

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The fourth chapter in this study is findings and discussion. It explains the result of this study. This chapter consists of findings and discussion.

#### **A. Research Findings**

Based on the research conducted in SMP Nahdatul Ulama, the researcher got the data from the test by 23 eight grade students of SMP Nahdatul Ulama. The test result 23 recorded pronunciation performances. The recording processes take place in different time.

##### **1. Errors in the pronunciation of English consonant**

In this research, the researcher do not interfere the participant's performance. The participants might pronounce they words incorrect unintentionally, which mean of erroneous. The overall pronunciation performance show that, in the case of majority of them, there are less hesitations, repetition, slips of the tongue, self-correction and self-miss-corrections.

In this research found 178, the total number of word pronounced, 154 or 87% are error.

##### **1.1. Errors in initial consonant**

The researcher found that from 24 consonants, the 12 consonants in initial, [p] [b] [m] [w] [d] [t] [s] [n] [l] [h] [j] and [g] are seemed to have no problem to the participants. Followed by nearly 12 initial consonants: [f] [v] [θ] [ð] [z] [ʃ] [tʃ] [ʒ] [dʒ] [k] [r] are error.

The consonants [p] [b] [m] [w] [d] [t] [s] [n] [l] [h] [j] and [g] have the same percentage 0% in error. It means that participants did not make error. The consonant [p] is contained in word *purchases*, [b] is contained in word *boredom*, consonant [m] is contained in words *my*, *mind*, *mental*, *make*, *many*, *market*, *manner*, *most*, *moment*, consonant [w] is contained in words *one's*, *work*, *with*, *which*, *worries*, *world*, consonant [d] is contained in word *developed*, *different*, *done*, *depict*, *delineate*, *days*, consonant [t] is contained in words *time*, *to*, consonant [s] is contained in words *societies*, *started*, *stamp*, *some*, *spend*, *systematic*, *societies*, *started*, consonant [n] is contained in words *now*, *number*, consonant [l] is contained in words *leisure*, *lovely*, consonant [h] is contained in words *history*, *have*, *hobby*, consonant [j] is contained in word *year*, consonant [g] is contained in words *great*, *get*, *gradually*. It can be seen in table 4.1.

Consonants	Occurrence	Error Average	%	Consonants	Occurrence	Error Average	%
[p]	1	0	0%	[n]	2	0	0%
[b]	1	0	0%	[l]	2	0	0%
[m]	9	0	0%	[j]	1	0	0%
[d]	6	0	0%	[s]	8	0	0%
[t]	2	0	0%	[h]	1	0	0%
[d]	6	0	0%	[g]	3	0	0%

**Table 4.1. Percentage error number of consonants [p, b, m, w, d, t, s, n, l, h, j and g]**

The consonant [k] has 10 % in error. It happens for 9 times from 7 participants. The words being error are *collecting* and *countries*. The consonant [k] was pronounced become sound [c] in bahasa. It can be seen in table 4.2.

Consonants	Occurrence	Error Average	%
[k]	4	0,4	10%

**Table 4.2. Percentage error number of consonant [k]**

The consonant [r] has 40 % in error. It happens for 27 times from 23 participants. The words being error are *refresh* and *rare*. The consonant [r] was pronounced by the tip of the tongue touch the upper articulator. It can be seen in table 4.3

Consonants	Occurrence	Error Average	%
[r]	3	1,2	40%

**Table 4.3. Percentage error number of consonant [r]**

The consonant [f] has 55% in error. It happens for 114 times from 23 participants. The words being error are *friends*, *physical*, *fields*, *philatelic*, *festival*. The consonant [f] was pronounced become sound [p]. It can be seen in table 4.4

Consonants	Occurrence	Error Average	%
[f]	9	5,0	55%

**Table 4.4. Percentage error number of consonant [f]**

The consonants [v] [z] and [tʃ] have the same percentage 90% in error. Consonant [v] has errors for 20 times from 20 participants, the word being error is *various* The consonant [v] was pronounced become sound [f] and [p]. Consonant [z] has errors for 20 times from 20 participants, the word being error is *zebra*. The

consonant [z] was pronounced become sound [ʒ]. Consonant [tʃ] has errors for 22 times from 22 participants, the word being error is *childhood*. The consonant [tʃ] was pronounced become sound [c] in bahasa. It can be seen in table 4.5

