

**AN ERROR ANALYSIS OF STUDENTS' PRONUNCIATION
IN READING TEXT AT THE FIFTH SEMESTER STUDENTS
OF ENGLISH LANGUAGE EDUCATION AT FKIP UIR**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Education Universitas Islam Riau*



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2020**

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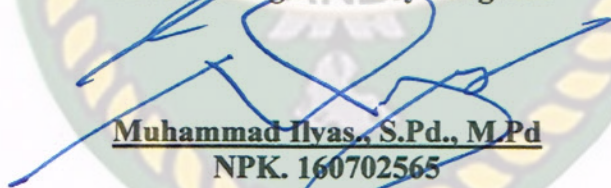
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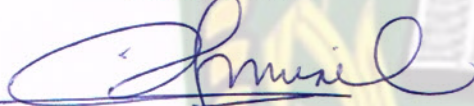
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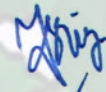
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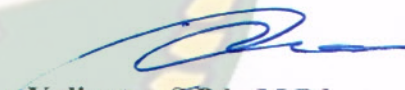


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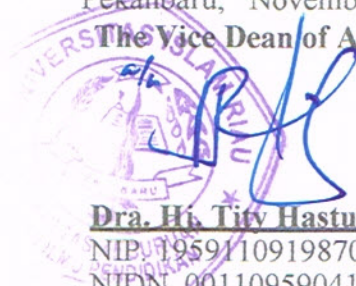


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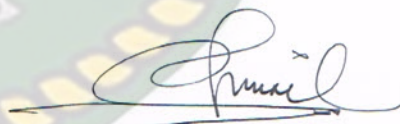
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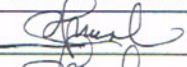
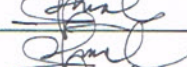
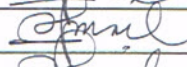
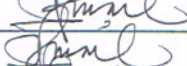
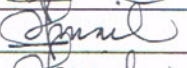
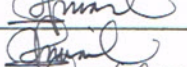
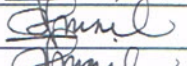
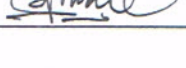



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ABSTRACT

Fenny Suryani, (2020). *An Error Analysis Of Students' Pronunciation In Reading Text Of Fifth Semester At ENGLISH LANGUAGE EDUCATION FKIP UIR.*

Keywords: Error Analysis, Pronunciation, Vowel, Consonant, Reading Text

This thesis is a study about an error analysis in reading text at the Fifth Semester of English Language Education FKIP UIR. The students have problems to pronounce the word in reading text especially in English vowel and consonant.

This research design is qualitative research. The objectives of the study to find out the most dominant errors in pronunciation. The population is the Fifth Semester of English Language Education FKIP UIR. The sample is class B. The total of subjects is 15.

In data collection, researchers used reading texts and word lists as pronunciation tests and student notes. Based on the research results, it is known that the subject made the most vowel pronunciation errors. The total number of errors they made was 31 errors. It contains 10 errors in pronouncing consonants and 21 errors in pronouncing vowels. One of these 10 sounds is errors for a consonant. They are / v /, / t /, / z /, / t /, / d /, / /, / r /, / g /, and / w /. The next category of errors is vowel pronunciation errors. Most of the errors occur in English vowels which Indonesian does not have. They are / æ /, / e /, and / / . They are also confused about whether to pronounce / e / or / / .

From the result above the researcher found the causes of subjects' error pronunciation are: 1) The different sounds between English and Indonesian, 2) They do not get enough practice on pronunciation, and 3) They are not familiar with English sound from they were young because most of them do not have family member who can speak English. In order to avoid students' errors, the researcher suggests the lecturer to give a lot of drills and practices relating to the pronunciation. Therefore, the students can acquire the habit of using the correct pronunciation of English word containing English vowel and consonant correctly.

TABLE OF CONTENT	i
ABSTRACT	ii
LIST OF TABLES	iii
CHAPTER I INRODUCTION	1
1.1 Background of the Research	1
1.2 Setting of the Research.....	3
1.3 Focus of the Research	4
1.4 Research Question.....	4
1.5 Objective of the Research	4
1.6 The Significant of the Research	5
1.6.1 Lectures	5
1.6.2 Students	5
1.6.3 Collage	5
1.7 Definition of the Key Terms	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 Error and Mistakes	7
2.2 Definition of Error.....	8

2.3 Error Analysis	9
2.4 Factor Affecting Pronunciation.....	9
2.5 Pronunciation	11
2.6 Definition of Reading	29
2.7 Assumption	31
CHAPTER III RESEARCH METHOD	32
3.1 Research Design.....	32
3.2 Source of Data.....	32
3.2.1 Location and Time of Research	32
3.2.2 Population and Sample.....	32
3.2.3 Research Instrument.....	32
3.3 Data Collection Techniqe.....	34
3.4 Data Analysis Technique	36
CHAPTER IV RESEARCH FINDING AND DISCUSSION	38
4.1 Research Finding	38
4.1.1 Transcription of students reading text.....	38
4.2 Discussion of the Students' Error Pronunciation	50

4.3 Interview the causes pronunciation errors of students72

CHAPTER V CONCLUSION AND SUGGESTION73

5.1 Conclusion73

5.2 Suggestion74

REFERENCES75

APPENDICES79

LIST OF TABLES79

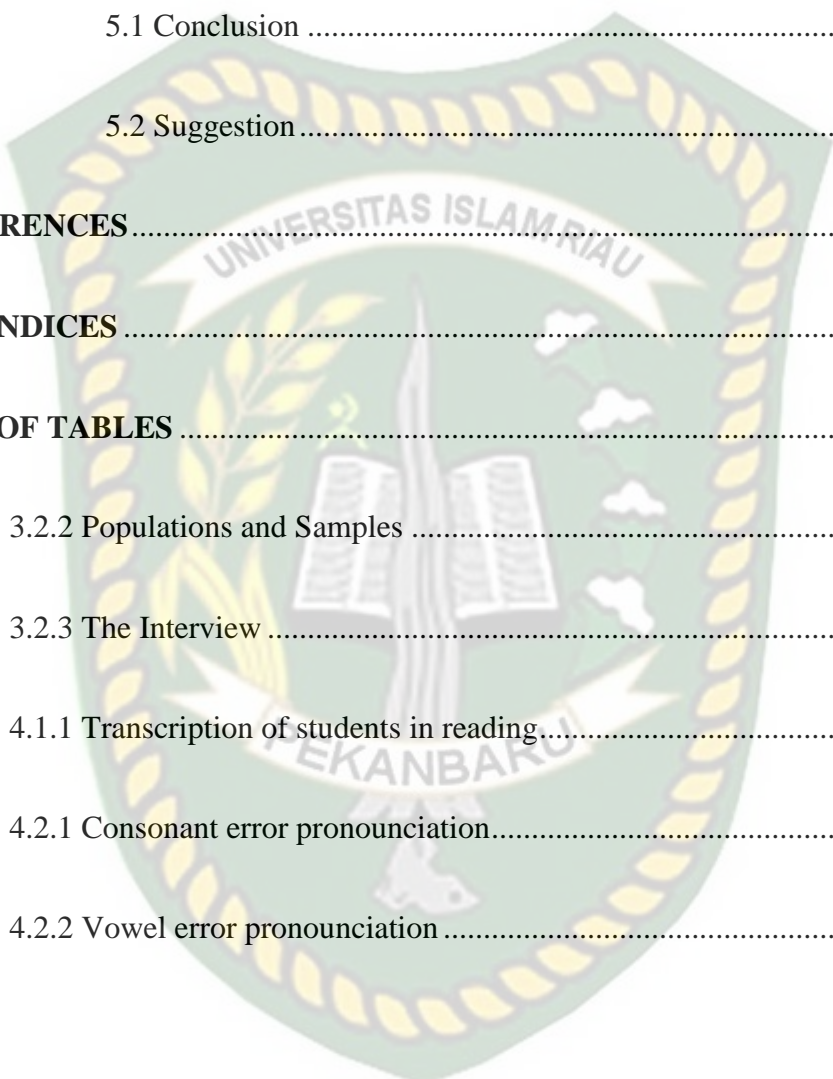
3.2.2 Populations and Samples32

3.2.3 The Interview34

4.1.1 Transcription of students in reading.....38

4.2.1 Consonant error pronunciation.....51

4.2.2 Vowel error pronunciation57



CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is studied as a foreign language in Indonesia. Thus, students only get English in school. That makes them difficult when learning this language. As a result, students make errors and mistakes in learning this language both the skills and the components. Language has four skills: speaking, writing, reading and listening, then has components such as: grammar, vocabulary, and pronunciation. One of the problems students face when learning English is pronouncing a word or sentence in English, sometimes students find it difficult to pronounce it..

