

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY  
JAVANESE NATIVE SPEAKER  
(Study at the Tenth Grade of SMAN 5 Metro)**

**By:**

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**STATE INSTITUTE FOR ISLAMIC OF METRO  
1443 H / 2022 M**

**AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY  
JAVANESE NATIVE SPEAKER  
(Study at the Tenth Grade of SMAN 5 Metro)**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

**By :**

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1443H / 2022 M**



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*Assalamu'alaikum, Wr. Wb*

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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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*Assalamu 'alaikumWr. Wb.*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu 'alaikumWr. Wb.*

Mengetahui,  
Ketua Jurusan TBI



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**RATIFICATION PAGE**

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## **ABSTRACT**

### **AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY JAVANESE NATIVE SPEAKER (Study at the Tenth Grade of SMAN 5 Metro)**

**BY :**

**ILDA RILNANDA**

The research is aimed to describe how is the pronunciation error of Javanese students of the first grade of SMAN 5 Metro in the academic year 2021/2022 and to find out what affecting their error in English pronunciation”.

The population of this study was the first grade of SMAN 5 Metro in the Academic Year of 2021/2022. The instrument used by giving some English words. The researcher asks the learner one by one to pronounce the words, then record their voiced. In analyzing the data, error analysis is used. There were four steps: transcribing the students’ pronunciation into the phonetic transcriptions, grouping the students’ errors in pronouncing English into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis.

The result of the analysis shows that students are considered “Poor” in pronouncing English words. The percentage of error from each students made by Javanese students of SMAN 5 Metro are the highest percentage are 96,67% error made by the student from 30 words, the student did the 29 incorrect pronunciation from 30 words. The avarage percentage of the incorrect pronunciation of each students from 30 words are 68,34%. The researcher suggests for treating the students’ errors by giving a lot of drills and practices relating to the pronunciation so they can acquire the second language/target language well without interference of Javanese.

*Key words: Pronunciation, Error analysis, Javanese language*

## **ABSTRAK**

### **ANALISIS KESALAHAN PENGALAMAN BAHASA INGGRIS OLEH PENUTUR ASLI BAHASA JAWA (Penelitian di Kelas X SMAN 5 Metro)**

**OLEH :**

**ILDA RILNANDA**

Penelitian ini bertujuan untuk mendeskripsikan bagaimana kesalahan pengucapan siswa bahasa Jawa kelas 1 SMAN 5 Metro tahun ajaran 2021/2022 dan untuk mengetahui apa yang mempengaruhi kesalahan pengucapan bahasa Inggris mereka.

Populasi penelitian ini adalah siswa kelas I SMAN 5 Metro Tahun Pelajaran 2021/2022. Instrumen yang digunakan dengan memberikan beberapa kata bahasa Inggris. Peneliti meminta pemelajar satu per satu untuk mengucapkan kata-kata tersebut, kemudian merekam suaranya. Dalam menganalisis data digunakan analisis kesalahan. Ada empat langkah: menyalin pengucapan siswa ke dalam transkripsi fonetik, mengelompokkan kesalahan siswa dalam mengucapkan bahasa Inggris ke dalam divisi terpisah, menggunakan analisis deskriptif persentase untuk menghitung semua kesalahan dan menafsirkan hasil analisis data.

Hasil analisis menunjukkan bahwa siswa dianggap “Buruk” dalam melafalkan kata-kata bahasa Inggris. Persentase kesalahan dari masing-masing siswa yang dibuat oleh siswa Jawa SMAN 5 Metro adalah persentase tertinggi yaitu 96,67% kesalahan yang dibuat oleh siswa dari 30 kata, siswa melakukan 29 salah pengucapan dari 30 kata. Rata-rata persentase pengucapan salah setiap siswa dari 30 kata adalah 68,34%. Peneliti menyarankan untuk memperbaiki kesalahan siswa dengan memberikan banyak latihan dan latihan yang berkaitan dengan pengucapan sehingga mereka dapat memperoleh bahasa kedua/bahasa target dengan baik tanpa gangguan bahasa Jawa.

*Kata kunci: Pengucapan, Analisis kesalahan, bahasa Jawa*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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

Metro, 26 May 2022

The writer



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## ORISINALITAS PENELITIAN

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

Metro, 26 May 2022

Yang membuat pernyataan



**Ilda Rilnanda**  
NPM. 1801072018

## MOTTO

مَا يَلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

*"Not a single utterance was uttered by him but was near him the ever-present overseeing angel." (QS. Qaaf [50]: 18)*

*"Surely a servant uttered a sentence without thinking of it first, and so he fell into hell as far as between east and west." (HR. Muslim )*

*"Better to feel how hard education is at this time rather than fell the bitterness of stupidity, later.  
There is no limit of struggling."*

## DEDICATION PAGE

*This undergraduate thesis is dedicated to :*

*My beloved family, especially my parents ( My father, Mr. Suwardi and Mrs. Nining Ismiati) who always pray and support in their endless love.*

*My beloved sister, Mayang Saputri, who always support and give me a good advice and motivation.*

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

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Thanks to Allah SWT who has given the researcher mercies and blessing so that the researcher can complete this undergraduate thesis under the title “An Analysis of English Pronunciation Errors by Javanese Native Speaker”. Sholawat and salam may always be given to our phropet Muhammad SAW who has guided us from the darkness to the brightness. Furthermore, this research could not be successful without support, guidance, advice, help, encouragement. Regarding to those things, the researcher offers big thanks to :

1. Dr.Zuhairi, M.Pd., as the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
2. Andianto, M.Pd., as the Head of English Education Department.
3. Eka Yuniasih, M.Pd., as the sponsor who has given the researcher advice and suggestion in writing undergraduate thesis.
4. All of the lecturers in English Education Department, who have given knowledge and information.
5. All of the teachers of SMAN 5 Metro who have given the researcher opportunity to conduct this research.
6. All of my friends who always give encouragement to me, who always give their best to me, Clarisa, Rhamadyanti, Ageng, and Dilla, Fretia, Mulek.
7. All of my friends who always support me, my classmates who can't be mentioned one by one.

As human being, the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, May 2022

The Writer,

A handwritten signature in black ink, appearing to read 'Ilda Rilnanda', written in a cursive style.

**Ilda Rilnanda**

**St. Number : 1801072018**



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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

English has established itself as an international language. English has become the fastest increasing language in the modern world. English is spoken worldwide in almost every field: engineering and technology, scientific research, banking, medicine, science, pharmacy multiple names, trade and commerce, education, film industry, internet, business, advertising, tourism, and transportation.<sup>1</sup> Many countries used English as their daily communication in making relationship with others. That's why, English is such a very important language to learn now a days in Indonesia, English is also important to learn especially for students because English are included in the curriculum.

In Indonesia, English has become a language that must be learnt by all Indonesia students. English has been studied since junior huge school, senior high school, to college. In *Kurikulum 13* (K-13), English subject in elementary school was delete, while it was one of the subjects in previous curriculum know as KTSP. In the 2013 Curriculum, for improve the quality of learning inseparable from the learning process, the learning process is one of the elements of the standard process which underwent a change of use achievement of success learning and formation student competence.

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<sup>1</sup>Parupalli Srivinas Rao. 2019, "*The Role of English as a Global Langage*" Research Journal of English (RJOE). page 66, Vol-4 Issue-1



Government in Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 65 of 2013 concerning standards basic education process and medium explained that in implement process learning in the 2013 curriculum in the education unit must held interactively, inspirational, fun, challenging, motivating students to active participation. <sup>2</sup>Some people thought that, it's better for the Elementary school students to learn Indonesian Language as a national language than learn English as a foreign language, but some people also agree that it's also important for Elementary school students to learn English because English is an international language that used in world wide as a communication. That's why everyone needs to learn English.

Learning English has become a must for some people of the world. English are having the important role to builda communicate with another person from the other countries. English is a global language. This reveals that English is the most widely used language of the world, so their learning needs are inevitable. Indonesian people as a part of the world public, have to learn and master English. Not only learn speaking, but there also many things that should be learn in learning English.

In studying English, there are four skills that have to acquired by the students. There are speaking, writing, reading, and listening. Those skills should be handled in a way that helps students to fulfill the standards and may help them to develop their communicative competence by degrees, Listening skill is the ability to listen and understanding the meaning of what people said

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<sup>2</sup> Neta Dian Lestari. 2018, "*Analisis Penerapan Kurikulum 2013 dalam Meningkatkan Kualitas Pembelajaran Ekonomi di SMA Negeri Se-Kota Palembang*" Jurnal Neraca, Vol 02, No. 01. Pp 68-79.

in English. Speaking skill is a capability to speak or said something in English to others. These two skills are highly interrelated and work simultaneously in real life settings. So, the both of integration are aims to develop affective verbal communication.<sup>3</sup> Reading skill is the ability to read something that written in English. Writing skill is the ability to write an idea or anything in English. Reading and writing skill, they form a strong relationship with each other skill. They are tools for achieving an effective written communication.<sup>4</sup> In each skill, there are many different part of English that we need to learn. For example, we should learn about grammar if we are want to have a good writing skill, or we need to learn pronunciation since it's a part of speaking skill.

In English, there are two kinds of abilities that can keep communication, the first is oral, and the second is written ability. Pronunciation is one of the oral communications. Pronunciation is sub-skill of speaking. To know how pronounce a word correctly and to makes the listener understand about what we are saying, we need to learn pronunciation. It means, pronunciation is very important.

The English pronunciation entails the manufacturing of individual or remoted sounds and speaking words, sentences, and also phrases with accurate stressing and spelling and or rhythm intonation. Compared with the

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<sup>3</sup>PhD Cand. Lorena Manaj Sadiku. 2015, *The Importance of Four Skills Reading, Writing, Listening in a Lesson Hour*, European Journal of Language and Literature Studies, Vol. 1, No.1. Page 29.

<sup>4</sup>PhD Cand. Lorena Manaj Sadiku. 2015, *The Importance of Four Skills Reading, Writing, Listening in a Lesson Hour*, European Journal of Language and Literature Studies, Vol. 1, No.1. Page 29.

English audio device, Indonesian audio device is just like the English audio device. They are comparable in a few terms, named, minimum pairs, similitude, assimilation, elision, and intonation. However, a few distinctions additionally exist. Some English vowels and consonants do now no longer exist in Indonesian. Indonesian additionally does now no longer have clusters, stress, and aspirated sounds.

As we tend to know, English is such a hard language to pronounce. This can be very true for folks whose linguistic communication is something different than English. Issues featured by the Indonesians, particularly for Javanese students, learning English are difficult as a result of it was involved with the ear, the matter of creating foreign sounds, the sound distribution,, fluency, and therefore the relationship between traditional spelling and pronunciation. This can be the matter that Javanese students should aware of. Javaanese student got to learn to acknowledge and create some sounds that don't seem to be use in their own language. In English, it's terribly completely different between the way to spell and to pronounce the words. Speaking is that the most vital talent among others. Pronunciation is most likely one in every of the toughest sub skills in learning English. It takes tons of time and energy to enhance the pronunciation. Change synonyms of colored words.

In SMAN 5 Metro, there are many Javanese students, and of course they also learn English since English is a compulsory subjects there. Based on the results of pre-survey data that have been done though interviews with

SMAN 5 teachers, many, even the average student at SMAN 5 Metro is still difficult to pronounce English correctly especially students from Javanese ethnic backgrounds. In addition, they are also difficult and reluctant to learn to improve their English pronunciation.

Based on the result of the pre-survey that the researcher did at SMAN 5 Metro, the researcher interested to make an analysis with the title “An Analysis of English Pronunciation Errors by Javanese Native Speaker”. This research will be focus on the word stress, diphthongs, and vowel since are most important or be the main part of pronunciation. The researcher will analyse the word stress of the English word spoken by Javanese student at SMAN 5 Metro.

### **B. Problem Question**

1. How do the Javanese students of SMAN 5 Metro pronounce English word?
2. What Factor affecting their errors in English pronunciation?

### **C. The Objectives of the study**

1. To describe how do the javanese students of SMAN 5 Metro pronounce english word?
2. To find out what factors affecting their errors in english pronunciation?

#### **D. The Benefis of the Study**

##### 1. For the techer

The benefis of this study to the techer are to give onformation about Javanese students erors in english pronuncaation, then the teacher can analyse Javanese speaker made in English pronunciation, so that teacher will with the problem.

##### 2. For the students

The students can knows how their English pronunciation is, and the students can measure how far their sjill at pronunciation is this also make them fell motivated and feeling need to study about English pronunciation more, them their skill hopefully will be improved.

##### 3. For the researcher

This reserch might help others as a reference for their paper.

#### **E. Prior Research**

The previous study was written by Rahmatika Kayyis and Ulifah Putri Intan dress entited “The impact of Javanese Language to English Pronunciation Error. However and Why?”. The aim of the research is to analysze how and why Javanese language has impact on English pronunciation errors. The research was analzes the Javanese verbalizer who learn English for the foreign language in semester 3 an 5 of English Education in STKIP Muhammadiyah Pringsewu Lampung. This analysis used a case study approach, since it’s in line with purpose that’s know a case of cases in full and in depth. Whitin the analysis, the investigator used check of

pronunciation English words and recording of every participant's performance. Pronunciation test was style to live student's errors in aspects of acoustics and phonology. This research was target four parts, consonants, vowel, stressing words, and intonation.

The results of this analysis justify that Javanese speaker had an issue in announcing English word in vowel, consonant, stressing word, and intonation, during the research, to understand the factors of scholar in manufacturing errors, the investigator interviewed the students.

The conclusion is, Javanese students really had strongly purpose was in stressing word. The factors caused students error in announcing words was the influencing from natural language additionally the age in learning English and also variations of acoustics transcriptions.<sup>5</sup>

This students became written via way of means of Subbhan Zein, the title is "English Language Education in Indonesia: a review of students) 2018. This article critiques the giant and various variety of studies on English language training in Indonesia withinside the eight-12 months length 2011-2019. The dialogue will offer insights into how elements including academic policies, ideologies in addition to sociocultural and non secular values are in contestation in shaping studies into and the exercise of English language training withinside the complex, dynamic and polycentric sociolinguistic scenario of Indonesia, which has been currently conceptualized as superglossia. The shape of this newsletter is as follows. First, the researcher

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<sup>5</sup> Rahmatika Kayyis. 2017, "The Impact of Javanese Language to English Pronunciation Error: How and Why?" *ELT Lectura: Jurnal Pendidikan*. Page 60, Vol 4, No 2.



talk the methodological techniques to selecting and reviewing ressets in this news letter. This is accompanied via way of means of an outline of the historic history of English language training.<sup>6</sup>

In section 2, we evaluate research at the effect of the surge of hobby in English coaching in Indonesia on linguistic ecology. Section three maintains with insurance of the coaching and gaining knowledge of English in number one training, focusing at the interrelated factors of pedagogy, trainer training and policy. The fourth phase is a evaluate of research on secondary training, covering curriculum changes, substances development, English as a medium of instruction (EMI), classroom pedagogy, instructors and learner's characteristics, and assessment. They then evaluate research on tertiary training, that specialize in pluricentric English, EMI programmes and pedagogical issues. Finally, the researcher talk the routine issues in this news letter and expand their end accordingly. In short, on this studies the researcher give an explanation for approximately English language in Indonesiadue to the fact thatessential school.

