AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1447 H/ 2025 M

AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Program

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APPROVAL PAGE

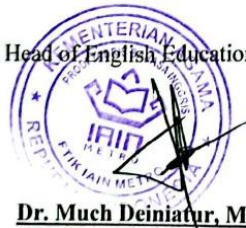|	
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Assalamu'alaikum, Wr. Wb

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                   TEXTS AT THE EIGHTH GRADE OF JUNIOR HIGH
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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.

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Assalamu'alaikumWr.Wb.

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Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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An undergraduate thesis entitled: AN ANALYSIS OF STUDENTS PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO, Written by Annisa Nuriyani, student number: 2101051004, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, May 19th, 2025 at 08.00 - 11.00 a.m.

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AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO

ABSTRACT
By: Annisa Nuriyani

The purpose of this study is to analyze pronunciation errors made by eighth-grade students of SMP Negeri 4 Metro in reading aloud English recount texts.

This study uses a descriptive qualitative method focusing on the segmental aspects of pronunciation, particularly vowel and consonant sounds. The data were collected through observation, recordings, and interviews.

The results of the study show that there are three types of pronunciation errors found in reading aloud activities: *substitution* (sound replacement), *omission* (sound omission), and *addition* (sound insertion). Substitution is the most frequently occurring error, accounting for 78.26%, followed by omission at 19.13%, and addition at 2.61%. Based on the analysis, it can be concluded that pronunciation errors are still commonly found in reading aloud English recount texts. Therefore, regular reading aloud practice with proper guidance, either individually or with the help of teachers, is needed to help reduce pronunciation errors in English at the eighth grade students Junior High School 4 Metro.

Keywords: *Error Analysis, Pronunciation, Reading Aloud*

ANALISIS KESALAHAN PENGUCAPAN SISWA
DALAM MEMBACA LANTANG TEKS RECOUNT BERBAHASA INGGRIS
DI KELAS VIII SMP NEGERI 4 METRO

ABSTRAK
By: Annisa Nuriyani

Tujuan dari penelitian ini adalah untuk menganalisis kesalahan pengucapan (pronunciation errors) yang dilakukan oleh siswa kelas VIII SMP Negeri 4 Metro dalam membaca lantang teks recount berbahasa Inggris.

Penelitian ini menggunakan metode deskriptif kualitatif yang berfokus pada aspek segmental pengucapan, khususnya pada bunyi vokal dan konsonan. Data diperoleh melalui observasi, rekaman, dan wawancara.

Hasil penelitian menunjukkan bahwa terdapat tiga jenis kesalahan pengucapan dalam membaca lantang, yaitu *substitution* (penggantian bunyi), *omission* (penghilangan bunyi), dan *addition* (penambahan bunyi). Substitution merupakan kesalahan yang paling sering terjadi, dengan persentase sebesar 78,26%, diikuti oleh omission sebesar 19,13%, dan addition sebesar 2,61%. Dari hasil analisis dapat disimpulkan bahwa kesalahan pengucapan masih sering ditemukan dalam membaca keras teks recount berbahasa Inggris. Oleh karena itu, diperlukan latihan rutin dalam membaca keras dengan bimbingan yang tepat, baik secara personal maupun dengan bantuan guru, sehingga dapat membantu mengurangi kesalahan pengucapan dalam bahasa Inggris di kelas VIII SMPN 4 Metro.

Kata Kunci: *Error Analysis, Pronunciation, Reading Aloud*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned:

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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 bibliography mentioned.

Metro, June 18th 2025
The Researcher,

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ORISINALITAS PENELITIAN

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Nama : Annisa Nuriyani

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

Metro, 18 Juni 2025
Yang Menyatakan,

Annisa Nuriyani
NPM. 21010151004

MOTTO

.....فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ.....

"So whoever does an atom's weight of good will see it."

(Q.S. Az-Zalzalah: 7)

"Maka barang siapa mengerjakan kebaikan seberat zarrah (atom),
niscaya dia akan melihat (balasannya)."

DEDICATION PAGE

Praise and gratitude I pray to Allah SWT, with great gratitude I dedicate this thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Nurminsyah and Mrs. Ratnawati, who have always been the source of strength, spirit, and unwavering prayers. Thank you for your endless love and constant support in every step I take.

2. My sister, Cakwo Ana, and all my beloved family. Thank you for the support, attention, and encouragement you have always given me along the way.

3. My high school friend and fellow fighter, Fatati Nabila, who has stood by my side from the university registration process until this very moment. Thank you for the togetherness and strength you have shared.

4. My dearest friends, the WOW group: Dewi Masitoh, Dhea Destiana, Putri Mutiara Sukma, Shakila Indar Salsabila, and Yeppy Aprita Sari. Thank you for all the joy, support, and shared experiences. I'm grateful to have spent my college years with you.

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Alhamdulillahi Rabbil 'Alamin. First and foremost, the researcher would like to express her deepest praise and gratitude to Allah SWT for His blessings and mercy, which have enabled the researcher to complete this undergraduate thesis. Shalawat and salam are also devoted to the final messenger, the Prophet Muhammad SAW, who has brought light and guidance to all mankind.

This undergraduate thesis, entitled *"An Analysis of Students' Pronunciation Errors in Reading Aloud English Recount Texts at the Eighth Grade of Junior High School 4 Metro"*, would not have been possible without the help, guidance, and support of many individuals. Therefore, the researcher would like to sincerely express appreciation and sincerely thank to:
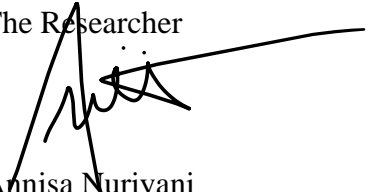
1. Prof. Dr. Ida Umami, M.pd. Kons, the Rector of the State Institute for Islamic Studies Metro.

2. Dr. Siti Annisah, M. Pd. the Dean of the Faculty of Tarbiyah and Teaching Training.

3. Dr. Much Deiniatur, M. Pd. B.I, the Head of English Education Study Program.

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5. All lecturers of the English Education Department at IAIN Metro, who always give me knowledge and information.

This undergraduate thesis was prepared with the hope that it may serve as a relevant and useful first step toward the development of knowledge, especially in the field of English language education. Though still in the undergraduate stage, the researcher hopes to continue this line of inquiry with the same spirit and dedication in the future.

Finally, the researcher realizes that this thesis is far from perfect. Therefore, constructive feedback and suggestions are sincerely welcomed. May this work become a strong foundation for future research and continuous improvement.

Metro, June 15, 2025
The Researcher

Annisa Nuriyani
2101051004

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an international language spoken by people all over the world. The importance of English stems from its use as a medium of information exchange, trade, marketing, education, and various other purposes.[1] In Indonesia, English is regarded as an important foreign language for students to acquire.[2] English has become one of the mandatory courses that is still being studied. English is an important subject in schools because it gives students access to a greater range of knowledge. In the process of learning English, mastering pronunciation is essential for learners. Since the primary purpose of language is to facilitate communication, pronunciation must be emphasized in all language instruction classes.[3]

The reading aloud strategy is one strategy that can overcome problems in pronunciation. It is proven that good pronunciation can be conveyed clearly to cover up students' pronunciation problems through the read-aloud strategy.[4] In teaching reading, teachers need to pay attention to good pronunciation. Teachers should set a good example for students. To help students acquire a

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[1] Jeremy Harmer, *How to Teach English* (Saffron Walden, Essex, UK: Pearson Stenton Associates, 2007).

[2] Anita Lie, "Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores," *TEFLIN Journal* 18, no. 1 (2007): 1–14.

[3] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can EFL Teachers Help EFL Learners Improve Their English Pronunciation," *Journal of Language Teaching and Research* 7, no. 5 (2016): 967–972.

[4] Rika Pratama, '*Teaching English by Using Reading Aloud Strategy : its Effect on Students ' Pronunciation Ability at Mts Darul Ulum Sukaraja* (Universitas islam Negeri Syarif Kasim Riau, 2022).

more precise and natural pronunciation, teachers often use reading activities to help them find and correct pronunciation errors.

Reading is a complex and dynamic process that requires the ability to decode and interpret written symbols to extract both obvious information and deeper, underlying meanings, allowing the reader to comprehend the full scope of ideas presented within a text, whether they are stated directly or implied indirectly.[5] One strategy to help students achieve their pronunciation learning objectives is to master and practice reading aloud. Reading aloud refers to reading loudly so that it can be heard from a distance or by others. Reading aloud can be paired with other reading practices to improve pronunciation.[6] Furthermore, reading aloud improves fluency and comprehension and allows pupils to practice pronunciation in a controlled environment.

In addition, good pronunciation helps convey messages clearly and accurately while also enhancing a speaker's confidence. When a person pronounces words correctly, listeners can easily understand the intended meaning. Pronunciation errors often occur in various forms, including omission, addition, substitution, and ordering. Omission occurs when students remove sounds or syllables from words; addition happens when extra sounds are inserted into words; substitution takes place when one sound is replaced with another, often due to interference from the native language; and ordering

[5] Harlina Zumiarti, *'The Effectiveness of Reading Aloud Strategy to Improve Students` Reading Comprehension on NarrativeText'* (Universitas Islam Sultan Agung, 2024).

[6] Hikma Witria, *'The Effect of Reading Aloud Strategy on Students' English Word Pronunciation'* (Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2020).

errors occur when the sequence of sounds or syllables within a word is misarranged.[7] These errors significantly contribute to the difficulties students face in speaking English. Therefore, understanding and addressing these pronunciation errors is essential for improving students' communication skills in English.

Pronunciation is an important aspect of language acquisition, directly affecting effective communication and comprehension so students can communicate better. Learning English requires understanding the meaning and structure of words and mastering clear and accurate pronunciation. The irregular spelling of English words provides an inappropriate aid to their pronunciation, and the presence of distraction or transfer errors from the mother tongue to the target language also contributes to these challenges. Furthermore, the importance of pronunciation in communication cannot be overstated, as mispronounced words can negatively impact an individual's delivery.[8]

Using recount text with the reading-aloud method can provide a new and engaging learning experience. This method focuses on students' pronunciation and speaking skills, and practicing English pronunciation through this method can improve students' enthusiasm, knowledge, and learning habits. The recount text allows for a more in-depth analysis of students' experiences reading aloud and the pronunciation errors they

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[7] H. Douglas Brown, *'Principle of Language Learning and Teaching'* (Pearson Education, 2006), pp. 220–35, doi:10.1017/cbo9781139062398.015.

[8] Dinar Tia Sundari, Muhammad Anjar Nugraha, and Universitas Subang, 'Journal of English Pedagogy and Applied Linguistics', 3.2 (2023), p. 98.

encounter. This method also reveals how students perceive pronunciation challenges and the strategies they use to overcome them.[9]

Furthermore, the researcher conducted an interview with students on Tuesday, October 8, 2024, of SMPN 4 Metro. The interview involved 15 students of class VIII. The results are expected to reveal that students make errors in pronouncing English words. In general, they are able to pronounce familiar English words, which are considered easier. However, despite the simplicity of these words, pronunciation errors still occur frequently. For example, the word *breakfast* (/ˈbrɛk.fəst/) was mispronounced as /ˈbrɛk.fast/, where the sound **/ə/** in the second syllable was replaced with a clear vowel **/a/**. This substitution indicates that students have difficulty recognizing and articulating weak vowel sounds. Similarly, in the word *biscuit* (/ˈbɪs.kɪt/), the vowel **/ɪ/** in the second syllable was replaced with the consonant **/w/**, resulting in the incorrect pronunciation /ˈbɪs.kwɪt/. This shows that students tend to replace certain vowel sounds with consonants when they are unsure of the correct pronunciation. The word *island* (/ˈaɪ.lənd/) was pronounced as /ˈaɪ.slənd/, where the silent letter **"s"** was incorrectly pronounced. Similarly, the word *knife* (/naɪf/) was pronounced as /knɪf/, with the silent **"k"** unnecessarily articulated at the beginning of the word. The errors students made in pronouncing these words suggest that their level of accuracy in English pronunciation is still low.

