



**THE ERRORS OF ENGLISH PRONUNCIATION AMONG
THE SECOND GRADE STUDENTS OF TERSONO JUNIOR
HIGH SCHOOL TERSONO BATANG**

A final project

submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan in English

by

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ABSTRACT

Hepy Yudo hartoto.2010. The Errors of English Pronunciation Among The Second Grade Students of Tersono Junior High School Tersono Batang. Final project. English Department, Languages and Arts Faculty. Semarang State University. First advisor: Drs Amir Sisbiyanto,M.Hum. Second advisor: Drs. Ahmad Sofwan, PhD

Key words: Error, pronunciation,

This study is intended to identify English pronunciation made by young learners. The objectives of this study are : (1). To describe the pronunciation errors on vowels and diphthong made by the students of Tersono 01 Junior High School. (2). To analyze and discuss the source of errors of English vowel sound in the relation to Javanese or Indonesian language sound experienced by the second grade students of Tersono 01 Junior High School Tersono – Batang.

The subject of this study is the second grade student of Tersono 01 Junior High School in academic year 2009/2010. The instrument used to collect the data is pronunciation errors test consist of isolated word interrogatives sentences. The first test is intended to show the result of the students' errors in producing vowels and diphthongs and the second test is to show the result or the students' errors in intonation.

The research findings in this study were 19 kinds of pronunciation error made by students of Tersono 01 Junior High School. They are 11 substitutions of vowel, 7 of diphthong, and 2 intonations. The sources of errors in the finding were interlingual and intralingual errors. Inn interlingual there were 5 kinds of errors, they are pronouncing word as written, pronouncing word as the students' native language or first language, errors of substituting short vowels for English diphthong. In intralingual there were kinds of errors, they are overgeneraliazation and spelling rule confusion.

Finally, the department as the decision makers for the system applying in English learning and teaching should undertake some improvement and remedy. There should be a regular meeting to discuss the teaching method, which takes the occurrence of pronunciation errors in the classroom activities account.

PERNYATAAN

Dengan ini saya,

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Prodi/jurusan : Pendidikan bahasa Inggris/ Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project yang berjudul : “THE ERRORS OF ENGLISH PRONUNCIATION AMONG THE SECOND GRADE STUDENTS OF TERSONO JUNIOR HIGH SCHOOL TERSONO BATANG”

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi / tugas akhir / final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, Agustus 2010

Yang membuat pernyataan

Hepy Yudo Hartoto

MOTTO

Weakness and power are a mercy and also duty.

Bring supply when you go, and bring charity when you die.

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My deepest gratitude is dedicated to my beloved sister, brothers, all my family, and my best friends who always support me in finishing my study.

I hope this final project will be useful for the English Department and for those who are interested in teaching and learning English.

Finally, I would also welcome the suggestion, comments, and criticism to improve this final project.

Semarang, August , 2010

Hepy Yudo Hartoto

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CHAPTER I

INTRODUCTION

In this chapter, I would like to discuss about the background of the study, reasons for choosing the topic and limitation of the study, and also the objective of the problem.

1.1 Background of the Study

Today English has become a main subject taught in junior high school. A new program like English for young learner has been offered by most junior high school in Indonesia, which is, try to fit with the curriculum based competency. According to the curriculum, four language skills namely speaking, reading, writing, and listening are involved on that program. Then to support the four language skills, some basic language components like vocabulary, structure, pronunciation, and spelling are also given in teaching English for young learner.

From the four components above, there is a component of the language that has very important role in learning English, especially in speaking and listening. The component is pronunciation. Pronunciation is a key of communication in which listener will catch the message of what the speaker say without misunderstanding if the pronunciation is correct. Therefore, pronunciation is essential to be developed.

Observed at a glance, however, most young learners today are believed to be having low ability in pronunciation. Their pronunciation are still unfulfilled the standard of English pronunciation yet and still far from what the teacher expectation as something satisfied.

A lot of errors are made especially when they read aloud passage or speak English, for example, learners heard to pronounce [ðe] for 'the' with [nd] and [ðis] for 'this' with [ndis]. Even there are some students still couldn't differ how to pronounce the words that having quite the same pronunciation like the words an, end and ant. They heard to utter the words with the same pronunciation [ən, end, ænt] with [ən]. They are also heard to pronounce the sound the same as the letter 'e' in Indonesian pronunciation. The error they made for example they heard to pronounce the sound [sʌn] for "son" with [sɔn].

Pronunciation errors that occurred were not exclusively intended done by learners. Some reasons may be could explain why learners make a lot of errors in pronouncing a sound. First of all, English is not our first language, therefore, learners sometime feel strange to pronounce the English word. Secondly, learners rarely practice in pronounce the English sound because there is limited time to do in the class, and then they do not practice it at home. Thirdly, learners find that English is difficult to pronounce because there are different sound system between English and their language, in this case is Javanese. Finally, the learners have low motivation in learning English because they think that English is a difficult subject.

As in the previous, English said is taught in junior high school. It is purposed to minimize the errors that made by learners when they are in junior high school. Because stated by Richard and Sampson in Richard (1974: 10) young learner are good imitators who are able to imitate English sound better than adults.

This opinion is reaffirmed by Nunan (1982: 101) saying that “most learners who begin learning the second language after the onset of puberty never manage to acquire native like mastery of the sound system.”

Learning English pronunciation from very early age is expected not only to prevent fatal errors but also to reach satisfactory result. But the problem is whether their pronunciation really correct. Sometime teacher let their students utter incorrect pronunciations and did not make some corrections to them. Therefore, till they become adult, their pronunciation will be wrong because of their habit to pronounce the incorrect pronunciation. That is why i tried to research on the error of English pronunciation, especially pronunciation made by the junior high school students.

I also interested in pronunciation research, because it is important in speaking and listening. When someone speaks, they want to transfer the message to another people or listener. If his pronunciation incorrect, there will be misunderstood between the speaker and listener. And having closer observation, the fact that learners make of errors in pronouncing a sound interest me to make a research in pronunciation error.

Based on the reasons above, I was focused on the research on English pronunciation and chooses the title of the research” the errors of English pronunciation among the Eighth grade students of TERSONO I junior High School of Tersono Batang.

1.2 Identification of the problem

Lado (1961: 70) states that

the language sound system are different from another. In this case, Javanese and English sound system are different in many ways. Firstly, English consonants, vowels, and diphthongs do not exist in Javanese. English consonants [θ, ð], and 3 long vowels and diphthongs do not appear in Javanese. Some Javanese consonants, on the other hand, are also absence in English, for example [n, t, and d].

Secondly, the word and the sentence stresses are important in English. The stresses may change the meaning of words. The English word “record” has different meaning if it is pronounce as [rikɔ:d] and [rekɔd]. In Javanese on the contrary the stress does not change the meaning of the word. The Javanese word “buku” can be pronounced as [buk] or [buku] without changing the meaning.

Finally, the English spelling rules are very complex. The spelling of words does not show the pronunciation of words. Contrastively, one written symbol presents one sound in Javanese.

Because of the differences, consequently the pronunciation will occur. Lado (1961: 72) states

“the learners transfer the sound system of his native language and use it instead of that as the foreign language without fully realizing it.” Learners automatically use the Javanese sound system during learning the English sound system. Therefore, the learners’ pronunciation will be different from the native speakers’ pronunciation.

Today, however, according to Bram (1987:70) : errors are considered as part of learning. An error is seen as something natural in the learning process.

These errors must be analyzed so that they can be considered as an important step in teaching learning process, because it can be use by the teacher to know how far the learners acquire the target language.

1.3 Statement of the problem

As started in preceding section, conducting an error analysis is an important step in improving the English learning. However study a pronunciation analysis especially a young learner is hard to be found. Therefore i was interested in conducting a research on this area. Hopefully, it will give information, which can help the teacher, much to help the learners in improving their pronunciation.

Young learners in this study are those learners aging twelve to fourteen years old, who are learning English as the beginner. They are the Junior High School students in the grade VII of TERSONO I Tersono Batang. Besides that most of the students are Javanese. Therefore, the writer decides to conduct the student in this junior high school.

I was focused on the study of the production of a comprehensible diphthong, vowels and rising and falling information used in simple questions in order to get satisfy result. Because those are the first features which are taught by the teacher in young learners' classes. Besides, those are the basic pronunciation features, which may lead young learner to have a native like pronunciation.

1.4 Formulation of the problem

In line with the limitation presented in the previous section, the problem of the study are formulate as follows:

- a. What kinds of pronunciation errors on vowels and intonations are made by the students of TERSONO I junior high school of Tersono Batang?
- b. What are the causes the English pronunciation errors on vowels and intonations made by the eight grade students of TERSONO I Junior High School of Tersono Batang?

1.5. The objective of the problem

The study of this field is limited with the following objectives:

- a. To describe the pronunciation errors on vowels and intonations made by the students of TERSONO I junior high school.
- b. To analyze and discuss the sources of errors of English vowels and intonation sounds in the relation to Indonesian language sounds experienced by the second grade students of TERSONO I junior high school of Tersono Batang.

1.6 Significance of the study

In the objectives of the study are attained; the following advantages are expected to be obtained:

- a. The result can give information for the junior high school's teacher to improve and develop English language teaching.

- b. For the sake of the development of language teaching program, this study can give contribution to further studies in the field.

1.8 Outline of the Report

This study with the title “ The Errors of English Pronunciation Among the Second Grade Students of Tersono Junior High School Tersono Batang” is divided into five chapters:

Chapter one is introduction. In this chapter I explain the background of the study, identification of the problem, statement of the problem, formulation of the problem, the objectives of the problem, significance of the study, and definition of the key terms.

The second chapter is review of the related literature. In this chapter I discuss the definition of error, significance of error, rule of pronunciation in learning, error in pronunciation, and conceptual framework.

The third chapter is the research method. In this chapter, I would present place and time of the research, research method, population and sample, research, data collection technique, and data analysis technique.

The fourth chapter is research finding. In this chapter, I describe description of the data, description and interpretation of errors of the learner’s pronunciation, description and interpretation of the sources of the learner’s Pronunciation Errors.

The fifth chapter is conclusions and suggestion.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, some theories about errors and pronunciation presented based on several books and articles from libraries or internet as references. The explanation from general to detailed one will be presented here.

2.1 Definition of Error

According to Hornby (1987:29), error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the flawed side of learners' speech or writing. They those part of conversation or composition that deviate from selected norm of mature language performances (Dulay, Burt, Krashen, 1982:138). Richards et.al. (In Masari, 1999:17) states that error in speech or writing as second or foreign language learners is the use of linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way in which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

Error is different from mistakes. Therefore, it is crucial to make a distinction between them in order to analyze learners' language in proper perspective. Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned Corder (In Roeckhan, 1990:56). He also states that the mistakes are structural deviation, which occurs because the learners cannot determine the choice of expression in proper accordance the situation.

A mistake refers to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly (Brown, 1980:205) and an error is a noticeable deviation from the adult grammar or native speaker, reflecting the interlanguage competence of the learner.

There are two factors that cause errors: the native language interferences or first language and the target language being learned. The error that is caused by the interferences or reflects the native language structure is called interlingual error. The other error caused by the target language and does not reflect native language structure but is usually caused by overgeneralization because of the lack of target language competence. It is called intralingual error.

Sinker, 1972 (in Richards, 1974: 37) repeated five sources of errors:

- a. Language transfer,
- b. Transfer of training,
- c. Strategies of second language learning,
- d. Strategies of second language communication, and
- e. Overgeneralization of target language linguistic material.

2.2 Significance of error

- a. The nature of error

Human learning is fundamentally a process that involves the making of mistakes (Brown, 1987:69). Mistakes, misjudgments, miscalculation, and erroneous

assumption form an important aspect of learning virtually any skills or acquiring information. This principle also prevails in language learning. Making errors is an inevitably part of learning. Hence, people cannot learn a language without first systematically comity errors.

Errors have played on important role in the study of language acquisition in general and in examining second and foreign language acquisition on particular. Errors are believed to contain valuable information on the strategies that associated with strategies that people employ to communicate in a language.

According to the facts, errors analysis has become an important thing to do. Error analysis is a type of linguistic analysis that focuses on errors learners make. By doing error analysis, one can determine the learners mastery level of language system from the errors that learners commit, besides determining the kinds of errors and construct for remedial teaching. This statement is suitable to Richard and Sampson's (1974:15): "At the level of pragmatic classroom experience, error analysis will continue to provide one means by the teachers assesses learning and teaching and determine priorities for future effort.

b. Kinds of errors

There are four taxonomies of errors. Each of them is classified into several categories errors.

