PRONUNCIATION ERRORS ENCOUNTERED BY MAKASSARESE STUDENTS AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR
(A Descriptive Research of Makassarese Students' at English Department)

A THESIS

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

By

HAJRAH

1053557814

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSARMUHAMMADIYAH UNIVERSITY 2019

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **HAJRAH**, NIM **10535 5768 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **137 Tahun 1440 H/2019 M**, tanggal 26 Dzulhijjah 1440 H/27 Agustus 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal 31 Agustus 2019.

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Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (.........................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.........................)

3. Sekretaris : Dr. Baharullah, M.Pd. (.........................)

4. Dosen Penguji : 1. Ummi Khaerati Syam, S.Pd., M.Pd. (.........................)

            2. Maharida, S.Pd., M.Pd. (.........................)

            3. Awalia Azis, S.Pd., M.Pd. (.........................)

            4. Ismail Sangkala, S.Pd., M.Pd. (.........................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

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

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Jalan Sultan Alauddin No. 259Makassar
Telp   : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web   : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرّحمٰنِ الرّحيْمِ

APPROVAL SHEET

Title	:	**Pronunciation Errors Encountered by Makassarese Students' at Muhammadiyah University of Makassar**
Name	:	**HAJRAH**
Reg. Number	:	10535 5768 14
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 31 Agustus 2019
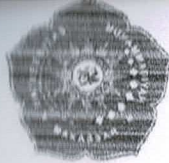
Approved by

Consultant I

Sulfasyah, M.A., Ph.D.

Consultant II
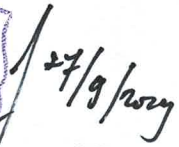
Ardiana, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

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

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd.
NBM : 977 807

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

COUNSELLING SHEET

Nama	:	Hajrah
Stambuk	:	10535 5768 14
Jurusan	:	Pendidikan Bahasa Inggris
DenganJudul	:	Pronounciation Errors Encountered by Makassarese Students at Muhammadiyah University of Makassar
Consultant I	:	**Sulfasyah, M.A., Ph.D.**

Day / Date	Chapter	Note	Sign
9/07/19		See *buku panduan* skripsi *fkip*. follow the style (bibliografi, typ etc) dysystbd in it !!	
17/07/19			

Makassar,   juni 2019
Approved by:
Head of English Education
Department

UmmiKhaeratiSyam, S.Pd.,M.Pd
NBM: 977 807

بســم اللـه الرحمن الرحيــم

COUNSELLING SHEET

Nama	:	Hajrah
Stambuk	:	10535 5768 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	English Pronounciation Encountered by Makassarese Students' at Muhammadiyah University of Makassar
Consultant II	:	**Ardiana, S.Pd.,M.Pd.**

Day / Date	Chapter	Note	Sign
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18/6/19	IV	Data Analysis, Discussion	✓
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3/7/19		Discussion → relate to theories, Bibliography	✓
10/7/19		ACC Good luck!	✓

Makassar,   Mei 2019
Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977 807

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Nama   : **Hajrah**

Nim   : 10535576814

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : Pronounciation Errors Encountered by Makassarese

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Nama	: **Hajrah**
Nim	: 10535576814
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: Pronounciation Errors Encountered by Makassarese Students at Muhammadiyah University of Makassar.

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3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.

4. Apabila saya melanggar perjanjian pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

"Allah will not change the (good) condition of a people as long as they do not change themselves" (QS. Ar-ra'du: 11)

"(Remember) when you asked help of your Lord, and He answered you,"Indeed, I will reinforce you with a thousand from the angels, following one another."."

(Al-Anfal:9)

DEDICATION

With gratitude and love, this thesis is dedicated to:

1.My beloved father and mother, who always give me the best. It is the worthiest grace to be your daughter, so that I can finish this thesis. Thanks for your love, affection, support, advice, and pray.

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3. All people who help me finishing this thesis.

ABSTRACT

HAJRAH 2019. *Pronounciation Errors Encountered by Makassarese Students at Muhammadiyah University of Makassar (A Descriptive Research at Makassarese Students' of English Department)*. A thesis English Education Department The Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised by Sulfasyah and Ardiana.

The main of objective of this research identify the dominant errors in pronouncing English consonants made by Makassarese students', and the causes of errors occured.

This research is designed as descriptive qualitative research. In this studythe researcher focused on the Makassarese students' of English Education Program in Muhammadiyah University of Makassar in the Academic Year of 2018/2019. There were 15 Makassarese students as the subject of the research. The instrument of this research were pronounciation test and questionnaire.

The result of the research showed that Makassarese students made some Errors to pronounce English words. The English consonant sounds which were pronounced wrong by Makassarese students are: /dʒ/, /z/, /tʃ/, /θ/, /ʃ/, /ʒ/, and /ð/. The result of the research through questionnaire showed that the causes of Errors are : 1. There are many different ways of pronunciation between English and Makassar words 2. Lack of drilling for pronunciation when learning English 3. Difficulty in pronouncing some of English sounds 4. Less motivation to practice the pronunciation of English words.

Key words: Pronunciation Errors, English Consonants, Makassarese Students

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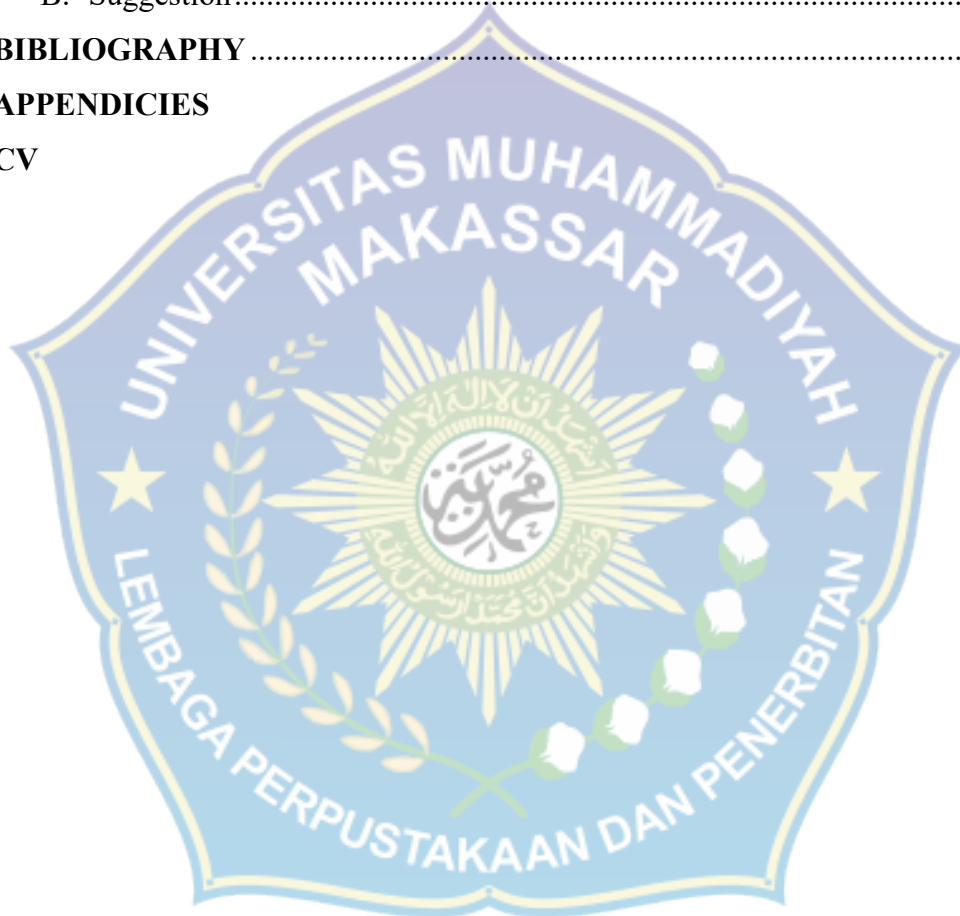
Makassar, juli 2019

The Writer

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CHAPTER I

INTRODUCTION

A. Background

Speaking is an activity that allow people to communicate what they want directly and the other people can understand and give responses in a short time. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot". Speaking is always an important aspect to the people in their life, because by speaking people can communicate their feeling, share an ideas and opinions. Speaking English as a kind of skill used to show that the people have superiority in mastering English or some people give a judgment about English competence based on speaking ability rather than from any other language skills.

The speaking is measured in terms of the ability to carry out a conversation in the language. The reality makes teachers and parents think that speaking ability should be mastered by their students and children. Yet, in learning speaking, the student often find some problems. For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. In this case the problem frequently found is students errors in pronouncing English words.

