

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF PRONUNCIATION ERROR IN SPEAKING**  
**PERFORMANCE AMONG THE NINTH GRADERS**  
**STUDENTS OF MTs AL ASROR SEKAMPUNG EAST**  
**LAMPUNG**

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**STATE ISLAMIC COLLEGE (STAIN)**  
**OF JURAI SIWO OF METRO**  
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AMONG THE NINTH GRADERS STUDENTS OF MTs AL  
ASROR SEKAMPUNG EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana  
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**AN ANALYSIS OF PRONUNCIATION ERROR IN SPEAKING AT THE  
NINTH GRADERS STUDENTS OF MTs AL ASROR SUMBERSARI  
SEKAMPUNG EAST LAMPUNG**

**ABSTRACT**

**By:  
DEWI ZULFA**

We use English to communicate with people's foreign language because English is international language so we should be able to communicate in English and we must learn to have a good performance in English speaking. The success of English learning was usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There were four main skills that must be mastered to be able communicate well in English. Those were listening, speaking, reading, and writing.

The students' speaking difficulties could be caused by inside and outside factors. The outside factor was related to the teacher such as teaching method in learning. Meanwhile, the inside factors such as the students have pronunciation error, they have lack of vocabulary, they have lack of motivation to speak English, they have lack of self-confidence to speak English, and they think that English is hard to be learned. Therefore, the writer analyze the pronunciation error in their speaking. The objectives of this research are to know the pronunciation error on the students and to know the students English speaking ability.

Qualitative research is tradition in social science which fundamental, the data collection from subject research in areas themselves and their interaction with other people. There are consist of four steps in qualitative analysis, they are: data collection, data reduction, data display and conclusion. The subject of this research is the ninth graders of MTs Al Asror Summersari. The writer used observation, interview, and documentation to collecting data. While, to analyze the data the writer used record of students speaking.

The analysis showed that there were 4 dominant errors out of 8 English vowels errors during the test was going on. They are vowel [ʌ] 53,33%, [ɔ:] 73,33%, [i:] 60%, and [ei] 50%. The writer suggest that the students must be active in learning process especially English subject.

**ANALISA KESALAHAN PENGUCAPAN DALAM BERBICARA PADA  
SISWA KELAS SEMBILAN DI MTs AL ASROR SUMBERSARI  
SEKAMPUNG LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:  
DEWI ZULFA**

Kita menggunakan Bahasa Inggris untuk berkomunikasi dengan orang-orang yang berbahasa asing karena Bahasa Inggris adalah bahasa internasional jadi kita harus bisa berkomunikasi dengan Bahasa Inggris dan kita harus belajar agar punya pelafalan yang baik dalam berbicara Bahasa Inggris. Keberhasilan dalam pembelajaran Bahasa Inggris pada umumnya tampak dari kemampuan pelajar untuk berkomunikasi dengan orang asli berbahasa Inggris atau orang yang berbicara Bahasa Inggris dalam kehidupan sehari-hari. Ada empat kemampuan pokok yang harus dikuasai untuk bisa berkomunikasi dengan baik dalam Bahasa Inggris. Diantaranya ada listening, speaking, reading dan writing.

Kesulitan berbicara siswa dapat disebabkan oleh faktor dalam dan faktor luar. Faktor luar berhubungan dengan guru seperti metode pembelajaran dalam mengajar. Sementara itu, faktor dalam seperti siswa mempunyai kesalahan dalam pelafalan, mempunyai kelemahan dalam kosa kata, mereka mempunyai kelemahan dalam motivasi untuk berbicara bahasa Inggris, mereka mempunyai kelemahan percaya diri untuk berbicara bahasa Inggris, dan mereka merasa bahwa bahasa Inggris sulit untuk dipelajari. Sementara itu, Oleh karena itu, penulis menganalisa kesalahan pengucapan dalam kemampuan berbicara mereka. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan pengucapan pada siswa dan untuk mengetahui kemampuan Bahasa Inggris siswa.

Penelitian qualitative adalah tradisi dalam social ilmu pengetahuan yang dasar, pengumpulan data dari subyek penelitian di daerah mereka sendiri dan interaksi mereka dengan orang lain. Terdiri dari empat tahap dalam penelitian kualitatif, diantaranya: pengumpulan data, pengurangan data, pertunjukan data dan kesimpulan. Subyek dalam penelitian ini adalah siswa kelas Sembilan dari MTs Al Asror Summersari. penulis menggunakan observasi, interview, dan dokumentasi untuk mengumpulkan data. Sementara itu, untuk menganalisa data penulis menggunakan rekaman speaking siswa.

Pada analisa tampak bahwa ada 4 kesalahan yang menonjol dari 8 vowel Bahasa Inggris pada tes yang telah diberikan. Diantaranya vowel [ʌ] 53,33%, [ɔ:] 73,33%, [i:] 60%, and [ei] 50%. Penulis menyarankan agar siswa lebih aktif dalam proses pembelajaran khususnya pada mata pelajaran Bahasa Inggris.

## MOTTO

### AL INSYIRAH : 6

مَعَ الْعَسَىٰ يَئِيسٌ يُرَىٰ  
يُؤْتَىٰ مَا يَإْتَى الْغَنَىٰ

*With Difficult is surely easy (Al Insyirah : 6)*

“A person who never made a mistake never tried anything new.”

