#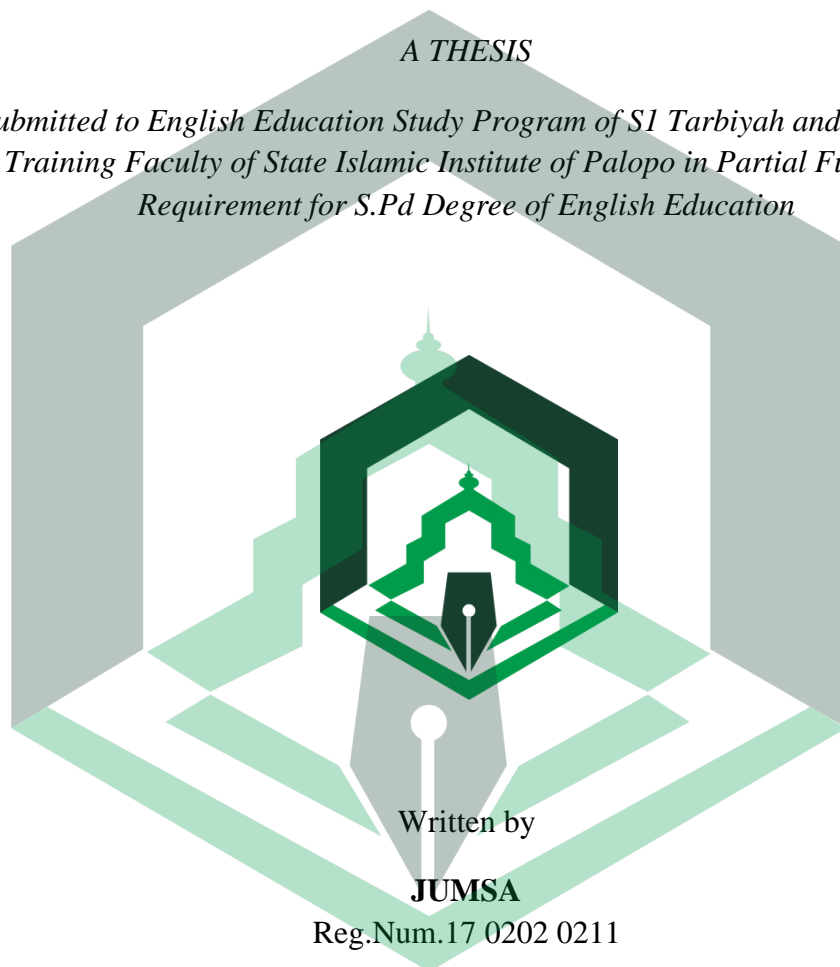 AN ANALYSIS OF ERRORS PRONUNCIATION PRODUCED BY THE SECOND YEAR STUDENTS OF MTS BATUSITANDUK BY USING VIDEOS ACTING CHALLENGE FROM TIKTOK APPLICATION

A THESIS

Submitted to English Education Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfill of Requirement for S.Pd Degree of English Education

Written by

JUMSA
Reg.Num.17 0202 0211

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

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Supervised by:

1. **Amalia Yahya, S.E., M. Hum**
2. **Muhammad Irfan Hasanuddin, M.A**

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF PALOPO

2022

THESIS APPROVAL

This thesis entitles **"An Analysis of Errors Pronunciation Produced by The Second Year Students of MTS Batusitanduk by Using Videos Acting Challenge from TikTok Application"**, which is written by Jumsa, Reg. Num. 17 0202 0211, English Education Study Program of Tarbiyah and Teacher Training Faculty, The State Islamic Institute of Palopo and has been examined and defended in Munaqasyah session which is carried out on Thursday, **18th of August 2022 M**, coincided with **20th Muharram 1444 H**, it is authorized and acceptable as fulfillment for S.Pd degree in English Language Education Study Program.

<u>**Palopo, August 18th 2022 M**</u>
20th Muharram 1444 H

COMMITTEE OF EXAMINATION

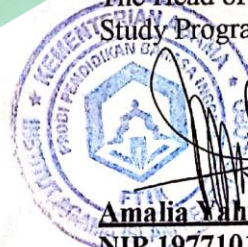|			
1	Amalia Yahya,S.E., M.Hum.	Chairman	(............)
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3	Fadhliya Rahmah Muin,M.Pd.	Examiner II	(............)
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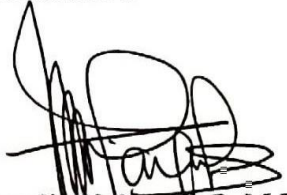
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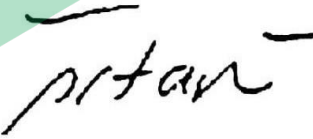Study Program: English Education

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Tempat

Assalamu'alaikum Wr. Wb

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul   : An Analysis of Errors Pronunciation Produced by the Second Year Students of MTS Batusitanduk by Using Videos Acting Challenge From Tiktok Application.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

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Lamp : -

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Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

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Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

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NIM   : 17 0202 0211
Kelas/Semester   : BIG B/X
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MENYATAKAN

1. Bahwa naskah skripsi/proposal yang saya ajukan untuk diuji tingkat similarity/plagiasi dengan aplikasi Turnitin adalah benar otentik, tanpa rekayasa yang dilakukan secara sengaja untuk mengelabui aplikasi.

2. Bahwa apabila naskah yang saya ajukan kemudian ditemukan unsur rekayasa di dalamnya, maka saya bersedia untuk menerima sanksi administrasi berupa pembatalan hasil ujian skripsi saya.

Surat pernyataan ini saya tandatangani dalam keadaan sadar serta penuh tanggung jawab untuk dipergunakan sebagaimana mestinya.

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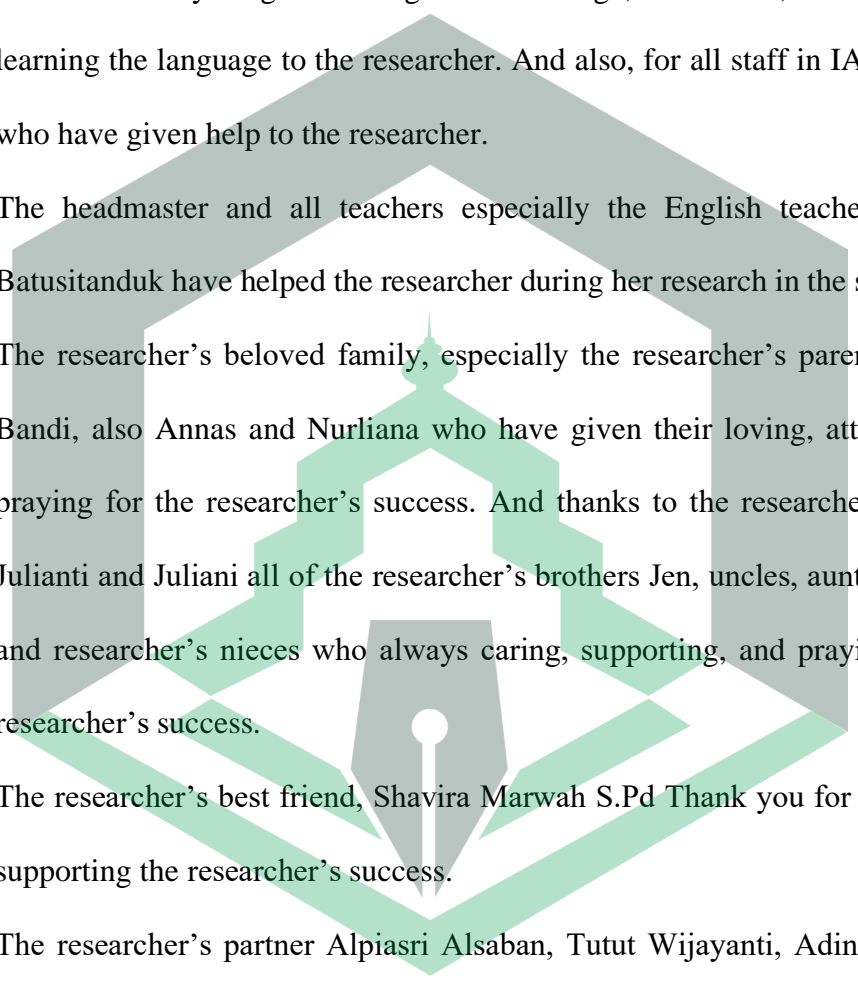
Yang membuat pernyataan,

Jumsa

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بِسْــــــمِ اللّٰهِ الرّحْمٰنِ الرّحِـــــــيْمِ

الْحَمْدُ لِلهِ رَبِّ ٱلْعَالمِيْنَ وَالصَّلَاةُ وَالسّلَامُ عَلَى سَيِّدْنَامُحَمَّدٍ وَ عَلَى آلِهِ وَ اَصْحَابِهِ اَجْمَعِيْنَ

(اما بعد)

Alhamdulillahi Rabbil Alamin, praise and thanks to Allah SWT so the researcher can start and finish this thesis entitled "An Analysis of Errors Pronunciation Produced by The Second Year Students of MTS Batusitanduk by Using Video Acting Challenge FromTiktok Application." Peace be upon our prophet Muhammad saw. The researcher realizes that the existence of this thesis receives much advice, guidance, and encouragement from many people. Therefore, the researcher would like to express thanks to:

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4. Muhammad Irfan Hasanuddin, M.A. as the second consultant who has given corrections, explanations, suggestions, and guidance until this thesis is finished.