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[9] Maulika Sadela, *'Teachers' Strategies in Teaching English Pronunciation through Reading Aloud for Junior High School'* (Universitas Islam Negeri K.H Abdurahman Wahid Pekalongan, 2023).

Based on the phenomena above, the researcher affirms that many students still make pronunciation errors when reading aloud English words. These errors commonly fall into categories such as substitution, omission, and addition. In pronunciation studies, errors differ from mistakes. An error is a systematic and repeated deviation that occurs due to lack of phonological knowledge and cannot be self-corrected by the learner, while a mistake is a temporary slip that can be corrected when noticed. For example, mispronouncing *knife* as /knɪf/ or *island* as /ˈaɪ.slənd/ repeatedly reflects an error, while saying */tri:/* for *three* once and correcting it afterward is a mistake. In this study, the focus is on pronunciation errors, as they indicate deeper issues in learners' competence. Therefore, the researcher is interested to conduct the research entitled *"An Analysis of the Students' Pronunciation Errors in Reading Aloud English Recount Texts of the Eighth Grade of Junior High School 4 Metro"*

B. Research Questions

To achieve the research objectives, the researcher sets research question, are as follows:

1. What are the types of pronunciation errors occured in reading aloud of English recount text of the eighth graders of SMPN 4 Metro?

2. What are the factors for pronunciation errors in reading aloud of English recount text at the eighth graders of SMPN 4 Metro?

C. Objective and Benefits of Study

    1. Objective of the Study

        a. To analyze the types of pronunciation errors made by students when they are reading aloud of English recount texts.

        b. To identify the factors of pronunciation errors when the students are reading aloud of English recount text.

    2. Benefits of the Study

    This study is beneficial for:

    a. The Students

    The findings of this study are expected to help students become more aware of common pronunciation errors that occur during reading aloud activities. By recognizing these errors, students can focus on improving their pronunciation, which may lead to clearer and more accurate oral reading. Moreover, increased awareness and practice may enhance students' confidence when reading English texts aloud in front of the class. This study may also serve as a useful reference for students to practice reading aloud independently, thereby supporting the development of their pronunciation skills in an academic setting.

    b. The Teachers

    This research offers valuable insights for English teachers regarding the types of pronunciation errors commonly made by students when reading aloud. Such insights can assist teachers in evaluating the effectiveness of their teaching methods, particularly in the area of

pronunciation. Furthermore, the results of this study can support the development of more targeted instructional strategies aimed at addressing students' specific pronunciation difficulties, especially related to vowel and consonant sounds.

c. The Other Researchers

This study is expected to contribute to the existing body of knowledge related to pronunciation errors in English language learning, particularly in the context of reading aloud. It may serve as a reference for future researchers who wish to explore similar topics or expand the scope of research by examining factors that cause pronunciation errors, comparing findings across different educational levels, or applying different research methods.

D. Prior research

This research will be conducted by considering several previous research studies that focus on the field of pronunciation research. The first prior research was conducted by Juswandi, Saiful, and Dzul Rif'ah Mahmudah with the research title *an analysis of students' errors on English vowel pronunciation in reading narrative text*.[10] The results of this study show that the most errors occur in the pronunciation of long vowels, namely 80% of students mispronounce /meid/ for the word /mɛd/ and long vowels that are often mispronounced such as /ɪ:/, /aɪ:/, /oʊ:/, /ju:/. While short vocal

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[10]Dzur Rif and Ah Mahmudah, 'An Analysis of Students' Error on English Vowel Pronunciation in Reading Narrative Text', *Journal of Applied Linguistics Studies*, 1.1 (2022), pp. 22–30 <https://jurnal.fkip.unismuh.ac.id/index.php/jals/article/view/101>.

errors with mispronunciations such as /æ/, /ɛ/, /ɪ/, /ɑ/, /ʌ/ as many as 26.6% of students mispronounce /bʌt/ for the word /bət/. There is a significant difference, the majority of 4th semester students of English education at Universitas Muhammadiyah Makassar experience mispronunciation of long vowels. There are several factors that influence students' mispronunciation of long vowels, including lack of phonetic understanding, mother tongue interference, and spelling influence. This research and the first prior research have similarities and differences. The similarities lie in the topic and research method. This is because the research topic of both writings is pronunciation errors and uses qualitative research methods. The difference between this research and the first prior research lies in the research sample. The sample of the previous study was 4th semester students of Makassar University while this study was eighth-grade students of the second semester of SMPN 4 Metro.

The second prior research was conducted by Mutiana Nurmalasari, and Ikeu Karnia with the research title *the Analysis of Students' Pronunciation Errors in Reading Aloud.*[11] The results of the previous study showed that students made errors in six types of word classes (part of speech), namely: Nouns, Verbs, Adjectives, Adverbs, Prepositions, and Conjunctions, from 7 students who had read the same narrative text. In comparison, my research proposal focuses on pronunciation in reading aloud (recount text). The similarity between the previous research and my research

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[11]Mutiana Budiman and Ikeu Kania, 'The Analysis of Students' Pronunciation Errors in Reading Aloud', *JETLe (Journal of English Language Teaching and Learning)*, 1.1 (2019), p. 17, doi:10.18860/jetle.v1i1.7761.

is that both of them use qualitative methods to explore factual data about students' pronunciation errors. The difference between this research and this prior research lies in the sample. The sample of the previous researcher is the second grade students of SMA 13 Garut while this research is the eighth grade students of the second semester of SMPN 4 Metro.

The third prior research was conducted by Maria Oktafiana with the research title *An Analysis of Pronunciation Errors in Reading a Descriptive Text Made by the Grade Students of SMK Negeri 1 Talibura in The Academic Year of 2020 / 2021.*[12] The research method uses qualitative methods. Thus the results of this study are based on the four types of errors used, namely: Addition, Omission, Selection, and Ordering. This shows that students make addition and omission errors, and this error shows that students still have difficulty in phonology. These studies have similarities and differences, while the similarity lies in the topic and research method. This is because the topic of the two studies is pronunciation errors and uses qualitative research methods. So, the difference between the two studies lies in the types of errors analyzed. The previous researcher identified errors based on theoretical categories, while this research emphasizes phonological errors such as vowels and consonants.

Based on the descriptions of previous studies, it can be concluded that although many researchers have discussed pronunciation errors, most of them focused on speaking activities in general. This study differs by specifically

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[12]O. Maria, *'An Analysis of Pronunciation Errors in Reading a Descriptive Text Made By the Tenth Grade Students of SMK N 1 Talibura in The Academic Year of 2020/2021'*, Edunipa Journal, 2.2 (2021), pp. 1–8.

examining pronunciation errors during reading aloud activities among eighth-grade students. It applies phonological analysis to identify vowel and consonant errors, which are still rarely investigated at the junior high school level.

CHAPTER II
THEORETICAL REVIEW

A. Concept of Pronunciation

1. Definition of Pronunciation

There is a definition of pronunciation that may be useful in supporting the writing. Martha said that pronunciation is a significantly important and pervasive feature of communication, yet it is often underestimated. It serves as a crucial starting point for all spoken language, as thoughts must be articulated in sound to be heard and transformed into a message that can be communicated to others. Pronunciation is essential not only for speaking but also for effective communication, ensuring that meaning is conveyed in an audible and comprehensible form.[13] Pronunciation is one of the essential aspects of speech, including words, intonation, and sounds. It refers to the correct way of pronouncing words, which plays a key role in effective communication. Pronunciation involves producing sounds accurately and correcting errors through repetition. In learning pronunciation, individuals develop new habits and overcome difficulties influenced by their native language.[14]

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[13] Martha C. Pennington and Pamela Rogerson-Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives*, *Research and Practice in Applied Linguistics* (University of London, 2019).

[14] Selamat Husni Hasibuan and Yusriati Yusriati, 'The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU', *Journal of English Education and Teaching*, 3.2 (2019), pp. 230–448.

Pronunciation is an important aspect of phonology, the study of sounds in language, and it directly impacts comprehensibility and fluency in communication. Pronunciation is recognized by repeating and correcting sounds. Learning to pronounce helps individuals develop new behaviors and overcome previous influences in the primary language.[15] Good pronunciation reduces the possibility of misunderstandings when communicating with others. Wrong pronunciation will result in a different connotation, which is why everyone should pronounce words correctly.

Pronunciation refers to the production of sounds that humans utilize to convey meaning. It includes attention to the specific sounds of language (segments), aspects of speech beyond the level of individual sounds, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspect), how the voice is projected (voice quality), and, in its broadest sense, attention to gesture and expression, which are closely related to how we speak a language.[16] The *Handbook of English Pronunciation states* that pronunciation is essential to language use in social, interactive contexts since it represents how the speaker and the hearer collaborate to create and preserve a shared understanding of one another's utterances.[17]

Based on the definition above, the researcher concludes that Pronunciation involves producing correct sounds, stress, and intonation to

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[15]Hasibuan and Yusriati.

[16] Anne Burns and Stephanie Claire, 'Clearly Speaking: Pronunciation in Action for Teachers', *National Centre for English Language Teaching and Research (NCELTR)*, October, 2003, p. p.5 <https://researchers.mq.edu.au/en/publications/clearly-speaking-pronunciation-in-action-for-teachers-2>.

[17]Marnie Reed and John M. Levis, *The Handbook of English Pronunciation: First Edition*. (Oxford: John Wiley & Sons, Inc, 2015), p. 353

convey meaning clearly. It includes aspects like rhythm, intonation, and gestures, which support effective communication and mutual understanding. Mispronunciation can lead to different meanings, so learning pronunciation involves practice and correction to improve clarity and fluency.

2. **Aspects of Pronunciation**

There are two aspects of pronunciation: segmental and supra-segmental. Within segmental, a phoneme comprises two components: vowel and consonant sounds. There are various components in supra-segmental, including stress and intonation. Word stress and sentence stress are the two categories of stress.[18]

a. Segmental

Segmental features relate to phonemes which include vowels and consonants in a language. Segmental features are spoken sounds that are meaningfully arranged in a specific order, so they can be studied separately.[19]

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[18] O. B. Rojak, '*The Analysis on Segmental and Supra-Segmental Features in Robert Frost's Poem Titled Fire and Ice*', Linguistic Landscape, 2017, p. 3.

[19] Gerald Kelly, '*How to Teach Pronunciation*', Les Cahiers de l'APLIUT (Logman, 2008), pp. 112–14, doi:10.4000/apliut.1350.

1) Vowels

Vowels are speech sounds produced by the vocal cords. They are articulated when a voiced airstream is shaped using the tongue and lips to modify the configuration of the mouth. Vowels are an important component of every language, including English. An understanding of vowels is crucial for language learners, as they affect the way words are pronounced and understood. In English, there are twelve vowels. They are /I:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The short vowels like /I/, /e/, /ə/, /ʌ/, /ʊ/. Compare with Indonesian vowels, such as /A/,/ I/, /U/ ,/E/ , /O/.[20]

2) Diphthongs

A diphthong is a sound produced by blending two vowels, specifically when it begins as one vowel sound and transitions to another. According to Kelly, a diphthong can be defined as a combination of vowel sounds. A more detailed examination reveals a glide from one pure vowel sound to another.[21]

In English, there are nine diphthongs: [eI, oU, aI, au, Iɔ, Iə, eə, uə, ɔə]. A closer look indicates a movement (or glide) of the tongue, lips, and jaw from one pure vowel to the next. When a

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[20]Sundari, Nugraha, and Subang.
[21] Kelly.

diphthong appears at the end of a word, the position of the second element tends to be lower.

