STUDENTS' PROBLEMS IN PRONOUNCING PLOSIVE

CONSONANT SOUNDS

(A Case of Eighth Grader Students of SMP N 4 Semarang in

Academic Year 2016/2017)

A final project

Submitted in partial fulfillment of the requirements

For the degree of Sarjana Pendidikan in English

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PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini saya

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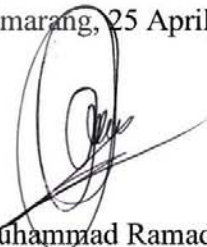Program Studi : Pendidikan Bahasa Inggris

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Judul Skripsi : *Students Problems in Pronouncing Plosive Consonant Sounds (A Case of Eighth Grader Students of SMP N 4 Semarang in Academic year of 2016/2017).*

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Semarang, 25 April 2017

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APPROVAL

This research report entitled Students Problems in Pronouncing Plosive Consonant Sounds (A Case of Eighth Grader Students of SMP N 4 Semarang in Academic year of 2016/2017) has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on 2017

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MOTTO

If your dream doesn't scare you, then it's not big enough

<u>(Anonymous)</u>

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ABSTRACT

Ramadhani, Muhammad. 2017. *Students Problems in Pronouncing Plosive Consonant Sounds (A Case of Eighth Grader Students of SMP N 4 Semarang in Academic year of 2016/2017)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M. Hum., Second Advisor: Rohani, S. Pd., M. A.

Keywords: Analysis, Error, Perception, Production, Plosives

This final project is an analysis of students' error in perception and production of pronouncing plosive sounds. The goal of the study was to describe how good the students perceive and pronounce English plosive consonant sounds and the most problem faced by the students commonly in learning English plosive sounds whether at the level of perception or production.

The subject of the study was the eighth grade students of SMP N 4 Semarang. Thirty two students were chosen as the representations in this research. They were given 45 test items for listening and 30 test items for speaking test containing words with English plosive consonant sounds. The result of their pronunciations was recorded. It was used as the source of the data collection. There were two kinds of data; quantitative and qualitative data. Quantitative data contained students' score in listening and pronunciation test. Qualitative data contained all of description and interpretation of the students' scores.

Based on the analysis of the data, the researcher found that 5.90% out of all students made errors in perception test; while 47.81% out of the students made errors in production test. It can be concluded that they performed much better in the level of perception than that of production of English plosive consonant sounds. They could distinguish English plosive consonant sounds by listening, but they still have difficulties in pronouncing them.

Based on the results, it is concluded that the students found difficulties in both perception and production of English plosive sounds, but the problems in producing the plosive sounds was much bigger. Hence, it was suggested that the students need to study and do a practice drill more in listening and speaking to improve their ability in perceiving and pronouncing English plosives sounds. As for the teachers, it was suggested that they need to start introducing the English plosive consonant sounds and involving a pronunciation drill in the learning process of English.
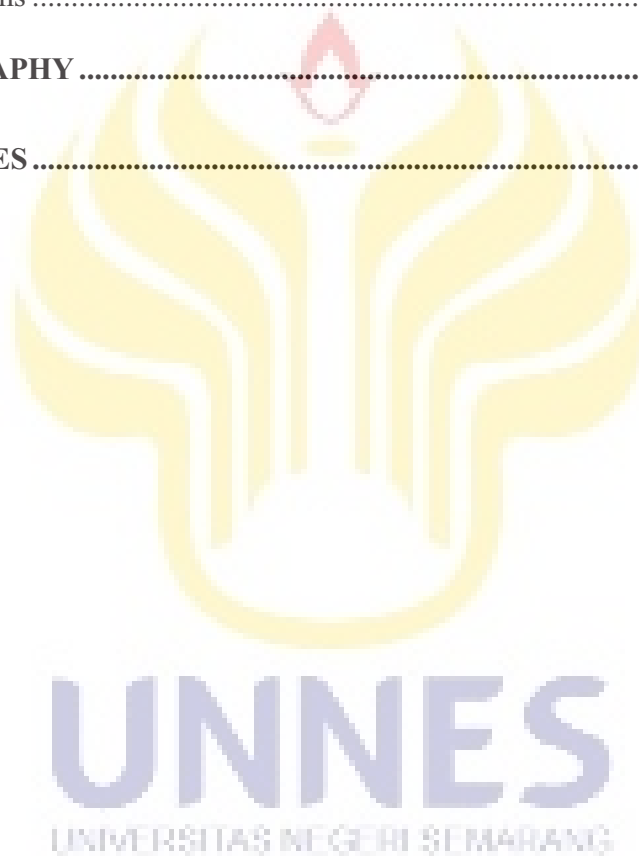
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INTRODUCTION

1.1 Background of The Study

As a student of English education in English Department of Semarang State University, the researcher have to meet requirements to attain his first degree. There are many requirements that have to be conducted. Besides doing a research as the final project at the end of the last semester, The researcher also have to do a teaching training.