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Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others

Palopo, Juni 13, 2022

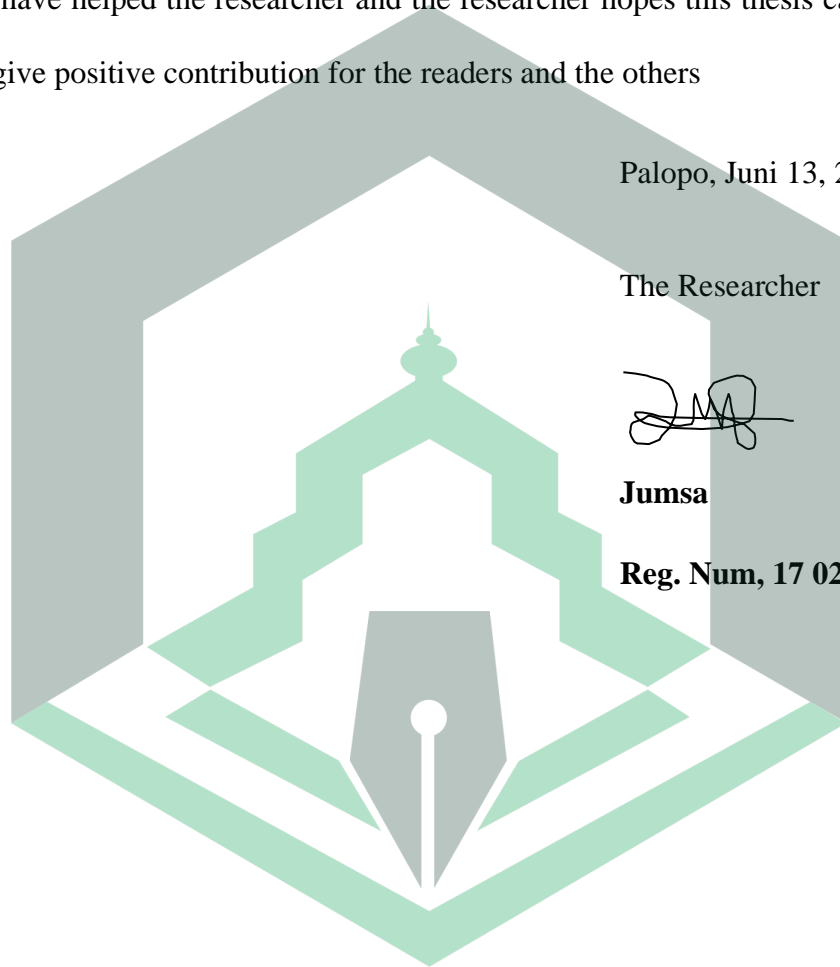The Researcher

Jumsa

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ABSTRACT

Jumsa, 2022. "*An Analysis of Errors Pronunciation Produced by the Second Year Students of MTS Batusitanduk by Using Videos Acting Challenge From Tiktok Application*". Thesis English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo supervised by Amalia Yahya and Muhammad Irfan Hasanuddin.

This research aimed to find out the students' errors in pronunciation through video acting challenges and help teachers in finding teaching materials for pronunciation learning in speaking English from data obtained by the researcher. This research applied the quantitative method. The population of this research was students in the second year of MTS Batusitanduk. The sample was taken by random sampling which consist of 21. In this research, the main source of data collecting that researchers are analyzing is a video created. Students' pronunciation will be judged by using a checklist to categorize the various kinds of faults generated by those who seek fault, namely the surface taxonomy strategies, particularly omission and misordering. According to the findings, the most common and frequent errors committed by pupils are 97 (53%) places of omission errors and 87 (47,28%) places of misordering. The teacher should use these findings to improve students' awareness of these errors and give enough remedies to prevent pupils from internalizing them.

Keywords: Error Analysis, Error Pronunciation, Bilabial, Alveolar, and Velar Sounds.

CHAPTER I

INTRODUCTION

A. Background of Study

Language as a medium of communication is an important part of human life. Without language, a human can neither make good communication nor make interact with each other. Through language, we can talk about anything, we can get information and we can keep in touch which other societies. There are many international languages in this world; one of them is the English language. English as an international language is used throughout the world. It is the first foreign language taught to the students in Indonesia as a foreign language.

There are many kinds of a subject in teaching and learning English, one of the basic language skills is speaking. Speaking is an interactive process that consists of producing systematic verbal utterances to convey meaning. In speaking, we must give attention to how the way we speak the world. The way to speak the world is called pronunciation.[1] Numerous factors contribute to the errors second language learners produce, especially in the area of pronunciation. To a greater extent, ESL learners are not even aware of pronunciation errors that they make.[2]

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[1]Anggar , Wulandari, "*Improving student's pronunciation using audio visual at the fifth year of Al-azharsyifa Budi elementary school of Surakarta in academy year 2007/2008,"Kajianlinguistikdansastra 20,* No.1 (Juni, 2008). 2.
[2]Turki A. Binturki, "*Analysis of Pronunciation Errors of Saudi ESL learners,*" (2008): 1

There are often learning and production problems when the mother tongue (L1) differs from the target language (L2). The degree of differences between a learner's native language and the target language can lead to greater difficulty (Lightbown and Spada, 2006). The areas of characteristic problems which have been reviewed are phonology, grammar, and vocabulary and these findings might help the teacher to examine how these typical difficulties arise and anticipate the difficulties in their teaching contexts.

Pronunciation is the most important skill of spoken English. Not surprisingly, pronunciation instruction plays a significant role in the teaching of English as a second language (ESL). Given that the majority of ESL learners seek to speak native-like English, the importance of teaching pronunciation cannot be emphasized too much. Teachers must help learners of English develop the ability for communication needs and the ability for being understood easily (Morley, 1991).

The following are some reasons why it is important to study English:

1. When will learn to do correct pronunciation, our English will become easier to understand. It sounds more natural when we speak English and we learn to speak English faster.

2. It will help us listen better to English because we will learn to identify and recognize the voices others make.

3. Finally, our confidence grows, exponentially. When we can deliver our message clearly (not perfectly, but clearly) and we can understand other English speakers more clearly, our confidence will grow and we will start

more conversations and will get more exercise and our abilities will increase faster.

Technology has developed rapidly in the education field. Of course, the teachers can use technology development, such as television, radio, and computer, as a medium to teach English. Interest in the use of film and television for teaching at all levels increased throughout the 1950s and 1960s. In contrast, English teachers in Indonesia tend to use conventional methods during their teaching. They just teach their students in a particular way. The students just sit down and listen to the teacher's explanation without any competence achieved. Educational technology is a technology applied to the teaching and learning process.

Video is a powerful medium – more so than its audio counterpart due to the visual element. Poole (1998: 224) states that audiovisual aids are the common term used for the teaching aids that bring media other than speech into the learning equation. Video and television are similar in that they both portray moving images, along with sounds, and in that these sounds may be either natural or contrived and tailored to the desired situation. By using AVAs, the student will be more interested in learning pronunciation, because they can see as well as hear what is being said. Besides, the video is much easier to understand because it includes the speakers' facial expressions and gestures. The visual element is attractive and commands attention better than audio alone.[3]

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[3]Musrafidin Simanullang,"The effect of applying video on the Students' English Pronunciation Accuracy at the Fifth Semester Students at the English Study Program of the Teacher's Training and Education Faculty the University of Sisingamangaraja XII Tapanuli in

Based on the result of the research when observing MTS Batusitanduk, the researcher found several obstacles in the second grade in learning English, especially pronunciation, most students still lack much in English and some students felt adequate when speaking in public as they did in class and sometimes also student was bored in teaching English.

Based on the explanation above, the writer wants to try to examine the limits of the student's ability in English pronunciation and help the teacher find where the students' difficulty in reciting the word in English is so that the writer is interested in raising the titles "**An Analysis of Errors Pronunciation Produced by the Second Year Students ff MTS Batusitanduk by using Videos Acting Challenge from TikTok Application**".

B. Problem statement

From this research, the researcher found several obstacles that are the students who are skilled at speaking English because shame, fear of being wrong in English pronunciation, the boredom of students learning English, and lack of confidence in speaking English in front of friends or front of the class. Based on this obstacle the researcher formulates the research question "What kinds of errors in pronunciation that students have in the second year at MTS Batusitanduk?".

Academic Year 2018/2019," *International Journal of English Literature and social Science 3,* No.6 (December, 2018): 1. https://dx.doi.org/10.22161/ijels.3.6.13

C. Objective of the research

Based on the problem statement above, the objective of the research is to help teachers in finding teaching materials for pronunciation learning in speaking English from data obtained by the researcher. As well as giving suggestions to teachers on how to teach speaking not boring way of using social media as a learning tool such as this acting challenge video and elaborate on the errors in pronunciation made by the students of the second year of MTS Batusitanduk.

D. Significances of Research

1. The practical significance

From the result of this research, it is expected to be able to provide optimum data so that the data can be used as a model to teach the good and correct pronunciation of speaking and to help teachers overcome the problem of laziness in studying students in English using the media used by researchers.

2. The theoretical significance

The writer hopes this research has some significance in the English teaching and learning process, especially in enhancing pronunciation students speaking skills by using video acting challenges.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. Novalina Sembiring and Fiber Yun Almanda Ginting (2016), in their thesis entitled "*An Analysis of Pronunciation Errors Made by The Fourth Semester Students of English Education Study Program at Unika*". In conducting this research, the research applied the quantitative method. The purpose of the research is to analyze pronunciation errors made by the fourth-semester students of the English Education study program at Unika. The result of research and analysis concluded that the understanding the concept before obtaining the Physics I lecture on material mechanics, the result of 24% understood the concept, 56% did not understand the concept, and 20% who have misconceptions. Understanding the concept of a student after obtaining Physics I lecture on the mechanics of materials, 71%, understand the concept, 16% did not understand the concept, and 13% had a misconception[4]. The similarity between this previous study with this research is research focus is errors pronunciation and the research method is a quantitative method, and the difference is that the research is done in the second grade of junior high school whereas the previous study is conducted in the fourth semester of lecture.

