CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

Language is an important thing that automatically influences human life. It is used to convey messages to other people and without a language people will find a difficulty in communicating and expressing their ideas. Further, Kuchah (2006:848) explains that language is a system of communication in speech and writing that is used by people in a particular country. Language provides a variety of ways of saying the same thing, addressing and greeting others, describing things, paying compliments.

Language is important to communicate in teaching process, a good communication will help us in teaching learning process. Teacher as the speaker will be easier to explain the material to the students as listener. It is one of the main points in a process of learningto achieve better learning outcomes. As everybody knows, language is a tool to convey ideas, feelings among people by oral or written. According to Halliday (1994: 3) language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is also an expression of ideas by voice, sounds, expression of thought, articulated by organs of throat and mouth.

Robins in Umami (2007: 1) states that language is a unitary activity; people speak and write; and understand what is spoken and written in their own language, without necessarily being aware of such things as grammar and pronunciation. When learning a new language, anyone studies the components of language.

Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980: 2). Language is primarily spoken, therefore the sounds are very important. In this relation, phonology takes an important role. There are many languages and as the international languages is English

For the students in Indonesia, English is the first foreign language to be learned. As the beginner learner of English, the students learn vocabulary, grammar and common expressions for daily use. English is one of international language which is almost used in around the world. English is a foreign language, while her mother tongue is Indonesian language. As an international language, English is very important to make one become successful in mastering science and technology, which is why we still need foreign language, Razak (2010:1). Because of English is a foreign language in Indonesia, it is surely has a difference in pronunciation or grammatical rules. Such differences will make the Indonesian students unable to comprehend easily the language being learned. They have to be trained both in written and oral exercise. Besides, curriculum of teaching English deals with skills of practical language; like listening, speaking, reading and writing. To complete their understanding, the students also learn pronunciation and spelling to improve accuracy and fluency of their English. For expanding the students' skills, the curriculum of the teaching English also includes the language components like vocabulary, grammar and pronunciation. Hence, pronunciation has important rule in English and also need to improve to be mastery in speaking in English completely. As one of English components, the study of pronunciation have important function as communication purpose. To learn English language, it should attention about pronunciation. Pronunciation is one of the important things

in learning English in order to make a good communication. Because to increase a good communication needs to pronounce words correctly. Pronunciation is as significant elements in English. Pronunciation become an important components in English. Because, learners need clear pronunciation in communication to create conversation correctly and clearly.

Pronunciation is as an aspect of the language has a great influence on our successful communication but it is still ignore by teachers, who rather pay attention to teach grammar as they feel more important. Even though pronunciation is the most important in English, but it is still the most difficult one covered or mastered by the students. In pronouncing, students are difficult to pronounce English consonant.

In phonology subject, English students learn all of the English symbols such as vowels and consonants. English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /ʒ/, /t ʃ /, /d ʒ/, /θ/ ,/ð/, /m/,/n/, /ŋ/, /h/, /I/, /r/, /w/, /j/. From these consonants, some exist in Indonesia such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/ /m/, /n/,/h/, /r/, /w/, /j/, but some are not. As an institute of formal education, in SMA Negeri 1 Sumbul English is one of the foreign languages taught in high schools. The students have two meeting to learn English lesson in week. But, pronunciation is still the difficult one to be covered by the students in this school. Following the curriculum that implemented in this school English pronunciation aims:

1. To create students pronunciation in English correctly.

2. To avoid misunderstanding when the students pronounce English.

3. To create students reading text in English appropriately.

Based on description above, it is clear that pronunciation skill require many aspects to be mastery for the students. It means that, if students cannot mastery aspect of the required aspects of the pronunciation as demanded by the curriculum, than the pronunciation learning will not running effectively. Furthermore, the student gets errors in pronouncing English. As a result is pronunciation still sadly and need attention more.

Based on the explanation above, when the researcher ask the students randomly to pronounce and read the English word list 30 English words. The students still needed smart phone application and teacher pronounce to help them in pronunciation and some of the students pronounced a particular consonants as same as the written text and some of the students were not able to pronounce English consonants.

Based on the description above, thus the writer interested in finding out the problem above into a research entitled *"An Analysis of Students' Errors in Pronouncing English Consonants (A Case Study of the Eleventh Grade of SMA Negeri 1 Sumbul)"*.

