Error Analysis Of Students’ Pronunciation in Pronouncing English Vowels And Consonants

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Abstract

This final project is a study about Error Analysis Of Students’ Pronunciation in Pronouncing English Vowels And Consonants of SMK Karya Serdang Lubuk Pakam in the Academic Year 2017/2018. (A case Study of the Tenth Grade of SMK Karya Serdang Lubuk Pakam in the Academic Year 2017/2018). Most of the students may have problems to pronounce English vowels and consonants, although they get an English subject in their school and they can not master the English pronunciation well. Therefore, the students often make problem. This study was conducted under the consideration that pronouncing English vowels plays an important role. The problems of this study are what kinds of problem the students make in pronouncing English vowels and why these problem happen/occur. The purposes of the study are to find out kinds of problem made by students in pronouncing English vowels and consonants and to find out the factors why these problem happen/occur. The population of this study was the tenth grade of SMK Karya Serdang Lubuk Pakam in the Academic year of 2017/2018. Before the test doing the test, the writer observed the condition of the classroom during the language learning process. The writer wants to know the way how teacher explains the material and what the students are doing during the lesson. The instrument used by the writer in this final tape recorder which were used to record the students’ pronunciation. In analyzing the data, error analysis was used in which there were three steps: transcribing the students’ pronunciation into the phonetic transcriptions, problem in pronouncing English short vowels, problem in pronouncing English long vowels. Finally, the result of the analysis shows that students are considered “Enough” in pronouncing English vowels and consonants. The total percentage of various problem in pronouncing English vowels and consonants is 28.33%. The total percentage of Excellent in pronouncing English short vowel is 85%, The total percentage of Excellent in pronouncing English Long vowel is 76% .the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels and consonants correctly regardless of language skills they are dealing with.

Key word : error analysis, Pronouncing English Vowels and Consonants

1. Background of the Study

Language is a part of human since their existence in the world. It is a system of communication used within a particular social group. Neither human nor animal can exist without communication. Human can communicate orally or in written form to express themselves or to get new information. According to Halliday (1994: 3). “Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is also an expression of ideas by voice; sounds, expression of thought, articulated by organs of throat and mouth.

An Indonesian learner may have problem to pronounce English words, although he gets an English subject at his school but he cannot make a pronunciation well. In school, students learn the English subject for understanding only. So, they do not know how to pronounce every English word exactly, whereas they are expected to speak English fluently.
outside the classroom. In this case, one alternative way to learn English pronunciation is through imitation. They can learn the English pronunciation from their teacher, someone else, or ideally from native speakers. They will try to imitate and have more practice to pronounce many foreign sounds correctly as native speakers do. Students are not exposed to native speakers. They have very little opportunity to meet native speakers. As a substitute the students can use recorded materials, but not all teachers can effort to buy electronic devices. Not all school are equipped with electronic equipment. The teacher is the only model. The teacher has to be a representative model. The influence of the various dialects that we can find in Indonesia creates complicated problems.

When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980: 2). Language is primarily spoken; therefore the sounds are very important. In this relation, phonology takes an important role.

Pronunciation plays an important role in learning a the second or a foreign language. Although students have English subject at school, most of them often make mistake, for example: in listening, speaking, reading, and writing. The writer explain previously that language has three major components including phonology, vocabulary, and grammar. Among these components, phonology takes an important role. Automatically, phonology related with pronounciation. So the writer is interested in doing research about pronounciation (especially about vowels).

In English, there are twelve vowels. They are /I:/, /I/, /e/, /æ/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /I:/, /I/, /e/, /æ/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. The short vowels like /I/, /e/, /æ/, /ɜ/, /ʌ/, /ɑ/, /ɒ/, /ɔ/. Compare with Indonesian vowels, they are /A/,/I/,/U/,/E/. English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

When the writer did PPL in SMK Karya Serdang Lubuk Pakam, the writer found the students got difficulty to distinguish between English vowel and Indonesian vowels. Then the writer found that the students’ skill use their accent or dialect when pronouncing sentences. In fact, the students were able to say the phonetic transcription but they did not know the stress of the sentences because majority of the students come from outside the town, and they were still interfered with their mother tongue. English also has consonant clusters, consisting of initial cluster, like [fl] in “fly” and final clusters, like[pt] in stopped. Final clusters are considered more difficult than initial clusters. The Indonesian language may have some initial clusters, like [pr] in “pramuka”, but it does not have final clusters as English has. Many learners even students at SMK KaryaSerdangLubukPakam students often face some difficulties in pronouncing final clusters, especially those with –ed ending. The difficulties of pronouncing English vowels are found in the word : sheep – ship. They cannot distinguish between long vowel [i:] and short vowel [i]. They tended to pronounce the words in the same way. For example:

- a) There is a sheep on the bay. It is drowning.
- b) There is a ship on the bag. It is sailing.
In the same way they cannot distinguish between vowel [æ] and [e]. They tend to pronounce both vowels with [e] because vowel [æ] is not present in Indonesian. For example:

a) Drive slowly. There is a bend. Danger.
b) Drive slowly. There is a band. Music.

Based on the writer’s observation at SMK Karya Serdang Lubuk Pakam. The writer chose the school because most of students at the school have a lot of problems in pronouncing English vowels and consonant, although they get English lessons in their school but many of them can not pronounce the English words, especially the vowels correctly. The writer chose nine people to be sample in her researcher. The writer gave some test were pronounced by them then the writer recorded each the words.

The objectives of this study can be formulated as follows: (1) to find out the kinds of problems made by the students in pronouncing English vowels, (2) to find out the reason why the students make problems in pronouncing English vowels and consonant.

The writer found kinds of problems are made by the students in pronouncing English vowels and consonant are the student pronounce sheep become [sip] and ship become [sip] there is differences between short and long vowel. And in consonant, the student’s said colk in word chalk [ tk], they doesn’t know the consonant [ l ]. The writer also found the sources of these problems happen. According to Brown (1994:173) there are four major categories the sources of learner’s problems, they are:

1. Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
2. Intra-lingual transfer is the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.
3. Context of Learning is Context refers, for example, to the classroom with its 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 faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher’s explanation or the textbook which lead them to make problems.
4. Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem.

From those above sources of problem in pronouncing English vowels and consonant, the writer found the kinds of student problems when they pronounced twenty seven words is language transfer. They pronounce all of the words by using English language as the second language, but their mother tongue still carried away of their pronunciation. For example, the student five as a sample comes from Batakese, wheh he pronounced word “Ago” he pronounced [ego] in phonetic transcription / əˈgəʊ / . He used their Batakness to pronounce it, he read its in hard stress. He was also pronounced word
“Bird” into [bed] in phonetic transcription /b  d/. He still used his dialect when he pronounced English words.

This study is expected to have significance both theoretically and practically. Theoretically, the finding of the study is expected to give evidence about English vowels in Indonesian and the finding of the study is expected to find the reason why the students made problem in pronouncing English words. Practically, the findings of the study are expected to be useful for: English teacher, to provide recommendation in English words to improve their pronunciation, students, to give them information of English vowels and consonant and the problems in pronouncing, and, further research, on English vowels and consonant.

Theoretical Framework

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

This study is concerned with problems in pronouncing English vowels and consonant. Total of Vowel in English different with Vowel In Indonesian. In English, there are twelve vowels. They are /I:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /I:/, /I/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. The short vowels like /I/, /e/, /æ/, /ə/. Compare with Indonesian vowels, they are /a/, /I/, /U/, /E/, /O/.

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

When people speak, they produce a series of phonemes which carry a certain meaning. A phoneme is a basic unit of a language's phonology, which is combined with other phonemes to form meaningful units such as words or morphemes. Different sound that bring about a difference in meaning are called phonemes. A phoneme is therefore a group or unit of sounds that distinguish meaning. Phonemes are significant sounds unit (Ramelan 1985: 156). The phoneme can be described as "the smallest contrastive linguistic unit which may bring about a change of meaning". Phonemes are divided into two parts. They are vowel phonemes and consonant phonemes.

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth (Jones 1972 : 23). English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /, / åː /, / aː /, / uː /, / oː /, while short vowels consist of / i /, / e /, / æ /, / ə /, / ʌ /, / a /, / o /. Short vowel sounds are the basic unaltered vowels. They usually occur when a single vowel is followed by a single consonant. Representing the five basic vowel sounds, they are pronounced as shown in the examples: sound /æ/ in (mat, pat, lap); /e/ in (met, let); /i/ in (bin, pit); /i/ in (pot, lot); /u/ in (fun, sun). Long vowels can be formed in a massive variety of spelling. The rules only apply about half the time, so these examples represent possible spellings rather than certain rules.

/ i:/ in (far, car) /ɪ/ in (sheep, meat) / o:/ in (her, word). In producing a vowel sound the main obstruction takes place in the larynx, where the air is forced to pass out through a small
opening between two vocal cords and cause them to vibrate; the nasal cavity is closed off, while the function of the mouth and the nose is only to modify the sound already produced in the larynx and also to act as a resonance chambers.