1. Linguistic category taxonomy

The errors are classified according to the linguistic component, using linguistic terms, namely phonology, morphology, syntax, semantic.

2. Surface strategy taxonomy

a. Omission

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the word 'test' [test] is pronounced as [tes].

b. Addition

Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

c. Misinformation

Misinformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'thin' [ðin] as [tin].

d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks]

c. Comparative category taxonomy

There are two categories of errors, as follows:

1. Interlingual error

The errors are caused by negative transfer or interference of the learner's mother tongue in the language. For example,

2. Intralingual error

The errors are caused by interference within the target language itself.

d. Communicative effect category taxonomy

It consists of two categories. They are as follows:

1. Local errors

Local errors are caused by the omission of one or more language elements in a sentence construction, which disturb the process of communication. An awkward sentence is usually the result of this kind of errors.

2. Global errors

Global errors are the errors, which cause the entire message conveyed not to be understandable for readers or listeners.

2.3 Rule of Pronunciation in Learning

According to Hornby (1974) pronunciation is defined as the way in which a language is spoken or the way in which a word is pronounced. Similar definition is proposed by Shaw (1970:355) in Triyani (2000) who state that pronunciation is the way word sounds when it is spoken. Meanwhile, Lado (1979:70) defines pronunciation as the use of the sound system in speaking or listening. In conclusion pronunciation is making speech sound. Pronunciation of foreign language is a twofold process. It involves oral receptively or the recognition of the sound as well as production of sounds (Wallace,

1988:128). Such an emphasis upon recognition of sounds as well as their production will be a sure help for the students in comprehending the language more easily and speaking it more accurately.

The pronunciation of English involves the production of individual or isolated sounds and the utterances of words, phrases and sentences with correct stressing and or rhythm and intonation (Madya, 1989:iv). Pronunciation is related to articulation and enunciation, but it refers especially to utterances of sound in syllable and words.

Pronunciation is really important in learning language. Bobda states in Kral (1994:107) in Triyani (2000), that of all levels of linguistics analysis, pronunciation exhibits number of deviation. Pronunciation is an integral part of language learning. Its scope is too much broader than an inventory and descriptions of individual sound. It embraces the element of stress and intonation, which function in the communication process.

In pronunciation there are some parts that should be learned, according to Harmer (1992:21) the parts are sound, stress and rhythm and intonation. Haycraft (1975:2) states that sounds are articulation of the different consonants and vowels in English and the use of the weak forms. Stress is the strength of voice placed on a particular syllable as in "particular" as on particular word or words in a sentence as in "water is heavier than air". Haycraft (1975:2) also explains intonation as the tune of a sentences, comparable with the rise and fall of the tune in piece of music.

The Organs of Speech

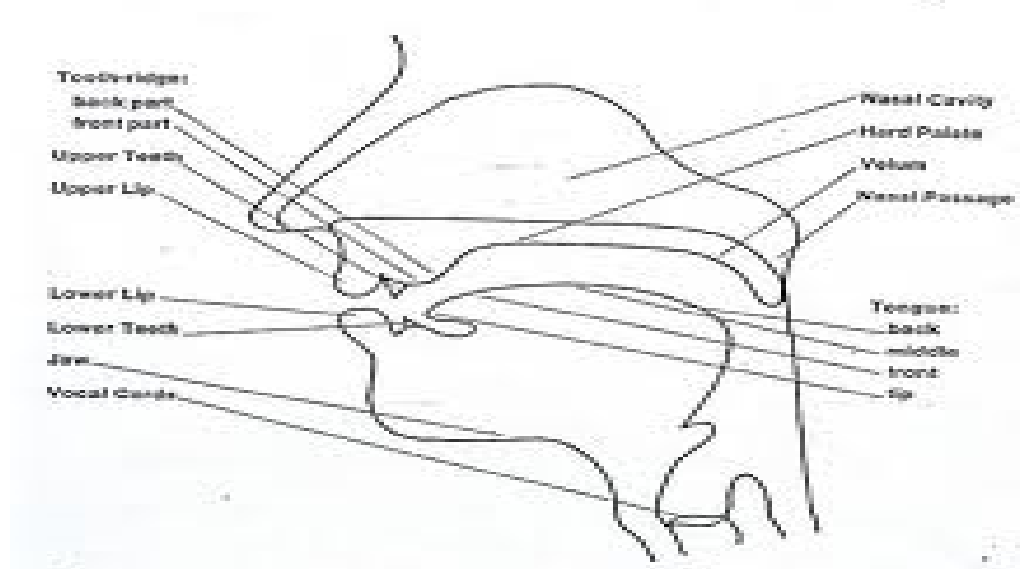


Figure 1. The human vocal organs

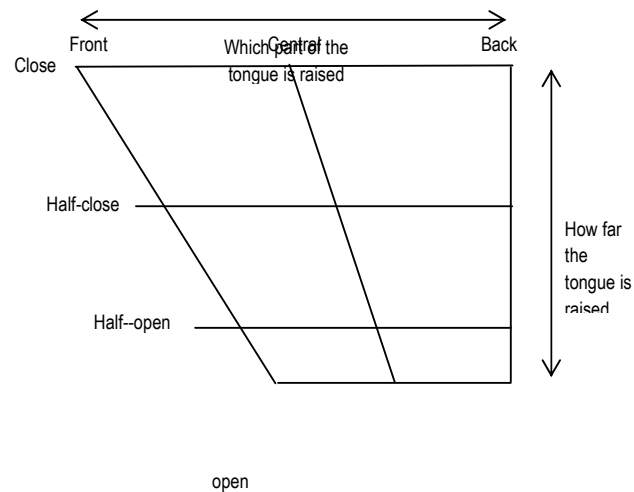
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|-----------------------------|----------------|-----------------------|
| 1. Nasal cavity | 6. Dorsum | 11. False vocal cords |
| 2. Hard palate | 7. Uvula | 12. Vocal cords |
| 3. Alveolar ridge | 8. Radix | 13. Larynx |
| 4. Soft palate (Velum) | 9. Pharynx | 14. Esophagus |
| 5. Tip of the tongue (Apex) | 10. Epiglottis | 15. Trachea |

English Articulatory Phonetics

Every language has a different phonetic alphabet and a different set of possible phonemes and their combinations. The number of phonetics symbol is between 20 and

60 in each language (O' Saughnessy, 1987). Alphabet itself consists of vowels and consonants. Vowels are voiced sounds produced when there is vibration in vocal cords.

English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations are defined as front and back and shape of the mouth are defined as open and close. Main English vowels are described in figure 2. In English vowels there are also known diphthongs like /əu/ and /ei/ but it did not described more detailed here.



short	ɪ	pit	e	pet	æ	pat	ʌ	putt	u	put
long	i	key	u	coo	ɜ	cur	ɔ	core	a	car

Fig. 2. The classification of the main vowels in English (IPA, 1998)

English consonants may be classified by the manner of articulation as plosives, fricatives, nasals, liquids, and semivowels (Cawley, 1990, O'saughnessy, 1987). Plosives are known also as stop consonants. Liquids and semivowels are also defined in some publications as approximants and laterals. Further classifications may be made by the place of articulation as labials (lips), dentals (teeth), alveolar (gums), palatals (palate), velars (soft palate), glottal (glottis), and labiodentals (lips and teeth). Classification of English consonants is summarized in figure 3.

place manner	labial	labio- dental	dental	alveolar	palate- alveolar	palatal	velar	glottal
Plosive	p b			t d			k g	
fricative		f v	q b	s z	ʃ f			h
Nasal	M			n			ŋ	
Liquid				r l				
semivowel	W					j		

Fig. 3. Classification of English consonants (Cawley, 1996)

2.4 Errors in Pronunciation

There are different opinions that are stated by some people about the sources of errors in pronunciation. Although they stated different opinions, but at core the sources is quiet same one to another. One of the opinions is as stated by Carey.

According to Carey in Michael@srsuna.shlrc.mq.edu.au.2006, there are ten interlanguage phonology sources of L₂ pronunciation errors:

- a. Interlanguage transfer

When a language learner attempts to produce an L₂ sound, their relative success at approaching the target relies on their ability to disassociate their L₂ utterance from their repertoire of L₁ phonemes and allophones. Disassociation is often necessary because two languages may contain sounds, which seem to be the same but are produced by differing articulatory motions. They are therefore acoustically different and may be perceived to be divergent from the target by the listener.

While it is possible for an adult speaker to learn to produce acoustically acceptable approximations of targets such as the troublesome /l/ and /r/ distinction over time (Flege, 1995) the level of success varies between individual speakers. It is common to remark that the more successful producers of near-native sounding pronunciation are rare, gifted or talented. Their success could be more reasonably attributed to their ability to disassociate phonological aspects of the L₁ and L₂ and thus minimize the transfer of phonological features from one language to the other.

Assumptions regarding the variable success of learners' L₂ also concern the relative difficulty different nationalities encounter in their production of acceptable English pronunciation. A very useful observation to consider in the contrastive analysis of various language groups and their L₂ English production is that nationalities with a vastly different phonetic inventory to that of English, often find it easier to learn to produce an acceptable phonetic target in the L₂ than a nationality whose L₁ contains contrasting sounds (Flege, 1987, 1995).

Therefore, it may be assumed that it is a simpler task to learn totally foreign sounds than sounds, which bear a resemblance to sounds in the L₁. Furthermore,

fossilized errors, which are attributed to the negative transfer of L₁ to L₂, may more easily be unlearned when they are of the foreign rather than the familiar variety.

Each language has its own pattern related to the length of vowels. Languages vary widely as to whether and how much vowel duration is affected by the following consonant. English has extremely exaggerated pre-consonantal vowel duration when preceding voiced consonants (Takahashi, 1987).

There are however some universal (interlingual) consistencies in vowel length. Low vowels are always longer than high vowels. For this reason, vowel duration is often regarded to be a universal. More of this phenomenon of universals and their significance to interlanguage transfer is discussed in the following section.

b. Phonological universal

Phonological universals are phonological patterns, which are common to all known languages. They are also referred to as being unmarked, (common ...and /θ/ regularly occurring phenomena), or inversely, as being marked (distinctive and unique phenomena) in English for example, /s/ unmarked and /θ/ is marked. Another notion, implicational universals, is that the presence of a marked segment /θ/ in a language implies the presence of an unmarked segment /s/, but the reverse is not true (Greenberg, 1966).

Many studies have been undertaken to determine the degree of difficulty in acquisition of the various elements of L₂ phonology (Altenberg and Vago, 1983) based on 'markedness' theory of universals. Takahashi (1987) concluded from an analysis of their studies:

“Those less marked phonetic or phonological characteristics of L₁ are harder to unlearn. That is, those characteristics which are acquired early in L₁ acquisition and are important (yet commonly occurring) characteristics of L₁ are easily carried over in the production of the L₂ phonological system and remain persistently as the L₂ learners’ foreign accent.” The development of an absolute hierarchy of markedness in and between languages is an almost impossible task given the enormous number and diversity of languages. Markedness theory has however contributed to a general understanding of the tendencies of simplification adopted by L₂ learners.

In all languages there appears to be a universal preference for the open CV syllable. A study by Kozhevnikov and Chistovich (1965) showed that in a stressful situation, speakers tended to revert to very simple CV patterns of pronunciation in their own native language. Tarone (1972) has argued that:

“The simple open syllable may be a universal articulatory and perceptual unit; that is, that the articulators tend to operate in basic CV programs in all languages, and the various languages simply elaborate upon this program by adding various combinations of initial and final consonants.”

From this, it could be hypothesized that in interlanguage transfer, first language with a greater propensity towards open syllables will have a greater degree of difficulty in assimilating the syllable structure of English. Other phonological universal tendencies include devoicing of word final obstruents and affrications of the word-final alveolar fricative /s/ (Takahashi, 1987).

c. Avoidance

Avoidance is a general tendency for learners to avoid those aspects of production that they know to be problematic from them (Schachter, 1974). Avoidance strategies may be employed at the grammatical as well as at the phonemic level.

At the grammatical level an article (an/an, the) may be left out of the utterance when the student suspects an article is necessary and yet chooses to avoid using rather than running the risk of selecting the wrong one.