3) Consonant

Consonants are letters or sounds that replace vowels. Producing a consonant involves narrowing the vocal tract at a specific point, depending on factors like vocal cord vibration and whether air passes through the nose. In English, there are 24 consonant phonemes, categorized as follows: Six oral sounds {/p, b, t, d, k, g/}, three nasal sounds {/m, n, ŋ/}, four approximant {/l, r, j, w/}, two affricates {/tʃ, dʒ/}, nine fricatives {/f, v, ð, θ, s, z, ʃ, ʒ, h/. When comparing English and Indonesian consonant phonemes, slight differences are observed. For example, Indonesians often perceive /f/ and /v/ as /p/, and /ʃ/, /z/, and /ʒ/ as /s/. Additionally, in Indonesian, these sounds are typically alveopalatal, whereas in English, they are palato-alveolar or post-alveolar.

b. Supra-segmental

Suprasegmental are speech characteristics that are utilized to aggregate segments or phonemes together. Stres, rhythm, and intonation are key features in English. Suprasegmental characteristics such as stress, and intonation to produce clear pronunciation.

1) Stress

Stress is the pressure of breath used to make sounds, such as arrival (/ə'raiv/). Stress in language can relate to the stress inside a word or a sentence, also known as an accent. Word stress refers to the stress patterns of individual words, specifically which syllables are most emphasized. Word stress can present itself in length, loudness, and pitch, with stressed syllables pronounced with increased energy.

certificate

● ● ● ●　　/sɚ ˈtɪf ɪ kɪt/
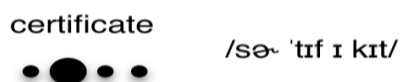
Word stress in English can be represented by dividing syllables into three levels. For example, the word certificate contains all three levels of stress: strong stress on the second syllable *tif*, medium stress on the first syllable *cer*, and weak stress on the third and fourth syllables *i* and *cate*, which are not stressed.

Sentence stress plays an important role in making speech clear and understandable to the listener. It can also be used to accentuate differences or give emphasis to certain information, depending on the context.[22] For example, consider how the meaning of the following sentences changes based on the placement of stress:

a) I didn't *borrow* his car (= neutral and simple statement)

b) I *didn't* borrow his car (= emphasis -> I really didn't borrow it)

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[22] Mariane Celce-Murcia, et al. ads. *Teaching Pronunciation; a Reference for Teacher of English to Speakers of Other Languange* (NewYork: Cambridge University Press, 1996), p. 131.

By changing the emphasis, the speaker can convey different nuances and give deeper meaning to the conversation.

2) Intonation

Intonation can be measured in two dimensions: pitch height and pitch direction.[23] Pitch height is the difference between high and low pitch, which is always relative and varies with each individual: adult men have a lower pitch than adult women. Pitch direction refers to the movement of the pitch and is usually defined as rising, falling, or a combination of both. As a general rule, descending intonation indicates completeness and does not require an answer, while ascending intonation requests a yes/no answer. For example, the rising-falling intonation in the phrase "she left" conveys certainty, while the rising intonation in the same phrase turns it into an ambiguous yes/no question.[24]

3) Rhythm

Rhythm is the natural flow or beat of a language. In English, it follows a stress-timed pattern, where the time between two primary stresses is roughly the same. English rhythm is created by a combination of word stress and sentence stress.

In this study, the researcher takes the position to focus on the segmental aspects of pronunciation, specifically the production of English

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[23] Edward Y. Odisho, *Teachnques of Teaching Pronunciation in Esl; Billingual and Foreign Language Classes.* (Europa: Lincorn Europa, 2003), p. 106-107.
[24] Mariane Celce-Murcia et al., *Teaching Pronunciation*, 184–185

vowel and consonant sounds. This focus is chosen because mispronunciations at the phoneme level are the most commonly observed errors when students reading aloud English recount texts, particularly at the junior high school level. This study does not cover suprasegmental aspects such as word stress, intonation, or rhythm, as the primary objective is to identify sound pronunciation errors that can be directly observed during reading activities. This position is considered the most relevant to the purpose of the research, which is to analyze pronunciation errors made by eighth-grade students when reading aloud English recount texts.

3. **Types of Errors in Pronunciation**

   Pronunciation errors are common among language learners and can significantly impact their ability to communicate effectively. These errors occur due to differences between the learner's native language and English, making certain sounds difficult to produce accurately. Understanding the types of pronunciation errors is essential for both teachers and students to identify specific difficulties and improve pronunciation skills. According to Brown, errors can be classified into several main types that apply to pronunciation:

a. Omission

   This error occurs when certain sounds or phonemes are omitted during pronunciation, either because the learner is unaware of them or has difficulty producing them. Example: Omitting the /t/ sound at the end of the word *want* resulting in *wan*. Omission often happens with

sounds that do not exist in the learner's native language or with sounds perceived as less important in everyday speech.

b. Addition

This error happens when unnecessary sounds are added to a word during pronunciation. It can be influenced by the learner's pronunciation habits or by their native language. Example: Pronouncing *tree* as */təri:/,* adding an extra /ə/ sound at the beginning of the word that should not be there. Addition errors often occur when the learner adds sounds that are more familiar or easier to pronounce, even though those sounds are not required for correct pronunciation.

c. Substitution

This error occurs when certain sounds are replaced with others that are more familiar or easier for the learner to articulate. Example: Replacing /θ/ with /t/ in the word *think*, resulting in *tink*. Substitution typically occurs when the learner replaces a sound that is difficult to pronounce with one that is easier or more common in their native language.

d. Ordering

Sounds or parts of a word are pronounced in the wrong order, changing the structure of the word. For example: Pronouncing *ask* as *aks*. Ordering errors are generally influenced by pronunciation

patterns in the learner's native language, which differ from the target language.[25]

4. Factor Influencing Student's Errors in Pronunciation

English pronunciation is unpredictable, and guessing is a terrible strategy. It often leads to errors, which lead to bad habits. For the learners, pronouncing the second language (English) is more difficult than pronouncing their mother tongue because they have different pronunciations. In speaking English the communication between the speaker and the listener has a mutual relationship. It affects each other. It means that so that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation, it can cause misunderstanding in meaning. Some factors influence pronunciation learning, such as:

a) Motivation

Motivation is a major factor influencing pronunciation development in junior high school students. Many students are motivated by the desire to speak like native speakers, triggered by watching English movies, listening to English songs, or interacting with friends who are more proficient in English. This motivation encourages them to practice more and improve their pronunciation. According to Brown, motivation increases students' engagement in

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[25] Brown.

learning, which can reduce pronunciation errors. Teachers can utilize this motivation by using interesting materials in line with students' interests so that students practice more and feel more confident when speaking.[26]

b) Aptitude

Aptitude is an internal factor that significantly influences students' pronunciation ability in learning English. Some students have a natural ability to recognize, remember, and reproduce the sounds and rhythms of a new language more easily than others. This ability allows them to acquire correct pronunciation with less effort, often without explicit instruction. For example, students with high language aptitude can imitate native-like pronunciation simply by listening to songs or native speakers. According to Lightbown and Spada, language learning aptitude includes phonetic coding ability, grammatical sensitivity, and memory capacity for new words and sounds—all of which are closely related to pronunciation skills.[27] Teachers can help all learners by identifying students with strong aptitude and encouraging peer modeling while also supporting those with lower aptitude through targeted pronunciation practice.

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[26] Brown.

[27] Lightbown, P. M., & Spada, N. *How Languages Are Learned* 4th ed. (Oxford University Press2013), 78.

c) Attitude

Attitude also plays a crucial role in shaping students' pronunciation development. A positive attitude towards English and its speakers can lead to greater interest and willingness to imitate native pronunciation. Students who admire English-speaking cultures or enjoy using English in real-life contexts tend to make more effort in pronouncing words accurately. Conversely, students with negative attitudes or anxiety about making mistakes may avoid speaking, which limits their pronunciation improvement. According to Brown, attitude influences learners' openness to input and their perseverance in language learning. Teachers can foster positive attitudes by creating a supportive and non-judgmental classroom environment where students feel safe practicing pronunciation without fear of ridicule.

d) Personality

Personality significantly affects how students engage in speaking and develop their pronunciation skills. Outgoing or extroverted students tend to be more willing to take risks, speak up in class, and practice English without fear of making mistakes. This frequent practice can accelerate their pronunciation development. On the other hand, introverted students may hesitate to speak, especially in front of others, which limits their opportunities to improve their pronunciation. According to Ellis, personality traits such as risk-taking, self-confidence, and willingness to communicate are closely associated with

language learning success, particularly in speaking and pronunciation.[28] To support all personality types, teachers should create a safe space where even shy students feel comfortable participating in pronunciation practice, such as through pair work or anonymous recording tasks.

In conclusion, factors such as motivation, language aptitude, attitude, and personality play a crucial role in the development of students' pronunciation skills in learning English. Motivation encourages students to practice more and boosts their confidence in speaking. Language aptitude affects a learner's natural ability to recognize and imitate foreign sounds. A positive attitude toward English helps students become more open to learning and correction. Meanwhile, personality traits such as courage and self-confidence influence how frequently students practice and use the language orally. By understanding these internal factors, teachers can apply more appropriate teaching strategies to help students reduce pronunciation errors.

5. Theoretical Basis for Error Analysis

a. The Definition and Distinction Between Error and Mistake

In the context of second language acquisition, it is essential to distinguish clearly between errors and mistakes, as both have different causes and implications for language learning. Erdogan defines errors as "the use of linguistic items in a way that fluent or native speakers of

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[28] Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1994), 518.

the language regard as faulty or incomplete learning".[29] Errors might occur due to a learner's lack of knowledge or ability to correct themselves. Brown and Ellis emphasize that an error reflects a lack of knowledge and cannot be self-corrected, while a mistake is a temporary slip that can be corrected when noticed.

Cambridge Dictionary (British English) defines an *error* as "a mistake, especially one that causes problems or affects the result of something," and a *mistake* as "an action, decision, or judgment that produces an unwanted or unintentional result."[30] Similarly, Merriam-Webster (American English) defines an *error* as "an unintentional deviation from truth or accuracy," and a *mistake* as "a wrong action or statement from poor judgment or carelessness."[31] In this study, the focus is on pronunciation errors systematic mispronunciations such as saying /knɪf/ for *knife* or /ˈaɪ.slənd/ for *island*. These differ from mistakes, which are occasional slips like mispronouncing *three* as /tri:/ and correcting it immediately.

b. The Definition of Error Analysis

Throughout language study, pupils may not always utilize proper English. They will also make blunders when writing or speaking freely.

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[29] V ErdoÄŸan, 'Contribution of Error Analysis to Foreign Language Teaching', *Mersin Üniversitesi Eğiitim Fakültesi Dergisi*, 1.2 (2005), p. 263 <http://research.iaun.ac.ir/pd/shafiee-nahrkhalaji/pdfs/HomeWork_5173.pdf>.

[30] Cambridge University Press. (2023). *Cambridge Dictionary Online*. Retrieved from https://dictionary.cambridge.org

[31] Merriam-Webster. (2023). *Merriam-Webster Online Dictionary*. Retrieved from https://www.merriam-webster.com

As a result, the author will define error analysis in this section. Error analysis is crucial in teaching English as a foreign language, despite its negative connotations. Sunardi Hasyim claims that "Error analysis benefits both learners and teachers." Error analysis can help learners identify areas of difficulty in grammar, while teachers can assess their effectiveness in teaching English.[32] And from another expert, as Ellis puts it: "Error analysis is a procedure used by both researcher and teachers, it involves data collection data, identification, description, classification, and evaluation of error".[33] After discussing error analysis in language acquisition, the author concludes that it is necessary for establishing or improving English teaching strategies. Error analysis allows teachers to focus on areas where learners made mistakes, analyze their teaching effectiveness, and improve their approaches by producing systematic resources.

c. **Steps of Error Analysis**

According to Ellis's statement above, error analysis consists of several systematic steps used to examine and understand language learners' errors. In the context of this study, these steps are specifically applied to analyze students' pronunciation errors when reading aloud English recount texts. The steps are described as follows:

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[32] Sunardi Hasyim, 'Error Analysis in The Teaching of English', *K@Ta*, 4.1 (2002), p. 42 <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/15485>.
[33] R. Ellis, 15–18.

1. Collecting the Data: In this research, data were collected by recording students as they read an English recount text aloud. The recordings were used to capture their pronunciation performance and became the main source for identifying mispronunciations.