Consonants	Occurrence	Error Average	%
[v]	1	0,9	90%
[z]	1	0,9	90%
[tʃ]	1	0,9	90%

**Table 4.5. Percentage error number of consonants [v, z and tʃ]**

The consonants [θ] [ð] [ʃ] [ʒ] and [dʒ] have 100 % in error. All participants did errors for all those consonants. The words being errors are *sheep, genre, joined, three, thousand, them, these, the, these*. The consonant [θ] was pronounced become sound [t]. The consonant [ð] was pronounced become sound [d]. The consonant [ʃ] was pronounced become sound [s]. The consonant [ʒ] was pronounced become sound [g]. The consonant [dʒ] was pronounced become sound [ʒ]. It can be seen in table 4.6

Consonants	Occurrence	Error Average	%
[θ]	2	2,0	100%
[ð]	4	4,0	100%
[ʃ]	1	1,0	100%
[ʒ]	1	1,0	100%
[dʒ]	1	1,0	100%

**Table 4.6. Percentage error number of consonants [θ, ð, ʃ, ʒ and dʒ]**

## 1.2. Errors in final consonant

The researcher found that 4 consonants in final, [m] [s] [n] [l] are seemed to have no problem to the participants. Followed by 17 final consonants are [p] [b] [f] [v] [θ] [ð] [d] [t] [z] [ʃ] [tʃ] [ʒ] [dʒ] [g] [k] [r] [ŋ] are error.

The consonant [m] [s] [n] [l] have the same percentage 0 % in error. It means that participants did not make error. The words being errors are *from, them, some, album, time, friends, various, purchases, thus, in, done, even, men, physical, mental, all, festival, historical*. It can be seen in table 4.7

Consonants	Occurrence	Error Average	%
[n]	4	0	0%
[l]	6	0	0%
[m]	5	0	0%
[s]	3	0	0%

**Table 4.7. Percentage error number of consonants [m, s, n and l]**

The consonant [k] has 5% in error. It happens for 4 times from 3 participants. The words being error are *philatelic*. The consonant [k] was pronounced become sound [s]. It can be seen in table 4.8

Consonants	Occurrence	Error Average	%
[k]	4	0,2	5%

**Table 4.8. Percentage error number of consonant [k]**

The consonants [g] and [ŋ] have 10% in error. Consonant [g] have error for 3 times from 3 participants. The word being error is *dog*. The consonant [g] was pronounced become sound [k]. Consonant [ŋ] have error for 4 times from 4 participants. The word being error is *exhausting*. The consonant [ŋ] was not

pronounced with the back of the tongue against the soft palate. It can be seen in table 4.9

Consonants	Occurrence	Error Average	%
[g]	1	0,1	10%
[ŋ]	2	0,2	10%

**Table 4.9. Percentage error number of consonant [ŋ]**

The consonant [r] has 20% in error. It happens for 10 times from 8 participants. The words being error are *for* and *rare*. The consonant [r] was pronounced by the tip of the tongue touch the upper articulator. It can be seen in table 4.10

Consonants	Occurrence	Error Average	%
[r]	2	0,4	20%

**Table 4.10. Percentage error number of consonant [r]**

The consonant [t] has 48% in error. It happens for 121 times from 23 participants. The words being error are *achievement*, *different*, *moment*. The consonant [t] was pronounced become sound [n]. It can be seen in table 4.11

Consonants	Occurrence	Error Average	%
[t]	11	5,3	48%

**Table 4.11. Percentage error number of consonant [t]**

The consonants [f] and [v] have the same percentage 80% in error. Consonant [f] has errors for 18 times from 18 participants, the word being error is *calf*. The consonant [f] was pronounced become sound [p]. Consonant [v] has

errors for 19 times from 19 participants, the word being error is *have*. The consonant [v] was pronounced become sound [p]. It can be seen in table 4.12

Consonants	Occurrence	Error Average	%
[f]	1	0,8	80%
[v]	1	0,8	80%

**Table 4.12. Percentage error number of consonants [f and v]**

The consonant [d] has 84% in error. It happens for 184 times from 23 participants. The words being *error are and, mind, joined, arranged, thousand, spend, arranged*. The consonant [d] was pronounced become sound [n]. It can be seen in table 4.13