While teaching in SMP 32 Semarang which the researcher had done for three months, he realized that teaching English for Junior High School students is not a simple thing to do. As he observed the students, he realized that they were not really good at pronouncing words in some texts. For example, when he asked them to read some words like *'bag'* or *'pack'* they pronounced them with **[bæk]** and **[pæk]**. The correct pronunciation for both of them is **[bæg]** and **[pæk]** with plosions in consonants [b] and [g] in the word *'bag'* and [p] and [k] in the word *'pack'*. This kind of error was the most common thing that was done by his students. From that kind of existence, it points out that most of his students had problems with pronouncing similar and plosive sounds.

The misspronounciation of sounds may be caused by a lot of things. One of them is the difference or the non-existence of sounds in learner's mother tongue language

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where the sound systems they use are not compatible with the English sound system. This kind of difference makes a gap between the learner's language and the target language. As Ramelan (2003:5) states:

"The degree of difficulty of in learning is also determined by the degree of difference between the two languages. The greater the similarity between them, the less difficult it will be for the student to learn the the foreign language."

Pronunciation is really important in speaking. Even the slight lack of pronunciation makes gap to the information that the speaker tries to convey. The failure of information makes a misunderstanding between the speaker and listener. In many occasions, this kind of existence may happen many times.

In one case of a situation from one of the researcher's mom's friend, there is one exact same problem with the explanation above. One of his mom's friend, Uncle Hadi, just came from the United States a few months ago and gave him an interesting story from his holiday. When he was at a family restaurant, he accidently hit a woman and spilled his drink into her skirt. Then, he apologized to the woman and said that he would take responsible for her laundry. The woman seemed confused with what my uncle said and kept saying "What? What?" After he repeated his sentence a couple of time, finally the woman started to understand what he said. She said that it was not a big problem and that she could take care of herself. She then walked away since she looked like in a hurry. The situation above could be one of the most common problem that foreign English learners have for years, or maybe decades all around the world.

Indonesia is one of many countries that competes in the global era that uses English as a tool to get whatever information in the world since English is an international language. That is one of many reasons why English is taught in schools in Indonesia at any level of education. Students in Indonesia mostly find difficulties in some aspect of English, one of them is the pronunciation. Throughout years, many students struggle in learning pronunciation as there are so many differences between in their native language and English. One of them happens to be the production of sounds of English. There are many various sounds in English that have differences in the production or the ones that doesn't exist in Bahasa.

Plosive sounds are one category of sounds that many students still find them difficult to pronounce. There are sounds [p, t, k, b, d, g]. Although those sounds may not be too unfamiliar sounds since they all also exist in Indonesian, there are differences of how to produce those sounds in English. Those sounds are produced by adding an aspirated sound which sounded like they have some kind of plosives in the production. Another reason why those sounds are rather difficult to produce is the addition of subcategory such as voiced and voiceless sounds. The voiced sounds are simply defined as sounds in which the vocal cords are in vibration. Meanwhile, voiceless sounds are sounds in which the vocal cords are not in vibration. (Ramelan, 2003:101). The students in Indonesia are not accustomed to those kind of behavior in pronunciation. Therefore, they should acknowledge and practice how to pronounce them correctly.

In solving the problem of plosive sounds mastery, there are many researches conducted by researchers all around the world. There are some researches that the researcher found that also studied about the plosive sounds. There is a research conducted by Muis (2008) where he studied about the voiced plosive [b, d, g] only. Apparently his research only dealt with the ability of the production of voiced plosive where he tested his subject to pronounce words containing the voiced plosive sounds only. Another one was conducted by Hardiany (2007) where she studied about the English voiceless plosive [p, t, k] sounds only. Most of her subject made errors in pronouncing English voiceless plosive consonants in stressed syllables and few of them made errors in pronouncing some English voiceless plosive consonants in unstressed syllable. The most interesting research of all was conducted by Jaya (2008) where he studied about all of the plosive sounds [p, t, k, b, d, g] in which the subjects are all the fifth semester students of English Department of Semarang State University. He found that the students are considered good in pronouncing the plosive consonant sounds.

All of those researches in plosive sounds conducted only focused on the error of how the subjects produced plosive sounds in spoken only where they just wanted to check the ability of the students in pronouncing words containing the plosive sounds. However, they did not really paid attention to the cause of the errors. They only bolded the "production" part of pronunciation away from the process before someone can produce sounds. It is undeniably true that speaking is closely related to the listening aspect. It is proven by the fact when we are having a conversation, someone

have to listen what the other one is saying to response to what the other speaker is saying in which finally the other speaker has to speak as a response to the other person's speak. It is important to also analyze the way someone identify or perceive sounds in which it becomes the reference or example of how sounds should be pronounced. That is why in this research the researcher would like to include not only the production aspect of pronunciation but also how students perceive English sounds particularly those that have different allophones **[p, t, k, b, d, g]** with their native language.