In learning English, learning activities involve listening, speaking, reading and writing. However, although focused on four skills, pronunciation is not taught separately from the four skills. Pronunciation is a way of saying or producing sounds from words intended as language so that the meaning of pronunciation is conveyed. However, learning English is one of the difficult subjects when compared to other subjects, because English is a foreign language.

Pronunciation is the way words are spoken. Harmer opinion (2000: 183) that for all these people, pronunciation problems will be very useful also for understanding the spoken English. All emphasize the problem of pronunciation because pronunciation will benefit him and also for his own understanding of

spoken English. Pronunciation is a clear voice, and of course different from the written language. usually, the form of spoken voice is the purpose of a language.

Teaching about pronunciation is the main goal in learning a foreign language. and this is basic learning for students before they speak. Students often find it difficult to pronounce when speaking, while reading and also listening to English words. and this is caused by several factors. There are two factors that can influence a person in learning English: the first is internal and the second is external. Internal factors come from students, such as motivation, interests, talents, and intelligence, while external factors come from outside students, such as environmental situations and conditions, teaching materials, and the ability of teachers in the process of teaching students in teaching English.

Furthermore, Pronunciation is an action that produces sound, articulation, vocal, accent, and intonation. So, pronunciation is how we say a word. Therefore, the teacher must pronounce the pronunciation properly and correctly in the teaching of pronunciation; it's like vowels, consonants and their intonation.

In this study, researchers used news technology as a medium for learning pronunciation for students majoring in English. The reason researchers use news is because the language used in the news has 5w + 1h elements, which is of course good sentence structure and easier to understand. By reading the text, By reading the text, researchers can find out the errors in students' pronunciation.

By doing those things regularly the researcher believes that their English pronunciation will be good. because it is necessary to do research about it

Based on the problems above, the researcher is interested to analyze the students' pronunciation and conducting a research entitled "AN ERROR ANALYSIS OF STUDENTS' PRONUNCIATION IN READING TEXT OF FIFTH SEMESTER AT ENGLISH LANGUAGE EDUCATION FKIP UIR"

1.2 Setting of the Research

Based on the explanation of the researcher's background above, the students' mastery of English pronunciation is still low, it can be seen from,

First, students have difficulty recognizing words because there are some words in English that are usually not heard because the sentences used are difficult to understand.

Second, students have difficulty remembering words because the sentences used are not commonly heard and are not used by many people so that students have difficulty remembering these sentences.

Third, students have difficulty pronouncing words in English because their first language is not English and they also not used to speaking English, making it difficult to pronounce sentences in English.

News is used as material to find out students' pronunciation errors. pronunciation is an important role in language learning. by using the news students can read and the researcher can find out where the errors that occur in students' pronunciation are.

1.3 Focus of the Research

Based on the background of the problems above, the focus of this final project is the students' pronunciation errors in reading text. With the text read by students, the researcher can find pronunciation errors in students.

1.4 Research Question

Based on the limitation of the problem above, the researcher would like to state the formulation of the problems in the following question :

1. What errors are mostly found in pronouncing words in reading made by the fifth semester students of english language education FKIP UIR?
2. What are the causes of students' pronunciation error?

1.5 Objectives of the Research

Based on the questions above, the main objectives of the study can be stated as follows:

1. To find out the most dominant errors in pronunciation made by fifth semester students of english language education at FKIP UIR.
2. To describe the students' pronunciation.

1.6 The Significant of the Research

The Need of the study identified follow :

1.6.1 Lectures

The researcher hopes this research will help the lecturers to motivate the students to improve students prononatas in pronunciation subject.

1.6.2 Students

To apply and develop students in pronunciation through reading the text on the news. and can motivate students to improve their pronunciation in English, not just stuck in some teaching strategies that make students bored with repetitive strategies.

1.6.3 Collage

As input to the collage for improving knowledge related to language learning and teaching

1.7 Definition of Key Terms

A. Error

According to Brown (2007:258) errors are the result of one's systematic competence (the learner's system is incorrect).

B. Error Analysis

According to Brown (2007:259), error analysis is an error which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of the learner's error.

C. Factors Affecting Pronunciation

Because people have their own native language, they are identifiable by people that they are not native speakers. The way we speak is different because it is influenced by our native language. here are some factors that can affect pronunciation. (adapted from Kenworthy 1987: 4-8 as quoted in Brown 2001: 284-285)

D. Pronunciation

Kenworthy (2000:34) states that pronunciation refers to the production of sounds that we use to make meaning. This includes attention to certain sounds of a language (segments), speech beyond the level of the individual voice, such as intonation, phrases, stress, timing, rhythm (suprasegmental aspects), how the sound quality and its meaning, gestures and expressions relating to our way when speaking in a language.

E. Reading

Grabe and Stoller (2002: 9), reading is the ability to extract meaning from the printed page and interpret this information appropriately.

E. English Language Education at FKIP UIR

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CHAPTER II

REVIEW OF RELATED LITERATURE

2. Theoretical Framework

This chapter presents a review of literature and explanation of the related materials. Some theories are conducted from other experts and researchers to strengthen this research.

2.1 Error or Mistakes

According to Corder (1974:29) Errors are produced by people who do not fully understand language. Errors are a marker of student competence. The point is that the mistake that happens to this person is if he really doesn't know what the language means. Mistake must be different to error. Mistakes can occur randomly or slip on the tongue. In addition, mistakes are caused by doubts when uttering (Brown, 1980: 165). Errors usually occur when using the wrong language. this is caused by several factors such as carelessness, forgetfulness, and physical condition. They sometimes make mistakes and more than once.

Based on the explanation above, the researcher explained that the error was part of students' processes in learning English as a Foreign Language. Process can enable improvement in students to get better if they progress can fix errors. In correcting errors, students need evaluation to identify the errors in pronunciation. For that reason, Researchers are interested in analyzing students' errors in

pronunciation. And researchers use social media as a learning medium for students.

2.2 Definition of Error

Since English was introduced to Indonesian, grammar is considered important to learn first because mistakes always appear in the speaking process in language teaching. When their productive skills are affected by mistakes, others are transferred the same mistakes unconsciously through everyday conversation. Therefore, mistakes are also defined as part of a conversation or composition that deviates from certain norms of mature language performance (Dulay, Burt and Krashen, 2002: 138).

Finally, incorrectly hypothesized concept categories, errors are generated when students use incorrect or incorrect grammatical concepts such as in sentence form. Learners usually think that they are similar or synonymous; However, they have different meanings and expressions (Richard, 1974: 178).

Harmer in Brown (2007: 258) states that errors are part of Interlingua students, namely the language version that a learner has at one stage of development, and which is continually being reformed because he aims towards full mastery. L2 learner mistakes are potentially important for understanding the process of speaking. Therefore, it is hoped that students can correct themselves when they make mistakes. Learner errors indicate both the status of the learner's knowledge, and the manner in which a second language was learned. That is, the mistakes that learners make are the clearest evidence for their development system.

2.3 Error Analysis

Language learning is a process that results in an error and mistake, so that these errors are used as learning material. "Studying error server two major purpose: it provide data from which inferences about the nature of the language learning process can be made and it indicates for teachers and the curriculum that is learned is the part of the target student's language that is most difficult to pronounce correctly and which types of errors are most distracting in the student's ability to communicate effectively "(Dulay, 1982: 138).

The study of error is called error analysis. Brown (2000: 166) said "the fact that the learners do make error and these errors can be observed, analysed, and classified to reveal a system of students, which causes errors of students called error analysis". According to Brown (2007:259), error analysis is an error which can be observed, analysed, and classified to reveal something of the system operating within the learner, Students, causing errors in students which is called error analysis.

2.4 Factors Affecting Pronunciation

Because people have their own native language, they are identifiable by people that they are not native speakers. The way we speak is different because it is influenced by our native language. here are some factors that can affect pronunciation. (adapted from Kenworthy 1987: 4-8 as quoted in Brown 2001: 284-285) factors to consider teacher:

1) Original language

Is a factor that influences when a learner learns a new language. Teachers need to diagnose their pronunciation difficulties so they can do better pronunciation.

2) Age

In general, children under puberty stand very well changes to "sound like a native speaker" as it continues to be learned.

3) Exposure

It is difficult to determine exposure. A person can actually live in a foreign country for some time but didn't take advantage of "being with the people." Since research it seems to support that the more exposure a person gets, the more important it is Within a certain period of time, class time needs to focus on improving pronunciation so that students can get better pronunciation.

