

**AN ANALYSIS OF PRONUNCIATION ERRORS IN STUDENTS'
SPEAKING PERFORMANCE BY THE FIRST GRADE STUDENTS OF
SMA N 3 BUKITTINGGI**

THESIS

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1) Degree of English
Language Teaching*



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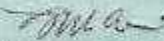
An Analysis of Pronunciation Errors in Students Speaking Performance by the
First Grade Students of SMA N 3 Bukittinggi

Padang, Agustus 2019

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Dengan ini menyatakan, bahwa Tugas Akhir saya dengan judul *An Analysis of Pronunciation Errors In Students Speaking Performance by the First Grade Students of SMA N 3 Bukittinggi* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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ABSTRAK

Adila, Sherly. 2019. *An Analysis of Pronunciation Errors in Students' Speaking Performance by the First Grade Students' of SMAN 3 Bukittinggi*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang

Penelitian ini bertujuan untuk menentukan kesalahan pengucapan siswa dalam mengucapkan suara konsonan dalam kinerja berbicara. Penelitian ini adalah deskriptif kuantitatif dengan 352 populasi. Sampel penelitian ini adalah 64 siswa yang dipilih dengan menggunakan teknik cluster random sampling. Data dikumpulkan melalui tes pengucapan, kuesioner, dan wawancara. Tes pengucapan dan kuesioner dianalisis dengan menggunakan persentase, sedangkan rekaman wawancara ditranskripsikan dan diklasifikasikan. Temuan menunjukkan bahwa (1) ada 6 jenis kesalahan konsonan yang dilakukan oleh pelaksanaan berbicara siswa, yaitu Alveolar (38,18%), Interdental (34,65%), Alveo-palatal (12,20%), Labiodental (11,81%), Velar (1,79%), dan Bilabial (1,38%); (2) faktor-faktor yang menyebabkan kesalahan pengucapan dalam pelaksanaan berbicara adalah (a) gangguan bahasa ibu mereka (81,25%), (b) kurangnya kesempatan dalam kehidupan sehari-hari (66,67%), (c) pelajaran yang tidak menantang (56,25%) , (d) menjadi pembelajar pasif (59,37%), dan (e) kurang percaya diri saat berbicara (62,50%). Oleh karena itu, dapat disimpulkan bahwa ada 6 jenis kesalahan konsonan dalam kinerja berbicara siswa dan banyak kesalahan dalam mengucapkan suara alveolar. Sebagai hasilnya, siswa perlu melakukan lebih banyak latihan dalam mengucapkan bunyi konsonan dalam berbicara untuk membuat mereka lebih terbiasa dengan bunyi- bunyi tersebut.

Kata Kunci: Kesalahan Pengucapan dan Kinerja Berbicara

ABSTRACT

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This study aims to determine students' pronunciation errors in pronouncing consonant sounds in speaking performance. This research is descriptive quantitative with 352 population. The sample of this study was 64 students who were selected by using cluster random sampling technique. The data were collected through pronunciation test, a questionnaire, and interview. The pronunciation test and the questionnaire were analyzed by using percentage, while the interview recordings were transcribed and classified. The findings show that (1) there are 6 kinds in consonant errors made by students' speaking performance, namely Alveolar (38.18%), Interdental (34.65%), Alveo-palatal (12.20%), Labiodental (11.81%), Velar (1.79%), and Bilabial (1.38%); (2) the factors that cause pronunciation errors in speaking performance are (a) interference of their mother tongue (81.25%), (b) lack of opportunity in the daily life (66.67%), (c) unchallenging lessons (56.25%), (d) being passive learners (59.37%), and (e) lack of self confidence while performing (62.50%). Therefore, it can be concluded that there are 6 kinds of consonant errors in students' speaking performance and many errors in pronouncing alveolar sounds. As the results, the students need to have more exercises in pronouncing the consonant sounds in speaking in order to make them more familiar with the sounds.

Key words: Pronunciation errors and speaking performance

ACKNOWLEDGEMENT

Alhamdulillahirrabil'alamin, all praise is upon Allah *Subhanahu Wata'ala*, the Lord of every living creature, with his uncountable blessing and kindness that has given the writer good health and welfare to finish this thesis entitled: ***An Analysis of Pronunciation Errors in Students' Speaking Performance by the First Grade Students' of SMAN 3 Bukittinggi***. Also, *Shalawat and Salam* is delivered to the greatest leader for human beings, the Prophet Muhammad *Salallahu 'Alaihi Wasallam*.