1.2 The Problems of the Study

Based on the background of the study above, the writer identifies the problem of this study is formulated as the following:

1. What types of consonant are mispronounced by the student?
2. What is the most dominant type of errors consonant pronounced by the students?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study are:

1. To identify the types of consonant are mispronounced by the student.

2. To find out the dominant types of errors consonant that prounced by the students.

1.4 The Scope of the Study

Pronunciation is divided into two categories. The first is phonemes, there are two sections of phonemes, and they are consonants and vowels. The consonants consist of voiced and voiceless, meanwhile vowels consist of single vowels and diphthongs, and the second is supra segmental features. They are intonation and stress. Stress consists of word stress and sentence stress, Kelly (2000: 1). The English consonant are b/ /ʃ/ /p/ /h/ /d/ /ʧ/ /t/ /ʤ/ /g/ /m/ /k/ /n/ /v/ /ŋ/ /f/ /l/ /ð/ /r/ /θ/ /w/ /z/ / /s/ /y/ /ʒ/. Even many main aspects of pronunciation but this research focuses on consonants especially errors in pronouncing consonants b/ /w/ /v/ /z/ /ʤ/ /g/ in SMA N 1 Sumbul exactly the eleventh grade.

1.5 The Significances of the Study

There two kinds of significances in a scientific study. The two significances of the study are stated as the following:

   1. The Theoretically significances

   1) The result of the study can be give a contribution in giving information on how to pronounce some English consonant correctly.

   2) The result of the study is expected to be a new horizon in learning English consonant.

2. **The Practically Significances**

1) The students get more understanding about pronouncing English consonant properly.

2) The teacher learns easier way to teach pronouncing English consonant in English pronunciation.

3) Students are able to know what errors that they made when they are pronouncing English vowels. They also can improve their pronunciation after realizing errors that they have made.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the writer explains the theories that related with the study. It describes the relevant literatures in order that underpin the issues of the research. The theories are used in this context aimed to clear concepts how to reach the goals of the research. Theoretical framework of this is presented as the follows.

2.2 Pronunciation

Pronunciation plays an important role in learning at the second or a foreign language. Although students have English subject at school, most of them often make mistake, for example: in listening, speaking, reading, and writing. The writer explain previously that language has three major components including phonology, vocabulary, and grammar. Among these components, phonology takes an important role. Automatically, phonology related with pronunciation. Kristina et al (2006:1), define pronunciation as the act or the manner of pronouncing word, utterance of speech. In addition, pronunciation is the production of significant sound in two senses. Sound is significant because it is used as part of a code of a particular language. In this sense, pronunciation is as the production and reception of speech sound. It is used to achieve meaning in contexts of use. In this sense, pronunciation reference to act speaking, Dalton and Seidlhofer (1994:3). It is the primary medium through which we bring our use of language to the attention of other people Stevic in Pennington (1996:2). It is also primary medium for communication of information about ourselves as individuals and as

representatives of different groups (Pennington, 1996:2). Furthermore Kuchah (2006:1193) Pronunciation is the way in which a language or particular words or sound is pronounced. Pronunciation is as an aspect of the language which has a great influence on our successful communication but it is still ignore by teachers, who rather pay attention to teach grammar as they feel more important.

Pronunciation is organs of speak to create the sounds in particular, Kelly (2001). In addition, good pronunciation will produce good communication. Pronunciation refers to the way of the words or a language is spoken, or the manner in which people utter words. If one is said to have "correct pronunciation" then it refers to both within a particular dialect. Pronunciation plays an important role in learning a second or a foreign language. Although students have English subject at school, most of them often make errors, for example: in listening, speaking, reading, and writing. Pronunciation is very important to avoid misunderstanding when people are communicating.

Pronunciation is one of the essential things in learning English in order to make good communication. According to Carrel &Tiffany (1960) pronunciation is sounds used in form of word. It requires studying pronunciation so we can deliver what the meaning of what we say. Pronunciation is the way to pronounce words. Cook in Gilakjani, Pourhossein & Ahmadi (2016) defines that pronunciation is as result of English sound. It is similar with Richard and Schmidt in Gilakjani Pourhossein & Ahmadi (2011) states that pronunciation is a form of method to get product the sound. Finally, pronunciation is one of the aspects of English that have to master and when we pronounce is not only to get the sounds but also the meaning so that able to increase and create good communication.

Because, in pronunciation we produce the sounds that create meaning directly, Yates in Gilakjani Pourhossein & Ahmadi (2016). In addition, pronunciation needs to be clear. Because the clear pronunciation will be produce good communication. Furthermore, it needs to attention so that it can avoid and decrease misunderstanding in communication.