1.2 Reasons for Choosing The Topic

There are some reasons why the researcher uses error analysis on plosive English sounds as the topic of the study:

1) As an English learner, the researcher is interested in pronunciation aspect. In his opinion pronunciation plays important role in the learning of English language because it become the litteral product of English learning itself.

2) There are differences of production sounds in English and Indonesian **[p, t, k, b, d, g]** in which they exist in both languges.

3) The researcher would like to know the error on plosive sounds from students in eighth grade.

4) Every student has problems in pronunciation with different cases, one of them is the lack of knowledge of students about plosive sounds and how to produce them correctly.

1.3 Research Problem

In this study the researcher would like to answer the following questions:

1) How well do eighth grade students of SMPN 4 Semarang perceive or identify English sounds which have different allophones with students' native language **[p], [t], [k], [b], [d], [g]**?

2) How well do eighth grade students of SMPN 4 Semarang produce English sounds which have different allophones with students' native language **[p], [t], [k], [b], [d], [g]**?

3) What are the dominant errors made by grade eight students of SMPN 4 Semarang in the academic year of 2015/2016 in pronouncing Englishconsonants **[p], [t], [k], [b], [d], [g]**?

1.4 Purposes of The Study

1) To describe how well the students perceive and produce English sounds which have different allophones with students' native language **[p], [t], [k], [b], [d], [g].**

2) To analyze in what way (perception or production) the students most commonly make errors in pronouncing English sounds **[p], [t], [k], [b], [d], [g].**

1.5 Limitation of The Study

This study is limited to analyzing errors in production and perception of English segmental features. They are sounds of **[p, t, k, b, d, g]** made by the eighth grade students of SMP N 4 Semarang in academic year of 2016/2017

1.6 Significance of The Study

The results of this study are expected to give some benefits to students and teachers.

a. Students

1) The students will realize and understand the differences in English plosive consonants sounds

2) The students will be more careful in pronouncing English plosive consonants soundsand try to improve their ability in mastering those sounds.

b. Teachers

1) The teacher will understand the students' ability in pronouncing English plosive consonants sounds and they can improve his learning process in pronouncing these sounds.

2) This research is expected to be a positive contribution to the English pronunciation teaching

1.7 Outline of The Study

This study consists of five chapters. The first chapter is introduction. It consists of background of the study, resaons for choosing the topic, research problem, purpose of the study, and the outline of the study.

The second chapter is review of related literature. It consists of review of the previous study, review of the theoretical background and framework of analysis.

The third chapter discusses aboutmethod of investigation describing source of the data, population, sample, instruments, procedure of data analysis, method of collecting data, and procedure of data analysis.

The fourth chapter describes about the result of data analysis and the discussion of research findings.

The fifth chapter consists of conclusion of the research and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In conducting this study, I have read some literature as the references. In this chapter, I want to show the reader about the finding theories. Some theories here have close relationship with the topic which is discussed.

2.1 Review of Previous Studies

There have been some studies which were conducted related to the topic of the study as follows:

First, there was a research conducted by Astuti (2008) which was conducted to find out the kinds of English phonological errors produced by Kindergarten 2 Students of Stamford International Community School Semarang. The result of this research shows that K2 students did some pronunciation errors of English sound. The 3 major errors that students did when they were pronouncing sound [d], then followed by sound [ð], and [z]. From the research, the researcher states that common characteristics of pronunciation errors of the subjects resulting from the influence of the learners' mother tongue, such as the absence of certain English sound in Bahasa Indonesia, the consonants cluster confusion, and the omission of grammatical ending and suffixes. The finding of this research is to help to provide a clear understanding

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of the common characteristics of pronunciation errors made by the Kindergarten 2 students.

Second, there was a research by Septiani (2005) where the purposes of the study are to find out the major mistakes done by the students and the factors which may influence the students' achievement in pronouncing the English fricatives, and to get the general description of the students' mistakes in pronouncing English fricatives. The percentage of the students' mistakes is 35%, especially in pronouncing [ʒ].

Third, a research was conducted by Muis (2008) which resulted that the subject of his study were still very poor in pronouncing English voiced stops in word final position (only 435 from 990 utterances were correct or 43.9%,) especially in pronouncing the sound [d].

Fourth, a study conducted by Hardiany (2007) which proves that in this research every student made errors. Most of them made errors in pronouncing English voiceless plosive consonants in stressed syllables and few of them made errors in pronouncing some English voiceless plosive consonants in unstressed syllable.

