

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There are two statements that have to be answered in this research. The first problem is about how is advanced English education students' ability in pronouncing English final consonant clusters. The second problem is about what are the factors that influence by advanced English education students in pronouncing English final consonant clusters. The data for the first problem is according to students' score of the pronunciation test and for the second problem is according to common error analysis of students' score of the test and interview.

The research finished by the writer for two months in UIN Antasari Banjarmasin at the seventh semester students of English Education Department here are the real test results about the students' ability in pronouncing English final consonant clusters.

1. Students' Ability in Pronouncing English Consonant Clusters.

In this section, the researcher described the result of the research on the field that collected by the techniques of data collection, the pronunciation test was to find out the ability of advanced English Education students in pronouncing English final consonant clusters.

The table shows the result of students' pronunciation test:

Table 4.1 : the result of students' pronunciation test

No	Initial Name	Score	Category
1	JJ	46	Very poor
2	AJ	52	Poor
3	NL	66	Fair
4	DN	92	Excellent
5	RS	48	Very poor
6	NRO	72	Good
7	RA	64	Fair
8	HU	84	Very poor
9	ASR	72	Good
10	HN	40	Very poor
11	IA	88	Excellent
12	NHP	76	Good
13	RAS	56	Poor
14	AN	50	Poor
15	SM	42	Very poor
16	MA	50	Poor
17	MY	48	Very poor
18	MSK	38	Very poor
19	II	44	Very poor
20	PSJ	86	Excellent
21	AK	42	Very poor
22	MZA	76	Good
23	TP	94	Excellent
24	ANA	48	Very poor
25	HAR	100	Excellent
26	AQC	98	Excellent
27	YSA	98	Excellent
28	MSB	52	Poor
29	NA	74	Good
30	NAA	78	Good
Total		1.974	-

Based on the data in table above, it is identified that the highest score of the pronunciation test result in pronouncing English final consonant clusters is 100 and the lowest one is 38. The accumulative score is 1.974 from 30 students with the mean 65,8.

The scores are classified into some categories as follows:

Table 4.2 : Description of Classification into Some Categories

Score	Category	Frequency	Percentage
80-100	Excellent	8	27%
70-<80	Good	6	20%
60-<70	Fair	2	6%
50->60	Poor	5	17%
0-<50	Very Poor	9	30%
Total		30	100%

Based on the data above, it can be seen that there are 8 students (27%) in excellent score's category, 6 students (20%) get good score (70-<80), 2 students (6%) get the score in the range 60-<70 that are interpreted as fair score's category, 5 students (17%) get poor score and there are 9 students (30%) get very poor score's category. The percentage classified the advanced English education of UIN Antasari Banjarmasin students' ability in "fair" category.

The performance of the test result of sample research can be seen in the following table:

Table 4.3 : The Pronunciation Test Result of Advanced English Education Students' Ability of UIN Antasari Banjarmasin in Pronouncing English Consonant Clusters.

No	Word	Final Consonant Clusters	Phonetic transcription	Students' Error
1	Accept	/pt/	/ək'sept/	12
2	Aimed	/md/	/eɪmd/	12
3	Amazed	/zd/	/ə'meɪzd/	18
4	Arrived	/vd/	/ə'raɪvd/	11
5	Ask	/sk/	/æsk/	14
6	Assumed	/md/	/ə'sju:md/	11
7	Bagged	/gd/	/bægd/	14
8	Bulb	/lb/	/bʌlb/	1
9	Camp	/mp/	/kæmp/	19
10	Camped	/mpt/	/kæmpt/	10
11	Change	/ndʒ/	/tʃeɪndʒ/	3
12	Changed	/ndʒd/	/tʃeɪndʒd/	10
13	Cloths	/θs/	/klɒθs/	4
14	Crafts	/fts/	/kræfts/	9
15	Cold	/ld/	/kould/	0
16	Diamond	/nd/	/'daɪəmənd/	23
17	Dreamt	/mt/	/dremt/	8
18	Egypt	/pt/	/'i:dzɪpt/	12
19	Ends	/ndz/	/endz/	0
20	Fact	/kt/	/fækt/	13
21	Filmed	/lmd/	/fɪlmd/	13
22	Films	/lmz/	/fɪlmz/	3
23	First	/rst/	/fɜ:rst/	23
24	Find	/nd/	/faɪnd/	22
25	Friends	/ndz/	/frendz/	2
26	Gift	/ft/	/gɪft/	18
27	Hand	/nd/	/hænd/	19
28	Held	/ld/	/held/	0
29	Help	/lp/	/help/	0
30	Helped	/lpt/	/helpt/	5
31	Hence	/ns/	/hens/	6
32	Jump	/mp/	/dʒʌmp/	18
33	Lunch	/ntʃ/	/lʌntʃ/	1
34	Milk	/lk/	/mɪlk/	0
35	Month	/nθ/	/mʌnθ/	3
36	Next	/kst/	/nekst/	21
37	Paint	/nt/	/peɪnt/	16
38	Paths	/θz/	/pæθz/	3
39	Pinch	/ntʃ/	/pɪntʃ/	0
40	Risk	/sk/	/rɪsk/	12

