

**AN ERROR ANALYSIS ON ENGLISH CONSONANT SOUNDS /θ/, /dʒ/,
/tʃ/ PRONOUNCED BY THE ELEVENTH GRADE STUDENTS OF
MODERN ISLAMIC BOARDING SCHOOL
DATOK SULAIMAN PUTRI PALOPO**

A THESIS

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for
Undergraduate Degree in English Education*



ADINDA KIRANA

17 0202 0084

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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2022

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Palopo, July 16th, 2022

Regards,


Adinda Kirana
Reg.N 17 0202 0084



THESIS APPROVAL

This thesis entitles "*An error Analysis Consonant Sounds /b/, /d/, /g/ Pronounced by the Eleventh Grade Students Of Modern Islamic Boarding School Datok Sulaiman Putri Palopo*" which is written by *Adinda Kirana*, Reg. Num. 17 0202 0084, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in *Munawqasyah* session which is carried out on *Friday, June 24th 2022 M*, coincided with *Zulkaidah 24th1443 H*, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.


Palopo, June 24th 2022
Zulkaidah 24th 1443 H

COMMITTEE OF EXAMINATION

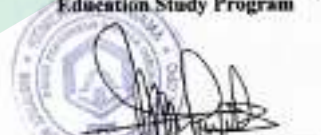
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Palopo, June 05, 2022

The Researcher

Adinda Kirana

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ABSTRACT

Adinda Kirana, 2022, “*An Error Analysis on English Consonant Sounds /θ/, /dʒ/, /tʃ/ Pronounced by The Eleventh Grade Students of Modern Islamic Boarding School Datok Sulaiman Putri Palopo*”. Thesis of English Study Program Education Department in the State Islamic Institute of Palopo. Supervised by Wahibah and Syamsudarni.

Given the importance of pronunciation expertise in the speaking process, this study intends to describe the pronunciation errors made by students in the eleventh grade at Datok Sulaiman Putri Palopo's Modern Islamic Boarding School. The research area is characterized as a descriptive-qualitative research study. There are two instruments utilized in this research, the first is pronunciation test, and the second is questionnaire. Both of these instruments were used to obtain data from ten English students. Students were asked to pronounce the researcher's words, phrases, and sentences. In that case, the English teacher gave the researcher permission to take and assess the students' pronunciation tests. In this study, the main sources of data gathering are the researcher and students' pronunciation tests. Students' pronunciations were assessed with the use of checklists to categorize different sorts of errors produced by the respondents to discover common errors. According to the findings, the most common and frequent errors committed by students are 51 (35%) places of addition errors, 39 (28%) places of disordering errors, 34 (23,28%) places of malformation errors, and 22 (15,06%) of omission errors. Teachers should use these findings to improve student awareness of these errors and give enough remedies to prevent pupils from internalizing them.

Keywords: Error Analysis, Pronunciation Errors, Plosive Consonant Sounds

CHAPTER I

INTRODUCTION

A. Background of Study

In our current life, English had become a second language which is an international language. Along with the development of technology and the times, every Indonesian needs to learn English. It can be said that by learning English, we can compete with others in this increasingly sophisticated era. Along with the advancement of science and technology in an era that is increasingly globalized, it is undeniable that the ability to foreign language, especially English is very important. However, several students still lack achievement in learning English. Hardjono Rayner suggested that English is an international language so it becomes the most widely spoken language in the world.¹ We can see the position of English as an international language with the presence of anglophone speakers (English speakers) scattered throughout the world's five continents. English is not only used by speakers of anglophones but is used by the world community in particular modern society. This is also due to there are various advantages in English, including the richness of its idioms (special expressions), which are more varied and always evolving than in other European languages.

In learning English, four skills in English should be mastered, they are listening, speaking, reading and writing. One of the important skills that must be mastered is speaking. Speaking is a form of human oral communication that is

¹ Rayner Hardjono. *Dictionary of Foreign Language Terms*. (Jakarta: PT Gramedia Pustaka Utama. 2001). 3

based on a syntactic combination of lexicon and names taken from a large number of vocabularies. Every spoken word is composed of a phonetic combination of a small number of language sounds. Speaking is a thinking and reasoning process to make the conversation can be accepted and understood well by others or listeners. Speaking has closely related to skills listen. Both are one unified unity². In speaking, we learn not only to know the meaning of the words but also knowing how we pronounce the words correctly.

Mispronunciation can make misunderstanding. It can be seen in the words, 'seek' and 'sick'. These two are different but have similar sounds. That is why teaching pronunciation is very important to increase students' speaking skills. According to Ur, the Purpose of pronunciation learning is so that students can pronounce words like the accent of a native. But only so that students can pronounce words accurately enough bias is easier for opponents to understand the talk.³ With good pronunciation, the student can speak English easily and most important prevent misunderstandings.

Hopkins and Wiriaatmadja stated that interviews are a way to know certain situations in the classroom that is seen from another point of view⁴. Interviews are used as a data collection technique if the researcher wants to carry out a preliminary study to find the problems to be studied and if the researcher also

² Juni Hartiwi, Herpratiwi Herpratiwi, and Sudirman Sudirman. "Peningkatan Keterampilan Berbicara Bahasa Inggris." *Jurnal Teknologi Informasi Komunikasi Pendidikan (Old)* 1.2 (2013): 81

³ Luluk Setyowati, Yulia Ambarsari, and Nurul Badriyatul Muthoharoh. "Pelatihan Pelafalan Kata-kata Bahasa Inggris dalam rangka Meningkatkan Kualitas Pengajaran Guru-guru Sakinah English Course." *E-Dimas: Jurnal Pengabdian kepada Masyarakat* 8.1 (2017): 1-8.

⁴ Rifki Rosyad. *Pengantar Psikologi Agama dalam Konteks Terapi*. (Jakarta: Prodi S2 Studi Agama-Agama UIN Sunan Gunung Djati Bandung, 2021). 17

wants to know things from respondents who are more in-depth and the number of respondents is small.⁵

Based on an interview conducted with one of the teachers in Modern Islamic Boarding School Datok Sulaiman Putri Palopo, several problems have been found faced by the students in eleven grade of Modern Islamic Boarding School Datok Sulaiman Putri Palopo. (a) The teacher did not present the material well. During the learning process, the teacher did not provide maximum potential in terms of explaining the learning material which caused students could not understand the learning material. (b) Another problem was related to the Covid-19 pandemic. The teaching and learning activity should be done online which caused less interaction between teachers and students, and also coupled with boring classroom situations. This added to the lack of the existing communication during the class which is known as effective learning. And the last (c) students had some pronunciation problems in pronouncing the words that consist of consonant sounds /θ/, /dʒ/, /tʃ/. Based on the observation, the students were confused in pronouncing the words that consist of /θ/, /dʒ/, and /tʃ/ which should be pronounced with aspiration or no aspiration.

Understanding the part of pronunciation was a possible technique that could help the teacher to build their students' speaking since the students would have more opportunities to identify the word during the teaching and learning process. One of the interesting media to teach English skills is using English

⁵ David Hopkins dan Wiriadmadja. *Classroom Action Research Teacher's Guide* (Translator Ahmad Fawaid). (Yogyakarta: Pustaka Belajar, 2011). 14

pronunciation applications. Therefore, the researcher tried to use the English Pronunciation application as a medium to improve English skill pronunciation, especially voiceless plosive consonants. Understanding the phonetic symbol and how to pronounce the word quickly is the appropriate way before speaking because, with this media, students can enjoy the learning process and study how to know it. Although this research has been carried out by many researchers, there are still many errors in pronunciation made by the students.

