AN ERROR ANALYSIS ON ENGLISH LABIODENTAL SOUNDS

A THESIS

Submitted to the Faculty of Teacher Training and Education

Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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iii

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

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MOTTO

You've been in this situation where you thought you'd never made it. But, you did.

You've learned from it, and you survived. So, whatever it is, you currently going through right now, and you will get through that.

Know it! Trust it! And believe it!

I dedicated this thesis to My beloved parents (Ismail Azman, Rusanti)

ABSTRACT

INDAH PURNAMA PUTRI, 2019. An Error Analysis on English Labiodental Sounds under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Muh. Arief Muhsin, S.Pd., M.Pd and Erwin Akib, M.Pd.,Ph.D.)

The objectives of this study were to find out the kinds of errors and the percentage of the errors in pronouncing labiodental sounds made by the English Students of the third year students at Muhammadiyah University of Makassar.

The research was descriptive research. The research was conducted Muhammadiyah University of Makassar. The population was the English Students of the third year in academic year 2017/2018. The sample of the research was English Department student from class A, B, C, D, E, F and G. Using random sampling method which consists 30 students.

The student's errors were classified into four categories based on the kinds of errors. Those are omission 31 errors or 11,15%, addition 73 errors or 26,25%, misformation 172 errors 61,87%, and misordering 2 errors or 0,71%.

Based on this findings, it can be concluded there are still a lot of students who makes mistakes in pronouncing Labiodental sound, which means there are still some of the students who not understand how to pronouncing this sounds correctly.

Keywords : Labiodental Sounds, pronounce, error analysis

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The Researcher

Indah Purnama Putri

TABLE OF CONTENTS

Page

LIST OF TABLE

LIST OF GRAPHIC

LIST OF APPENDICES

CHAPTER

INTRODUCTION

A. **Background**

Communication is one human effort to make interaction between two people or more to exchange information, giving opinion or transfer ideas, giving instruction, etc. Furthermore, there are two ways communicate. They are speaking and writing. Communication also has relation with language. English is one of international language in the world, because many people from different countries use to it. Thus, people who learn or master in it can easily communicate each other.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Floretal. 2006; Pourhose in Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners‟ competence and it is also one of the most important features of language instruction. Good pronunciation leads learning while bad pronunciation promotes to great difficulties in language learning (Pourhose in Gilakjani, 2012).

Pronunciation is the way to speak a word or sentences of a language, the manner in which someone utters a word, pronunciation is one of important skill needed in speaking English, we can measure how fluently someone in speaking by their pronunciation. According to Ramelan Ibnu (2013:6) there are two

features in English Pronunciation. Those features are segmental and supra-segmental. English segmental feature, which refer to the units arranged in sequential order, consist of consonants, vowel, diphthong while supra-segmental consist of stress, intonation, and pitch. Based on the statement above the researcher make conclusion that in learn English we should know the segmental and supra-segmental in English pronunciation.

Pronunciation is one of the main aspects of language that help learners of English as a Foreign Language to communicate in English, as stated by Zimmermann (2004) that the pronunciation is very important because it is the first thing to note about the person's ability to speak, in this case the English language. Errors in pronunciation of sounds in one word can eventually lead to misunderstandings. Even many foreign language learners believe that the major difficulties they experience in communicating in English is the pronunciation. In general, they assume that the pronunciation error is a major problem in communication (Derwing & Rossiter, 2002; Al-Kahtany, 1995).

Previous studies show that foreign language learner made mistakes in pronouncing words in target language, such as the pronunciation labiodentals sounds as well as the production of /f/ and /v/. Weinberger (1997) found error occurs in the absence of certain sounds in the native language, and as a result, the learners replace them with similar sounds. In other words, error occurs because of the differences between source language and target language.

Furthermore, many differences exist when the two languages if compared directly, such as differences in phonemic inventory, character of sounds, the distribution of phonemes, syllable structure and rhythm (Chan and Li, 2000). Indonesian and English in general have such differences, including different phonemic inventory and distribution of phonemes.

The researcher found there are still some difficulties for the students in pronouncing the labiodentals sounds. Herman (2016) found the most difficult position in pronouncing the English labiodental sounds is final position in sound /v/ at the second grade of Senior High School of Taman Siswa Pematangsiantar. There are some sounds in English which have the same some sounds in other language. Thus, the way to produce the labiodentals sounds in English is different with the others. In Indonesian alphabetic form there is also labiodental sound. However, it has a different style of pronounce it. In a simple case there are many students who can not pronouncing /f/ and /v/ sounds and change into /p/.

The students still have lack in pronouncing some sounds which have the same alphabetic from their first language. Thus, the way they pronouncing the sounds must be different in English.

Analyzing the errors can benefit the teaching of pronunciation since it can provide an insight of what needs to be improved and might result in aproper technique in teaching it. Therefore, this study focused on describing

errors in pronounced English labiodentals sounds pronounced by third- semester students in Makassar Muhammadiyah University. The Researcher title is *"An Error Analysis on English Labiodental Sound"*.

B. **Problem Statement**

Based on the back ground above, the researcher focused on the problem statement:

1. What kinds of errors are made by the third semester student of English Department Muhammadiyah University of Makassar in pronouncing English Labiodental sounds?

2. How much percentage of errors made by the third semester student of English Department Muhammadiyah University of Makassar in pronouncing English Labiodental sounds?

C. **Objective of the Research**

Related to the problem statement above, the aims of this research were the specific:

1. To know errors that made by student in pronouncing labiodental sounds at the third semester students of English department at Muhammadiyah University of Makassar.

2. To know the percentage of errors are made by student in pronouncing labiodental sounds at the third semester students of English department at Muhammadiyah University of Makassar.

D. **The Significant of the Research**

The result of the research can be use:

1. For Teacher:

    Teacher known which part of the syllable need further attention to the text learning process and from those errors. It will also contributed to the preparation of teaching materials and methodology appropriate to the students, especially for phonetic and phonology subjects.

2. The Students

    The students got feed-back in measuring how far their proficiencies dealing with phonetic and phonology.

3. For Researcher

    The result of this study can be used for the next researcher as information in conducting the research on the same subject matter.

E. **Scope of the Research**

    Based on the research question, the researcher limited the research to analyze the error analysis in pronouncing labiodentals sound. The object of this study was the 3rd semester students at Makassar Muhammadiyah University, in academic year 2017/2018.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Related Study**

In this part, the researcher found several previous researches which related to this research, those are:

Jumrina (2013) An Analysis of Students "Pronunciation Errors in English. It can be concluded that to solve the students "pronunciation errors, they need a lot of drills and practices to pronounce English using IPA by watching carefully how native speaker produce the sounds correctly.

Silfiyah (2014) Error analysis on English vowel sounds production. It can be concluded that the reason why the learners are still difficult to pronounce English vowel it is because they still involve their Indonesia phonetic sound system during learning English.

Jaya (2015) Error analysis of English dipthong and tripthong sounds. He was found the result of data analysis instead that the student error in pronouncing English simple vowel were error of substitution (69,19%) and error of distortion (30,80%). The students "errors in pronouncing English dipthongs were errors of omission (54,98%),error of substitution(23,96%), and errors of distortion (21,04%).

Nadziroh (2015) Pronunciation Errors Made by Fourth Semester Students of English Department at IAIN Tulungagung. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tulungaggung. The errors were then classified into certain 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. In conclusion, this study has proven that fourth semesters of English department at IAIN Tulungagung have difficulties in pronouncing English vowels rather than the consonant.