2. Identifying the Errors: After collecting the recordings, the researcher listened carefully to each student's reading to identify words that were pronounced incorrectly. A pronunciation error was identified when the student's pronunciation did not match the standard pronunciation in English. For example, pronouncing the word *"three"* as */tri:/* instead of */θri:/* is considered an error.

3. Describing the Errors: Each identified pronunciation error was then classified based on the Surface Structure Taxonomy by Dulay et al. (1982), which includes four categories: omission, addition, substitution, and ordering. For instance, pronouncing *"knife"* as */knaɪf/* is classified as an addition error because the /k/ sound, which should be silent, was added.

4. Explaining the Errors: This step involves analyzing the possible causes of the errors. The errors may result from various factors such as the influence of the mother tongue (L1), lack of exposure to English pronunciation, low motivation, or insufficient phonetic awareness. For example, the frequent substitution of /θ/ with /t/ can be explained by the fact that the /θ/ sound does not exist in Bahasa Indonesia, making it difficult for students to produce it correctly.

5. Evaluating and Correcting the Errors: Although this research focuses primarily on analyzing the errors, it also provides insight into how these errors might be corrected in classroom settings. Teachers can help students by providing repeated pronunciation models, engaging them in listening and speaking activities, and giving individual feedback. This step is essential for improving students' pronunciation competence over time.

B. Concept of Reading Aloud

1. Definition of Reading Aloud

Reading aloud is a method in which students read written text aloud to practice their pronunciation skills. In this process, students not only need to pronounce each word correctly but also divide meaning groups properly, using pauses, stress, intonation, and rhythm.[34] It is one of the most essential practices teachers can engage in with their students. Reading aloud helps develop several core skills, teaches vocabulary, serves as a model for fluent and expressive reading, and helps youngsters understand the concept of reading for enjoyment. It is widely used in first-language teaching during the early stages of reading to help children associate sounds with written language symbols. By combining the sounds of individual letters or letter clusters, or by decoding entire words, learners can improve their pronunciation while reading aloud. Some teachers may suggest that reading aloud enhances pronunciation, and

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[34] Efrini Panjaitan and others, 'The Effect of Reading Aloud on the Students' Ability in Reading Comprehension', *LingPoet: Journal of Linguistics and Literary Research*, 4.2 (2023), pp. 168–84 <http://talenta.usu.ac.id/lingpoet>.

EFL (English as a Foreign Language) teachers may interpret "correct pronunciation" as focusing primarily on specific sounds and words.[35]

2. Advantages of Reading Aloud

Below are the advantages of the reading aloud technique for students' pronunciation:

a. Improves Pronunciation and Word Recognition

When students read aloud, they actively connect written forms with spoken sounds. This helps them practice how to pronounce words correctly while recognizing their written structure. It also trains their awareness of English sound patterns, which is helpful in reducing pronunciation errors.[36]

b. Supports Reading Fluency

Reading aloud allows students to develop fluency through practice in intonation, rhythm, and natural pauses. Regular exposure to reading aloud activities builds their confidence and helps them read with better flow and clarity. This fluency also supports clearer pronunciation and overall speaking ability.

c. Allows Teachers to Detect Pronunciation Problems

Through reading aloud, teachers can directly observe how students pronounce certain words or sounds. This helps identify specific errors that students may not realize themselves. Teachers

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[35] M. Iqbal Pratama, *'The Influence of Reading Aloud Technique Toward Students' Pronunciation Ability At the Eight Grade of Smp Negeri 2 Pesawaran in 2017/2018 Academic Year'* (Raden Intan State Islamic University, 2019).

[36] Gerald Kelly, 13.

can then provide immediate correction or guidance, which makes reading aloud a useful tool for formative pronunciation assessment.[37]

3. Disadvantages of Reading Aloud

The disadvantage of reading aloud technique in improving students' pronunciation is that, particularly in a classroom setting, when the entire class reads from a large book together without specific students being selected to read, some students may fall behind. This can lead to frustration, especially when a student tries to participate, such as "attempting to produce the next phrase," but struggles to keep pace with faster readers. The lack of individualized attention makes it difficult for slower students to benefit fully from the activity. Additionally, in large classes, it becomes even more challenging for the teacher to monitor and provide the necessary support to each student, further exacerbating the problem.[38]

C. Concept of Recount Text

Recount text is one of the text types that students need to learn at the secondary level and is usually taught in both Indonesian and English classes. The purpose of this text is to retell events or experiences that have occurred in the past, either based on the author's personal experience or the experiences of others, in a chronological sequence. According to Harris, Ansyar, and Radjab, recount text informs or entertains readers by presenting

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[37] Jeremy Harmer, *The Practice of English Language Teaching*, ed. ke-4 (Harlow: Longman, 2007), 144.

[38] M. Iqbal Pratama.

a sequence of events in chronological order.[39] This opinion is consistent with the definition proposed by Khairunnisaak, Sartika, and Asmara, who define recount text as a text intended to explain past occurrences in a specific temporal sequence, such as in a diary, travel report, or autobiography.[40]

Recount texts are characterized by the use of past tense to show that the event being recounted has already happened, as well as the use of adverbs of time and temporal connectives to order the events by time. In addition, recount texts also focus on specific participants and often use action verbs to describe the events that occurred clearly. In general, a recount text consists of three main parts, namely:

1. Orientation is the part that introduces the background of the story, such as who is involved, where the events took place, and when they took place.

2. Events are the core part that presents the series of events chronologically.

3. Re-orientation, the final section that usually contains a conclusion or reflection on the story.[41]

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[39] Desmawati Radjab Allieni Harris, Mohd. Ansyar, '*An Analysis of Students' Difficulties in Writting Recount Text at Tenth Grade Of SMA N 1 Sungai Limau*', Journal English Language Teaching, 2 (2012), pp. 1–11.

[40] Dewi Sartika, Khairinisaak Khairinisaak, and Rekha Asmara, '*The Analysis of Students' Difficulties in Writing Recount Text*', Journal of English Education Program, 3.1 (2022), pp. 59–66, doi:10.26418/jeep.v3i1.50496.

[41] Allieni Harris, Mohd. Ansyar. p.2

CHAPTER III
RESEARCH METHOD

A. The Type and Characteristics of Research

In this study, the researcher aims to analyze students' pronunciation errors, specifically in the pronunciation of English vowels and consonants when reading recount texts. The researcher recognizes the importance of understanding the challenges students face in producing correct pronunciation. This study employs a descriptive qualitative method to identify the types of pronunciation errors made by students while reading recount texts. The researcher chooses this method because qualitative descriptive research provides a systematic scientific examination that offers factual, often narrative, explanations of a social or cultural phenomenon and the perspectives of individuals or groups, which helps inform the researcher's understanding of it.[42]

Qualitative research aims to explore or explain phenomena in more depth. It involves collecting descriptive data, either written or spoken, from individuals to provide detailed insights into the topic being studied. According to Creswell, qualitative research is conducted to explore and understand the meaning held by individuals or groups related to a social or human issue.[43]

Based on the explanation above, the purpose of this research is to analyze students' pronunciation errors, specifically the pronunciation of

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[42] H. U. Ugwu, Chinyere. N. and Eze Val, '*Qualitative Research*', International Digital Organization for Scientific Research, 8.1 (2023), pp. 20–35.

[43] John W. Creswell, '*Qualitative, Quantitative, and Mixed-Methods Research*', New Delhi: Sage Publication, 4.11 (2009), pp. 485–485, doi:10.1128/microbe.4.485.1.

English vowels and consonants, while reading aloud English recount texts. This research focuses on identifying the types of pronunciation errors made by eighth-grade students at SMPN 4 Metro during the second semester.

B. Data Resource

In this research, the researcher divided the sources into two items. They are primary and secondary:

1. Primary Sources

The primary source in this study consists of original materials directly related to the analysis of students' pronunciation errors. These materials are conducted by recording students reading aloud English recount texts. These recordings serve as the main data for identifying and analyzing pronunciation errors, specifically in vowel and consonant articulation. By examining this recorded data, the study aims to analyze students' segmental pronunciation errors, focusing on vowel and consonant sounds.

2. Secondary sources

The secondary source in this research is used to complement and enrich the primary data. These sources include interview, documentation, journals, e-books, and articles related to pronunciation errors in English language learning. An essential resource for this study is the book *"Principles of Language Learning and Teaching" (5th Edition)* by H. Douglas Brown, which discusses second language acquisition theories, including factors influencing students' pronunciation and effective

strategies for teaching pronunciation. These secondary sources provide a strong theoretical foundation and support the analysis of students' pronunciation errors in reading English recount texts aloud.

C. Data Collection

In the process of testing the data, the research collected data from pronunciation errors. In the study, the researcher used three data collection techniques. There are interviews, observations, and documentation.

1. Interview

The researcher uses interviews as one of the main techniques to collect data about students' pronunciation errors. This interview is conducted with eighth-grade students of SMPN 4 Metro using a semi-structured interview technique. A set of predetermined questions is prepared, but follow-up questions may be added to explore students' errors in pronouncing English words more deeply. This method allows flexibility in discovering various internal aspects influencing pronunciation. The research instrument used in this technique is an interview guide consisting of open-ended questions intended to examine the extent of students' pronunciation errors in reading aloud English recount texts.

2. Observation

Observation is used to monitor students' reading aloud performance. The researcher observes the students while they read a recount text in English. The purpose is to identify pronunciation errors especially errors in vowels and consonants as well as fluency, hesitation, and students' level of

confidence during the reading activity. This research applies open observation, meaning that the students are aware that their pronunciation is being recorded and observed during the activity. The research instrument used for this technique is an observation sheet, which is used to record students' behavior, fluency, hesitation, and signs of mispronunciation while reading aloud.

To assess the students' pronunciation, the researcher uses a pronunciation rubric which evaluates two main aspects: vowel pronunciation and consonant pronunciation. The rubric provides a score from 1 (Low) to 4 (Very Good) based on the accuracy of the pronunciation for each criterion. Below is the rubric used for assessing pronunciation errors in reading aloud:

Table.1

The rubric used for assessing pronunciation errors in reading aloud

Criteria	Score 1 (Low)	Score 2 (Fair)	Score 3 (Good)	Score 4 (Very Good)
Vowel Pronunciation	Frequently mispronounces most vowel sounds; words are difficult to recognize or understand.	Several vowel mispronunciations; some words can still be recognized.	Most vowel sounds are pronounced accurately with few minor errors.	Almost all vowel sounds are pronounced correctly and clearly according to standards.
Consonant Pronunciation	Many consonants are mispronounc	Some consonant mispronunciations but overall words remain	Most consonant sounds are correct;	Consonant sounds are pronounced clearly and

	ed; affects word clarity and may change meaning.	understandable.	only minor inaccuracies occur.	accurately with little to no errors.

3. Documentation

Documentation is used to collect the main data in this research, which comes from voice recordings of students reading aloud a recount text. These recordings become the basis for identifying pronunciation errors. After the data is collected, the researcher analyzes the recordings using an error analysis framework to classify the types of errors based on the Surface Strategy Taxonomy by Dulay et al. (1982). The errors are grouped into omission, addition, substitution, and ordering. The research instruments used in the documentation technique are a voice recorder to capture the students' pronunciation performance, a printed recount text as the reading material, and an error analysis sheet to classify the types of errors found in the recordings.