The previous research is that the UNS journal article by Malikatul Laila, a coach in Muhammadiyah University of Surakarta, Post collegian of Linguistics Department, UNS. The journal article titled "Pronunciation quality of 4,444 Javanese students out of 4,444 ESL students in the production of country sounds" (a case study of 4,444 Javanese ESL students at university level) learn). However, the research question is that Java ESL

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<sup>6</sup> Subhan Zein. 2020, "*English Language education in Indonesia: A Review of Research (2011-2019)*" Language Teaching Article. Vol 1, No 33.

students are changing their pronunciation in making English sounds. The information in this analysis is speech incategories of words, sentences and sentences that represent sound variation and are transcribed to help capture actual pronunciation by ESL students Javanese people of English sounds. Information was collected by observing and interviewingparticipants method. The findings are pronunciation changes produced by Java ESL student specializing in movement from vocal target to adjacent target , examined from Impressionist pronunciation phonetics. The comprehension level of English speakers (NSE) or foreign English speakers (FSE) when perceiving English pronunciation of ESL Java students is 53.8%, or good. Change synonyms for colored words. Mr. Arif Rahman Hakim's paper from the National School for Students of Islam (STAIN) in Bengkulu, Indonesia is titled "Acoustic analysis /b/, /d/, /g/, /j/, /dʒ / and / / as in English pronunciation for Java Student at the English department on STAIN Bengkulu school year 2011-2012 "This analysis is concerning the consonant sound changes. This research uses descriptive qualitative technique and therefore the information of this research were collected by employing a record player. There are 3 research queries for this research people are all about however study the influence of that phonetics is when they pronouns it, whether or not it influences the which means of the sentence, andwill thw strain on pronunciation changes the sounds. The conclusion of this analysis shows that the feminine students' ability to eliminate the Javanese accent on their pronunciation is best than the male students. The analysis shows for

thirty folks of Javanese students in English Department of the Bengkulu STAIN respondent of the study, there are thirteen male students or adequate to a hundred percent still use a Javanese accent stress once they speak English. Whereas the female students, from the overall of seventeen female students who became respondents, fifteen folks or 88,24 still show the Javanese accent once they speak English, whereas for the remainder that is two people or 11, seventy six %, they will eliminate the Javanese accent on their pronunciation.<sup>7</sup>

The last previous analysis was written by Dr. Mohammed Abdalla. This research' title is "The Impact of Culture on English Learning". This dissertation aims to highlight the influence of culture on learning English. Language and culture are considered inseparable pairs and can only be represented as both sides of a similar coin. Language is not without culture. The purpose of this post is to discuss the intimate and inseparable relationship between culture and language and to facilitate the implementation of tutorials and techniques for second language education through culture to enhance

The conclusions of this analysis are as follows: Understanding the relationship between culture and language makes it easier for the United States to develop teaching and teaching methods for teaching a second language. Language is part of culture, and culture is part of language. The two are also educated because they both own a strong with each other. Motivation to learn a second language is so important that scholars should

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<sup>7</sup> Malikatul Laila. 2012, "*Pronunciation Quality of Javanese ESL Students in Producing the English Sound*" UNS Journal of Language Studies. Vol 01, No 01.

design context-related language lessons as carefully as possible. Culture-based ELT meeting rooms provide learners with cross-cultural skills to communicate well in today's globalized world. Foreign and personal cultures should be used so that learners can understand distant cultures. Learner interactions with native speakers or text speakers force scholars to build their own meaning, rather than simply relying on scholars to send data about people and their culture. We tend to consider learner content in selecting academic materials and approaches for specific teaching contexts, because of the disregard for student standards and expectations, i.e. what students bring into the classroom, negating the learner's experience.<sup>8</sup>

To master the language it self, learners need to master the cultural context in which the required social behavior occurs. This is because it gives the speaker warmth and a sense of unity and is associated with the social purpose of language use. Language learners need to understand what a native speaker means when they use the language, even if they stop it, in order to copy the behavior of the native speaker. In short, the more we tend to learn cultural ideas, the more language skills we acquire, and the more language skills we have, the more productive we are.

Based on the prior research above, the differences between the prior research and this research is different place of the analysis, the different object, and the different in the focus. This research focus on the vowel, diphthong, and consonant.

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<sup>8</sup> Dr. Muhammed Abdalla. 2020, "*The Impact of Culture on English Language Learning*" IJSELL. Vol 08. No 1. Pp 21-27.

## CHAPTER II

### LITERATURE OF REVIEW

In this chapter, some theories concerning errors and pronunciation given supported many books and articles from libraries or web as references. The reason from general to elaborated one are going to be presented here. Change synonyms of colored words.

#### **A. Definition of Pronunciation**

Pronunciation is the part of speech that includes words, intonation and language of sounds. Terminology is the expertise of how a word is mentioned, that is, a pronunciation. Pronunciation refers to readability as an important aspect of strong communication. Standard pronunciation can be understood in human speech. Pronunciation as a technique to produce the sound of language. Pronunciation is detected by repeating sounds and correcting them during mispronunciation. When someone learns to pronounce, they begin to evolve to form a new behavior and overcome problems received from the influence of the primary language.<sup>1</sup>

Pronunciation is one of the components that very important for communication. By a great pronunciation, it will lower the misunderstanding probability while someone talks with others. Wrong pronunciation will make a different meaning in result, that's why pronounce word correctly is a must for everyone.

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<sup>1</sup>Yusriati, *The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU*. Journal of English Education and Teaching , Vol. 03. No. 02. 2019.

Pronunciation refers to how a word or language is spoken, or how someone pronounces a word. If a person claims to have "correct pronunciation" then it indicates the regularity for a selected dialect. A word is often pronounced in many ways by many different people or groups, depending on several factors, such as: the area they grew up in, the area they currently live in, whether they have a need for an accent, their ethnic group, social class or education level.

Pronunciation is one of the very important sub-elements of language, as poor pronunciation makes the message difficult to understand. This is concerned with the specific sounds of a language (segmental), components of speech beyond the range of the character sounds, as well as intonation, pronunciation, stress, timing, rhythm (supra segmental components), the way voices are projected (quality voices) and, by the broadest definition, related gestures and expressions can be carefully matched to the way they are spoken. Pronunciation is one of the essential subjects every second/overseas language rookies have to master. Without the capability, it's miles not possible for the rookies to talk to or with others the use of the language, they're learning. The incapability can disrupt the communication because of misunderstanding. It is due to the fact wrong pronunciation of sounds can supply different meaning.

Based on the definition above, the researcher concludes that pronunciation is the way someone or people pronounce a word or language when they are speaking. With a good pronunciation, it makes us easier to make

communication with others. Pronunciation is one of the most difficult parts of English that someone can learn, so that's why there's a problem when someone learn it especially for the foreign, it will be harder to pronounce a foreign language well.

## 1. features of pronunciation

Pronunciation have two features, they are Segmental and Supra-segmental. In segmental, there is a Phoneme, then it consists of two parts, they are consonant sound and vowel sound. In supra-segmental, it has sever parts here, intonation, and stress. Stress were devided into two parts, there are word stress and sentence stress.

### 1) Segmental

The “segmental features, or just segmental, refer to sound units arranged in a sequential order.” Segmental can be studied in isolation, whereas supra-segmental cannot.

#### a. Vowels

Pronunciation in English is primarily based totally on sounds, now no longer spelling. Error in those regions could make it tough to be understood through local English speakers. The diploma of the hassle will range relying on one’s local language, focus of English pronunciation rules, and private variations in language mastering ability.

Vowels in English, especially in received pronunciation (RP), consist of 12 easy vowel phonemes and eight diphthongs. Prominent

vowels can be notable among loose (short) consisting of 6 phonemes and demanding (long) consisting of 10 phonemes. Liquid vowels are {/ɪ, e, æ, ə, ʌ, /} and demanding vowels are {/i, eɪ, ɑ, ɔ, oʊ, u, ju, aɪ, aʊ, /}. There is a vowel called schwa /ə/, which is used to denote vowels that have dropped excellent vowels or that are not stressed at some point in perception in a connectionswords which would be would bemore discussions in discussionsposts. Comparing the number of phoneme and the excellent of vowels, it is difficult for Indonesian to speaks or talk the English phrases due to the fact that in Indonesian; there are handiest six vowel phonemes and that they do now no longer have demanding vowels because it isn't always phonemic.<sup>2</sup>

#### b. Diphthongs

A diphthong is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another. According to Kelly, definition of a diphthong might be a combination of vowel sounds". A slightly closer analysis shows us that there is a glidefrompurevowelsoundtoanother.

English has nine diphthongs [eɪ, oʊ, aɪ, au, Iə, Iə, eə, uə, əə] . A slightly closer analysis shown, that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel to another. When the diphthong occurs in final position, the position of the second element become lower.

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<sup>2</sup>Oktavuianus Bin Rojak. *The Analysis on Segmental and Suprasegmental Features in Robert Frost's Poem*. Page: 3



### c. Consonant

A consonant is a letter or phonetic part that substitutes for a vowel. Creating a consonant involves making the vocal cords thinner in one place than it should be. It also depends on other things, such as whether the vocal cords vibrate and whether air passes through the nose. In English, there are twenty-four consonant phonemes that can be classified into six oral {/p, b, t, d, k, g /}, three nasal {/m, n, ŋ /}, 4 approximate sounds {/ l, r, j, w /}, two conjunctions {/ tʃ, dʒ /} and nine conjunctions {/ f, v, ð, θ, s, z, ʃ, ʒ, m, H /}. When looking at English consonant phonemes with Indonesian consonant phonemes, there are slight variations. The main differences are found in the relationship between relationships and relationships. For Indonesians, they perceive the phonemes / f / and / v / as / p / while / ʃ /, / z /, / ʒ / as / s /. Then each phoneme is alveopalatal in Indonesia whereas in English the phonemes are palato-alveolar or conjointly tagged as postal veolar.<sup>3</sup>

### 2) Supra-segmental

Supra-segmental features, or simply supra-segmental, confer with such features as stress, intonation, and other features that usually accompany the manufacturing of segmental.

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<sup>3</sup>Oktavuianus Bin Rojak. *The Analysis on Segmental and Suprasegmental Features in Robert Frost's Poem Titled Fire and Ice*. Page: 3

a. Stress

Stress is a part of pronunciation. When there may be a phrase in English includes multiple syllables or referred to as polysyllabic, the positive syllables are more familiar and emphasized. Stress syllables are created by eruptions with stronger starting forces, which cause more volume. Stress is also a phoneme in English. Different emphasis has different meanings. For example, the word "close" has two meanings. One is a verb and the other is a noun. If there is "stress", there is also "no stress". In order for a syllable to be perceived as stressed, the surrounding syllables must be unstressed. As you can see from the table above, he said there was the word syllabus and the first syllable was emphasized. This logically means that the last two words are stress-free. Stress were devided into 2 parts, they are word stress and sentence stress.

b. Intonation

The term intonation refers to the way our voices rise and fall when we speak. It is a fundamental part of how we express our own thoughts, and it allows us to understand the thoughts of others. it is an aspect of language to which we are very sensitive, but especially on an unconscious level. English does not use intonation to distinguish meaning, but uses it as a supra-segmental feature. As a supra-segmental feature, intonation has four functions, namely focus, attitude, grammar, and speech. In addition to helping to determine meaning, intonation

gives us clues about someone's attitude when speaking or how they feel when speaking. The correct use of intonation is very important because it makes the speech more lively and interesting for the listener. One can easily imagine how boring one's speech would be if they spoke monotonously without any change in pitch in their speech. English, in order to avoid the conversion of their mother tongue is not appropriate and therefore may be in a different way a source of violation.

## **2. Problems in Pronunciation**

When someone wants to learn a foreign language, they must be faced some problems in their learning process. The difficulties also happen on someone who wants to learn English language as a foreign language. In this research, the researchers will focus on the problems concerned with pronunciation. Language is sort of a norm as a result of it happened by the agreement of every area. Each area has totally different culture and it influences the design of language. The problems of pronunciation will be discussed in details as follows:

### **1) Mother Tongue Interference**

The sound is two different phonemes, and each phoneme is distinguished by a native speaker. Mispronouncing the sounds someone has made is the result of too much practice in the first language, a process of fossilization. The main disadvantage of English pronunciation is that it creates an alternative set of sounds that appreciate the sounds of English and disrupts the arrangement of sounds to which our habits and LI system

have evolved. . That means we tend to use new ways of hearing and new ways to constrain our linguistic organs. So it's too hard to change habits that a learner has had since childhood or at least for very long years to change and once for a very long time and practice regularly, and all these things That goes hand in hand with the accuracy of the learner. Therefore, the points mentioned above that the shared set is of the opinion that learners confuse these sounds and replace each of these sounds with different sounds that are similar to get the closest to them.

## 2). Sound System Differences between LI and L2

New comers with distinctive linguistic backgrounds might of path face distinctive problems which will produce English sounds, due to the variations among the 2 languages ( English and Javanese). These differences among the sound system are appeared as a barrier towards competence in the pronunciation of English, due to the fact the brand new sounds nevertheless stay abnormal for his or her organs of speech specifically if they begin studying English after the age of adulthood, however this trouble is anticipated to be solved after a long term of everyday exercise and difficult work.

## 3). Inconsistency of English Vowels

One of the necessary issues long-faced by the scholars of English generally and also the Javanese students who learning English in particular, is that every English vowels have multiple pronunciations.

Therefore, this creates some difficulties for the learner and leads them to mispronunciation.

Researchers and linguists have always associated these issues with the complexity and pronunciation inconsistencies of the speech systems that exist in English. Inconsistencies in English vowels cause problems for various beginners in English. For example, if you use "o" in statements such as some, move, home, and women, each sentence has a specific pronunciation, such as / ʌ /, / u: /, / əʊ /, / i / . , `People who have not mastered the pronunciation of such phrases can also encounter difficulties.

On the different hand phrases which includes book, butcher, could, wolf and so forth in a lot of these phrases the letters oo, u, ou, o are all pronounced the identical /u:/, so within side the first instance we've got identical letters with specific pronunciation, and within side the different one we have specific letters with identical pronunciation. Not only that, in English there is exist a "stress", there's some words that having a different meaning as verb or noun based on the way someone said the word by the right stress. So, that's why if the learner has no knowledge about this inconsistency, this will lead him to wrong pronunciation.

#### 4). Influence of Spelling on Pronunciation

Many English words contain unpronounced letters. Spoken English sounds often do not match written English letters. As a result, it is difficult to describe the sounds of a language like English unless we can use the

letters of the alphabet in a very consistent way to express the sounds we tend to make.

English has 24 consonants and 20 vowels. If you provide a special letter to each of these 44 units, it means that we can clearly show what the students have to say. If the learner knows that each letter represents a particular sound, all they have to do is avoid pronunciation spelling problems. All the above notes are mispronounced by the learner from the spelling of the word unless the spelling of the English word requires reasonable information about the relationship between English sounds and letters and therefore the approach in which they are pronounced.<sup>4</sup>

## **B. Javanese**

Javanese (baṣa Jawa), is an Austronesian language spoken by about 80 million people in Indonesia and Suriname. In Indonesia, Javanese is spoken in Java, particularly in central and east Java, and on the north coast of West

Java, and in Madura, Bali, Lombok, and in the Sunda region of West Java. Javanese alphabet also can be used to write old Javanese. Javanese was used as the court language in Palembang, South Sumatra until the late 18th century and has been used as a literary language for over amillennium.