41	Stebbed	/bd/	/stæbd/	15
42	Tempt	/mpt/	/tempt/	14
43	Tenth	/nθ/	/tenθ/	3
44	Terms	/rmz/	/tɜ:rmz/	1
45	Text	/kst/	/tekst/	20
46	Think	/ŋk/	/θɪŋk/	14
47	Thirst	/rst/	/θɜ:rst/	21
48	Twelfth	/lfθ/	/twelfθ/	3
49	Want	/nt/	/want/	17
50	Washed	/ʃt/	/wɒʃt/	16

To know more closely about students' error in pronouncing English consonant clusters, it can be seen at these following tables:

Table 4.4 : Students' Error in Final Consonant Clusters /pt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/pt/	Accept	/ək'sept/	12	40%
2		Egypt	/'i:dʒɪpt/	12	40%

Based on the data above, the word with final consonant clusters /pt/ as in the word 'accept' there are 12 students who made error with the percentage 40% who failed pronouncing it. The second one as in the word 'Egypt' there are 12 students who made mistake with the percentage 40% who incorrect in pronouncing the word 'Egypt'.

The researcher found that many of them get rid /t/ sound at the end of the word of 'accept' and 'Egypt'.

Table 4.5 : Students' Error in Final Consonant Clusters /bd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/bd/	Stabbed	/stæbd/	15	50%

Based on the data above, the word with final consonant clusters /bd/ as in the word 'stabbed' there are 15 students who made error with the percentage 50% who failed pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word of 'stabbed'.

Table 4.6 : Students' Error in Final Consonant Clusters /kt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/kt/	Fact	/fækt/	13	43%

Based on the data above, the word with final consonant clusters /kt/ as in the word 'fact' there are 13 students who made error with the percentage 43% who failed pronouncing it. The researcher found that many of them get rid /t/ sound at the end of the word of 'fact'.

Table 4.7 : Students' Error in Final Consonant Clusters /kst/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/kst/	Text	/tekst/	20	67%
2		Next	/nekst/	21	70%

Based on the data above, the word with final consonant clusters /kst/ as in the word 'text' there are 20 students who made error with the percentage 67% who failed pronouncing it. The second one as in the word 'next' there are 21 students who made mistake with the percentage 70% who incorrect in pronouncing the word 'next'. The researcher found that many of them get rid /t/ sound at the end of the word of 'text' and 'next'.

Table 4.8 : Students' Error in Final Consonant Clusters /gd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/gd/	Bagged	/bægd/	14	47%

Based on the data above, the word with final consonant clusters /gd/ as in the word 'bagged' there are 14 students who made error with the percentage 47% who failed pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word of 'bagged'.

Table 4.9 : Students' Error in Final Consonant Clusters /md/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/md/	Aimed	/eɪmd/	12	40%
2		Assumed	/ə'sju:md/	11	37%

Based on the data above, the word with final consonant clusters /md/ as in the word 'aimed' there are 12 students who made error with the percentage 40% who failed pronouncing it. The second one as in the word 'assumed' there are 11 students who made mistake with the percentage 37% who incorrect in pronouncing the word 'assumed'. The researcher found that many of them get rid /d/ sound at the end of the word of 'aimed' and 'assumed'.

Table 4.10 : Students' Error in Final Consonant Clusters /mp/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/mp/	Camp	/kæmp/	19	63%
2		Jump	/dʒʌmp/	18	60%

Based on the data above, the word with final consonant clusters /mp/ as in the word 'camp' there are 19 students who made error with the percentage 63% who failed pronouncing it. The second one as in the word 'jump' there are 18 students who made mistake with the percentage 60% who incorrect in pronouncing the word 'jump'. The researcher found that many of them get rid /p/ sound at the end of the word of 'camp' and 'jump'.