D. Data Analysis Technique

To identify students' pronunciation errors, the researcher applies error analysis. This approach is commonly used to identify students' errors in pronouncing English words. The researcher will use the Miles and Huberman model to analyze the data.[44] In identifying students' errors, the researcher follows several steps to process the data:

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[44] Matthew B. Miles A. Michael Huberman, 'Data Managemen and Analysis Method', *Sage Publication, Thousand Oaks London New Delhi*, 1994, 89–92.
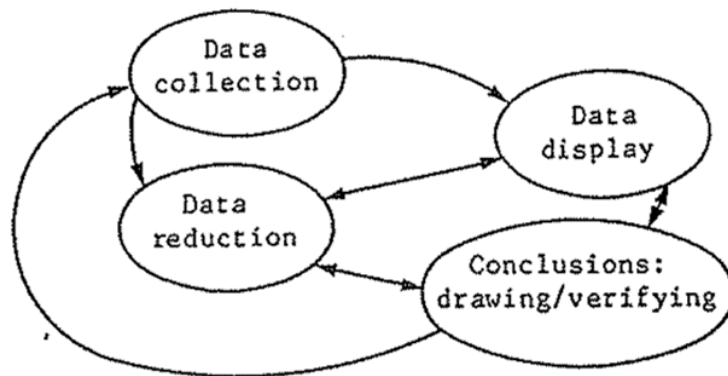
Figure 1.1 *Analysis Component of Miles and Huberman Model*

The data analysis steps are:

1. Data collection refers to the process of gathering all relevant data for research purposes.

2. The researcher summarizes and selects specific information from the collected data.

3. Researchers typically display data through graphical representations such as images or graphs. This view must be able to describe the contents of every data.

4. the researcher verifies the research by drawing conclusions based on the data findings.

In the data analysis process, the first step taken by the researcher was to collect data. Data collection was carried out by observing student assignments in the form of English voice recordings containing pronunciation errors, as well as conducting interviews to obtain additional information about these errors. After the data was obtained, the researcher conducted a data reduction stage, namely by selecting and grouping relevant

data in accordance with the research objectives. Furthermore, the data that has been compiled is presented in descriptive and tabular form to make it easier for readers to understand the results of the study. As a final step, the researcher concluded the results of the analysis to determine whether the research results were in accordance with the objectives set.

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMPN 4 Metro

SMP Negeri 4 Metro is located in the city of Metro, Lampung Province. Established in 1979 as a continuation of the Vocational Education School (Sekolah Kejuruan Kependidikan or SKKP), the school has continuously developed to provide quality junior high school education in the region. In 2006, SMP Negeri 4 Metro was designated as a National Standard School (Sekolah Standar Nasional or SSN), and in 2010, it received an "A" accreditation rating from the National School Accreditation Board.

The school has achieved several notable accomplishments, including winning the Consolation Prize in the National Healthy School Competition in 2007. In 2008, SMP Negeri 4 Metro was selected as a preparatory school for the International Standard School Pilot Program (Rintisan Sekolah Bertaraf Internasional or RSBI). Its commitment to environmental preservation was recognized in 2012 when it received the National Adiwiyata Award from the Minister of Environment. Furthermore, in 2015, the school was honored with the

Integrity School Award by the Ministry of Education and Culture of the Republic of Indonesia.

Starting with a modest student body, SMP Negeri 4 Metro now serves a diverse range of students supported by qualified teaching and administrative staff. The school continuously improves academic quality, facilities, and extracurricular activities to prepare students for future challenges.

Throughout its history, SMP Negeri 4 Metro has experienced several leadership transitions, each contributing significantly to the school's development. From 1978 to 1992, the school was led by Mrs. Nurmaida. Then, from 1992 to 1998, the leadership was held by Mr. Haki Akhyar. After that, from 1998 to 2002, it was led by Mr. Supriyadi. From 2002 to 2004, the principal was Mr. Sunanto, S.Pd. Then, from 2004 to 2010, the school was under the leadership of Mrs. Sri Rahayu, S.Pd. From 2010 to 2015, it was led by Mr. Riyanto Suwarno, S.Pd., M.Pd. Afterward, from 2015 to 2017, the position was held by Mrs. Fatimah, S.Pd., MM. Since 2017 until now, the school has been led by Mr. Sunanto, S.Pd., M.Pd. Under these leaderships, SMP Negeri 4 Metro has continuously enhanced educational quality, infrastructure, and student achievements, maintaining its reputation as a committed institution producing smart, character-driven, and competitive graduates.

b. Vision and Mission of SMPN 4 Metro

1) Vision

   "PREPARING THE GOLDEN GENERATION BASED ON THE PANCASILA STUDENT PROFILE" (NEPATRO SIAP GEMASKAN PIJAR)"

2) Mission

   a) Fostering a religious school culture through the practice of religion.

   b) Producing a golden generation that excels in achievement and has Pancasila character.

   c) Developing Merdeka Curriculum

   d) Developing a learning process that emphasizes the formation of the Pancasila student profile

   e) Optimizing learning that integrates literacy and numeracy and develops 21st century skills.

   f) Develop qualified and professional educators and education personnel

   g) Providing school facilities in accordance with the times

   h) Implementing School Based Management (MBS) and ISO 9001:2008

   i) Developing school funding sources through school entrepreneurship and partnerships

j) Develop an IT-based assessment system in accordance with curriculum demands

k) Instilling the habituation of a Clean and Healthy Lifestyle (PHBS)

l) Creating a healthy, clean, beautiful, safe, comfortable, friendly and inclusive school environment

c. **School Identity of SMP N 4 Metro**

School Name	:	SMP Negeri 4 Metro
Adress	:	Jl. Paria 15A, Iring Mulyo
District	:	Metro Timur
District/City	:	Kota Metro
Phone Number	:	(0725) 41405
Website	:	www.smpn4metro.sch.id
E-mail	:	smpn4@smpn4metro.sch.id / smpnempat@gmail.com
NSS	:	201126104004
NPSN	:	10807604
Principal Name	:	Sunanto, S.Pd., M.Pd.
Year Estabilished	:	1980
Year of Operation	:	1980
Total Building Area	:	2.862 m²

d. **The Structure Organization of SMPN 4 Metro**

Figure.2
The Structure Organization of SMPN 4 Metro
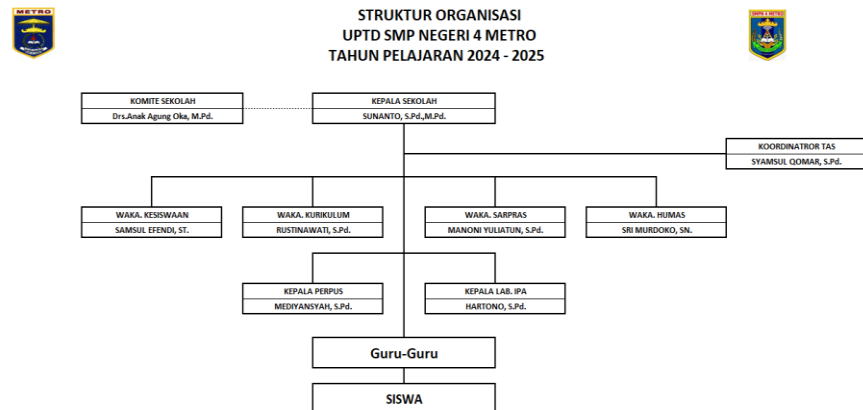
e. **The Data of The Teachers at SMPN 4 Metro**

Table.2
The Data of The Teachers at SMPN 4 Metro

NO	NAME	LESSON
1	Sunanto, S.Pd. M,Pd.	
2	Samsul Effendi, S.T.	Informatika
3	Rustinawati, S.Pd.	Bahasa Inggris
4	Manoni Yuliatun. S.Pd.	Ilmu Pengetahuan Alam
5	Sri Murdoko, S.N.	Seni Budaya
6	Mediyansyah, S.Pd.	
7	Hartono, S.Pd.	Ilmu Pengetahuan Alam
8	Ruliana Sofia	Matematika
9	Erytrina, S.Pd.	Bahasa Indonesia
10	Neti Herawati, S.Pd.	Bahasa Indonesia
11	Samini, S.Pd.	Bahasa Indonesia

12	Laila Mutiah, S.Pd.	Ilmu Pengetahuan Sosial
13	Iis Suwindri, S.Pd.	Ilmu PengetahuanSosial
14	Bambang Waluyo, S.Pd	Ilmu PengetahuanSosial
15	Peni Jiwastiti, S.Pd.	Ilmu PengetahuanSosial
16	Azkiya maysari, M.Pd.	Pendidikan Kewarganegaraan
17	Yeniar Ferti, S.Pd.	Pendidikan Kewarganegaraan
18	Ferina Dwi Putri, S.Pd.	Pendidikan Kewarganegaraan
19	Ani Rosa, S.Pd.	Pendidikan Kewarganegaraan
20	Ending Suprapti, S.Pd.	Bahasa Inggris
21	Dewi Sartika, S.Pd.	Bahasa Inggris
22	Masitoh, S.Pd.	Seni Budaya
23	Sri Rahayuningsih, S.Pd.	Ilmu Pengetahuan Alam
24	Puji astuti, S.Pd.	Ilmu Pengetahuan Alam
25	Markatun, S. Ag.	Agama Islam
26	Rodiyansyah, S.Pd.	Bahasa Lampung
27	Desnawati, S.Pd.	Bahasa Lampung
28	Agus Supriyanto, S.Pd	Pend. Jasmani Olahraga dan Kesehatan
29	Eni Zuriati, S.Pd.	Bimbingan dan Konseling
30	Herma Yunita, S.Pd.	Bimbingan dan Konseling

f.   The Total Students of SMPN 4 Metro

Tabe.3
Total Students of SMPN 4 Metro

Description	Number
Total Number of Classes	24
Number of Male Students	356
Number of Female Students	387
Total Number of Students	743

g. **The Facilities of SMPN 4 Metro**

Table.4
Facilities SMPN 4 Metro

No	Room Name	Total
1	Headmaster Room	1
2	Class Room	24
3	Teacher Room	1
4	Staff Room	1
5	Laboratory	1
6	Computer Room	2
7	Library	1
8	Konseling Room	1
9	School Medical Room/UKS	1
10	OSIS Room	1
11	Mosque	1
12	Aula/Hall	1
13	Canteen	2
14	Students Toilet	6
15	Teachers Toilet	2
16	Parking Area	2

2. **Description of Research Result**

Before presenting the findings, it is important to explain the link between reading aloud and pronunciation errors. Reading aloud is not just a reading activity but also involves speaking, where students must convert written words into spoken form. According to Brown (2001), pronunciation involves cognitive and motor processes that require learners to connect spelling with sound.

Nation (2009) adds that pronunciation errors often appear during reading aloud because learners rely on their existing phonological knowledge, which may be influenced by their first language. Grabe and Stoller (2002) also emphasize that reading aloud helps reveal pronunciation weaknesses as it activates decoding skills. In this research, students' pronunciation errors were identified through their performance in reading aloud an English recount text, allowing the researcher to analyze specific sound patterns that were problematic.

a. The Types of Students Pronunciation Errors in Reading Aloud

This study analyzed the types of students' pronunciation errors based on the Surface Strategy Taxonomy proposed by Dulay et al. (1982), which includes four types of learner errors: omission, addition, substitution, and ordering. From the analysis of 15 students who read aloud an English recount text entitled *"B.J. Habibie"*, three types of pronunciation errors were identified: omission, addition, and substitution. The fourth type, ordering, was not found in the data but will still be explained for clarity and completeness. The analysis focused on the segmental aspects of pronunciation, particularly the articulation of vowels and consonants.

Each type of error is explained below, accompanied by examples taken from the students' oral reading of the *"B.J. Habibie"* recount text. These examples include the context sentence, the word being

analyzed, the type of error, and the initials of the students who produced the error, as follows:

1. **Substitution Errors**

   Substitution errors were the most frequent type found in this study. These errors happen when students replace the target English sound with another sound that is more familiar or easier to pronounce. Most substitution errors in this study occurred due to the influence of the students' first language (Bahasa Indonesia), limited exposure to native English pronunciation, or misinterpretation of spelling. In this study Substitution errors, were found in:

   "And learn about science." The word *learn* (/lɜːn/) was pronounced as /larn/ or /lern/, by (RB, FS, ZO, MA, CP,) substituting the central vowel /ɜː/ with /a/ or /ɛ/.

   "He was a smart and curious boy." In the word *curious* (/ˈkjʊə.ri.əs/), by (FS, SS, MA, NM, CP, RA, NZ, KA, ZO, SE, DA, SZ, RB, FJ, RS) all 15 students pronounced it as /ku.ri.os/ or /ku.ri.əs/, reflecting error with the consonant /kj/,/r/.

