

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS
OF ENGLISH VOICELESS PLOSIVE CONSONANT
PRODUCED BY THE STUDENTS
OF JUNIOR HIGH SCHOOL OF CAHAYA BANGSA SCHOOL
IN THE ACADEMIC YEAR OF 2018/ 2019**

**By :
ROHMATUN NISA
Student Number : 1501070298**

**Tarbiyah and Teachers Training Faculty
English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

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**Sponsor : Dr. Umi Yawisah, M.Hum
Co – Sponsor : Ahmad Subhan Roza, M. Pd**

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Assalamu 'alaikum Wr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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CONSONANT PRODUCED BY THE STUDENT OF CAHAYA
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu 'alaikum Wr. Wb.

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APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No.B-0346/11-28-1/D/PP-00-9/10/2020

An Undergraduate thesis entitled: AN ERROR ANALYSIS OF ENGLISH VOICELESS PLOSIVE CONSONANT PRODUCED BY THE STUDENTS OF CAHAYA BANGSA SCHOOL IN ACADEMIC YEAR OF 2018/ 2019, written by ROHMATUNNISA, student number 1501070298, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 22th 2020 at 13.00- 15.00 p.m.

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PANITIA MUNAQOSAH
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The Dean of Tarbiyah and Teaching Training Faculty,



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**AN ERROR ANALYSIS
OF ENGLISH VOICELESS PLOSIVE CONSONANT
PRODUCED BY THE STUDENTS
OF JUNIOR HIGH SCHOOL OF CAHAYA BANGSA SCHOOL
IN THE ACADEMIC YEAR OF 2018/ 2019**

ABSTRACT

BY:

ROHMATUN NISA

This research was conducted based on the phenomenon happened in the school. The students have low ability in pronunciation. They got difficulty in pronouncing English words including plosive voiceless consonants sound. Therefore, this thesis discussed the error analysis in pronouncing plosive voiceless consonants sound. The purpose of this research was to classify the types of errors made by the students which students made in pronouncing plosive voiceless consonants sound and to count the total of errors that students made.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the seventh grade of Junior High School of Cahaya Bangsa School, it was considered by using purposive sampling technique. In collecting the data, the researcher asked the students to pronounce some words including plosive voiceless consonants while the researcher recorded them. Then, the researcher made transcription of their recording to be analyzed of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory.

The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 44 errors' items which made by the students. The most common errors were omission which was 32 errors' items or 73% made by the students, misordering was 3 items or 7%, misformation was 5 items of errors or 11%, and addition was 4 items or 8% which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

Keyword: Analysis, Error, Pronunciation, Voiceless Plosive Consonant

**ANALISIS KESALAHAN SISWA
DALAM PENGUCAPAN BUNYI VOICELESS PLOSIVE CONSONANT
DI SMP CAHAYA BANGSA SCHOOL
TAHUN AJARAN 2018/ 2019**

ABSTRAK

OLEH:

ROHMATUN NISA

Penelitian ini dilakukan berdasarkan fenomena yang terjadi di sekolah. Siswa memiliki kelemahan dalam kemampuan pengucapan. Mereka mengalami kesulitan dalam mengucapkan kata-kata Bahasa Inggris yang mengacu *plosive* konsonan. Disisi lain, skripsi ini mendiskusikan analisis kesalahan siswa dalam mengucapkan suara *plosive* konsonan. Tujuan dari penelitian ini adalah untuk mengklasifikasikan tipe dari kesalahan yang dibuat oleh siswa yang siswa buat dalam pengucapan suara *plosive* konsonan dan menghitung total dari error yang siswa buat.

Penelitian ini dilakukan berdasarkan analisis deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas tujuh SMP Cahaya Bangsa School, ini didasarkan pada teknik *purposive sampling*. Dalam pengumpulan data, peneliti meminta siswa untuk mengucapkan beberapa kata terkait suara *plosive* konsonan kemudian merekamnya. Kemudian, peneliti membuat transkrip dari rekaman mereka untuk dianalisis dari kesalahan mereka berdasarkan *surface strategy taxonomy*.

Hasil penelitian menunjukkan bahwa ada 4 tipe kesalahan yaitu *omission*, *addition*, *misformation*, dan *misordering*. Total dari kesalahan siswa adalah 44 item. Kesalahan yang paling dominan adalah *omission* sebanyak 32 kesalahan atau 73%, *misformation* sebanyak 5 kesalahan atau 11%, *addition* sebanyak 4 kesalahan atau 8%, dan *misordering* sebanyak 3 kesalahan atau 7% yang dimaksudkan bahwa ini yang apling rendah dibandingkan tipe kesalahan yang lain berdasarkan *surface strategy taxonomy*.

Kata kunci: Analisis kesalahan, Pengucapan, Plosive konsonan

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 06 January 2019

The Researcher



ROHMATUN NISA
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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 06 Januari 2020

Peneliti



ROHMATUN NISA

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MOTTO

...رَبِّ اشْرَحْ لِي صَدْرِي. وَيَسِّرْ لِي أَمْرِي.
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي. يَفْقَهُوا قَوْلِي

*“Oh Allah expand my chest, and make my matters easy for me, take the notch out
of my tongue so they could understand my speech”*

(At-Thoha:25-28)

You never know what life is gonna throw at you.

But you do know that you have two choices: run from it or run at it

(Max)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. H Ahmad Fatoni and Mrs. Hj Evi Rufianti who always pray and support in their endless love.

My beloved sisters and brothers, Siti Zubaidiah, Siti Arifah, Yasmin Nabila, and Ahmadi, Ahmad Muhsin, Ahmad Satibi, Muhammad Tajudin, Ahmad Humaedi, Muhammad Furqon.

My wonderful class, TBI D (special class with special types of students)

My beloved friends, Diki Kurniawan, Ardan Ali Nashok, Thalia Ichshani, Siti Lestari, Aila Mardiana, Anita Wulandari, Eliza Damayanti, Atika Rahmawati, Zayn, that always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this undergraduate thesis. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. “AN ANALYSIS ERROR OF ENGLISH VOICELESS PLOSIVE CONSONANT PRODUCED BY JUNIOR HIGH SCHOOL OF CAHAYA BANGSA SCHOOL IN THE ACADEMIC YEAR OF 2018/ 2019” is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

The second, on this nice occasion, the researcher would like to profound honor, He would like to gratitude for:

1. Dr. Hj. Akla, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Metro.
2. Mr. Ahmad Subhan Roza, M.Pd., as the Head of English Department and also the first advisor who has motivated the researcher to finish this research as soon as possible, and spent the available time to guide and give a good suggestion for the researcher.
3. Dr. Umi Yawisah, M.Hum as the second advisor, for the invaluable criticism, correction, suggestion and time in order to finish this undergraduate thesis.

4. All my lecturers, who have given me knowledge and information.
5. CAHAYA BANGSA SCHOOL, that has given me the opportunity to conduct this research.
6. All of my beloved friends in TBI 15, especially from TBI D 2015 who always support and help one another.
7. My beloved Family that never tired to pray for the good of the researcher.

Finally, in this research, the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of his heart if there were so many mistakes. Then, the researcher expected the readers to give some suggestions and also criticisms for the perfect research.

Metro, 06 January 2020

The Researcher,

A handwritten signature in black ink, featuring a large, stylized circular loop followed by a horizontal line and some smaller, less distinct strokes.

ROHMATUN NISA

NPM.1501070298

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CHAPTER I

INTRODUCTION

A. Background of the Study

In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills.¹ In addition, there are language component that cannot be separated in English, they are vocabulary, grammar, and pronunciation.

In addition, according to Kelly, pronunciation is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features.² Meanwhile, Goodwin as cited in Celce-Murcia states that pronunciation is the language feature that most readily identifies speakers as non-native.³ Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. In addition, pronounce in plosive sounds consonant. The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.16

² Kelly, Gerald, *How to Teach Pronunciation*, (Essex: Pearson Education, 2000), p.1

³ Celce-Murcia, M, *Teaching English as a Second or Foreign Language*. 3rd ed. (Singapore: Heinle & Heinle, 2006), p.117.

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. According to Murcia, *et.al*, many pronunciation teachers would claim that a learner's command of segmental features is less critical to communicative competence than a command of suprasegmental features.⁴

In addition, Generally, many learners of English as a foreign language face difficulty in pronunciation. The difficulty of pronouncing foreign sounds encountered by student in learning a foreign or second language and the target language. For several learners, producing plosive sounds is difficult. It may be caused by their culture and behavior in their first language.

