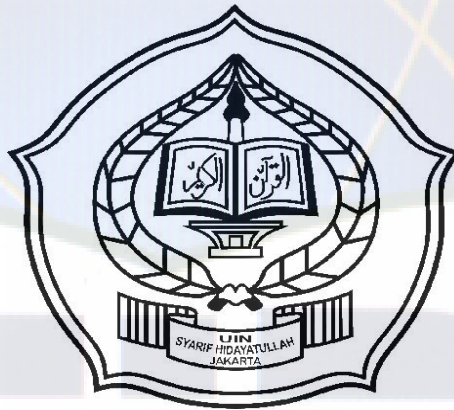


**AN ERROR ANALYSIS ON STUDENTS' ENGLISH PRONUNCIATION
(A Case Study at the Seventh Year of Junior High School Students of SLTP
Muhammadiyah 17 Ciputat)**

a 'Skripsi'

**Presented to the Faculty of Tarbiyah and Teacher's Training
in Partial Fulfillment of the Requirements for the Degree of Strata-I**



By :
Abdul Sukurilah
NIM. 103014026985

**English Department
Faculty of Tarbiya and Teacher Training
Syarif Hidayatullah State Islamic University
Jakarta
2008**

**AN ERROR ANALYSIS ON STUDENTS' ENGLISH PRONUNCIATION
(A Case Study at the Seventh Year of Junior High School Students of SLTP
Muhammadiyah 17 Ciputat)**

a 'Skripsi'

**Presented to the Faculty of Tarbiyah and Teacher's Training
in Partial Fulfillment of the Requirements for the Degree of Strata-I**



By :

Abdul Sukurilah

NIM. 103014026985

Approved by :

Drs. H. Nasifuddin Djalil, M.Ag

NIP. 150 244 682

**English Department
Faculty of Tarbiya and Teacher Training
Syarif Hidayatullah State Islamic University
Jakarta
2008**

Acknowledgement

In the name of Allah, the beneficent, the merciful

Praise is to Allah, lord of the worlds who has bestowed upon the writer in completing this 'skripsi'. Peace and Blessing be upon our prophet Muhammad SAW, his families, his companions and his followers.

First of all the writer would like to thank Allah for completing this 'skripsi'. His thank to his beloved Parents , Kosasih and Yuyun, for their irreplaceable encouragement and unbreakable patience which have eased the writer to finish his study. Throughout their life, they have been and still are ever ready to assist in their various endeavors.

The writer also would like to give his gratitude to Drs. H. Nasifuddin Djalil, M. Ag., his advisor in finishing this 'skripsi', for his wonderful guidance, dedication, and support.

His gratitude also goes to :

1. Prof. Dr. Dede Rosyada as the Dekan of Faculty of Tarbiya and Teacher training.
2. Drs. Syauki, M.Pd As the Head of English Department
3. Neneng M.Pd, as the secretary of English Department
4. Taufik Ibnu Hajar , S.Pd as the English teacher of SLTP Muhammdiyah 17 Ciputat for his help in conducting the research.
5. Ukie, Furkon, Kori, Apip, Rinal, Adin, Andi, Gofur, Rulie, Yanto, Jaelani, Wahyu, Nisa, Laily, and my uncle Mang Abay for giving support and spirit to the writer in completing his study
6. All of his friends that cannot be mentioned one by one who always help and give the writer support, time and love and so remind him in accomplishing this 'skripsi'

Finally, the writer realizes that this 'skripsi' is not perfect yet, therefore the writer would like to welcome and accept constructive suggestion and criticism to make this 'skripsi' better.

Jakarta, May 23rd 2008

Writer

TABLE OF CONTENTS

ACKNOWLEDGEMENT

TABLE OF CONTENT

CHAPTER I. INTRODUCTION

- A. The Background of Problem
- B. The Identification of Problem
- C. The Formulation of Problem
- D. The significant of Study
- E. Organization of Writing

CHAPTER II. THEORETICAL FRAMEWORK

- A. Error Analysis
- B. Pronunciation

CHAPTER III. RESEARCH METHODOLOGY AND FINDING

- A.** Research Methodology
 - 1. Objective of Research
 - 2. Place and time
 - 3. Population and Sample
 - 4. Method of Research
 - 5. Instrument of Research
 - 6. Procedure of Collecting the Data
 - 7. Technique of Data Analysis
- B.** Research Finding
 - 1. Data Description
 - 2. Interpretation and Discussion

CHAPTER IV. CONCLUSION AND SUGGESTION

- A. Conclusion
- B. Suggestion

Bibliography

Appendix

CHAPTER I INTRODUCTION

A. Background of Problem

The advance of communication and transformation has motivated people to learn a foreign language. As we know language is one of the tools of communication that is necessary to be mastered. Even in the era of globalization, the needs push people to master a foreign language, especially English language as the international language is very needed by Indonesia to communicate with each country.

Because of that English has become an essential subject of educational issues in Indonesia recently. Starting from elementary up to students of university should learn it. Via English language that they hoped to have the ability in English As a matter of fact many young learner faces some difficulties to comprehend English language as a second language it can be sure different from their mother tongue. In conclusion, there are still so many problems in teaching learning English.

One of the problems of teaching English is Pronunciation as a component that taught at the school. But, it does not mean that the teacher ignores other components such as: Grammar, phonology, linguistic and culture as well as the four basic skills: Listening, Speaking, Reading and Writing.

Pronunciation is also a very important language aspect to be mastered for mastering language Component. It is impossible to learn a language without mastering it. Because it is extremely large and varied. In English Pronunciation there are some aspects that should be master, as Penny Ur said," The concept of Pronunciation may be said to include: the sound of the language or phonology, stress and rhythm, and intonation". It means that in learning Pronunciation we should integrate four aspects as mention above.

Pronunciation is a way the language is spoken. It is the role for pronouncing correctly based on the Received Pronunciation (RP). The students who master of pronouncing the English words is used as a means usually it make better in their speaking ability.

Meanwhile Error Analysis is a study about type and causes language error. It tries to analyze by using systematic method in research. In language errors usually exist in language skills and language knowledge. As we know language skills are namely: Listening, Speaking, Reading and Writing. While, language knowledge are: Pronunciation, Grammar and Vocabulary. Errors can be caused by interference and Interlingua.

Based on the explanation above the writer would like to identify a problem in the title "An Error Analysis on Students' English Pronunciation" the writer will observe and identify the errors in Pronunciation test of the seventh grade SLTP Muhammadiyah 17

B. The Identification of Problem

There are many factors that can cause the problems of English Pronunciation. The problems can be identified as follow: 1). What errors do the students make in sounds of language ?, 2). What errors do the students make in stress ?, 3). What errors do the students make in rhythm ?, 4). What errors do the students make in intonation ? Etc.

There are many problems that can be identified in relation to English Pronunciation . However the writer limits them only on the errors of students' English Sounds.

C. Formulation of Study

The problem of this study can be formulated as follow: what errors do the students make in pronouncing the English words?

D. Significance of Study

In line with the statement of the problems, the use of the study is as follows:

1. The Teacher

The result of this research is expected to be a useful input for the English teachers to improve students' Pronunciation.

2. The Students

The result of this research is expected to be useful input for the students to encourage them to master and improve their English Pronunciation

3. The Headmaster

The result of this research is expected to be a useful input for the headmaster to make a policy related to the English teaching and learning process in the classroom especially in increasing the students' Pronunciation.