(Albert Einstein)

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the globalization era we need a good English ability. Learning English must motivate that English is easy, because it can influence students' to learn their speaking. Many students' dont know how to use English correctly, because English is the most difficult of language for non native speaker to learn, the causes of the problem are the habit disregarded by teacher when the teacher taught.

We use English to communicate to other foreign language because English is international language so we should be able to communicate in English. The success of English learning was usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There were four main skills that must be mastered to be able communicate well in English. Those are listening, speaking, reading, and writing.

Among those four skills that must be mastered by the students, speaking skill may be the most important skill for success in learning a language.

Communication is a part of humans daily activities. Through communication by using language, we can share our ideas and thought with

other people. In that way, a smooth interaction between people can take place. We are demanded to be able to communicate not only by using our mother tongue but also by using a foreign language, especially English which is obviously more difficult to do since we have a limitation of knowledge about foreign language. Thus, English becomes a compulsory subject taught to the students from primary school to university. School as formal institution not only has a role to expand academic ability, but also other ability such as social skill and emotion.

Mastering this skill was not an easy matter to do. It can be seen from the reality that there were many English learners who were still incapable to speak English in Indonesia despite they have learnt the language for many years.

However, speaking skill was considered difficult. It was observed from students' ability to communicate in English. The students' speaking difficulties could be caused by inside and outside factors. The inside factors such as the students have error habitual pronunciation, the students have low motivation to study or learn English vocabulary, the students practice of using English spoken is limited and students English speaking ability is low. Meanwhile, the outside factor was related to the teacher such as teaching method in learning. The teacher should be able to recognize the students' problem and create a good atmosphere in teaching learning process in the classroom that can raise students' enthusiasm to speak English. The teacher should provide time for the students to practice their speaking skill because



through practice students could learn to express their feeling, emotion, thought, and their intention.

Moreover, English is also very important for us, especially in the world of education and working world. However we should use English to communicate with other people, although we have limitation of knowledge about foreign language. English has been the first foreign language taught formally in Indonesia for years. With regard to the new curriculum, students of primary school have an opportunity to learn English at school. Human beings have learned their language since they were children, especially their mother tongue. The process occurs naturally and properly with a view to communicate in society environment.

English teaching learning process at school must be able to give experience for students to have a chance to win a competitive competition. As we all know that mostly Indonesian students have some difficulties to improve their skills in English. Nevertheless as the demand of this competitive era, we have to be able to speak, listen, write, and to read English. Speaking, as one of the linguistic skills, is often perceived to be a task that comes naturally to an individual. Furthermore, speaking is also the most difficult skill to be mastered in learning a language. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking

as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

We all have a mother tongue which functions as a filter for what sounds we are able to distinguish. When you learn a foreign language, you have to understand that it uses a different set of sounds and different orthographic rules than your mother tongue (i.e. the same letter written in a different language may be pronounced differently). What learners often do is that they try to approximate the sounds by the ones they are already familiar with and read words as if they were written in their native languages.

The result of pre-survey can be seen on table below:

Table 1

The Data of Students' Speaking Result at the ninth Graders of Mts Al Asror Sumbersari

No	Grade	Explanation	Frequencies	Percentage
1	< 65	Failed	20	66,66%
2	≥ 65	Pass	10	33,34%
		Total	30	100%

Source : The teacher graded book of English at the first semester of the Ninth

Based on the result of pre survey on September 16<sup>th</sup> 2015 in the MTs Al Asror, the researcher got the data about the English score especially at the ninth graders. The result that (66,66%) 20 students get low score. It means some of students failed in the test because the quantity of this class is

30 students. The highest score is 85 and the lowest score is 50. English teacher at MTs Al Asror decided that the score 65 as the minimum standard criteria (MSC) . It means that most of the students have low score in English material especially in speaking performance. The students have some problems in their speaking English such as they have lack of pronunciation, they have lack of motivation to speak English, and they think that English is hard to be learned.

Based on explanation above the researcher would like to analyse their error pronunciation in English speaking performance. Students habit can influence their English speaking performance. The researcher would give evidence that students error habitual pronunciation can influence their result English speaking performance at the ninth grader.

## **B. Focus of the Study**

### **1. Limitation of the Problem**

From the identification above, the researcher focuses on their habitual pronunciation in English speaking. Therefore, the researcher limits the problem is pronunciation error in speaking among the ninth graders students of MTs Al Asror Summersari.

### **2. Formulation of the Problem**

Based on the identification and limitation above, the researcher assumes that:

Why the students pronunciation is error in speaking among the ninth graders students of MTs Al Asror Summersari?

### **C. Objectives and Benefits of the Study**

#### 1. The Objectives

This research is aimed at:

- a. Knowing the pronunciation error in speaking among the ninth graders students of MTs Al Asror Summersari.
- b. Knowing the students English speaking at the ninth graders of MTs Al Asror Summersari.

#### 2. Benefits of the Study

##### 1. For the students

- a. It gives information for students to study English especially to improve their speaking.
- b. To motivate the students in learning speaking.

##### 2. For the teachers

- a. To give information to the teacher of English, especially at the ninth graders of MTs AL Asror Summersari.

##### 3. For the headmaster

- a. To enable the school support the English learning process by preparing the teaching instrument.
- b. To enable the school determine the policy in revising of curriculum, formation of syllabus, and alternative of method that will use in English learning.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Prior Research

This research entitles *An Analysis of Pronunciation Error in Speaking Among the Ninth Graders Students of MTs Al Asror Summersari Sekampung East Lampung*. The researcher finds the similar research in English education study program, art and language Faculty, Universitas Negeri Semarang, which is entitled *An Analysis of Students' Errors in Pronouncing English Vowels* by Wasis Tri Puspita.<sup>1</sup> The result of the analysis shows that students are considered “Excellent” in pronouncing English vowels. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i:] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [u:] (6.67%), and vowel [ʌ] (0.76%).