Based on the explanation above, the researcher was the initiative to do the error analysis of consonant sounds /θ/, /dʒ/, /tʃ/, and delivered a thesis entitled “*An Error Analysis on English Consonant Sounds /θ/, /dʒ/, /tʃ/ Pronounced by the Eleventh Grade Students of Modern Islamic Boarding School Datok Sulaiman Palopo*”.

B. Research Question

Based on the explanation in the background above, the research question was formulated in the following question:

What were the most frequent types of errors made by the students in pronouncing English consonant sounds /θ/, /dʒ/, /tʃ/ at Modern Islamic Boarding School Datok Sulaiman Putri Palopo?

C. The objective of the Research

Based on the problem statements above, the objective of this research is to find out students' errors in pronouncing English consonant sounds /θ/, /dʒ/, /tʃ/ at Modern Islamic Boarding School Datok Sulaiman Putri Palopo.

D. Scope of the Research

The research was focused on finding out the types of errors produced by the students in pronouncing English consonants sounds of /θ/, /dʒ/, and /tʃ/ at Modern Islamic Boarding School Datok Sulaiman Palopo by using Surface Strategy Taxonomy which consists of four categories of error, namely omission, addition, misformation and misordering.

E. Significances of the Research

1. Theoretical Significance
 - a. To give a contribution to the development of the second language acquisition's particular theories.
 - b. To enrich the existing theories of error analysis.
 - c. To give additional information for the next research or study.
2. Practical Significance
 - a. For English teachers: The findings of this error analysis study were supposed to show English teachers how far their students had progressed toward the purpose. It could also indicate how effective they were in their English teaching.
 - b. For the students, the findings of the study could reveal which aspects of pronunciation were problematic for them. The students were supposed to have a better understanding of English pronunciation as a result of this, and error analysis could help them improve their English competence.

- c. For other researchers: The researcher hoped that this study would encourage others to perform additional research on pronunciation error analysis or other error-related issues to supplement the existing research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Previous research is a source of past research results which was attempted by researchers to compare the research that will be carried out. The purpose of previous research is as a source of inspiration that will assist the implementation of research. In addition, a researcher can also examine what are the advantages and disadvantages of research so that the researcher can also make an original/new research because they know which ones have been discovered and which ones have not. Some previous researches are relevant to this research:

Mutmainna, *Teaching Voiced and Voiceless Interdental Fricative Sound by Using English Pronunciation Application at the Fifth Semester English Students Of IAIN Palopo*. In conducting this research, the researcher applied Classroom Action Research as the research methodology. The purpose of the research was to help the students to get the interesting media in teaching pronunciation it will be useful to give feedback to the students about their ability in pronunciation. The procedure of the research was: 1) the teacher had to give warming up in all the class to review the previous material, 2) the researcher has to use some general words that always used in speaking to students to make them were easy to practice, 3) the teacher has to give more clarity and detail explanation about the material and give more practice until over and over to make all the students can pronounce the words, 4) give more practice to the students

such as, ask the students to imitate the teacher or the media English pronunciation application through speaker how to pronounce the words drill it, to make all of the students could pronounce the words correctly.⁶

Lalu Rudy Siswandi, *An Analysis of Students Error in Pronouncing English Vowel at the Seventh Year of SMPN 8 Palopo*". In conducting this research, the researcher applied the quantitative method. The purpose of this research is to know the causes of students' errors in pronouncing English vowels in the seventh year of SMPN 8 Palopo. The result of the analysis showed that the students still need a theory about pronunciation correctly because there were students who make errors with pronunciation, especially English vowels. There were five types of dominant errors. There were vowel /æ/: 21 (70%), vowel /æ/: 24 (80%) students' errors, vowel /æ/: (76,66%) students' errors, vowel /æ/: 23(76,66%) students errors, vowel /i/: 21 (70%) students errors.⁷

Fahrul Rizal (2014), *Teaching Pronunciation through Audio-Lingual Method at the Third Semester Of STAIN Palopo*. In conducting this research, the researcher applied classroom action research (CAR). The purpose of the research is to find out what is the appropriate way in teaching voiced and voiceless dental fricative sounds through the audio-lingual method for the third-semester students of the English department of STAIN Palopo. The result of the research was the students' percentage in cycle 1, cycle 2 and cycle 3 showed that the students'

⁶ Mutmainna, *Teaching Voiced and Voiceless Interdental Fricative Sound by Using English Pronunciation Application at the Fifth Semester English Students Of IAIN Palopo*. Diss. Institut Agama Islam Negeri Palopo, 2019. 89

⁷ Lalu Rudy Siswandi. *Analysis Of Students' Errors In Pronouncing English Vowel At The Seventh Year Of Smpn 8 Palopo*, An. Diss. Institut Agama Islam Negeri Palopo, 2019. 65

classification score in cycle 3 was higher than in cycle 1 and cycle 2. In cycle 3 there were 40% of students got very good while in cycle 1 no one student got a very good classification and in cycle 2 only 20% of students got very good.⁸

Azizah, Sri Wahyuni (2019), *An Analysis of Students' Error in Pronouncing Plosive Voiceless Consonants at the Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019*. This research aimed to classify the types and count the total of errors made by the students in pronouncing plosive voiceless consonant sounds. The result showed that there were four types of errors made by the students; they were omission, addition, misinformation, and disordering. The similarity of Azizah's research with this research is the research focus to know the errors made by the students in pronouncing plosive voiceless consonant sounds. While the difference came from the subject of the research. Azizah's research focused on the sixth-semester students while in this research, the researcher focused on the eleventh-grade students.⁹

B. Theoretical Framework

1. Pronunciation

a. Nature of Pronunciation

Pronunciation is one of the most important skills that people should possess because it facilitates communication. Since it is critical to avoid

⁸ Fahrul Rizal, *Teaching Pronunciation through Audio-Lingual Method at the Third Semester Of STAIN Palopo*. Diss. Institut Agama Islam Negeri Palopo, 2018. 92

⁹ Sri Wahyuni Azizah. *An Analysis Of Students'error In Pronouncing Plosive Voiceless Consonants At The Sixth Semester Of English Education Raden Intan State Islamic University Of Lampung In The Academic Year Of 2018/2019*. Diss. Uin Raden Intan Lampung, 2019. 69

misinterpretation. While pronunciation is not a basic English skill, it is critical to support English learners' speaking abilities to minimize misunderstandings between speakers and listeners. We should pay great attention to pronunciation when learning English.¹⁰

Pronunciation is one of the most important aspects of learning English for effective communication. Pronunciation, according to Deniatur (2019), is the utilization of sounds in the form of words. It necessitates learning how to pronounce words correctly so that we can convey the meaning of what we say.¹¹

Kristina et al in Rina Rachmawati defined pronunciation as the act or way of pronouncing words; speech. In addition, pronunciation is a significant sound production in two senses. First, the voice is important because it is used as part of a certain language code.¹²

Clear pronunciation is highly significant as one of the aspects of comprehending what others are attempting to say when communicating. Nevertheless, pronunciation is a form of communication that can help people communicate more efficiently and descriptively. Pronunciation is the golden key that plays an important role in oral communication; this is a basic component of communicative competence.

¹⁰ Yusop Boonsuk, and Fan Fang. "Perennial language learners or competent language users: An investigation of international Students' attitudes towards their own and native English accents." *RELC Journal* 53.1 (2022): 40-55.