At the phonemic level, a typical example of avoidance is the avoidance of using words, which contain difficult to pronounce phonemes such as /v/. Therefore, the speaker may give a false impression of the extent of their phonemic pronunciation errors by avoiding the use of words such as very.

d. Over-generalization

Over-generalization is described by Richards (1973) as the application of a newly learnt target language rule to an inappropriate form or context. For example, pitch, duration, and intensity as features of stress being used to often to highlight every content word in an utterance.

Over-elaboration is usually caused by exposure to language acquisition strategies that are heavily reliant on reading and writing, to the detriment of speaking. In an attempt to produce accurate target language utterances, the learner produces unnatural like scripted and formal speech, which may be syntactically accurate but unnatural (Tarone et al, 1983)

e. Hypercorrection or overcompensation

This phenomenon can be found to occur after students have become aware of a negative transfer effect and rises from the strategy they employ to deal with this (Wardhaugh, 1986). For example, Indonesian does not possess the CV /ʃi:/ (She) but does contain the CV /si:/ (See), so the expected negative transfer effect is the production of /si:/ (see) for the word she. An Indonesian English learner may realize that the sound /s/ and /ʃ/ must be distinguished before the vowel /i:/ in the L₂ but has not learnt exactly when to do this. The learner therefore acquires the notion that /ʃ/ + /i:/ is not allowed in English and applies it even when it is necessary in the production of the word she. Thus, the learner overcompensates and produces /si:/ instead of /ʃi:/.

f. Elision and epenthesis

Elision is the non-articulation of a sound and epenthesis the addition of a sound to a word in the L₂. Both are a negative transfer effect of phonotactic constraints in the L₁.

g. Stylistic variation

Variations in style of speech occur according to psycholinguistic factors such as the situation, the context, the addressee (s) and the location (Bolinger, 1975). In the gathering of speech data, factors which may affect the authenticity of the data are: the self-consciousness felt by the subject and the pressure to perform in the situation of a studio recording; unfamiliarity with the context or lexis of the test sentences; the pressure to achieve a 'good result' for the addressee (the

tester); and the artificial environment and discomfort associated with remaining still in a recording studio.

h. Letter to sound rule confusion

A learner of English, who's L1 contains a phonemic orthography, often learn to speak English through reading and writing and consequently attempt to interpret English pronunciation from the orthography. The inconsistent letter to sound rules of English lexis may result in mispronunciation, not because of an inability to produce the phonemes, but due to the interference of spelling.

i. The developmental model

This model of language acquisition suggest that there are significant parallels between the replacement strategies employed by infant L₁ learners of English and infant – adult L₂ learner of English. Various studies (Flege and Davidian, 1984) across a variety of nationalities of L₂ English learners have revealed replacement strategies for the production of new phone in L₂, which are similar to the substitution strategies found in the L1 speech of infants. This model therefore suggest there is a hierarchy for substitution of new phonemes (consonants), which is sequential and consistent (perhaps universal) across all language.

j. Significant errors: current views

Jennifer Jenkins (1966) outlines the need for a change in pronunciation modification priorities from system based on a native model of pronunciation towards a system that modifies the errors, which impede communication across an international context. The motivation for this new system of priorities stems from

the assumption that non-native speaker will spend more time speaking to other non-native speakers of English, than to native speakers owing to the fact that there are now far more non-native speakers of English In the world than native speakers. This is particularly the case for EFL learners who usually return their own countries after studying abroad.

Jenkins has listed the priorities, which takes the listener intelligibly of non native speaker into account. The following is a summary of her list of nine significant aspect of pronunciation to be focused on for pronunciation error elimination.

1. Vowel quantity

Jenkins believes that because the extra long vowels vary in length from one native speaker (NS) to another, “ there is little common ground between them. Provided the learners are consistent in use, quality is unlikely to affect intelligibly greatly.

2. Diphthongs

Diphthong length but not quality is essential to intelligibility as diphthong quality varies between group of NS without a great loss intelligibility, length however more critical. Jenkins herself admits that future research into diphthong may reverse this decision.

3. Consonants confluences except for those involving / θ / and / ð /

Jenkins' claims that consonant tend are more essential to intelligibility than vowels. Jenkins agree with this view with the exception of / θ / and / ð /.

She believes the confluences (substitutions) of these sounds with /t/ and /d/ or /s/ and /z/ respectively are common to all non – native speakers (NNS) varieties and for this reason do not significantly between NNS and contextual clues may aid intelligibility in NNS/ NS interaction. Gimson and Cruttenden (1994) assert to the opposite by stating that for minimal intelligibility is not acceptable to replace / θ / and / ð / With dental aspirated /t^h / and /d^h /. However some relaxation of the dental / ð / is allowable in weak position such as in the case of the following /s/ or /z/, e.g., in “*what’s the time?*”

4. Phonetic realizations

The majorities of phonetic realizations in the L₁, which are transferred to the L₂, do not interfere with intelligibility and merely perceived as characteristics of a foreign accent. Other phonetic transfers do interfere however and may lead to unintelligibility. Jenkins mentions however that there are acceptable even to native speakers. “Adam Brown (1991) recommends ignoring and even teaching for productive use vocalic / / for dark [] post-vocalically and syllabically in word such as *milk, middle and full*, since these are apparently easier for NNS to produce and are fast becoming incorporated into NS varieties such as estuary English”.

5. Consonant cluster simplification (and consonant sequencing restrictions)

Many L₁ languages have more phonotactic restrictions on consonants than English does. The predominance of open (CV) syllables in languages other than English as well as restrictions on the position consonants may take

within the word is negatively transferable to English. The resulting production is either epenthesis (vowel addition) or omission (consonant deletion). Jenkins believes that where learners use the strategy of epenthesis, intelligibility is rarely effected, since listeners are able to recover the original form, e.g. Japanese [pɔ̃rɔ̃dʌkto] for *product*. However, consonant deletion causes considerable problems for NNS listeners in particular, since the target form is not recoverable from the output, e.g. Taiwanese [pɔ̃dʌk] For *product*.

6. Word stress

Dalton and Seidlhofer (1994) have shown that NS listeners identify word on the basis of their stress patterns, first picking out the stressed syllable and then researching their mental lexicons on the basis of this syllable, judging possible candidates according to how well they fit the unstressed syllables on either side of it. Jenkins asserts that this is more of a problem for NS listeners than for NNS listeners, assuming that NNS listen more for contextual cues when differentiating similar nouns and verb such as /¹rɜkɒd/ and /re¹kɒd/, than stress patterns.

7. Prominence and weak forms

Jenkins suggests that failure to produce weak form represents more of a threat to intelligibility for NS listeners than for NNS listeners, mainly because the ear of NNS are not attuned to this. Learners are likely to find unreduced syllables easier to interpret when speaking amongst each other. Therefore,

they are reluctant to attempt reduction in their own utterances. Perhaps it is therefore advisable to abandon attempts to teach weak forms productively and focus on recognition alone in the speech of NSs, and on prominence for NNS production.

8. Tone group

The tone unit is the basic unit of dividing up the stream of speech in English. In some L₁s the utterances are longer between pauses. When this strategy is transferred to English the listener is deprived have much needed time to process information. It also may result in the breaking up of speech in unexpected places.

9. Nuclear/ contrastive stress but not tune

In many L₁s, if there is anything comparable to the English system of nuclear stress, it tends to fall on the last word of a group of word (or on the first word in Korean). When this is transferred to the L₂ the main stress may fall on unimportant grammatical words (prepositions, articles, etc.) instead of function words (nouns, adjectives, verbs and adverb). When the learner's L₁ uses syntactic instead of intonational means to indicate contrastive stress, the speaker may neglect prominence. Jenkins' studies have revealed that learners "very quickly acquire receptive competence in contrastive stress, but they take considerably longer to acquire nuclear stress productively". This is not an issue for Korean L₂ utterances as prominence is also a feature of the L₁. Jenkins' understanding of intonation is limited to anecdotal evidence so a

more thorough contrastive acoustic analysis should reveal more significant negative transfer effects.

As in the previous explain that there are five possible sources of error according to Selinker, 1997 (in Richard, 1974: 37). The sources are language transfer, transfer training and strategies of second language learning, strategies of second language communication and over generalization of target language linguistic material.

Like wise Brown (1987: 17-180) also states that there at least three possible sources of error. Different with Selinker, Brown just explain three of error resources, they are the mother tongue interferences, the target language, and the context learning.

Errors, which come from first language influences, are called interlingual errors. Learners transfer the form and meaning of native language and culture when they are learning the target language. It means that the learner's native language influenced the process of mastery of the language. I.e. learners will say "the" with [ndʒ] instead of [ðʒ] because of Javanese sound [nd] and "clear" [klir] instead of [kliʒ] because the Javanese clear[r].

The important thing that should have more attention is about the English rules. In learning English pronunciation there ere English phonemes (speech sound) and graphemes (written symbol) that are different with learners' (Javanese/Indonesian). Many spelling rules are quiet different with

Javanese spelling rules, beside that in Javanese just present one sound in written symbol. This phenomenon often makes Javanese learners fail to pronounce the words correctly.

In detecting the interlanguage errors, it needs an appropriate method in which contrastive analysis is supposed to be an appropriate one. This analysis reaffirmed by Ellis (1998:24) saying that a contrastive analysis can be used to identifying errors result of interference. Therefore, the description of the first and second language system a certain error are composed, and by pointing to the similarities and difference between the rules, the errors can be detected whether they come from interference of the first language or not.

Furthermore, Brown (1987:178) explain that errors are the result of the complexity of the target language, which is target intralingual error. They come from the learner's failure to adopt the target language system.

Most of these errors occur because the learners over generalize the rules. For example Javanese learners tend to pronounce the word "son" [son] instead of [sʌn], or the word "do" [do] instead of [du], like the sound [o] in may other English word i.e. "Bob" [bɔ:b], "top" [tɔ:p] and "dog" [dɔ:g].

Richard in Ellis (1988: 53) identifies four causes of intralingual errors, namely, overgeneralization, ignoring the rule restriction, in complete application of the rules, and the false concept hypothesis.

The last reason of error, according to Brown (19987: 177) is the context of learning. "A learners makes errors because there is misleading teaching,

faulty presentation and uncontextual material.” In short this set of error comes from the external factors.

Dulay et al (1982: 150) explain that based on surface category taxonomy, errors are classified into omission, addition, misordering, misinformation. In pronunciation, for example omission errors are characterized by the absence of a sound that must appear in a correct pronunciation. Dulay et al (1982: 154). For example, the word ‘test’ [test] is pronounced as [tes]. If learners adds a sound to certain words, it means that they make addition errors Dulay et al. (1982: 156). For example, they pronounce the word ‘car [ka:] with [kar].

Dulay et al (1982: 1962) also say that misordering errors are characterized by the incorrect placement of an item in the words. For example, the word ‘ask’ [a:sk] is pronounced as [a:ks]. Dulay et al. (1982: 158) add that misinformation or situation errors are characterized by the incorrect choice of an item of sounds. The example is when a learner pronounces the word ‘thin’ [ðin] as [tin].

2.4 Conceptual Framework

Understandable pronunciation is still having possibility to be learned well by young learners aging 8 to 12 years old. But it is not as easy as we think. However, learners will find a lot of difficulties in learning English because they are beginners. The difficulties will lead them to make some errors, namely, they add, omit, misordering, and misinformation.

Errors are turning aside of the sound production from the pronunciation rules and caused the differences with the correct pronunciation when the learners pronounce some words. However, today error is seen as sign that the learners are in the process of learning. Therefore, errors should be analyzed in order to know how the learners acquire the language rules.

As explained in the previous, the pronunciation errors, which may occur linguistically, are addition, omission, misordering and misinformation. Additional errors happened when the learners add a certain sound to the correct pronunciation (i.e. [bɜ:rd] for [bɜ:d]), when they omit a sound (i.e. [buk] for [bukz]) they are regarded to make an omission error. If the learners replace a certain sound (i.e. [a:ks] for [a:sk]), they have made misordering error, and finally when they contribute a certain sound to the correct pronunciation (i.e. [bet] for [bæd]) they are regarded to make misinformation error.

There are certain reasons that explain why the errors can be happened when they are learning the language. If these errors are similar to the error that are made by learners who learning his or her first language, they are called intralingual error. Contrastively, if these errors are influenced by a learner's native language they are called intralingual errors.

