PRONUNCIATION ERROR IN MINIMAL - PAIR WORDS COMMITTED BY JUNIOR HIGH SCHOOL STUDENT IN WARU SIDOARJO

THESIS

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree of English Department Faculty of Arts and Humanities UIN Sunan Ampel Surabaya

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ABSTRACT

Hasanah, Nurul Uswatun. 2019. *Pronunciation Error in Minimal Pair Word by Junior High School Students in Waru Sidoarjo.* Thesis. English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya.

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This research focuses on pronunciation error committed by Junior High School students in Waru Sidoarjo. They are eighth grade State Junior High School students in Waru Sidoarjo. The data are from four State Junior High Schools in Waru Sidoarjo consisting of 15 students from each Junior High School. Furthermore, all of the students that participate there are 60 students. To analyze the data, the writer chose minimal pair words which are focused on thirteen English consonant sounds: /ð/, /t/, /d/, /s/, /z/, /f/, /v/, /k/, /g/, /ʔ/, /tʃ/, /dʒ/, and /h/, then nine vowel sounds, there are: /iː/, /ɪ/, /e/, /o/, /ɔː/, /eɪ/, /ɑː/, /əʊ/, and /æ/. This research aims to describe pronunciation error and correct pronunciation in English consonants and vowels by the participants. Then, the writer identifies who makes error in pronouncing English consonants and vowels. Finally, the writer analyzes how many of them who made error in pronouncing and describes what is the situation which is pronunciation error might happen. The writer uses descriptive - quantitative as design of this research. For collecting the data, firstly the writer recorded pronunciation of Junior High School students in Waru Sidoarjo when they read the list of words from researcher individually. Then, the writer transcribes their pronunciation guided by Praat software and Cambridge Advanced Learner's Dictionary – 3rd edition as guided of phonetic transcription. For the result of this research, it shows that the most pronunciation error made by Junior High School students in Waru Sidoarjo is English consonant sounds /tʃ/ - /dʒ/. The students who made pronunciaton errors is 58 students from 60 participants which are 96%. Based on the data sources of pronunciation error committed by Junior High School students in Waru Sidoarjo, it shows the students who get the most pronunciation error in minimal pair words are from Junior High School 1 Waru, while Junior High School 4 Waru students are the least from the other schools which made pronounciation error in minimal pair words. That might cause of pronunciation errors there are lack of learning English and students daily activities. The influence of learning English pronunciation by applying English in daily life are listening English music, watching English movie and playing online games with English instructions. Students' interest for learning English included where and with whom they learn English.

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INTISARI

Hasanah, Nurul Uswatun. 2019. *Pronunciation Error in Minimal Pair Word by Junior High School Students in Waru Sidoarjo.* Thesis. English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya.

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Kata Kunci : *Pronunciation Error, Minimal Pair Words, Junior High School.*

Penelitian ini berfokus pada kesalahan pengucapan yang dilakukan oleh siswa SMP di Waru Sidoarjo. Mereka adalah siswa kelas delapan SMP Negeri di Waru Sidoarjo. Data berasal dari empat SMP Negeri di Waru Sidoarjo yang terdiri dari 15 siswa dari setiap SMP. Selanjutnya, semua siswa yang berpartisipasi ada 60 siswa. Untuk menganalisis data, penulis memilih kata-kata pasangan minimal yang difokuskan pada tiga belas bunyi konsonan bahasa Inggris: / ð /, / t /, / d /, / s /, / z /, / f /, / v /, / k /, / g /, / ʔ /, / tʃ /, / dʒ /, dan / h /, kemudian sembilan bunyi vokal, yaitu: / iː /, / ɪ /, / e /, / o /, / ɔː / , / eɪ /, / ɑː /, / əʊ /, dan / æ /. Penelitian ini bertujuan menggambarkan kesalahan pengucapan dan bagaimana pengucapan yang benar dalam konsonan dan vokal bahasa Inggris. Kemudian, penulis mengidentifikasi siapa yang membuat kesalahan dalam pengucapan konsonan dan vokal bahasa Inggris. Akhirnya, penulis menganalisis berapa banyak dari mereka yang membuat kesalahan dalam mengucapkan dan menggambarkan situasi apa yang mungkin terjadi kesalahan pengucapan. Penulis menggunakan deskriptif - kuantitatif sebagai desain penelitian ini. Untuk mengumpulkan data, pertama-tama penulis mencatat pengucapan siswa SMP di Waru Sidoarjo ketika mereka membaca daftar kata-kata dari peneliti secara individual. Kemudian, penulis menyalin pengucapan mereka dipandu oleh perangkat lunak Praat dan Cambridge Advanced Learner's Dictionary - edisi ke-3 sebagai panduan transkripsi fonetik. Hasil penelitian ini, itu menunjukkan kesalahan pengucapan yang paling banyak dilakukan oleh siswa SMP di Waru Sidoarjo adalah bunyi konsonan bahasa Inggris / tʃ / - / dʒ /. Siswa yang melakukan kesalahan pengucapan adalah 58 siswa dari 60 peserta yang 96%. Berdasarkan sumber data kesalahan pengucapan yang dilakukan oleh siswa SMP di Waru Sidoarjo, itu menunjukkan siswa yang mendapatkan kesalahan pengucapan terbanyak dalam kata-kata pasangan minimal berasal dari SMP 1 Waru, sedangkan siswa SMP 4 Waru adalah yang paling sedikit. dari sekolah lain yang membuat kesalahan pengucapan dalam kata-kata pasangan minimal. Itu mungkin menyebabkan kesalahan pengucapan ada kurangnya belajar bahasa Inggris dan kegiatan sehari-hari siswa. Pengaruh belajar pelafalan bahasa Inggris dengan menerapkan bahasa Inggris dalam kehidupan sehari-hari adalah mendengarkan musik Inggris, menonton film berbahasa Inggris dan bermain game online dengan instruksi bahasa Inggris. Minat siswa untuk belajar bahasa Inggris termasuk di mana dan dengan siapa mereka belajar bahasa Inggris.

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CHAPTER I

INTRODUCTION

In this chapter will explains the background of study, research problem, objectives of the research, the significant of study, scope of limitation of the research and definition of key term.

1.1 Background of Study

A language is an important tool that is used by people around the world to communicate or interact with each other (Mary, 1974). People learn a language when they were a child. The learning process first language occurs naturally. Every language has own sounds system, as well as English and Indonesian. In fact, someone who learns English should be alert to exist in English sounds and to be aware of the difference of the language system itself. The reason why many people learn English because English is an international language. In this case, English becomes lingua franca for communication which is used by people in the world.

Hasan says there are many people who have much spirit to learn English with correct pronunciation (2014). In the journal of (AMEP) Yets says when learners to be a good pronunciation, another people will expect they become of understood people even though they are making an error in other areas (2002). However, many English learners have difficulties in English pronunciation along they speak English (Gilakjani, 2011). It means English sounds difficult to say.

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Therefore, learners changing English sounds into Indonesian sounds is the common thing to do. While the term of pronunciation will be used for presenting the contribution that deals exclusively and unambiguously with pronunciation features. English is not the first language of Indonesian people, however English as a foreign language by Indonesian people who learn English. In Indonesia, English becomes one of the education's subjects that is important for the students in their school.

Talk about education in Indonesia, it is because English includes the lesson which is examined in National examination. The level of education in Indonesia has three levels of education, first is Elementary School, second is Junior High School or middle school level, and third is Senior High School or high school level. English lesson has been introduced from Elementary School to introducing with several basic patterns about English. In Junior High School or middle school, students further deepen the grammatical patterns to shows the correct sentence pattern and the meaning it. While, in Senior High School or high school level, the students more emphasis on reading, listening, and writing English skills.

Furthermore, Indonesian people especially Indonesian students who learn English that have problems in pronouncing the English word, when first language does not have the same vowel and consonant with English. Based on Brown states, the problems refers to performance error which is deliberate, there was a failur to utilize a known system correctly (2007). The common errors of the researcher found in Indonesian learners that are difficult to pronounce the words

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which have similar sounds. Murcia, (1996) a word that differs from another paired words by single phoneme is minimal pair words. The example, the most difficult to pronounce consonant sound in live [lɪv] and life [laɪf], and pronounce vowel sound in feel [fiːl] and fill [fɪl].

The reason why the students difficult to pronounce minimal pair words, because some English vowel has no in Indonesian vowel. Besides that, English vowel inventory has vowel diphthong such as /ɔɪ/ ; /əʊ/ ; /aʊ/ ; /ɪə/; /eɪ/ ; /aɪ/ ; /eə/ ; /ʊə/. For English vowels monophthong such as /iː/ ; /ɪ/ ; /e/ ; /æ/ ; /ɑː/ ; /ɒ/ ; /ɔː/ ; /ʊ/ ; /uː/ ; /ʌ/ ; /ɜː/ ; /ə/**.** Meanwhile, Indonesia vowel inventories only have three vowels diphthong, there are /ai/ ; /au/ ; /oi/. Indonesia has short vowel only /a/; /i/; /u/; /e/; /o/; and /ə/, usually /y/ as a vowel. While, English has consonant such as /p/; /b/ ; /m/ ; /f/ ; /v/ ; /θ/ ; /ð/ ;/t/ ; /d/ ; /n/ ;/r/ ;/s/ ;/z/ ;/ʃ/ ;/ʒ/ ;/j/ ;/k/ ; /g/ ;/ŋ/ ;/q/ ; /ʔ/. However, Indonesian only has the consonants /b/ ; /c/ ; /d/ ; /f/ ; /g/ ; /h/ ; /j/ ; /k/ ; /l/ ; /m/ ; /n/ ; /p/ ; /q/ ; /r/ ; /s/ ; /t/ ; /v/ ; /w/ ; /q/ ; /y/ ; and /z/. From those cases, the researcher decides to focus on Indonesian's vowel and consonant sounds. In order to know the ability of the students Junior High School concerned on Indonesian vowel and consonants sounds with comparing with English vowel and consonants sounds.

According to Harmer (2001) says, the particular problem of producing vowel sound in pronunciation occurs in the student hearing at the teaching and learning process. It means that the students get some pronunciation feature which they produce. Therefore, the researcher knows that it is important to analyze English vowel sound. In this case, in order to analyze English vowel, we do not

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only enough to hear the pronunciation, but also with writing the phonetic. There are some researchers that have done discussed about phonological error. Those are Putri (2015) discussion about minimal pair drill for students, she focuses on the teaching of pronunciation in minimal pair words. Those are Mulyadi (2017) analysis about pronuciation by Pattani's students in English fricative consonants. Those are Fakhrunnisa (2017) discuss pronunciation error on English vowel monopthong sounds in SMKN students and Wulansari (2017) discusses errors pronunciation by college in English vowel diphthong. So, in this research, the data took from Junior High School students.

There was one research from Putri (2015) under the title "The Effectiveness of Minimal Pairs Drill Towards Students Ability in Pronouncing Similar Sounds of Words: A Quasi-Experimental Study in the Eight Grade of Mts. Khazanah Kebajikan). The study aimed to analyze the e effectiveness of minimal pair word drill to students for pronouncing similar words. She conducted her research in MTs Khazanah Kebajikan for eight grade student in 2014 – 2015 academic years. She analyzed students' pronunciation by giving the test for them. The design in her research that uses quasi-experimental. She took some samples for her data which were taken from the VIII C class as a controlled class and the experimental class from VIII BP class. Both of them, there is consist of 20 students. Collecting the data, she was given the test those are pretest and post-test. The result of the research showed that students' score for the effectiveness of minimal pair drill towards students' ability is higher than their pronunciation in similar words sound. Based on her research above, she focused on how to teach or

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drill pronunciation when in the similar sounds but different words or that can mention minimal pair words. Furthermore, in order to fill the gap of the research, the next researcher will focus on analyzing pronunciation error made by Junior High School based on minimal pair words which are consist of English consonant and English vowel sounds.

In 2017, there is a research about error pronunciation conduct by Mulyadi. She is entitled her research "An Analysis of English Pronunciation of Pattani's Students in Pronouncing English Fricative Consonants at the English Fricative Consonants at the Eight Semester of English Study Program Raden Intan State Islamic University of Lampung in the Academic Year of 2016/2017". Aims of this research there is common of pronunciation errors in pronouncing English fricative and find the percentage of errors in English fricative and find the causes of errors that made by participants also. She uses qualitative method to analyze the data. For collecting the data, she recorded the pronunciation from the participants. Then she transcribe with online transcribe, Oxford dictionary, and Cambridge digital dictionary. For the result shows, the participants were error pronunciation in fricative [ʒ]. The researcher found some causes of error by participants based on inter lingual and intra lingual pronounce, there are fricative [θ], [ð], [ʒ], [θ], [ð], [t], and [d]. Based on her research, she research in fricative consonant sounds. For the participants, she chooses the collages in Pattani's stdents who learn in State Islamic University of Lampung at eighth semester. Therefore, the next researcher chooses consonants and vowel there are consists of fricative, voice, and voiceless consonants and also monophthong and diphthong

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vowel sounds. For the object of the next research there is conduct in Junior High School students in Waru Sidoarjo.