Since English is an international language, it is used to communicate among nations all over the world. People feel that English is getting more and more important, especially in this free-trade era. Globalization era demands people all over the world to communicate in English to improve their economic growth, social progress, and cultural development.

That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. The habits of speaking their native language have quite strongly been built up. Establishing new ways of hearing new sounds and new ways of using

⁴ Merianne Celce-Murcia, *et.al*, *Teaching Pronunciation*, (New York: Cambridge University Press, 2006), p.131

speech organs and new speech habits is a way to solve the problem of English pronunciation.

Based on the preliminary research in Cahaya Bangsa School on April 26, 2019, the researcher conducted an interview with one of the English teachers there, Mr. Iwan. He said that the students there had low ability in pronunciation of the words. It could be seen from students' English score in the test. The score was displayed in table 1:

Table 1.1

The Students' Daily Examination Score of Pronunciation among the Seventh Grade of Cahaya Bangsa School in the Academic Year of 2018/ 2019

No	Class	Score <70	Score ≥70	Total
1	VII A	10	7	17
2	VII B	9	6	15
Total		19	13	32
Percentage		70%	30%	100%

Source: English teacher's archives, taken on April 26, 2019

Based on the table above, the total of students which were categorized failed is higher than the students passed category. There were 19 students categorized good and 13 students were in low category. It could be inferred that the achievement of students in English subject is relatively low. The teacher also said that the most difficult aspect in teaching and learning process is the students' pronunciation was not comprehensible because the new words. It means different words and sounds. Besides that, the habits of pronouncing the words.

In addition, the researcher gave the test consisting of 10 words with English plosive sounds consonant. Then, the students pronounced the words while their pronunciation were recorded. Next, the researcher transcribed their

pronunciation. The result of the pre-research showed that the students did errors in pronouncing English plosive consonant [p,t,k,b,d,g]. The researcher assumed that the students were difficult to pronounce the English plosive consonant, it was caused the environment and habit. They still used L1 or their mother tongue in their environment.

Referring to the statements above, the researcher interests to conduct this research in entitled “An Error Analysis of English Voiceless Plosive Consonant Produced by The Students of Junior High School of Cahaya Bangsa School in The Academic Year of 2018/ 2019”. The researcher analyzes the students’ produced based on plosive sounds consonant. It helps the teachers to identify the students’ strenghtness and weakness and provide feedback to them.

B. Focus of the Study

Based on the background of the study, the researcher would like to formulate the problem as follows:

1. What type of voiceless plossive consonant produced made by the students in pronouncing the speaking English?
2. What are the causes for the students’ difficulties in pronouncing the dominant voiceless plossive consonant in speaking English?
3. How do the students have to pronounce the voiceless plossive consonant?

C. Research Question

1. Objective of the Study

The objectives of the research are:

- a. To analysis the dominant consonant produced made by the students in pronouncing the English voiceless plosive consonant.
- b. To describe the causes for the students' difficulties in pronouncing those plosive sounds.
- c. To describe how the students have to pronounce the plossive consonant

2. Benefits of the Study

It is hoped that the result of the research can be used as:

- a. English teacher

It can help them in teaching and learning activities and it also gives solution for them to analyze students' produced in plosive sounds consonant in order to give good feedback for the students.

- b. Students

It is important for them to be more careful in pronouncing the words beacuse it does not only put the ideas on speaking but also have to pay attention more in pronunciation, so that the students are able to pronounce well.

- c. The other researchers

It can be something to be searched and to find the solution, strategy or method for the students in order to decrease errors.

d. School or institution

It gives more information about the students' background in their school why they did errors then it can follow up this problem.

D. Prior Research

The first research was conducted by Shahidi, *et.al*. The title is An Acoustical Study of English Plosives in Word Initial Position produced by Malays.⁵ The researcher presents key findings from a study on the realisation of the initial plosives voicing contrast in the speech performance of English whose first language in Malay. This research also presents the results of an acoustic study of the Malay voicing contrast with a focus on acoustic measures. Waveform and spectrogram samples were used for segmentation of utterances and for obtaining values for each measurement. Measurements were taken of VOT (Voice Onset Time) of initial phase of selected segments occurring singly. VOT measurements were made (to the nearest msec) from the plosive release burst to the first periodic cycl of the vowel. The results are then presented on the realisation of the voicing contrast in English spoken by Malay speakers. In addition, the results are discussed in light of the acquisition of L2 (English) sound patterning, focusing in particular on the situation presented by acquiring L2 within an L1 (Malay) context. This research demonstrates that where there is phonemic similarity across Malay and English, L1 phonetic properties are found to be strong for Malay learners of English in the L1 environment.

⁵ Shahidi, et.al, An Acoustical Study of English Plosives in Word Initial Position produced by Malays, The *Southeast Asian Journal of English Language Studies*, vol 17, No 2, 2011

The second research was conducted by Andi Retna Jaya. The title is *The Students' Mastery in Pronouncing English Plosive Consonant [p,t,k,b,d,g]*.⁶ The purpose of the research is to find the percentage of students' mastery in pronouncing English plosive consonant by the fifth semester students of English department of UNNES in academic year 2008-2009. Besides, the research is conducted to find out dominant errors most often by the students. The students were given the 30 test items containing words with English plosive consonant to be pronounced and recorded. Their recorded pronunciations were used as the source of the data collection. The result of the investigation shows that the students' mastery level in pronouncing English plosive consonant [p],[t],[b], and [g] is good. But, they are fair in pronouncing plosive consonant [k], and [d]. Based on fact, the students are considered fair in pronouncing English plosive consonant [k] and [d]. It might be caused they do not find the sounds [k] and [d] pronounced with aspiration in Indonesia language or in their mother tongue. They do not get specific subject about English pronunciation, so they read the English words as they are spelled.

Based on the previous research above, the researchers did research about English plosive consonant. Besides, the first previous research used L1 and L2 to demonstrate that where there is phonemic similarity across Malay and English. In addition, L1 phonetic properties are found to be strong for Malay learners of English in the L1 environment. It means that the environment gave influence for their language. Then, for the second previous research, the research conducted the

⁶ Andi Retna Jaya, *The Students' Mastery in Pronouncing English Plosive Consonant*, (Semarang, Perpus UNNES, 2009)

research to find out the students' errors in English plosive consonant. In addition, Based on fact, the students are considered fair in pronouncing English plosive consonant [k] and [d]. It might be caused they do not find the sounds [k] and [d] pronounced with aspiration in Indonesia language or in their mother tongue. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.

The similiary both of the previous researches, the researcher conducted the research about plosive consonant. However, the differences both of them, the first previous research conducted the research to find out a study on the realisation of the initial plosives voicing contrast in the speech performance of English whose first language in Malay. In addition, this research also presents the results of an acoustic study of the Malay voicing contrast with a focus on acoustic measures. Besides, the second previous research, the researcher conducted the research to find the percentage of students' mastery in pronouncing English plosive consonant by the fifth semester students of English department of UNNES in academic year 2008-2009.

Considering the previous research above, it can be found that there were some differences among the previous researches with this research. In this research, the researcher uses all of the voiceless plosive consonant [p, t, k, b, d, g] and analyzes the students' difficulties in voiceless plosive consonant. Even though, in the previous research just focused on several voiceless plosive consonant.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher explains two major important parts which deal with review of related literature and review of previous related research. To support this research, the researcher provides explanation about the literature review which are related to this research such as review of literature that deals with concept of error and mistake, linguistics, pronunciation, the elements of pronunciation, and plosive sounds.

A. Concept of Error and Mistake

According to Dulay, Burt and Krashen define errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.⁷ In addition, Brown states that in order to analyze students' errors in a proper perspective, it is crucial to make a distinction between mistakes and errors. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence, while mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly.⁸ According to James, error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or

⁷ S. P. Corder, *Error analysis and Interlanguage*. (Walton Street, Oxford: Oxford University Press, 1981), p. 1

⁸ H. Douglas Brown, *Principles of Language Learning and Teaching: fifth edition*, New York: Pearson Education, 2007, p. 226.

unintentionally deviant and self-correctible.⁹ From the definition above, error and mistake are two different phenomena. Errors occur when the students cannot identify what is correct and incorrect. Mistake is the wrong use of language, but the students know the correct form of its rules. Mistake can be corrected by them himself, while error cannot be self-corrected because the students may not be aware that they make the error and need help from others to correct the error.