4) Built-in phonetic abilities

Often called having an "ear" for language, some point out phonetic coding abilities that are not shared by others. in most cases, if someone has experienced exposure to foreign languages as a child, this 'talent' was present early on language is remembered or not. Others are just more sensitive to phonetics discrimination.

5) Identity and language ego

Another influence is a person's attitude towards speakers of the target language and the extent to which the language ego identifies with the speaker.

6) Motivation and attention for good pronunciation

Some students don't pay much attention to their pronunciation. The extent to which the motivation of learners drives them towards improvement will probably be the strongest influence of the six a factor in this list.

The factors above can open understanding of the learner's desire to improve their pronunciation. Teachers can help students against these factors.

2.5 Pronunciation

If you can speak English then you can get used to pronunciation and intonation affect communication in conversation (Zhang & Yin, 2009 quoted in Akram and Qureshi, 2012). The point is if you usually speak or get into English, you will get used to doing English pronunciation for the future and so on. According to Hornby (2008:352) Pronunciation is the way certain words or sounds are pronounced and delivered. like wanting to recite we will make a sound that has meaning. Pronunciation is related to the production of sounds that someone uses to make meaning. Pronunciation is the manner in which someone utters a word according by Hornby (1995: 497). From the definition above, it shows the conclusion that pronunciation is the way people express a word or language. In fact, as Jones (2002) states, The method of teaching pronunciation must motivate and create awareness of the importance of pronunciation. Thus also how important it is to learn how to use sound to communicate well so that pronunciation is able to be understood by those around him.

According to Yates (2002 in Pourhosein Gilakjani, 2016), pronunciation is a sound to convey information that has meaning for someone. Voice is used as a language code. important voice is used to convey information. it can be concluded that pronunciation is someone's way to use sound when conveying meaning or information by Dalton (1998: 3). The point is, that pronunciation is the way someone conveys a word that has meaning using sound. From the explanation, it can be concluded that pronunciation is a way to use language through sound to convey a meaning. Pronunciation is sound used to convey a meaning in a particular context. (Carrel & Tiffany, 1960: 4). wrong in the pronunciation techniques or different intentions, the meaning or information can not be conveyed.

Seidlhofer (1995) quoted in Celce-Murcia (2006: 117) says "The sound is a means to convey a meaning. Delivering a sentence depends on the person delivering it so that the meaning of the spoken word can be conveyed. As said by Richard and Schmidt (2002: 440) pronunciation is how to get a sound or sound. This is not like an articulation that refers to the production of actual speech sound in the mouth, pronunciation emphasizes the way sound is felt listener. the point is that when we do the pronunciation make sure the sound or sound we want to convey can be heard clearly by the listener.

According to Harmer (2007:59) it is important for some people to learn the pronunciation to find out what the problem is when reciting a meaning. this is useful not only for yourself but to find out how to pronounce the correct one. It means, they can speak and understand English spoken and can be understood by

others. According to Suwartono (2006: 41), Pronunciation is very important because it's a spoken language. Pronunciation is one of the difficult things that a person must face when learning English. Because it is important for students to learn pronunciation to know from the beginning how the right way to say a pronunciation that is correct and able to be understood by the listener.

According to Syafei (1988:1) Pronunciation is a process that involves speech recognition as well as sound production. Where the intention is the process of conveying something by mouth using sound as conveyed also by Harmer (2000: 183) pronunciation makes students aware of different sounds (and what the words mean), and can also improve their speaking ability. states that through sound in the mouth, speaking clear words - so that information can be conveyed. Studying spoken English will help them improve understanding and clarity. focus on the voice from the mouth, where words must be emphasized to give information in verbal form and helps achieve goals increased understanding and clarity.

The definition of pronunciation includes sound. with the sound, a language will be formed from what you want to say verbally. if a language is formed then a meaning is conveyed from a pronunciation when we are talking. Pronunciations are the most important lessons for learning or using spoken in English (as quoted in Gilakjani, 2011). then the need for students to explore in learning English pronunciation techniques.

This includes attention to specific sounds of a language (segments), aspects of speech outside the individual sound level, such as intonation, word expression, pressure, time, how the sound is projected (sound quality) and, in its broadest

definition, attention to expressions related to the way we speak language. As a teacher , they have to able to choose good technique to teach students especially in teaching pronnunciation. They have to be able to make the activities which can make students improve their pronunciation. The way we talk immediately convey something or information to the people around us. It uses sound or sound as a form of a language, the sound can be intonation, word expression, pressure and so on. As teachers, we should give the best to students. one of them is using good and correct English and good pronunciation. by teaching students how to pronounce correctly, it will help students get used to speaking with good and correct pronunciation in the future.

Pronunciation is far more important than what is expressed throughout the world. Rhythm and intonation of speech must be in accordance with what is heard by the listener in order to be understood (Roohani, 2013). The point is that with pronunciation we are able to express what we feel in words and certainly must be understood by those who hear. The teacher must be careful in choosing words in his pronunciation. because it is very influential in the learning process of students. and this correct pronunciation learning process will later become student learning in daily life.

1. Phoneme

Phoneme is the language different sound. Each people may articulate some slights in a different way but we still can analyse them. In another explanation phoneme is the units of sounds that can be analysed. Kelly (2000: 3) states that

phonemes are also known as segments. Study of phoneme has two parts. They are consonant and vowel.

a. Consonant

Underhill (2005:29) explains consonant into two meanings. The first meaning of consonant is the sounds which are made by restricting or blocking the air flow in some physical way, and this restriction which makes the consonant its characteristic sound. The second meaning is consonant marks the beginning and end of syllable.

(source: How to Teach Pronunciation 2000)

To make it clear and easy to understand, here is the picture of speech organs which move when producing sounds:

1. Points of Articulation

Bilabial, which is the sound with the point of articulation, the active articulator is the bottom lip and the passive articulator is the top lip. Examples:

(p) pie voiceless bilabial plosive

(b) by voiced bilabial plosive

Labio-dental, the sounds of labio-dental is the active articulator is again the bottom lip, but this time it moves up to the top front teeth. Note that these sounds are labio-dental, whereas (w) and () are labial-vellar, because in the first

case, the articulation occurs at only one location, whereas in the second case., there are two separate, simultaneous articulations. Examples:

(f) fat voiceless labio-dental fricative

(v) vat voiced labio-dental fricative

Dental, which is the sound articulated by the tip of the tongue with the front teeth (,). Examples:

(θ) thigh voiceless dental fricative

(ð) thy voiced dental fricative

Alveolar, which is the sound articulated by the tip of the tongue with the gum (t, d) (n) (s,z) (r) (l). Examples:

(t) tie voiceless alveolar plosive

(d) die voiced alveolar plosive

(n) nigh voiced alveolar nasal

(s) sip voiceless alveolar fricative

(z) zip voiced alveolar fricative

(r) rip voiced alveolar central approximant

(l) lip voiced alveolar lateral approximant

The postalveolar sound is produced with the blade of the tongue as the active articulator, and the adjacent portions of the alveolar ridge and hard palate as the passive articulator. They include two fricatives and affricates introduced in the last section (,) (t , d). Examples:

- () ship voiceless postalveolar fricative
- () beige voiced postalveolar fricative
- (t) chunk voiceless postalveolar affricate
- (d) junk voiced postalveolar affricate

Palatal, which is the sound articulated by the front of the tongue with the front ceiling (j). Example:

- (j) yes voiced palatal approximant

Velar, which is the sound articulated by the back of the tongue with the back ceiling (k, g, , x). Examples:

- (k) cot voiceless velar plosive
- (g) got voiced velar plosive
- () raeng voiced velar nasal
- (x) loch voiceless velar fricative

Glottal, which is the sound produced at glottis (h). Example:

- (h) high voiceless glottal fricative

2. Manner of Articulation

Manner of articulation is a way of pronunciation in English. Manner of articulation consists of:

1. Stops

It is produced by stopping the flow of air by closing the upper lip and lower lip and releasing them. P, b, m, t, d, n, k, g, ng in the words tap, tab, tam, tat, tad, tan, tack, tag, and tang are sounds of stops (stops) in English in nasal stops “N, m, and ng” like those words, air is continued through the nose, but there is an obstruction of the air flow in the mouth when you produce these sounds air blocking one of them on the lips or where the tongue touches the back of the alveolar or velum. Non-stop stops are called plosives because the clogged air in the mouth "explodes" when one flap is removed. This is not related to nasal stops because air has an “escape route” through the nose. Stops consist of:

- (b, p, and m) It is a bilabial stop, with the flow of air stopping at the mouth with complete lip closure.
- (d, t, and n) Is an alveolar stop, the flow of air stops with the tongue making a complete closure of the alveolar ridge.
- (g, k, and ng) It is a velar stop with closure to the velum.