The next researcher concerning on pronunciation is Fakhrunnisa in 2017. She has conducted her research under the title Indonesia – Javanese Students' Pronunciation of English Monophthongs (A Case Study of Students of English Debating Club of SMKN 7 Yogyakarta). This aimed to analyze the problem of non – native speaker of Indonesian – Javanese pronunciation in English monophthongs. That research describes how Indonesia – Javanese students of SMKN 7 Yogyakarta pronounce English monophthong vowels, then what is the effect of the students pronunciation, and identifying the sounds changes by the SMKN 7 Yogyakarta students. Design of her research is descriptive qualitative method. The data is obtained with observation, interview, and documentation. For analysis of this research, the researcher uses theory about Phonetic and Phonology of English, Indonesia, and Javanese. For the result, there are three conclusions. For the first, that found English monophthong vowels are pronounced by SMKN 7 Yogyakarta Indonesia – Javanese students in correct and incorrect pronunciation. Second, factors that affected by the students doing incorrect pronunciation are influence of familiarity in English borrowing words then frequency of English words, whereas the rapid speech is the general factors in their incorrect pronunciation and then confusion in differentiating British or American accents. The last, sound changes are found by the SMKN 7 Yogyakarta students in their pronunciation are long vowel shortening, lowering, centralizing, and heightening of vowels. Based on her research, she only research about

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English vowel monophthong by SMKN student's incorrect pronunciation in speech program. Furthermore, in order to fill the gap of this research focuses on pronunciation error by Junior High School students in minimal pair words which are consists of English consonant and vowel.

Furthermore, in 2017 there was one additional research about pronunciation errors conducted by Wulansari. Her thesis was entitled Student's Errors in Pronouncing English Vowel Sounds: an Acoustic Analysis Across Different Levels of Ability at UIN Sunan Ampel Surabaya. the percentage of vowels sound quality are used by three different levels students of English Literature at UIN Sunan Ampel Surabaya and the most difficult vowel sounds produced by the three different levels of the students. The technique of collecting data is descriptive quantitative as the design of the research. She chooses three level of the students in Islamic State University of Sunan Ampel Surabaya they are second, fourth, and sixth level. The writer concludes, the most difficult vowel or vowel error made by three different levels (second, fourth, and sixth semester) are vowel /**æ/,** the total of incorrect vowel quality is 75. The average of the students made those errors was about 28.4%.It was taken from native that came from America, she takes 20 American participants by using pronunciation recording and measures by using Praat software. The participants were asked to pronounce 30 words made by the writer. And then, she reveals the sound production. The writer took the frequency data of native and compared with three different groups (second, fourth, and six semesters). The data of American would be the correct pronunciation and the writer took the average of the data. Based on

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her research, she only focuses on vowel sounds, and she didn't explain about the factor of pronunciation errors was doing.

After analyzing all of those previous studies presented above, the present researcher concludes that there is still incompleteness in their research such as from Mulyadi research, she does not explain more about the background of the object in her research, she only research about fricative consonant sounds, she doesn't research vowel sounds. Therefore, looking at Fakhrunnisa and Wulansari research, there were one kind object in their research, they are only focused on English vowel only. Therefore, this research will be different from others research because the writer chose to analyze in minimal pair words which consits of English consonant and vowel sounds, the data will be Indonesian learners in Junior High School or middle school levels in around Waru Sidoarjo students.

All of the Junior High School students that must learn English in the school, especially for eighth grade they are must learning English lesson. So, the students in Junior High School have relatively good English basic skill such as in pronunciation, vocabulary, and grammar, the purpose of that is requiring to learn pronunciation correctly also. Based on the explanation above, English is an important lesson for Junior High School students especially in Waru Sidoarjo that is the good district to learn English. However, sometimes their pronunciation is getting an error when they deliver speak or read English. That is why it becomes an interesting subject for this research. In this case, the data of this research deliver by Junior High School in English lesson. Then, this research focuse on phonology in segmental features especially in consonant and vowel. Therefore,

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this research will show how the students pronounce in minimal pair words whether they make the correct or incorrect pronunciation in English using praat software.

1.2 Research Problems

Based on the background of study above, the researcher interest to analyze the problems:

a. What kinds of pronunciation errors in English consonants and vowels made by Junior High School students in Waru Sidoarjo?

b. What is the situation that might causes in English pronunciation error by Junior High School students in Waru Sidoarjo?

1.3 Research Objectives

The researcher conducts this study to answer the statements of the problems to:

a. To describe the pronunciation error on consonants and vowels made by students

b. To describe the situation that might causes in English pronunciation error made by students

1.4 Significances of Research

The significance of the study is pointed out into three elements. Those are the theoretical significance, the practical significance, and the further research for development.

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1.4.1 For the Theoretical Significance: By doing this research, the writer expects that can help to analyze English consonant and vowel pronunciation in middle school level.

1.4.2 For the Practical Significance: It gives information about pronunciation errors made by Junior High School students.

1.4.3 For the Further Research: The next, the writer hopes that the result of this study will be continued by other researchers and the other researchers can conduct the research with the same themes in a different topic.

1.5 The Scope of Limitation Research

1.5.1 Scope

The scope of the research is phonology study concerning pronunciation error by students of state junior high school in Waru Sidoarjo, there are: State Junior High School 1 Waru, State Junior High School 2 Waru, State Junior High School 3 Waru, and State Junior High School 4 Waru.

1.5.2 Limitation

The researcher limits this research only on the analysis of four state junior high school in Waru Sidoarjo when students in pronounce minimal pair words consists of English consonants sound /ð/, /t/, /d/, /s/, /z/, /k/, /g/, /ʔ/, /tʃ/, /dʒ/, /f/, /v/, /h/, for vowel sound /əʊ/ /eɪ/ /aɪ/ /ɪ/ /e/ /iː/ /ɑː/ /ɔː/ /oʊ/, /æ/

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1.6 Definition of Key Terms

1.6.1 Phonology and Phonetic

Phonology and phonetic is the definition of concerning spech sounds and sounds system (Odgen, 2009).

1.6.2 Pronunciation Error

Pronunciation error is the linguistic items in the way of pronunciation by non native speaker as showing faulty or incomple learning (Erdogan, 2005).

1.6.3 Consonant

When the formation by blocking the air currents in the speech section that made articulation was occur or the most common airstream mechanism in every language (McMahon, 2002)

1.6.4 Vowel

If there is no obstacle or process of articulation in the speech tool then it is called vowel sounds or no contrast between central and lateral friction (McMahon, 2002).

1.6.5 English Education

English education has played an important role in globalization era right now because English has been recognized by the public as an international language (www.ef.co.id).

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1.6.6 Minimal Pair

The particular language consists of word and phrase that differ one phonological element in phoneme; toneme; and chroneme but have a different meaning (Barlow and Gierut, 2002)

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CHAPTER II

REVIEW OF LITERATURE

This chapter consists of theoretical framework based on topic of the research and previous study.

2.1 Theoretical Framework

2.1.1 Pronunciation Error

Sounds production that uses to producing the meaning is explanation of pronunciation. It means that, characteristic of study of language based on pronunciation there is concern on phonetic language for communication by many people. However, Error pronunciation there is no separated in spoken by people. According from Erdogan, errors pronouncing in always viewed by English learning processes for people who foreign language (2005). English learners there are made error when they are speaking English and it is inevitable that learners make mistakes in the process of foreign language learning.

Based on Erdogan says, the learners performance there is part of cognitive process that deals to error analysis, for learners made recognizing and coding when input of language from target language. Therefore, English learner understanding about process of second language acquisition there is focused on error analysis (2005). It means that, the common errors in pronouncing English will be usually in every linguistic program.

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2.1.2 Phonology and Phonetic

Study of pronunciation there is no loses between two fields, there are Phonology and Phonetic. There is the consideration between system of sound and speech sounds. According from Odgen theory, he states study of sounds there the term of phonology (2009). Phonology has divided into two subsidiaries, there are: *segmental phonology* and *supra – segmental phonology*. The segmentation of language by individual speech sounds provides with phonetics which is including consonant and vowel there is segmental phonology, while as the explanation supra segmental phonology is feature concern of pronunciation those are includes intonation, rhythm, and stressing (Skadera and Burleigh, 2005).

However, Phonetic itself concern with how the sounds are produce and perceived (Odgen, 2009). Moreover, Kelly states the phonetic itself refer to study of speech sounds (2000). Phonetic itself can divide into three distinct conditions, there are: *First*, auditory phonetic: what happen in the speech signal of the sound with listen by ear. *Second*, acoustic phonetic: physical properties of the sound made. *The last*, articulatory phonetic: how the speech sounds are made in the body.

Whether, based on Charles states, one of two or more the similar sounds that together changed of phoneme that called allophone (2004). The role of allophone there is phonological rules. The common used in generative phonology as a notation to capture sound there is a phonological rules and counted the human brain which performs in producing spoken language.

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In conclusion, phonology is sounds pattern of language. Phonology itself have two categories, there are supra-segmental and segmental. While, phonetic is sounds production of language. Phonetic are divide into three categories, there are: auditory phonetic, acoustic phonetics, and articulatory phonetic.

2.1.3 English Vowel Sound

According from Odgen states, syllabic sounds that made with free passage air down into middle line of the vocal tract that is usually convex tongue with shape and without friction (2009). The varieties of the vowel usually found in the center of syllable it is rare be able to stand alone as whole syllable. It means vowel sound has not physical contact between tongue and mouth. Supported by McMahon theory, vowels are the way of airflow through the oral tract is not significantly obstructed during their production (2002). The various kinds of English vowel sounds, there are: monophthong and diphthong vowel sounds. There will be classified are:

2.1.3.1 Monophthong Vowel

According from McMahon (2002), the most of the vowels we have considered so far have been monophthongs, in which the quality of the vowel stays fairly consistent from the beginning of its production to the end. It means that has a single constant articulatory position. Diagram of monopthong vowel, was displayed in *figure 2.1*:

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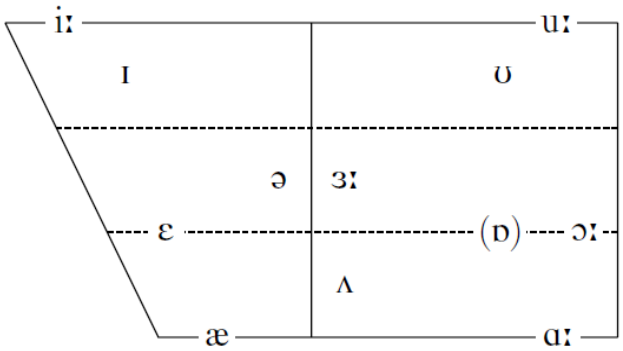

Figure 2.1

2.1.3.2 Diphthong Vowel

The origin of diphthong is from the Greek word, there is *diphthongos*. *Diphthongos* is from two words, *di* and *phthongos*. *Di* means twice, and *phthongos* means voice sounds. Jones says, diphthongs are sound which is glide of one to the other sound (2003). Kinds of vowel sound with a special feature there is a diphthong. It means there is designed by one vowel position to another vowel position, and which is produced in one syllable. Combination of vowel sounds there is long vowel but in one syllable there is a diphthong. Skim of one to another sound there is a diphthong, for easiest the way to remember the terms of diphthongs that can look at the diagram (McMahon, 2002), kinds of diphthong vowels was displayed in *figure 2.2*:

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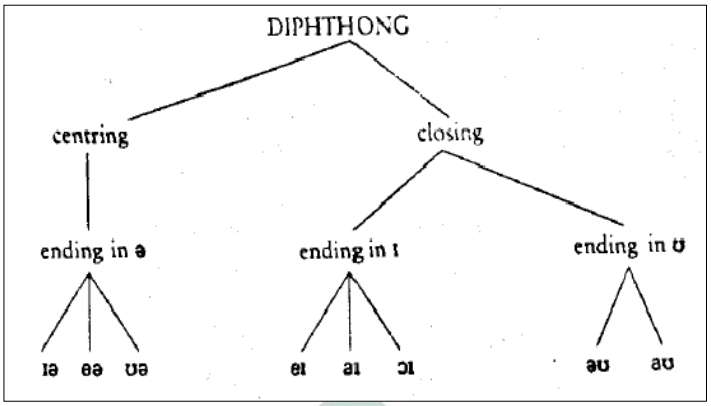
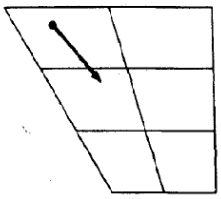


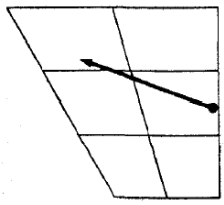
Figure 2.2

Indicates of the symbol will be explains in *figure 2.3* until *2.6*:



ɪə : strating point is a little closer that in /ɪ/

Figure 2.3



ɔɪ : the first part has the same quality as /ɔː/

Figure 2.4

From the two diphthongs glide into /ʊ/, as the tongue moves closer into the roof of the mouth with same time arounding movement of the lips.

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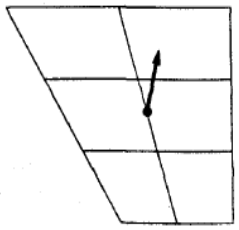
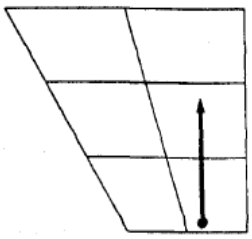


əʊ : the lips may be slightly round to anticipation of the glide towards /ʊ/ which is quite noticeable lip rounding.

Figure 2.5



aʊ : the glide towards /ʊ/ begins but is not completed, and the end of the diphthong being somewhere between close mid and open mid in tongue height, there is only slight lip rounding.

Figure 2.6

2.1.3.3 Short Vowel and Long Vowel

Odden states, English consists of twenty eight vowels and fifty eight consonants there is explain on the Internation Phonetic Alphabet or IPA (2005). Among those explanation before, vowel monophthong that exists in English of vowels that also known as short vowels and long vowels, which are: [I], [e], [æ], [ʌ], [ɑ], [ʊ] as short vowels and /i:/ /u:/ /ɜ:/ **/ɔ:/ /ɑ:/** for long vowels (Roach, 2000).

To pronounce of short vowels there are /I/ the lips are relaxed and the tongue is in the central area of the mouth, the naturally of the lip position it is one

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of the pronunciations uses an unstressed vowel position. /e/ the lips are loosely spread which is in the front of the tongue between half open and half close position that may touch the upper of molar. /æ/ the position of the mouth is half open with the state of the lips open neutral and the front of the tongue raise just below the oral cavity. /ʌ/ the lips condition is opened by neutral and the center of the tongue is lifted under the open position. /ɑ/ the tongue touches of the bottom teeth so that the top of the tongue is nearly in the top of the bottom teeth, however the lips are held open and kept rounded, but still relaxed. *And*, /ʊ/: lips are round but loose, while the tongue is relatively relaxed and the back of the tongue is raised.

