AN ERROR ANALYSIS OF PRONUNCIATION USED BY THE EIGHTH GRADE STUDENTS IN READING ALOUD (A CASE STUDY AT SMP DHARMA PATRA RANTAU)

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(A Case Study At Smp Dharma Patra Rantau)

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Yang membuat pernyataan



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AN ERROR ANALYSIS OF PRONUNCIATION USED BY THE EIGHTH GRADE STUDENTS IN READING ALOUD (A CASE STUDY AT SMP DHARMA PATRA RANTAU)

ABSTRACT

The purpose of this study was to find out the pronunciation errors made by the eighth grade students at SMP Dharma Patra Rantau in reading aloud activities and to investigate the factors that cause the pronunciation errors among the eighth grade students at SMP Dharma Patra Rantau in Reading aloud activities. This thesis was a descriptive qualitative research. The subject of this research was the eighth grade students of SMP Dharma Patra Rantau that consist of 5 students. Documentation and interview were the instrument used by the researcher in collecting the data. In this research, the researcher found that from a reading text assessment that consist of 103 words, the five students have done some errors of pronunciation during read the text. The first and the fifth students have done errors in pronounce 14 words or about 13, 59%. The second and the forth students have utteranced 9 errors of pronunciation words or about 8, 73%. Then, the third students have pronounced 12 errors of pronunciation words or about 11, 65%. There are some factors that caused the eighth grade did error in pronouncing reading text. The first factor is inter-lingual transfer that is the negative influence of first language, in this research the negative influence of Javanese give the impact for student in English acquisition. The next factor is Intra-lingual transfer is the negative transfer within the target language itself in other words. This factor occurred when student cannot recognize the phonetic of English transcription because it different to Indonesian.

Key Words : Error Analysis, Pronunciation, and Reading aloud

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a fundamental aspect of human existence, serving as a communication system within a social group. It can be expressed orally or in written form to express oneself or obtain new information. Language can be understood as a means of communication between members of the public, or as a communication system using arbitrary vocal symbols.

According to Hutapea, language has two understanding, the first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. An Indonesian learner may struggle with pronunciation in English, as they are taught the subject for understanding only. To improve pronunciation, students can imitate native speakers or use recorded materials. When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar[1].However, not all teachers can afford electronic devices, and the influence of various dialects in Indonesia creates complicated problems. Language has three major components: phonology, vocabulary, and grammar. Phonology plays a crucial role in pronunciation, and research on pronunciations, particularly vowels, is essential for effective language learning.

[1]Niagara Ramses Pandapotan Hutapea, Error Analysis of Students' Pronunciation in Pronouncing English Vowels And Consonants of SMK Harapan Baru Medan in The Academic Year 2023/2024, JURNAL *PENDIDIKAN DAN KONSELING* Vol. 5 NO. 4 TAHUN 2023, P. 704

According to Rafael, the students must be aware of pronunciation elements. English pronunciation is one of the most important sub-skills in speaking skill. Speaking without considering the pronunciation will cause different interpretation in meaning among the speakers and listeners. There are many misunderstanding in the meaning of the words spoken caused by the inaccurately and wrongly pronunciation. Unfortunately, the sound system in each English word is different from one word to another word; these things cause difficulties in reciting and pronouncing the English words for most of Indonesian people.[2]

The errors made by students above are commonly. To minimize these errors, it is necessary to study the analysis of language errors. Error analysis is on the other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. Language learning is basically a process that cannot be separated from mistakes in misunderstandings in order to gain skills and obtain clear information.

Clear and efficient communication play a fundamental role in achievement in academic success, where accurate pronunciation serves as a crucial factor.[3] Mispronunciations go beyond linguistic subtleties, frequently causing misunderstandings that disrupt the smooth flow of communication.[4] Especially in academic settings, students facing challenges with pronunciation may confront difficulties in understanding and articulating ideas proficiently. Emphasizing the

[2]Agnes Maria Diana Rafael , Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN. Jurnal *Ilmiah Bina Bahasa*, Vol. 12 No. 1, Juni 201, P. 03

[3]Amber Firdaus, Kalsoom Jahan and Bibi Ranra, "Unlocking Academic Succes, Exploring the Impact of Teacher-Student Relationship on ESL Learners' Performance," Johan-e-Tahqeeq Vol. 6, No. 3 (2023), P. 29.