A consonant is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. Consonants may come singly or in clusters, but must be connected to a vowel to form a syllable. For example /p/ - pip, pot; /b/ - bat, bug; /t/ - tell, table; /d/ - dog, dig; /k/ - cat, key; /g/ - get, gum; /f/ - fish, phone; /v/ - van, vat; /θ/ - thick, thump, faith; /ø/ - these, there, smooth; /s/ - sat, sit; /z/ - zebra, zap; /l/ - ship; /l/ - treasure, leisure; /h/ - hop, hut; /t/ - chip; /d/ - lodge, judge; /m/ - man, mummy; /n/-man, pan; /ŋ/- sing, wrong; /l/- let, lips; /r/- rub, ran; /w/- wait, worm; /j/- yet, yacht.

Diphthong is a vowel sound in which the tongue changes position to produce the sound of two vowels. Diphthong is a single sound produced when two vowels (one dominant in duration and stress, and one reduced in duration and stress, are paired together in a sequence. The Diphthongs are [Ia], [ea], [a], [e], [au], [eI], [aI], [oI]. For example: /Ia/-steer, near, here; /ea/-air, care, where; /oa/-for, oar, worn, door, more; /ei/-wait, day, late; /aI/-sign, fight, dry, ice; /oI/-coin, toy; /eI/- go, so, slow; /oI/-boat, cow, sound.

The following is a list of phonetic symbols of English speech sounds together with the key words to show their values. The use of symbols is matter of general practice and some time of arbitrariness; the following symbols are mainly adopted from the International Phonetic Alphabet, which are widely used in the world. The phonetic symbols between the lanting lines on the left symbolize the speech sound represented by the italicized letter (s) of the key words, which are spoken in orthography.

Consonant Sounds

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Key word</th>
<th>Phonetic Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>part</td>
<td>[pa : t]</td>
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<tr>
<td>b</td>
<td>bed</td>
<td>[bed]</td>
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<td>t</td>
<td>tell</td>
<td>[tel]</td>
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<tr>
<td>d</td>
<td>dark</td>
<td>[da : k]</td>
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<tr>
<td>k</td>
<td>cat</td>
<td>[kæt]</td>
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<tr>
<td>g</td>
<td>gap</td>
<td>[ɡæp]</td>
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<tr>
<td>f</td>
<td>ferry</td>
<td>[ɛrI]</td>
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<td>v</td>
<td>very</td>
<td>[verI]</td>
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<tr>
<td>θ</td>
<td>thigh</td>
<td>[θaI]</td>
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<td>s</td>
<td>sea</td>
<td>[si :]</td>
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<td>z</td>
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<td>[zu :]</td>
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</tbody>
</table>

Vowel Sounds

<table>
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<tr>
<th>Symbols</th>
<th>Keyword</th>
<th>Phonetic Writing</th>
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<td>[si :]</td>
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<td>sit</td>
<td>[sI]</td>
</tr>
<tr>
<td>ei</td>
<td>day</td>
<td>[deI]</td>
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<tr>
<td>ou</td>
<td>so</td>
<td>[sou]</td>
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<tr>
<td>ai</td>
<td>high</td>
<td>[hæI]</td>
</tr>
<tr>
<td>au</td>
<td>cow</td>
<td>[kau]</td>
</tr>
</tbody>
</table>

Phoneme | Symbol | Key words
English Vowel

English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs (Ramelan 2003: 48). Simple vowels do not show a noticeable change in quality, the vowels of *pit, cat, dog, set, but, put,* and the first vowel of *suppose* are all simple vowels. English has twelve vowel sounds. A vowel is also different from a consonant in terms of its way of production. A vowel may be be defined as a voiced sound during the production of which the air passes out freely and continuously as would cause any audible friction.

Some basic characteristics of a vowel sound can be deduced from the definition above such as ‘oral’, ‘voiced’, and ‘central’. Any sound that meets these three requirement is a vowel sound, and conversely, any sound which lacks at least one of these basic features is not a vowel but a consonant. Thus, any speech sound that has these basic features, namely oral, voiced, central, free air passage, continous air stream is a vowel sound. Conversely, speech sounds that do not have these features all at once are not vowel sounds, but consonants.

Indonesian Vowels

According to Purwantoro (2012:3) letter symbolizing vocal in Indonesian consisting of letters a, e, i, o, and u.

<table>
<thead>
<tr>
<th>HurufVokal</th>
<th>PosisiAwal</th>
<th>Posisi Tengah</th>
<th>PosisiAkhir</th>
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<tbody>
<tr>
<td>a</td>
<td>api</td>
<td>padi</td>
<td>lusa</td>
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<tr>
<td>e*</td>
<td>enak</td>
<td>petak</td>
<td>sore</td>
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<td>itu</td>
<td>kena</td>
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<td>o</td>
<td>oleh</td>
<td>kota</td>
<td>radio</td>
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<tr>
<td>u</td>
<td>ulang</td>
<td>bumi</td>
<td>ibu</td>
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Diagram of English Vowels

The following is a vowel diagram and the description of each of the English vowel as Ramelan (2003:56) presents them:
1) [i:] is an unrounded close front vowel. Articulatory description: a. In producing [i:] the front of the tongue is raised.; b. It is raised almost to the close position; c. The lip position is unrounded or spread, it may even be neutral.; d. The jaws are slightly apart from each other.; e. The organs of speech are relatively fortis or tense, which can be felt by putting the fingertips on the muscles below the jaws. List of words: He [hi:]; Bee [bi:]; See [si:]; Eve [i:v]; Key [ki:]

2) [I] is an unrounded half close to close front vowel. Articulatory definition: a. In producing [I] the front of the tongue is raised; the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel; b. The tongue is raised to a point slightly above the half close position; the tongue position is clearly lower than that for [i:]; c. The lips are spread or neutral; d. The jaws are a bit wider than for [i:]. List of words: Sin [sI:n]; Fill [fIl]; Sit [sIt]; Bid [bId]; Live [lIv]

3) [ε] is an unrounded half close to half open front vowel. Articulatory description: a. In producing [ε] the front of the tongue is raised; b. The front of the tongue is raised to a point halfway between the half open and half close position; c. The lip position is spread or neutral; d. The opening between the jaws is medium, a bit wider than for [I]. List of words: Head [hεd]; Set [sεt]; Fell [fεl]; Bed [bεd].

4) [æ] is an unrounded open to half open front vowel. Articulatory description: a. In producing [æ] the front of the tongue is raised; b. The front of the tongue is raised a little bit to a point midway between the open and the half open position; c. The lip position is spread or neutral; d. The jaws are rather widely opened. List of words: Band [bænd]; Bad [bæd]; Land [læd]; Bat [bæt].

5) [a:] is an unrounded open back vowel. Articulatory description: a. In producing [a:] the back of the tongue is raised; b. The raising is somewhat advanced from the real back position; c. The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position; d. Though classed as a back vowel, the lips for the production of [a:] are not rounded, but they are neutral; e. The jaws are fairly wide apart. List of words: Harm [ha:m]; Heart [ha:t]; Barn [ba:n]; Hard [ha:d]

6) [ɔ:] is a rounded open back vowel. Articulatory description: a) For the production of [ɔ:] the back of the tongue is slightly raised; b) The raising of the back of the tongue is so slight that it is almost near the fully open position; thus the tongue is very low in the
mouth; c) The lips are slightly rounded, but not protruded; d) The jaws are rather wide apart. List of words: Hot [hɑːt]; Pot [pɑːt]; Cot [kɑːt]; Lost [lɑːs]

7) [ɑː] is a rounded half open back vowel. Articulatory description: a) In producing [ɑː] the back of the tongue is raised; b) This raising almost reaches the half open position; c) The lips are more closely rounded than for [ɔ:], that is, in between open lip rounding; d) The jaws are fairly wide apart from each other. List of words: Caught [kɔːt]; Port [pɔːt]; Stalk [stɔːk]; Dawn [dɔːn]

8) [u] is a rounded half close to close back vowel. Articulatory description: a) In producing [U] the back of the tongue is raised; this raising is advanced from the true back position; b) It is raised to the point slightly above the half-close position; c) The lips are fairly closely rounded, and slightly protruded, with no tension of the muscles; d) The jaws are little bit apart from each other. List of words: Could [kUd]; Cook [kUk]; Put [pUt]; Fully [fUli]

9) [ʊː] is a rounded close back vowel. Articulatory description: a) In producing [ʊː] the back of the tongue is raised; b) It is raised to a point very near the close position; c) The lips are closely rounded with little protrusion; d) The jaws are only slightly separated. List of words: Fool [fuːl]; Food [fuːd]; Pool [puːl]

10) [ʌ] is an unrounded half open centroback vowel (or an unrounded open to half open centro back vowel). Articulatory description: a) In [ʌ] some part between the front and the back of the tongue, almost the central part of the tongue, is raised; (thus centro back vowel); b) It is raised to the half open position, or slightly to a point between the half open and open position; c) The lip position is unrounded or neutral; d) The jaws are wide apart. List of words: Bud [bʌd]; Lust [lʌst]; Tusk [tʌsk]; Cud [kʌd]

11) [ɛː] is an unrounded half close to half open central vowel. Articulatory description: a) In producing [ɛː] the central part of the tongue is raised; the central part of the tongue is that part of the tongue between the front and the back; b) It is raised to a point between half close and half open position; c) The lips are rounded or neutral as for [I]; d) The jaws are slightly separated from each other. List of words: Lurk [lɜːk]; Burn [bɜːn]; Curt [kɜːt]; Hurt [hɜːt]

12) [æ] is an unrounded half open to half close central vowel. Articulatory description: a) In producing [æ] the central part of the tongue is raised; b) It is raised to the half position, or even lower; c) The lip position is spread or neutral; d) The opening between the jaws is medium. List of words: Statement [steɪmənt]; Doctor [dɔktə]; Sofa [soʊfə]; Colder [kould].