In short, if the learner's native language (Javanese) exists when they pronounced some English sound, it means that they have made intralingual errors. If the errors cannot be found in Javanese, they are regarded to make intralingual error.

CHAPTER III

RESEARCH METHOD

This chapter presents some preparations of research and the technique how to research properly.

3.1 Place and Time of the Research

I took place in TERSONO I Junior High School of Tersono-Batang. It would be conducted in the English class of the second grade students of TERSONO 1 junior high school. I would be carried out in June 2010. The allocation of time is including the preparation, data collection, data analysis and report writing. The timetable of the research can be seen as follows:

Time allocation	June		July				August	
	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week
Preparation								
Data collection								
Data analysis								
Report writing								

Figure 5. Research Timetable

3.2 Research Method

According of Hornby (1985) research is investigation undertaken in order to discover new facts, get additional information, etc. there are two types of research method: quantitative and qualitative; which qualitative is used in this research.

The study is a descriptive study, which comes from a case study at TERSONO I Junior high school of Tersono Batang. The data is taken from a pronunciation test. To support the findings some qualitative data resulted from the test are employed.

3.3 Population and Sample

I choose the second grade students of TERSONO I Junior high school as the population for the research. I choose them because of these reasons:

1. English has been taught in TERSONO I junior high school begin from class first until third, which it is expected the students will do the test easily.
2. I would make a research whether there are differences among the second grade students of TERSONO I Junior high school in pronunciation accuracy.

I took 15 students as the numbers of populations, therefore the sample should be taken are 14 students according to the rule that are taken from the second grade of TERSONO I Junior high school in academic year 2009/2010. I choose 15 students as populations and 14 students as the sample for her research, beside the reasons above; it is caused of the limited number of students of TERSONO I junior high school. Therefore, to achieve the optimal validity, I took the students of the class two randomly.

3.4 Research

According to Isaac' ad (1981:101), instrumentation is the process of selecting to a give "problem".

This definition implies that instrumentation is a tool used to reveal the data needed in the study. As the data needed in this study are phonetic features errors from

the learners, a pronunciation test is used. There are two kinds of test used in the research. The first one is the test that containing pictures without text reading, which the learners answer orally when the teacher ask the student to answer what picture that is pointed. The second one is the test containing pictures words and simple interrogative sentences that a students reads them orally. Tape recorder records the results.

The materials of the test are words and simple questions, which have already been taught by the teacher. The test consists of 110 reading test and 5 interrogative sentences from GBPP and textbooks used by the learners. The test specification is constructed as modified Madya's (Madya:1987) pronunciation test model. The materials are as follows:

- | | |
|-------------|--------------|
| 1. Envelope | 7. Mother |
| 2. Clock | 8. Office |
| 3. Apple | 9. Bear |
| 4. Church | 10. Thirteen |
| 5. Bell | 11. Bird |
| 6. Father | 12. Boat |
| 13. Books | 34. Money |
| 14. Bee | 35. Mountain |
| 15. Ball | 36. Five |
| 16. Car | 37. Music |
| 17. Cat | 38. Roof |

- | | |
|----------------|----------------|
| 18. Chalk | 39. Kite |
| 19. Boy | 40. Door |
| 20. Blackboard | 41. Ship |
| 21. Glass | 42. Police |
| 22. Ice cream | 43. Window |
| 23. Cow | 44. Train |
| 24. Duck | 45. Toys |
| 25. Eggs | 46. Theatre |
| 26. Fish | 47. Dog |
| 27. Flower | 48. Hand |
| 28. Vase | 49. Television |
| 29. Girl | 50. Shoe |
| 30. Grapes | 51. Foot |
| 31. Chair | 52. Two |
| 32. House | 53. Student |
| 33. Zero | 54. Table |
| 55. Table | 76. Tomato |
| 56. Watch | 77. Mathematic |
| 57. Eight | 78. Animals |
| 58. Water | 79. Juice |
| 59. Orange | 80. Eraser |

- | | |
|---------------|-------------|
| 60. Voice | 81. January |
| 61. Four | 82. March |
| 62. Coins | 83. July |
| 63. Australia | 84. August |
| 64. Arm | 85. Head |
| 65. Ear | 86. White |
| 66. Actor | 87. Garage |
| 67. Airport | 88. Hair |
| 68. There | 89. Zoo |
| 69. Cupboard | 90. Day |
| 70. Child | 91. School |
| 71. Picture | 92. Bye |
| 72. Road | 93. Gray |
| 73. Iron | 94. Year |
| 74. Snail | 95. Lion |
| 75. Earth | 96. Shirt |
| 97. Knee | 104. Sure |
| 98. Red | 105. Mango |
| 99. Nose | 106. You're |
| 100. Wood | 107. Out |
| 101. English | 108. Oil |

102. Tourist

109. That

103. Leg

110. Tongue

The test specification in detailed is presented in appendix ...

The second tests are:

1. What is your name?
2. Where do you live?
3. How old are you?
4. How are you?
5. What is this?

3.5 Data Collection Technique

In the data collection for the research, i was collecting data from the second grade students of TERSONO I Junior high school in their English class. As mention before that i used qualitative method, furthermore it is expected the students will speak naturally.

There are several steps to collect data:

1. Preparation of the instrument

Preparation here means prepare everything that the i need before doing research, namely, pre-observation to the TERSONO I Junior high school and ask help from the teacher. Then listening the students who are in the

second grade. The preparation is also including preparing the material that been become a test.

2. Recording

In this step, I begin to record the student's pronunciations during they the test. The process of recording need several days according to the schedule of the English class on that school. There are two kinds of data should be recorded as follows:

1. Pronunciation that utterance by student when answering the teacher simple questions through the picture naturally, without reading.
2. Pronunciation that utterance by students when they are reading a text.

3.6 Data Analysis Technique

The technique used in this research is descriptive analysis. The data collected in this research are raw data. Therefore, to make them meaningful, there would be some steps to analyze it.

The steps of analyzing data used are:

1. Identifying errors

Here, I have made the written text that was phonetic transcription of the data before finding out the errors. After making the phonetic transcription of the data, I was listening to the recording and compared the sounds repeatedly with the correct phonetic transcription. Then I have made the phonetic transcription of the student's speech. See figure 4

Figure 4. Phonetic transcription

No.	Items	Transcription of student's pronunciation	Correct phonetic transcription	Errors
1.	envelope	'envɔ̃lɔ̃p	'envɔ̃lɔ̃ʊp	[ɔ̃] for [ɔ̃ʊ]
2.	clock	-	kla:k	-
3.	apple	ɛpl	'æpl	[e] for [æ]
4.	church	kru:tʃ	tʃɜ:tʃ	[kr] for [tʃ], [u:] for [ɜ:]
5.	father	'fa:de(r)	'fa:ðɔ̃(r)	[d] for [ð]
6.	mother	'mʌde(r)	'maðɔ̃(r)	[d] for [ð]
7.	office	'ɔ̃fis	'afis	[ɔ̃] for [a]
8.	bear	be:(r)	beɔ̃(r)	[e:] for [eɔ̃]
9.	bell	-	bels	-
10.	bird	bird	bɔ̃:d	[ɪ] for [ɜ:]
11.	boat	'bɔ̃t	'bɔ̃ʊt	[ɔ̃] for [ɔ̃ʊ]
12.	book	-	buk	-
13.	bee	-	bi:	-
14.	ball	-	bɔ̃:l	-
15.	car	ke:(r)	ka:(r)	[e:] for [a:]
16.	cat	ket	kæt	[e] for [æ]
17.	chalk	kʌ:k	tʃa:k	[ʌ:] for [ɔ̃:]
18.	boy	-	bɔ̃l	-
19.	blackboard	blɛkbɔ̃:d	blækbɔ̃:d	[e] for [æ]
20.	glass	-	gla:s	-
21.	ice cream	ɪs kri:m	aɪs kri:m	[ɪ] for [aɪ]

22.	cow	-	kau	-
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2. Classifying errors

Form the written data of student's speech, and then I would classifying the errors by categorized each error into those features then put them into table distribution of errors.

3. Quantifying errors

In this case, i used the descriptive analysis. Therefore, I presented the total number of the errors found in TERSONO I Junior high school in systematic table.

4. Determining the source of errors

Based on the data analysis, I have interpreted the causes of errors that were interlingual and intralingual error, and then described why the errors could be happened.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the result of the data analysis and their discussions. The errors that the students made will be distribute into table according to those kinds of errors.

4.1 Description of the Data

The data of this study are the pronunciation errors made by young learners gained by using pronunciation test. The data are divided into two sections. They are isolated word and in simple sentences. The first is used to reveal the sound production. The second is employed to reveal learners falling and rising intonation errors. The data analyzed in this study are those features that we pronounced incorrectly. Every incorrect pronunciation would be characterized and would be grouped into table distribution of error. The correct pronunciation was taken from Oxford Advanced Learner's Dictionary of Current English by Hornby, 1974.

4.2 Description and Interpretation of Errors of the Learner's Pronunciation

1. Errors in producing vowels

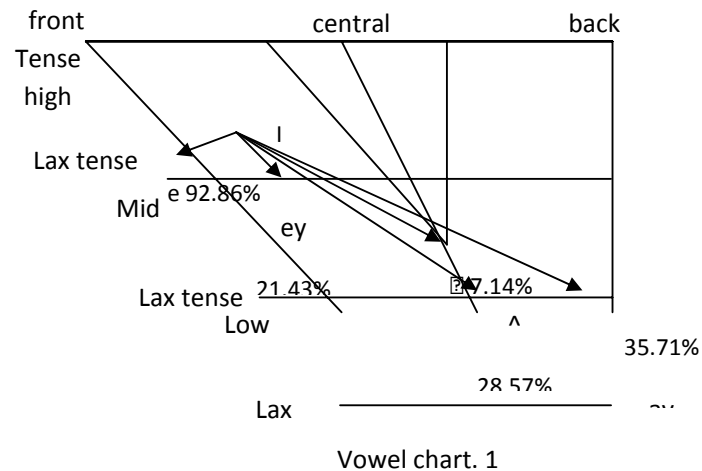
According to the research, i found some errors made by the students of TERSONO I junior high school in producing English vowels whether it is short vowels or long vowels. For clear information, below are the table distributions of errors with each description.

Table 1. Substitution errors of short vowel [i]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	eraser	e'rʌ:zə(r)	ɪ'reizə(r)	e	13	92.86%
2	english	ɛŋɡlɪʃ	ɪŋɡlɪʃ	e	10	71.43%
3	mountain	'mauntɛn	'mauntɪn	e	2	14.29%
		'mauntən		e	1	7.14%
		'mauntain		ay	5	35.71%
		'mauntein		ey	3	21.43%
4	money	mʌŋeɪ	mʌŋɪ	ey	3	21.43%
		mʌŋai		ay	1	7.14%
5	television	'televɪʒn	'telɪvɪʒn	e	13	92.86%
6	orange	'arɛndʒ	'arɪndʒ	e	8	57.14%
		'arʌne		ʌ	4	28.57%
		arɪndʒ		ay	1	7.14%

Table 1 shows the errors made by the students of TERSONO I junior high school in producing vowel [ɪ]. The problem that needed more attention is when the students pronouncing the word that has more than two syllable such as in words “eraser and television”. As we see in the table, students found difficulties in producing vowel [ɪ] formed the onset of the first syllable in word eraser. 92.86 % of the population or in other word 13 students pronounce it with /e'rʌ:zə(r)/ for /ɪ'reizə(r)/. Like the word “eraser”, word “English” also has vowel [ɪ] which is position as onset of the first syllable. The percentage of the population that made this error is 92.86 %. They tend to pronounce it will /ɛŋɡlɪʃ/ than /ɪŋɡlɪʃ/ . Large amount also did by students in producing incorrect vowel in word “television”. For about 71.43% of the population made the error in producing

vowel [ɪ], which is position in the middle as the nucleus of the second syllable of the word. They tend to pronounce it with /'television/ for /'telɪvɪʒn/. To get clear information see at the vowel chart below.



The most serious problem faced by the students in pronouncing vowel [ə] was when they pronounced /a'streɪlɪə/. The vowel that placed in third syllable as coda substitution by [ia]. It is called serious problem caused of 100% of the sample did this error. No student pronounced the word appropriately. In average, they pronounced /a'streɪlɪə/ with /au'strɪliə/. Another problem faced by students in producing short vowel [ə] is how to produce the vowel placed in the middle of the sound syllable as nucleus in word "august." The tendency of pronouncing vowel according to the text was seldom utterance like /augʊst/. The number of students that made this error reached 92.86% of course it is not a few number. The same percentage also happened when students pronounced /tɪ'ma:teu/ for "tomato". Short vowel [ə] which placed in the middle of the first syllable called nucleus, often substituted by sound [ɔ]. From the

findings i could get the point that the level of students in learning English is still very low.