Consonants	Occurrence	Error Average	%
[d]	10	8,4	84%

**Table 4.13. Percentage error number of consonant [d]**

The consonants [b] and [j] have the same percentage 90% in error. Consonant [b] has errors for 20 times from 20 participants, the word being error is *club*. The consonant [b] was pronounced become sound [p]. Consonant [j] has errors for 22 times from 22 participants, the word being error is *refresh*. The consonant [j] was pronounced become sound [s]. It can be seen in table 4.14

Consonants	Occurrence	Error Average	%
[b]	1	0,8	80%
[j]	1	0,8	80%

**Table 4.14. Percentage error number of consonants [f and v]**

The consonants [p] [θ] [ð] [ʒ] [dʒ] [tʃ] and [z] have the same percentage 100% in error. All participants did errors for all those consonants. The words being errors are *stamp, with, smooth, beige, exchange, which, is, kinds, fields, countries, days, friends*. The consonant [p] was pronounced become sound [m]. The consonant [θ] was pronounced become sound [t]. The consonant [ð] was pronounced become sound [d]. The consonant [ʒ] was pronounced become sound [g]. The consonant [dʒ] was pronounced become sound [ŋ]. The consonant [tʃ] was pronounced become sound [s]. The consonant [z] was pronounced become sound [s]. It can be seen in table 4.15

Consonants	Occurrence	Error Average	%	Consonants	Occurrence	Error Average	%
[p]	1	1,0	100%	[ʒ]	1	1,0	100%
[θ]	1	1,0	100%	[dʒ]	1	1,0	100%
[ð]	1	1,0	100%	[tʃ]	1	1,0	100%
[z]	6	6,0	100%				

**Table 4.15. Percentage error number of consonants [p, θ, ð, ʒ, dʒ, tʃ and z]**

## 2. Types of error in the pronunciation of English consonants

Corder (1974:56) conveyed that there were three types of errors. They were pre-systematic, systematic, and post-systematic. In this research, the researcher interviewed the participants to gain information about errors that produced by the participants.



This research found 496 errors in pronouncing English consonants performed by 23 participants, the result shows the types of error are Pre-systematic, Systematic and Post-systematic.

- a. The Pre-systematic error occurrence is 77,6% as of total the error or 371 errors from 23 participants, the consonants are [f] [θ] [ð] [z] [ʃ] [tʃ] [ʒ] [dʒ] [d] [ŋ] [t].
- b. The error number of Systematic is 12.9% or 64 errors from 23 participants, the consonants are [f] [v] [p].
- c. Post-systematic is 9,5% or 47 errors from 23 participants, the consonants are [b] [k] [r].

## **B. Discussion**

The descriptions of the data as a result of the research about the errors of consonants and the types of error which are performed by participants are presented below.

### **1. Errors in the pronunciation of English consonants**

There are many errors produced by the participants in pronouncing English consonants. As presented in previous section, the findings, the participants perform 12 errors in initial and 17 errors in final in all of the 24 English consonants but each with the different percentage.

Realize that English has complex spelling, the participants choose a possible pronunciation but most of them are in an inappropriate application. Realize that English has complex spelling, the participants choose a possible pronunciation but most of them are in an inappropriate application. For the consonant [p] stamp 'stæmp' the consonant [p] was replaced become consonant

[m]. According to Yule (2006: 31), these sounds [p] and [m] are included in Bilabials. Bilabials, these sounds are formed using both (bi) lower and upper lips (labia). The airstreams are blocked by this instrument.

Consonant [b] in final in the word club 'klʌb' the consonant [b] was replaced become consonant [p]. According to Yule (2006: 31), these sounds [b] and [p] are included in Bilabials. Bilabials, these sounds are formed using both (bi) lower and upper lips (labia). The airstreams are blocked by this instrument.

Consonant [ŋ] in final in the word exhausting 'ɪg'zɔ:stɪŋ' was mispronounced the participants. Consonant [d] in final in the words and 'ænd', mind 'maɪnd', joined 'dʒɔɪnd' the consonant [d] was replaced become consonant [n]. According to Yule (2006: 31), these sounds [d] and [n] are included in Alveolar. As for the place of articulation, the tip of the tongue articulates with the alveolar ridge.