To pronounce of long vowels are /i:/ the front area of the tongue in a high position of the jaw. /u:/: the lips form round then the tongue is lifted up with a tense tongue. /ɜ:/: put your tongue low in the center of the mouth and stretch out the lips. /ɔ**:**/: the tongue is low and in the back of the mouth, then round to the lips and push together. *And*, /ɑ**:**/: the tongue is low in the back of the mouth, then unrounded to the lips because that are relaxed not rounded.

2.1.4 English Consonant Sound

When you pronounce in the first sound in the word paper, you will close your mouth completely so that is will be obstruction utmost. The produce with articulations more or less there is consonant sounds. According from Odgen, kinds of constriction in the vocal tract that produce of consonant sounds (2009). It means that, consonant sound which is made by narrowing of vocal tract so the airflow will be blocked, so audible friction is produce. Carolyn states, consonants

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are speech sounds that produce with narrowing of vocal tract which is enough to restrain them in the center of functioning in syllable nuclei (1987). English consonants are divide into three types, there are: *First*, articulator whether on lower tip or tongue block the air stream blocks out. *Second*, the tongue shape has a flat at the sides curled. *Third*, voice is the vocal cord is vibrating or no (Charles, 2004).

2.1.4.1 Place of Articulation

According from Odgen, parts of oral tract that used to produce of speech sounds there is articulators (2009).

		place of articulation													
		bilabial		labiodental		interdental		alveolar		alveopalatal		velar		glotal	
		vd	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	vl	vd	vl
manner of articulation	stops	b	p					d	t			g	k		
	fricative			v	F	ð	ɵ	z	s	ʒ	ʃ				j
	affricates									dʒ	tʃ				
	nasal	m						n				ŋ			
	liquid							l		r					
	glides	w								j					

* Vl = voiceless

Vd = voiced

Table 2.1

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It means that, vocal tract is the organs produce of sounds, place of articulation of English there are, place of articulation would be shown in *figure 2.7*:

a. Bilabial: that made with both of lips, (p; b; m).
b. Labiodental: the active of articulation is again at bottom of lips, but that is moves up to the top front of teeth, (f; v).
c. Dental: the tip of tongue between front of teeth, (θ; ð).
d. Alveolar: the tip of tongue moving up towards the alveolar ridge, (t; d; n; r; s; z; l).
e. Post-alveolar: the blade of tongue as active articulator, and between parts of alveolar ridge and the hard palate as passive one, (ʃ; ʒ; ʧ; ʤ).
f. Palatal: front of tongue that moves up towards the hard palate, (j).
g. Velar: the active articulator is back of the tongue, for passive articulator in velum or soft palate, (k; g; ŋ).
h. Glottal: the articulators as vocal folds which is contained in place of articulator that have crucial role in voicing, (ʔ; h).

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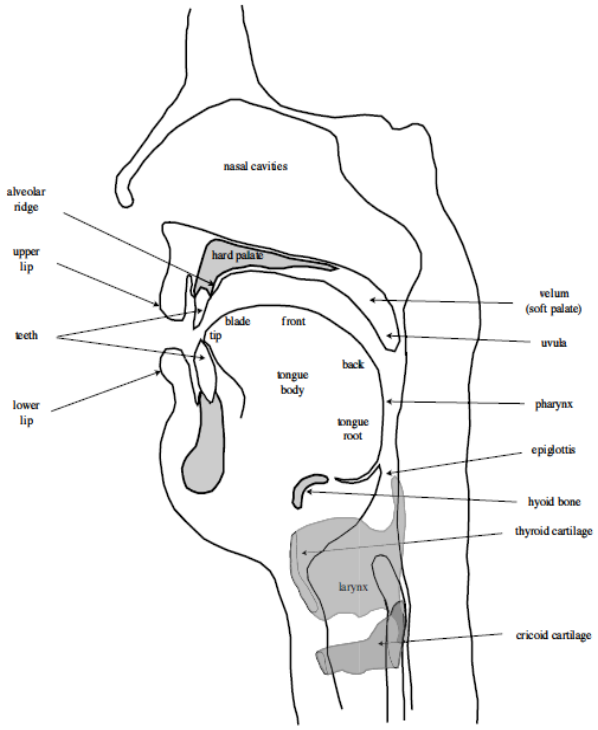

Figure 2.7

2.1.4.2 Manner of Articulation

Odgen says, kinds of obstruction of consonant in vocal tract there is a manner of articulation (2009). English has sixth manner of articulation, there are: a) Affricative: stop articulation is release the tongue move rapidly from place articulation, there is iclude palata – alveolar (/tʃ/ and /dʒ/). b) Approximant: the consonant with opening of vocal tract than fricative and do not create the friction, there is (/j/; /w/; /l/; /r/). e) Nasals: that have complete in vocal tract, there is (/m/; /n/; /ŋ/). c) Plosive or Stop: in vocal tract the speaker make a complete closure in the sounds, then build up the air and releases the air into the mouth, there is include the sound (/p/; /t/; /k/; /b/; /d/; /g/). d) Fricative: sounds that made with small opening between articulators allow the air with friction, there is include the sound (/f/; /v/; /s/; /z/; /h/; /θ/; /ð/; /ʃ/ ; /ʒ/). f) Lateral: air escape that made through the mouth allow the low sides of tongue, there is (/l/).

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2.1.5 English Education

In a lighter perspective, we can see the development of the role of English in the Indonesian culture. The music industry, broadcast media, and the entertainment industry started with English content. When we open a magazine or turn on the TV, English texts were printed on several pages or in the subtitles of the movie.

The role of education in Indonesia English is very important. Many international schools are found in each region. Education is new idea of learning and teaching (Wilson & Peterson, 2006). English as curriculum in national schools has been developed for community needs. English course has various in the world, or even local properties that found in every city, learning English is available to every public. It could not be denied that the role of English, especially in Asian countries, will continue to grow with time. And so in Indonesia, English will still play an important role in our daily lives. (www.ef.co.id)

2.1.6 Minimal Pair

According from Barlow and Gierut say, relative effectiveness of treatment approaches that facilitate phonemic acquisition by contrasting pairs of sounds in minimal pairs is described, therefore, minimal pair is a set of words that differ by a single phoneme, whereby that difference is enough to signal a change in meaning (2202). Whether, minimal pairs which is diverge in lexical meaning which is different with one sounds it means a minimal pair words (Pennington, 1999). Trubetzkoy states, minimal pair that differ by one sound which is the pair

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used in classical phonology (1939) it means that, two similar sounds have a distinct function of language.

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CHAPTER III

RESEARCH METHOD

This chapter explained the general processing of the data, there are: Research Design, Research Instrument, Data and Data Sources, Techniques of Data Analysis, and Data Analysis.

3.1 Research Design

The study showed the pronunciation error of English consonant and vowel sounds in State Junior High School in Waru Sidoarjo. Thus, the writer conducted this research with descriptive – quantitative research design. According to Kunuffer and McLellan, descriptive research is the research that involves gathering the data to describe, organize, tabulate, and describe the data collection (1996). It was aimed to describe the speech sounds which have particularly incorrect pronunciation, and design to identify the kinds of vowel and consonant sounds pronounced by Junior High School students in pronouncing minimal - pair words based on their speech. In this quantitative research, the researcher used systematic investigation of observed via statistical or computational technique. The subjects of the study were the Junior High School students in Waru Sidoarjo.

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3.2 Data Collection

3.2.1 Research Instrument

The main instrument of this research was from the writer itself as the main research instrument through recording, collecting the data, identifying, then the data was counting and comparing. The data got from the elicitation. In the second instruments, the researcher gave a questionnaire about lack of English and how the students daily life. Then, the researcher analyzed it. The researcher used a Praat software as a tool and Cambridge Advance Learners' Dictionary 3rd Edition for guided to phonetic correctly.

3.2.2 Data and Data Sources

In this research, the main data was the students' words in the recording which contain minimal – pair words. The reason asked those words randomly. It was done to know the and the pronunciation errors in English consonants /ð/, /t/, /d/, /s/, /z/, /k/, /g/, /ʔ/, /ʧ/, /ʤ/, /f/, /v/, /h/ and vowel sound /əʊ/ /eɪ/ /aɪ/ /ɪ/ /e/ /iː/ /ɑː/ /ɔː/ /oʊ/, /æ/ of Junior High School students in Waru Sidoarjo. The researcher chose 15 students in every State Junior High School in Waru Sidoarjo, there were four State Junior High School. Therefore, the total of the participants there are 60 Junior High School students.

3.2.3 Technique of Data Collection

Collecting the data means gathering the information which aims to answer the relevant questions through unstructured or semi-structured observation in the document and visual materials. There were few steps to follow in the data collection:

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1. The researcher made a list of minimal - pair words that were recorded. Those words would be shown in the appendix.
2. Researcher shared a questionnaire for the participant, the purpose was to know the situation that might causes in pronunciation error by Junior High School students.
3. Then, the researcher asked the participants from Junior High School Students in Waru Sidoarjo to read and pronounce the words that have been determining by self and then researcher records their sounds.
4. Researcher saved that recording from the participants in the smartphone and then moved into the laptop.
5. After saving in a laptop, researcher analyzed the data.

3.3 Data Analysis

Data analysis referred to systematical system in a process of the research and arranged the data sources and the other material that have been collected to enable of the finding. This research used descriptive quantitative method to analyze the error pronunciation. Descriptive quantitative was described of the research used statistical calculation. There were some steps in applying the error analysis the data. The following steps based on the procedure:

a. Identifying the Error

Those were some steps for identifying the errors:

1. The researcher downloaded Praat software from www.praat.org then saved it into laptop.
2. The researcher saved all of the data into laptop.

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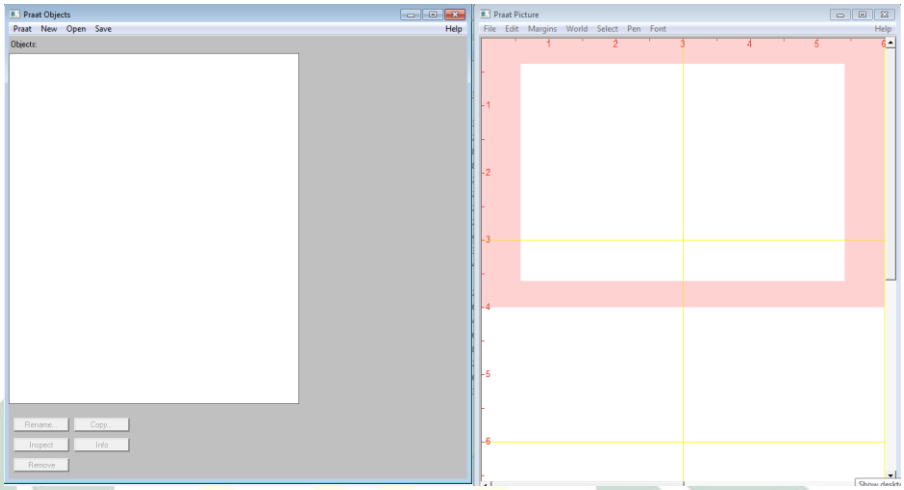
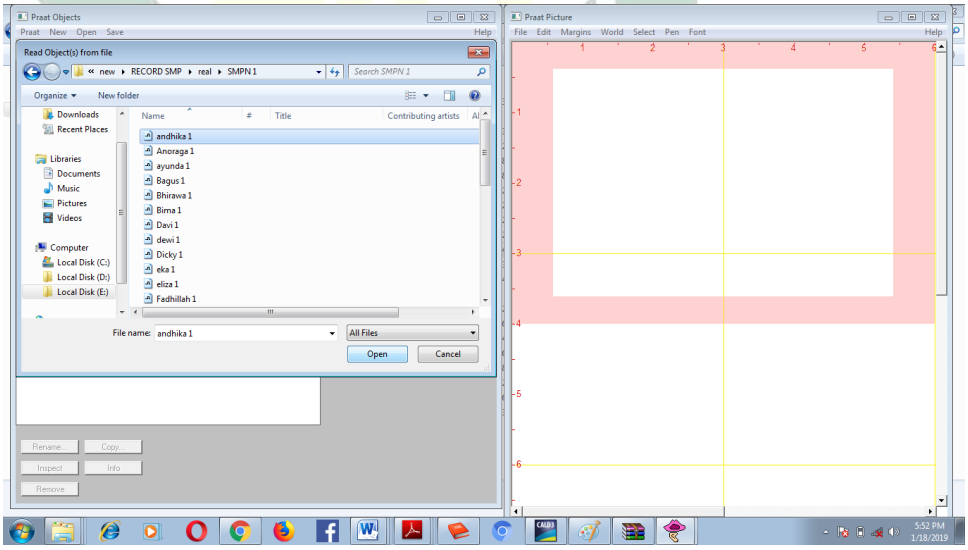
3. The researcher opened Praat software to analyze the data
4. When the researcher opened the software, the software was in two windows.