For another errors in producing the sort vowel [ʊ] can be seen in the table 2.

Table.2. Substitution errors of short vowel [ʊ]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	envelop	'envʊlɔp	'envʊlʊp	ɔ	12	85.71%
2	cupboard	'kʊpbɔrd	'kʌbʊd	ɔ	6	42.86%
		cupbɑ:d		ɔ:	2	14.29%
3	august	augʊst	ɔ:'gʊst	u	13	92.86%
4	actor	aktɔ (r)	'æktʊ (r)	ɔ	13	92.86%
5	australia	au'strʌliʌ	a'streɪlɪʊ	^	14	100%
6	picture	piktur	'pɪktʊ (r)	u	8	57.14%
7	lion	'liɔn	'laɪʊn	ɔ	10	71.43%
8	police	pɔ'li:s	pʊ'li:s	ɔ	11	78.57%
		pɔ:'lis		ɔ:	2	14.29%
9	tomato	tɔ'mʌ:tɔ	tʊ'ma:tʊu	ɔ	13	92.86%
10	iron	'iɔn	'aɪʊn	ɔ	12	85.71%

In average, students substituted [ɔ] for [ʊ]. See on the vowel chart 2

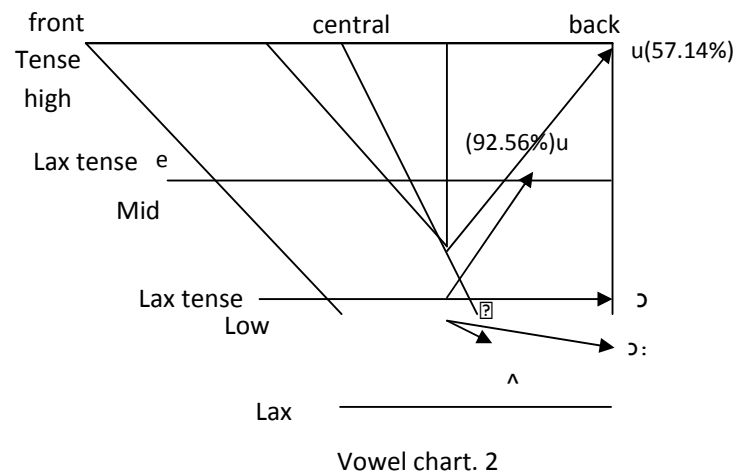
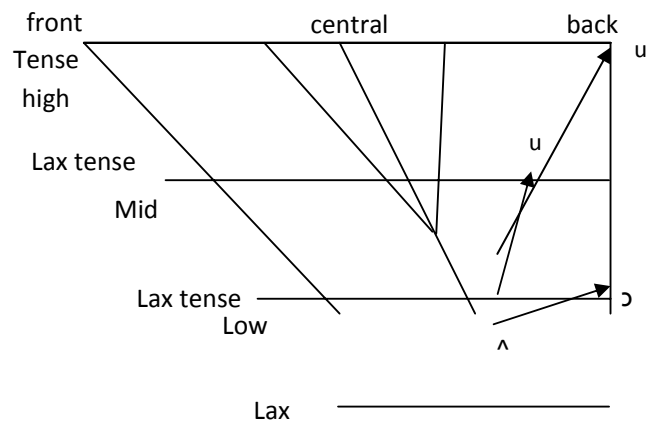


Table.3. Substitution errors of short vowel [ʌ]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	cupboard	cupbɔ:d	'kʌbɔ:d	u	11	78.57%
2	mother	'mɔ:ðə(r)	'mʌðə(r)	ɔ	4	28.57%
3	duck	duk	dʌk	u	7	50%
4	tongue	tangu	tʌn	ɔ	10	71.43%
		tongu		u	1	7.14%

Many students of TERSONO I made errors in producing vowels [ʌ] especially in pronouncing word “cupboard”, “tongue” and “duck”, with higher percentage 78.57% for word “cupboard”, 71.43% for word “tongue” and 50% for word “duck”. The word cupboard has two syllable which is vowel [ʌ] placed in first syllable as nucleus of the word. Meanwhile, both of “duck and tongue” has only one syllable where the vowel [ʌ] is placed in the middle as

nucleus of the syllable. The student pronounced /cupbɔd/ for /kʌbed/, /tan/ for /tʌn/ and /duk/ for /dʌk/. The other errors made by the students are the substitution of short vowel [ʌ] in /'mʌðe(r)/ with /ɔ/, /'mʌðe(r)/, with percentage about 28.57%. See at vowel chart below.



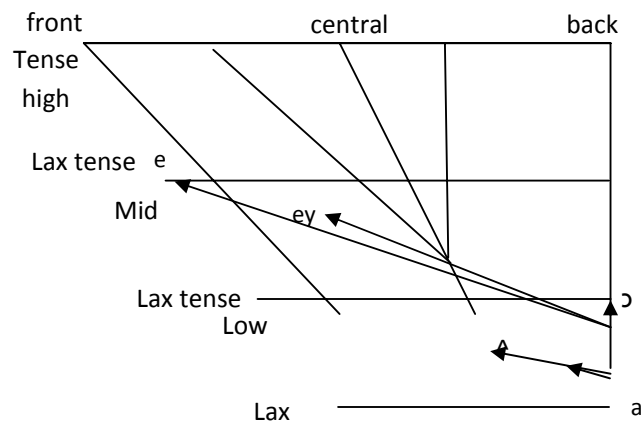
Vowel chart.3

Table.4. Substitution errors of short vowel [a]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	australia	au'strʌlɪa	ə'streɪlɪə	au	10	71.43%
2	watch	wʌt	watʃ	ʌ	4	28.57%
		wɔtʃ		ɔ	1	7.14%
		wetʃ		e	1	7.14%
		weytʃ		ey	1	7.14%

Table 4 shows that i found in her research that the student's of TERSONO I junior high school faced difficulties in producing short vowel [ɔ]

placed in the first syllable as onset on the word “Australia”. They substituted the vowel [ɔ] with [au] in clear they pronounce it with /au'strɪlɪa/ for /a'streɪlɪə/. The average of the students that made those errors was about 71.43%. Another errors the students made are the substitution of short vowel [ɔ] in /wɔ:tʃ/ by [ʌ] with percentage about 28.57%, by [ɔ] about 7.14% by [e] 7.14%, and by [ei] about 7.14%. See at vowel chart 4



Vowel chart.4

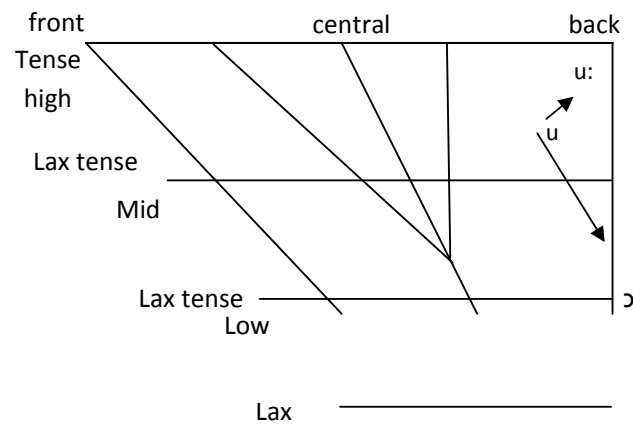
In producing short vowel [u], which is placed in the middle of the syllable-forming nucleus, I found that 50% students made error with substituted sound [ɔ] in word “wood”, although the three words in table 5 have similarity of the letter, but frequency of the students in making errors is different.

It is found that most of student made error in pronouncing word “wood”. While, in pronouncing word “food and book”, students that made

error have just around 7.14% to 14.29%. See at table 5 and vowel chart 5 to get clear information.

Table.5. Substitution errors of short vowel [ʊ]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	foot	fɔt	f <u>ʊ</u> t	ɔ	2	14.29%
		fu:t		u:	1	7.14%
2	wood	wɔd	w <u>ʊ</u> d	ɔ	7	50%
3	book	bɔk	b <u>ʊ</u> k	ɔ	1	7.14%

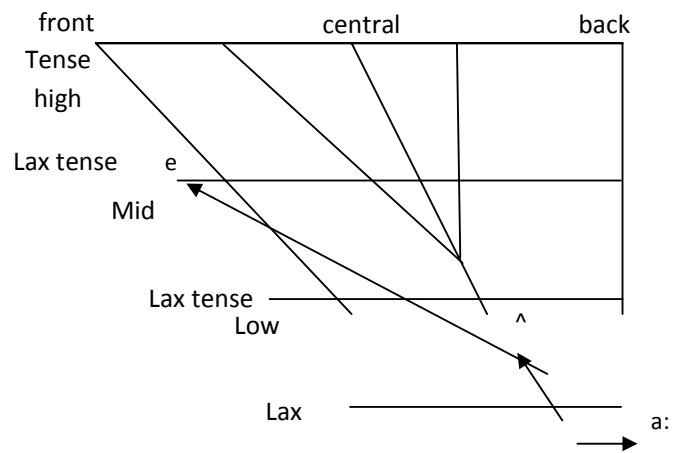


Vowel chart.5

Table.6. Substitution errors of short vowel [a:]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	glass	glʌs	gla:s	ʌ	7	50%
2	garage	gʌrʌge	'gæra:3	ʌ	7	50%
		gʌrʌ:ge		ʌ:	3	21.43%
3	vase	vas	va:z	ʌ	5	35.71%
4	march		ma:tʃ	ʌ	1	7.14%
					4	28.57%
					1	7.14%
5	car	ke(r)	ka:(r)	e	2	14.29%
		ka(r)		ʌ	2	14.29%
		kα(r)		α	2	14.29%
6	tomato	tɔ'mʌto	tɔ'ma:təu	ʌ	2	14.29%
		to'mʌ:to		ʌ	9	35.71%

I found the higher percentage of students that made error in producing long vowel [a:] in pronouncing /tɔ'ma:təu/ for word "tomato", that was for about 35.71% substituted it with [ʌ:], and 14.29% substituted it with [ʌ]. The second higher percentage or error did by students when they were pronouncing word "garage and glass". For about 50% long vowel [a:] in word "garage" placed in the second syllable as nucleus substituted by [ʌ], 20% substituted by [ʌ]. See at vowel chart 6.



Vowel chart.6

Table.7 Substitution errors of short vowel [æ]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	apple	'epl	'æpl	e	4	28.57%
		'apl		ʌ	2	14.29%
2	animal	Eniml	æniml	e	3	21.43%
		ʌniml		ʌ	9	64.29%
3	actor	ʌctɔr	'æektɑ(r)	ʌ	8	57.14%
4	cat	Ket	kæt	e	9	64.29%
		kʌt		ʌ	2	14.29%
		Kit		ɪ	1	7.14%
		Keyt		Ey	1	7.14%
5	that	ðet	ðæt	E	8	57.14%
		ðʌt		ʌ	5	35.71%
6	blackboard	Blekbod	blækbɔ:d	E	7	50%

		blʌkbod		ʌ	1	7.14%
7	mango	ˈmɛŋgɔ	ˈmæŋgeu	E	1	7.14%
		ˈmʌŋgɔ	ˈmæθˈm ætɪks	ʌ	8	57.14%
8	mathematic	ˈmætɪˈmatɪkʌ		ʌ	10	71.43%
		ˈmetɪˈmetik		E	2	14.29%
9	january	dʒʌnuʌri	dʒænjuari	ʌ	10	71.43%
10	hand	Hen	hænd	E	12	85.71%

From the result of the test; in table 7 i found that there was no word pronounced correctly by the entire amount of sample, although it was just in small percentage. Students commonly adopted the Indonesian pronunciation in pronouncing English. It could be heard from the way they pronounced “January”. About 71.43% of students, pronounced it with /dʒʌnuʌri/ for /dʒænjuari/. The highest percentage, for about 85.71% of students that made error in producing long vowel [æ] was happened when students pronouncing word “hand”. Most of them substituted long vowel [æ] with [e]. According to the result, see on table 7, I found that students faced difficulties in producing long vowel [æ] placed in the first syllable forming as nucleus.