Pronunciation

Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. In general, pronunciation is the way in which a language is spoken. Dalton and Seidlhofer (2001:3) define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses. The first, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. The second, sound is significant because it
is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense she can talk about pronunciation with reference to acts of speaking.

According to Syafei (1988:1), pronunciation is a two fold process. He argues “it involves the recognition of sounds as well as the production of sounds.” He adds that “a student is faced with the problem of recognizing and discriminating the sounds as well as the problem of producing the sounds.” Pronunciation can be broken down into its constituent parts (Kelly, 2006:1). The following diagram shows a breakdown of the main features of pronunciation.

Table Features of Pronunciation

![Features of Pronunciation](image)

Phonemes are units of sound which can be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegments (Kelly, 2006:3). According to Ramelan (2003:22), “when a speaker produces an utterance, it can be distinguished into segmental and suprasegmental features.” He states that “segmental features, or just segmentals refer to sound units arranged in a sequential order.” He gave the example, when we say “good heavens”. It has nine segmental features: /gud-hev nz/. Meanwhile, Ramelan also explains that “suprasegmental features, or just suprasegmentals refer to such features as stress, pitch, intonation, and other features that always accompany the production of segmental.

**Error in English Pronunciation**

As stated in the previous chapter Indonesian learners often face some difficulties in learning English, especially in its pronunciation system. When a baby starts to talk, he does it by listening to the sound of his mother and he will automatically imitate his mother. He has been used to speaking his mother tongue since childhood. This mother tongue, according to Ramelan (2003:4) “has been deeply implanted in him as part of his habits.” Moreover he
says that “it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds."

“It is understandable since the movements of his speech organs have been set to produce the speech sounds of his own language. Kelly (2006:4) says that “we all use the same speech organs to produce the sounds we become accustomed to producing.” He adds that “the set of sounds we acquire, however, may vary: a child brought up in an English-speaking environment will develop the phonemes of English, a French speaking child will develop a different set, and so on.” In other words, an Indonesian-speaking child, of course will develop the phonemes of Indonesian which are difficult for him to change. Syafei (1988:1) explains the reasons why English is difficult for Indonesian learners as follows. English is quite difficult for Indonesian learners because of two cases. The first, the difficulties are because of the irregular spelling of English. It offers poor guidance to its pronunciation. The second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English). Moreover, Syafei (1998:1) argues “the learners’ effort to learn the new language will meet with strong opposition from his old established habits.” This is called “habit interference” (Ramelen, 1999:5).

Meanwhile, Odlin (1993:2) called it “cross-linguistic influence” or “language transfer”. He defines transfer as “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.” Ramelan (1999:5) says that “the difficulty encountered by the student in learning a second language is caused by the different elements found between his language and the target language.” Further he says that “the degree of difficulty in learning is also determined by the degree of difference between the two languages.” The greater the similarity between them, the less difficult it will be for the student to learn the foreign language. This opinion is more or less the same as that of Lado (in Odlin, 1993:15) which reads as follows. She assumes that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and better provide for teaching them. Moreover, Ramelan (1999:7) points out the nature of pronunciation problems in learning a foreign language as follows. The firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. The secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation.

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. On the other hands, the
elements of the foreign language which are similar to those found in one’s native language will not offer any problem. Take for instance the Indonesian sound /m/ in ‘mata’. Which is much like the English sound /m/ in ‘mother’. An Indonesian student learning English or an English student learning Indonesian may easily use his native sound /m/ in producing the equivalent sound in the target language. This is called transferring one’s native sounds into the foreign language.

The similar elements usually do not cause problem, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both segmental and suprasegmental features. Segmental features, or just segmental, can be studied in isolatism, whereas suprasegmentals are always accompanied the segmentals, and cannot be studied in isolation.

In the classification of the Indonesian sound system, there are 6 pure vowels, 23 consonants, and 3 diphthongs (Nikelas, 1988:39-42), whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs. Furthermore, Sethi says English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. For examples, when they want to pronounce English words like “she” [ʃI] and “thin”[θIn], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners’ language and the target language.

Someone will get some problems in learning a foreign language. He may find some difficulties dealing with the vocabulary, grammar (structure), and pronunciation. On the contrary, if the sound system of his own language were the same as that of the foreign language, there will be no learning problem of pronunciation at all. In fact, he cannot avoid those problems in his speech. “But, if someone wants to learn a foreign language, he will obviously meet with all kinds of learning problem” (Ramelan, 2003:9). Those problems become the sources of mistakes and mistakes in language learning. Related to English learning, there must be a problem for an Indonesian in learning English. Although in the orthographic system, Indonesian and English have the same alphabetic symbols from A up to Z, an Indonesian learner may have problem to pronounce the English alphabetic symbols because the two languages have different systems in their pronunciation.

An Indonesian learner may have problem to pronounce English words, although he gets an English subject at his school and he cannot master the English pronunciation well. In school, he learns the English subject for understanding only. So he does not know how to pronounce every English word exactly, whereas he is expected to speak English fluently outside the classroom. In this case, one alternative way to learn English pronunciation is through imitation. Moreover, he can learn the English pronunciation from his teacher, someone else, or ideally from native speakers. He will try to imitate and have more practice to pronounce many foreign sounds correctly as native speakers do. In order to succeed in language learning, especially in pronunciation, someone must learn and practice pronunciation continuously in certain period of time because language mastery is a matter of habit. It means that if he does not use it frequently, he will find it difficult to master the the second language. If he can master English pronunciation, he can speak English well. Furthermore, he can speak correctly with any foreigners without misunderstanding.
The other type of problems is elaborated by Brown et al who classify problem into four descriptive classifications of problems. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

a. Problem Types Based on Linguistic Category

These linguistic category taxonomies classify problems according to either or both the language component or the particular linguistic constituent the problems effects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the problem is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

<table>
<thead>
<tr>
<th>Table : A sample Linguistic Category Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
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</table>

b. Surface Strategy Taxonomy

Learner may omit neccesary any morphemes or words, add unnecessary ones, misform items, or misorder them. Therefore, Duay et al divide the problem based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

1. Omission

Omission problems are characterized by the absence of an item that must appear in a well formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words. For example:

Mary is the president of the new company.

Mary, president, new company. (Content: Morpheme)

Is, the, of, the. (Grammatical Morpheme)

Mary the president of the new company. (Omission of Grammatical Morpheme ‘is’)

Mary is the president of the new. (Ommision of Content Morpheme ‘Company’)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Page</td>
</tr>
</tbody>
</table>
2. Addition

Addition are the presence of an item that must not appear in a well formed utterance. There are three types of addition problems, namely: double marking, regularization, and simple addition.

1. Double Marking

Many addition problems are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:

- He doesn’t knows my name.
- We didn’t went there.

Which the correction of the sentences above are:

- He doesn’t know my name.
- We didn’t go there.

2. Regularization

Regularization problems that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurs when learners add morpheme to the exceptional words, for example: Regularization Problems Sheeps, putted, Deers, Hitted, Beated.

Correction: Sheep, Put, Deer, Hit, Beat.

3. Simple Addition

No particular features characterize simple additions other than those that characterize all addition problems the use of an item which should not appear in a well formed utterance.

Table Simple Addition Problems

<table>
<thead>
<tr>
<th>No</th>
<th>Linguistic Item Added</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3rd Person Singular –s</td>
<td>The fishes doesn’t live in the water</td>
</tr>
<tr>
<td>2</td>
<td>Past tense (irregular)</td>
<td>The train s gonna broke it</td>
</tr>
<tr>
<td>3</td>
<td>Article a</td>
<td>A this</td>
</tr>
<tr>
<td>4</td>
<td>Preposition</td>
<td>In over there</td>
</tr>
</tbody>
</table>

3. Misformation

Misformation problems are characterized by the use of the wrong form of the morpheme or structure. In misformation problems the learner supplies something, although it is incorrect. For example: The dog eated the chicken. There are three three types of misformation problems, they are regularization problems, archi-forms, ad alternating forms.

The explanation is elaborated as follows:

1. Regularization Problems

Regularization problems that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or gooses for geese.

2. Archi-forms
The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example:

Give me that; Me hungry
That dog; That dogs

3. Alternative Forms

As the learner’s vocabulary and grammar grow, the use of arch forms often gives way to the apparently fairly free alternation of a various members of a class with each other. For example:

Those dog
I Seen her yesterday

4. Misorder

As the label suggests, misordering problems are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance. For example, in the utterance:

He is all of the time late
What daddy is doing?
I don’t know what is that
The correct utterance are:
He is late all the time
What is Daddy doing?
I don’t know what that is

c. Comparative Taxonomy

The classification of problems in a comparative taxonomy is based on comparisons between the structure of L2 problems and certain other types of constructions. These comparisons have yielded the two major problems categories in this taxonomy: developmental problems and inter-lingual problems. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous problems, which are classifiable as either developmental or inter-lingual; and of course, the grab bag category, other, which are neither.