¹¹Deiniatur, Much. "Developing learning media through macromedia flash application for English phonology class." *Jurnal Smart* 5.1 (2019): 45-59.

¹²Rina Rachmawati and Fibria Cahyani. "Pengaruh Penggunaan Video Youtube Terhadap Peningkatan Pronunciation Skill Mahasiswa Mku Bahasa Inggris Iai Al-Khoziny Sidoarjo." *WIDYALOKA* 8.1 (2021): 1-16..



(Kelly 2000:1)

The main component of pronunciation has been separated into two groups based on the figure above. The first are phonemes, which are divided into two categories: consonants and vowels. There are voiced and voiceless consonants, single vowels and diphthongs for vowels, and suprasegmental features for suprasegmental features. Suprasegmental characteristics are divided into two categories. They are intonation and stress, respectively. There are two types of stress: word stress and sentence stress. Even though there are many important aspects of pronunciation, this study focuses on consonants and specific faults in pronouncing consonants.¹³

¹³ Bard, E. G., Sotillo, C., Louise Kelly, M., & Aylett, M. P. "Taking the hit: leaving some lexical competition to be resolved post-lexically". *Language and Cognitive Processes*, 16(5-6), (2001): 731-737.

b. The goal of teaching pronunciation

The purpose of teaching pronunciation is not to make students or learners native English speakers, but to enable them to pass at an early stage so that they can prevent mispronunciation in their conversation. According to Abbas (2016), the following basic level of pronunciation can be understood:¹⁴

- 1) The speaker's words are incomprehensible to the listener or the general public.
- 2) That the speaker pronounces to the audience, but the audience does not accept the speaker's pronunciation due to his or her accent.
- 3) The listener can understand the speaker's pronunciation, and the speaker's English can be accepted.

c. Techniques of testing pronunciation.

Heaton (1990) considers pronunciation when evaluating speaking ability. There are at least three ways to check your pronunciation.¹⁵

- 1) Pronouncing words one by one
 - a) The importance of listening in practically all speaking tests, particularly those involving pronunciation, should never be overlooked.
 - b) It is impossible for kids to accurately pronounce words unless they first hear and comprehend the word's specific sound.
- 2) Putting words in sentences and pronouncing them

¹⁴ Abbas Pourhossein Gilakjani. "English pronunciation instruction: A literature review." *International Journal of Research in English Education* 1.1 (2016): 1-6.

¹⁵ J. B Heaton. *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. (London: Longman Publishing Group, 1990). 6

Students may also be asked to read aloud passages that contain the issue sounds that we are attempting to identify.

3) Doing a read-aloud

We can use this method to measure pronunciation if we give the student a few minutes to look through the reading material first.

d. Pronunciation assessment

In this study, the researcher employs a dictionary to examine and check whether transcription is correct or erroneous. The data is measured using the International Phonetic Alphabet (IPA).

2. Consonants

a. Nature of consonants

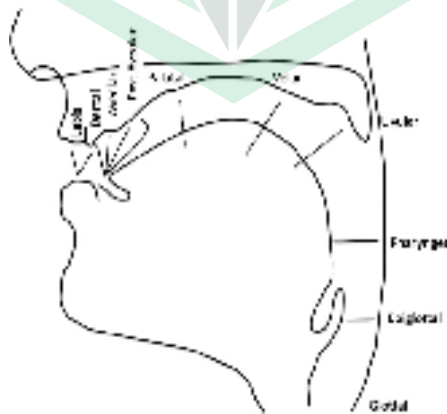
A consonant is an articulated speech sound with partial or complete closure of the upper vocal tract; the upper vocal tract is defined as that part of the vocal tract located above the larynx. Simply put, a consonant is a sound that has one or more points where the air stops. The classification of consonants is based on three things, namely the place of articulation, the point of articulation, and the nature of the vocal cords. Place of articulation refers to where sound is produced or where it is produced. The manner of articulation refers to the way sound is produced or how sound is produced. The final classification, the nature of the vocal cords, determines whether the sound produced is voiced or muted. Based on the place of articulation or point of articulation, consonants are divided into bilabial, labiodental, dental, alveolar, palatal or postalveolar, palatal, velar and glottal. According to the manner of

articulation, consonants are divided into plosive, affirmative, fricative, lateral, nasal and semi-vowel. According to the nature of the vocal cords or voiced state, consonants are divided into voiceless and voiced.¹⁶

b. Vocal Cords

The difference between voiced and voiceless sounds is determined by the position of the vocal cords. A consonant that is generated without the vocal cords vibrating is known as a voiceless consonant. The voiceless consonants [p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ] are the next ones. Meanwhile, as the vocal cords are pushed together, air from the lungs pulls them apart repeatedly as it passes through, causing the vocal cords to vibrate. A voiced consonant is formed by the vocal cords vibrating. The following consonants are voiced in English: [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

c. Place of Articulation



¹⁶ Yunita Nugraheni and Hetty Catur Ellyawati. "Phonology analysis of Acehnese." *Lensa: Kajian kebahasaan, kesusastraan, dan budaya* 3.2 (2013): 86-97.

It can be summarized based on the image above. According to Natasha (2011), the consonant sound is created in eight locations of articulation. And, according to Mahon (2002), the location of articulation is as follows:¹⁷

1) The bilabial

The bottom lip acts as the active articulator, while the top lip acts as the passive articulator, resulting in a bilabial sound. It can also be done by closing both lips at the same time. The voiceless bilabial plosive /p/ in pie, the voiced bilabial plosive /b/ by, and the voiced bilabial nasal /m/ in my are examples.

2) Dental and labio-dental

When the active articulator is the bottom lip and the passive articulator is the top front teeth, labio-dental can be formed. Or, to put it another way, it can be summarized as employing the lower lip and upper teeth. The voiceless labio-dental fricative was /f/ fat, while the voiced labio-dental fricative was /v/ vat.

3) Dental

The top front teeth will operate as a passive articulator, while the tip of the tongue will act as an active articulator. Or, as an example of sound, the tongue tip is employed between the teeth or close to the upper teeth. / imagine yourself as a voiceless dental fricative, and/or imagine yourself as a voiced dental fricative.

¹⁷ Mahon, John F. "Corporate reputation: Research agenda using strategy and stakeholder literature." *Business & Society* 41.4 (2002): 415-445.

4) The alveoli

The tip or blade of the tongue moves up towards the alveolar to produce alveolar sounds. When the tongue is pushed back just behind the top front teeth, it can be felt. It is possible to remark that the tongue blade is employed near the alveolar ridge. The sound includes the voiceless alveolar plosive /t/, the voiced alveolar nasal /d/, the voiceless alveolar fricative /s/, and the voiced alveolar fricative /z/, the voiced alveolar fricative /r/, and the voiced alveolar lateral approximant /l/.

5) After the alveolar

The active articulator will be the blade of the tongue, whereas the passive articulator will be the adjoining sections of the alveolar ridge and the hard palate. Or just behind the alveolar ridge, the blade (or tip) of the tongue is employed. / beige voiced postalveolar fricative, / chip voiceless postalveolar affricate, and / junk voiced postalveolar fricative are examples of sound.

d. Manner of articulation

Consonants are pronounced in a particular way. Categorizing sounds that are similar in place of articulation but differ in articulation style according to a set of rules. When we understand the terminology for articulation, it is simple to comprehend how to discern between the sounds of letters. Murcia (1996) lists the following types of articulation styles:¹⁸

¹⁸ Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. (London: Cambridge University Press, 1996). 17

1) Stops

The airstream will appear to be stopped or blocked when the consonant is spoken in this type of sound. Two articulators are pushed against each other, preventing the airstream from exiting for a short time. Later on, we abruptly let the airstream out. The plosive or stop effect sound will be heard up until this phase e. The stop sounds are represented by the letters [p], [b], [t], [d], [k], and [g].