It currently has no official status though is recognized as a regional language in Central Java, Yogyakarta, and East Java. It is taught in some schools, and there are some radio and TV programs in Javanese, as well as a

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<sup>4</sup>Elkhair Muhammadf Idriss Hassan. 2014. *Pronunciation Problem: A Case Study of English Language Students at Sudan University of Cience and Technology*. Vol. 4, no. 4. ISSN 1925-4768

number of magazines. The Javanese alphabet was also used to write Balinese and Sundanese, but has been replaced by the Latin alphabet. This language has its own letters, which sadly, are not popular in present time. There are some similarities between Javanese language and English language.

Both languages employ subject and predicate. In Javanese language languages headwords mostly come before modifiers, except the use of numeric determiner. Many Javanese words have been adopted into Indonesian language, the national language, and vice versa, particularly in daily communication. This implies that in formal communication, adopted words exist, but the application is limited.

To analyse what are the usual pronunciation error made by the Javanese students, we need to know about Javanese itself. The phonetic systems of English and Javanese are etential to support this research. The comparative between English and Javanese will be shown on the following table.

#### 1. Vowel of English vs Javanese

**Table 1**  
**English Vowel vs Javanese Vowel**

| No. | Vowels | English | Javanese |
|-----|--------|---------|----------|
| 1.  | /e/    | Bed     | Bet      |
| 2.  | /æ/    | Cat     | -        |
| 3.  | /ə/    | Away    | Engko    |
| 4.  | /ʊ/    | Book    | Budge    |
| 5.  | /ɒ/    | Clock   | Klopo    |
| 6.  | /ʌ/    | Cut     | Karep    |
| 7.  | /ɜ:/   | Girl    | -        |

|     |      |     |     |
|-----|------|-----|-----|
| 8.  | /ɑ:/ | Car | -   |
| 9.  | /ɔ:/ | Or  | -   |
| 10. | /ɪ:/ | Sea | -   |
| 11. | /u:/ | Too | -   |
| 12. | /i/  | Pin | Pit |

## 2. Diphthong of English vs Javanese

**Table 2**  
**English Diphthong vs Javanese Diphthong**

| No. | Diphthong | English | Javanese |
|-----|-----------|---------|----------|
| 1.  | /eɪ/      | Wait    | Wei      |
| 2.  | /aɪ/      | Ride    | Rai      |
| 3.  | /ɔɪ/      | Noise   | -        |
| 4.  | /əʊ/      | No      | -        |
| 5.  | /aʊ/      | Round   | Raup     |
| 6.  | /ɪə/      | Peer    | Pie      |
| 7.  | /eə/      | Care    | -        |
| 8.  | /ʊə/      | Poor    | -        |

### C. Definition of Error

Errors are taken into consideration because they are made of getting to know. Since language getting to know is a method that includes the making of mistakes and errors, getting to know a brand new language, a language whose rules, vocabulary items, sound systems, and others are exclusive from the ones in their mother tongue, isn't always a clean job. Errors are some things done wrong or a condition of being wrong in beliefs or conduct. The term error



additionally suggests that the blemished aspect of learners' speech or writing. They those a part of speech or composition that deviate from elect norm of mature language performances.

Errors aren't constant as mistakes. Mistake is characterized as “a slip of the tongue that is, “the learner is aware of the right kind however has quickly forgotten it”. There are many reasons why learners may create mistakes for examples, they'll be tired, or not concentrating. Learners will typically catch and correct their own mistakes”. A mistake can be self-corrected, but an error cannot. Errors are “systematic,” i.e. doubtless to occur repeatedly and not recognized by the learner. Therefore, only teachers or investigators, not learners, will find them..<sup>5</sup>.

Learners cannot correct errors on their own, as it is a product that reflects the current stage of L2 development or the underlying capabilities. However, the learner's investigation of errors can be observed. Experts have several definitions of the term error. Errors are imperfect aspects of the learner's language and sentences. These errors are voice communication and configuration components that deviate from some selected norms or mature language performance types in the way they develop commands for the target language.

### **1). Error and Mistake**

Errors and mistakes are completely different. Everyone knows that when people unknowingly talk to others, they make many errors in language

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<sup>5</sup>Islam Ababneh, PhD. 2018, English Pronunciation Error Made by Saudi Students, European Scientific Journal, Vol.14 No.2 ISSN : 1857.

to gain knowledge of the process. It is inevitable that the actual situation of making a error will be part of the discovery process. Humans cannot analyze language without making errors. Errors can certainly be an important part of acquiring knowledge of the language process. Brown suggests an error as a major deviation from the learner's adult grammar. Errors are systematic and at certain levels of learning can be a feature of the learner's language machine. An important factor is to use the machine language of a particular language for each element of development, even if the learner is not a second language. The learner's errors are evidence of this machine and are systematic in their own right. Error occurs due to incomplete target language capabilities.

Mistakes refers to an overall performance failure that is both a random bet and a slip if the recognized system is not used correctly. Nine This is distraction due to the overall performance factors that the learner has experienced. Memory loss, fatigue, mental distress, and many other symptoms. Incorrect collection of text, spelling, pronunciation accounts and tenses. They are usually random and can be easily modified while the learner himself is interested in them. If she talks about her deviations, the mistakes can be most effectively corrected by her agent. From this we can conclude that mistakes are the collective result of mistakes, which are tongue slips. It is not necessarily the result of lack of competence.<sup>6</sup>

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<sup>6</sup>Suhono. 2016. Surface Strategy Taxonomy on The EFL Students Composition: A Study of Error Analysis. Vol. 1, No. 2, ISSN: 2527-4449

Mistakes refers to an overall performance failure that is both a random bet and a slip if the recognized system is not used correctly. Nine This is distraction due to the overall performance factors that the learner has experienced. Memory loss, fatigue, mental distress, and many other symptoms. Incorrect collection of text, spelling, pronunciation accounts and tenses. They are usually random and can be easily modified while the learner himself is interested in them. If she talks about her deviations, the mistakes can be most effectively corrected by her agent. From this we can conclude that mistakes are the collective result of mistakes, which are tongue slips. It is not necessarily the result of lack of competence.

## **2). Types of Errors**

Error may be defined the usage of surface strategy. The surface strategy is a class system “primarily based totally at the methods wherein the learner’s erroneous version isn’t the same as the presume goal version. It highlights the methods the surface structure deviate. For example, learners can also additionally pass over vital objects or upload useless ones, they can also additionally missform objects or missorder them. Errors can be classified into four types: omission, addition, missformation and misordering. Then, James adds blend error as the category of surface strategy taxonomy.

### **a). Omission**

If the learner omits an important object that needs to appear in a well-made utterance, the learner is omitting it. As an example, a morpheme or phrase can be a construct (a, an, the, etc.), a verb auxiliary

verb (is, am, are, will, can, need to, etc.), a preposition (in, on, at, etc.). Language-savvy people usually omit grammatical morphemes much more often than the substantive phrases contained in John freshmen. He speaks good English and has a supper

b). Addition

Additional errors, which are the opposite of the abbreviation, are characterized by the presence of objects that would otherwise no longer need to appear in successful utterances. As a rule, this happens when a learner learns a second language. Regularization, duplication, and simply addition are a type of addition error that has been tested within the language of all first and second language learners.

c). Misformation

Malformations are defects characterized by the use of incorrect shapes of structures or morphemes. Malformations include regularization errors (ignoring area exceptions and dissemination guidelines where learners do not use guideline conversions for verbs and countable or uncountable nouns, eg corruption, running, females, phenomena, criticism, etc.) There are three types. ) Archishape (Selection of members of the shape category that symbolize another shape in the class.

d). Misordering

Misordering errors are characterized by misplacement of morphemes in the utterance. They come roughly systematically for all first and second language degrees already acquired in production.

e). Blending

James asserts blend errors is now and again known as the infection or cross-affiliation or hybridization errors. It is likewise known as combining or mixing (a substance) with some other in order that the element parts undistinguishable from one to the different. The feature of mixing is whilst alternative grammatical bureaucracy integrate every different to produce ungrammatical blend.<sup>7</sup>

As explained before, there are five types of error according to James using a surface strategy. Here, the researcher only focus on this types of error. The researcher only analyse these five of types of error.

### 3). Cause of Error

Error mirror gaps in a learner's knowledge, they arise due to the fact the learner does not realize what's correct. However, with the sphere of error analysis, it's been understood that the character of mistakes implicates the life of different motives for errors to arise. There are particularly essential reassets of errors in second language mastering.

The first supply is distraction from the local language even as the second one supply may be linked to intralingual and developmental elements.

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<sup>7</sup>Suhono. 2016. Surface Strategy Taxonomy on The EFL Students Composition: A Study of Error Analysis. Vol. 1, No. 2, ISSN: 2527-4449

The local language of freshmen performs a huge position in mastering a 2d language. Errors because of the affect of the local language are referred to as intralingual errors. Interlingual errors also are referred to as switch or interference errors. Although lately researchers tend to reduce interlingual errors and emphasize intralingual and developmental errors, bad switch or interference continues to be stated as an important component in 2d language mastering. Intralingual and developmental errors are because of the difficulty of the second one/goal language. Intralingual and develop-intellectual elements encompass the following:

1. Simplification

Learners frequently pick easy bureaucracy and buildings rather than extra complicated ones. An example of simplification would possibly contain the usage of easy present rather than the prevailing ideal continuous.

2. Overgeneralization

This is the usage of one shape or construction in a single context and lengthening its utility to different contexts wherein it must now no longer apply.

3. Hypercorrection

Sometimes teachers' endeavors in correcting their students' errors lead scholars to make errors in other forms of accuracy. This kind of error are deposited error.

#### 4. Faulty teaching

Learner errors usually occur to be caused by the teacher. triggered by the order of teachers, materials, or presentations. This issue is closely related to the overcorrection above. It is also interesting that some students are even influenced by the mistakes of their students in the course of a long lesson.

#### 5. Fossilization

Several errors, specifically errors in pronunciation, hold on for lengthy intervals and turn out to be pretty hard to get removed.

#### 6. Avoidance

Some syntactic systems are hard to produce through a few newcomers. Consequently, those newcomers keep away from those systems and use as an alternative less difficult systems.

#### 7. Inadequate learning

This is especially due to lack of awareness of rule regulations or under differentiation and incomplete learning. An instance is omission of the 1/3 individual singular s as in: He wants.

#### 8. False ideas hypothesized

A lot of errors can be associated with incorrect hypotheses fashioned through those students approximately the goal language. For example, a few students assume this is a marker of the existing stressful. So, they produce: He communicates to the teacher. Similarly, they assume that

became is the beyond stressful marker. Once they say: It became took place remaining night.<sup>8</sup>

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

Error analysis is an activity used to discover errors in writing and speaking. Error analysis can be a kind of linguistic analysis that focuses on the errors that learners make. It consists of a comparison of the target language and the errors that occurred in the target language itself. Error analysis emphasizes the importance of learners' errors in second languages. Failure analysis is useful for learning a second language because it can monitor teachers, curriculum designers, textbook authors, and problem domains. Can be used to create workaround exercises and draw attention to problem areas.<sup>9</sup>

Conducting error analysis is consequently one of the nice methods to describe and give an explanation for errors dedicated with the aid of using L2 learners. This form of analysis can screen the reasssets of those errors and the reasons in their common occurrence. Once the reasssets and reasons are revealed, it's miles feasible to decide the remedy, as well because the pressure and series of destiny instructions<sup>10</sup>.

The point of error analysis was that learners who make false conclusions about brand new language guidelines make errors for many

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<sup>8</sup>Hanna Y. Touchie. *Second Language Learning Errors Their Types, Causes, and Treatment*. JALT Journal, Vol. 8, No. 1

<sup>9</sup> Ali Alkhair Khansir. 2012. *Error Analysis and Second Language Acquisition*. Vol. 2, No. 4

<sup>10</sup> Monnipha Sampong. 2014. *Error Analysis*. Vol. 16, No. 2.



learners. Error assessments were previously used to find out the exact question of the SLA, but the quest for a comprehensive idea of learner error has been largely abandoned

Learning a 2nd or overseas language is a system this is truly not like the primary language mastering on its trial and error nature. This analysis turns into the keys to the understanding of the system of overseas language acquisition. Analyzing errors and mistakes within side the factors of phonology manner that the academics or researchers examine the recorded utterances stated via way of means of the subjects. These information will supply valuable information to be examined. The instructors have to recognize how the goal language is discovered or received and what approach or system the newcomers hire to be able to grasp the goal language. Error that made by the learner's are important therein they supply the man of science proof however language is learned or mastered. What methods or procedures the learner is using within the finding of language. Error Associate at Nursing analysis is vital for each the lecturers and students foreign language learners.

Analysis of error analysis is as well distributed so as to verify how well somebody is aware of a language, find out how an individual learns a language, and acquire info on common troubles in learning a language as teaching suport or forthe run-up of materials of the teaching. Error analysis can offer an opportunity for the lecturers to watch and investigate however language is learned and non in heritable by learners. whereas for the students,

error analysis will become a tool to ascertain their strength and weakness in finding out a second language. Based on the importance of failure analysis above, scientists are convinced that studying failure or failure analysis adds some usefulness to language education. At least by sacrificing this research, lecturers of English are ready to live and acumen way his learners have perfect the materials, that has not been effectively instructed and which teaching ought to be improved.

### **E. Conceptual Framework**

Based on the theoretical framework about, we can understand that pronunciation is still having possibility to be learnt by non English native speaker, but it is not as easy as we think. As a foreign language, English feel harder to learn by Indonesian students especially Javanese students for the english differences between Javanese language. The differences way in producing sounds between English and Javanese make Java learners have difficulties in pronounce in English sounds, especially in Pronunciation. In this study, the researcher's focus are on the word stress errors made by the Javanese native speaker while they speak English.

There are several reason that explained why the error can happened when the learners are learning English. If these errors are alike to the errors that are learner makes while learning their first language, they are known as interlingual. If these errors are affected by a learner's native language or the learner's mother tounge, they are called intralingual errors.

To make easier in conducting this research, that is suitable for the case above, the researcher uses research methodology, which is very supporting in this research. The concept of research methodology, the researcher will explain in chapter three.

## **CHAPTER III**

### **RESEARCH METHODS**

In this chapter, the researcher explained the concept of the research. Research Design, data resources, data collection, and data analysis technique.

#### **A. Research Design**

The research design of this research is uses a qualitative approach and a descriptive method. Qualitative approach means that the researcher study things in their natural settings, trying to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. A qualitative research used to observed and investigate why and what particular events can occur. This research uses a qualitative approach because the objectives of this research is to find and understand what is hidden behind phenomena that are difficult to understand satisfactorily. In this case, this research wants to know the Javanese Student's errors in English pronunciation, that's why this approach is appropriate to be used in this research. Furthermore, this research uses a descriptive method in order to describe the data or the result of this research.