1) Developmental Problems

Developmental problems are problems similar to those made by childer learning that target language as their first language, take for example: Dog eat it

2) Inter-lingual Problems

Inter-lingual problems are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language. Inter-lingual problems simply refer to L2 problems that reflect native languagae structure, regardless of the intenal processes or external
conditions that spawned them. For example the word order of Spanish adjectival phrase (example: el hombre flaco) which converted in English to be: The man skinny.

3) Ambiguous Problems

Ambiguous problems are those that could be classified equally well as developmental or interlingual. That is because these problems reflect the learners native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language. For example, in the utterance: I no have a car.

4) Other problems

Few taxonomies are complete without a grab bag for items that don’t fit into any other category. For example, in the utterance: she do hungry.

b. Communicative Effect Taxonomy

The communicative effect classification deals with problems from the perspective of their effect on the listener or reader. It focuses on distinguishing between problems that seem to cause miscommunication and those that don’t. Problems that affect the overall organization of the sentence hinder successful communication, while problems that affect a single element of the sentence usually do not hinder communication. It means that the problems of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learners speaking or writing problems can be comprehend because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the problems prevent the information to be comprehend.

Dulay et al discover two types of problems based on communicative effect taxonomy.

1. Global Problem

The problems that affect overall sentence organization that significantly hinder communication. It is labeled as “global” because of its wide syntactic scope. Moreover, the most systematic global problems include wrong order of major constituents, missing, wrong or misplaced sentence connector, and missing cues signal obligatory exception to pervasive syntactic rules. These aspects are encountered in the students’ recount paragraph as shown in the following samples.

a. Wrong order of major constituent
Example: We was very enjoyed our trip. The order of the sentence is incorrect. Wrong order of that sentence affects overall sentence organization. It changes the meaning of the sentence. Actually the student wanted to explain that she/ he and their friends enjoyed the trip. So, the sentence should be changed by “We enjoyed our trip so much”.

b. Missing cues signal obligatory exception to pervasive syntactic rules
Example: There were _____ rode a banana boat. In this sample, there was no subject that rode a banana boat. There should be subject who rode a banana boat in this sentence. So, it should be filled with “people” to make the sentence more complete. The correct sentence is “There were people rode a banana boat”.

2) Local Problem

Local problems are the problems that affect single element (constituent) in a sentence, and usually the problems do not disturb communication significantly between the readers and the

a. Problem in noun and verb inflection  
Example: I was not knew her. The verbs “was” and “knew” in this sentence were incorrect. This sentence was negative sentence of verbal sentence simple past tense. The pattern that was used is subject + did + not + verb1 + complement. So, the verbs that should be used were “did” and “know”. The correct sentence is “I did not know her”.

b. Problem in auxiliaries  
Example: We was very happy and tired. In this example, the auxiliary that was used was incorrect. “Was” should be changed with “were” because the subject of this sentence was plural. So, the correct sentence is “We were very happy and tired”.  

Types of problem based on Betty Schampfer Azar:  
1. Subject-Verb Agreement Problems occur when the subject does not agree with the verb in person or line. Example: He walk every morning. Correction: He walks every morning. Another Example: Every teenager knows how to choose clothes that flatters her.  
2. Verb Tense Problems Occur when an incorrect time marker is used. Example: I was working on my paper since 6:00 am. Correction: I have been working on my paper since 6:00 am. Another Example: Even though this is my first day on the job, I have already found out that there were some difficult people here.

3. Verb Form Problems Occur when a verb is incorrectly formed. Example: I will driven to the airport next week. Correction: I will drive to the airport next week. Another Example: I was cook dinner last night when you called.  
4. Singular/Plural Noun Ending Problems Often occur when there is confusion about which nouns are countable and which aren’t. Example: I have turned in all my homeworks this week. Correction: I have turned in all my homework this week. Another Example: I set up six more desk for the afternoon class.

5. Word Form Problems Occur when the wrong part of speech is chosen. Example: I’m happy to live in a democracy country. Correction: I’m happy to live in a democratic country. Another Example: I feel very confusing this morning. Sentence Structure Problems Refer to a broad range of problems that occur for a variety of reasons: a word (often a to be verb)is left out; an extra word (often a duplicate subject) is added; word order is incorrect; or clauses that don’t belong together are punctuated as one sentence. Note that sentence structure problems often contain other types of problems within them. Sentence structure problem may be repeated or may vary greatly. Asking intended meaning may be the best strategy for this problem.

6. Word Choice Problems Refers to a broad range of problems, from completely incorrect word use, to connotation being off, to substitution of antiquated forms for more common ones, to using words together that do not typically appear with each other.

The Distinction between Problem and Mistake  
Some people have overlapping perception between Problem and Mistake, so do some teachers. Then further dealing with Problem and Mistake becomes inappropriate treated and
then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between Problem and Mistake is necessary in order to have sound explanation.

Inevitably the learner will make Mistakes and Problems in the language acquisition process. As Dulay (1974:18) hints that, Making problem is an inevitable part of learning. People cannot learn language without first systematically committing problems. Brown (2007:25) also states that, Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making Mistakes and Problems is naturally happened for learner because it is a part of learning in language acquisition process.

Further Brown (1994:56) distinguishes between Mistake and Problem. He explains that:

“A mistake refers to a performance problem that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An problem is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner”.

It means that Problem reveals the learner’s knowledge of the target language, while Mistake is the learner’s temporary impediment or imperfection in process of utilizing the language.

Corder (1981:45) made a distinction between a mistake and an problem, “Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an problem is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an problem because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then problems were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules”.

They can be concluded that Mistake is related to the students’ quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language’s rule when they focus on. Problem is student’s deficiency competence, it means that students don’t know about the knowledge of the language at all because they have not mastered it yet therefore it can’t be self-corrected. The explanations above can be summarized in the table below.

<table>
<thead>
<tr>
<th>Table 2.1 The Distinction between Problem and Mistake</th>
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<tbody>
<tr>
<td>Mistake</td>
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<tr>
<td>Related to the students’ quality performance</td>
</tr>
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</table>
Reflected the students’ temporary impediment or imperfection when utilizing the target language. | Reflected the students’ understanding or competence in the target language.
---|---
Inconsistent deviation. | Consistent deviation.
Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc. | Caused by learners who have not mastered yet the L2 rules.
Can be self-corrected when students pay attention. | Cannot be self-corrected because the students do not know the correct of the L2 rules.

The Sources of error

It’s necessary to know the sources of problem in order to identify the troubles that faced by students in language learning process. Ellis (1994:157) points out the source of problem into four categories, they are:

1. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
2. Sociolinguistics sources such matters as the learner’s ability to adjust their language in accordance with the social context.
3. Epistemic sources concern the learner’s lack of world knowledge.
4. Discourse sources involve problems in the organization of information into a coherent text.

According to Brown (1994:173) there are four major categories the sources of learner’s problems, they are:

1. Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
2. Intra-lingual transfer is the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.
3. Context of Learning is Context refers, for example, to the classroom with its 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 faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher’s explanation or the textbook which lead them to make problems.
4. Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem.

It can be highlighted that Taylor classifies the source of problem based on the learner’s linguistic development stage. In other hand, Brown classifies the source of problem into four main categories, namely: inter-lingual transfer, intra-lingual transfer, communication strategy and context of learning.

The Causes of Problem

It’s necessary to know the causes of problem in order to identify the troubles that faced by students in language learning process. Dulay (1974:124) exposes three causes of problems:
1. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

2. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learner’s utterances were thought to be gradually shaped towards those of the language he was learning.

3. Translation: Probably the most students make problems is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

The Use of Problem Analysis

Problem Analysis has the use in a research. Some experts define the use of problem analysis. Corder in Ellis (1994:48) states that problem provides information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of target language. The same opinion is proposed by Dulay (1994:80), He states that an problem analysis can give a picture of the type of difficulty learners are experiencing. He further explains that using problem analysis as a monitoring device, the teacher can access more objectively how teaching is helping his students.

In other hand, Corder (1981:48) has parallel opinion with Norrish (1994:80), he divides the significances of EA in three aspects:

1) The teacher. EA gives information of the learner’s progress in acquiring the language, and it tells him what remain for him to teach.

2) The researcher. EA give evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.

3) The learner. Making problem can be used for the learner as device to learn.

He further explains that EA as branch of applied linguistic activity has two functions, they are: theoretical and practical.

1. The theoretical aspect of problem analysis is part of the methodology of investigating the language learning process.

2. The practical aspect of problem analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Error In Consonants [ʧ],[ʤ],[θ]

1. Error in pronouncing [ʧ] Voiceless palato-alveolar affricate’

The [ʧ] sound is from the ‘Consonants Pairs’ group and it is called the ‘Voiceless palato-alveolar affricate’. The student used vocal chords to make the sound. They did not make shape of their lips and the position of their tongue. This means that students did not make create friction by first stop the airflow with their tongue and the ridge behind their teeth, then did not release it through a narrow gap. The students were not also know that [ʧ] is a part of consonant, because in Indonesian languagae does not have consonant [ʧ], it is the most problem for students in pronounced [ʧ].

