

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of theories that underlie the research topic and the previous study. Theories underlying the research topic explain the general concept of pronunciation, error analysis, the types of errors and the sources of errors. Meanwhile, the previous study contains some studies which are related to the research topic.

#### A. The General Concept of Pronunciation

##### 1. Definition of Pronunciation

Pronunciation is an essential part of speaking (oral communication). It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately.<sup>1</sup>

Moreover, based on Christiane Dalton and Barbara Seidlhofer in Pronunciation book, they stated that pronunciation in general terms as the production of significant sound in two senses. The first sense is talk about pronunciation as the production and reception of sound speech. Then the

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<sup>1</sup> Boyer, Susan. *Understanding English Pronunciation , An Integrated Practice Course-Teacher's Book*. (Australia: Boyer Educational Resources). p.1

second is talk about pronunciation with reference to acts of speaking.<sup>2</sup> In the simple word, we can define pronunciation as a part of speaking skill that related with how to make correct sounds in order to achieve meaning in context of use.

## 2. Pronunciation Goals

The goal of English pronunciation should be more realistically focus on clear and comprehensible pronunciation.<sup>3</sup> At the beginning levels, the teachers want the learners to beat the difficulty which pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements are far more important in the overall stream of clear communication than rolling the English or getting a vowel to imitate perfectly a native speaker.

Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can

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<sup>2</sup> Dalton, Christian and Barbara Seidlhofer. *Pronunciation*. (New York: Oxford University Press, 1994). p. 3

<sup>3</sup> H. Douglass Brown. *Teaching by Principles, An Interctive Approach to Language Pedagogy-Second Edition*. (Longman). p.284

comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation it can make misunderstanding in meaning

### 3. The Difficulties of Pronunciation

Jones finds out few difficulties regarding to pronunciation. Students have to make the foreign sounds with their own organ of speech. Moreover, it is also a difficult that students must learn to use the sounds in proper places with accurate usage of pitch, stress and length. To overcome the problem, the necessity of ‘ear-training’ i.e. if the learners’ ear is good by nature, learning pronunciation can be successful:

“The possession of a good ear involves (1) ability to discriminate between sounds, (2) ability to remember the acoustic qualities of foreign sounds, and (3) ability to recognize foreign sounds with ease and certainty.”<sup>4</sup>

Hence, non native speakers, who want to achieve fluency and accuracy in speaking, should concentrate on some techniques related to speech mechanism and that will help them to pronounce the sounds of English.

In learning English pronunciation there might be some aspects that make the learner of foreign language make an error. The effect is not only

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<sup>4</sup> Jones, D. *An Outline of English Phonetics*. (New Delhi: kalyani Publisher. 1972)p.2-3

because English is not their native language but also because of some factors.

#### 4. Factors that Affect Pronunciation Learning

Research has contributed some important data on factors that can influence the learning and teaching of pronunciation skills.<sup>5</sup>

- a. Age. The debate over the impact of age on language acquisition and specifically pronunciation is varied. Most researchers, however, agree that adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation.
- b. Amount and type of prior pronunciation instruction. Prior experiences with pronunciation instruction may influence learners' success with current efforts. Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed.
- c. Aptitude. Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language.
- d. Learner attitude and motivation. Nonlinguistic factors related to an individual's personality and learning goals can influence achievement

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<sup>5</sup> MaryAnn Cunningham Florez. *Improving Adult ESL Learners' pronunciation skills*. (National Center for ESL Literacy Education, December 1998)p.1-2

in pronunciation. Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support or impede pronunciation skills development.

- e. Native language. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents.<sup>6</sup> It is possible that students can not learn English well. Students might be difficult to pronounce English words because it is different from their native language.

## 5. Aspects of Pronunciation

Pronunciation has two main features; there are segmental and super segmental features.<sup>7</sup> Segmental feature includes phoneme that consist of vowel and consonant. In addition, super segmental includes stressing and intonation.