#### **B. Data Resources**

In this research, the data resources are divided into 2 types, they are primary and secondary.

### 1. Primary

The primary resources here means that this is the main resources of this research or the most important resource for the research. In this research, the primary resources is the Javanese students of SMAN 5 Metro grade X. They will be the main resources of this research. The Javanese students of SMAN 5 Metro will be the object of this research that will be analysed by the researcher. They will be the sample of this research. This primary resources will be useful for this analysis to help the researcher do the reseach.

### 2. Secondary

The secondary resources means this is the support resources for the research. Even though this called as secondary, but it still helpful and important to finish this research. There are several secondary resources that used for this research, they are books, journals, articles, and many more references. Those resources are very helpful for the researcher to find the valid data. Those resources will help the researcher as references for this analysis.

## **C. Data Collection**

The data on the research are the error analysis in a few English word stress, that are made by Javanese student. There are a few steps carried out by the researcher in carrying out the information:

1. The researcher gives the students some English word and reading text.

2. The researcher ask the students to read aloud the text and the English words.
3. The researcher records the student's voice while they are reading the text.
4. The researcher collects the data of the students and analyse the students pronunciation errors.

In collecting data there are also research instruments of this research. Research instrument is a tool used to measuring surroundings phenomenon or social observation. In accordance with the technique used, there are 4 sorts of tool utilized by research technique. There are three techniques to amassing data in this research, such as:

1. Observations

Need to be used in this research to observe the student's English learning process in grade X at SMAN 5 Metro.

2. Interview

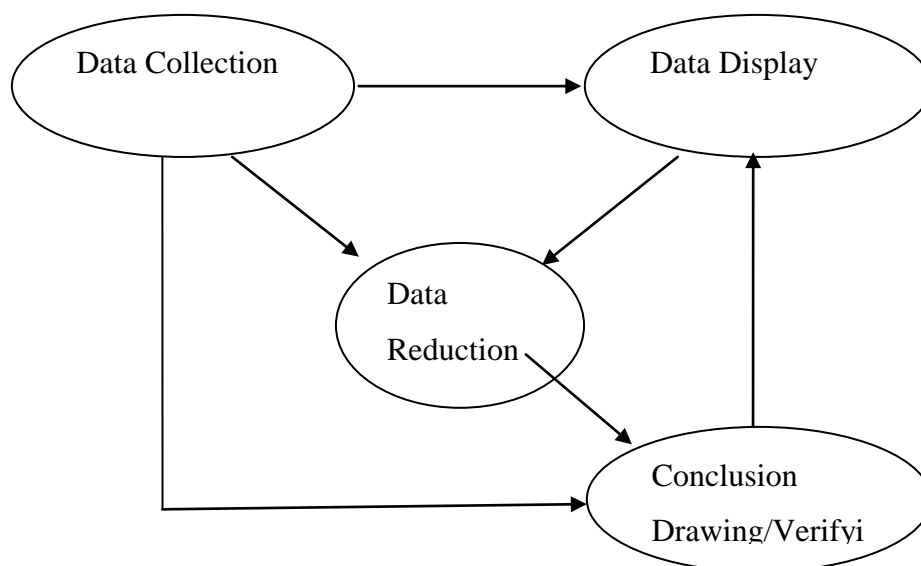
Need to be used in this research to collect the data that the researcher wants to know. The interview will be given to the Javanese students of SMAN 5 Metro grade X, the researcher will give some questions for the students.

3. Documentation

Need to be used in this research to help the researcher to verify the data of the respondents. The researcher will records the student's reading test to help to analyse the data.

#### D. Data Analysis Technique

To identify the students problems in pronunciation the researcher uses error analysis. This is often accustomed recognize the student error in pronouncing English words. The researcher will use the Miles and Huberman model to analyse the data. In distinctive the students errors<sup>1</sup>, the researcher takes some steps to analyse the data :



*Figure I.1 Analysis Component of Miles Huberman Model*

The data analysis steps are :

1. The researcher collects all the data which are used to complete the research.
2. The researcher decrease the data had gotten by summarizing and choosing specific things.
3. The researcher shows the data sometimes using graphics, figure, or chart.
4. The researcher investigates the research by final exiting data.

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<sup>1</sup>Matheww B. Miles & A. Michael Huberman. *Qualitative Data Analysis*. P.14. 1994

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter will be divided into two parts of presentations, the first is research finding and the second part is discussion.

#### **A. Finding**

##### **1. Profil of SMAN 5 Metro**

SMA Negeri 5 Metro is one of the public high schools in the province of Lampung, Indonesia. Similar to high school in general in Indonesia, the education period at SMA N 5 Metro is taken within three academic years, starting from class X to class XII. In 2007, this school used the previous education unit level curriculum with KBK. However, starting in 2016 it was replaced by using a new curriculum, namely Kurikulum 2013.

SMAN 5 Metro is located on Jl. Wolter Monginsidi, Ex. Hadimulyo Timur, Kec. Central Metro, Metro Lampung City, postal code 34111. Geographical location latitude -5 longitude 105 (5°00'00."S 105°00'00.0"E).

SMAN 5 Metro is an A-accredited school in Metro City, Lampung. Led by Mr. Suparni as the principal of SMAN 5 Metro, SMAN 5 Metro who is affectionately called smanfive is increasingly advanced and qualified, both from teachers and students.

Education at SMAN 5 Metro is increasing over time. Currently, smanfive uses the 2013 curriculum (K13), which previously used KTSP.



With the new curriculum that has been running for several years, it is hoped that it will have a good impact on students and teachers as educational staff.

Educational staff are human resources who play an important role in the process of implementing services and learning. These educators help to achieve the school's vision and mission.

As for the condition of the teachers and employees of SMAN 5 Metro, based on the data we got, the current number of smanfive teachers is 61 teachers, and the number of students is 322 male students, 438 female students, and 24 study groups.

Based on the data we got, the infrastructure at SMAN 5 Metro is complete. There are classrooms, library rooms, laboratory rooms, practice rooms, leadership rooms, teacher rooms, worship rooms, UKS room, toilet room, warehouse room, circulation room, TU room, play/sports room, counseling room, student council room, room building.

#### 1. Class Room

**Table 3**  
**The Classroom Condition of SMAN 5 Metro**

| CONDITION          | TOTAL     |
|--------------------|-----------|
| <b>TOTAL</b>       | <b>24</b> |
| Good               | 19        |
| Lightly Damaged    | 5         |
| Moderately Damaged | 0         |
| Heavily Damaged    | 0         |

## 2. Laboratory

**Table 4**  
**The Laboratory Condition of SMAN 5 Metro**

| Laboratory   | Condition |                 |                    |                 | Total    |
|--------------|-----------|-----------------|--------------------|-----------------|----------|
|              | Good      | Lightly Damaged | Moderately Damaged | Heavily Damaged |          |
| <b>Total</b> | <b>4</b>  | <b>0</b>        | <b>0</b>           | <b>0</b>        | <b>4</b> |
| IPA          | 3         | 0               | 0                  | 0               | 3        |
| Bahasa       | 0         | 0               | 0                  | 0               | 0        |
| IPS          | 0         | 0               | 0                  | 0               | 0        |
| Komputer     | 1         | 0               | 0                  | 0               | 1        |

## 3. Library

**Table 5**  
**The Library Condition of SMAN 5 Metro**

| CONDITION          | TOTAL    |
|--------------------|----------|
| <b>TOTAL</b>       | <b>1</b> |
| Good               | 0        |
| Lightly Damaged    | 1        |
| Moderately Damaged | 0        |

## 4. Sanitation

**Table 6**  
**The Sanitation Condition of SMAN 5 Metro**

| Sanitation   | Condition |                 |                    |                 | Total     |
|--------------|-----------|-----------------|--------------------|-----------------|-----------|
|              | Good      | Lightly Damaged | Moderately Damaged | Heavily Damaged |           |
| <b>Total</b> | <b>10</b> | <b>0</b>        | <b>0</b>           | <b>0</b>        | <b>10</b> |
| Teacher      | 3         | 0               | 0                  | 0               | 3         |
| Student      | 7         | 0               | 0                  | 0               | 7         |

## 2. Result of the Observation

This research was analyzed the pronunciation errors of the 10<sup>th</sup> grade students of SMAN 5 Metro in the academic year of 2021/2022. The researcher takes 10 students of class X .2 of SMAN 5 Metro. The researcher discussed the errors made by the students in English pronunciation by the Javanese students.

The researcher did some steps to get the data as follows:

1. The researcher give some English words to the students and ask the students pronounce it loudly, then record their voice one by one.
2. The researcher analyzed the students pronunciation result based on the *Oxford Advanced Learner Dictionary – International Student’s Edition*.
3. The researcher making the percentage of the pronunciation score by deviding the pronunciation result into the correct and incorrect with table.
4. The researcher shows the result of the research.

This analysis aimed to help the learners to have a better understanding of how these errors originate and try to avoid making these errors repeatedly. The following table presents the pronunciation errors made by the 10 Javanese students. The researcher focused the analysis on the error with the influence of Javanese. The data of this research study is the pronunciation error by Javanese students by speak a loud or pronounce some English words that the researcher gave. The analysis will be show on the table.

**Table 7**  
**An Analysis of English Pronunciation Errors by Each Javanese Native Speaker**

| <b>Pronunciation Error Analysis</b> |                  |                           |                    |   |
|-------------------------------------|------------------|---------------------------|--------------------|---|
| <b>No</b>                           | <b>Words</b>     | <b>Transcription</b>      |                    | <b>Description</b>  |
|                                     |                  | <b>Word Transcription</b> | <b>As Recorded</b> |   |
| 1.                                  | <b>Banana</b>    | bə'næn.ə                  | bʌnʌnʌ             | -there's no stress<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/       |
|                                     | <b>Center</b>    | 'sen.tə                   | senter             | -there's no stress<br>-addition /r/   |
|                                     | <b>Tomato</b>    | /tə'meɪ.tʊ                | tɒmʌtɒ             | -there's no stress<br>-misformation /ə/ /eɪ/ /<br>oʊ/ with /ɔ/ and /ʌ/                        |
|                                     | <b>Famous</b>    | 'feɪ.məs                  | famɒs              | -Misformation<br>diphthong /eɪ/ replaced<br>with /a/ and /ə/ with<br>/ɔ/<br>-ther's no stress |
|                                     | <b>Beautiful</b> | 'bjʊ:.tə.fəl              | bjʊtɪfʊl           | -failure of shortening<br>the vowel /u:/<br>-misformation /ɪ/ with<br>/ə/ and / ə / with /u/  |
|                                     | <b>Color</b>     | 'kʌl.ə                    | 'kʌl.ə             | -No error   |
|                                     | <b>Wood</b>      | wʊd                       | wɒt                | -misformation /ʊ/<br>with /ɔ/ and /d/ with<br>/t/   |
|                                     | <b>Wonder</b>    | 'wʌn.də                   | wɒndər             | -addition of /r/ after<br>/ə/<br>-Misformation /ʌ/ with<br>/ɔ/                                |
|                                     | <b>Prayer</b>    | Prer                      | Prer               | -no error   |
|                                     | <b>Made</b>      | 'meɪd                     | 'meɪd              | -no error   |
|                                     | <b>Believe</b>   | bɪ'li:v                   | Belif              | -misformation of /ɪ/<br>with /e/ and /v/ with<br>/f/  |

|                 |             |           |  |
|-----------------|-------------|-----------|--|
| <b>City</b>     | 'sɪti       | 'sɪti     | -no error  |
| <b>And</b>      | ənd         | En        | -omission of /d/<br>-misformation of /ə/<br>with /e/   |
| <b>Stone</b>    | stəʊn       | stɒn      | -omission of /o/   |
| <b>Walls</b>    | wɔ:lz       | Wels      | -misformation /ɔ/ with<br>/e/ and /z/ with /s/   |
| <b>Gates</b>    | geɪts       | Gets      | -omission of /ɪ/ with<br>/eɪ/  |
| <b>Art</b>      | ɑ:t         | Art       | -Addition of /r/<br>between /ɑ/ and /t/  |
| <b>Have</b>     | həv         | Hef       | -misformation /ə/<br>with /e/<br>-failure in pronouncing<br>/v/ with /f/   |
| <b>Long</b>     | lɔ:ŋ        | lɑ:ŋ      | -no error  |
| <b>Family</b>   | 'fæm.əl.i   | famili    | -misformation of /æ/<br>with /a/ and /ə/ with /i/  |
| <b>Problem</b>  | 'prɑ:bləm   | 'prɑ:bləm | -no error  |
| <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊr    | - omission of /əl/<br>-misformation of /ʌ/<br>with /u/<br>-failur in pronouncing /tʃ/<br>with /t/                  |
| <b>You</b>      | ju:         | ju:       | -no error  |
| <b>Must</b>     | mʌst        | mʌs       | -misformation /ə/<br>with /ʌ/<br>-omission /t/   |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error  |
| <b>Hall</b>     | hɔ:l        | hʌl       | -misformation of /ɔ/<br>with /ʌ/   |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /ai/<br>-Misformation of /aɪ/<br>replaced with /ɪ/<br>-the stress is on the<br>last word |

|    |                  |              |          |  |
|----|------------------|--------------|----------|--|
|    | <b>Good</b>      | gʊd          | gʊt      | -failur of pronouncing /d/ with /t/  |
|    | <b>Without</b>   | wɪ'ðəʊt      | wɪdot    | -Misformation of diphthong / au/ with /o/  |
|    | <b>Nails</b>     | neɪlz        | naɪls    | -misformation of diphthong /eɪ/ with /aɪ/  |
| 2. | <b>Banana</b>    | bə'næn.ə     | bʌnʌnʌ   | -there's no stress<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/      |
|    | <b>Center</b>    | 'sen.tə      | senter   | -there's no stress<br>-addition /r/  |
|    | <b>Tomato</b>    | /tə'meɪ.tʊʊ  | tɒmʌtɔ   | -there's no stress<br>-misformation /ə/ /eɪ/ / oʊ/ with /ɔ/ and /ʌ/                    |
|    | <b>Famous</b>    | 'feɪ.məs     | fəməʊs   | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/  |
|    | <b>Beautiful</b> | 'bjʊ:.tə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/ |
|    | <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə   | -No error  |
|    | <b>Wood</b>      | wʊd          | wɔt      | -misformation /ʊ/ with /ɔ/ and /d/ with /t/  |
|    | <b>Wonder</b>    | 'wʌn.də      | wɒndər   | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                               |
|    | <b>Prayer</b>    | Prer         | Prer     | -no error  |
|    | <b>Made</b>      | 'meɪd        | Met      | -misformation /eɪ/ with /a/<br>-failur in pronouncing /d/ with /t/                     |
|    | <b>Believe</b>   | bɪ'li:v      | Belif    | -misformation of /ɪ/ with /e/ and /v/ with /f/   |