Khadijah (2016) An error analysis in English pronunciation made by the third semester students of English department Muhammadiyah University of Makassar. Based on the research, the researcher concluded that the most dominant error in pronouncing English simple vowel sound in misformation specially sounds /ə/ in the middle position.

Based on the previous related research findings above, the researcher concluded that there are many similarities of this research, although there are some different things. The similar of our research is analyzed the error in pronunciation that made by the student, with a different variable. From the research (Jumrina) focused on the vowel sounds with kinds of errors are shortening, lengthening and substitution. The second research (Silfyah) focused

on finding the dominant errors in vowel sounds. The third research (Jaya) focused on diphthong & tripthong sounds with kinds of errors are substitution and distortion. The forth research (Nadziroh) focused in errors in pronouncing words with kinds of errors are omission, addition, and misformation. The last research (Khadija) focused on simple vowel pronunciation. In this case the research focused on labiodental sounds pronunciation which is different with the other research.

B. **Concept of Error**

1. Definition of Error

It is undeniable that the students produce errors in their language learning process. However, the errors committed can be analyzed through the way called error analysis. Error analysis is the study of second or foreign language learning to analyze the errors produced by learners (Myles & Mitchell, 2014). Error is a term used in psycholinguistics which refers to mistakes in spontaneous speaking or writing attribute able to a malfunctioning of the neuromascular commands forum the brain (Cristal in Asik, 2012:12).

Errors cannot be a part from sound production from the pronunciation. It caused the differences with the correct pronunciation when the learners pronounce some words. However, error is important tool in the process of learning and teaching. Knowing the student errors makes the teacher

possible to determine areas that need reinforcement pronunciation teaching. Moreover, it is also important 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 in order to know how the learner acquires the language rules.

2. Error versus mistake

A mistake is also deviation of the norms of the language in sentence is sometimes true and sometimes wrong. According to Norris in Hasyim (2002:42) says that the mistake is an inconsistent deviation that is sometimes the learner gets it right but sometimes wrong. Mistake is made by learner when writing or speaking which is caused lack of attention, fatigue, carelessness, or other aspect of performance, error analysis is the study of error made by the second and foreign language learners (Richard in Hasyim, 2002:43). According to crystal in Asik (2012:13) says that the error analysis is technique for identifying and systematically interpreting the unacceptable forms produced by someone learning foreign language.

Based on the statement above, the researcher concluded that mistake was made by learner in their activity (speaking or writing) because the students did not pay attention and inconsistent with the deviation. Perspective, it is important to differentiate the errors and mistakes. Mistakes are a kin to slip of tongue and recognizable (by the mistakes maker), error is

systematic in which it is likely to occur repeatedly and is not recognized by learner".

3. Error Analysis

Cristal in Asik (2012:13) states that in language teaching and learning error analysis is a technique for identifying, classifying, and systematically, interpreting the unacceptable form of language produced by someone learning foreign language using any of the principles and producers provided by linguistics.

Error analysis is useful for teacher to know the student achievement sin their English, to make planning and to construct teaching materials (Ihsan, 2015:23). For the student, they can learn their own lack of knowledge of the language learning. It can also motivate them to gain or improve their skill while they are learning the foreign language. Error analysis is useful for the teacher and the students to know the lack of the students and also to find the difficulties.

4. Kinds of Error

The descriptive aspects of error taxonomies on the assumption that the accurate description of errors is a separate activity from the task or in ferring some observable surface of those errors. Error taxonomies that classify errors according to some observable surface feature of the error

itself, without references to its underlying cause or source. It called descriptive taxonomies.

There are four taxonomies of error. Each of them is classified into several category errors (Dulayin Jaya, 2015:18).

a. Linguistic category Taxonomy

b. Surface Strategy Taxonomy

c. Comparative category Taxonomy

d. Communicative Effect Category Taxonomy

For this section, the researcher focused on the Surface Strategy Taxonomy because a surface strategy taxonomy highlights the ways surface structure are altered (Jolay in Jaya, 2015:19). Learners may omit necessary items or add unnecessary ones. Analyzing errors from surface strategy perspective make us aware the learners "errors are based on some logic. Which the learners try to use to produce language. Jolay in Asik (2012:17) in thesis presents four types of errors based on the surface energy taxonomies, they are:

1) Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterances. Any morpheme or word in a sentence is a potential candidate for omission, but some types of

morpheme are omitted more than others. Language learners omit grammatical morpheme much more frequently then content words.

Omission is characterized by the absence of one more element, which needed in a phrase or a sentence construction. For example, the word test /test/ is pronounced as/tes/.

2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors:

a) Double marking, in a sentence where an auxiliary is required in addition to main verb, the auxiliary, not the main verb, takes the tense.

b) Regularization (over generalization), a rule typically of main verbs or the class of nouns.

c) Simple addition. If an addition error is not a double marking not regularization, it is called simple addition. Addition is characterized by the presence of one or elements that are not needed. For example, the word „car"/ka:/ is pronounced as /kʌr/.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation are not as random a sin the case of addition. Thus far three types of misformation have been frequently reported in the literature:

a) Regularization errors that fail under misformation category are those in which a regular marker is used in place of an irregular one, a sin ruined for run gooses for geese.

b) Archi-forms. The members of a class of forms representing other in the class usually selected by the learners is called a narchi-forms.

c) Alternating forms. As the learner "vocabulary and grammar grow, the use of archi format gives ways to the apparently fairly free alternation of various members of a class with each other.

Misformation is characterized by use the wrong form of elements in a phrase or a sentence. For example is when the learners pronounced word „thin"/ as/ tin/

4) Misordering

Misordering errors are characterized by the incorrect placement if a morpheme or group of morpheme in an utterance.

Misordering is characterized by the in correct placement or order of one more language element sin a phrase or sentence. Forexample, theword "ask"/a:sk/is pronounced as /a:ks/.

Based on the statement above, the researcher concluded that there are four classifications to analyzed kind of errors namely omission, addition, misformation, and misordering. Omission is the error made by the students when less in sounds of word or phrases in sentences. Misformation is the error that made by the students when produce wrong sounds of the words or phrases in sentences and misordering is the errors when the students made incorrect placement the sound of words or phrases in sentences.

C. **Concept of Pronunciation**

1. **Pronunciation**

English pronunciation is the components range from the individual sounds that make up speech, to the way in which pitch-the rise and fall of the voice-is used to covey meaning (Hewing, 2007:13). The particular Characteristics of English pronunciation are highlighted, together with important differences between English and other language.

English pronunciation is the components from the individual sounds that make up speech, to the way in which pitch-the rise and fall of voice–is used to convey meaning (Hewig, 20017:13). The particular characteristics of

English pronunciation are highlighted, together with important differences between English and other languages. These differences which often being difficulties for learners.

Pronunciation (also known as phonology), refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments),which is the various features that make up production of sound in English are the segmental level, aspectsof speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (as well as supra segmental features), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Gilakjani, 2012:118).