### a. Segmental.

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<sup>6</sup> MaryAnn C. F., *Improving Adult ESL Learners' Pronunciation skills*. (National Center for ESL Literacy Education, December 1998), p.1-2

<sup>7</sup> Roach, Peter, *English Phonetic and Phonology: A Practical Course (3<sup>rd</sup> Edition)*, Cambridge University Press, 2000, p. 2

The segmental feature concerns with the phonemes which includes of vowel and consonants of a language. These have been well described on this figure below:

Vowels		Diphthongs		Consonants			
i:	be <u>ad</u>	eɪ	ca <u>ke</u>	<b>p</b>	pin	<b>s</b>	sue
ɪ	h <u>it</u>	ɔɪ	to <u>y</u>	b	<u>bi</u> n	z	zoo
ʊ	bo <u>ok</u>	aɪ	hi <u>gh</u>	t	to	<b>f</b>	<u>sh</u> e
u:	fo <u>od</u>	ɪə	bee <u>r</u>	d	<u>do</u>	<b>ʒ</b>	mea <u>s</u> ure
e	le <u>ft</u>	ʊə	fewe <u>r</u>	<b>k</b>	<u>co</u> t	h	<u>he</u> llo
ə	<u>ab</u> out	eə	wh <u>er</u> e	g	g <u>o</u> t	m	<u>mo</u> re
ɜ:	sh <u>ir</u> t	əʊ	g <u>o</u>	<b>tʃ</b>	<u>ch</u> urch	n	<u>n</u> o
ɔ:	ca <u>ll</u>	aʊ	hou <u>s</u> e	<b>dʒ</b>	<u>ju</u> dge	ŋ	si <u>ng</u>
æ	ha <u>t</u>			<b>f</b>	<u>fa</u> n	l	<u>li</u> ve
ʌ	ru <u>n</u>			<b>v</b>	<u>va</u> n	r	<u>re</u> d
ɑ:	fa <u>r</u>			<b>θ</b>	<u>th</u> ink	j	<u>ye</u> s
ɒ	do <u>g</u>			<b>ð</b>	<u>th</u> e	w	<u>w</u> ood

(Pairs of consonants (voiced and unvoiced) are thickly outlined. The boxes containing unvoiced phonemes are shaded.)

**Figure 1.**  
**Segmental Features of the Phonemes**

### i. Vowels

Vowels are voiced sounds produced when there is vibration in vocal cords.<sup>8</sup> Vowel sounds may be single (like /e/ in /*let*/), or combination vowels, it involve a movement from one vowel to another (like /ei/ in /*late*/). This combination is known as diphthongs.

<sup>8</sup> Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 5

English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations are defined as front and back and shape of the mouth are defined as open and close. Main English vowels are described in figure 2.

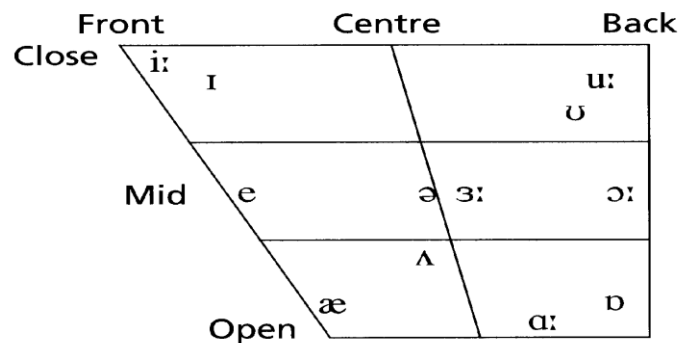


Figure 2.

### The classification of Main english vowels

#### ii. Consonants

Consonant sounds may be voiced or unvoiced.<sup>9</sup> It is possible to identify many pairs of consonants which are essentially the same except for the element voicing (like /f/ in /fan/) and (like /v/ in /van/). In addition the presence of or absence of voicing, consonants can be described in term of the manner and place of articulation.

<sup>99</sup> Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 5

Voicing, manner and place articulation are together summarized in the figure 3.