This problem could be understood because in Indonesian there is no long vowel like as in English pronunciation. Errors in producing long vowel [æ] are described in vowel chart 7.

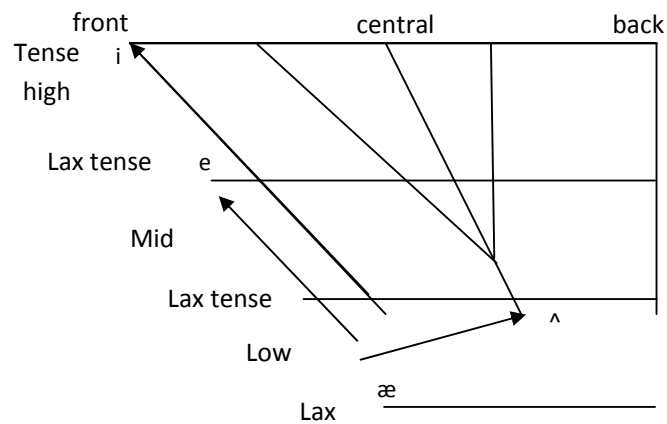
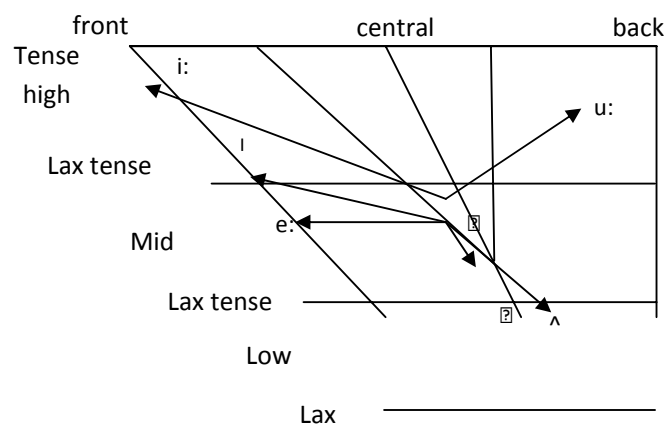


Table.8 Substitution errors of short vowel [ɪ:]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	bird	bird	bɪ:d	ɪ	3	21.43%
		bi:rd		i:	8	57.14%
		bɪd		ɪ	1	7.14%
2	girl	gɪrl	gɪ:l	i	2	14.29%
		gi:rl		i:	7	50%
3	church	tʃu:tʃ	tʃɪ:tʃ	u:	8	57.14%
		ɪtʃɪ'tʃ		ʌ	1	7.14%
4	thirteen	ɪtri:'ti:n	ɪθe:'ti:n	ɪ	2	14.29%
		ʃɪrt		i:	9	64.29%
5	shirt	ʃea(r)	ʃɪ:t	ɪ	13	92.86%
6	year	je:(r)	jɪ:(r)	ea	4	28.57%
				e:	6	42.86%

Serious problem also faced by student in producing long vowel [ɪ:]. The higher happened when they were producing long vowel [ɪ:] placed on the first syllable as

nucleus in word “shirt”. For about 92.86% of the number of population tends to pronounce it by substituting the vowel with short vowel [ɪ], 57.14% of sample pronounced /bɪ:d / with /bi:rd/, and 57.14% of sample also pronounced /tʃɪ:tʃ/ with /tʃu:tʃ/. The classifications of errors in producing long vowel [ɪ:] are summarized in vowel chart 8.

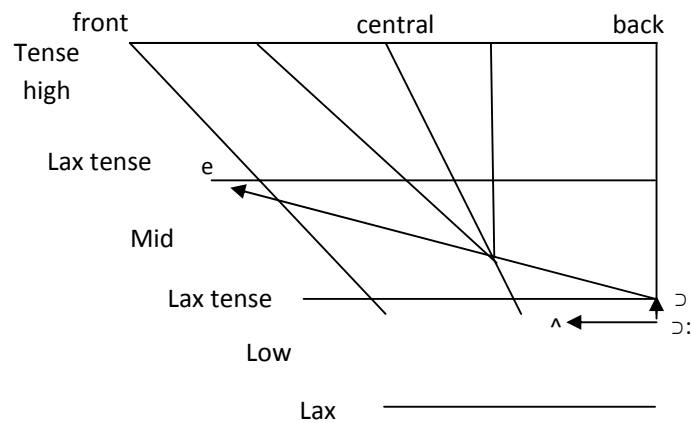


Vowel chart.8

According to the research, I found that students faced difficulties especially in producing long vowel [ɪ:] placed in the middle of first syllable nucleus in word “water”. 73.33% of the sample pronounced /wʌtɪ(r)/ for /wɛ:tɪ(r)/. 64.29% pronounced /ʌgustus/ for /ɛ:gʌst/ and 64.29% of sample also pronounced /tʃʌk/ for /tʃɪ:k/. See on table and vowel chart 9.

Table.9 Substitution errors of short vowel [ɪ:]

No	Items	Transcription of student's pron	Correct Phon. Trans	Errors	Freq.	Proc.
1	ball	bel	bɔ:l	e	1	7.14%
		bɔl		ɔ	2	14.29%
		bʌl		ʌ	8	57.14%
2	chalk	kelk	tʃɔ:k	e	2	14.29%
		tʃak		ʌ	9	64.29%
3	door	dɔ(r)	da:(r)	ɔ	5	35.71%
4	airport	ai(r)pat	eɪ(r)pɔ:t	ɔ	8	57.14%
5	four	'fɔ(r)	'fɔ:(r)	ɔ	3	21.43%
		fɔur		u	2	14.29%
6	water	'wʌtə(r)	wɔ:te(r)	ʌ	10	71.43%
		weter		e	1	7.14%
7	august	august	ɔ:'gest	au	3	21.43%
		ʌgustus		ʌ	9	64.29%



Vowel chart

Table 10. Substitution errors of long vowel [u:]

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	roof	rɔf	r <u>u</u> f	ɔ	1	7.14%
		rɔ:f		ɔ:	8	57.14%
		ruf		u	1	7.14%
2	shoe	sɔe	ʃ <u>u</u>	ɔe	4	28.57%
		sɔ u		ɔu	1	7.14%
3	two	tu	t <u>u</u>	u	2	14.29%
4	student	'stɔdnt	'stj <u>u</u> :dnt	ʌ	1	7.14%
		'studnt		u	2	14.29%
5	july	dɜu'li	dɜ <u>u</u> :'lai	u	5	35.71%
6	juice	dɜs	dɜ <u>u</u> :s	u	6	42.86%
		dɜuis		ui	2	14.29%
7	zoo	zɔ	z <u>u</u> :	ɔ	1	7.14%
		zɔ:		ɔ:	4	28.57%
		zu		u	1	7.14%
8	School	skul	sku:l	u	2	14.29%
		skɔl		ɔ	1	7.14%
9	music	musik	mju:zik	u	1	7.14%

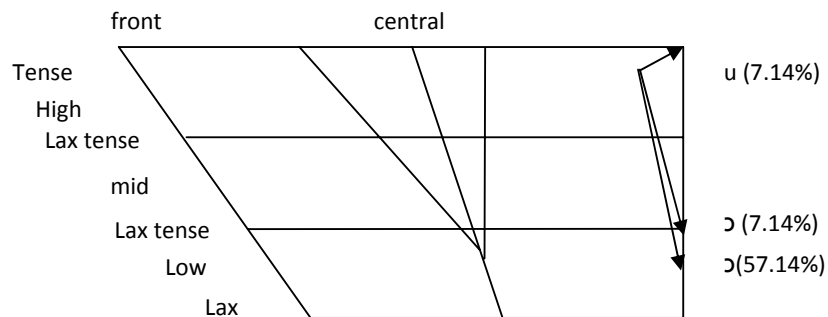


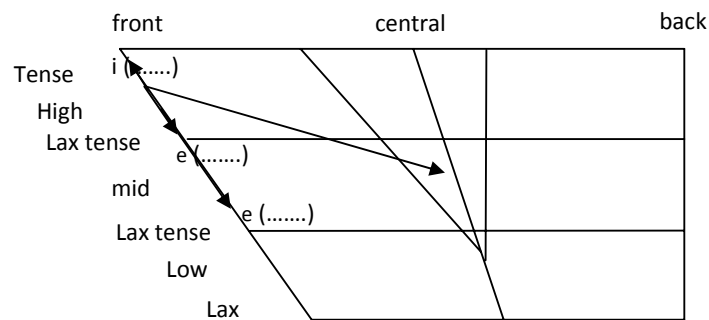
Table 10 shows that, mostly the student made error in producing in vowel [u:], which is placed on the middle of the syllable as nucleus like in word "roof". The student, for about 57.14% substituted the vowel /ɔ/, 7.14% substituted with short vowel /ʊ/, and for about 7.14% too, the students substituted with short vowel [u]. see at table 10 to get more information.

Table 11. substitution errors of long vowel [i:]

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	ice cream	es cream	ais krim:m	e	1	7.14%
		es krim		i	3	21.43%
2	police	pɔ:lɪs	pɔl'i:s	i	6	42.86%
3	knee	kne	ni	e	1	7.14%
		kne		e:	3	21.43%
		kni		e	1	7.14%
4	thirteen	θri:'te:n	θɜ:'te:n	e:	2	14.29%
		θri'te:n		ɜ:	3	21.43%

5	bee		bi:	e:	3	42.86%
				ei	1	7.14%

I found there was no meaningful problem faced by student when producing long vowel [I], because not many student made errors when they pronouncing certain word of the test. But still about 42.86% of student made errors when producing it especially long vowel in which placed on the second syllable as nucleus in word “police”. There fore, the attention still needed in order to prevent student made errors, or to minimize the errors. See at the vowel chart below.



2. Errors in producing diphthongs

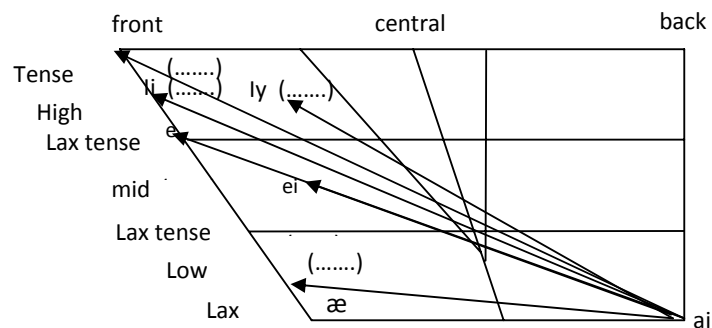
Diphthong is a single vowel sounds that begin in one vowel position and end in another vowel or in a glide position. The following are the errors in producing diphthong made by the student of TERSONO I junior high school that I found in the research.

Table 12. Substitution errors of diphthongs [ai].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	ice cream	es krim	ais krim:m	e	7	50%
		eis kri:m		e	1	7.14%
		is kri:m		iy	4	28.57%
2	five	faef	f <u>ai</u> v	ae	2	14.29%
		fef		e	1	7.14%
		fif		i	6	42.86%
4	kite	kit	k <u>ai</u> t	i	12	85.71%
5	child	tʃ <u>i</u> ld	tʃ <u>ai</u> ld	i	13	92.86%
6	july	dʒu:'l <u>i</u>	dʒu:'l <u>ai</u>	i	11	78.57%
		dʒu:'l <u>i</u>		i	3	21.43%
7	white	weit	w <u>ai</u> t	ei	3	21.43%
		wet		e	1	7.14%
		wit		i	4	28.57%
8	bye	bei	b <u>ai</u>	ei	1	7.14%
		bi		i	7	50%
9	iron	iron	' <u>a</u> ɪn	l	12	85.71%

Errors in producing diphthongs are the common problem when students spoke English because there was no diphthongs whether in Javanese or in Indonesian. Here, i founds that students of TERSONO I mostly made error when they have to pronounce diphthongs [ai]. It was proved with the many students, for about 92.86% that pronounced /tʃaild/ with /tʃaild/, in other

word they substituted diphthong [ai] with short vowel [ɪ]. I also found that students faced difficulties in producing diphthong [ai] placed in second syllable as nucleus in word “cat”, diphthong [ai] placed in the first syllable as onset in word “iron”, and diphthong [ai] placed in the second syllable as nucleus too in word “July” in short, students on the average substituted short vowel [ɪ] for diphthong [ai]. it can be seen on he vowel chart below.