Table 4.11 : Students' Error in Final Consonant Clusters /mpt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/mpt/	Camped	/kæmpt/	10	33%
2		Tempt	/tempt/	14	47%

Based on the data above, the word with final consonant clusters /mpt/ as in the word 'camped' there are 10 students who made error with the percentage 33% who failed pronouncing it. The second one as in the word 'tempt' there are 14 students who made mistake with the percentage 47% who incorrect in pronouncing the word 'tempt'. The researcher found that many of them get rid /t/ sound at the end of the word of 'camped' and 'tempt'.

Table 4.12 : Students' Error in Final Consonant Clusters /mt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/mt/	Dreamt	/dremt/	8	27%

Based on the data above, the word with final consonant clusters /mt/ as in the word 'dreamt' there are 8 students who made error with the percentage 27% who failed pronouncing it. The researcher found that many of them get rid /t/ sound at the end of the word of 'dreamt'.

Table 4.13 : Students' Error in Final Consonant Clusters /nd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/nd/	Hand	/hænd/	19	63%
2		Find	/faɪnd/	22	73%
3		Diamond	/'daɪəmənd/	23	77%

Based on the data above, the word with final consonant clusters /nd/ as in the word 'hand' there are 19 students who made error with the percentage 63% who failed pronouncing it. The second one as in the word 'find' there are 22 students who made mistake with the percentage 73% who awful in pronouncing the word 'find'. The third one as in the word 'diamond' there are 23 students who made error with the percentage 77% who incorrect pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word of 'hand', 'find' and 'tempt'.

Table 4.14 : Students' Error in Final Consonant Clusters /ndz/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/ndz/	Ends	/endz/	0	0%
2		Friends	/frendz/	2	7%

Based on the data above, the word with final consonant clusters /ndz/ as in the word 'ends' there is no 0 student who made error with the percentage 0% who failed pronouncing it. The second one as in the word 'friends' there are 2 students who made mistake with the

percentage 7% who awful in pronouncing the word ‘friends’. The researcher found that many of them are able to pronounce final consonant clusters with the /z/ sound at the end of words.

Table 4.15 : Students’ Error in Final Consonant Clusters /nt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/nt/	Paint	/peɪnt/	16	53%
2		Want	/wɑnt/	17	57%

Based on the data above, the word with final consonant clusters /nt/ as in the word ‘paint’ there are 16 students who made error with the percentage 53% who failed pronouncing it. The second one as in the word ‘want’ there are 17 students who made mistake with the percentage 57% who incorrect in pronouncing the word ‘want’. The researcher found that many of them get rid /t/ sound at the end of the word of ‘paint’ and ‘want’.

Table 4.16 : Students’ Error in Final Consonant Clusters /nθ/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/nθ/	Month	/mʌnθ/	3	10%
2		Tenth	/tenθ/	3	10%

Based on the data above, the word with final consonant clusters /nθ/ as in the word ‘month’ there are 3 students who made error with the percentage 10% who failed pronouncing it. The second one as in the word ‘tenth’ there are 3 students who made mistake with the

percentage 10% who incorrect in pronouncing the word ‘tenth’. The researcher found that many of them are able to pronounce final consonant clusters with the /θ/ final sound at the end of the word.

Table 4.17 : Students’ Error in Final Consonant Clusters /ns/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/ns/	Hence	/hens/	6	20%

Based on the data above, the word with final consonant clusters /ns/ as in the word ‘hence’ there are 6 students who made error with the percentage 20% who failed pronouncing it. The researcher found that many of them are able to pronounce final consonant clusters with the /s/ final sound at the end of the word ‘hence’.

Table 4.18 : Students’ Error in Final Consonant Clusters /ndʒ/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/ndʒ/	Change	/tʃeɪndʒ/	3	10%

Based on the data above, the word with final consonant clusters /ndʒ/ as in the word ‘change’ there are 3 students who made error with the percentage 10% who failed pronouncing it. The researcher found that many of them are able to pronounce final consonant clusters with the /ʒ/ final sound at the end of the word ‘change’.