2) Fricatives

The consonant will allow air to flow out via the narrow opening, which is typical of fricatives. When the sound is made, it sounds like a hissing noise, and we can feel the pushed air when we put our palm in front of our lips. The fricatives sound includes the sounds [f], [v], [s], [z], [ʃ], and [ʒ].

3) Affricates

When the stop sound is followed by the fricatives, a sound that generates some friction, it produces affricates, a new sound. The procedure of making this sound is nearly identical to that of making fricative sounds. As we read various passages in a book, we may come across words like "cheap," "church," "jeep," "funny," and so on. Affricates sound refers to the sounds that occur at the start of those words. [tʃ], and [dʒ] are used to represent it.

3. Error Analysis

Error analysis is an activity to identify, classify, interpret, or describe the errors made by someone in speaking or writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in

writing English sentences. Erdogan emphasized that error analysis deal with the learner's performance in terms of cognitive processes they make use of recognizing or coding the input they receive from the target language.¹⁹

The error can be classified into several types. According to Jack C. Richard, errors can be classified into two types; inter-language and intra-lingual errors.²⁰

- a. Interlanguage 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, which is the reason they tend to such errors.
- b. Intra-lingual and developmental errors obligate the students' 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.²¹

Brown as cited in Hasyim, further classified sources of errors into the following categories²²:

¹⁹ Vacide Erdoğan. "Contribution of error analysis to foreign language teaching." *Mersin Üniversitesi Eğitim Fakültesi Dergisi* 1.2 (2005). 18

²⁰ Richard, Jack C., John Platt, and Heidi Platt. "Dictionary of language teaching & applied linguistics." (1992): 209-215.

²¹ Irawati, Henny. "Error Analysis On Grammatical Aspects Of Student's Narrative Writing." *Getsempena English Education Journal* 2.1 (2015): 9.

²² Joanna Huang. "Error analysis in English teaching: A review of studies." *Journal of Chung-San Girls' Senior High School* 2.2 (2002): 19-34..

- a. Interference transfer: that is the negative influence of the mother tongue of the learner.
- b. Intra-lingual transfer: that is the negative transfer of items within the target language. In other words, the incorrect generalization of the rules within the target language.
- c. Context of learning: this overlaps both types of transfer. For example, the classroom with the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make the wrong generalization about the language, and
- d. Communication strategies: it is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reason²³.

In analyzing errors made by the students, Dulay as cited in Rizkiyah (2018) has classified several errors which are known as descriptive classification, they are linguistic category, surface strategy, comparative analysis, and communicative effect²⁴.

- a. Linguistic Category

The linguistic category classifies errors due to either or both of the language components and the particular linguistic elements that the error

²³A Khansir, Ali Akbar. "Error Analysis and Second Language Acquisition." *Theory & Practice in Language Studies* 2.5 (2012)., <https://doi.org/10.4304/tpls.2.5.1027-1032>.

²⁴Rizkiyah, "An Error Analysis in Pronouncing English Segmental Sounds Made by the Third Semester of English Department Students at Muhammadiyah University of Makassar" Diss. Muhammadiyah University of Makassar, 2018, 9–12.

influenced. Language elements are including phonology (pronunciation), syntax and morphology (structure), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. Surface Strategy

Surface strategy taxonomy emphasizes the ways surface structure is changed. This taxonomy classified errors into four types, including omissions, addition, misformation, and misordering.

1) Omissions

Omissions are defined by the absence of an or more elements that are needed in a well-formed word, phrase or utterance. As an example, the word 'test' [test] is pronounced as [tes].

2) Addition

The addition is known as the presence of unnecessary one or more items. For example, the word 'car' [ka:] is pronounced as [kʌr].

3) Misformation

Misformation is known by the wrong form of the morpheme or structure elements that are used in the utterance. For example, the word 'thin' [ðin] is pronounced as [tin].

4) Misordering

Misordering is marked by the wrong order or placement of one or more items in a word, phrase, or sentence. For the example, the word 'mask' [ma:sk] is pronounced as [ma: ks].

In this research, the researcher utilized a surface strategy to find out the type of errors that are made by the students.

c. Comparative Taxonomy

In comparative taxonomy, the errors are classified due to the comparisons between second language errors' structures and certain other construction types. This taxonomy proposes several types including developmental error, inter-lingual error, ambiguous error, and other errors.

d. Communicative effect

The communicative effect classification looks at mistakes in terms of how they affect the listener or reader. It focuses on identifying faults that appear to lead the miscommunication. It is separated into two types, they are global error (made the listener misinterpret that caused the message could not be understood), and local error (did not cause miscommunication to cause the speaker to state the word incorrectly but the listener still can catch the meaning).

Further, in analyzing the students' errors, several stages will be done. These stages proposed by Ellis consist of four stages they are²⁵: collecting the sample, identifying errors, describing errors, and explaining errors.

1. Collecting sample

The gathering of a sample is the initial stage in analyzing errors. In this step, the researcher must decide on the data collection method and the number of

²⁵ Zoltan Dornyei. *The Psychology of Second Language Acquisition-Oxford Applied Linguistics*. (Oxford: Oxford University Press, 2013).18

students who will be sampled for the study. They will next be subjected to a routine examination to obtain data.

2. Identifying errors

In this step, it is necessary to identify the errors presented and interpret the learners' utterances. This stage requires comparing and analyzing the words, phrases, or sentences produced by the students with the correct pronunciation in the L2 (target language).

3. Describing Errors

In this stage, all the identified errors would be classified and described into four types of errors.