Consonant [g] in final in the word dog 'dɒg' the consonant [g] was replaced become consonant [k]. Consonant [g] is voiceless Velar while consonant [k] is voiced Velar. Velar sounds are produced with the back of the tongue against the soft palate. (Yule, 2006: 32). Consonant [t] in final in the word different 'dɪfərənt' the consonant [t] was replaced become consonant [n]. According to Yule (2006: 31), consonant [t] is voiceless Alveolar while consonant [n] is voiced Velar.

These consonants [f] [v] [θ] [ð] [z] [ʃ] [tʃ] [ʒ] [dʒ] [k] [r] are being errors both of in initial and final. The consonant [f] in initial in the word physical

'fɪzɪkəl' was replaced become consonant [p], the consonant [f] in final in the word calf 'kæf' was replaced become consonant [p] and [v]. Those consonants [f] and [v] are Labiodentals, the sounds are formed using the combination of lower lips with upper teeth. The lower lips will touch the upper teeth when the consonants of this sound are pronounced. While, [p] is Bilabials, these sounds are formed using both (bi) lower and upper lips (labia). The airstreams are blocked by this instrument. (Yule, 2006: 31)

The consonant [θ] in initial in the word three 'θri' was replaced become consonant [t], the consonant [θ] in final in the word with 'wɪθ' was replaced become consonant [t]. According to Yule (2006: 31) the consonant [θ] is Dental, the obstruction on this kind of sounds is must be tongue and teeth. The blade or tip of the tongue is touched behind the upper teeth. Sometimes the sounds will protrude the upper and lower teeth; later on this is called interdental while consonant[t] is Alveolar.

The consonant [ð] in initial in the word them 'ðɛm' was replaced become consonant [d], the consonant [ð] in final in the word smooth 'smuð' was replaced become consonant [t] and [d]. The consonant [ð] is Dental, the obstruction on this kind of sounds is must be tongue and teeth. The blade or tip of the tongue is touched behind the upper teeth. Sometimes the sounds will protrude the upper and lower teeth; later on this is called interdental while [d] and [t] are Alveolar.

The consonant [z] in initial in the word zebra 'zibrə' was replaced become consonant [ʒ], the consonant [z] in final in the word is 'ɪz' was replaced become consonant [s] both are Alveolar.

The consonant [ʃ] in initial in the word sheep 'ʃip' and in final in the word refresh 'rɪ'frɛʃ' was replaced become consonant [s]. The consonant [ʃ] is Palate-alveolar the blade of the tongue is arched near the alveolar area with a simultaneous approximation of the front part of the tongue towards the hard palate while consonants [s] is Alveolar.

The consonant [tʃ] in initial in the word childhood 'tʃaɪldhəd' and in final which: 'wɪtʃ' was mispronounced the participants tend to give sound to every letter of English words. The consonant [ʒ] in initial in the word genre 'ʒɑ:nrə' and in final in the word beige 'beɪʒ' was replaced become consonant [g]. The consonant [ʒ] is Palate-alveolar while [g] is voiceless Velar.

The consonant [dʒ] in initial in the word joined 'dʒɔɪnd' was replaced become consonant [ʒ], both [dʒ] and [ʒ] are Palate-alveolar the consonant [dʒ] in final in the word exchange 'ɪks'tʃeɪndʒ' was mispronounced by the participants .

The consonant [f] in initial in the word physical 'fɪzɪkəl' was replaced become consonant [p], the consonant [f] in final in the word calf 'kæf' was replaced become consonant [p] and [v]. Those consonants [f] and [v] are Labiodentals, the sounds are formed using the combination of lower lips with upper teeth. The lower lips will touch the upper teeth when the consonants of this sound are pronounced. While, [p] is Bilabials, these sounds are formed using both

(bi) lower and upper lips (labia). The airstreams are blocked by this instrument. (Yule, 2006: 31-32). The consonant [k] in initial in the word collecting 'kə'lektɪŋ' the participants tend to give sound to every letter of English words such as in word collecting is pronounced as /cə'lektɪŋ/, found in pronunciation performance recording of T09 and T17, instead of /kə'lektɪŋ/, the consonant [k] in final in the word systematic 'sɪstɪ'mætɪk' was replaced become consonant [s].