From the explanation above, it can be distinguished between mistakes and errors. Mistake can happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspect of performance. Mistake can be self-corrected, whereas an error happens when the students are unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it, and it cannot be self-corrected. So, in this research error and mistake are differentiated.

B. Concept of Error Analysis

According to Dulay, states that error analysis is a process or steps in the analysis of the flawed side of learner writing that deviate from some selected norm of mature language performance.¹⁰ It means that error analysis is the process of analyzing and investigating students' deviations of the language process in the second language.

Corder states that there are two functions of error analysis. The first is a theoretical one and the second a practical one. The theoretical aspect of error

⁹ Carl James, *Errors in Language Learning and Use*, England: Longman, 1998, p. 78.

¹⁰ Heidi Dulay, et.al, *Language Two*, New York: Oxford University Press, 1982, p. 132.

analysis is part of the methodology of investigating the language learning process. In order to find out the nature of these psychological processes, and the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.¹¹ It means, there are two functions in error analysis. the first, theoretical aspects that investigate the process of language learning, and the second, the practical aspect that is function guiding in remedial action.

The result of error analysis give some benefits to the teachers as well as to the students. Firstly, errors tell the teacher how far their students have progressed to reach the goal. Secondly, errors provide evidences how language learnt by students and what strategies to master the language.

From the statements above, error analysis is the technique to identify, describe and analyze errors systematically made by the students. Therefore, classification of errors needs to be done to guide avoid those errors and to guide the teachers to help the students correcting their errors.

C. The Sources of Errors

It is necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis points out the source of error into four categories:

1. Psycholinguistic sources concern the nature of the second language knowledge system and the difficulties learners has using in it production.

¹¹ S. P. Corder, *Error Analysis and Interlanguage*, Walton Street: Oxford University Press, 1981, p. 45.

2. Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
3. Epistemic sources concern the learners' lack of world knowledge.
4. Discourse sources involve problems in the organization of information into a coherent 'text'.¹²

Different from Ellis, Brown categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
2. Intralingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
3. Context of learning is the context refers, for example, to the classroom with its teacher and its materials in the case of school learning of the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation of the textbook which lead them to make errors.

¹² Rod Ellis and Gary Barkhuzein, *Analysing Learner Language*, Oxford: Oxford University Press, 2008, p. 53.

4. Communication strategies is related to the learning style. The learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.¹³

James' idea parallels with Brown in talking about the sources of error as follows:

1. *Mother-tongue Influence: Interlingual Errors.* The error caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.
2. *Target Language Causes: Intralingual Errors.* The learners in ignorance of a target language form on any level and of any class can do either of two things:
 - a) The learner can set about learning the needed item, engaging the learning strategies.
 - b) The learner can try to fill the gap by resorting to communication strategies.
3. *Communication Strategy-Based Errors.* The error includes holistic strategies and analytic strategies.
 - a) *Holistic strategies*, the term 'holistic' refers to the learners' assumption. The most general term for this approximation.
 - b) *Analytic strategies*, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.

¹³ H. Douglas Brown, *Op.Cit.*, p. 263-266.

4. *Induced Error* refers to the learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercised-based induced error, errors induced by pedagogical priorities, and look-up errors.¹⁴

It can be concluded that Taylor classifies the source of error based on the learners' linguistic development stage. While Brown and James classify the source of error into four main categories, namely: interlingual transfer, intralingual transfer, context of learning and communication strategies or in James called induced error.

D. The Types of Error

Every human must have made an error in the language they say. Although they are very mastered the language but certainly not escape from the error. In error analysis, there are types that describe the errors. Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. They are random.

¹⁴ Carl James, *Op. Cit.*, p. 179-200.

2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).¹⁵

According to Dulay, there are four most useful and commonly used bases for descriptive classification of errors :

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language components and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).¹⁶

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. If we want to analyze the errors, we have to determine its category.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with

¹⁵ Rod Ellis and Gary Barkhuizen, *Op.Cit.*, p. 51.

¹⁶ Heidi Dulay, et.al., *Op.Cit.*, p. 146.

identifying cognitive processes that underlie the learners' reconstruction of the new language.¹⁷ In this category includes some types, such as omission, addition (double markings, regularization, and simple addition), misformation (regularization errors, archi-forms, and altering forms), and misordering.

E. Concept of Linguistic

Linguistics is the scientific study of language, encompassing a number of subfields. An important topical division is between the study of language structure (grammar) and the study of meaning (semantics). Grammar encompasses morphology (the formation and composition of words), syntax (the rules that determine how words combine into phrases and sentences) and phonology (the study of sound systems and abstract sound units). Phonetics is a related branch of linguistics concerned with the actual properties of speech sounds (phones), nonspeech sounds, and how they are produced and perceived.

Over the twentieth century, following the work of Noam Chomsky, linguistics came to be dominated by the Generativist school, which is chiefly concerned with explaining how human beings acquire language and the biological constraints on this acquisition. Generative theory is modularizing in character. While this remains the dominant paradigm, Chomsky's writings have also gathered much criticism, and other linguistic theories have increasingly gained popularity; cognitive linguistics is a prominent example. There are many subfields in linguistics, which may or may not be dominated by a particular theoretical

¹⁷ Ibid, p. 150.

approach: evolutionary linguistics attempts to account for the origins of language; historical linguistics explores language change and sociolinguistics looks at the relation between linguistic variation and social structures.

F. Concept of Phonetic and Phonology

Phonetic deals with speech in its purely physical aspects. The way sounds are articulated by the speaker, the acoustic properties of sound, waves, and the effects that these have on the ear of the hearer (and on the ear of the speaker, for that matter).¹⁸

Phonetics and phonology are concerned with speech, with the ways in which humans produce and hear speech. Talking and listening to each other are so much part of normal life that they often seem unremarkable. Yet, as in any scientific field curious investigator finds complexity beneath the surface. Even the simplest of conversation, an exchange of short greeting, for example, presupposes that the speaker and hearer make sense each other and understand each other. Their ability to communicate in this way depends in turn on proper bodily functioning and on interpreting the sound waves that travel through the air. The fact that a total outsider, unfamiliar with the language, will find even a simple conversation bewildering our organization and control of talking and listening within particular social and linguistic conventions.

Phonetics is a branch of linguistics. As a branch of linguistics, phonetics however, only deals with the spoken language. Sahulata refers to phonetics as the study of phonic medium. By phonic medium meant the sounds that the human

¹⁸ Charles W Krelder, *The Pronunciation of English* (Oxford: Baackwell Publishing, 2004), p. 23

beings produce by means of a set of speech organs further more these sounds are produced as components of languages. The individual sounds within the range of phonic medium are called speech sounds.

Phonology is concerned with the way speech sounds are organized into a system, the sound system of a specific language. Phonology relates the physical facts of speech to other linguistic knowledge which speaker possess, knowledge of vocabulary and grammar.¹⁹

The term Phonology is often associated with the study of this 'higher' level of speech organization. Thus phonology is often said to be concern with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages. On this view, a general description of how vowel sounds and consonants can be made and perceived might be the province of phonetics while the analysis and description of the English vowels right be assigned to phonology. But both phonetics and phonology have been variously defined and it is impossible to consider such definitions without touching on fundamental questions about the nature of reality and its scientific exploration.

G. Concept of Pronunciation

According to Kelly is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and

¹⁹ Ibid, p.24

suprasegmental features.²⁰ He has broken down the main features of pronunciation and explains it by showing a diagram below.

Meanwhile, Goodwin as cited in Celce-Murcia states that pronunciation is the language feature that most readily identifies speakers as non-native.²¹ Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation.

H. Problems in Pronunciation

In addition, O'Connor gives a good illustration related to how important our ears are. He says: "Language starts with the ear."²² When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak." So does English. If one cannot listen to English pronunciation well, he cannot produce it well too. Kelly makes a brief and clear explanation related to difficulties may be faced by individual learners.²³ They are: 1) The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new. 2) Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships. 3) There may be sounds, and combinations of sounds

²⁰ Gerald, Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education, 2000), p.1

²¹ Celce-Murcia, M, *Teaching English as a Second or Foreign Language*. 3rd ed. (Singapore: Heinle & Heinle, 2006), p.117.

