FINAL PROJECT

STUDENTS' ERROR IN PERCEPTION OR PRODUCTION OF PRONOUNCING ENGLISH SOUNDS THAT DO NOT EXIST IN INDONESIAN
(A CASE STUDY OF THE EIGHTH GRADE STUDENTS OF SMP N 2 DEMAK IN THE ACADEMIC YEAR 2015/2016)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila ditemukan pelanggaran terhadap konvensi tata ilmiah yang berlaku, saya bersedia menerima sanksi yang diberikan oleh universitas.

Semarang, 27 Desember 2016

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APPROVAL

This research report entitled *Students' Error in Perception or Production of Pronouncing English Sounds that do not Exist in Indonesian (A Case Study of the Eighth Grade Students of SMP N 2 Demak in the Academic Year 2015/2016)* has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on January 2017

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MOTTO AND DEDICATION

Learn from yesterday, Live from today, Hope for tomorrow

(Albert Einstein)

It is better to understand little than to misunderstand a lot

(Anatole France)

To:

My beloved parents (Ibu Mutli'ah and Bapak Bambang Suryantoro).

My beloved brother (Rafi Aulia Handiarto).

My bestfriends who always give great moments, supports, and kindness

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ABSTRACT

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Keywords: Students error, Perception, Production, English Sounds.

This final project is about an analysis of students' error in perception and production of pronouncing English sounds that do not exist in Indonesian. The aims of this research were to describe how well the students perceive and pronounce sounds [v, θ, ð, ʒ, dʒ, tʃ] and to explain the most common problems faced by the students in learning those sounds whether at the level of perception or production.

The subject of the research was the eighth grade students of SMP N 2 Demak. Thirty students were taken as the representations in this research. They were given 90 test items for listening test and 30 test items for speaking test containing English words that do not exist in Indonesian to be perceived and pronounced. In listening test, they were doing the test in a piece of paper and in speaking test they pronounced some words given to be recorded. It was used as the source of the data collection. There are two kinds of data, informal quantification and qualitative data. Informal quantification data was containing students' score in listening and speaking tests. Qualitative data was containing all of description and interpretation of their scores.

Based on the analysis of the data, it was found that 28.56% out of all students made errors in perception test, while 52% out of the students made errors in production test. It can be concluded that they were performing better in perceiving sounds [v, θ, ð, ʒ, dʒ, tʃ] than producing it. They could distinguish those sounds by listening, but they were still having difficulties in pronouncing it in production test.

Based on the results above, it is concluded that the students found difficulties in perception and production of English sounds that do not exist in Indonesian. Therefore, it is suggested that the students need to learn and practice more in listening and speaking to improve their ability in perceiving and pronouncing those sounds. For the teachers, it is suggested that they should find an effective way to develop their students' pronunciation and listening skill

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CHAPTER I

INTRODUCTION

This chapter is an introduction, which gives the general concept of the research. There are seven main sub chapters discussed here. Those are the background of study, the reason for choosing topic, the research problem, the purposes of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background to the Study

Mastering English as a means of communication has benefits such as to increase abilities to communicate and to interact with others who use the target language. English is used to add knowledge and experience. In this globalization era, English as the international language is accepted in almost the whole world and takes an important part to be a mediator to connect people from different parts of the world. Therefore, there is a consideration if we, Indonesian people, have mastered English well both passively and actively, to compete with foreigners in many aspects of lives, at least, the language is not a basic problem anymore.

Because of the importance of English, it is understandable if our government places English as an important subject in our education curricula. The fact that English now belongs to the three main subjects that are tested nationally in the high school final examination proves this language is important in our development. By this phenomenon, I am sure that the study of English is a very significant endeavor.

Most Indonesian students find it difficult to learn English. The common reason is that English has different rules, vocabulary items and sound system from those of their native language.

According to Pusat Kurikulum (2006:307), English is a means of spoken and written communication. Communication is to understand and to express an information, thought, and feeling. In addition, communication is also to develop science, technology, and culture by using the language. The explanation of communication ability is discourse ability, which is the ability to understand and/or to produce spoken and/or written text. They are shown in four skills of language, namely listening, speaking, reading, and writing. These are used to respond and create discourse in social relationship. In conclusion, English is directed to develop those skills.

In learning to master English, the learners have to learn at least the four major skills; normally listening, speaking, reading and writing in the form of spoken and written form. Beside, learners should learn culture, which exists in the target language, too.

In Indonesia, English is the first foreign language that is considered important for facing this globalization era. In learning English, a good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. For Indonesian students, English is the first foreign language they learn. Furthermore, it seems that they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation.

Indonesia has diversity of group in different accents and language system. These differences can produce the variation of sounds production especially in the production of English sounds. Javanese has a unique accent in speaking. The Javanese students who learn English may face the difficult problem especially in producing English sounds. They are accustomed to use their local language so the error can be produced while pronouncing words especially English. 'The diversity of local languages certainly influence the way of the pronouncing or producing language, while its local language is used as mother tongue in daily pronunciation. For example, in Yogyakarta, Javanese language commonly used as mother tongue in the daily conversation" (Septianhardini, 2012, p. 152)

English is the first foreign language that is considered important for facing this globalization era. In learning English, a good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. For Indonesian students, English is the first foreign language they learn. Furthermore, it seems that they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation. Based on Ramelan (1999:5-7), as a non-native speaker, Indonesian's students often make errors in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. The other reason is the same sounds between native language and target language but allophonic in target language. The same sounds between native

language and target language when occurring in cluster may cause Indonesian's students pronounce English words difficulty.

Tiono and Yostanto (2008) state that the English sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] cannot be found in Bahasa Indonesia. It is related that the specific English sounds cannot also be found in Javanese words so the error of producing English words can be produced with the most similar speech sounds that Javanese has. From those six specific sounds, the error mostly occurred in the sound of [θ], which is not found in Indonesian language. "Different from [v] and [ð], which have smaller possibilities in the deviations, [θ] was deviated into six possible errors, from the replacement of [θ] with [t]" (Tiono and Yostanto, 2008, p. 88). For example the speakers are likely to pronounce initial sound of through [θru:] as true [tru:]. The sound of [θ] is not only change become sound of [t] but also might cause a problem of misunderstanding because those words have different meaning.

One of the basic questions asked is whether accurate perception is a necessary precursor to accurate production and whether (at least some) production errors are caused by perception errors (Flege, 1991, 1995, 2003). One of the central questions within the field of the acquisition of L2 phonology is the role that speech perception plays in accurate speech production and whether, and if so, how, speech perception and production systems are linked. Existing theories of L2 speech perception such as the Speech Learning Model (SLM).

According to Richards et al., (1996:127), error analysis has been conducted to identify strategies which learners use in language learning, to track

the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials.

1.2   Reason for Choosing Topic

In this study, I would like to focus my research on analysis kinds of errors that have been done by students in perception or production of pronouncing English sounds that do not exist in Indonesian. I am interested in this topic because in Indonesia and English has several different accents and pronunciation.

1.3   Statements of the Problems

Based on the background to the study above, the problems of this research are stated as follows:

1. How do the eighth grade students of SMP N 2 Demak perceive or identify English sounds that do not exist in Indonesian?

2. How do the eighth grade students of SMP N 2 Demak produce English sounds that do not exist in Indonesian?

3. What are the most common problems/errors encountered by students in learning English, especially in distinguishing sound that do not exist in Indonesian?

1.4   Objectives of the Problems

The objectives of this research based on the research problems are stated as follows:

1. To describe how the eighth grade students of SMP N 2 Demak in the academic year of 2015/2016 perceive to identify English sounds that do not exist in Indonesian.

2. To describe how the eighth grade students of SMP N 2 Demak in the academic year of 2015/2016 produce English Sounds that do not exist in Indonesian.

3. To describe the problems that are most often faced by students in learning English sounds that do not exist in Indonesian (v, θ, ð, ʒ, dʒ, tʃ) become a problem in the level of perception or production.

1.5   Significance of the Study

This study may be theoretically, pedagogically, and practically significant.

Theoretically, the result of this study is expected to provide information or to describe difficulties faced by learners of English as a foreign language in Indonesian in producing and perceiving English sounds that do not exist in Indonesian. By doing this research, I expect that my knowledge of learning and pronunciation, especially related to teaching-learning process, can be developed.

Pedagogically, the result of this study may be able to motivate the students to improve their pronunciation, especially in pronouncing English sounds that do not exist in Indonesian. The students will know their pronunciation errors and how to fix them. The result of this study may also be able to inspiring other English teachers to find the best way how to teach pronunciation, especially in

pronouncing English sounds. The teachers should be able to design and improve their approaches in teaching pronunciation.

Practically, it gives information to the students and teachers about the difficulties in pronouncing dental fricative consonants and make students more know about English sounds that do not exist in Indonesian and to reduce error in their pronunciation. For the readers, this study about the analysis of students' error in perception or production in pronouncing English sounds that do not exist in Indonesian could enrich their knowledge related to this study.

1.6   Scope and Limitation of the Study

The scope of this study is English pronunciation skill. The data is limited to the pronunciation of certain English apico dental fricatives consonants; it is a sound that pronounced with the tip of the tongue. Therefore, it is not too wide and general. According to Tiono & Yostanto (2008), the sounds are [v], [θ], [ð], [ʒ], [dʒ], and [tʃ].

1.7 Outline of the Research Report

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is introduction, containing the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, scope and limitation of the study, as well outline of the report.

Chapter II is review of the related literature, presenting a review of the previous studies and review of theoretical study. The review of theoretical study provides theories that support this study. There are the definition of pronunciation,

the relationship between perception and production, and error analysis. In addition, it deals with the theoretical framework.

Chapter III is research methodology, consisting of subjects of the study, objects of the study, source of the data, type of data, instruments, data collecting procedures, data analysis procedures, and research design.

Chapter IV is data analysis and discussion, consisting of the general description and the results of the study.

Chapter V presents conclusions and suggestions based on the research.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter presents some theories that support this study. It consists of review of the previous study, review of relevant concepts and framework of the study.

2.1 Review of the Previous Studies

To strengthen the analysis in this study, some studies that concern to the same topic are used. They are described as the followings.