   "Habibie was known as a genius…" The word *genius* (/ˈdʒiː.ni.əs/) was pronounced as /gi.ni.us/, by (DA, FS, SE, SS), with the voiced affricate /dʒ/ substituted by /g/.

"And created important designs." In *designs* (/dɪˈzaɪnz/), many students pronounced it as /de.signs/ or /dɪ.sains/, by (RA, SZ, FJ), replacing the /z/ sound with /s/.

"He helped develop the country's technology." In the word *country* (/ˈkʌn.tri/), which was often pronounced as /kun.tri/ or /kan.tri/, by (NM, ZO, RB, KA, SS, RS) changing the vowel /ʌ/ replaced by /u/ or /a/.

These examples show that substitution errors involve both vowel and consonant replacements. A total of 90 substitution errors were identified, accounting for 78.26% of the total errors in the study. This high number highlights that substitution is the most dominant errors in students' pronunciation, particularly involving sounds that do not exist or are pronounced differently in Indonesian.

2. Omission Errors

Omission errors occur when students leave out certain necessary sounds in a word, such as final consonants or weak vowels. These errors commonly affect English words that end with consonant clusters or include unstressed syllables. In this study, omission errors were found in:

"He worked very hard…" the words like *worked* (/wɜːkt/), which students pronounced as /wok.ed/ or /wɜr.ked/, omitting the

final /t/ sound. These errors were made by (FS, SS, MA, RS, NM, CP)

"He passed away on September 11…" the word *passed* (/pɑːst/), was pronounced as /pas.d/ or /pas.t/, by (RA, NZ, KA, ZO) dropping either the final consonant.

"After graduated…" the word *graduated* (/ˈɡrædʒ.u.eɪ.tɪd/), where students pronounced it as /gra.du.a.ted/, by (SE, DA, NM), or altering syllables and vowel sounds.

Similarly, *"He was a smart and curious boy."* in the word *curious* (/ˈkjʊə.ri.əs/), some students omitted the schwa /ə/, resulting in /ku.ri.os/, by (SZ, RB, MA).

These errors suggest students struggle with syllable complexity and unfamiliar phonemes. A total of 22 omission errors were recorded, which accounts for 19.13% of the total pronunciation errors.

3. **Addition Errors**

Addition errors involve inserting unnecessary sounds, usually vowels, into words that do not require them. These errors are typically caused by students trying to simplify consonant clusters or modify word structure. In this study, addition errors were found in:

"When he returned to Indonesia…" the words such as *returned* (/rɪˈtɜːnd/), which was pronounced as /re.turn/, /ritern/ or /rɪ.tərned/ by (SS, RB, NM, ZO), the added vowel sounds were used to separate consonants and create more familiar syllables.

These additions may stem from students' tendency to make English words conform to phonological structures that feel more natural to them. Although less frequent, addition errors still occurred and were observed across multiple words. The total number of addition errors was 3, which is 2.61% of all errors.

4. Ordering Errors

Ordering errors occur when students reverse or change the sequence of sounds in a word, such as swapping consonants or misplacing vowels. These types of errors often arise in writing or in speaking longer, unfamiliar words, especially when learners try to guess the correct form based on spelling. However, in this study, no ordering errors were found in the students' pronunciation of the selected words from the recount text. All identified errors fell into the categories of omission, addition, or substitution. The absence of ordering errors suggests that students may be more focused on sound articulation than syllable sequencing during reading aloud activities. It may also indicate

that the structure of the target words did not strongly invite this type of error in the given context.

b. Factors influencing Pronunciation Errors in Reading Aloud

In second language acquisition, pronunciation errors are not only caused by linguistic differences between the target language and the learners' first language, but also by several factors that affect learners' performance when producing spoken language. According to Brown (2000), Ellis (1994), and Lightbown and Spada (2013), factors such as motivation, personality, attitude, and aptitude can influence how students experience and respond to pronunciation errors, especially during tasks such as reading aloud English Recount texts.

To examine these factors, the researcher conducted interviews with 15 eighth-grade students at SMPN 4 Metro. The following sections describe how each factor contributed to the students' pronunciation errors in reading aloud English recount texts:

1. Motivation

Motivation is one of the most significant factors affecting language learning outcomes. Brown (2000) states that motivated learners are more likely to engage in regular practice, take initiative, and persist when facing challenges. In the context of reading aloud, motivated students tend to put more effort into correcting pronunciation errors, especially in repeated mispronunciations of

unfamiliar words or sounds. In this study, 7 students (SZ, NM, NZ, CP, MA, SE, and RA) identified motivation as the most influential factor contributing to their pronunciation errors during reading aloud.

The interview responses showed that students reading aloud English texts both at school and at home with the aim of reducing pronunciation errors and improving clarity. For example:

NZ said, *"I read aloud to prepare for competitions and to become more fluent. It helps me recognize pronunciation errors"*.

MA expressed, *"I try to pronounce correctly and confidently, especially words I often mispronounce."*

RA explained, *"I read aloud regularly to get used to English sounds and reduce my pronunciation errors."*

NM said, *"My motivation to speak English fluently encourages me to repeat difficult words until I get them right."*

SE shared, *"I often practice at home using online tools to help reduce pronunciation errors."*

These responses show that motivation leads students to take concrete actions to overcome pronunciation errors in reading aloud, such as self-practice, repetition, and using digital resources.

2. Personality

Personality influences how students respond to challenges in language learning, including how they deal with pronunciation errors during reading aloud. Ellis (1994) and Brown (2000) argue that students with confident personalities are more willing to speak out, accept corrections, and address their pronunciation errors directly. In this study, 5 students (SS, FS, ZO, DA, and RB) stated that personality was the factor that most influenced their pronunciation errors in reading aloud.

These students described how their confidence allowed them to persist even when making repeated pronunciation errors. For instance:

SS said, *"My personality gives me confidence to read aloud even when I know I might make pronunciation errors."*

FS shared, *"I often ask the teacher or friends to help me correct my pronunciation."*

ZO explained, *"I mark difficult words and practice them one by one at home."*

DA stated, *"Because I'm confident, I'm not afraid of reading aloud, even if I make errors."*

RB said, *"I'm outgoing, so I feel comfortable receiving feedback about my pronunciation."*

These findings suggest that students with strong, open personalities are better able to confront and correct pronunciation errors during reading aloud activities

3. **Attitude**

Attitude refers to the students' mindset and willingness to persist through challenges, including when facing pronunciation errors. Brown (2000) highlights that a positive attitude encourages learners to keep trying even when progress is slow or mistakes occur frequently. In this study, 2 students (KA and FJ) described attitude as the factor that most influenced how they handled pronunciation errors during reading aloud.

KA stated, *"I keep trying and repeating hard words until I can pronounce them correctly."*

FJ explained, *"Even though I make a lot of pronunciation errors, I keep practicing because I want to improve."*

Although they may not have had the highest confidence or aptitude, their positive attitude contributed to gradual improvement and reduction of pronunciation errors in reading aloud.

4. Aptitude

Aptitude refers to a learner's natural ability to process and replicate language features, including the sounds of a second language. Lightbown and Spada (2013) note that learners with high aptitude often make fewer pronunciation errors and can improve more rapidly. In this study, 1 student, (RS), stated that aptitude was the most influential factor in reducing his pronunciation errors in reading aloud.

RS said, *"I can pronounce English words easily after hearing them once or twice, so I rarely make pronunciation errors."*

Although aptitude was the least mentioned factor, RS's experience shows that natural ability can reduce the occurrence of pronunciation errors even with minimal practice.

Based on the interview findings, it can be concluded that factors such as motivation, personality, attitude, and aptitude influence students' pronunciation errors when reading English recount texts aloud. The most dominant factor was motivation, mentioned by 7 students, followed by personality (5 students), attitude (2 students), and aptitude (1 student). These findings highlight that students' individual conditions play an important role in how they experience and respond to pronunciation errors during reading aloud. By understanding these influencing factors, teachers can provide more targeted and supportive instruction to help students

reduce pronunciation errors and improve their performance in reading aloud activities.

B. Discussion

This section discusses the findings of the research, which are divided into two main focuses: the types of students' pronunciation errors and the factors that contribute to these errors. The discussion connects the descriptive data from the results section with relevant linguistic theories and previous research to draw meaningful interpretations of the students' performance in reading aloud an English recount text.

The analysis of students' pronunciation errors was conducted based on their read-aloud performance using a recount text titled *B.J. Habibie*. The researcher focused on segmental features, especially errors involving vowels and consonants. The students' recordings were examined and categorized using the Surface Strategy Taxonomy proposed by Dulay et al. (1982), which includes four types of errors: substitution, omission, addition, and ordering. However, in this study, only three types were found: substitution, omission, and addition. No ordering errors were identified.

The analysis involved fifteen selected words from the text that were often mispronounced by students. The errors were classified according to the type of mistake and the phoneme involved. The following table presents the detailed analysis of how each word was pronounced and what types of errors occurred:

Table. 5
Pronunciation Errors in Vowels and Consonants

No	Word	Correct Pronunciation (IPA)	Students' Pronunciation (Based on Recording)	Substitution (Initials)	Omission (Initials)	Addition (Initials)	Total Students	Sound Type
1	returned	/rɪˈtɜːnd/	/retarned/ /ritern/, /re.turn/	b, c, d, l	-	h, i, o	8	Vowel & Consonant
2	develop	/dɪˈvel.əp/	/devalop/, /divelop/	a, b, g, i, j, n	-	-	6	Vowel & Consonant
3	learn	/lɜːn/	/larn/, /lern/	a, b, d, e, h, k, m	-	-	7	Vowel
4	worked	/wɜːkt/	/wok.ed/, /wokt/	b, d, f, g, h, j	a, c, e, i, k, l	-	12	Vowel & Consonant
5	graduated	/ˈɡrædʒ.u.eɪ.tɪd/	/gradjuated/, /gra.du.a.ted/	d, g	i, k, l	-	5	Vowel & Consonant
6	technology	/tekˈnɒl.ə.dʒi/	/teknologi/	c, g, i, j, k, m, n, o	-	-	8	Vowel & Consonant
7	curious	/ˈkjʊə.ri.əs/	/kurius/, /kurias/, /kurios/	a, b,c, d, e, f, g, h	i, j, k, l, m, n, o	-	15	Vowel & Consonant
8	airplane	/ˈeə.pleɪn/	/erplen/, /airplin/	b, e, i, m	-	-	4	Vowel & Consonant
9	designs	/dɪˈzaɪnz/	/dɪ.sains/, /dizans/	c, d, i, k, n	-	-	5	Consonant

No	Word	Correct Pronunciation (IPA)	Students' Pronunciation (Based on Recording)	Substitution (Initials)	Omission (Initials)	Addition (Initials)	Total Students	Sound Type
10	passed	/pɑːst/	/pas.d/, /pæs.t/, /past/	a, b, c, f, g, j	d, e, h, i, k, l	-	10	Vowel & Consonant
11	created	/kriˈeɪ.tɪd/	/krɛt.ed/, /krietid/	c, d, e, h, i, j, k, l, m, n, o	-	-	11	Vowel & Consonant
12	genius	/ˈdʒiː.ni.əs/	/jenius/, /dʒinias/	o, j, l	-	-	3	Vowel & Consonant
13	inspiration	/ɪn.spəˈreɪ.ʃən/	/inspirasen/, /insperesion/	a, e, k, n	-	-	4	Vowel & Consonant
14	scientist	/saɪən.tɪst/	/sain.test/, /sayen.tis/	a, b, c, d, g, i, j, k, l, m, n	-	-	11	Vowel & Consonant
15	country	/kʌn.tri/	/kuntri/, /kantri/, /kountri/	d, g, i, j, k	-	-	5	Vowel & Consonant

Based on Table 4, it is evident that students encountered significant difficulty with vowel sounds such as /ɜː/, /ɑː/, and /ʌ/, as well as consonant sounds like /dʒ/, /θ/, and /z/. These phonemes are either absent or uncommon in Bahasa Indonesia, which contributes to students' challenges in pronouncing them accurately. Most errors involved segmental features, supporting the notion that phonological differences between English and Indonesian are a primary factor in pronunciation difficulties.