Next, there was a research conducted by Jaya (2008) where the purpose of this final project is to find the percentage of students' mastery in pronouncing English Plosive Consonants [p], [t], [k], [b], [d], and [g] by the fifth semester students of English Department of UNNES in academic year 2008/2009. Based on the data analysis the writer found that the students made 451 errors out of the total number of

the 300 words containing English plosive consonants [p], [t], [k], [b], [d], and [g]. The error proportion of the 32 students is 48.3%. Based on the criterion of the data interpretation, this percentage shows that the pronunciations of the fifth semester English Department students of English plosive consonants [p], [t], [k], [b], [d], and [g] are considered good.

Finally, there was a research by Puspita (2007) which was around to find out the kinds errors made by the students in pronouncing English front vowels and the factors that caused these errors. The research indicates that only 23.33% students made errors in pronouncing English vowels.

As stated above, those researches discussed about pronunciation in different cases, levels and matters. Therefore, the writer would like to reduplicate by preparing as indicate in the title of the final project.

2.2 Review of Theoretical Study

The writer has done library research in order to find the theories that are relevant to the study.

2.2.1 Error

In learning a new language, it is important to learn new vocabularies, sound system, grammar and many other things that are different from those of the mother tongue. Most of the students find that the struggle of learning the target language is that there are difficulties that are various. The different elements found in the target language

may cause a frustation to some students which in the end cause them to make errors. The errors they make may be in vocabulary, structure, pronunciation, and spelling

2.2.1.1 Error and Mistake

In analyzing students' error, it is proper to make differentiation between errors and mistakes. In explaining the difference between errors and mistakes, I refer to the definition by Brown (1980:165),

"A mistake refers to a performance error that is either a random guess or 'slip' in that it is a failure to utilize a known system correctly ... An error is a noticable deviation from the adult grammar of a native speaker, reflecting in the interlanguage competence of the learner."

Ellis (1997:17) states that errors reflect gaps in learners' knowledge, they occur because the learner does not know what is correct mistakes reflect occasional lapses in performance, or in a particular instance, the learner is unable to perform what she or he knows.

Based on Oxford Advanced Learner's Dictionary (2005:390), error is the state of being wrong in belief and behaviour. Meanwhile, in Oxford Advanced Learner's Dictionary (2005:746) mistake is an action that is foolish or wrong.

In conclusion of the above definitions, it can be concluded that error is a result from the lack of knowledge of proper grammar and mistake is a failure of using a known knowledge correctly.

2.2.2 Error Analysis

Error analysis exposes the error made by English learners. This kind of analysis is based on the classification of error. Brown and Ellis describe error as the following:

2.2.2.1 The Definition of Error Analysis

Based on an article from www.carla.umn.edu (2016), "Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them." Brown in Anjayani (2015:24) states that error analysis is the fact that learners do not make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, the purpose is to show some problems faced by the students

Ellis (2003:15) states that there are good reasons for focusing on errors. First, answering the problematic question about the reason why learners make errors. Second, the teacher will know what errors the learners make. Third, it will help the learner by doing a self-correct the errors the make.

Error analysis is an important part of applied linguistics and of the second and foreign language learning because it deals with the problem and issues related to a certain language which also as a media to give solutions of these problem and issues. For the teachers, error analysis leads an important role in second and foreign language where it will help the teacher to understand the new ways of teaching by doing a feedback on the errors made by the students. (Jabeen 2015:52-53)

2.2.2.2 Steps of Error Analysis

According to Ellis (2003:15-20) there are ways to analyze the data. They are:

1. Identifying Error

    In this step, the researcher makes the correct answer for both the listening (for perception) and the speaking (for the production) test. In the speaking test, the researcher makes the correct phonetic transcription of the words that is tested using the Oxford Advanced Learner's Dictionary. Then, the researcher listens to the recording of the students carefully and compare their pronuciation to the correct phonetic transcription in the dictionary. While in the listening test, the researcher only corrects and evaluates the students listening test based on the answer key he has made.

2. Describing Error

    In the second step, the researcher makes the phonetic transcription based on the students' recording and make a correction to the errors. Then, he compares both the listening and the speaking test whether the students have more problems in production or perception.

3. Explaining Error

    In the third step, the researcher calculates the errors done by the students in pronouncing English plosive sounds and present them in the form of percentage. After that, he tries to explain the causes and reasons of those errors whether they have problems more in perception or production.

4. Evaluation

    In the final step, the researcher makes the conclusion of the analysis of the error

    of both test.

2.2.2.3 Resources and Causes of Errors

Based on Brown in Anjayani (2015:27-28), the sources influence language learner in

making error.

1. Interlingual transfer

    In this kind of stage, the system of second language is familiar and the native

    language is the only previous linguistic system upon which the learner can

    draw. The error is the result of transfer from the native language. The second

    language learner try to combine their information from their native language

    and secons langusge they are learning.

2. Intralingual transfer

    In this stage, the second language learners have learned the target language.

    They overgeneralized the informaation from target language in every structure

    of language they find.