First, an analysis conducted by Puspita (2007) entitled *An Analysis of Students' Errors in Pronouncing English Vowel*. The object of this study was the eleventh grade of SMA N 1 Sigaluh Banjarnegara in the academic year 2006/2007. The analysis was to find out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors occurred. The result of the analysis shows that students are considered "Excellent" in pronouncing vowels based on best's criterion. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [:] (6.67%), and vowel [ʌ] (0.76%).

Second, a research conducted by Zhang and Yin (2009:142-144) *A Study of Pronunciation Problems of English Learners in China*. They analysed some frequently occurring problems concerning pronunciation of English learners in China. Factors leading to these problems are interference of Chinese, learners‟ age, attitude, and their insufficient knowledge of phonology and phonetics systems of the

English language. The problems faced by Chinese students were due to „the first language interference by interference of mother language, learners age, learners attitude and psychological, prior pronunciation instruction, and insufficient language knowledge of English phonology and phonetics.‟ It relates to the Indonesian students to have similar problem in pronunciation with Chinese students.

Third, the journal article that written by Hago and Khan (2015) entitled *"The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools"*. This study investigated the difficulties of Saudi secondary school learners in pronouncing English consonants. It also aimed to break down the English consonant cluster systems. The results showed that the many students had difficulties to pronounce some consonant sounds and they inserted a vowel sound in English syllable to break up consonant clusters.

Fourth, study was written by Owolabi (2012) entitled *"Production and Perception Problems of English Dental Fricatives by Yoruba Speakers of English as A Second Language"*. The purpose to analyze the difficulties involved in adult learners of a second language. Based on the data, the researchers have a conclusion that with the widespread of English globally, variations, especially in pronunciation, are bound to occur, and as long as such variations do not border on unintelligibility, either locally or internationally, they remain part of world's English.

Fifth, Islamiyah (2005) entitled wrote study *"Error Analysis on English Sound Produced by English Learners: The Influence of Transfer"*. The goal of the study was to analyze, reveal, and describe the errors in pronouncing English sounds made by English learners because the infuence of their first language (L1). The results of

the study revealed that most of the students made some errors in pronouncing English sounds which are not found in their first language (L1).

Sixth, Peperkamp and Bouchon (2011) wrote study entitled *"The Relation between Perception and Production in L2 Phonological Processing"*. Which aimed at analyzing whether there is a relation between the learners perception and production with their processes in learning phonology. The result showed that there is no correlation between those variables in some of English sounds. Yet, some sounds seemed have correlation between those variables.

Seventh, study was conducted by Nababan (1981) in the journal entitled the Non-native Variety of English in Indonesia analysed the error pronunciation from ten IKIP lecturers from three different language backgrounds and ten students from different academic levels with various linguistic backgrounds. The focus of attention in the analysis of the data was the sound system (phonology) of the Indonesian foreign variety of English. He also looked at the pronunciation of words and phrases at the grammar and at the vocabulary.

Eight, Tiono & Yostanto (2008) conducted the study. The researchers deals with the kinds of English phonological errors produced by English department students, particularly English consonantal sounds that do not exist in Indonesian phonetics system [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] and the patterns of those errors. The result shows that the students produced thirty-four kinds of phonological errors and that the deviations occurred most frequently before, after, or in between vowels.

The Last Bohn and Flege (1990) compared individual perception and production behavior with regard to both spectral and duration cues. They found that

native speakers uniformly relied on spectral cues in perception, but they showed a varying degree of magnitude of use of these cues in production. Inexperienced learners produced little to no spectral differences, but were variable in their use of it as a perceptual cue. Finally, experienced learners who relied greatly on that cue in perception had a greater magnitude of variation in production, while those that did not use that cue in perception showed little to no variation in production. Thus, Bohn and Flege concluded that spectral cues in perception and production are independent of each other for these learners.

According to the previous studies mentioned, many people have difficulties in pronouncing some English sounds. One of the reason that Indonesian and other non-English states faced is there are sounds that do not exist in their first language (L1). The errors they made, however not purely from the production of the sounds but in some cases it came from the perception of which the sounds they heard. That is why I wants to analyze in more specific English sounds.

2.2   Review of Relevant Concepts

In this section, I present a number of concepts used in this study. Theories that are underlying the research explain the definition of pronunciation, pronunciation problems, perception and production, English sounds that do not exist in Indonesian, and error and mistake.

2.2.1 The Definition of Pronunciation

2.2.1.1 Definition of Pronunciation

Dalton and Seidholfer (1994:7) state that a person pronunciation is one expression of that person self-image. That is why; a word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, whether they have speech or voice disorder, their ethnic group, their social class, and their education.

According to *Oxford Advanced Learner's Dictionary* (2005:1164), pronunciation is „the way in which the language or a particular word or sound is pronounced." The second meaning is „the way in which a particular person pronounces the words of a language." Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.

English segmental features consist of vowels and consonants. They are 12 vowels [iː. ɪ, ɛ, æ, aː, ʌ, uː, ʊ, ɔː, ɔ, əː, ə], 24 consonants [b, d, g, v, ʒ, dʒ, z, r, m, d, n, l, w, j, p, t, k, f, s, ʃ, tʃ, h, θ, ð], and 9 diphthongs [ɪə], [ʊə], [ɛə], [eɪ], [aɪ], [ɔʊ], [əʊ], [aʊ], [ɔɪ]. "They are called segmental features because they can be segmented and chopped up into isolated features. The classification of speech sounds into vowels and consonants is based on the differences in their function and in an utterance and their way of production" (Ramelan: 2003).

Pronunciation has an important role for a human being who uses a certain language orally to communicate to each other to maintain the demand of being a social creature.

In defining the term pronunciation, Hornby (1993:115) in his Oxford Advanced Learners' Dictionary states it in two different ways. First, the word pronunciation is the way in which language or particular word or sound is pronounced. Second, pronunciation is the way in which a particular person pronounces the words of language.

We cannot only pronounce an English word correctly from its spelling. English spelling is only a poor reflection of pronunciation, although it must be admitted that there is much regularity between sound and written symbol. On the other hand, pronunciation has to be integrated with other skills, and other aspects of language. In addition, pronunciation has to be isolated for practice of specific items and problems.

2.2.1.2 Pronunciation Problems

Each pronunciation problem is different in nature. Accordingly, it needs a different way to tackle each problem. Jones (1997:3) explains more fully the nature of five difficulties of pronunciation, and indicates shortly the appropriate methods for enabling the learners to surmount them.

(1) The first difficulty is ear training or more accurately cultivating at the auditory memory.

(2) The second difficulty is a matter of gymnastic of the vocal organs or Ramelan (1994:8) calls it mouth-gymnastic. In order to form the speech sound of foreign language, the student has to learn to put his tongue, lips and other

parts of the speech organs into certain definite positions, or to perform with the certain action.

(3) The third difficulty is a matter of memorizing.

(4) The fourth difficulty concerned with the production of suprasegmental features (stress, length, pitch, and intonation).

(5) The fifth problem is a matter of fluency.

Jones (1987:2-8) states that there are five kinds of difficulties in pronunciation that students face. They are as follows:

(1) He must learn to recognize readily and with certainly the various speech sounds occurring in the language, when he hears them pronounced; he must learn to remember the acoustic qualities of those sounds.

(2) He must learn to understand the foreign sounds with his own organs of speech.

(3) He must learn to use these sounds with his own organs of speech.

(4) He must learn the proper usage of the sound attributes or prosodies (length, stress, intonation, and voice pitch).

(5) He must learn to read groups of sounds, i.e., to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

2.2.2 *Pronunciation of English Sounds that do not exist in Indonesian.*

According to Ramelan (1999:103), a fricative is a sound during the production of which the air is forced to go through a small opening, which causes on audible

frictional sound to be heard. The two articulators are brought close to each other in such a way that there is some narrow opening left for the air to pass out.

1. [v]

According to Ramelan (1999:128), the articulatory definition of [v] is voiced, labiodental fricative. The articulatory descriptions are:
- The lower lip is put lightly against the upper teeth in such a way that there is a slight opening left for the air to go out and to cause some frictional sound to be heard.
- The soft palate is raised so that no air passes out throughout the nose.
- The vocal cords are vibrating.

Example: very [vɛrI]
ovum ['əUvəm]
save [seIv]

2. [θ]

According to Ramelan (1999:130), [θ] is a voiceless dental fricative. The articulatory descriptions are:
- The tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air-stream escapes with an audible friction.
- The soft palate is raised to close off the nasal passage.
- The vocal cords are not vibrating.

Example: thin **[**θIn]
diphthong ['dIfθoŋ]
faith [feI θ]

3. [ð]

Ramelan (1999:132) states that articulatory definition of [ð] is a voiced dental fricative. The articulatory descriptions are:
- [ð] is the counterpart of [θ], but with the vocal cords vibrating.
- Thus, the tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air stream escapes with an audible friction:
- The soft palate is raised to close off the nasal passage.

Example: thus [ðʌs]
lather ['la:ðə(r)]
loathe [ləUð]

4. [ʒ]

Defined by Ramelan (1999:140) as a voiced palato alveolar fricative. The articulatory descriptions are:
- [ʒ] is the voiced counterpart of [ʃ]: the blade of the tongue is raised toward a point midway between the teeth ridge and the hard palate, the tip of the

tongue is retracted, and the main body of the tongue is raised toward the hard palate.
- The lips are slightly rounded.
- The nasal passage is closed off.

Example: treasure ['tr ʒ eə(r)]
                 garage [gæra: ʒ]

5. [tʃ]

Defined by Ramelan (1999) as a voiceless palate alveolar stop. The articulatory description are:
- The air passage is completely blocked up by the tip of the tongue touching the back part of the teeth ridge, which is slightly more backed than for t in /teɪk/.
- At the same time the main body of the tongue is approximately in the position for [ʃ], i.e. raised towards the hard palate then the tongue is removed from the teeth ridge and the air escapes through the mouth while producing a plosive sound followed by a frictional sound due to the gradual release before any other following sound is heard.
- The lips are slightly rounded.
- The soft palate is raised
- The vocal cords are not vibrating.

Example: cheat [tʃi:t]
                 chop [tʃɒp]

6. [dʒ]

Defined by Ramelan (1999) as a voiced palate alveolar stop. The articulatory description are:
- The way of producing [dʒ] is the same as the way of producing [tʃ] above except that the vocal cords are in vibration

Example: gin   [dʒɪn]
                joke   [dʒouk]

2.2.3   Perception and Production

Perception is the matter of listening task, students must be able to define or perceive the words correctly. Then, production is the matter of speaking task (pronunciation), students must be able to pronounce the words correctly.