In learning any language, students usually find out some difficulties in playing the language. Those difficulties are caused by the emergence of error. The making of errors is a sign that students have not yet mastered the rules of the language being learned. Edge (1998) suggests the errors are mistakes which students cannot correct themselves and which therefore need explanation. While, Nababan (1993) stated that error is the speaker of the language target subconsciously produces the error so that he cannot repair it soon. Basically, errors are made because there are different rules between a mother tongue and foreign language. The basic characteristic of error is that it is not done systematically by the Target Language (TL) speaker. It can be repaired by his teacher, native speaker or the experts. It means that when students makes Errors, they cannot correct their errors by themselves but they need the teacher or other people to correct their errors themselves.

Pronunciation is important in English as communication purpose. Because if we mispronouce a word, it may cause misuderstanding. Many students find pronunciation as one of the most difficult aspects in learning English. There are some difficult encountered by students in pronouncing English words such as difficult in erase mother tongue and difficult to identify words with same spelling but different in pronounce. Students with bad pronunciation must be difficult to understand, even if the grammatical used of them are perfect.

Eventhough students have been learning English for three years or more, the students still could not express their thought in English correctly because there must be some reasons which bring failure in mastering English. The failure

originated from difficulties in learning foreign language which is mostly caused by the differences between the students' mother tongue and English as the target language. The differences between local language and target language make students unable to pronouce English words. Sometimes the students does not know what the native speaker said. Thus, the students get difficulties in pronouncing English words correctly. In this research the researcer will examine "*English Pronounciation Errors Encountered by Makassarese students at Muhammadiyah University of Makassar*".

B. Research Question

Based on the background above, the researcher formulate the research quastion as follow :

1. What are the dominant errors made by Makassarese students when pronouncing English words ?

2. What are the causes of errors made by Makassarese students when pronouncing English words ?

C. Objective of study

From the statement on the problem above, the objective of this study as follows :

1. To find out the dominant errors made by Makassarese students when pronouncing English words.

2. To find out the causes errors made by Makassarese students when pronouncing English words.

D. Significance of the study

The result of the research is expected to be useful for the reader who interest with English language to inform them about pronounciation errors in English words. For students may this research help them to know how to pronounce English words correctly. This result also hopes to be useful for the teacher of English language which is as a feedback in designing materials and teaching strategies. Thus, the students will perform better in pronouncing English words.

E. Scope   of the study

The scope of this research is English pronunciation skill. The researcher can elaborate the data about English pronunciation errors on consonant made by Makassarese students through pronunciation test to know the dominant errors and questionnaire to know the causes of error.
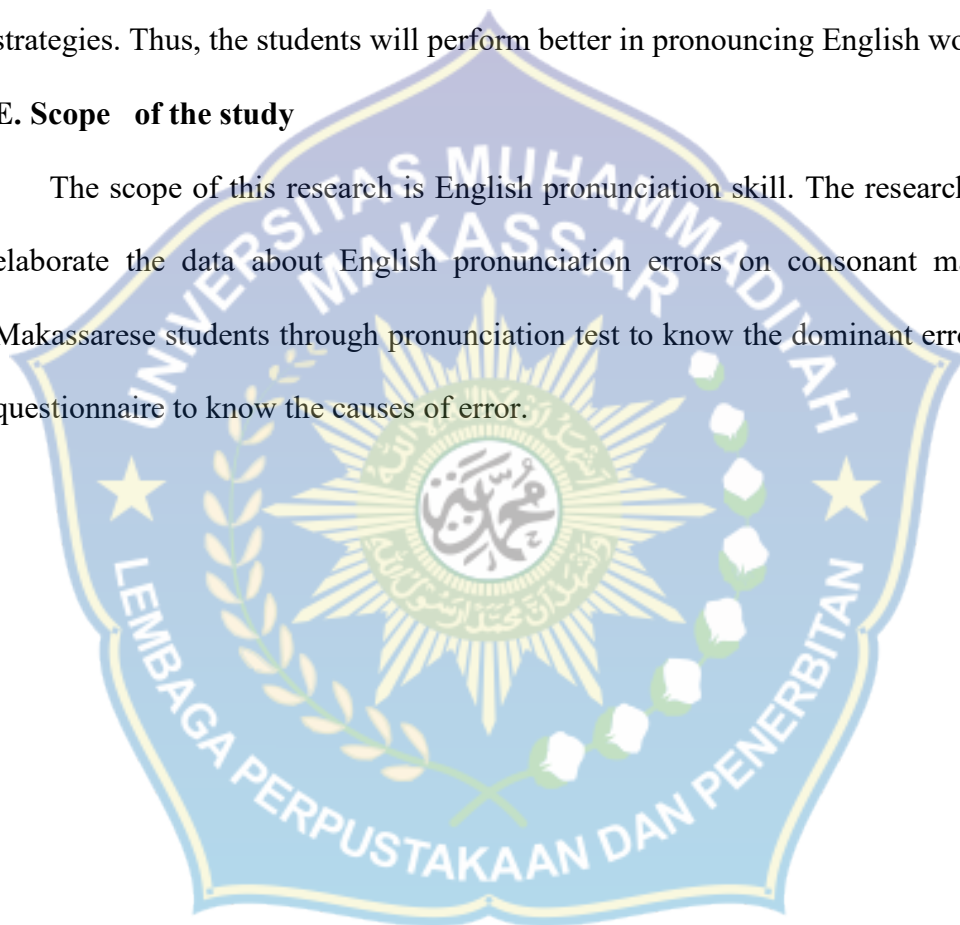
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The previous related findings are discussed as follows :

Arifiana (2009) the tittle is *An Error Analysis of English Voiceless Plosive Consonants [p], [t], [k] Pronounced by The Fifth Semester Students Of English Department Of Universitas Negeri Semarang In The Academic Year of 2008/2009.* Said that the teachers should be good model in pronouncing English sounds, pay more attention to their student's pronunciation and teach them more about English sounds and students, should learn and practice more in pronouncing English sounds especially English voiceless plosive consonants [p], [t] and [k].

Dewi (2009) the tittle is *Pronunciation problems faced bythe English department students in pronouncing –ed ending.* Said that the most difficult type of –ed ending faced by the students was that with special pronunciation (-ed ending which do not follow the rules). The problems encountered by the students in pronouncing –ed ending may be caused by their lack of knowledge of the pronunciation of –ed ending. It is also possible that they know the theory well, but they are not able to practice it orally. Another problem is caused by the English final clusters of consonants which do not exist in Indonesian.

Razak (2010) the tittle is "*The students' difficulties in Pronouncing the English vowel at the third year of SMAN 1 pitumpanua wajo regency*" Said that the students of SMAN 1 Pitumpanua Wajo Regency got some English

vowel difficult to pronounce, The English vowel sound which difficult to pronounce by the students are: /i:/, /u:/, /ə/ and /Λ/. The result of the research through questionnaire showed that the factor made the students of SMAN 1 Pitumpanua Wajo Regency difficult to pronounce the English vowels are: (1). They were confused with the pronunciation, and (2). They were not serious in attending the class.

Sihombing (2014) the tittle is *The Correlation Between The Students' Pronunciation Mastery And Their Ability In Speaking*. Said that the students who have high scores of pronunciation mastery give positive contributions for their ability in speaking texts. This is proved by the fact that the students who pass the test of pronunciation mastery well get good scores from their ability in speaking test. Moreover, students who do not pass the test of pronunciation mastery well get bad scores from their ability in speaking test.

Nadziroh (2015) The tittle is *Pronunciation errors made by fourth semester students of English Departmentat IAIN Tulungagung.* that there were 210 errors made by fourth semesters of English department at IAIN Tulung agungin pronouncing words. 25.7% or 54 cases of them were error of omission. There were also 7.1% or 15 cases error of addition. 66.7 % or 140 cases were classified into substitutive or misformation errors, while 0.5% or 1 error were word misordering errors. The errors were then classified intocertain phoneme features. This study also found out that the sources of the errors were various. The first sources was Avoidance, Prefabricated patterns, Cognitive and personality style, Appeal to authority and Language Switch.

This research has similarities with the previous research namely in Afriana, Dewi, Razak and Naziroh resesarch which focus on pronounciation problem, error analysis, difficult in pronouncing english vowel and pronounciation error. Meanwhile, this research has differences between sihombing research which focus on pronounciation mastery.

B. Concept of Pronounciation

1. Definition of Pronounciation

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 appropriatel. Every sounds, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or she may create misunderstanding. So, having an intelligeble pronounciation is necessary rahter than having a native like pronounciation. According to Lado (1964), pronounciation is the use of a sound system in speaking and listening. Here, pronounciation is merely treated as the act that happens in speaking and listening. Meanwhile According to Encarta dictionary in Mustari (2010), pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard, can also the act of articulating a sound or word. Pronunciation refers to the way a word or a language is spoken or the manner in which someone utters the word.

According to Seidlhofer (1994) Pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning in context This means that pronunciation is the speech production that creates meanings. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly. We cannot pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound. There is no one to one correspondence between the sound uttered and the letter which appears in the written word.