²² O'Connor. J.D, *Better English Pronunciation*. 2nd. ed. (Cambridge: Cambridge University Press, 1998), p.1.

²³ Gerald, Kelly, *How to Teach Pronunciation*. (Essex: Pearson Education, 2000), p.8.

in L1, which do not occur in English. 4) English may use stress and intonation patterns which feel strange to the learner. The learners may have problems related to learning English pronunciation. However, we as teacher need to offer help to overcome their problems.

I. Plosive Consonant

Plosive sounds are made by forming a complete obstruction to the flow of air through the mouth and nose.²⁴ The first stage is that a closure occurs. Then the flow of air builds up and finally the closure is released, making an explosion of air that causes a sharp noise.

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard. Thus there are three stages in producing a stop, they are as follows:²⁵

- 1) The closure, that is, the act of drawing together the two articulators in order to perform the complete obstruction.
- 2) The stoppage, that is, the period during which the outgoing air is checked so that it cannot pass out of the mouth.
- 3) The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

One of these three stages may be missing such as when a stop is followed or preceded. By any other consonant, in which case the stop is called an incomplete

²⁴ Parvis Birjandi and Mohammad Ali Salmani-Nodoushan, *An Introduction to Phonetics*, (Tehran: Zabankadeh Publication, 2005), p.47

²⁵ Andi Retna Jaya, *The Students' Mastery in Pronouncing English Plosive Consonant*, (Semarang, Perpus UNNES, 2009), p.18.

stop. Consider the stop [p] in ‘lamp’ and in ‘post’ in the compound word ‘lamp-post’. The first [p] lacks the release, while the second [p] lacks the closure; thus the two stops are called ‘incomplete plosives’. Since each of these lacks one of the stages of producing a plosive consonant they are pronounced as a stop with an abnormally long stoppage.

English has 6 plosive consonants, produced respectively at bilabial point of articulation [b, p,], at alveolar point of articulation [d, t,] and at velar point of articulation [g, k]. we can identify the consonants that have a shortening effect on the preceding vowel as ‘voice-less’- sounds such as [p], [t], [k] and [s] – and those that trigger lengthening as ‘voiced’ – for instance [b], [d], [g] and [z]. Try hissing a lengthened [sss] and compare it with a lengthened buzzing [zzz] : the difference between the two is the ‘voicing’ of the [z], a vibration produced in the larynx which is perceived as a ‘buzz’.

J. Plosive Consonant Features

1. [p]

Articulatory Definition:

[p] is a voiceless bilabial stop.

Articulatory description is as follows:

- a. The outgoing air is completely blocked up in the mouth by putting the two lips into tight contact.
- b. The soft palate is raised to close off the nasal passage so that no air passes out through the nose.
- c. The vocal cords are not vibrating during the stoppage.

- d. When the two lips are suddenly opened (sudden release of the stoppage) the air escapes with a plosive sound.

Word for pronunciation practice :

- piece - speak
- peanuts - apple
- piston - copper
- pencil - plays

This voiceless stop is aspirated strongly stressed syllables and unaspirated in unstressed syllables.

2. [t]

Articulatory description is as follows:

- a. The outgoing air is completely blocked by putting the tip of the tongue into close contact with the teeth-ridge (alveolum)
- b. The soft palate is raised to close off the nasal cavity, so that no air passes out through the nose.
- c. The vocal cords do not vibrate during the stoppage.
- d. When the tip of the tongue is suddenly drawn away from the teeth-ridge (sudden release) the air escapes with a plosive sound
- e. This voiceless stop is aspirated in strongly stressed syllables and unaspirated in weakly stressed syllables.

Words for pronunciation practice:

- tea - bitter
- time - utter

-train - street

-toast - try

3. [k]

Articulatory Definition

[k] is a voiceless velar stop.

Articulatory Description is as follows:

- a. The outgoing air is completely blocked up by putting the back of the tongue into close contact against the soft palate (velum),
- b. at the same time the soft palate is also raised to close off the nasal cavity so as to prevent the air from going out through the nose,
- c. The vocal cords are not in vibration during the stoppage,
- d. When the back of the tongue and the soft palate are suddenly separated from each other (sudden release of the stoppage) the air escapes with a plosion, and
- e. The voiceless stop is aspirated in strongly stressed syllables, and unaspirated in weakly stressed syllables.

words for pronunciation practice :

- key - castle

- case - scream

- cord - school

- cry - cattle

4. [b]

Articulatory Definition.

[b] is a voiced Bilabial Stop.

Articulatory Description is as follows:

the mechanism of producing [b] is the same as that of [p]

- a. The vocal cords are vibrating during the stoppage ; the breath force of [b] is weaker than that of [p] (a lenis consonant) and the stop is not aspirated.

Words for pronunciation practice:

- | | |
|--------|-----------|
| - cub | - bring |
| - robe | - blame |
| - rib | - obvious |
| - cab | - sob |

5. [d]

Articulatory Definition

[d] is a voiced Alveolar Stop.

Articulatory Description is as follows:

The way of producing [d] is the same as that of [t].

The vocal cords are vibrating during the stoppage.

- a. The breath force is weaker and is not aspirated.

Words for pronunciation practice :

- | | |
|-------|--------|
| - cad | - send |
| - bid | - down |

- dry - kids
- code - beds

6. [g]

Articulatory Definition

[g] is a voiced velar stop

Articulatory Description is as follows:

- a. the way of producing [g] is the same that of [k].
- b. the vocal cords are vibrating during the stoppage.
- c. the breath force is weaker and is not aspirated.

Words for pronunciation practice :

- bag - gray
- dog - grow
- pig - glue
- league - girl

7. [ʔ]

Articulatory Definition

[ʔ] is defined as a (voiceless) glottal stop.

Articulatory Description is as follows:

- a. the out going air is completely blocked up by putting the two vocal cords in the larynx into close contact.
- b. the soft palate is simultaneously raised to close off the nasal passage.

- c. the vocal cords cannot be made to vibrate, since they are already put into close contact for the production of [ʔ]
- d. when the two vocal cords are suddenly separated (sudden release of the stoppage) the air escapes with a plosive sound.
- e. no aspiration is produced with a glottal stop.

In this research, the researcher will not include the glottal [ʔ]. The researcher will limit the research in the mastery plosive voice [p, t, k, b, d, g]²⁶

K. Error in Pronunciation

The problems or error faced by the Indonesians learning English are concerned:²⁷

- 1. The students face error in ear.
- 2. The matter of making foreign sound.
- 3. The distribution of the sounds.
- 4. Fluency
- 5. The relation between pronunciation and conventional spelling.

Based on the explanation above, it can be concluded that there are some errors faced students. They are error in ear, the matter of making foreign sounds, the distribution of the sounds, fluency, and the relation between pronunciation and conventional spelling.

²⁶ Andi Retna Jaya, *The Students' Mastery in Pronouncing English Plosive Consonant*, (Semarang, Perpus UNNES, 2009), p.20

²⁷ Yusti Arini, *Masalah-masalah pelafalan (Pronunciation) yang dihadapi penutur Bahasa Indonesia yang mempelajari Bahasa Inggris*, <http://yusti-arini.blogspot.com/2009>.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

This research is qualitative research. Qualitative research is best suited to address a research problem in which we do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and we need to learn more from participants through exploration. For example, the literature may not adequately address the use of sign language in distance education courses.²⁸ In addition, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students. Unquestionably, using sign language in such courses is complex and may not have been examined in the prior literature.

B. Data Resources

In this research the writer divides the sources into two items. They are primary and secondary.

1) Primary sources

Primary sources are original materials on which research is based.

They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the test result of the seventh graders of

²⁸ John W, Creswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research*, (New York:Pearson, 2012),p. 16

Cahaya Bangsa School in the academic year of 2018/2019. The total numbers of the students are 32 students. The researcher will choose the students of seventh grade (VIII A), the total of students are 17 students.

2) Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, the books, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

In qualitative research, the researcher collects data to learn from the participants in the study and develop forms, called protocols, for recording data as the study proceeds. In this research, the researcher uses an observational protocol, in which the researcher records notes about the behavior of participants. Moreover, the researcher gathers text (word) or image (picture) data. Transcribed audio recordings form a database composed of words.

