

**AN ANALYSIS OF INTERLINGUAL ERRORS IN ENGLISH
PRONUNCIATION MADE BY THE FIFTH SEMESTER STUDENTS
OF ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN
FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S. Pd.)**

By

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH
ISLAMIC STATE UNIVERSITY
RADEN FATAH PALEMBANG**

2017

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SURAT PERNYATAAN

Bersama ini saya menyatakan bahwa skripsi saya yang berjudul “**AN ANALYSIS OF INTERLINGUAL ERRORS IN ENGLISH PRONUNCIATION MADE BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN FATAH PALEMBANG**”, adalah benar hasil kerja saya sendiri. Apabila ternyata skripsi tersebut dikemudian hari terbukti secara jelas dan nyata bukan merupakan hasil pekerjaan saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang-undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan yang karya ilmiah yang digunakan untuk mendapat gelar akademik, profesi, atau vokasi sebagaimana dimaksud dalam pasal 25 ayat (2) terbukti penjiplakan dipidana dengan penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000,- (Dua Ratus Juta Rupiah)”.

Demikianlah pernyataan ini saya buat dengan sebenarnya.

Palembang, 29 Maret 2017

Yang menyatakan,

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MOTTO AND DEDICATION

MOTTO:

Q.S Al-Baqarah (2:286)

“Allah does not charge a soul except (with that within) its capacity”

❖ Hardship often prepare ordinary people for an extraordinary destiny (C.S. Lewis)

❖ Knowledge without action is like a tree without fruit. (Abdullah ibn Al-Mu'taz)

THIS THESIS IS DEDICATED TO:

❖ The one and only God, Allah SWT.

❖ The prophet Muhammad SAW who has inspired and guided us.

❖ The best parents in the world, my mother (Almh. Hj. Zainah Abdullah) and my father (H. Hasan Madihij). Thanks for everything. Without the inspiration, drive, and support you gave me, I might not be the person I am today. You are always be the source of encouragement and inspiration to me throughout my life. A very special thank you for my mother, you are always in my heart.

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**Utami, Wulan Mayang Sari, Sari Dian Tini, and Syafiq
Muntashir)**

Hal : Pengantar Skripsi
Kepada Yth.
Bapak Dekan Fakultas Tarbiyah
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Di

Palembang

Assalamu'alaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“AN ANALYSIS OF INTERLINGUAL ERRORS IN ENGLISH PRONUNCIATION MADE BY THE FIFTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT UIN RADEN FATAH PALEMBANG”** ditulis oleh saudara **Syarifah Salwa** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya terima kasih.

Wassalamu'alaikum Wr.Wb.

Palembang, Februari 2017

Pembimbing I

Pembimbing II

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The writer,

SS

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ABSTRACT

This study is aimed to find out the interlingual errors of English pronunciation on the six consonantal sounds that do not exist in Indonesian phonetic systems made by the fifth semester students of English Department Study Program at UIN Raden Fatah Palembang. The focus of this research were 1) to find out interlingual errors of pronunciation made by the fifth semester students of UIN Raden Fatah Palembang, and 2) to find out the most frequent type of interlingual errors of their pronunciation. Twelve students of English Department Study Program at UIN Raden Fatah Palembang were assigned to pronounce 84 English words slowly and loudly related only to [v], [ð], [θ], [dʒ], [ʒ], and [tʃ] sound. The frequency of errors was calculated as percentage. In this research, the researcher used descriptive qualitative as the design of her research. The study revealed that: 1) the participants made errors in [v], [ð], [θ], [dʒ], [ʒ], and [tʃ] sound, and 2) the most frequent type of interlingual errors of pronunciation made by participants was [θ] sound. There were 178 errors made by the students with the percentage of 25.95%. Among three positions of the occurrence, the medial position was the most frequent category of error with 66 errors (9.62%), followed by 62 errors in the initial position (9.04%), and then 50 errors in the final position (7.29%). The identified source of errors was mainly from the participants' first language or mother tongue interference that is, the absence of the six English consonantal sounds in the Indonesian phonetic system. It indicated that the participants faced difficulties in pronouncing those six consonantal sounds that were completely different from Indonesian phonetic system.

Key words: Error analysis, interlingual errors, pronunciation, consonant.

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5. Foto Copy Transkrip Nilai
6. Foto Copy Sertifikat Komputer, BTA, OSPEK dan KKN
7. Surat Keterangan Bayaran Komprehensif dan Munaqosyah
8. Surat Keterangan Penunjukan Pembimbing
9. Kartu Bimbingan Skripsi
10. Surat Izin Penelitian dari Fakultas
11. Surat Keterangan Lulus Ujian Komprehensif
12. Surat Keterangan Bebas Teori
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CHAPTER I INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

Language is important in humans' lives, because it is impossible to communicate with each other without using language. English has become the lingua franca for many years, many people in this world try to master in English to communicate with people who come from different country.

Allah has explained in Qur'an, Surah Al-Hujarah: 13 below:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ
وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَىٰ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind, We have created you from a male and a female; and We have made you into tribes and sub-tribes that you may recognize one another. Verily, the most honourable among you, in the sight of Allah, is he who is the most righteous among you. Surely, Allah is All-knowing, All-Aware.” (Ali, 2004, p. 613)

The verse tells that people in this world created with different kinds of tribes and sub-tribes in order to know each other, those tribes and sub-tribes are usually determined by their languages. People need to communicate to know each other. Because of the variety of languages in this world, they should use the same

language in order to convey the same understanding in the message. Thus, they have to use lingua franca or international language to communicate with people around the world and English is international language nowadays.

One of the ways in communication is speaking. The most important thing that should be noticed is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication.

However, speaking is neglected in EFL (English as a Foreign Language) settings throughout language history which led to negative effects on EFL teachers' and learners' attitudes (Sakale, 2012, p. 1100). The fact is that there is no speaking section in English proficiency test such as TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication) which is commonly used by Indonesian institution. This statement is strengthened by Sejin (2014, p. 8), "TOEIC only consist of reading, grammar, and listening sections. Students only focused on these skills and neglected their speaking and writing skills."

It shows that Indonesia only emphasizes receptive skills like reading and listening, whereas productive skills like writing and speaking are important to be understood by students too. In reading comprehension, students should have a number of vocabularies and understand some reading strategies to help them in their activity. In writing skills, students should have good knowledge of grammar, and also a number of vocabularies. Then, they have to understand how to develop ideas well. In speaking and listening skill, actually, the students should have the

same knowledge as the two skills above. However, in speaking and listening, good pronunciation is a crucial thing (Hakim, 2012, p. 244).

Learning English is not only knowing the vocabulary and the grammar but also knowing how to pronounce the words correctly and clearly. Pronunciation has close connection with listening, writing, speaking and reading. Along this line, Rajadurai (2006, p. 45) states that reasonably intelligible pronunciation will give the speaker communicative empowerment.

In learning English, pronunciation is one of the skills that should be mastered by the English language learners. As it is known that the primary purpose of language is communication, so that using language to communicate which involves pronunciation should be central in all classroom language instruction (Sembiring & Ginting, 2016, p. 40).

Pronunciation is very important in a language curriculum. In learning English as a foreign language, students and teachers should pay attention about pronunciation, because pronunciation is one of the important things in learning English in order to build a good communication. As Wei (2006, p. 2) states:

Pronunciation has no position in my university's curriculum. That doesn't mean pronunciation is not important. The fact is that the curriculum designers have not noticed its importance. As we know, pronunciation is an integrated and integral part of language learning. It consists of elements much wider than sounds of consonants and vowels. It includes the elements of rhythm and intonation, which support the communicative process. That is to say, anyone who wants to gain communicative competence has to study pronunciation.

Nonetheless, the pronunciation is not regarded as an important aspect in teaching and learning English in primary, secondary and tertiary level in Indonesia. Particularly in universities, English Department Students is not only required to master all skills of language (listening, speaking, reading and writing), but they are also demanded to master the content courses in English such as English Language Teaching, linguistics (phonology, morphology, syntax, etc), English literature, discourse analysis, and so on.

Pronunciation is one of the linguistics factors, but the pronunciation practice seems to have considerable attention both in teaching and learning because the pronunciation is an aspect that cannot be avoided in English. Therefore, it is necessary to determine the correct pronunciation in the EFL countries such as Indonesia, especially at the tertiary level. When they are graduated from the University, they are expected to be proficient in English and professional in teaching English, because they will be the model of their students.

In the area of pronunciation, English language can be categorized as a difficult language to master. Lanteigne (2006, p. 1) confirms that difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners. It is one of the interlingual aspects of pronunciation errors. Moeliono and Dardjowidjojo (2003, p. 55) give an example, in Indonesian language; English sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ], cannot be found. Therefore, pronunciation of English should be practiced by the students.

Zhang and Yin (2009, p. 141) assumed that limited pronunciation skills can undermine learner's self-confidence, restrict social interaction, and negatively influence estimations of a speaker's credibility and abilities are not new. This statement is strengthened by Exley (2005, p. 5) who explains that four of the teachers from Australia, Dennis, Paulina, Regan and Will, were up front in describing their Indonesian students as 'passive, shy and/or quiet'. They are afraid of making mistakes, so they are reluctant to take a part in the class. They feel uncomfortable at their speech in English and they are afraid of laughter and ridicule.

In English, spelling and sound are often different; therefore, it can cause errors in pronunciation. According to Geylanioglu and Dikilitas (2012, p. 40), when teaching vocabulary, teachers should spend time to teach the correct pronunciations of the words they are going to teach. In addition, they should also teach their students phonetic symbols so that they can use dictionaries to learn correct pronunciations of English words when they study alone, namely, when there is no guidance or a model to provide the correct pronunciation. This is actually necessary for life time self-improvement of the student's English pronunciation.

Based on researcher's preliminary study in UIN Raden Fatah Palembang, the researcher asked a lecturer of English pronunciation about the students' pronunciation error, and the lecturer gave information that the students tend to make error in producing the English consonantal sounds which do not exist in Indonesian sound system. The researcher also asked the fifth semester students of UIN Raden Fatah Palembang to pronounce 12 words that related only to the

English consonantal sounds that do not exist in Indonesian phonetic system, the result was in line with the lecturer's opinion, they tend to make errors in pronouncing the English consonantal sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. For example, in the word "think", they pronounced [tɪŋ] instead of [θɪŋk] and in the word "the", they said [de] instead of [ðe]. Researcher found that pronunciation errors are serious problem in English as foreign language because English sound system is different from Indonesian.

Pronunciation is an essential skill for mastering English language. However, there are still a lot of mispronouncing words made by the students. It encourages the researcher to make a research on it. Based on this fact, the researcher is interested in finding out the errors in pronouncing the English consonantal sounds which do not exist in Indonesian sound system made by the fifth semester students of English Education Department at UIN Raden Fatah Palembang.

1.2. Problems of the Study

Based on the general background of the study above, this study aims at answering the following questions:

1. What are interlingual errors of pronunciation made by the fifth semester students of UIN Raden Fatah Palembang?
2. Which type of interlingual errors is the most frequently made by the fifth semester students of UIN Raden Fatah Palembang?

1.3. Objectives of the Study

The objectives of the study were:

1. Find out interlingual errors of pronunciation made by the fifth semester students of UIN Raden Fatah Palembang.
2. Find out the most frequent type of interlingual errors of pronunciation made by the fifth semester students of UIN Raden Fatah Palembang.

1.4. Significance of the Study

This study is expected to give benefits to the lecturers of English, the English Department Students, the researcher, and other researchers. The first is to the lecturer of English pronunciation, the results of this study are expected to be beneficial for the lecturer of English pronunciation to the success and progress of English pronunciation teaching. The lecturer will be able to design and improve more approaches in pronunciation teaching.

The second is to the English Department Student, this study is expected to give valuable information for the fifth semester students of UIN Raden Fatah Palembang in terms of students' errors in pronunciation. Hence, students will know their pronunciation errors and they will try to eliminate their errors to improve their ability to pronounce English word.