[4]Sophie Moore, "We Just Do Us': Exploring the Language Use and Cultural Identify of Intercultural Couple in Auckland" (Auckland University of Technology, 2022) P. 55.

transformative influence of precise pronunciation, not only in surmounting language barriers but also in improving overall clarity, highlights its essential contribution to academic accomplishment.[5]

The act of reading aloud, highly esteemed as a fundamental pedagogical practice, plays a multifaceted role in nurturing language proficiency. Beyond its apparent contributions to fluency and comprehension this practice as a crucible for developing accurate pronunciation.[6] Involving students in the act of reading aloud extends beyond mere word recitation, it provides purposeful opportunities for them to intricately refine their pronunciation skills. Significantly, the real time nature of this pedagogical tool offers immediate feedback, granting students a unique chance to identify and correct pronunciation errors promptly.

Pronunciation is one of the important aspects to support communication. Trisnawati argued that pronunciation is one of the most important things to remember when someone wants to speak English. By using clear pronunciation, the message will be conveyed clearly. On Contrary, without precise pronunciation, misunderstanding in communication will appear. Pronunciation is a tool for producing special sounds when people speak. Therefore, good pronunciation will result in good communication.[7]

The English pronunciation is complicated and confusing because the system of vowels and consonants has a lot of different sounds. It drives to the reason of

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[5]Martha C Pennington et al, "Framing the teaching of pronunciation," English of Pronunciation," English Pronunciation Teaching and Research: Contemporary perspectives, 2019, P. 119.

[6] Nell K Duke and Joanne Carlisle, "*The Development of Comprehension in Handbook of Reading Research*. Vol. IV (Routledge, 211) P. 204.

[7]Ice Trisnawati, Error Analysis on English Consonant Pronunciation Produced By The Fifth Semester Students of English Education Department, Jurnal *Bahasa, Sastra dan Budaya Tamaddun Life*, Vol. 19 No. 2 (2020), P. 118.

why it is very hard for non-native speakers to deal with the English pronunciation. A particular sound which does not exist in the native language can therefore pose a difficulty for the second language learners to produce or some times to try to substitute those sounds with similar ones in their mother tongue. While it happened to the second language learners, it is obvious that the foreign language learners would get more difficulties. Based on this reason, the researcher is inspiring to do the research which describe about An Error Analysis of Pronunciation Used By The Eighth Grade Students In Reading Aloud (a Case Study At SMP Dharam Parta Rantau)

B. Problem of Study

Based on the background of the study above, the research problem of this research are as follow:

1. What are the specific pronunciation errors made by the eighth grade students at SMP Dharma Patra Rantau in reading aloud activities?
2. What are the factors that cause the pronunciation errors among the eighth grade students at SMP Dharma Patra Rantau in reading aloud activities?

C. Purpose of Study

The purpose of the study are as follow:

1. To find out the pronunciation errors made by the eighth students at SMP Dharma Patra Rantau in reading aloud activities.
2. To investigate the factors that cause the pronunciation errors among the eighth grade students at SMP Dharma Patra Rantau in reading aloud activities

D. Significance of Study

In this study**,** the research contribute some significant of study for the reader. The significant are consist of:

1. Practical Significances

   The research contribute the pedagogical landscape by providing a nuanced understanding of the specific pronunciation errors made by the eighth grade students. This insight will serve as a foundation for the development of targeted teaching strategies, facilitating more effective language instruction.

2. Theoretical Significances

   Uncovering the contributing factors to pronunciation errors will enable educators and curriculum developers to design interventions that addressed the root causes of these errors. By understanding the intricacies of the challenges faced by the students, the study lays the groundwork for evidence-based interventions that can enhance the overall language learning experience.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The Pronunciation Errors Did by the Eighth Grade Students at SMP Dharma Patra Rantau in Reading Aloud.