3. Context of learning

    It refers to the situation in the case of untutored second language learning. The

    learners find different informaion from waht they learn in class and the

    situation outside the class. It also can happen because of the incorrect

    information from the teacher.

2.2.3   Pronunciation

2.2.3.1 Definition of Pronunciation

"Pronunciation is the way a word is spoken, or the manner in which someone utters a word." (Wikipedia, 2016). Based on Oxford Advanced Learner's Dictionary (2005:1164), pronunciation is the way in which a particular language or a word or sound is pronounced.

Dalton and Seidlhofer (1994:3) defined pronunciation in general terms as a tool where it is used as a part of code in a particular language in which includes the production and perception to achieve meaning of message that is conveyed.

A wider definition of pronunciation includes both suprasegmental and segmental features. Segmental features includes phoneme that consists of vowel and consonant, while suprasegmental features consists of stress and intonation. English segmental features consist of vowels and consonants. There are 12 vowels [i:. ɪ, ɛ, æ, a:, ʌ, u:, ʊ, ɔ:, ɔ, ə:, 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 as it has become the literal product of English learning itself. 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.

2.2.3.2 Goal of Pronunciation

Based on Gilakjani (2012), acceptable pronunciation may make:

1) People often do not understand what the speaker is saying. The speaker uses the wrong sounds when making English words or uses the wrong prosodic features when making English sentences.

2) People understand what the speaker is saying, but the speaker's pronunciation is not pleasant to listen to because he/she has a distracting and/or heavy accent.

3) People understand the speaker, and the speaker's English is pleasant to listen to.

Morley, (1991:500) in Otlowski (1998) stated that the goal of pronunciation should be changed from the attainment of 'perfect' pronunciation (A very elusive term at the

best of times.), to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom.

Pronunciation is important because it bridges two or more people to convey the information, ideas, and thoughts that they are trying to say one another. Bad pronunciation doesn't really mean that it will ruin the whole message, but it makes the person has lack of communicative ability which will influence his communication activity to the others.

2.2.3.3 Problems of Pronunciation

In learning a new language, a student will always meet with learning problems since there will always be similarities and differences between the target language and their own language. Most of the problem faced by students are in the matter of grammar or speech sounds. English speech sounds may have some sounds that are similar to Indonesian sounds, but there are many more sounds that are slight or totally difference from Indonesian sound which make problems to Indonesian students. Especially, the sounds that don't exist in Indonesian language.

Indonesian students who learn English pronunciation may have a lot of problem. In many cases it is caused by the irregular spelling of language in which will affect the interference of guidance to pronunciation. Another problem is that

there is a negative transfer from the first language to the target language. (Syafei, 1988:1)

In the same tone, Ramelan (2003:8) states that there are problems dealing with pronunciation. The first problem deals with identification of the unfamiliar sound of the target language. This kind of thing is a matter of ear training and drillingone should be drilled and trained so that they get familiar with and remember it. The second problem is that in the matter of production of the unfamiliar sound. This deals with mouth-gymnastic or the moving of speech organs which should be trained over and over again to imitate the native speaker. The other problem deals with the production of suprasegmental features including stress, intonation, length and pitch. One may be produce the English sounds but if the stress or intonation or any other else aspect is too similar to their mother tongue, he will always be judged as foreign by the native speakers.

Thus, pronunciation is important and strongly deals with the accuracy of how sounds is produced. A mispronunciation may lead to misunderstanding which can also lead to failure of conveying a message.

English is undeniably a very foreign language to students in Indonesia. It is obvious that students have many various problems in English pronunciation through years. Therefore, it is very obvious that Indonesian students have to learn more about the English sounds if they really want to master English, specifically English pronunciation.

2.2.4 English Plosive Consonant Sounds

"Plosive sounds are sounds which are produced by stopping the air somewhere in the mouth or vocal passage and releasing it suddenly." (Syafei 1988:18)

Ramelan (2003:109) also states that, "... the way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract, after which the air is suddenly released so that an explosive sound is heard."

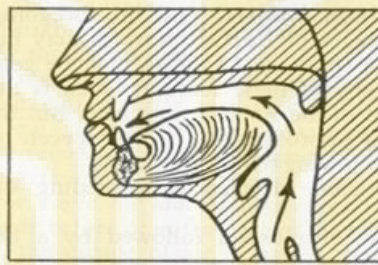There are three stages in producing a plosive sounds based on Ramelan (2003:109):

1. The closure, that is, the act of drawing together the two articulators in order to perform the complete abstruction

2. The stoppage, that is, the period during which the outgoing air is checked so that it can not pass out of the mouth.

3. The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

One of these three stages may be missing such as when a stop is followed or preceded. By any other consonant, in which case the stop is called an incomplete stop. Consider the stop [p] in 'lamp' and in 'post' in the compound word 'lamp-post'. The first [p] lacks the release, while the second [p] lacks the closure; thus the two stops are called 'incomplete plosives'. Since each of these lacks one of the stages of producing a plosive consonant they are pronounced as a stop with an abnormally long stoppage. (Ramelan 2003:109)

English plosive consonant sounds are classified as follows based on Indriani (2005:14-20)

2.2.4.1 Bilabial Plosives

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the airstream is provided by the closure of the lips. Lung air is compressed behind the closure. During which stage the vocal cords are held apart for /p/, but may vibrate for all part of the compression stage for /b/ according to its situation in the utterance. Theair escapes with force when the lip closure is released.