Vowel chart. 12

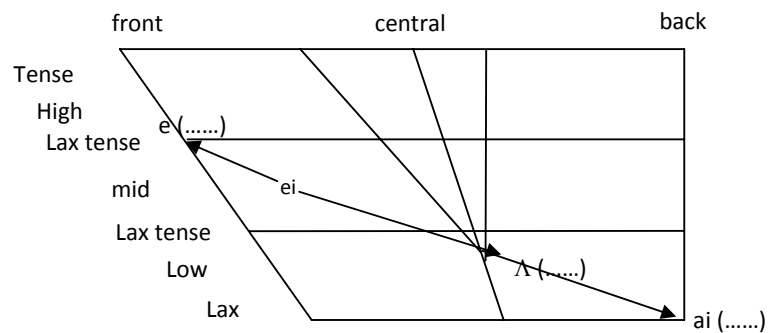
Table 13. substitution errors of diphthongs [ei].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	grape	gɹep	greip	e	9	35.71%
2	eraser	e'rʌ:zə(r)	r'reizə(r)	ʌ	12	85.71%
3	table	tebl	'teɪbl	e	9	35.71%
		tabl		ʌ	3	21.43%
4	train	train	trein	ai	8	57.14%
		tren		e	1	7.14%
5	grey	grai	grei	ai	10	71.43%
6	day	dai	del	ai	9	35.71%

7	snail	<u>snail</u>	<u>snell</u>	ai	3	21.43%
		<u>sbe:l</u>		e:	3	21.43%
8	eight	eit	eit	e	1	7.14%

Errors in producing diphthong always happened when some one learning speak English because they have different background of language. The errors in producing diphthong are described in table 13. this is also happened on English learners at TERSONO I Junior high school.

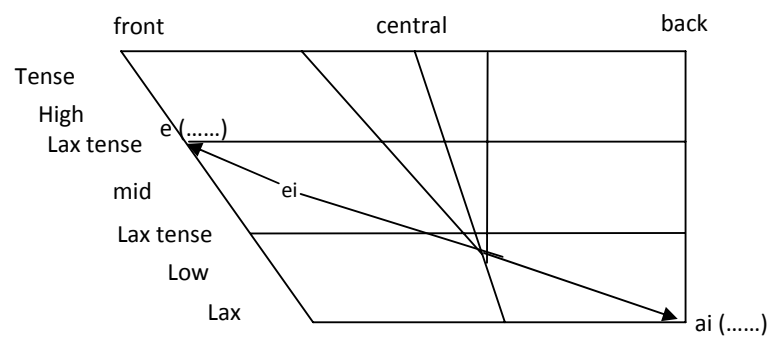
I was found that 85.71% of the number of sample substitute diphthong [ei] with [ʌ] when pronouncing /'reizə(r)/, 71.43% sample substituted 57.14% with /ai/ when pronouncing /grei/, and 35.71% of the number of sample substituted diphthong [ei] with [e] when pronouncing /grei/ and with [ai] when pronouncing /deɪ/. The errors in producing diphthong are described in table 13 and in the vowels chart below.



Vowel chart. 13

Table 14. substitution errors of diphthongs [eɪ].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	chair	tʃai(r)	tʃeɪ(r)	ai	6	42.86%
		tʃei(r)		ei	3	21.43%
		tʃe(r)		e	3	21.43%
2	hair	hɑi(r)	heɪ(r)	ai	7	50%
		hei(r)		ei	2	14.29%
3	airport	ai(r)pɔ:rt	eɪ(r)pɔ:t	ai	11	21.43%
		ae(r)pɔ:t		ae	1	7.14%
		ei(r)pɔ:t		ei	3	21.43%
4	there	ðeɪ(r)	ðeɪ(r)	e:	5	35.71%
		ðe(r)		e	1	7.14%

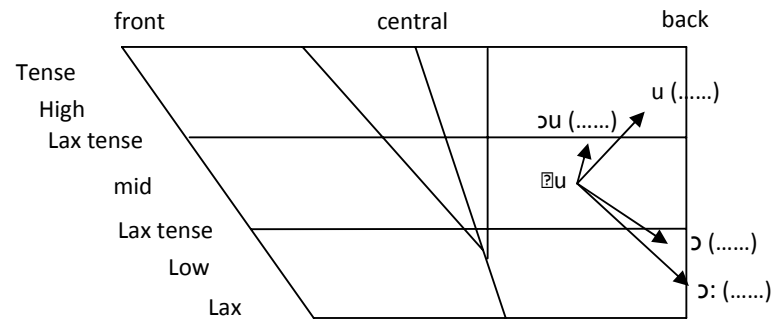


Vowel chart. 14

I found that problem faced by students in pronunciation especially in producing diphthong [eɪ] was when the diphthong forming syllables, as onset likes as word “airport”. About 78.57% of the number population commonly pronounced /ai(r)pɔ :t/, in clear they substituted the diphthong with the sounds of diphthong [ai]. see on table 14 with the vowel chart.

Table 15. Substitution errors of diphthongs [əu].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	envelop	'ɛnfɪlɒp	'ɛnvɪlɪʊp	ɔ	14	100%
2	boat	'bɔt	'bɪʊt	ɔ	4	28.57%
		'bɔ:t		ɔ:	3	21.43%
		'bɔat		ɔa	3	21.43%
3	zero	'ze:rɔ	'zɪrɪʊ	ɔ	2	14.29%
		'ze:rɔ u		ɔu	3	21.43%
4	nose	nɔz	nɪʊz	ɔ	2	14.29%
		nu:z		u:	4	28.57%
		nɔ uz		ɔu	3	21.43%
5	mango	'mʌŋgɔ	'mæŋgɪʊ	ɔ	10	71.43%
6	road	rɔd	rɪʊd	ɔ	6	42.86%
		rɔad		ɔa	6	42.86%
		ruad		ua	1	7.14%
7	tomato	tɔ'ma:tɔ	tɪ'ma:tɪʊ	ɔ	12	85.71%



Vowel chart. 15

The Meaningful problem faced by students in English pronunciation primarily when students have to pronounced words that consist of diphthong, like was in word envelope “tomato” and mango. Word “envelope” and “tomato” has diphthong [ɪu], which placed on the third syllable as nucleus, while diphthong [ɪu] in word “mango” placed on the second syllable as nucleus. I found that 100% of sample made error by substituted diphthong [ɪu] with sort vowel [ɔ], 85.71% of sample substituted [ɪu] with short vowel [ɔ] in / tɪ'ma:tɪu/, and 71.43% of sample substituted [ɪu] with short vowel [ɔ] in / 'mæŋɪu/.

Table 16. Substitution errors of diphthongs [uɔ].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	january	dʒʌnuəri	dʒænuəri	ua	14	100%
2	sure	su:(r)	ʃuɔ(r)	u:	6	42.86%
		su(r)		u	4	28.57%
3	tourist	tu:ris	tuɔrist	u:	3	21.43%
		tʊris		ɔ	1	7.14%
		tʊrist		ɔu	8	57.14%
		tauris		au	1	7.14%
4	you're	ju(r)e	juɔ(r)	u	2	14.29%
		Ju:(r)e		u:	1	7.14%
		Jɔ u(r)e		ɔu	6	42.86%

Table 16 shows that in pronouncing word “January”, students commonly made error in producing diphthong [ɔu]. Diphthong [ɔu] in word “January” placed on the second syllable forming as coda. This errors has higher frequency than other error that the students made in producing the diphthong. The percentage of this error reaches 100%. Except diphthong [ɔu] diphthong that rules as nucleus in their syllable also needed more attention, like in word “tourist”. In pronouncing this word, the errors that made are varieties. There some students substituted it with vowel [u:], [ɔ], [ɔu], or [au]. See at vowel chart 16, below

back

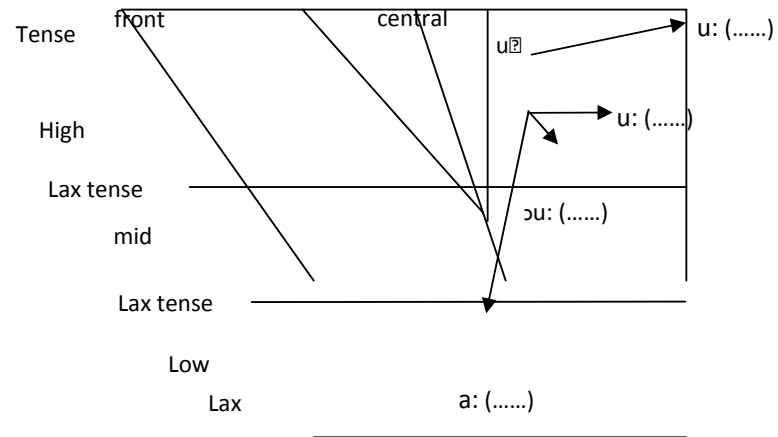
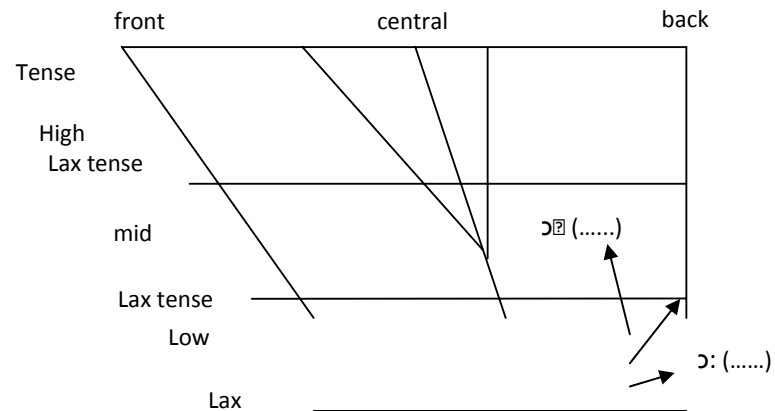


Table 17. Substitution errors of diphthongs [au].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	cow	kɔu	kau	ɔu	8	57.14%
2	hause	hɔus	haus	ɔu	2	14.29%
		hɔ:s			2	14.29%
		hɑs		ɑ:	1	7.14%
3	mountain	'mɔntain	mɔuntin	ɔ	3	21.43%
		mɔuntin		ɔu	5	35.71%
		mauntein		au	5	35.71%
4	out	ɔut	aut	ɔu	5	35.71%
5	flower	'flɔu(r)	'flau(r)	ɔu	11	78.57%



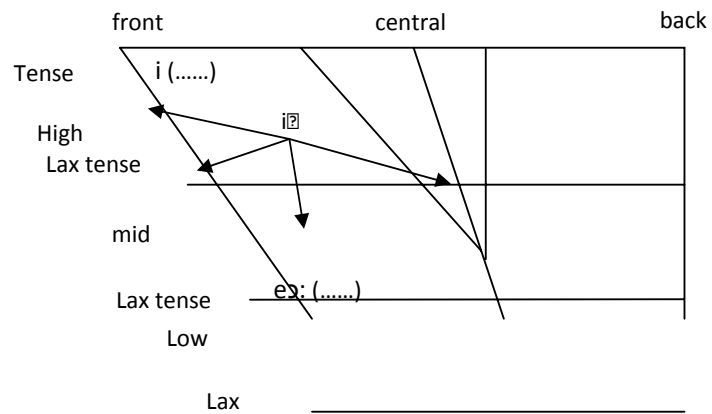
Vowel chart. 17

The other problem faced by students, which also needed attention, is how to produce diphthong [ɔu]. For about 78.57% of students of TERSONO I substituted diphthong [ɔu] with /ɔu/ when they pronounced the word “flower”. Most of them pronounced it with /'flɔuɔ(r)/ than /'flɔuɔ(r)/. The problem in producing diphthong was also faced when students pronounced the word “cow”. For about 57.14% of students substituted diphthong [ɔu], which placed in the first syllable as nucleus with [ɔu]. Other errors in producing diphthong [ɔu] can be seen at table 17.

Table 18. Substitution errors of diphthongs [iɔ].

