer or interference of the learner's mother tongue in the language.

2) Intralingual error

Interference with the target language itself causes the errors.

d. Communicative Effect Category Taxonomy

It consists of two categories. They are as follows:

1) Local errors

Local errors are caused by the omission of one or more language elements in sentence construction, which disturb the process of communication. An awkward sentence is usually the result of this kind of errors.

2) Global errors

Global errors are the errors, which cause the entire message conveyed not to be understandable for readers or listeners.

C. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately. According to Burn (2003:5) pronunciation refers to the *phonology* of the language – or the meaningful perception and production of the sounds of that language and how they impact on the listener.

According to Dalton and Seidlhofer (1994:3), they state that pronunciation in general terms as the production of important sound in two senses. The first sight is talking about pronunciation as the production and reception of sound speech. Then the second is talking about pronunciation

concerning acts of speaking. In the simple word, the researcher can define pronunciation as a part of speaking skill that related to how to make correct sounds to achieve meaning in the context of use.

2. Pronunciation Goals

According to Brown (2000:284), the goal of English pronunciation should be more realistically focus on clear and comprehensible pronunciation. At the beginning levels, the teachers want the learners to beat the difficulty which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements are far more important in the overall stream of clear communication than rolling the English or getting a vowel to imitate correctly a native speaker.

Pronunciation is probably one of the hardest in English to learn it because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English, the communication between the speaker and the listener has a mutual relationship. It affects each other. It means that so that the listener can comprehend the meaning of what is said, the speaker has to speak openly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation, it can make misunderstanding in meaning.

3. Factors that Affect Pronunciation

In learning English pronunciation, there might be some aspects that make the learner of foreign language make an error. The effect is not only because English is not their native language but also because of some factors. According to Kenworthy (1987:4-8), there are six main factors affecting pronunciation learning, they are:

a. The native language

The first element is because English is not their native language. So, it is possible that students cannot learn English well. Students might be difficult to pronounce English words because it is different from their native language.

b. The age factors

Adults may not be able to master pronunciation well because they have some problems that might affect them in learning pronunciation. It is different from children, they have some effort to master English pronunciation, and they have a lot of time to learn it. The adults have not enough time to study a foreign language, and they have developed a strong sense of the sound system of their first language.

c. Amount of exposure

Another factor is the amount of exposure to English the learners receive. It is tempting to view this simply as a matter of whether the learners are living in the English speaking country or not. Many people live in the English speaking country, but they do not use the English

language for the communication. In another hand, many people do not live in the English speaking country, but they speak and learn English as well. It seems that amount of exposure though a contributory factor is not a necessary factor for the development of pronunciation ability.

d. Phonetic ability

Most of the students make errors in the phonetic ability because there is no special lesson learning about how to pronounce as well. The ability among the students is different. Some students have a better ear for foreign language than the other. In English, there is much phonetic ability that might lead them to make an error, such as the intonation, the sounds of the phone, stress, and the other factors.

e. Attitude and Identity

The orientation and identity sometimes lead learners to consciously or unconsciously resist making changes to their pronunciation because their accent is an important way of signaling their social and ethnic identity. They may use various markers of their ethnicity in their spoken English quite unconsciously. Building sensitivity to the fact that we all speak in different ways to different interlocutors may help learners become more comfortable with the idea that they can change their accent in different situations.

f. Motivation and Concern for good pronunciation

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

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

4. Aspect of Pronunciation

According to Roach (2009:2), pronunciation has two main features; there are segmental and super-segmental features. The segmental function includes phoneme that consists of vowel and consonant. Also, super segmental includes stressing and intonation.

a. Segmental

The segmental feature concerns with the phonemes which include of vowel and consonants of a language. These have been well described in this figure below:

Table 2.1 Segmental Features of the Phonemes

Vowels		Diphthongs		Consonants			
i:	be <u>a</u> d	eɪ	ca <u>k</u> e	p	pin	s	sue
ɪ	h <u>i</u> t	ɔɪ	to <u>y</u>	b	b <u>i</u> n	z	zoo
ʊ	bo <u>o</u> k	aɪ	h <u>i</u> gh	t	to	ʃ	sh <u>e</u>
u:	fo <u>o</u> d	ɪə	be <u>e</u> r	d	do	ʒ	me <u>a</u> sure
e	l <u>e</u> ft	ʊə	few <u>e</u> r	k	c <u>o</u> t	h	h <u>e</u> llo
ə	ab <u>o</u> ut	eə	wh <u>e</u> re	g	g <u>o</u> t	m	m <u>o</u> re
ɜ:	sh <u>i</u> rt	əʊ	g <u>o</u>	tʃ	ch <u>u</u> rch	n	n <u>o</u>
ɔ:	ca <u>l</u> l	aʊ	hou <u>s</u> e	dʒ	ju <u>d</u> ge	ŋ	si <u>n</u> g
æ	h <u>a</u> t			f	f <u>a</u> n	l	l <u>i</u> ve
ʌ	r <u>u</u> n			v	v <u>a</u> n	r	r <u>e</u> d
ɑ:	f <u>a</u> r			θ	th <u>i</u> nk	j	y <u>e</u> s
ɒ	do <u>g</u>			ð	th <u>e</u>	w	w <u>o</u> od

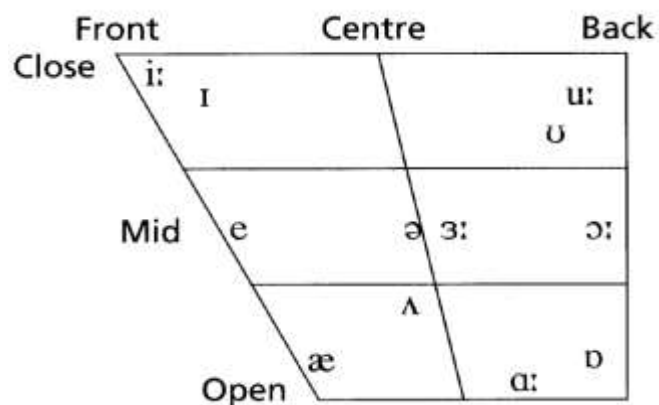
(Pairs of consonants (voiced and unvoiced) are blue thickly outlined). The boxes containing unvoiced phonemes are shaded)

1) Vowel

According to Kelly (2000:5), vowels are voiced sounds produced when there is vibration in vocal cords. Vowel sounds may be single (like /e/ in /let/), or combination vowels, it involve a movement from one vowel to another (like /ei/ in /late/). This combination is known as diphthongs.

English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Way of articulations are defined as front and back and shape of the mouth are designated as open and close. Central English vowels are described in figure 2.