Furthermore, the writer would like to express her sincere gratitude to the honorable advisor, Dr. Refnaldi, S. Pd, M.Litt., for his valuable assistance and inspiration to the completion of this thesis. Her sincere thanks also go to the examiners, Dr. Zul Amri, M. Ed., and Dra. Aryuliva Adnan, M. Pd. In addition, the writer would like to express her thanks to the validator, Nur Rosita, S.Pd., M.A. The writer also would like to express deep gratitude to Dr. Zul Amri, M. Ed. as her academic advisor for his guidance and advice during her study. Moreover, the writer does not forget to express her thanks to all the lectures and staff of English Department for sharing her precious knowledge and learning experience in college.

Finally, the writer expresses her sincerest gratitude to her great and beloved parents, sister and Naufal Pangestu, who always gives her countless love, send her powerful prayers, and also give both mentally and financially support which help the writer to finish her study. The writer lastly would like to express her thanks to Dini, Halma, Titis, and other ***K3-2015*** fellows for the unforgettable moment she had while studying in English Department.

Padang, July 31, 2019

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study that explains the reasons for conducting this research. Limitation of the problem is also presented in this chapter. Besides, it contains the research questions that come up from some cases, the purposes of the research that explain the aims of conducting this research, significances of the research containing theoretical and practical benefits. Furthermore, the definition of key terms defining the variables used in this research is also provided in this chapter.

A. Background of the Problem

In the last twenty years, the pronunciation has been taught implicitly but it tends to be neglected by Kelly (2001). The fact that pronunciation tends to suffer from neglect may not be due to teachers lacking interest in the subject but rather to a feeling of doubt as to how to teach it. At that time, teachers have less knowledge about pronunciation theory and inexperienced might be very interested in pronunciation. Teacher's attention is still prioritizing on grammar and vocabulary. Furthermore, changes in meaning can affect miscommunication, because the message is not delivered correctly, and the hearer cannot catch what means. Thus, researchers consider this topic important because it deals with pronunciation errors, which cause changes in meaning and misunderstanding.

In the last ten years, the pronunciation has been taught and already introduced with place and manner of articulation of sounds, visual transcriptions, and all the suprasegmental features (Yudo, 2010). On the other hand, most of the young learners

today believe to be having a low ability in pronunciation. Their pronunciation still does not meet the Standard English pronunciation and is still far from the teacher's expectations for correct English pronunciation. Last, most of the students may have problems to pronounce English consonants, although the students' get English lessons in their school, but cannot master English pronunciation well. Therefore, students often make errors especially in doing a speaking performance.

Having a good pronunciation is very important for learners because having the wrong pronunciation or sounds will impact the different meaning for the listener. Students must be able to say sounds that are easy to understand and what they will say. The listener can comprehend the meaning of what is said easily if the speakers speak with clearly. So, a teacher needs to teach students and give knowledge about having a correct pronunciation in the classroom (Abbas Pourhosein, 2013). If the students speak with incorrect pronunciation, it creates misunderstanding in meaning or people involved in a conversation are offended.

There are some reasons why students make a lot of errors in pronouncing a sound (Na'ama, 2011; Alimemaj, 2014; Hassan and Muhammad, 2014). According to Na'ama (2011), the effect of mother tongue is one of the most problems because, in learning a foreign language, the first language of the learner will influence their foreign language pronunciation, therefore, learners sometimes feel confused to pronounce the English word especially producing English consonants sound. Alimemaj (2014) says that learners rarely practice in pronouncing the English sound because there is limited time to do in the class and they do not practice it at home. Thirdly, learners find that English is difficult to pronounce because there are the different sound system between

English and Indonesian language. At school, there is less time section in teaching pronunciation to the students. The learners still have low motivation in learning English because they think that English is a difficult subject. Last, Hassan and Muhammad (2014) state that some students got difficulties to remember how to pronounce English consonant sounds. The reason is that Indonesian languages have twenty-one consonant sounds while English languages have twenty-five consonant sounds.