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[4]Novalina Sembiring, Fiber Yun Almanda Ginting, "*An Analysis of Pronunciation Errors Made by The Fourth Semester Students of English Education Study Program at Unika, (2016)*", *JurnalSuluh Pendidikan,*3 No. 2, 2016.

2. Priscilla Shak, Chang Siew Lee, and Jeannet Stephen (2016), in their thesis entitled "*Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students*". In conducting this research, the research applied quantitative methodology. The purpose of the research is to analyze errors in pronunciation of low proficiency. The result of this research is Data collected from the questionnaire revealed that two of the twelve participants scored Band 1 in MUET while the other ten scored Band 2 in MUET. Out of the twelve participants, three were males while nine were females. The participants ranged from the age 19 – 24 years old. Except for one Chinese student who spoke Cantonese and Hokkien at home, all the other participants were native speakers of Malay. Of the pronunciation errors analysis, it was identified that students have problems in pronouncing fricatives (/v/, /θ/, /ð/, /z/), plosives (/t/, /d/, /g/), affricates (/dʒ/), silent consonant (/w/), diphthongs (/eɪ/, /aɪ/, /əʊ/), pure short (/ɪ/, /e/, /æ/, /ɒ/, /ʊ/, /ə/) and long vowels (/iː/, /ɑː/, /ɔː/, /uː/). Table 1 presents the number of errors made in the reading-aloud test.[5] The similarity between this previous study with this research is research focus is errors pronunciation and the research method is a quantitative method, and the difference between previous studies this research is this research used a video to collect the data and this previous study used a questionnaire to collect the data.

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[5]Priscilla Shak, Chang Siew Lee, "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students, (2016)", *international journal of language education and applied linguistics, 2016.*

3. Suci Lestari and Dedy Subandowo (2018), in their thesis entitled "*An Analysis of Students' Error in English Pronunciation Related to the Diphthong Sound at the Muhammadiyah University of Metro*". In conducting this research, the research applied the descriptive quantitative method. The goals of this research were to find what errors are made by students in pronouncing diphthong, the percentage of the errors, and what are the causes of the errors. From the result of data research, it can interfere that from 80 diphthongs test of 30 students as the source of data, there were errors that he did when they pronounced diphthong /əi/ that is 39%. They did errors as many as 46% when they pronounced /eə/, 46% in pronounced /eɪ/, 22% when pronounced /ɔɪ/, 43% when pronounced /ʊə/, 48% when pronounced /əʊ/, and/iə/ as many as 46%, and the last 41% when pronounced /aʊ/. The researcher found various answers for some aspects that caused their errors in pronouncing diphthong, the first is a learning method, learning facilities.[6] The similarity between this previous study with this research are research focus is on errors in pronunciation and the research method is the quantitative method, and the difference is this previous study focus on errors in pronunciation related to the diphthong Sound, and this research focus related on bilabial sound, alveolar sound, and velar sound.

4. Jumrina (2013), in her thesis entitled "*An Analysis of Students Pronunciation Errors in English*". The method of this research is

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[6]Suci Lestari, Dedy Subandowo, "An Analysis of Students' Error in English Pronunciation Related to the Diphthong Sound at Muhammadiyah University of Metro, 2018", *Jurnalperspektifpendidikan,* 12, No.1 (2018): p.15-28.

descriptive quantitative. The objectives of this research are to find out the kinds and the causes of errors made by Muna students in pronouncing English. The result of the analysis shows that there are three kinds of errors made by the subjects such as shortening, lengthening, and substitutions The average percentage of various errors in pronouncing English vowels is 41.33%. There are three types of dominant errors. There are shortening (20%), lengthening (6.67%), and substitutions (97.33%). To solve the students' pronunciation errors, they need a lot of drills and practice pronouncing English using IPA by watching carefully how native speakers produce the sounds correctly.[7] The similarity between this previous study with this research is research focus is errors pronunciation and the research method is a quantitative method, and the difference between this previous study is the kinds of errors that are shortening, lengthening, and substitutions and this research used two kinds of errors are omission and misordering.

5. Fatihatus Saadah and Havid Ardi (2020) "*The Analysis of Students Pronunciation Error in English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang*". The method of this research is descriptive quantitative. The subject of this research is to find out pronunciation errors on English diphthong made by the fifth semester of the English language education program. In this research, the result showed that there are 15 students (60.00%) in a level

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[7]Jumrina "*An Analysis of Students Pronunciation Errors in English, 2013*"

fair, 6 students (24.00%) in level good, 3 students (12.00%) in level poor, a student (2.00%) in level very good and last no student (0.00%) in level bad so the score showed that students in English Language Education program were mostly fair in pronouncing diphthong sounds. As the result, students need to practice more in pronouncing diphthong to improve their ability.[8] The similarity between this previous study with this research are research focus is errors pronunciation and the research method is a quantitative method, and the difference between this previous study's focus on diphthong sound and this research's focus on bilabial sound, alveolar sound, and velar sound.

6. Yuli Mulidiana (2020), in her thesis entitled "*An Error Analysis of English Fricative Sound Pronounced by Gayonese Students*". The method of this research is the qualitative method. The subject of this research is to identify the particular types of pronunciation errors performed by the Gayonese students at SMAN 1 Takengon. And to determine several causes of pronunciation error performed by the Gayonese students at SMAN 1 Takengon. In this research, the result showed that firstly, among three types of pronunciation errors, the most frequent kinds of errors made by Gayonese students are substitution and insertion. In general, the total errors were found in pronouncing sound /f/ is 38%, sound /v/ is 79%, sound /ʃ/ is 62%, sound /ʒ/ is 77%, sound /θ/ is 87%, sound /ð/ is 76%, and sound /z/ is 10%. Based on the discussion in chapter IV, the researcher

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[8]Fatihatus Saadah and Havid Ardi "*The Analysis of Students Pronunciation Error in English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang, (2020)*", *journal of English language teaching,*9, No.1, (2020): p.188-194

analyzed several points related to the research questions. Secondly, the data found that the most apparent causes or sources of pronunciation errors are: first, the intra-lingual transfer that affected students' mother tongue. Second, the intra-lingual transfer focused on students' target language generalization, inaccurate rules, and misunderstanding the rules. Third, in the context of learning that is covered in social and classroom situations.[9] The similarity between this previous study with this research are research focus is errors pronunciation and the difference is the research method this research used a quantitative method and this previous study used the qualitative method.

7. Puji Lestari, Chyntia Heru Woro, and Okhta Ika Rahmawati (2020), in their thesis entitled "*Error Analysis in Pronunciation Made by Second Semester Students IKIP PGRI Bojonegoro*". The method of this research is qualitative method. The subject of this research is to identify the kinds of segmental aspects of pronunciation are made by the second English Departement students at IKIP PGRI Bojonegoro, and determine the several causes of errors made by second semester student of English. In this research showed that student errors are categorized into omissions, misinformation, sequence errors, and additions. Students make a total of mistakes out of words. The most types of errors that arise in students' pronunciation are misformation errors. This kind of error means that students use mistakes from phonemes or structures in saying words to

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[9]Yuli Mulidiana "*An Error Analysis of English Fricative Sound Pronounced by Gayonese Students, 2020*"

make language sounds understandable. Incorrect information or substitution found several times. Misinformation found in students speaking consists of sound errors (consonants), voiceless (consonants), short vowels, and long vowels. The second, the researcher found several features of pronunciation errors, namely the elimination of a single vowel sound acceleration (consonant) consonant sound removal. Aspects of pronunciation errors in neglect are ordered from the most frequent to the rare. [10]The similarity between this previous study with this research are research focus is errors pronunciation.

B. Nature of Speaking Comprehension Especially Errors Pronunciation

1. Definition of Speaking

There are several definitions of speaking that has given by some experts. Speaking is a means of communication in expressing ideas, information, and feeling to others. It is the most essential way in which the speaker can express himself through a language. Brown states that speaking is defined as saying things, expressing thoughts aloud, and using the voice. Spoken language and speaking are similar in meaning that how people use their voice loudly that occurs in time cannot go back and change, and it is produced and processed on line.[11]

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and

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[10]Puji Lestari, Chyntia Heru Woro, Okhta Ika Rahmawati, "*Error Analysis in Pronunciation Made by Second Semester Students IKIP PGRI Bojonegoro*" JURNAL PENDIDIKAN EDUTAMA, Agustus, 2020. P. 25-26.

[11]Douglas Brown, "*Teaching by Principles: An Interactive Approach to Language Pedagogy*," (San Fransisco: San Fransisco State University press2001), p. 257.

Joyce, 1997). Speaking is a way to communicate with others to transfer or exchange information. Speaking is also an activity where human beings used their voice to deliver their ideas, information, suggestion, opinion, etc. According to Fulcher speaking is a verbal use of language to communicate with others.[12]

According to Anggani, Donough and Shaw write that there are some reasons for speaking involved expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving a particular problem, or establishing or maintaining social relationships and friendships.[13]

From the expert statement above, it can be concluded that to be a success in English speaking, students should master the linguistic aspect and possess the non-linguistic aspect. They both correlate with each other. So, English speaking ability here not only focuses on the knowledge of the language that the learners have but also focuses on the personality dimension (enthusiasm and motivation) that will influence them in presenting their knowledge of English and they know how when to present it.

2. **Definition of Pronunciation**

Pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language. This reflects the traditional view that pronunciation is primarily

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[12]Glen Fulcher, "*Testing second language Teaching,*" (London: Longman, 2003), p. 23.
[13]Anggani LB, Dwi and Hartono Rudi (2015) "*Improving Students Personal Self Concept through role technique in teaching Speaking Skill*" Universitas Negeri Semarang Indonesia

associated with the expression of referential meaning and that individual sounds, or phonological segments, are the building blocks for higher-level meanings.