Figure 2.1 The classification of Main English vowels



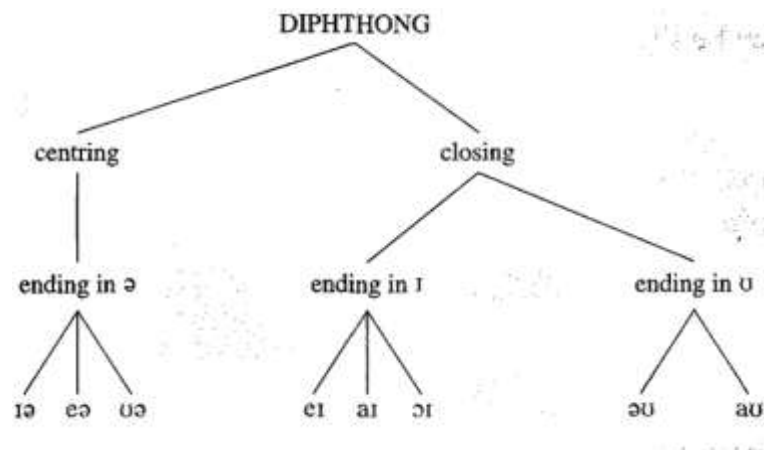
2) Diphthongs

According to Roach (2009:28), diphthongs are sounds which consist of a movement or glide from one vowel to another. Regarding length, diphthongs are similar to the long vowels described above. Perhaps the most important thing to remember about all the diphthongs is that the

first part is much longer and stronger than the second part; for example, most of the diphthong (as in the words 'eye', 'I') consists of the vowel, and only in about the last quarter of the diphthong does the glide to I become noticeable. As the glide happens, the loudness of the sound decreases. As a result, the part is shorter and quieter. Foreign learners should, therefore, always remember that the last part of English diphthongs must not be made too strongly.

The total number of diphthongs is eight (though is increasingly rare). The easiest way to remember them is regarding three groups divided as in this following figure 2.2:

Figure 2.2: Diagram of the Total Number of Diphthong



a) Centering Diphthongs

According to Roach (2009:29), the centering diphthongs glide towards the (schwa) vowel, as the symbols indicate.

ɪ ə (example words: 'beard', 'weird', 'fierce') The starting point is a little closer than I in 'bit', 'bin',

eə (example words: 'aired', 'cairn', 'scarce') This diphthong begins with a vowel sound that is more open than the e of 'get', 'men'.

ʊ ə (example words: 'moored,' 'tour,' 'lure') For speakers who have this diphthong, this has a starting point similar to in 'put,' 'pull.' Many speakers pronounce ʊ : instead.

b) Closing Diphthongs

According to Roach (2009:29), the closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

eɪ (example words: 'paid', 'pain', 'face') The starting point is the same as the e of 'get', 'men',

aɪ (example words: 'tide', 'time', 'nice') This diphthong begins with an open vowel which is between front and back; it is quite similar to the of the words 'cut', 'bun',

ɔɪ (example words: 'void', 'loin', 'voice') The first part of this diphthong is slightly more open than in 'ought', 'born'.

Two diphthongs glide towards U so that as the tongue moves closer to the roof of the mouth, there is at the same time a rounding

movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

ə u (example words: 'load,' 'home,' 'most') The vowel position for the beginning of this is the same as for the "schwa" vowel, as found in the first syllable of the word 'about.' The lips may be slightly rounded in anticipation of the glide towards, for which there is quite noticeable lip-rounding.

au (example words: 'loud,' 'gown,' 'house') This diphthong begins with a vowel similar to aI. Since this is an open vowel, a glide to would necessitate a broad movement, and the tongue often does not reach u position. There is only slight lip-rounding.

3) Consonant

According to Kelly (2000:5), consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are mostly the same except for the element voicing (like /f/ in /fan/) and (like /v/ in /van/). Also the presence of or absence of voicing, consonants can be described in term of the manner and place of articulation

Table 2.2 The Classification of English Consonant Phonemes

		Place of articulation									
		Front → Back									
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal		
Manner of articulation	plosive	p	b		t	d			k	g	
	affricate					tʃ	dʒ				
	fricative		f	v	θ	ð	s	z	ʃ	ʒ	h
	nasal		m			n				ŋ	
	lateral					l					
	approximant		(w)				r		j	w	

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

b. Suprasegmental

Based on Nasr (1978:32), supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch, and length.

- 1) Stress. The definition of the stress in English is the strength of voice placed on a particular syllable as in 'particular' as on particular word or words. Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among the level of stress.
- 2) Intonation. Intonation is the changes in the music of the voice while producing speech. It fundamental part of the way we express our thoughts and it enables us to understand those to others
- 3) Pause. Pause is the silent between parts of an utterance.
- 4) Juncture. Juncture is a very short time of pause. It is the space of speech between sounds or words.

- 5) Rhythm. Rhythm is the beat of language. It is the stress-time. There is a tendency in English for the strong beats fall on nouns, verbs, adjectives, and adverbs and the weak beats to fall on prepositions, articles, and pronouns.
 - 6) Pitch. Pitch is the height and direction (up-down contrast level of pitch can distinguish word). For example, in Chinese, there are four levels of sounds that can differentiate meaning.
 - 7) Length. Length is the long or short a phoneme should be pronounced.
- c. There is the voice quality strand.

Voice clarity is the more or less permanent auditory background that permeates the stream of person's speech. It may characterize the person himself, his social status, various personality traits, his regional accent and his native language.

D. Homophone

According to Crystal (in Tyonum 2017:2), states that homophones are words that are spelled differently but have similar pronunciation as threw vs. through. In another sense, according to Chomsky and Halle (in Treiman 2014:1), consider homophone: morphemes that have the same string of phonemes but different meanings. Hence, homophones are words that have the same sound (pronunciation) but different meaning and (usually) spelling.

In English, many words include homophones. According to Bridge (2006:8), he states that around 1,775 words in homophones. The words including

a group of homophones caused by loss of trilled r. e.g., *ion, iron*. The suffix *er* ore added to a root often makes homophones, e.g., *byre, buyer*

Based on the statements above the researcher can conclude that homophones are pairs of words that sound the same but are spelled differently (e.g., Maid-Made).