To analyze the students' error of pronunciation, the researcher has done the reading test on 3rd June 2024. In this research, the researcher check the errors of pronunciation which is done by the eighth grade students by applying the reading text which derived from the English book materials of eighth grade students. The texts consist of three paragraphs that included 103 words. In this study, researcher made the written text that was phonetic transcription of the data before finding out the errors. The phonetic transcription was taken from Online Oxford Advanced Learner's Dictionary. The result of transcription of 103 words can be seen as the table below:

The Phonetic Transcription		
The = ðə	Most = məʊst	Beautiful = ˈbjuːtɪfl
And = ænd	The = ðə	Ugliest = ˈʌgli
Each = iːtʃ	and = ænd	but = bʌt
year = jɜː(r)	Funny = ˈfʌni	I = aɪ
there = ðeə(r)	He = hiː	Do = duː
is = ɪz	Often = ˈɒftən	Not = nɒt
a = ə	Take = teɪk	Like = laɪk
dog = dɔːg	His = hɪz	To = tu
competition = ˌkɒmpəˈtɪʃn	dog = dɔːg	work = wɜːk
In = ɪn	to = tu	hard.= haːd
Our = ˈaʊə(r)	the = ðə	I = aɪ
Town = taʊn	Pet = pet	Also = ˈɔːlsəʊ
The = ðə	Salon = ˈsælɒn	enter = ˈentə(r)

competition = ˌkɒmpəˈtɪʃn	He = hiː	the = ðə
is = ɪz	spend = spend	competition = ˌkɒmpəˈtɪʃn
called = kɔːl	more = mɔː(r)	and = ænd
The = ðə	Money = ˈmʌni	I = aɪ
most = məʊst	than = ðæn	always = ˈɔːlweɪz
Beautiful = ˈbjuːtɪfl	Bill = Bill	Win = wɪn
dog = dɔːg	does = dʌz	a = ə
competition = ˌkɒmpəˈtɪʃn	but = bʌt	Little = ˈlɪtl
a = ə	Bill's = Bill	prize = praɪz
lot = lɒt	dog = dɔːg	For = fɔː(r
of = ɒv	is = ɪz	the = ðə
people = ˈpiːpl	Cuter = kjuːt	ugliest = ˈʌgli
join = dʒɔɪn	and = ænd	dog = dɔːg
the = ðə	Funnier = ˈfʌni	In = ɪn
competition = ˌkɒmpəˈtɪʃn	Bills = Bills	the = ðə
but = bʌt	keeps = kiːp	Town = taʊn
Bill = Bill	It = ɪt	
wins = wɪns	very = ˈveri	
Every = ˈevri	well. = wel	
Time = taɪm	I = aɪ	
Tim's = Tims	Have = hæv	
dog = dɔːg	a = ə	
is = ɪz	Dog = dɔːg	
cute = kjuːt	Too = tuː	

Based on the phonetic transcription above, then the researcher made the comparison to the students' pronunciation result from recording of the reading text aloud. In this study, the researcher had chosen five of eighth grade students of SMP Dharma Patra named Avinza Riskiawan Hakiki (ARH), Ufairahilmi (UH), Fadli Aditia Mardian (FAM), Azura Naila Hakim (ANK) and Dea Desti Darnita (DD). The result of students' utterance of pronunciation can be seen as follow:

a. The Error Pronunciation made by student ARH

Words	Dictionary Pronunciation	Student Pronunciation
year	jɜː(r)	Yir
dog	dɔːg	dog
Our	ˈaʊə(r)	ər
Town	taʊn	Ton
Called	kɔːl	Kaled
Often	ˈɒftən	oftən
Take	teɪk	Tek
spend	Spend	Speind
than	Ðæn	Ten
does	dʌz	Duz
Cuter	kjuːt	Kater
work	wɜːk	Word
Also	ˈɔːlsəʊ	Also
always	ˈɔːlweɪz	alweɪz
Total		14 error

Based on the result of pronunciation transcription above, there were 103 words which assessed to analyze the pronunciation errors which are utterance by the eighth grade students. For the first respondent, the researcher had analyze one of students named Avinza Riskiawan Hakiki. During pronounce the reading text, the respondent had done some errors of pronunciation which is shown as the table above. Based on the table, it can be concluded that from 103 words in the reading text, the respondent did error pronunciation in mentioning 14 words or about 13, 59% of errors pronunciation. (the result of analyses can be seen as the calculation below)

$$\frac{14}{103}\ x\ 100 = 13,59\ \%$$

Note :