|                 |             |           |   |
|-----------------|-------------|-----------|---|
| <b>City</b>     | 'sɪti       | 'sɪti     | -no error   |
| <b>And</b>      | ənd         | En        | -omission of /d/<br>-misformation of /ə/<br>with /e/  |
| <b>Stone</b>    | stəʊn       | stɒn      | -omission of /o/  |
| <b>Walls</b>    | wɔ:lz       | wɔ:lz     | -no error   |
| <b>Gates</b>    | geɪts       | Gets      | -omission of /ɪ/ with<br>/eɪ/   |
| <b>Art</b>      | ɑ:t         | Art       | -Addition of /r/<br>between /ɑ/ and /t/   |
| <b>Have</b>     | həv         | Hef       | -misformation /ə/<br>with /e/<br>-failure in pronouncing<br>/v/ with /f/  |
| <b>Long</b>     | lɔ:ŋ        | lɔ:ŋ      | -no error   |
| <b>Family</b>   | 'fæm.əl.i   | famili    | -misformation of /æ/<br>with /a/ and /ə/ with /i/   |
| <b>Problem</b>  | 'prɔ:bləm   | 'prɔ:bləm | -no error   |
| <b>Cultural</b> | 'kʌl.tʃə.əl | cultural  | -misformation of /k/<br>with /c/ and /ʌ/ with /u/<br>and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>and /ʌ/ with /u/ and /ə/<br>with /a/<br>-failur in pronouncing /tʃ/<br>with /t/ |
| <b>You</b>      | ju:         | ju:       | -no error   |
| <b>Must</b>     | mʌst        | mʌs       | -misformation /ə/<br>with /ʌ/<br>-omission /t/  |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error   |
| <b>Hall</b>     | hɔ:l        | hʌl       | -misformation of /ɔ/<br>with /ʌ/  |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /ai/<br>-Misformation of /aɪ/<br>replaced with /ɪ/<br>-the stress is on the   |

|    |                  |              |           |  |
|----|------------------|--------------|-----------|--|
|    |                  |              |           | last word  |
|    | <b>Good</b>      | gʊd          | gʊt       | -failur of pronouncing /d/ with /t/  |
|    | <b>Without</b>   | wɪ'ðaʊt      | wɪdot     | -Misformation of diphthong / au/ with /o/  |
|    | <b>Nails</b>     | neɪlz        | naɪls     | -misformation of diphthong /eɪ/ with /aɪ/  |
| 3. | <b>Banana</b>    | bə'næn.ə     | bʌnʌnʌ    | -there's no stress<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/    |
|    | <b>Center</b>    | 'sen.tə      | sen.tər   | -there's no stress<br>-addition /r/  |
|    | <b>Tomato</b>    | /tə'meɪ.təʊ  | tɒmʌtɒ    | -there's no stress<br>-misformation /ə/ /eɪ/ / oʊ/ with /ɔ/ and /ʌ/                  |
|    | <b>Famous</b>    | 'feɪ.məs     | fəməs     | -Misformation diphthong /eɪ/ replaced with /a/ and /ə/ with /ɔ/<br>-ther's no stress |
|    | <b>Beautiful</b> | 'bju:.tə.fəl | bju:tɪfəl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and /ə/ with /u/ |
|    | <b>Color</b>     | 'kʌl.ə       | Kəʊlə     | -misformation of /ʌ/ with /o/ and /ə/ with /ou/                                      |
|    | <b>Wood</b>      | wʊd          | wɒt       | -misformation /ʊ/ with /ɔ/ and /d/ with /t/  |
|    | <b>Wonder</b>    | 'wʌn.də      | wʌndər    | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                             |
|    | <b>Prayer</b>    | Prer         | Praər     | -misformation of /e/ with /æ/  |



|                 |             |         |   |
|-----------------|-------------|---------|---|
| <b>Made</b>     | 'meɪd       | Made    | -misformation /e/ with /a/<br>-addition /e/ after /d/                                       |
| <b>Believe</b>  | bɪ'li:v     | Belif   | -misformation of /i/ with /e/ and /v/ with /f/  |
| <b>City</b>     | 'sɪti       | 'ɜ:ti   | -misformation of /s/ with /c/   |
| <b>And</b>      | ænd         | En      | -omission of /d/<br>-misformation of /ə/ with /e/   |
| <b>Stone</b>    | stəʊn       | Ston    | -misformation of /ʊ/ with /o/   |
| <b>Walls</b>    | wɔ:lz       | Wels    | -misformation /ɔ/ with /e/ and /z/ with /s/   |
| <b>Gates</b>    | geɪts       | Gates   | -misformation /ei/ with /a/<br>-addition /e/ after /t/                                      |
| <b>Art</b>      | ɑ:t         | Art     | -Addition of /r/ between /ɑ/ and /t/  |
| <b>Have</b>     | həv         | Hef     | -misformation /ə/ with /e/<br>-failure in pronouncing /v/ with /f/                          |
| <b>Long</b>     | lɔ:ŋ        | lɑ:ŋ    | -no error   |
| <b>Family</b>   | 'fæm.əl.i   | famili  | -misformation of /æ/ with /a/ and /ə/ with /i/  |
| <b>Problem</b>  | 'prɔ:bləm   | problem | -misformation /ɒ/ with /o/  |
| <b>Cultural</b> | 'kʌl.tʃə.əl | kʊltʊr  | - omission of /əl/<br>-misformation of /ʌ/ with /u/<br>-failur in pronouncing /tʃ/ with /t/ |
| <b>You</b>      | ju:         | You     | -addition /o/ between /y/ and /u/   |
| <b>Must</b>     | mʌst        | mʌs     | -misformation /ə/ with /ʌ/<br>-omission /t/   |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt | -no error   |

|    |                  |              |          |   |
|----|------------------|--------------|----------|---|
|    | <b>Hall</b>      | hɑ:l         | həl      | -misformation of /ɔ:/ with /ʌ/  |
|    | <b>Exciting</b>  | ɪk'saɪ.tɪŋ   | eksɪtɪŋ' | -omission of diphthong /ai/<br>-Misformation of /aɪ/ replaced with /ɪ/<br>-the stress is on the last word |
|    | <b>Good</b>      | ɡʊd          | ɡɔd      | -misformation /ʊ/ with /ɔ/  |
|    | <b>Without</b>   | wɪ'ðaʊt      | wɪdot    | -Misformation of diphthong / au/ with /o/   |
|    | <b>Nails</b>     | neɪlz        | nɪasl    | -misordering /eɪ/ with /ɪa/ and /l-s/ with /s-l/  |
| 4. | <b>Banana</b>    | bə'næn.ə     | bʌ'nʌ:nʌ | -the stress is on the right place<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/          |
|    | <b>Center</b>    | 'sen.tə      | senter   | -there's no stress<br>-addition /r/   |
|    | <b>Tomato</b>    | /tə'meɪ.tʊʊ  | tɔmʌtɔ   | -there's no stress<br>-misformation /ə/ /eɪ/ / ʊʊ/ with /ɔ/ and /ʌ/                                       |
|    | <b>Famous</b>    | 'feɪ.məs     | fəməʊs   | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/   |
|    | <b>Beautiful</b> | 'bjʊ:.tə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/                    |
|    | <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə   | -no error   |
|    | <b>Wood</b>      | wʊd          | wʊd      | -no error   |
|    | <b>Wonder</b>    | 'wʌn.də      | 'wʌn.də  | -no error   |
|    | <b>Prayer</b>    | Prer         | Prer     | -no error   |

|                 |             |           |   |
|-----------------|-------------|-----------|---|
| <b>Made</b>     | 'meɪd       | 'meɪd     | -no error   |
| <b>Believe</b>  | bɪ'li:v     | Belɪf     | -misformation of /ɪ/<br>with /e/ and /v/ with<br>/f/  |
| <b>City</b>     | 'sɪti       | 'sɪti     | -no error   |
| <b>And</b>      | ænd         | En        | -omission of /d/<br>-misformation of /ə/<br>with /e/  |
| <b>Stone</b>    | stəʊn       | stɒn      | -omission of /o/  |
| <b>Walls</b>    | wɔ:lz       | Wɔlz      | -misformation /ɔ/ with<br>/a/ and /z/ with /s/  |
| <b>Gates</b>    | geɪts       | Getz      | -omission of /ɪ/ with<br>/eɪ/   |
| <b>Art</b>      | ɑ:t         | Art       | -Addition of /r/<br>between /ɑ/ and /t/   |
| <b>Have</b>     | həv         | həv       | -no error   |
| <b>Long</b>     | lɔ:ŋ        | lɔ:ŋ      | -no error   |
| <b>Family</b>   | 'fæm.əl.i   | famɪli    | -misformation of /æ/<br>with /a/ and /ə/ with /i/   |
| <b>Problem</b>  | 'prɔ:bləm   | 'prɔ:bləm | -no error   |
| <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊr    | - omission of /əl/<br>-misformation of /ʌ/<br>with /u/<br>-failur in pronouncing /tʃ/<br>with /t/ |
| <b>You</b>      | ju:         | You       | -addition /o/ between<br>/y/ and /u/  |
| <b>Must</b>     | mʌst        | mʊs       | - misformation / ə/<br>with /ʊ/<br>-omission /t/  |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error   |
| <b>Hall</b>     | hɔ:l        | hɔ:l      | -no error   |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /aɪ/<br>-Misformation of /aɪ/   |

|    |                  |              |          |   |
|----|------------------|--------------|----------|---|
|    |                  |              |          | replaced with /ɪ/<br>-the stress is on the last word                                    |
|    | <b>Good</b>      | gʊd          | gʊt      | -failur of pronouncing /d/ with /t/   |
|    | <b>Without</b>   | wɪ'ðaʊt      | wɪdot    | -Misformation<br>ofdiphthong / au/<br>with /o/  |
|    | <b>Nails</b>     | neɪlz        | nails    | -misordering /eɪ/ with /ɪə/ and /l-s/ with /s-l/  |
| 5. | <b>Banana</b>    | bə'næn.ə     | bʌnʌnʌ   | -there's no stress<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/ |
|    | <b>Center</b>    | 'sen.tə      | senter   | -there's no stress<br>-addition /r/   |
|    | <b>Tomato</b>    | /tə'meɪ.tʊʊ  | tɒmʌtɔ   | -there's no stress<br>-misformation /ə/ /eɪ/ /<br>oʊ/ with /ɔ/ and /ʌ/                  |
|    | <b>Famous</b>    | 'feɪ.məs     | fəməʊs   | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/   |
|    | <b>Beautiful</b> | 'bjʊ:.tə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/  |
|    | <b>Color</b>     | 'kʌl.ə       | Kolour   | -misformation of /ʌ/<br>with /o/ and /ə/ with /ou/                                      |
|    | <b>Wood</b>      | wʊd          | wɔt      | -misformation /ʊ/<br>with /ɔ/ and /d/ with /t/  |
|    | <b>Wonder</b>    | 'wʌn.də      | wʊndər   | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                                |
|    | <b>Prayer</b>    | Prer         | Prer     | -no error   |
|    | <b>Made</b>      | 'meɪd        | Made     | -misformation /eɪ/ with /a/<br>-addition /e/ after /d/                                  |

|                 |             |           |  |
|-----------------|-------------|-----------|--|
| <b>Believe</b>  | br'i:lv     | Belif     | -misformation of /ɪ/<br>with /e/ and /v/ with<br>/f/                           |
| <b>City</b>     | 'sɪti       | 'ɔ:ti     | -misformation of /s/<br>with /c/   |
| <b>And</b>      | ænd         | En        | -omission of /d/<br>-misformation of /ə/<br>with /e/                           |
| <b>Stone</b>    | stəʊn       | Ston      | -misformation of /oʊ/<br>with /o/  |
| <b>Walls</b>    | wɑ:lz       | Wels      | -misformation /ɔ/ with<br>/e/ and /z/ with /s/                                 |
| <b>Gates</b>    | geɪts       | Gates     | -misformation /ei/<br>with /a/<br>-addition /e/ after /t/                      |
| <b>Art</b>      | ɑ:t         | Art       | -Addition of /r/<br>between /ɑ/ and /t/  |
| <b>Have</b>     | həv         | Hef       | -misformation /ə/<br>with /e/<br>-failure in pronouncing<br>/v/ with /f/       |
| <b>Long</b>     | lɑ:ŋ        | lɑ:ŋ      | -no error  |
| <b>Family</b>   | 'fæm.əl.i   | famili    | -misformation of /æ/<br>with /a/ and /ə/ with /i/                              |
| <b>Problem</b>  | 'prɑ:bləm   | Perobleme | - misformation /ɒ/<br>with /o/<br>-addition /e/ after /p/<br>and /e/ after /m/ |
| <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊrəl  | -misformation of /ʌ/<br>with /u/ and /ə/ with /a/                              |
| <b>You</b>      | ju:         | You       | -addition /o/ between<br>/y/ and /u/   |
| <b>Must</b>     | mʌst        | mʌs       | -misformation /ə/<br>with /ʌ/<br>-omission /t/                                 |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error  |
| <b>Hall</b>     | hɑ:l        | hʌl       | -misformation of /ɔ/<br>with /ʌ/   |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /ai/<br>-Misformation of /a/<br>replaced with /ɪ/    |

|    |                  |              |           |   |
|----|------------------|--------------|-----------|---|
|    |                  |              |           | -the stress is on the last word   |
|    | <b>Good</b>      | gʊd          | gʊt       | -failur of pronouncing /d/ with /t/   |
|    | <b>Without</b>   | wɪ'ðaʊt      | wɪdot     | -Misformation<br>ofdiphthong / au/<br>with /o/  |
|    | <b>Nails</b>     | neɪlz        | nɪsl      | -misordering /eɪ/ with /ɪə/ and /l-s/ with /s-l/  |
| 6. | <b>Banana</b>    | bə'næn.ə     | bʌnʌnʌ    | -there's no stress<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/ |
|    | <b>Center</b>    | 'sen.tə      | senter    | -there's no stress<br>-addition /ɪ/   |
|    | <b>Tomato</b>    | /tə'meɪ.təʊ  | tɒmʌtɒ    | -there's no stress<br>-misformation /ə/ /eɪ/ /<br>oʊ/ with /ɔ/ and /ʌ/                  |
|    | <b>Famous</b>    | 'feɪ.məs     | fəməʊs    | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/   |
|    | <b>Beautiful</b> | 'bjʊ:.tə.fəl | bju:tɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/  |
|    | <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə    | -No error   |
|    | <b>Wood</b>      | wʊd          | wɒt       | -misformation /ʊ/<br>with /ɔ/ and /d/ with /t/  |
|    | <b>Wonder</b>    | 'wʌn.də      | 'wʌn.də   | -no error   |
|    | <b>Prayer</b>    | Prer         | Prer      | -no error   |
|    | <b>Made</b>      | 'meɪd        | Met       | -misformation /eɪ/ with /a/<br>-failur in pronouncing /d/ with /t/                      |
|    | <b>Believe</b>   | bɪ'li:v      | Belɪf     | -misformation of /ɪ/<br>with /e/ and /v/ with /f/                                       |