Table 4.19 : Students' Error in Final Consonant Clusters /ndʒd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/ndʒd/	Changed	/tʃeɪndʒd/	10	33%

Based on the data above, the word with final consonant clusters /ndʒd/ as in the word 'changed' there are 10 students who made error with the percentage 33% who incorrect pronouncing it. The researcher found that many of them are able to pronounce final consonant clusters with the /d/ final sound when it is constitutes separate morphemes.

Table 4.20 : Students' Error in Final Consonant Clusters /ntʃ/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/ntʃ/	Lunch	/lʌntʃ/	1	3%
2		Pinch	/pɪntʃ/	0	0%

Based on the data above, the word with final consonant clusters /ntʃ/ as in the word 'lunch' there is 1 student who made mistake with the percentage 3% who incorrect in pronouncing the word 'lunch'. The second one as in the word 'pinch' there is no 0 student who made error with the percentage 0% who failed pronouncing it. The researcher found that many of them are able to pronounce final consonant clusters with the /ʃ/ final sound at the end of words 'lunch' and 'paint'.

Table 4.21 : Students' Error in Final Consonant Clusters /ŋk/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/ŋk/	Think	/θɪŋk/	14	47%

Based on the data above, the word with final consonant clusters /ŋk/ as in the word 'think' there are 14 students who made error with the percentage 47% who failed pronouncing it. The researcher found that many of them get rid /k/ sound at the end of the word of 'think'.

Table 4.22 : Students' Error in Final Consonant Clusters /zd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/zd/	Amazed	/ə'meɪzd/	18	60%

Based on the data above, the word with final consonant clusters /zd/ as in the word 'amazed' there are 18 students who made error with the percentage 60% who failed pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word 'amazed'.

Table 4.23 : Students' Error in Final Consonant Clusters /sk/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/sk/	Ask	/æsk/	14	47%
2		Risk	/rɪsk/	12	40%

Based on the data above, the word with final consonant clusters /sk/ as in the word ‘ask’ there are 14 students who made error with the percentage 47% who failed pronouncing it. The second one as in the word ‘risk’ there are 12 students who made mistake with the percentage 40% who incorrect in pronouncing the word ‘risk’. The researcher found that many of them get rid /k/ sound at the end of the word ‘ask’ and ‘risk’.

Table 4.24 : Students’ Error in Final Consonant Clusters /ft/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/ft/	Washed	/wɒʃt/	16	53%

Based on the data above, the word with final consonant clusters /ft/ as in the word ‘washed’ there are 16 students who made error with the percentage 53% who failed pronouncing it. The researcher found that many of them get rid /t/ sound at the end of the word ‘washed’.

Table 4.25 : Students’ Error in Final Consonant Clusters /θs/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/θs/	Cloths	/klɒθs/	4	13%

Based on the data above, the word with final consonant clusters /θs/ as in the word ‘cloths’ there are 4 students who made error with the percentage 13% who failed pronouncing it. The researcher

found that many of them are able to pronounce final consonant clusters with the /s/ final sound at the end of the word ‘cloths’.

Table 4.26 : Students’ Error in Final Consonant Clusters /θz/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/θz/	Paths	/pæθz/	3	10%

Based on the data above, the word with final consonant clusters /θz/ as in the word ‘paths’ there are 3 students who made error with the percentage 10% who failed pronouncing it. The researcher found that many of them are able to pronounce final consonant clusters with the /z/ final sound.

Table 4.27 : Students’ Error in Final Consonant Clusters /vd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/vd/	Arrived	/ə'raɪvd/	11	37%

Based on the data above, the word with final consonant clusters /vd/ as in the word ‘arrived’ there are 11 students who made error with the percentage 37% who failed pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word ‘arrived’.

Table 4.28 : Students' Error in Final Consonant Clusters /ft/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/ft/	Gift	/gɪft/	18	60%

Based on the data above, the word with final consonant clusters /ft/ as in the word 'gift' there are 18 students who made error with the percentage 60% who failed pronouncing it. The researcher found that many of them get rid /t/ sound at the end of the word 'gift'.

Table 4.29 : Students' Error in Final Consonant Clusters /fts/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/fts/	Crafts	/kræfts/	9	30%

Based on the data above, the word with final consonant clusters /fts/ as in the word 'crafts' there are 9 students who made error with the percentage 30% who failed pronouncing it. The researcher found that many of them are able to pronounce /s/ final sound at the end of the word 'crafts'.