5. The researcher chose the sound for analyzing



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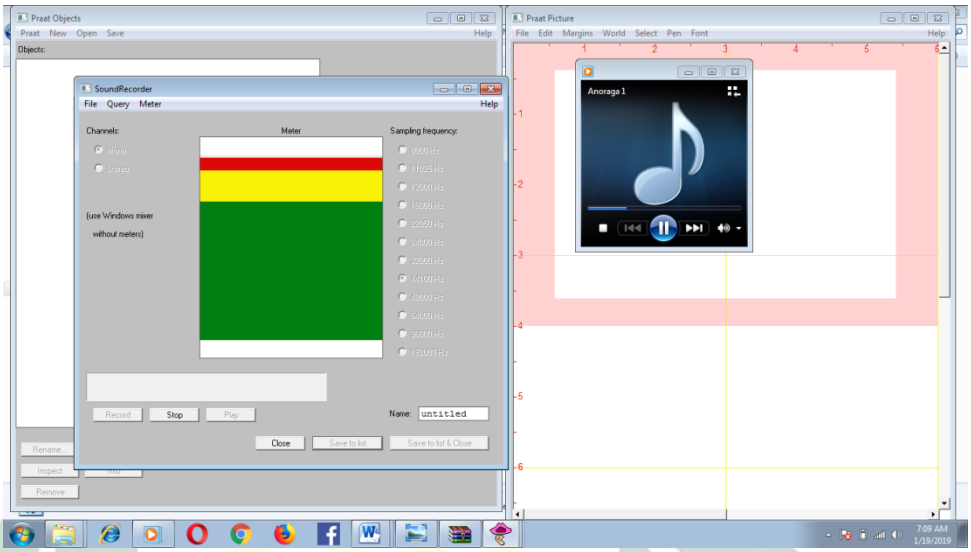
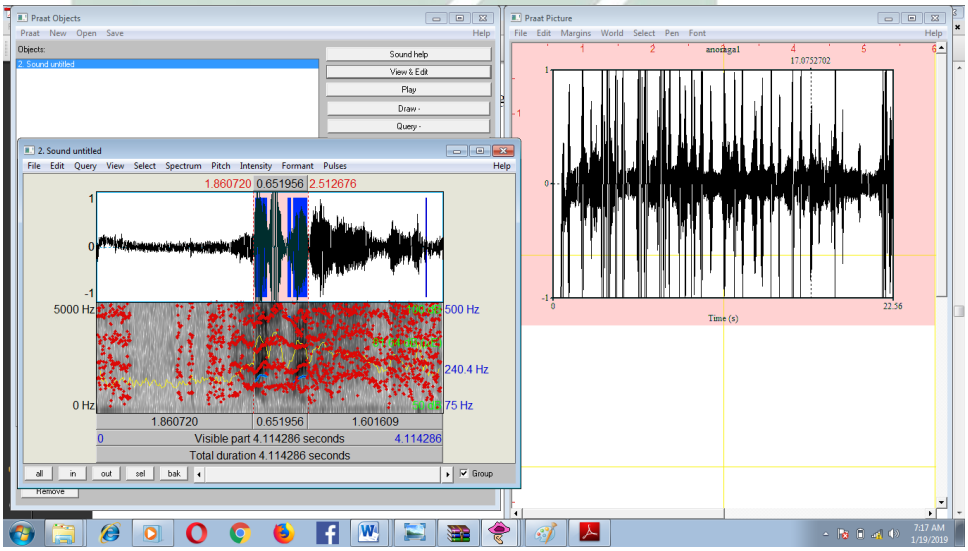
6. The researcher recorded the sound with praat software, click <savelist&close>



7. The researcher back to windows part software with one object for analyze, click < View & Edit > to analyze the sound and cut the sound that unimportant.



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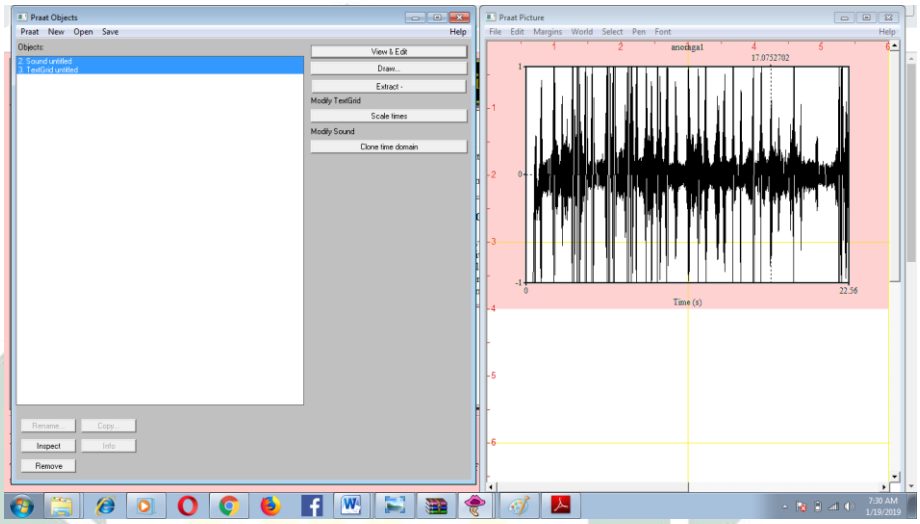
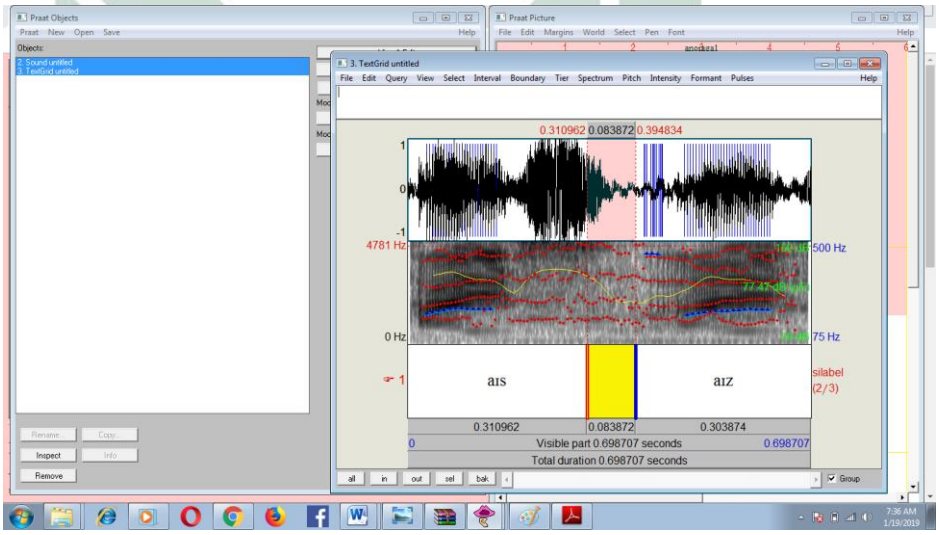
8. After that, the researcher recorded the sound were segmented into words and transcribe.
9. The researcher blocked all of the sound in object display, then click <View & Edit> to analyze the segmentation and transcription.



10. The result of segmentation and transcription as follow.



11. For the last, transcription of sounds and manipulated to identify the stressed of the words.

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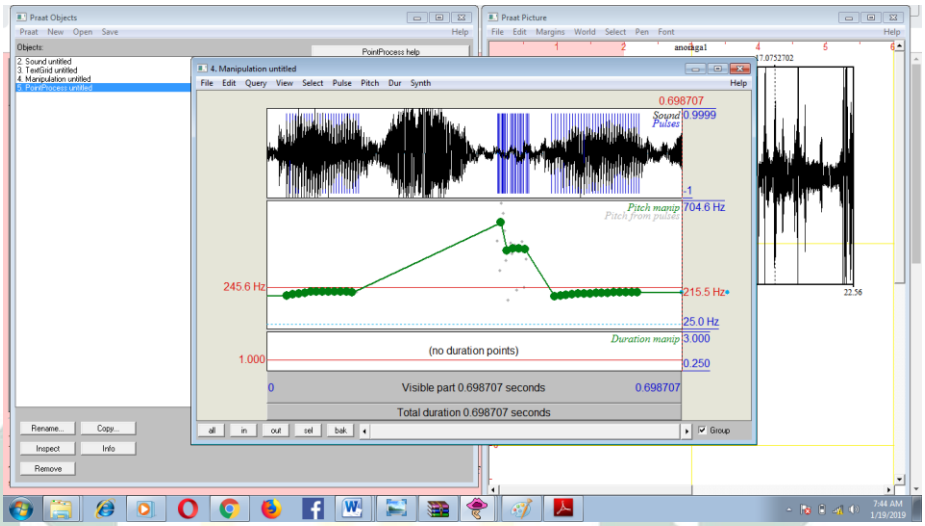
12. The researcher back to Praat windows object, block of the object, then click <View & Edit>



13. The stressing of the words that shows
14. Then, after knowing the segmentation of transcription, firstly the researcher made the table to write the phonetic based on the transcription

Consonant Transcription:

Name	Ice	Eyes	Ride	Right	Life	Live	Hair	Air	Back	Bag	This	Disk	Catch	Cat	Rich	Bridge

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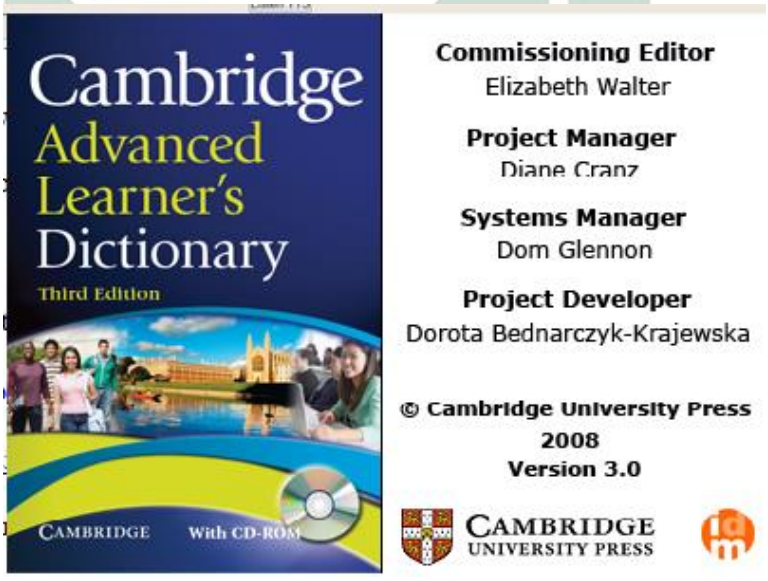
Vowel Transcription:

Name	Feel	Fill	Left	Lift	Bowl	Ball	Late	Let	Wet	Wait	Not	Note	Hat	Hate

15. The researcher used *Cambridge Advance Learners Dictionary 3rd Edition* to guided of correct phonetic transcription.
16. The dictionary can be downloaded in:

    https://webforpc.com/software/dictionary/cambridge-advanced-learners-dictionary-download-free/
17. Then, saved into laptop. And opened it.



18. Then, click one by one word that from the participants speaks up.

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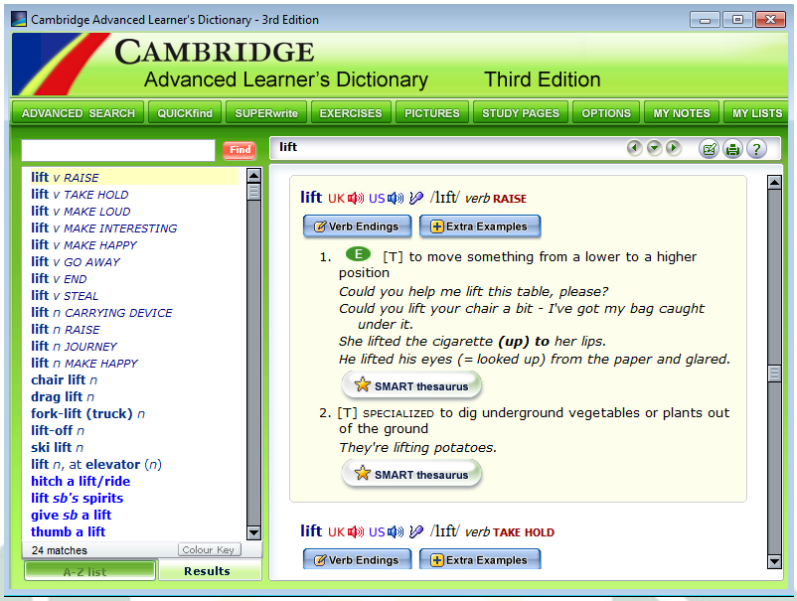
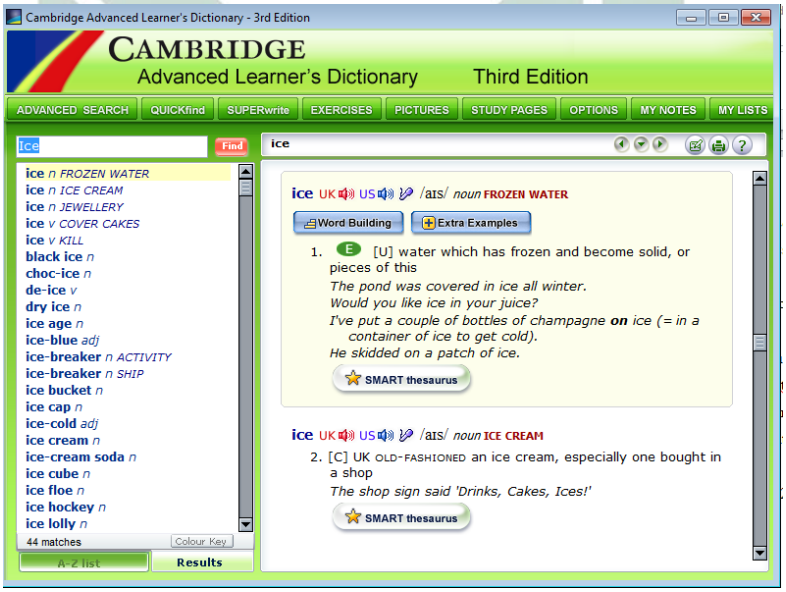
19. The researcher wrote in the blank of box and click <find>



20. So, the phonetic transcription to be held for guides.



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21. After that, the researcher used manual dictionary, there is Oxford dictionary. The purpose to compare of validity of the data.

b. Classifying the Errors

In this stage, the researcher identified the pronunciation errors which were possibly that found in the pronunciation made by Junior High School students in minimal pair words. There were based on consonants and vowels instance. Those are /θ/ /ð/ /t/ /d/ /s/ /z/ /ʃ/ /ʒ/ /k/ /g/ /ʔ/ /tʃ/ /dʒ/ consonants and /əʊ/ /eɪ/ /aɪ/ /ɪ/ /e/ /iː/ /ɑː/ vowels.

c. Tabulating the Errors

Then, the researcher counted the pronunciation error by junior high school students. For instance, specified to count the frequency of occurrence from the error pronunciation by junior high school students on segmental features such as consonant sounds that voice and voiceless, while vowel sounds include monophthong and diphthong.