2. Pronunciation Problem

In learning any foreign language, a studens will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part or his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. The similar elements usually do not cause problem, while the different ones usually do. There are many differences between Indonesian and English and so the students have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both segmental and suprasegmental features. In the

classification of the Indonesian sound system, there are 6 pure vowels, 23 consonants, and 3 diphthongs whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs. Ramelan (1985) says English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. Forn examples, when they want to pronounce English words like "she" [ʃi] and "thin'[θɪn], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language students' are caused by differences sound between the students' language and the target language.

3. Pronunciation Error

English pronunciation errors are sometimes specific to speakers of a certain language. However, many pronunciation errors are made by English language learners from different countries, include Indonesian students. Also, it is important to be aware that what may be considered a pronunciation error in an English-speaking country may not be so in another country where the main language is English. Even within different regions of a country, pronunciation of the same word in English may be very different. Below are the types of pronunciation errors :

a. Substitution

Substitution is a type of errors which are characterized by the replacement of an item (Crystal, 1985). A performace wich the performer use the wrong form of pronunciation. The source could be from intralingual, interlingual transfer, and others. Substitution of a word such as heart /hɑːt/ is pronounced /hət/ or /hɜːt/ by

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generalizing the spelling combination 'ea' in word such as learn /lɜ:n/ and earn /ɜ:n/.

b. Insertion

Insertion or addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in well-formed utterance (Fauziati, 2000). In this context, one or more extra sounds are added or inserted to a word. The source could be from intralingual, interlingual transfer, and others. Insertion in word such as, studied /ˈstʌdɪd/ is pronounced /ˈstʌdɪəd/.

c. Omission

Omission is a type of errors which are characterized by the absence of an item that must appear in well-formed utterance (Fauziati, 2002). Certain sounds are not produce – entire syllable or classes of sounds may be deleted. This type of errors occurred by the affect of intralingual, interlingual transfer, and others.

C. Classification of English Sounds

The speech sounds we produce are actually air movements. As stated by Syafei (1988) that "English speech sounds are all produced by air which comes from the lungs into the throat and then passes through the mouth and/or the nose." In this case, speech organs play an important role to produce the sounds.

Sari (1988) uses the term "vocal tract" to represent speech organs. She points out that vocal tract is important for two reasons. First, it is impossible for human being to deliver speech without vocal tract. Second, and more importantly, she says "terms which refer to physical properties of the vocal tract are used to

describe the physiological units of phonology." The following is the picture of vocal tract according to Sari.
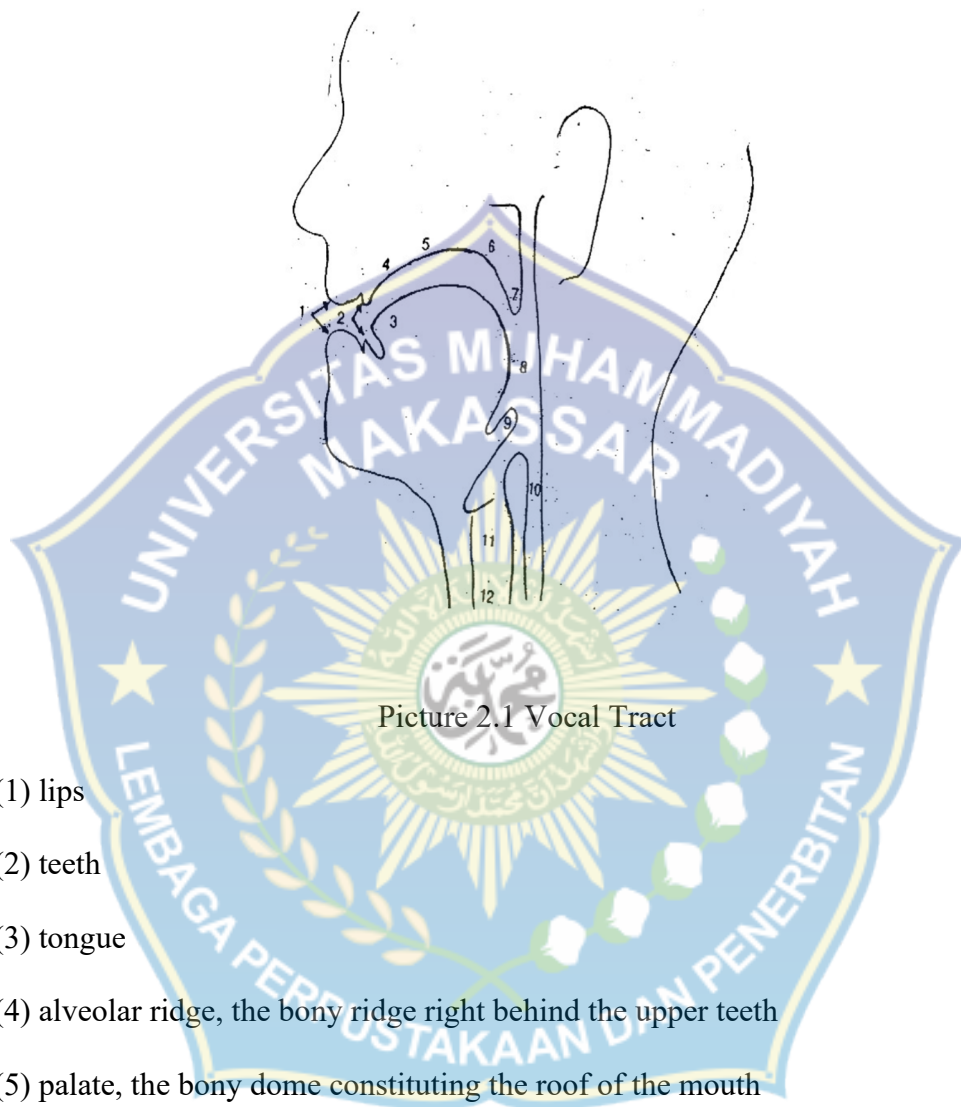
Picture 2.1 Vocal Tract

(1) lips

(2) teeth

(3) tongue

(4) alveolar ridge, the bony ridge right behind the upper teeth

(5) palate, the bony dome constituting the roof of the mouth

(6) velum, the soft tissue immediately behind the palate

(7) uvula, the soft appendage hanging of the velum

(8) pharynx, the back wall of the throat behind the tongue

(9) epiglottis, the soft tissue which covers the vocal cords during eating, thus protecting the passage-way to the lungs

(10) esophagus, the tube going to the stomach

(11) larynx, containing the vocal cords

(12) trachea, the tube going to the lungs.

1. Consonants

Crystal (2008) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completly block or restricted that audible frictionis produce. Human employ speech organs in producing consonant that the terms 'articulation' is used to most to address consonant production Daniel et.al., (2014). Phonologically consonants are those margins of sylables, either singly or clusters. English has 24 consonants they are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

Consonants are commonly classified on the basis of the place of obstruction (for instance the obstruction may be formed by the two lips or by the tip of the tongue and the upper teeth); the manner of obstruction (the air may be partially or completely obstructed by the organs of speech, or it is completely obstructed in the mouth but is free to pass out through the nose); the activity of the vocal cords (whether the obstruction of the air above the larynx is accompanied by the vibration of the vocal cords or not; when it is, the consonant is said to be voiced and when it is not, it is said to be voiceless).

Discussing about consonant classification will lead to three questions: voicing, place of articulation and manner of articulation.

	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ			h	
Affricates									tʃ	ʤ				
Nasals		m						n				ŋ		
Liquids								l r						
Glides		w								j				

Table. 2.1 Consonants

a. Voiced and Voiceless consonants

According to Yule (2010), inside the larynx are the vocal cords, which take two basic positions.

1.) When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as **voiceless**.

2.) When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as **voiced**.

b. Place of Articulation

Regarding the place of articulation occupied to produce the consonants, Yule (2010) classifies consonants into:
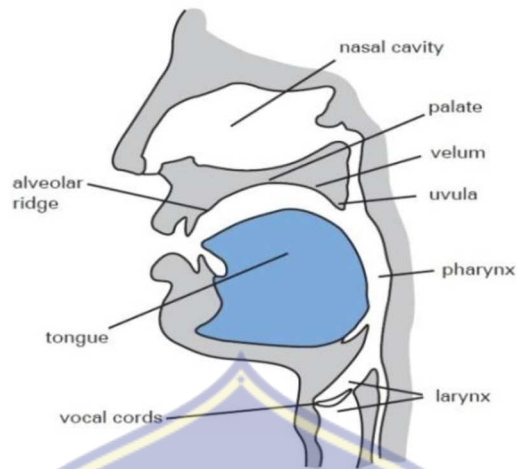
Pictute 2.2 Place of Articulation

1). Bilabials

These consonants are produced through upper (bi) and lower (labia) lips. The consonants which are categorized bilabial are [p], [b], [m] and [w].

2). Labiodentals

These consonants are produced through the upper teeth and the lower lip. The consonants which are categorized labiodental are [f] and [v].