Consonants are made by causing a block age or partial block age in the mouth, many learner will only come to say sounds intelligibly through careful listening and practice. Consonant may be classified into voice consonant and voiceless consonant. A voiced consonant is a sound produced when the vocal cord are vibrating. While, voiceless consonants is a sound made with no vibration of the vocal cord Dale and Poem (2005: 116). The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel before the sound (longer before voiced sounds) rather

than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners. According to Baker (2005:24) consonants is a sound, voiced and voiceless, in which the air stream is obstructed through a narrowing or complete closure of them out passage in the other words. The sound of a consonant depends on whether or not the vocal cords vibrate, where and how it is formed.

The vowels in the phonemic chart are ordered according to where they are made in the mouth. Thus, the top row of vowels are made high in the mouth, the middle row are made in the centre, and the bottom row are made low in the mouth. Similarly, the vowels on the left side of the chart are made in the front of the mouth, the right-hand rows of the vowel section are made in the back of the mouth, and those in between are made in between. Thus,the chart can serve as a useful reminder for both teacher and learner English may have many more vowel sounds or longer vowels than learners are used to in their first language, and so learners may need a lot of careful listening to vowel sounds, and to think about how to distinguish them, as well as where in the mouth they should make them. According to Jones (2002:12) vowel is when the tongue takes up a vowel position, a resonance chamber is formed which modified the quality of produce by the voice, and give rise to a distinct quality or timber. He defines a vowel (in normal speech) as a voiced sound in

forming which the air issues in a continuous stream through the pharynx and mouth, there being a narrowing such as would cause audible friction.

According to the position of the highest point of the tongue, vowels can be classified into front vowels, central vowels, and back vowels. In addition diphthong as a part of vowel sound diphthong is when the sound is made by gliding from one vowel position to another. Diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and this can indicating the direction of movement. He defines a diphthong as an independent vowel-glide not containing with in itself either a peak "or „trough" of prominence. What is meant by vowel glide is that speech-organs start in the position of one vowel and move in the direction of another vowel. What is mean by „independent" is that the glide is expressly made, and is not merely un avoidable con comitant of sound spreceding and following. Diphthongs are classified in to three, namely raising/closing diphthong, falling student and center diphthongs.

The fact that few second language learners are able to speak a second language without showing evidence of the transfer of pronunciation features of the irnative language is evidence of the difficulty acquiring an ative like pronunciation, moreover adult learners will already have "drawn the boundary" of what counts as a particular sound in a slightly different place or manner in their first language.

2. **Labiodental Consonants**

The labiodental sounds are articulated by the lower lip and upper teeth (Sinurat: 2013). Therefore, in this case of two sounds, the obstruction of the air stream occurs not because the two lips come together but because the bottom lip and the top teeth come together. The sounds /f/ and /v/ are referred to as labiodental sounds because the lips (labio) and the teeth (dental) are involved in the air production. These sounds occur in initial, medial, and final position. English contains the following two labiodental sounds: 1. /f/ a sin "fine" and "calf" 2. /v/ a sin "vine" and "have" The English /f/ sound is known as a voiceless labiodental fricative consonant. This consonant is articulated by the lower lip against the upper teeth. This consonant is produced by forming an arrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound. The vocal cord sare not made to vibrate during the production of this sound. This consonant in English is regarded as the representation of graphemes f, ff, gh, and ph. The English /v/ sound is defined as a voiced labiodental fricative consonant. This consonant is articulated by the lower lip against the upper teeth. This consonant is produced by forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound. The vocal cords are not made to vibrate during the production of this sound. This consonant in English, is regarded as the representation of graphemes v and ph. The other examples of the two labiodental sounds are:

Sound /f/ Initial Medial Final face coffee beef fail confirm calf fade craft knifes faith defend half fat defend half feel definite rough fence different safe famous difficult staff false effect thief fun profit tough. Sound /v/ Initial Medial Final vase advance achieve vacation adventure arrive vacuum civil brave valid clever carve valley develop cave value evening clove variable event dove variation every drove vein evidence gave vote favour move.

D. **Conceptual Framework**

| Pronunciation | ⟹ | Labiodental Sounds |

Kinds of Errors:
Ommision
Addition
Misformation
Misordering

Analysis

Conclusion
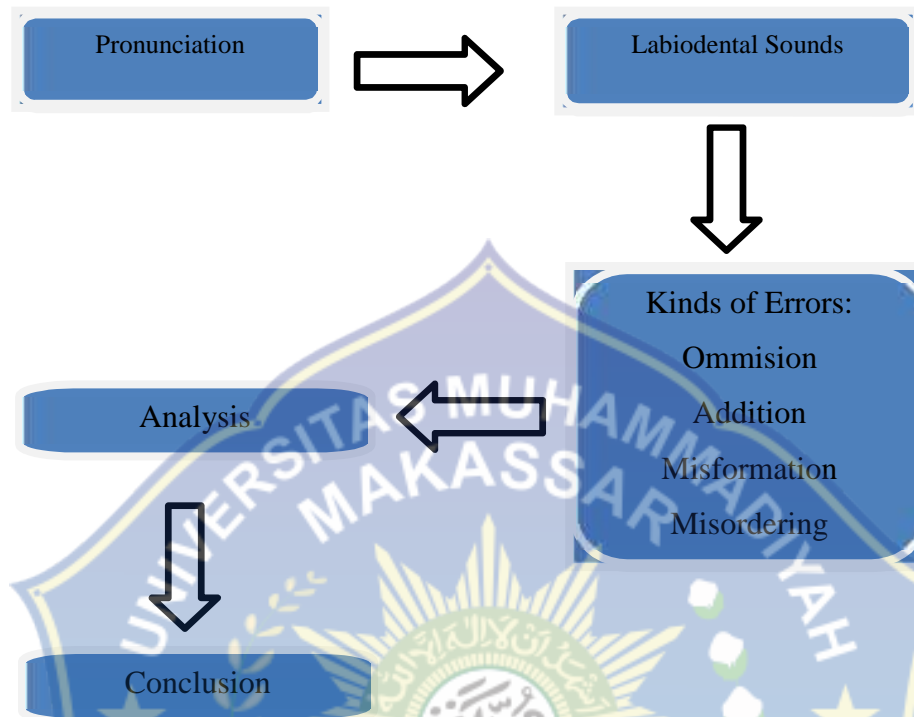
Based on the conceptual framework, the researcher focused on analyzing the students" error in pronouncing labiodentals sounds. The kinds of errors are: omission, addition, misformation and misordering. The researcher recorded the student sounds in pronouncing the words. After that the researcher analyzed the data. After analyzing the data the researcher concluded the data.

CHAPTER III

RESEARCHMETHOD

This chapter contains of research design, population and sample of the research, data collections, the instruments of the research, and the procedures of data collection.

A. **Research Design**

Research method is away or doing research, to collect and analyze the data based on the purpose on object research. The processed of this research, the researcher used descriptive method. Descriptive research determines and reports the way things are, it involves collecting numerical data to test hypotheses or answer question about the current status of the subject of study (Gay, 2006:11). Quantitative approach is one in which investigator primaly uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and questions, use of instrument and observation, the test of theories), employs strategies inquiry such as experiment and surveys and collects data on predetermined that yield statistical data (creswell ,2009).

In order to analyzed the students' errors pronouncing English labiodental sounds. The data collecte d through gave the test by recording in pronunciation test, it analyzed by classifying the errors and percentage of errors which the students commit in pronouncing English Labiodentals sounds. After that the

errors classified into a table of kind of errors that the students mostly committed. The frequency and percentage of errors counted based on the classification.