		Place of articulation										
		Front $\longrightarrow$ Back										
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal			
Manner of articulation	plosive	p	b			t	d			k	g	
	affricate					tʃ	dʒ					
	fricative			f	v	θ	ð	s	z	ʃ	ʒ	h
	nasal		m			n					ŋ	
	lateral					l						
	approximant		(w)						r	j	w	

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

Figure 3.

### The Classification of English Consonant Phonemes

#### b. Suprasegmental

Based on Nasr supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and length.<sup>10</sup>

- i. Stress. The definition of the stress in English is the strength of voice placed on a particular syllable as in “particular” as on

<sup>10</sup> Raja, Nasr T, The Essentials of Linguistic science, London : 1978 P.32



particular word or words.<sup>11</sup> Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among level of stress.

- ii. Intonation. Intonation is the changes in the music of the voice while producing speech.<sup>12</sup> It fundamental part of the way we express our own thoughts and it enables us to understand those to othersPause. Pause is the silent between parts of an utterance.
- iii. Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.
- iv. Rhythm. Rhythm is the beat of language. It is the stress-time.<sup>13</sup> There is tendency in English for the strong beats fall on nouns, verbs, adjectives, and adverbs and the weak beats to fall on prepositions, articles, and pronouns.
- v. Pitch. Pitch is the height and/or direction (up-down contrast level of pitch can distinguish word). For example, in Chinese there are four levels of sounds that can differentiate meaning.
- vi. Length. Length is the long or short a phoneme should be pronounced.

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<sup>11</sup> Earl W. Stefick. *A Workbook in Language Teaching With Special Reference to English as a Foreign Language*, (New York: Abidong Press, 1963), p. 44-45

<sup>12</sup> Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 86

<sup>13</sup> Keworthy, Joanne. *Teaching English Pronunciation*. (London: Longman, 1978), p. 10

**c. There is the voice quality strand.**

Voice clarity is the more or less permanent auditory background that permeates the stream of person's speech. It may characterize the person himself, his social status, various personality traits, his regional accent and his native language.

**B. Definition of Error**

According to Hornby, error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the faulty side of learners' speech or writing. They those part of conversation or composition that deviate from selected norm of mature language performances<sup>14</sup>. Error in speech or writing as second or foreign language learners is regards as showing faulty or incomplete learning.

Error is different from mistakes. Therefore, it is crucial to make a distinction between them in order to analyze learners' language in proper perspective. Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned<sup>15</sup>. He also states that the mistakes are structural deviation, which occurs because the learners cannot determine the choice of expression in proper accordance the situation.

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<sup>14</sup> Dulay, H, Burt, M. and Krashen,. *Language two*. (New York: Oxford University Press.1982)p. 138

<sup>15</sup> Corder, P. 1973. *Introducing Applied linguistic*. (Harvard Sworth UK: Penguin Book.1990)p.56

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly<sup>16</sup>. An error is a noticeable deviation from the adult grammar or native speaker, reflecting the interlanguage competence of the learner.

Errors cannot be apart from sound production from the pronunciation. It caused the differences with the correct pronunciation when the learners pronounce some words. However, error is important tool in the process of learning and teaching. Knowing the students errors makes the teacher possible to determine areas that need reinforcement in pronunciation teaching<sup>17</sup>. Moreover, it is also important for the learners to become aware of the differences between their native language and second language during the learning process. Therefore, errors should be analyzed in order to know how the learner acquire the language rules.

### C. Error Analysis

Making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Studying about errors made by the learners is important for the teachers because they will understand on their learners' language acquisition by knowing and analyzing the learners' errors.

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<sup>16</sup> Brown, G., Curie, K. L., & Kenworthy, J. *Questions of intonation*. (London: Helm. 1980)p.205

<sup>17</sup> Corder, S. P. The *significance of learners' errors*. *International Review of Applied Linguistics*, 5,(1967) p. 160–170

Besides, studying learners' errors serves two major purposes: first, it provides data from which inferences about the nature of the language learning process can be made. Second, it indicates to teachers and curriculum developers which is the part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively.

The fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. There are some steps of analyzing error<sup>18</sup>, they are:

1. **Identifying errors:** the first step in analyzing errors is to identify errors. In this case, we have to compare the sentences learners produce with what seem to be the normal or correct pronunciation in the target language, which correspond with them.
2. **Describing errors:** once at all the errors have been identified, they can be described and classified into types or categories.
3. **Explaining errors:** trying to explain why errors occur.
4. **Error evaluation:** where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be

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<sup>18</sup> Rod Ellis. *Second Language Acquisition*. (New York: Oxford University Press), p. 15-19

considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

#### **D. The Types of Errors**

There are four taxonomies of errors. Each of them is classified into several categories of errors.<sup>19</sup>

##### **1. Linguistic category taxonomy**

The errors are classified according to the linguistic component, using linguistic terms, namely phonology, morphology, syntax, semantics

##### **2. Surface strategy taxonomy**

###### **a. Omission**

Omission is characterized by the absence of one or more elements, which are needed in a phrase or a sentence construction. For example, the word 'test' [test] is pronounced as [tes].

###### **b. Addition**

Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

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<sup>19</sup> Heidi Dulay et al, *Language Two*. (New York: Oxford University Press, 1982), p. 146-190

### c. Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'thin' [ðin] as [tin].

### d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks]

## 3. Comparative category taxonomy

There are two categories of errors, as follows:

### a. Interlingual error

The errors are caused by negative transfer or interference of the learner's mother tongue in the language.

### b. Intralingual error

The errors are caused by interference within the target language itself.

#### 4. Communicative Effect Category Taxonomy

It consist of two categories. They are as follows:

##### a. Local errors

Local errors are caused by the omission of one or more language elements in a sentence construction, which disturb the process of communication. An awkward sentence is usually the result of this kind or errors.

##### b. Global errors

Global errors are the errors, which cause the entire message conveyed not to be understandable for readers or listeners.

#### E. The Sources of Errors

Error is common thing occurred in the learning process of target language. No one can avoid themselves from making mistakes in learning language.<sup>20</sup> The error or mistake may be caused by some factors that have been identified and described by the linguistics.

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<sup>20</sup> Mary Spratt, Alan Pulvener and Mellanie Williams. *The TKT Course*, (University of Cambridge ), p.44

There are different opinions that are stated by some people about the sources of errors. Although they stated different opinions, but at core the sources is quiet same one to another.

Slinker repeated five sources of errors<sup>21</sup>:

1. Language transfer,
2. Transfer of training,
3. Strategies of second language learning,
4. Strategies of second language communication, and
5. Overgeneralization of target language linguistic material.

According to Brown, he also states that there are four possible sources of error<sup>22</sup>. Different with Selinker, Brown just explain four of error resources, they are:

#### 1. **Interlingual transfer**

Errors, which come from first language influences, are called interlingual errors. Learners transfer the form and meaning of native language and culture when they are learning the target language. It means that the learner's native language influenced the process of mastery of the language. I.e. learners will say "the" with [nd\_] instead of

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<sup>21</sup> Jack Richard(ed), *Error Analysis, Perspective on Second Language Acquisition*, (England: Longman Group Ltd, 1974), p. 173-178

<sup>22</sup> Brown, H.D. *Principles of Languages Learning and Teaching*. (Practice Hall Englewood Cliffs: New Jersey, 1987), p.223-227



[ð\_] because of Javanese sound [nd] and “clear” [klir] instead of [kli\_] because the Javanese clear[r].

## 2. Intralingual transfer

Errors are the result of the complexity of the target language, which is target intralingual error. They come from the learner’s failure to adopt the target language system.

Most of these errors occur because the learners over generalize the rules. For example Javanese learners tend to pronounce the word “son” [son] instead of [sʌn], or the word “do” [do] instead of [du], like the sound [o] in many other English words i.e. “Bob” [bɔ:b], “top” [tɔ:p] and “dog” [dɔ:g].