Some studies are focusing on vowel production (Yiing, 2011; Riadi, 2013; Fitria, 2014; Aktug, 2015; Novalina, 2016). Yiing (2011) focuses on pronunciation errors in English made by six Chinese studies undergraduates according to contrastive analysis and error analysis with these pronunciation errors are neither coincidental nor randomly made. Riadi (2013) investigates students' error in pronouncing English vowel at SMPN 2 Menganti, Gresik. Fitria (2014) analyzes the quality of how well the students pronouncing short and long vowels and what are the factors which cause the problems in pronouncing those vowels made by the second-semester students of English education study program in FKIP Untan in academic year 2012/2013. Aktug (2015) analyzes the common English pronunciation errors on the vowel of the seventh- grade Turkish students. Novalina (2016) analyzes of research about An Analysis of Pronunciation Errors by the Fourth Semester Students of English Education Study Program at UNIKA. In conclusion, the issues about focusing on vowel productions are still interesting to be studied until now.

There are also many studies focusing on consonant production (Riyani, 2013; Astuti, 2014; Hassan, 2014; Sanjaya, 2014). Riyani (2013) analyzes the pronunciation errors of consonants English Second Language learners in Stamford International

Community School (SICS), especially in Kindergarten 2 students. Astuti (2014) analyzes the problems in English pronunciation, the factors; some techniques that help the Sudanese students of English improve their pronunciation. Hassan (2014) analyzes pronunciation errors made by Indonesian singers in Malang in singing English songs. Sanjaya (2014) analyzes the errors of pronouncing vowels and consonant in NHK World TV News line Reporters. In conclusion, the issues about focusing on consonant productions are still interesting to be studied until now.

Most of these researchers did the research focusing on kinds of pronunciation and its factors. Moreover, there has not been any researcher who studied pronunciation in the speaking performance, so this present study fills this gap by analyzing pronunciation error in students speaking performance and continuing the discussion of pronunciation holistically. Therefore, this research focuses on analyzing the pronunciation errors in consonant production because the researcher wants to know the pronunciation errors from consonant production made by first grade students in speaking performance.

The study conducted in SMAN 3 Bukittinggi. The reason for choosing SMAN 3 Bukittinggi is because based on observers' observations in the school, there are still obstacles faced by students in pronouncing the correct pronunciation in speaking performance. English teachers in this school give little attention to pronunciation teaching. The teachers started teaching pronunciation while they introduce vocabulary. Majority of textbooks advise teachers to teach pronunciation in this way. Unfortunately, foreign language learners like Indonesian students will get difficulties, as they must learn to recognize the various sounds in the language. That kind of teaching strategy

cannot improve students' English pronunciation. Thus, most of the students frequently make pronunciation errors when they try to speak in English. The teacher asks students to do a telling a story, doing dialogue and create a story then come forward one by one and the teacher checks the students' pronunciation.

In an interview with an English teacher at SMAN 3 Bukittinggi, if the teacher taught their pronunciation and told students to come to the front of the class to speak English, there were several obstacles experienced by the teacher and errors in pronunciation made by students. They have difficulty in pronouncing consonant sounds especially in /z/, /f/, /θ/, /ð/, and /t/ sounds and sometimes what is said to be misunderstood because of errors made by the student's pronunciation. They also have to learn to recognize various sounds in the language and make it difficult for students to mention some consonant sounds that have been difficult to correct because of the influence of the mother tongue.

However, there are still a lot of pronunciation errors in speaking performance made by the students. It encourages the researcher to make a deep research on it. Based on this fact, the researcher is interested in finding out the pronunciation error in terms of consonants and the factors made by the second-grade students. Thus, all the above statement inspires the writer to write and conducting research entitled "*An Analysis of Pronunciation Errors in Students' Speaking Performance by the Second Grade Students of SMA N 3 Bukittinggi*".

B. Identification of the Problem

Based on the background of the problem above, it can be identified that there are many problems found by the researcher. First, the effect of the mother tongue is one of the most problems. In learning a foreign language, the first language of the learner will influence their foreign language pronunciation, therefore, learners sometimes feel confused to pronounce the English word especially in pronouncing English consonants sound. Secondly, learners rarely practice in pronouncing the English sound because there is limited time to do in the class, and do not practice it at home. Thirdly, learners find that English is difficult to pronounce because there are the different sound system between English and Indonesian language. Fourth, there is less time section in teaching pronunciation to the students at school. Fifth, the learners have low motivation in learning English, because they think that English is a difficult subject. Lastly, some students got difficulties to remember how to pronounce English consonant sounds. Then, students often make errors especially in doing a speaking performance. When English consonant is not pronounced well, the meaning that will be delivered by the hearer is also different.