B. **Variables and indicators**

The research variables are object that can be observed, assessed, examined, through their own indicators or parameters (Dalle, 2012:24). Related with this statement, the variable is one of the important elements of research. The variable of this research was pronouncing words with Labiodental sound. While the indicators were the Labiodental sounds there are /f/ and /v/.

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 consist student from 7 classes (source of English Education Department of Makassar Muhammadiyah University).

2. Sample

According to the Leeuw, et.All (2008:105), these sampling techniques was used when inferences are made about the target population. On this research, the researcher used cluster sampling technique, because it is the most ideal way to take sample objectively and can fulfilled the targets of this research.

The researcher chose the third semester students of English Department at Muhammadiyah University of Makassar by random sampling technique

because it was the most ideal way to get sample objectively. The researcher took 30 students as the sample of the research.

D. **Research Procedure**

This section presents about planning, implementing the plan and concluding the result of data analysis.

1. **Planning**

A set plan is needed to carry out a systematic and well-conducted research. In this case, the researcher prepared, considered, and determined the suitable technique for collecting and analyzing data as well as the research instrument.

2. **Implementing the plan**

This stage consists of collecting the data, arranging the instrument, and analyzing data. The data needed in this study were the student ″utterance by the third semester students of Muhammadiyah University of Makassar. The data collected from class A until class G chosen randomly by the researcher. Moreover, the researcher analyzed the result of the pronunciation test in order to get information about the student ″English pronunciation errors and the causes of those errors.

3. **Concluding the result of data analysis**

The last step is drawing conclusion. In this step the researcher made a valid conclusion with a brief description of the errors after interpreting the errors.

Finally, the writer analyzed data from observation. Then, the writer drew conclusion. The conclusion was the answer for the research questions.

E. **Data Collection Techniques**

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

1. The researcher took 30students from the population.

2. After that, the researcher told each class to get permission that their class will be researched by the researcher.

3. The researcher prepared the test items.

4. The researcher came into each class, which the sample sampling classes were: class A, B, C, D, E, F, and G.

5. There were 7 classes.

6. The researcher explained to the subject (students) about what would they do.

7. The researcher called the students one by one to read the list of labiodental words and it would be recorded.

F. **Research Instrument**

Instrument is tools that are required to get information. Gay (2000:145) states that instrument is a tool that is used in collecting the data. To reach the aim of the research there were instrument of this research, namely:

a) Test (pronunciation test)

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

b) Recording

According to Wagner (2005:3) the purpose of recording is to support audio transcription to text: recording interviews, conversation and meetings to listen later, log or transcribe, annotate or code. In this research the researcher will record the pronunciation of the students with hand-phone or audio tape to collecting and make it easier to analyzed kinds of errors in English labiodentals sounds.

G. **Data Analysis**

According to Ary et.al.,(2010: 465) data analysis is where the researcher systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to

others. After collecting the data, the recording result was analyzed, the researcher used error analysis method suggested by Gass and Seinker (2008:103).

The researcher analyzed the student ″pronunciation in labiodental words. The step to analyze the data as follows:

a. Identification of Errors

The researcher identified the errors made by students. In this step, the researcher identified the pronunciation error made by students in pronouncing word with labiodentals sounds in it. They were /v/ and /f/.

b. Description of Errors

The researcher gave the description of errors that made by students in pronouncing labiodental sounds in several categories: omission, addition, misformation, misordering.

c. Explanation of Errors

There were some steps in applying the error analysis to analyze the data. The following steps are based on the prozcedure:

1) Identified the Errors

In this stage, the researcher identified of any pronunciation deviations which possibly could be found in the speaking made by the student. That could be, for instance omission, addition, misformation, and misordering

2) Make the percentage of the errors

It was step researcher calculate the right pronunciation and the wrong the pronunciation. After that it can be concluded how many errors that made by the student.

1. Tabulating the Errors

The researcher explained about the student error in pronouncing labiodental sounds. In analyzing the questionnaire, the researcher used the percentage technique.

$$P=\frac{F}{N}x100\%$$

Where:

P= rate percentage

F= answer respondent

N= total sample (Sudjana 2005:50)

CHAPTER IV

RESEARCH FINDINGS

In this chapter the findings of the research presented the result of the kinds and percentage of error in pronouncing labiodental sounds especially in sounds; */f/, and /v/* 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 was aimed to know the kinds and percentage of errors which committed by the students. The result of each objectives were presented on the research findings that there were some kinds of error when the students asked to pronounce the labiodental especially of English sounds; */f/, /v/* and also the percentage 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. Kinds of Errors in Pronouncing Labiodental Sounds

The first objective of the study aimed to know the kinds of error in Pronouncing labiodental made by third semester students at Muhammadiyah University of Makassar in forming of English Sounds; */f/*

and /v/. There were four kinds of errors that occur in this reserach, there were:

a. Omission

> Omission is characterized by the absence of one more element, which are needed in a phrase or a sentence construction. For example, the word 'Front' [fr nt] is pronounced as [fr n].

b. Addition

> Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'Foreign' [f r n] is pronounced as [forejin].

c. Misformation

> Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'Love' [l v] as [lav].

d. 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 'Conserve' [kənˤsɜ:v] is pronounced as [k nvɜ:ˤs].

2. **The Precentage of Errors Made by the Students**

> After collecting the data from students, researcher analyzed, underlined, and identified the students' pronunciation that contained error

of labiodental sounds. The researcher found that there were a lot of types of
error which committed by the students. Based on the data from recording
of a test by reading aloud the list of words that was contained of
labiodental sounds, 278 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 Errors of English Labiodental Sounds; /f/

No	Types of Sounds	Types of Error				Total
		Omission	Addition	Misformation	Misordering	
1	Labiodental /f/	21	13	72	0	
	Total					106
	Percentage	19,81%	12,2%	67,92%	0 %	

Table 4.1 was presented to show all types of error in pronouncing
Labiodental Sounds especially sound /f/. There were 21 (19,81%) errors of
omission, 13 (12,2%) errors of addition, 72 (67,92%) errors of misformation,
and the smallest number of error was error in misordering (0%).

Table 4.2 Types of Errors of English Labiodental Sounds; /v/

No	Types of Sounds	Types of Error				Total
		Omission	Addition	Misformation	Misordering	
1.	Labiodental /v/	9	60	101	1	
	Total					171
	Percentage	5,26%	35,08%	59,06%	0,58%	

Table 4.2 was presented to show all types of error in pronouncing Labiodental Sounds especially sound /v/. There were 9 (5,26%) errors of omission, 60 (35,08%) errors of addition, 101 (59,06%) errors of misformation, and 1 (0,58%) errors of misordering.