In addition, this research took the documentation of students' voice recording about pronouncing 14 words including voiceless posive consonants. Then, it was being transcribed by the researcher. The transcript of their recordings were used to know their errors and how many of them.

This research is carried out in a sequence of process. First, the sample students are given the test consisting of 14 words containing the words with English plosive sounds consonants [p], [t], [k], [b], [d], and [g]. Second, the students pronounce the words while their pronunciations were recorded. Third, the researcher plays and identifies the students' recorded pronunciations here the researcher focuses on their pronunciation of English plosive sounds consonant [p], [t], [k], [b], [d] and [g]. Next, the researcher transcribes their pronunciations into symbols of transcriptions. The last thing, the researcher does analyzing the errors they made so that the information needed in this research is obtained.

Then, the researcher used interview to describe the causes of students' difficulties in pronouncing of voiceless plosive consonant. The last, the researcher used observation to describe the teaching and learning process in classroom.

D. Research Instrument

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

In this research, an achievement test will be used to get the required data. This test is a kind of pronunciation test and all their pronunciations are recorded. The instrument uses in this research consists of a test, a tape record which are used to record the student's pronunciation. In order to get the required data, the researcher uses a tape-recorder, pronunciation test items, and a Hornby's Oxford

Advanced Learner's Dictionary of Current English as the instrument of the research.

Then, the researcher used interview to describe the causes of students' difficulties in pronouncing of voiceless plosive consonant. The last, the researcher used observation to describe the teaching and learning process in classroom.

E. Data Analysis Technique

The writer uses qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. Bodgan in Sugiyono states, "Data analysis is the process of sistematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".²⁹In analyzing the students' error in writing recount text, the researcher used some techniques as follow:

1. Collecting the data from the students' work.
2. Identifying and classifying the data of students' error by marking the items based on surface strategy taxonomy and linguistic category.
3. Description of Errors, the next step was describing errors based on the surface strategy taxonomy and linguistic category.
4. Explanation of Errors, this step the researcher tried to account for how and why the learner's error occur.
5. Counting the number of each error and total number of errors make by the students.

²⁹ *Ibid*, p. 244.

6. Calculating the percentage of each type by using the formula:

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

P= Percentage

F= Frequency of error's occurrence

N= Number of total errors

F. APPROACH

Conducting research needs a process or some steps. The writer does some procedures to conduct her research as a process. The procedures were elaborated below:

1. Formulating the research problems and determining the focus of the research. The focus is on the students' errors in voiceless plosive consonant based on the surface strategy taxonomy

2. Determining the way to gain the data

It took based on the document analysis, interview, and observation

3. Determining the research subject

The subject of this research is the students of the second semester of the seventh grade of Junior High School of Cahaya Bangsa School

4. Taking the document

The researcher took the document based on the students' English task books. It is the first assignment of students' voiceless plosive consonant

5. Identifying and classifying the data

The writer identified and classified the students' error in voiceless plosive consonant on surface strategy taxonomy. Then, the researcher described the proportions (frequency and percentage) of errors are made by the students.

6. Making report findings

After gaining the data, the researcher made the report of the writer's find

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Description of Junior High School of Cahaya Bangsa School

a. Brief History of Junior High School of Cahaya Bangsa School

Cahaya Bangsa School is a school that implement the education concept based on the national curriculum and point plus about foreign language, technology, and entrepreneurship. It emphasizes tolerance, emphati, and spiritual and it is combined in school curriculum so that it will optimize in cognitive, affective, and conative.

Cahaya Bangsa School was established on August 11, 2011, notarial deed Arief Hamidi Budi Santoso, S.H number 07 and the directur of Cahaya Bangsa School is Ir. Ir. Yulia Jenny Soelistiani, M.M.

b. The Profile of School

Name of School	: Junior High School of Cahaya Bangsa School
Address	: Jl. Hasanudin No. 117, Yosomulyo Metro Pusat
Postal Code	: 34111
Email/Website	: cahayabangsametro@yahoo.co.id
Telephone	: (0725) 7850502

The status : Private

Headmaster : Etika Lisyana Dewi, S.Pd.I.

School Accreditation :

c. The Vision and Mission of Junior High School of Cahaya Bangsa School

1. Vission

The vision of Junior High School of Cahaya Bangsa School is “To be the school of choice for graduating students as individuals with superior character in global society”.

2. Mission

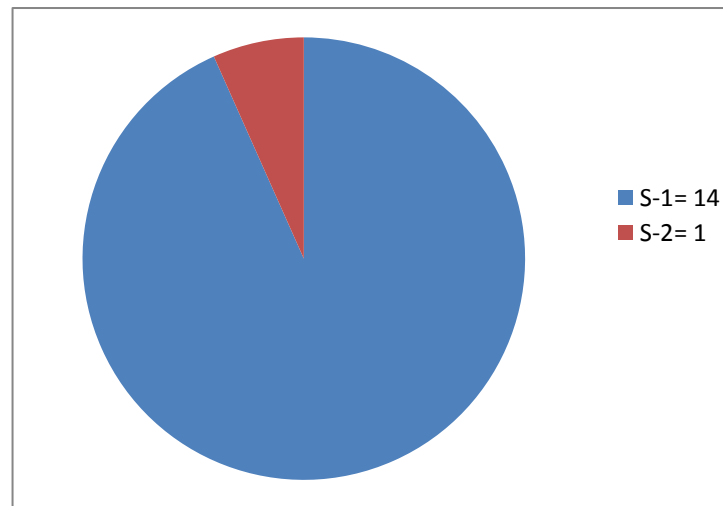
Junior High School of Cahaya Bangsa School also apply mission as follow :

1. Building a learning community for each individual involved in it.
2. Provide facilities and infrastructure that support child development and development in a healthy and balanced manner.
3. Apply up to date learning management.
4. Establish cooperation with various parties for the improvement of methods and better systems.

d. Condition of Teachers and Official Employees at Junior High School of Cahaya Bangsa School

The total of teachers and official employees in Junior High School of Cahaya Bangsa School in academic year 2019/2020 that can be identified as followed:

Diagram 4.1
The Data of Teachers and Employess and Their
Background Education of Junior High School of Cahaya
Bangsa



e. Condition of Students in Junior High School of Cahaya Bangsa School

Junior High School of Cahaya Bangsa School in academic year 2019/2020 consist of 30 person. There were VII class consist of 11 students, VIII class consist of 10 students, and IX class consist of 9 students.

Table 4.3
Condition of the students in Junior High School of Cahaya
Bangsa School in Academic Year 2019/2020

No.	Class	Students
1.	VII	11
2.	VIII	10
3.	IX	9
Total		30

B. General Description

1. Error in Voiceless Plosive Consonant

The purpose of this research was to describe the types of errors that students made in pronouncing voiceless plosive consonants based on surface strategy taxonomy and to know how many errors that students made based on Dulays' theory. In this research, the researcher was done her preliminary research to get the basic source and to choose the good sample which represented all the population. The population in this research was students at the seventh grade of Junior High School of Cahaya Bangsa School then the sample of this research was students at the A class.

In collecting the data, this research used documentation as a technique in collecting the data which gave 14 lists of words to be read by the students while the researcher recorded their voices. This research used documentation (pronunciation test) as a technique in collecting the data. After collecting the students' voice recordings, the researcher listened

them repeatedly in order to know their pronunciations then made transcripts of the recordings. The researcher identified the words on transcriptions which 44 produced errors. Then the researcher classified the errors into surface strategy taxonomy. They are omission, addition, misformation and misordering.

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the word “parent” is pronounced as [perənt], addition which is characterized by the presence of one or more elements that are not needed. For example, the word “apple” is pronounced as [æpl] , this kind of addition was simple addition which meant the student only added an unnecessary item in the word; misformation which 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 “parent” is being pronounced like [fʌrənt], this kind of misformation was alternating form which meant the student used an alternative /f/ to represent /p/ in this word; and misordering which 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]. (For more information of the data it can be seen on the appendix. Below is the table of the total of errors in pronouncing voiceless plosive consonants.

Table 4.4
The Recapitulation of Students' Error in Pronouncing Plosive Consonant

No	Types of Errors	Frequency	Percentage
1	Omission	32	73%
2	Addition	4	9%
3	Misformation	5	11%
4	Misordering	3	7%
	Total	44	100%

2. Students' Difficulties

in this research, the researcher used interview to know the students' difficulties. The interview consisted of some questions related students' difficulties in pronouncing the voiceless plosive consonant.