14 : the total number of error pronunciation words

103 : the total number of words in reading text

13, 59% : the percentage of error pronunciation words

b. The Error Pronunciation made by student UH

Words	Dictionary Pronunciation	Student Pronunciation
dog	dɔːg	dog
Our	ˈaʊə(r)	ər
Called	kɔːl	Kolid
Often	ˈɒftən	oftən
spend	Spend	Spid
Cuter	kjuːt	Kater
Also	ˈɔːlsəʊ	Also
always	ˈɔːlweɪz	alweɪz
ugliest	ˈʌgli	uglis
Total		9 error

The, the researcher also applied the reading test to the second student named Ufairahilmi. Based on the result of recording of reading text, the researcher found that the second students did 9 errors of pronunciation or about 8, 73%. (the result of analyses can be seen as the calculation below)

$$\frac{9}{103}\ x\ 100 = 8{,}73\ \%$$

Note :

9 : the total number of error pronunciation words

103 : the total number of words in reading text

8,73% : the percentage of error pronunciation words

c. The Error Pronunciation made by student FAM

Words	Dictionary Pronunciation	Student Pronunciation
dog	dɔːg	dog
Town	taʊn	Ton
Called	kɔːl	Koled
Time	taɪm	Tem
Often	ˈɒftən	oftən
Take	teɪk	Tek
keeps	kiːp	Kep
does	dʌz	Duiz
Cuter	kjuːt	Kater
Also	ˈɔːlsəʊ	Also
always	ˈɔːlweɪz	alweɪz
prize	praɪz	prɪz
Total		12 error

Based on the result of pronunciation transcription above, there were 103 words which assessed to analyze the pronunciation errors which are utterance by the eighth grade students. For the third respondent, the researcher had analyze one of students named Fadli Aditia Mardian Syahputra. During pronounce the reading text, the respondent has done some errors of pronunciation which was shown as the table above. Based on the table, it can be concluded that from 103 words in the reading text, the respondent did error pronunciation in mentioning 12 words or about 11, 65% of errors pronunciation. (the result of analyses can be seen as the calculation below)

$$\frac{12}{103}\ x\ 100 = 11{,}65\ \%$$

Note :

12 : the total number of error pronunciation words

103 : the total number of words in reading text

11, 65% : the percentage of error pronunciation words

d. The Error Pronunciation made by student ANH

Words	Dictionary Pronunciation	Student Pronunciation
dog	dɔːg	dog
Town	taʊn	Ton
Called	kɔːl	Koled
Often	ˈɒftən	oftən
Take	teɪk	Tek
Cuter	kjuːt	Kater
Also	ˈɔːlsəʊ	Also
always	ˈɔːlweɪz	alweɪz
prize	praɪz	preɪz
Total		9 error

Then, for the next respondent the researcher had recoded the reading test of the eighth grade students named Azura Naila Hakim. During pronounce the reading text, the respondent had done some errors of pronunciation which was shown as the table above. Based on the table, it can be concluded that from 103 words in the reading text, the respondent did error pronunciation in mentioning 9 words or about 8, 73% of errors pronunciation. (the result of analyses can be seen as the calculation below)

$$\frac{9}{103}\ x\ 100 = 8{,}73\ \%$$

Note :

9 : the total number of error pronunciation words

103 : the total number of words in reading text

8,73% : the percentage of error pronunciation words

e. The Error Pronunciation made by student DD

Words	Dictionary Pronunciation	Student Pronunciation
dog	dɔːg	dog
Ugliest	ˈʌgli	yuglist
Our	ˈaʊə(r)	Or
Town	taʊn	Ton
Called	kɔːl	Koled
Often	ˈɒftən	oftən
Take	teɪk	Take
does	dʌz	Duiz
spend	Spend	Spid
Cuter	kjuːt	Kater
Funnier	ˈfʌni	ˈfenər
Also	ˈɔːlsəʊ	Also
always	ˈɔːlweɪz	alweɪz
prize	praɪz	Prize
Total		14 error