Fig. 1 Bilabial Articulation

2.2.4 2 Alveolar Plosives

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air stream is formed by a closure made between the tip and rims of the tongue and the upperalveolar ridge and side teeth. Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /t/, but may vibrate for all or part of the compression stage for /d/ according to its situation in the utterance. The lip position for /t/ and /d/ will be conditioned by that of the adjacent sounds, especially that of a following vowel or semi-vowel. For example, spread lip for /t/ in *'teeth'*, anticipatory lip rouding for /t/ in *'tooth'*. The air escapes with force upon the sudden separation of the alveolar closure
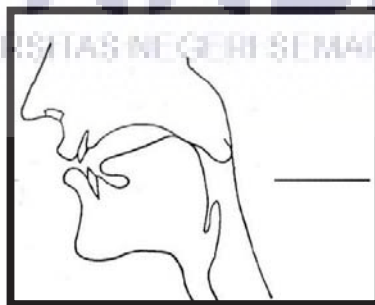
Fig. 2 Alveolar Articulation

2.2.4.3 Velar Plosives

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the back of the tongue and the soft palate. Lung air is compressed behind this closure during which stage the vocal cords are wide apart for /l/, but may vibrate for all part of the compression stage for /g/ according to its situation in the utterance. The lip position will be conditioned by that of adjacent sounds, especially following vowels or semi vowels. For example, spread lips for the plosives in *'keen'*, *'geese'*, and somewhat rounded lips for the plosives in *'cool'* and *'goose'*.

Fig. 3 Velar Articulation

2.2.5 Perception and Production

Perception and production reffer to the way a language is listened and spoken or in another word they also reffers to the terms speaking and listening. Both terms are closely related to each other as stated by Murcia (2001:205) Listening plays an extremely important role in the development of speaking abilities. In the further talk, speaking feeds on listening which precedes it. When one person speaks, the other person is processing the speaking of his partner into listening process that eventually he has to make a response to what the partner has spoken to him. This happens because as a speaker, he plays a double role as listener and speaker.

2.2.5.1 Perception

"Speech perception is the process by which the sounds of language are heard, interpreted and understood ... Research in speech perception seeks to understand how human listeners recognize speech sounds and use this information to understand spoken language". (Wikipedia, 2016)

In another words, perception is an activity of listening and perceiving words they have listened. In tone with it, Murcia (2001:70) stated "... listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse"

This study partially focuses on the perception ability of the students in recognizing the plosive sounds. The students are asked to listen to a list of words containing plosive sounds before they write what they've heard.

2.2.5.2 Production

Based on www.cognitiveatlas.org "speech production is the process by which spoken words are selected to be produced, have their phonetics formulated and then finally are articulated by the motor system in the vocal apparatus."

Speech production is a matter of speaking activity. Fulcher in Widowati (2012:12) stated "speaking is the verbal use of language to communicate with others" Similarly, Bailey (2003:48) argued that "speaking is the productive oral skill. It consists of producing systematic utterances to convey meaning."

There are several elements that are assessed in speaking. They are pronunciation , vocabulary, grammar and fluency. (Syifa, 2012:15). In this study, the researcher only took the first element which is the pronunciation element, specifically the ability of pronounciation of the plosive words. Basically, it deals with the students producing and pronouncing words they've listened. This is the other focus of the study from the former one. It focuses on the production ability of the students where they are asked to produce plosive sounds.

2.2.6 Relationship between the Syllabus of Junior High School and Pronunciation Teaching

The relationship between the curriculum or syllabus of junior high school and pronunciation teaching is really intense. In the syllabus, it can be proven by the existence of speaking aspect involved in the English learning. In the basic competence aspect of speaking, there are expectations involving the meaning

expressing in basic expression and short monologue verbally. The students are also expected in comprehending and responding to a conversation. Those expectations are highly requested with the improvement of students' speaking skills. Here, the role of pronunciation teaching in class put itself in its usefulness. The existence of pronunciation teaching in class will make a big difference in speaking skill improvement. Besides teaching the proper pronunciation of words, it will correct students' improper pronunciation so that a more proper understanding can be reached in seconds. Those expectations realistically could not be reached yet. The nonexistence of implicit pronunciation teaching in the syllabus does not balance the expectations. Instead, the teachers in schools are mostly focus on the grammar and tenses aspect of English. In the end, what we get is students who only good in reading and maybe writing skills but not in speaking and listening.