From the perspective of contemporary research in discourse analysis (Brazil, Coulthard, & Johns, 1980), however, pronunciation is seen not only as part of the system for expressing referential meaning but also as an important part of the inter-factional dynamics of the communication process. According to this view, it is artificial to divorce pronunciation from communication and other aspects of language use, for sounds, are a fundamental part of the process by which we communicate and comprehend the lexical, grammatical, and sociolinguistic meaning. Pronunciation involves a complex interaction of perceptual, articulator, and inter-factional factors. In this article, that complex of factors is described in terms of three types of features: segmental features, voice-setting features, and prosodic features.

Pronunciation is phonemes, and acquisition of the target language phonological system is viewed as the mastery of the phonemic distinctions embodied in its phonological inventory and of the phonetic variants of phonemes that occur in particular environments within syllables and words.[14]

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[14]Alison D'anglejan, Gisele Painchaud & Claude Renaud, "*Beyond the Language Classroom: A Study of Com"municative Abilities in Adult Immigrants Following Intensive Instruction*"

a. Difficulties in Learning English Pronunciation

Gilakjani (2011) stated that among the reasons ESL students have difficulties learning pronunciation are that they are not interested, not exposed to the target language often and teachers do not highlight the importance of pronunciation nor have the right tools to help their students learn proper pronunciation. To draw attention to the importance of pronunciation, English language instructors must use the right methods and utilize the right tools to bring attention to pronunciation practices in the language classroom.

Some proponents believe that difficulties in learning English pronunciation arise due to the differences between the target language and the mother tongue of the language learners. This field of research dwells on studying how the target language deviates from the mother tongue to predict the difficulties that language learners may face. In Malaysia, the national language –Malay language -is used as the main medium of instruction in national schools. English is taught as a compulsory second language subject in all Malaysian schools. From a contrastive analysis point of view, although English shares the same alphabet system as Malay, the pronunciation of these alphabets and phonemes are different. For example, in Malay, the letter 'a' is pronounced as /ʌ/. However, in English 'a' may be pronounced as /ʌ/, / ɑː/, /e/, / ə/, / ei/ or even /æ/. Therefore, anticipated that students are likely to be confused and make pronunciation errors when learning to pronounce English sounds and words.

On the positive side, insights from the contrastive analysis will be able to not only explain the possible reasons behind pronunciation errors of Malaysian students but will also allow language instructors to make use of this realization to inform them in their classroom pedagogy. Knowing which sounds are likely to be difficult for the students, language instructors will then be able to decide on how much time and which sounds should they focus on when teaching English pronunciation in the Malaysian classroom.[15]

b. Techniques of testing pronunciation.

Heaton (1990 as cited in Isnawati 2014) includes pronunciation in testing speaking skills. There are at least three techniques for testing pronunciation.

1) Pronouncing words in isolation

The importance of listening in almost all tests of speaking, especially those of pronunciation, should never be underestimated. Students cannot pronounce correctly unless they first hear and recognize the precise sound of that word.

2) Pronouncing words in sentences

Students can also be asked to read aloud containing the problematic sounds which we want to test.

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[15]Priscilla Shak, Chang Siew Lee, Jeannet Stephen, "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students," *International Journal of Language Education and Applied Linguistics 4,* No.25-35 (April, 2016): 28.

3) Reading aloud

Way of testing pronunciation provided that we give a student a few minutes to look at the reading text first.[16]

c.   Review of Related Empirical Studies

Many research studies have been conducted on the pronunciation problems of EFL learners with diverse language backgrounds, all pointing to the influence of the mother tongue. Some of these studies are reviewed below:

1) Varol (2012), investigated the influence of the Turkish sound system on English learners' pronunciation. The findings of his study revealed that Turkish adult speakers of English face difficulties in pronouncing /θ/, /ð/, /ɪ/ /ʈ/, and /æ/ as these sounds are absent in their native language.

2) Bada (2001), also conducted a study on native language influence on the production of English sounds by Japanese learners. Bada's findings confirm that Japanese learners of English experience difficulty in pronouncing several English sounds including /l/, /r/, /θ/, /ð/, and /v/ due to MT interference.

3) Another study was conducted by Kwary and Prananingrum (2006), who investigated the influence of L1 on the production of L2 sounds among Indonesian university students. The findings showed that participants faced difficulties in pronouncing several English vowels and consonants due to negative transfer.

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[16]Elsa Elvionita, "*An Analysis of Students' Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru*" (2019): 12.

4) Along the same line, the results of Pal's (2013), study showed that Hindi speakers of English experience major difficulties in pronouncing /s/, /ʃ/, /z/, /ʒ/, and /ʤ/ as well as consonant clusters.

5) Hakim (2012), also found that among a few sounds he investigated, the pronunciation of English /d/ and /ð/ was most difficult for Java EFL learners.

6) Similarly, Chan (2009) investigated the pronunciation problems of advanced Cantonese ESL learners in Hong Kong. The results showed that even though the participants were English majors and had studied English for at least thirteen years they still had problems with pronouncing English sounds that did not exist in their native language.

7) Another study on the influence of MT was conducted by Baloch (2013). The findings of this study showed that Arabic learners of English replace /b/ with /p/ as a result of mother tongue interference. Since Arabic lacks the consonant /p/, speakers of this language replace it with the closest sound in their native language sound system, in terms of place and manner of articulation, namely /b/.[17]

3. Definition of Error

Jack fisiak cited from S N Srindhar's paper "the notion of 'error' is a function of the traditional practice to take a teacher-centered viewpoint of

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[17]Mohammad Hossein Keshavarz, "An Investigation into Pronunciation Problems of Hausa Speaking Learners of English," *International Online Journal of Education and Teaching 4(1),* No. 61-72 (November, 2016): 62. http://iojet.org/index.php/IOJET/article/view/152/150

learners' performance and to judge the letters in terms of the norms of the target language".

Heidi Dulayet. All state studying learners' errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made: and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types the tract most from a learners' ability to communicate effectively.

On the other hand, errors are systematic, consistent deviances, characteristic of the learners' linguistic system at a given stage of learning. Corder's said, "the learners' errors are evidence of the system and are themselves systematic".

a. **Types of Error**

The error can be classified into different types of errors. According to Jack **C.** Richard, errors can be classified into two types: inter-language and intra-lingual errors.

The first type of error is called inter-language error, inter-language errors are caused by the interference of the student's native language. These errors are made when the students are trying to transfer their native language system into the English language system which is studying at present. When the students study a foreign language, they have already had their native language habits.

Consequently, once they learn a new language and some system that is the reason tend to such errors.

The second type of error is called intra-lingual and developmental error. Intra lingual errors obligate the student's first language ability at a certain stage of the study. The cause of this type of error could be found in the structure of the English language itself. This type of error does not have anything to do with the student's native language.[18]

a. Kinds of errors

Errors analysis, according to Richards (1987), is a process for identifying errors in speaking and writing.[19] The study of errors made by second and foreign language learners is also known as error analysis. Error analysis can be used to (a) determine how well someone knows a language, (b) determine how well someone learns a language, and (c) obtain information on common difficulties in language learning to aid in teaching or the preparation of teaching materials.

Brown (1994) defined error analysis as the process of observing, analyzing, and classifying deviations from the rules of the second language and then revealing the systems operated by learners.[20]

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[18]Henny Irawati1, "Error Analysis on Grammatical Aspects of Student's Narrative Writing (A Case Study at Economics and Business of Malikussaleh University in Academic Year 2014/2015)," *Getsempena English Education Journal 2,* No.1 (may,2015): 9. https://doi.org/10.46244/geej.v2i1.679

[19]Jack. C. Richards. 1987. The context of Language Teaching. Cambridge: Cambridge University Press

[20]Dulay et al. (1994). Principles of Language Learning and Teaching. 3rd edition. Englewood Cliffs, New Jersey: prentice Hall Inc.

Based on the two definitions above, we can conclude that error analysis is an activity performed to identify, classify, interpret, or describe the errors made by someone when speaking or writing English sentences, as well as to obtain information on common difficulties encountered by someone when speaking or writing English sentences.

The error can be classified into several types. Dulay et al. (1982) classified error types into four categories. Linguistics category, surface strategy taxonomy, comparative taxonomy, and communicative effect are the four of the categories.

The discussion of these descriptive taxonomies is guided by two major goals. The first step is to present error categories based on observable features. Second, to report on previous research findings regarding the types of errors observed. The author, on the other hand, focused solely on the surface strategy taxonomy since that type of error can make a contribution more to this research than other errors.

This surface strategy taxonomy emphasizes how surface structures change. Researchers are excited about analyzing errors from this taxonomy because its goal is to discover the cognitive processes that underpin learners' reconstruction of a new language. According to Dulay et al. (1982), student errors are not the result of a lack of motivation or slopping thinking. But rather of learners' use of intervening period principles to construct a new language. [21]

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[21]Ibid

According to Dulay, Burt, and Krashen, there are four types of errors: Linguistics category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy[22].

1) Linguistic category

The linguistic category here, according to either the fault or both the language components and certain linguistic components affected the fault. Language components include the lexicon (pronunciation), syntax and morphology (grammar), semantics and vocabulary (meaning and vocabulary), and oral speech (style).

Linguistics is the language knowledge, the study of science, examines or studies languages in general, which includes regional languages, Indonesian, or foreign languages. Therefore, linguistics is also called general linguistics.

2) Surface Strategy Taxonomy

Surface strategy highlight the way surface structure is altered (Dulay, Burt, Karshen 1982). This taxonomy is classified into four types: omission, addition, misformation, and misordering.