De Jong, Hao, and Park (2009) argued that while perception and production systems are connected, the units of acquisition for perception and production are not the same: Acquisition in perception seems to involve features while acquisition in

production seems to involve gestures and their coordination, at least for learners at some proficiency levels.

2.2.4   Error and Mistake

In this section, it discusses about definition of error and how to analyze them.

2.2.4.1 *Definition of Error and Mistake*

According to *Oxford Advanced Learner's Dictionary*, mistake is an action or an opinion that is not correct, or that produces a result that you did not want (2005:941). However, error means something that cause problems or affects the result of something (2005:494).

Errors and mistakes are two different things. In error analysis we have two know the differences to get the valid results. Based on Douglas (2000:217), a mistake refers to performance errors that are a random guess or "slip" of the tongue in that it is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the Interlingual competence of the learner.

People are sometimes confused about error and mistake. Some of them think that error and mistake are the same and the other think that error and mistake are something different. In fact, error and mistake are something different.

> Ellis (1997:17) states, "we need to distinguish error and mistake. Error reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasion lapses in performance' they occur because in a particular instance, the learner is unable to perform what he or she knows. He also explained how to distinguish error and mistake. Errors and mistakes can be checked by analysing the consistency of their performance in using a language".

Based on the explanation above, it is clear that error and mistake is different thing. Errors in pronunciation occur when someone incorrectly pronounces a word because of their lack of knowledge about the way of how the word supposed to be pronounced. On the other hand, pronunciation mistake happened when someone incorrectly pronounces a word, just because he is slipping up, but in fact, he actually knows how to pronounce it correctly.

However, both mistakes and errors are the product of learning. It is very common that a person makes mistakes or errors, but it will make the speech of the learner imperfect if there is no correction from the teachers. Moreover, their error will not be repeated again.

When students make mistakes, they can correct them by themselves. However, when the students make errors, they cannot correct them. The teacher has to explain the causes to make them understand. It is related to their interlanguage.

2.2.4.2 Error Analysis

The learner will make mistakes in the process of acquisition, and those mistakes will disturb that process if he did not correct the errors. Here, English teachers, come to realize that mistakes and errors that a person makes in the process of constructing a new system of language need to be analysed carefully. This analysis is well known as error analysis.

Douglas (2000:220) explains that there are some procedures in analyzing errors. The first step in the process of analysis is the identification and description of errors. After identifying an error, the researcher may describe it adequately. Corder,

in Douglas (2000:220) states that on a rather global level, errors can be described as errors of addition, omission, substitution and ordering.

Ellis (1997:15) states there are three steps to analysing an error. The steps to analyse an error are:

a)   Identifying errors

The first step in analysing learner error is to identify them. In this case, we have to compare the students' pronunciation with the correct pronunciation in the target language.

b)   Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways to doing this. One way is to classify errors into grammatical categories. Another way might be to try to identify general ways in which the learners' utterances differ from the reconstructed target language utterances.

c)   Explaining errors

To identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Errors are, largely, systematic, and to a certain extent, predictable. Errors, then, have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the L2 simpler. Other errors, however, reflect learners' attempts to make use of their L1 knowledge.

2.2.4.3 Source of Errors

Ellis (1996) mentions three different sources or causes of competence errors, they are: Interference errors occur as a result of "the use of elements from one language while speaking another, Interlingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

As the comparison, language is one of instruments to communicate with other people. We know that every country has a different language. Therefore, it makes the people interested to learn second or foreign language. In learning second or foreign language, the learner will make errors because they never get this language before. Different with the learner, a native speaker also makes mistakes but she or he recognizes them and be able to correct them. It is the difference between errors and mistakes. Besides that, we find that some English sounds are not found in Indonesian, for example the English fricatives([f], [v],[z],[s],[θ],[ð],[ʃ],[ʒ] and [r]). Therefore, it is difficult for the learner to pronounce those sounds.

2.3   Framework of the Study

This study focuses on errors analysis in pronouncing English sounds that do not exist in Indonesian, the sample of this research is eight grade of SMP 2 Demak. This research is to find out the kinds of errors in perception and production of apico dental fricative consonant sounds ([v], [θ], [ð], [ʒ], [dʒ], and [tʃ]) by junior high school students.

> I give a perception test containing in a form of listening section.

I explain some basic pronounciation theory to avoid mistakes in the second test.

The students do the second test to get the production scores and data in a form of speaking test.

I analyze the data of both tests results : Identifying errors, Describing errors, Explaining errors and criterion of interpreting the data.

I make conclusion from the analized data.
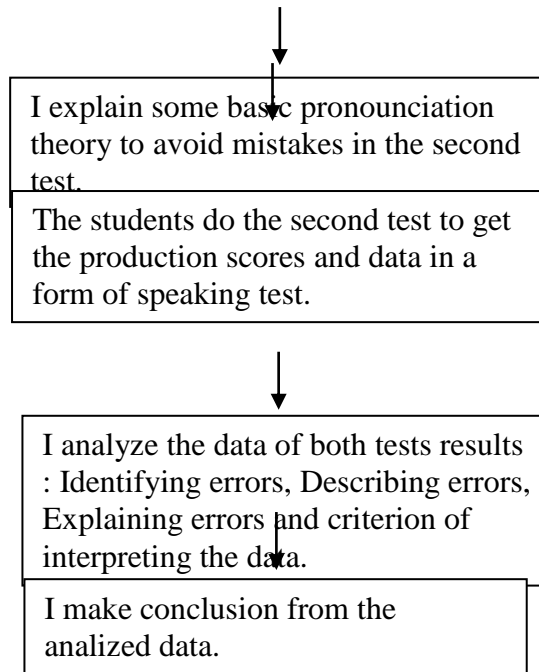
Figure 1 Framework of the study

CHAPTER III
METHOD OF INVESTIGATION

In this chapter, I discuss the research methodology and the sequence of the systematic process used in gathering the data. The process includes determining the population and the sample of the research, the instruments of the study, and the method to gather the required data. In addition, in this chapter, I tell about the procedure of analyzing data that explains about the steps of the research to analyze the data.

3.1 Research Design

This research is used a descriptive qualitative method to search the answer of the objective of the study that is to find out the problems in the perception level (listening) or production level (speaking) in pronouncing English sounds made by the students, by collecting, analyzing the data, and drawing conclusion based on the data analysis. In addition, I used informal quantification data to count the percentage of error that made by students. It is intended to find out students' errors in pronouncing English sounds made by the eighth grade students of SMP N 2 Demak and also the causes of those errors whether it is in the level of perception or production.

Qualitative research is a research that produces a procedure of analysis. It does not use a statistical procedure of analysis or the other quantitative method (Moleong, 2010: 6). The purpose of descriptive research is to record exactly what happened, whether the researcher is describing an experimental treatment or something occurring in the natural habitat of study participants (LeCompte et al., 1993: 39).

3.2 Population

Population refers to the subject of research. Population is a set of all elements possessing one or more attributes of interest (Arikunto, 2010:173). According to Tuckman which cited by Jaya (2008:26), "Population refers to the establishment of boundary condition that specify who shall be included in or excluded from the population." The population used in questionnaire or interview study is that group which the researcher is interested in gaining information and drawing conclusion. In other words, they give the data sources in many ways depending on the instruments used by the researcher in doing his research (Tuckman, 1978:227). The population had some characteristics as follows: they had some degree of homogeneity in terms of age. They were 12 to 15 years old, and they had more or less the same knowledge of English subject from their teachers. Besides, their teachers graduated from the same institutions and these teachers gave the same materials to them. This study conducted in SMP N 2 Demak. The reason why I choose that school is because I had a good relationship with the school and this school categorized as a top school in Demak. The population of this study was the eighth grade students of SMP N 2 Demak in the academic year 2015/2016. Then, I choose the eighth grade students because they also considered good in vocabulary mastery than the seventh grade and not bothered by national examinations such as ninth grade.

3.3   Sample

Since the population was large enough, I took some students of the population as the sample. According to Arikunto (2010: 174), sample is a part of the population

represents of the whole population in a study. A researcher may take 10% -15%, or 20% - 25%, or more of the population used as the sample. Hadi (2004: 336) states "random sampling technique is the technique of choosing the sample, so it can be the representative of the whole population and give the accurate statistical result.

There are ten classes of the eighth grader of SMP N 2 Demak, I took only thirty students because of the recommendation from my supervisor, easily to merged into one class, easily controlled and 30 students are representative for the sample of this study that chosen randomly. Therefore, I took three students in each of class as my research object and I took it randomly. The use of this lottery of random sampling was easier because it did not need difficult procedures to follow. In this case, I have 30 papers containing students' number to each class. The papers were roll and put into a slot of a box. After being well mixed, each class was dropped three numbers out of the slot and there are three students number then I choose for the research object there are 30 students from all eighth grades in SMP N 2 Demak.

3.4 Role of the Researcher

In this study, I took a role as a data collector and an analyst. As a data collector, I collected the students' perception test and recorded the students' production test from thirty eighth grade students' of SMP N 2 Demak in the academic year 2015/2016. As an analyst, I analyzed the collected data from listening and speaking tests.

3.5 Type of the Data

This study used qualitative and informal quantification data. In term of informal quantification data, it used to calculate the numeral data that gathered, they

were presented in the form of percentage. The qualitative data used to describe the result of the numeral data to be interpreted in accordance with students' level ability in both perception and production to find out the most common error made by students

3.6   Instrument

"There are two kinds of instrument: test and non-test instrument" (Arikunto 2010:193). Test is a sequence of questions or exercise and other instruments, which are used to measure skill, intelligence, aptitude/talent that is had by an individual or group. An achievement test indicates the extent to which an individual has mastered the specific skills or body of information acquired in a formal learning situation. In this case, an achievement test was used to get the required data.

In order to get the required data, I used a digital Hornby's Oxford Advanced Learner's Dictionary of Current English as the instrument of the research. There were some instruments in collecting the data.

The instruments used in this final project are:

A.   Listening Test

Recording for listening test for perception test of students.

B.   Speaking Test

Reading test sheet for speaking test for production test of students.