In this case, the researcher rated the form of percentage to know the total of the error consonants and vowels. To find the percentage from the total of error pronunciation, the formula that used as follow:

$$\frac{\mathbf{f}}{\mathbf{N}} \quad \mathbf{x} \quad \mathbf{100\%} \quad \mathbf{=P}$$

Note:

f : Total of errors

N : Total number of the participants

P : Symbol of percentage

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Total of consonant and vowel that used the formula:

$$\frac{\text{Total incorrect consonant / vowel}}{60} \quad X \quad 100\% = P$$

Total in each consonant or vowel that used the formula:

$$\frac{\text{Total incorrect consonant / vowel}}{15} \quad X \quad 100\% = P$$

d. The researcher explained the situation that might of Errors

1. The researcher gave all of the participants the questionnaire. The questionnaire consisted of five questions, the question about interesting of English lesson and daily life of the students. The question will be show in appendix.
2. Score between interesting to English lesson and daily life of the students are different.
3. Interesting to English lesson there are gets the score, that following *table 3.1*

1. A = 2 B = 1	2. A = 1 B = 2 C = 3

Table 3.1

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4. Daily life of the student get the score, that shown in *table 3.2*:

Score number 3 until 5	A = 5 B = 4 C = 3 D = 2 E = 1

Table 3.2

5. Then, the researcher account how many students get the score:

	JHS 1 WARU	Naila	Nazwa	Sabrina	Dewi	Ayunda	Eka	Wahyu	Andhika	Jody	Bagus	Fakriyan	Hafidz	Davi	Surya	Bima
Interested to English	Question 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	Question 2	1	2	2	1	3	3	1	1	1	1	2	3	1	1	1
Daily Life	Question 3	2	4	4	2	3	3	2	2	2	1	3	4	4	3	2
	Question 4	3	5	5	4	5	4	3	1	3	5	3	3	4	1	5
	Question 5	2	5	5	3	3	2	3	2	2	3	3	4	3	2	2
	Total	10	18	18	12	16	14	11	8	10	12	13	16	14	9	12
	Mean	2	3.6	3.6	2.4	3.2	2.8	2.2	1.6	2	2.4	2.6	3.2	2.8	1.8	2.4

6. The researcher described the table

e. Drawing the Conclusion

For the last steps, there was drawing the conclusion from the analyze before. The writer made a valid conclusion from the analysis that consist of description the result of the study.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter shows the result of observation on the pronunciation error of junior high school in Waru – Sidoarjo, which are: junior high school 1 Waru, junior high school 2 Waru, junior high school 3 Waru, and junior high school 4 Waru. In the end of this chapter, the researcher discusses the findings of the data.

4.1 Finding

4.1.1 Pronunciation Errors

Pronunciation is the way a word or language is spoken by people to deliver the manner. Many people sometimes make a mistake when they speak English which mostly occurs in the stress and intonation in their pronunciation. This part explains about the result of pronunciation errors made by Junior High School students in Waru Sidoarjo. In this research, there were 60 participants from 4 Junior High Schools, each school was composed of 15 students. After the researcher categorizes the errors specifically, then the researcher tabulates them in a pie chart for an easy to understanding. Further, can be seen on the following *figure 4.1:*

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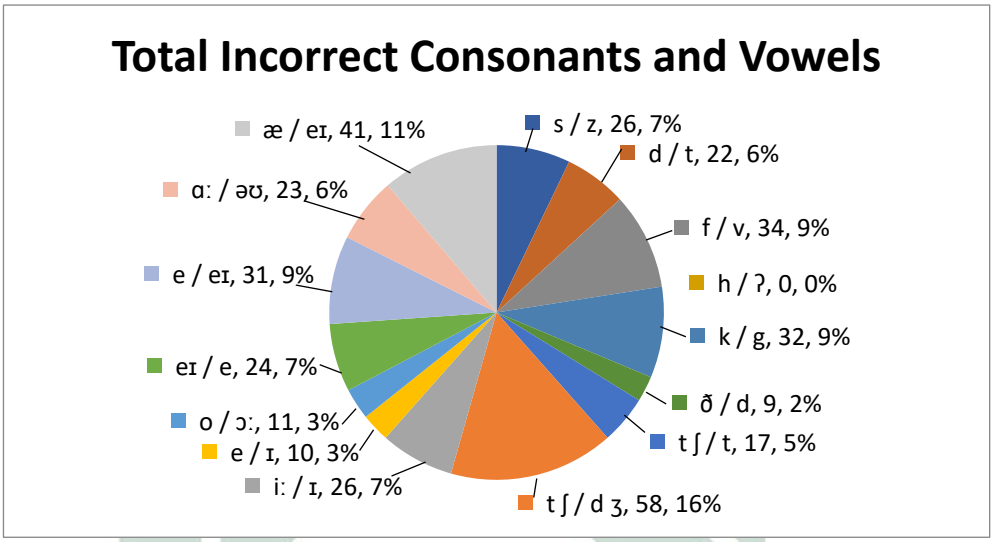

Figure 4.1

From that figure above, the most occurring mistakes are found in /tʃ/ and /dʒ/ consonant sound pronunciation. There are minimal pair words between affricative consonant. Based on theory in chapter II, affricative is a consonant that begins as a stop and releases as a fricative, the differences between /tʃ/ and /dʒ/ consonant sounds are spells *ch* and *j*. The word *"rich"* and *"bridge"* are chosen as the representative of the consonant /tʃ/ and /dʒ/. Phonetic transcriptions of those words are [rɪtʃ] and [brɪdʒ]. Here, mostly the students culd not distinguising the pronunciation of those minimal pair words. They were pornounced *"rich"* with *j*, which actually how consonant /dʒ/ sounds. On the other hand, the least pronunciation error in consonant sound is glottal consonant /h/ and /ʔ/pronunciation. All of the students knew how to pronounce those consonant. The words chosen by the researcher were *"hair"* and *"air"*. They were easy enough and have much known the differences. Phonetic transcriptions of those words were [heəʳ] and [eəʳ].

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Further on vowel sounds, the most mistakes occurs on /æ/ and /eɪ/ vowel sound. There were minimal pair words between diphthong and monophthong vowel sounds. Those vowels were chosen by the researcher as *"hat"* and *"hate"* for the representative respectively. Phonetic transcriptions of those words were [hæt] and [heɪt]. Here, many students mispronounced the word *"hate"*. They pronounce that word similarity to word *"hat"*, while they employ actually there are different vowel sounds. They pronounce *"hate"* as [hæt], therefore, are made when pronouncing sound there is no distinction. Moreover, few mistakes on vowel sounds were made when pronouncing sound /e/ and /ɪ/ as minimal pairs *"left"* and *"lift"*. The phonetics transcription of those words are [left] and [lɪft], with the same monophthong vowel sounds. Here, those words are easy to distinguish from one another.

From the explanation and the figure before, the most mistakes were consonant /ʧ/ and /ʤ/ in word *"rich"* and *"bridge"*. In this case, there are 15 types of errors found in this research including consonant and vowel sounds. Therefore, that consonants and vowels were counted in each part based on pronunciation error by Junior High School students from four schools in Waru Sidoarjo.

4.1.1.1 Error in Consonants

Reflecting the inter language competence of students in pronouncing English consonant. The researcher conducted this research about errors in consonants for the Junior High School students in Waru Sidoarjo. There are four schools for research and eight consonants that have minimal pair words are

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chosen to analyze the errors in consonant of the students. The result by the four schools of Junior High School students in Waru Sidoarjo, that shown the total and Percentage of Error Pronunciation in Consonants in *table 4.1*:

Incorrect Consonants	Total	Percentage
s / z	26	43,3 %
d / t	22	36,7 %
f / v	34	56,7 %
h / ʔ	0	0 %
k / g	32	53,3 %
ð / d	9	15 %
t ʃ / t	17	28,3 %
t ʃ / d ʒ	58	96,7 %

Table 4.1

The explanation of the table above, the students who mispronounced are sixteen words of consonant sounds for testing by Junior High School students. These sixteen words come from passage researcher tested for the junior high school students.

The researcher got 43,3%, 36,7%, 56,7%, 0%, 53,3%, 15%, 28,3%, and 96,7%. From that table, the students found difficulties in pronouncing consonant /tʃ/ - /dʒ/, the precentage of the population that made this error until 96,7%.

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Therefore, those are cumulative result of consonant pronunciation errors from four Junior High Schools students in Waru Sidoarjo.

4.1.1.1.1 Consonant [s/z]

Consonants	Junior High School	Total	Percentage
s / z	JHS 1 Waru	9	60 %
	JHS 2 Waru	6	40 %
	JHS 3 Waru	5	33,3 %
	JHS 4 Waru	6	40 %

Table 4.2

From 60 participants, 26 students are pronounced the consonant sound /s/ - /z/ in word *"ice"* and *"eyes"* incorrectly. There are 9 students from Junior High School 1 Waru, and 6 students from Junior High School 2 Waru, then 5 students from Junior High School 3 Waru, the last 6 students from Junior High School 4 Waru who make pronunciation error according to the correct transcription.

The students who make pronunciation errors in Junior High School 1 Waru are 9 students, they name Naila, Nazwa, Dewi, Ayunda, Eka, Andhika, Fakhriyan, Davi, and Surya. However, 6 students from Junior High School 2 Waru, they are: Mela Adis, Diky, Satria, Anoraga, Bhirawa. Then, 5 students from Junior High School 3 Waru, they are: Rasya, Rouf, Aryo, Ayu, and Leli. The last, from Junior High School 4 Waru there were 6 students, they are: Novena, keisya, Esa, Diaz, Danis, and Erin who made pronunciation errors.

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All of the junior high school students in Waru Sidoarjo have same mistakes in pronouncing *"Ice – Eyes"*. Based on phonetic transcription *"ice"* is transcribed as [aɪs]. "*Ice*" has a voiceless consonant sound, while in phonetic transcription of *"eyes"* there is [aɪz], a voiced consonant sound is employed as is transcribed as [aɪz]. Therefore, the two minimal pair words have different consonants sounds.

26 students in from Junior High School in Waru have same mistake, they cannot differentiate voiced and voiceless consonant sounds. All of the students are mispronounced *"eyes"* with a voiceless sound as they consider *"ice"* and *"eyes"* has the same voiceless sound, while the words actually have different consonant sounds. The transcription of student mispronunciation of *"eyes"* is [aɪs]. The researcher got 60%, 40%, 33,3%, and 40%. The result of the table above, Junior High School students were found difficulties in pronouncing consonant s/z in which Junior High School 1 Waru students carry most mistakes for the percentage of 60%.

4.1.1.1.2 Cosonant [d/t]

Consonants	Junior High School	Total	Percentage
d / t	JHS 1 Waru	8	53,3 %
	JHS 2 Waru	3	20 %
	JHS 3 Waru	7	46,7 %
	JHS 4 Waru	4	26,7 %

Table 4.3

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From 60 participants, 22 students pronounce the consonant /d/ - /t/ in word “right” and “ride” incorrectly. There are 8 students from Junior High School 1 Waru, and 2 students from Junior High School 2 Waru, then 7 students from Junior High School 3 Waru, the last 4 students from Junior High School 4 Waru who make pronunciation error according to the correct transcription.

The students who make pronunciation error by Junior High School 1 Waru, they are: Naila, Nazwa, Wahyu, Andhika, Jody, Bagus, Davi, and Surya. While, pronunciation error is made by Junior High School 2 Waru students, they are: Diky, Geya, and Bhirawa. However, there are 7 students from Junior High School students 3 Waru, they are: Rasya, Rouf, Agung, Robertus, Febrian, Rany, and Ayu. The last, 4 students from Junior High School 4 Waru, they are: Novena, Esa, Danis, and Iqbal.

The students who make pronunciation error have same mistakes also in pronouncing “right – ride”. In phonetic transcription “right” as [raɪt] has a voiceless sound, while in phonetic transcription of “ride” a voiced consonant sound employs as [raɪd]. Therefore, the minimal pair words have different consonant sounds.

22 students from Junior High School in Waru have the same mistake, they could not differentiate voiced and voiceless consonant sounds. All of the students’ mispronounce “right” and “ride” has the same voiceless consonant sounds. The transcription of students’ mispronunciation of “ride” is [raɪt]. The researcher got 53,3%, 20%, 46,7%, and 26,7%. Junior High School students have found difficulties in pronouncing consonant d/t in which Junior High School 1 Waru

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students carry most mistakes for the percentage of 60%, which is the result that same before.

4.1.1.1.3 Consonant [f/v]

Consonants	Junior High School	Total	Percentage
f / v	JHS 1 Waru	9	60 %
	JHS 2 Waru	10	66,7 %
	JHS 3 Waru	9	60 %
	JHS 4 Waru	6	40 %

Table 4.4

From 60 participants, 34 students pronounce the consonant sound /f/ - /v/ in word “life” and “live” incorrectly. There are 9 students from Junior High School 1 Waru, and 10 students from Junior High School 2 Waru, then 9 students from Junior High School 3 Waru, the last 6 students from Junior High School 4 Waru who make pronunciation error according to the correct transcription.