## 3. Context of learning

The third reason of error, according to Brown is the context of learning. Learners make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a text book, or even because of a pattern that was memorized by rote in a drill but improperly contextualized. In short this set of error comes from the external factors

## 4. Communication strategies

In order to get the message across, a learner may use some techniques, but at the time these techniques can be the source of error.

The Researcher analyzed the possible sources of errors made by the learners based on the Richard's theory. He stated that there are two sources the occurrence of error: Interlingua errors and intralingua errors.<sup>23</sup>

### 1. Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language. "The errors, as cited by Wilkins that occur in learning foreign language are caused by the interference of mother tongue".<sup>24</sup> Those errors occurred because of the features of two different languages. The second or foreign language learners have already acquired their first language, therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language.

### 2. Intralingua errors

Since intralingua errors are considered as the learners' errors come from transferring rules of their first language into the target language, "intralingua errors, as noted by McKeating, are considered as the learners' errors come from the faulty generalization of target language's rules."<sup>25</sup>

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<sup>23</sup> Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London:Longman, 1974),p. 172-181

<sup>24</sup> D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd.,1980), p. 97

<sup>25</sup> D. McKeating, Error Analysis: in Gerry Abbot, John Greenwood, Douglas McKeating, and Peter Wingard (Eds.), *The Teaching of English as an International Language: A Practical Guide*, (Collins:

Linguists have classified the possible causes of Interlingua errors into four. They are: “*over-generalization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized.*”<sup>26</sup>

**a. Over-generalization**

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of utterance. They generalize the rules of their previous knowledge to make other utterance. For example Javanese learners tend to pronounce the word “son” [son] instead of [sʌn], or the word “do” [do] instead of [du], like the sound [o] in many other English words i.e. “Bob” [bɔ:b].

**b. Ignorance of rule restrictions**

Ignorance of rule restriction shows the learners’ failure to observe the restriction of the existing structures. Here, the learners do not apply the rules – learned in their second language – to the context. In some rule restrictions, errors may be caused by analogy.

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Glasgow and London, 1981), p. 230

<sup>26</sup> Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second language Acquisition*, (London: Longman, 1974), p. 174

**c. Incomplete application of rules**

Incomplete application of rules deals with how the learners develop the rules in producing other acceptable utterances. They usually cannot develop the rules they have been acquired to produce other utterances.

**d. False concept hypothesized**

False concept hypothesized deal with errors that derives from faulty comprehension of the rule distinction in the target language. Learners usually misinterpret the use of certain structures of target language. In other word, it can be said as misconception of the difference in the target language. This happened may be caused by the incorrect teaching technique the teacher uses.

The important thing that should have more attention is about the English rules. In learning English pronunciation there ere English phonemes (speech sound) and graphemes (written symbol) that are different with learners' (Javanese/Indonesian). Many spelling rules are quiet different with Javanese spelling rules, beside that in Javanese just present one sound in written symbol.

This phenomenon often makes Javanese learners fail to pronounce the words correctly.

## F. Previous Studies

In this part, the writer presents the result of the research concerning with the writer's research. Dealing with this study, there are some studies previously conducted by some researcher before. Those studies are:

The thesis of Etik Khusnul Khotimah which is discuss about "*The Correlation between The Ability of Phonemic Transcription Mastery and Pronunciation at PBI, IAIN Sunan Ampel Surabaya*" gives us information that the students' of PBI in the fourth semester are good in pronunciation but unfortunately they are not good in phonemic transcription. This thesis explains about pronunciation without using songs. The writer wants to know what the correlation between pronunciation and phonemic transcription is. The study shows that students' in the fourth semester master the pronunciation well but they are weak in phonemic transcription. It must be difficult because we have to know how to pronounce the words and write how is the phonemic transcription. Students need to practice more and more to make them better than before<sup>27</sup>.