Table 4.3 Percentage of Errors in Labiodental Sounds /f/ and /v/
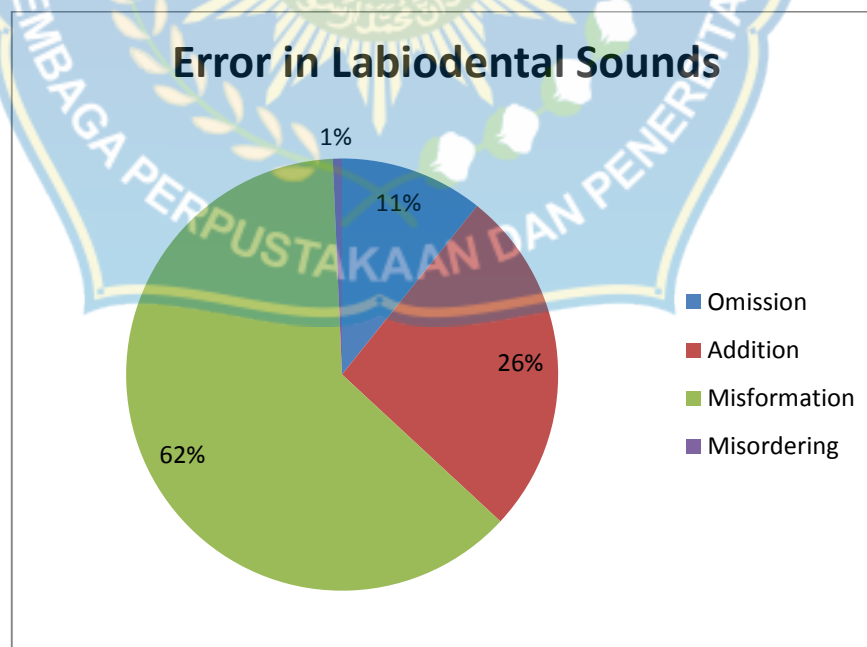
B. Discussion

In this part, the result of this descriptive research dealt with the answer of the problem statements or the kinds of errors in pronouncing English Labiodental Sounds. There were four types of error made by third semester students at Muhammadiyah University of Makassar in pronouncing English Labiodental Sounds, those were:

1. Kinds of Errors in Pronouncing Labiodental Sounds

Dulay, et. Al (1982: 146) has distributed pronuncing errors into omission, addtition, misformation, and misordering. Begun with the basis, reserarcher had discovered various kinds of pronounciation errors made by the third semester students at Muhammadiyah University of Makassar. The data were obtained from some students in the class that had been selected as the sample. Then, those were distributed the same way into those four types of errors. The quality of each type of errors was diverse. Some were majority and some were minority.

As one of the objective of this study which was to find out the errors in pronouncing English Labiodental Sounds made by the third semester students of English Department, the findings of errors that found were described from omission, addition, misformition and misordering.

a. Omission in Labiodental Sounds

Omission is one kind of errors which deal with removing the sounds of the word. After collecting and analyzing the data, the

reseracher found that there are still a lot of errors made by the student in this research and most of the students made omission in the middle of the word. It may be happend because the student did not remember the sound that supposed to be pronounced also only focused with the words and did not remember about how the words pronounced, which made the omission occur.

Here was the explanation about the words: In sounds /f/ the word front supposed to be pronounced as */fr nt/* but the students pronounced it */fr n/* the student pronounced the word differently and omitted consonant /t/ at the end. The word give supposed to pronounce as */gIft/* but the student pronounced it as */gIt/*. The students pronounced the word differently and omitted consonant /f/ at the middle. The word foreign supposed to pronounce as */f r n/* but the student pronounced it as */farn/*. The student omitted the sounds / / at the middle. The word draft supposed to pronounce */dr :ft/* but the student pronounced it as */drat/*. The students pronounced the word differently and omitted consonant /f/ at the middle. The word draft supposed to pronounce */dwɔ:f/* but the students pronounced it as */dwaf/*. The students pronounced word differently and omitted sounds /ɔ:/ at the middle.

In sound /v/ the word vacancy supposed to be pronounced */'veIk nsi/* but the students pronounced it */'vekensi/*. The students pronounced the word differently and omitted vowel /I/ at the middle. The

word provide supposed to be pronounced */prə"vaId/* but the student pronounced it */provid/*. The students pronounced the word differently and omitted sounds /aI/ in the middle.

b. Addition in Labiodental Sounds

Addition errors occur when the students add sound which is not supposed to appear in pronouncing labiodental sounds. In this research the researcher found there were some errors in addition. It may be happened because the student had difficulties in pronouncing the word in the right pronountation. Some of the words in this research had really different way in pronouncing and written. Thus, it made the student made addition in pronouncing it.

Here was the explanation of the words: In sound /f/ the word foreign supposed to pronounce /f r n/ but the students pronounced it */forejin/*. The students gave addition with sounds /j/ /i/ and /n/ in the end of the words. The word defect supposed to pronounce */dI"fekt/* but, the students pronounced it */direk/* and */divid/*. There was addition in the end of the word with sounds /r/, /i/, /k/, /v/ and /d/. The word leaf supposed to pronounce */li:f/* but the students pronounced it */leaf/*. The students gave addition with sound /ea/ in the middle of the word.

In sound /v/ the word vacancy supposed to pronounce */'veIk nsi/*, but the students pronounced it */'veIkansi/, /'vakansi/* and */'vesensi/*. There was addition in the middle of the words. The word

vogue supposed to pronounce /v g/ but, the students pronounced it /vouj, /voju/, /vogyu/, /vogwi/, and /vogwe/. There was addition in the end of the word. The word voyage supposed to pronounce /'vɔI.Idʒ/ but, the students pronounced it /voyage/ and /voyeji/. The students gave addition in the end of word.

c. Misformation in Labiodental Sounds

Misformation errors occur when the studentsreplace sounds which has similarities.From the analysis, the researcher found that the error was caused by the similarities of the sounds made the student confused and replaced the right sound with the other one.

Here was the explanation of the words:In sound /f/ the word freedom supposed to pronounce /"fri:d m/, but the students pronounced it /frodom/. There was misformation in the middle and the end of the word. The word flood supposed to pronounce /fl d/ but, the students pronounced it /flud/ and /flod/. There was misformation in the middle of the word. The word focus supposed to pronounce /f k s/, but the students pronounced it /focus/. There was msformation in the middle of the word.

In sound /v/ the word vogue supposed to pronounce /v g/, but, the students pronounced it /voug/, and /vog/. There was misformation in the middle of the word. The word velocity supposed to be pronounced /v 'l s ti/, but the students pronounced it /v lositi/ and

/vulositi/. There was misformation in the middle of the word. The word voice supposed to pronounce /vɔIs/, but the students pronounced it /voiz/. There was misformation in the end of the word.

d. Misordering in Labiodental sounds

Misordering errors occur when the students exchang the position of sound with another sound in pronouncing Labiodental Sounds.In sounds /v/ the word conserve supposed to pronounce /kˀnˈsːv/ but the student pronounce it /konverse/. There was misordering in the word. This could be happened because these words also have similarities with the other word in English.

Therefore, it can be concluded that the the dominant errors pronouncing labiodental sounds was error of misformation. Moreover, the result of findings and discussion showed that half students had difficulty when pronounced labiodental sounds. It showed that almost respondents made an error based on the spelling of the word.