3). Dentals

Dental consonants are produced by placing the tongue tip behind the upper front teeth. The consonants which are categorized dental are [θ] and [ð].

4). Alveolars

Alveolar consonants are produced through the front part of the tongue placed on the alveolar ridge. The consonants which are categorized alveolar are [t], [d], [s], [z], [n], [l] and [r].

5). Palatals.

These are produced by placing the tongue at the very front of the palate, which is near the alveolar ridge. The consonants which are categorized palatal are [tʃ], [dʒ], [ʃ], [ʒ] and [j].

6). Velars

The production of velar consonants is done by placing the back of the tongue against the velum. The consonants which are categorized velar are [k], [g] and [ŋ].

7). Glottal

This is produced without the active of the tongue and other parts of the mouth. This sound is produced in the glottis- a space between the vocal cords and the larynx. [h] is the glottal consonant.

c. Manner of articulation

Based on the manner of articulation, Yule (2010) divides consonants into:

1). Stops or plosives

Of the sounds which have already been mentioned, the set [p], [b], [t], [d], [k], [g] are all produced by some form of "stopping" of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from a blocking or stopping effect on the air stream, is called a stop (or a "plosive"). A full description of the [t] sound at the beginning of a word like ten is as a voiceless alveolar stop. In some discussions, only the manner of articulation is mentioned, as when it is said that the word bed, for example, begins and ends with voiced stops.

2. Fricatives

The manner of articulation used in producing the set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and the resulting sounds are called fricatives. The usual pronunciation of the word fish begins and ends with the voiceless fricatives [f] and [ʃ]. The word *those* begins and ends with the voiced fricatives [ð] and [z].The sound [h], as in Hi or Hello, is voiceless and also usually included in the set of fricatives.

3. Affricates

If a brief stopping of the air stream and an obstructed release are combined which causes some friction, it will be the way to produce the sounds [ʧ] and [ʤ]. These are called affricates and occur at the beginning of the words cheap and jeep. In the first of these, there is a voiceless affricate [ʧ], and in the second, a voiced affricate [ʤ].

4). Nasals

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce [m], [n] and [ŋ], the sounds are described as nasals. These three sounds are all voiced. The words morning, knitting and name begin and end with nasals.

5). Liquids

The initial sounds in led and red are described as liquids. They are both voiced. The /l/ sound is called a lateral liquid and is formed by letting the air

stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The [r] sound at the beginning of red is formed with the tongue tip raised and curled back near the alveolar ridge.

6). Glides

The sounds [w] and [j] are described as glides. They are both voiced and occur at the beginning of we, wet, you and yes. These sounds are typically produced with the tongue in motion (or "gliding") to or from the position of a vowel and are sometimes called semi-vowels.

7). Glottal Stops and Flaps

There are two common terms used to describe ways of pronouncing consonants which are not included in the chart presented earlier. The glottal stop, represented by the symbol [ʔ], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released. When someone says the expression Oh oh!. Between the first Oh and the second oh, he typically produces a glottal stop. Some people do it in the middle of Uh-uh (meaning "no"), and others put one in place of "t" when they pronounce Batman quickly. A glottal stop can also be produced when saying the words butter or bottle without pronouncing the "-tt-" part in the middle. If, however, someone pronounces the word butter in a way that is close to "budder," then he is making a flap. It is represented by [d] or sometimes [ɾ]. This sound is produced by the tongue tip tapping the alveolar ridge briefly. Many American English speakers have a tendency to "flap" the [t] and [d] consonants between vowels so that, in casual speech, the pairs latter and ladder do not have distinct middle consonants. Nor do writer and rider, metal and medal.

They all have flaps. The student who was told about the importance of Plato in class and wrote it in his notes as playdough was clearly a victim of a misinterpreted flap.

D. Concept of Error

1. Definition of Error

It is unavoidable that the student does some errors in his language learning process. The realization of the second language student errors is important for understanding a foreign language learning process and planning of a course. In other words, errors give sign to the teacher and researchers how target language learning is successfully achieved. According to Corder (1981) state that Errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a language. One of the most important findings of errors analysis is that most errors occur by learners drawing incorrect conclusion about the rules of the second language, which can even be related to phonological errors as researched in this study.

Errors cannot be apart from sound production from the pronunciation. It caused the differences with the correct pronunciation when the students' pronounce some words. However, error is important tool in the process of learning and teaching. Knowing the students errors makes the teacher possible to determine areas that need reinforcement in pronunciation teaching. Moreover, it is also important for the students' to become aware of the differences between their native language and second language during the learning process. Therefore,

errors should by analyzed in order to know how the students' acquire the language rules.

2. Error Analysis

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' errors, called error analysis Brown (2007). Making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Studying about errors made by the learners is important for the teachers because they will understand on their learners' language acquisition by knowing and analyzing the learners' error. Error analysis may be carried out in order to:

1). Find out how someone learns a language

2). Find out how someone knows language,

3). Obtain information on common difficulties in language learning.

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. The fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. There are some steps of analyzing error :

a. Identifying errors: the first step in analyzing errors is to identify errors. In this case, we have to compare the sentences learners produce with what seem to be the normal or correct pronounciation in the target language, which correspond with them.

b. Describing errors: once at all the errors have been identified, they can be described and classified into types or categories.

c. Explaining errors: trying to explain 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 that others because they are more likely to interfere with the intelligibility of what someone say.

Thus, error analysis is the study and the analysis of error made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

3. Types of Errors

According to Heidi Dulay (1982) 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

Corder in Erdoğan (2005) classifies the errors in terms of the difference between the students' utterance and the reconstructed version. In this way, errors fall into four categories:

1). Omission

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

2). Addition

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

3). Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence.

4). Misordering

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

Those kinds of errors are occurs in every linguistics aspect such as in morphology, syntax, lexicon and phonologycal aspect.For example:

Kinds of Errors	Incorrect	Correct

***Omission*:**

In Morphology : You will late to school	You will be late to school
In Syntax : Must say also the names?	Must be said also the name?
Lexicon : I ready to go	I am ready to go

***Addition*:**

In morphology : The book**s** is here.   The book is here

In syntax : The London   London

In lexicon : I taking a book   I take a book

***Ordering*:**

In morphology : Get upping   Gettingup

In syntax : He is a dear to me friend   He a dear friend to me

In lexicon : Key car   Carkey

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 : The errors are caused by interference within the target

language itself.

d. Communicative Effect Category Taxonomy

It consist of two categories. They are as follows:

1). Local errors : Local errors are caused by the omission of one or more language

elements in a sentence construction, which disturb the process of

communication. An awkward sentence is usually the result of this kind or

errors.

2). Global errors : Global errors are the errors, which cause the entire message

conveyed not to be understandable for readers or listeners.

4. Causes of Errors

      The students made some errors because affected by mother tongue. According to Ramelan (1994), a foreign language student will meet with difficulties in his learning process may be easily understood. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movement of their speech organs have been set to produce the speech sounds of their own language; it will, of course, be difficult for them to change the habit of moving their speech organs in such a way as to produce the foreign sounds.

      Ellis (1994) identifies the sources or causes of competence errors into three categories:

a) Interference errors occur as a result of the use of elements from one language while speaking another.

b) Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rule apply.

c) Developmental errors occur when the learner attempts to build up hypotheses about the target language of the basis of limited experience.

      According to the causes of error, Harmer (2001) explainsthat it is widely accepted that there are two distinctive causes of error that most if not all students make as various stages.

a). L1 interference Students who learn English as second language already have a deep knowledge of at least one other language, and where L1 and English

come into contact with each other there are often confusions which provoke errors in learner's use English. This can be at the level of sounds: Arabic, for example, does not have a phonemic distinction between /f/ and /v/, and Arabic speakers may well say ferry when they mean very. It can be at the level of grammar where a student's first language has a subtly different system: French students often have trouble with the present perfect because there is a similar form in French but the same time concept expressed slightly differently; Japanese students have problems with article usage because Japanese does not use the same system of reference, and so on. It may finally, be at the level of word usage where similar sounding words have different meaning: libraria in Spanish means 'bookshop', embarazada means 'pregnat', not 'embarrassed' (such so-called 'false friend' are common between romance language).

b). Developmental errors For a long time no researchers in child language development have been aware of the phenomenon of 'over-generalisation'. This is best described as a situation where a child who stars by saying 'Daddy went, they come, etc. perfectly correctly suddenly stars sayingDaddy goed' and 'they comed'. What seems to happening is that the child stars to 'over-generalis' a new rule that has been (subconsciously) learnt, and as a result even makes mistakes with things that he or she knew before. Later, however, it all gets sorted out, as the child begins to have a more sophisticated understanding, and he or she goes back to saying went and came whilst, at the same time, handling regular past tense ending.

Errors are part of the students' intrerlanguage, which is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. When responding to errors teacher should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong.