The Surface Strategy taxonomy describes the structural changes made by the learner. In this case the learner omitted some important components or added unnecessary components in the sentences they made.

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[22]Dulay, H., Burt & Krashen, S. Language Two. (Oxford: Oxford University Press, 1982) P.146

a) Omission

The omission is identified by the absence of an item that must appear in a well-formed utterance it concludes the omission of; a) Voiced, b) Unvoiced, c) Single vowels, and d) diphthongs. As an example, the word 'test' [test] is pronounced as [tes].

b) Addition

The addition is identified by any unnecessary presence of an item or morphemes which appear in an utterance. They are three types of addition errors: a) double marking, b) regularization, and c) Simple addition. For example, the word 'car' [ka:] is pronounced as [kʌr].

c) Misformation

Misinformation is identified by the use of the wrong form of the morpheme or structure. For example, when the learner pronounced the word 'thin' [θin] is pronounced [tin].

d) Misordering

Misordering is identified by the use of incorrect placement of a morpheme or group of morphemes in an utterance. For example, the word 'ask' [a:sk] is pronounced as [a:ks].

3) Comparative analysis

The classification of error in comparative taxonomy is based on comparisons between the structures of second language errors and certain other types of construction (Dulay, Burt, and Karshen 1982). This taxonomy proposes four errors: a) Development errors, b) interlingual errors, c) Ambiguous errors, and d) other errors.

4) Communicative effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. Dulay 1982 classifies this type of error into two: a) global errors, and b) Local errors.[23]

For the four errors above, it can be concluded that the linguistic category is classified based on language components and particular linguistics. This study research is carried out to describe the types of pronunciation error in the term of segmental features on the surface strategy taxonomy including the following types of errors: (1) omission, and (2) misordering.

b. The Importance of Error Analysis

Error analysis is needed by teachers and students to determine how far they are capable of learning a foreign language. Below is the explanation of the importance of error analysis according to Richard. "The study of error analysis

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[23] Ibid

requires a new and significant meaning. Regarding the use of error analysis, Richard stated the significance of a student's error is categorized in three different significant ways. First for the teacher, at the moment tell him that if he did a systematic analysis, how far the advanced direction of the learner and what the learning result would be. Second, they give the researcher evidence on how to learn the language and teach it, and which strategy or process the student is using in his discovery of that language. Third, which is indispensable for the learner himself because we regard making mistakes as the tool the learner uses to learn".

Based on the statement above, error analysis is essential for both teachers and students. Error analysis will provide an opportunity for teachers to observe and investigate how language is learned and acquired by learners. While for students, error analysis can be used as a tool to check their strengths and weaknesses while studying or learning a foreign language. Based on the importance of the above-explained analysis of error, the researcher felt confident that an error analysis of error or error analysis will provide much useful instruction in language teaching.[24]

4. Definition of Video

Video is an audiovisual media that produces a moving image and natural or adjusted sound. An instructional video can present/display objects that are difficult to be taken directly to the classroom. Video lessons will greatly assist

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[24]Dhona Caesar Febrian, "*An Analysis of Students' of Error on English Vowels Pronunciation of The Eleventh Grade of SMAN 1 JetisPonorogo in Academic Year 2016/2017*", (2017): 78-79. http://etheses.iainponorogo.ac.id

students in mimicking, following, imitating, and understanding the sequence of actions that must be mastered in a lesson.

Moreover, Denning (CPB: 1997) said that videos could provide visual access to situations or experiments that would otherwise be too dangerous or expensive for students to experience personally. They can be used to simplify complex ideas, using media-specific techniques such as animation, computer graphics, or clay-motion. Videos can be used as a model of positive behavior and to motivate students. They are particularly useful for introducing a topic or reviewing the material.[25]

C. How to Analysis Errors in Pronunciation Using Video Acting Challenge

Teaching in English is difficult especially for Junior High School because they still lack knowledge will speaking English, especially in the teaching of vocabulary pronunciation in English, so the researcher conducted this study to obtain data on the extent of the student's knowledge in English. So from this research data it is expected to enable the teacher to know the teaching materials that would be taught to speaking material to students and students are expected to be able to become more enthusiastic in English lessons using teaching methods using a video acting challenge, these are the steps of analysis by using video acting challenge:

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[25]Chalifatun Nurizmawati, Rahayu Apriliaswati, Zainal Arifin, "*The Use of Animation Video As A Media In Teaching Narrative Text*", *4,* No.3 (March, 2015): 5. https://jurnal.untan.ac.id/index.php/jpdpb/article/view/9435

1. The researcher prepares a video that students are about to display as a tool for analysis.

2. Researcher distributed the video to the entire student body for distribution.

3. After being given, students are expected to create a video like a video that was given.

4. And then in one with the video that was given.

5. After completing the video, it was handed back to the researcher.

6. After the video was submitted the researcher would analyze the students' errors in reacting to the words said.

7. After analyzing the data, the researcher submitted to the subject teacher, that the data was supposed to be a model for the acquisition of raw materials.

D. Conceptual Framework

The conceptual framework of the research would be described in the following diagram.
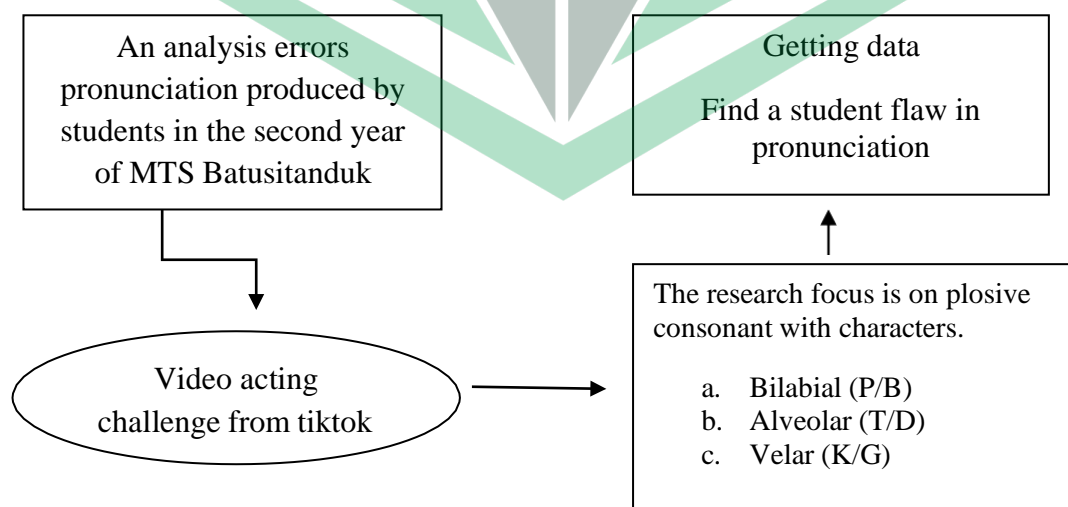
The researcher gives direction on the research procedure because students are familiar with the correct use of the TikTok application which makes it easier for the researcher to analyze the student's error pronunciation. After all, a TikTok video has a clear voice and the researcher can repeat the video if it is not heard the videos made can be played over and over again so that the researcher can get the best result from the data.

Pronunciation is the form in which the elementary symbols of language, the segmental phonemes or speech sounds, appear and are arranged in patterns of pitch, loudness, and duration. Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often concerning some standard of correctness or acceptability.

According to the observation in the school of MTS Batusitanduk in the second year had main problems related to speaking, especially pronunciation. They are still stiff about reciting English words or sentences and sometimes students get bored with English teaching so they are lazy and less enthusiastic about learning English, especially in the pronunciation of the word.

CHAPTER III

METHODOLOGY

A. Research Design

Research methods are essentially a scientific way of obtaining data with a specific purpose and purpose. The point of the scientific way is that the study activity rests on scientific, rational, systematic, and empirical characteristics. There are various types of research methods including quantitative and qualitative research. In this research method, the writer uses quantitative research methods. A quantitative research study is needed to explore this phenomenon from the perspective of distance education students. Unquestionably, using sign language in such a course is complex and may not have been examined in the prior literature.

The research uses a descriptive quantitative method to find answers to the research purpose of describing which words or sentences are mispronounced by the students in the second year of MTS Batusitanduk, collecting and analyzing the data, and being able to draw conclusions based on the data already analyzed. They can be both explained in numbers, and explained in sentences.

B. Scope of the Research

This research is focused on analyzing using a video acting challenge to analyze errors in pronunciation in MTS Batusitanduk is pronouncing words in

isolation especially plosive consonants with characters Bilabial (P/B), Alveolar (T/D), and Velar (K/G).

C. Operational Variable Definition

As for the operational definition of this discussion, some things are:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[26] According to this explanation, it can be deduced that speaking is an act performed by two or more people whose actions can give or create a meaning that includes creating, obtaining, and processing information.

2. Pronunciation

Pronunciation is largely identified with the articulation of individual sounds and to a lesser extent with the stress and intonation patterns of the target language.[27] Based on this explanation, it can be deduced that pronunciation is a sound that has identically as it appears to be articulated by sounds uttered by individuals and has smaller levels with stress patterns and intonation of the target language.

3. Video

Video is recording live pictures or television programs to show through television airplanes, or in other words, a video is a moving image shown

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[26]Hadriana, "Improving Student's Speaking Skill Through Communicative Activities in Small Group Discussions at the Third Semester Class A Of the English Study Program of FKIP UNRI", *Journal of English and Education*, Vol. 2, No. 2 (Desember 2008): 38.

[27]Alison D'anglejan, Gisele Painchaud & Claude Renaud, "*Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction*"

accompanied by sound.[28] According to this explanation, it can be deduced that video is a recording inside of which is a moving picture and has sound.