The consonant [r] both of in initial and final in the word rare 'rer' was mispronounced by participants. This consonant is Retroflex that the tip of the tongue is curved up and back towards the rear part of the alveolar ridge. The tip of the tongue does not touch the upper articulator, there is only approximation. (Yule, 2006: 32)

## 2. Types of error in the pronunciation of English vowel

Below are classifications based on errors arise in this research;

### a. Pre-systematic

An error made as a result of the learner not yet knowing the rule. These errors' type occurred when the students were unaware and out of control while speaking. According to Corder (1974:56) this error occurred when the learner was unaware of the existence of a particular rule in the target language. These happened in random situation. The learner could not give any account of why a particular form was chosen.

They tended to ignore the way how speak by using correct pronunciations so that when they speak English, they were not feeling for incorrect pronunciations made by themselves. The other students as the listeners of student

who spoke only could listen without any correction. Imitation was a problem that was not broken.

In this error type, the researcher found thirty six words that were pronounced incorrectly by students. There were twenty five words with repetition, they were: three, thousand, them, these, the, there, with, smooth, zebra, is, kinds, fields, countries, days, friends, sheep, joined, refresh, beige, exchange, exhausting, collecting, childhood and which. From those data, the researcher stated that there were many words that were errors pronounced by students. When the researcher clarified the students' error by interviewing them one by one, the fact was they did not realize at all the errors. In addition, they were not fully aware to evaluate and correct the pronunciations by themselves. The pronunciation errors of students were made by students as repetitions in their reading activity.

#### b. Systematic

The errors occurred for the students who had got the comprehension about the rule of language function; they had errors for the practice. The students fully aware the rule of phonological symbols in pronunciations, but they could be errors in pronouncing the words. They also could unable to evaluate and correct the errors. According to Corder (1974:56) this error occurred when the learner had discovered a rule but it was the wrong one. The learner was unable to correct the errors but could explain the mistaken rule used and type.

The example words that were systematic errors made by students; the word was stamp. The proper phonological word should be /stæmp/. The fact was

students did the errors continuously, although the researcher had corrected the error by asking the students to repeat the correct pronunciation of the word stamp. The students did the error for many their reading. Some students pronounced the word stamp as /stæm/. The other word was various. The word various was pronounced by students as / 'pɛəriəs / or / 'fɛəriəs /. Even though, the correct pronunciation and proper phonological word should be /'vɛəriəs/. Hereafter, the word physical was also error pronounced by most of students. They often pronounced the word physical as /'pɪsɪkəl/. When the researcher asked them to correct the pronunciation, they had difficulties to pronounce the word well. It took a few rehearsals to produce the correct pronunciation. Students needed to open their dictionary to be easier in pronouncing the word correctly. The proper phonological word must be /'fɪzɪkəl/. The data above described that students faced difficult to pronounce the certain words with the correct pronunciations and proper phonological words. Actually, they had known to pronounce the words well. However, because of the familiarity they pronounce the words incorrectly. The result showed that students got the comprehension for the rule of language function in pronunciation/ proper phonological but they were still errors in pronouncing the words. Finally, the students who were categorized into systematic errors had a self-reminder when they did the errors. They tried to correct the errors. This became the third errors' type; it was called post-systematic error.

c. Post-systematic

These errors occurred when the students comprehended the correct pronunciation/ proper phonological of target language English, but they used the rules inconsistently for speaking practice. It means that they spoke English by using correct pronunciation for some chances, and the other chance they could speak English by using in correct pronunciation. According to Corder (1974:56) this error occurred when the learner known the correct target language rule but used it inconsistently (makes a mistake) the learner could explain the target language rule that was normally used.

The data showed that students who were corrected by researcher for more than three times, they were aware automatically by themselves to correct the errors' pronunciation made by them. Further, the types of post-systematic errors were done by some students. The words as an error were club, collecting, refresh and rare. In this case, the students who did the errors, corrected by themselves automatically. The post-systematic errors could occur when the students got the explanation of language rule in pronunciation with the proper phonological. Yet, they needed a process by stopping for a while to correct the errors.

From the data above, it could be described that students did three types of errors to pronounce words in speaking for general communication. In addition, it could be said that the dominant error's type made by students was pre-systematic errors. There were thirty six words that were categorized into pre-systematic errors. Moreover, there were twenty five errors made by students repeatedly. The students' percentage did the errors were 77,6%.