4. Explaining Errors

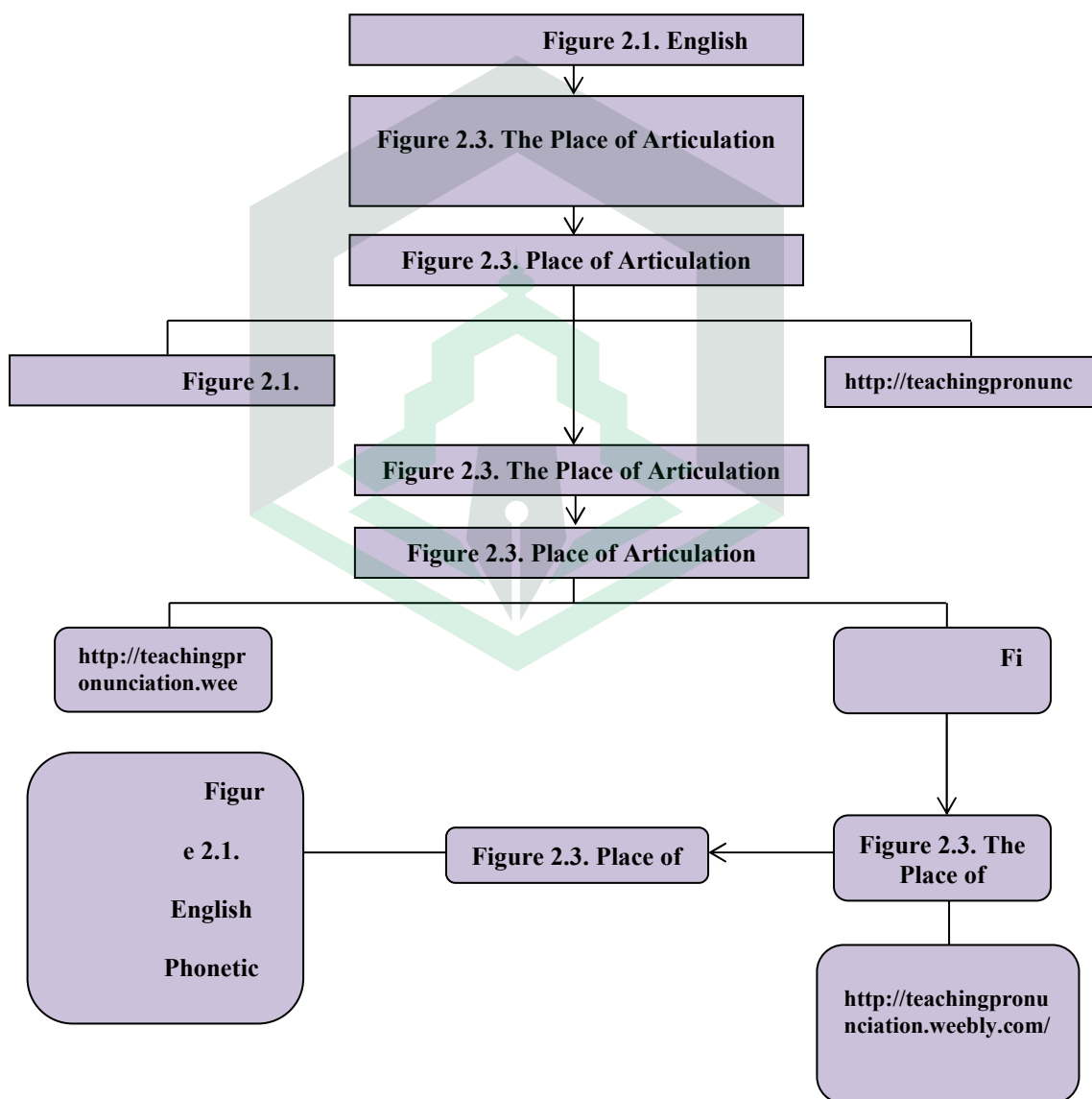
The errors that happened will be explained in this stage. It is concerned with the sources of errors.

C. The Conceptual Framework

In doing this research, the researcher will focus on analyzing the students' errors in pronouncing /θ/, /dʒ/, and /tʃ/ sounds. The first step that will be done is giving input by teaching pronunciation. After that, the researcher will give a pronunciation test and questionnaire after the test is done. The pronunciation test will be processed by utilizing error analysis. The error analysis will be done in several stages that are proposed by Ellis²⁶, they are: collecting a sample, identifying an error, describing an error, and explaining the error. In this research,

²⁶ Zoltan Dornyei. *The Psychology of Second Language Acquisition-Oxford Applied Linguistics*. (Oxford: Oxford University Press, 2013). 48.

the error analysis will be identified by focusing on surface strategy; they are omissions, additions, misformation, and misordering. Besides, it is also be used to find out the sources of students' errors in pronouncing /θ/, /dʒ/, and /tʃ/ sounds, they are inter-lingual transfer, intra-lingual transfer, the context of learning, and communication strategies. The formulation of the conceptual framework can be seen in the following chart below.



CHAPTER III

METHODOLOGY

A. Research Design

The goal of this study was to explain the types of errors made by students in their pronunciation, it was designed by utilizing descriptive qualitative research. The results of the data gathering instruments were used to analyze the data about pronunciation errors.

The outcome of the research was tied to interpreting data gathered in the field, the descriptive qualitative approach was referred to as an interpretative method. According to Arikunto (2007, p. 14), descriptive research does not aim to test a certain hypothesis, but rather to naturally characterize some variable and circumstance.²⁷ As a result, the researcher described and clarified everything about this analysis.

The results of the pronunciation test were employed as data collection devices by the researcher. They were thoroughly examined. Although the focus of this study was on descriptive qualitative methods, numerical data was required to obtain valid and countable data. As a result, the quantitative method was used in this study to determine the proportion and frequency of the findings.

B. The Subjects and Setting

This research was performed at PMDS Putri Palopo and focused on the pronunciation of second-grade learners who served as research participants. The

²⁷ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta. 2007). 12

class Science, which comprised thirty students, provided the research data. As a result, the researcher only took ten students by using a random sampling technique as a sample. The researcher took the sample by using random sampling to give equality to choose the sample from the huge population because each participant of the population had the same chance to be chosen. Besides, it would help the researcher to collect the data in the limited time, finance, and energy.

C. Research Procedure

This Research was conducted by following several procedures below:

1. Collecting sample

The gathering of a sample was the initial stage in analyzing errors. In this step, the researcher must decide on the data collection method and the number of students who would be sampled for the study. They would next be subjected to a routine examination to obtain data.

2. Identifying errors

In this step, it was necessary to identify the errors presented and interpret the learners' utterances. This stage required comparing and analyzing the words, phrases, or sentences produced by the students with the correct pronunciation in the L2 (target language).

3. Describing Errors

In this stage, all the identified errors would be classified and described into four types of errors.

4. Explaining Errors

The errors that happened would be explained in this stage. It is concerned with the sources of errors.

D. Data collecting technique

The procedure of collecting data for the research would follow the procedures below:

1. The researcher would give materials about the pronunciation of English Consonant Sounds to the students
2. The researcher would give pronunciation tests to students. It proposed to know the kinds of students' errors in pronouncing English Consonant Sounds /θ/, /dʒ/, /tʃ/ by the SMA PMDS Putri Palopo.
3. The researcher would give questionnaires to the students. It was aimed to know the causes of students' errors in pronouncing English consonant sounds.

E. Research Instrumental

1. Pronunciation tests

This study was intended to identify the students' errors in pronouncing consonant sounds at SMA PMDS Putri Palopo. The researcher used pronunciation tests to find the types of pronunciation errors made by the students.

2. Questionnaires

The researcher would give questionnaires to the sample of the research after giving a pronunciation test. Questionnaires were used to know

the extent to which students made the errors of voiceless plosive consonant sounds pronounced.

F. Technique of Analyzing the Data

In calculating the errors' frequency and percentage, also to analyze the questionnaires and rate the percentage of the answer that would be given by the students, the researcher used the formulation proposed by Sudjono (2009) as follows:²⁸

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

Notes :

P = percentage

N = the total number of students

F = frequency

²⁸ Sudjono, A. *Pengantar Statistik Pendidikan*. (Jakarta: Rajawali Press. 2009), 21

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the findings of the research present the results of the types of errors in pronouncing English consonant sounds (/θ/, /dʒ/, /f/). 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

The research goals were to determine the various types of errors made by students. The research findings indicate there are some types of errors when students are requested to pronounce the sound of English consonant sounds, as well as some possible sources of errors made by students throughout the questionnaires, which were conducted after the pronunciation test.