Based on the result of pronunciation transcription of 103 words which assessed to analyze the pronunciation errors which are utterance by the eighth grade students Dea Desti Darnita also did the errors of pronunciation. During pronounce the reading text, the respondent had done some errors of pronunciation which is shown as the table above. Based on the table, it can be concluded that from 103 words in the reading text, the respondent did error pronunciation in mentioning 14 words or about 13, 59% of errors pronunciation. (the result of analyses can be seen as the calculation below)

$$\frac{14}{103}\ x\ 100 = 13,59\ \%$$

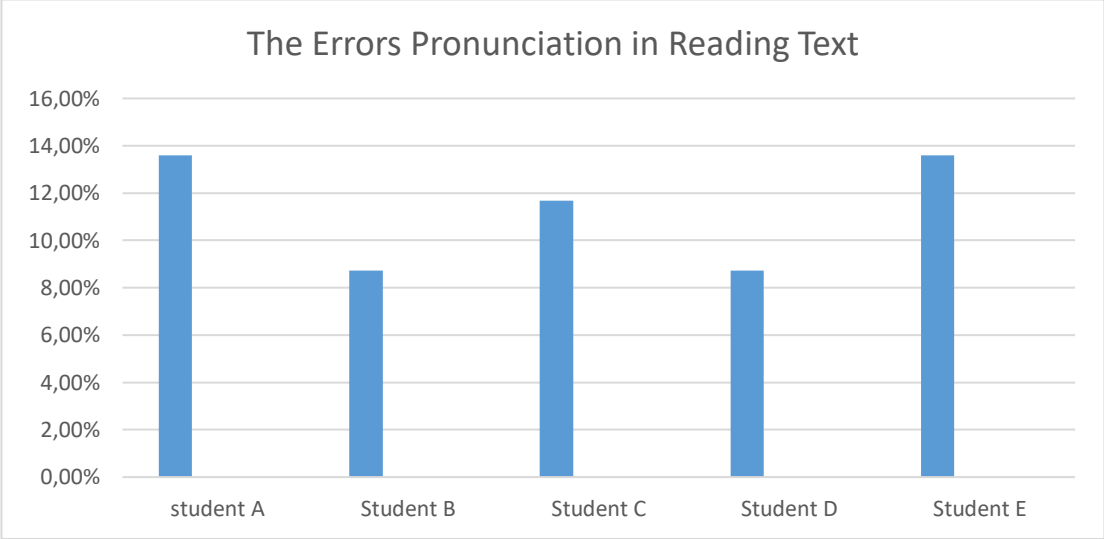
Note :

14 : the total number of error pronunciation words

103 : the total number of words in reading text

13, 59% : the percentage of error pronunciation words

After compare the whole of errors of pronunciation which are utterance by the five of the eighth grade students at SMP Dharma Patra, the researcher displayed whole errors of pronunciation as describe it in the graphic. The result all of transcription is as follow:



2. The Factors that Cause the Pronunciation Errors among the Eighth Grade Students at SMP Dharma Patra Rantau in Reading Aloud Activities.

In this study, the researcher had done interview to find out the factors that caused the pronunciation errors among the eighth grade students at SMP Dharma Patra Rantau in reading aloud activities. Based on the interview which was conducted on 4th June 2024, the researcher asked ten items of question to five students. The result of interview are as follow:

a. What is your ethnic ?

   Based on this question, the researcher got the result that the five students are derived from three different ethnic. Three of five students are derived from Javanese ethnic, they are ARH, DD and FAM. Furthermore, the two students remain are derived from Batak and Minang.

b. What language do you usually use in your daily routines?

   Then, to analyze the factors that cause the students' error pronunciation, the researcher also asked students about their daily language used. For this question, the researcher got the information that the student initialized UH used Minang at home among her family members but she uses Indonesian to communicate at school and in her other formal communication. Besides of UH, the four other students use Indonesian both in all of their communication both in school and at their home environment.

c. What language do you usually use to communicate in your environment?