3.7   Method of Collecting Data

After all the research preparation was ready, the next thing to do was collecting the data. There were several techniques to collect the data, they are:

3.7.1 Library Study

To get the data of this study, I did both the library activity and the field activity. Library activity was done to get some sources for the materials of the test, after I completed the materials, I did a field research. This study was carried out in a sequence of process.

3.7.2 Listening test

In this section, students were asked to listen to the recording, which is played by me containing some random pairs of word, and they are asked to choose two words that have same sound on the paper by crossing the right option.

3.7.3 Reading test

In this reading test, the students were asked to read a paper containing some words that should be read correctly in a proper pronunciation. I recorded the students speech when they read those words tested.

3.7.4 Recording

In this step, I began to record the students' pronunciation during the reading test. I recorded students' pronunciation when they were reading all the words using audio recording. This recording was intended to get the data about percentage of each type of pronunciation errors.

3.8   Procedures of Analyzing Data

In this final project, I wanted to know the percentage of errors made by students. I also wanted to know the dominant pronunciation errors made by the

NO	NAME	[v] vs [f]	[θ] vs [t]	[ð] vs [d]	[ʒ] vs [ʃn]	[dʒ] vs [tʃ]	[tʃ] vs [ʃ]	TOTAL

students, I used OALDCE (Hornby: 2005) to make the correct phonetic transcription to be compared with students phonetic transcription. To make they are meaningful, there are steps to analyzing data. The steps are:

1. Identifying errors

   In this step, I checked the students' answers from the listening test for perception, then for production test, I should make the correct phonetic transcription of the words that has been tested to the students using Oxford dictionary. After that, I listen to the students' pronunciation through audio recording carefully and comparing their pronunciation with the correct phonetic transcription.

2. Describing errors

   Then, I made students' speech phonetic transcription to classify those errors. After classifying those errors, I compare the results of listening test with speaking test. In this step, there were two kinds of description; they are description of perception and production test.

   For the perception test, I show the results of listening test in the form of table. It consisted of the students' error in each in listening test, as well the total error made by the students. Below are the examples of the table of students' errors in listening test:

1	S-1	6	7	5	6	4	3	31
2	S-2	5	8	6	6	4	3	32
3	S-3	6	6	5	5	3	2	27
4	S-4	7	6	5	6	4	3	31
5	S-5	7	8	6	5	3	2	31

Table 3.1 Perception Test

For the production test, I made the students' phonetic transcription from their pronunciation in reading the words tested. After that, I tried to compare their pronunciation with the right one and make a substitution of students' pronunciation. The substitution was done to get the most common error made by students in pronouncing English sounds. It shows in the form of table with the percentage score, so that they are easy to understand by the readers. This table was made to obtain students' common error in pronouncing English sounds. Below is the example of table of substitution error in pronouncing English sounds:

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	Very	[ˈveri]	[ˈferi]	[f]	16	53%
2	Vast	[vɑːst]	[fɑːst]	[f]	22	73%
3	Van	[væn]	[fæn]	[f]	23	76%
4	Save	[seɪf]	[seɪf]	[f]	26	86%
5	Leave	[liːv]	[liːf]	[f]	27	90%
6	Viper	[ˈvaɪpə(r)]	[ˈfaɪpə(r)]	[f]	26	86%
7	Prove	[pruːv]	[pruːf]	[f]	28	93%

Table 3.2 Production Test

To calculate the percentage of errors made by the students, I used the following formula:

$$X = \frac{\sum \text{Er}}{\sum \text{W}} \times 100\%$$

In which:

X : the percentage of errors

∑Er : the sum of various kinds of errors

∑w : total number of words used by the students

I also wanted to know the dominant pronunciation errors made by the students; in this case, I used Preselected Category Approach in which the statistical computation is based on Gulo's (1983) as quoted by Palile (1999:30), that is:

$$pi = \frac{f_i}{n} \text{ x } 100\%$$

Where:

pi : the proportion of the frequency of error occurrence

fi : absolute frequency of a particular type of errors

n : the total number of errors observed

From the above computation, the proportion or percentage of frequency of occurrence of each type of error could be identified. To find out the proportion of the occurrence of types of errors, I carried out the next step of the analysis, i.e. to calculate the average of frequency of occurrence. In this case, I used a simple statistical method, namely the proportion as a whole (100%) divided by the total number of errors observed. The result is called the mean (P).

3. Explaining errors

In this step, I calculated how many errors made by students in pronouncing short and long English vowel sounds. It was presents in form of percentage, in order to make the results were easy to understand by the readers, but overall this research used qualitative data. After that, I interpreted the causes of those errors, whether in the level perception or production. Then I tried to explain why those errors occur.

4. Criterion of Interpreting the Data

In this step, I used the criterion based on Tinambuan's criterion as cited by Tartiasih (2003:34) in order to know how well the students perceive and produce short and long English vowel sounds.

Number of errors in percentage	Level of ability
0 - 25%	Excellent
26 - 50%	Good
51 - 75%	Fair
76 - 100%	Poor

5. Drawing Conclusion

The last step was drawing conclusion. In this step, I had to make a conclusion based on the analysis that has been done. The conclusion would be in the form of description of the error after interpreting those errors. Then, I also gave the conclusion about the causes of those errors made by students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains the results of the research. They are the results of listening test and reading test toward errors analysis of perception and production of English sounds that do not exist in Indonesian. The result of listening test is intended to know how well the students perceive English sounds that do not exist in Indonesian. Then the result of speaking test is intended to know the kind of sounds commonly pronounced incorrectly by students and to know the cause of students' errors in pronouncing English sound that is not found in Indonesian. Then finally, at the end of this chapter, I discussed the finding of the data.

4.1 Research Findings

In the research findings, I explain all the results of the analysis. It consists of description and interpretation of errors made by the eighth grade students of SMP N 2 Demak,

Figure 2: Comparison of Errors between Perception and Production Test.
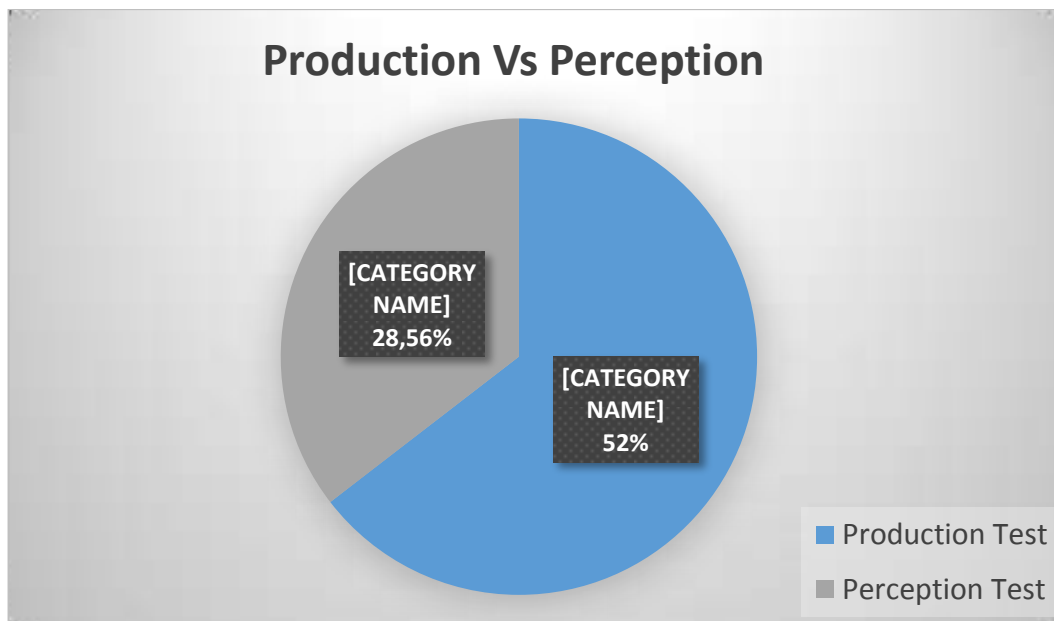
The above figure is shows the percentage of errors in Perception test and Production test English sounds that do not exist in Indonesian. From the figure, we can see the production test is consider poor and the perception test is consider good.

4.1.1. *Description and Interpretation of Students' Errors in Perception Test*

The data of this study are the pronunciation errors made by the eighth grade students of SMP N 2 Demak in the academic year 2015/2016 gained by using perception and production tests. In the perception test, students were asked to take listening test and for the production test, students asked to take speaking test. Those tests used to reveal the errors in the level of perception and production. The data, which were analyzed in this study, were those features that were pronounced incorrectly. Every incorrect pronunciation for production test would be characterized and grouped into table distributions of error. For the listening test, I only counted the

number of errors. Hornby (1993) took the correct pronunciation from Oxford Learner's Dictionary of Current English.

Firstly, I counted the number of errors of the correct and incorrect listening test and the speaking test made by students. In this research, the number of words used as the listening and speaking tests related to the topic was 30 words. However, in the listening test, I made the items became 90 items by making some combination of words that had the same sounds. Each item consisted of three combinations of words.

The following table, Table 4.1, shows the number of errors made by students in perception test or listening test.

Table 4.1 The Errors Made by Students in the Perception Test

NO.	NAME	[v] vs [f]	[θ] vs [t]	[ð] vs [d]	[ʒ] vs [ʃn]	[dʒ] vs [tʃ]	[tʃ] vs [ʃ]	TOTAL
1	S-01	9	7	1	1	4	0	22
2	S-02	13	6	5	2	2	0	28
3	S-03	11	10	3	1	2	2	29
4	S-04	5	6	3	0	3	1	18
5	S-05	10	6	3	0	5	5	29
6	S-06	10	4	4	0	0	2	20
7	S-07	9	5	2	2	3	1	22
8	S-08	13	6	4	2	5	2	32
9	S-09	7	4	5	1	5	1	23
10	S-10	15	5	3	3	5	1	32
11	S-11	9	4	1	0	1	0	15
12	S-12	8	6	3	3	2	1	23
13	S-13	12	6	3	3	7	2	33
14	S-14	6	6	2	0	2	1	17
15	S-15	12	3	0	1	5	2	23
16	S-16	14	12	1	0	3	0	30
17	S-17	14	6	1	1	7	0	29

18	S-18	14	4	3	1	3	1	26
19	S-19	14	6	3	0	2	2	27
20	S-20	8	6	1	2	2	1	20
21	S-21	13	6	3	3	3	0	28
22	S-22	12	5	6	2	2	6	33
23	S-23	9	7	1	1	2	0	20
24	S-24	17	8	2	2	5	1	35
25	S-25	8	3	1	2	2	0	16
26	S-26	11	7	5	3	5	1	32
27	S-27	13	6	5	1	5	2	32
28	S-28	14	5	3	3	4	1	30
29	S-29	11	6	1	2	4	0	24
30	S-30	11	4	2	2	4	0	23

Table 4.1 shows that most students made errors in perceiving [**v**] sounds. They still found difficulty to pronounce **[v]**. It is natural that they found difficulty in distinguishing **[v]**; the problem is that in Indonesian, we do not find any **[v]**, from the table; we can see that most of the students also found difficulties in perceiving **[θ]**. Because that sound is voiceless dental fricatives consonant. I found that many students do errors in those sounds compared with another sounds. However, they considered excellent in perceiving another vowels pair. It can be seen that they made little errors in perceiving another sounds except **[v]** and **[θ]**.