The next is to the researcher, this study will give valuable experiences for the researcher. By conducting this research, researcher will develop her understanding in language aspects in term of pronunciation. Therefore, researcher

will get more awareness in teaching English as foreign language especially in term pronunciation.

The last is to the other researchers, the researcher hopes that the results of this study can help other researchers who conduct research at the same subject and can be reference for other research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of error, (2) concept of error analysis, (3) concept of pronunciation, (4) concept of pronunciation error, and (5) previous related study.

2.1. Concept of Error

Brown (2007, p. 258) defines the error as a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. Ellis (1997, p. 15) believed that there are good reasons for focusing on errors. First, they are a clear feature of learner language. Second, it is useful for teachers to know what errors learners make. The last, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Error and mistake are two different words with different meaning. According to Jabeen (2015, p. 53):

Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected. While mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge.

In a tone with it, Ellis (1997, p. 17) states that errors reflect gaps in a learners' knowledge, they occur because the learner does not know what is correct. As mentioned by Brown (2007, p. 226), a mistake refers to performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly.

From the definitions above, the researcher concludes that if the students use deviant utterance and then they are able to correct them, it is a mistake. However, if the students use deviant utterance and they are unable to correct them, it is then an error. It means, if the students make a mistake, they need a qualified teacher to correct their errors.

Dulay, Burt, and Krashen (1982, pp. 146-190) state that there are four taxonomies of errors. Each of them is classified into several categories of errors:

1. Linguistic Category Taxonomy

These linguistics category taxonomies classify errors according to either language component or the particular linguistic constituent the error affect (Dulay, Burt, and Krashen, 1982, pp. 146-147).

- a. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).
- b. Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which

constituent is affected, e.g. the noun phrase, the auxiliary verb, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learner may *omit* necessary items or *add* unnecessary one; they may *misform* items or *misorder* them (Dulay, Burt, and Krashen 1982, p. 150). Therefore, Dulay, *et al.* divide the error based on surface strategy taxonomy in four categories: omission, addition, misformation, and misordering.

a. Omission

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

b. Addition

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

c. Misformation

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

d. Misordering

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

3. Comparative Category Taxonomy

Comparative taxonomy is a classification of errors based on comparisons between the structure of L2 errors and certain other types of constructions (Dulay *et al*, 1982, p. 163). These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and of course, the grab bag category, Other, which are neither (Dulay *et al*, 1982, p. 164).

a. Developmental Errors

Developmental errors are errors similar to those made by children learning that target language as their first language. It occurs when the learners hypothesize about the target language based on their limited knowledge (Kaweera, 2013, p. 10).

b. Interlingual Errors

Brown (2000) in Sawalmeh (2013, p. 4) states that Interlingual (Interference) Errors are those errors that are traceable to learner's first language or mother tongue interference. These errors are attributable to negative interlingual transfer.

c. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the

learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

d. Other Errors

Few taxonomies are complete without a grab bag for items that do not fit into any other category. In this particular type of taxonomy, the grab bag errors should be of more than passing interest.

4. Communicative Effect Category Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. It consists of two categories. They are as follows:

a. Local Errors

Local errors are caused by the omission of one or more language elements in a sentence construction which do not usually disturb the process of communication significantly. An awkward sentence is usually the result of this kind of errors. This error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence.

b. Global Errors

Global errors are the errors which cause the entire message conveyed not to be understandable for readers or listeners, since it has a big portion of violation.

2.2. Concept of Error Analysis

The field of Error Analysis (EA) in Second Language Acquisition (SLA) was established in the 1970s by Corder, the “father” of EA and colleagues. A key finding of EA has been that many learner errors were produced by learners misunderstanding the rules of the new language; it focuses on the errors learners make (Darus & Subramaniam, 2009, p. 487).

In addition, Macharia (2013, p. 5) assumed that Error analysis EA provides a methodology for investigating a learner’s language. For this reason EA constitutes an appropriate starting point for the study of learner language and L2 acquisition. EA research is of use in this investigation as it provides the following guideline to be used in the study of errors:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

According to Yiing (2011, p. 13):

An EA focuses on the errors that students make. This can provide a significant understanding into how a language is actually learned by the students. Teachers should be well aware of the fact that the majority of their students have difficulties in producing certain English sounds. The possible solutions in preventing students from making errors repeatedly should be considered.

As mentioned by Brown (2007, p. 227), error analysis is the fact that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. The purpose is to show some problems faced by the students. It is a key to understand the process of foreign language acquisition. Therefore, EA is the best tool for describing and explaining errors made by speakers of other languages (Darus & Subramaniam, 2009, p. 486).

From the definitions above, it can be concluded that Error Analysis is a technique which for observing, analyzing, classifying the errors detected into a category, after that those errors can be identified where they are probably occurs and what factor cause them.

2.3. Concept of Pronunciation

Pronunciation is an act to produce sounds by using our speech organs. Pronunciation refers to the production of sounds that we use to make meaning that includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound (suprasegmental aspects), and how the voice is projected (voice quality) (Adult Migrant English Program Research Centre [AMEP], 2002).

According to Kenworthy (2002, p. 4), factors that affect pronunciation learning as follow:

1. The native language: the native language is an important factor in learning to pronounce. This is clearly demonstrated by the fact that a foreign accent has some of the sound characteristics of learner's native language.
2. The age factor: someone pronounces a second language like a native, they probably started learning it as a child. It is related to the fact that children have had very recent exposure to new sounds because they have just learned their first language.
3. Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English-speaking country and in English-speaking environment or not.
4. Phonetic ability: it is commonly view that some people have a "better ear" for foreign languages than others. This skill has been variously termed aptitude for oral mimicry phonetic coding ability or auditory discrimination ability.
5. Attitude and identity: it has been claimed that factors such as a person's "sense of identity" and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
6. Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others.

2.4. Concept of Pronunciation Error

2.4.1. Definition

Mispronunciation or pronunciation errors are words that are pronounced in a wrong way (Eslami, Estaji, & Elyasi, 2014, p. 4). In addition, Djajaningrat (2011) in Mulansari, Basri, and Hastini (2014, p. 2) states, “As consequence of all the difficulties provided by the English pronunciation, many English language learners as well as the Indonesian learners tend to generate errors in the articulation of the sounds”. It means that pronunciation is neglected skills nowadays, teacher and curriculum designer take the pronunciation error for granted.

2.4.2. Classification of Pronunciation Error

This research framework for pronunciation error classification is mainly drawn from Keshavarz's (2012) pronunciation error taxonomy. According to Jam, Domakini, and Kasegari (2014, p. 135), regarding pronunciation, the best category provided for distinguishing different sources of pronunciation errors was developed by Keshavarz (2012) who divided the pronunciation errors into two different groups.

a. Interlingual Errors

1. The Absence of Some Target Language Phonemes

It consists of errors which may be due to the absence of some target language phonemes (vowels or consonants) in the learners' first language. [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] sounds cannot be found in Bahasa Indonesia. For example, the consonants /θ/ and /ð/

which do not exist in Bahasa Indonesia will lead Indonesian EFL learners to pronounce the words *think* and *the* as [tɪnk] and [də].

2. The Differences which Exist Between the First and Second language Syllable Structures

It is related to the differences which exist between the first and second language syllable structures. Consonant clusters are considered to be peripheral parts of a syllable. A vowel and syllabic sounds are main parts of a syllable. In a syllable, consonants can be put both in front of (onset) or after some syllabic sounds (coda).

Yuliati (2014, p. 513-514) asserts that Bahasa Indonesia do not have two or three consonants in the syllable onset position, two – five consonants in syllable coda position, and voiced stop consonant in the final position. As a consequence, Indonesian speakers of English may find some difficulties in pronouncing those types of words.

In addition, ‘Asian Language Notes’ uses contrastive analysis to seek to explain errors found in the English of Indonesian/Malay speakers, that errors occur with voiced stops because ‘no voiced stops occur finally in BI [Bahasa Indonesia/Indonesian language]’. Indonesian stops in final position are unreleased and voiceless (Mathew, 1997, p. 63). For example, Final [d] is realized as [t], final [g] is substituted by [k], and final [b] is devoiced as [p].

b. Intralingual Errors

1. Spelling Pronunciation

The third group, which is called spelling pronunciation, refers to the learners tendency to pronounce words exactly the ways they are written. For example, pronouncing *colonel* as *[kolonel] instead of /kɛ:nəl/ can fit in this category of errors.

2. The Learner's Tendency to Pronounce the Silent Letters

This type of errors refers to the learners' tendency to pronounce the silent letters in words. Pronouncing the word *calm* as *[kalm] instead of /kam/ by EFL learners are among this category errors.

The classification of those errors is drawn in the table below:

Table 1
Classification of Pronunciation Errors Based on Keshavarz (2012)
Taxonomy

Interlingual Error	Intralingual Error
<p>1. The absence of some target language phonemes.</p> <p>[v]: voice [ˈvɔɪs]</p> <p>[θ]: think [ˈθɪŋk]</p> <p>[ð]: then [ˈðen]</p> <p>[ʒ]: television [ˈtelɪvɪʒən]</p> <p>[dʒ]: orange [ˈɒrɪndʒ]</p> <p>[tʃ]: watch [ˈwɒtʃ]</p> <p>2. The differences which exist between the first and second language syllable structures</p>	<p>1. Spelling pronunciation</p> <p>Colonel [ˈkɜːnl]</p> <p>Remedy [ˈremədi]</p> <p>Utensil [juːˈtensl]</p> <p>Horizon [həˈraɪzən]</p> <p>Survey [ˈsɜːveɪ]</p> <p>Aroma [əˈrəʊmə]</p> <p>His [ˈhɪz]</p> <p>Music [ˈmjuːzɪk]</p> <p>Child [tʃaɪld]</p> <p>Thirteen [ˌθɜːˈtiːn]</p>

<p>Epenthesis (two or three consonants in the syllable onset position)</p> <p>Stamp ['stæmp]</p> <p>School ['sku:l]</p> <p>Speed ['spi:d]</p> <p>Spray ['spreɪ]</p> <p>Split [splɪt]</p> <p>Street [stri:t]</p> <p>Final consonant deletion (two – five consonants in syllable coda position)</p> <p>Test ['test]</p> <p>Thirst [θɜ:st]</p> <p>Fourths [fɔ:θs]</p> <p>Twelfths ['twelfθs]</p> <p>Final consonant clusters devoicing (voiced stop consonant in the final position)</p> <p>Job ['dʒəʊb]</p> <p>Big ['bɪg]</p> <p>Food ['fu:d]</p>	<p>Saturday ['sætədeɪ]</p> <p>2. The learners' tendency to pronounce the silent letter</p> <p>Silent B: doubt ['daʊt]</p> <p>Silent C: scene ['si:n]</p> <p>Silent CH: yacht ['jɒt]</p> <p>Silent D: Wednesday ['wenzdeɪ]</p> <p>Silent G: sign ['saɪn]</p> <p>Silent H: honest ['ɒnɪst]</p> <p>Silent K: know ['nəʊ]</p> <p>Silent L: calm ['kɑ:m]</p> <p>Silent N: column ['kɒləm]</p> <p>Silent P: psychology [sar'kɒlədʒɪ]</p> <p>Silent S: island ['aɪlənd]</p> <p>Silent T: listen ['lɪsən]</p> <p>Silent U: guest ['gest]</p> <p>Silent W: write ['raɪt]</p>
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The present study is focused on the interlingual errors about the absence of some target language phoneme, which are finely defined by Keshavarz (2012, p. 107) as “error caused by the effect of the first language, and training errors, which are the result of wrong teaching techniques”.

2.5. Previous Related Studies

The researcher finds out some previous studies which are related to the researcher's present study. The first is "A Study of English Phonological Errors Produced by English Department Students" written by Tiono and Yostanto (2008). This study was conducted to find out the kinds of English phonological errors produced by English department students, particularly English consonantal sounds that do not exist in Indonesian phonetics system – [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] – and the patterns of those errors. The result shows that the students produced thirty-four kinds of phonological errors and that the deviations occurred most frequently before, after, or in between vowels. A tape recorder and pronunciation tasks, which were composed from the pronunciation exercises. The similarities between this study and researcher's study are both studies focused on pronunciation error in the six consonantal sounds and the samples were English department students in Indonesia. The difference between this study and researcher's study is the using of phonological environment explanation.