The students who make pronunciation error in f / v consonant by Junior High School 1 Waru there are 9 students, their name are Sabrina, Ayunda, Eka, Wahyu, Andhika, Jody, Bagus, Surya, and Bima. Then, 10 students from Junior High School 2 Waru, they are: Rita, Mela, Adis, Fairuz, Diky, Sandy, Artha, Bella, Reniken, and Geya. Next, that same with Junior High School 1 Waru. Junior High School 3 Waru that found 9 students, they are: Rasya, Robertus, Aryo, Tangguh, Farhani, Rany, Zalsa, Ayu, and Leli. And the last, Junior High

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School 4 Waru least then another school, they are: Meylani, Esa, Lusy, Diaz, Erin, and Sisdina.

The Junior High School students in Waru Sidoarjo have different mistakes in pronouncing “life - live”. In the phonetic transcription of “life” is transcribed as [laɪf]. “Life” has voiceless sounds, while the phonetic transcription of “live” is transcribed as [lɪv] as voiced sounds. Therefore, minimal pair words have different consonant sounds.

33 Junior High School in Waru students have same mistakes, they could not differentiate between voiced and voiceless sounds and it also happens in their vowel pronunciation. All of the students’ mispronounce “live” as they consider “life” and “live” have the same sound, while the minimal pair words actually have different sounds. The transcription of the student’s mispronouncing of “live” as [laɪf]. Whereas, the transcription of [laɪf] to belong of the word “life”. One student from Junior High School 2 Waru, her name is Erin. She reverses to pronounce “life” and “live”, she pronounces “life” is [lɪv] and “live” is [laɪf]. The researcher got 60%, 66,7%, 60%, and 40%. Junior High School students are having difficulties in pronouncing consonant /f/ and /v/ in which Junior High School 2 Waru students carry most mistakes for the percentage of 66,7%.

4.1.1.1.4 Consonant h/ʔ

There are no major word mispronounce by the participants. All of the students know how to pronounce *“hair – air”*of minimal – pair words. The phonetic transcription of *“hair”* is transcribed as [heəʳ], while phonetic

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transcription of *"air"* is transcribed as [eəˈ]. In this case, all of the students know how to distinguish between consonant sounds h / ʔ.

Consonants	Junior High School	Total	Percentage
h / ʔ	JHS 1 Waru	0	0 %
	JHS 2 Waru	0	0 %
	JHS 3 Waru	0	0 %
	JHS 4 Waru	0	0 %

Table 4.5

The researcher got 0% from all of the students. The explanation of the table above, Junior High School students found not difficulties in pronouncing consonant h / ʔ which is all of the Junior High School students in Waru have not made pronunciation error the precentage 0%.

4.1.1.1.5 Consonants k/g

Consonants	Junior High School	Total	Percentage
k / g	JHS 1 Waru	10	66,7 %
	JHS 2 Waru	8	53,3 %
	JHS 3 Waru	9	60 %
	JHS 4 Waru	5	33,3 %

Table 4.6

All of the participants, 32 students pronounce the consonant sound /k/ - /g/ in the word "back" and "bag" incorrectly. There are 10 students from Junior High

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School 1 Waru, and 8 students from Junior High School 2 Waru, then 9 students from Junior High School 3 Waru, the last 5 students from Junior High School 4 Waru who make pronunciation error according to the correct transcription.

The students who make pronunciation error in /k/ - /g/ consonant sounds by Junior High School 1 Waru there are 10 students, they are: Naila, Nazwa, Sabrina, Dewi, Ayunda, Eka, Andhika, Jody, Hafidz, and Surya. Whereas, 8 students from Junior High School 2 Waru, they are: Adis, Fairuz, Diky, Satria, Sandy, Vina, Geya, and Angga. Then, Junior High School 3 Waru that found 9 students, they are: Rouf, Tangguh, Farel, Farhani, Rany, Zalsa, Ayu, Leli, and Anisa. The last, Junior High School 4 Waru least then another school, there are 5 students, those are: Meylani, Esa, Lusi, Diaz, and Sisdina.

20 Junior High School students have the same mistakes when the students pronounce “back” transcript as [bek] and “bag” transcript as [bek]. So, the students do not know how to distinguish to the pronunciation of minimal pair words which is the same pronounciation. Even though, /k/ is voiceless sounds and /g/ is voiced sounds and they could not pronounce “back” and “bag”. They are stressing in vowel /e/ not /æ/. Moreover, 10 students have the same mistakes in pronounce “bag”, they are pronounced [bæk] as a transcription, while /k/ consonant is voiceless sounds and /g/ consonant is voiced sounds. The transcribed of [bæk] is “back”. Meanwhile correct phonetic transcription the word “bag” is [bæg]. The result, 10 students do not know how to distinguishing to pronounce that words that is why they are pronouncing with same consonant sounds.

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Further, 2 Junior High School students have mispronounced /k/ - /g/ consonant. They are Tangguh from Junior High School 3 Waru and Lusi from Junior High School 4 Waru students. They are doing correct pronunciation in consonant sounds /k/ - /g/, however, they have mispronounced in vowel sounds in that word. The correct transcription of “back” is [bæk], however they have pronounced [bek] and in the word “bag” they have pronounced as transcribed [beg]. They are stressing least in vowel sound but in the consonant sound, they are correct. The researcher got 66,7%, 53,3%, 60%, and 33,3%. Junior High School students that found difficulties in pronouncing consonant k / g in which Junior High School 1 Waru students carried most mistakes for the percentage of 66,7%.

4.1.1.1.6 Consonants [ð/d]

Consonants	Junior High School	Total	Percentage
ð / d	JHS 1 Waru	4	26,7 %
	JHS 2 Waru	3	20 %
	JHS 3 Waru	2	13,3 %
	JHS 4 Waru	0	0 %

Table 4.7

All of the participants, 9 students pronounce the consonants sound /ð/ - /d/ in the word “this” and “disk” incorrectly. There are 4 students from Junior High School 1 Waru, and 3 students from Junior High School 2 Waru, then 2 students Junior High School 3 Waru, for the last no one student from Junior High School 4 Waru who makes pronunciation error.

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The students who make pronunciation error in /ð/ - /d/ consonant by Junior High School 1 Waru there are 4 students, they name: Naila, Ayunda, Eka, and Surya. Whereas, 3 students from Junior High School 2 Waru, they are: Adis, Reniken, and Vina. And then, Junior High School 3 Waru that found only 2 students, they are: Farel and Ayu. The last from Junior High School 4 Waru no one of Junior High School students makes pronunciation error.

In this case, 8 students have the same mistakes in pronouncing “this”. The phonetic transcription “this” is [ðıs] and “disk” is [dısk]. Moreover, Junior High School 1 Waru found 4 students and Junior High School 3 Waru found 3 students make pronunciation error in the word “this” transcript as [dıs], they change /ð/ into /d/ consonant sound. Even though, /ð/ is voiceless sounds and / d / is voiced sounds.

After that, one Junior High School 3 Waru student his name is Farel, he pronounces “disk” transcribed as [ðıs]. He does not mention /k/ consonant sound in the suffix and also he changes /d/ consonant as voiced sounds into /ð/ consonant as voiceless sound, therefore, he pronounces the word “this” and “disk” as [ðıs]. While no one of student from Junior High School 4 Waru who makes pronunciation error in /ð/ -/d/ consonants. The researcher got 26,7%, 20%, 13,3%, and 0%. Junior High School students that found difficulties in pronouncing consonant ð / d in which Junior High School 1 Waru students carry most mistakes for the percentage of 26,7%.

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4.1.1.1.7 Consonants [tʃ/t]

Consonants	Junior High School	Total	Percentage
t ʃ / t	JHS 1 Waru	7	46,7 %
	JHS 2 Waru	4	26,7 %
	JHS 3 Waru	5	33,3 %
	JHS 4 Waru	1	6,7 %

Table 4.8

From 60 participants, 17 students pronounce the consonant sound /tʃ/ - /t/ in word “catch” and “cat” incorrectly. There are 7 students from Junior High School 1 Waru, and 4 students from Junior High School 2 Waru, then 5 students from Junior High School 3 Waru, the last only 1 student from Junior High School 4 Waru who makes pronunciation error.

The students who make pronunciation error in /tʃ/ - /t/ consonant by Junior High School 1 Waru there are 7 students, they are: Naila, Wahyu, Andhika, Jody, Bagus, Davi, and Surya. Whereas, Junior High School 2 Waru 4 students, they are: Bella, Reniken, Geya, and Angga. For Junior High School 3 Waru that found 5 students, they are: Aryo, Farhani, Rany, Ayu, and Leli. The last, Junior High School 4 Waru only one student who makes pronunciation error, she is Novena.

There are 10 students who make pronunciation error “catch”. The correct phonetic transcription of the word “catch” is [kætʃ], however, 10 students consists of 2 students from Junior High School 1 Waru, 3 students from Junior High School 2 Waru, and 5 students from Junior High School 3 Waru who make

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pronunciation error in “catch” transcript as [kæt], they did not pronounce voiceless sound. They need to emphasize /ch/ or /ʃ/ consonant in the end of the word, otherwise /ʃ/ consonants is a fricative consonant that has voiceless sound. They only pronounce /t/ as consonant in the last of the word, while /ch/ and /t/ consonants are voiceless sound, but the students still get difficulties in distinguishing of how to pronounce those two words.

For the next, there are 5 Junior High School 1 Waru students and one Junior High School 4 Waru student pronounce “catch” transcript as [ketʃ] and “cat” transcript as [ket]. They are stressing least in a vowel, which could not stress in /æ/ consonant which is pronouncing /e/ consonant. The last one, Junior High School 2 Waru student, her name is Reniken. She is pronouncing “catch” and “cat” that same sounds, transcript as [ket] and [ket]. Based on phonetic transcription, the words “catch” and “cat” are emphasized in the vowel. Meanwhile, she has pronunciation error in pronouncing a vowel, she only pronounces those words using vowel /e/. Then, she also has pronunciation error in a consonant that words, that is in the word “catch” which is fricative consonant. In pronouncing that, she has a lack in emphasizing that suffix consonant that is /t/. Meanwhile, she is not able in to understand how to pronounce those words well.

In this case, correct transcription the word “catch” [kætʃ] and “cat” as [kæt]. We can already know, she makes a mistake in consonant and vowel. Therefore, the researcher got 46,7%, 26,7%, 33,3%, and 6,7%. Junior High School students that found difficulties in pronouncing consonant ð / d in which

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Junior High School 1 Waru students carry most mistakes for the percentage of 46,7%.

4.1.1.1.8 Consonants [tʃ/dʒ]

Consonants	Junior High School	Total	Percentage
t ʃ / d ʒ	JHS 1 Waru	15	100 %
	JHS 2 Waru	13	86,7 %
	JHS 3 Waru	15	100 %
	JHS 4 Waru	15	100 %

Table 4.9

2 students pronounce the consonant sound /tʃ/ - /dʒ/ in word “rich” and “bridge” correctly. They are Sandy and Anoraga Junior High School 2 Waru students. They are knowing how to pronounce “rich” and “bridge”. The phonetic transcription of that “rich” is [rɪtʃ] and “bridge” is [brɪdʒ]. The consonant sound of /tʃ/ is voiceless sound and /dʒ/ is a voiced consonant sound.

In this case, most of the students are not be able to pronounce between minimal pair words which are consists of /tʃ/ and /dʒ/ consonants. They pronounce it with the same pronounce, they have errors in the word “rich”. The result from phonetic transcription, they pronounce with [rɪdʒ], while that minimal pair words are different with phonetic transcription. Word “rich” has suffix /tʃ/ that is voiceless sound, but the students pronounce it with suffix /dʒ/ which is voiced sound. Based on the result, they cannot differentiate between voiceless and voiced sound in a fricative consonant. The researcher got 100%, 86,7%, 100%,

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and 100%. Junior High School found difficulties in pronouncing consonant tʃ / dʒ except for two students from Junior High School 2 Waru, the percentage of the fewest pronunciation error is 86,7%.

4.1.1.2 Error in Vowels

Many people who learn English have difficulties to put their tongues when people pronouncing the vowels. The cause of pronunciation errors in vowel because there is no physical contact between tongue and the mouth when producing vowel sounds. Vowels are usually found in the center of syllables. The researcher chose seven minimal pairs that include vowel sounds for Junior High School students in Waru Sidoarjo. The result of the Junior High School students in Waru Sidoarjo, the total and percentage of Error pronunciation in vowels which shown in *table 4.16*:

Incorrect Vowels	Total	Percentage
iː / ɪ	26	43,3 %
e / ɪ	10	16,7 %
əʊ / ɔː	11	18,3 %
eɪ / e	24	40 %
e / eɪ	31	51,7 %
ɑː / oʊ	23	38,3 %
æ / eɪ	41	68,3 %

Table 4.10

Explanation of the table above, researcher gives seven minimal pairs on vowel sounds. The total is fourteen words of vowel sounds were pronounced by

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junior high school students. The researcher got 43,3%, 16,7%, 18,3%, 40%, 51,7%, 38,3%, and 68,3%. From that table, the students find difficulties in pronouncing vowel / æ / and / eɪ /, the precentage of the population that made this error until 68,3%. Therefore, that table above is the cumulative result of vowel pronunciation errors by Junior High School students in Waru Sidoarjo.

4.1.1.2.1 Vowel [iː/ɪ]

Vowels	Junior High School	Total	Percentage
iː / ɪ	JHS 1 Waru	7	46,7 %
	JHS 2 Waru	5	33,3 %
	JHS 3 Waru	12	80 %
	JHS 4 Waru	2	43,3 %

Table 4.11

From 60 participants, there are 26 students who is mispronounced vowel /iː/ - /ɪ/ in word *"feel"* and *"fill"* incorrectly. There are 7 students from Junior High School 1 Waru, and 5 students from Junior High School 2 Waru, then 12 students from Junior High School 3 Waru, the last 2 students from Junior High School 4 Waru who made pronunciation error according to the correct transcription.