F. Organization of Skripsi

This Skripsi consists of Five Chapters. Chapter one is Introduction, which consists of Background of Study, Limitation and Formulation of Study, The Use of Study, the Method of Research, and Organization of Study.

Chapter two is Theoretical Framework consists of three sub theme , namely :

- 1). Error which included : Definition of Error ,Causes of Error, Types of Error.
- 2). Pronunciation which included: Definition of Pronunciation, and aspects of Pronunciation

Chapter three is Research Methodology and Finding, which is included the Place and time ,Population and Sample, Technique of Data Collecting, instrument of Research , Technique of Data Analysis, Data Description, Analysis of Data, Interpretation and Discussion

Chapter four is conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Error Analysis

1. Concept of Error Analysis

Human learning is fundamentally a process that involves the making of mistakes and errors. Error analysis is a very effective way of developing self-correcting skills. The word of Error Analysis consists of two words namely : Error and Analysis. Error in this case like a mistake but different. Etymological “Error is something done wrong, while Analysis is a study of a planned complex series of procedures to decide the quickest”¹. Terminological Error Analysis is based on the assumption that the product is still sufficiently regular to enable us to make generalization about the systems, and this assumption seems to have been justified in practice “². Error Analysis is especially helpful for those who have difficulties 'seeing' their errors, such as those with visual processing difficulties, but it will help any learner because it can be used to focus on specific difficulties. It helps to structure work with the learner by giving selective practice. Error Analysis refers to observe, analyze, and classify the problems caused by errors or mistakes. According to H. Douglas Brown:

“The fact that learners do make errors and that these error 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. Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native languages.”³

From the statement above error Analysis is a parameter to analyze errors and mistake in systematic method. It can be done by making identification and

¹ As Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (Oxford : Oxford University Press, 1974), p. 29

² William T. Little wood, *Foreign and Second Language Learning*, (Cambridge : Cambridge University Press, 1984) p. 32

³ H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Francisco State University: Prentice Hall Regents Englewood Cliffs, 1994), P. 206

description of error. Identification in this case is to identify the source of error, and description of error is to describe the error more clearly.

2. Error versus Mistake

In order to analyze learner language in a best way, it is essential to make a distinction between Mistakes and errors. There are many terminologies about Mistake and Error from expert of language, for instance opinion from H. Douglas Brown, he said: "A mistake refers to a performance error that is either a random guess or slip, in that it is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlingua competence of the learner."⁴

More clear peter Hubbard et.al give a distinction between Mistakes and Errors, they said:

"Now we will have to make a distinction between genuine errors caused by lack of knowledge about the target language(English) or by incorrect hypotheses about it, and unfortunate mistakes caused by temporary lapse of memory, confusion, slips of the tongue and so temporary lapses of memory, confusion, slips of the tongue and so on."⁵

He explains that the more crucial distinction between Error and mistake focuses in making the correctness, if the students can correct himself it is a mistake, but if not, it is a error. So do William T. Little wood has same perspective with him, he said "errors are signs of learning failure and, as such, not to be willingly tolerated".

From the statement above it can be elaborated that there is significant differences between Error and Mistake. Error is something that can not be tolerated or can be revised, whereas the Mistake the bad condition that can be tolerated and can be revised.

⁴ H. Douglas Brown, *Principle of Language Learning and Teaching*.....P. 205

⁵ Peter Hubbard, *A Training Course for TEFL*, (Oxford : Oxford University Press, 1983)P.

3. Source of Error

A source of error is a limitation of a procedure or an instrument that causes an inaccuracy in the quantitative results of an experiment. A human error is not considered a source of error under this definition. Students should strive to identify, understand, and limit sources of error in their procedures whenever possible. Source of Error is the final step in the analysis of the learner speech. By trying to identify sources of error we can begin at an understanding of how the learner's cognitive and affective self relates to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

a. Mother – Tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively. But most older feel difficulty in learning foreign language. They will find the difficulty in sound and grammar because their mother tongue influences them.

b. Overgeneralization

The majority of intralingua errors are instances of the same process of overgeneralization that has been observed in first language acquisition. Generalization is a fundamental learning strategy in all domains not only in language. In order to make sense of these categories, we construct 'rule' which predict how the different items will behave. Overgeneralization will cause wrong prediction because we suspect something generally. For example:

“From the non –linguistic world we allocate a certain group of animals to the category 'bird' and learn that they share various features of behavior, including the habit of flying. When we encounter a new kind of bird, our 'rule' enables us to assume that it will have the same habit. If the bird happens to be a penguin, however, this assumption will be an error. We will have over generalized our rule and must now learn a exception”⁶

⁶ William T. Littlewood, *Foreign Language and Second Language Learning*, (Cambridge: Cambridge University Press, 1984) p. 23

c. Transfer

Transfer and overgeneralization are not distinct process. Transfer is the learner uses his pervious mother- tongue experience as a means of organizing the second language data. While overgeneralization as mentioned above that the rule which is caused the wrong prediction.

d. Context of Learning

A fourth major source of error is context of learning. Context refers to the classroom with its teacher and its materials in the case f school learning or the social situation in the case of untutored second language learning.

4. Methodology of Error Analysis

The word methodology always rises in scientific paper. It comes from the words method. Its mean "set of methods used in working at something".⁷ There are three steps in the process of Error Analysis namely: "Identification, Description and Explanation"⁸. According to H. Douglas Brown: "the first step in the process of Analysis is Identification and description of errors and the next step is to describe it adequately"⁹.

In the step of Identification of error we identify the errors which are done by the learners in the achievement of test. The errors of students test is identified

In the step of Description. In this step the writer classify on each item based on the errors. Frequency of errors and selection of errors.

The last is explanation, in this step the writer tries to explain why the errors happen. He sees the highest percentage which is done by the students.

⁷ As Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (New York : Oxford University Press, 1974) p. 533

⁸ J.P.B Allen & S.Pit Corder , *Technique in Applied Linguistics* (London : Oxford University Press, 1974)Vol. 3 p.126

⁹ H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Francisco State University: Prentice Hall Regents Englewood Cliffs, 1994), p.208

Pronunciation

Pronunciation is included in language knowledge. It is a study about the way a word or a language is usually spoken and the manner in which someone utters a word. So, Pronunciation influences in speaking ability. if the students master the standard pronunciation namely : Received Pronunciation (British) or General America (USA) automatically their speaking is better. People understand what they pronounce and their language is pleasant to listen to.

Pronunciation is part of phonological study. According to Martha C. Pennington:

“English phonology is a description of the sounds of English and their relationships and contrasts with each other. More concretely, we can view the phonology of English- or of any language or language variety – as the pronunciation patterns of those who speak it. Additionally phonology can be described as the study of sound patterns of languages or of the pronunciation patterns of speakers.”¹⁰

From the explanation above phonology learn about the sound patterns of language and the pronunciation pattern of speakers. So, the question how do the sound patterns of languages change over time? Or what are the similarities and differences in the sound pattern of language?