4.1.2. *Description and Interpretations of Students' Errors in Production Test*

According to the research, I found some errors made by the eighth grade students of SMP N 2 Demak in pronouncing [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. This the table distributions of errors with each description.

Table 4.2 Substitution errors of sounds [v]

N O	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	Very	[ˈveri]	[ˈferi]	[f]	16	53%
2	Vast	[vɑːst]	[fɑːst]	[f]	22	73%
3	Van	[væn]	[fæn]	[f]	23	76%
4	Save	[seɪf]	[seɪf]	[f]	26	86%
5	Leave	[liːv]	[liːf]	[f]	27	90%
6	Viper	[ˈvaɪpə(r)]	[ˈfaɪpə(r)]	[f]	26	86%
7	Prove	[pruːv]	[pruːf]	[f]	28	93%

Table 4.2 shows the errors made by students of SMP N 2 Demak in producing or pronouncing sounds [v]. We can see that there are many error made by students in pronouncing English sounds [v]. From the result of the test, I found that the students did not pronounce English sounds that do not exist in Indonesian correctly. Students commonly adopted the Indonesian pronunciation in pronouncing English. It could be heard from the way they pronounced some English words which contains sounds [v] like *'very', 'vast', 'van', 'save', 'leave', 'viper' and 'prove'*. About 53% of students pronounced it with [ˈferi] for [ˈveri], [fɑːst] for [vɑːst] about 73%, [fæn] for [væn] about 76%, [seɪf] for [seɪv] about 86%, [liːf] for [liːv] about 90%, [ˈfaɪpə(r)] for [ˈvaɪpə(r)] about 86% and [pruːf] for [pruːv] about 93%. They tend to pronounce as they spelled to substitute [v] by [f]. It shows that almost whole students made errors in producing sounds [v]. It is very natural that students found difficulties to pronounce the words contain [v]. The problem could be understood because in Indonesian, they never find sounds [v] like in English pronunciation. As the result, they made those kinds of error. All students did an error in pronouncing it. It means that they found any difficulties to produce this sound, because as we know that sounds do not exist in Indonesian.

Table 4.3 Substitution errors of sounds [θ]

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	Thin	[θɪn]	[tɪn]	[t]	21	70%
2	Thought	[tɔːθ]	[tɔːt]	[t]	21	70%
3	Ruth	[ruːθ]	[ruːt]	[t]	29	96%
4	Path	[pɑːθ]	[pɑːt]	[t]	28	93%
5	Thank	[θæŋk]	[tæŋk]	[t]	20	66%
6	Birth	[bɜːθ]	[bɜːrt]	[t]	30	100%
7	Breath	[breθ]	[bret]	[t]	30	100%

Table 4.3 shows the error made by students in producing sounds [θ]. From seven numbers of words tested, there are many problems faced by the students. It was when they pronounced [θ]. The sounds substituted by [t]. Almost 70% students pronounced [θɪn] with [tɪn]. All students still found difficulties in pronouncing word 'birth' and 'breath' the percentage is 100% .It can be seen in the table 4.3.

Table 4.4 Substitution Errors of Sounds [ð]

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	There	[ðeə(r)]	[deə(r)]	[d]	3	10%
2	Those	[ðoʊz]	[doʊz]	[d]	1	3%
3	Thy	[ðaɪ]	[dai]	[d]	1	3%
			[tai]	[t]	1	3%
4	Southern	[ˈsʌðən]	[ˈsʌdən]	[d]	4	13%

Table 4.4 shows the errors made by students in producing sounds [ð]. The problem faced by the students in pronouncing this kind of [ð] was when they pronounced [ˈsʌðən] become [ˈsʌdən]. They substituted the sounds [ð] with [d].

There are only 13% out of the whole students, and 4 students still made errors on it. Another error the students made is the substitution of sounds [ð] in [ðeə(r)] by [deə(r)] with percentage about 10%. Then, for the errors made by students in pronouncing [ð] when they pronounced word 'thy' that should be [ðai], but they substituted the sounds [ð] with [d] and [t] became [dai] and [tai]. There were 2 students made the error on it with percentage 3%. In addition, 1 student substituted the sounds [ð] by [d] in the word 'Those' become 'Dous'.

Table 4.5 Substitution Error of Sounds [ʒ]

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	Illusion	[ɪˈluːʒn]	[ɪˈluːʃn]	[ʃ]	18	60%

Table 4.5 shows the errors made by students in pronouncing sounds [ʒ]. From the result of the test, I found that there were 40 % students pronounced correctly. Students commonly adopted the Indonesian pronunciation in pronouncing English. It could be heard from the way they pronounced some English words, which contains sounds [ʒ] like *'illusion'*. About 60% of students pronounced it with [ɪˈluːʃn] for [ɪˈluːʒn]. It is very natural that students found difficulties to pronounce the words contains [ʒ]. The problem could be understood because in Indonesian language, they never found sounds [ʒ] like in English pronunciation. As the result, they made those kinds of error.

Table 4.6 Substitution Errors of Sounds [dʒ]

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE

1	Joke	[dʒəʊk]	[dʒəʊk]	-	-	-
2	Large	[lɑːdʒ]	[lɑːtʃ]	[tʃ]	24	80%
3	Serge	[sɜːdʒ]	[sɜːtʃ]	[tʃ]	26	86%
4	Gin	[dʒɪn]	[gɪn]	[tʃ]	19	63%
5	Jest	[dʒest]	[dʒest]	-	-	-

Many students of SMP N 2 Demak made errors in pronouncing words that contain sounds [dʒ]. They almost substituted sounds [dʒ] by [tʃ] in word '*Large*', and '*Serge*'. Then sounds [dʒ] substituted by [g] in word '*Gin*', especially in pronouncing word '*Serge*' with highest percentage 86%. About 26 students made an error in pronouncing word '*Serge*'. In the word '*Large*', there were 24 students made an error with percentage 80%. In the word '*gin*', there were 19 students made error in substituted sounds [dʒ] by [g] with percentage 63%. In pronouncing word '*Joke*' and '*Jest*', the students did not make any error. It can be seen in the table 4.6.

Table 4.7 substitution Errors of Sounds [tʃ]

NO	WORDS	PHONETIC TRANSCRIPTION	STUDENTS' TRANSCRIPTION	ERROR	FREQ	PERCENT-AGE
1	Cheat	[tʃiːt]	[tʃiːt]	-	-	0%
2	Chip	[tʃɪp]	[tʃɪp]	-	-	0%
3	Chop	[tʃɒp]	[sɒp]	[s]	1	3%
4	Choose	[tʃuːz]	[tʃuːz]	-	-	0%
5	Rich	[rɪtʃ]	[rɪd]	[d]	2	6%
6	Larch	[lɑːtʃ]	[lɑːd]	[d]	3	10%

From the table 4.7, we can see that the most common error made by students was in pronouncing word '*larch*'. It should be pronounced as [lɑːtʃ] but about 3 students pronounced it as [lɑːd] with percentage only 10%. It means that 90% of the total students did not make an error in pronouncing word 'larch', in the word '*rich*'.

They substituted [tʃ] by [d]. Another error was in pronouncing word *'chop'*, only one student made an error with percentage 3%. It should be pronounced as [tʃɒp], but he pronounced as [sɒp]. He substituted sounds [tʃ] by [p]. There were no errors anymore in another words tested. It means that actually, the students could pronounce the words contained sounds [tʃ] well.

4.2 Discussion

Based on the description in the data presentation, there are several things can be noted down. Most of students still make errors in perceiving and producing English sounds that do not exist in Indonesian. I classified the proportion of the errors made by students for the perception test and production test. We can see from the table below.

Table 4.8 The Proportion of Right and Error Pronunciation in Perception Test Made by the Students

NO.	NAME	RIGHT		WRONG	
		NUMBER	PRECENTAGE	NUMBER	PRECENTAGE
1	S-01	68	75,56	22	24,44
2	S-02	62	68,89	28	31,11
3	S-03	61	67,78	29	32,22
4	S-04	72	80,00	18	20,00
5	S-05	61	67,78	29	32,22
6	S-06	70	77,78	20	22,22
7	S-07	68	75,56	22	24,44
8	S-08	58	64,44	32	35,56
9	S-09	67	74,44	23	25,56
10	S-10	58	64,44	32	35,56
11	S-11	75	83,33	15	16,67
12	S-12	67	74,44	23	25,56
13	S-13	57	63,33	33	36,67

LISTENING TEST

14	S-14	73	81,11	17	18,89
15	S-15	67	74,44	23	25,56
16	S-16	60	66,67	30	33,33
17	S-17	61	67,78	29	32,22
18	S-18	64	71,11	26	28,89
19	S-19	63	70,00	27	30,00
20	S-20	70	77,78	20	22,22
21	S-21	62	68,89	28	31,11
22	S-22	57	63,33	33	36,67
23	S-23	70	77,78	20	22,22
24	S-24	55	61,11	35	38,89
25	S-25	74	82,22	16	17,78
26	S-26	58	64,44	32	35,56
27	S-27	58	64,44	32	35,56
28	S-28	60	66,67	30	33,33
29	S-29	66	73,33	24	26,67
30	S-30	67	74,44	23	25,56
	TOTAL	**1929**	**2.143,33**	**771**	**856,67**
	MEAN		**71,44**		**28,56**

From the table above, we can see that the number of wrong pronunciation is less than the right ones. Obtaining the number and the percentage of the right and wrong pronunciation, I computed the proportion of the errors made by each student in perceiving English sounds that do not exist in their language, Bahasa Indonesia.