The students who make error pronunciation in Junior High School 1 waru is 7 students, they are: Naila, Sabrina, Dewi, Ayunda, Eka, Jody, and Surya. However, there were Junior High School 2 Waru 5 students, they were: Rita, Mela, Adis, Bella, and Bhirawa. And then, 12 Junior High School 3 Waru

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students, those were: Agung, Robertus, Aryo, Febrian, Dwi Habibi, Tangguh, Farel, Farhani, Rany, Ayu, Leli, and Anisa. For the last, from Junior High School 4 Waru there were only 2 students: Lusy and Samsul.

In this case, minimal pair words *"feel"* and *"fill"* consists of 2 vowels monopthong but different in pronounce, *"feel"* has long vowel monophthong and *"fill"* has short vowel monophthong. Moreover, the differences between those words are based on short and long its vowel monopthong. Some students who got the same mistake in pronouncing the word *"feel"* and *"fill"*, there were 23 students. They mispronounced in vowel /ɪ/, which is short vowel sound. They pronounce word *"feel"* as [fɪl]. Otherwise, the word *"feel"* shoul be has long vowel monophthong, but some of students pronounce it in short vowel monophthong.

Furthermore, 3 students from junior high school 2 Waru have similar mistake, they reversed between two words. They pronounce *"feel"* as [fɪl] and pronounce *"fill"* transcript as [fiːl]. Those 3 students cannot distinguish the pronunciation of the short vowel and the long vowel sounds. The researcher got 46,7%, 33,3%, 40%, and 43,3%. Junior High School students that found difficulties in pronouncing consonant iː / ɪ in which Junior High School 1 Waru carried most mistakes for the percentage of 46,7%.

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4.1.1.2.2 Vowel [e/ɪ]

Vowels	Junior High School	Total	Percentage
e / ɪ	JHS 1 Waru	1	6,7 %
	JHS 2 Waru	7	46,7 %
	JHS 3 Waru	2	13,3 %
	JHS 4 Waru	0	0 %

Table 4.12

From all of the participants, 10 students who mispronounced vowel /e/- /ɪ/ in the word “left” and “lift”. There is 1 student from Junior High School 1 Waru, however 7 students from Junior High School 2 Waru, then 2 students from Junior High School 3 Waru, and the last no student from Junior High School 4 Waru who makes pronunciation error according to the correct transcription.

The students who make pronunciation error in Junior High School 1 Waru is only one student, she is Eka. However, 7 students from Junior High School 2 Waru, they are: Rita, Mela, Adis, Satria, Artha, and Reniken. And 2 students from Junior High School 3 Waru, they are: Aryo and Tangguh. For the last, from Junior High School 4 Waru no student who make pronunciation errors in this vowel.

Vowel /e/ and /ɪ/ are the same short vowel monophthong. However, many students pronounce “lift” transcript as [laɪft], they pronounce /ɪ/ vowel monophthong have changed into /aɪ/ vowel diphthong. Furthermore, Junior High School 2 Waru students have pronunciation error in “left” transcript as [lef] and “lift” transcript as [laɪft]. They are mispronouncing in the suffix which is stressing

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in the least of /t/ consonant, while for second words they are mispronouncing in the suffix which is stressing in /t/ consonant also. They are mispronouncing in the vowel /aɪ/ also which is pronouncing /ɪ/ vowel monophthong. Then, one student from Junior High School 2 and 3 Waru who makes pronunciation error in “left” as [lef] and “lift” as [leɪf], they are mispronouncing in suffix which is stressing least in /t/ consonant that same before, however, the vowel mispronounced by them in /eɪ/ vowel diphthong. Actually, “lift” word has /ɪ/ short vowel monopthong

From the result of vowel sounds above, the correct transcription of “left” and “lift” are [left] and [lɪft]. That minimal pair words hav short vowel monophthong, however, there is find some students who make pronunciation error is changing into diphthong vowel. Furthermore, the student's pronunciation with omitted the suffix in the consonant. The researcher got 6,7%, 46,7%, 13,3%, and 0%. Junior High School students that found difficulties in pronouncing consonant e / ɪ in which Junior High School 2 Waru students carried most mistakes for the percentage of 46,7%.

4.1.1.2.3 Vowel [oʊ /ɑː]

Vowels	Junior High School	Total	Percentage
əʊ / ɔː	JHS 1 Waru	1	6,7 %
	JHS 2 Waru	6	40 %
	JHS 3 Waru	3	20 %
	JHS 4 Waru	1	6,7 %

Table 4.13

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From 60 participants, there were 11 students who mispronounced vowel /əʊ/ - /ɔː/ inword *"bowl"* and *"ball"* incorrectly. There were one student from Junior High School 1 Waru, and 6 students from Junior High School 2 Waru, then 3 students from Junior High School 3 Waru, the last one student also from Junior High School 4 Waru who made pronunciation error according to the correct transcription.

The students who made error pronunciation in Junior High School 1 waru is 1 student, he is Davi. However, there were Junior High School 2 Waru 6 students, they were: Adis, Fairuz, Diki, Satria, reniken, and Geya. And then, 3 Junior High School 3 Waru students, those were: Rasya, Rouf, and Rany. For the last, from Junior High School 4 Waru he is Samsul.

The correct transcription of the words "bowl" and "ball" are [boʊl] and [bɑːl]. There are 4 students who make mistakes in both minimum pair of words. They pronounce the word "bowl" which is transcripted as [bɑːʊl], in that case they emphasize less on vowel /o/ in their pronunciation and replace with vowel /ɑː which is supposed to be included in the vowel "ball". Whereas in the pronunciation of the word "ball" transcripted as [bal], based on the phonetic transcription the students pronounce it by replacing vowel /a/ which should use vowel /ɑː/.

Furthermore, there are 5 students who experience errors in both of these minimum pair of words. They pronounce the word "bowl" transcripted as [bɑːl], they pronounce it using vowel monophthong /ɑː/ even though the word has vowel

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diphthong /oʊ/. While pronunciation in the word "ball" transcripted as [bol], they pronounce the word using vowel /o/ which should be pronounced vowel /ɑː/.

One student mispronounces in reciting the words "ball" transcript as [bol] and one more student mispronounces the word "bowl" transcripted as [bɑːʊl], the students are Rasya and Rouf. It can be conclude that some students who experience pronunciation error cannot understand how to pronounce between vowel monopthong /oʊ/ and vowel diphthong /ɑː/.. The researcher got 6,7%, 40%, 20%, and 6,7%. Junior High School students that found difficulties in pronouncing consonant iː / ɪ in which Junior High School 2 Waru carry most mistakes for the percentage of 46,7%.

4.1.1.2.4 Vowel [eɪ/e]

Vowels	Junior High School	Total	Percentage
eɪ / e	JHS 1 Waru	9	60%
	JHS 2 Waru	4	26,7 %
	JHS 3 Waru	8	53,3 %
	JHS 4 Waru	3	20 %

Table 4.14

From 60 participants, 24 students who mispronounced vowel /eɪ/ - /e/ in word “late” and “let” incorrectly. Those are 9 students from Junior High School 1 Waru, and 4 students from Junior High School 2 Waru, then 8 students from Junior High School 3 Waru, the last 3 students from Junior High School 4 Waru who make pronunciation error according to the correct transcription.

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The students who make pronunciation error in Junior High School 1 Waru are 9 students, they are: Naila, Nazwa, Dewi, Ayunda, Wahyu, Andhika, Bagas, Fakhriyan, and Surya. However, 4 students from Junior High School 2 Waru, they are Fairuz, Sandy, Artha, and Angga. And 8 students from Junior High School 3 Waru, they are Aryo, Dwi Habibi, Farel, Farahani, Zalsa, Ayu, Leli, and Anisa. The last, from Junior High School 4 Waru there are only 3 students, they are: Ezra, Danis, Iqbal.

24 Junior High School students in Waru Sidoarjo have same mistakes in pronouncing "Late – Let" minimal pair words. The students who make pronunciation error in the word "late" as [let], they pronounced by /e/ vowel monophthong. Actually, "hate" has /eɪ/ vowel diphthong, so they mispronounced in that vowel. Therefore, based on correct pronunciation "late" as [leɪt] and "let" as [let]. The researcher got 60%, 26,7%, 53,3%, and 20%. From that table, the students of junior high school found difficulties in pronouncing consonant e / ɪ in Junior High School 1 Waru students carried most mistakes for the percentage of 60%. 4.1.1.2.5 Vowel [e/eɪ]

Vowels	Junior High School	Total	Percentage
e / eɪ	JHS 1 Waru	10	66,7 %
	JHS 2 Waru	9	60 %
	JHS 3 Waru	6	40 %
	JHS 4 Waru	5	33,3 %

Table 4.15

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All of the participants, 30 students pronounced the vowel sound /e/ - /eɪ/ in word “wet” and “wait” incorrectly. There were 10 students from Junior High School 1 Waru, and 9 students from Junior High School 2 Waru, then 6 students from Junior High School 3 Waru, the last 5 students from Junior High School 4 Waru who made pronunciation error according to the correct transcription.

The students who mad epronunciation error from Junior High School 1 waru was 10 students, they were: Naila, Dewi, Ayunda, Eka, Wahyu, Andhika, Bagus, Fakhriyan, Davi, and Surya. However, 9 students from by Junior High School 2 Waru, they were: Mela, Adis, Fairuz, Satria, Bella, Reniken, Geya, Annisa, and Bhirawa. And 6 students from Junior High School 3 Waru, they were: Aryo, Dwi Habibi, Farel Rany, Leli, and Anisa. The last, from Junior High School 4 Waru there were 5 students: Novena, Diaz, Kanaya, and Samsul.

All of the Junior High School students in Waru Sidoarjo had same mistakes in pronouncing “wet – wait”. In phonetic transcription “wet” transcribed as [wet]. According to the theory in chapter II “wet” is vowel monophthong, while in phonetic transcription of “wait” transcribed as [weɪt], however, “wait” is vowel diphthong. Therefore, that minimal pair words had different vowel sounds.

25 students who made pronunciation errors in vowel sound had same mistakes, they could not differentiate between monophthong and diphthong vowel. All of the students who made pronunciation error in diphthong vowel “wait”, they were considered to pronounce “wet” and “wait” were [wet]. Actually those were different vowel sounds. The transcription of all the students who made

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pronunciation error in “wait” they pronounce is [wet]. Whereas, [wet] transcription of pronunciation from “wet”

4.1.1.2.6 Vowel [ɑː/oʊ]

Vowels	Junior High School	Total	Percentage
ɑː / oʊ	JHS 1 Waru	9	60 %
	JHS 2 Waru	8	33,3 %
	JHS 3 Waru	2	13,3 %
	JHS 4 Waru	4	26,7 %

Table 4.16

From 60 participants, there are 23 students who is mispronounced vowel /ɑː/ - /oʊ/ in word *“not”* and *“note”* incorrectly. There are 9 students from Junior High School 1 Waru, and 8 students from Junior High School 2 Waru, then 2 students from Junior High School 3 Waru, the last 4 students from Junior High School 4 Waru who made pronunciation error according to the correct transcription.

The students who make error pronunciation in Junior High School 1 waru is 9 students, they are: Naila, Ayunda, Eka, Wahyu, Andhika, Jody, Bagus, fakhriyan, and Surya. However, there are Junior High School 2 Waru 8 students, they are: Mela, Diki, Satria, Artha, Bella, Reniken, Geya, and Angga. And then, 2 Junior High School 3 Waru students, those are: Farhani and Rany. For the last, from Junior High School 4 Waru there are 4 students: Novena, Diaz, Kanaya, and Samsul.

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In this case, the minimal pair word consists of two different vowel sound, those were monophthong and diphthong. Based on correct ranscription of the words *"not"* and *"note"* are [nɑːt] and [noʊt]. Some students who got the same mistake in pronouncing the word *"not"* and *"note"*. 3 students had mispronounced word *"note"* as [nɔːt] and 5 students had mispronounced [not]. Based on correct transcription, that word has /oʊ/ vowel diphthong. Nevertheless, 8 students are pronounced that with long vowel and 5 others are pronounced it with short vowel. Moreover, they still cannot pronounce a word that should has vowel diphthong. They could not pronounce /ɑː/ vowel monophthong. Furthermore, 9 students mispronounced word *"not"* as [not] and *"note"* as [not]. Even though, the word *"note"* has vowel diphthong but they pronounce it with short vowel, while word *"not"* has vowel monophthong with long vowel pronunciation, however they pronounce it with only short vowel. They are same pronunciation between that words, it means that they could not distinction between minimal pair words are. For the next, there were 6 students mispronounced word *"note"* as [nɔːt] which is same before, then word *"not"* [not] that same before also, they pronounce word *"note"* with long vowel pronunciation, even that word should be uses vowel diphthong. All of 6 students had error in word *"not"* as well as the previous error, there are when they got lack in emphasizes and lengthen in their pronunciation. The researcher got 60%, 33,3%, 13,3%, and 26,7%. Junior High School students that found difficulties in pronouncing consonant /ɑː/- /oʊ/ in which Junior High School 1 Waru carry most mistakes for the percentage of 60%.

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4.1.1.2.7 Vowel [æ/eɪ]

Vowels	Junior High School	Total	Percentage
æ / eɪ	JHS 1 Waru	12	80 %
	JHS 2 Waru	13	86,7 %
	JHS 3 Waru	15	100 %
	JHS 4 Waru	1	6,7 %

Table 4.17

41 students pronounce the vowel /æ/ - /eɪ/ in word “hat” and “hate” incorrectly. There are 12 students from junior high school 1 Waru, and 13 students from Junior High School 2 Waru, then all of the students from Junior High School 3 Waru, the last only one student from Junior High School 4 Waru who makes pronunciation error according to the correct transcription.