According to Penny Ur : “ the concept of pronunciation may be said to include : 1). The sound of the language , or phonology, 2). Stress and rhythm and 3). Intonation”¹¹

1. Sound

One of the aspects pronunciation is Sound Sounds are heard. It is included in Phonology study. The number of speech sounds in English varies from dialect to dialect, and any actual tally depends greatly on the interpretation of the researcher

¹⁰ Martha C. Pennington, *Phonology in English Language Teaching : An International Approach*, (New York: Addison Wesley Longman Limited, 1996), p.1

¹¹ Penny Ur, *A Course in Language Teaching*,(Cambridge: Cambridge University Press, 1996), p. 47

doing the counting. As we know sound (speech sound) is classified into two categories namely: a). Consonant, and b). Vowel

a). Consonant Sound

Consonant sounds usually are usually breathed and others are voiced. “Consonant include: 1). All breathed sounds, 2). All voiced sounds formed by means of an obstruction in the mouth, 3). all those in which there is a narrowing of the air passage giving rise to a frictional noise, and 4). Certain sounds which are gliding”¹².

There are 24 consonants in English, namely¹³ :

- | | | |
|-------------|----------------|---------------|
| 1. p – pig | 9. s – sea | 17. m – man |
| 2. b – book | 10. z – zoo | 18. n – now |
| 3. t – tea | 11. ʃ – she | 19. ŋ – sing |
| 4. d – day | 12. ʒ – azura | 20. h – how |
| 5. k – key | 13. tʃ – chair | 21. l – like |
| 6. g – go | 14. dʒ – jail | 22. r – right |
| 7. f – fine | 15. θ – thin | 23. w – wait |
| 8. v – very | 16. ð – this | 24. j – you |

According to the place of articulation the consonant is divided into¹⁴ :

1. Bilabial Plosive /p,b/
2. Alveolar Plosive /t,d/
3. Velar Plosive /k,g/
4. Palato – Alveolar Affricatives / tʃ, dʒ/
5. Labio – Dental Fricatives /f,v/
6. Dental Fricatives / θ, ð/
7. Alveolar Fricatives /s,z/
8. Palato- Alveolar Fricatives/ ʃ, ʒ/
9. Glottal Fricatives /h/

¹² Daniel Jones, *The Pronunciation of English*, (Cambridge : Cambridge University Press, 1956), p. 12

¹³ M.I. Indriani, *English Pronunciation*, (Jakarta : P.T. Gramedia Pustaka Utama, 2001), p. 8

¹⁴ M.I. Indriani, *English Pronunciation*P. 8

10. Bilabial Nasal /m/
11. Alveolar Nasal /n/
12. Velar Nasal /ŋ/
13. Lateral /l/
14. Post Alveolar Frictionless Continuant/r/
15. Unrounded Palatal Semi- Vowel /j/
16. Labio – Velar Semi Vowel /w/

b.) Vowel Sound

Vowel sound is “sustainable vocal sound made without audible stopping the breath, or friction in its passage out through the mouth”¹⁵. In the production of vowels the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise. There are 12 cardinal vowels in English and 9 Diphthongs, they are¹⁶ :

Cardinal Vowel

- | | |
|--------------|--------------|
| 1. i: - tea | 7. a: - art |
| 2. ɪ - sit | 8. ʌ - up |
| 3. e - pen | 9. u: - food |
| 4. æ - sad | 10. ʊ - foot |
| 5. ɜ: - bird | 11. ɔ: - war |
| 6. ə - ago | 12. ɒ - not |

Diphthongs

- | | |
|--------------|---------------|
| 1. aɪ - like | 6. ɜ ə - care |
| 2. eɪ - day | 7. ɔ ə - more |
| 3. ɔɪ - boy | 8. ɒ ʊ - down |

¹⁵ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford : Oxford University Press, 1974) p. 961

¹⁶ M.I. Indriani, *English Pronunciation*P.12

4. ɪ ə - hear

9. ə ʊ - show

5. ʊ ə - door

2. Stress

Word stress is the key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they don't even know they use it. Non-native speakers who speak English to native speakers without using word stress they find it difficult to understand native speakers, especially those speaking fast and the native speakers may find it difficult to understand them. Stress is phonemic in English. For example, the words *desert* and *dessert* are distinguished by stress, as are the noun *a record* and the verb *to record*. Stressed syllables in English are louder than non-stressed syllables, as well as being longer and having a higher pitch. They also tend to have a fuller realization than unstressed syllables.

3. Rhythm

As we know rhythm is “regular succession of weak and strong stresses, accents, sounds or movements in speech, music, dancing, etc.”¹⁷. English speech rhythm is characterized by tone – units a word or group which carries one central stressed syllable. If, there are any, are lightened.

4. Intonation

Intonation is “an important aspect in pronunciation of English”¹⁸. The rises and falls in tone that make the tune of an utterance. Intonation is “the rise and fall of the pitch of the voice in speaking”¹⁹. In other words intonation is a

¹⁷ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford : Oxford University Press, 1974) p. 729

¹⁸, Penny Ur, *A Course in Language Teaching*,(Cambridge: Cambridge University Press, 1996), p.49

¹⁹ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford : Oxford University Press, 1974) p. 448

piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. Pausing in some sense is a way of packaging the information.



CHAPTER III

RESEARCH METHODOLOGY AND STUDY FINDING

A. Research Methodology

1. Objective of Research

This study aims at investigating the students' pronunciation at the seventh grade of Private Junior High School Muhammadiyah 17 Ciputat.

2. Place and Time

The research is at SLTP Muhammadiyah 17 Rempoa which is located at Rempoa, Ciputat Timur, Tangerang Banten. The writer held the research from 30 July to 30 December 2007.

3. Population and Sample

The population of this research is 147 students from 3 classes namely : class 7.A, 7.B, 7.C, and 7.D.

In this research the writer takes sample 17% from 147 students and the writer uses *simple random sampling*.

4. Method of Research

The method of study is Error Analysis . In doing this study, the writer conducts field research to collect the data. The writer carried out the field research at SLTP Muhammdiyah 17. The instrument of the research is administering test and recording student's voice. Then, the data are elaborated and analyzed by using descriptive method. The theory of an error analysis material is gathered by using library study.

5. Instrument of Research

To obtain the data research in this research, the writer used pronunciation test. The test consists of 216 items. (See the appendix)

6. Procedure of Collecting the Data

In collecting the data of English Pronunciation the writer uses these procedures:

First step is process of Identification, in this step the items are classified into each type of skill area. The frequency of errors of each items were calculated.

After classifying the errors, the next is describing the errors and explaining why it exists.

The last, he describes the sequence of skill area based on the highest frequency of errors.

7. Technique of Data Analysis

The technique of data analysis that used in this research is Percentage. The formula used to analyze the data is:

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

N

P= percentage

F = Frequency

N = number

After he has percentage and frequency, then he calculated the Mean by using formula:

$$\text{Mean} = \frac{\text{SF. X}}{\text{N}}$$

B. Research Finding

1. Data Descriptions

The writer uses pronunciation test to collect the data in this research. The test is about consonant sound and vowel sound. The data is as follows:

Table 1
Pronunciation Test and Each Item

No	Pronunciation Area	Number of Items
1	Bilabial Plosive	1,2,3,4,5,6,7,8,9,10
2	Alveolar Plosives	11,12,13,14,15,16,17,18,19,20
3	Velar Plosive	21,22,23,24,25,26,27,28,29,30
4	Palato- Alveolar Affricative	31,32,33,34,35,6,37,38,39
5	Labio – Dental Fricatives	40,41,42,43,44,45,46,47,48,49
6	Dental Fricatives	50,51,52,53,54,55,56,57,58,59
7	Alveolar Fricatives	60,61,62,63,64,65,66,67,68,69