The result of the perception test was 28.56% out of all students made errors in listening test. To know whether its number is excellent, good, fair or poor. I used the following category:

Number of errors in percentage	Level of ability
0-25%	Excellent
26-50%	Good

51-75%	Fair
76-100%	Poor

From the table above, we can conclude that the eighth grade students of SMP N 2 Demak considered good in the level of perception.

After obtaining the result of the perception test, I also computed the errors made by students in the production test. I provided a table below.

Table 4.3 The Proportion of Right and Error Pronunciation in Production Test Made by the Students

NO.	NAME	SPEAKING TEST			
		RIGHT		WRONG	
		NUMBER	PRECENTAGE	NUMBER	PRECENTAGE
1	S-01	13	43,33	17	56,67
2	S-02	14	46,67	16	53,33
3	S-03	20	66,67	10	33,33
4	S-04	12	40,00	18	60,00
5	S-05	16	53,33	14	46,67
6	S-06	22	73,33	8	26,67
7	S-07	19	63,33	11	36,67
8	S-08	8	26,67	22	73,33
9	S-09	12	40,00	18	60,00
10	S-10	12	40,00	18	60,00
11	S-11	12	40,00	18	60,00
12	S-12	21	70,00	9	30,00
13	S-13	11	36,67	19	63,33
14	S-14	15	50,00	15	50,00
15	S-15	11	36,67	19	63,33
16	S-16	20	66,67	10	33,33
17	S-17	12	40,00	18	60,00
18	S-18	17	56,67	13	43,33

19	S-19	16	53,33	14	46,67
20	S-20	24	80,00	16	53,33
21	S-21	12	40,00	18	60,00
22	S-22	11	36,67	19	63,33
23	S-23	14	46,67	16	53,33
24	S-24	13	43,33	17	56,67
25	S-25	20	66,67	10	33,33
26	S-26	12	40,00	18	60,00
27	S-27	18	60,00	12	40,00
28	S-28	11	36,67	19	63,33
29	S-29	12	40,00	18	60,00
30	S-30	12	40,00	18	60,00
TOTAL		**442**	**1473,33**	**468**	**1.560,00**
MEAN			**49,11**		**52,00**

The table shows the results of the errors in producing or pronouncing English sounds that do not exist in Indonesian made by students. We have known from the computation of mean or proportion of the errors made by the thirty students of the eighth grade students of SMP N 2 Demak in pronouncing English sounds that do not exist in Indonesian, was 52%. To know whether its number is excellent, good, fair or poor. I used the following category:

Number of errors in percentage	**Level of ability**
0-25%	Excellent
26-50%	Good
51-75%	Fair
76-100%	Poor

From the table of category above, the result of speaking test shows that the eighth grade students of SMP N 2 Demak considered Fair in the level of production.

The result of the perception and production test of English sounds that do not exist in Indonesian. It shows that the eighth grade students of SMP N 2 Demak considered good in perception and fair in production test. The result shows that 28.56% out of all students made errors in perception test, while 52% out of the students made errors in production test. Therefore, it can be concluded that the eighth grade students of SMP N 2 Demak in the academic year 2015/2016 performing better in the level of perception than production of pronouncing English sounds that do not exist in Indonesian. The most common problem is in the level of production. They could distinguish English sounds that do not exist in their language: Bahasa Indonesia by listening, but they still found difficulties when they asked to pronounce it. It naturally happened because some English sounds do not found in Indonesian.

Overall, all students of the eight grader students of SMP N 2 Demak in the academic year 2015/2016 are considered good in perception and fair in production of pronouncing English sounds that do not exist in Indonesian. In addition, producing those sounds they still found difficulties in pronouncing some English sounds [v] and [θ], almost 50% - 90% out of them made an error.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and some suggestions. Based on the analysis in the previous chapter, some conclusions can be made. I hope that the conclusions and suggestions given in this chapter will be useful for the teachers and students of SMP N 2 Demak. I hope that it will give much contribution to improve students' mastery in perceiving and producing English sounds that do not exist in Indonesian.

5.1   Conclusion

In this research, I analyzed the students' errors in perception or production of pronouncing English sounds that do not exist in Indonesian. In the level of perception, I counted the score of listening test given to the students. Whereas at the level of production, I made the phonetic transcription of students' pronunciation.

Based on the data analysis in the previous chapter, in the level of perception, I found that the students made 771 errors out of the total number of the 90 listening test items. The error proportion of the 30 students is 28.56%. Based on the criterion of the data interpretation, this percentage shows that students' ability of the eighth grader of SMP N 2 Demak in perceiving English sounds that do not exist in Indonesian, are considered good. In the level of production, I found that the students made 468 errors out of total number of the 30 speaking test items. The error proportion of the 30 students is 52%. Based on the criterion of the data interpretation, this percentage shows that students' ability of the eighth grade students of SMP N 2

Demak in perceiving and producing English sounds that do not exist in Indonesian, are considered fair.

In the further analysis, for the perception test I divided the sounds into six categories according to English sounds that do not exist in Indonesian. First category is [v] vs [f], I obtained 52.70% errors made by the students. The second is [θ] vs [t], I obtained 27.78% errors made by the students. The third is [ð] vs [d], I obtained 22.22% errors made by the students. The fourth is [ʒ] vs [ʃn], I obtained 48.89% errors made by the students. The fifth is [dʒ] vs [tʃ], I obtained the high percentage that was 23.11% errors made by the students. The last is [tʃ] vs [ʃ], I obtained 6.67% errors made by the students.

For the level of production, I divided the sounds into six categories; they are sounds [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. It was done in order to get the proportion of dominant errors made by the eighth grade students of SMP N 2 Demak. I also counted the proportion of the errors in each category. For the first category that is sound [v], he obtained 80.48% errors out of the whole occurrences [v]. The second category that is sound [θ], he obtained 85.24% errors out of the whole occurrences [θ]. The third category is sound [ð], he obtained 8.33% errors out of the whole occurrences [ð]. The fourth is sound [ʒ], he obtained 60% errors out of the whole occurrences [ʒ]. The fifth is sound [dʒ], he obtained 48% errors out of the whole occurrences [dʒ]. The sixth is sound [tʃ], he obtained 7.78% errors out of the whole occurrences [tʃ].

This result shows that the eighth grade students of SMP N 2 Demak are excellent in perceiving English sounds that do not exist in Indonesian. They are

considered fair in perceiving English sound [v], good in perceiving English sound [θ], good in perceiving English sound [ð], good in perceiving English sound [ʒ], good in perceiving English sound [dʒ], and excellent in perceiving English sound [tʃ]. They are also considered fair in pronouncing English sounds that do not exist in Indonesian, as well poor in pronouncing English sound [v] and [θ], fair in pronouncing English sound [ʒ], good in pronouncing English sound [dʒ] and excellent in pronouncing English sound [ð] and [tʃ].

Based on fact, some factors influence the students' ability in pronouncing English sounds that do not exist in Indonesian. They are as follows:

1. The students are poor in pronouncing English sounds [v] and [θ] because they are unfamiliar with those sounds and they are voiceless dental fricative consonants. They cannot find them in their mother tongue that is *Bahasa Indonesia.* Therefore, they did many difficulties in pronouncing those sounds.

2. The students are considered fair in pronouncing English sound [ʒ], because they never find that sound in their mother tongue. They found a little difficulty in pronouncing that sound because while in their mother tongue they did not find it. Therefore, they still found difficulty to pronounce it correctly.

3. The students are considered good in pronouncing English sound [dʒ] because they are familiar with this sound. Therefore, they did not found some difficulties to pronounce that sound.

4. The students are considered excellent in pronouncing English sound [ð] and [tʃ] because they are very familiar with those sounds. They can pronounce them very well.

5. Overall, the students are considered good in perceiving and fair in producing English sounds that do not exist in Indonesian. However, they are performing better in the level of perception than production of pronouncing English sounds that do not exist in their language.

6. The most common problem made by the students' have is in the level of production. They could distinguish English sounds that do not exist in Indonesian by listening but they still found difficulties when they asked to pronounce it.

5.2   Suggestion

Based on the conclusion, the most common error made by the students in perceiving and pronouncing English sounds, that do not exist in Indonesian is [v] and few of them made errors in pronouncing some English sounds [v], [θ], [ð], [ʒ], [dʒ], and [tʃ].

I would like to give some suggestions for teachers, students and next researchers. Teachers play an important role in teaching and learning process. Since English is considered as an international language, people all over the world are demanded to have an ability to speak in English to communicate with other people. It needs a process for getting the ability to speak in English. We have to learn and study how to speak in English, especially on how to pronounce the words correctly.

Learning pronunciation will be needed here. Since there are many English sounds that cannot be found in *Bahasa Indonesia*, it demands English teachers to train the students to improve their pronunciation. The teacher should be the good model because students learn how to pronounce English words is not only through a dictionary, but also through the role of English teacher. Therefore, the teacher must have a good ability in pronouncing English words to make a good example for their students. There are many ways to make the students can improve their pronunciation. The teacher sometimes asks the students to drill the English words in order to make them familiar and pronounce them correctly. The teacher can also give some assignments to the students related to the pronunciation, such as reading aloud, having a group conversation, retelling story, etc. Therefore, teacher must pay attention to the students' pronunciation.

Students who are learning English have to know how to pronounce English correctly. Besides learning from their teacher, they can learn through watching some programs on TV, listening some English songs or other materials providing guidance to learn English sounds. Moreover, it is important for them to practice the English sounds, for example reading aloud, practicing a conversation with a friend, or singing some English songs. They also can imitate how the native speakers speak from TV, radio, or cassette. From those ways, students not only learn how to speak English correctly, but also they get enough practice to perceive the sounds through listening the song or native pronunciation, so that they can imitate it well. By doing ways of learning English, they can improve their pronunciation.

The last suggestion is delivered to the next researchers related to the same topic. I hope this study can be usefull for the next researchers that are in the same field. I suggest for the next researchers to use interviews to know students' perception and production of English sounds and to know more about the development of the students' pronunciation skill perhaps in the next one or two years. Moreover, the next researchers can analyze what methods they can apply for the students in order to learn pronunciation aspects especially for English sounds that are not found in Indonesian language. I also hope that this study can be developed and improved by the next researchers.