   Based on this question, the researcher got the information that the all of students use Indonesian to communicate in their environment. Besides of UH, she use Minang in her communication.

d. Do you study English in the school ?

Besides of analyze the students language used, the researcher also analyzed the factor that caused the error pronunciation by investigating the students' language learning in the school. Based on this question, the researcher got the information that all of students study English at school. It meant that the English pronunciation is familiar for them.

e. How do you study English at school?

The researcher also asked this question to compare the ways of students to study English pronunciation at home. Based on this pronunciation, the researcher got the result that the five students have various answer, the student ARH said that he studied English listening and reading, the student initialized UH studied English in the school by listening, watching, and reading, the student initialized DD studied English by listening, reading and reading comprehension, the student initialized ANH studied English by listening and focus on teacher instruction, lastly, the student initialized FAM studied English by listening and reading comprehension.

f. Did you study English by reading text aloud?

The researcher also asked this question to make sure that the students have been familiar to reading aloud. It due to, the primary data is derived from reading aloud test. Based on this question, the researcher got the information that the all of students study English by using reading text book.

g. Have you studied English pronunciation?

The researcher also asked the question to investigate the students' point of view about the English pronunciation. Based on this question, the researcher

got the information that all of student have studied English pronunciation. It can be sure that they are have familiar and known about English pronunciation.

h. Does reading text aloud strategy help you in studying English pronunciation?

In this question, the researcher also asked student about the reading aloud strategy to help them in learning English pronunciation. The five students answer that the reading aloud strategy is very benefit to help them in study English pronunciation because they can practice their pronunciation orally.

i. How often do you study reading text aloud at school?

Based on this question, the researcher got the information that the five students is often study English pronunciation by practicing reading text aloud. The students initialized UH, ANH and ARH mentioned in detail that they study reading text aloud about twice in a week.

j. How is your ability in mastery English pronunciation?

For this last question, the researcher got the information that the student initialized DD and UH has the good ability in mastery English pronunciation. Meanwhile the student initialized FAM described that his ability is categorized “enough” in mastery English pronunciation. Furthermore, the student initialized ANH said that she has the lack ability in pronunciation, similarly to ARH that said that he is not fluent is utterance English pronunciation.

B. Discussion

Based on the instrument, the researcher found that the eighth grade students of SMP Dharma Patra Rantau did some errors of pronunciation during practicing reading text aloud. In this case, the researcher concluded that from a reading text assessment that consist of 103 words, the five students has done some errors of pronunciation during read the text. The first and the fifth student named ARH, he has done errors in pronounce 14 words or about 13, 59%. The error of pronunciation is occurred when he utterance the words year, dog, our, town, called, often, take, spend, than, does, cuter, work, also, and always.

The second student named UH, in reading aloud of 103 words UH has done 9 words error of pronunciation or about 8, 73%. The errors which are done UH is done in utterance words dog, our, called, often, spend, cuter, also, always, and ugliest.

The next student named FAM, he has read 103 of reading text aloud and has done 12 errors of pronunciation words or about 11, 65%. The errors pronunciation which is done by FAM is occurred in utterance the dog, town, called, time, often, take, keeps, does, cuter, also, always and prize.

The forth students named ANH has utterance some errors pronunciation during reading aloud text. From 103 words, ANH has done error of pronunciation about 9 words or about 8, 73%. There are some error pronunciation words, they are dog, town, called, often, take, cuter, also, always, and prize.

The fifth student named DD also did error pronunciation during reading text aloud. From 103 words in reading text, DD did error in utterance 14 words or about

13,59%. The errors pronunciation words are dog, ugliest, our, town, called, often, take, does, spend, cuter, funniest, also, always and prize.

Among 103 words which included in the reading text, there are some words that commonly error utterance by students, the words are dog, called, town, take, often, cuter, spend, also, funniest, always and prize. The error pronunciation of the words are caused some factors that commonly faced by students in studying English pronunciation.

Hutapea in Brown argued there are four major categories the sources of learner's problems, that included Inter-lingual transfer, Intra-lingual transfer, words, Context of Learning, Communication strategy. The first factor that caused error pronunciation which is done by eighth grade students is the impact of mother tongue which is used by students in their home and their environment. The students which is derived from Javanese and use the language as mother tongue both in their home and environment give the impact toward their English acquisition. Furthermore, the students which is derived from Batak and Minang also toward similar problem during utterance the English pronunciation.