Moreover, this research also similar with research of Nur Lu'aily Silfiyah, which is entitled *Error Analysis on English Vowel Sound Production Made by the Sixth Semester Students of Study Program of English Universitas Brawijaya*.<sup>2</sup> She analyzed the sixth semester students of Study Program of English, Universitas Brawijaya the result of analysis show that there were 7 dominant errors out of 12 English vowels errors during the test

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<sup>1</sup> Wasis Tri Puspita. *An Analysis of Students' Errors in Pronouncing English Vowels made by the Eleventh Grade Students of SMA Negeri 1 Sigaluh Banjarnegara*.2007.

<sup>2</sup> Nur Lu'aily Silfiyah, *Error Analysis on English Vowel Sound Production Made by the Sixth Semester Students of Study Program of English Universitas Brawijaya*.2014

was going on. The researcher provided those in percentage like: [ə] 30%, [i:] 28%, [u:] 13%, [ʌ] 12%, [ɔ:] 11%, [ɜ:] and [ɑ:] 3%. It can be concluded that the reason why the learners are still difficult to pronounce English vowels is because they still involve their Indonesian phonetic sound system rules during learning English.

Regarding to Wisma and Nur's research, this research is also to know the pronunciation of students. It proposes to find out the pronunciation error in speaking. The interview will be done to find out the real problems of the students in speaking.

## **B. The Concept of Pronunciation Error**

### **1. Definition of Error**

Learning the different system of language always brings errors with its process. Errors are part of the student inter language, that is in the version of the language which is continually reshaped as he/she aims toward fully mastery.<sup>3</sup>

Moreover, Brown stated that errors as a noticeable deviation from the adult speaking of native speaker, reflecting the inter language competence of the learner.<sup>4</sup>

### **2. Definition of Pronunciation**

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<sup>3</sup> Jeremy Harmer, *The Practice of Language Teaching*, (New York : Pearson ESL, 2001), p.100

<sup>4</sup> H. Douglas Brown, *Principle of Language and Teaching*, (Addison Wesley : Longman, 2000), Fourth Edition, p.217

According to Oxford Advanced Learner's Dictionary that divided from the word "pronounce" is to make the sound of a word or letter in a particular way.<sup>5</sup> Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected and its broadest.<sup>6</sup>

### 3. The Elements of Pronunciation

There are several elements of pronunciation, they are :<sup>7</sup>

#### 1) Stress

Many teachers advocate starting with stress as the basic building block of pronunciation. Stress refers to the prominence given to certain syllables within words and to certain syllables or words within utterance.

#### 2) Intonation

Intonation is very important to signaling speaker meaning. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language and thus perhaps inadvertently causing offence.

#### 3) Features of connected speech

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<sup>5</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2010, p.1175

<sup>6</sup> <http://www.ncltr.mq.edu.au/pdamep.html>, 7 Mei 2015

<sup>7</sup> *Ibid*,

In English we link and blend sounds between words in a way which is quite distinctive from that of other language.

4) Voice quality

Voice quality has received little attention in second language learning, although actors may be quite familiar with the concept.

5) Vowel

The vowel in phonemic chart are ordered according to where they are made in the mouth. Thus the top row of vowels are made high in the mouth, the middle row are made in the centre and the bottom row are made low in the mouth.

6) Consonant

Consonant are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of:

- Where the sound is made in the mouth, or place of articulation
- How the sound is made, or the manner of articulation
- Whether or not the vocal cords vibrate, or voicing.<sup>8</sup>

### **C. The Concept of Speaking**

#### **1. Definition of Speaking**

The spoken productive language skill is called speaking. It is the skill of a speaker to communicate information to a listener or a group of listeners. Her or his skill is realized by her or his ability to apply the rules

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<sup>8</sup> *Ibid*



of the language s/he is speaking to transfer the information s/he has in her or his mind to her or his listeners.<sup>9</sup>

According by oxford advanced learner's dictionary that divided from the word "speak" that can be divided follow:

1. To talk to somebody about something.
2. To have a conversation with somebody.<sup>10</sup>

According to Davis (1981) "communications is as evacuation of information and congeniality from one people to others."<sup>11</sup>

Speaking as an interaction, and speaking as a social and situation-based activity. All these perspectives see speaking an integral part of people's daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria.<sup>12</sup>

Meanwhile Chaney assumes that "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts."<sup>13</sup> Speaking is a crucial part of second language learning and teaching."

Scott Thornbury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands

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<sup>9</sup> [http://iteslj.org/Techniques/Kayi-Teaching Speaking.html](http://iteslj.org/Techniques/Kayi-Teaching%20Speaking.html), 21 April 2015

<sup>10</sup> AS Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2005, p.1467

<sup>11</sup> Johan Wibowo, *Easy Public Speaking*, Bandar Lampung: Anugrah Utama Raharja, 2013, p.1

<sup>12</sup> J. Charles Alderson, Lyle F. Bachman, *Assessing Speaking*, (Cambridge University Press: 2004), p. 09

<sup>13</sup> Chaney, A.L., and T.L. Burk, *Teaching Oral Communication in Grades K-8*, Boston: Allyn&Bacon, 1998,

of words a day, although some people like auctioneers or politicians may produce ever more than that.<sup>14</sup> Based on quotation speaking ability is the competence of person to produce language orally to make a good conversation or dialogue.