The second is "An Intralingual Analysis of Iranian EFL Learners' Difficulties Caused by the Inconsistency between Spelling and Pronunciation" written by Jam, Domakani, and Kasegari (2014). This study aimed at investigating inconsistency between pronunciation and spelling by conducting a research on 60 freshmen EFL learners from three universities in Iran. Forty words which show inconsistency between pronunciation and spelling were selected from 20 meaningful sentences that have been presented to the participants through read-aloud technique. The most important finding of this study was that the most

problematic features were silent consonants letters. The similarity between this study and researcher's studies are: first, both studies focus on pronunciation errors in the analysis. Second, both studies use the same technique of collecting the data. Third, both studies use the Keshavarz's classification pronunciation error as the framework. The difference between this study and researcher's study is on the technique of analyzing the data, this research is Interlingual analysis.

The third is "The Errors of English Pronunciation on Vowels made by the Second Year Students at SMPN 2 Menganti, Gresik" written by Fitria (2014). This study was conducted on the errors of English pronunciation of vowels made by the second year students at SMPN 2 Menganti, Gresik. The focus of this research is to obtain the kind of English pronunciation errors on vowels made by the students and to describe the sources of students' error. In this research, the researcher uses descriptive qualitative as the design of her research. Data collections technique uses in this research are observation and reading test. From the analysis of the recording, the researcher gets 3 kinds of pronunciation errors on vowels which occur in the students' utterance. They are errors in short vowel, long vowel, and diphthong. The result showed that majority of the students of SMP N 2 Menganti made pronunciation errors on diphthong [aʊ]. The average of the students made those errors was about 93,33 because of the the interference from mother tongue (Interlanguage). The similarity between this study and researcher's study is both studies focus on interlingual errors of pronunciation. The difference between this study and researcher's study is on the technique of analyzing the data.

CHAPTER III

METHOD AND PROCEDURE

This chapter discusses: (1) method of research, (2) operational definitions, (3) participants, (4) data collection, and (5) data analysis.

3.1. Method of Research

This study used a descriptive qualitative method since it included analyzing, describing, and interpreting the collected data. This method is one of qualitative method. According to Lambert (2012, p. 255), the goal of qualitative descriptive studies is a comprehensive summarization of specific events experienced by individuals or groups of individuals.

In this study, descriptive qualitative method was used to analyze the interlingual of pronunciation error which is mostly made by the fifth semester students of UIN Raden Fatah Palembang.

3.2. Operational Definitions

The title of this study is “An Analysis of Interlingual Errors in English Pronunciation Made by the Fifth Semester Students of English Education Study Program at UIN Raden Fatah Palembang”. To avoid misinterpretation about the terms in this research, the definitions are provided.

Error Analysis is a technique for observing, analyzing, classifying the errors detected into a category, after that those errors can be identified where they are probably occurs and what factor cause them. *Interlingual errors of pronunciation* are the errors that caused by the effect of the first language in which learners use

deviant utterance in pronouncing words and they are unable to correct them; they can influence the meaning of the sentences itself.

3.3. Participants

3.3.1. Subject

The subjects of this study were the fifth semester students of English Department at UIN Raden Fatah Palembang. The source of data was from the phonetic transcription of the recorded pronunciation of English department students. In this study, students' pronunciation was analyzed, so the fifth semester students of English Department at UIN Raden Fatah Palembang who have already taken the Pronunciation course, Introduction to Linguistics, Phonology, Speaking I-IV, and Speech. The fifth semester students is the best participant to choose because they are considered know how to pronounce many English sounds.

3.3.2. Population

According to Creswell (2012, p. 625), population is a group of individuals who have the same characteristic. It means that population is whole number of the research objects which are going to be investigated in a research study.

As population, the fifth semester students of English Education Department at UIN Raden Fatah Palembang in academic years 2016-2017 were taken. The total number of students from each class is the same. The distribution of the population is as follows:

Table 2
Distribution of the Population

No	Class	Number of Students
1	PBI 1	32
2	PBI 2	32
3	PBI 3	32
4	PBI 4	32
Total		128

3.3.3. Sample

To determine the sample, stratified random sampling was used. Since each of the classes have different skills of pronunciation, they were divided into the subset of the population that represent the whole population. According to McMillan (1996, p. 88), stratified random sampling is a modification of either simple random or systematic sampling, first to divide the population into homogeneous subgroups and then select subjects from each subgroup, using simple random or systematic procedures, rather than the population as a whole. The strata are the subgroups. In addition, Onwuegbuzie and Collins (2007, p. 285) state that sampling frame is divided into sub-sections comprising groups that are relatively homogeneous with respect to one or more characteristics and a random sample from each stratum is selected.

From the definitions above, the researcher concludes that stratified random sampling is one of random sampling methods in which the members of population to participate in the study are divided into subgroups and then

by researcher select the subjects from each group randomly. The sample of this study is by selecting 10% students of each class (Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997, p. 58). Since Baker and Edwards (2012, p. 10) state that twelve participants could appropriate in qualitative design. The quality of the samples is more important than the number of the samples (Depaulo, 2000). The distribution of the sample is as follow:

Table 3
Sample of the Study

University	Class	Students	Percentage	Sample
UIN Raden Fatah Palembang	PBI 1	32	10%	3
	PBI 2	32	10%	3
	PBI 3	32	10%	3
	PBI 4	32	10%	3
Total				12 students

3.4. Data Collection

3.4.1. Test

In order to collect the data, test was used by researcher. According to Haris (1998, p. 178), test is considered as the best to know how well students achieve the materials they have been learning. Brown (2004, p. 3) assumed test is a method of measuring a person's ability, knowledge, or performance in a given domain.

In conducting this research, type of the test was pronunciation test from Tiono and Yostanto (2008), which was composed from the pronunciation exercises taken from *Pronunciation in Action* (Taylor, 1993), *Pronunciation Exercises in English* (Clarey & Dixon, 1963) and *The Sounds of English* (Deterding & Poedjosoedarmo, 1998), and from the *ESL website* (<http://international.ouc.bc.ca/pronunciation/>), it was conducted orally and recorded to be analyzed.

Futhermore, the students were asked to pronounce 84 words, since the data needed related only to the English consonantal sounds that do not exist in Indonesian, the phonetic transcription of the students' pronunciation was restricted only to the transcription of the words which contained the six English consonantal sounds. The oral pronunciation test was conducted once.

The phonetic transcription of the data was done manually. The analysis began by identifying the errors and comparing each student's actual pronunciation with the standard phonetic transcription from *Cambridge Advanced Learner's Dictionary 3rd Edition Software* © IDM S.A., France 2008. Then, the deviations found were listed down based on each sound and each position of occurrences in a table, as seen in Table 4 to 9. After listing down the deviations, the deviations were explained from the standpoint of English phonetic systems based on O'Grady, W., Dobrovolsky, M., & Katamba, F. (1996) and Ladefoged, P. (1975). Afterwards, detailed descriptions to each of the deviations were noted down by relating the

deviations to the Indonesian consonantal sounds based on the theory from Moeliono and Dardjowidjojo (2003, pp. 65-77).

3.5. Data Analysis

After the pronunciation test pronounced by the students, the result of the test was submitted. According to Ellis (1997, pp. 15-20), the procedures for error analysis are as follow:

a. Identifying the errors.

After collecting the data which we needed, the first step in analyzing learner errors is to identify them. The researcher studied and found out the pronunciation errors made by the students.

b. Describing the errors

Once all the errors have been identified, the errors were described and classified into interlingual errors classification based on the taxonomy by Keshavarz (2012). They are the six English consonantal sounds that do not exist in Indonesian phonetic systems.

c. Explaining the errors

The researcher explained and drew a conclusion based on the analysis. Ellis and Barkhuizen (2005, p. 62) stated that explaining error involves determining their sources in order to account for why they made.

d. Error Evaluation

Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. Furthermore, the last step in error analysis is to evaluate and to draw a

conclusion on the gathered results. In this step, the different errors are being weighed in order to distinguish which error should get more attention and be taught in class.

3.5.1. Identification and Classification of Pronunciation Errors

After collecting the data, researcher identifies the errors. In order to determine what pronunciation errors made by the participants, the identified and classified sounds of words were consulted to three lecturers of UIN Raden Fatah Palembang as the raters to agree on the identification of almost all of the pronunciation errors. The qualification of the raters are that they must have TOEFL score at least 550, teaching experience at least 5 years, and master degree.

To identify the pronunciation errors, the researcher applied the following steps:

- a. Selecting the words which contained interlingual errors of pronunciation and then underlining them.
- b. Rewriting down the phonemes of error on the table 4 provided below.
- c. Determining the kinds of those errors based on the classification on the such following table:

Table 4.
Identification and Classification of Interlingual Errors of Pronunciation by
Moeliono and Dardjowidjojo (2003)

The Deviation of [v]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				
The Deviation of [θ]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				
The Deviation of [ð]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				

The Deviation of [ʒ]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				
The Deviation of [dʒ]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				
The Deviation of [t]				
Interlingual Errors (the absence of some target language phoneme)				
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations
Initial				
Medial				
Final				

3.5.2. Percentage of Pronunciation Errors

After doing identification processes, the researcher applied the following steps:

- a. Counting the total of each type of interlingual errors of pronunciation from the identification table.

- b. Counting the total number of all types pronunciation errors.
- c. Making percentage each type pronunciation errors, in order to know the most frequent type of interlingual errors of pronunciation. It is done by Sudjono's pattern (2004)

$$P = \frac{f}{t} \times 100\%$$

Where: P= percentage

f= frequency of an interlingual error of pronunciation

t= total of all types of pronunciation errors

The classification and counting of those errors figure out in table such below:

Table 5.

The Percentages of Pronunciation Errors

INTERLINGUAL	Types		Frequency	Percentage (%)
	The absence of some target language phonemes		[v] sound	
		[θ] sound		
		[ð] sound		
		[ʒ] sound		
		[dʒ] sound		
		[tʃ] sound		
Total Number of Pronunciation Errors				

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings of the study and (2) interpretation.

4.1. Findings of the Study

The findings of the study were (1) identifications and classifications of interlingual errors of pronunciation and (2) the percentage of each number of interlingual errors of pronunciation.

4.1.1. Identification and Classification of Interlingual Errors of Pronunciation

After collecting the data from the students, the researcher analyzed, underlined, transcribed, and identified students' pronunciation that contained interlingual errors of pronunciation. The identified pronunciations were figured out in the following table:

Table 6. The Deviation of [v]

Interlingual Errors (the absence of some target language phoneme)					
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations	Frequency
Initial	Villa	[vɪlə]	[fɪlə]	[v→f]	4
	Viper	[vaɪpər]	[faɪpər]		4
	Very	[veri]	[feri]		1
Medial	Drivels	[drɪvlz]	[draɪfls]	[v→f]	3
	Clever	[klevər]	[klefər]		3
	Clever Groves	[klevər] [groʊvz]	[klepər] [groʊps]	[v→p]	1 6
Final	Serve	[sɜ:v]	[sɜ:ɪf]	[v→f]	4
	Give	[gɪv]	[gɪf]		7

	Jive	[dʒaɪv]	[dʒɪf]		6
	Serve	[sɜ:v]	[sɜ:pə]		1
	Jive	[dʒaɪv]	[jɪp]	[v→p]	1
Total					41

As seen in Table 6, there found only two deviations made by the students. The first was that the replacement of [v] with [f] in initial, medial, and final position, for example in the students' pronunciation of the words 'villa' as [fɪlɑ], 'clever' as [klɛfə], and 'give' as [gɪf]. The next one was the replacement of [v] with [p], the deviation was only in the medial and final position, for example in the students' pronunciation of the words 'groves' [gru:p] and 'jive' [jɪp].