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<sup>27</sup> Etik Khusnul Khotimah, *The Correlation between The Ability of Phonemic Transcription Mastery and Pronunciation at PBI, IAIN Sunan Ampel Surabaya*, IAIN Sunan Ampel Surabaya, 2012

The second is research entitled “*The teaching of pronunciation to Chinese students of English*” by Cheng Fangzhi conducts an approach to the pronunciation to the Chinese students of English. First, he compares both Chinese and English sound system, then he uses perception before production, and he teaches pronunciation in a meaningful and motivating way: providing meaningful materials; using songs, games, and tongue twisters; and assessing students progress. Meanwhile teaching pronunciation in a meaningful and motivating way needs creativity. So, for the pronunciation teachers of English, it needs creativity<sup>28</sup>.

The third is by Dr. Dina El-Dakhs and Dr. Alia Mitchell in their thesis entitled “*Spelling Error among EFL High-School Graduates*”. They concludes that Saudi EFL learners suffer from serious difficulties with their English spelling despite the earlier introduction of English in schools. Intensive school give practices on the application of spelling rules and the handling homophones. In final result, L1 literacy seems to have a great influence on the acquisition of L2 orthography. This finding means that spelling programs at school need to target the special needs of the target population<sup>29</sup>.

Abbas Pourhosein Gilakjani from Iran discuss about “*The Significance of Pronunciation in English Language Teaching*” states that

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<sup>28</sup> . Cheng Fangzhi, *The Teaching of Pronunciation to Chinese Students of English*, English Teaching Forum. January-March 1998, 37-39.

<sup>29</sup> . Dr. Dina El-Dakhs and Dr. Alia Mitchell, *Spelling Error among EFL High-School Graduates*

teaching pronunciation is very important for students. It is important because we use it to communicate with other people. The good communication is built from the understandable of speakers when they are saying. Pronunciation is also important because it leads us to be master in listening English. Pronunciation makes you closer to the accent like native speaker, if you can pronounce the word well, you will be confident to face the world. This condition brings you to be able to speak English well and it can build a good rapport between you and the native speaker<sup>30</sup>.

Nusrat Jahan's journal about "*Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh*" states that students at Bangladesh are very poor in pronunciation. They are not able to speak English well because of their mother tongue cannot support them to pronounce English well. Therefore, teachers should facilitate their students to practice their pronunciation more and more. Students can increase their ability if they can do practicing with their schoolmate and try to speak with their teacher. The teacher should not be shy to correct students' mistake when they make a mistake in pronouncing words. Teacher also may use the interesting way for example using song to improve students' ability in pronunciation<sup>31</sup>.

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<sup>30</sup> A Journal by Abbas Pourhosein Gilakjani, Lahijan Branch, Islamic Azad University, Lahijan, Iran, *The Significance of Pronunciation in English Language Teaching*, 2013), p. 103-104.

<sup>31</sup> Nusrat Jahana , *Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh*, 2011, p. 40.

The study of Henni Ratnasari about “*Songs to Improve the Students’ Achievement in Pronouncing English Words*” conducts students of Junior High School in the seventh graders. She wants to know whether songs are effective to increase students’ pronunciation ability. This study shows the result that students can improve their ability in pronunciation by using songs as media. This brings two benefits for students that they increase their pronunciation skill and master vocabulary through song. They can increase their ability because they feel relax while they are listening songs. This way is effective for students but sometimes they find difficulties when they pronounce cluster sound such as *knight* and *know*<sup>32</sup>

*The difficult English sounds to pronounce for eleventh grade student of SMAN I Gresik*, this thesis made by the writer Pandu Prasodjo. The writer of this thesis, describes the difficulty English sounds which are used by eleventh grade students. The conclusion of this thesis, eleventh grade students of SMAN I Gresik, pronounced the word as they write. For example the word “boot”, it should be pronounce as /bu:t/ but the students stiiil pronounce the word as they write /boot/. They use Indonesian language system of pronunciation and they pronounce the letter “o” as open rounded.<sup>33</sup>

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<sup>32</sup> Henny Ratnasari, *Songs To Improve The Students’ Achievement In Pronouncing English Words (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006 / 2007*, Universitas Negeri Semarang, 2007

<sup>33</sup> Pandu Prasodjo, *The difficult English sounds to pronounce for eleventh grade student of SMAN I Gresik*