Table 4.30 : Students' Error in Final Consonant Clusters /lb/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/lb/	Bulb	/bʌlb/	1	3%

Based on the data above, the word with final consonant clusters /lb/ as in the word ‘bulb’ there is 1 student who made error with the percentage 3% who failed pronouncing it. The researcher found that many of them are able to pronounce /b/ final sound as at the end of the word ‘bulb’.

Table 4.31 : Students’ Error in Final Consonant Clusters /ld/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/ld/	Cold	/kould/	0	0%
2		Held	/held/	0	0%

Based on the data above, the word with final consonant clusters /ld/ as in the word ‘cold’ there is no student who made error with the percentage 0% who failed pronouncing it. The second one as in the word ‘held’ there is no student who made error with the percentage 0% who incorrect pronouncing it. The researcher found that many of them are able to pronounce /d/ final sound if before the sound is preceded by a consonant /l/ as in words ‘cold’ and ‘held’.

Table 4.32 : Students’ Error in Final Consonant Clusters /lp/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/lp/	Help	/help/	0	0%

Based on the data above, the word with final consonant clusters /lp/ as in the word ‘help’ there is no student who made error with the percentage 0% who failed pronouncing it. The researcher

found that many of them are able to pronounce /p/ final sound if before the sound is preceded by a consonant /l/ as in words ‘help’.

Table 4.33 : Students’ Error in Final Consonant Clusters /lpt/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/lpt/	Helped	/helpt/	5	17%

Based on the data above, the word with final consonant clusters /lpt/ as in the word ‘helped’ there are 5 students who made error with the percentage 17% who failed pronouncing it. The researcher found that many of them are able to pronounce /t/ final sound at the end of the word ‘helped’.

Table 4.34 : Students’ Error in Final Consonant Clusters /lk/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/lk/	Milk	/milk/	0	0%

Based on the data above, the word with final consonant clusters /lk/ as in the word ‘milk’ there is no student who made error with the percentage 0% who failed pronouncing it. The researcher found that many of them are able to pronounce /k/ final sound if before the sound is preceded by a consonant /l/ as in words ‘milk’.

Table 4.35 : Students' Error in Final Consonant Clusters /lmd/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/lmd/	Filmed	/filmɔ/	13	43%

Based on the data above, the word with final consonant clusters /lmd/ as in the word 'filmed' there are 13 students who made error with the percentage 43% who failed pronouncing it. The researcher found that many of them get rid /d/ sound at the end of the word 'filmed'.

Table 4.36 : Students' Error in Final Consonant Clusters /lmz/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/lmz/	Films	/filmz/	3	10%

Based on the data above, the word with final consonant clusters /lmz/ as in the word 'films' there are 3 students who made error with the percentage 10% who failed pronouncing it. The researcher found that many of them are able to pronounce /z/ final sound at the end of the word 'films'.

Table 4.37 : Students' Error in Final Consonant Clusters /lfθ/

No	Final Consonant Clusters	Word	Phonetic transcription	Students' Error	Percentage
1	/lfθ/	Twelfth	/twelfθ/	3	10%

Based on the data above, the word with final consonant clusters /lfθ/ as in the word ‘films’ there are 3 students who made error with the percentage 10% who failed pronouncing it. The researcher found that many of them are able to pronounce /θ/ final sound at the end of the word ‘twelfth’.

Table 4.38 : Students’ Error in Final Consonant Clusters /rmz/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/rmz/	Terms	/tɜ:rmz/	1	3%

Based on the data above, the word with final consonant clusters /rmz/ as in the word ‘terms’ there is 1 student who made error with the percentage 3% who failed pronouncing it. The researcher found that many of them are able to pronounce /z/ final sound at the end of the word ‘terms’.

Table 4.39 : Students’ Error in Final Consonant Clusters /rst/

No	Final Consonant Clusters	Word	Phonetic transcription	Students’ Error	Percentage
1	/rst/	First	/fɜ:rst/	23	77%
2		Thirst	/θɜ:rst/	21	70%

Based on the data above, the word with final consonant clusters /rst/ as in the word ‘first’ there are 23 students who made error with the percentage 77% who failed pronouncing it. The second one as in the word ‘thirst’ there are 21 students who made mistake with the percentage 70% who incorrect in pronouncing the word ‘thirst’. The

researcher found that many of them get rid /t/ sound at the end of the word 'first' and 'thirst'.