Yet, one word contained two deviations in the words 'clever' pronounced as [klɛfə] and [klɛpə], 'serve' pronounced as [sɜ:f] and [sɜ:pə], and 'jive' pronounced as [dʒɪf] and [jɪp]. There were 41 errors made by the students, the students frequently made errors in the words 'give' [gɪf], 'jive' [dʒɪf], and 'groves' [gru:p]. There were 7 students made errors in the word 'give', 6 students made error in the word 'jive' with the replacement of [v] with [f], and 6 students made errors in the word 'groves' with the replacement of [v] with [p].

Table 7. The Deviation of [ð]

Interlingual Errors (the absence of some target language phoneme)						
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations	Frequency	
Initial	They	[ðeɪ]	[deɪ]	[ð→d]	6	
	There	[ðer]	[der]		5	
	Then	[ðen]	[den]		4	
	Thou	[ðəʊ]	[doʊ]		2	
	Them	[ðəm]	[dəm]		3	
	Though	[ðoʊ]	[doʊ]		2	
	Thou	[ðəʊ]	[toʊ]	[ð→t]	1	
Though	[ðoʊ]	[toʊ]	[ð→t]	1		
Initial	Thou	[ðəʊ]	[tʰoʊ]	[ð→tʰ]	1	
	Though	[ðoʊ]	[tʰoʊ]		3	
	Though	[ðoʊ]	[θoʊ]	[ð→θ]	2	
	Medial	Bother	[bɑ:ðər]	[bɑ:dər]	[ð→d]	4
		Other	[ʌðər]	[ʌdər]		4
		Although	[v:lðoʊ]	[v:ldoʊ]		6
		Northern	[nɔ:rðərn]	[nordərn]		4
Soothing		[su:ðɪŋ]	[su:tɪŋ]	[ð→t]	8	
Worthy		[wɜ:ðɪ]	[wɜ:rtɪ]		1	
Writhing		[raɪðɪŋ]	[wraɪtɪŋ]		5	
Soothing		[su:ðɪŋ]	[su:tɪŋ]	[ð→tʰ]	1	
Worthy		[wɜ:ðɪ]	[wɜ:rtʰɪ]		3	
Writhing		[raɪðɪŋ]	[raɪtʰɪŋ]		2	
Northern	[nɔ:rðərn]	[nɔ:rtʰən]	3			
Soothing	[su:ðɪŋ]	[su:θɪŋ]	[ð→θ]	2		
Worthy	[wɜ:ðɪ]	[wɜ:rθɪ]		7		
Writhing	[raɪðɪŋ]	[wraɪθɪŋ]		4		
Northern	[nɔ:rðərn]	[nɔ:rθtərn]		2		
Final	Seethe	[si:ð]	[si:d]	[ð→d]	4	
	Sheathe	[ʃi:ð]	[sedə]		2	
	Breathe	[bri:ð]	[bri:d]		2	
	Soothe	[su:ð]	[su:də]		4	
	With	[wɪð]	[wɪd]		5	
	Bathe	[beɪð]	[bed]		4	
	Loathe	[looð]	[loudə]		2	

	Seethe	[si:ð]	[si:ti]		3
	Sheathe	[ʃi:ð]	[si:tə]		4
	Breathe	[bri:ð]	[bri:t]		1
	Soothe	[su:ð]	[ʃu:ti]	[ð→t]	1
	With	[wið]	[wit]		3
	Loathe	[louð]	[looti]		1
	Seethe	[si:ð]	[si:t ^h]		3
	Sheathe	[ʃi:ð]	[sət ^h i]		3
	Breathe	[bri:ð]	[bri:t ^h]	[ð→t ^h]	5
	Soothe	[su:ð]	[soot ^h]		4
	Bathe	[beið]	[beit ^h]		4
	Loathe	[louð]	[loot ^h]		5
	Seethe	[si:ð]	[si:θ]		1
	Sheathe	[ʃi:ð]	[ʃi:θ]		2
	Breathe	[bri:ð]	[bri:θ]		4
	Soothe	[su:ð]	[souθ]	[ð→θ]	3
	With	[wið]	[wiθ]		4
	Bathe	[beið]	[beθ]		4
	Loathe	[louð]	[louθ]		3
Total					167

Table 7 showed the changing of [ð] with [d], [t], [t^h], and [θ], all of the deviations happened in all of the positions. Surprisingly, the students made four deviations in one word, it occurred in initial and final position. In the initial position, namely, ‘though’ pronounced as [doʊ], [toʊ], [t^hoʊ], and [θoʊ]. On the other side, in the final position, the students almost made errors in all of the words and all of the positions, as in the words ‘seethe’ pronounced [si:d], [si:ti], [si:θ], [si:t^h], the word ‘sheathe’ pronounced [sedə], [si:tə], [sət^hi], [ʃi:θ], the word ‘breathe’ pronounced as [bri:d], [bri:t], [bri:t^h], [bri:θ], the word ‘soothe’ pronounced as [su:də], [ʃu:ti], [soot^h], [souθ], and the word ‘loathe’ pronounced as [loʊdə], [loʊθ], [loot^h], [looti]. There were 161 errors in pronouncing [ð] sound made by the students, the

most frequent error was in the word ‘soothing’ [su:tɪŋ], there were 8 students made errors in this word with the changing of [ð] with [t].

Table 8. The Deviation of [θ]

Interlingual Errors (the absence of some target language phoneme)					
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations	Frequency
Initial	Thursday	[θɜ:rzdeɪ]	[tɜ:rsdeɪ]	[θ→t]	10
	Thieves	[θi:vz]	[ti:fz]		10
	Thunder	[θʌndə]	[tʌndə]		4
	Thigh	[θaɪ]	[taɪg]		3
	Thought	[θɔ:t]	[tɔʊt]		4
	Theme	[θi:m]	[tʰem]		1
	Thunder	[θʌndə]	[tʰʌndə]		[θ→tʰ]
	Thigh	[θaɪ]	[tʰaɪ]	7	
	Thought	[θɔ:t]	[tʰɔ:t]	6	
	Theme	[θi:m]	[tʰi:m]	3	
	Thieves	[θi:vz]	[ði:fs]	[θ→ð]	1
	Thigh	[θaɪ]	[ðɪ]		1
	Thought	[θɔ:t]	[ðoʊ]		1
	Theme	[θi:m]	[ðəm]		3
	Theme	[θi:m]	[dəm]	[θ→d]	1
Medial	Enthusiastic	[ɪnθu:ziæstɪk]	[entu:siastɪk]	[θ→t]	6
	Anything	[eniθɪŋ]	[enitɪŋ]		3
	Breathless	[breθləs]	[bri:tləs]		10
	Monthly	[mʌnθli]	[mɒntli]		4
	Lethargic	[ləθɑ:rdʒɪk]	[literdʒɪk]		1
	Birthday	[bɜ:rθdeɪ]	[bɜ:rtdeɪ]		4
	Enthusiastic	[ɪnθu:ziæstɪk]	[ɪntʰu:siæstʰɪk]		[θ→tʰ]
	Anything	[eniθɪŋ]	[enitʰɪŋ]	3	
	Lethargic	[ləθɑ:rdʒɪk]	[letʰɑ:rdʒɪk]	3	
	Ether	[i:θə]	[i:də]	[θ→d]	7
	Lethargic	[ləθɑ:rdʒɪk]	[ledɑ:rdʒɪk]		4
	Ether	[i:θə]	[i:ðə]	[θ→ð]	4
	Lethargic	[ləθɑ:rdʒɪk]	[ledðərdʒɪk]		3
	Monthly	[mʌnθli]	[mɒnli]	[θ→∅]	5
Birthday	[bɜ:rθdeɪ]	[bɜ:rdeɪ]	1		
Birthday	[bɜ:rθdeɪ]	[bɜ:rsdeɪ]	[θ→s]	2	

Final	Wrath	[ræθ]	[wret]	[θ→t]	6
	Moth	[mʌθ]	[mɒt]		6
	Health	[helθ]	[həlt]		7
	Worth	[wɜ: rθ]	[wɜ: rt]		7
	Booth	[bu: θ]	[bu: t]		7
	Bath	[bæθ]	[bæt]		6
	Wrath	[ræθ]	[wɑrt ^h]	[θ→t ^h]	2
	Moth	[mʌθ]	[mɒut ^h]		2
	Health	[helθ]	[həlt ^h]		1
	Worth	[wɜ: rθ]	[wɜ: rt ^h]		2
	Booth	[bu: θ]	[bu: t ^h]		1
	Bath	[bæθ]	[bæt ^h]		2
	Health	[helθ]	[help]	[θ→f]	1
Total					178

Notably, in Table 8, there were 7 deviations in [θ] sound; the replacement of [θ] with [t], [t^h], [ð], [d], [s], and [f] and also the deletion of [θ]. The replacement of [θ] with [t] and [t^h] happened in all of the positions, the replacement of [θ] with [ð] and [d] happened in the initial and medial position, the replacement of [θ] with [s] occurred only in the medial position, the replacement of [θ] with [f] occurred only in the final position, and the deletion of [θ] only occurred in the medial position. There were found four deviations in a word pronounced by the students, it happened in initial and medial position, for example in the word ‘theme’ [tem], [t^hi:m], [ðəm], [dəm] and ‘lethargic’ [lɪtərdʒɪk], [let^hɑ:rdʒɪk], [leðərdʒɪk], [ledɑ:rdʒɪk]. In this sound, there were 178 errors found in students’ pronunciation. 10 of 12 students made errors in pronouncing ‘Thursday’, ‘thieves’, and ‘breathless’ with the replacement of [θ] with [t].

Table 9. The Deviation of [tʃ]

Interlingual Errors (the absence of some target language phoneme)					
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations	Frequency
Initial	Chess	[tʃes]	[ci:s]	[tʃ→c]	4
	Cheap	[tʃi:p]	[ci:p]		3
	Chin	[tʃɪn]	[cɪn]		3
Medial	Purchased	[pɜ:rtʃɪsd]	[pu:rcɪsd]	[tʃ→c]	2
	Orchard	[ɔ:rtʃərd]	[ɔrcɪd]		1
	Leaching	[li:tʃɪŋ]	[li:cɪŋ]		4
	Watching	[wɑ:tʃɪŋ]	[wɑ:cɪŋ]		1
	Marching	[mɑ:rtʃɪŋ]	[mɑ:rcɪŋ]		2
	Purchased	[pɜ:rtʃɪsd]	[pu:rkɪsd]	[tʃ→k]	1
	Orchard	[ɔ:rtʃərd]	[ɔ:rtkɑ:rd]		3
	Leaching	[li:tʃɪŋ]	[li:fɪŋ]	[tʃ→ʃ]	2
	Marching	[mɑ:rtʃɪŋ]	[mɑ:rɪŋ]		6
Total					33

As seen in Table 9, there were only three kinds of deviation made by the students in the two positions, the substitution of [tʃ] with [c], [k], and [ʃ]. The first was that the substitution of [tʃ] with [c] in initial and medial position, for example in the students' pronunciation of the words 'chess' as [ci:s], and 'leaching' as [li:cɪŋ]. The second was the substitution of [tʃ] with [k], the deviation was only in the medial position, for example in the students' pronunciation of the words 'orchard' [ɔ:rtkɑ:rd] and another deviation was the substitution of [tʃ] with [ʃ] in the medial position, for example in the students' pronunciation of the words 'leaching' [li:fɪŋ]. There were only 33 errors made by the students, the students frequently made errors in the words 'marching' [mɑ:rfɪŋ], there were 6 students made

error in pronouncing the word ‘marching’ with the substitution of [tʃ] with [ʃ].