Student 1

No	Questions of Interview	Respons	
		Yes	No
1	Does the first language may have a one-to-one relationship between your sounds and spelling?	√	
2	Does the concept of there not being such a relationship may be new?	√	
3	Does using stress and intonation patterns which feel strange for you?	√	
4	Does the native speaker's fluency become your difficulty in pronouncing?	√	
5	Does relation between pronunciation and conventional spelling become your difficulty in pronouncing?	√	
6	Does your listening become your difficulty in pronouncing	√	

Student 2

No	Questions of Interview	Respons	
		Yes	No
1	Does the first language may have a one-to-one relationship between your sounds and spelling?	√	
2	Does the concept of there not being such a relationship may be new?	√	
3	Does using stress and intonation patterns which feel strange for you?	√	
4	Does the native speaker's fluency become your difficulty in pronouncing?	√	
5	Does relation between pronunciation and conventional spelling become your difficulty in pronouncing?	√	
6	Does your listening become your difficulty in pronouncing	√	

Student 3

No	Questions of Interview	Respons	
		Yes	No
1	Does the first language may have a one-to-one relationship between your sounds and spelling?	√	
2	Does the concept of there not being such a relationship may be new?	√	
3	Does using stress and intonation patterns which feel strange for you?	√	
4	Does the native speaker's fluency become your difficulty in pronouncing?		√
5	Does relation between pronunciation and conventional spelling become your difficulty in pronouncing?	√	
6	Does your listening become your difficulty in pronouncing		√

Student 4

No	Questions of Interview	Respons	
		Yes	No
1	Does the first language may have a one-to-one relationship between your sounds and spelling?	√	
2	Does the concept of there not being such a relationship may be new?	√	
3	Does using stress and intonation patterns which feel strange for you?	√	
4	Does the native speaker's fluency become your difficulty in pronouncing?	√	
5	Does relation between pronunciation and conventional spelling become your difficulty in pronouncing?		√
6	Does your listening become your difficulty in pronouncing		√

Based on the table above, it can be concluded that some students faced difficulties in pronouncing because the first language may have a one-to-one relationship between sounds and spelling, the concept of there not being such a relationship may be new, using stress and intonation patterns which feel strange, and the native speaker's fluency.

3. The Process

In this research, the researcher used observation sheet to know the teaching and learning process in the classroom. The process are as follows:

The teacher brainstorms the students by asking the words and how to pronounce them. Then, the teacher gives model how to pronounce the words. After that, the teacher asks students to pronounce the words. Next, the teacher drills the students to pronounce the words. Last, the teacher asks students to practice pronouncing the words and checks their words

C. DISCUSSION

1. Students' Error

This research focused on the types of error based on surface strategy taxonomy according to Dulay. To determine that the result was error, this research used one type of triangulation that is multiple observers which consist of the researcher and one of the English teacher of Junior High School of Cahaya Bangsa School, Mr. Iwan. The researcher corrected the students' recordings by analyzing and categorized the errors based on surface strategy taxonomy. Then, the researcher gave the result to Mr Iwan to be corrected by him. After all, the researcher was revised his result analysis and got the final result. Below is the result from trustworthiness through multiple observer.

Table 4.5
Result of Research Trustworthiness (through multiple observer)

List of word	Online Phonetic Transcription	Mr. Albert's Correction	The Researcher's correction	Students' number
Parent	[perənt]	1. [perənt] 2. [perənt]	1. [p ^h erənt] 2. [p ^h erənt]	1. 7 2. 9
Apple	[æpl]	1. [æpl] 2. [æpl] 3. [æpl]	1. [epl] 2. [æipl] 3. [epl]	1. 3 2. 5 3. 8
Cup	[kʌp]	1. [k ^h ʌp]	1. [k ^h ʌp]	1. 4
Dirty	[də:ti]	1. [də:ti] 2. [də:ti]	1. [dɪ:ti] 2. [dɪ:ti]	1. 5 2. 3
Catch	[kæʃ]	1. [kʌʃ] 2. [kæʃ]	1. [kʌʃ] 2. [keʃ]	1. 4 2. 7
Accept	[ək'sept]	1. [ək'sept] 2. [ek'sept] 3. [əsept] 4. [ək'sept] 5. [ək'sept] 6. [ək'sept]	1. [eksept] 2. [ək'sept] 3. [əzept] 4. [ək'səpt] 5. [ək'zept] 6. [ək'zept]	1. 3 2. 5 3. 7 4. 6 5. 8 6. 9

Ask	[ɑ:sk] or [æsk]	1. [æks]	1. [æksk]	1. 3
		2. [æs]	2. [ʌs]	2. 5
		3. [æksh]	3. [æsk]	3. 2
		4. [æks]	4. [ʌs]	4. 9

As seen on the table above, there are some words which corrected by the researcher and Mr. Iwan but there also some words that the researcher did not change them because the researcher believed that the transcription which he made was right. For example word parent; in this word, the researcher was considered that those students pronounced this word by omitting an aspiration in /p/. After the documents were being checked by Mr. Iwan and he suggested the researcher to recheck on students number 7 and 10, the researcher was changed those students transcriptions and corrected them because they were pronounced this word correctly.

Word *cup*, this word was not changed by the researcher because after he relistened and rechecked the document, he was considered that his document was correct so he decided not to change it for student number 5. The rest of those words were being corrected by Mr. Iwan only on how the students pronounced those words with how the researcher listened and made the transcription. For example word dirty as [dɜ:ti] was written as [dɜ:ti] before it changed to become [dɪ:ti] on students number 8 and 9, either on rest of words on the table above.

a. Types of Error

The data were described below:

The error of this research were classified by using surface strategy taxonomy by Dulay's theory. They are omission, addition, misformation, and misordering. The data of this research would be presented below:

a) Omission

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction.³⁰ For example:

Parent

The word "parent" as pronounced [pɛrənt] was being pronounced [pɛrənt] was being pronounced by 32 students by omitting the aspiration of /p/; [pɛrəns] was being pronounced by a student which not only omitting the aspiration of /p/ but also adding a phoneme /s/ in the final of word; [pɛrənts] was being pronounced by 2 students which not only omitting the aspiration of /p/ but also adding a phoneme /s/ in the final of word.

The conclusion of this examples can be known if still there were many students which made error in pronouncing plosive voiceless consonants whether in initial position of word and final position, so that hopefully by this research can help the teacher to give more attention in teaching material included plosive voiceless consonants sound.

³⁰ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 146

b) Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example:

Ask

The word “ask” pronounced as [æsk] but some students made errors in pronouncing this word like [æks] was being pronounced by 11 student which moving a phoneme /k/ in the middle of a word instead in the final of a word.

The conclusion of this examples can be known if still there were many students which made error in pronouncing plosive voiceless consonants whether in initial position of word and final position, so that hopefully by this research can help the teacher to give more attention in teaching material included plosive voiceless consonants sound.

c) Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. As in the case of additions, misformtions are usually not random. Thus far, three types of misformations have been frequently reported in the literature: regularizations; archi-forms; and alternating forms. For example:

Apple

The word “apple” as pronounced as [æpl] was being pronounced as [æfel] by a student with misforming the phoneme of plosive voiceless /p/ with a fricatives” phoneme /f/. This kind of misformation was alternating forms, because the student used /f/ as an alternative phoneme to represent /p/ in the middle position in this word

Cup

The word “cup” as pronounced as [kʌp] was being pronounced as [kʌt] was being pronounced by a student with changing a plosive voiceless phoneme /p/ with phoneme /t/ and also omitting an aspiration /h/ of phoneme /k/; [kʌf] was being pronounced by a student which not only changing a plosive voiceless phoneme /p/ with phoneme /f/ but also omitting an aspiration /h/ of phoneme /k/. This kind of misformation was also alternating forms, same as before which where in this word both of these students used /t/ and /f/ as an alternative phoneme to represent /p/ in final position of this word.

d) Addition

Addition is characterized by the presence of one or more elements that are not needed. Three types of addition errors have been observed in the speech of both of L1 and L2 learners: double markings, regularizations, and simple addition. For example:

Dirty

The word “dirty” pronounced as [de:ti] but some students made errors in pronouncing this word like [de:t^hi] was being pronounced by a student which adding an aspiration /^h/ on phoneme /t/ which should not be there because of the phoneme of plosive voiceless /t/ in the middle does not be aspirated. This kind of addition was simple addition which means in this case the students present a simple addition /^h/ which did not need in this word because of the position of /t/ was in the middle of this word.