1. Types of Errors in Pronouncing English Consonant Sounds (/θ/, /dʒ/, and /f/)

Table 2.1 shows the types, numbers and percentages of errors committed by the participants in pronouncing English consonant sounds (/θ/, /dʒ/, /f/) 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 tests, the researcher found that the students committed 146 times of errors. The types of errors are divided into some, those are omission 22 times (15,06%), addition 51 (35%), misformation 34 (23,28%) and misordering 39 (28%). The result of the pronunciation test can be seen in the following table.

a. Description of Omission Errors in Pronouncing English Consonant Sounds (/θ/, /dʒ/, and /f/)

In this part, the researcher presented the result of the students' omission error in pronouncing English consonant (/θ/, /dʒ/, and /f/) sounds, and also it indicated each sound in the initial and final position in words, phrases and sentences as follows.

Table 2.1
Description of Omission Errors in Plosive Voiceless Consonants (/θ/, /dʒ/, and /f/)

Types of Errors	Plosive Voiceless Consonants	Error Identification	Error Correction	Number of Errors
Omission	/θ/	[tænk]	[əænk]	9
	/dʒ/	[jewels]	[dʒu:əls]	5
	/f/	[kokolate]	[ʃaklət]	8
			Total	22
			Percentage	15,06%

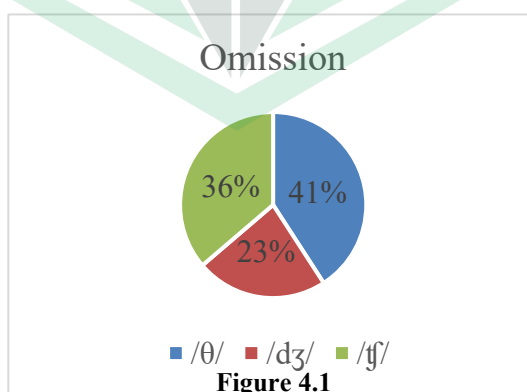


Table 2.1 shows the results of omission errors made by the students in English Consonant sounds (/θ/, /dʒ/, and /f/) and figure 4.1 shows the percentage of omission errors the students committed. In omission errors,

there were 22 (15,06%) errors that the students made in English consonants. The omission of /θ/ sound was the highest with 9 (41%) numbers of errors, the omission of /tʃ/ sound was the second-highest with 8 (36%) errors and the omission of /dʒ/ sound was the third highest with 5 (23%) numbers of errors. Many of the students omitted the sounds (/θ/, /dʒ/, and /tʃ/) with no friction sounds in the words, phrases and sentences that the researcher provided. For instance, the word ‘thank’ should be pronounced as [θænk] with a friction sound at the initial word but mostly students pronounced it without a friction sound [tænk], likely the word ‘jewels’ should be pronounced as [dʒu:əls] but the students pronounced it as [jewels], and the word ‘chocolate’ should be pronounced as [tʃəklət] but pronounced as [kokolate] by omitting the friction sounds at the initial position.

b. Description of Addition Errors in Pronouncing English Consonant Sounds (/θ/, /dʒ/, and /tʃ/)

The Addition error in pronouncing English Consonant sounds (/θ/, /dʒ/, and /tʃ/) was one of the error types that the students committed. Below is the table and figure that indicated each sound in initial and final position in words, phrases and sentences as follows.

Table 3.1
Description of Addition Errors in Plosive Voiceless Consonants (/θ/, /dʒ/, and /tʃ/)

Types of Errors	Plosive Voiceless Consonants	Error Identification	Error Correction	Number of Errors
Addition	/θ/	[tiket]	[θɪkɪt]	14
	/dʒ/	[tʃɑrgi]	[tʃɑ:dʒ]	25
	/tʃ/	[kareiti]	[tʃæɾəti]	22

	Total	51
	Percentage	35%

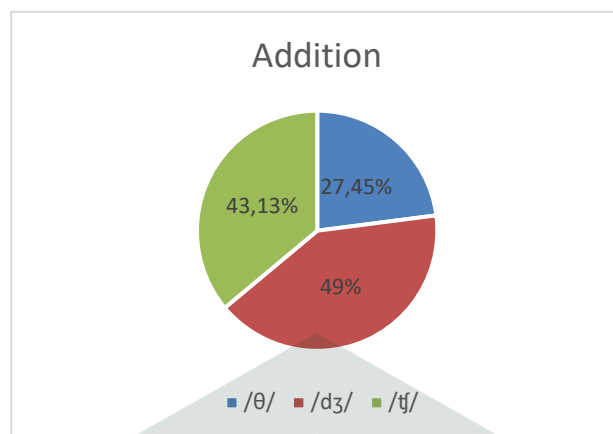


Figure 5.1

Table 3.1 and figure 5.1 show the results and percentages of errors made by the students in pronouncing Consonant Sounds (/θ/, /dʒ/, and /tʃ/). As shown in the table, most students committed addition errors in the /dʒ/ sound with 25 (49%) numbers of errors, followed by the /tʃ/ sound with 22 (43,13%) and the /θ/ sound with 14 (27,45%) numbers of errors. Many of the students added some unnecessary sounds when pronouncing (/θ/, /dʒ/, and /tʃ/) sounds. For instance, the word ‘ticket’ should be pronounced as [eɪkɪt], but students made an error by adding a plosive consonant sound /t/, so it is pronounced as [tɪkɪt]. Another example of an addition error is ‘charge’ which should be pronounced as [tʃɑːdʒ], but the students made the error by pronouncing the word as [tʃɑːdʒi] by adding the ‘gi’ sound at the final word. Instead, when the students pronounced the word ‘charity’, many of the students pronounced it as [kæɪrɪti] by adding a plosive sound of ‘k’ at the initial word which should be

pronounced as [ʃæɾəti] with friction. Therefore, the addition errors were still made by the students.

c. Description of Misformation Errors in Pronouncing English Consonant Sounds (/θ/, /dʒ/, and /tʃ/)

When pronouncing the words in English, the students were also committed to the misformation errors in pronouncing English Consonant sounds (/θ/, /dʒ/, and /tʃ/). Below is the table and figure that indicated each sound in initial and final position in words, phrases and sentences as follows.

Table 4.1
Description of Misformation Errors in Plosive Voiceless Consonants (/θ/, /dʒ/, and /tʃ/)

Types of Errors	Plosive Voiceless Consonants	Error Identification	Error Correction	Number of Errors
Misformation	/θ/	[thing]	[θɪnk]	9
	/dʒ/	[jukde]	[dʒʌdʒ]	11
	/tʃ/	[ces]	[tʃi:z]	14
Total				34
Percentage				23,28%

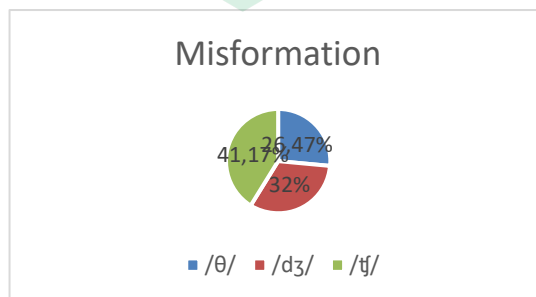


Table 4.1 and figure 6.1 show the results and percentages of errors made by the students in pronouncing Consonant Sounds (/θ/, /dʒ/, and /tʃ/). As shown in the table, most students committed misformation errors in the /tʃ/

sound with 14 (41,17%) numbers of errors, followed by the /dʒ/ sound with 11 (32 %) and /θ/ sound with 9 (26,47%) numbers of errors. Many of the students pronounced the words in English with the wrong formation when pronouncing (/θ/, /dʒ/, and /tʃ/) sounds. For instance, the word ‘think’ should be pronounced as [θɪŋk], but students made an error by misforming it by saying [θɪŋk]. Another example of a misformation error is ‘judge’ which should be pronounced as [dʒʌdʒ], but the students made the error by pronouncing the word as [ju:kde] by misforming it with the ‘de’ sound at the final word. Instead, when the students pronounced the word ‘cheese’, many of the students pronounced it as [tʃi:z] by misforming a plosive sound of ‘c’ at the initial word which should be pronounced as [tʃi:z] with a friction sound. Therefore, the results indicate that the students were still committed to the misformation errors.

d. Description of Misordering Errors in Pronouncing English Consonant Sounds (/θ/, /dʒ/, and /tʃ/)

This part is the description of misordering errors in pronouncing English English Consonant Sounds (/θ/, /dʒ/, and /tʃ/) committed by the students. Below is the table and figure that indicated each sound in initial and final position in words, phrases and sentences as follows.