After analyzing the individual words and identifying the initials of students who made each type of error, the researcher summarized the frequency of each error type. This reclassification helps to provide a clearer overview of the dominant error types made by the students.

Table. 6
Finding on Error Types

No	Error Type	Frequency	Percentage
1	Substitution	90	78.26%
2	Omission	22	19.13%
3	Addition	3	2.61%
4	Ordering	0	0
TOTAL		115	100%

This table demonstrates that the most common type of error made by students was substitution, representing 78.26% of all errors. This means students frequently replaced difficult or unfamiliar English phonemes with sounds from their native language. Omission errors, making up 19.13%, often involved the dropping of consonants at the end of words, especially

in clusters. Meanwhile, addition errors, though rare (2.61%), involved inserting extra vowel sounds to ease pronunciation, usually in polysyllabic words.

These findings align with the Surface Strategy Taxonomy, which explains that learners often modify linguistic forms to match their existing phonological framework. The data reflect a strong tendency among students to adapt English sounds using Indonesian phonetic patterns, especially when faced with complex or unfamiliar phonemes.

In addition to the error types, the research also examined the factors that influenced pronunciation performance, based on interviews with 15 students. The analysis identified four key factors: motivation, personality, attitude, and aptitude. These align with theories proposed by Brown (2000), Ellis (1994), and Krashen (1982), who emphasize the importance of affective and psychological variables in second language acquisition.

Motivation emerged as the most dominant factor, reported by **7** students (46.7%). These learners showed strong interest in improving their pronunciation and actively practiced using tools such as digital dictionaries and pronunciation apps. Personality, especially self-confidence, was mentioned by 5 students (33.3%). These students were not afraid to make mistakes, viewing errors as part of the learning process. According to Ellis (1994), such traits positively affect language use and classroom engagement.

Attitude was highlighted by 2 students (13.3%), reflecting persistence and consistency in dealing with pronunciation challenges. These learners repeatedly practiced difficult words until they improved. Aptitude was mentioned by only 1 student (6.7%), referring to a natural ability to mimic and recall sounds after minimal exposure.

The following table summarizes students' responses regarding the internal factors that influence their pronunciation performance:

Table.7
Summary of Students Responses

Factor	Number of Students	Percentage
Motivation	7	46.7%
Personality	5	33.3%
Attitude	2	13.3%
Aptitude	1	6.7%

Based on the data, motivation stands out as the most dominant factor contributing to students' efforts in improving pronunciation. Students with high motivation engaged more actively in practice and used resources to enhance their reading aloud performance. Personality also played an important role, as confident students were more willing to take risks and keep reading even when they made errors. Attitude influenced

how consistently students practiced, while aptitude gave some students an advantage in acquiring pronunciation more quickly.

These findings support the theoretical views that motivation and learner characteristics greatly affect second language pronunciation development. The results also highlight the importance for teachers to not only provide phonetic instruction but also to recognize and encourage these learner traits during the learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, this study draws the following conclusions:

1. The eighth-grade students of SMP Negeri 4 Metro made various pronunciation errors while reading aloud an English recount text entitled "B.J. Habibie." The most common error type was substitution (78.26%), followed by omission (19.13%), and addition (2.61%), while no ordering errors were found. Substitution errors occurred when students replaced difficult English phonemes with familiar ones from their native language, such as replacing /ɜː/ with /a/ or /ɛ/, or /dʒ/ with /g/. Omission errors were often found in final consonant clusters, such as /kt/ in the word "worked." Addition errors involved inserting extra vowel sounds. These patterns reflect the influence of the students' first language (Bahasa Indonesia) and a lack of familiarity with English phonological structures.

2. The factors contributing to students' pronunciation errors in reading aloud were motivation, personality, attitude, and aptitude. Among these, motivation was identified as the most dominant factor (46.7%), followed by personality (33.3%), attitude (13.3%), and aptitude (6.7%). Motivated students showed greater effort in practicing pronunciation, such as reading repeatedly and using digital tools like online dictionaries. Confident students (personality factor) were more likely to take risks when speaking

and reading aloud. These findings highlight that affective factors significantly influence pronunciation performance in English as a Foreign Language (EFL) learners.

B. Suggestion

Through this research, the researcher would like to constructively give the following suggestions to:

1. For the Students

Students are encouraged to practice reading aloud regularly, especially using English texts with audio support to model pronunciation. They should utilize online resources such as dictionaries with IPA and pronunciation guides, record their voice to compare with native pronunciation, and ask teachers or peers for feedback. Maintaining strong motivation and a positive attitude will support their progress.

2. For English Teachers

Teachers should provide more opportunities for students to engage in reading aloud activities in class. Teachers can focus on commonly mispronounced sounds, such as vowels and consonants. They should also offer immediate corrective feedback and foster a supportive classroom environment to reduce students' anxiety and build their confidence.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies involving different text types (e.g., narrative or descriptive) or involving suprasegmental features such as stress, intonation, and rhythm.

Comparative studies across different grades or schools may also yield insights into the development of pronunciation skills over time.

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APPENDIXES

The Instrumen Interview

An Analysis of Students' Pronunciation Errors in Reading Aloud English Recount Texts at The Eighth Grade of Junior High School 4 Metro

TRANSCRIPT OF STUDENTS INTERVIER RESPONSES

Interview Questions:

1. Have you ever read aloud English text, either during lessons at school or at home? If yes, what is your purpose for reading aloud?
2. When you read aloud English text, especially a recount text, have you ever made pronunciation errors? If yes, what efforts did you make to minimize those errors?
3. Have you ever known that there are several factors that can affect English pronunciation errors, such as attitude, personality, motivation, and aptitude? Which of these factors do you think you have the most?
4. Why is it dominant, and how can you correct your pronunciation errors when reading aloud the English recount text?

Interview Responses:

1. KA (Kenzi Aftar)

1. Yes, I have read English texts aloud both at school and at home. I did this to practice pronunciation so I wouldn't feel nervous reading in front of the class.
2. Yes, I have made pronunciation errros. I usually repeat the words several times until I can pronounce them correctly.
3. I think the dominant factor is attitude.
4. I can't clearly explain the reason, but based on observation, I am often passive and less enthusiastic when studying English, especially in pronunciation practice.

2. **RA (Reysya Adila Zahra)**

   1. I've read English texts aloud before, although not very often. I do it to help memorize vocabulary and to make reading smoother.
   2. Yes, I've made pronunciation errors. I usually repeat the words over and over to understand them better.
   3. Motivation is the dominant factor for me.
   4. Because I really want to be good at English, I feel motivated to keep reading and learning especially repeating difficult words to improve my pronunciation.

3. **FJ (Farhan Juna)**

   1. Yes, I often read aloud both at school and at home. Sometimes during break time, I read in the classroom just for fluency.
   2. I do make pronunciation errors, but I keep reading and practicing by myself.
   3. I think attitude is my dominant factor.
   4. I realize I'm not good yet, so I try to improve myself by practicing pronunciation repeatedly, especially difficult words.

4. **SE (Shafira Elyysia Putri)**

   1. Yes, I've read aloud both at school when the teacher asked us to and at home to practice pronunciation.
   2. I've made pronunciation errors, especially with difficult words, but I keep practicing by repeating them.
   3. I think motivation is the most important factor for me.
   4. I want to be fluent in English, so I often practice alone at home and repeat words until I can pronounce them correctly.

5. **FS (Felicya Swastika Zaida)**

   1. Yes, both at school and at home. At school, I often get asked to read aloud, and sometimes during events I become an MC in English.

2. Yes, I've made pronunciation errors. I usually practice and ask my teacher for help

3. My dominant factor is personality

4. I am confident and like to try reading aloud to test my pronunciation. I also ask teachers or friends when unsure

6. **MA (M Alif Fahreza)**

   1. Yes, I read aloud when my teacher asked me to. The purpose was to train pronunciation and become more skilled

   2. Yes, I made pronunciation errors, but I kept repeating the words and checked the pronunciation in the dictionary.

   3. I think my dominant factor is motivation.

   4. I am motivated to improve, so I study more and ask my teacher how to say difficult words correctly.

7. **ZO (Zora Alita)**

   1. Yes, but rarely. I usually read aloud only if the teacher asks.

   2. I often make pronunciation errors, so I practice by reading texts repeatedly.

   3. I think my dominant factor is personality.

   4. I tend to read aloud often, especially when studying for English tests, even though I sometimes struggle with pronunciation.

8. **DA (Dealova Chelsea Ayumi)**

   1. Yes, I have read aloud in school during competitions and classroom activities.

   2. Yes, I make pronunciation errors, I ask friends or use Google Translate audio to correct pronunciation.

   3. Personality is my dominant factor

   4. Since I was young, I've liked storytelling, and I love reading books aloud. I repeat errors words until I get the right pronunciation

9. **SS (Sonia Setiani)**

   1. I like reading, including reading English texts aloud in class.

   2. Yes, I often make pronunciation errors but I keep practicing until I can read fluently.

   3. My dominant factor is personality

   4. I feel confident reading aloud even if I make erros, and I enjoy the process of learning through practice.

10. **RS (Rio Sanjaya)**

    1. I've read aloud before, mostly in school. I think it helps improve pronunciation.

    2. I make pronunciation errors sometimes, but I keep reading and ask the teacher for help.

    3. I think my dominant factor is aptitude.

    4. I can easily follow pronunciation just by listening once or twice, and I often repeat words to improve.

11. **RB (Raza Adli Berlian)**

    1. Yes, both at home and in class. I read to avoid making mistakes in future readings.

    2. I make pronunciation errors, but I listen to others and practice a lot

    3. I think my dominant factor is personality

    4. I like reading aloud strongly and confidently, and I practice often to understand the words better.

12. **CP (Chelsy Putri Safira)**

    1. Yes, during English class when the teacher asked us to read

    2. I make pronunciation errors, and usually ask my teacher or friend how to pronounce correctly

    3. Motivation is the dominant factor for me

4. I'm motivated by seeing my friends succeed. I want to do well, so I memorize and practice pronunciation.

13. SZ (Syakila Zhian Rahmadani)

1. I've read aloud during presentations that used English texts. It helped me practice

2. I've made pronunciation errors, so I ask friends and listen to Google Translate audio

3. I think I'm motivated

4. I want to improve my public speaking, so I practice and listen carefully to correct pronunciation.

14. NM (Naufal Mahdy)

1. Yes, I often especially in school during presentations and sometimes during private lessons.

2. I make pronunciation errors but I try to fix them, repeat words and ask my tutor.

3. Motivation is dominant for me.

4. I want to read English well and communicate with foreigners, so I keep practicing pronunciation.

15. NZ (Naura Zhafira Yumna)

1. Yes, both at school and home. At school, we read aloud in turns, and I also practice for competitions.

2. I often make pronunciation errors. especially with new words, but I practice reading aloud often.

3. My dominant factor is motivation.

4. I want to be confident and fluent, so I keep working on reducing my pronunciation errors.

TRANSCRIPT OF ENGLISH RECCOUNT TEXT

(B.J. Habibie)

B.J. Habibie was born on June 25, 1936, in Parepare, South Sulawesi. He was a smart and curious boy. From a young age, he loved to read books and learn about science. After finishing high school in Indonesia, he continued his studies in Germany.

In Germany, Habibie studied aircraft engineering. He worked very hard and became one of the best students in his university. After graduated, he worked for a famous airplane company and created important designs.

When he returned to Indonesia, he helped develop the country's technology. He became the Minister of Research and Technology, and later, he became the third President of Indonesia in 1998.

Habibie was known as a genius and a hard-working man. He loved his wife, Hasri Ainun, very much. Their love story became an inspiration for many people.