Table 10. The Deviation of [dʒ]

Interlingual Errors (the absence of some target language phoneme)					
Position	Words	Standard Phonetics Transcription	Students’ Actual Pronunciation	Deviations	Frequency
Initial	Ginger	[dʒɪndʒər]	[jɪnjər]	[dʒ→j]	3
	General	[dʒenrəl]	[jənərʌl]		2
	Ginger	[dʒɪndʒər]	[gɪndʒər]	[dʒ→g]	3
	Geography	[dʒi:ɑgrəfi]	[geogrepi]		8
Medial	Cordial	[kɔ:rdʒəl]	[kɔ:rdɪəl]	[dʒ→d]	12
	Individual	[ɪndɪvɪdʒuəl]	[ɪndɪvɪduəl]		12
	Agile	[ædʒəl]	[æjɪl]	[dʒ→j]	5
	Legions	[lɪ:dʒənz]	[lejiəns]		2
	Trojan	[trɒdʒən]	[trojən]		8
	Ginger	[dʒɪndʒər]	[jɪnjər]	4	
Agile	[ædʒəl]	[ʌgɪl]	[dʒ→g]	2	
Legions	[lɪ:dʒənz]	[legiən]		3	
Ginger	[dʒɪndʒər]	[dʒɪŋgər]		2	
Final	Bridge	[brɪdʒ]	[brɪtʃ]	[dʒ→tʃ]	8
	Page	[peɪdʒ]	[peɪtʃ]		7
	Marriage	[mæɪdʒ]	[mæɪtʃ]		7
	Gouge	[gəʊdʒ]	[gəʊtʃ]		9
	Page	[peɪdʒ]	[peɪg]	[dʒ→g]	1
Total					98

Table 10 noted that there were four deviations in [dʒ] sound, the replacement of [dʒ] with [j], [g], [d], and [tʃ]. The replacement of [dʒ] with [j] found in initial and medial position, for example in the students’ pronunciation of the word ‘ginger’ as [jɪnjər]. The replacement of [dʒ] with [g] found in initial, medial, and final position, for example in the students’

pronunciation of the words ‘geography’ [geogrepi], ‘legions’ [legiən], ‘page’ [peɪg]. The replacement of [dʒ] with [d] was only found in medial position, in the word ‘individual’ [ɪndɪvɪduəl]. Finally, the replacement of [dʒ] with [tʃ] only found in final position, for example in the word ‘bridge’ [brɪdʒ]. There were 98 errors made by the students, all of the students made errors in the words ‘cordial’ [kɑ:rdɪəl], and ‘individual’ [ɪndɪvɪduəl].

Table 11. The Deviation of [ʒ]

Interlingual Errors (the absence of some target language phoneme)					
Position	Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviations	Frequency
Initial	Zsa-Zsa	[zɑzɑ]	[zɑzɑ]		8
	Zha	[zɑ]	[zɑ]	[ʒ→z]	10
	Zhi	[zi]	[zi]		10
	Genre	[ʒɑ:nrə]	[zenre]		2
	Zho	[zɔ]	[zɔ]		10
	Zsa-Zsa	[zɑzɑ]	[ʃɑʃɑ]	[ʒ→ʃ]	1
	Zsa-Zsa	[zɑzɑ]	[sɑsɑ]	[ʒ→s]	1
	Genre	[ʒɑ:nrə]	[dʒenre]	[ʒ→dʒ]	8
Medial	Decision	[dɪsɪʒn]	[dɪsɪʃən]	[ʒ→ʃ]	10
	Occasion	[əkeɪʒən]	[əkeɪʃən]		9
	Explosion	[ɪksplɔʒən]	[ɪksplɔʃən]		10
	Measure	[meʒər]	[meɪʃər]		1
	Measure	[meʒər]	[meɪzər]		9
	Treasure	[treʒər]	[trezər]	[ʒ→z]	10
	Unusual	[ʌnju:ʒəl]	[ʌnju:zuəl]		12
Final	Beige	[beɪʒ]	[beɪdʒ]		12
	Garage	[gərə:ʒ]	[gərə:dʒ]		12
	Mirage	[mɪrɑ:ʒ]	[mɪreɪdʒ]	[ʒ→dʒ]	12
	Rouge	[ru:ʒ]	[rouddʒ]		12
	Prestige	[presti:ʒ]	[presti:dʒ]		12
Total					169

From the table 11, it can be seen that there were four deviations in [ʒ] sound, the switching of [ʒ] with [z], [ʃ], [s], and [dʒ]. The switching of [ʒ] with [z] found in initial and medial position, for example in the students' pronunciation of the word 'zha' as [za] and 'measure' [meɪzər]. The switching of [ʒ] with [ʃ] was found in initial and medial position as in the words 'zsa-zsa' [ʃaʃa] and 'occasion' [oʊkeɪʃən]. The switching of [ʒ] with [s] only found in initial position, in the word 'zsa-zsa' [sasa]. Another deviation was the switching of [ʒ] with [dʒ] found in initial and final position, for example in the word 'genre' [dʒenre] and 'beige' [beɪdʒ]. There were 169 errors made by the students, all of the students made errors in the words 'unusual' [ʌnjuːzuəl], 'beige' [beɪdʒ], 'garage' [ɡɑrɑːdʒ]. 'mirage' [mɪreɪdʒ], 'rouge' [ruːdʒ], and 'prestige' [prestiːdʒ].

From the tables above, it could be said that the students made pronunciation errors in all of the pronunciation of the six English consonantal sounds. The pronunciation errors was found in all three positions of occurrences, except for [tʃ] in the final position, since that sound is not considered as a problem for Indonesian EFL learners.

It should be noticed and reflected that all of the students made pronunciation errors in the words 'individual', 'cordial', 'unusual', 'beige', 'garage', 'mirage', 'rouge', and 'prestige'. In the word 'individual' and 'cordial', they pronounced it exactly they are written, because there is also the word 'individual' in Bahasa Indonesia and the pronunciation of that word is the same as the letter. For the words 'unusual', 'beige', 'garage'.

‘mirage’, ‘rouge’, and ‘prestige’, it can be claimed that the students had a lack of knowledge about the final position of [ʒ] sound, since there was no [ʒ] sound in Bahasa Indonesia. These phenomena were caused by the interference of mother tongue or first language of the students.

Some students did not only contribute one type of error, but there were found more than one type of errors in pronouncing a word. For example in the word “birthday”, some students pronounced it as [bɜ:rtdeɪ], [bɜ:rsdeɪ], and [bɜ:rdeɪ] with the deviations of [θ→t], [θ→∅], and [θ→s].

There were twenty-four kinds of deviations made by the students, included the replacement of [v] with [f] and [p], the changing of [ð] with [d], [t], [tʰ], and [θ], the replacement of [θ] with [t], [tʰ], [ð], [d], [s], and [f] and also the deletion of [θ], the substitution of [tʃ] with [c], [k], and [ʃ], the replacement of [dʒ] with [j], [g], [d], and [tʃ], and the switching of [ʒ] with [z], [ʃ], [s], and [dʒ]. It could be figured out that students faced many difficulties in pronouncing [θ] sound, they substituted [θ] sound with many sounds among other sounds.

4.1.2. The Percentage of Interlingual Errors of Pronunciation

From the table 11 to 16, it could be concluded that the total number of interlingual errors of pronunciation were 686 errors and they were divided into the absence of some target language phonemes; the English consonantal sounds that do not exist in Bahasa Indonesia such as [v], [θ], [ð], [tʃ], [dʒ], and [ʒ].

For a clear information, the classification and percentage of all number identified words that indicated as interlingual errors of pronunciation were figured out in the table below:

Table 12. Percentage of Interlingual Errors of Pronunciation

		Types		Positions	Frequency	Percentage (%)		
INTERLINGUAL ERRORS	The absence of some target language phonemes	[v] sound	Initial	9	1.32%	5.98%		
			Medial	13	1.90%			
			Final	19	2.77%			
		[ð] sound	Initial	30	4.37%	24.34%		
			Medial	56	8.16%			
			Final	81	11.81%			
		[θ] sound	Initial	62	9.04%	25.95%		
			Medial	66	9.62%			
			Final	50	7.29%			
		[tʃ] sound	Initial	10	1.46%	4.82%		
			Medial	23	3.36%			
		[dʒ] sound	Initial	16	2.33%	14.28%		
			Medial	50	7.28%			
			Final	32	4.66%			
		[ʒ] sound	Initial	50	7.28%	24.63%		
			Medial	61	8.90%			
			Final	58	8.45%			
		Total Number of Pronunciation Errors				686	100%	

Based on the table above, it could be said that the most frequent type of errors made by the students was errors in the [θ] sound (25.95%). Among three positions of the occurrence, the medial position was the most frequent

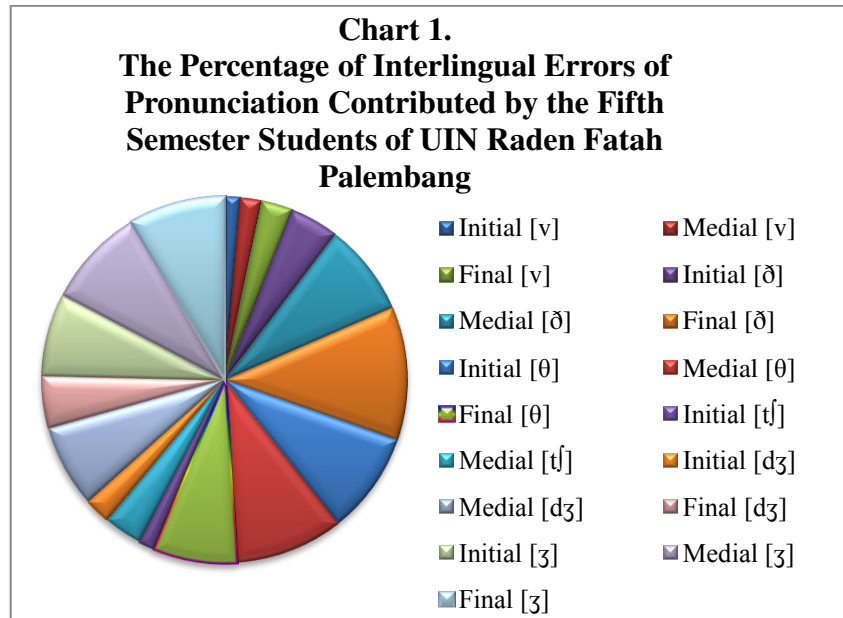
category of error (9.62%), then followed by initial position (9.04%), and final position (7.29%).

The second most frequent type of errors was in the [ʒ] sound (24.63%), the errors occurred in all of the positions; 7.28% of initial position, 8.90% of medial position, and 8.45% of final position. The identification and classification table shows that almost all of the students made errors in all of words that contained the final sound of [ʒ] and substituted them with [dʒ].

The next was [ð] sound (24.34%). The students found difficulties in pronouncing consonant [ð] formed in all of the positions; initial (4.37%), medial (8.16%), and final (11.81%). Among all of the positions of the six consonantal sounds, the percentage of the final position of [ð] sounds was the biggest.

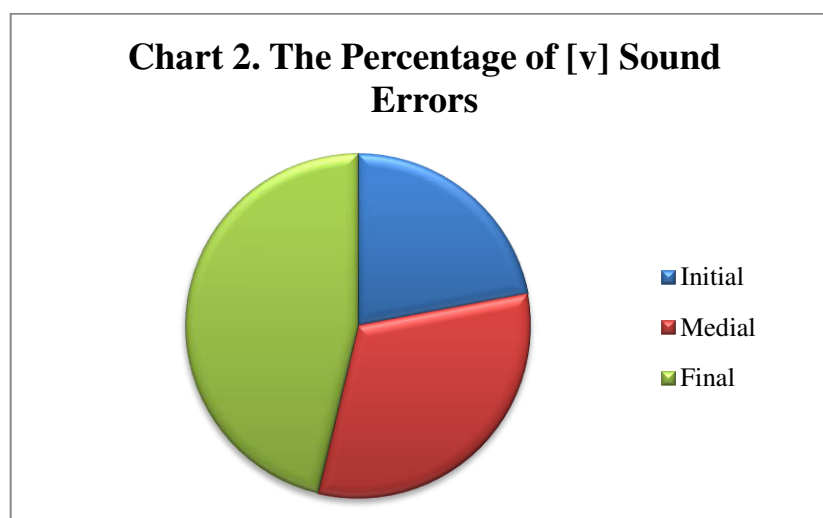
The fourth was [dʒ] sound. The percentage of the students that made this errors was 14.28%, in initial position (2.33%), medial position (7.28%), and final position (4.66%). The next, in [v] sound, there were three positions of error; initial (1.32%), medial (1.90%), and final (2.77%). The total of errors in [v] sound was 5.98%. The last was [tʃ] sound (4.82%), the pronunciation errors could be found only in two positions; initial (1.46%) and medial (3.36%).