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APPENDICES

APPENDIX 1
List of the Eight Grade Students of SMP N 2 Demak

NO.	INITIAL NAME	STUDENTS' CODE
1	D K	S - 01
2	U L R	S - 02
3	A S H	S - 03
4	N N	S - 04
5	A R W	S - 05
6	A Y	S - 06
7	H H S	S - 07
8	A A R	S - 08
9	B A N I	S - 09
10	M H	S - 10
11	D A F U	S - 11
12	G A P	S - 12
13	T O	S - 13
14	N P	S - 14
15	A F O	S - 15
16	F Y S D	S - 16
17	M B R	S - 17
18	Z N F	S - 18
19	L S R	S - 19
20	L D S	S - 20
21	N F M	S - 21
22	P H A	S - 22
23	U A J	S - 23
24	E V A	S - 24
25	R A D	S - 25
26	I D S	S - 26
27	A F A	S - 27
28	R F N	S - 28
29	D W R	S - 29
30	A S I	S - 30

APPENDIX 2
Listening Test Item

A. *Listening Test*

DIRECTION :

In this test, you will hear some words spoken in English. The words will be

spoken once. They will not be printed in your test book, so you must listen

carefully to understand what are the speaker saying.

After you listen to the words spoken, find out the words that have the same

sound by crossing the column A, B, or C in your test book.

Now, listen to the example:

1. You will hear :   SIT   SIT   SEAT

From the words spoken, A and B has the same sound. Therefore, you must

cross the column of A and B.

1.	⊗A	⊗B	C
2.			
3.	A	B	C
4.			
5.	A	B	C
6.			
7.	A	R	C
	A	B	C
	A	B	C

[v] vs [f]

VERY	FERRY	VERY
FERRY	VERY	VERY
VERY	VERY	FERRY
FAST	VAST	VAST
VAST	VAST	FAST
VAST	FAST	VAST
VAN	VAN	FAN
FAN	VAN	VAN
VAN	FAN	VAN
SAVE	SAFE	SAVE
SAVE	SAVE	SAFE
SAVE	SAFE	SAVE
LEAVE	LEAF	LEAVE
LEAVE	LEAVE	LEAF
LEAF	LEAVE	LEAVE
VIPER	FIBER	VIPER
FIBER	VIPER	VIPER
VIPER	VIPER	FIBER
PROVE	PROOF	PROVE
PROVE	PROVE	PROOF
PROOF	PROVE	PROVE

[θ] VS [t]

THIN	THIN	TIN
TIN	THIN	THIN
THIN	THIN	TIN
TAUGHT	THOUGHT	THOUGHT
THOUGHT	THOUGHT	TAUGHT
THOUGHT	TAUGHT	THOUGHT
RUTH	ROUTE	RUTH
RUTH	RUTH	ROUTE
ROUTE	RUTH	RUTH
PATH	PATH	PART
PART	PATH	PATH
PATH	PART	PATH
THANK	THANK	SANK
THANK	SANK	THANK
SANK	THANK	THANK
BIRTH	BIRD	BIRTH
BIRTH	BIRTH	BIRD
BIRD	BIRTH	BIRTH
BREATH	BREAD	BREATH
BREATH	BREATH	BREAD
BREAD	BREATH	BREATH

[ð] vs [d]

THERE	DARE	THERE
DARE	THERE	THERE
THERE	THERE	DARE
THY	THY	DIE
THY	DIE	THY
DIE	THY	THY
THOSE	DOZE	THOSE
THOSE	THOSE	DOZE

DOZE	THOSE	THOSE
SOUTHERN	SOUTHERN	SUDDEN
SOUTHERN	SUDDEN	SOUTHERN
SUDDEN	SOUTHERN	SOUTHERN

[ʒ] VS [ʃn]

ILLUSION	ALEUTION	ILLUSION
ILLUSION	ILLUSION	ALEUTION
ALEUTION	ILLUSION	ILLUSION

[dʒ] vs [tʃ]

JOKE	CHOKE	JOKE
CHOKE	JOKE	JOKE
JOKE	JOKE	CHOKE
SERGE	SERGE	SEARCH
SERGE	SEARCH	SERGE
SEARCH	SERGE	SERGE
GIN	GIN	CHIN
GIN	CHIN	GIN
CHIN	GIN	GIN
JEST	JEST	CHEST
JEST	CHEST	JEST
CHEST	JEST	JEST
LARGE	LARCH	LARGE
LARCH	LARGE	LARGE
LARGE	LARGE	LARCH

[tʃ] VS [ʃ]

CHEAT	CHEAT	SHEET
SHEET	CHEAT	CHEAT
CHEAT	SHEET	CHEAT
CHIP	SHIP	CHIP
CHIP	CHIP	SHIP
SHIP	CHIP	CHIP
CHOP	CHOP	SHOP
SHOP	CHOP	CHOP
CHOP	SHOP	CHOP
CHOOSE	CHOOSE	SHOES
CHOOSE	SHOES	CHOOSE

SHOES	CHOOSE	CHOOSE
RICH	RICH	RIDGE
RICH	RIDGE	RICH
RIDGE	RICH	RICH
LARCH	LARCH	LARGE
LARCH	LARGE	LARCH
LARGE	LARCH	LARCH

APPENDIX 3
Speaking Test Items

PRONOUNCE THESE WORDS

VERY	FERRY
VAST	FAST
VAN	FAN
SAVE	SAFE
LEAVE	LEAF
VIPER	FIBER
PROVE	PROOF
THIN	TIN
THOUGHT	TAUGHT
RUTH	ROUTE
PATH	PART
THANK	SANK
BIRTH	BIRD
BREATH	BREAD
THERE	DARE
THOSE	DOZE
THY	DIE
SOUTHERN	SUDDEN
ILLUSION	ALEUTION
JOKE	CHOKE
LARGE	LARCH
SERGE	SEARCH
GIN	CHIN
JEST	CHEST
CHEAT	SHEET
CHIP	SHIP
CHOP	SHOP
CHOOSE	SHOES
RICH	RIDGE
LARCH	LARGE

APPENDIX 4
Answer Key for Listening Test

NO.	Answer Key		NO.	Answer Key		NO.	Answer Key
1	AC		31	AB		61	AB
2	BC		32	BC		62	AC
3	AB		33	AC		63	BC
4	BC		34	AB		64	AB
5	AB		35	AC		65	AC
6	AC		36	BC		66	BC
7	AB		37	AC		67	AB
8	BC		38	AB		68	AC
9	AC		39	BC		69	BC
10	AC		40	AC		70	AC
11	AB		41	AB		71	BC
12	AC		42	BC		72	AB
13	AC		43	AC		73	AB
14	AB		44	BC		74	BC
15	BC		45	AB		75	AC
16	AC		46	AB		76	AC
17	BC		47	AC		77	AB
18	AB		48	BC		78	BC
19	AC		49	AC		79	AB
20	AB		50	AB		80	BC
21	BC		51	BC		81	AC
22	AB		52	AB		82	AB
23	BC		53	AC		83	AC
24	AB		54	BC		84	BC
25	BC		55	AC		85	AB
26	AB		56	AB		86	AC
27	AC		57	BC		87	BC
28	AC		58	AC		88	AB
29	AB		59	BC		89	AC
30	BC		60	AB		90	BC

APPENDIX 5
Students' Phonetic Transcription in Pronouncing English sounds which do not exixt in Indonesian

NO.	NAME	[v]	[θ]	[ð]	[ʒ]	[dʒ]	[tʃ]
1	S-01	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
2	S-02	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːdʒ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːdʒ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
3	S-03	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[θɔːt]	[ðoʊz]		[lɑːdʒ]	[tʃɪp]
		[væn]	[ruːt]	[ðaɪ]		[sɜːt]	[tʃɒp]
		[seɪv]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːv]	[bret]				

4	S-04	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[laːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
5	S-05	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[θɪn]	[ðoʊz]		[laːdʒ]	[tʃɪp]
		[fæn]	[θɔːt]	[taɪ]		[sɜːdʒ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
6	S-06	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[θɔːt]	[ðoʊz]		[laːtʃ]	[tʃɪp]
		[væn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːv]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈvaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[brit]				
7	S-07	[ˈferi]	[dɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[θɔːt]	[ðoʊz]		[laːtʃ]	[tʃɪp]
		[fæn]	[ruːθ]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːv]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈvaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
8	S-08	[ˈferi]	[tɪn]	[deə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[doʊz]		[laːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[daɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌdən]		[dʒɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				

9	S-09	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfɪpə(r)]	[bɜːt]				[lɑːtʃ]
		[pruːf]	[bret]				
10	S-10	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
11	S-11	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
12	S-12	[ˈveri]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[væn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪv]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːv]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈvaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːv]	[bret]				
13	S-13	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfɪpə(r)]	[bɜːt]				[lɑːtʃ]
		[pruːf]	[bret]				

14	S-14	[ˈveri]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[væn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
15	S-15	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪd]
		[ˈfɪpə(r)]	[bɜːrt]				[lɑːd]
		[pruːf]	[bret]				
16	S-16	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[θɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[væn]	[ruːθ]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːθ]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
17	S-16	[ˈveri]	[θɪn]	[deə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌdən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
18	S-18	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[θɔːt]	[ðoʊz]		[lɑːdʒ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːdʒ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				

19	S-19	[ˈveri]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]

No	Code						
		[fæn]	[ru:t]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
20	S-20	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[θɔːt]	[ðoʊz]		[lɑːdʒ]	[tʃɪp]
		[væn]	[ru:t]	[ðaɪ]		[sɜːdʒ]	[tʃɒp]
		[seɪv]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈvaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
21	S-21	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ru:t]	[daɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌdən]		[dʒɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				
22	S-22	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[θæŋk]			[dʒest]	[rɪd]
		[ˈfɪpə(r)]	[bɜːrt]				[lɑːd]
		[pruːf]	[bret]				
23	S-23	[ˈveri]	[tɪn]	[ðeə(r)]	[ɪˈluːʒn]	[dʒəʊk]	[tʃiːt]
		[vɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜːtʃ]	[sɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[gɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːtʃ]
		[pruːf]	[bret]				

No	Code						
24	S-24	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]