|                 |             |            |  |
|-----------------|-------------|------------|--|
| <b>City</b>     | 'sɪti       | 'sɪti      | -no error  |
| <b>And</b>      | ænd         | En         | -omission of /d/<br>-misformation of /ə/<br>with /e/   |
| <b>Stone</b>    | stəʊn       | Ston       | -misformation of /oʊ/<br>with /o/  |
| <b>Walls</b>    | wɔ:lz       | wɔ:lz      | -no error  |
| <b>Gates</b>    | geɪts       | Gets       | -omission of /ɪ/ with<br>/eɪ/  |
| <b>Art</b>      | ɑ:t         | Art        | -Addition of /r/<br>between /ɑ/ and /t/  |
| <b>Have</b>     | həv         | Hef        | -misformation /ə/<br>with /e/<br>-failure in pronouncing<br>/v/ with /f/                     |
| <b>Long</b>     | lɔ:ŋ        | lɔ:ŋ       | -no error  |
| <b>Family</b>   | 'fæm.əl.i   | 'fæm.əl.i  | -no error  |
| <b>Problem</b>  | 'prɔ:bləm   | 'prɔ:bləm  | -no error  |
| <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʃərəl  | -misformation of /ʌ/<br>with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>with /t/ |
| <b>You</b>      | ju:         | ju:        | -no error  |
| <b>Must</b>     | mʌst        | mʊs        | -misformation /ə/<br>with /ʌ/<br>-omission /t/   |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt    | -no error  |
| <b>Hall</b>     | hɔ:l        | hɔ:l       | -no error  |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | ɪk'saɪ.tɪŋ | -no error  |
| <b>Good</b>     | ɡʊd         | ɡɔd        | -misformation /ʊ/ with<br>/ɔ/  |
| <b>Without</b>  | wɪ'ðaʊt     | wɪdɔt      | -Misformation<br>of diphthong / au/  |

|    |                  |              |           |  |
|----|------------------|--------------|-----------|--|
|    |                  |              |           | with /o/   |
|    | <b>Nails</b>     | neɪlz        | naɪls     | -misformation of diphthong /eɪ/ with /aɪ/  |
| 7. | <b>Banana</b>    | bə' næn.ə    | bʌnʌnʌ    | -there's no stress<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/      |
|    | <b>Center</b>    | 'sen.tə      | senter    | -there's no stress<br>-addition /r/  |
|    | <b>Tomato</b>    | /tə'meɪ.təʊ  | tɒmʌtəʊ   | -there's no stress<br>-misformation /ə/ /eɪ/ / oʊ/ with /ɔ/ and /ʌ/                    |
|    | <b>Famous</b>    | 'feɪ.məs     | 'feɪ.məs  | -no error  |
|    | <b>Beautiful</b> | 'bju:.tə.fəl | bju:tɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/ |
|    | <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə    | -No error  |
|    | <b>Wood</b>      | wʊd          | wʊd       | -No error  |
|    | <b>Wonder</b>    | 'wʌn.də      | 'wʌn.də   | -No error  |
|    | <b>Prayer</b>    | Prer         | Prer      | -no error  |
|    | <b>Made</b>      | 'meɪd        | 'meɪd     | -no error  |
|    | <b>Believe</b>   | bɪ'li:v      | bɪ'li:v   | -no error  |
|    | <b>City</b>      | 'sti         | 'sti      | -no error  |
|    | <b>And</b>       | ænd          | En        | -omission of /d/<br>-misformation of /ə/ with /e/                                      |
|    | <b>Stone</b>     | stəʊn        | ston      | -misformation of /oʊ/ with /o/   |
|    | <b>Walls</b>     | wɔ:lz        | wɔ:lz     | -no error  |
|    | <b>Gates</b>     | geɪts        | Gets      | -omission of /ɪ/ with /eɪ/   |



|    |                 |             |           |  |
|----|-----------------|-------------|-----------|--|
|    | <b>Art</b>      | ɑ:t         | Art       | -Addition of /r/<br>between /ɑ/ and /t/  |
|    | <b>Have</b>     | həv         | həv       | -no error  |
|    | <b>Long</b>     | lɑ:ŋ        | lɑ:ŋ      | -no error  |
|    | <b>Family</b>   | 'fæm.əl.i   | 'fæm.əl.i | -no error  |
|    | <b>Problem</b>  | 'prɑ:bləm   | 'prɑ:bləm | -no error  |
|    | <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊrəl  | -misformation of /ʌ/<br>with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>with /t/                       |
|    | <b>You</b>      | ju:         | ju:       | -no error  |
|    | <b>Must</b>     | mʌst        | mʌs       | -misformation /ə/<br>with /ʌ/<br>-omission /t/   |
|    | <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error  |
|    | <b>Hall</b>     | hɑ:l        | hɑ:l      | -no error  |
|    | <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /aɪ/<br>-Misformation of /aɪ/<br>replaced with /ɪ/<br>-the stress is on the<br>last word |
|    | <b>Good</b>     | gʊd         | gʊt       | -failur of pronouncing<br>/d/ with /t/   |
|    | <b>Without</b>  | wɪ'ðaʊt     | wɪ'ðaʊt   | -no error  |
|    | <b>Nails</b>    | neɪlz       | naɪls     | -misformation of<br>diphthong /eɪ/ with /aɪ/   |
| 8. | <b>Banana</b>   | bə'næn.ə    | bʌ'nʌ:nʌ  | -the stress is on the<br>right place<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/          |
|    | <b>Center</b>   | 'sen.tə     | senter    | -there's no stress<br>-addition /r/  |
|    | <b>Tomato</b>   | /tə'meɪ.təʊ | tɔmʌtɔ    | -there's no stress<br>-misformation /ə/ /eɪ/ /   |

|                  |               |          |  |
|------------------|---------------|----------|--|
|                  |               |          | oʊ/ with /ɔ/ and /ʌ/   |
| <b>Famous</b>    | 'feɪ.məs      | fəməʊs   | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/  |
| <b>Beautiful</b> | 'bjʊ:.tʃə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and /ə/ with /u/ |
| <b>Color</b>     | 'kʌl.ə        | 'kʌl.ə   | -No error  |
| <b>Wood</b>      | wʊd           | wɒt      | -misformation /ʊ/ with /ɔ/ and /d/ with /t/  |
| <b>Wonder</b>    | 'wʌn.də       | wʌndər   | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                             |
| <b>Prayer</b>    | Prer          | Prer     | -no error  |
| <b>Made</b>      | 'meɪd         | Met      | -misformation /eɪ/ with /a/<br>-failur in pronouncing /d/ with /t/                   |
| <b>Believe</b>   | bɪ'li:v       | Belif    | -misformation of /ɪ/ with /e/ and /v/ with /f/                                       |
| <b>City</b>      | 'sɪti         | 'sɪti    | -no error  |
| <b>And</b>       | ænd           | En       | -omission of /d/<br>-misformation of /ə/ with /e/                                    |
| <b>Stone</b>     | stəʊn         | stʊn     | -omission of /o/   |
| <b>Walls</b>     | wɔ:lz         | Wals     | -misformation /ɔ/ with /a/ and /z/ with /s/  |
| <b>Gates</b>     | geɪts         | Gets     | -omission of /ɪ/ with /eɪ/   |
| <b>Art</b>       | ɑ:t           | Art      | -Addition of /r/ between /ɑ/ and /t/   |
| <b>Have</b>      | həv           | Hef      | -misformation /ə/ with /e/<br>-failure in pronouncing /v/ with /f/                   |

|    |                 |             |            |  |
|----|-----------------|-------------|------------|--|
|    | <b>Long</b>     | lɑ:ŋ        | lɑ:ŋ       | -no error  |
|    | <b>Family</b>   | 'fæm.əl.i   | 'fæm.əl.i  | -no error  |
|    | <b>Problem</b>  | 'prɑ:.bləm  | 'prɑ:.bləm | -no error  |
|    | <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊrəl   | -misformation of /ʌ/<br>with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>with /t/                       |
|    | <b>You</b>      | ju:         | ju:        | -no error  |
|    | <b>Must</b>     | mʌst        | mʌst       | -no error  |
|    | <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt    | -no error  |
|    | <b>Hall</b>     | hɑ:l        | hɑ:l       | -no error  |
|    | <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'   | -omission of<br>diphthong /aɪ/<br>-Misformation of /aɪ/<br>replaced with /ɪ/<br>-the stress is on the<br>last word |
|    | <b>Good</b>     | ɡʊd         | ɡʊt        | -failur of pronouncing<br>/d/ with /t/   |
|    | <b>Without</b>  | wɪ'ðaʊt     | wɪdot      | -Misformation<br>of diphthong /aʊ/<br>with /o/   |
|    | <b>Nails</b>    | neɪlz       | naɪls      | -misformation of<br>diphthong /eɪ/ with /aɪ/   |
| 9. | <b>Banana</b>   | bə'næn.ə    | bʌ'nʌ:nʌ   | -the stress is on the<br>right place<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/          |
|    | <b>Center</b>   | 'sen.tʃə    | senter     | -there's no stress<br>-addition /ɪ/  |
|    | <b>Tomato</b>   | /tə'meɪ.tʊʊ | tɔmʌtɔ     | -there's no stress<br>-misformation /ə/ /eɪ/ /<br>oʊ/ with /ɔ/ and /ʌ/   |

|                  |              |          |  |
|------------------|--------------|----------|--|
| <b>Famous</b>    | 'feɪ.məs     | fəməs    | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/  |
| <b>Beautiful</b> | 'bju:.tə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and /ə/ with /u/ |
| <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə   | -No error  |
| <b>Wood</b>      | wʊd          | wɒt      | -misformation /ʊ/ with /ɔ/ and /d/ with /t/  |
| <b>Wonder</b>    | 'wʌn.də      | wɒndə    | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                             |
| <b>Prayer</b>    | Prer         | Prer     | -no error  |
| <b>Made</b>      | 'meɪd        | Met      | -misformation /eɪ/ with /a/<br>-failur in pronouncing /d/ with /t/                   |
| <b>Believe</b>   | br'i:lɪ:v    | Belɪf    | -misformation of /ɪ/ with /e/ and /v/ with /f/                                       |
| <b>City</b>      | 'sɪti        | 'sɪti    | -no error  |
| <b>And</b>       | ænd          | En       | -omission of /d/<br>-misformation of /ə/ with /e/                                    |
| <b>Stone</b>     | stəʊn        | ston     | -misformation of /oʊ/ with /o/   |
| <b>Walls</b>     | wɔ:lz        | Wels     | -misformation /ɔ/ with /e/ and /z/ with /s/  |
| <b>Gates</b>     | geɪts        | Gates    | -misformation /eɪ/ with /a/<br>-addition /e/ after /t/                               |
| <b>Art</b>       | ɑ:t          | Art      | -Addition of /r/ between /ɑ/ and /t/   |
| <b>Have</b>      | həv          | Hef      | -misformation /ə/ with /e/<br>-failure in pronouncing /v/ with /f/                   |

|     |                 |             |            |  |
|-----|-----------------|-------------|------------|--|
|     | <b>Long</b>     | lɑ:ŋ        | lɑ:ŋ       | -no error  |
|     | <b>Family</b>   | 'fæm.əl.i   | 'fæm.əl.i  | -no error  |
|     | <b>Problem</b>  | 'prɑ:.bləm  | 'prɑ:.bləm | -no error  |
|     | <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊrəl   | -misformation of /ʌ/<br>with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>with /t/                       |
|     | <b>You</b>      | ju:         | ju:        | -no error  |
|     | <b>Must</b>     | mʌst        | mʌst       | -no error  |
|     | <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt    | -no error  |
|     | <b>Hall</b>     | hɑ:l        | hʌl        | -misformation of /ɔ/<br>with /ʌ/   |
|     | <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'   | -omission of<br>diphthong /ai/<br>-Misformation of /ai/<br>replaced with /ɪ/<br>-the stress is on the<br>last word |
|     | <b>Good</b>     | ɡʊd         | ɡʊt        | -failur of pronouncing<br>/d/ with /t/   |
|     | <b>Without</b>  | wɪ'ðaʊt     | wɪdot      | -Misformation<br>ofdiphthong / au/<br>with /o/   |
|     | <b>Nails</b>    | neɪlz       | naɪls      | -misformation of<br>diphthong /eɪ/ with /aɪ/   |
| 10. | <b>Banana</b>   | bə'næn.ə    | bʌ'nʌ:nʌ   | -the stress is on the<br>right place<br>-Misformation /ə/, /æ/<br>/ ʌ /, /ə/ and /æ/<br>replaced with /ʌ/          |
|     | <b>Center</b>   | 'sen.tə     | sen.tər    | -there's no stress<br>-addition /r/  |
|     | <b>Tomato</b>   | /tə'meɪ.təʊ | tɒmʌtɔ     | -there's no stress<br>-misformation /ə/ /eɪ/ /<br>oʊ/ with /ɔ/ and /ʌ/   |

|                  |              |          |  |
|------------------|--------------|----------|--|
| <b>Famous</b>    | 'feɪ.məs     | fəməs    | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/  |
| <b>Beautiful</b> | 'bjʊ:.tə.fəl | bjʊtɪfʊl | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and /ə/ with /u/ |
| <b>Color</b>     | 'kʌl.ə       | 'kʌl.ə   | -No error  |
| <b>Wood</b>      | wʊd          | wɒt      | -misformation /ʊ/ with /ɔ/ and /d/ with /t/  |
| <b>Wonder</b>    | 'wʌn.də      | wɒndə    | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/                             |
| <b>Prayer</b>    | Prer         | Prer     | -no error  |
| <b>Made</b>      | 'meɪd        | 'meɪd    | -no error  |
| <b>Believe</b>   | bɪ'li:v      | Belɪf    | -misformation of /ɪ/ with /e/ and /v/ with /f/                                       |
| <b>City</b>      | 'sɪti        | 'sɪti    | -no error  |
| <b>And</b>       | ænd          | En       | -omission of /d/<br>-misformation of /ə/ with /e/                                    |
| <b>Stone</b>     | stəʊn        | ston     | -misformation of /oʊ/ with /o/   |
| <b>Walls</b>     | wɔ:lz        | wɔ:lz    | -no error  |
| <b>Gates</b>     | geɪts        | Getz     | -omission of /ɪ/ with /eɪ/   |
| <b>Art</b>       | ɑ:t          | Art      | -Addition of /r/ between /ɑ/ and /t/   |
| <b>Have</b>      | həv          | Hef      | -misformation /ə/ with /e/<br>-failure in pronouncing /v/ with /f/                   |
| <b>Long</b>      | lɔ:ŋ         | lɔ:ŋ     | -no error  |
| <b>Family</b>    | 'fæm.əl.i    | fæmɪli   | -misformation of /æ/ with /a/ and /ə/ with /i/                                       |

|                 |             |           |   |
|-----------------|-------------|-----------|---|
| <b>Problem</b>  | 'pra:bləm   | 'pra:bləm | -no error   |
| <b>Cultural</b> | 'kʌl.tʃə.əl | cultural  | -misformation of /k/<br>with /c/ and /ʌ/ with /u/<br>and /ə/ with /a/<br>-failur in pronouncing /tʃ/<br>and /ʌ/ with /u/ and /ə/<br>with /a/<br>-failur in pronouncing /tʃ/<br>with /t/ |
| <b>You</b>      | ju:         | ju:       | -no error   |
| <b>Must</b>     | mʌst        | mʌs       | -misformation /ə/<br>with /ʌ/<br>-omission /t/  |
| <b>Visit</b>    | 'vɪz.ɪt     | 'vɪz.ɪt   | -no error   |
| <b>Hall</b>     | hɑ:l        | hɑ:l      | -no error   |
| <b>Exciting</b> | ɪk'saɪ.tɪŋ  | eksɪtɪŋ'  | -omission of<br>diphthong /aɪ/<br>-Misformation of /aɪ/<br>replaced with /ɪ/<br>-the stress is on the<br>last word  |
| <b>Good</b>     | gʊd         | gɔd       | -misformation /ʊ/ with<br>/ɔ/   |
| <b>Without</b>  | wɪ'ðaʊt     | wɪdot     | -Misformation<br>of diphthong /aʊ/<br>with /o/  |
| <b>Nails</b>    | neɪlz       | naɪls     | -misformation of<br>diphthong /eɪ/ with /aɪ/  |