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. Conclusion
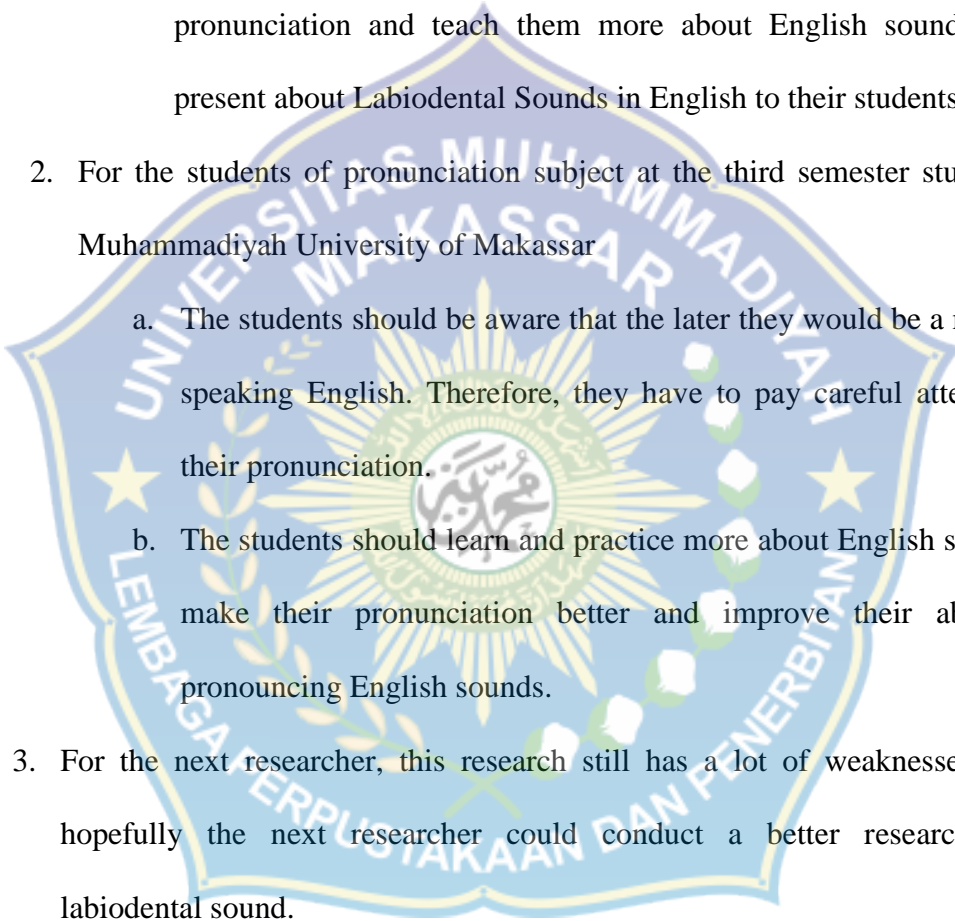
Based on the findings and discussions in the previous chapter, the researcher described the conclusion based on the analysis of the test. It was proven that the students made four types of errors in pronouncing Labiodental sounds.

1. The types of error in pronouncing Labiodental Sounds made by third semester students were errors of omission 31 or 11,15%, errors of addition 73 or 26,25%, errors of misformation 172 or 61,87%, and errors of misordering 2 or 0,71%.

2. There were still a lot of students who made mistakes in pronouncing Labiodental sound, which meant there were still some of the students who did not understand how to pronounce this sounds correctly.

B. Suggestions

Based on the conclusion above; there are some suggestions 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 explain more detail to the students about English Labiodental sounds.

b. The lecturer should pay more attention to their students' pronunciation and teach them more about English sound and to present about Labiodental Sounds 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 learn 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 lot of weaknesses which hopefully the next researcher could conduct a better research about labiodental sound.

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APPENDIXES

APPENDIX A: WORD IN PRONUNCIATION TEST

    A. Single Words

    Pronounce The following words bellow !

/f/

Beginning	Middle	End
Freedom	Gift	Roof
Fumble	Preface	Leaf
Funny	Left	Tariff
Front	Suffix	Wife
Find	Draft	Deaf
Fit	Craft	Gulf
Flood	Defect	Dwarf
Focus	Selfish	Self
Forecast	Soft	Personify
Foreign	Satisfy	Staff

/v/

Beginning	Middle	End
Vacancy	Give	Love
Vacation	Move	Conserve
Vogue	Rival	Conservative
Velocity	Reverse	Tentative
Voice	Caviar	Executive
Vocabulary	Devil	Cooperative
Voyage	Save	Executive
Volunteer	Savage	Persuasive
Vomit	Review	Drive
Voucher	Provide	Creative
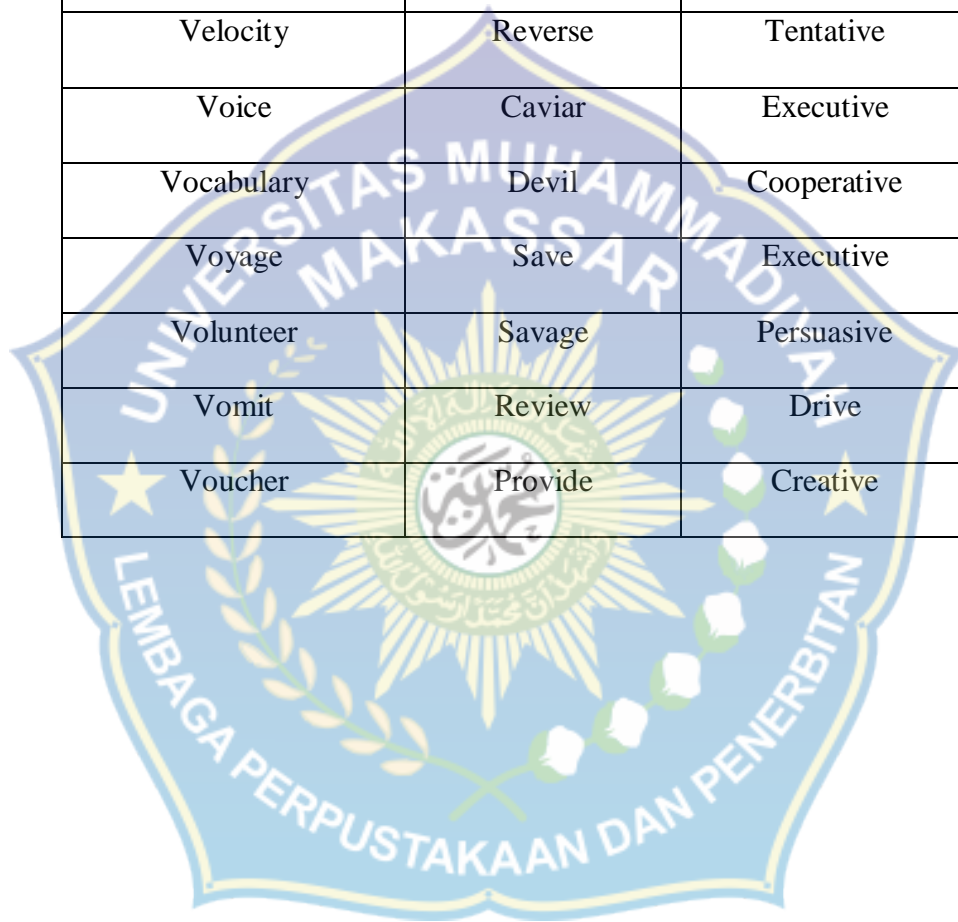
APPENDIX B: SOUNDS IN PRONUNCIATION TEST