Based on all the data above, it can be seen the number with high mispronunciation in final consonant clusters are found in final consonant clusters /nd/ as in word 'diamond' with the number of students error as much 23 students with the percentage 77% error, the second one as in word 'find' with the number of students error as much 22 students with the percentage 73% error, and the third one as in word 'hand' with the number of students error as much 19 students with the percentage 63% error.

Next, the final consonant clusters that have high mispronunciation is in the /rst/ final consonant clusters as found in word 'first' with the number of students error as much 23 students with percentage 77% error, and 'thirst' with the number of students error as much 21 students with percentage 70% error.

2. The Factors that Influence Advanced English Education Students' Ability

In this section, the researcher described the factors that influence by advanced English education students in pronouncing English final consonant clusters from students' interview. There are 5 factors aimed to students to know their interlingual, intralingual, cognitive, affective, environmental influence, and their comparative category taxonomy toward target language.

The first factor is interlingual factor who stated by Dulay. The error is caused by negative transfer or interference of the advanced English education students' mother tongue in the language. They made error in the target language by effect of their first language which is Banjarese and Indonesian, because there are no final consonant clusters from both of that language. So, this made the negative transfer of the mother tongue on the performance of target language by advanced English education students.

The second factor is intralingual factor who stated by Richard. The error is refers to items that have produced by the learner, which not reflect the structure of mother tongue, but generalization based on partial exposure of the target language. The English learner usually begin to acquire parts of the new system, more and more transfer generalization within the target language is manifested. But when the

researcher conducted the research and interviewed the students, this factor is not the major factor.

The third factor is the acquisition of a second (foreign) language that stated by Gardner's which sees students' motivation in exploring English. The researcher found that students who often hone their English skills tend to have high pronunciation test results. and students who rarely hone and practice their English tend to get low pronunciation test results. So that their interest and effort in developing their English language skills is also a very influential factor on students' pronunciation skills.

The fourth factor is how their environment when they practice English. According to Harmer the factor that encourage someone to learn English are influenced by the attitudes of the society in where they are, certain people who are close to them. The most influential thing when researchers conducted the research on students, it was found that students who had high pronunciation test scores were due to the influence with whom they practiced their English. Preferably, students with poor pronunciation test results because the place where they practice English is also bad pronunciation skill. so that the influence of input when practicing language becomes highly dependent with whom they interact. All of these views will affect students' attitudes towards the language they learn and this attitude in turn will affect the level of their ability.

Another section, the researcher described the result of students' interview to find out the factors that influence by advanced English education students in pronouncing English final consonant clusters. There are 20 questions aimed to students to know their cognitive, affective, environmental influence, and their comparative category taxonomy toward target language.

Related to the first question in the interview '*did study in majoring English education is your own choice?*' most of students are studying in English education based on their choice. There are 28 students that choosing English education based on their own choice. IA said that English just became part of his life this far, and speaking English is always an exciting thing for him. But there are 2 students that studying in English education because of their parents' choice. AN said that her parents think that by studying in English education she will has a good vacancy for her future.

As well as to the second question in the interview '*was English education your first choice when you initially enrolled in college?*' There are 21 students that choosing English education as their first choice. DN said that English is her favorite subject since she was in junior high school so she wants to learn more about English, *then chose English education as her major while enrolled in the university*. But there are 9 students that English education is not their first choice while enrolled in the university. HN said that actually her dream wants to be

a doctor so she was register as a medical student but unfortunately, she failed the test but actually she also likes English that is why she is now in English education.

The third question in the interview is *'what is your goals for studying in English education?'* there are 15 students that choosing English education department because they want to be a teacher, and there are 6 students answered that their goal is want to be a lecturer, there are 4 students that want to work in compony that related to English, and there are 5 students still don't know what are their goal in choosing English education.

The fourth question in the interview is *'When did you find yourself interested in English?'* there are 3 students that starting interested in English since they were in Elementary School, there are 12 students that interested in English when they were study in Junior High School, there are 10 students that interested in English since they were in Senior High School, and there are 5 students that just interested in English when they've studying in English Education.