The examples of homophones are as follows:

Table 2.3 The Examples of Homophones

No	Words	Pronunciation	Meaning
1	Alms	/ɑ :mz/	Clothing, food or money that is given to poor people
	Arms	/ɑ :mz/	Weapons and equipment used to kill and injure people
2	Eye	/ai/	One of the two organs in your face, which you use to see
	I	/ai/	The 9th letter of the English alphabet, (used as the subject of a verb) the person speaking
3	Our	/aʊ ə/	Belonging to us
	Hour	/aʊ ə/	A period of 60 minutes
4	Bye	/bai/	Bye-bye, see you tomorrow
	Buy	/bai/	Get something by paying money for it
5	Bough	/baʊ/	A large branch of a tree
	Bow	/baʊ/	To bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people
6	Great	/greɪ t/	Large in amount, size or degree
	Grate	/greɪ t/	To rub food against a <u>grater</u>
	Towed	/tə ʊ d/	To pull a car, boat, etc. along, using a rope or a chain tied to another vehicle or boat

7	Toad	/tə ʊ d/	A small brownish green animal, similar to a <u>frog</u> , which has big eyes and long back legs for swimming and jumping
8	Source	/sɔ : s/	The place something comes from or starts at, or the cause of something
	Sauce	/sɔ : s/	A thick liquid eaten with food to add flavour a savoury/sweet sauce
9	Male	/meɪ l/	Describes men or boys, or the sex that <u>fertilizes</u> eggs, and does not produce babies or eggs itself
	Mail	/meɪ l/	The letters and parcels which are sent by post, or the postal system itself
10	Dew	/dju: /	Drops of water that form on the ground and other surfaces outside during the night
	Due	/dju: /	Expected to happen, arrive, etc. at a particular time

E. Conceptual Framework

The conceptual framework underlying this research is shown in the following figure:

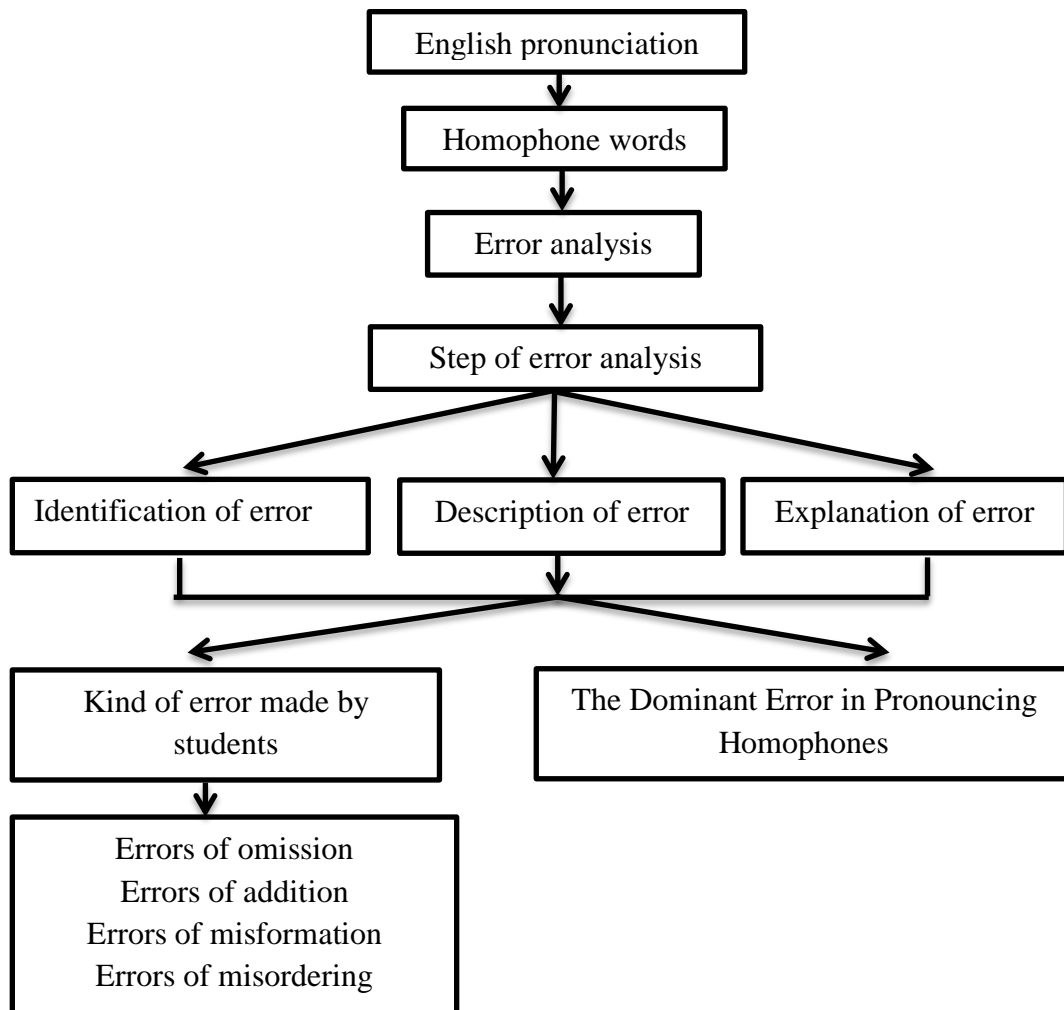


Figure 2.3 Conceptual Framework

Based on the conceptual framework, the researcher is a focus to analyze the students' error in pronouncing homophones. In doing this research to get the students' error in pronouncing homophones, the researcher gives input oral/pronunciation test and will be processed by use error analysis (recognition of

error, description of error, and explanation of error) to find out the types of error in pronouncing homophones, there are: errors of omission, errors of addition, errors of misformation, errors of misordering and the dominant error in pronouncing homophones.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

Descriptive method was applied to this research. It could describe the accurate situation based on the fact. A descriptive method is a method of research that involves collecting data to test a hypothesis or to answer questions concerning the correct status of the subject of the study.

B. Research Variable and Indicators

The research variables were the objects that can be observed, assessed, or examined, through their indicators or parameters. Related to this statement, the variable was one of the important elements of research. The variable of this research was pronouncing homophone words. While the indicators were the homophone words especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/*,

C. Population and Sample

1. Population

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

Class	Population	Percentage 25%
BG 3A	28	4
BG 3B	38	4
BG 3C	38	4
BG 3D	39	4
BG 3E	40	4
BG 3F	40	4
BG 3G	30	4
BG 3H	39	4
BG 3I	30	4
BG 3J	38	4
Total	360 Students	40

Source of English Education Department of Unismuh Makassar

2. Sample

The sample represented the whole population in this research. Simple random sampling technique selected the sample of research. The researcher used this technique because it was the best ideal way to get sample objectively. There were 360 students of the third semester in the academic year 2017, and the sample that will be taken were 40 students (10% each class of 10 classes and there were 360 students).

D. Instrument of the Research

The instrument is tools that are required to get information. Latief (2010:157). To reach the aim of the research, there were two instruments namely recording and pronunciation test

1. Recorder

Students' work was used as documentation, this form of recording pronunciation homophones. Then, the students were asked to pronounce the list of homophones words, and it was recorded by using audio-tape or handphone as documentation. Then, their pronunciations were analyzed to find the errors made by students.