A. Sounds in single words

/f/

Beginning		Middle		End	
Words	**Sounds**	**Words**	**Sounds**	**Words**	**Sounds**
Freedom	/ˈfriːdəm/	Gift	/gIft/	Roof	/ruːf/
Fumble	/ˈfʌmbl/	Preface	/ˈprefəs/	Leaf	/liːf/
Funny	/fʌni/	Left	/left/	Tariff	/ˈtærIf/
Front	/frʌnt/	Suffix	/ˈsʌfIks/	Wife	/waif/
Find	/faInd/	Draft	/drɑːft/	Deaf	/def/
Fit	/fIt/	Craft	/krɑːft/	Gulf	/gʌlf/
Flood	/flʌd/	Defect	/dIˈfekt/	Dwarf	/dwɔːf/
Focus	/fəʊkəs/	Selfish	/ˈselfIʃ/	Self	/self/
Forecast	/ˈfɔːkɔːt/	Soft	/sɒft/	Personify	/pəˈsɒnIfaI/
Foreign	/fɒrən/	Satisfy	/ˈsætIsfaI/	Staff	/stɑːf/

/v/

Beginning		Middle		End	
Words	Sounds	Words	Sounds	Words	Sounds
Vacancy	/'veIkənsi/	Give	/giv/	Love	/lʌv/
Vacation	/'ve'keIʃn /	Move	/mu:v/	Conserve	/kən"sɜ:v/
Vogue	/vəʊg/	Rival	/"raIvl/	Conservative	/kəns"ɜ:vətIv/
Velocity	/və'lɒsəti/	Reverse	/rI"ɜ:s/	Tentative	/"tentətIv/
Voice	/vɔIs/	Caviar	/"kæviɑ:(r)/	Executive	/Ig"zekjətIv/
Vocabulary	/və'kæbjeləri/	Devil	/"devl/	Cooperative	/kəʊ"ɒpərətIv/
Voyage	/'vɔI.Idʒ/	Save	/seIv/	Executive	/Ig"zekjətIv/
Volunteer	/,vɒləntri/	Savage	/"sævIdʒ/	Persuasive	/pə"sweIsIv/
Vomit	/'vɒmit/	Review	/rI"vju:/	Drive	/draIv/
Voucher	/'vaʊtʃə(r)/	Provide	/prə"vaId/	Creative	/kri"eItiv/

APPENDIX C: Table of Pronunciation Error Analysis

Pronunciation Error Analysis					
Sounds	Words	Transcription		Respondent	Description of Error
		Dictionary	Recording		
Labiodental /f/	Freedom	/ˈfriːdəm/	/frodom/	19	Misformation of labiodental sounds /f/ of labiodental sounds.
	Front	/frʌnt/	/frʌn/	4	Omission of labiodental sounds /f/ of labiodental sounds.
			/front/	2,5,6,7,8,9,10,17,28,29	Misformation of labiodental sounds /f/ of labiodental sounds.
	Flood	/flʌd/	/flud/	1,4,5,6,7,8,9, 10,13,17,19, 22,30	Misformation of labiodental sounds /f/ of labiodental sounds.
			/flod/	2,21	
	Focus	/fəʊkəs/	/focus/	1,4,5,6,7,9,14,16,17,19,22, 28	Misformation of labiodental sounds /f/ of labiodental sounds.
	Forecast	/ˈfɔːkɔːt/	/forekeis/	19	Misformation of labiodental sounds /f/ of labiodental sounds.
			/fokəus/	3	Omission of labiodental sounds /f/ of labiodental sounds.
	Foreign	/fɒrən/	/forejin/	1,2,10,21	Addition of labiodental sounds /f/ of labiodental sounds.
			/farn/	3	Omission of labiodental sounds /f/ of labiodental sounds.
	Gift	/gɪft/	/gɪt/	15	Omission of labiodental sounds

				/f/ of labiodental sounds.
Preface	/ˈprefəs/	/prefes/	1,18,19	Misinformation of labiodental sounds /f/ of labiodental sounds.
		/prifes/		
Left	/left/	/lif/	21	Misinformation of labiodental sounds /f/ of labiodental sounds.
Draft	/drɑ:ft/	/drat/	15	Omission of labiodental sounds /f/ of labiodental sounds
		/dreft/	30	Misinformation of labiodental sounds /f/ of labiodental sounds
Craft	/krɑ:ft/	/kref/	24	Misinformation of labiodental sounds /f/ of labiodental sounds
Defect	/dIˈfekt/	/difit/	2,19	Misinformation of labiodental sounds /f/ of labiodental sounds
		/direk/	3	Addition of labiodental sounds /f/ of labiodental sounds
		/divid/	7	Addition of labiodental sounds /f/ of labiodental sounds
Satisfy	/ˈsætIsfaI/	/zoftware/	5	Misinformation of labiodental sounds /f/ of labiodental sounds
		/satisfiksyen/	9	Addition of labiodental sounds /f/ of labiodental sounds
		/satisfikasion/	19	Addition of labiodental sounds /f/ of labiodental

					sounds
	Leaf	/li:f/	/lef/	1	Misinformation of labiodental sounds /f/ of labiodental sounds
			/leaf/	4	Addition of labiodental sounds /f/ of labiodental sounds
	Tariff	/ˈtærIf/	/taraif/	4	Addition of labiodental sounds /f/ of labiodental sounds
			/tarip/	1,15	Misinformation of labiodental sounds /f/ of labiodental sounds
			/tarif/	6,7,10,11,17, 22,23,29	Misinformation of labiodental sounds /f/ of labiodental sounds
	Wife	/waif/	/waip/	4	Misinformation of labiodental sounds /f/ of labiodental sounds
	Deaf	/def/	/dif/	1,2,5,6,9,10, 17,18,24	Misinformation of labiodental sounds /f/ of labiodental sounds
	Dwarf	/dwɔ:f/	/dwaf/	11,4,19	Omission of labiodental sounds /f/ of labiodental sounds
	Personify	/pəˈsɒnIfaI/	/personifi/	6,7,9,10,13, 15,19,20,21, 22,23,27,29, 30	Misinformation of labiodental sounds /f/ of labiodental sounds
			/personifi/	17	Omission of labiodental sounds /f/ of labiodental sounds
			/personafai/	25	Addition of labiodental sounds /v/ of labiodental sounds

			/personaisi/	26	
Labiodental /v/	Vacancy	/'veɪkənsi/	/'kensi/	9	Omission of labiodental sounds /v/ of labiodental sounds
			/'vekensi/	15	
			/'vakansi/	6	Addition of labiodental sounds /v/ of labiodental sounds
			/'vasensi/	22,27	
	Vogue	/vəʊg/	/voug/	17	Misformation of labiodental sounds /f/ of labiodental sounds
			/vog/	18,19,24	
			/vegue/	1	Addition of labiodental sounds /v/ of labiodental sounds
			/vouj/	2	
			/voju/	6,13,25,26	
			/vogyu/	9,11,14,20,21,30	
			/vogwi/	7	
			/vogwe/	22	
	Velocity	/və'lɒsəti/	/vəlositi/	3,9,21	Misformation of labiodental sounds /v/ of labiodental sounds
			/vulositi/	6	
	Voice	/vɔɪs/	/voiz/	5,26	Misformation of labiodental sounds /v/ of labiodental sounds
	Vocabulary	/və'kæbjeləri/	/vokabyuleri/	5	Addition of labiodental sounds /v/ of labiodental sounds
			/vokabulari/	1,4,9	Misformation of labiodental sounds /v/ of labiodental sounds
			/vokabuleri/	6,8,14	
	Voyage	/'vɔɪ.ɪdʒ/	/voyage/	9	Addition of labiodental sounds /v/ of labiodental sounds
			/voyeji/	10	
			/vojei/	21	
	Vomit	/'vɒmit/	/vomait/	11	Addition of labiodental sounds /v/ of labiodental sounds