Moreover, for English learners if want to master a language including mastering all its skills.

## 2. The Principles of Speaking

There are several principles for designing speaking techniques, they are :<sup>15</sup>

- 1) Use techniques that cover the spectrum of learner needs, from language- based focus on accuracy to message-based focus on interaction , meaning, and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that you tasks include techniques designed to help students to perceive and use the bulding blocks of language. At the same time, don't bore your

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<sup>14</sup> Scott Thornbury, *How to Teach Speaking*, (Pearson Education Limited, 2005), p.1

<sup>15</sup> H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Padagogy*, (San Fransisco: San Fransisco State University, 2000), Second Edition, p. 275

students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2) Provide intrinsically motivating techniques.

Try at all time to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for 'being all that they can be.' Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Often students don't know why we ask them to do certain things; it usually pays to tell them.

3) Encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercise where we go around the room calling on the students one by one to pick the right answer.

4) Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback 'out there' beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. We should have opportunities to integrate between speaking and listening. We can't focusing only on speaking goal. We also need integrate it to listening.

6) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoke to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one of that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.<sup>16</sup>

### 3. The Components of Speaking

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<sup>16</sup> *Ibid*, p.276

There are several components of speaking ability, they are :

1) Pronunciation

It includes the segmental features vowels, consonants, the stress, and the intonation pattern.

2) Vocabulary

Without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

3) Grammar

It is needed for students to arrange a correct sentence in conversation. And it is inline with explanation.

4) Fluency

It is the easy and speed of the flow of speech.

5) Comprehension

It is for oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>17</sup>

#### 4. The Types of Speaking

There are several types of speaking, they are:<sup>18</sup>

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<sup>17</sup> <http://www.scribd.com/The-Components-of-Speaking-Skill>. 28 Juni 2015

<sup>18</sup> I. S. P. Native and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge publishing 2009), p.122

- 1) It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.
- 2) It involves taking a long turn. That is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way.
- 3) It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
- 4) The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.
- 5) It often needs teaching as it is a skill that is not a part of typical language use.

## **5. The Functions of Speaking**

There are some functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking, those are talk as interactional, talk as transactional and performance.

From the explanation above, the first function of speaking is talk as interactional function. In this case, the speakers use speaking to maintain social relationship.

The second function of speaking is talk as transactional function. In this case, the speakers use speaking to convey information. It refers to situation where the focus is on what is said and done.

The third function of speaking is entertainment. It's means that the speaker using language for entertains. On the other hand, It's refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.<sup>19</sup>

#### **D. Error Analysis**

##### **1. The Concept of Analysis Pronunciation Error**

Analyzing language learner need much concentration because it distinguishes into two types, mistake and error. People frequently assume that error are similar with mistake. In contrary, error are different with mistake. Mistake refers to a performance error that is either a random or a “slip” that is failure to utilize a known system correctly.<sup>20</sup> In other words, mistake is a performance error that is caused by incorrect usage of system which had been known.

Mistake are difficult to be distinguished from errors. James asserted that an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker.<sup>21</sup> Based on the quotations mentioned, it can be inferred that the different between error and mistake is that error is the deviation caused by the lack of

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<sup>19</sup> Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge University Press, 2008), p.21-28

<sup>20</sup> *Ibid*, p.217

<sup>21</sup> *Ibid*, p.218

knowledge in the process of acquiring language so the students cannot correct the deviation themselves, while mistake is the deviation produced by the failure in the usage of system that had been known so the students can directly fix incorrect system.

Furthermore, Brown assumed that the errors which made by students can be observed, analyzed and classified to reveal something of the system operating within the learner, it called error analysis.<sup>22</sup> In addition, error analysis is a method that used to document the systematic errors that appear in learner language.<sup>23</sup>

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders,<sup>24</sup> their ethnic group, their social class, or their education.<sup>25</sup>

## 2. The Common Error Pronunciation

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<sup>22</sup> *Ibid*

<sup>23</sup> [http://www.carla.umn.edu/learnerlanguage/error\\_analysis.html](http://www.carla.umn.edu/learnerlanguage/error_analysis.html), diunduh tanggal 15 April 2015

<sup>24</sup> *Beech, John R.; Harding, Leonora; Hilton-Jones, Diana (1993). Assessment in speech and language therapy. CUP Archive. p. 55. ISBN 0-415-07882-2.*

<sup>25</sup> *Labov, William (2003). "Some Sociolinguistic Principles". In Paulston, Christina Bratt; Tucker, G. Richard. Sociolinguistics: the essential readings. Wiley-Blackwell. pp. 234–250. ISBN 0-631-22717-2.*



We all have a mother tongue which functions as a filter for what sounds we are able to distinguish. When you learn a foreign language, you have to understand that it uses a different set of sounds and different orthographic rules than your mother tongue (i.e. the same letter written in a different language may be pronounced differently).