2. Test (pronunciation test)

The researcher explained about "the list of words that contain homophones to the students. Then, the students were asked to pronounce the list of homophones words, and it was recorded as documentation. Then, their pronunciations were analyzed to find the errors made by students.

E. Procedure for Data Collection

To get empirical data on the students' error in pronouncing homophones, the researcher held field research. The procedure for collecting the data as follows:

1. The researcher took 40 students from the population.
2. After that, the researcher told each class to get permission that the researcher will research their class.
3. The researcher prepared the test items.
4. The researcher came into each class, including class A, B, C, D, E, F, G, H, I, J. There were ten 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 homophone words, and it would be recorded by using handphone to find out the types of students' errors in pronouncing homophones.

F. Procedure for Data Analysis

The researcher analyzed the students' pronunciation in homophone words. The steps to analyze the data as follows:

a. Identification of Errors

The researcher identified the errors made by students. In this step, the researcher started to listen to the recording and tried to identify the pronunciation error created by students in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/.*

b. Description of Errors

The researcher described errors that made by students in pronouncing homophones in several categories: omission, addition, misformation, misordering.

c. Explanation of Errors

The researcher explained about the students' error in pronouncing homophone words.

In analyzing the types of error, the researcher used the percentage technique.

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

Where:

P = rate percentage

F = answer respondent

N = total sample

(Sudjana 1997:4)

Percentage of the students' error in pronouncing homophones based on surface strategy taxonomy:

1. Omission

$$P = \frac{\text{total omission}}{\text{total of error}} \times 100\%$$

2. Addition

$$P = \frac{\text{total addition}}{\text{total of error}} \times 100\%$$

3. Misformation

$$P = \frac{\text{total misformation}}{\text{total of error}} \times 100\%$$

4. Misordering

$$P = \frac{\text{total misordering}}{\text{total of error}} \times 100\%$$

CHAPTER IV

RESEARCH FINDINGS

In this chapter the findings of the research present the result of the types and dominant of error in pronouncing homophones especially in sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/* made by third semester students at Muhammadiyah University of Makassar. The discussion of this research covered further explanation of the findings. All the data was presented based on the action that has been conducted.

A. Findings

The objectives of the study were aimed to know the kind and dominant of errors which committed by the students. The result of each goal was presented on the research findings that there were some types of error when the students asked to pronounce the homophones especially of English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/*, and also the dominant of types of error made by third semester students at Muhammadiyah University of Makassar after conducting the pronunciation test.

The outlined of two variables can be seen and clearly in the following explanation;

1. The types of Errors in Pronouncing Homophones

The first objective of the study was aimed to know the types of error in Pronouncing Homophones made by third semester students at the Muhammadiyah University of Makassar in forming of English Sounds; *Diphthong/eɪ /*, *Diphthong/eə /*, *Long Vowel /i:/*, *Long Vowel /u:/*, *Long Vowel /ɔ:/*, *Fricative Consonant /f/*, *Plosive Consonant /t/*. After collecting the data from students, the researcher analyzed, underlined, and identified the students' pronunciation that contained an error of homophones. The researcher found that there were a lot of types of error which committed by the students. Based on the data from the recording of a test by reading aloud the list of homophones, 401 types of errors were found by the researcher. The result of the test by reading aloud the pronunciation test can be seen in the following table.

Table 4.1 types of Error in Homophones of English Sounds; Diphthong/eɪ /, /eə /, Long Vowel /i:/, /u:/, Long /ɔ:/, Fricative Consonant /f/, Plosive Consonant /t/.

No	Types of Sounds	Types of Error				Total
		Omission	Addition	Misformation	Misordering	
1	Diphthong/eɪ /	-	-	81	-	
2	Diphthong/eə /	-	-	93	-	
3	Vowel /i:/	-	4	40	-	
4	Vowel /u:/	-	-	49	-	
5	Vowel /ɔ:/	-	-	44	-	
6	Consonant /F/	-	-	77	-	
7	Consonant /t/	13	-	-	-	
Total		13	4	384	-	401
Percentage		3.24%	0.99%	95.76%	0%	

Table 4.1 shows all types of error in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i: /, long vowel /u: /, long vowel /ɔ: /, fricative consonant /f/, plosive consonant /t/*. There were 13 (3.24%) errors of omission, 4 (0.99%) errors of addition, 384 (95.76%) errors of misformation, and 0 (0%) errors of misordering.

The table above showed that the greatest number of errors was an error of misformation with the percentage 95.76%. Then first below of the greatest number was an error of omission 3.24%. The second below of the greatest number was an error of addition 0.99%. The smallest number of error was an error of misordering 0%.

a. Omission of Homophones

There were seven errors found in omission. Students did not put consonant /t/ in final of homophones in their pronunciation hence it was categorized as an error of omission. From all seven errors, students only made the error of omission in consonant /t/. These errors showed that students were not able to put consonant /t/ in the final of homophones. The students omit consonant /t/ in homophones; scent and sent, there were students pronounce scent as /skɛn/ and sent as /sɛnt/ but those words should be pronounced the same scent as /sɛnt/, and sent as /sɛnt/, and waist as /weɪ s/, waste as /wɛs/ but those words should be pronounced the same waist as /weɪ st/ and waste as /weɪ st/, and the last faint as /faɪ n/ and feint as /feɪ nt/ but those words should be pronounced same faint as /feɪ nt/ and feint as

/feɪ nt/. All of those omissions of homophones errors could be seen in the following table 4.2:

Table 4.2 Percentage of Omission of Homophones in English Sounds; Diphthong/eɪ /, Diphthong/eə /, Long Vowel /i:/, Long Vowel /u:/, Long Vowel /ɔ:/, Fricative Consonant /f/, Plosive Consonant /t/

No	Types of Sounds	Sum of Error	Percentage
1	Diphthong/eɪ /	-	-
2	Diphthong/eə /	-	-
3	Vowel /i:/	-	-
4	Vowel /u:/	-	-
5	Vowel /ɔ:/	-	-
6	Consonant /f/	-	-
7	Consonant /t/	13	3.24%
Total		13	3.24%

Table 4.2 shows all errors of omission made by the students in homophones. There were 13 (3.24%) errors found in the final of homophones which were the students didn't put consonant /t/ in the final of homophone words.

b. Addition of Homophones

There were four errors found in omission. Students put long vowel /i:/ in final of homophones in their pronunciation. Thus it was categorized as an error of addition. From all four errors, just error of addition in long vowel /i:/. These errors showed that students put long vowel /i:/ in the final of homophones. The students added consonant long vowel /i:/ in final of homophones; scene and seen; there were students pronounce scene as /skɪ ni:/ and seen as /si: n/ but those words

should be pronounced the same scene as /si: n/ and seen as /si: n/. All of those additions of homophones errors could be seen in the following table 4.3:

Table 4.3 Percentage of Addition of Homophones in English Sounds; Diphthong/eɪ /, Diphthong/eə /, Long Vowel /i: /, Long Vowel /u:/, Long Vowel /ɔ :/, Fricative Consonant /f/, Plosive Consonant /t/

No	Types of Sounds	Sum of Error	Percentage
1	Diphthong/eɪ /	-	-
2	Diphthong/eə /	-	-
3	Vowel /i: /	4	0.99%
4	Vowel /u:/	-	-
5	Vowel /ɔ :/	-	-
6	Consonant /F/	-	-
7	Consonant /t/	-	-
Total		4	0.99%

The table 4.3 above shows all errors of addition made by the students in homophones. There were 4 (0.99%) errors found in the final of homophones which were the students put long vowel / I :/ in the final of homophone words.

c. Misformation of Homophones

There were 384 errors found in misformation. Almost every sound the students made an error in misformation of homophones. Students replaced a sound with another sound which had similarities with English sounds; *Diphthong/eɪ /, Diphthong/eə /, Long Vowel /i: /, Long Vowel /u:/, Long Vowel /ɔ :/, Fricative Consonant /f/, Plosive Consonant /t/* in homophones in their pronunciation, hence it was categorized as error of misformation. From all 384

errors, 37 errors were found of homophone words especially in *diphthong /eɪ /* sound; *great* and *grate*, eight errors were found of *wait* and *weight*, and 36 errors were found of *bass* and *base*. 33 errors were found of homophone words especially in *diphthong /eə /* sound; *bare* and *bear*, 35 errors were found of *fair* and *fare*, 25 errors were found of *flair* and *flare*. Ten errors were found of homophone words especially in the vowel /i:/ sound; *flea* and *flee*, 27 errors were found at the *scene* and *seen*, three errors were found of *feat* and *feet*.

There were 20 errors were found of homophone words especially in the vowel /u:/; sound *dew* and *due*, six errors were found of *shoo* and *shoe*, 23 errors were found of *blew* and *blue*. 24 errors were found of homophone words especially in vowel /ɔ :/; *sauce* and *source*, 20 errors were found of *taught* and *taut*, and there was no error found of *bore* and *boar*. 24 errors were found of homophone words especially in consonant /f/ sound; *faze* and *phase*, 28 errors were found *few* and *phew*, 25 errors were found in *fat* and *phat*. There was no error of misformation in consonant /t/. All of those misformations of homophones errors could be seen in the following table 4.4:

Table 4.4 Percentage of Misformation of Homophones in English Sounds; Diphthong/eɪ /, Diphthong/eə /, Long Vowel /i:/, Long Vowel /u:/, Long Vowel /ɔ :/, Fricative Consonant /f/, Plosive Consonant /t/

No	Types of Sounds	Sum of Error	Percentage
1	Diphthong/eɪ /	81	20.19%
2	Diphthong/eə /	93	23.19%
3	Vowel /i:/	40	9.97%
4	Vowel /u:/	49	12.21%
5	Vowel /ɔ :/	44	10.97%
6	Consonant /F/	47	11.72%

7	Consonant /t/	-	-
Total		384	95.76%

The table 4.4 above shows all errors of misformation made by the students in homophones. The total number errors of misformation were 384 (95.76%) errors found of homophones which were the students replace a sound with another sound.

d. Misordering of Homophones

There was no error found in misordering of a homophone. The students didn't make an error in misordering. It could be seen in the following table 4.5:

Table 4.5 Percentage of Misordering of Homophones in English Sounds; Diphthong/eɪ /, Diphthong/eə /, Long Vowel /i:/, Long Vowel /u:/, Long Vowel /ɔ:/, Fricative Consonant /f/, Plosive Consonant /t/

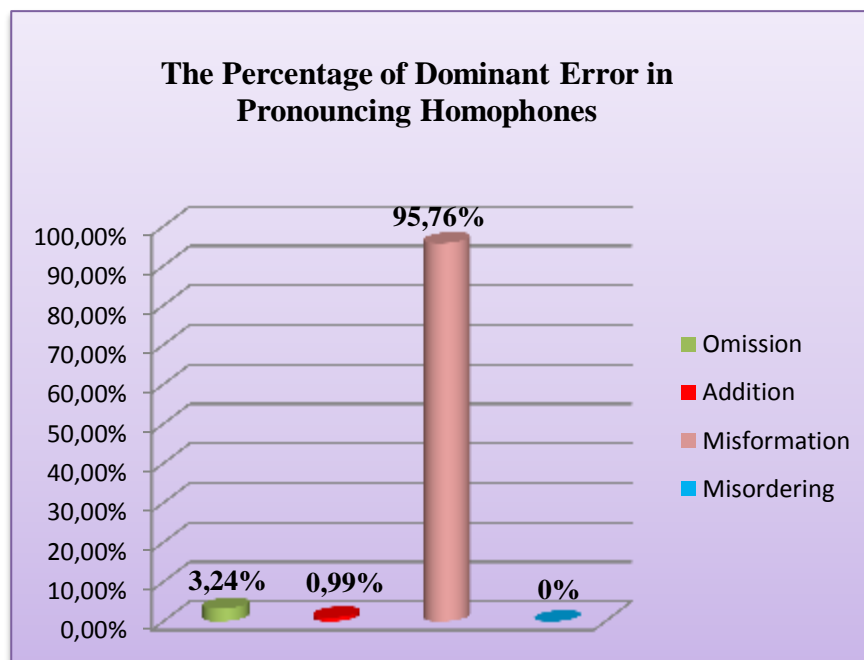
No	Types of Sounds	Sum of Error	Percentage
1	Diphthong/eɪ /	-	-
2	Diphthong/eə /	-	-
3	Vowel /i:/	-	-
4	Vowel /u:/	-	-
5	Vowel /ɔ:/	-	-
6	Consonant /f/	-	-
7	Consonant /t/	-	-
Total		0	0%

The table 4.5 above shows that there was no error of misordering made by the students in homophones. The total number error of misformation was 0 (0%) error found of homophones.

2. The Dominant Error of Homophones in English Sounds; Diphthong/eɪ /, Diphthong/eə /, Long Vowel /iː /, Long Vowel /uː/, Long Vowel /ɔː/, Fricative Consonant /f/, Plosive Consonant /t/ Made by Students

Based on the findings above, the error of misformation was the dominant error that students committed to their pronunciation of homophone. It could be seen in the following chart 4.1:

Chart 4.1: The Percentage of Dominant Error in Pronouncing Homophones



Based on the chart 4.1 above, the greatest number of errors was Misformation of the incorrect pronunciation of homophones with the percentage (95.76%). Then first below the most significant number was the omission of a homophone (3.29%). Then second below of the greatest number was addition (0.99 %). The smallest amount of error was an error of misordering of homophones (0%). Hence, it could be seen that the dominant error in pronouncing

homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/* was misformation which had the highest number 95.76%. Most of the students made an error in pronouncing homophones especially in the types of misformation error because when they pronounced the homophones, they always replaced the sound with another sound.