	Voucher	ˈvaʊtʃə(r)/	/vocher/	10,13	Misformtion of labiodental sounds /v/ of labiodental sounds
	Give	/giv/	/gip/	15	Misformtion of labiodental sounds /v/ of labiodental sounds
	Move	/muːv/	/mup/	15	Misformtion of labiodental sounds /v/ of labiodental sounds
	Rival	/ˈraɪvl/	/rivel/	10,14,16,20, 28,29,30	Misformtion of labiodental sounds /v/ of labiodental sounds
			/rival/	4,8,9,11,13, 17,21,27	
	Reverse	/rɪˈvɜːs/	/rever/	3,18	Omission of labiodental sounds /v/ of labiodental sounds
	Caviar	/ˈkæviɑː(r)/	/kaviar/	11,13,17,19	Misformtion of labiodental sounds /v/ of labiodental sounds
			/kevar/	21	
			/kever/	11	
	Devil	/ˈdevl/	/devil/	1,7,10,11,12 ,13,14,19,20	Addition of labiodental sounds /v/ of labiodental sounds
			/dəvil/	24	
			/devel/	27	
			/divel/	5	
			/divil/	6	
	Save	/seɪv/	/sep/	15	Misformtion of labiodental sounds /v/ of labiodental sounds
	Savage	/ˈsævɪdʒ/	/sevedʒ/	10	Misformtion of labiodental sounds /v/ of labiodental sounds
			/sepedʒ/	15	
			/savadʒ/	28	
	Review	/rɪˈvjuː/	/riviyu/	19	Addition of labiodental sounds /v/ of labiodental sounds
	Provide	/prəˈvaɪd/	/provid/	1,10,22	Omission of labiodental sounds /v/ of labiodental sounds

			/provaid/	3,4,12,13,14,23,29,30	Misformtion of labiodental sounds /v/ of labiodental sounds
	Love	/lʌv/	/lop/	7	Addition of labiodental sounds /v/ of labiodental sounds
			/lav/	8,9,10,17,19	Misformtion of labiodental sounds /v/ of labiodental sounds
	Conserve	/kənˤsɜ:v/	/konserve/	1	Addition of labiodental sounds /v/ of labiodental sounds
			/kenserp/	3	
			/konzerve/	4	
			/kənvɜ:ˤs /	18	Misordering of labiodental sounds /v/ of labiodental sounds
	Conservative	/kənsˤɜ:vətIv/	/korntiv/	10	Omission of labiodental sounds /v/ of labiodental sounds
			/konserrativ/	8	Addition of labiodental sounds /v/ of labiodental sounds
			/konservation/	16	
			/konsertativ/	18	
			/konzervativ/	4,6,12,19	Misformation of labiodental sounds /v/ of labiodental sounds
	Tentative	/ˤtentətIv/	/konsertiv/	4	Addition of labiodental sounds /v/ of labiodental sounds
			/tentatitiv/	20	
			/tentativ/	1,6,7,9,18,19,21,23,25	Misformation of labiodental sounds /v/ of labiodental sounds
	Executive	/IgˤzekjətIv/	/eksekutiv/	1,2,3,4,8,10,14,18,28	Misformation of labiodental sounds /v/ of labiodental sounds

			/eksekusiv/	16	Addition of labiodental sounds /v/ of labiodental sounds
	Cooperative	/kəʊˈɒpərətIv/	/koperaitiv/	1,2,4,10,13, 18,19	Misformation of labiodental sounds /v/ of labiodental sounds
			/koperativ/	21	Addition of labiodental sounds /v/ of labiodental sounds
	Persuasive	/pəˈsweIsIv/	/persuasiv/	1,9,10,18,19 ,28	Misformation of labiodental sounds /v/ of labiodental sounds
			/persuəsiv/	3	Addition of labiodental sounds /v/ of labiodental sounds
			/persuasip/	4	
			/presuasiv/	27	
	Creative	/kriˈeItiv/	/kreatip/	3,9	Addition of labiodental sounds /v/ of labiodental sounds
			/kreatip/	1,13,10	Misformation of labiodental sounds /v/ of labiodental sounds
			/kreiv/	15	

APPENDIX D: Table of Data Analysis

Types of Sounds	Words	Kinds of Errors				
		Ommision	Addition	Misformation	Misordering	
Labiodental /f/	1. Freedom			1		
	2. Fumble					
	3. Funny					
	4. Front	1		10		
	5. Find					
	6. Fit					
	7. Flood			15		
	8. Focus			12		
	9. Forecast		2	1		
	10. Foreign		4	1		
	11. Gift	1				
	12. Preface			3		
	13. Left			1		
	14. Suffix					
	15. Draft	1		1		
	16. Craft			1		
	17. Defect		2	2		
	18. Selfish					
	19. Soft					
	20. Satisfy		2	1		
	21. Roof					
	22. Leaf	1		1		
	23. Tariff		1	10		
	24. Wife			1		
	25. Deaf			9		
	26. Gulf					
	27. Dwarf	3				
	28. Self					
	29. Personify	14	2	2		
	30. Staff					
Labiodental /v/	1. Vacancy	2		3		
	2. Vacation					
	3. Vogue		17	4		
	4. Velocity			4		

5. Voice			2		
6. Vocabulary		1	5		
7. Voyage		3			
8. Volunteer					
9. Vomit		1			
10. Voucher			2		
11. Give	1				
12. Move	1				
13. Rival			16		
14. Reverse		1	2		
15. Caviar			6		
16. Devil		13			
17. Save			1		
18. Savage			3		
19. Review		2			
20. Provide	3		8		
21. Love		1	5		
22. Conserve		3		1	
23. Conservative	1	3	4		
24. Tentative		2	10		
25. Executive		2	7	1	
26. Cooperative		1	7		
27. Executive		4	4		
28. Persuasive		3	6		
29. Drive					
30. Creative	1	3	2		
Total	30	73	173	2	278

APPENDIX E: THE LIST NAME OF THE STUDENTS

No	Sample
1	Husnul Magfirah
2	Mawarni
3	Hardiyanti Rahman
4	Anjas
5	Nur Syahbani
6	Nurul Mutmainnah
7	Rezky Amelia
8	Nisrin
9	Nurul Faidah
10	Andi Nirwana Burhanuddin
11	Annisa Reskiani
12	Ervi Omaruddin
13	Indriani
14	Yulita
15	Andi Muhammad Quraisy M
16	Nur Afifah
17	Isnaini Annisa
18	Erlin
19	Kartika
20	Andi Mutiara
21	Silmi Auliyah
22	Ratna
23	Siti Rezky Amelia
24	Nurmilha
25	Putri Yulia Amir
26	Sri Reski Fira Mayora
27	Uswatun Hasanah
28	Nur Fitri Utami
29	Nur Alifia Andini
30	Mukslishah Arif

DOCUMENTATION

CURRICULUM VITAE

INDAH PURNAMA PUTRI was born on January 18th, 1996 in Ujung Pandang. She is an only child from Ismail Azman and Rusanti. In 2001 She studied as a students in elementary School at SD Negeri Mawas and graduated in 2006. Then she continued her study at SMP Kartika Jaya Wrb-1 and graduated in 2010.

After finishing her sudy in junior high school, she continued her study at SMA Negeri 3 Makassar and graduated in 2013. She registered as a student of English Education Department of Makassar Muhammadiyah University on strata one program.