He passed away on September 11, 2019, but Indonesians still remember him as a great leader and scientist.

**THE LIST OF THE PARTICIPANT STUDENT ON PRONUNCIATION
ERRORS TEST OF SMPN 4 METRO**

NO	NAME	INITIALS	GENDER
1	Farhan Juna Inzaki	FJ	M
2	Felycia Swastika Zaida	FS	F
3	Kenzi Aftar T.S	KA	M
4	Reisya Adelia Zahra	RZ	F
5	Shafira Elyysia Putri	SE	F
6	Raza Adli Berlian	RA	M
7	Dealova Chelsea Ayumi	DA	F
8	Naura Zhafira Yumna	NZ	F
9	Sonia Setiani	SS	F
10	Rio Sanjaya	RS	M
11	M. Alif Fahreza	MA	M
12	Naufal Mahdiy Rifai	NM	M
13	Chelsia Putri Shavira	CP	F
14	Syakila Zhian Rahmadhani	SZ	F
15	Zora Olita DS	ZO	F

LIST OF TARGET WORDS ANALYZED

No	Word	IPA Transcription	Error Type(s)
1	returned	/rɪˈtɜːnd/	Substitution, Addition
2	develop	/dɪˈvel.əp/	Substitution
3	learn	/lɜːn/	Substitution
4	worked	/wɜːkt/	Substitution, Omission
5	graduated	/ˈɡrædʒ.u.eɪ.tɪd/	Substitution, Omission
6	technology	/tekˈnɒl.ə.dʒi/	Substitution
7	curious	/ˈkjʊə.ri.əs/	Substitution, Omission
8	airplane	/ˈeə.pleɪn/	Substitution
9	designs	/dɪˈzaɪnz/	Substitution
10	passed	/pɑːst/	Substitution, Omission
11	created	/kriˈeɪ.tɪd/	Substitution
12	genius	/ˈdʒiː.ni.əs/	Substitution
13	inspiration	/ɪn.spəˈreɪ.ʃən/	Substitution
14	scientist	/ˈsaɪən.tɪst/	Substitution
15	country	/ˈkʌn.tri/	Substitution

DOCUMENTATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : 4045/In.28/J/TL.01/09/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP NEGERI 4
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	:	**ANNISA NURIYANI**
NPM	:	2101051004
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENT`S ERRORS PRONUNCIATION IN READING ALOUD (A NARRATIVE STUDY AT THE SECOND SEMESTER OF EIGHT GRADE IN JUNIOR HIGH SCHOOL)

untuk melakukan prasurvey di SMP NEGERI 4 METRO, dalam rangka meyelesaikan 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, 02 September 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

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Nomor   : 421.3/397/SMPN4METRO/2024   Metro, 25 September 2024
Lamp.   : -
Perihal   : **Surat Balasan**

     Kepada

Yth.   Dekan Fakultas Tarbiah Ilmu Keguruan (FTIK)

      Institut Agama Islam Negeri Metro

      di -

        Tempat.

Berdasarkan Surat Institut Agama Islam Negeri Metro   Nomor : 4045/In.28/J/TL.01/09/2024 perihal Izin Pra Survey, maka kami berkenan memberikan izin untuk melaksanakan Pra Survey dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul: "AN ANALYSIS OF STUDENT'S ERRORS PRONUNCIATION IN READING ALOUD (A NARRATIVE STUDY AT THE SECOND SEMESTER OF EIGHT GRADE IN JUNIOR HIGH SCHOOL", kepada :

      Nama   : Annisa Nuriyani
      Npm   : 2101051004
      Semester   : 7 (Tujuh)
      Jurusan   : Tadris Bahasa Inggris

Dengan ini menerangkan bahwa nama tersebut di atas telah melaksanakan Pra Survey di SMP Negeri 4 Metro.

Demikian surat balasan ini kami buat dengan sebenarnya, kami ucapkan terima kasih.

                                  Metro, 25 September 2024
                                  Kepala Sekolah,

                                  SUNANTO, S.Pd.,M.Pd.
                                  NIP. 19650902 198903 1 003

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Nomor : B-1661/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1660/In.28/D.1/TL.01/05/2025, tanggal 22 Mei 2025 atas nama saudara:

Nama	:	**ANNISA NURIYANI**
NPM	:	2101051004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 4 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 4 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

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Metro, 26 Mei 2025

Nomor   : 421.3/176/D-1/10807604/2025
Lampiran : -
Sifat   : Biasa
Hal   : **Surat Balasan Izin Research**

Kepada :

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro.
di -

Metro.

Berdasarkan Surat Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-1661/ln.28/D.1/TL.00/05/2025 Hal Izin Reasearch, maka kami berkenan memberikan izin untuk melaksanakan Reasearch dalam rangka penyelesaian tugas Akhir/Skripsi dengan judul: "An Analysis Of Students Pronunciation Errors In Reading Aloud English Recount Texts At The Eighth Grade Of Junior High School 4 Metro", kepada :

Nama	: Annisa Nuriyani	
NPM	: 2101051004	
Program Studi	: Tadris Bahasa Inggris	

Demikian surat balasan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Kepala UPTD,

Sunanto, S.Pd.,M.Pd.
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Dipindai dengan CamScanner

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IAIN METRO

Nama : Annisa Nuriyani   Program Studi : TBI
NPM : 2101051004   Semester   : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	8 Januari 2025	Dr. Widhiya Ninsiana M. Hum	Perbaikan Penulisan dan Penambahan materi Reading di Bab 1.	
2	14 Januari 2025	Dr. Widhiya Ninsiana M. Hum.	menjelaskan mengenai type Pronunciation errors (teory)	
3	22 Januari 2025	Dr. Widhiya Ninsiana M. Hum	menambahkan teori mengenai faktor penyebab kesalahan pengucapan dan memperjelas data collection mengenai observasi yang dilakukan secara terbuka atau tertutup.	

Kepla Program Studi TBI

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IAIN METRO

Nama : Annisa Nuriyani   Program Studi : TBI
NPM : 2101051004   Semester   : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Rabu, 5 feb 2025	Dr. Widhiya Ninsiana M.Hum	Memperbaiki struktur Grammar dan memperjelas kalimat.	
5.	Jumat, 7 feb 2025	Dr. Widhiya Ninsiana M.Hum	Memperbaiki kalimat untuk Penggunaan ~~at.at.~~ Frasa seperti "on" dan "at"	
6.	Rabu, 12 feb 2025	Dr. widhiya Ninsiana M.Hum	Revisi kalimat yang kurang tepat, seperti memperjelas kalimat Reading aloud in English Recoun text. Acc to Seminar	

Mengetahui
Ketua Program Studi TBI

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NPM : 2101051004

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis 24 April 2025	Dr. Widhiya Ninsiana.M.Hum	Bimbingan APD (perbaikan kalimat interview)	
2.	Selasa, 29 April 2025	Dr. Widhiya Ninsiana.M.Hum	Bimbingan APD (Perbaikan teks)	
3.	Kamis, 8 mei 2025	Dr. Widhiya Ninsiana.M.Hum	Bimbingan APD	
4.	Rabu, 14 mei 2025	Dr. Widhiya Ninsiana. M.Hum	Acc to Research	

Mengetahui,
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Annisa Nuriyani   Program Studi : TBI
NPM : 2101051004   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	Rabu, 3 Juni 2025	Dr. Widhiya Ninsiana, M.Hum	perbaiki Chapter IV bagian result dan Discussion	
6.	11 Juni 2025	Dr. Widhiya Ninsiana, M.Hum	Perbaiki chapter IV bagian result & Discussion dan menambahkan lampiran	
7.	17 Juni 2025	Dr. Widhiya Ninsiana, M.Hum	lengkapi semua Lampiran	
8	Jumat 21/06/2025		Acc to Munaqos	

Mengetahui,
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-597/In.28/S/U.1/OT.01/06/2025

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

Nama	: ANNISA NURIYANI
NPM	: 2101051004
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051004.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Juni 2025
Kepala Perpustakaan,

Aan Gufroni, S.I.Pust.
NIP. 19920428 201903 1 009

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Annisa Nuriyani
NPM   : 2101051004
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Juni 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

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RATIFICATION PAGE

The Research Proposal entitled: AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO, written by: Annisa Nuriyani Student Number: 2101051004, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, March 19th, 2025 at 9.30 – 11.00 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum.   (........................)

Examiner I   : Dr. Much Deiniatur, M.Pd B.I.   (........................)

Examiner II   : Linda Septiyana, M.Pd.   (........................)

Secretary   : Aisyah Sunarwan, M.Pd.   (........................)

Head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

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S U R A T   T U G A S
Nomor: B-1660/In.28/D.1/TL.01/05/2025

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

Nama	:	**ANNISA NURIYANI**
NPM	:	2101051004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD ENGLISH RECOUNT TEXTS AT THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO".

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   : 22 Mei 2025

Mengetahui,
Pejabat Setempat

Sunanto, S.Pd., M.Pd.
NIP. 19650702 198903 1 003

Wakil Dekan Akademik dan Kelembagaan,

Dr. Tubagus Ali Rachman Puja Kesuma M.Pd
NIP 19880823 201503 1 007

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Diseminarkan Proposal**
                 Saudari Annisa Nuriyani

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
  Tempat

Assalamu'alaikum Wr. Wb.
  Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh :

Name   : ANNISA NURIYANI
NPM   : 2101051004
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul   : AN ANALYSIS OF STUDENTS` PRONUNCIATION ERRORS ON READING ALOUD OF ENGLISH RECOUNT TEXT IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO
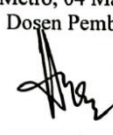
  Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan.

  Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Mengetahui,
Ketua Program Studi TBI,

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, 04 Maret 2025
Dosen Pembimbing,

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

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APPROVAL PAGE

Title   : AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS ON READING ALOUD OF ENGLISH RECOUNT TEXT IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 4 METRO

Name   : Annisa Nuriyani

NPM   : 2101051004

Department : English Education Department

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher Training of State Institute for Islamic Studies (IAIN) of Metro.

The head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, March 04, 2025
Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Seminar**
                  of Annisa Nuriyani

To:
The Honorable the Dean of Faculty Tarbiyah and Teacher Training
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal
script which is written by:

Name   : Annisa Nuriyani
St. Number   : 2101051004
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : AN ANALYSIS OF STUDENTS` PRONUNCIATION
                   ERRORS ON READING ALOUD OF ENGLISH RECOUNT
                   TEXT IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL
                   4 METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and
Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

Metro, March 04, 2025

The head of English Education Department   Sponsor

Dr. Much Deiniatur, M.Pd.B.I.   **Dr. Widhiya Ninsiana, M.Hum**
NIP. 198803082015031006   NIP. 197209232000032002

SKRIPSI ANNISA NURIYANI CHAPTER 1-5 READY

by Cek Turnitin

23. Juni 2025

KETUA PRODI TBI

Dr. MUCH DENIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 008

Submission date: 22-Jun-2025 02:31PM (UTC+0700)
Submission ID: 2703738714
File name: SKRIPSI_ANNISA_NURIYANI_CHAPTER_1-5_READY_1_.docx (5.89M)
Word count: 15328
Character count: 86525

KRIPSI ANNISA NURIYANI CHAPTER 1-5 READY

Dipindai dengan CamScanner

CURRICULUM VITAE

The author's name is Annisa Nuriyani. She was born in Metro, August 25, 2001. She is the third of five children of Mr. Nurminsyah and Mrs. Ratnawati. She was educated at PGRI Kindergarten Metro Timur in 2006 and graduated in 2007. She continued her education at SD Negeri 01 Metro Timur and graduated in 2013. She continued her education at SMP Negeri 4 Metro, Lampung and graduated in 2016. After graduating from Junior High School, she continued her studies at SMK Negeri 1 Metro and graduated in 2019. After graduating from SMK in the same year in 2019 until 2021 he sought experience to work at Kopi Ketje, which is one of the coffee shops in Metro City. then in 2021 she continued her studies as an undergraduate student of the English Department of the State Islamic Institute (IAIN) Metro.