Here's a list of the most common errors of this type:

**1) For several vowels**

- a. "Au" in English is pronounced as /ɔ:/ (as "aw" in "law"), not as /au/, as in many other languages; for example "auto-" is pronounced /ɔ:tə/, as in "autobiography" /,ɔ:təbaɪ'ɒgrəfi/ (aw-tə-by-ogg-rə-fee) and "autopsy" /'ɔ:tɒpsi/ (aw-top-see).
- b. "E" is often not pronounced as /ɛ/ (as in get) – "e" in non-stressed syllables is often pronounced as /ɪ/ (as "i" in "pit"), especially in words beginning with "de-", such as "detective" /dɪ'tektɪv/ (di-tek-tiv), "delay" /dɪ'leɪ/ (di-lei), or "delete" /dɪ'li:t/ (di-leet).
- c. "Eu" unlike perhaps all other languages, "eu" in English is pronounced as /jʊ/ (mostly UK) or /ʊ/ (mostly US), and sometimes also long. Examples include "Euclid" /jʊ'klaɪd/ (yu-klid), "pneumatic" /nju:'mætɪk/ (nyoo-mæ-tik), or "neuron" /'njʊərən/ (nyu-ə-ron) (that was the UK variant; US pronunciation of the latter two doesn't contain /j/).<sup>26</sup>

**2) For several consonants**

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<sup>26</sup> *Ibid*

Single consonant, they are:

- a. “X” at the beginning of a word is pronounced as /z/, not as /ks/, for example “xenophobia” /ˌzɛnəˈfɒbiə/ (zen-ə-foh-bee-ə) or “Xena” /ˈzi:nə/ (zee-nə) a fictional character).
- b. “W” is never pronounced as v – many languages don’t have the “w” sound (such as in the word “wow”), and the speakers
- c. [st]ubbornly pronounce English w as v (as in “very”).
- d. “V” is never pronounced as w — those who do realize that English has a sound as in “wow” often use this sound for all English words containing w or v.

Double consonant, they are:

- a. “Pn” at the beginning of a word is pronounced as /n/, e.g. “pneumatic” (see above), “pneumonia” /nju:ˈmæʊniə/ (nyoo-moh-nee-ə) (UK), /nu:ˈmæʊniə/ (noo-moh-nee-ə) (US).
- b. “Ps” at the beginning of a word is pronounced just as /s/, such as in “psychology” /saɪˈkɒlədʒi/ (saai-koll-ə-dzhee) or “pseudonym” /ˈsju:dənɪm/ (syoo-də-nim) (UK), /ˈsu:dənɪm/ (soo-də-nim) (US).
- c. “Kn” at the beginning of a word is pronounced as /n/, e.g. “know” /nəʊ/ (noh), knee /ni:/ (nee), knife /n/ “Ch” is often not pronounced as “ch” – in most languages, the pronunciation rules for the digraph “ch” differ from the English ones. Note: In some

British dialects, the pronunciation is sometimes somewhere between /tʃ/ and /ʃ/.

“Th” in English is pronounced either as /θ/ or /ð/. The former is pronounced similarly as /t/ and the latter similarly as /d/, but the tongue touches the back side of upper teeth, not just the upper palate (the fleshy part behind the teeth, pronounced /'pælət/).<sup>27</sup> aɪf/ (naayf).

### 3. American (US) and British (UK) English Speaking

Differences in pronunciation between American English (AmE) and British English (BrE) can be divided into:

- a. differences in accent (phoneme *inventory* and *realisation*).
- b. differences in the pronunciation of individual words in the lexicon (phoneme *distribution*).<sup>28</sup>
- c. The difference occurs for all nouns of multitude, both general terms such as *team* and *company* and proper nouns (for example where a place name is used to refer to a sports team)

In British English (BrE), collective nouns can take either singular (*formal agreement*) or plural (*notional agreement*) verb forms, according to whether the emphasis is on the body as a whole or on the individual members respectively; compare *a committee was appointed* with *the*

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<sup>27</sup> <http://jakubmarian.com/common-pronunciation-errors-in-english>, 7 November 2015

<sup>28</sup> [http://en.wikipedia.org/American\\_and\\_British\\_English\\_pronunciation\\_differences](http://en.wikipedia.org/American_and_British_English_pronunciation_differences), 26 November 2015

*committee were unable to agree.* The term *the Government* always takes a plural verb in British civil service convention, perhaps to emphasise the principle of cabinet collective responsibility. Compare also the following lines of Elvis Costello's song "Oliver's Army": *Oliver's Army is here to stay / Oliver's Army are on their way* . Some of these nouns, for example *staff*, actually combine with plural verbs most of the time.

In American English (AmE), collective nouns are almost always singular in construction: *the committee was unable to agree.* However, when a speaker wishes to emphasize that the individuals are acting separately, a plural pronoun may be employed with a singular or plural verb: *the team takes their seats*, rather than *the team takes its seats*. Such a sentence would most likely be recast as *the team members take their seats*. Despite exceptions such as usage in *The New York Times*, the names of sports teams are usually treated as plurals even if the form of the name is singular.

Most of the differences between the English of the UK (which we shall call BrE) and the English of North America (which we shall call AmE) are vocabulary differences and differences in pronunciation and spelling. However, there are some differences in the way grammar is used. Almost all of the structures in this book are used in both varieties, but there are often differences in how common a structure is in one variety or the other. There are fewer differences in writing than in speaking.

In spoken American English it is very common to use the simple past tense as an alternative in situations where the present perfect would usually have been used in British English. The two situations where this is especially likely are:<sup>29</sup>

In sentences which talk about an action in the past that has an effect in the present:

US : Jenny feels ill. She ate too much.

UK : Jenny feels ill. She's eaten too much.

US : I can't find my keys. Did you see them anywhere?

UK : I can't find my keys. Have you seen them anywhere?