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstanding in communication using English language are caused by mispronunciation made by the non-native English speaker. It is mainly caused by different sound systems found between the English language and the non-English language, Si.dabutar (2020:22). Pronunciation is divided into two categories. The first is phonemes, there are two sections of phonemes, and they are consonants and vowels. The consonants consist of voiced and voiceless, meanwhile vowels consist of single vowels and diphthongs, and the second is supra segmental features. Then there are two kinds of suprasegmental features namely intonation and stress. Pronunciation always be studied from two points of view: the phonetic and the phonology Crystal (2004:236).

1. Phonetics

Phonetic is the study of the way human make, transmit, and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions.

1) Articulatory phonetics is the study of the way the vocal organs are used to produce speech sound.

2) Acoustic phonetics is the study of the physical properties of speech sounds**.**

3) Auditory phonetics is the study of the way people perceive speech sound.

2. Phonology

Phonology is the study of the system of languages and of the general properties displayed by these systems. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sound (the phonemes) which makes differences of meaning within language. When we listen carefully to the way people speak English, we will hear hundreds of slight differences in the way individuals pronounce particular sound. The main features of pronunciation are segmental features (included phoneme) and suprasegmental features (included stress, intonation and connected speech).

1).Segmental features (Phonemes)

Segmental features of pronunciation also called as phonemes, are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see which give us the total number of phonemes in particular language. How each sound rather than another can change the meaning of the word. This principle

2).Suprasegmental features

Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected

speech, Kelly (2000). The set of phonemes consists of two categories: vowel sounds and consonant sounds, Kelly (2000).

2.2.1 Vowels

One of speech sound that is always produced by people is vowel. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly, 2000:29). Furthermore the definition of vowels are stated by Jones (1972: 23) sounds which are made without any kind of closure to the escape of air through the mouth. The cardinal vowel (CV) diagram was devised to provide a set of reference points for the articulation and recognition of vowels. Its dimension corresponds to the vowel space in the center of the mouth where these sound are articulated. The position of the front, center, and back of the tongue, are represented by vertical lines (Crystal, 2003:238).
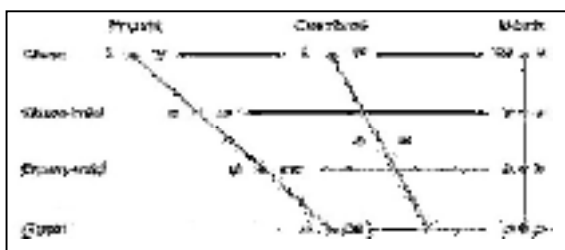

Figure 2.1.The Cardinal Vowel (CV)

At the front of the mouth, [a] represents the lowest point that it is theoretically possible for the body of the tongue to reach, and [ɑ]represents the correspondingly lowest point at the back of the mouth. Vowel in the region of [a] or [ɑ] are called open or low vowels. [i], represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that

the consonant sound would result). [u], similarly, represents the highest point at the back of the mouth. Vowel in the region of [i] and [u] are called close or high vowels.

Two horizontal lines are divided the space between [i] and [a] into equal areas. Vowels made in the region of the higher of these lines, represented by [e] and [o], are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by [ɛ] and [ɔ] are mid-open or half-open. The term mid is often used to describe the whole of the area between these two lines (Crystal, 2003:238). Lip position is an important factor in the description of vowels, and three main types are recognized (Kelly, 2000:30, Crystal, 2003:238). Fourth is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not rounded or spread.

2.2.2 Consonant

There are three ways of describing the consonant sound; the manner of articulation, refers to the interaction between the various articulators and the airstream; the place of articulation, gives more information about what the various articulator actually do; and the force of articulation, the following terms are used: strong and lenis or weak (Kelly, 2000:47). From phonetic point of view, consonants are articulated in one of two ways; either there is a closing movement of one of the vocal organs, forming such a narrow construction that it is possible to hear the sound of the air passing through; or the closing movement is complete, giving a total blockage. The closing movement may involve the lips, the tongue,

or the throat, but in each case the overall effect is very different from the relatively open and unimpeded articulation found in vowels (Crystal, 2004:242)