Apple

The word “apple” as pronounced as [æpl] was being pronounced as [æpl] was being pronounced by 2 students by adding an aspiration /^h/ on phoneme /p/ which where plosive voiceless consonants only in initial position should be with aspirated instead there was no aspirated in the middle or final position. This kind of addition was also used simple addition which means in this case the students present a simple addition /^h/ which did not need in this word because of the position of /p/ was in the middle of this word.

Cup

The word “cup” as pronounced as [kʌp] was being pronounced as [kʌp] by adding an aspiration /^h/ on phoneme /p/ and also omitting an aspiration /^h/ of phoneme /k/; which where plosive voiceless consonants only in initial position should be with aspirated

instead there was no aspirated in the middle or final position. This kind of addition was also simple addition which means the student present a simple addition /h/ which did not need in this word because of the position of /p/ was in the final of this word and /k^h/ ought be pronounced with aspirated because this phoneme in initial position instead the student lost it.

2. The Students' Difficulties

Based on the results, it showed that the causes of students' difficulties in pronouncing are the first language may have a one-to-one relationship between sounds and spelling, the concept of there not being such a relationship may be new, using stress and intonation patterns which feel strange, and the native speaker's fluency.

3. The Process

In teaching learning process in the classroom is run well. The teacher give a good rule for students. The teacher brainstorms the students by asking the words and how to pronounce them. Then, the teacher gives model how to pronounce the words. After that, the teacher asks students to pronounce the words. Next, the teacher drills the students to pronounce the words. Last, the teacher asks students to practice pronouncing the words and checks their words

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and the description in the previous chapter, this research would like to draw a conclusion that the students of Junior High School of Cahaya Bangsa School still made many errors in pronouncing English words which consist of plosive voiceless consonants.

1. The most common types of errors made by the students are omission, addition, misformation and misordering. Omission with the number was 32 or 73%, then misordering with the number was 3 or 7%, next misformation with the number was 5 or 11%, finally addition with the number was 4 or 8%.
2. These total of errors were 44 items of error which show that student most made erroneous in omitting a phoneme in a word than substituting or adding a phoneme in a word, for example the word 'parent' [p^herənt] is pronounced as [perənt] by 32 students which omitting an aspiration /^h/ of phoneme /p/, etc.
3. The kind of misformation error which found in this research was only alternating forms which mean the presence of an alternating phoneme in representing another phoneme in a word. And the kind of addition error also found only simple addition in this research. It means a presence of a phoneme in a word which does not need at all.

4. The causes of students' difficulties are the first language may have a one-to-one relationship between sounds and spelling, the concept of there not being such a relationship may be new, using stress and intonation patterns which feel strange, and the native speaker's fluency. And the teaching and learning process is run well in the classroom.

B. Suggestion

Based on the finding of the research, this research would like to give some suggestion related to this result of the research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

For Students

- a. The students should practice in pronunciation started from the simplest one such as speaking on their daily activity.
- b. The students have to pay more attention to some aspects that are difficult for them in pronunciation. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.

For the Teachers

- a. The teacher has to make the students aware of their mistakes by correcting their errors.
- b. The teacher has to be wise to determine the error of deviation from the target language system which must be treated and which mistake must be accepted.

- c. The teacher has to give more attention in pronunciation practice material especially in plosive voiceless consonants materials.

For the Next Researcher

- a. This research was being hoped that can help the next researcher in giving more information about analysis in students' error in pronouncing plosive voiceless.
- b. The researcher also suggested for the next researcher to use other taxonomy classification which support and relate to their research, like Linguistic category taxonomy, Communicative strategy taxonomy, etc.
- c. This research also hope can give any inspiring to the next researcher to make some similar research to give more knowledge to others.

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CURICULUM VITAE



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The researcher was registered at SD Al-Qur'an Metro Lampung, on 2002 until 2007. In line with her focus on research, she continued her studies at the Islamic Boarding School, Ma'had Darrul Huffadz in Bandar Lampung 2008 and graduated in 2011 at Tmi Roudltul Qur 'an. she decided to continue her studies at MAN 2 Metro Lampung in 2011 until 2014. Then, in 2015, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.

APPENDICES

Appendix 1

Instrument Test

Instrucion:

The teacher gives some sentences related to plosive consonant. After that, the teacher asks students to pronounce them. Then, the teacher records the students' pronunciation. The senteces are as follows:

- | | | |
|------------------------------------|-------------------------------------|--------------------------------|
| 1. she <i>plays</i> a guitar. | 11. It is a <i>key</i> . | 21. It is my <i>bag</i> . |
| 2. I like <i>peanuts</i> . | 12. They <i>cry</i> in the class. | 22. It is a <i>dog</i> . |
| 3. I can <i>speak</i> English. | 13. My <i>school</i> is clean. | 23. The color is <i>gray</i> . |
| 4. It is an <i>apple</i> . | 14. The <i>cord</i> is long. | 24. They are <i>kids</i> . |
| 5. It is a <i>pencil</i> . | 15. They <i>scream</i> in the yard. | 25. It is a <i>glue</i> . |
| 6. Its <i>time</i> to sleep. | 16. There are many <i>cattle</i> . | 26. They <i>grow</i> well. |
| 7. I want to a cup of <i>tea</i> . | 17. I <i>bring</i> some books. | 27. There are <i>beds</i> . |
| 8. The <i>train</i> will come. | 18. It is my <i>robe</i> . | 28. It is my <i>bid</i> . |
| 9. I like <i>toast</i> . | 19. It is very <i>obvious</i> . | 29. The season is <i>dry</i> . |
| 10. I <i>try</i> to finish it. | 20. They <i>blame</i> him. | 30. The <i>girl</i> is smart. |

Table 1

Students' Recording Transcriptions in Pronouncing Words Including Plosive Voiceless Consonants

Student	Transcriptions of Students' Recordings														Description of Error
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	[perənt]	[æpl]	[k ^h ʌp]	[t ^h aɪp]	[dəːti]	[lɒst]	[k ^h æʃ]	[eksept]	[æksk]	[kʌb]	[bɪd]	[beck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Correct 5. Correct 6. Correct 7. Correct 8. Correct but misform of /e/ in initial which should be use /ə/ 9. Addition of /k/ in the middle(simple addition) 10. Correct 11. Correct 12. Misformation of æ 13. Correct 14. Correct
2	[perənt]	[æpl]	[kʌp]	[t ^h aɪp]	[dəːt ^h i]	[lɒs]	[kəʃ]	[ək'sept]	[æks]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct

															3. Correct but omitting of aspiration in /k ^h / 4. Correct 5. Addition of aspiration in /t/(simple addition) 6. Omission of /t/ in the final 7. Omission of aspiration in /t ^h / 8. Correct 9. Misordering of /k/which should be in the final instead in the middle 10. Correct 11. Correct 12. Correct 13. Correct 14. Correct
3	[per ənt]	[æpl]	[k ^h ʌp]	[t ^h a ɪp]	[d ə:ti]	[l əs]	[kæ ʃ]	[əssept]	[ʌks]	[kʌb]	[bɪdɪh]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h /

															8. Misformation of /k/ instead /s/(alternating forms) 9. Misordering of /k/which should be in the final instead in the middle 10. Correct 11. Addition of /h/ 12. Correct 13. Correct 14. Correct
4	[p ^h erənt]	[æpl]	[kju:p]	[taɪp]	[d ə:ni]	[lɒts]	[kʌtʃ]	[ə k'sept]	[æsk]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Correct 2. Correct 3.Mispronouncing it but correct in pronouncing /p/ and omitting an aspiration in / k ^h // in the first position 4. Omission of aspiration in /t ^h / 5. Misformation of /t/ instead /n/(alternating forms) 6. Misordering of /t/ in the final instead in the middle

															7. Omission of aspiration in /k ^h / 8. Correct 9. Correct 10. Correct 11. Correct 12. Correct 13. Correct 14. Correct
5	[per ənt]	[æpl]	[kʌp]	[t ^h a ɪp]	[d ə:ti]	[l əs]	[kæ ʃ]	[ezept]	[æsk]	[kʊb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in / k ^h // in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle and misform of /s/ into /z/ in the middle of word also /e/ in initial which should be use / ə / 9. Correct 10. Misformation