We can classify all sounds into 2 groups (which of course intersect with other groups), stops included in the group which are set as (- continuant) and non-stops are included in the class of the (continuant) Aspirated vs. un-aspirated

sounds are in English when we say the word “pit” in a short time quickly disengaged after a “p” sound like that is called aspirated because additional air blows are being produced. When we say “p” to the word spit, however the vocal cords begin to vibrate as soon as the lips open. Such sounds are called un-aspirated.

2.Fricatives

During the production of fricatives, active and passive articulators are fused, but not close enough to completely block the oral cavity. speed, creating turbulence, or the local buzz of English (f) five and (s) size are voiceless fricatives, while (v) five and (z) size are voiced.(s, z, f, v, th, or sh) The trajectory in the mouth that must be passed by air, however, is very narrow and this causes the turbulence of air particles to push each other together, producing "Sound" due to sound friction is called "fricative"

- In the production of “labiodentals fricatives” f and v friction arises in the alveolar.
- In the production of the sound “th” in the word thin and then friction occurs in the opening between the tongue and teeth.

3.Affricates

Is some sound produced at termination followed by a slow release, sounds at the beginning and the judge are voiceless and voiced affricates, in phonetic affricate is a series of fricative stops.

4.Sibilants

Italic written ('sip' zip 'shoe' leisure and measure) and affricates (church and jug) represent the class of sounds called sibilant. When this sound is produced, friction will cause a hiss.

5.Obstruent

Not nasal stops, fricatives and affricates, sound classes that can be distinguished from other sounds. Air cannot enter through the nose, all blocked in the way through the vocal path. This sound is called obstruent. Other sounds are called sonorant. Nasal stops are sonorant, because even if air is blocked in the mouth, it continues and moves through the nose.

6.Laterals

The sound l is called a sonorant. The front tongues makes contacts with the alveolar ridge. The side of the tongue descends to let air in alongside the tongue. One leads to the sound of the laterals. Some obstacles in the mouth still do not make friction, some language leads as liquid. British and Australian, l are affected by vowel. When l follows the vowel (feel) as a syllable (bottle), the large tongue part is raised towards the velum. This is often called dark l in sound quality. When l produces a vowel (leaf), the large part of the tongue drops from the alveolar ridge, and this is called clear l. L is voiced

7.Glides (Semivowels)

Sounds of y and w are produced with little or no obstruction from the flow of air in the mouths. Must be followed by vowels, in calling y or w it does not move quickly because it is called glide.

Glide is a transitional sound, part consonant, part of vowel. Call semi vowel. Y produces a glides, the tongue lifts up into the hard palate, so it's called the palatal glide. Glide w is produced by lifting the back tongue to the velum and simultaneously circular lips. That's labiovelar glide.

The above discussion, the researchers used the theory of articulation, the theory division way of articulation is fricative and at the manner of articulation is alveolar. And the letters used by researchers from alveolar are s and z.

3. Fricatives

The fricative is also mentioned with a sigh. Fricatives are a type of consonant sound produced by blowing air from the mouth through the sidelines formed by the tongue, teeth, and lips. When we see the symbol “f”, “v”, “s”, and “z” is common and familiar. During the production of fricatives, active and passive articulators are fused, but not close enough to completely block the oral cavity. This articulatory approach means that air coming from the lungs must enter through a narrow gap at altitude velocity, creating turbulence, or a local buzz for British measures (f) five and (s) are voiceless fricatives, while measures (v) five and (z) be voiced. But the letter Fricatives has other symbols that you can learn as the table below:

Table 3 Fricatives

No.	Symbol	Illustration of Pronunciation	Words	Reading	Meaning
1.	F	Freya	Feel	F l	Merasa
2.	V	Vanya	Vase	Veis	Vas
3.		Thama	Thing	i	Benda
4.	ð	Dhisya	Them	ð m	Mereka
5.	S	Sayang	Say	Sei	Mengatakan
6.	Z	Zamrud	Zoo	Zu	Kebun Binantang
7.		Shyaiton	Shy	ai	Pemalu
8.		“Sy” bergetar	Vision	‘vɪʒn	Penglihatan

4. Alveolar

The alveolar ridges are between the upper front teeth and the hard palate. This can feel its shape with the tongue. the surface was actually rougher than it felt, and was covered with slight protrusions. This can only see these if you have a mirror small enough to go inside the mouth (such as those used by dentists). Sounds made by touching the tongue (such as t and d) are called alveolar.

Alveolar sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge, the bony protrusion you can feel if you curl your tongue back just behind your top front teeth. (t) tie voiceless alveolar plosive

- (d) die voiced alveolar plosive
- (n) nigh voiced alveolar nasal
- (s) sip voiceless alveolar fricative
- (z) zip voiced alveolar fricative
- (r) rip voiced alveolar central approximant
- (l) lip voiced alveolar lateral approximant

Below is example of places of alveolar articulation:

Fig. 1 The Alveolar

5. Voiced Consonants

Your vocal cords, which are actually mucous membranes, stretch across the larynx at back of the throat. By tightening and relaxing while you speak, the vocal cords modulate the flow of breath exhaled from the lungs, an easy way to determine whether a consonant is being voiced or not is to place a fingers on your throat. As you pronounce a letters, feel the vibration of your vocal cords. If you feel a vibration, the consonant makes a sound.

There are the voiced consonants: B, D, G, J, L, M, N, Ng, R, Zh, Th (as in the word “then”), V, W, Y, and Z. But if consonants are only single letter, what

are Ng, Zh, and Th. This is a common sound that is produced by mixing two consonants phonetically. some examples of words that include Sound Consonants:

Table 5 Example of Voiced Consonants

Words	Pronunciation	Meaning
Zoo	/zu /	Kebun Binatang
Vat	/væt/	Tong
This	/ðis/	Ini
Bat	/bæt/	Kelelawar
Doe	/do /	Kelinci Betina
Goat	/ o t/	Kambing
Measure	/ me . r/	Mengukur
Judge	/d d /	Hakim
Row	/ro /	Baris
Woe	/wo /	Duka
Yes	/jes/	Iya
Low	/lo /	Rendah
Mow	/mo /	Memotong Rumput
No	/no /	Tidak
Song	/s /	Lagu

6. Voiceless Consonants

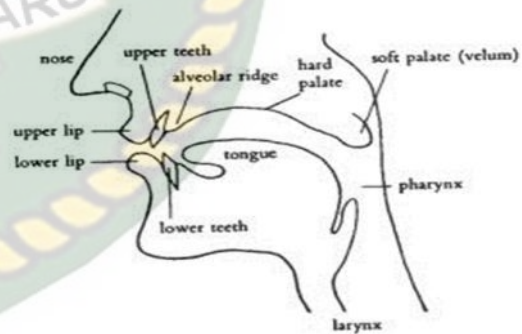
Voiceless consonants do not use the vocal cords to produce a loud percussion sound. Instead of relaxing, it allows air to flow freely from the lungs to the mouth, where the tongue, teeth, and lips are involved to modulate sound.. The flow of air from the lungs moves continuously towards the trachea, or windpipe and passes through the hole or cavity of the vocal cords called the voice gap. If the vocal cords are separated or released, then the air flow will not be blocked by the sound gap, and freely passed into the supraglottall cavity (the sound system part above the sound gap). There are the voiceless consonants: Ch, F, K, P, S, Sh, T, and Th (as in “thing”). Here are some examples of words that include Voiceless Consonants:

Table 6 Example Voiceless Consonants

Words	Pronunciation	Meaning
Pat	/pæt/	Menepuk
Toe	/to /	Kaki
Coat	/ko t/	Mantel
Fat	/fæt/	Gemuk
Thing	/ ɪ /	Benda
Sue	/su /	Menuntut
Mesh	/me /	Jala

Church	/t t /	Gereja
Hot	/h t	Panas

Sound differences that are muted one of them is very important in English, the nature of this phonetic can distinguish between pairs of words such as pig / big, fine / vine, tin / din, seal / zeal. The first starts with a voiceless sound and the second starts with voiced sounds. We can classify sounds into 2 major groups, namely: voiced (voiced sound) and voiceless (voiceless noise). We can specify voices as (+ voiced) and voiceless sounds as (-voiced), because (-voiced) is very describing the equation for voiceless. Sounds must be distinguished from each goal one from another than voicing (voicing) for example p, t, k, s, including voiceless and b, d, g, z, including voiced. Below are examples of places where voiced and Voiceless sounds.