Fitriyah Riski Wahyuni conducted a research under the title *Error Analysis of English Students' Pronunciation at SMPN 1 Pamekasan*. This research was aimed to find out what types of errors made by the students on pronouncing English words and to find out the most dominant errors made by the students in pronouncing English words. This research was conducted at SMPN 1 Pamekasan and 52 students were taken as the sample. From the research conducted, it can be concluded that the most dominant in making errors is in pronouncing vowel sounds.<sup>34</sup>

*Indonesian phonological interfere in the English speech of the fifth and sixth grade students of elementary school*. This thesis was written in 2003. The writer of this thesis, Yesi Dwi Nopiasari, compared errors of English sounds which are used by fifth and sixth grade students. the writer classified errors into three kinds of errors. The conclusion of this thesis is that the writer considerably finds in the pronunciation classified into omission, addition, misformation or misordering. The writer findings are from total of five hundred thirteen (513) words, there are wrong pronounced words (417), the students (14) made misformation errors (483), addition (96), and omission (92).<sup>35</sup>

Shiva Seddighi conducted a research under the title *An Account of Iranian EFL Pronunciation Errors through L1 Transfer*. This paper examines some of the outstanding phonological differences between Persian and English. Comparing segmental and supra-segmental aspects of both languages, this study also discusses

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<sup>34</sup>Fitriyah Riski Wahyuni, *Error Analysis of English Students' Pronunciation at SMPN 1 Pamekasan*

<sup>35</sup> Yesi Dwi Nopiasari, *Indonesian phonological interfere in the English speech of the fifth and sixth grade students of elementary school*, 2003

several problematic areas of pronunciation facing Iranian learners of English. The result of the data analysis indicated that Iranian EFL learners at three levels confront considerable problems in areas that are absent in their mother tongue or converged into one item which is technically termed as coalescence. In order to balance for the difficulties encountered by Iranian EFL learners, the teachers should integrate pronunciation teaching in the classroom so that the students will become conscious of the differences in sound system of the two languages.<sup>36</sup>

The last last previous study is a research by Lucky Faizah entitled *An error analysis of pronunciation of silent letters in English words made by the tenth grade students at SMAN 1 Wonoayu, Sidoarjo*. The focus of this research is to know the silent letter in English words commonly pronounced incorrectly by students based on the aspect of silent letters. From the analysis of the observation list and recording, the writer of this thesis gets 27 words that are pronounced incorrectly by the students. The words which have the initial letter [w] are the most error pronunciation produced by the students.<sup>37</sup>

The differences of earlier thesis compared with this thesis is that this research about the pronunciation errors of vowels in English words made by the second year students. This study aims to know the vowel that commonly pronounced incorrect by the students and to know the causes. Some previous

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<sup>36</sup>ShivaSeddighi, *AnAccount of Iranian EFL Pronunciation Errors through LI Transfer*, Shiraz University, Iran, 2010

<sup>37</sup> Lucky Faizah, *An error analysis of pronunciation of silent letters in English words made by the tenth grade students at SMAN 1 Wonoayu, Sidoarjo*, IAIN Sunan Ampel Surabaya, 2013

studies above researched about the teaching pronunciation using some aids to make the students able in mastery pronunciation well. The earlier thesis simply emphasizes on error in English sounds. The other studies analyze about the pronunciation errors but mostly they analyze the general kinds of pronunciation, like find out the most dominant errors made by the students in pronouncing English words and describes error pronunciation based on English speech. The last thesis focuses on pronunciation errors of the silent letter.

This thesis researches about English Pronunciation Errors on vowels Made by The Second Year Students at SMPN 2 Menganti, Gresik. The researcher does not only want to know the most dominant errors, but also the researcher focus on causes of those errors. So, the researcher believes that it is different from her research. She concerns on the students' errors in pronouncing English vowels. By analyzing vowels errors, the writer believes that it can give many advantages for learners to be aware of some letter that can make them misunderstanding with another speaker.