8	Palato – Alveolar Fricatives	70,71,72,73,74,75,76,77,78,79
9	Glottal Fricatives	80,81,82,83,84
10	Bilabial Nasal	85,86,87,88,89
11	Alveolar Nasal	90,91,92,93,94
12	Velar Nasal	95,96,97,98,99
13	Lateral	100,101,102,103,104
14	Post – Alveolar Frictionless Continuant	105,106,107,108,109
15	Post- Alveolar Frictionless Continuant	105,106,107,108,109
16	Unrounded Palatal Semi- Vowel	110,111,112,113,114
17	Labio – Velar Semi Vowel	115,116,117,118,119

From the table 1 we can see that there are seventeen pronunciation areas (see the table) and 118 number items of the test. Each pronunciation area has various numbers of items, namely: the first is Bilabial Plosive has ten items, Alveolar Plosives has ten items , Velar Plosive has ten items , Palato- Alveolar Affricative has ten items , Labio – Dental Fricatives has ten items , Dental Fricatives has ten items , Alveolar Fricatives has ten items , Palato – Alveolar Fricatives has nine items , Glottal Fricatives has five items , Bilabial Nasal has five items , Alveolar Nasal has five items , Velar Nasal has five items , Lateral has five items , Post – Alveolar Frictionless Continuant has five items , Unrounded Palatal Semi- Vowel has five items , Labio Velar Semi Vowel has four items.

Table 2

No	Pronunciation Area	Number of Items
1	Sound i:	119,120,122,123,
2	Sound / ɪ	124,125,126,127
3	Sound / e	128,129,130

4	Sound /æ	131,132,133,134,135
5	Sound/ʌ	136,137,138,139,140
6	Sound /ɑː	141,142,143,144,145
7	Sound /ɒ	146,147,148,149,150
8	sound /ɔː	151,152,153,154,155
9	Sound /ʊ	156,157,158,159,160
10	Sound /uː	161,162,163
11	Sound/ɜː	164,165,166,167,168
12	Sound /ə	169,170,171,172,173
13	sound /eɪ	174,175,176,177,178
14	sound /aɪ	179,180,181,182,183
15	sound ɔɪ	184,185,186,187,188
16	sound /əʊ	189,190,191,192,193
17	Sound /aʊ	194,195,196,197,
18	Sound /iə	198,199,200,201,202
19	sound /ɪə	203,204,205,206
20	Sound /uə	207,208,209,210,211
21	sound /ɔ ə	212,213,214,215,216

We can see on the table that there are twenty one pronunciation areas of vowel sound and 98 number items of the test. In Sound i: there are four items , in Sound /ɪ there are four items ,in Sound /e there are three items , in Sound /æ there are five items , in Sound/ʌ there are five items , in Sound /ɑː there are five items , in Sound /ɒ there are five items , in sound /ɔː there are five items

, in Sound / ʊ there four items, in Sound /u: there are three items , in Sound/ ɜ: there are five items , in Sound /ə there are five items ,in sound / e ɪ there are five items , in sound / a ɪ there are five items ,in sound ɔ ɪ there are five items , in sound /əu there are five items, in Sound /au there are four items , in Sound /iə these are five items ,in sound / ɪ ə there are four items ,in Sound /uə there are five items , in sound / ɔ ə there are five items.

The following are the explanations of each pronunciation area of vowel sound and consonant sound:

Table 3
Frequency Error of Sound bilabial plosive

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
1	Bilabial Plosive	1	5	20%
		2	4	16%
		3	6	24%
		4	3	12%
		5	3	12%
		6	5	20%
		7	7	28%
		8	8	32%
		9	2	8%
		10	4	16%
Total				18.8%

This table is about the percentage of Bilabial Plosive. There are five students who choose the wrong answer in item 1 (20%). The percentage of Item 2 is 16 % there are four students who choose the wrong answer. The percentage of Item 3 is 24 % there are six students choose the wrong answer. There are three students who wrong in Item 4 with the percentage 12%, so do the Item Number five there are three students with the same percentage. In Item six there are five students who get wrong answer with the percentage 20%. In Item seven there are seven students who pronounce the wrong word with the percentage 28%. In Item 8 there are eight students who get wrong answer with the percentage 32%. It is the highest percentage. In item 9 there are two students who get the wrong answer with the percentage 8%, and the last the item number 10 there are four students get who wrong answer with the percentage 16, 6%, so, the average of all percentage is 18, 8%.

Table 4
Frequency Error of Sound Alveolar Plosives

No	Sound Area	Item Number	Frequency of Error	Percentage of error
2	Alveolar Plosives	11	4	16%
		12	4	16%
		13	3	12%
		14	5	20%
		15	2	8%
		16	4	16%
		17	2	8%
		18	14	56%
		19	2	8%

		20	5	20%
Total				16.4%

This table explains about Alveolar Plosive. In item 11, 12, 16 there are four students who get wrong answer with the percentage 16%. So do in item number 15,17, and 19, the students get 8% from the wrong answer. In item 13 there are three students get wrong answer with the percentage 12%. In item 14 there are five students who get wrong answer with the percentage 20%. In item 18 there are 14 students who get wrong answer with the percentage 56%. It is the highest percentage. And the last there are five students who get wrong answer in item number 20 with the percentage 20%

Table 5
Frequency Error of sound Velar Plosive

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
3	Velar Plosive	21	0	0
		22	6	24%
		23	4	16%
		24	2	8%
		25	6	24%
		26	4	16%
		27	7	28%
		28	5	20%
		29	4	16%
		30	7	28%
Total				18%

In the item 21 all of the students answer the right answer, it because the word is familiar for them. While in item 23, 26, and 29 the students get the wrong

answer four answers with the percentage 16%. In item 22 and 25 the students get six from wrong answer with the percentage 24%. In item 22 the students get two from wrong answer with the percentage 8% it is the lowest answer. In item 27 and 30 the students get seven answers from the wrong answer with the percentage 28%. And the last the item 28 the students get five from the wrong answer with the percentage 20% .so, the average is 18% from the error Questions.

Table 6
Frequency Error of Sound Palato- Alveolar Affricative

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
4	Palato – Alveolar Affricative	31	4	16%
		32	4	16%
		33	7	28%
		34	4	16%
		35	6	24%
		36	2	8%
		37	3	12%
		38	4	16%
		39	3	12%
Total				16.4%

There are same percentage (16%) in item 31, 32, 34, and 38. In item 33 there are seven students who get wrong answer with the percentage 28%. In item 35 the students get six Errors with the percentage 24%. The lowest percentage is 8% in the item number 36. In item 37 and 39 there are three students who choose the wrong answer with the percentage 12%. The last there are four students who choose the wrong answer with the percentage 16%.

Table 7
Frequency Error of Sound Labio- dental Fricatives

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
5	Labio-Dental Fricatives	40	3	12%
		41	3	12%
		42	22	88%
		43	9	36%
		44	5	20%
		45	11	44%
		46	6	24%
		47	9	36%
		48	7	28%
		49	3	12%
Total				31.2%

This table explains the error percentage in sound Labio dental Fricative. In item 40, 41, and 49 there are three students who choose the wrong answer with the percentage 12%. The highest percentage is in the item 42 where students choose 22 from the wrong answer with the percentage 88%. In item 43 and item 47 there are nine students who choose wrong answer with the percentage 36%. In item 44 there are five students who pronounce the wrong words with the percentage 20%. Then in the item 45 the percentage is 44% from the incorrect pronouncing the words. In item 46 the students get error in six words with the percentage 24%. In the item 47 there are nine students who get error in pronouncing the words with

the percentage 36%. The last in item 48 there is 28% students who choose the wrong answer.