Based on the result of interview, the researcher got that three of five students initialized ARH, FAM, and DD is derived from Javanese they also used Javanese as their mother tongue and during their communication in the outside of formal communication in the school. Consequently, the first mother tongue impact to their English acquisition. The most error which done by the students who derived from Javanese. The error is appear when they pronounce which begin from 't' or the word that consist the middle 't'. most of them cannot pronounce the word with the long stress such as the word 'town' which the correct pronunciation /taʊn/ but most

of student said it /ton/. Similarity error was also found when students pronounce the word /take/, the correct pronunciation is /teɪk/ but some students said it /tek/. The other error also done in word “time” actually, they have to pronounce it /taim/ but some of them said it /tem/.

The factors that cause error pronunciation which is faced by the students initialized ARH, FAM, and DD is categorized in inter-lingual transfer error. The inter-lingual transfer is caused by the impact of first language which is used by the students in their environment. In this case, the three students derived from Javanese, consequently there are accent and utterances of Javanese that impact on students’ English acquisition.

The error pronunciation which done by the eighth students of SMP Swasta Dharma Patra in line with Octaviani research, she found that the first language of the participants had a significant impact on their English pronunciation. The specific errors varied depending on the region and the participants' first language dialect. In the Javanese area, errors were observed in sounds such as /d/, /b/, /p/, /g/, /t/, and /r/.[35]

The other factors that cause the errors pronunciation is the impact of Indonesian phonetic symbol. The differences between English and Indonesian phonetic symbols make students confuse about the way to pronounce the English words. Based on the result of interview, all of students cannot pronounce the word ‘dog’ correctly. Commonly, they cannot the vowel /ɔ/ correctly. It due to, the Indonesian alphabet only recognize /o/ that cause the students cannot understand

[35]Reza Putri Octaviani, The Impacts Of First Language On Students’ English Pronunciation. *International Journal of Indonesian Education and Teaching*, Vol. 8, No. 1, January 2024, P. 171.

the words that included the vowel /ɔ/. In line with the error which done by the forth student, in word ‘keep’ the student pronoun it /kep/. The incorrect pronunciation it due to the different phonetic between Indonesian and English. The similar error also happened when student pronounce the word /always/ most of them said it /alwei/ meanwhile in English phonetic it must be said /ɔːlweɪz/.

The factor that caused the error of pronunciation because of the differences of phonetic symbols between Indonesian and English is categorized intra-lingual transfer error. There are many kind of phonetic symbols that cannot found in Indonesian. It caused many students cannot pronounce the words by using English phonetic well. The limitation of Indonesian phonetic transcription make them confused to recognize the various English pronunciation.

The various of English phonetic is very different to Indonesian, it support by Octaviani, the vowel in English is divided into two groups: short vowels and long vowels. A short vowel is noticeably shorter than a long vowel. The example of short vowel is /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/, /ə/. Meanwhile, the example of a long vowel is /iː/, /uː/, /ɑː/, /ɔː/, and /ɜː. Meanwhile, all letters that are not included in the vowel are called consonants, which are where the air is blocked somehow before leaving the mouth. Despite only a few letters, these vowels are very important in spelling, pronunciation, and grammar. A consonant is a sound that we make by blocking air through the mouth or nose. We hold it in with our lips, tongue, teeth, upper mouth, and back of the throat. Examples of consonant sounds are /p/, /f/, /θ/, /t/, /s/, /ʃ/, /ʧ/, /k/. Consonants are one part of linguistics that is easy but more complicated to understand. According to Vocabulary.com, the notion of a consonant is a letter that is not a vowel. So, every letter that isn`t A, E, I, O, U, and

sometimes Y is a consonant. A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants.[36]

It similar to the result of the research which is found by Kayyis, she said that problem in language learning is to add new sounds. It means that, in the target language learners meet the difficulties to pronounced new sounds that never appear in their first language. The factors caused students error in pronouncing English words was the influencing from mother tongue and the age in learning English and also differences of phonetics transcriptions.[37]

The next factor that caused the error pronunciation is the influence of the context of learning. Context of Learning is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning.