															11. Correct 12. Correct 13. Correct 14. Correct
6	[p ^h er ənt]	[æp ^h l]	[kʌp]	[t ^h a ɪp]	[d ə:ti]	[l ɔst]	[kæ ʃ]	[ə k'sept]	[æks]	[kʌb]	[bɪth]	[bæck]	[grəʊ]	[kɪds]	1. Correct 2. Addition of aspiration in /p/ (simple addition) which should be unaspirated in the middle position of word 3. Correct but omitting an aspiration in / k ^h // in the first 88 position 4. Correct 5. Correct 6. Correct 7. Omission of aspiration in /k ^h / 8. Correct 9. Misordering of /k/which should be in the final instead in the middle 10. Correct 11. Addition of /th/ 12. Correct 13. Correct

															14. Correct
7	[per ənt]	[æp ^h l]	[kʌp]	[t ^h a ɪp]	[d ə:ti]	[l ɔs]	[kæ ʃ]	[ə k'sept]	[æsk]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Addition an aspiration in /p/ (simle addition) which should be unaspirated in the middle position of word 3. Correct but omitting an aspiration in /k ^h // in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Correct 9. Correct 10. Correct 11. Correct 12. Correct 13. Correct 14. Correct
8	[per ənt]	[æpl]	[kʌp]	[ta ɪp]	[d ə:ti]	[l ɔs]	[kæ ʃ]	[ə k'sipt]	[ʌs]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but

															omitting an aspiration in /k ^h // in the first position 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Correct but misforming in /e/ instead /i/ 9. Omission of /k/ but misform in /ʌ/ which should be /æ/ 10. Correct 11. Correct 12. Correct 13. Correct 14. Correct
9	[pɛr ənt]	[æpl]	[kʌp]	[tɑ ɪp]	[d ə:ti]	[l əs]	[kæ ʃ]	[əsept]	[æsk]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h / 4. Omission of aspiration in /t ^h / 5. Correct

															6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle 9. Correct 10. Correct 11. Correct 12. Correct 13. Correct 14. Correct
10	[per ənt]	[epl]	[kʌt]	[ta ɪp]	[d ɪrti]	[l ɔs]	[kæ ʃ]	[əsept]	[æsk]	[kʌb]	[bɪd]	[bæck]	[grəʊ]	[kɪds]	1. Omission of aspiration in /p ^h / 2. Correct, but misform in /e/ which should be /æ / 3. Misformation of /p/ instead /t/ in the final position(alternating forms) and omitting an aspiration in /k ^h / in the first position 4. Omission of aspiration in /t ^h / 5. Correct but misforming a / ə/ instead / ɪ /

[illegible]

Appendix 2**Observation Sheet**

Instruction:

The researcher records notes about the behavior of participants, gathers text (word), and image.

No	Observation sheet (Problems in Pronunciation)	Checklist		Notes
		Yes	No	
1	The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new			
2	Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships			
3	There may be sounds, and combinations of sounds in L1, which do not occur in English			
4	There may be sounds, and combinations of sounds, used in English which do not occur in L1			
5	English may use stress and intonation patterns which feel strange to the learner. The learners may have problems related to learning English pronunciation			

YAYASAN PENDIDIKAN CAHAYA BANGSA METRO

SEKOLAH MENENGAH PERTAMA CAHAYA BANGSA METRO

Jalan Hasanudin Nomor 117, Yosomulyo, Metro Pusat
Kota Metro – Lampung – Indonesia
Telepon : 0725 – 7850502 Email : cahayabangsametro@yahoo.co.id

CAHAYA
BANGSA
School



Nomor : 165/SMP-CB/10/2019 Metro, 22 Oktober 2019
Lampiran : -
Perihal : **Izin Pra-Survey**

Kepada Yth.

Ketua Jurusan Tadris Bahasa Inggris

IAIN Jurai Siwo Metro

Di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan dibawah ini adalah Kepala SMP Cahaya Bangsa Metro, menerangkan bahwa :

Nama : ROHMATUNNISA
NPM : 1501070298
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut untuk melakukan prasurvey di SMP Cahaya Bangsa Metro dalam rangka penyusunan Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



Kepala Sekolah

Etika Lisyana Dewi, S.Pd.I



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: lain@metrouniv.ac.id

Nomor : B-4095 /In.28.1/J/PP.00.9/12/2019

02 Desember 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Umi Yawisah, M.Hum (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rohmatun Nisa
NPM : 1501070298
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Error English Voiceless Plosive Consonant Produced By Junior High School Of Cahaya Bangsa School In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

KEMENTERIAN AGAMA
JURUSAN TADRIS BAHASA INGGRIS
IAIN METRO
REPUBLIC OF INDONESIA

Ketua Jurusan TBI,
A. Subhan Roza, M.Pd
NIP. 19750610 2008011049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0114/In.28/D.1/TL.01/01/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **ROHMATUNNISA**
NPM : 1501070298
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP CAHAYA BANGSA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ERROR OF ENGLISH VOICELESS PLOSIVE CONSONANT PRODUCED BY JUNIOR HIGH SCHOOL OF CAHAYA BANGSA SCHOOL IN THE ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Januari 2020

Mengetahui,
Pejabat Setempat

Eka Wahyana Dewi, S.Pd.T.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0115/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP CAHAYA BANGSA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0114/In.28/D.1/TL.01/01/2020, tanggal 09 Januari 2020 atas nama saudara:

Nama : **ROHMATUNNISA**
NPM : 1501070298
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP CAHAYA BANGSA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ERROR OF ENGLISH VOICELESS PLOSIVE CONSONANT PRODUCED BY JUNIOR HIGH SCHOOL OF CAHAYA BANGSA SCHOOL IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 09 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN CAHAYA BANGSA METRO

SEKOLAH MENENGAH PERTAMA CAHAYA BANGSA METRO

Jalan Hasanudin Nomor 117, Yosomulyo, Metro Pusat
Kota Metro – Lampung – Indonesia

Telepon : 0725 – 7850502 Email : cahayabangsametro@yahoo.co.id

CAHAYA
BANGSA
School



Nomor : 171/SMP-CB/01/2020 Metro, 16 Januari 2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.

Wakil Dekan I

Fakultas Tarbiyah dan Ilmu Keguruan

IAIN Jurai Siwo Metro

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini adalah Kepala SMP Cahaya Bangsa Metro, menerangkan bahwa :

Nama : ROHMATUNNISA
NPM : 1501070298
Semester : 10 (sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Pada dasarnya kami menerima dan mengizinkan mahasiswa tersebut untuk melakukan Research/Survey di SMP Cahaya Bangsa Metro dalam rangka penyusunan Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



Kepala Sekolah

Etika Lisvana Dewi, S.Pd.I

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rohmatun Nisa

NPM : 1501070298

Fakultas : TBI / Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : English Vocabulary in use

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rohmatun Nisa

NPM : 1501070298

Fakultas : tarbiyah / TBI

Angkatan : 2015

Telah menyerahkan buku berjudul : English vocabulary in use

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1025/In.28/S/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

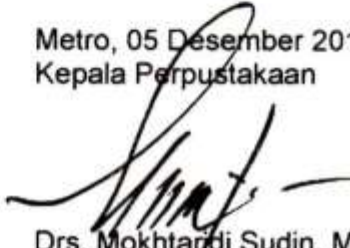
Nama : ROHMATUNNISA
NPM : 1501070298
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070298.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Desember 2019
Kepala Perpustakaan



Drs. Mokhtardi Sudin, M.Pd.
NIP. 195808311981031001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rohmatun Nisa
NPM : 1501070298

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	senin, 13/1-20	✓		<ul style="list-style-type: none">- Tulis sesuai pedoman (jenis tulisan, margin, cara mengutip, dll.)- lengkapi dg CV- tanda tangan yg ada namamu + Makeni bro, -- be consistent!- Table 4.1 change to pie diagram- use pronunciation dictionary to check- Bibliography → revise!- Data collecting technique mention & explain!!!	
2.	20/1-20	✓		Acc for minor symbol	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Rohmatun Nisa
NPM : 1501070298

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	03. Januari 2020			Revisi judul	
2	05 Januari 2020			Revisi chapter IV	
3	07 Januari 2020			Revisi Kesimpulan	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014