E. Makassarese

1. Makassarese Background

a. Makassar tribes

Makassar tribes is the name for an ethnic Malays who inhabited the southern coast of the island of Sulawesi. Makassar call Mangkassara tongue ' means those who are open. Simon Ager

This is ethnic Makassar ethnic minded conqueror, but democratically ruled, warlike and victorious at sea. No wonder the century 14-17, with the symbol Kingdom of Gowa, they managed to establish a vast empire with a large naval forces succeeded in forming a having Islamic Empire , ranging from the entire island of Sulawesi, East Kalimantan part, NTT, NTB, Maluku, Brunei, Papua and northern Australia. They establish the Bali Treaty, cooperation with Malacca and the entire kingdom of Banten and other domestic and International in scope (especially Portuguese). The kingdom is also facing fierce war with the Dutch until the fall of the Kingdom of the Netherlands as a result adu domba conquests

Talking about the Makassar is also synonymous with the cognate Bugis. The term Bugis and Makassar is a term coined by the Dutch to divide these two ethnic groups. Until finally the fall of the Kingdom of Makassar in the

Netherlands, all the potential is turned off , given the well-known tribe is very hard against the Dutch . Wherever they meet the Netherlands, certainly fought. Some of the central figures of Gowa who refused to give up as *Karaeng Galesong*, moved to the Land of Java Dutch combat there. Along the mighty fleet, fighting each Dutch ship they encountered.

Makassar is still a very long history. Generation after generation deprived of self-esteem and confidence is rising gradually phased sake, trying to connect the greatness of the name of Makassar*, "Le'ba Kusoronna Biseangku, Kucampa'na Sombalakku. Tamammelokka Punna Teai Labuang.* Simon Ager

b. Makassar language

Makassar language, also known as Makassar or Mangkasara language is the language spoken by the tribes of Makassar, South Sulawesi's population , Indonesia . This language has its own alphabet, called *Lontara*, but now many are written using the Latin alphabet. *Lontara* letters derived from the ancient Brahmi letters from India. Like many derivatives of these letters , each containing consonant vowel "a " is not marked. Vowels other punctuation given above, below, or on the left or right of each consonant. Simon Ager

c. Makassar consonants

Phonetically, Makassar language has 19 consonants namely : p, b m, w, t, s, d, n, r, l, r, j, y, n, k, g, ng, (?), h. Consonant (?) is an alophone from k. To be clear the researcher presents English and Makassarese consonants below :

Table 2.2 Makassar Consonants

Consonant	Initial positions	Middle positions	Final positions
/p/	/pata/ [pa'ta]	/tapa/ [ta'pa]	/balap/ [ba'lap]
/b/	/bulan/ [bu'lan]	/labu/ [la'bu]	
/m/	/mate/ [ma'te]	/lame/ [la'me]	
/w/	/warak/ [wa'ra?]	/rawa/ [ra'wa]	
/t/	/tepok/ [te'po]	/batu/ [ba'tu]	
/s/	/sekre/ [se?re]	/bosi/ [bo'si]	
/d/	/daeng/ [da'eng]	/bodo/ [bodo]	
/n/	/naik/ [nai?]	/tunu/ [tu'nu]	
/r/	/ruwa/ [ru'wa]	/bari/ [ba'ri]	
/l/	/lari/ [la'ri]	/bolik/ [bo'li?]	
/e/	/cerak/ [c'erak]	/cacak/ [ca'ca]	
/j/	/jai/ [ja'i]	/bajik/ [ba'ji?]	
/y/	/yasing/[ya'sing]	/boya/ [bo'ya]	
/k/	/kana/ [ka'na]	/lekok/ [le'ko]	/jukuk/ [ju'ku?]
/g/	/gauk/ [ga'u?]	/segak/ [se'ga]	
/ng/	/ngowa/[ngo'wa]	/lange/ [la'nge]	/jangang/[ja'ngang]
/h/	/harang/[ha'rang]	/pahala/ paha'la]	

F. Conceptual Framework

English Pronounciation Errors

Makassarese Students

Dominant of Errors

Causes of Errors
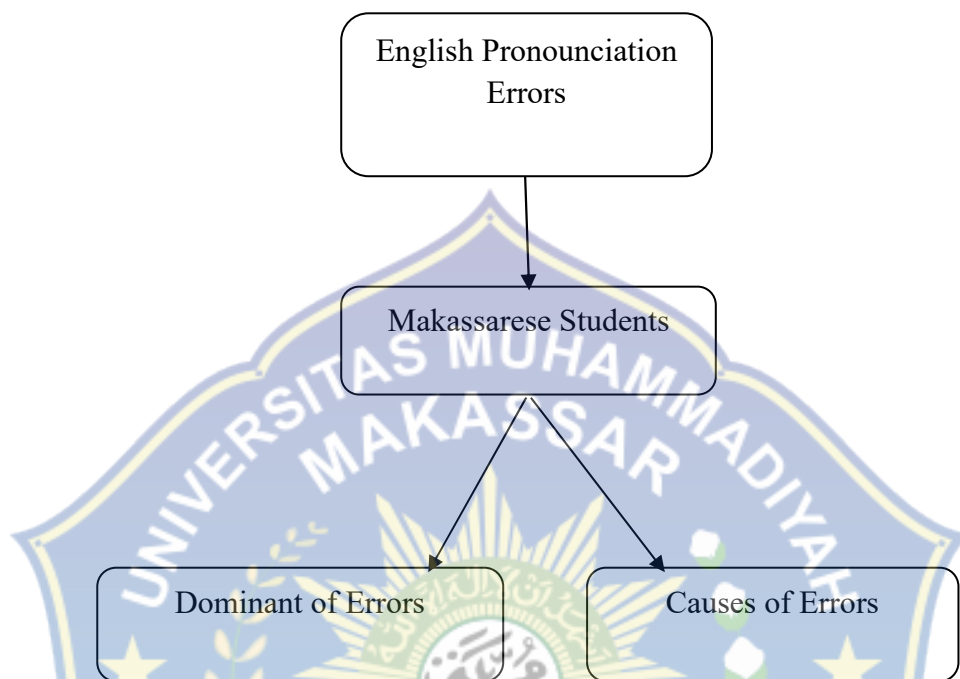
Figure 2.1 conceptual framework

In the conceptual framework above we can see that in English, students usually faced problem especially in pronunciation. The students problem frequently found is pronounciation errors. Makassarese students means students are originally from Makassar or regencies who speak Makassar Language, fluent in speak Makassar Language, and also understand about Makassar Language. In this research the resercher will find out the dominant of errors that Makassarese students made and the researcher also want to know what is the causes of errors that Makassarese students faced when they pronounce English words.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher used qualitative research. The researcher applied a descriptive qualitative method in conducting the research. Descriptive method is used together which information about the real condition and situation for the time being. The qualitative method was used because the data analyzed were categorized into qualitative data. In this research, the researcher investigated, analyzed and categorized pronunciation errors made by Makassarese students of English Education at Muhammadiyah University of Makassar in the academic year of 2018/2019. This research only classifying the errors and determines in which kinds of errors they belong to be based on the surface strategy taxonomy spelling.

B. Population

The population has a sense as a whole region consisting of subjects with certain characteristics determined by researchers to be investigated and taken conclusions. The research subjects in this research there were 15 Makassarese students who were currently studying English at Muhammadiyah University of Makassar. Makassarese students in this research are the students which originally from Makassar or regencies and speak Makassar language. The researcher would took Makassarese students as a subject because based on the experience the researcher found that Makassarese students often have a lot of problems in pronounciation.

C. Sample

The researcher was used purposive sampling as the technique for selecting sample. Purposive sampling ias one of the most commin sampling strategies, groups participants according to preselected criteria relevant to a particular research question. Based on the criteria of purposive sampling the researcher decided number of sampling of Makassarese students' in English Education Study Program of Muhammadiyah University of Makassar.

D. Research subject

The research subjects in this research there were 15 Makassarese students who were currently studying English at Muhammadiyah University of Makassar. Makassarese students in this research are the students which originally from Makassar or regencies and speak Makassar language. The researcher would take Makassarese students as a subject because based on the experience the researcher found that Makassarese students often have a lot of problems in pronounciation.

E. Research Instrument

Research instrument has an important role to obtain the result of the research. It is a set of methods which is used to collect the data. The researcher used some pronunciation test items (English words) and quesionnaire to support her in conducting the research. The test was the form of list of sentences containing English consonant. Some supporting test items were Oxford Dictionary and a recorder.

F. Data Collection

Data collection and instrument were needed to obtain the data in the research. The aim of data collection in conducting scientific research is to get materials which are needed. However, the researcher used the following method.

1. The researcher searched some references related to the topic of the research from significant authors or writers by exploring the core of various kinds of books.

2. The researcher conducted a field activity in order to get empirical data by using smart phone recorder. These instrument were used to know kinds of error and what caused of errors faced by Makassarese students.