D. Population and Sample

1. Population

The population is a generalized region made up of objects or subjects that have certain qualities and characteristics that the researcher sets out to study and are later drawn to conclusions. In this study, the population was students in the second year of MTS Batusitanduk.

2. Sample

The sample was a subgroup of elements from the population selected to participate in a study[29]. In this study, samples were obtained using proportionate stratified random sampling. The technique is used when the population has non-homogenized and proportionately regulated members[30]. To determine the many samples according to Arikunto, if the subject is less than 100, it would be best to take them all to study. If the number of subjects is larger or more than 100, then 10%-15%,20%-25% of the population[31]. Researcher uses up to 20% of the population. With a population of 21 students, 21 students will be used in the research.

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[28]Miranti Kuku, "*Peningkatan Kemampuan Menyimak Cerita Anak Menggunakan Media Video Siswa Kelas IV SDN Kotagede Yogyakarta*"

[29]Malhotra NK, *Marketing Research: An Applied Orientation,* Fourth edition (New Jersey: Pearson Education Inc, 2004)

[30]Sugiyono, *Statistika Untuk Penelitian*, (Bandung Alfabeta,2017).

[31]Arikunto Suharsimi, *Produser Penelitian Suatu Pendekatan Praktek* (Jakarta: Bumi Aksara,2010).

E. Data Resources

In this study, the author divides the resources into two types, namely primary and secondary.

1. Primary source

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form neither interpreted nor condensed nor evaluated by others writers. The primary source of this research will be the test result of the second year of MTS Batusitanduk in the academic year 2020/2021. The overall number of students is 121. In this study, the researchers will select the eighth grade (VIII-A) with the number of students being 21 students.

2. Secondary source

A second source is referencing interpretation or analysis based on key sources. They can explain the main sources and sometimes use them as support for a thesis or argument or to invite the reader to accept a certain point of view. A secondary source in the study is from observations, interviews, documentation, scripts, journals, and articles related to the study.

F. Data Collecting Technique

In quantitative research, the researcher conducted data collections as a way to learn from participants in the study and improve models, called protocols, to record data as research results. In this study, the researcher uses surveillance

protocols through videos made by participants, which the researcher will note the participants' fault. In addition, the researcher collected data on text (word) or pictures. The video footage was copied from a database of the word. The transcript of their recordings was used to know their errors and how many of them.

The study is carried out in a sequence. First, students as a sample were given a video recording that contained a native speaker text that contained approximately 49 words in English. Second, the students pronounced the words as if they were communicating with native speakers which would then be recorded in a different video and then put in one video. Third, the researcher twisted and identified the students' mistakes in pronouncing, "a note of pronunciation here focused on their mistakes and slowness in English. The researcher in turn translated their pronunciation into transcription symbols. Finally, the researcher analyzed the errors they made, so that the information needed in the research could be obtained.

G. Research Instrument

In quantitative research, the researcher is a human instrument that determines the research focus, chooses the informant as a source of data, does the collecting of data, analyzes the data, and makes the conclusion of his or her finding.

The instrument uses in this research consists of analysis. This research will perform an achievement test that will be used to obtain the necessary data. This test is a type of test of pronunciation and all pronunciation of words uttered by

participants will be noted. The researcher did an analysis, this analysis was conducted to find out what was error the students had in videos.

H. Data Analysis Technique

In this study, writers have used quantitative research in their study of methods presented in the descriptive analysis as a way to describe and interpret the result of quantitative data obtained. According to Bodgan in Sugiyono, "data analysis is the search process and sets up transcripts of interviews, field notes, and other materials you collect to increase your understanding of them and to enable you to present what you have found to others". In analyzing the student's errors in pronunciation, the researchers used the technique as follows calculating the percentage of each type by using the formula:

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

Descriptions:

P = percentage of error

F= Frequency of error's occurrence

N = Number of Total Scores

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings of the research present the result of the types of errors in pronouncing English plosive consonant sounds the Bilabial (/p/, /b/), Alveolar (/t/, /d/), Velar (/k/, /g/). The discussion of this research covers a further explanation of the findings. All the data are presented based on the action that has been conducted.

A. **Findings**

1. Bilabial

    Bilabial is a sound that occurs when upper and lower lips meet and then closely shut and the inside of the mouth rises.

2. Alveolar

    Alveolar is the sound that occurs when the tongue is on the top of the palate in the mouth.

3. Velar

Velar is the sound produced when the back of the tongue is covered.

Based on the research the researcher will outline the data produce by an analysis of the error pronunciation produced by students in the second years of MTS Batusitanduk consisting of 21 students directly performed.

The table 4.1 show the types, number and percentages of errors committed by participants in pronouncing bilabial sound (/p/, /b/), alveolar (/t/, /d/), and (/k/, /g/). With aspirated and un aspirated based on surface strategy taxonomy and to know how many errors that students made based on Dulays' theory. Based on the data from the recording of the pronunciation by video acting challenge, the research found that the students committed 184 times of errors. The types of errors are divided into two classifications, those are omission 97 times (53%), and misordering 87 times (47,28%). The result of analysis errors by video acting challenge can be seen in the following table.

a. Description of Misordering errors in pronouncing English bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)

In this part the researcher presented the result of the student's in misordering errors in pronouncing English sounds Bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/).

Table 4.1

Description of Misordring Errors in sound of bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)

Types of errors	Error Correction	Error Identification	Bilabial, Alveolar, and Velar	Frequency	Percentage
Misordering	[wɑnt][tə][tɔ:k]	[wont] [tə] [təll]	P	11	13%
			B	8	9,19%
	[hɑ:d] [də:] [rɑb]	[hərd] [də] [rɑb] [ˈɪnnon]	T	18	21%
			D	15	17,24%
	[ˈɪnəsnt] [ˈpi:pl]	[ˈporl]	K	20	23%
					17,24%
	[ˈsɪngl] [sent]	[ˈsɪnl] [kənt] [Troz] [laɪk]	G	15	
	[tr∧stid] [laɪk]				
			Total	87	47,28%

Figure 1

Table 4.1 and figure 1 show the result and percentages of misordering errors committed by the students in pronouncing English sound bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/). It is shown on the table that most students made misordering errors on the /p/ sound with 11 (13%) number of errors, /b/ sound with 8 (9,19%) number of errors, /t/ sound with 18 (21%) number of errors, /d/ sound with 15 (17,24%) number of errors, /k/ sound with 20 (23%) number of errors, and the /g/ sound with 15 (17,24%) number of errors. Many of the student's misordered the sound when they pronouncing the word containing [bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)] sounds. For example, the word 'talk' should be pronounced as [tɔːk], but the students made an error by pronouncing it as [təll], another example is the word 'innocent' must be pronounced as [ˈɪnəsnt] but the students pronounced it as [ˈɪnnon], and the word 'trusted' which should be pronounced as [trʌstid], but students pronounced it as

[Troz] which those errors are categorized as misordering errors committed by the students.

  b. Description of omission errors in pronouncing English of sound bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)

The omission errors in pronouncing English of sound bilabial (/p/, /b/), alveolar (/t/, /d/), and velar (/k/, /g/) was one of the errors types that the students committed. Below is the table and figure that indicated each sound in the initial and final position in the word, phrases, and sentences as follows.

Table 4.2

Description of Omission Errors in sound of bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)

Types of errors	Error Correction	Error Identification	Bilabial, Alveolar, and Velar	Frequency	Percentage
Omission	[wɑnt][tə][tɔːk]	[wont] [tə] [tal]	P	13	13,40%
	[hɑːd] [dəː] [rɑb]		B	14	14,43%
			T	17	18%
	[ˈɪnəsnt]	]hard[[də]	D	20	21%
	[ˈpiːpl]	[rɑb]			
		[ˈɪnnocen]	K	18	19%

[ˈsɪŋgl]   [ˈpepél]

[sent]   G   15   15,46%

[trʌstid]   [ˈsɪŋgl

[laɪk]   [cent]

[trʊt]

[laɪk]