The fifth question in the interview is *'How important is English based on your opinion?'* in this question, all students simultaneously answered that English is important. JJ said that he is a high level of curiosity but sometimes he didn't find satisfactory answer in any Indonesian platform so he often found a good explanation and satisfactory answer in English source. Then he believes that if someone

can understand English it will open their knowledge become wider, so in his opinion English is very important.

The sixth question in the interview is *'How important is pronunciation when speaking English for you?'* there are 22 students that consider pronunciation when speaking English is important. TP said that pronunciation is as important as English itself because it essential to understand other people especially when someone pronounce what he/she said correctly so the interlocutor can understand easily and clearly. Whilst there are 8 students that argued pronunciation is important. As IA said that he doesn't think pronunciation is an important thing especially when someone just begin learning it, as long as interlocutor understand what the speaker means it doesn't matter.

The seventh question in the interview is *'please rank your highest ability out of your four English skills in reading, listening, speaking, and writing!'* there are 7 students that put listening skill as their highest ability, there are 6 students that put reading skill as their highest ability, there are 13 students that put speaking skill as their highest ability, and there are 4 students that put writing skill as their highest ability.

The eighth question in the interview is *'how do you feel when speaking English in the class?'* there are 11 students who feel excited when have a chance to speak English in the class, there are 16 students

who feel nervous and shy when speaking English in the class, and there are 3 students who feel nothing when speaking English in the class.

The ninth question in the interview is *'how do you feel when having mistake or mispronounce something in speaking English?'* There are 12 students who feel shy when having mistake while speaking, there are 9 students who feel guilty when mispronounce something in speaking English, and there are 9 students that just ignore and feel nothing when having mistaken while speaking.

The tenth question in the interview is *'what is your level of confidence of speaking in 1-10?'* there are 2 students that categorize their confidence of speaking level in less than number 4, there are 3 students categorize themselves in number 5 for their confidence of speaking, there are 13 students categorize their confidence of speaking level in number 6, there are 2 students categorize themselves in number 7 for their confidence of speaking, there are 7 students categorize their confidence of speaking level in number 8, and there are 3 students who categorize themselves in number 9 for their confidence of speaking.

The eleventh question in the interview is *'What ways do you usually improve your English skills besides learning English in the class?'* there are 11 students improving their English by listening to English songs, watching English movies or TV program, there are 10 students that learning English by watching Non-English drama or serial but using English subtitle, there are 5 students learning English by

social media platform, there are 2 students learning English through reading book and there are 2 students learning English through online game.

The twelfth question in the interview is '*when do you usually use English?*' there are 3 students who using English with their sibling or family, there are 10 students who doing conversation in English with their friends, there are 3 students who using English when they chatting with foreigner via social media, and there are 14 students who only speak English when lecturer asks them to use English in the class.

The thirteenth question in the interview is '*what factors influence your English pronunciation most?*' there are 16 students that they think their English pronunciation is influenced by the teacher or lecturer the most, there are 9 students that they think their English pronunciation is influenced from song and movie, and there are 5 students that they think their English pronunciation is influenced from their friends that often do conversation with them.

The fourteenth question in the interview is '*how is the environment around you in improving your English skills?*' there are 13 students that have a supporting environment in improving their English skill, whilst there are 17 students that do not have a supporting environment in improving their English skill.

The fifteenth question in the interview is '*how often other people correct your English mispronunciation?*' there are 10 students that other people often correct their English, on the other side there are 20 students that other people rarely correct their English.

The sixteenth question in the interview is '*what is your first language?*' there are 26 students who speak Banjarese as their first language, there are 2 students who speak Indonesian as their first language, there is 1 student who speak Javanese while she speaks with her family in house, and there is 1 student who speak Sundanese while he speaks with his parents in house.

The seventeenth question in the interview is '*do you think your first language influences your English pronunciation?*' there are 19 students that think their first language influence to their English ability, in contrast there are 11 students that they think their first language does not influence to their English ability.

The eighteenth question in the interview is '*what is your difficulty in pronouncing English that influence by your first language?*' there are 18 students that have difficulty in pronouncing English because the sounds exist in target language but does not exist in their first language, there are 7 students that have difficulty when speaking English especially to the stress of the word, and there are 5 students that have difficulty in intonation while speaking English.

The nineteenth question in the interview is '*does your first language accent involved when you speak English?*' there are 16 students who their first language accent involved when they speak English, in a good way there are 14 students who their first language accent does not involved when they speak English. HAR said that because his Banjarese or Indonesian is not really that strong so he thinks that it is does not happened to him, but it might have different case with other people that live and grow in a strong accent like in Kelua (Hulu Sungai Utara District that has very strong accent).