B. Vowel

Vowel is the words which pronounced with air flow freely, shape of vocal tract is altered to create different sounds. Indriani (2003:12) states there are twelve cardinal vowels in English, here they are:

i: - tea	: - bird	u: - food
----------	----------	-----------

I – sit	- ago	- food
e – pen	: -art	: - war
– sad	- up	- not

Vowels are words that are pronounced with a free flow of air, in the form of a vowel tract is altered to create different sounds. Indriani (2003:12) states there are twelve cardinal vowels in English, here they are:

Kelly (2000:29-30) states that English speakers use twelve pure vowels, while Indriani (2003: 13) names them as cardinal vowels and eight diphthongs. The meaning of diphthong is a combination of pure vowels. Diphthongs happen when the pure vowel glides to another. The pure vowels can be described based on the tongue and lips movements. Based on the position of the lips, there are three categories. They are rounded, spread and neutral. Rounded is when the lips move forward and make circle shape. It happens on the sound / u:/. Spread is when the corner of the lips move away like smiling. It happens on the sound / i:/. Neutral is when the lips are not seen rounded or spread. It happens on the sound / ə /.

The following is the IPA (International Phonetic Alphabet) table of vowel:

	Front	Centre	Back
Close	i: ɪ		u: ʊ
Mid	e	ə ɜ: ʌ	ɔ: ɒ
Open	æ		ɑ: ɒ

(Source: How to Teach Pronunciation 2000)

- **Close vowel:** the tongue position is high in the mouth. The close vowels are /i:/, /ɪ/, /u:/ and /ʊ/.
- **Mid vowel:** the tongue position is in the middle of mouth. The mid vowels are /e/, /ɛ/, /ɜ:/ and /ɝ:/.
- **Open vowel:** the tongue position is low in the mouth. The open vowels are /æ/, /ʌ/, /ɔ:/ and /ɑ/.

While pure vowel is a single vowel, diphthong is a combination of vowels" sound. There is a glide when pronouncing one pure vowel to another vowel. English has eight diphthongs which are divided into two categories.

- **Centering diphthong:** this is the diphthong with /ɪ/ at the end. It is called centering because /ɪ/ is center vowel. The examples are /ɪə/, /eɪ/ and /eɪə/.
- **Closing diphthong:** this is the diphthong with /ɪ/ and /ʊ/ at the end. The examples are /eɪ/ in the word they, /ɔɪ/ in the word boy, /aɪ/ in the word mighty, /ɔʊ/ in the word go and /aʊ/ in "now"

Suprasegmental Features

Suprasegmental traits analyze the features of speech based on what is generally applied to segment groups (Kelly, 2000: 3). Suprasegmental features concern on stress and intonation and how connected speech sounds change in connected speech in English. Underhill (2005:51) said International Phonetic Alphabet (IPA) uses the symbol /ˈ/ as primary stress and /ˌ/ as secondary stress. Stress gives emphasis to a particular syllable of word. Words with more than one

syllable have stressed and unstressed syllable. Stressed syllable pronounced louder, longer, different in pitch, clearly articulated, and pronounced with larger jaw, lip and facial movement. Here is the rule of putting the stressed based on Underhill (2005:56)

- Stress in two-syllable nouns/verbs

- To stress nouns and adjectives on the first syllable.

Eg: „export, „increase, „permit.

- To stress verbs on the second syllable.

Eg: ex“port, in“crease, per“mit

- Stress in compound nouns

- The main stress in a compound formed from two separate words is likely to be on the second word. Most of these might more accurately be termed collocating e.g.: town'centre, black'magic, science'fiction, black“hole.

- The main stress in a compound formed from two joined or hyphenated words is likely to be on the first word: e.g.: 'football, 'seaside, 'motorway, 'handbag, 'greenhouse. As Kelly (2000:3) there are several kinds of English intonation, as follows:

- The speaker asks for the first time Where do you live?

- The speaker should ask for the second, because of having forgotten the first information Where do you live?

- Request sentence

I’d like a cup of herbal TEA (A simple sentence)

I’d like a cup of HERBAL tea (Not any other sort of tea)

I'd like a CUP of herbal tea (Not a mug).

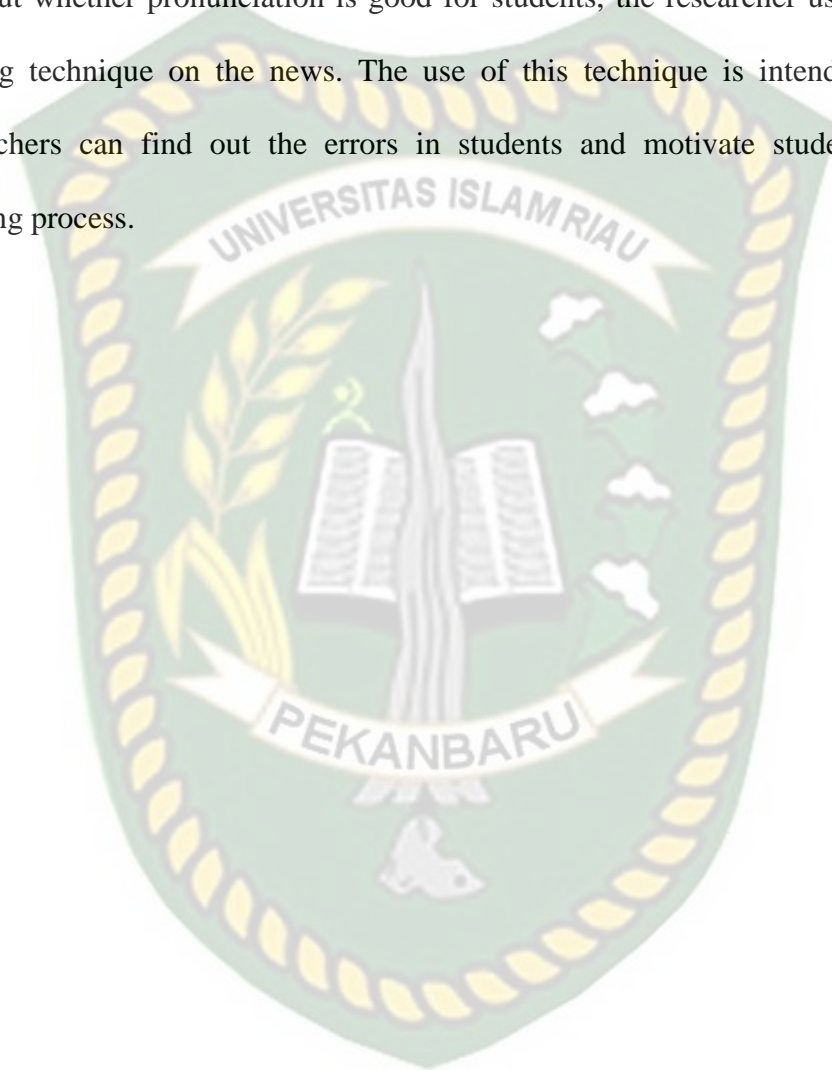
2.6 Definition of Reading

Reading is an easy, fun and very useful way to improve many aspects of our English. can improve vocabulary, comprehension, and grammar. Reading text in English can help us in many aspects of learning. When we read in English, we are studying news words and grammatical structures. One of the best ways to improve students' English skills is by reading. When students' reading skills in English are strong, they will notice a difference in their overall English skills.

According to Grabe and Stoller (2002: 9), reading is the ability to extract meaning from the printed page and interpret this information appropriately. Even in this modern era of multimedia and high-tech environments, most of us still rely on reading skills to gain information or broaden our knowledge. Whether it's a sports fan rushing to the pages of a sports newspaper, an investor checking the finance page or a tennis instructor who needs to know the weather weather forecasts, the information available to them are all printed and must be processed through reading. In literature, reading skills are very important because so much need to know is communicated via written text: instructions on how to get out of an underground parking area, instructions on how to operate at a self-service gas station, or precautions to take when trying a new medication or ointment. We cannot understand in modern society without reading. But for some, this is not an easily accessible skill.

2.7 Assumptions

This study aims to determine the pronunciation of English for students. To find out whether pronunciation is good for students, the researcher used the text reading technique on the news. The use of this technique is intended so that researchers can find out the errors in students and motivate students in the learning process.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of this research was conducted by using qualitative research. According to Arikunto (2010: 13) states that "qualitative research does not the sample used and population approach.