The researcher found six parts of student problem in pronouncing voiceless palato-alveolar affricate’, they are first, related to hearing. Student have different hearing sensitivities and it may possibly cause problems. Second difficulties are concerned with learning how to make foreign sounds with our own speech organs. Third difficulties related to the problem of knowing and remembering; The sound distribution of which sounds are
right to speak on a word or sentence, and in what context the sound is spoken. Fourth Difficulties is related to certain aspects that sound is related to each other. The fifth difficulties is related to fluency, ie the ability to pronounce a whole series of sounds (groups of sounds) easily and quickly. The sixth Difficulties is related to the relationship between pronunciation and conventional spelling.

The above difficulties are the most common problems faced by the learner. Therefore, it is very important for someone who is learning English to understand more about the difficult sounds in English so that he can correct those mistakes.

2. Error in pronouncing [ʤ] Voiced palato-alveolar affricate

The English consonant [ʤ] sound is defined as a voiced palato-alveolar affricative consonant. This consonant is articulated by the tongue tip or the fore part of the tongue against teh back part of the teeth ridge. The student produced by without blocking the air stream compressed from the lungs; the blockage is then slowly opened so that the air is released out through the mouth and produces a hising sound. The vocal cords are made to vibrate during the production of this sound. The students were not also know that [ʧ] is a part of consonnat, because in Indonesian languagae does not have consonant [ʧ], it is the most problem for students in pronounced [ʤ].

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The above difficulties are the most common problems faced by the learner. Therefore, it is very important for someone who is learning English to understand more about the difficult sounds in English so that he can correct those mistakes.

1. Error in pronouncing [θ] Voiceless dental fricative

The English consonant [θ] sound is defined as a voiceless dental fricative. Consonant that is articulated by the tongue tip against the upper teeth. The students produced consonant by without forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound. The vocal cords are not made to vibrate during the production of this sound. The students were not also know that [θ] is a part of consonnat, because in Indonesian languagae does not have consonant [θ], it is the most problem for students in pronounced [θ].

The researcher found six parts of student problem in pronouncing voiceless palato-alveolar affricate', they are first, related to hearing. Student have different hearing sensitivities and it may possibly cause problems. Second difficulties are concerned with learning how to make foreign sounds with our own speech organs. Third difficulties related to the problem of knowing and remembering; The sound distribution of which sounds are
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**The Types of Pronunciation**

**Pronunciation of Short Vowels**

Short vowel sounds are the basic unaltered vowels. They usually occur when a single vowel is followed by a single consonant. Representing the five basic vowel sounds, they are pronounced as shown in the examples below:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Usually written</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/</td>
<td>A</td>
<td>mat, pat, lap</td>
</tr>
<tr>
<td>/ɛ/</td>
<td>E</td>
<td>met, pet, let</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>I</td>
<td>bin, pit, lip</td>
</tr>
<tr>
<td>/ɒ/</td>
<td>O</td>
<td>rot, pot, lot</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>U</td>
<td>fun, sun, luck</td>
</tr>
</tbody>
</table>

**Pronunciation of Long Vowels**

Long vowels can be formed in a massive variety of spelling. The rules only apply about half the time, so these examples represent possible spellings rather than certain rules. In most cases, long vowels are formed when a vowel is followed by two or more consonants, when two or more vowels occur together or when a vowel and consonant are followed by the silent E (represented here by ..+C+e). The following table shows the next 14 vowel sounds, under in their main vowel groups, with examples for pronunciation:

<table>
<thead>
<tr>
<th>Sound</th>
<th>Usually written</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ei/</td>
<td>ai, ay, a+c+e</td>
<td>wait, day, late</td>
</tr>
<tr>
<td>/ː/</td>
<td>Ar</td>
<td>far, car</td>
</tr>
</tbody>
</table>
English Consonant

English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w]. Further, Ramelan (2003:100) classifies consonants into three types as follows:

1. Based on the place where the optimum obstruction takes place: bilabial consonants, labio-dental consonants, apico-dental or just dental consonants, alveolar consonants, palatal, velar, and glottal.
2. Based on the way in which the air is obstructed by the articulators: plosive or stop consonants, affricate consonants, fricative consonants, nasal consonants, lateral consonants, rolled consonants, and semi-vowel or glide consonants.

3. Based on the activity of the vocal cords: voiced and voiceless consonants. In classifying consonants, some linguists have different opinions, but more or less they are the same.

Table 1.1
Classification of English Consonant

<table>
<thead>
<tr>
<th>MANNER</th>
<th>VOICING</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bilabial</td>
</tr>
<tr>
<td>Obstruent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop</td>
<td>Voiceless</td>
<td>p</td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td>b</td>
</tr>
<tr>
<td>Fricative</td>
<td>Voiceless</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td>v</td>
</tr>
<tr>
<td>Affricate</td>
<td>Voiceless</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td>Sonorant</td>
<td>Nasal</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lateral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rhotic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voiced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glide</td>
<td>w</td>
</tr>
</tbody>
</table>

Table 1.2
English Consonants

2. Research Design

This research focuses on mistakes which are made by the Tenth grade students at SMK Karya Serdang Lubuk Pakam in pronouncing English vowels and consonant especially in distinguishing the way how to pronounce long vowels and short vowels moreover consonant. This research used qualitative research. Qualitative research is an inductive form of inquiry whose results are a blend of research skill and particular perspective (Anderson 1998:76). Qualitative research involves the study and collection of a variety of empirical
materials, case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts.

The aim of qualitative approach is to offer description, interpretation and classifications of naturalistic social contexts. This study described mistakes made by students in pronouncing long and short vowels. Then the writer gave a way out to overcome the problem as well as possible.

**Place and Time of the Study**

This study described mistakes made by students in pronouncing long and short vowels. Then the writer gave a way out to overcome the problem as well as possible.

**Subject of the Research**

The subjects of this study are the students of the Tenth grade students at SMKKarya Serdang Lubuk Pakam. There are twenty five students in the class. The writer took a sample only ten students. Because in this research, the sample is thirty percents of population, namely three students of high score, three students of medium score, and three students of low score. This sample is supposed to represent the Tenth grade students of SMK Karya Serdang Lubuk Pakam.

**Instrument**

In this research, the first instrument used is a sheet of paper containing words with long and short vowel in three words. For example:

<table>
<thead>
<tr>
<th>[iː]</th>
<th>[ i ]</th>
<th>[ : ]</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>ship</td>
<td>tall</td>
<td>toll</td>
</tr>
<tr>
<td>reach</td>
<td>rich</td>
<td>caught</td>
<td>cot</td>
</tr>
<tr>
<td>beat</td>
<td>bit</td>
<td>sought</td>
<td>sop</td>
</tr>
</tbody>
</table>

In this case, the writer prepared twenty four words has correlated to English vowel. They are:

<table>
<thead>
<tr>
<th>[ ]</th>
<th>[ ]</th>
<th>[ u ]</th>
<th>[ u ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurt</td>
<td>ago</td>
<td>tool</td>
<td>took</td>
</tr>
<tr>
<td>bird</td>
<td>sofa</td>
<td>fool</td>
<td>ful</td>
</tr>
<tr>
<td>learn</td>
<td>tour</td>
<td>pool</td>
<td>put</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>[ i ]</th>
<th>[ i ]</th>
<th>[ ]</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>ship</td>
<td>tall</td>
<td>toll</td>
</tr>
<tr>
<td>beat</td>
<td>bit</td>
<td>caught</td>
<td>cot</td>
</tr>
<tr>
<td>reach</td>
<td>rich</td>
<td>sought</td>
<td>sop</td>
</tr>
</tbody>
</table>

The writer used a camera to take picture of the school, as an evidence how the teacher teaches them everyday, the condition of the school. The writer also used a tape recorder to record the student’s voice as a source of her researcher to look for the kinds of
mistake the student’s made, and how the student’s made mispronounce in pronouncing English vowel and consonant.

**Technique for Collecting Data**

To get the data that is related to the mispronounce in pronouncing long and short vowel, moreover about consonant. The writer used some techniques to collect the data by using tape recorder, observation, and interview. Firstly, the researcher used twenty four words which has correlated with the problem of mistake in pronouncing English vowel and consonant. Those words are:

- For (vowel ) the words are: ago /əˈgoʊ/; sofa /ˈsəʊ.fə/; tour /tʊr/.
- For (vowel ) the words are: hurt /hɜːt/; bird /bɜːd/; learn /lɜːn/.
- For (vowel ) the words are: tool /tuːl/; fool /fuːl/; pool /puːl/.
- For (vowel ) the words are: took /tʊk/; full /fʊl/; put /pʊt/.
- For (vowel ) the words are: sheep /ʃiːp/; beat /biːt/; reach /riːtʃ/.
- For (vowel ) the words are: ship /ʃɪp/; bit /bɪt/; rich /rɪtʃ/.
- For (vowel ) the words are: tall /tɔːl/; caught /kɔːt/; sought /sɔːt/.

For the consonant words chalk /ʧɔːk/; edge /ɛʤ/; thin /θɪn/. The writer will use tape recorder to record the voice of students when pronounced the English vowel words. From the record, the writer analyzed the students problem in pronouncing English vowel both of short and long vowels by converting he recording into phonetic transcription.