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	ear	ea(r)	iɔ(r)	ea	7	50%
		iɔ:(r)		iɔ:	1	7.14%
2	theatre	teater	'θiɔtɔ(r)	ea	11	78.57%
		'ti:tɔ(r)		i:	2	14.29%
3	zero	'zerɔ:	'z:ɔrɔu	e	7	50%

		'ze:rɔ		e	6	42.86%
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Vowel chart. 18

The sound of diphthong [iɔ] placed in the end of the syllable as coda could not be pronounced well by the students of TERSONO I junior high school. It is provided with the high number of error that reached 100% where they are pronouncing /o'streliiɔ/ with substituting diphthong [iɔ] with [iɔ], high percentage of error that was reached 78.57% also happened when the student should pronounce diphthong placed in the middle forming as the nucleus of the second syllable of word "theatre". From the amount of the sample for about 78.57% in average.

They substitute diphthong [iɔ] with [eɜ] and about 13.33% of the sample substituted it with [ɪ:] see at table and vowel chart 18 for clear information.

3. Errors in intonation

I used English interrogative to reveal the intonation of the student's pronunciation. English interrogative sentence has rising and falling intonation. Rising is for yes/no question, while falling is for WH-questions. In Javanese, all questions are provided in rising intonations; therefore students are seldom to make error in pronouncing the English interrogative sentence like as their first language. The errors can be seen at the following table.

Table. 19 Intonation errors

No	Sentences	Error	Freq.	Proc.
1	What is your name?	Falling	12	85.71%
		Flat	1	7.14%
2	Where do you live?	Falling	14	100%
		Flat	0	0%
3	How old are you?	Falling	13	92.86%
		Flat	0	0%
4	How are you?	Falling	4	28.57%
		Flat	2	14.29%
5	What is this?	Falling	11	78.57%
		Flat	1	7.14%

4.3 Description and Interpretation of The Sources of The Learner's Pronunciation Errors

As stated in the previous chapter, the second objective of this study was to find out the possible sources of the young learner's pronunciation errors. Here, i tried to compare between the students English pronunciation and students first language, in this case is Javanese. On the research, there were found two sources of errors that was interlingual error and intralingual error.

1. Interlingual error

In interlingual error, i found five kinds of errors, they were pronouncing English word as written, pronouncing word as the students native language or first language, error of substituting short vowels for long vowels, error substituting long vowel for short vowel and error substituting short vowel for long vowels, long vowels for short vowel, and vowels for diphthong could be seen at table I up to 18. While the error of pronouncing English word as written at table 20 and the error of pronouncing English word as the student's language held on table 21.

Table 20. Pronouncing English word as written.

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	apple	ʼʌpl	ʼæpl	ʌ	2	14.29%
2	animal	ʌniml	ʼæniml	ʌ	9	64.29%
3	actor	ʌktɔr	ʼæktɔ(r)	ʌ	8	57.14%
4	that	ðʌt	ðæt	ʌ	5	35.71%
5	blackboard	blʌkbɔd	blækbɔ:d	ʌ	1	7.14%
6	mango	ʼmʌngɔ	ʼmængəu	ʌ	8	57.14%
7	mathematic	ʼmtɪʼmʌtik	ʼmæθɪʼmætiks	ʌ	10	71.43%
8	january	dʒʌnuʌri	dʒænjʊʌri	ʌ	10	71.43%
9	eraser	eʼrʌ:zɪ(r)	ʼreɪzɪ(r)	e	13	92.86%
10	mountain	ʼmʊntʌɪn	ʼmauntɪn	ay	5	35.71%
11	english	eŋglɪs	ɪŋglɪʃ	e	10	71.43%
12	money	mʊneɪ	mʌnɪ	ey	3	21.43%
13	television	ʼtelevɪʒn	ʼtelɪvɪʒn	e	13	92.86%
14	orange	ʼorʌne	ʼorɪndʒ	ʌ	4	28.57%
15	iron	ʼɪrɔn	ʼaɪrɔn	ɔ	12	85.71%
16	cupboard	cupbɔrd	kʌbɔd	u	11	78.57%
17	tongue	tɔnue	tʌn	ɔ	10	71.43%
18	mother	ʼmɔðɪ(r)	ʼmʌðɪ(r)	ɔ	4	28.57%
19	envelop	ʼenvɔlɔp	ʼenvɔlɔp	ɔ	12	85.71%
20	australia	auʼstrʌliʌ	oʼstrelɪliʌ	ʌ	14	100%
21	picture	pɪktʊr	ʼpɪktʃɪ(r)	u	8	57.14%
22	lion	ʼlɪon	ʼlʌɪn	ɔ	10	71.43%
23	flower	ʼflaʊɪ(r)	ʼflaʊɪ(r)	ɔu	11	78.57%

24	zero	'zerɔ:	'zi <u>ə</u> r <u>ə</u> u	e	7	50%
25	ear	ea(r)	ɪ <u>ə</u> (r)	ea	7	50%
26	house	hɔ:us	h <u>ə</u> us	ɔu	2	14.29%
27	tomato	tɔ'ma:tɔ	t <u>ə</u> 'ma:tu	ɔ	12	85.71%
28	january	dʒʌ <u>n</u> uəri	dʒæ <u>n</u> juəri	ua	14	100%
29	chair	tʃ <u>a</u> i(r)	tʃ <u>e</u> ɪ(r)	ai	6	42.86%
30	hair	h <u>a</u> i(r)	h <u>e</u> ɪ(r)	ai	7	50%
31	airport	ai(r)pɔ:rt	<u>e</u> ɪ(r)pɔ:t	ai	11	21.43%
32	road	rɔ:d	r <u>ə</u> ud	ɔa	6	42.86%
33	roof	rɒe	r <u>u</u> f	ɔ	1	7.14%
34	shoe	sɔe	ʃ <u>u</u>	ɔe	4	28.57%
35	student	'studnt	'stju:dnt	u	2	14.29%
36	zoo	zɔ	z <u>u</u>	ɔ	1	7.14%
37	july	dʒu'li	dʒu:'lai	u	5	35.71%
38	mountain	'mɔuntin	'ma <u>u</u> ntin	ɔu	5	35.71%
39	out	ɔut	<u>a</u> ut	ɔu	5	35.71%

Table 21. Pronouncing English word as student's first language.

No	Items	Transcription student's pron	Correct Phone Trans	Errors	Freq	Proc.
1	television	'te <u>l</u> eviziɔn	'teliviziɔn	e	13	92.86%
2	orange	'or <u>ʌ</u> ne	'orɪndʒ	ʌ	4	28.57%
3	january	dʒʌ <u>n</u> uəri	dʒænjʊ <u>ʌ</u> ri	ua	14	100%
4	ice cream	es krim	<u>a</u> is kri:m	e	7	50%
5	toirist	tu:ris	<u>t</u> u <u>r</u> ist	u:	3	21.43%
6	july	dʒu:' <u>l</u> i	dʒu: 'lai	i	11	78.57%
7	juice	dʒ <u>u</u> s	dʒu:s	u	6	42.86%
8	mathematic	ɪ mt <u>ʌ</u> 'mʌtik	ɪ mæθ <u>ə</u> 'mætiks	ʌ	10	71.43%
9	actor	ʌkt <u>ɔ</u> r	'ækt <u>ɔ</u> (r)	ɔ	13	92.86%
10	australia	au'str <u>ʌ</u> liʌ	o'streili <u>ʌ</u>	ʌ	14	100%
11	august	ʌgustus	ɔ:'g <u>ʌ</u> st	ʌ	9	64.29%

3. Intralingual error

In the research I found that there were two categories of the error in intralingual error; they are overgeneralization and confusing in applying spelling rule. See at table 22 and 23 for clear information.

Table 22. Overgeneralization

No	Items	Transcription student's pron	Correct pron.	Errors	Freq	Proc.
1	ball	bel	bɔ:l	e	1	7.14%
		bɔl		ɔ	2	14.29%
		bʌl		ʌ	8	57.14%
2	grape	grep	greɪp	e	9	35.71%
3	eraser	e'rʌ:zɪ(r)	ɪ'rʌ:zɪ(r)	ʌ	12	85.71%
4	table	tebl	'teɪbl	e	9	35.71%
		tabl		ʌ	3	21.43%
5	you're	ju(r)e	juɪ(r)	u	2	14.29%
		ju:(r)e		u:	1	7.14%
		ju(r)		ɔu	6	42.86%
6	watch	wʌt	wɒtʃ	ʌ	4	28.57%
		wɒtʃ		ɔ	1	7.14%
		wetʃ		e	1	7.14%
		weytʃ		ey	1	7.14%
7	july	dʒu'li	dʒu: 'lai	u	5	35.71%
8	mango	'mɛngɔ	'mæŋgəu	e	1	7.14%
		'mʌngɔ		ʌ	8	57.14%
9	chalk	kelk	tʃɔ:k	e	2	14.29%
		tʃʌk		ʌ	9	64.29%
10	student	'stʌdnt	'stju:dnt	ʌ	1	7.14%
		'studnt		u	2	14.29%
11	cat	ket	kæt	e	9	64.29%
		kʌt		ʌ	2	14.29%

		kit		i	1	7.14%
		keyt		ey	1	7.14%
12	blackboard	blekbɔd	blækbo:d	e	7	50%
		blʌkbɔd		ʌ	1	7.14%
13	animal	eniml	'æniml	e	3	21.43%
		ʌniml		ʌ	9	64.29%
14	garage	gʌrʌge	'gæra:ʒ	ʌ	7	50%
		gʌrʌ:ge		ʌ:	3	21.43%
15	vase	vʌs	va:z	ʌ	5	35.71%
16	cupboard	cupbo:rd	'kʌbo:d	u	11	78.57%

Table 23. Spelling rule confusion

No	Items	Transcription student's pron	Correct pron.	Errors	Freq	Proc.
1	chair	tʃaɪ(r)	tʃeɪ(r)	ai	6	42.86%
		tʃeɪ(r)		ei	3	21.43%
		tʃe(r)		e	3	21.43%
2	there	ðe:(r)	ðeɪ:(r)	e:	5	35.71%
3	knee	kne	ni:	e	1	7.14%
		kne:		e:	3	21.43%
		kni		i	1	7.14%
4	knee	kne	ni:	e	1	7.14%
		kne:		e:	3	21.43%
		kni		i	1	7.14%
5	zoo	zɔ	zu:	ɔ	1	7.14%

		zɔ		ɔ:	4	28.57%
		zu		u	1	7.14%
6	girl	gɪrl	gɔ:l	l	2	14.29%
		gri:l		l:	7	50%
7	church	tʃu:tʃ	tʃɔ:tʃ	u:	8	57.14%
		tʃʌ:tʃ		ʌ	1	7.14%
8	thirteen	ˌtɪr'ti:n	ˌθɜ'ti:n	l	2	14.29%
		ˌtri'ti:n		l:	9	64.29%
9	shirt	ʃɪrt	fɪ:t	l	13	92.86%
10	foot	fɒt	fʊt	ɔ	2	14.29%
		fu:t		u	1	7.14%
11	wood	wɔd	wʊd	ɔ	7	50%
12	book	bɒk	bʊk	ɔ	1	7.14%

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter some suggestions and conclusion are presented.

5.1 Conclusion

As the learners of foreign language, the students are very potential to make errors especially in pronunciation. Pronunciation errors are the deviators of some parts of conversation from selected norm of mature language performance. Pronunciation errors made by learners are the substitution of vowel, diphthong and rising and falling intonation. Pronunciation errors that occurred were not exclusively intended done by learners. There are some factors caused the students in making errors. Based on the researcher's assumption, those factors which could be considered to initiate the students to make errors in pronunciation are English is not the student's first language, the frequency in practicing English pronunciation is very a little, and the differences between English sound systems with Indonesia sound systems.

There are certain reasons that explain why the errors can be happened when they are learning the language. If these errors are similar to the error that are made by learner who learning his or her first language, they are called intralingual error. Contrastively, if these errors are influenced by a learner's native language they are called interlingual errors.

5.2 Suggestion

Finally, I am addressing to all involved in the English Department of TERSONO I Junior high school. Firstly, the students should learn more and practice every time.

Secondly, the teacher should make the atmosphere of the classroom as conducive as possible for the process of English learning and teaching. The teachers consequently are expected to help the students by giving them a great opportunity to actively use English for the classroom activities. The teacher also has to develop teaching strategy in the classroom especially in pronunciation, for example by singing the English song, listening to the cassette. Therefore, the students would be accustomed with English.

Thirdly, the department as the decision makes for the system applying in English learning and teaching should undertake some improvement and remedy. There should be a regular meeting to discuss the teaching method, which takes the occurrence of pronunciation errors in the classroom activities account.

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