After determining those methods to collect the data, the researcher took these some steps to collect the data related with pronunciation errors encountered by Makassarese students in pronouncing English words are :

1. The researcher showed the list of sentences to the Makassarese students, then asked them to read the sentences.

2. The research gave the quesionnaire to the students and the asked them to answer the question.

3. The researcher saved the data results, the researcher use smart phone recorder.

4. The researcher transcribed the students' pronunciation word by word, one by one.

5. Then, the researcher listened to the recorded pronunciation several times and transcribed them by using the phonetic symbol from the transcription.

6. The research check the students' answer by the quesionnaire.

G. Data Analysis

In analyzing the data, the researcher took some steps. The first was finding out the error. To find out the errors, the researcher listened to the recording of the subjects' utterances. The pronunciations of the words were transcribed into phonetic transcription. The researcher used Oxford Dictionary as a standard pronunciation to decide whether the subjects' English consonant pronunciation was correct or not.

After collecting the data, the next step were classified the data and analyzing the data. In analyzing the data, the following techniques were conducted :

1. The researcher listened the students' recording.

2. The researcher determine the students'correct or mistake in pronunciation.

3. The researcher made dominant of errors.

4. The researcher check students' answer in quesionnaire.

5. The researcher made tabulation based on students' answer to know what caused they made errors.

6. The researcher drew the conclusion and suggestion based on the data analysis.

The researcher employed the percentage descriptive analysis to count all error by using a simple formula as follow:

$$X1 = \frac{\Sigma\ Er}{\Sigma\ W}\ x\ 100\%$$

In which : X1 is the percentage of error

Er is various kind of error

W is words

Σ is the total number.

CHAPTER IV
FINDINGS AND DISCUSSION

As the researcher explained at the previous chapter, this research used pronounciation test and questionnaire. Pronounciation test is used to find out the dominant Errors of consonant sounds and questionnaires to find out caused of Errors made by Makassarese students to pronounce the English words.

A. Research Findings

In this section described the result of the data finding found in the Makassarese students errors in pronounciation. The data were collected from 15 Makassarese students in Muhammadiyah University of Makassar. The research administered the test and questionnaire to students' on 11 April 2019 in Muhammadiyah University of Makassar. The kind of test was list of sentences consist of 17 numbers and questionnaire consist of 7 questions.

The results of the pronounciation test and questionnaire that was given to the students would be presented in this part. For the pronounciation test there were 17 sentences consisting 24 consonant sounds pronounced by 15 Makassarese students'. The questionnaire there were 7 questions that were answered by Makassarese students'. The test focused on dominant of Errors made by Makassarese students and the questionnaire focused on the caused of Errors made by Makassarese students'.

1. **The dominant errors made by Makassarese students' when pronoucing English words.**

<div align="center">

Table 4.1
The proportion of right and wrong pronunciation of each words made by the students

</div>

Students' pronunciation			
Correct		Wrong	
Number of correct word	Percentage (%)	Number of wrong word	Percentage (%)
283	78.61%	77	21.39%

The table above, there are 283 correct word the persentage is 78.61 % and there are 77 wrong words the persentage 21.39 %.

To carry out the Errorss analysis, the researcher used Preselected Category Approach based on a set of preconceptions about the students' most common Errors. The formula is as follows:

$$Pi = \frac{f1}{N} \times 100\%$$

Pi is the proportion of Errors

f1 is frequency of Errors

N is sum of frequency of Errors

Table 4.2
Errors Analysis

No.	Consonant Sounds	words	Frequency of Error	Proportion (%)
1.	[tʃ]	Achieve	12	15.58%
2.	[p]	Permission	2	2.59%
3.	[dʒ]	Change	15	19.49%
4.	[m]	Morning	-	-
5.	[l]	Laughed	-	-
6.	[z]	Dishes	13	16.89%
7.	[f]	Fast	-	-
8.	[n]	Necessary	-	-
9.	[ʃ]	Finish	8	10.39%
10.	[t]	Taste	-	-
11.	[ð]	Whether	6	7.79%
12.	[h]	Hurt	-	-
13.	[s]	Saw	-	-
14.	[j]	Young	-	-
15.	[w]	Women	-	-
16.	[k]	Collecting	-	-
17.	[θ]	Anything	12	15.58%
18.	[r]	Report	1	1.30%
19.	[d]	Deadline	-	-
20.	[b]	Better	-	-
21.	[v]	Never	-	-
22.	[g]	Get	-	-
23.	[ŋ]	Talking	-	-
24.	[ʒ]	**casually**	8	10.39%
			77	100%

The mean of Errors occurrence (P) is 100:24=4.17. From the table above, it can be seen that the mean of the Errors occurrence (P) is 4.17%. P is very important to know the degree of dominant which is symbolized by (Pi-P). If (Pi-P) of a heading results in positive (+), it means that Errors is dominant, but if it is negative (-), it means that the Errors are less dominant. Therefore, the result of the computation of (Pi-P) indicates whether the heading is dominant or less dominant.

The table presents the degree of dominance of Errors occurrences of 24 consonant.

Table 4.3
The degree of dominance of the proportion of the Errors occurrences

No.	Words	Pi	Pi-P
1.	Achieve	15.58%	11.41
2.	Permission	2.59%	-1.58
3.	Change	19.49%	15.33
4.	Morning	-	-
5.	Laughed	-	-
6.	Dishes	16.89%	12.72
7.	Fast	-	-
8.	Necessary	-	-
9.	Finish	10.39%	6.22
10.	Taste	-	-
11.	Whether	7.79%	3.63
12.	Hurt	-	-
13.	Saw	-	-
14.	Young	-	-
15.	Women	-	-
16.	Collecting	-	-
17.	Anything	15.58%	11.41
18.	Report	1.30%	-2.87
19.	Deadline		
20.	Better	-	-
21.	Never	-	-
22.	Get	-	-
23.	Talking	-	-
24.	**Casually**	10.39%	6.22

The number of dominant Errorss headings (+) is 7. The number of less dominant Errors headings (-) is 17. The computation shows that there are seventeen headings whose degrees of dominance result in positive. Whereas, there are seve dominant Errorss that Makassarese students made

in pronouncing English consonant. The seven dominant Errors headings
are ranked as follows:

Table 4.4
The seven dominant Errors

No.	Sounds	Frequency	Degree of Dominance (Pi-P)
1.	[dʒ]	19.49%	15.33
2.	[z]	16.89%	12.72
3.	[tʃ]	15.58%	11.41
4.	[θ]	15.58%	11.41
5.	[ʃ]	10.39%	6.22
6.	[ʒ]	10.39%	6.22
7.	[ð]	7.79%	3.63

The table above shows the dominant Errors made by Makassarese students'.
The different between first language and English language made Makassarese
students difficult to pronounce some sounds that not exist in Makassar language
such as [dʒ], [tʃ], [ʃ], [θ], [ʒ], and [ð] sound. To make the analysis in detail, the
researcher made table containing the words of each dominant error, the students'
wrong pronunciations, number of students who made error, and their proportions.
The result of pronunciation test through recording can be listen in the link
https://bit.ly/2lyDnqV, and Below are the students' wrong pronunciations found
in this research :

1. Sound [dʒ]

Table 4.5

No.	Words	Pronunciation		Number of Students	Proportion (%)
		Wrong	Correct		
1.	Change	Cengs	tʃeɪndʒ	9	37.5%
2.	Dangerous	Denggers	deɪndʒərəs	3	12.5%
3.	Message	Mesek	mesɪdʒ	2	8.33%

2. Sound [z]

Table 4.6

No.	Words	Pronunciation		Number of Students	Proportion (%)
		Wrong	Correct		
1.	Dishes	Dises	dɪʃiz	13	54.16%
2.	Automobiles	automobils	ɔ:təməbi:lz	7	29.16%
3.	Because	Bekaus	bɪˈkəz	3	12.5%

3. Sound [tʃ]

Table 4.7

No.	Words	Pronunciation		Number of Students	Proportion (%)
		Wrong	Correct		
1.	Achieve	eship	əˈtʃiːv	12	50%
2.	Change	ceng	tʃeɪndʒ	15	62.5%
3.	Chin	cin	tʃɪn	3	12.5%
4.	Purchased	purhas	pɜ:tʃəs	9	37.5%

4. Sound [θ]

Table 4.8

No.	Words	Wrong Pronunciation		Number of Students	Proportion (%)
1.	Something	Samting	sʌmθɪŋ	3	12.5%
2.	Anything	Enyting	eniθɪŋ	6	25%

5. Sound [ʃ]

Table 4.9

No.	Words	Wrong Pronunciation		Number of Students	Proportion (%)
1.	Dishes	Dises	dɪʃiz	14	58.33%
3.	Finish	finis	fɪnɪʃ	8	33.33%
4.	Shin	sin	ʃɪn	5	20.83%
5.	Punishment	painismen	pʌnɪʃmənt	5	20.83%
6.	Trash	tras	træʃ	3	12.5%
7.	Should	Sud	ʃəd	4	16.67%