All of the participants who make pronunciation correctly there are 3 students from Junior High School 1 Waru, 2 students from Junior High School 2 Waru, and 14 students from Junior High School 4 Waru. They name are Dewi, Hafidz, and Bima from junior high school 1 Waru, Fairuz and Vina from junior high school 2 Waru, and all of the students in junior high school 4 Waru there is nothing wrong in pronunciation except Samsul. They pronounce “hat” and “hate” correctly. The phonetic transcription “hat” is transcribed as [hæt] and “hate” is transcribed as [heɪt].

However, other students have error pronunciation which is pronunciation error in “hate”, they pronounce as [hæt]. They pronounce “hat” and “hate” same

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sounds, even though that two words are different pronunciation in a vowel. “Hat” is stressing in /æ/ vowel monophthong, however, “hate” that uses /eɪ/ vowel diphthong. “hat” consists of /æ/ vowel monophthong, however, hate consists of /eɪ/ vowel diphthong. Whereas, the students who make pronunciation error in “hat” which is pronounced by /eɪ/ vowel diphthong. The researcher got 80%, 86,7%, 100%, and 6,7%. From that table, the students of junior high school found difficulties in pronouncing consonant æ / eɪ in which Junior High School 3 Waru students carry most mistakes for the percentage 100%.

4.1.2 The Situation that Might Causes the Errors

Pronunciation is one of the important parts of learning English. In English sound system, there are many ways of pronunciation for each individual that allow pronunciation errors in various situations, such as students lack of English learning and students daily activities affected to English pronunciation skill. Therefore, many English linguists have presented detailed description of English pronunciation forms, which is easily to understand by the learner.

In this study, the researcher chooses participants from Waru Sidoarjo. In retrieving data to find out the possible situation affecting the initial errors of English pronunciation by Junior High School students was based on student’s who lack of learning English, the researcher asked question about enjoyment in learning English and where they were studied English. Meanwhile, the researcher provided questions about daily activities of students about the use of English also. The questions about student activities included how often they were watching

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English movie, listening English songs, and playing English games. Moreover, the researcher divides two categories which were possible situations of pronunciation error by Junior High School students in Waru Sidoarjo.

4.1.2.1 Student's Lack of Learning English

The result of this research based on four schools that have been carried out by the researcher for all of the students who participated in English lessons at school. Except two students who had not interested to learn English, one of them is Junior High School 3 Waru his name is Rasya, he mispronounced 6 minimal pair words. The other one was from Junior High School 4 Waru his name is Diaz, he mispronounced 6 minimal pair words also. Even though, they did not like English lesson, they still had to learn English lesson at school. English was a compulsory subject in school that must be studied and followed by the students.

English lessons, it does not enough to reduce of pronunciation errors. The students must increase their learning in practice English pronunciation outside of the school to improve their pronunciation those are like learning English at home. Based on the result of the research, 6 students learned English at home again. They were Nazwa, she mispronounced 6 minimal pair words, Sabrina mispronounced 5 minimal pair words, and Fakhriyan mispronounced 6 minimal pair words there were from Junior High School students 1 Waru. Rita and Sandy from Junior High School students 2 Waru mispronounced 5 minimal pair words. The last one is Abdillah, he mispronounced only one minimal pair words was from Junior High School 4 Waru. Whereas, Junior High School 3 Waru there was no one student who learned English at home again.

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Another social situation, students interested to learn English in English course. Based on this research, 10 students had been added to English course, they were Nazwa, Sabrina, and Fakhriyan from Junior High School 2 Waru students have mispronounced in minimal pair words that same before. Angga mispronounced 2 minimal pair words, Vina mispronounced 3 minimal pair words, and Bhirawa mispronounced 6 minimal pair words those are Junior High School 2 Waru students. Febrian is Junior High School 3 Waru student who mispronounced 4 minimal pair words. The last from Junior High School 4 Waru students, there are Keisya mispronounced 2 minimal pair words, Kanaya mispronounced 2 minimal pair words, and Erin mispronounced 3 minimal pair words.

Generally, in English course, the students were given some materials to grow up in English skills, such as reading, listening, writing, and speaking. The speaking skill was learning pronunciation also. Therefore, they will be taught how to pronounce English based on English consonant and vowel sounds. Moreover, by enrolling to the English course program, the students who participate can reduce mispronunciation of English better than the students who only learn English at school. The results of students who are interesting to learn English from Junior High School 1 Waru, moreover the most frequent pronunciation error there was from them.

4.1.2.2 Daily Activities Affected to Students in English Pronunciation Skill

Based on student's daily activities to apply English, there is a way to improve the student's pronunciation skill. By doing activities that related with English in daily life, such as: listening music based on native speakers, watching

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English movies based on native speaker, and playing online games which is directing by English speaking or offline games that supported to learn English. To apply English in daily life based on native speakers, it supports English skills, especially in pronunciation skill.

First, daily activities in apply English language, there is listening English music based on native speaker. Music is important role to develop English learning for children especially. The students listen English songs to learn how to pronounce various vocabularies as well as and correctly. Meanwhile, 32 students liked to listening English song, more than 10 students liked to listen music than watch movie, the reason why the students could explore their vocabulary with song lyrics. The influence of learning with songs is very large because they can pronounce most of the words well and correctly. In this case, English song was very interesting to attract student's attention to learn English pronunciation

Second, the students learn English by doing this activity by watching English movie. There were 22 students who liked watching an English movie, those were 4 Junior High School 1 Waru students the most mistakes of mispronounced were 5 minimal pair words, 3 Junior High School 2 Waru students the most mistakes of mispronounced the most mistakes were 6 minimal pair words, 3 Junior High School students 3 Waru the most mistakes are 9 minimal pair words, and 12 Junior High School 4 Waru students at least 1 minimal pair words but the most mistakes are 7 minimal pair words. By watching English films, students are able to improve in speaking English by imitating what has been said by the actors.

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The last, those were 13 students who liked English game, these result indicate game less charmed that movie and songs. Those were 3 Junior High School 1 Waru students who like game online to increase English learning, there were: Nazwa, Sabrina, and Hafidz. The most mistakes between of them were 6 minimal pair words. Then, only one Junior High School 2 Waru student who liked gaming, he is Fairuz. He mispronounced 6 minimal pair words. The next, there were 4 Junior High School 4 Waru students who liked game online to increase of English skill, there are: Robertus, Dwi Habibi, Tangguh and Zalsa. The most mistakes of them were 6 minimal pair words. The last from Junior High School 4 Waru, there are 5 students who liked game online to increase their English skill, they are: Ezra, Diaz, Danis, Iqbal, and Abdillah. The most mistakes of mispronounced by them are 6 minimal pair words, however, the least mistakes to pronounce minimal pairs words is only one. The students used games to develop English speaking skills. English game online could improve student pronunciation. The most results of students who are applying English in the student's daily life are from Junior High School 4 Waru, however at least pronunciation error there was from them.

4.2 Discussion

From the result of the data analysis, the researcher concluded from all the data came from State Junior High School students in Waru Sidoarjo in research finding, it shows the differentiation between each school. The most pronunciation errors come from Junior High School 1 Waru students, while the least mistakes of

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pronunciation errors by Junior High School 4 Waru students that pronounce minimal pair words. The previous study about minimal pair words were illustrated by the child who had delay in phonological treatment.

Those are so many children that found difficult to distinguish two words with same sounds in their pronunciation but differ in writing. It was related to Barlow and Gierut (2002) who said the treatment approaches that facilitate phonemic acquisition by contrasting pairs of sounds by children there is quite difficult. Basically, all students of Junior High School might have difficulty to understand and pronounce the minimal pair words.

Murcia, et al (1996) stated that, the word which is differs from another paired word by single phoneme is minimal pair. Therefore, the students must be given more drill to pronounce English consonant and vowel sounds especially in minimal pair words. It is different with the study from Putri (2015) who examined of the minimal pairs drill to Junior High School students by giving utterance which contained minimal pair words. The researcher discovers distinct pronunciation errors of minimal pair words, consisting English /s/ - /z/, /d/ - /t/, /k/ - /g/, /ð/ - /d/, and /ʧ/ - /ʤ/ consonants and English vowels are /iː/ - /ɪ/, /e/ - /ɪ/, /eɪ/ - /e/, /ɑː/ - /əʊ/, and /æ/ - /eɪ/ by the participants. Reciting minimal pairs given by the researcher made them confused.

There are two situations that might causes the pronunciation error by Junior High School students in Waru Sidoarjo, those are the students lack of English learning and students daily activities affected their English pronunciation skill. Students lack of English learning that found by the students interested to

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learn English and where is the place of the students learning English. Then, students' daily activities affected the English pronunciation skill and listen English music, watch English movie, and play game online by listen the instruction as English language or game offline with English.

First, the student's lack of English learning, the students who did not like English, they still studied English at school. In school, their pronunciation error consists of 6 minimal pair words by each other, there was not much different from their friends because they had some other aspects that could improve their pronunciation. However, there were 2 students who made more mistakes than the other students who did not like English. Therefore, learning English in English courses only there is not enough to practice of English pronunciation correctly. Mustikareni (2013) says that, habit of pronouncing the word that can be affected by imitating someone in pronouncing the words, the students are disposed to imitate someone who they believe in perfectly, it can be teacher or tutor or the others. It means that, error in pronouncing words happen when they were copying the wrong models.

Second, situations that might causes based on student's daily life, such as listening English music, watching English movie, and playing English game. Based on daily life of the students, watching movie allows them to learn vocabulary, as well as pronunciation. When people are watching movie, they will know how to pronounce that words based on what they see. Sanusy says, using English movie the students expected what is the pronunciation by the speaker and can be improve their ability to speak English by imitating what is said by film

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players, encouraging students or watching to do the same thing as what they see and hear in terms of how to talk, how to run, and what told by the story and so on. We can imagine and apply it in reality (2014).

While listening music can improve of pronunciation also, people who listen to music will follow or mimic what they listen unconsciously, which in the case what is the most students usually do. Pratiwi (2014) conducted a research explained this media is expected to affect the development of pronunciation and improve listening habits in children. English pronunciation is one of the important elements in learning English and the easiest method to practice word pronunciation is through listening methods.

The last, based on English game and online game, that could developed in speaking skills students are increasingly increasing and competing, which is like a game that refers to utterance, structure, and vocab. According from Nurbadri (2017), games online that could improve English pronunciation for children, the positive impact of playing games online was the ability of the brain to hone or analyze something more increased, more creative, imaginative, and English is learned to be better, from nine out eleven students can improve proficiency in their English in terms of vocabulary and pronunciation. It means that, English game can improve speaking skill to young learners, such as game online with listening of the sound and with some notification from online game in the smartphone.

In this research, the researcher gave questionnaires were given to complete the requirement of this research. However, all of the previous studies before did

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not conduct the data by giving questionnaire. Based on the research, it is better to learn English at school or at English courses accompanied by listening English music to support of learning English and watching an English movie because by watching English movie the students could be able to improve in speaking English by imitating what has been said by the actors. It can encourage students to do the same thing with what they see and in terms of speaking and pronunciation. While, listening English song three months students were trained and used to reciting songs that had been listened to. Therefore, student's learning with songs is very large because it can pronounce most of the words well and correctly, that shows the song media can influence the pronunciation of words to practice English pronunciation.

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CHAPTER V

CONCLUSION

The writer gives conclusion and suggestion based on research problems before.

5.1 Conclusion

The objectives of this research there are finding a common error pronunciation of English words and percentage of errors on Junior High School student eighth class in Waru Sidoarjo. Clearly, after analyzing the data, the researcher concludes as followed:

a. Kinds of pronunciation errors by Junior High School students there are in English consonant /ð/, /t/, /d/, /s/, /z/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/. While, in English vowel /əʊ/ /eɪ/ /aɪ/ /ɪ/ /e/ /iː/ /ɑː/ /ɔː/ /oʊ/, /æ/. The common pronunciation error of minimal pair words by the participants in fricative consonant sounds is /tʃ/ and /dʒ/ because the most participants there were made pronunciation error *rich* and *bridge*. Whereas, no one students who error pronouncing in English consonant *glottal* sounds, there is /h/ and /ʔ/ from minimal pair words of *hair* and *air*. The most mistakes that deliver by Junior High School 1 Waru Students and the fewest mistake that deliver by Junior High School 4 Waru Students.

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b. Situations that might causes of pronunciation error by Junior High School students in pronunciation were divided into two situations there are the lack of student's learning English and the students who applied English in their daily activities. Greater influence in English pronunciation learning or reducing English pronunciation in daily activities of the students such as watching English movie, listening English song and support with the English game.

5.2 Suggestion

From result, the researcher shows that Junior High School Students in Waru Sidoarjo made error pronouncing in minimal pair words consists of English consonant and vowel sounds. Although, some students did not make errors in pronouncing minimal pair words consist of English consonant and vowel sounds. Therefore, the researcher would like to give some suggestion which is hopefully for the next researcher, teacher, and Junior High School students.

1. **For Teacher**

   The teacher give motivation to Junior High School students in pronouncing English words especially how to pronounce minimal pair words that consist of English consonant and vowel sounds, because that result shows Junior High School students often make error pronouncing in minimal pair words consist of English consonant and vowel sounds. The teacher can give suggestion with reading English book. Then, the lecture can support with listening English songs,

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watching English movie, and giving English game when learning process. It might be helpful to improve their English pronunciation.

2. **For Students**

   Junior High School students must be self-awareness to pronounce English consonant and vowel sounds, especially the students who want to more deeply learn English. You can read English book, listening English music, and watching English movie, and you can changed your language into English in your smartphone for know how the write of English word.

3. **For Further Researcher**

   This research there is no perfect enough to overcome the problems of students made error in pronouncing minimal pair words consist of English consonant and vowel sounds. The writer expects for the next researcher can more completing this research and previous research.

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