B. Discussions

In this part, the result of this descriptive research dealt with the answer of the problem statements or the interpretation of findings derived from the effect of findings about the students' errors and the dominant error in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/*. There were four types of error made by third-semester students at the Muhammadiyah University of Makassar in pronouncing homophones, those were:

1. Omission errors occurred when the students produced a sound which supposed to appear in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /iː /, long vowel /uː/, long vowel /ɔː/, fricative consonant /f/, plosive consonant /t/*. There were 3.24% errors of omission made by the students which were the students omitted the plosive consonant /t/ in the final of homophones; *scent* and *sent*, the students error of pronounced those words *scent* as /skɛn/ and *sent* as /sɛnt/ but in the correct

pronunciation, those words should be pronounced the same scent as /sent/ and sent as /sent/. The students also error of pronounced the words; waist and waste, they pronounced those words differently and omitted consonant /t/ at the end of the words waist as /weɪ s/ and waste as /wɒ s/. However those words should be pronounced same, waist as /weɪ st/ and waste as /weɪ st/.

2. Addition errors occurred when the students added a sound which supposed not to appear in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/*. There was 0.99% error of addition made by the students which were the students added vowel / I :/ at the end of homophones; scene and seen. The students pronounced those words scene as /skɪ ni: / and seen as /si:n/
3. Misformation errors occurred when the students replaced a sound with another sound which has similarities in pronouncing homophones especially in English sounds; *diphthong/eɪ /, diphthong/eə /, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/*. There were 95.76% errors of misformation made by the students which were the students replaced sounds /eɪ / with sound / I :/ as an instance; great and grate. The students pronounced those words great as /gri:t/ and grate as /greɪ t/. But those words should be pronounced same great as /greɪ t/ and grate as /greɪ t/
4. Misordering errors occur when the students exchange the position of sound with another sounds in pronouncing homophones especially *diphthong/eɪ /,*

diphthong/eə/, long vowel /i:/, long vowel /u:/, long vowel /ɔ:/, fricative consonant /f/, plosive consonant /t/. There was no error found in misordering.

Based on the percentage of types of errors above the dominant error in pronouncing homophones was an error of misformation. Moreover, the result of findings and discussion showed that half students have difficulty when pronounced homophones. It showed that almost respondents made an error based on the spelling of the word. Whenever they read words with different spelling, probably they will make an error in pronouncing. One example of an error made in word *great* and *grate*. They could pronounce word *grate* correctly, but more than half of respondents could not pronounce word *great* correctly. While both of these words have the same pronunciation that it means homophones.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consist of two sections. The first is the conclusion which based on the research findings and discussions. The second section is suggestions which based on the conclusion purposed.

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher described the conclusion based on the analysis of the test. It was proven that the students made four types of errors in pronouncing homophones especially in English sounds; *diphthong/eɪ /*, *diphthong/eə /*, *long Vowel /iː /*, *long Vowel /uː/*, *long Vowel /ɔː/*, *fricative Consonant /f/*, *plosive consonant /t/*, they were:

1. The types of error in pronouncing homophones made by third-semester students were errors of omission 13 or 3.24%, errors of addition 4 or 0.99%, errors of misformation 384 or 95.76%, and errors of misordering 0 or 0%.
2. Based on the percentage above, it was indicated that the most error or the dominant error that made by third-semester students at Muhammadiyah University of Makassar was errors of misformation 384 or 95.76% which had the highest number or percentage than the other types of error.

B. Suggestions

Based on the conclusion above, there was some suggestion given by the researcher as follows;

1. For the teacher of pronunciation subject at the third-semester student of Muhammadiyah University of Makassar
 - a. The lecturer has to be a good model in pronouncing English sounds. In this case, they should be explained more detail to the students about English homophones
 - b. The lecturer should pay more attention to their students' pronunciation and teach them more about English sound and to present about homophones in English to their students.
2. For the students of pronunciation subject at the third-semester students of Muhammadiyah University of Makassar
 - a. The students should be aware that the later they would be a model in speaking English. Therefore, they have to pay careful attention to their pronunciation.
 - b. The students should be learned and practice more about English sounds to make their pronunciation better and improve their ability in pronouncing English sounds.
3. For the next researcher, this research still has a weakness because the homophones are too broad to analyze, but it is good to find the error that can make students know that in English there some words that must be pronounced same.

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A P P E N D I X E S

APPENDIX A: The List Name of Third Semester Students at Muhammadiyah University of Makassar

No	Name	Class	Code
1	Agus	A	Respondent 1
2	Emy	A	Respondent 2
3	Risna	A	Respondent 3
4	Hasmiati	A	Respondent 4
5	Fausia	B	Respondent 5
6	Sri Mulyani	B	Respondent 6
7	Dahliah	B	Respondent 7
8	Muh. Zulkifli	B	Respondent 8
9	Ummul Hijrah Sari	C	Respondent 9
10	Rusmanhadi Takbir	C	Respondent 10
11	Magfiratul Jannah Rasyid	C	Respondent 11
12	Meidina Nurisnaini	C	Respondent 12
13	Asriana	D	Respondent 13
14	Isti	D	Respondent 14
15	Ita Purnama Sari	D	Respondent 15
16	Rani	D	Respondent 16
17	Masita	E	Respondent 17
18	Putri	E	Respondent 18
19	Rahma	E	Respondent 19
20	Rika	E	Respondent 20
21	Andi Gina Alfiyah Karina	F	Respondent 21
22	Nur Mawaddah	F	Respondent 22
23	Dahliah	F	Respondent 23
24	Nur Wana	F	Respondent 24
25	Ramlah	G	Respondent 25
26	Andi Wahyu	G	Respondent 26
27	Ainun Fatikasari	G	Respondent 27
28	Nurul Fadillah Rauf	G	Respondent 28
29	Andi Elisa Dian Sasmita	H	Respondent 29
30	Mustika	H	Respondent 30
31	Khusnul Khotimah	H	Respondent 31
32	Andi Nur Reski	H	Respondent 32
33	Vicky Ananda Burky	I	Respondent 33
34	Alma Yulia Utami	I	Respondent 34
35	Husnul Khotimah	I	Respondent 35
36	Saskia Alfasyari	I	Respondent 36

37	Nurmaisa Jumiati	J	Respondent 37
38	Nuryati	J	Respondent 38
39	Aswin Nurdin	J	Respondent 39
40	Riskiyah Ayu	J	Respondent 40

APPENDIX B

INSTRUMENT

Pronounce the words below correctly!