The percentage of number interlingual errors of pronunciation could be illustrated in the chart below:



1. The Pronunciation Errors of [v] Sound

Table 17 showed that 5.99% the total number of interlingual errors of pronunciation were identified as the errors in [v] sound, 1.32% in the initial position, 1.90% in the medial position, and 2.77% in the final position. The percentage of [v] sound errors was illustrated in the chart below:



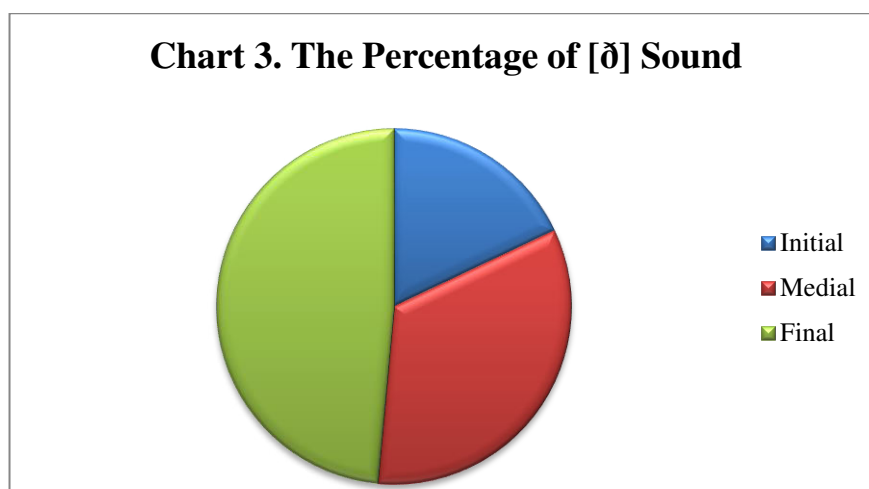
The English sound [v] is described as a voiced labiodental fricative, which means that a speaker produces this kind of sound only if he or she fulfils place and manner of articulation of [v] sound. Producing [v] sound is by raising the lower lip until it nearly touches the upper front teeth, making the hissing sounds, and vibrating the vocal cords. Yet, this particular sound cannot be found in Indonesian phonetic system.

Table 11 showed that the students tended to make errors in pronouncing [v] in all of the three positions, they made two kinds of deviation, that is, [v] was replaced with [f] and [p]. It might be occur because the sound [v] and [f] have the same place and manner of articulation; labiodental fricative sounds, but the distinctive difference between the two sounds is the voicing of [v], since Indonesian phonetic system does not have voiced sound in its labiodental fricative. However, one frequently finds that [v] is less closely constricted than [f], and that the breath stream flows more slowly. In other words, [v] is frequently lenis while [f] is often fortis.

The substitution of [v] with [p] occurred because [f] in any position is frequently replaced by [p] by less proficient speakers (Menard, 2010), for example: in the words ‘clever’, ‘groves’, ‘serve’, and ‘jive’, they pronounced those words as [klepər], [groups], [serpər], and [jip] instead of [klevər],[groʊvz], [sɜ:v], and [dʒaɪv].

2. The Pronunciation Errors of [ð] Sound

From the table 17, it could be seen that the percentage of [ð] sound was 24.34%. There were 30 errors in initial position (4.37%), 56 errors in medial position (8.16%), and 81 errors in pronouncing [ð] sound in the final position (11.81%) made by the 12 students. The percentages of the pronunciation errors of [ð] sound were illustrated in chart below:



[ð] sound is categorized as voiced dental fricative. Speakers of American English have the tip of the tongue protruding between the upper and lower front teeth, almost blocked air stream being pushed through the narrow opening and as a result creating ‘hissing sound’, and the vocal cords are vibrating. There were four deviations made by the students in articulating [ð]. They were the replacement of [ð] with [d], [t], [t^h], and [θ].

The replacement of [ð] which is a voiced dental fricative with [d] which is a voiced alveolar stop, it might be happened due to [ð] and [d] were voiced. For example, in the words “they”, “although”, and “with”, they tended to pronounced [deɪ], [v:lðoo], and [wɪð] instead of [ðeɪ], [v:lðoo], and [wɪð]. The

errors could be explicitly observed because of the different place and manner of articulation of both sounds. In terms of place of articulation, in this case, the students put the tip or blade of their tongue on their alveolar ridge and in terms of manner of articulation, [ð] should be produced with almost blocking the air stream. However, the students completely stopped the air stream. As the result, the students made deviation by replacing [ð] with [d].

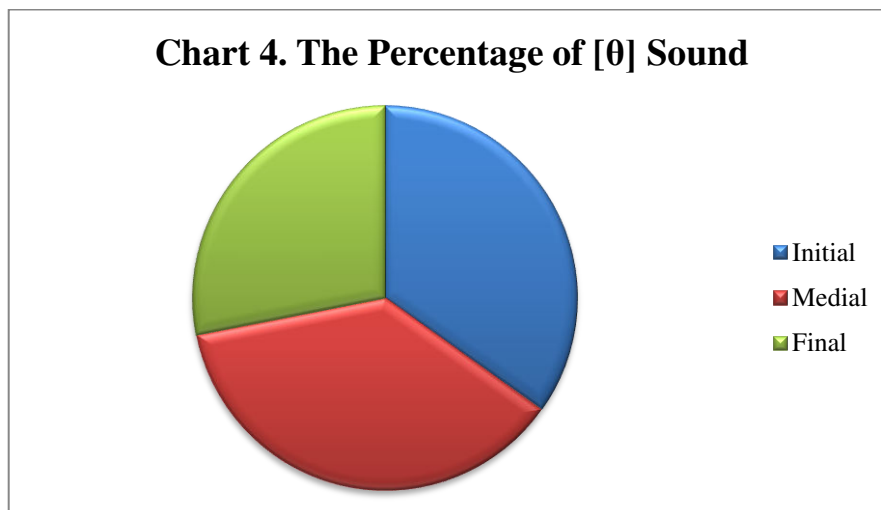
The next was the changing of [ð] with [t] which is voiceless alveolar stop. These two sounds were completely dissimilar, neither in terms of place of articulation and vocal cords nor manner of articulation. As in the words ‘though’ [tu], ‘soothing’ [su:tiŋ], and ‘breathe’ [bri:t].

The third deviation of the [ð] sound was the substitution of [ð] with [t^h], as in ‘though’ [t^hu], ‘loathe’ [luot^h], and ‘northern’ [nɔ:r^hən]. Similar to the second deviation, in the substitution of [ð] with [t^h], voiced dental fricative was being replaced with voiceless alveolar stop. The difference was that [t^h] is the aspiration of [t]. Aspiration is a period of voicelessness after the stop articulation and before the start of the voicing for the vowel (Ladefoged, 1985, p. 50). In this case, the students aspirated the [t] sound as a replacement of the letters ‘th’ that should be pronounced as [ð].

The last deviation found in the pronunciation of [ð] was the substitution of [ð] with [θ], as in ‘though’ [θu], ‘worthy’, [wɔ:rθɪ], and ‘bathe’ [beθ]. In this deviation, the students were able to produce the same place and manner of articulation, they only made the alteration in the state of the vocal cords. They produced voiceless dental fricative sound instead of voiced dental fricative.

3. The Pronunciation Errors of [θ] Sound

Based on the percentage table, the pronunciation of [θ] sound was the most frequent error among others, there were 178 errors made by the students with the percentage of 25.95%. Among three positions of the occurrence, the medial position was the most frequent category of error, there were 66 errors (9.62%), then followed by 62 errors in the initial position (9.04%), and 50 errors in the final position (7.29%). The percentages of the pronunciation errors of [θ] sound were illustrated in chart below:



In English, [θ] sound is categorized as voiceless dental fricative. This kind of sound cannot be found in Bahasa Indonesia. The identification table showed that the students deviated the sound to several possibilities in their attempts of articulating [θ]. Different from other five consonantal sounds, which have smaller deviations, [θ] was deviated into seven errors; the replacement of [θ] with [t], [t^h], [ð], [d], [s], and [f] and also the deletion of [θ].

The first deviation was [θ] pronounced as [t], it was the most frequent deviation in pronouncing [θ] sound (99 deviations) in the initial, medial, and

final position, as seen in table 13. For example: ‘Thursday’ [tɜ:rsdeɪ], ‘breathless’ [bri:tləs], and ‘booth’ [bu:t]. It might be happened since [θ] and [t] are voiceless sounds. However, the differences between [θ] and [t] are the place of articulation; [θ] is dental while [t] is alveolar and in terms of the manner of articulation, [θ] is fricative whereas [t] is stop.

The second deviation of [θ] sound was the substitution of [θ] with [t^h]. It occurred in the initial ‘thunder’ [t^hʌndə], medial ‘anything’ [eni^htɪŋ], and final position ‘bath’ [bæt^h]. It was similar to the deviations of [ð] in the substitution of [ð] with [t^h], since the students aspirated the [t] sound that they made. On this particular deviation, the students did not alter all the features of [θ]. They still produced the right state of the vocal cords for the sound required, that is, voiceless. On the other side, they also still deviated the place and manner of articulation, from dental to alveolar and from fricative to stop.

The third deviation was found in the pronunciation of [θ] was the substitution of [θ] with [ð], it occurred only in the initial and medial position, as in the words ‘thieves’ [ðɪ:fs] and ‘lethargic’ [leðərdʒɪk]. In this deviation, the students were able to produce the same place and manner of articulation, they only made the alteration in the state of the vocal cords. They produced voiced dental fricative sound instead of voiceless dental fricative. Hence, the sound produced by the students was more likely to be heard as [ð] than as [θ].

The next deviation was found in the articulation of [θ] was the substitution of [θ] with [d], which was voiced alveolar stop sound, in the initial and medial position. In this deviation, the students completely altered all of the elements of

[θ] sound. Firstly, in terms of the vocal cords, they vibrated their vocal cord that should not be vibrated at all. Secondly, in terms of place of articulation, they constructed dental in the place of alveolar. Finally, in terms of manner of articulation, the students stopped the air stream and released it suddenly, when they should have produced a airflow. For example, ‘theme’ [dəm] and ‘ether’ [i:dər].

The fifth deviation occurred when the students replaced [θ] with [s] which could be found in the medial position only, in the word ‘birthday’ [bɜ:rsdeɪ]. The [s] sound is categorized as voiceless alveolar fricative, whereas [θ] is voiceless dental fricative. It can be seen that the students did not alter all of the features of [θ] sound. They produced the right state of the vocal cords and manner of articulation; voiceless and fricative. On the other hand, they deviated the place of articulation; from dental to alveolar position. These two positions are very dissimilar, since dental is produced when somebody puts his tongue or blade tip between his upper and lower front teeth, while the alveolar sounds are produced when the tongue tip is placed on the alveolar ridge.