Table 8
Frequency Error of Sound Dental Fricatives / ð, θ/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
6	Dental Fricatives	50	17	68%
		51	4	16%
		52	11	44%
		53	12	48%
		54	14	56%
		55	15	60%
		56	14	56%
		57	9	36%
		58	10	40%
		59	10	40%
Total				46,4%

In the item 58 and 59 there are ten students who error in Pronouncing the words with the percentage 40%. The highest percentage is 68% where there are seventeen students error in pronouncing the words. In item 52 there are eleven students who error in pronouncing the words with the percentage 44%. Then in item 53 there are twelve students error in pronouncing the words with the percentage 48%. The lowest percentage is 16% in item 51 where there are four students error in pronouncing the words. The last in item 54 and 56 there are fourteen students error in pronouncing the words with the percentage 56%. The average is 46, 4%

Table 9
Frequency Error of Sound Alveolar Fricatives /s,z/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
7	Alveolar Fricatives	60	5	20%
		61	5	20%
		62	6	24%
		63	6	24%
		64	7	28%
		65	7	28%
		66	8	32%
		67	4	16%
		68	7	28%
		69	7	28%
Total				24,8%

This table has average 24, 8% from all of the error percentage. The lowest percentage is in item 60 and 61 where there are five students error in pronouncing the words with the percentage 20 % . In item 62 and 63 there are six students error in pronouncing the words with the percentage 24%. The highest percentage exists in item 66 where there are eight students error in pronouncing the words with the percentage 32%. The lowest percentage is in item 67 there are four students error in pronouncing the words with the percentage 16%. The last item 69, 68, 65, and 64 there are seven students error in pronouncing the words with the percentage 28%.

Table 10
Frequency Error of Sound Palato- Alveolar Fricaties /ʃ, ʒ/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
8	Palato-Alveolar Fricatives	70	7	28%
		71	4	16%
		72	4	16%
		73	7	28%
		74	12	48%
		75	15	60%
		76	11	44%
		77	14	56%
		78	18	72%
		79	11	44%
Total				41,2%

This table describes the percentage about Palato Alveolar fricatives. In item 76 and 79 there are eleven students error in pronouncing the words with the percentage 44%. In item 77 there are fourteen students error in pronouncing the words. In item 75 with the percentage 60% there are fifteen students error in pronouncing the words. In item 70 and 73 are the same percentage with the percentage 28%. The last in item 74 there are twelve students error in pronouncing the words with the percentage 48%. The highest percentage is 72% where there are eighteen students error in pronouncing the words. While the lowest percentage exist in item 71 and 72 (16%) there are four students who error in pronouncing the words.

Table 11
Frequency Error of Sound Glottal Fricatives /h/

No	Sound	Item Number	Frequency of	Percentage of
-----------	--------------	--------------------	---------------------	----------------------

	Area		Error	error
9	Glottal Fricatives	80	5	20%
		81	6	24%
		82	4	16%
		83	6	24%
		84	8	32%
Total				23,2%

From the table we know that the average is 23, 2%. The highest percentage is 32% where there are eight students who error in pronouncing the words. While, the lowest percentage is 16% from four students who get errors in pronouncing the words of Glottal Fricatives. In item 81 and 83 there are six students who error in pronouncing the words. The last is item 80 with percentage 20% where there are Five students who error in pronouncing the words.

Table 12
Frequency Error of Sound Bilabial Nasal /m/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
10	Bilabial Nasal	85	12	48%
		86	7	28%
		87	9	36%
		88	11	44%
		89	9	36%
Total				38,4%

We can see from the table that the highest percentage is 48% in item 85 where they are twelve students who error in pronouncing the words. The lowest percentage is in item 86 where there are seven students who get the errors with the

percentage 28%. In item 87 and 89 there are nine students who get errors in pronouncing the words with the percentage 36%. The last in item 88 there are eleven student who getting error in pronouncing the words with the percentage 44%

Table13
Frequency Error of Sound Alveolar Nasal /n/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
11	Alveolar Nasal	90	5	20%
		91	4	16%
		92	10	40%
		93	13	52%
		94	5	20%
Total				29,6%

We can see from the table item 94 and 90 there are five students who error in pronouncing the words with the percentage 20%. The lowest percentage is 16 % , while the highest percentage is 52%.and the last in item 92 there are ten students who error in pronouncing the words with the percentage 40%.

Table 14
Frequency Error of Sound Velar Nasal /ŋ/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
12	Velar Nasal	95	2	8%

	96	14	56 %
	97	5	20%
	98	8	32%
	99	4	16%
Total			26,4%

From the table we can see that the lowest percentage is in the item 95 with the percentage 8%, while the highest percentage is in the item 96 with the percentage 56%. In item 97 there are five students who error in pronouncing the words. In item 98 with the percentage 32% there are eight students who error in pronouncing the words and in item 99 there are four students who getting error with the percentage 16%, so the average is 26, 4%.

Table 15
Frequency Error of Sound Lateral /l/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
13	Lateral	100	17	68%
		101	8	32%
		102	7	28%
		103	10	40%
		104	15	60%
Total				45,6%

This table explains about sound of Lateral. As we know from the table there are fifteen students who error in pronouncing the words (60%), in item 1003 there are ten students with the percentage 40%, while in item 101 there are eight students who error in pronouncing the words (32%). The highest percentage is 68% (in item 100) and the lowest percentage is 28% (in item 102)

Table16

Frequency Error of Sound Post –Alveolar Frictionless Continuant /r/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
14	Post – Alveolar Frictionless Continuant	105	9	36%
		106	6	24%
		107	8	32%
		108	8	32%
		109	6	24%
Total				29,6%

The Table describes about the percentage Post Alveolar Frictionless Continuant. As we know the highest percentage is 36% (in item 105) and the lowest percentage is 24% (in item 109 and 106), then in item 107 and 108 there are eight students who error in pronouncing the words with the percentage 32%, so the average is 29,6%.

Table 17

Frequency Error of Sound Unrounded Palatal Semi – Vowel /j/

NO	Sound Area	Item Number	Frequency of Error	Percentage of Error
15		110	10	40%
		111	8	32%
		112	8	32%
		113	6	24%
		114	10	40%
Total				33,6%

As we know from the table the highest percentage is 40% (in item 110 and 114) and the lowest percentage is 24% (in item 113), then in item 111 and 112

there are eight students who error in pronouncing the words with percentage 32%. So the average 33, 6%.

Table 18
Frequency Error of Sound Labio – Velar Semi Vowel /w/

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
16	Labio-dental Fricatives	115	12	48%
		116	9	36%
		117	10	40%
		118	9	36%
		119	9	36%
Total				39,2%

From the table, the highest percentage is 48% (in item 115) and the lowest percentage is 36% (in item 116, 118, and 119). In item 117 there are ten students who error in pronouncing the words, so the average is 39, 2%.

Vowel Sounds

Table 19
Frequency Error of Sound i:

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
1	Sound i:	120	4	16%

	121	8	32%
	122	7	28%
	123	5	20%
	124	8	32%
Total			25,6%

From the table we can see that the highest percentage is in item number 212 and in item number 124 with the percentage 32%. The lowest percentage is item 120 where there are four students who get error in pronouncing the words. In item 123 there are five students who error in pronouncing the words with the percentage 20%, while in item 122 there are seven students who error in pronouncing the words with the percentage 28%, so the average is 25,6%.