**Table 8**  
**An Analysis of English Pronunciation Errors by Javanese Native**  
**Speaker**  
**(At the Tenth Grade of SMAN 5 Metro)**

| <b>Pronunciation Error Analysis</b> |                  |                           |                    |                      |  |
|-------------------------------------|------------------|---------------------------|--------------------|----------------------|--|
| <b>Words</b>                        |                  | <b>Transcription</b>      |                    | <b>Subject</b>       | <b>Description</b>   |
|                                     |                  | <b>Word Transcription</b> | <b>As Recorded</b> |                      |  |
| 1.                                  | <b>Banana</b>    | bə'næn.ə                  | bʌ'nʌ:nʌ           | 4,8,9,10             | -the stress is on the right place<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/ |
|                                     |                  |                           | bʌnʌnʌ             | 1,2,3,5,6,7          | -there's no stress<br>-Misformation /ə/, /æ/ / ʌ /, /ə/ and /æ/ replaced with /ʌ/                |
| 2.                                  | <b>Center</b>    | 'sen.tə                   | Senter             | 1,2,3,4,5,6,7,8,9,10 | -there's no stress<br>-addition /r/  |
| 3.                                  | <b>Tomato</b>    | /tə'meɪ.təʊ               | tɒmʌtɒ             | 1,2,3,4,5,6,7,8,9,10 | -there's no stress<br>-misformation /ə/ /eɪ/ / oʊ/ with /ɔ/ and /ʌ/                              |
| 4.                                  | <b>Famous</b>    | 'feɪ.məs                  | fəməs              | 1,3                  | -Misformation diphthong /eɪ/ replaced with /a/ and /ə/ with /ɔ/<br>-ther's no stress             |
|                                     |                  |                           | fəməs              | 2,4,5,6,8,9,10       | -Omission /ɪ/<br>-Misformation /ə/ with /ɔ/  |
| 5.                                  | <b>Beautiful</b> | 'bjʊ:.tə.fəl              | bjʊtɪfʊl           | 1,2,3,4,5,6,7,8,9,10 | -failure of shortening the vowel /u:/<br>-misformation /ɪ/ with /ə/ and / ə / with /u/           |



|     |                |         |        |                      |   |
|-----|----------------|---------|--------|----------------------|---|
| 6.  | <b>Color</b>   | 'kʌl.ə  | Kolour | 3,5                  | -misformation of /ʌ/ with /o/ and /ə/ with /ou/                     |
| 7.  | <b>Wood</b>    | wʊd     | wɔt    | 1,2,3,5,6,8,9,10     | -misformation /ʊ/ with /ɔ/ and /d/ with /t/                         |
| 8.  | <b>Wonder</b>  | 'wʌn.də | wɔndər | 1,2,3,5,8,9,10       | -addition of /r/ after /ə/<br>-Misformation /ʌ/ with /ɔ/            |
| 9.  | <b>Prayer</b>  | Prer    | Praər  | 3                    | -misformation of /e/ with /æ/                                       |
| 10. | <b>Made</b>    | 'meɪd   | Made   | 3,5                  | -misformation /eɪ/ with /a/<br>-addition /e/ after /d/              |
|     |                |         | Met    | 6,2,8,9              | --misformation /eɪ/ with /a/<br>-failur in pronouncing /d/ with /t/ |
| 11. | <b>Believe</b> | bɪ'li:v | Belif  | 1,2,3,4,5,6,8,9      | -misformation of /ɪ/ with /e/ and /v/ with /f/                      |
| 12. | <b>City</b>    | 'sɪti   | 'ɪti   | 3,5                  | -misformation of /s/ with /c/                                       |
| 13. | <b>And</b>     | ænd     | En     | 1,2,3,4,5,6,7,8,9,10 | -omission of /d/<br>-misformation of /ə/ with /e/                   |
| 14. | <b>Stone</b>   | stɔʊn   | stɔn   | 1,2,4,8              | -omission of /o/  |
|     |                |         | Ston   | 3,5,6,7,9,10         | -misformation of /oʊ/ with /o/                                      |
| 15. | <b>Walls</b>   | wɔ:lz   | Wels   | 1,3,5,9              | -misformation /ɔ/ with /e/ and /z/ with /s/                         |
|     |                |         | Wals   | 4,8                  | -misformation /ɔ/ with /a/ and /z/ with /s/                         |
| 16. | <b>Gates</b>   | gerts   | Gates  | 3,5,9                | -misformation /ei/ with /a/<br>-addition /e/ after /t/              |
|     |                |         | Gets   | 1,2,4,6,7,8,10       | -omission of /t/ with /eɪ/  |

|     |                 |             |           |                      |  |
|-----|-----------------|-------------|-----------|----------------------|--|
| 17. | <b>Art</b>      | ɑ:t         | Art       | 1,2,3,4,5,6,7,8,9,10 | -Addition of /r/ between /ɑ/ and /t/   |
| 18. | <b>Have</b>     | həv         | Hef       | 1,2,3,5,6,8,9,10     | -misformation /ə/ with /e/<br>-failure in pronouncing /v/ with /f/   |
| 19. | <b>Long</b>     | lɑ:ŋ        | lɑ:ŋ      | -                    | No errors  |
| 20. | <b>Family</b>   | 'fæm.əl.i   | Famili    | 1,2,3,4,5,9,10       | -misformation of /æ/ with /a/ and /ə/ with /i/   |
| 21. | <b>Problem</b>  | 'prɑ:bləm   | Problem   | 3                    | -misformation /ɒ/ with /o/   |
|     |                 |             | Perobleme | 5                    | - misformation /ɒ/ with /o/<br>-addition /e/ after /p/ and /e/ after /m/   |
| 22. | <b>Cultural</b> | 'kʌl.tʃə.əl | kʌltʊr    | 1,3,4                | - omission of /əl/<br>-misformation of /ʌ/ with /u/<br>-failur in pronouncing /tʃ/ with /t/  |
|     |                 |             | Cultural  | 2,10                 | -misformation of /k/ with /c/ and /ʌ/ with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/ and /ʌ/ with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/ with /t/ |
|     |                 |             | kʌltʊrəl  | 5,6,7,8,9            | -misformation of /ʌ/ with /u/ and /ə/ with /a/<br>-failur in pronouncing /tʃ/ with /t/   |
| 23. | <b>You</b>      | ju:         | You       | 3,4,5                | -addition /o/ between /y/ and /u/  |

|     |                 |           |          |                    |  |
|-----|-----------------|-----------|----------|--------------------|--|
| 24. | <b>Must</b>     | mʌst      | mʌs      | 1,2,3,5,7,10       | -misformation /ə/<br>with /ʌ/<br>-omission /t/   |
|     |                 |           | mʊs      | 4,6,8,9            | -misformation / ə/<br>with /ʊ/<br>-omission /t/  |
| 25. | <b>Visit</b>    | 'vɪz.ɪt   | vɪsɪt    | 3                  | -no stress<br>-failur of<br>pronuncing /z/ to<br>/s/<br>-addition /a/<br>before /ɪ/                                |
| 26. | <b>Hall</b>     | hɑ:l      | hʌl      | 1,2,3,5,9          | -misformation of<br>/ɔ/ with /ʌ/   |
| 27. | <b>Exciting</b> | ɪk'saɪ.ɪŋ | eksɪtɪŋ' | 1,2,3,4,5,8,9,10   | -omission of<br>diphthong /ai/<br>-Misformation of<br>/ai/ replaced with /ɪ/<br>-the stress is on<br>the last word |
| 28. | <b>Good</b>     | ɡʊd       | ɡʊt      | 1,2,4,5,7,8,9      | -failur of<br>pronuncing /d/<br>with /t/   |
|     |                 |           | ɡɔd      | 3,6,10             | -misformation /ʊ/<br>with /ɔ/  |
| 29. | <b>Without</b>  | wɪ'ðaʊt   | wɪdɔt    | 1,2,3,4,5,6,8,9,10 | -Misformation<br>ofdiphthong /<br>au/ with /o/   |
| 30. | <b>Nails</b>    | neɪlz     | naɪls    | 1,2,4,6,7,8,9,10   | -misformation of<br>diphthong /eɪ/<br>with /aɪ/  |
|     |                 |           | nɪasl    | 3,5                | -misordering /eɪ/<br>with /ɪa/ and /l-s/<br>with /s-l/   |

Based on the description above, the researcher shows that are omission, addition, misformation, and misformation errors made by the Javanese students. Those are influenced by their mother tongue, Javanese. Then the research devided

the percentage of english pronunciation errors into each category. That percentage of errors in pronunciation made by Javanese students will show in table 9.

**Table 9**

**Percentage Based Recapitulation of Students Error in English Pronunciation  
(At the Tenth Grade of SMAN 5 Metro)**

| <b>No.</b>   | <b>Types of Error</b> | <b>Frequency of Error</b> | <b>Percentage</b> |
|--------------|-----------------------|---------------------------|-------------------|
| 1.           | Omission              | 49                        | 19,92%            |
| 2.           | Addition              | 44                        | 17,89%            |
| 3.           | Misordering           | 2                         | 0,81%             |
| 4.           | Misformation          | 151                       | 61,38%            |
| <b>TOTAL</b> |                       | 246                       |                   |

Table 8 shows the percentage of errors in pronunciation. The four errors found in their pronunciation and the total errors are 246. Misformation error is the highest error (151, or 61,38%). Omission is on the second rank (49, or 19,92%). Addition is on the third rank with the total error (44, or 17,89%). The last is misordering with the total number of error (2, or 0,81%).

**B. Discussion**

The second part of this study is the answer of the objectives of the study, that is the pronunciation errors made by Javanese student of SMAN 5 Metro grade 10. This analytical will shows how the pronunciation error made by Javanese students is by the following table.



|    |   |   |   |   |   |   |   |   |   |   |   |    |
|----|---|---|---|---|---|---|---|---|---|---|---|----|
| 25 | + | + | - | + | + | + | + | + | + | + | 9 | 1  |
| 26 | - | - | - | + | - | + | + | + | - | + | 5 | 5  |
| 27 | - | - | - | - | - | + | + | - | - | - | 2 | 8  |
| 28 | - | - | - | - | - | - | - | - | - | - | 0 | 10 |
| 29 | - | - | - | - | - | - | + | - | - | - | 1 | 9  |
| 30 | - | - | - | - | - | - | - | - | - | - | 0 | 10 |

The table 9 above shows the total number of of correct and incorrect word that pronounced by the students. It shows that sometimes all of the students make error for each word and sometimes just little bit student that pronounced correctly or incorrectly. To make it clear, the researcher shows the table 11 taken from the result of pronunciation with each word as follow:

**Table 11**  
**The Percentage of Correct and Incorrect of**  
**Each Word made by Javanese Student of the**  
**First Grade SMAN5 Metro in the Academic**  
**Year 2021/2022**

| No. | Item             | Target Pronunciation | Subject pronunciation |             |
|-----|------------------|----------------------|-----------------------|-------------|
|     |                  |                      | Correct %             | Incorrect % |
| 1.  | <b>Banana</b>    | bə'næn.ə             | 0%                    | 100%        |
| 2.  | <b>Center</b>    | 'sen.tʃə             | 0%                    | 100%        |
| 3.  | <b>Tomato</b>    | /tə'meɪ.təʊ          | 0%                    | 100%        |
| 4.  | <b>Famous</b>    | 'feɪ.məs             | 10%                   | 90%         |
| 5.  | <b>Beautiful</b> | 'bjʊ:.tə.fəl         | 0%                    | 100%        |
| 6.  | <b>Color</b>     | 'kʌl.ə               | 80%                   | 20%         |

|     |                 |             |      |      |
|-----|-----------------|-------------|------|------|
| 7.  | <b>Wood</b>     | wʊd         | 20%  | 80%  |
| 8.  | <b>Wonder</b>   | 'wʌn.də     | 30%  | 70%  |
| 9.  | <b>Prayer</b>   | Prer        | 90%  | 10%  |
| 10. | <b>Made</b>     | 'meɪd       | 40%  | 60%  |
| 11. | <b>Believe</b>  | bɪ'li:v     | 20%  | 80%  |
| 12. | <b>City</b>     | 'sɪti       | 80%  | 20%  |
| 13. | <b>And</b>      | ənd         | 0%   | 100% |
| 14. | <b>Stone</b>    | stəʊn       | 0%   | 100% |
| 15. | <b>Walls</b>    | wɔ:lz       | 40%  | 60%  |
| 16. | <b>Gates</b>    | geɪts       | 70%  | 30%  |
| 17. | <b>Art</b>      | ɑ:rt        | 0%   | 100% |
| 18. | <b>Have</b>     | həv         | 20%  | 80%  |
| 19. | <b>Long</b>     | lɔ:ŋ        | 100% | 0%   |
| 20. | <b>Family</b>   | 'fæm.əl.i   | 30%  | 70%  |
| 21. | <b>Problem</b>  | 'prɔ:bləm   | 80%  | 20%  |
| 22. | <b>Cultural</b> | 'kʌl.tʃə.əl | 0%   | 100% |
| 23. | <b>You</b>      | ju:         | 70%  | 30%  |
| 24. | <b>Must</b>     | mʌst        | 0%   | 100% |
| 25. | <b>Visit</b>    | 'vɪz.ɪt     | 90%  | 10%  |
| 26. | <b>Hall</b>     | hɔ:l        | 50%  | 50%  |
| 27. | <b>Exciting</b> | ɪk'saɪ.tɪŋ  | 20%  | 80%  |
| 28. | <b>Good</b>     | gʊd         | 0%   | 100% |

|     |                |         |     |      |
|-----|----------------|---------|-----|------|
| 29. | <b>Without</b> | wɪ'ðɑʊt | 10% | 90%  |
| 30. | <b>Nails</b>   | neɪlz   | 0%  | 100% |

From the table 10 of the students pronunciation, it can be concluded that there are some words that the entire students cant pronounce it correctly, which mean 100% incorrect, the words are Banana, Center, Tomato, Beautiful, And, Stone, Art, Must, Cultural, Good, and Nails. There is one word that all the student can pronounce it correctly, it is “Long”, 100% students can pronounce it correctly.

The table above shows the percentage of correct and incorrect errors of each word made by Javanese student of the first grade SMAN 5 Metro in the academic year 2021/2022. Then the researcher analyzed the percentage of errors from each student on the table 12.