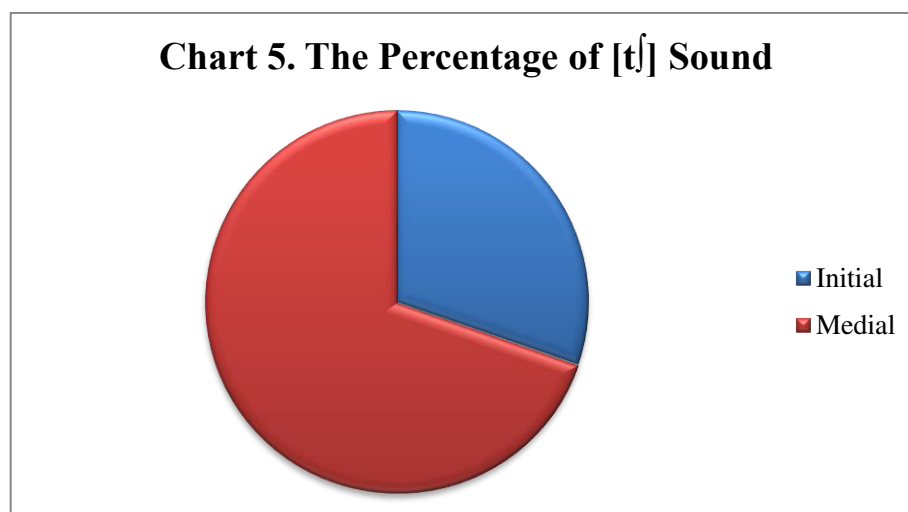
Another deviation done by a student was the substitution of [θ] with [f] which occurred in the final position only. In the word ‘health’, the student pronounced it as [helf] instead of [helθ]. Generally, the [f] sound was characterized as voiceless labiodental fricative, while [θ] is voiceless dental fricative. This deviation was similar as the previous deviation, i.e. the substitution of [θ] with [s]. On both cases, the students produced the right state of vocal cords and manner of articulation, they merely diverged the place of

articulation deviated the place of articulation. In this case, they produced labiodental position instead of dental position, by raising the lower lip until it nearly touches the upper front teeth instead of putting the tongue tip behind the upper front teeth.

The last deviation of [θ] was produced when the students fully deleted this voiceless dental fricative sound in their pronunciation. This deletion was made by half of the students in the two words of medial position, as in the words ‘monthly’ [mɒnli] and ‘birthday’ [bɜːrdeɪ].

4. The Pronunciation Errors of [tʃ] Sound

Table 17 showed that 4.82% the total number of interlingual errors of pronunciation were identified as the errors in [tʃ] sound. It only occurred in initial position (1.46%) and medial position (3.36%), since this sound was not a problematic sound for Indonesian EFL learners. The percentage of [tʃ] sound errors was illustrated in the chart below:



Generally, [tʃ] was categorized as a voiceless palatal affricate sound. Since this sound does not exist in Indonesian phonetic system, the students replaced it with [c], [k], and [ʃ]. The deviation of [tʃ] only occurred in the initial and medial positions, because this sound did not become a problematic sound as long as it turned up in the final position of a word (Tiono & Yostanto, 2008, p. 93).

The first deviation was the changing of [tʃ] with [c]. Indonesian phonetic system does not have [tʃ] sound, but it has [c] sound that is similar to this sound. The students were not able to pronounce [tʃ] fluently and perfectly, the students' difficulties of pronouncing the sound [tʃ] were regarding of the manner of articulation, they changed the affricate sound by straightaway stopping the air stream. For example, 'cheap' [ci:p] and 'watching' [wa:cɪŋ].

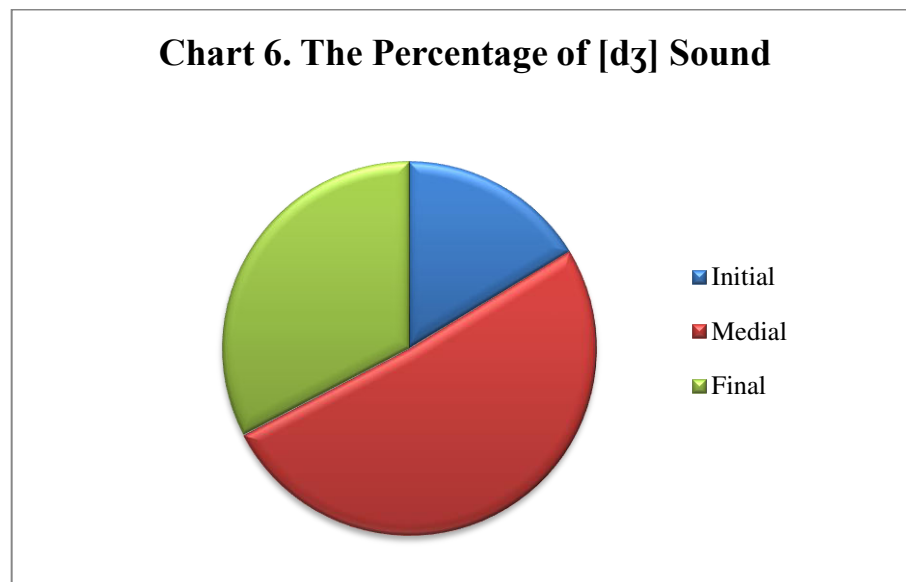
The next deviation done by the students was the substitution of [tʃ] with [k]. These sounds were dissimilar in the two aspects; place and manner of articulation. They altered the place of articulation by changing palatal with velar sound, which was completely different. It means that [tʃ] is produced if the front part of the tongue is raised to the hard palate, while [k] is produced when the back of the tongue is positioned against the velum. The second aspect was the manner of articulation, they changed affricate with stop. As in the word purchased [pu:rkɪsd] and orchard [ɔ:rtkɑ:rd].

The final deviation of [tʃ] was produced when the students changed it with [ʃ] that is voiceless palatal fricative sound. In the words 'leaching' and

‘marching’, they pronounced [li:fɪŋ] and [ma:rʃɪŋ]. They only deviated in one aspect, from affricate to fricative.

5. The Pronunciation Errors of [dʒ] Sound

From the table 17, it could be seen that the percentage of [dʒ] sound was 14.27%. There were 16 errors in initial position (2.33%), 50 errors in medial position (7.28%), and 32 errors in pronouncing [dʒ] sound in the final position (4.66%) made by the 12 students. The percentages of the pronunciation errors of [dʒ] sound were illustrated in chart below:



[dʒ] sound can be categorized in the three aspects, that is in the aspect of vocal cord, place of articulation, and manner of articulation. In this case, [dʒ] is voiced palatal affricate. There were four deviations of [dʒ], by switching it with [j], [g], [d], and [tʃ].

The first deviation was the switching of [dʒ] with [j]. Like sound [tʃ] and [c], Indonesian phonetic system also has [j] sound that is similar to [dʒ]. Unfortunately, the similarity between both sounds made the students difficult

in pronouncing [dʒ] sound. The similarities are in the vocal cord and place of articulation. Those two sounds are voiced sounds, which mean that they are produced with the vibration of the vocal cords. Then, [dʒ] and [j] are produced if the front part of the tongue is raised to the hard palate, which indicates that those two sounds are categorized as palatals. On the other hand, dissimilarities of these sounds are in the manner of articulation, [dʒ] sound is affricate sound, while [j] is stop sound and [dʒ] sound is pronounced rounded but the [j] in Bahasa Indonesia is not. For example, ‘ginger’ [jɪŋjər] and ‘general’ [jənərəl].

The second deviation done by the students was the substitution of [dʒ] with [g] that appeared in all of position; ‘geography’ [geogrepi], ‘legions’ [legiən], and ‘page’ [peɪg]. The students did not break one aspect, however, they broke other two aspects by replacing voiced palatal affricate with voiced velar stop. In essence, these two sounds have the same state of vocal cords but very different in terms of place and manner of articulation.

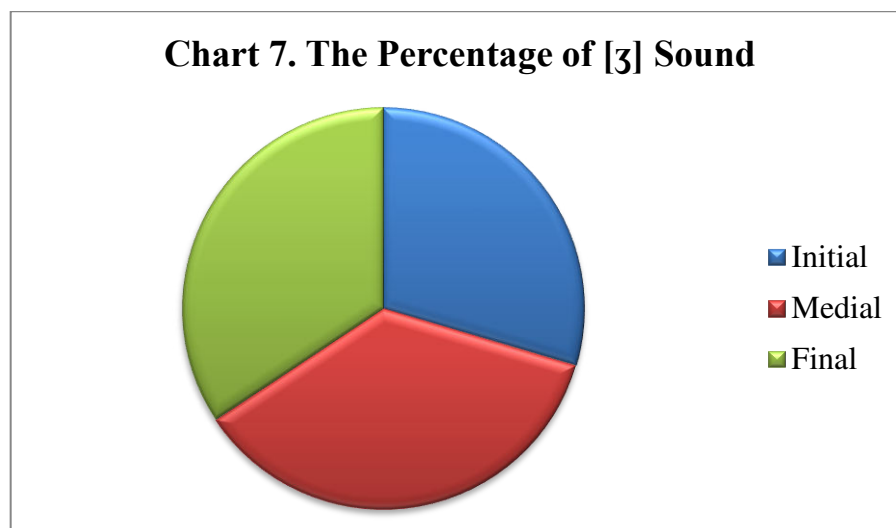
The next deviation was the substitution of [dʒ] with [d]. The deviation only happened in the medial position, but all of the students made this deviation. As in the words ‘cordial’ [kɔːrdiəl] and ‘individual’ [ɪndɪvɪdʒuəl]. [d] is categorized as voiced alveolar stop, aside from the fact that both of the sounds are voice sounds, the place and manner of articulation are dissimilar.

Another deviation was the substitution of [dʒ] with [tʃ]. This deviation shows that the students replaced the voiced palatal affricate sound with the voiceless palatal affricate sound. From the contrasting of the two sounds’ characteristics, it is clear that in this phonological error, the students generated

the deviation due to the fact that they altered the state of the vocal cords of the required sound. Instead of producing a vibration in their articulation, they eliminated that vibration causing the voiceless sound to be heard. For that reason, it can be concluded that they made another deviation when they replaced [dʒ] with [tʃ]. Some of the students made this deviation in all of the words that consist [dʒ] sound in the final position, as in the words ‘bridge’ [brɪtʃ], ‘page’ [peɪtʃ], ‘marriage’ [mæɪrɪtʃ], and ‘gouge’ [goutʃ].

6. The Pronunciation Errors of [ʒ] Sound

Based on the percentage table, the pronunciation of [ʒ] sound was the second most frequent error (24.63%). Among three positions of the occurrence, the medial position was the most frequent category of error (8.90%), then followed by the final position (8.45%), and the initial position (7.28%). The percentages of the pronunciation errors of [ʒ] sound were illustrated in chart below:



The last English consonantal sound that was problematic was [ʒ] sound. In English, [ʒ] sound is categorized as voiced palatal fricative. This kind of sound cannot be found in Bahasa Indonesia. The identification table showed that the students deviated the sound to several possibilities in their attempts of articulating [ʒ], it was deviated into four errors; the replacement of [ʒ] with [z], [ʃ], [s], and [dʒ].

The replacement of [ʒ] with [z] was the first deviation done by the students in the pronunciation of [ʒ]. In this deviation they replaced voiced palatal fricative with voiced alveolar fricative. It can be seen that they only deviated the place of articulation that should placed the front part of their tongue on the alveolar ridge rather than raised it to the hard palate. This deviation only happened in the initial 'zha' [za] and medial position 'unusual' [ʌnju:zuəl].

The next deviation was the switching of [ʒ] with [ʃ]. These sounds are similar, the difference is only in the state of the vocal cords. Whereas [ʒ] is voiced sound it means that there is vibration in the vocal cords, while [ʃ] is voiceless sound which there is no vibration in the vocal cords. It only occurred in the initial 'zsa-zsa' [ʃaʃa] and medial position 'decision' [dɪsɪʃən].

Another deviation was the substitution of [ʒ] with [s]. In this deviation, the students changed voiced palatal fricative with voiceless alveolar fricative. It means that the student only deviated the state of the vocal cords and place of articulations. There was only a student who made this pronunciation error and only in a position, that was in initial position 'zsa-zsa' [sasa]. In this case, the

student did not vibrate the vocal cords and replaced palatal sound with alveolar sound.