2.3 Theoretical Framework

From the background of the previous expalanation, it can be summarized that pronunciation problems may be caused by some various reasons. Students are mostly encountered by these pronunciation problem: a problem in the identification of foreign sounds, in the production of foreign sounds by the organs speech, in the production of suprasegmental features like pitch, stress and intonation. Yet, another problem is related with the ability to identify and produce the foreign sounds in a connected speech or in a single segment with no sounds preceding.

When the students producing sounds, they might make mistakes or errors. In the previous sub-chapter, we can conclude that error is a result from the lack of knowledge of proper grammar. They make a failure of it because the have not learned the language. It may be fossilized if they repeat it all over again in the future.

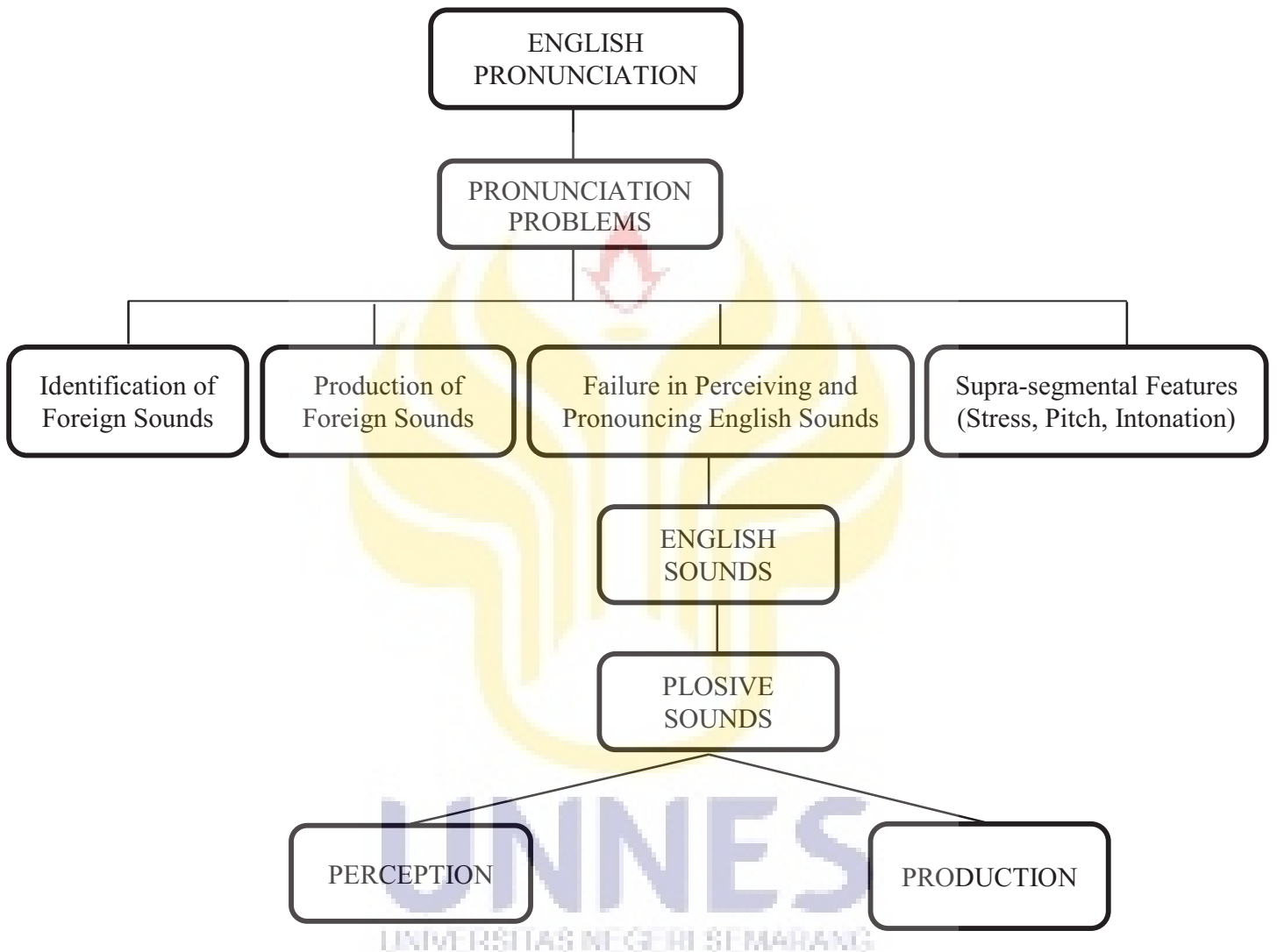The production of the plosive sounds in English can also be summarized as follows:

1. The production of sounds [p] and [b] is slight difficult because we can find the [p] and [b] consonants sound in Indonesian. The difference is that there are no plosive sounds in Indonesian. Another problem students face when they pronounce those plosive sounds is how similar they are. In Indonesian, the production of those sounds in the end of a syllable can be found in the words *'sebab'* and *'kerap'*. In Indonesian, the end of both words are pronounced as [p], because they are used to pronounce those words so. The [b] sound in the end of syllabe *'sebab'* is somehow pronounced as [p]. Meanwhile in English, the pronunciation of the words *'bob'* and *'pop'* have a big difference where the [b] in *'bob'* is voiced and [p] in *'pop'* is voiceless sound.