The secondly, the writer used camera to do observation the condition of the classroom during he language learning. The writer want to know the way how teacher explains the material and what the students are doing during the lesson. The writer collected the photos to be an evidence the researcher has done at those school.

The last, the writer use tape recorder and paper to do interview. The firstly, the writer ask some questions to their English teacher at the school about how teacher teaches them every day especially in speaking skill, the writer also ask the teacher how the teacher explains and teaches the student about English vowel. The writer record the teacher voice about the explanation her way for teaching and the writer wrote some important information to be an evidence. The secondly, the writer ask some question for the students. In this case, the writer only show three people as sample to be interviewed. The writer give some questions to find out the students difficulties in pronouncing English vowel and how their teacher way in teaching English vowel. The writer also asked the student about their mother tongue, their language daily, and their English speaking language, in order to look for their sources made problem in pronouncing English vowel is language transfer.

2. **Research Method**

In this research, the writer used descriptive qualitative analysis in describing and interpreting the result of qualitative data. The writer made thirty words based on English vowel and consonant to look for an evidence that students made mispronounce in pronouncing English vowels and consonant. The writer collected the data with thirty four word was pronounced by them. Then, the writer made their phonetic transcription of their pronunciation and made the correct pronunciation based on oxford dictionary then the writer look for the student who made many wrong in pronouncing English vowel and consonant,
and who made a little wrong in pronouncing English vowels and consonants, then she could considered the student who stayed in the middle position. The writer found that many student didn’t know about English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/, /iː/, /aː/, /uː/, /oː/, while short vowels consist of /i/, /e/, /æ/, /ɔ/, /ʌ/. They red the same word as sheep and ship in same pronunciation without looked the length of those vowels.

According to Jones (1972) in the production of vowels the tongue is hel at such a distance from the roof of the mouth that there is no perceptible frictional noise. The qualities of vowels depend upon the positions of the tongue and lips. It is convenient to classify them according to the position of the main part of the tongue.

The secondly, the writer explained the kinds and the causes of student’s mispronounce, the writer found from those above sources of mistake, the kinds of student’s made mispronounce when they pronounced thirty four words is language transfer. They pronounce all of the words by using English language as the second language, but their mother tongue still carried away of their pronunciation. For example, the student five as a sample comes from Bataknese, when he pronounced word “Ago” he pronounced [ago] in phonetic transcription /əˈɡəʊ/. The thirdly, The writer will evaluate how many percent of pronunciation mistake in English vowels /æ/, /ɜ/, /ə/ and /ɚ/. Therefore, the writer analysis the data based on the causes of mispronouncing English vowels, the student made mistake in pronouncing English vowel and consonant. Language Transfer means sometimes rules and subsystems of the interlanguage may result from transfer from the first language because the student used their Batakness to pronounce it, he read its in hard stress. He also pronounced word ‘Bird’ into [bed] in phonetic transcription /b ɜːd/. He still used his dialect when he pronounced English words. It means that dialect or mother tongue is affected the student’s problem in pronouncing English vowel. The writer also found the causes of students made mispronounce English vowels and consonant. They are stress and length.

a. Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. The term ‘syllable’ is hard to define, but for pratical purpose it may be said that a vowel sound like a, i, u, e, o, etc. is the nucleus of a syllable in English. Thus a syllable consists of a vowel. With or without one or more than one consonant preceding or following it. The physiological feature of a syllable is that it is pronounced with one single impulse of breath.

Three degrees of stress can be observed in English:
1. Strong or primary stress
2. Medium or the secondary stress
3. Weak stress

The ways of marketing stresses vary with different writers or dictionaries. One of them is to use the symbol ’/’ above the syllable for primary stress, the symbol ’/’ below the syllable for the secondary stress, while the weakly stressed syllables are left unmarked. Here the symbol ’/’ is used for the secondary stress.

b. Length
The term ‘length’ here refers to the period of time during which a sound is produced in a given utterance. When the length of a sound is actually measured in terms of units of time such as the seconds or lengths of the seconds for instance the length of /a:/ in /fa:/ is 0.12 sec, it is called the absolute length of that sound.

When the length of a sound is measured comparatively in relation to the other sounds in the same utterance, for instance the sound /al:/ is longer than / / in fa : fa / it is called the relative length of that sound. In fact, it is the relative length rather than the absolute length of sounds that is important in language. From now on the term ‘length’ always mean relative length. In English, length of vowels is not phonemic since it is predictable in terms of the environments in which the sound occurs. Length of consonants will not be discussed here, since it is not of great significance.

The student made mistake when pronouncing twenty four words based on the stress and length of those vowel, their culture and their mother tongue also included of their mispronounce English vowel and consonant.

**Validity**

Generally validity is a process to know how far the instrument used has a decent. It means the instrument has validity belief of data according to the fact. In qualitative, in confirm how far the used instrument is the approach of participants’ observation. It means the instrument has the requirement of validity by triangulation. Triangulation in qualitative research or indicating to look for aspect of theory, methodology and data. To maintain the data validity and accurate process is made by the writer clearly. In validity to get the data, the writer comes to the class and then gives the task to the students to be done in their own class. While the students are doing the task, the writer was there in class so that the writer can get the data immediately.

Before collecting the data, the researcher came to the classroom and met the teacher to tell her the purpose of her coming. Then, she observed the teaching-learning process until the time is over. Before the closing time, she was given time to introduce her self to the students, and told them the purpose of her coming. The researcher has researched in ten grade of senior high school at SMK Karya Serdang Lubuk Pakam which consist of two class. They are XA class and XB class. Every student has different total of student. The researcher focused on XA has a different characteristic. XA class consist of 25 students, 20 the total of boy, and 5 the total of girl. The researcher only took 10 students to be researched. The researcher consider the score of the the ninth of sample from their daily score who’s the researcher got the data from their English teacher on the class through an interview to English teacher.

**The Types of Errors**

Based on the descriptions of the data analysis for problem 1, the researcher identified the students’ problems in data analysis for problem 1 based on types of problems (surface strategy taxonomy). The students made problems in the types of Problem (surface strategy taxonomy). The researcher would like to describe analysis the types of problems
which made by the students in data analysis for problem 1. The descriptions the types of problems in analysis of the data for problem 1, they are:

**Problem of Omission**

**Data 1**

1. /Lem/
2. /Kem/
3. /Wol/
4. /Chol/
5. /Tras/

**Analysis 1**

In data 1 line 1, the researcher can make analysis that the kinds of students Problem is Omission. The Problem of line 1 is the student made problem (the omission of phoneme). For the word lamp/læmp/, the student pronounced it into /lem/. The students did not know about the cluster word, because the students did not have material or subject about cluster word at their school. There are 10 students omitted the consonant /p/, therefore based on line 1, the students made problems in omission.

The pronunciation of line 2, the students also made problem for the word camp, the student pronounced the word camp into /kem/. Instead of /kæmp/. The word camp has a final consonant cluster /mp/, the student did not know about the cluster consonant which are group of two or more consonants. In which consonant clusters can be divided into two groups: they occur at the beginning, mid, and at the end of the syllable or words. Based on data line 1, the students omitted the consonant /p/, therefore, based on data 1, there are 10 students made problems in omission.

For the pronunciation of line 3, the students also made problem, for the word walk as /wol/ instead of /w ʌ k/. The word walk has a final consonant cluster /lk/ where the cluster or duplicate sound (two or more) is part of the phonetic or phonetic structure realized by the speaker. Therefore, the pronunciation should also correspond to the phonetic structure and the pronunciation will affect the distinction of the meaning. For the pronunciation of line 3, the students omitted consonant /k/ therefore they made problem of omission.

For the pronunciation of line 4 the students also made problem, the students pronounced the word chalk as /col/ instead of / ʧɔːk/. The students also did not know the cluster /lk/, because they have not learned the cluster subject yet. Based on data 1, the students made problems in omission type, because the students omitted the consonant /k/ when they pronounced word chalk. An problems that occurs when action has not been taken or when something has been left out.

For the pronunciation line 5, the students also made problem. The students pronounced the word trust as /tras/ instead of /tr ʌ st/. For the pronunciation of line 5, the students omitted the cluster /t/. The researcher found based on line 5, the students made omission problems which characterized by the absence of an item that must appear in a well formed utterance.

**Error in Addition**

**Data 2**

1. /roamed/
Analysis 2

In data 2 for line 1, the researcher can make analysis that the students made Problem of Addition. The Problem of Addition for the data line 1 is in the pronunciation of line 1, the student made problem of Regularization. For the word roamed /rəʊmd/, the student pronounced the word roamed into /roamed/. The writer found that the students made problems in addition type of regularization where regularization problems that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurs when learners add morpheme to the exceptional words.

For the pronunciation line 2, the students also made problem in pronouncing word laughed as /lauged/ instead of /lɑːft/. The students made problem in addition of regularization, because the students did not know that consonant /f/ is unvoiced, therefore the students made problem because fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For the pronunciation line 3, the students also made problem in pronouncing the word sinned /sɪnd/ instead of /sɪnd/. They did not know that consonant /n/ is an English nasal consonant, where the air passage is completely closed such as for plosives at some point in the oral cavity so that no air can pass out of the mouth. In data line 3, the students made problems in addition (regularization). It means that regularization problem occurred when learners add morpheme to the exceptional words.