The last deviation of [ʒ] sound was the substitution of [ʒ] with [dʒ] sound. It was produced when the students changed [ʒ] with [dʒ] that is voiced palatal affricate sound. Some of the students made this pronunciation error only in the initial position, in the word 'genre' [dʒenre]. However, twelve of the twelve students made this deviation in the all words of final position, as in the words 'beige' [beɪdʒ], 'garage' [gɑrɑ:dʒ], 'mirage' [mɪreɪdʒ], 'rouge' [ruʊdʒ], and 'prestige' [presti:dʒ]. They only deviated in one aspect, from fricative to affricate.

4.2. Interpretation

Based on the findings of the study, there were several things that can be noted down. All of the participants made interlingual errors of pronunciation in the six consonantal sounds that do not exist in Indonesian phonetic system such as [v], [θ], [ð], [tʃ], [dʒ], and [ʒ]. The error of [v] sound that occurred in participants' pronunciation were: the substitution of [v] with [f] and [p]. The error of [ð] sound made by participants were: the changing of [ð] with [d], [t], [tʰ], and [θ]. The errors of [θ] sound that happened in participants' pronunciation were: the replacement of [θ] with [t], [tʰ], [ð], [d], [s], [f] and also the deletion of [θ]. The error of [tʃ] sound that occurred in participants' pronunciation were: the substitution of [tʃ] with [c], [k], and [j]. The errors of [dʒ] sound made by the participants were: the replacement of [dʒ] with [j], [g], [d], and [tʃ]. The last is the

error of [ʒ] sound that happened in participants' pronunciation were: the switching of [ʒ] with [z], [ʃ], [s], and [dʒ].

This finding was similar to Tiono and Yostanto's finding (2008) in their research. The research was conducted in Surabaya, East Java, Indonesia. All of the students made errors in [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] sounds. Students had difficulties to pronounce those six consonantal sounds due to the absence of those sounds in Indonesian phonetic system, therefore, they replaced those difficult sounds with Indonesian sounds that was similar to the difficult sound. It indicated that Indonesian students in different island have same difficulties in term of pronunciation.

This study showed that majority of the participants frequently made the interlingual errors of pronunciation on the [ð] sound. These interlingual errors of pronunciation asserted that participants faced difficulties due to the participants' first language or mother tongue interference. That is, the absence of some target language phonemes in the participants' first language. This statement is in line with Seddighi's statement (2010, p. 211) which stated that there were two basic factors that cause phonological problems; (1) the differences between the mother tongue and the target language, and (2) mother tongue interference. In this case, [ð] sound cannot be found in Bahasa Indonesia.

The students had difficulties in pronouncing some English consonantal sounds that do not exist in the Indonesian sound system like [v], [θ], [ð], [tʃ], [dʒ], and [ʒ], even those consonantal sounds which seem similar to some Indonesian consonantal sounds. The problematic sounds like [v]-[f], [tʃ]-[ç], and [dʒ]-[j], are

not identical, they have differences in vocal cords, manner, and place of articulation. According to Heffner (1969, p. 5), the difficulty lies in the fact that different languages mark the distinctive differences between their phonemes in different ways. In a tone with the result, the English consonantal sounds like [p], [tʃ], [dʒ], [ʃ], [ŋ], and [v] do not exist in Arabic sound system. Watson (2002) states in his research, the following consonants [p]-[b], [f]-[v], [tʃ]-[dʒ]-[ʃ] seem to be problematic for Arab speakers in learning English, this is due to the absence of these oppositions in Arabic. For example, [p], [v], and [tʃ] do not exist in Arabic. Other consonants are exist in Arabic, but they have different phonetics realizations.

Thus, ten of the twelve participants replaced [θ] with nearest sound [t] in the word ‘Thursday’ [tʰɜ:rsdeɪ], ‘thieves’ [ti:fz], and ‘breathless’ [bri:tləs]. Additionally, there were more than one deviations in one word, as in the word “birthday”, some students pronounced it as [bɜ:rtdeɪ], [bɜ:rsdeɪ], and [bɜ:rdeɪ] with the deviations of [θ→t], [θ→∅], and [θ→s]. While only one participant who pronounced [θ] as [f] in the word ‘health’ [helf].

This finding was generally similar to Yiing’s (2011), in his research, Chinese students also substituted some of the English sound, the substitution of English sounds occurs due to the fact that some of the English sounds do not exist in Mandarin Chinese. For instance, in consonant sound, [θ], [ð], [dʒ], [ʒ], and [v] are unshared sounds specific to English. [θ] and [ð] were realised as stops [t] and [d] respectively. In addition, in the present study, the [θ] sound which appears in the middle was realised as [f] sound. Substitution of English sounds occurs due to

the fact that some of the English sounds do not exist in the Mandarin Chinese. The substitution of [s] for [ʒ] sound which does not exist in Mandarin Chinese was produced as in words like 'vision' and 'leisure'. Final voiced palatal affricative [dʒ] was eliminated as it does not exist in Mandarin Chinese.

In the word 'individual' and 'cordial', the participants pronounced those words as written, because there is also the word 'individual' in Bahasa Indonesia and the pronunciation of all words is the same as the letter. On the other hand, in English, the sound in 'd' is vary, for example 'spread' pronounced as [spred] and 'individual' pronounced as [ɪndɪvɪdʒuəl]. It can be seen that the students made errors because they are not completely understand the inconsistencies in producing the English sound, while Bahasa Indonesia is always consistent.

Along this line, Islamiyah (2012) states that the students seem to have some difficulties in the inconsistencies found in producing some English sounds. It was caused by the transfer from the first language to the target language. The way the Indonesian sounds produced was brought by the students in pronouncing English sounds.

Moreover, the pronunciation errors that occurred because of the spelling interference, for example, the participants still confused in pronouncing some words as in the words 'beige' [beɪʒ], 'garage' [gərə:ʒ], 'mirage' [mɪrɑ:ʒ], 'rouge' [ru:ʒ], 'prestige' [presti:ʒ], 'seethe' [si:ð], 'breathe' [bri:ð], 'sheathe' [ʃi:ð], 'soothe' [su:ð], 'bathe' [beɪð], 'loathe' [loʊð]. This finding was consistent with Mathew (2005), as her findings explained about spelling interference that the role of 'th' in indicating a different phoneme may not have been apparent to the

participants. For example in 'seethe', the interdental [ð] was realized as [t] by some participants. Another obvious case of spelling interference was the common production of some other sibilant in the place of [ʒ] in 'leisure', where in other words 's' stands for [z], [s] or [ʃ].

Teacher's pronunciation ability is one of the factors that affect students' pronunciation. The fifth semester students of English Department Program made errors in all of the six consonantal sounds that do not exist in Bahasa Indonesia and the most error is in the [θ] sound. Thus, they should improve their pronunciation skills because they will be their students' model of correct pronunciation to give a good example of pronouncing English sounds correctly. This statement is strengthened by Harmer (2001). He argues that to minimize errors, teachers should be aware of their role as pronunciation model for the students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter mainly presents the conclusion and the suggestions of this study. The analysis in the previous chapter is concluded and finally the researcher attempts to suggest some important matters concerning to the discussion of this study. These suggestions are hopefully useful and helpful for everyone especially lecturers, students, or other researchers who are going to conduct the research in the same field.

5.1. Conclusion

The study has collected some important information from the fifth semester students of English Department Study Program at UIN Raden Fatah Palembang pronunciation in terms of interlingual errors of pronunciation. Based on the findings and interpretations, it can be concluded that:

Firstly, from the six consonantal sounds that do not exist in Indonesian phonetic system, the participants made errors in all of the six consonantal sounds. They are [v], [θ], [ð], [tʃ], [dʒ], and [ʒ] sound. The pronunciation errors made by the participants were the replacement of [v] with [f] and [p]. The changing of [ð] with [d], [t], [tʰ], and [θ]. The replacement of [θ] with [t], [tʰ], [ð], [d], [s], [f], and the deletion of [θ]. The substitution of [tʃ] with [c], [k], and [ʃ]. The replacement of [dʒ] with [j], [g], [d], and [tʃ]. The switching of [ʒ] with [z], [ʃ], [s], and [dʒ].

Secondly, this study revealed that the most frequent interlingual error of pronunciation made by the participants was the error in [θ] sound. It indicated that

the participants faced difficulties in pronouncing [θ] sound due to the absence of [θ] sound in Bahasa Indonesia that was completely different from Indonesian phonetic system. There were 178 errors made by the students with the percentage of 25.95%. Among three positions of the occurrence, the medial position was the most frequent category of error with 66 errors (9.62%), 62 errors in the initial position (9.04%), and then followed by 50 errors in the final position (7.29%).

5.2. Suggestions

Based on the study that has been done, the researcher would like to give some suggestion to the Lecturers of English, the English Department Students, and other researchers. The first is for the Lecturers of English, it is expected to give corrections and give further explanations toward students' errors during learning process in students' pronunciation when they make errors especially in the sound of [θ], [ʒ], [ð], [dʒ], [v], and [tʃ] to avoid some interferences from their native language.

The second is for the English Department Students, they are also expected to eliminate their errors and realize that their pronunciation will influence their future students' pronunciation. They will be the students' model of correct pronunciation to give a good example of pronouncing English sounds correctly. The last is for the other researchers, the researcher hopes that the results of this study can be the resolution, so that there will be the researchers that focus on some experimental or action researches to overcome students' problem in terms of interlingual errors in pronunciation. The researcher expects the further researcher

can apply a suitable technique that can reduce pronunciation errors significantly, therefore the students will improve their pronunciation.

5.3. Limitation of the Study

There are some limitations in this study. First, the number of the participants selected could have been larger. In future research, more participants could be recruited. Second, not all errors made by participants resulting from native language interference taken into investigation due to limited time. This study only analyzed the errors based on the absence of some target language phoneme. Finally, this study is limited to the study of the consonants system between the native language and target language. Thus, the vowels system in the test is disregarded.

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APPENDIX A

PRELIMINARY PRONUNCIATION TEST

1. Villa
2. Give
3. They
4. Other
5. Think
6. Birthday
7. Watching
8. Cheap
9. Individual
10. Page
11. Genre
12. Measure

APPENDIX B

PRONUNCIATION TEST

Read the following words slowly and clearly!

(Bacalah kata-kata berikut dengan perlahan dan jelas!)

- | | | |
|--------------|------------------|---------------|
| 1. Villa | 33. Thigh | 65. Bridge |
| 2. Viper | 34. Thought | 66. Page |
| 3. Very | 35. Theme | 67. Marriage |
| 4. Drivels | 36. Enthusiastic | 68. Gouge |
| 5. Clever | 37. Anything | 69. Zsa-Zsa |
| 6. Groves | 38. Breathless | 70. Zha |
| 7. Serve | 39. Monthly | 71. Zhi |
| 8. Give | 40. Ether | 72. Genre |
| 9. Jive | 41. Lethargic | 73. Zho |
| 10. They | 42. Birthday | 74. Decision |
| 11. There | 43. Wrath | 75. Occasion |
| 12. Then | 44. Moth | 76. Explosion |
| 13. Thou | 45. Health | 77. Unusual |
| 14. Them | 46. Worth | 78. Measure |
| 15. Though | 47. Booth | 79. Treasure |
| 16. Bother | 48. Bath | 80. Beige |
| 17. Other | 49. Chess | 81. Garage |
| 18. Although | 50. Cheap | 82. Mirage |
| 19. Soothing | 51. Chin | 83. Rouge |
| 20. Worthy | 52. Purchased | 84. Prestige |
| 21. Writhing | 53. Orchard | |
| 22. Northern | 54. Leaching | |
| 23. Seethe | 55. Watching | |
| 24. Sheathe | 56. Marching | |
| 25. Breathe | 57. Ginger | |
| 26. Soothe | 58. General | |
| 27. With | 59. Geography | |
| 28. Bathe | 60. Cordial | |
| 29. Loathe | 61. Individual | |
| 30. Thursday | 62. Agile | |
| 31. Thieves | 63. Legions | |
| 32. Thunder | 64. Trojan | |