Diphthongs /eɪ /

- | | |
|----------|--------|
| 1. Great | Grate |
| 2. Wait | Weight |
| 3. Bass | Base |

Diphthong /eə /

- | | |
|----------|-------|
| 1. Bare | Bear |
| 2. Fair | Fare |
| 3. Flair | Flare |

Vowel /i:/

- | | |
|----------|------|
| 1. Flea | Flee |
| 2. Scene | Seen |
| 3. Feat | Feet |

consonant /f/

- | | |
|---------|-------|
| 1. Faze | Phase |
| 2. Few | Phew |
| 3. Fat | Phat |

Vowel /u:/

- | | |
|---------|------|
| 1. Dew | Due |
| 2. Shoo | Shoe |
| 3. Blew | Blue |

Vowel /ɔ :/

- | | |
|-----------|--------|
| 1. Sauce | Source |
| 2. Taught | Taut |
| 3. Bore | Boar |

Consonant /t/

- | | |
|----------|-------|
| 1. Scent | Sent |
| 2. Waist | Waste |
| 3. Faint | Feint |

APPENDIX C

INSTRUMENT (KEY ANSWER)

Pronounce the words below correctly!

Diphthongs /eɪ /

4. Great /greɪ t/ Grate /greɪ t/
5. Wait /weɪ t/ Weight /weɪ t/
6. Bass /beɪ s/ Base /beɪ s/
/fleə^r/

Diphthong /eə /

1. Bare /beə^r/ Bear /beə^r/
2. Fair /feə^r/ Fare /feə^r/
3. Flair /fleə^r/ Flare

Vowel /i:/

4. Flea /fli:/ Flee /fli:/
5. Scene /si: n/ Seen /si: n/
6. Feat /fi: t/ Feet /fi: t/

consonant /f/

1. Faze /feɪ z/ Phase /feɪ z/
2. Few /fju:/ Phew /fju:/
3. Fat /fæt/ Phat /fæt/

Vowel /u:/

4. Dew /dju:/ Due /dju:/
5. Shoo /ʃ u:/ Shoe /ʃ u:/
6. Blew /blu:/ Blue /blu:
/bɔ:^r/

Vowel /ɔ: /

1. Sauce /sɔ: s/ Source /sɔ: s/
2. Taught /tɔ: t/ Taut /tɔ: t/
3. Bore /bɔ: ^r/ Boar

Consonant /t/

4. Scent / Sent/ Sent / Sent
5. Waist /weɪ st/ Waste /weɪ st/
6. Faint / /feɪ nt/ Feint /feɪ nt/

APPENDIX D: Table of Pronunciation Error Analysis

Pronunciation Error Analysis										
Sounds	Homophones		Transcription				Respondent	Description of Error		
			Dictionary		Recorded					
Diphthong /eɪ /	Great	Grate	/greɪ t/	/greɪ t/	/gri:t/	/greɪ t/	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Misformation of diphthong /eɪ / of homophone		
							11, 12, 13, 14, 15, 16, 17			
							18, 19, 20, 21, 22, 23, 24			
							25, 26, 27, 30, 31, 34, 35			
							36, 37, 38, 39, 40			
					/greɪ t/	/gri:t/	33			
	Wait	Weight	/weɪ t/	/weɪ t/	/weɪ t/	/weg/	1, 4, 9, 11, 12, 15		Misformation of diphthong /eɪ / of homophone	
							/weɪ t/			/wɪ g/
	Bass	Base	/beɪ s/	/beɪ s/	/bʌ s/	/beɪ s/	1, 4, 6, 7, 8, 9, 11, 13, 15		Misformation of diphthong /eɪ / of homophone	
							16, 17, 23, 24, 25, 26, 27			
28, 29, 30, 33, 36, 37, 39										
/bes/							/bes/	14, 21, 22, 31, 32		
/bes/							/beɪ s/	2, 10, 19, 20, 35		
/beɪ s/							/bes/	12, 38		
/bʌ s/							/bʌ s/	18		
Diphthong /eə /	Bare	Bear	/beə ʳ/	/beə ʳ/	/beə ʳ/	/bɪ ə ʳ/	1, 5, 13, 23,	Misformation of diphthong /eə / of homophone		
							/beə ʳ/		/bɪ ʳ/	2, 4, 6, 7, 8, 9, 11, 12, 13, 14
										15, 16, 17, 18, 19, 20,

							21, 22	
							24, 26, 27, 29, 30, 31, 35, 37	
							38, 40	
					/bɑ : ^r /	/beə ^r /	33	
	Fair	Fare	/feə ^r /	/feə ^r /	/fai r/	/feə ^r /	1, 2, 4, 16	Misformation of diphthong /eə / of homophone
					/fai r/	/fai r/	5	
					/fei r/	/feə ^r /	3, 10, 11, 12, 13, 15, 17, 18	
							19, 22, 23, 24, 25, 27, 28, 30	
							31, 32, 33, 36, 38, 39	
					/fei r/	/fi r/	7, 26, 35, 37	
					/fei r/	/fa:r/	20, 21, 29	
					/feə ^r /	/fei r/	40	
	Flair	Flare	/fleə ^r /	/fleə ^r /	/flɪ ə ^r /	/fleə ^r /	13,	Misformation of diphthong /eə / of homophone
					/fleɪ ^r /	/fleə ^r /	7, 11, 12, 15, 17, 18, 19, 20	
							21, 22, 23, 24, 25, 26, 27, 28	
							29, 30, 31, 32, 33, 36, 38, 39	
					/flaɪ ^r /	/fleə ^r /	1, 4, 5, 16	
					/fleə ^r /	/flɪ ^r /	37	
					/fleɪ ^r /	/fleɪ ^r /	40	
Vowel /i: /	Flea	Flee	/fli: /	/fli: /	/flɜ : /	/fli: /	11, 14, 18, 21, 22, 33, 34	Misformation of long vowel /i: / of homophone
					/fli: /	/flɜ : /	15	
					/flɪ ə /	/fli: /	25	
					/fleə /	/fli: /	27	
	Scene	Seen	/si: n/	/si: n/	/skɪ n/	/si: n/	2, 8, 13, 14, 15, 24, 25, 28	Misformation of long vowel /i: / of homophone
							33, 37, 38, 40	
					/sɜ : n/	/si: n/	11, 16, 19,	