Based on the result of observation, the researcher found that the eighth grade students of SMP Swasta Dharma Patra study English pronunciation which is taught by an English teacher of Javanese. She is a bachelor degree graduation of English department education. In English learning activity, she taught students to pronounce the English reading text after listening section. Even though the English teacher is not an English native speaker, but she let students to listen the pronunciation of English native by practicing listening activity.

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[36]Reza Putri Octaviani, The Impacts Of First Language On Students' English Pronunciation. *International Journal of Indonesian Education and Teaching*, Vol. 8, No. 1, January 2024, P. 167.

[37]Rahmatika Kayyis, The Impact of Javanese Language to English Pronunciation Error: How and Why?, ELT-Lectura: Jurnal Pendidikan, Vol 4, No 2, Agustus 2017, P. 69.

To run the English learning activity, the English teacher applied the eighth grade English materials text book in ‘Kurikulum Merdeka’. The English material book consist of various activity to guide student to improve student ability included English pronunciation.

The nonnative language tutor and suitable English materials book is one of struggle faced by students in studying English pronunciation. It similar to Hutapea opinion that said that “An Indonesian learner may struggle with pronunciation in English, as they are taught the subject for understanding only. To improve pronunciation, students can imitate native speakers or use recorded materials. When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar[38]”.

The other factors that caused the errors pronunciation is the communication strategy. The eighth grade students at SMP Dharma Patra has applied many communication strategy to improve their pronunciation. Based on the result of interview, the researcher found that the students practice listening the recording from native speaker. On the other side, they also practice reading aloud to measure the development of their pronunciation ability. Based on the result of interview, the students said that the reading aloud text is very benefit for them. They study pronunciation by practicing listening and reading text regularly twice a week, at least. The students initialized DD and UH has the good ability in pronunciation. The student named FAM has enough ability in mastery English pronunciation.

[38]Niagara Ramses Pandapotan Hutapea, Error Analysis of Students’ Pronunciation in Pronouncing English Vowels And Consonants of SMK Harapan Baru Medan in The Academic Year 2023/2024, JURNAL *PENDIDIKAN DAN KONSELING* Vol. 5 NO. 4 TAHUN 2023, P. 704

Meanwhile, the student ARH and ANH feel that they have the lack ability in mastery pronunciation and they are also studying hard to pronounce it well.

The communication strategy in enhancing students' ability in mastery English is very important for students. In line with Hutapea that said that communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem.[39]

[39]Niagara Ramses Pandapotan Hutapea, Error Analysis of Students' Pronunciation in Pronouncing English Vowels And Consonants of SMK Harapan Baru Medan in The Academic Year 2023/2024. Jurnal *Pendidikan dan Konseling* Vol. 5 No. 4 Tahun 2023, P. 706.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher drawn some conclusion as follow:

1. Based on the result of study to the five of eighth grade student in SMP Swasta Dharma Patra, the researcher concluded that from a reading text assessment that consist of 103 words, the five students has done some errors of pronunciation during read the text. The first and the fifth students has done errors in pronounce 14 words or about 13, 59%. The second and the forth students has utterance 9 errors of pronunciation words or about 8, 73%. Then, the third students has pronounce 12 errors of pronunciation words or about 11, 65%.
2. There are some factors that caused the eighth grade did error in pronounce reading text. The first factor is inter-lingual transfer that is the negative influence of first language, in this research the negative influence of Javanese give the impact for student in English acquisition. The next factor is Intra-lingual transfer is the negative transfer within the target language itself in other words. This factor occurred when student cannot recognize the phonetic of English transcription because it different to Indonesian.

B. Suggestion

The researcher provided some suggestions as follows:

1. The researcher hopes that the students who derived from the various ethnic should practice English pronunciation regularly to change the impact of the ethnic accent toward English pronunciation.
2. The researcher also hopes for English teacher in SMP Dharma Patra should apply the variation of communication strategy to improve students' pronunciation particularly the pronunciation of English native speaker.