In sentences which contain the words already, just or yet:

American :

A: Are they going to the show tonight?

B: No. They already saw it.

A: Is Samantha here?

B: No, she just left.

A: Can I borrow your book?

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<sup>29</sup><http://www.onestopenglish.com/american-english-vs-british-english/differences-in-american-and-british-english-grammar-article/152820.article>, 30 November 2015

B: No, I didn't read it yet.

British :

A: Are they going to the show tonight?

B: No. They've already seen it.

A: Is Samantha here?

B: No, she's just left.

A: Can I borrow your book?

B: No, I haven't read it yet.

Students get let lots of new knowledge after know the differences between american and british. During studying at school most of the teachers tend to use american, and automatically it influences them then. But then, it doesn't mean that they consider that american is better, and easier or in contrast. In Addition, sometimes as an EFL student, they got difficulty to catch what the foreigners said when they used slang word or slang language.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Background Description and Rule of the Researcher

The object of this research is an analysis error of habitual pronunciation on the students' English speaking performance at the ninth graders of MTs Al-Asror Summersari. The researcher has chosen IX class because most of the students have low speaking performance in English.

##### 1. Background Description

The setting of the action research is MTs Al-Asror Summersari where located on Jln. Pondok Pesantren Darul Ma'arif Summersari, Sekampung, East Lampung.

The subject of the research is the ninth grade students in class of MTs Al-Asror Summersari, which consists of 17 male students and 13 female students and all of students in the class there are 30 students.

##### 2. Rule of the Research

###### a. Pre Survey

Based on the result of pre survey on September 16<sup>th</sup> 2015 in the Mts Al-Asror Summersari, the researcher got the data about the English score especially at the ninth grade. The result that (70%) 20 students get low score. It means that some of students failed in the examine because the quantity of this class is 30 students. The highest

score is 85 and the lowest score is 50. English teacher at MTs Al-Asror Sumbersari, decided that the score 65 as the minimum standard criteria (MSC). It means that most of the students get low score.

#### **b. Qualitative Research**

This reserach is qualitative research. Kirk and Miller explains that qualitative research is tradition in social science which fundamental the data collection from subject research in areas themselves and their interaction with other people.<sup>1</sup> It means that in qualitative research the researcher shouldn't to make concepts or theorys about field research, but the researcher used pure mind and ready with interpretation and hypothesis from facts in field research.

### **B. Data Collection Instruments**

To collect the data, the researcher uses the data collection method as follows:

#### 1. Observation

The writer takes field notes on the behavior and activities of individual at the research site. The researcher record in this field notes.<sup>2</sup>

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<sup>1</sup> Bambang, Setiyadi. *Metode Penelitian untuk Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu. 2006. p.220

<sup>2</sup> John Gerring, *Case Study Research: Principles and Practices*, (New York: Cambridge University Press, 2007), p.185



The purpose of the observation is to explain the situation being investigated activities, people or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.<sup>3</sup>

To get the data about the student's activities such as student's ability in question answer, students' error, and student's good participant the researcher used this method. The teacher and the students' activities are observed and notice by the researcher.

## 2. Interview

Interview as the dialog between interviewer and interviewee in order to get information directly or indirectly.<sup>4</sup> In interviews, the researcher holds face to face interview with the participants.<sup>5</sup> This method is to get information from headmaster and all persons that know the condition of students and other which has important information for this research. Esterberg states that there are three types of interview. They are structured interview, semi structured interview, and unstructured interview.<sup>6</sup>

## 3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other) of information.<sup>7</sup> The researcher uses this method to get

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<sup>3</sup> Arikunto, Op. Cit., p.127

<sup>4</sup> Edi Kusnadi, *Metode Penelitian*, (Bandar Lampung : Gunung Persegi, 2002), p.96

<sup>5</sup> *Ibid.* p.188

<sup>6</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D*, (Bandung: Penerbit Alfabeta 2009), p.233

<sup>7</sup> Arikunto, Op. Cit., p.158

the data about the history of the school, the sum of the teachers, official employed and students at the ninth grader of MTs Al Asror Summersari.

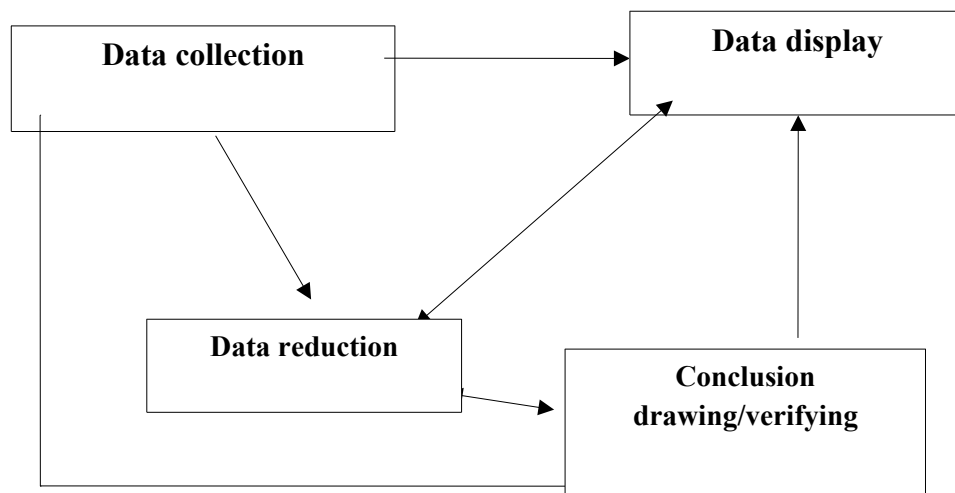
### **C. Data Resources**

Data resource of the research is gotten by document and interview. It means that the writer get the data from purposive sample as the participants. The writer uses primary source (information directly from people and situation under the study) or secondary source (secondhand accounts of the people or situation written by the others). The writer choose the ninth graders students of MTs A l Asror Summersari as the participants. The writer chooses them because they have low in English speaking. The writer investigated some questions to them and analyzed their speaking result in documentation.