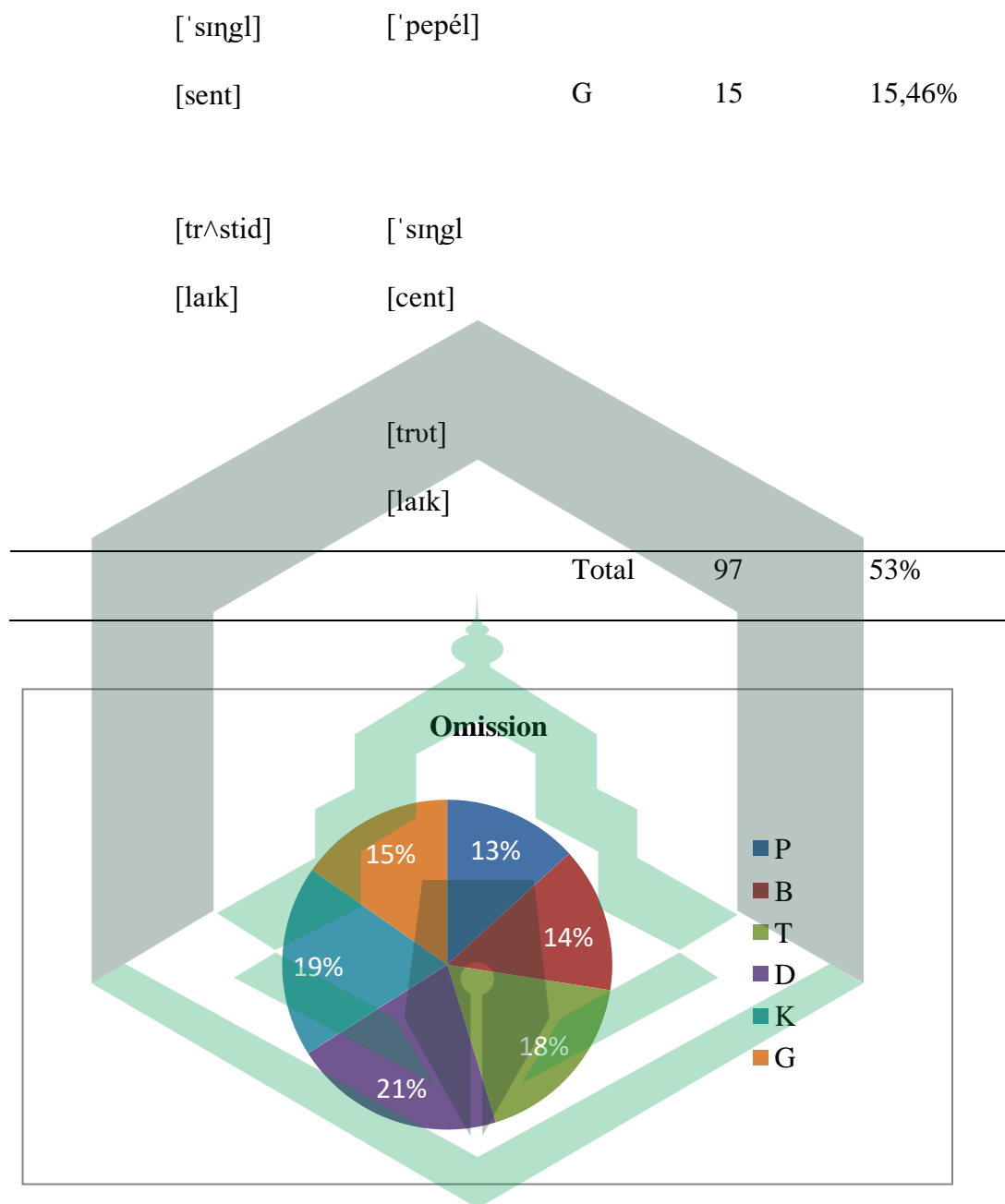|		Total	97	53%

Figure 2

Table 4.2 and figure 2 above show the result of omission errors and percentages of omission errors in pronounced English sounds [bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)] the student's committed. In omission errors, there were 97 (53%) errors that the students made in the English consonants

sound. The omission of /p/ sound with 13 (13,40%) number of errors, the sound of /b/ with 14 (14,43%) number of errors, the /t/ sound with 17 (18%) number of errors, the sound /d/ with 20 (21%) number of errors, the sound /k/ with 18 (19%) number of errors, and the last sound /g/ with 15 (15,46%) number of errors. Still many students committed the sound [bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)] with no friction sounds in the words, phrases and sentences that the researcher provided. For example, the word 'talk' should be pronounced as [tɔ:k] with a friction sound at the initial word but mostly students pronounced it without a friction sound [tal], and the word 'innocent' should be pronounced as [ˈɪnəsnt], but the students pronounced it as [ˈɪnnocen] by omitting the friction sounds at the initial position.

B. Discussion

By conducting research using a video acting challenge from the TikTok application, it can make it easier to collect data to find out the level of students in pronouncing words in English and be able to analyze the mistakes that students make when pronouncing English easily because the TikTok application is one application of many applications. Another thing that is liked by many students today so that they can easily provide directions on how to use it to get the desired data. Social media has an important role as a very useful resource for students in the field of education and can provide useful education in the use of the TikTok application such as providing knowledge to students that the TikTok application can be used as a means to learn English so that students can increase their interest in learning. as well as train students' abilities in the pronunciation of English

words. It is in line with Jennifer Stephanie and Theodosia Lady Pratiwi (2022), which is said the effect of TikTok is to develop students in speaking skills.

Based on the results of observations at school, it turns out that most students still find it difficult to learn English lessons, especially in the pronunciation of words in English so that they feel English is a very difficult language to learn and sometimes feel bored with a very monotonous way of learning, and students feel less confident in using English for fear of being wrong in pronunciation, therefore the researchers conducted research to find out what level the students' ability in pronouncing each word in English had reached and the results of the research were expected to help teachers find teaching materials that would be taught to students. The way researchers get data in their research is by using a method in the form of a video taken from a TikTok application called the video acting challenge which is then given to students to duet and the video results from what the student made the researcher can perform an error analysis what students do in pronouncing the words in the video that has been given, as for the focus of the research, namely plosive consonants with bilabial characters (/p/, /b/), alveolar (/t/, /d/), and velar (/ k/, /g/).

Based on the data from the result of the analysis by video acting challenge, the researcher found that the students committed 184 times of errors and the highest error committed by the students was the omission error with 97 numbers of errors or (53%). This result was similar to the previous study by Priscilla Shak, and Chang Siew Lee (2016), who found that 3531 in reading aloud tests, the top

three pronunciation errors made were fricatives (30.77%), diphthong (21.68%), and followed by pure short vowels (15.38%).[32]

The second highest made by students in this research is misordering with 87 number of errors of error frequency (47,28%) when pronouncing the English sounds bilabial characters (/p/, /b/), alveolar (/t/, /d/), and velar (/ k/, /g/).

From the explanation above, we can see that grade 2 students at MTS Batusitanduk are still very lacking in pronunciation of words in English and still need more knowledge in terms of speaking in English, especially in bilabial sounds (/p/, /b/), alveolar (/t/, /d/), velar (/k/, /g/) and students must always practice pronouncing words in   English.

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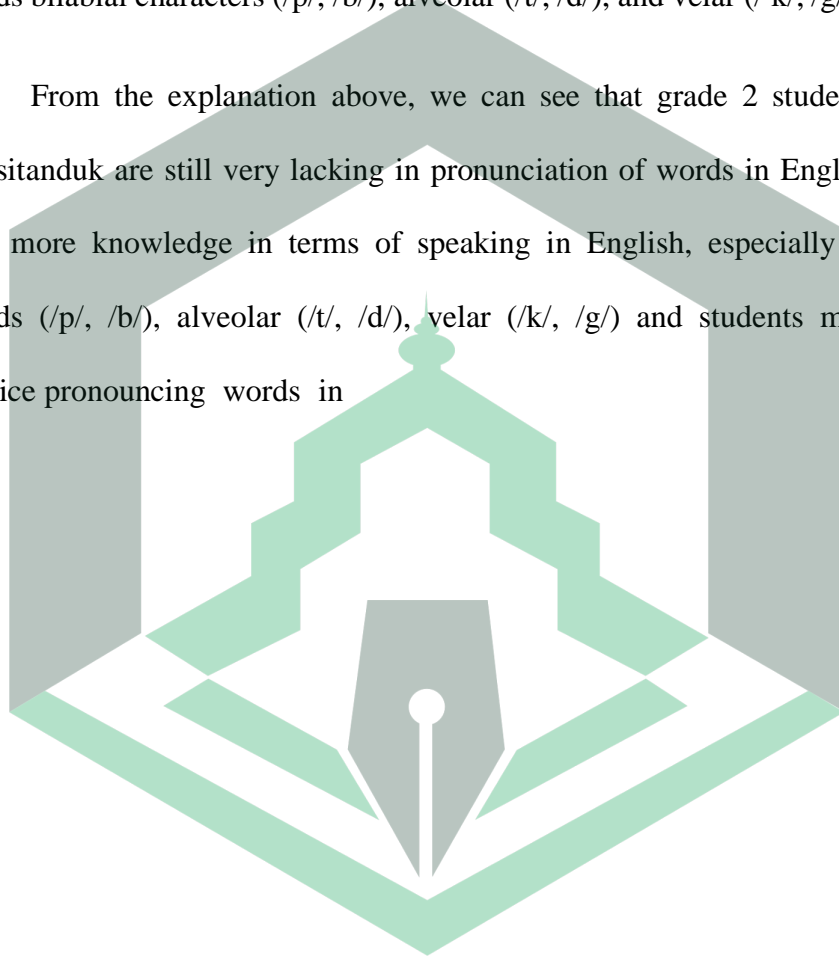
[32]Priscilla Shak, Chang Siew Lee, "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students, (2016)", *international journal of language education and applied linguistics, 2016.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, in the previous chapter, the research concludes that:

Using videos from the TikTok application, is very effectively used to analyze student errors in English pronunciation and is so effective to find out the extent of students' ability levels in English at MTs Batusitanduk which from the results of the study it can be concluded that MTs Batusitanduk students are still very lacking in speaking using English, especially in bilabial sounds (/p/, /b/), alveolar (/t/, /d/), and velar (/k/, /g/) which are known from the results of research that the researcher finds the pronunciation errors in English is produced by the students using the surface strategy taxonomy by Dulay's theory. There are two types of errors found in pronouncing the English plosive consonant sounds, they are misordering and omission.

The types of errors found would be presented as follows:

1. The most dominant type found in pronunciation tests was an omission. There were 97 (53%) errors out of 184 errors in total. Most students committed of /p/ sound with 13 (13,40%) number of errors, the sound of /b/ with 14 (14,43%) number of errors, the /t/ sound with 17 (18%) number of errors, the sound /d/ with 20 (21%) number of errors, the sound /k/ with 18 (19%)

number of errors, and the last sound /g/ with 15 (15,46%) number of errors. For example, the word 'talk' should be pronounced as [tɔ:k] with a friction sound at the initial word but mostly students pronounced it without a friction sound [tal], and the word 'innocent' should be pronounced as [ˈɪnəsnt], but the students pronounced it as [ˈɪnnocen] by omitting the friction sounds at the initial position.