		[li:f]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]
		[pru:f]	[bret]				
25	S-25	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈlu:ʒn]	[dʒəʊk]	[tʃi:t]
		[fɑ:st]	[θɔ:t]	[ðoʊz]		[lɑ:tʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜ:tʃ]	[tʃɒp]
		[seɪv]	[pɑ:θ]	[ˈsʌðən]		[gɪn]	[tʃu:z]
		[li:v]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]
		[pru:f]	[bret]				
26	S-26	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈlu:ʃn]	[dʒəʊk]	[tʃi:t]
		[fɑ:st]	[tɔ:t]	[ðoʊz]		[lɑ:tʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜ:tʃ]	[tʃɒp]
		[seɪf]	[pɑ:t]	[ˈsʌðən]		[gɪn]	[tʃu:z]
		[li:f]	[tæŋk]			[dʒɪn]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]
		[pru:f]	[bret]				
27	S-27	[ˈveri]	[θɪn]	[ðeə(r)]	[ɪˈlu:ʒn]	[dʒəʊk]	[tʃi:t]
		[fɑ:st]	[θɔ:t]	[ðoʊz]		[lɑ:tʃ]	[tʃɪp]
		[væn]	[ru:t]	[ðaɪ]		[sɜ:tʃ]	[tʃɒp]
		[seɪf]	[pɑ:t]	[ˈsʌðən]		[gɪn]	[tʃu:z]
		[li:f]	[θæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]
		[pru:f]	[bret]				
28	S-28	[ˈferi]	[tɪn]	[deə(r)]	[ɪˈlu:ʃn]	[dʒəʊk]	[tʃi:t]
		[fɑ:st]	[tɔ:t]	[ðoʊz]		[lɑ:dʒ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜ:tʃ]	[tʃɒp]
		[seɪf]	[pɑ:t]	[ˈsʌdən]		[gɪn]	[tʃu:z]
		[li:f]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]
		[pru:f]	[bret]				

29	S-29	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈlu:ʃn]	[dʒəʊk]	[tʃi:t]
		[fɑ:st]	[tɔ:t]	[ðoʊz]		[lɑ:tʃ]	[tʃɪp]
		[fæn]	[ru:t]	[ðaɪ]		[sɜ:tʃ]	[tʃɒp]
		[seɪf]	[pɑ:t]	[ˈsʌðən]		[gɪn]	[tʃu:z]
		[li:f]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜ:rt]				[lɑ:tʃ]

		[pru:f]	[bret]				
30	S-30	[ˈferi]	[tɪn]	[ðeə(r)]	[ɪˈluːʃn]	[dʒəʊk]	[tʃiːt]
		[fɑːst]	[tɔːt]	[ðoʊz]		[lɑːtʃ]	[tʃɪp]
		[fæn]	[ruːt]	[ðaɪ]		[sɜːtʃ]	[tʃɒp]
		[seɪf]	[pɑːt]	[ˈsʌðən]		[dʒɪn]	[tʃuːz]
		[liːf]	[tæŋk]			[dʒest]	[rɪtʃ]
		[ˈfaɪpə(r)]	[bɜːrt]				[lɑːd]
		[pru:f]	[bret]				

Giving instructions for the tests

Listening Test Section

Speaking Test Section

APPENDIX 7
Surat Keputusan (SK)

UNNES

**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 59/FBS/2016
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER
GASAL/GENAP
TAHUN AKADEMIK 2015/2016**

Menimbang	:	Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
Mengingat	: 1.	Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
	2.	Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
	3.	SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
	4.	SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
Menimbang	:	Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 6 Januari 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk dan menugaskan kepada:

1. Nama : Drs. Amir Sisbiyanto, M.Hum
   NIP : 195407281983031002
   Pangkat/Golongan : IV/A
   Jabatan Akademik : Lektor Kepala
   Sebagai Pembimbing I

2. Nama : Novia Trisanti, S.Pd, M.Pd
   NIP : 197611062005012002
   Pangkat/Golongan : III/D
   Jabatan Akademik : Lektor Kepala
   Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : ROYYAN ALFIYAN HASAN
NIM : 2201412137
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : An Analysis of Students Error in Pronouncing English Sounds that Can Not Be Found in Their Native Language

KEDUA	:	Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SEMARANG
PADA TANGGAL : 7 Januari 2016
DEKAN

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal

2201412137
..: FM-03-AKD-24/Rev. 00 :..

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

APPENDIX 8
Surat Ijin Penelitian

PEMERINTAH KABUPATEN DEMAK
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
Jl. Sultan Trenggono No. 89 Demak ☒ 59516 ☎ (0291) 685242

SURAT REKOMENDASI SURVEY / RISET
NOMOR : 070 / 1621 / 2016

I. Dasar
1. Peraturan Daerah Nomor 6 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Lain Daerah.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Peraturan Bupati Nomor 17 Tahun 2014 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan Kepada Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Demak, sebagaimana telah diubah dengan Peraturan Bupati Demak Nomor 17 tahun 2014 Tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non perizinan Kepada Kepala Dinas Pendidikan Pemuda dan Olahraga Kab. Demak;
4. Surat dari Universitas Negeri Semarang Nomor : 2206/UN37.1.2/LT/2016 tanggal 11 Mei 2016 Perihal Ijin Penelitian

II. Memberikan Rekomendasi Kepada :
Nama : ROYYAN ALFIAN HASAN
NIM : 2201412137
Fak/Program Studi : Fakultas Bahasa dan Seni UNNES/Pendidikan Bahasa Inggris

Untuk Melakukan Penelitian :

Jurusan : Bahasa dan Sastra Inggris
Lokasi Penelitian : SMP Negeri 2 Demak
Waktu Penelitian : Mei s.d Juni 2016
Judul Penelitian : " An Analysis of Students Error in Perception or Production of Pronouncing Sounds that Cannot be Found in Bahasa / Their Native Language. ".

III. Rekomendasi diberikan dengan Ketentuan sebagai berikut :
1. Sebelum melakukan kegiatan penelitian harus melaporkan kedatangannya kepada Bupati c.q. Kepala Dinas Pendidikan Pemuda dan Olahraga Kab.Demak
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai/tidak ada kaitannya dengan judul penelitian dimaksud;
3. Wajib mentaati peraturan perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat
4. Tidak mengganggu Kegiatan Belajar Mengajar (KBM),Tidak membebani pihak Dinas terkait, Kegiatan tersebut sebatas untuk kepentingan Akademik dan tidak dipublikasikan untuk khalayak umum.
5. Hasil Penelitian dikirim kepada Dinas Pendidikan Pemuda dan Olahraga Kab.Demak, masing-masing 2 (dua) eksemplar.

Dikeluarkan : Demak
Pada Tanggal : 13 Mei 2016

An.Kepala Dinas Pendidikan Pemuda dan Olahraga Kab.Demak
Sekretaris

ARIEF SUPARYANTO.S.Sos.M.Si
Pembina Tingkat I
NIP. 19700518 199001 1 001

Tembusan disampaikan kepada Yth :
1. Kepala Dinas DINDIKPOR Kab.Demak (sebagai Laporan);
2. Kepala SMP Negeri 2 Demak;
3. Ketua Dekan Fakultas Bahasa dan Seni UNNES;

APPENDIX 9
Surat Keterangan telah melakukan Penelitian

PEMERINTAH KABUPATEN DEMAK
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 2 DEMAK
Jl. Sultan Fatah No.84 Telp/Fax.(0291) 685365 Demak ✉ 59511
website : www.smp2demak.sch.id   email : smp2_demak@yahoo.co.id

KETERANGAN IZIN PENELITIAN
Nomor : 421.3 / 159 / 2016

Yang bertanda tangan di bawah ini :

Nama	:	Drs. SETYOBUDI, M.Pd
NIP	:	196401071989021003
Pangkat/Gol.Ruang	:	Pembina Utama Muda (IV/c)
Jabatan	:	Kepala Sekolah

menerangkan dengan sesungguhnya bahwa

Nama	:	ROYYAN ALFIYAN HASAN
NIM	:	2201412137
Fakultas / Progdi	:	FBS / Pendidikan Bahasa Inggris
Jenjang Program	:	Sarjana (S-1)
Perguruan Tinggi	:	Universitas Negeri Semarang

Yang namanya tersebut di atas benar-benar :

3. Diberikan ijin dan telah melakukan penelitian di SMP Negeri 2 Demak untuk penyusunan skripsi, dengan judul :
   "An Analysis of Students Error in Perception or Production of Pronouncing Sounds that Cannot be Found in Bahasa / Their Native Language"

4. Penelitian tersebut telah dilaksanakan pada tanggal 9 -s/d- 21 Mei 2016.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Demak, 24 Mei 2016
Kepala Sekolah

Drs. SETYOBUDI, M.Pd
Pembina Utama Muda
NIP. 196401071989021003

PEMERINTAH KABUPATEN DEMAK
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
Jl. Sultan Trenggono No. 89 Demak ✉ 59516 ☎ (0291) 685242

SURAT KETERANGAN
Nomor : 071 / 2517 / 2016

Yang bertanda tangan di bawah ini :

Nama	:	ARIEF SUDARYANTO,S.Sos.M.Si
NIP	:	19700518 199001 1 001
Pangkat/Gol	:	Pembina Tingkat I
Jabatan	:	Sekretaris Dinas Pendidikan pemuda dan Olahraga Kabupaten Demak
Perguruan Tinggi	:	Universitas Negeri Semarang

Menerangkan dengan sesungguhnya :

Nama	:	ROYYAN ALFIYAH HASAN
NIM	:	2201412137
Fakultas/Prodi	:	FBS/Pendidikan Bahasa Inggris
Jenjang Program	:	Sarjana (S-1)
Perguruan Tinggi	:	Universitas Negeri Semarang

Bahwa Mahasiswa tersebut benar – benar telah melaksanakan Penelitian dengan judul " *An Analysis of Students Errors in Perception or Production of Pronouncing Sounds that Cannot be Found in Bahasa/Their native Language* " di SMP Negeri 2 Demak pada tanggal 09 s.d 21 Mei 2016.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Demak, 03 Agustus 2016

An.Kepala Dinas Pendidikan
Pemuda dan Olahraga Kab.Demak
Sekretaris

ARIEF SUDARYANTO,S.Sos.M.Si
Pembina Tingkat I
NIP. 19700518 199001 1 001