The writer chooses this method because the writer wants to know the pronunciation error in speaking at the ninth graders students of MTs Al Asror Summersari Sekampung East Lampung.

### **D. Data Analysis Technique**

The process of data analysis can make sense out text and image data. The writer would apply Miles and Huberman Model to analyze the data.



**Figure I.** *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:<sup>8</sup>

1. Data collection is the step when the writer gather all data which are used to complete the research.
2. The writer reduces the data had gotten by summarizing and choosing specific things.
3. To display the data the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. The last, the researcher verifies his research by making conclusion of data findings.

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<sup>8</sup> Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta: Rajawali Pers, 2010), p.129

## **CHAPTER IV**

### **DATA PRESENTATION**

#### **A. Description of Data Analysis**

##### **1. History of the MTs Al Asror Sumbersari**

This research was conducted at MTs Al Asror which is located on Jln. Pon-Pes Darul Ma'arif ds. Sumbersari, Sekampung, East Lampung. It was established on 2003. At this time, Ridwan, S.HI was the headmaster of MTs Al Asror Sumbersari. This school was standing during thirty year so the teachers must teaches agree with the curriculum which is valid, and through in paragon all of teacher and the peoples give good support for the school.

Historcal background of MTs Al Asror Sumbersari is the human need for education, in Islamic religion study is obligation every Muslims since gestate until dead, so the peoples need place for study that consistent to teaches the students.

MTs Al Asror Sumbersari has professional teachers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs Al Asror Sumbersari who need to attribute special skills in different majors. Therefore, selected teachers are very helpful in teaching learning process. The total number of the teachers were 15 teachers, 1 of them is English teachers.

MTs Al Asror Summersari consists of 6 classes from VII to class IX . The seventh graders consists of 37 students. The eighth graders consists of 38 students. The ninth graders consists of 51 students. So, total of the students of MTs Al Asror Summersari is 126 students.

## 2. The Building of MTs Al Asror Summersari

The building of MTs Al Asror Summersari Sekampung East Lampung, they are as follow:

Table 2

Table of the building of MTs Al Asror Summersari

No	Names	Total
1	Classes	6
2	Library	1
3	UKS	1
4	OSIS	1
5	Lab. of Science	1
6	Lab. of computer	1
7	Hall	1
8	Teachers' toilet	1
9	Students' toilet	1
10	Kitchen	1
11	BK	1

## B. Description of Findings

According to Creswell, the data of the writer are analyzed which has some steps. The data qualitative research is different from quantitative. In the qualitative research the data is always in words. Numeric data is an option if available in the research. Meanwhile in quantitative research, the data is always used number than words and the research required a statistic

calculation.<sup>1</sup> Based on the explanation above, the data from this research is words form. The researcher use words to make conclusion of each item. Numeric data, if available is only as the additional. The writer only uses numeric count the percentage of each item.

There are consist of some steps qualitative analysis in data findings. They are:

### 1. Data Collection

This is the first step of researcher before the data are lively analyzed. The researcher many data which are greatly needed for this research. The writer got the data by interview the teacher and students. The writer visiting the class and get some record. The writer observed 30 students on the ninth grader of MTs Al Asror Summersari.

### 2. Data Reduction

Data reduction is conducted to make this research easy to understood. There are four components of English speaking skill, they are: pronunciation, vocabulary, grammar, fluency and comprehension. The writer focus on pronunciation. There are six elements of pronunciation, they are: stress, intonation, features of connected speech, voice quality, vowel and consonant. In this research the writer just focus on vowel.

### 3. Data display

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<sup>1</sup> Creswell, John W. " Research Design: Qualitative, Quantitative, and Mixed Method Approaches," (USA: Sage Publication, Inc.2003). Second Edition. p. 185

From the data reduction, the writer show the pronunciation error in speaking among the ninth graders students. Based on the data from the observation, there are some results, shorted by the pronunciation error in speaking at the ninth graders of MTs Al Asror Summersari.

Table 3

## The Types of Vowel Test

No	Vowel	Word
1	[ɔ:]	pardon, call, what, half, pass, o'clock
2	[ʌ]	come, does.
3	[ai]	time, arrive.
4	[iə]	Here
5	[e]	Beg
6	[i:]	me, is, it, please.
7	[eə]	Where
8	[ei]	Paper

Table 4

## The Students' Test

No	Student's Name	Vowels							
		[ɔ:]	[ʌ]	[ai]	[iə]	[e]	[i:]	[eə]	[ei]
1	AWP	X	X						
2	AH	X					X		X
3	AP	X		X			X		
4	AM	X	X				X		
5	AK	X					X		X
6	AK	X	X						X
7	ANW						X		
8	AR	X	X	X			X		X
9	AA						X		X
10	AS		X				X		
11	DM	X					X		