Table 20
Frequency Error of Sound I

No	Sound Area	Item Number	Frequency of Error	Percentage of Error
2	Sound Sound I	125	6	24%
		126	3	12%
		127	6	24%
		128	6	24%
Total				21%

This table explains about the error of sound I. As we see from the table the item number 125, 127 and 128 are the highest percentage with the percentage 24%, while the item number 126 is the lowest one with the percentage 12%. So the average is 21%.

Table 21
Frequency Error of Sound e

No	Sound Area	Item number	Frequency of Error	Percentage of Error
3	Sound e	129	3	12%
		130	7	28%
		131	7	28%
Total				22,66%

From the table we can see that the item number 130 and number 131 are the highest percentage with the percentage 28% where there are seven students who get error in pronouncing the words (sound e).while, item number 129 is the lowest where there are three students who error in pronouncing the words with the percentage 12%.

Table 22
Frequency Error of Sound /æ/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
4	Sound /æ/	132	7	28%
		133	9	36%
		134	8	32%
		135	8	32%
		136	8	32%
Total				32%

The item number 134,135 and 136 are the same percentage (32%) where there are eight students who error in pronouncing the words, the highest percentage is in item number 133 (36%), and the lowest percentage is in item number 132 (28%). The average is 32%.

Table 23
Frequency Error of Sound Λ

No	Sound Area	Item number	Frequency of Error	Percentage of Error
5	Sound Λ	137	10	40%
		138	11	44%
		139	9	36%
		140	7	28%
		141	7	28%
Total				35,2%

This table is describing about sound Λ . In item 140 and 141 there are seven students who error in pronouncing the words (28%), the highest percentage is in item number 138 (44%), while the lowest is in the item number 140 and 141. In item 137 there are ten students who error in pronouncing the words (40%). So the average is 35,2%.

Table 24
Frequency Error of Sound α :

No	Sound Area	Item number	Frequency of Error	Percentage of Error
6	Sound α :	142	6	24%
		143	6	24%
		144	8	32%
		145	8	32%
		146	10	40%
Total				30,4%

We can see from the table that in item number 142 and 143 have same percentage (24%) where there are six students who error in pronouncing the

words. So do in item number 144 and 145 also have same percentage (32%). The highest percentage is in item number 146 with the percentage 40 %.

Table 25
Frequency Error of Sound P

No	Sound Area	Item number	Frequency of Error	Percentage of Error
7	Sound P	147	4	16%
		148	10	40%
		149	7	28%
		150	2	8%
		151	6	24%
Total				23,2%

This table is explaining about the sound P. In item number 147 there are four students who error in pronouncing the words (16%). In item 149 with the percentage 28% there are seven students who error in pronouncing the words. In item 151 there are six students who error in pronouncing the words (24%). The highest percentage is in the item 148 with the percentage 40%, while the lowest percentage is in item 150 (8%).

Table 26
Frequency Error of Sound C:

No	Sound Area	Item number	Frequency of Error	Percentage of Error
8	Sound C:	152	10	40%

	153	9	36%
	154	8	32%
	155	11	44%
	156	8	32%
Total			36,8%

This table describes about the sound ɔ:, in item 152 there are ten students who getting error in pronouncing the words with the percentage 40%. In item 153 there are nine students who pronounce the English words incorrect (36%), the highest percentage is in item 155 with the percentage 44% where there are eleven students pronounce incorrect, while the lowest percentage is in item 156 (32%).

Table 27
Frequency Error of Sound /u/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
9	Sound /u/	157	8	32%
		158	5	20%
		159	13	52%
		160	3	12%
		161	7	28%
Total				28,8%

The table tells to us that in item 157 there are eight students who incorrect in pronouncing the English words (32). In item 158 with percentage 20 % there are five students who incorrect, while in item 161 (28%) there are seven students who incorrect. The highest percentage is in item 159 (52%) and the lowest percentage is in item 160 (12%)

Table 28
Frequency Error of Sound /u:/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
10	Sound /u:/	162	12	48%
		163	4	16%
		164	9	36%
Total				33,33%

This table explains about sound area Sound /u:/. In item 164 there are nine students who incorrect in pronouncing the words with the percentage 36%. The highest percentage is in item 162 (48%), and the lowest percentage is in item 163 (16%). So the average is 33, 33%.

Table 29
Frequency Error of Sound / 3:/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
11	Sound / 3:/	165	11	44%
		166	11	44%
		167	12	48%
		168	13	52%
		169	8	32%
Total				44%

This table describes the sound area of Sound / 3: / . In item 165 and 166 there are eleven students who incorrect in pronouncing the words with percentage 44%. In item 167 with the percentage 48% there are twelve students who incorrect in

pronouncing the words. The lowest percentage is in item 168 (32%) and the highest percentage is in item 168 (52%)

Table 30
Frequency Error of Sound ə

No	Sound Area	Item number	Frequency of Error	Percentage of Error
12	Sound ə	170	11	44%
		171	13	52%
		172	6	24%
		173	7	28%
		174	6	24 %
Total				34,4%

From the table we can see that in item 170 with the percentage 44 % there are eleven students who incorrect, in item 173 there are seven students who error in pronouncing the words with the percentage 28%. From the table the highest percentage is in item 171(52%) and the lowest percentage is in item 172 and 174 (24%).

Table 31
Frequency Error of Sound /eI/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
13	Sound /eI/	175	15	60%
		176	11	44%
		177	11	44%
		178	10	40%
		179	10	40%
Total				45,6%

In the table describes about sound eI. We can see that there are eleven students who error in pronouncing the English words (item number 176 and 177) with the percentage 44%. The highest percentage is in item 175 (60%), while the lowest percentage is in item 178 and 179 with the percentage 40%.

Table 32
Frequency Error of Sound /ai/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
14	Sound /ai/	180	0	0%
		181	17	68%
		182	5	20%
		183	8	32%
		184	11	44%
Total				32,8%

From the table we can see that in item 184 there are eleven students who error in pronouncing the words (44%0. in item 183 with the percentage 32% there are eight students who error. The highest percentage is in item 181 (68%) and the lowest is in item 182 (205). So the average is 32, 8%.

Table 33
Frequency Error of Sound ɔ ɪ

No	Sound Area	Item number	Frequency of Error	Percentage of Error
15	Sound ɔ ɪ	185	9	36%
		186	10	40%
		187	6	24%
		188	7	28%
		189	8	32%
Total				32%

From the table we can see that in item 185 there are nine students who error in pronouncing the words with the percentage 36%, in item 188 with the percentage 28% there are seven students who error. In item 189 there are eight students who error (32%). The highest percentage is in item 186 (40%) and the lowest percentage is in item number 187 (24%).

Table 34
Frequency Error of Sound /əʊ

No	Sound Area	Item number	Frequency of Error	Percentage of Error
16		190	10	40%

	191	8	32%
	192	6	24%
	193	8	32%
	194	5	20%
Total			29,6%

From the table we can see that in item 191 and 193 have the same percentage namely 32%, in item 192 there are six students who error in pronouncing the words with percentage 24%. The highest percentage is in item 190 (40%), and the lowest percentage is in item 194 (20%).