C. Limitation of the Problem

It is stated previously, there are many reasons related to each other and try to diminish pronunciation errors. The research limited to analyzing the kinds of students' pronunciation errors on consonant sounds and the factors that the students' make pronunciation errors by first grade students in speaking performance.

D. Formulation of the Problem

Concerning to the limitation above, the formulation of the problem states as what are students' pronunciation errors in speaking performance at SMAN 3 Bukittinggi?

E. Research Questions

Based on the formulation of the problem above, the research questions can be formulated as follows:

1. What kinds of pronunciation error on consonants sounds are made by first grade students in speaking performance?
2. What are the factors student's pronunciation errors on consonants in speaking performance?

F. The Purposes of the Research

This research is conducted to

1. To find out the kinds of pronunciation errors on consonants by first-grade students make in speaking performance.
2. To find out the factors students' pronunciation errors on consonants in speaking performance.

G. Significance of the Research

The result of this study will be expected to give a contribution in two ways. They are theoretical and practical ways.

Theoretically, this research is expected to be useful for the English teacher because this research can give broader knowledge, especially on the pronunciation

field in teaching English in the classroom. Furthermore, this research is expected to give the students information about how to pronounce the English word, especially in consonant sounds correctly. It also is supposed to enrich the findings on first grade students' pronunciation errors especially in speaking performance.

Practically, this study is also expected to give a contribution to the success and progress of English teaching, especially in English pronunciation teaching. Also, it is expected to use for the readers, the school, and the students and give some changes and learns in the way to teach English pronunciation after knowing the students' English pronunciation errors. The students will know their pronunciation errors and they will try to eliminate their errors to improve their ability to pronounce the English word. For the researcher, the result of the study will give some useful knowledge, experiences for her in learning and improving English and it is expected to be useful for the next researchers as guidance and reference to conduct the research dealing with the topic.

H. The Definition of Key Terms

1. Pronunciation: The way in which a word is pronounced.
2. Error: The message deviations in the receptor language which are caused by either incorrect application of lexicon and grammar.
3. Speaking Performance: How the speakers deliver their idea to the audience through words and sentences where their performance in speaking will show their competence automatically.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion above, there are 6 kinds of pronunciation errors on consonants made by first grade students in speaking performance. Mostly found in alveolar sounds. The second is the interdental sound. An Alveo-palatal sound is the third one. The fourth is labiodental sound, next is velar sound, and the less percentage is in bilabial error.

Next, the factors students' did pronunciation errors on consonants in speaking performance, concluded that the factors of students' pronunciation errors on consonants in speaking performance were 5 factors and interference from the mother tongue particularly in pronunciation factors was the highest percentage that the students did pronunciation errors on consonants in speaking performance. Second, the students still lack the opportunity to use English in daily lives. The students seldom used English in daily lives. Third unchallenging English lessons, because the lessons in class are rarely fun and students become less enthusiastic in speaking English, lessons in class often focus on grammar learning and writing rather than speaking makes the class not challenged. Fourth, being passive learners. Some students still being responsive and didn't focused on English lessons in the class. Last, students feel shy to speak English with classmates, because they feel nervous and afraid to pronounce the consonant sounds in front of the class.

B. Suggestion

Based on the findings and the conclusion of the research, there are several suggestions offered. First, the English pronunciation subject needs to be more highlighted. Separate teaching of pronunciation or pronunciation subject needs to be included in the syllabus. Next, based on the findings, the researcher hopes that the teachers could help students more in improving their ability in pronouncing English words by giving them more practice when teaching pronunciation especially teaching consonant sound in the class.

For other researchers, it would be worthwhile to study factors that affect students' pronunciation. Other researchers could also dig deeper and improve or develop the instrument that the researcher used in investigating problems in pronouncing consonant sounds in speaking performance. Thus, deeper analysis will have resulted. Last, it is as well advisable for other researchers to scrutinize not only consonant, but also another kind of aspects such as vowel, diphthong, and sound stress of the pronunciation.

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