6. Sound [ʒ]

Table 4.10

No.	Words	Wrong Pronunciation		Number of Students	Proportion (%)
1.	Casually	keseli	kæʒuəli	8	33.33%

7. Sound [ð]

Table 4.11

No.	Words	Wrong Pronunciation		Number of Students	Proportion (%)
1.	Whether	wether	weðə(r)	6	25%

2. Causes of Errors made by Makassarese students' when pronounce English words

Based on the result of the questionnaire the causes of Makassarese students' made Error when pronouncing English words are : there are many different ways of pronouncing between English and Makassar words, lack of of driling for pronounciation whe learning English, difficult in pronouncing some of English sounds, less motivation to practice the pronounciation English words, Mother tongue, daily language, and the frequency they practice. The data can be seen below

Table 4.12
Causes of Makassarese students'

No.	Responses	Frequency	Proportion
1.	**The causes of students' difficulty in pronouncing English Words**		
	➢ There are many different ways of pronunciation between English and Makassar words	7	46.67%
	➢ Lack of drilling for pronunciation when learning English	2	13.33%
	➢ Difficulty in pronouncing some of English sounds	4	26.67%
	➢ Less motivation to practice the pronunciation of English words	2	13.33%

2.	What influences students' pronounciation		
	➢ My mother tongue	9	60%
	➢ My daily language	4	26.67%
	➢ The frequency with which I practice	2	13.33%
	➢ The frequency I use English		

The table above shows that for question number one there were 7 students from 15 students said that the difficulty in pronouncing English words because of there are many different ways of pronunciation between English and Makassarese words. There were 2 students said that difficulty in pronouncing English because of lack of drilling for pronunciation when learning English. There were 4 students' said that they feel difficulty in pronounce some of English sounds. There were 2 students said that their less motivation to practice the pronunciation of English words.

The question number 2 shows that there were 9 students of 15 students said that their English pronunciation is much influenced by their mother tongue There were 4 students said that English pronunciation is much influenced by their daily language. There were 2 said that their pronounciation much influenced by the frequency with which their practice.

B. Discussion

In this section, the researcher focused in discussing the obtain data. There were two parts discussed in this section. First was the dominat error made by Makassarese students' when pronounce English words. Second was the causes Makassarese students' made error.

1. Dominat Error Made by Makassarese Students'

The result of the research showed that Makassarese students got some errors in pronouncing English sounds. The most dominant error heading is the error in pronouncing the words containing /dʒ/, /z/, /tʃ/, /θ/, /ʃ/, /ʒ/, and /ð sounds. In this research result almost same with Jaya (2008) research. He state that the Sidrapnese students make pronunciation errors when pronouncing the English sounds those are absent in Bunginese language into words, i.e. [f], [v], [θ], [ð], [ʒ], [ʃ], and the English sounds which are different from Buginese sounds, i.e. [pʰ], [tʰ], [kʰ]. The Sidrapnese students tend to substitute those English sounds with Buginese language except for sound [f]. Below is the dominants errors made by Makassarese students :

a. The Pronunciation Errors of [dʒ] Sound

Makassarese phonetic system has [j] sound that is similar to [dʒ]. Unfortunately, the similarity between both sounds made the students difficult in pronouncing [dʒ] sound. The difficulties made students' they errors when pronounce English words because not all of Makassarese students' know that [dʒ] sound are similar with has [j] sound. There were two deviations of [dʒ] made by Makassarese students', by switching it with [g], and [tʃ]. Example For the

substitution of [dʒ] with [g], when students' pronounce "dangerous" [deɪndʒərəs], they frequenly pronounce denggers. In essence, these two sounds have the same state of vocal cords but very different in terms of place and manner of articulation. For the devitions of replaced [dʒ] with [tʃ] Some of the students made this deviation in words that consist [dʒ] for example when studnets' pronounce "change" [tʃeɪndʒ] Some of students' were pronounce tʃeɪntʃ.

b. The Pronunciation Errors of [z] Sound

Sound [z] does not exists in Makassar phonetic system. because this sound uncommon use in the daily language especially when it is in the final position, Makassarese students sometimes found it difficult to be pronounced. This error occured is because most Makassarese students' had problem in pronouncing this sound, especially when it is in the final position. Moreover sound [z] sometimes presented as /s/ like in 'Dishes', since the writing of these words use /s/ at the end, most of the students tend to pronounce it as what is written in the text.

c. The Pronunciation Errors of [tʃ] Sound

Sound [tʃ] does not exist in Makassar phonetic system, therefore it is quite difficult for Indonesian learners to pronounce it. Because this sound does not exist in Makassar phonetic system, some students replaced it with [c] that is similar with tʃ sound. The students were not able to pronounce [tʃ] fluently and perfectly, thestudents' difficulties of pronouncing the sound [tʃ] were regarding of the manner of articulation, they changed the affricate sound by straightaway stopping the air stream. For example, Achieve [əˈtʃiːv] Purchased [pɜːtʃəs]

d. The Pronunciation Errors of [θ] Sound

In general, [θ] is categorized as a voiceless dental fricative. [θ] is another consonantal sound that is typically English sound, therefore, other language like Indonesian and Makassare does not have this exact sound in their phonetic system. Hence Makassarese students' as the subject of this research did deviation of this sound into [t]. For example when Makassarese students'pronounce "Something" [sʌmθɪŋ] the students' frequently said "samting".

e. The Pronunciation Errors of [ʃ] Sound

It was like the sound before, [ʃ] sound also does not exist in Indonesian and Makassar language. Therefore, in practice it is very difficult for the students to pronounce those sounds in English. The students pronounce [ʃ] sound as [s], because it is the closest Indonesian sound to the English [ʃ]. Although the subsitution does not change the meaning of the words, the students should still be trained to pronounce the correct sounds accurately. In other words, they should not mispronounce them.

f. The Pronunciation Errors of [ʒ] Sound

This kind of sound cannot be found in Bahasa Indonesia likewise in Makassar. The students deviated the sound to several possibilities in their attempts of articulating [ʒ] sound. Some Makassarese students' replacement of [ʒ] with [s]. For example when students' pronounce "Casually" [kæʒuəli] they said "Keseli".

g. The Pronunciation Errors of [ð] Sound

Sound [ð] is one of the English consonant sound that does not exist in Makassar phonetic system. They were the replacement of [ð] with [tʰ].The deviation of the [ð] sound was the substitution of [ð] with [tʰ], as "Whether"

[weðə(r)] Makassarese students' said "wether". Similar to the second deviation, in the substitution of [ð] with [tʰ], voiced dental fricative was being replaced with voiceless alveolar stop. The difference was that [tʰ] is the aspiration of [t].

2. Causes Makassarese Students' Made Error.

Based on the questionnaire, the researcher gathered information from the Makassarese students' in order to know causes affecting the students' pronunciation errors. Alimemaj (2014) state that students made errors causes : The first the differences between the mother tongue and the target language. The second mother tongue interference. The third the faulty and in adequate teaching of EFL pronunciation. In this research the cause Makassarese students errors they were as follows:

a). There are many different ways of pronunciation between English and Makassar words.

The different ways of pronounciation between English and Makassarese language causes students' made errors in pronounce English words because there are some sound in English does not exist in Makassar language. Makasaarese students develops the speech habit of his mother tongue. When the students learns a foreign language, his mother tongue speech habits come in the way. Many makassarese students' are not able to pronounce correctly. They have not sufficient knowledge of phonetics and phonology. The physical disability of a students' sometimes causes poor pronunciation. It is cause of retardation in pronunciation as well as spellings.

b). Lack of drilling for pronunciation when learning English.

Makassarese students' lack of drilling for pronunciation when learning English. Most Makassarese students' practice pronunciation only when learning pronunciation in the class. No special time to pronunciation. Makassarese students' just practiced their pronunciation when they had pronunciation class. Most of them did not have particular time for pronunciation maybe because they thought it was the difficult and confused subject for them, so they ignored about pronunciation even though they know it was an important one.

c). Difficulty in pronouncing some of English sounds.

Makassarese students' confused with the rules in pronunciation because English and Makassarese has different ways of prononciation between English and Makassarese language. As we know that some sounds does not exist in Makassarese. The frequency students' speak Makassar language transfer when they pronounce English sounds.

d). Less motivation to practice the pronunciation of English words.

Some Makassarese students' less practice pronounciation because they think pronounce is difficult. As explanation above some students' perhaps less motivation because they think there are many different ways of pronouncition between English and Makassar sounds, lack of drilling for pronounciation when learning English and Difficult in pronouncing some of English sound.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter in relation to the research questions proposed. This chapter is into two parts, with the first part aimed at giving concluding remarks about the present research on the pronunciation errors made by Makassarese students and the second part containing suggestions for related parties and future research in the related topic.