Table 35
Frequency Error of Sound au

No	Sound Area	Item number	Frequency of Error	Percentage of Error
17	Sound au/	195	11	44%
		196	5	20%
		197	7	28%
		198	9	36%
Total			32%	

This table is explaining about the sound au. In item 198 there are nine students who error in pronouncing the words with the percentage 36%. In item 197 with the percentage 28% there are seven students who error in pronouncing the words. The highest percentage is in item 195 (44%), and the lowest percentage is in item 196 (20%)

Table 36
Frequency Error of Sound /ie/

No	Sound Area	Item number	Frequency of Error	Percentage of Error
18		199	10	40%
		200	7	28%
		201	9	36%
		202	9	36%
		203	10	40%
Total				36%

This table describes about the sound ie where there are nine students who error in pronouncing the words (36%), the highest percentage is in item 199 and 203 in item with the percentage 36%, while the lowest percentage is in item 200 (28%).

Table 37
Frequency Error of Sound iə

No	Sound Area	Item number	Frequency of Error	Percentage of Error
19		204	8	32%
		205	8	32%
		206	6	24%
		207	5	20%
Total				27%

The table tells that in item 206 there are six students who make errors in pronouncing the words with the percentage 24%. The highest percentage is in item 204 and 205 (32%) and the lowest percentage is in item 207 (27%).

Table 38
Frequency Error of Sound u ə

No	Sound Area	Item number	Frequency of Error	Percentage of Error
20		207	7	28%
		208	6	24%
		209	8	32%
		210	13	52%
		211	6	24%
Total				32%

This table explains about sound Sound u ə, in item 207 with the percentage 28% there are seven students who error in pronouncing the English words. In item 210 with the percentage 52% there are thirteen students who make errors. As we know the highest percentage is in item 210 there is thirteen who error, while the lowest is in item 208 and 211 (24%).

Table 39
Frequency Error of Sound ɔə

No	Sound Area	Item number	Frequency of Error	Percentage of Error
21	Sound ɔə	212	6	24%
		213	5	20%
		214	6	24%
		215	5	20%

		216	5	20%
Total				21,6%

This table describes about sound of Sound ə , in item 212 and 214 there are six students who make errors in pronouncing the words with the percentage 24% , while in item number 213, 215 and 216 with the percentage 20% there are five students who make errors in pronouncing the words. So the average is 21,6%.

3. Interpretation and Discussion

After classifying the items into area tested and explaining the percentage and the frequency of error on each item, then the writer describes the sequence Consonant sound and Vowel sound based on the highest percentage of error. First, he explains and interprets Consonant Sound area as follow:

Table 40

The sequence of Consonant Area based on the Highest Frequency of Error

Consonant Sounds	Percentage of Error
1. Bilabial Plosive	18,8%
2. Velar plosive	16,4%
2. Alveolaar Plosive	18%
3. Palato- Alveolar Affricative	16,4%
4. Labio-Dental Fricative	31,2%
5. Dental Fricatives	46,4%
6. Alveolaar Fricatives	24,8%
7. Palato – alveolar Fricatives	41,2%
8. Glottal Fricatives	23,2%
9. Bilabila Nasal	38,4%
10. Alveolar Nasal	29,6%
11. velar Nasal	26,4%

12. Lateral	45,6%
13. Post-Alveolare frictionless continunant	29,6%
14. Unrounded Palatal Semi- Vowel	33,6%
15. Labio- Velar Semi Vowel	39,2%

This table is describing about the consonant area that students made error in pronouncing the words. We can see in the table that the highest percentage of error is in Dental Fricatives. There are 46, 4% the students who error in this area. The second is Bilabial Plosive. There are 18, 8 % students who made in errors in this area. The third is velar Plosive. There are 16, 4% students who made in errors in this area. The fourth is Alveolar plosive. There are 18% students who made in errors in this area. The fifth is Pallato Alveolar Affricative. There are 16,4% students who made in errors in this area . The sixth is Labio – Dental Fricative. There are 31,2% students who made in errors in this area. The seventh is alveolar Fricative. There are 24,8% students who made in errors in this area. The eighth is Palato – alveolar Fricatives. There are 41,2% students who made in errors in this area. The ninth is Glottal Fricatives. There 23, 3% students who made in errors in this area. The tenth is Bilabila Nasal. There are 38, 4% students who made in errors in this area. The eleventh is Bilabial Nasal. There are 38, 4% students who made in errors in this area. The twelfth is Alveolar Nasal. There are 29, 6% students who made in errors in this area. The thirteenth is Velar Nasal. There are 26,4% students who made in errors in this area. The fourteenth is Lateral. There are 45,6 students who made in errors in this area. The fifteenth is Post Alveolar Frictionless continuant. There are 29, 6% students who made in errors in this area. The sixteenth is Unrounded Palatal Semi-vowel. There are 33, 6% students who made in errors in this area. The seventeenth is Labio Velar Semi Vowel. There are 39, 2% students who made in errors in this area.

Table 41

The sequence of all percentages based on the Highest Frequency of Error

Sound of Vowel Area	Percentage of Error
1. Sound / i:	25,6%
2. Sound /I	21%
3. Sound / e	22,66%
4. sound /æ	32%
5. Sound /ʌ	35,2%
6. sound /a:	30,2%
7. sound /ɒ	19,2%
8. sound ɔ :	36,8%
9.Sound /u	28,8%
10. sound /u:	33,33%
11. sound /ɜ:	44%
12. Sound /ə	34,4%
13. sound /ei	45,6%
14. sound /ai	32,8%
15. sound ɔɪ	32%
16. sound /əʊ	29,6%
17. Sound /au	32%
18. Sound /iə	36%
19. sound /ie	27%
20. Sound /uə	32%
21. sound ɔə	21,6%

The table describes about the vowel sound area that students have made error in pronouncing the words. From the table the highest percentage is in sound area ei with the percentage 45, 6 %. The second is sound area i:. There are 25, 6% students who made in errors in this area. The third is sound area I . There are 21%

students who made in errors in this area. The fourth is sound area e. There are 22, 66% students who made in errors in this area. The fifth is sound area æ. There are 32% students who made in errors in this area. The sixth is sound area ʌ. There are 35,2% students who made in errors in this area. The seventh is a:. There are 30,2% students who made in errors in this area. The eighth is ɒ. There are 19,2% students who made in errors in this area. The ninth is ɔ: : There 36, 8% students who made in errors in this area. The tenth is sound u. There are 28, 8% students who made in errors in this area. The eleventh is u:. There are 33, 33% students who made in errors in this area. The twelfth is ɜ:. There are 44% students who made in errors in this area. The thirteenth is ə. There are 34,4% students who made in errors in this area. The fourteenth is ai There are 32,8% students who made in errors in this area. The fifteenth is ɪ. There are 32% students who made in errors in this area. The sixteenth is əu. There are 29,6% students who made in errors in this area. The seventeenth is au. There are 32% students who made in errors in this area. The eighteenth is sound iə. There are 27% students who made in errors in this area. The nineteenth is sound uə. There are 32% students who made in errors in this area. The last is sound ə. There are 21,6 % students who made in errors in this area .

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Most students made errors in consonant sound and vowel sound. Errors in consonant sounds are around Dental Fricatives and the vowel sounds are about sound ei area. After the writer knows the result of the research of student's error in Consonant Sound area and vowel sound area. Then the writer makes a conclusion that the most errors occur in consonant sound area namely in sound Dental Fricatives. The percentage of this error namely 46,4%. It is the highest percentage in consonant sound. Whereas in vowel area the most error occurs in sound ei area. The percentage is 45,6 % from the students who pronouncing error.