3.2 Source of Data

3.2.1 Location and Time of Research

The location in this research is FKIP Universitas Islam Riau on Jl. Kaharuddin Nasution, Pekanbaru, Riau. The researcher chose this location because the English department of the Riau Islamic University has a pronunciation practice subject. And this place is easier to retrieve data and does not require a lot of time and spend a lot of money. The research time is in English education students, especially at the fifth semester. This can make it easier for researchers to collect data to be analyzed.

3.2.2 Population and Sample

Respondents in this study were students of English education at Riau Islamic University. Researchers take students as respondents because students are taken subjects of pronunciation practice. For this research subjects only 15 students from fifth semester of English education to be analyzed because 15 from

153 more students are considered sufficiently representative as a sample of this research. From 153 students as a population, 15 students are taken as samples. The researchers determined the subjects of the research randomly. Below is a table of populations and samples:

Table 3.2.2 Populations and Samples

Class	Students
5A	33
5B	32
5C	39
5D	43
Total	147
Samples	15

3.2.3 Research Instrument

The instruments of the study that will be applied in this research is:

A. Recording Text

Recording is an instrument used by researchers in this study. The researcher used the record to analyze how students pronounced the words from a reading text, then the researcher checked the pronunciation of the word.

B. Interview

On this study also used a test through interviews consisting of direct questions and answered directly by study participants. In this study the interview aims to obtain more valid data from students. The interview will make it easier for researchers to find more data on student difficulties in learning pronunciation.

3.2.3 The Interview

No	Indicator	Questions
1	Causes of Error Pronunciation	What are the causes of pronunciation error of a word or a sentence?
2	Vowel Error	What are the causes of Vowel pronunciation error of a word or a sentence?
3	Consonant Error	What are the causes of Consonant pronunciation error of a word or sentence?

3.3 Data Collection Technique

To get better results from this research, researchers used recording techniques and text for data collection. Thus researchers can more easily collect data from subjects or students of English.

1. Recording

According to Merriam Webster's dictionary, a recording is sound, a visual image, data that will be registered on something (such as a disk or magnetic tape) in reproducible form, something that remembers or relates to past events. Official documents that record the actions of public bodies or officials, official copies of

documents kept with legally appointed officers. Official copy of paper used in legal cases.

Data collection from the research sample was recorded with a smartphone.

The following are some of the steps applied in this research:

- Researchers create groups with students via telephone or social media (Whats app) because in the situation is pandemic, the researcher taking the data via online.
- Researchers provide instructions to students.
- The researcher asked students to name each of them before starting to record.
- Students record text.
- The researcher analyzed the students' pronunciation by listening the record.
- The researchers corrected the words from the recording.
- The researcher calculates the value or data of several students in pronouncing words.

2.Interview

In this data collection also used interviews by giving several questions about pronunciation. with the interview, the researcher can find out more about what causes errors in students' pronunciation.

3.4 Data Analysis Technique

This research will be conducted in a descriptive qualitative manner, due to efforts to find out the words spoken by students in English education.

Data analysis technique steps:

This research will be conducted in a descriptive qualitative manner, because it is an effort to find out the words spoken by students in English education.

Data analysis technique steps:

1. Record student performance

Students record their own reading with a recording device on their cell phone.

2. Write a phonetic transcription

The researcher writes the correct phonetic transcription for each word in the reading text.

3. Analyze students' pronunciation errors

Researchers analyzed students' pronunciation errors. The researcher listens to the student's notes then makes an explanation of the pronunciation error.

4. Classifying the students' error pronunciation

The researcher calculates the students' error then classifies the errors

$$Mx = \frac{x}{N} \times 100\%$$

N

Mx = The Percentage of students who pronounce correctly

x = Number of students who pronounce correctly

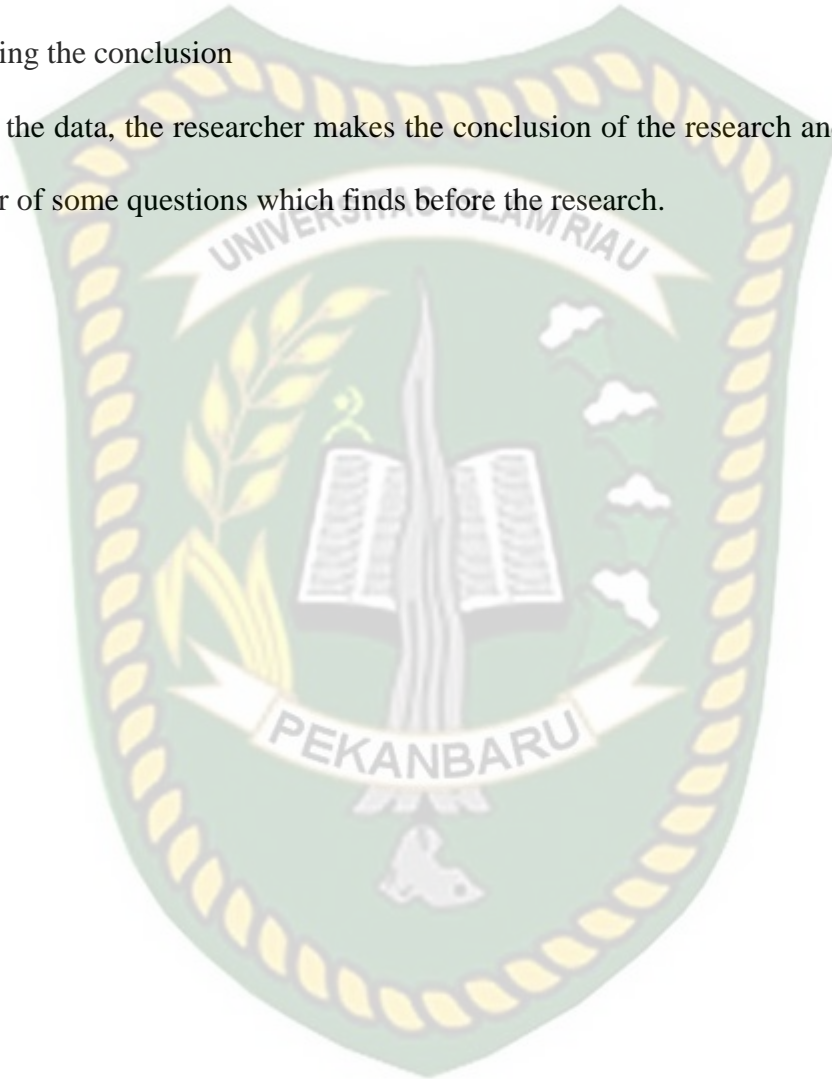
N = Total of students

5. Interview

Researchers conducted interviews with students about pronunciation errors to students with several questions.

6. Giving the conclusion

By all the data, the researcher makes the conclusion of the research and states the answer of some questions which finds before the research.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Finding

The data of this research study is the students' pronunciation in reading English text.

The researcher did some steps to get the data as follows:

1) Giving reading text to the students, the students recorded their pronunciation.

Then the researcher checked their pronunciation to know whether they were correct or incorrect in pronouncing each word.

2) Analyzing students' pronunciation.

3) Interview and Give some questions

4) Find out about what causes errors in students' pronunciation.

4.1.1 The Transcriptions of Students in Reading Text

From 15 students in reading text, the researcher finds 31 errors. The researcher's analysis focuses on the pronunciation of vowel and consonant. Based on description above, the researcher presents the table.