The twentieth question in the interview is '*how do you strive so that when you speak English it is not affected by the accent of your first language?*' there are 13 students said that by practicing English very often and more aware to the what are the different between first language and target language so we might strive that problem, there are 8 students said that by imitating and listen more to the native speaker time by time will make our English speaking skill be better. TP said he likes imitating the way native speaker speaks because it is all has really different aspects when we speak English if we compare to Indonesian or Banjarese. Whilst other 9 students do not have any idea.

B. Discussion

After the data was analyzed, it is found that there were 44 pronunciation errors from 50 final consonant clusters that has been tested. From the findings the researcher found that many of advanced English education students are get rid or omitting the last sound of final consonant clusters, based on Dulay cited by Umami (2015) omitting some sounds in the word is included into Surface Strategy Taxonomy Category with the type of omission error. The result of this study is in line with the study of Simarmata, D. and Pardede, H. (2018) that revealed the students made problems in the omission type.

Final consonant clusters with high level of pronunciation accuracy or many Advanced English Education students are able to pronounce those final consonant clusters. Such as when before the final sound is preceded by a consonant /l/ the researcher found that many of them are pronouncing it correctly. As in final consonant clusters /lp/ (0%), /ld/ (0%), /lk/ (0%) and /lb/ (3%). Furthermore, when final consonant clusters have final sound of /tʃ/ the researcher found that many of them are pronouncing it correctly. As in /ntʃ/ in the word of 'lunch' (3%) and 'pinch' (0%). Including, when final consonant clusters have /z/ final sound the researcher found that many of Advanced English Education Students are able to pronounce that kind of final consonant clusters in final sound /z/ as in the word 'ends' (0%), and 'terms' (3%).

Final consonant clusters with low level of pronunciation accuracy or many Advanced English Education students are unable to pronounce particular final consonant clusters. they tend to make error when they pronounce words containing /st/ clusters, such as in /rst/ & /kst/ final consonant clusters. The researcher found that many of them are pronouncing those final consonant clusters incorrectly as in words ‘first’ (77%), ‘thirst’ (70%), ‘next’ (70%), & ‘text’ (67%) most of them are omitting /t/ sound at the end of the word. Furthermore, when the words are containing /nd/ final consonant clusters, many of Advanced English Education Students are pronouncing it incorrectly, as in words ‘diamond’ (77%), ‘find’ (73%), and ‘hand’ (63%) most of them are omitting /d/ sound at the end of the word. Also, when the words are containing /mp/ final consonant clusters, many of Advanced English Education Students are mispronounce it, as in words ‘camp’ (63%), and ‘jump’ (60%) most of them are omitting /d/ sound at the end of the word.

From the result of the students' interview, the researcher found that there are 3 main factors that causing students' error in English final consonant clusters. First is because interlingual error which is the interference of mother tongue. The result of this study is in line with the study of Riyani and Prayogo (2013) that revealed the errors occurred potentially because of the inference of the mother tongue. In this case, Banjarese language as what majority of Advanced English Education Students' first language in UIN Antasari has no similar form of English

final consonant clusters. Interlingual error are caused by negative transfer or interference of the learners' mother tongue in the language. Interference or negative transfer is negative influence of the mother tongue on the performance of target language. Interlingual errors the result of language transfer, which is caused by learner's first language. The reason is because in Banjarese language does not have final consonant clusters. Therefore, they make error in pronouncing those kind of final consonant clusters.

With the exception of interlingual factor as stated by Dulay. Another factor that also greatly affects students' ability in pronouncing final consonant clusters is the influence of their environment especially their friends circle in practicing English itself as the theory put forward by Harmer that the factors encourage someone to learn English are influenced by their society and certain people who are close to them. The students pronounce words based on how they friends are pronouncing it.

Lack of time and opportunity to use English in daily life belong to the next factors. The students admitted that they did not really use English on their daily life. They stated that they rarely spent about 30 minutes to an hour of a day to listen or watch English videos. Half of them only use English in the classroom. This result of this study is in line with Rahayu, N. (2015) in her thesis indicated that the students still lack of awareness in applying English daily language program, and this factors makes the students lack of practice of foreign language especially English language.