2. The production of sounds [t] and [d] for Indonesian students from many cases is still a major problem. It may be caused by the similarities of tongue position. Another problem is that how students can position their vocal chords and breath force. In Indonesian, the production of those sounds in the end of a syllable can be found in the words *'clurit'* and *'murid'*. In Indonesian, the end of syllables of both words are pronounced as [t] because they are used to pronounce those words

so. The [d] sound in the end of syllabe murid is somehow pronounced as [t]. Meanwhile in English, the pronunciation of the words '*bad*' and '*bat*' have a big difference where the [t] in '*bat*' is voiceless and [d] in '*bad*' is voiced sound.

3. The pronunciation of sounds [k] and [g] for Indonesian students may also be a problem. The way of corporation of their organs of speech especially the soft palate, the vocal chords and the breath force can be the major matter in producing these sounds.

In Indonesian, the production of those sounds in the end of a syllable can be found in the words '*curug*' and '*garuk*'. In Indonesian, the end of both words are pronounced as [k] because they are used to pronounce those words so. The [g] sound in the end of syllabe '*curug*' is somehow pronounced as [k]. Meanwhile in English, the pronunciation of the words '*bag*' and '*back*' have a big difference where the [k] in '*back*' is voiceless and [g] in '*bag*' is voiced sound.

Fig. 4 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains conclusions and suggestions. After analyzing the data, conclusions can be made. The researcher hopes that the conclusions and suggestions can be useful for the students and students of SMP N 4 Semarang. Moreover, it can give many contributions to improve students' mastery in perceiving English plosive consonant sounds.

5.1   Conclusion

This study analyzed the students' error in perceiving and producing English plosive consonant sounds. Both, the perception and pronunciation test result in the form of test score and phonetic transcription are made by the researcher.

Based on the data analysis in the previous chapter, the researcher found that the students made 85 errors out of the total number of the 45 listening test items as the result of the perception test. The error of the 32 students is 5.90%. Based on the criterion of the data interpretation, this percentage shows that students' ability of the eighth grade of SMP N 4 Semarang in perceiving English plosive consonant sounds is considered excellent.

In the level of production, the researcher found that the students made 459 errors out of total number of the 30 pronunciation test items. The error proportion of the 32 students is 47.81%. Based on the criterion of the data interpretation, this

percentage shows that students' ability of the eighth grade students of SMP N 4 Semarang in producing English plosive consonant sounds is considered good.

Based on the result of the analysis above, it can be concluded that they were performing much better in the level of perception than that of production English plosive consonants. The level of production is what they found difficult the most. They could differentiate English plosive consonant sounds by perceiving to those sounds, but they still found difficulties in producing them.

5.2   Suggestion

Based on the conclusion, the most common error made by the students in perceiving and pronouncing the plosive consonant sounds is the [p] vs [b] sounds and few of them made errors in pronouncing some of the English plosive sounds such as [t] vs [d] and [k] vs [g] sounds. According to the result of this study, the researcher would like to give some suggestion for both teachers and the students.

1. For English Teachers

    In a learning process of English, teachers have their responsibility in guiding the students. There are many sounds in English that are not found in Indonesian, therefore they are needed to be taught to the students so their pronunciation can be improved. All teachers are supposed to give the approriate example of how words should be pronounced by training them word by word. The teachers should be the good model because students learn

how to pronounce English words is not only through a dictionary, but also the role of English teachers. They must have a really good ability in pronouncing English sounds and words to make a good example for their students. They can also give some assignments to their students related to the pronunciation, such as reading aloud, having a group conversation, etc.

2. For the students

For those who are learning English have to know how to pronounce English sounds correctly. Besides learning from their teacher, they can learn through watching some videos on Youtube, 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, talking with a friend in English and etc. They can imitate how the native speakers speak from TV, songs, the internet or movies. In learning English, there are no border lines. Learning English can be done anywhere and everywhere from any source we can find. By studying and practicing, eventually they can improve their pronunciation

3. For the future researcher

For future researchers who are going to conduct a research with the same topic or material, it is suggested that they should develop this study more into a broader level of complexity or range. Probably they can conduct a research with different type of manner of articulation such as the fricative, affricate,

nasal and etc. Hopefully, this research can be one of the references for the researchers who are going to conduct a research in the same type of field.

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