For the pronunciation line 4, the students also made problem in pronouncing the word breathed as /brɪðd/ instead of /briðd/. The student did not know that the English consonant /θ/ sound is defined as a voiceless dental fricative. Consonant that is articulated by the tongue tip against the upper teeth. The students produced consonant by without forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound therefore, the students made problem in addition, because the student add –ed endings in the past participle of breathe /briðd/ into /brɪðd/.

For the pronunciation line 5, the students also made problem in pronouncing the word answered as /ənsweˈrɛt/ instead of /ɑːns əd/. The researcher found that regularization problems occurred because fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurred when learners added morpheme to the exceptional words.

Error on Misformation

Data 3
1. /berd/
2. /len/
3. /ful/

29 | Page
In data 3 for line 1, the researcher can make analysis that the students made problems in Misformation. The Problem of Misformation for the line 1 is: the pronunciation of word bird as /bərd/ instead of /b ɚd/, it means that the students were not able to make differences between long vowels /ɜː/ and short vowel /e/ in English language.

For the pronunciation line 2, the students also made problem for the word learn as /len/ instead of /l ɚn/, It means that the students were not able to make differences between long vowels /ɜː/ and short vowel /e/ in English language. In the pronunciation line 3 the student made problem for the word fool as /fʊl/ instead of /fu l/, it means that the students were not able to make differences between long vowels /uː/ and short vowel /u/ in English language.

For the pronunciation line 4, the students also made problem in pronouncing word hurt as /hɑrt/ and /hɑt/ instead of /h ɚt/. It also mean that the students were not able to produce the long vowel /ɜː/. For the pronunciation line 5 the student also made problem, for word pool as /pʊl/ instead of /pʊ l/, the student changed the pronunciation into /pʊl/ in short vowel, therefore it means that the students can not distinguish between long vowel /uː/ and short vowel /u/. For the pronunciation line 6, the students made problem in misformation categorized for the word sheep /ʃiːp/, the students pronounced the word sheep /i p/ (biri-biri) and the word ship /ʃɪp/ (perahu) into /sip/ they pronounced it in same pronunciation, they did not know the differences between short vowel /i/ with long vowel /iː/.

For the pronunciation line 7 for the word beat /bɛt/, the students pronounced the word word beat /bɛt (memukul) into /bɪt/ (sedikit), they did not know the differences between short vowel /i/ with long vowel /iː/. For the pronunciaton line 8, the students also made problems when the students pronounced the word reach /rɛtʃ/ (menggapai) into /rɪtʃ/. They pronounced the word reach same with their pronunciation of the word rich /rɪtʃ/ (kaya), they did not know the differences between short vowel /i/ with long vowel /iː/. For the pronunciation line 9, the students also did problem, they pronounced the word tall /tɔːl/ instead of /t l/, the students pronounced the word in short vowels. For the pronunciation line 10, the students also made problem in misformation categorized, the students pronounced the word caught /kɔːt/ instead of /k ɔːt/, the students were not able to make distinguish between long vowel /ɔː/ and short vowel /ɒ/. Misformation problems are characterized by the use of the wrong form of the morpheme or structure. In misformation problems the learner supplies something, although it is incorrect, refer to the use of the wrong form of the morpheme or structure.

The sources of error
Based on the descriptions of data analysis for problem 2, the researcher would like to analyze the data by presenting the sources of students’ problems. The researcher analyzed the students’ sources of problems according to Brown’s theory. Brown divides the sources of problems into four categories. They are interlingual transfer, intralingual transfer, context of learning and communication strategy.

**Interlingual Transfer**

**Data 4**
1. /kaut/
2. /hart/, /hat/
3. /berd/
4. /tol/

**Analysis**

In data 4 for the pronunciation 1, 2, 3 and 4. The researcher can make analysis that the students’ made sources problems of Inter-lingual transfer. For the pronunciation of line 1, the students made problem of interlingual categorized, the students pronounced the word *caught* as /kaut/ instead of /k ɔːt/, the students were not able to make distinguish between long vowel / ɔː / and short vowel / ɒ /. The problems occured when the students are influenced by the first language in using the target language and first language interference.

For the pronunciation line 2, the student also made problem in pronouncing word *hurt* as /hart/ and /hat/ instead of /h ɜːt/. It also mean that the students were not able to produce the long vowel / ɜː / because the students were influenced by the first language in using the target language and first language interference. The pronunciation of word *bird* as /berd/ instead of /b ɜːd/, It means that the students were not able to make differences between long vowels / ɜː / and short vowel /e/ in English language. For the pronunciation line 4, the students also did problem, they pronounced the word *tall* as /tol/ instead of /t ɔːl/, the students pronounced the word in short vowels. The problems occured when the students were influenced by the first language in using the target language and first language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information.

The learner’s utterances were thought to be gradually shaped towards those of the language he was learning. Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

**Intralingual Transfer**

**Data 5**
1. /sinid/
2. /britid/
3. /enswerit/
4. /lauged/

**3.Data Analysis**
In 5 line 1, the researcher can make analysis that the sources problems of Data 5 is Intra-lingual transfer. The pronunciation of line 1, the student made problems in pronouncing word sinned as /sinid/ instead of /smd/. The students thought that when they pronounced the past participle of word sin : sinned same when they pronounced the present simple or verb one from the sin word. The problems occurred also because sociolinguistics sources such matters as the learner’s ability to adjust their language in accordance with the social context.

For the pronunciation line 2, the students made problems in pronouncing English word breathed as /britid/ instead of /bri d/. They thought that all of the past participle form –ed endings will be read by –id endings. The problems occurred were also because sociolinguistics sources such matters as the learner’s ability to adjust their language in accordance with the social context. The source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

For the pronunciation line 3, the student also made problem in word answered, as /answerit/ instead of /bri d/. The source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

For the pronunciation line 4, the student made problem in word laughed as /lauged/ instead of /lɑːft/, the source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

**Communication Strategy**

**Data 6**

1. / lem/
2. / kem/
3. / kol/
4. / wol/
5. / tras/

**Analysis 6**

In data 6 line 1, the researcher can make analysis that the students made problems because of communication strategy. In the pronunciation of line 1 the student made problem, for the word lamp as /lem/ instead /læmp/ it occurred because the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner in cognitive and personality style, these techniques can themselves become a source of problem.

For the pronunciation line 2, the student also made problem, for the word campas /kem/ instead of /kæmp/ the student pronounced the word camp into /kem/. The students made problems because communication strategies which 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 in cognitive and personality style.

For the pronunciation line 3, the students also made problem, for the word walk as /wol/ instead of /wɔːk/. It occurred because communication strategies which 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 in cognitive and personality style. In the pronunciation line 4 the students also made problem, for the word chalk as /kɔl/ instead of /ˈkʃɔk/. The students tried to make a strategy to comprehend the material easily, they try to explore a way in delivering their intended message in speaking based on their version. Unfortunately, their strategy leads them to produce the problems.

For the pronunciation 5, the students also made problem, for the word trust as /trʌst/ instead of /tr ʌst/. Student tried to make a strategy to comprehend the material easily, but their way made them error in pronouncing words. In data 7 above, the researcher concluded that the source of the students problems is Communication strategy which related to the learning style.

Research Findings
After the researcher did observation, the researcher found the answer for problem one, the kinds of problems are made by the students in pronouncing English vowels and consonants. They are:
1. Ommision
2. Addition
3. Misformation

The researcher also found the answer for problem two, the reasons why do the students made problems in pronouncing English vowels and consonants, they are:
1. Interlingual transfer
2. Intralingual transfer
3. Communication Strategy

Discussions Types of Error
Problem of Omission

In data 1 line 1, the researcher can make analysis that the kinds of students Problem is Omission. The Problem of line 1 is the student made problem (the omission of phoneme). For the word lamp/ˈlæmp/, the student pronounced it into /lem/. The students did not know about the cluster word, because the students did not have material or subject about cluster word at their school. There are 10 students omitted the consonant /p/, therefore based on line 1, the students made problems in ommision.

The pronunciation of line 2, the students also made problem for the word camp, the student pronounced the word camp into /kæmp/. Instead of /kæmp/. The word camp has a final consonant cluster /mp/, the student did not know about the cluster consonant which are group of two or more consonants. In which consonant clusters can be divided into two groups: they occur at the beginning, mid, and at the end of the syllable or words. Based on data line 1, the students omitted the consonant /p/ therefore, based on data 1, there are 10 students made problems in ommision.

For the pronunciation of line 3, the students also made problem, for the word walk as /wɔl/ instead of /w ˈk/. The word walk has a final consonant cluster /k/ where the cluster or duplicate sound (two or more) is part of the phonetic or phonetic structure realized by the speaker. Therefore, the pronunciation should also correspond to the phonetic structure and the pronunciation will affect the distinction of the meaning. For the pronunciation of line 3, the students omitted consonant /k/ therefore they made problem of ommision.
For the pronunciation of line 4 the students also made problem, the students pronounced the word chalk as /col/ instead of / k/. The students also did not know the cluster /lk/, because they have not learned the cluster subject yet. Based on data 1, the students made problems in omission type, because the students omitted the consonant /k/ when they pronounced word chalk. An problems that occurs when action has not been taken or when something has been left out.