							31, 32, 36		
					/skɛn/	/si: n/	1, 4, 7, 9, 17, 20, 22, 29, 30		
					/skɪ ni: /	/si: n/	5, 21, 23, 33	Addition of long vowel /i:/	
								of homophone	
	Feat	Feet	/fi: t/	/fi: t/	/fet/	/fi: t/	21	Misformation of long vowel /i: / of homophone	
					/fɛ : t/	/fi: t/	22, 33		
Vowel /u:/	Dew	Due	/dju: /	/dju: /	/dɛ u /	/dju: /	2, 4, 5, 6, 8, 14, 15, 16, 18	Misformation of long vowel /u: / of homophone	
							19, 20, 21, 22, 29, 33, 39		
					/dju: /	/dɛ u /	28		
					/dju: /	/dʊ /	17, 25, 27		
		Shoo	Shoe	/ʃ u: /	/ʃ u: /	/ʃ u: /	/ʃ ə u /	4, 25, 28, 38, 40	Misformation of long vowel /u: / of homophone
						/ʃ u: /	/ʃ u ə /	9	
	Blew	Blue	/blu: /	/blu: /	/blɛ u /	/blu: /	2, 4, 5, 6, 7, 12, 16, 17, 18	Misformation of long vowel /u: / of homophone	
							19, 20, 21, 22, 23, 26, 27, 33		
							35, 38, 39, 40		
					/bli: /	/blu: /	25, 28		
Vowel /ɔ: /	Sauce	Source	/sɔ: s/	/sɔ: s/	/sau s/	/sɔ: s/	2, 4, 5, 6, 7, 10, 11, 13, 16	Misformation of long vowel /ɔ: / of homophone	
							17, 18, 19, 20, 21, 22, 23, 25		
							29, 30, 31, 32, 37, 38, 39		

	Taught	Taut	tɔ : t/	/tɔ : t/	/taʊ t/	/taʊ t/	3, 13, 20, 22	Misformation of long vowel /ɔ : / of homophone
					/tɔ : t/	/taʊ t/	2, 4	
					/taʊ t/	/tɔ : t/	5, 6, 7, 17, 18, 19, 23, 25, 26	
							31, 33, 38, 39, 40	
	Bore	Boar	/bɔ : r/	/bɔ : r/	/bɔ : r/	/bɔ : r/		
Consonant /F/	Faze	Phase	/feɪ z/	/feɪ z/	/feɪ z/	/peɪ z/	2, 5, 7, 10, 11, 15, 16, 17	Misformation of consonant /f/ of homophone
							18, 19, 20, 22, 23, 25, 26, 27	
							28, 29, 31, 32, 33, 34, 35, 37	
	Few	Phew	/fju : /	/fju : /	/fju : /	/pju : /	5, 7, 8, 10, 11, 12, 13, 15, 16	Misformation of consonant /f/ of homophone
						17, 18, 19, 20, 23, 25, 26, 27		
						28, 30, 31, 32, 33, 34, 35, 38		
						40		
					/fju : /	/pəʊ /	2, 22,	
Consonant /t/	Fat	Phat	/fæt/	/fæt/	/fæt/	/pæt/	2, 5, 7, 8, 9, 12, 13, 14, 15,	Misformation of consonant /f/ of homophone
							16, 17, 18, 19, 20, 23, 25, 26	
							27, 28, 29, 32, 33, 34, 35, 36	
	Scent	Sent	/sent/	/sent/	/skən/	/sent/	2, 4, 9, 13, 16, 21, 29, 33, 35	Omission of consonant /t/ of homophone
Waist	Waste	/weɪ st/	/weɪ st/	/weɪ s/	/wɒ s/	1, 13, 22, 38		
				/weɪ s/	/wes/	2, 9, 15, 16, 19		
				/weɪ s/	/weɪ s/	20, 21, 27,		

							29	
					/wɒ s/	/wɒ s/	25	
	Faint	Feint	/feɪ nt/	/feɪ nt/	/feɪ n/	/feɪ n/	1, 2, 6, 7, 8, 13, 15, 16, 29,	Omission of consonant /t/ of homophone
							38	
					/faɪ n/	/feɪ nt/	14, 21, 25	
					/feɪ n/	/fen/	12	

APPENDIX E: Table of Data Analysis

Types of Sounds	Homophones		Kinds of Error				Total
			Omission	Addition	Misformation	Misordering	
Diphthong /eɪ /	Great	Grate			37		
	Wait	Weight			8		
	Bass	Base			36		
Diphthong /eə /	Bare	Bear			33		
	Fair	Fare			35		
	Flair	Flare			25		
Vowel /i: /	Flea	Flee			10		
	Scene	Seen		4	27		
	Feat	Feet			3		
Vowel /u: /	Dew	Due			20		
	Shoo	Shoe			6		
	Blew	Blue			23		
Vowel /ɔ : /	Sauce	Source			24		
	Taught	Taut			20		
	Bore	Boar					
Consonant /F/	Faze	Phase			24		
	Few	Phew			28		
	Fat	Phat			25		
Consonant /t/	Scent	Sent	9				
	Waist	Waste	3				
	Faint	Feint	1				
Total			13	4	384	0	401

APPENDIX F: Calculating the Error in Pronouncing Homophones

Percentage of the students' error in pronouncing homophones based on surface strategy taxonomy:

5. Omission

$$P = \frac{\text{total omission}}{\text{total of error}} \times 100\%$$

$$P = \frac{13}{401} \times 100\%$$

$$P = 0.0324 \times 100\%$$

$$P = 3.24\%$$

6. Addition

$$P = \frac{\text{total addition}}{\text{total of error}} \times 100\%$$

$$P = \frac{4}{401} \times 100\%$$

$$P = 0.0099 \times 100\%$$

$$P = 0.99\%$$

7. Misformation

$$P = \frac{\text{total misformation}}{\text{total of error}} \times 100\%$$

$$P = \frac{384}{401} \times 100\%$$

$$P = 0.9576 \times 100\%$$

$$P = 95.76\%$$

8. Misordering

$$P = \frac{0}{401} \times 100\%$$

$$P = 0 \times 100\%$$

$$P = 0\%$$

DOCUMENTATION

DOCUMENTATION





CURRICULUM VITAE



Megawati, she was born 26th of November, 1995 in Sungguminasa, Gowa. She lives at Jl.Karaeng Makkawari Samata. She is the first daughter of three siblings, her parents, Muh. Saleh and Rosmiati, she has a younger sister and a younger brother. Her hobbies are reading, singing and watching movie. She started her study at elementary school at the SD Inpres Balang-balang in 2001 and finished 2007. She continued her study at SMPN 3 Sungguminasa in 2007 and she finished in 2010. Then, she continued her study at SMAN2 Sungguminasa in 2010 and finished in 2013 and then she continued her study the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. In elementary school she joined organization namely : SCOUT in Junior and senior high school she joined organization namely: PMR. She was active on those organization. Then, during she study at Unismuh she also ever worked as a English teacher private in 2014 until now and become a teacher at SMPN 5 Sungguminasa. Those experinces helped her to develop her english ability. After she gratuade from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.