Table 4.1.1

No	Word	Correct	Incorrect	Total	
		Pronunciation	Pronunciation	Correct	Incorrect
1	Indonesian	/ɪnd 'ni zi n/ /ɪnd 'ni n/	/ɪnd 'næ si n /	5	10

2	Used	/Ju:st/	/use/	8	7
3	Tuesday	/'tju:zdeɪ/(NamE) /'tu:zdeɪ/(BrE)	/tusdeɪ/	9	6
4	Of	/ v/	/ f/	8	7
5	Three	/ ri:/	/tri/	6	9
6	National	/næ n l/	/næsien l/	7	8
7	Java	/d v /	/ d fa/	7	8
8	president	/prez id nt/	/pres id int/	6	9
9	Creation	/kri'eɪ n/	/kri'e s n/	8	7
10	Report	/rɪ p rt/ /rɪ p t/	/rɪ ports/	7	8
11	Police	/ P 'lis/	/P lis/	4	11
12	Water	/w t (r)/ /w t r/	/ w ter/	4	11
13	Cannon	/kæn n/	/kæn n/	5	10
14	Tear	/te r/ /ter/	/tɪr/	7	8
15	Gas	/gæs/	/ges/	6	9
16	Jobs	/d bs/ /d :bs/	/d ps/	10	5
17	Disperse	/disp s/	/ dispers/	10	5

		/disp rs/			
18	Protester	/pr test (r)/ /pr test r/	/ pro test/	3	12
19	Law	/l /	/l w/	4	11
20	Island	/aɪ l nd/	/ɪs l nd/	5	10
21	Earlier	/ :li/(BrE) / r li/(NAmE)	/ɪr li //	5	10
22	Peacefully	/pisfl/	/pɪs ful/	5	10
23	Across	/ 'kr s/(BrE) / 'kr s/(NAmE)	/e'kros/	6	9
24	Archipelago	/ :ki'pel g / / :rki'pel go /	/ rk 'pel go /	7	8
25	Against	/ 'genst/, / 'genst/	/ 'gens/	7	8
26	Omnibus	/ :mnɪb s/ / :mnɪb s/	/om ni b s/	7	8
27	Worker	/w :k (r)/ /w :rk r/	/wor k r/	6	9
28	Passed	/p :s/ /pæst/	/ past/	6	9
29	Spokesman	/'sp ksm n/ /'spo ksm n/	/spoks m n/	5	10

30	Strike	/straik/	/stræk/	6	9
31	Rallying	/ræliɪ /	/relling/	6	9

From the table of the students' pronunciation in reading text above, it can be concluded that:

- 1) For the pronunciation "Indonesian", 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$Mx = \frac{5}{15} \times 100\% \\ = 33,3\%$$

- 2) For the pronunciation "Police", 53,3% of the students pronounce correctly and 46,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$Mx = \frac{8}{15} \times 100\% \\ = 53,3\%$$

- 3) For the pronunciation "Water", 60% of the students pronounce correctly and 40% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$Mx = \frac{9}{15} \times 100\% \\ = 60\%$$

- 4) For the pronunciation “Cannon”, 53,3% of the students pronounce correctly and 46,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{8x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 5) For the pronunciation “Tear”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 6) For the pronunciation “Gas”, 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 7) For the pronunciation “Disperse”, 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the

percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 8) For the pronunciation “Protester”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 9) For the pronunciation “Rallying”, 53,3% of the students pronounce correctly and 46,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{8x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

- 10) For the pronunciation “New”, 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

$$= 33,3\%$$

11) For the pronunciation “Jobs”, 26,6% of the students pronounce correctly and 73,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{4x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

12) For the pronunciation “Law”, 26,6% of the students pronounce correctly and 73,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{4x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

13) For the pronunciation “Island”, 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{5x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

14) For the pronunciation “Java”, 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage

of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

15) For the pronunciation “Spokesman”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

16) For the pronunciation “Reports”, 66,6% of the students pronounce correctly and 33,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{10x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

17) For the pronunciation “Earlier”, 66,6% of the students pronounce correctly and 33,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{10x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

$$= 33,3\%$$

18) For the pronunciation “Workers”, 20% of the students pronounce correctly and 80% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{3x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

19) For the pronunciation “Students”, 26,6% of the students pronounce correctly and 73,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{4x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

20) For the pronunciation “Protested”, 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{5x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

21) For the pronunciation “Peacefully”, 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the

percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{5x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

22) For the pronunciation “Across”, 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{5x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

23) For the pronunciation “Archipelago”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

24) For the pronunciation “Strike”, 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \end{aligned}$$

$$= 33,3\%$$

25) For the pronunciation "Against", 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

26) For the pronunciation "President", 46,6% of the students pronounce correctly and 53,3% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{7x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

27) For the pronunciation "Omnibus", 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

28) For the pronunciation "Creation", 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of

the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

29) For the pronunciation “Which”, 33,3% of the students pronounce correctly and 66,6% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{5x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

30) For the pronunciation “Passed”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

31) For the pronunciation “Passed”, 40% of the students pronounce correctly and 60% of the students pronounce it incorrectly. To get the percentage of the students who pronounce the word correctly, the researcher used the following formula:

$$\begin{aligned} Mx &= \frac{6x}{15} 100\% \\ &= 33,3\% \end{aligned}$$

4.2 Discussion of the Students' Error Pronunciation

From the transcription, the students still make a lot of error on pronunciation. From their record of reading text they make 31 errors. It consists of 10 errors of pronouncing consonant, and 21 errors of pronouncing vowel. The error pronouncing consonant occurs on 10 sounds. They are /v/, / /, /t/, /z/, /t /, /d /, / /, /r/, /g/, and /w/. It is because English irregular and inconsistency on pronunciation. Like on consonant /z/, English spells it as the letter *s* but they also have the consonant /s/. It is confusing. For example on the word „seat“ which is pronounced as /s/, but rise is pronounced as /z/. The other reason is sometimes there is no equivalent sound in Indonesian, like in the most errors on pronouncing Consonant/ /.

The next error category is vowel error pronunciation. This category is the most error that the subjects done. There are 31 errors. Most errors occur on English vowel that Indonesian does not have that is diphthong, they are /æ/, /e /, sand / / . They are also confused whether they have to pronounce /e/ or / /.

a. Consonant

Here is the table of English Consonant to make the description clear:

English Consonants		Place of Articulation							
		Front			Back				
		Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Manner of Articulation	Plosive	p b			t d			k g	
	Affricative					tʃ dʒ			
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Nasal	m			n			ŋ	
	Lateral Approximant				l	r	j	w	

Here is the table 4.2.1 of the students' consonant error pronunciation and

Description of error:

No	Word	Correct Pronunciation	Student's Pronunciation	Description
1	Indonesian	/ind 'ni zi n/ /ind 'ni n/	/ind 'næ si n /	Consonant /z/ should be pronounced in voiced alveolar fricative. Some subjects pronounce it in voiceless alveolar fricative. The sound produced is incorrect because it sounds like /s/, while it should be /z/.
2	Used	/Ju:st/	/use/	Consonant /z/ should be pronounced in voiced alveolar fricative. Some

				<p>subjects pronounce it in voiceless alveolar fricative. The sound produced is incorrect because it sounds like /s/, while it should be /z/.</p>
3	Tuesday	<p>/ˈtju:zdeɪ/(NamE) /ˈtu:zdeɪ/(BrE)</p>	/tusdeɪ/	<p>Consonant /z/ should be pronounced in voiced alveolar fricative. Some subjects pronounce it in voiceless alveolar fricative. The sound produced is incorrect because it sounds like /s/, while it should be /z/.</p>
4	Of	/ v/	/ f/	<p>Consonant /v/ should be</p>

				<p>pronounced in voiced labio dentals fricative, but the subject pronounces it in voiceless labio-dental fricative. The sound produced is incorrect because it sounds like /f/, while it should be /v/.</p>
5	Three	/ ri:/	Tri	<p>Consonant / / should be pronounced in dental fricative, but some subjects pronounce it in alveolar plosive. The sound produced is incorrect because it sounds like /t/, while it should be / /.</p>
6	National	/næ n l/	/næsien l/	<p>Consonant / / should be pronounced in</p>

				<p>palatoalveolar fricative, but some subjects pronounce it in alveolar fricative.</p> <p>The sound produced is incorrect because it sounds like /s/, while it should be /ʃ/.</p>
7	Java	/d v /	/d fa/	<p>Consonant /v/ should be pronounced in voiced labio-dentals fricative, but the subject pronounces it in voiceless labio - dental fricative.</p> <p>The sound produced is incorrect because it sounds like /f/, while it should be /v/</p>

8	president	/prez id nt/	/pres id int/	<p>Consonant /z/ should be pronounced in voiced alveolar fricative. Some subjects pronounce it in voiceless alveolar fricative. The sound produced is incorrect because it sounds like /s/, while it should be /z/.</p>
9	Creation	/kri'ei n/	/kri'e s n/	<p>Consonant / / should be pronounced in palatoalveolar</p>

				<p>fricative, but some subjects pronounce it in alveolar fricative.</p> <p>The sound produced is incorrect because it sounds like /s/, while it should be /t/.</p>
10	Report	<p>/rɪ p ɹt/ /rɪ p t/</p>	/rɪ ports/	<p>Consonant /t/ should be pronounced in alveolar plosive, but the subject pronounces it in velar plosive. The sound produced is incorrect because it sounds like /ts/, while it should be /t/.</p>

A. Vowel

To make the description clear, here is the English vowel:

Vowel	Front	Center	Back
Close	i: ɪ		u:
Mid	E	:	:
Open	Æ	ʌ	:

This table 4.2.2 describes the students' vowel errors pronunciation:

No	Word	Correct pronunciation	Students' pronunciation	Description
1	Police	/P 'lis/	/P lis/	Vowel / / is pronounced in center mid position of the tongue, but the subject pronounces it in back middle of the tongue. The sound produced is incorrect, because

				it sounds like / :/ while it should be / /
2	Water	/w t (r)/ /w t r/	/ w ter/	Vowel / / is pronounced in center mid position of the tongue, but the subject pronounces it in front middle of the tongue. The sound produced is incorrect, because it sounds like /e/ while it should be / /
3	Cannon	/kæn n/	/kæn n/	Vowel / / is pronounced in center mid position of the

				<p>tongue, but the subject pronounces it in back middle of the tongue. The sound produced is incorrect, because it sounds like / :/ while it should be / /</p>
4	Tear	<p>/te r/ /ter/</p>	/tr/	<p>Vowel /e/ is pronounced in Front middle position of the tongue, but the subject pronounces it in front close of the tongue. The sound produced is incorrect, because it sounds</p>

				like /ɪ/ while it should be /e/
5	Gas	/gæs/	/ges/	Vowel /æ/ is pronounced in open position of the tongue, but the subject pronounces it in front middle of the tongue. The sound produced is incorrect, because it sounds like /e/ while it should be /æ/

6	Jobs	/d bs/ /d :bs/	/d ps/	Vowel / / is pronounced in Back open position of the tongue, but the subject pronounces it in back middle of the tongue. The sound produced is incorrect, because it sounds like / / while it should be / /
7	Disperse	/disp s/ /disp rs/	/dispers/	Vowel / / is pronounced in center middle position of the tongue, but the subject pronounces it in front middle of the tongue. The

				<p>sound produced is incorrect, because it sounds like /e/ while it should be / /</p>
8	Protester	<p>/pr test (r)/ /pr test r/</p>	/ pro test/	<p>Vowel / / is pronounced in Center middle position of the tongue, but the subject pronounces it in front middle of the tongue. The sound produced is incorrect, because it sounds like /e/ while it should be / /</p>
9	Law	/l /	/l w/	<p>Vowel / / is pronounced in Back mid position of the</p>

				<p>tongue, but the subject pronounces it in back open of the tongue. The sound produced is incorrect, because it sounds like / / while it should be / /</p>
10	Island	/aɪ l ɪ nd/	/ɪ s l ɪ nd/	<p>Vowel / aɪ / is pronounced in closing position of the tongue, but the subject pronounces it in center middle of the tongue. The sound produced is incorrect, because it sounds like / ɪ / while it should be</p>

				/ aɪ /
11	Earlier	/ :li/(BrE) / r li/(NAme)	/ɪr li /	Vowel / / is pronounced in Center middle position of the tongue, but the subject pronounces it in front close of the tongue. The sound produced is incorrect, because it sounds like / i / while it should be / /
12	Peacefully	/pɪsfl/	/pɪs ful/	Vowel /i:/ is pronounced in the same place with vowel /ɪ/. They are pronounced in front close position of the

				<p>tongue. But vowel /i:/ should be pronounced longer than /ɪ/. It is called long vowel. The subject pronounced /i:/ in short which makes incorrect.</p>
13	Across	<p>/ 'kr s/(BrE) / 'kr s/(NAme)</p>	/e'kros/	<p>Vowel / / is pronounced in center mid position of the tongue, but the subject pronounces it in front middle of the tongue. The sound produced is</p>

				incorrect, because it sounds like /e/ while it should be / /
14	Archipelago	/ :kɪ'pel g / / :rki'pel go /	/ rk 'pel go /	Vowel /ɪ/ is pronounced in Front close position of the tongue, but the subject pronounces it in front close of the tongue. The sound produced is incorrect, because it sounds like / / while it should be /ɪ/
15	Against	/ 'genst/,/ 'gemst/	/ 'gæns/	Vowel / i/ is pronounced in

				<p>Closing position of the tongue, but the subject pronounces it in front open of the tongue. The sound produced is incorrect, because it sounds like /æ/ while it should be / i/</p>
16	Omnibus	<p>/ :mnɪb s/ / :mnɪb s/</p>	/om ni b s/	<p>Vowel / / is pronounced in Back open position of the tongue, but the subject pronounces it in back middle of the tongue. The</p>

				<p>sound</p> <p>produced is</p> <p>incorrect,</p> <p>because it sounds</p> <p>like /o/</p> <p>while it should be</p> <p>/ /</p>
17	Worker	<p>/w :k (r)/</p> <p>/w :rk r/</p>	/wor k r/	<p>Vowel / / is</p> <p>pronounced in</p> <p>center middle</p> <p>position of the</p> <p>tongue, but the</p> <p>subject</p> <p>pronounces it in</p> <p>back middle</p> <p>of the tongue. The</p> <p>sound</p> <p>produced is</p> <p>incorrect,</p> <p>because it sounds</p> <p>like /o/</p> <p>while it should be</p> <p>/ /</p>

18	Passed	<p>/p :s/</p> <p>/pæst/</p>	/ pʌst/	<p>Vowel /æ/ is pronounced in Front open position of the tongue, but the subject pronounces it in centre open of the tongue. The sound produced is incorrect, because it sounds like /ʌ/ while it should be /æ/</p>
19	Spokesman	<p>/ˈsp ksm n/</p> <p>/ˈspo ksm n/</p>	/spoks m n/	<p>Vowel /o / is pronounced in Final position of the tongue, but the subject pronounces it in</p>

				<p>back mid of the tongue. The sound produced is incorrect, because it sounds like /o/ while it should be /o /</p>
20	Strike	/strak/	/stræk/	<p>Vowel /aɪ / is pronounced in closing position of the tongue, but the subject pronounces it in back mid of the tongue. The sound produced is incorrect, because it sounds like /æ/</p>

				while it should be / aɪ /
21	Rallying	/ræliɪ /	/relling/	<p>Vowel /æ / is pronounced in open position of the tongue, but the subject pronounces it in front mid of the tongue. The sound produced is incorrect, because it sounds like /e/ while it should be / æ /</p>

4.3 Interview about the causes of pronunciation errors of students.

In this section the researcher takes the data collected from the questions section.

The questions that must be answered by 15 students to collect data.

No	Questions	Answer
1	What are the causes of pronunciation error of a word or a sentence?	1. lack of knowledge in learning english 2. The mother tongue is not english, while english is L2 3. Dont practice english into daily life 4. There are still many vocab but dont know fully 5. Learn english only at school, not at home or in their environment.
2	What are the causes of Vowel pronunciation error of a word or a sentence?	occurs as a result of interlingual and itralingual factors
3	What are the causes of Consonant pronunciation error of a word or a sentence?	occurs as a result of interlingual and itralingual factors

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the discussion on the previous chapter, two conclusions and suggestions as result of the research will be described as follows:

5.1 Conclusion

After conducting research on the analysis of students' pronunciation errors in reading texts at English Education FKIP UIR, the researchers concluded:

1. The most common students' pronunciation errors occurred in the pronunciation of vowels. The student made 21 vowel pronunciation errors. The consonant pronunciation error occurred in 10 sounds. The total number of errors they made was 31 errors.
2. From the interviews conducted, 15 students answered the questions about the causes of students' pronunciation errors as follows:
 - a. Their lack of knowledge in learning english
 - b. The mother tongue is not english, while english is L2
 - c. They have difficulty pronouncing and memorizing words or vocab
 - d. They depend on dictionaries or translations
 - e. They dont practice english into their daily life
 - f. There are still many vocab they dont know fully
 - g. Their native language also affects when pronouncing a new language
 - h. They learn english only at school, not at home or in their environment.

So, they are not used to speaking english.

- i. They didn't learn English from the under puberty and that is also one of the reasons for the pronunciation errors.

5.2 Suggestion

Based on the conclusions above, the researcher would like to present suggestions to avoid pronunciation errors as follow:

1. For the Students

The students should be more aware about their pronunciation. They realize that pronunciation is important, but sometimes they ignore the error they made. Then, the students should be more often to check the dictionary when they feel confused on pronouncing some words. Make it sure that people's correction is true. The last, the students should understand the theory of phonology, and then apply the theory on the practices. They can do more practices on pronunciation by listening English song, watching English movie, browsing videos, article, or any tips from internet. It is because there are many people on internet who give English lesson.

2. For the Lecturer

Theory is important, but lecturers of phonology must realize that practice is important too. They have to apply the theory they teach to students, so that students really understand how to produce consonants, vowels, diphthongs and the suprasegmental features of English from the speech. That way, students will produce fewer errors or errors in pronunciation.

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