2. The second type of error was the misordering type error with 87 (47.28%) errors, in this case, the students pronounced the words in the wrong order which could lead to a change in the meaning of the word itself. For instance, most students made misordering errors on the /p/ sound with 11 (13%) number of errors, /b/ sound with 8 (9.19%) number of errors, /t/ sound with 18 (21%) number of errors, /d/ sound with 15 (17.24%) number of errors, /k/ sound with 20 (23%) number of errors, and the /g/ sound with 15 (17.24%) number of errors. Many of the student's misordered the sound when they pronouncing the word containing [bilabial (/p/, /b/), Alveolar (/t/, /d/), and velar (/k/, /g/)] sounds. For example, the word 'talk' should be pronounced as [tɔ:k], but the students made an error by pronouncing it as [təll], another example is the word 'innocent' must be pronounced as [ˈɪnəsnt] but the students pronounced it as [ˈɪnnon], and the word 'trusted' which should be pronounced as [trʌstid], but students pronounced it as [Troz] which those errors are categorized as misordering errors committed by the students.

Therefore, it can be concluded that the 2ⁿᵈ grade students of MTS Batusitanduk still make mistakes in pronouncing the plosive consonant sounds in

the bilabial (/p/, /b/), alveolar (/t/, /d/), and velar (/k/) characters. /, /g/) because students of MTs Batusitanduk still lack experience in learning pronunciation and there is an influence from their mother tongue that makes them not accustomed to using English. So, the students need to learn more or improve their ability in pronouncing words in English, especially in bilabial (/p/, /b/), alveolar (/t/, /d/), and velar (/k/, /g/) so that students can speak well when speaking in English.

B. Suggestion

1. For the English teachers

According to the results of this study, teachers must be responsive to pronunciation problems that occur in students so that they can observe and know what obstacles or obstacles make students difficult to pronounce words in English so that teachers can easily find solutions to the obstacles faced by students. The results of this study can help them in determining whether they are successful in teaching English or not. Teachers are advised to improve their teaching methods so that students feel more motivated to improve their pronunciation. Meanwhile, the teachers can use the result of the research to improve the students' pronunciation skill.

2. For the English learners

The students are expected to develop their knowledge of pronunciation in English and should do more practice such as often using English to practice their pronunciation and reduce mistakes made.

3. For further researchers

   This research may provide useful information about the analysis of pronunciation errors and in other areas related to this research. Therefore, the researcher hopes that the results of this study can help others researcher. The next researchers can continue this research by using experimental research design to improve the students' pronunciation skill.

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APPENDICES

Appendix 1: Transcription of Misordering the First Respondents

No	Sentence	Transcription		Plosive consonant					
		Phonetic transcription	Respondents transcription	Bilabial		Alveolar		Velar	
				P	B	T	D	K	G
1	I don't **want to talk** anymore, okay? I'm done	wɑnt tə tɔːk	wont tə təll					1	
2	Starts to get **hard**? Are you kidding me? **Do** you realize I **robbed** those **innocent people**. For you	hɑːd də: rɑb ˈɪnəsnt ˈpiːpl	hərd? də rɑb ˈɪnnon ˈporl	1		1			
3	No! okay, I got nothing. Not a **single cent**	ˈsɪŋgl sent	ˈsɪnl kənt						1
4	I **trusted** you and you stabbed me in the back **like** everyone else	trʌstid laɪk	Troz laɪk				1		

Appendix 2: Transcription of Misordering the Second Respondents

No	Sentence	Transcription		Plosive consonant					
		Phonetic transcription	Respondents transcription	Bilabial		Alveolar		Velar	
				P	B	T	D	K	G
1	I don't **want to talk** anymore, okay? I'm done	wɑnt tə tɔːk	wont tə tal					1	
2	Starts to get **hard**? Are you kidding me? **Do** you realize I **robbed** those **innocent people**. For you	hɑːd? də: rɑb ˈɪnəsnt ˈpiːpl	hard? də rɑb ˈɪnnocen ˈpepél			1			
3	No! okay, I got nothing. Not a **single cent**	ˈsɪŋgl sent	ˈsɪŋgl cent						
4	I **trusted** you and you stabbed me in the back **like** everyone else	trʌstid laɪk	trʊt laɪk				1		

Appendix 3: Transcription of Misordering the Third Respondents

No	Sentence	Transcription		Plosive consonant					
		Phonetic transcription	Respondents transcription	Bilabial		Alveolar		Velar	
				P	B	T	D	K	G
1	I don't **want to talk** anymore, okay? I'm done	wɑnt tə tɔ:k	wənt teu tolk						
2	Starts to get **hard**? Are you kidding me? <u>Do</u> you realize I **robbed** those **innocent people**. For you	hɑːd? dəː rɑb 'ɪnəsnt 'piːpl	hərd? də reub 'ɪnnocent 'popel		1				
3	No! okay, I got nothing<u>.</u> Not a **single cent**	'sɪŋgl sent	'sɪŋgel kent						1
4	I **trusted** you and you stabbed me in the back **like** everyone else	trʌstid laɪk	tʊrtz laɪk				1		

Appendix 4: Tabulations of Students' Error Pronunciatio

Misordering	P	B	T	D	K	G	Total
	11	8	18	15	20	15	87
	(13%)	(9,19%)	(21%)	(17,24%)	(23%)	(17,24%)	(47,28%)
Omission	13	14	17	20	18	15	97
	(13,40%)	(14,43%)	(18%)	(21%)	(19%)	(15,46%)	(53%)
Total	24	22	35	35	38	30	184
	(13,04%)	(12%)	(19,02%)	(19,02%)	(21%)	(16,30%)	(100%)

Appendix 5: Surat Keterangan Izin Penelitian

PEMERINTAH KABUPATEN LUWU
BADAN KESATUAN BANGSA & POLITIK
Jalan Andi Djemma No.1 (Komp. PerkantoranPemerintahKab. Luwu) Belopa 91983
Telp. 0471-3314552 Fax 0471-3314552, e-mail: kesbang.luwu@gmail.com

SURAT REKOMENDASI RESEARCH / SURVEY
Nomor : 072/032 -Sek/Kesbang/III/2022

Berdasarkan Surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Palopo Fakultas Tarbiyah dan Ilmu Keguruan Nomor: 0456/In.19/FTIK/HM.01/03/2022 tanggal 01 Maret 2022 perihal Permohonan Surat Izin Penelitian

Maka dengan ini diberikan Rekomendasi Surat Ijin Penelitian kepada :

1.	Nama	: Jumsa
2.	Pekerjaan	: Mahasiswa
3.	NIM	: 170202 0211
4.	Alamat	: Desa Lalong, Kec. Walenrang
5.	Nama Lembaga	: IAIN PALOPO
6.	Penanggung Jawab	: Dekan Fakultas Tarbiyah dan Ilmu Keguruan
7.	Maksud dan Tujuan	: Melaksanakan penelitian guna penyusunan skripsi dengan judul *"An Analysis of Errors Pronounciation Produced by The Second Year Students of MTS Batusitanduk by Using Videos Acting Challenge from TikTok Application "*.
8.	Status Penelitian	: Baru
9.	Anggota Peneliti	: -
10.	Lokasi	: MTS. Batusitanduk

Dengan ketentuan-ketentuan sebagai berikut :

1. Pelaksanaan Research/survey tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas Pemerintah;
2. Sebelum melaksanakan research/survey langsung kepada responden harus terlebih dahulu melaporkan kepada Pemerintah wilayah setempat;
3. Setelah research/survey selesai, supaya menyerahkan hasilnya kepada BAKESBANGPOL Kabupaten Luwu;
4. Surat Rekomendasi research/survey ini berlaku tanggal 29 Maret s/d 29 Mei 2022 (2 bulan)

Di Keluarkan di Belopa
Pada Tanggal 28 Maret 2022

An. **KEPALA BADAN**
SEKRETARIS

RUSLANG, ST
PKT Penata Tk.I
NIP. : 197107212009011003

Appendix 6: Surat Keteangan Selesai Meneliti

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH (MTs) BATUSITANDUK
Alamat : Batusitanduk Desa Bolong Kec. Walenrang Utara Kab. Luwu

SURAT KETERANGAN PENELITIAN
Nomor : MTs.21.08.34/Ket/PP.05.02/023/2022

Yang bertanda tangan di bawah ini Kepala MTs.Batusitanduk menerangkan bahwa :

Nama	: **Jumsa**
NIM	: 17.0202.0211
Jenis Kelamin	: Laki-Laki
Pekerjaan	: Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
	Institut Agama Islam Negeri Palopo
Jurusan/Prodi	: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Madrasah Tsanawiyah (MTs) Batusitanduk dalam rangka penyusunan Karya Ilmiah (Skripsi) dengan Judul **"An Analysis of Errors Pronounciation Produced by The Second Year Students of MTs Batusitanduk by Using Videos Acting Challenge from Tik Tok Application".** Yang berlangsung dari tanggal 01 April s/d 25 Mei 2022.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Batusitanduk, 26 Mei 2022
Kepala Madrasah

Drs. SYAMSU ALAM, M.Ag.,M.Pd.I.
NIP. 19620507200501 1 004

Appendix 7: Documentations

BIOGRAPHY

Jumsa, born in Lalong on April 12th, 1999. The researcher is the third of four siblings from a father named Bandi (Alm) and a mother named Nurliana. Currently, the researcher lives in Lalong Village, Walenrang District, Luwu Regency. The researcher's primary education was completed in 2011 at SD Negeri 375 Lalong Selatan. Then, in the same year, He studied at MTs Batusitanduk until 2014. The researcher finished his senior high school at SMK Negeri 1 Walenrang in 2017. After graduating from senior high school, the researcher continued his study in the field he was engaged in, namely in the English Education Study Program, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo.

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