For the pronunciation line 5, the students also made problem. The students pronounced the word trust as /tras/ instead of / trʌst/. For the pronunciation of line 5, the students also did not know the cluster /lk/, because they have not learned the cluster subject yet. Based on data 1, the students made problems in omission type, because the students omitted the consonant /k/ when they pronounced word chalk. An problems that occurs when action has not been taken or when something has been left out.

**Error on Addition**

In data 2 for line 1, the researcher can make analysis that the students made Problem of Addition. The Problem of Addition for the data line 1 is in the pronunciation of line 1, the student made problem of Regularization. For the word roamed /rʊmd/, the student pronounced the word roamed into /roamed/. The writer found that the students made problems in addition type of regularization where regulation problems that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurs when learners add morpheme to the exceptional words.

For the pronunciation line 2, the students also made problem in pronouncing word laughed as /lauged/ instead of /lɑːft/. The students made problem in addition of regularization, because the students did not know that consonant /f/ is unvoiced, therefore the students made problem because fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For the pronunciation line 3, the students also made problem in pronouncing the word sinned /sɪnd/ instead of /sɪnd/. They did not know that consonant /n/ is an English nasal consonant, where the air passage is completely closed such as for plosives at some point in the oral cavity so that no air can pass out of the mouth. In data line 3, the students made problems in addition (regularization). It means that regularization problem occured when learners add morpheme to the exceptional words.

For the pronunciation line 4, the students also made problem in pronouncing the word breathed as /brɪðd/ instead of /bri ðd/. The student did not know that the English consonant /θ/ sound is defined as a voiceless dental fricative. Consonant that is articulated by the tongue tip against the upper teeth. The students produced consonant by without forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound therefore, the students made problem in addition, because the student add –ed endings in the past participle of breathe /bri ðd/ into /brɪðd/.

For the pronunciation line 5, the students also made problem in pronouncing the word answered as /ənsweərɪd/ instead of / ns d/. The researcher found that regularization problems occurred because fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given
class that do not take a marker. It means that regularization problem occurred when learners added morpheme to the exceptional words.

**Error on Misformation**

In data 3 for line 1, the researcher can make analysis that the students made problems in Misformation. The Problem of Misformation for the line 1 is: the pronunciation of word **bird** as /berd/ instead of /b әrd/, it means that the students were not able to make differences between long vowels /ә/ and short vowel /ә/ in English language.

For the pronunciation line 2, the students also made problem for the word **learn** as /len/ instead of /l әn/, It means that the students were not able to make differences between long vowels /ә/ and short vowel /ә/ in English language.In the pronunciation line 3 the student made problem for the word **tool** as /fuәl/ instead of /fu әl/, it means that the students were not able to make differences between long vowels /uә/ and short vowel /uә/ in English language.

For the pronunciation line 4, the students also made problem in pronouncing word **hurt** as /hart/ and /hat/ instead of/hәt/. It also mean that the students were not able to produce the long vowel /ә/. For the pronunciation line 5 the student also made problem, for word **pool** as /pul/ instead of /pu әl/, the student changed the pronunciation into /pul/ in short vowel, therefore it means that the students can not distinguish between long vowel /uә/ and short vowel /uә/. For the pronunciation line 6 , the students made problem in misformation categorized for the word **sheep** /i p/, the students pronounced the word **sheep** /i p/ (biri-biri) and the word **ship**/ʃip/ (perahu) into /sip/ they pronounced it in same pronunciation,they did not know the differences between short vowel /iә/ with long vowel /iә/.

For the pronunciation line 7 for the word **beat** /biә/t/, the students pronounced the word word **beat**/biәt (memukul) into /biәt/ (sedikit), they did not know the differences between short vowel /iә/ with long vowel /iә/. For the pronunciation line 8, the students also made problems when the students pronounced the word **reach**/riәt / (menggapai) into /riәt/. They pronounced the word **reach** same with their pronunciation of the word **rich**/riәt/ (kaya), they did not know the differences between short vowel /iә/ with long vowel /iә/. For the pronunciation line 9, the students also did problem, they pronounced the word **tall** as/tol/ instead of/tәl/, the students pronounced the word in short vowels. For the pronunciation line 10, the students also made problem in misformation categorized, the students pronounced the word **caught** as/kaut/ instead of /kәt/, the students were not able to make distinguish between long vowel /ә/ and short vowel /ә/.Misformation problems are characterized by the use of the wrong form of the morpheme or structure. In misformation problems the learner supplies something, although it is incorrect, refers to the use of the wrong form of the morpheme or structure.

**Sources of error**

**Interlingual Transfer**

In data 4 for the pronunciation 1, 2, 3 and 4. The researcher can make analysis that the students’ made sources problems of Inter-lingual transfer. For the pronunciation of line 1, the students made problem of interlingual categorized, the students pronounced the word **caught** as /kaut/ instead of /kәt/, the students were not able to make distinguish between long vowel /ә/ and short vowel /ә/.The problems occured when the students are influenced by the first language in using the target language and first language interference.
For the pronunciation line 2, the student also made problem in pronouncing word *hurt* as /hart/ and /hat/ instead of /hɜːt/. It also mean that the students were not able to produce the long vowel /ɜː/ because the students were influenced by the first language in using the target language and first language interference. The pronunciation of word *bird* as /berd/ instead of /bɜːd/, It means that the students were not able to make differences between long vowels /ɜː/ and short vowel /e/ in English language. For the pronunciation line 4, the students also did problem, they pronounced the word *tall* as /tol/ instead of /tɔːl/, the students pronounced the word in short vowels. The problems occurred when the students were influenced by the first language in using the target language and first language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information.

The learner’s utterances were thought to be gradually shaped towards those of the language he was learning. Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

**Intralingual Transfer**

In 5 line 1, the researcher can make analysis that the sources problems of Data 5 is Intra-lingual transfer. The pronunciation of line 1, the student made problems in pronouncing word *sinned* as /sɪnd/ instead of /sɪnd/. The students thought that when they pronounced the past participle of word *sin* : *sinned* same when they pronounced the present simple or verb one from the *sin* word. The problems occurred also because sociolinguistics sources such matters as the learner’s ability to adjust their language in accordance with the social context.

For the pronunciation line 2, the students made problems in pronouncing English word *breathed* as /briðd/ instead of /bri ðd/. They thought that all of the past paticiple form –ed endings wil be readed by –id endings. The problems occurred were also because sociolinguistics sources such matters as the learner’s ability to adjust their language in accordance with the social context. The source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

For the pronunciation line 3, the student also made problem in word *answered*, as /answerɪt/ instead of /ɔː/ /d/. The source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

For the pronunciation line 4, the student made problem in word *laughed* as /lɑːft/ instead of /lɑːft/, the source of students problem is Intra-lingual transfer and it occurred because the negative transfer within the target language itself. In other words, it’s the incorrect generalization of rules within the target language.

**Communication Strategy**

In data 6 line 1, the researcher can make analysis that the students made problems because of communication strategy. In the pronunciation of line 1 the student made problem, for the word *lamp* as /lɛm/ instead /lɛmp/ it occurred because the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner in cognitive and personality style, these techniques can themselves become a source of problem.

For the pronunciation line 2, the student also made problem, for the word *campas* /kɛm/ instead of /kæmp/ the student pronounced the word *camp* into /kɛm/. The students made problems because communication strategies which 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 in cognitive and personality style.

For the pronunciation line 3 the student also made problem, for the word *walk* as /wɔːl/ instead of /wɔːk/. It occurred because communication strategies which 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 in cognitive and personality style. In the pronunciation line 4 the student also made problem, for the word *chalk* as /kɔːl/ instead of /kɔːk/. The student tried to make a strategy to comprehend the material easily, they try to explore a way delivering their intended message in speaking based on their version. Unfortunately, their strategy leads them to produce the problems.

For the pronunciation 5 the student also made problem, for the word *trust* as /trʌst/ instead of /trʌst/. The student tried to make a strategy to comprehend the material easily, but their way made them error in pronouncing words. Based on data 7 above, the researcher concluded that the source of the students’ problems is Communication strategy which related to the learning style.

4. Conclusion

Based on the researches and description of research finding, the writer draws some conclusion as follows:

1. Knowing the correct transcription is one of the ways to minimize the problems on student speaking performance especially in their pronunciation.
2. The correct pronunciation which pronounced by the teacher as a good model can be followed by the students with correct pronunciation.
3. Students’ speaking activity majority conducted to practice in the classroom in pronouncing the words to minimize the mispronunciation of English vowel and consonant. If these factors conducted in teaching speaking in the classroom, we would not find the problems on students’ speaking performance especially in students’ pronunciation. However, based on the research there is error on students’ pronunciation at short, long vowel and consonant were the students’ did not know the correct transcription and lack of practice pronouncing words.

Based on the analysis, the writer would give some suggestions, as follows:

1. Teacher should give more chance to students for practicing speaking and how pronouncing the correct words.
2. Students should pay the attention to the correct pronunciation whether it pronounces by the teacher or by looking at the dictionary.
3. According to research finding, the writer suggests to other researcher or the teacher to solve the students’ mispronounce.

REFERENCES