**Table 12**  
**The Percentage of Errors from each Student made by**  
**Javanese Student of the First Grade SMAN5 Metro in the**  
**Academic Year 2021/2022**

| <b>Number Of Students</b> | <b>Total Of Item</b> | <b>Correct item</b> | <b>Incorrect item</b> | <b>Percentage Of Error</b> |
|---------------------------|----------------------|---------------------|-----------------------|----------------------------|
| 1.                        | 30                   | 9                   | 21                    | 70%                        |
| 2.                        | 30                   | 9                   | 21                    | 70%                        |
| 3.                        | 30                   | 1                   | 29                    | 96,67%                     |
| 4.                        | 30                   | 12                  | 18                    | 60%                        |
| 5.                        | 30                   | 3                   | 27                    | 90%                        |
| 6.                        | 30                   | 13                  | 17                    | 56,67%                     |



|     |    |    |    |        |
|-----|----|----|----|--------|
| 7.  | 30 | 19 | 11 | 36,67% |
| 8.  | 30 | 10 | 20 | 66,67% |
| 9.  | 30 | 7  | 23 | 76,67% |
| 10. | 30 | 12 | 18 | 60%    |

Table 11 shows total correct and incorrect pronouncing English words by Javanese students, it can conclude that :

1. Student number 3 has the highest score in errors, 96,67%
2. Student number 7 has the lowest score in errors, 36,67s

Student number 3 has the highest score of error in pronounce the word, it means he did the most error in this analysis, and the student number 7 is the lowest score, it means she did not do a lot of error in this analysis.

Based on the result of the analysis above, the researcher can conclude that the factors that affecting the Javanese students made error in pronunciation is that English is not their first language, which mean that their time to learn english especially in pronunciation is very short. The differences between the sound system of English and Javanese is also be the factor of this error.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter shows the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter.

#### **A. Conclusion**

The study is aimed at finding out how are the errors, the types of errors and the dominant error made by Javanese students of the first grade of SMAN 5 Metroin the academic year 2021/2022.

The result the students sometimes make all errors on the target language, sometimes just some of them, and sometimes almost all of them pronounced correctly.

The factor that affecting their error in pronunciation the differences between English and Javanese sound system, not enough time to learn english, and because of english is not their first language.

#### **B. Suggestions**

Based on the result of the study, the researcher would like to give some suggestions that hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing English.

1. For the teachers :
  - a. Teachers should give more drills practice to the students' in pronouncing English words.
  - b. Teachers should consider the pronunciation materials to improve their learner's ability in pronouncing English.
  - c. Teachers should give more practice in speaking English to the students in order to make them more fluent in speaking.
2. For the students :
  - a. Students should look up the dictionary if they find some new difficult vocabularies and try to pronounce the English words.
  - b. Students should make an English atmosphere in either the school or non-school like in everyday life by using their Javanese, but they have to use English with their friends, family, teacher or other people who can speak English.
  - c. Students should motivate their self to practice English words correctly.
  - d. Students should give serious attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills.

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# **APPENDICES**

## **THE INSTRUMENT**

### **“An Analysis of English Pronunciation Errors by Javanese Native Speaker (Study at the 10<sup>th</sup> Grade of SMAN 5 Metro)”**

#### **(TRANSCRIPT OF INTERVIEW)**

##### **A. Interview with the Teacher**

1. Have you taught about pronunciation to the students before?
2. Can the students understand about pronunciation?
3. What are the problems of the students in saying a difficulties words?
4. What words that change the most when they are speech?
5. What are the common error that students make in pronunciation?
6. How to minimize the error?

##### Answer

1. Yes, I have
2. Some of them only understand that pronunciation is how we said a word, but they still need to learn and practice more to able to pronounce it correctly.
3. There are so many problems, they are shy to speak english because they are afraid of making mistake and their friend will laughed of it, this thing make them feel more afraid. Thats why, they choose to keep silent.
4. Sometimes, it just a very simple word, like “colour” some of them will say it as “kolour” and it so hard to tell them the right one, because they always

forget about it.

5. The common error that student make is, sometime when they speak an english word but they use their Javanese accent, or if they are a Lampungnese, they will use it.
6. To minimize the error i usually tell them how to pronounce it correctly, and ask them to open the dictionary.



## TRANSCRIPT OF RECORD TEST

*Instruction : Please Pronounce these Word Loudly!*

| No. | Word      |
|-----|-----------|
| 1.  | Banana    |
| 2.  | Center    |
| 3.  | Tomato    |
| 4.  | Famous    |
| 5.  | Beautiful |
| 6.  | Colour    |
| 7.  | Wood      |
| 8.  | Wonder    |
| 9.  | Prayer    |
| 10. | Made      |
| 11. | Believe   |
| 12. | City      |
| 13. | And       |
| 14. | Stone     |
| 15. | Walls     |
| 16. | Gates     |
| 17. | Art       |
| 18. | Have      |
| 19. | Long      |

|     |          |
|-----|----------|
| 20. | Family   |
| 21. | Problem  |
| 22. | Cultural |
| 23. | You      |
| 24. | Must     |
| 25. | Visit    |
| 26. | Hall     |
| 27. | Exciting |
| 28. | Good     |
| 29. | Without  |
| 30. | Nails    |

### Phonetic Transcription of the Word

| No. | Word      |
|-----|-----------|
| 1.  | bəˌnɑːnə  |
| 2.  | ˈsentə    |
| 3.  | təˈmɑːtʊ  |
| 4.  | ˈfeɪməs   |
| 5.  | ˈbjʊːtəfl |
| 6.  | ˈkʌlə(r)  |
| 7.  | wʊd       |
| 8.  | ˈwʌndə    |
| 9.  | preər     |
| 10. | ˈmeɪd     |
| 11. | bɪˈliːv   |
| 12. | ˈsɪti     |
| 13. | ænd       |
| 14. | stəʊn     |
| 15. | wɔːlz     |
| 16. | geɪts     |
| 17. | ɑːt       |
| 18. | həv       |
| 19. | ˈlɒj      |
| 20. | ˈfæməli   |

|     |            |
|-----|------------|
| 21. | 'prɒbləm   |
| 22. | 'kʌltʃərəl |
| 23. | Ju         |
| 24. | məst       |
| 25. | 'vɪzɪt     |
| 26. | hə l       |
| 27. | ɪk'saɪtɪŋ  |
| 28. | gʊd        |
| 29. | 'wɪð 'aʊt  |
| 30. | neɪlz      |

**THE LIST OF THE PARTICIPANT STUDENT ON PRONUNCIATION  
TEST OF SMAN 5 METRO  
IN THE ACADEMIC YEAR 2021/2022  
CLASS : X IPA 2**

| <b>No.</b> | <b>NAME</b>               | <b>GENDER</b> |
|------------|---------------------------|---------------|
| <b>1.</b>  | Violita Anissa Fitri      | <b>F</b>      |
| <b>2.</b>  | Ajeng Ramadhani           | <b>F</b>      |
| <b>3.</b>  | Yostiar Aminudin          | <b>M</b>      |
| <b>4.</b>  | Nafisa Yasmin Tsasabila   | <b>F</b>      |
| <b>5.</b>  | Nurul Afri Handayani      | <b>F</b>      |
| <b>6.</b>  | Nabila Dwi Setiyoka       | <b>F</b>      |
| <b>7.</b>  | An Nisa Az Zahra Muthalia | <b>F</b>      |
| <b>8.</b>  | Novia Indah Anindiasari   | <b>F</b>      |
| <b>9.</b>  | Putri Nabilla Atifa       | <b>F</b>      |
| <b>10.</b> | Nia Astuti                | <b>F</b>      |

## THE PICTURES OF THE ANALYSIS ACTIVITY

### AT SMAN 5 METRO















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Nomor : B-4916/In.28/J/TL.01/12/2021  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMAN 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ILDA RILNANDA**  
NPM : **1801072018**  
Semester : **7 (Tujuh)**  
Jurusan : **Tadris Bahasa Inggris**  
Judul : **An Analysis of English Pronunciation Errors by Javanese Native Speakers**

untuk melakukan prasurvey di SMAN 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 01 Desember 2021  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





**PEMERINTAH PROVINSI LAMPUNG  
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**SURAT IZIN PENELITIAN**

Nomor: 045.2/2021/V.01.05/2021

Menanggapi surat dari Wakil Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-4916/In.28/J/TL/12/2021 pada tanggal 01 Desember 2021, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **ILDA RILNANDA**  
NPM : 1801072018  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : An Analysis of English Pronunciation Errors by Javanese Native Speakers

Memberikan izin untuk mengadakan Pra Survey di SMA Negeri 5 Metro dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 02 Desember 2021

Kepala Sekolah



**SUPARNI, S.Pd. M.Pd**

NIP. 196406081989031014



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Nomor : B-1342/In.28.1/J/TL.00/04/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
EKA YUNIASIH (Pembimbing 1)(Pembimbing  
2)  
di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ILDA RILNANDA**  
NPM : 1801072018  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS  
BY JAVANESE NATIVE SPEAKER

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 11 April 2022

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004





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Nomor : B-1396/In.28/D.1/TL.00/04/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1397/In.28/D.1/TL.01/04/2022, tanggal 13 April 2022 atas nama saudara:

Nama : **ILDA RILNANDA**  
NPM : 1801072018  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY JAVANESE NATIVE SPEAKER".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 April 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003



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## **SURAT TUGAS**

Nomor: B-1397/In.28/D.1/TL.01/04/2022

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

Nama : **ILDA RILNANDA**  
NPM : 1801072018  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY JAVANESE NATIVE SPEAKER".
  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 : 13 April 2022

Mengetahui,  
Pejabat Setempat



**Suparni, S.Pd., M.Pd.**  
NIP. 19640608 199903 1 014

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
NIP 19760222 200003 1 003





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## SURAT IZIN PENELITIAN

Nomor: 045.2 / 145 / V.01 / 05 / 2022

Menanggapi surat dari Institut Agama Islam Negeri Metro Fakultas tarbiyah Dan Ilmu Keguruan Nomor: B-1396/In.28/D.1/TL.00/04/2022 pada tanggal 13 April 2022, dengan ini Kepala SMA Negeri 5 Metro menerangkan bahwa:

Nama : **ILDA RILNANDA**  
NPM : 1801072018  
Semester : 8 ( Delapan )  
Jurusan : Tadris Bahasa Inggris

Judul : " An Analysis Of English Pronunciation Errors By Javanese Native Speaker "

Telah melaksanakan research / survey di SMA Negeri 5 Metro sebagai salah satu syarat penyelesaian tugas akhir/skripsi dengan judul: " **An Analysis Of English Pronunciation Errors By Javanese Native Speaker** "

Demikian surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 April 2022

Kepala Sekolah



**SUPARNI, S.Pd. M.Pd.**

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Ilda Rilnanda  
NPM : 1801072018

Jurusan : Tadris Bahasa Inggris  
Semester : 6

| No | Hari/ Tanggal  | Pembimbing |    | Materi yang dikonsultasikan   | Tanda Tangan Dosen |
|----|----------------|------------|----|---|--------------------|
|    |                | I          | II |   |                    |
|    | 23/08/21<br>6  |            |    | - Font<br>- Ref. / footnote. From<br>National Jurnal.<br>- write schematic<br>- introduction<br>- revise chapter I. |                    |
|    | 24/08/21<br>9  |            |    | - Perbaiki premiss research<br>- continue to chapter II   |                    |
|    | 28/08/21<br>11 |            |    | - Avoid copy paste.<br>- Fokus pada variabel<br>- Perbaiki penulisan<br>- Continue to chapter III                   |                    |
|    | 28/08/21<br>11 |            |    | - Pahami metodologi penelitian yg anda gunakan.<br>- jelaskan untuk apa dan mengapa anda memilih instrument         |                    |

Mengetahui  
Ketua Jurusan TBI

Andianto, M.Pd  
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NIP. 0210078702





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IAIN METRO**

Nama : Ilda Rilnanda  
NPM : 1801072018

Jurusan : TBI  
Semester : 7

| No | Hari/ Tanggal  | Pembimbing | Materi yang dikonsultasikan  | Tanda Tangan Mahasiswa |
|----|----------------|------------|--|------------------------|
|    | 01/2021<br>(2) |            | - Perbaiki sesuai saran.<br>- pahami metodologi<br>- HINDARI copy paste.<br><br>- Complete All.<br><br>Ace to Senior |                        |
|    | 29/2021<br>12  |            |  |                        |

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 19871102 2019031 004

Dosen Pembimbing

**Eka Yuniasih, M.Pd.**

NIP.0210078702



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
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IAIN METRO**

Nama : Ilda Rilnanda  
NPM : 1801072018

Jurusan : TBI  
Semester : VIII

| No | Hari/ Tanggal | Pembimbing |    | Materi yang dikonsultasikan                       | Tanda Tangan Dosen |
|----|---------------|------------|----|---|--------------------|
|    |               | I          | II |   |                    |
|    | 5/2022<br>4   |            |    | - Papikan<br>- Semika & kebu-<br>han.<br>Ace App. |                    |
|    | 6/2022<br>4   |            |    |   |                    |

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.198711022015031004

Dosen Pembimbing II

**Eka Yuniasih, M.Pd**  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ilda Rilnanda  
NPM : 1801072018

Jurusan : TBI  
Semester : 8

| No | Hari/ Tanggal           | Pembimbing | Materi yang dikonsultasikan   | Tanda Tangan Mahasiswa |
|----|-------------------------|------------|---|------------------------|
|    | 24/2022<br>5.<br>Selasa |            | <ul style="list-style-type: none"><li>- Popikan (sistematis)</li><li>- Penulisan Para Cipta IV &amp; V</li><li>- Penomoran (hal</li><li>- Sebaiknya sy buku</li><li>- Referensi</li><li>- Lengkap sy Bibliography</li><li>- Cv, Abstract etc.</li></ul> |                        |
|    | 22/2022<br>5            |            | <ul style="list-style-type: none"><li>- Struktur TAP.</li><li>- keun abstract, motto,</li><li>- Struktur Penulisan</li><li>- font size dan Bibliography</li></ul>   |                        |

Mengetahui  
Ketua Jurusan TBI

**Andiarto, M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702





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

Nama : Ilda Rilnanda  
NPM : 1801072018

Jurusan : TBI  
Semester : 8

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Dosen Pembimbing

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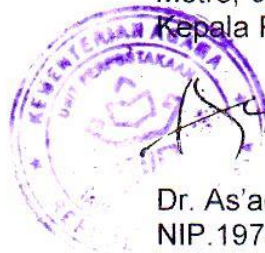
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# AN ANALYSIS OF ENGLISH PRONUNCIATION ERRORS BY JAVANESE NATIVE SPEAKER (Study at the Tenth Grade of SMAN 5 Metro)

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## **CURRICULUM VITAE**



The name of the writer is Ilda Rilnanda. She was born in 39 D Bumiharjo, Batanghari, East Lampung, on April 7<sup>th</sup> 1999. She is the last daughter from 2 siblings of Mr. Suwardi and Mrs. Nining Ismiati. She was enrolled her study in Banjarejo at TK Aissyah Bustanul Athfal in 2005 and graduated in 2006. She continued her study at SD Negeri 6 Metro Timur and graduated in 2012. She continued her study at SMP Negeri 1 Metro, Lampung, and graduated in 2015. Having graduated from Junior High School she continued her study at SMA Negeri 5 Metro and graduated in 2018. In the same year of 2018, she continued her study as S-1 students of English Education Department of The State Institute for Islamic College (IAIN) Metro.