B. Suggestion

By analyzing the students' pronunciation error in consonant sound and vowel sound, we can prepare the best strategies to be manifested for students. So they can not make error. Hereby some suggestion from the writer:

1. Teacher must give more attention on the students' pronunciation errors in consonant and vowel sounds area.
2. Teacher must conduct a lot of exercises in pronouncing the words that contain consonant sound and vowel sound.
3. Teacher and students must make a habit in pronouncing the words correctly by looking up to the dictionary.

BIBLIOGRAPHY

- Anderson, Verna D., et.al, *Readings in the Language Arts*, New York : Mc Milan Company, 1965
- Al- Mack, John C, et.al. *The New Stanford Speller* , USA : Laidlaw Brother , 1954
- Brown. Douglas, *Principle of Language Learning and Teaching*, San Francisco State University: Prentice Hall Regents Englewood Cliffs, 1994
- Brown, Adam , *Approaches to Pronunciation Teaching*, London & Basingstoke,1992 .
- C. Pennington, Martha, *Phonology in English Language Teaching: An International Approach*, New York: Addison Wesley Longman Limited, 1996
- Evans, Desmond W. Evans, *Improving English Skills*
- FITK, *Pedoman Penulisan Skripsi*, 2007
- Fergus, Patricia M, *Spelling Improvement*, USA : McGraw – Hill inc., 1994
- Hornby,As, *Oxford Advanced Learner's Dictionary of Current English*, Oxford : Oxford University Press, 1974
- Hubbard, Peter A *Training Course for TEFL*, (Oxford: Oxford University Press, 1983
- Haris P. Guth & Edgar H.Shuster, *American English Today (the uses of language)*, USA: McGraw-Hill,Inc. 1970
- Indriani,M.I. *English Pronunciation*, Jakarta : P.T. Gramedia Pustaka Utama, 2001
- Harmer, Jeremy, *The Practice of English Language Teaching*, Cambridge : Pearson Education Limited,2001

P.B Allen & S.Pit Corder , *Technique in Applied Linguistics* (London : Oxford University Press, 1974

Jones, Daniel, *the Pronunciation of English*, Cambridge: Cambridge University Press, 1956

Sherin, Susan , *Self Access*, Oxford : Oxford University Press , 1989

“*Spelling*”, the article is accessed on September 30th 2007 at <http://spelling.wordpress.com/spelling/>

T. Littlewood, William, *Foreign Language and Second Language Learning*, Cambridge: Cambridge University Press, 1984

T. Little wood, William, *Foreign and Second Language Learning*, (Cambridge: Cambridge University Press, 1984

Ur, Penny, *A Course in Language Teaching*, Cambridge: Cambridge University Press, 1996

Appendix

Pronunciation test

Consonant Sounds

A. bilabial plosive / p,b/

No	Words
1	Cub
2	Cab
3	Lab
4	Robe
5	Rib
6	Cup
7	Cap
8	Lap
9	Rope
10	Rip

B. Alveolar Plosives /t,d/

No	Word
11	Take
12	Toy
13	Tail
14	Town
15	Test
16	Day
17	Doll
18	Desk
19	Dog
20	Dull

C. Velar Plosive /k,g/

No	Word
21	Go
22	Goat
23	Girl
24	Goose
25	Gate
26	Cook
27	Cake
28	Quick
29	Come
30	Key

D. Palato- Alveolar Affricative

No	Word
31	Cheap
32	Choose
33	Chin
34	Chest
35	Choke
36	Jeep
37	Jews
38	Gin
39	Jest

E. Labio- Dental Fricatives / f, v/

No	Word
40	Fine
41	Fever
42	Flute
43	Fond
44	Fussy
45	Vine
46	Very
47	Vivid
48	Value
49	Vital

F. Dental Fricatives / ð, θ/

No	Word
50	They
51	There
52	This
53	These
54	Though
55	Thin
56	Thick
57	Thing
58	Thank
59	Thumb

G. Alveolar Fricatives /s,z/

No	Word
60	Loose
61	Bus

62	Lice
63	Rice
64	Seal
65	Lose
66	Buzz
67	Lies
68	Rise
69	Zeal

H. Palato- Alveolar Fricatives /ʃ, ʒ/

No	Word
70	Shop
71	Share
72	She
73	Shall
74	Shoulder
75	Pleasure
76	Leisure
77	Decision
78	Collision
79	Measure

I. Glottal Fricatives /h/

No	Word
80	Here
81	Hair
82	Hole
83	Haze
84	Hurricane

J. Bilabial Nasal /m/

No	Word
85	Milk
86	Mine
87	Miss
88	Maybe
89	Mister

K. Alveolar Nasal /n/

No	Word
90	Near
91	No
92	Now
93	Nose
94	Nest

L. Velar Nasal /ŋ/

No	Word
95	Playing
96	Anxious
97	Link
98	Bring
99	Wink

M. Lateral /l/

No	Word
100	Live
101	Look
102	Leave
103	Love

104	Lamb
------------	-------------

N. Post –Alveolar Frictionless Continuant /r/

No	Word
105	Roam
106	Roll
107	Risk
108	Ruin
109	Ralph

O. Unrounded Palatal Semi – Vowel /j/

No	Word
110	Young
111	Yesterday
112	Yard
113	University
114	Europe

P. Labio – Velar Semi Vowel /w/

No	Word
115	West
116	Way
117	Work
118	Warm

Vowel Sounds

A. sound i:

No	Word
119	Tree

120	Complete
121	Leaf
122	piece
123	Fierce

B. Sound I

No	Word
124	Sit
125	City
126	Pretty
127	Village

C. Sound e

No	Word
128	Set
129	Dead
130	Many

D. Sound /æ/

No	Word
131	Tab
132	Mad
133	Sham
134	Ram
135	Ranks

E. Sound ʌ

No	Word
136	Up
137	Under
138	Oven

139	Onion
140	Umbrella

F. Sound α :

No	Word
141	Pass
142	Part
143	Heart
144	Clerk
145	Calm

G. Sound β

No	Word
146	On
147	Off
148	Onto
149	Offer
150	Octopus

H. Sound γ :

No	Word
151	All
152	Always
153	Oar
154	Alter
155	Author

I. Sound /u/

No	Word
156	Good
157	Wood

158	Would
159	Took
160	Cook

J. Sound /u:/

No	Word
161	Through
162	Soup
163	Rouge

K. Sound / ɜ: /

No	Word
164	Earn
165	Fern
166	Urn
167	Earth
168	Early

L. Sound ə

No	Word
169	Ago
170	Apply
171	Admit
172	Appear
173	Adore

M. Sound /eI/

No	Word
174	Ache
175	Ace
176	Aim
177	April
178	Acre

N. Sound /ai/

No	Word
179	I
180	Aisle
181	Iron
182	Ice
183	Island

O. Sound ɔ I

No	Word
184	Oil
185	Ointment
186	Oyster
187	Coin
188	Boy

P. Sound əu

No	Word
189	Ocean
190	Over
191	Open

192	Only
193	Omen

Q. Sound au/

No	Word
194	Owl
195	Ounce
196	Our
197	Hour

R. Sound /ie/

No	Word
198	Ear
199	Era
200	Earring
201	Earphone
202	Beer

S. Sound ɪ ə

No	Word
203	Hair
204	Pear
205	Bare
206	Chair

T. Sound uə

No	Word
207	Tour
208	Doer

209	Pure
210	Gourd
211	Fluency

U. Sound ເອ

No	Word
212	Four
213	Or
214	Oar
215	Door
216	Folklore