Table 5.1
Description of Misordering Errors in English English Consonant Sounds (/θ/, /dʒ/, and /tʃ/)and /k/)

Types of Errors	Plosive Voiceless Consonants	Error Identification	Error Correction	Number of Errors
Misordering	/θ/	[taiket]	[θɪkɪt]	5
	/dʒ/	[jurni]	[dʒ:ni]	12
	/tʃ/	[chang]	[tʃeɪndʒ]	22
Total				39
Percentage				28%

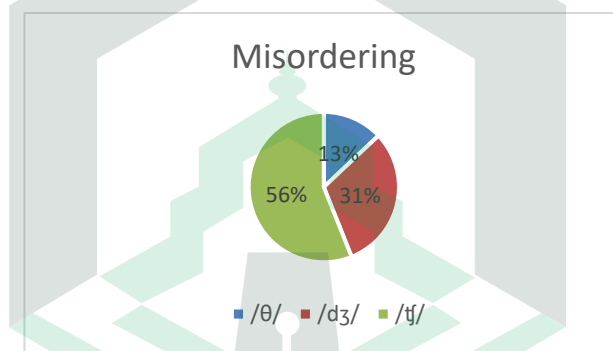


Figure 7.1

Both 5.1 and figure 7.1 show the results and percentages of misordering errors committed by the students in pronouncing English Consonant Sounds (/θ/, /dʒ/, and /tʃ/). It is shown on the table that most students made misordering errors on the /tʃ/ sound with 22 (56,41%) numbers or errors, followed by the /dʒ/ sound with 12 (31%) numbers of errors and the /θ/ sound with 5 (13%) numbers of errors. Many of the students misordered the sounds when pronouncing the words containing (/θ/, /dʒ/, and /tʃ/) sounds. For example, the word ‘thicket’ should be pronounced as [θɪkɪt], but the students made an error by pronouncing it as [taiket], another example is the

word 'journey' must be pronounced as [dʒ:ni], but students pronounced it as [jurni] at the inial word, and the word 'change' which should be pronounced as [tʃeɪndʒ], but students pronounced it as [chang] which those errors are categorized as misordering errors committed by the students.

2. The Results of Questionnaires

The questionnaires were conducted throughout the students by asking how frequent they make errors in pronouncing the consonant sounds in English. Ten students were asked through paper questionnaires that comprised eight frequency questions. Therefore, the results of the questionnaires are shown in the table and a pie chart below.

Table 6.1
The Results of Questionnaires

No.	Questions	Number of Frequency			
		always	sometimes	rarely	never
1.	Does your mother tongue make it difficult for you to pronounce the English words?	1	2	1	6
2.	Do you find it difficult because of the different phonemes in English and Indonesian words?	7	3	-	-
3.	Are you looking for transcripts or phonetic symbols in dictionaries or on the internet to improve the pronunciation of words or sentences in English?	6	4	-	-
4.	Do online or offline	4	6	-	-

	dictionaries help your pronunciation of English?				
5.	How often does your teacher give pronunciation in English class?	3	6	1	-
6.	Do you know the pronunciation of the consonants /θ/, /dʒ/, and /tʃ/?	1	9	-	-
7.	Do you know the difference between the pronunciation of the consonants /θ/, /dʒ/, and /tʃ/?	6	1	3	-
8.	If you feel that your pronunciation is wrong, do you look for ways to pronounce the word/sentence correctly?	2	8	-	-
Total Score:		30	39	5	6
Percentage %:		37%	49%	6%	8%

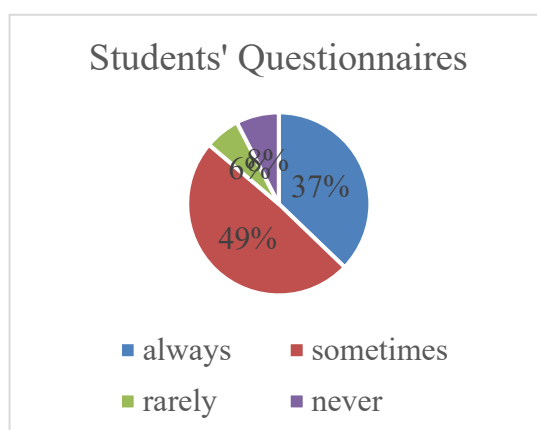


Figure 8.1

The data above show that based on the students' questionnaires, the difficulties in pronouncing the consonant sounds in English committed by the eleventh-grade students of Modern Islamic Boarding School Datok Sulaiman Putri Palopo are caused by the small amount of experiences and the influences of mother-tongue language in pronouncing the consonant sounds, which affected the way students sound when they are talking. As many of the students chose sometimes with 39 (49%). This indicated that students sometimes made errors in pronunciation because they were influenced by their mother tongue or intralingual, the lack of experience in learning the consonant sounds in English and the pronunciation of consonant sounds is rarely taught at school by the teachers. Therefore, the students committed errors when pronouncing the English Consonant Sounds (/θ/, /dʒ/, and /tʃ/).

B. Discussions

In conducting this research, the writer followed the steps to analyze the errors proposed by Abbot (2004), they were a) collecting the data, b) identifying the errors, c) classifying the errors onto errors types, and d) giving a statement of the relative frequency of errors types.²⁹ After collecting the data from the students' pronunciation tests, the errors were identified and then they were classified based on Surface Strategy Taxonomy (omission, addition, misformation, and misordering). Then, when the collecting of data was done, the frequency was determined then the questionnaire results were used to know more

²⁹ A. Y. W. Abbot, *Syntactic Transfer: Evidence from the Interlanguage of Hong Kong Chinese ESL Learners*, 88(1) (The Modern Language Journal, 2004).

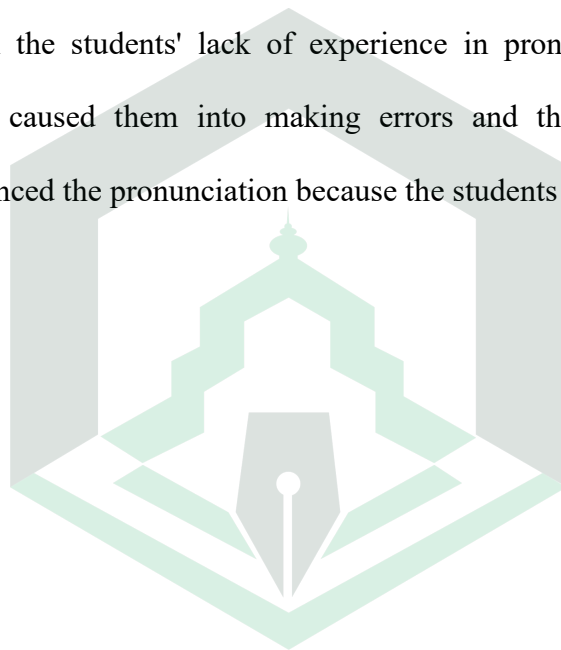
deeply about how the students found the difficulties in pronouncing the consonant sounds in English.