12	DPS	X	X						X
13	DW		X						
14	DA	X		X			X		
15	ES		X						
16	EPA				X				X
17	IE	X					X		
18	MK	X							
19	KK	X	X				X		X
20	MYT		X				X		
21	IKA	X					X	X	X
22	MM	X	X						
23	NO						X		X
24	NA	X	X						X
25	PL	X	X				X		
26	RR	X		X			X		
27	RE	X	X		X				X
28	S	X		X					X
29	W	X	X				X		X
30	YT	X	X						X
ERROR		22	16	5	2	0	18	1	15

Percentage of students' pronunciation:

1. Vowel [ɔ:] :  $22/30 \times 100 = 73,33\%$
2. Vowel [ʌ] :  $16/30 \times 100 = 53,33\%$
3. Vowel [ai] :  $5/30 \times 100 = 16,67\%$
4. Vowel [iə] :  $2/30 \times 100 = 6,67\%$
5. Vowel [e] :  $0/30 \times 100 = 0\%$
6. Vowel [i] :  $18/30 \times 100 = 60\%$
7. Vowel [eə] :  $1/30 \times 100 = 3,33\%$
8. Vowel [ei] :  $15/30 \times 100 = 50\%$

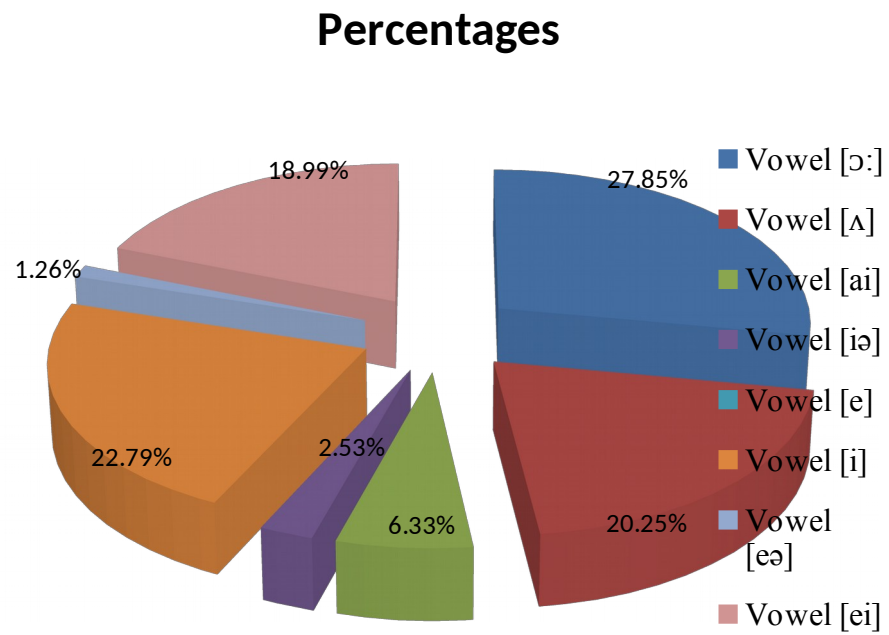


Based on the tables above, can be seen that many students have pronunciation error in English. The result that there were 4 dominant errors out of 8 English vowels errors during the test was going on, they are vowel [ʌ] 53,33%, [ɔ:] 73,33%, [i:] 60%, and [ei] 50%. The students must be active in learning English to improve their speaking.

### **C. Interpretation**

In this research, the interpretation of the pronunciation error in speaking among the ninth graders students of MTs Al Asror Summersari is classifying into chart. The chart could be used to make the data easy to be understood. In this research, the writer presents the chart that represent of the data after analyzed. The following chart describes the percentages of students pronunciation.

**CHART**



**Figure 2. Chart of Percentages Students' Pronunciation**

Based on the data above, the types of students dominant vowels errors in English pronunciation is four types. As follows:

1. Vowel [ɔ:]
2. Vowel [i:]
3. Vowel [ʌ]
4. Vowel [eɪ]
- 5.

#### **D. Limitations**

In this research, the limitations can be identified as follows:

1. The students pronunciation in English speaking is error.

2. The score of students in English subject is low.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the result of the learning process, the researcher would like to describe the conclusion as follow:

1. The students' get low score in their English speaking because of their pronunciation is error. It looked in the observation. The result that there were 4 dominant errors out of 8 English vowels errors, they are vowel [ʌ] 53,33%, [ɔ:] 73,33%, [i:] 60%, and [ei] 50%.
2. From data above could be concluded that most of students have pronunciation error in speaking among the ninth graders of MTs Al-Asror Summersari.

#### B. Suggestions

Based on the result of the research above, the researcher would like to suggestion as follow:

1. The students must be active in learning process especially English subject.
2. Because the pronunciation students' speaking is error, so the teachers are suggested to always used English in the class.

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## **CURRICULUM VITAE**



Dewi Zulfa was born in Negeri Tua on June 23<sup>th</sup> 1990. She is the thirth child of the late Mr. Mohammad Sholihin and Mrs. Sri Bingat. She has a brother and five sisters. She is the wife of Mr. Amri Afif, she still have one child.

She took her kindergarden school at TK Tanjung Harapan finished in 1996, elementary school at SD N 1 Negeri Katon finished in 2002 and then junior high school at SMP N 1 Margatiga finished in 2005. Having graduated from junior high school she don't continued her study, but two years later she continued her study on senior high school at SMA N 1 Margatiga and was finished in 2010. After graduating from senior high school she decided to have lecture in English major at STAIN Jurai Siwo Metro.