A. Conclusion

The research is aimed at finding out the dominant errors made by Makassarese students of Muhammadiyah University if Makassar in pronouncing English word and also to find out the causes why these errors happen/occur. Based on the findings of the research and discussion, the researcher concluded that makassarese students made errors in rponouncing English word such as [dʒ], [tʃ], [ʃ], [θ], [ʒ], and [ð] sound The causes are : 1. There are many different ways of pronunciation between English and Makassar words 2. Lack of drilling for pronunciation when learning English 3. Difficulty in pronouncing some of English sounds 4. Less motivation to practice the pronunciation of English words.

B. Suggestion

Based on the conclusion above, the researcher suggests that the students should learn more about pronunciation because it is important to make us clear in speaking. Clear English consonant pronunciation is important in the efforts

to convey message through speaking. Unless English is used only in writing, pronunciation mastery is needed by every language user. Poor pronunciation may cause communication breakdown, mainly due to possible misunderstandings or uncomfortable feeling that the hearer has to bear in trying to understand. Thus the pronunciation of every language user should be comfortably intelligible.

The result of the analysis of this study shows that Makassarese students of Muhammadiya university of Makassar has difficulties in pronounce English consonant this causes some students made errors. Based on the result of the research, the researcher would like to give some suggestions which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especiallyin pronouncing English consonant word.

1. For the teachers

a. Give more drills practice to the students' in pronouncing dominant error English consonant.

b. Be careful in providing and selecting pronunciation materials to improve their students' ability in pronouncing English words.

2. For the students

a. Look up the dictionary if they find some new vocabularies and try to pronounce it.

b. Have an English conversation either in the school or non-school like in everyday life with their friends, family, teacher or other people. who can speak English.

c. Have good self-awareness in motivating themselves to pronounce English words correctly.

d. Give more attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills.

3. For the next researcher

By doing research in this topic, the researcher raises suggestion for the next researchers. They should find more varied solution to minimize the error on the pronouncing English words.

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APPENDICIES

Appendix A : THE SAMPLE OF THE RESEARCH: MAKASSARESE STUDENTS' AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

NO.	NAME	SAMPLE
1.	NA	S1
2.	NF	S2
3.	NIP	S3
4.	SH	S4
5.	NW	S5
6.	SJ	S6
7.	SW	S7
8.	AA	S8
9.	M	S9
10.	N	S10
11.	NSP	S11
12.	NQ	S12
13.	MAI	S13
14.	MAM	S14
15.	F	S15

Appendix B : RESPONDENT PROFILE

Students' language frequency

No.	Responses	Frequency	Proportion
1.	**What is your mother tongue ?**		
	➢ Indonesian language	4	26.67%
		11	73.33%
	➢ Makassar language	-	
	➢ Bugis language	-	
	➢ others		
2.	**how fluent do you speak Makassar language?**		
	➢ Fluent	7	46.67%
	➢ Rather Fluent	2	13.33%
	➢ Very Fluent	6	40%
	➢ Not Fluent	-	
3.	**Where the respondents usually speak Makassarese language ?**		
	➢ House	7	46.67%
	➢ Campus	3	20%
	➢ Anywhere when meeting Makassarese people	3	20%
	➢ Pulbic place	2	13.33%

Appendix C : THE MULTIPLE CHOICE TEST

INSTRUMENT OF TEST

KUESIONER

Dalam rangka mendapatkan informasi tentang pengucapan dalam Bahasa Inggris saya mohon bantuan Mahasiswa untuk menjawab pertanyaan-pertanyaan berikut ini dengan sejujurnya. Informasi yang Mahasiswa berikan hanya untuk kepentingan penelitian saja. Terimakasih atas perhatian yang diberikan.

Nama   :   ☐ Male   ☐ Famale

Umur   :

Kampung halaman   :

Suku   :

Alamat   :

1. Bahasa ibu saya adalah ?

   A. Bahasa Indonesia

   B. Bahasa Makassar

   C. Bahasa Bugis

   D. Lain-lain ……….(sebutkan jika ada yang lain)

2. Seberapa lancarkah kamu dalam berbahasa Makassar ?

   A. Sangat lancar

   B. Lancar

   C. Tidak lancar

   D. Sangat tidaak lancar

3. Dimanakah kamu sering menggunakan bahasa Makassar ?

   A. Rumah

   B. Kampus

   C. Jika bertemu teman sesama orang Makassar

   D.Tempat umum

4.Kesulitan pengucapan kata dalam Bahasa Inggris dikarenakan ?

A. Banyaknya perbedaan cara pengucapan antara kata Bahasa Inggris dengan Bahasa Makassar

B. Kurangnya *drilling* untuk pengucapan ketika belajar Bahasa Inggris

C. Merasa sulit dalam pengucapan beberapa kata

D. Motivasi yang kurang untuk mempraktikkan pengucapan kata Bahasa Inggris

5. Pengucapan Bahasa Inggris saya banyak dipengaruhi oleh ?

A. Bahasa ibu saya

B. Bahasa sehari-hari saya

C. Frekuensi saya berlatih mengucapkannya

D. Frekuensi saya menggunakan Bahasa Inggris

6. Bagaimana pendapat kamu dalam belajar pengucapan ?

A. Sulit

B. Agak sulit

C. Sangat sulit

D. Tidak Sulit

7. Meningkatkan kualitas pengucapan Bahasa Inggris merupakan sesuatu yang………..

A. Tidak perlu dilakukan

B. Wajib dilakukan

C. Bisa dilakukan ketika saya mengalami kesulitan

D. Bisa ditunda untuk dilakukan karena ada hal lain lebih penting diperhatikan.

APPENDIX D : Students' Answer Questionnaire

NO.	1.	2.	3.	4.	5.	6.	7.
S1.	B	A	A	C	A	B	B
S2.	B	B	B	B	A	B	B
S3.	B	B	C	B	A	B	B
S4.	B	A	A	B	A	B	B
S5.	B	A	C	B	A	B	B
S6.	A	B	B	C	A	B	B
S7.	B	A	A	B	D	B	B
S8.	B	B	C	C	B	B	B
S9.	A	B	B	B	D	C	B
S10.	B	A	A	C	A	C	B
S11.	B	A	A	B	C	D	B
S12.	B	B	A	B	D	C	B
S13.	B	B	A	C	A	B	B
S14.	A	A	C	D	C	B	B
S15.	A	A	A	A	D	D	B

APPENDIX E : PRONOUNCIATION TEST

INSTRUMENT OF TEST

Instruction:

- *Read the sentences carefully by using good pronunciation!*

1. If you want to **achieve** greatness stop asking for **permission**.
2. You must be the **change** you want to see in the world.
3. I came late to my **morning** class but fortunately, my teacher lets me in.
4. Adin **laughed** so hard at the joke that Afra told her.
5. My mom asked me to do the **dishes** right before I went to the mall.
6. **Fast** automobiels make dangerous friends.
7. It is **necessary** to know your last message.
8. I didn't **finish** my meal because the food didn't **taste** really good.
9. I don't know **wether** he **hurt** his shin or his chin.
10. I **saw** a kitten eating chicken in the kitchen.
11. A **young women** has something to tell you.
12. As a punishment, my teacher asked him to keep **collecting** the trash for an hour.
13. Your smile can be the medicine, but it can't purchased with **anything.**
14. **The worker work so hard** to finish all **report** before the **deadline.**
15. **Better fought and lost than to never have fought at all.**
16. The way to **get** started is to quit **talking** and begin doing.
17. You should dress **casually** for the party.

APPENDIX F : Students' Frequency of Error

No	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
1.	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
2.														✓	✓
3.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.															
5.															
6.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
7.															
8.															
9.	✓	✓		✓	✓			✓	✓			✓	✓		
10.		✓		✓		✓					✓			✓	✓
11.															
12.															
13.															
14.															
15.															
16.															
17.	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
18.				✓											
19.															
20.															
21.															
22.															
23.															
24.	✓							✓	✓		✓	✓	✓	✓	✓

APPENDIX G : Makassarese Dominant Errors

No.	Sounds	Frequency	Degree of Dominance (Pi-P)
1.	[dʒ]	19.49%	15.33
2.	[z]	16.89%	12.72
3.	[tʃ]	15.58%	11.41
4.	[θ]	15.58%	11.41
5.	[ʃ]	10.39%	6.22
6.	[ʒ]	10.39%	6.22
7.	[ð]	7.79%	3.63

APPENDIX

DOCUMENTATION

1. Distributing the questionnaire to the participants

2. Participants were working the questionnaire that has been given

3. **Distributing students pronounciation test.**

4. **Recording students pronounciation test**

CURRICULUM VITAE

Hajrah, was born in Gowa, Regency of Gowa, South Sulawesi on March, 8th 1996. She is the firts child of Jamaluddin and Herlina. She has one young brother and sister. She is the students of English Department in Muhammadiyah University of Makassar.

She studied in elementary school, SDI Sarroangin, in 2008. Then she continued her study in SMPN 1 Bungaya, and finished in 2011. She continued her study in SMA Negeri 3 Sungguminasa. Furthermore she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a students of English Department.