Based on the data from the recording of a test by reading aloud, the researcher found that the students committed 146 times of errors and the highest error committed by the students was the addition error with 51 numbers of errors or (35%). This result was similar to the previous research on the analysis of errors in pronunciation conducted by Azizah, Sri Wahyuni (2019), she found that most students in her research committed addition errors when pronouncing the consonant sounds in English with 230 numbers or (52%) of errors. This case might be affected by the lack of experience and knowledge of the students regarding the learning of plosive consonant sounds in English.³⁰

The misordering error was the second-highest made by the students in this research with 39 numbers of errors or (28%), the misformation errors resulted in 34 numbers of errors or (23,28%) and 22 (15,06%) numbers of omission errors when pronouncing the English consonant sounds /θ/, /dʒ/, /tʃ/. The results of this finding are supported by the previous research conducted by Mutmainna (2016), the finding of the previous study shows that the highest number of errors in addition error 131 (48.9%), followed by misordering 95 (33%) and misformation 57 (20%). Mutmainna (2016) indicated that this case happened because of the influence of the mother-tongue language of the students.

³⁰ Sri Wahyuni Azizah, 'An Analysis of Students' Error in Pronouncing Plosive Voiceless Consonants at the Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019' (Raden Intan State Islamic, 2019).78

By observing the similarities and the differences between this research and the previous studies, the researcher can conclude that the eleventh-grade students of Modern Islamic Boarding School Datok Sulaiman Putri Palopo still need some improvements in the comprehension of the consonant sounds /θ/, /dʒ/, /tʃ/. This statement is supported by the results of questionnaires which proved that the students were just sometimes having time to practice English pronunciation and the teachers rarely taught the students about the pronunciation itself. Therefore, this resulted in the students' lack of experience in pronouncing the words in English which caused them into making errors and then the mother-tongue language influenced the pronunciation because the students did not practice much.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, this analysis finds the pronunciation errors in English consonant sounds /θ/, /dʒ/, /ʃ/ produced by the students using the surface strategy taxonomy by Dulay's theory. There were four types of errors found in pronouncing the English plosive consonant sounds, they are omission, addition, misformation and misordering.

From those three types of errors found would be presented as follows:

1. The most dominant type found in pronunciation tests was the addition. There were 51 (35%) errors out of 146 errors in total. Most students committed addition errors in the /dʒ/ sound with 25 (49%) numbers of errors, followed by the /ʃ/ sound with 22 (43,13%) and /θ/ sound with 14 (27,45%) numbers of errors. Many of the students added some unnecessary sounds when pronouncing (/θ/, /dʒ/, and /ʃ/) sounds. For instance, the word 'ticket' should be pronounced as [tɪkɪt], but students made an error by adding a plosive consonant sound /t/, so it is pronounced as [tɪkɪt]. Another example of an addition error is 'charge' which should be pronounced as [tʃɑ:dʒ], but the students made the error by pronouncing the word as [tʃɑ:rdʒi] by adding the 'gi' sound at the final word. Instead, when the students pronounced the word 'charity', many of the students pronounced it as [kærɪti] by adding a plosive sound of 'k' at the initial word which should be pronounced as [tʃærəti] with friction.

2. The second type of error was the misordering type of error with 39 (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 /f/ sound with 22 (56,41%) numbers or errors, followed by the /dʒ/ sound with 12 (31%) numbers of errors and the /θ/ sound with 5 (13%) numbers of errors. Many of the students misordered the sounds when pronouncing the words containing (/θ/, /dʒ/, and /f/) sounds. For example, the word ‘thicket’ should be pronounced as [θɪkɪt] but pronounced as [taiket], and the word ‘journey’ must be pronounced as [dʒ.ni] but pronounced as [jurni] at the initial word, and the word ‘change’ should be pronounced as [tʃeɪndʒ] but pronounced as [chang].
3. The third number of types of errors found was misformation with 34 (23,28%) errors. Many of the students pronounced the words in English with the wrong formation when pronouncing (/θ/, /dʒ/, and /f/) sounds. For instance, the word ‘think’ should be pronounced as [θɪnk], pronounced as [thing]. The word ‘judge’ should be pronounced as [dʒʌdʒ], but the pronounced as [jukde] by misforming it with the ‘de’ sound at the final word. The word ‘cheese’, is pronounced as [tʃi:z] by misforming a plosive sound of ‘c’ at the initial word which should be pronounced as [tʃi:z] with a friction sound.
4. The fourth type of error was the omission type of error with 22 (15,06%) errors. In this case, many of the students omitted the sounds (/θ/, /dʒ/, and

/f/) with no friction sounds in the words, phrases and sentences that the researcher provided. For instance, the word ‘thank’ should be pronounced as [θænk] with a friction sound at the initial word but pronounced without a friction sound [tænk], likely the word ‘jewels’ should be pronounced as [dʒu:əls] but the students pronounced it as [jewels], and the word ‘chocolate’ should be pronounced as [tʃəklət] but pronounced as [kokolate] by omitting the friction sounds at the initial position.

The pronunciation test was supported by the students’ questionnaires to find out the causes of students making an error in pronouncing the plosive consonant sounds in English. The researcher found out that the students had a lack of experience in learning the pronunciation themselves or at school. Also, another effect was the influence of the mother tongue of the students.

Therefore, it can be concluded that the eleventh-grade students of Modern Islamic Boarding School Datok Sulaiman Putri Palopo were still committed to making errors in pronouncing the English consonant sounds by having a lack of experience in learning pronunciation and the influence of the mother tongue. Thus, the students need to learn more or improve themselves in pronunciation, especially the consonant sounds (/θ/, /dʒ/, and /f/) in English to make them speak well.

B. Suggestion

The first idea is for teachers who are capable of creating a positive environment that will aid in the teaching and learning process. The second is for English students who want to improve their pronunciation so that they can be

more conscious of their pronunciation. The final section is for other researchers who will do research in association with this research.

1. For the English teachers

According to the findings of this study, teachers should be aware of pronunciation problems so that they can notice their students' challenges with pronunciation and pay greater attention to the errors produced by students and the causes of the errors. Teachers will find it easier to fix the problem if they are aware of it. The findings of the study will help them determine whether or not they are successful in teaching English. Teachers are urged to improve their teaching methods. As a result, pupils are more driven to work on their pronunciation.

2. For the English learners

It is preferable to be aware of this study, particularly as it pertains to pronunciation problems. The study's findings will reveal to learners which areas of pronunciation are problematic for them. Learners are supposed to develop their knowledge of English pronunciation, particularly the English consonant sounds, by paying closer attention and thus being aware of the errors they committed and the sources of the errors. The students are expected to improve their pronunciation skills to eliminate or at the very least lessen the faults.

3. For further researchers

The study's findings are likely to provide useful information about pronunciation error analysis and other related areas. The researcher believes

that there are many more phenomena that can be discovered as a result of this study. The researcher hopes that the findings of the study will stimulate other researchers.



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