Some consonants involve the vibration of the vocal cords: these are the voiced consonants, such as /b/ and /m/ others have no vocal cord vibration: these are the voiceless consonant, such as /p/ and /s/. The distinction is not absolute: depending on where in a word a consonant appears, there may be degrees of voicing. At the end of a word, for example, a voiced consonant typically loses a great deal of its vibration (it is devoiced). The /z/ sound at the beginning of zoo /zuː/ is much more vibrant than the one at the end of ooze /uːz/ (to voice this fully would produce an unnatural buzzing effect at the end of the word). Unlike vowels, some consonants are primarily identified through their use of nasal cavity. Normally, in English, when we speak we keep the soft palate raised, so that it presses against the back of the throat and allows no air out through the nose with the three nasal consonants, /m/, /n/, and /ŋ/, however, the soft palate remains lowered (as it is when we breathe), and the result is a series of sounds with a distinctive nasal resonance.

Certain other consonants are also somewhat vowel- like, in that they can be sounded continuously without any audible friction: the three nasals, /m/, /n/, and /ŋ/, /l/ as in *lie*, and /r/ as in *red*. These can all be classed together as (fricationless) continuants or sonorants, within which the four oral items (/l/, /r/, /w/, /j/) are often recognized as forming a distinct group (Crystal, 2003:242).

2.3 Consonant

Consonants include in kind of teaching pronunciation. In teaching pronunciation is grouped by sound produced. Before it is discussed one by one,

better to know what is the meaning of consonants generally. Consonant is a kind of sound that utterance in speaking or reading something. Consonants are sounds that are produced with closed or nearly closed articulations and formed by interrupting, restricting or diverting the airflow in variety of ways (Kelly 2000: 47). In conclusion, we need to know consonants, because it is hard to speak without consonant sound and it will have no meaning.

Sound	Examples
/b/	boy, cab
/ʃ/	Shy, dish
/p/	Pie, lip
/h/	His, ahead
/d/	Dog, bed
/tʃ/	Cheek, watch
/t/	Toe, cat
/dʒ/	Joy, budge
/g/	Go, beg
/m/	Me, seem
/k/	Cat, back
/n/	No, sun
/v/	View
/ŋ/	Sing, singer
/f/	Fill, life
/l/	Long

/ð/	The, bathe
/r/	Run, car
/θ/	Thin, bath
/w/	Win, away
/z/	Zoo, goes
/s/	See, bus
/y/	You, soya
/ʒ/	Leisure, beige

Table 2.1 English consonants

2.4 Error Analysis

In language learning, learner will always produce error whether in spoken or written language. The study of error is commonly called *error analysis*.

2.4.1 Definition of Error Analysis

`   Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Crystal, 1985:112). It is a type of comparative linguistic study, which comparing a learner's inter language at a certain point in time with the target language. It should ideally be carried out on a spontaneous speech sample (Corder, 1973:269,273). It is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. The primary focus of SLA is on learner errors and the evidence of how learner errors could provide an understanding of the

underlying processes of second language learning or second language acquisition. Learner errors are windows into the language learners mind, Saville-Troike in Fauziati (2000:135). Corder in Brown (2007:257) stated that a learner's errors are significant in provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learners is employing in the discovery of the language. It is also able to help the teacher to devise remedial lesson and exercise, a correction or treatment, which can help learner reduce their errors (Fauziati, 2000).

A theoretical function of error analysis is the investigation of the language learning process. Within mentalist or cognitivist theories of language acquisition the rationale for studying error is based on the systematic nature of language learning. The systematic nature of language learning, seen for example in the use first and second language learners make of hypothesis- testing, has as a corollary that errors in a learner's inter language will also be systematic (Corder, 1973:270). Ellis (1994:48- 67), discussing theoretical error analysis as part of applied linguistics, describes Corder's five steps of error analysis: collection of a sample of learner language; identification of errors, description of errors; explanation of error; evaluating errors. While Brown (2007:260-263) suggests two steps in the process of error analysis, they are the identification and the description error.

2.4.2 Distinction between Error and Mistake

1. Error

In error analysis, it is essential to understand the distinction between error and mistake (Brown, 2007: 257-259). Error is a term referring to a

performance that takes place when the deviation arises as a result of lack of knowledge (Brown, 2007:258). James in Fauziati (2000:139) noted that an error arises only when there was no intention to commit one. Errors are systematical consistent which is characteristic of the learner's linguistic system at a given stage of learning. Errors can be identified by comparing original utterance with reconstruction utterance that is correct sentences having the meaning intended by the learner. According to Richards in Emmaryana (2010; 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners.

Dulay in Kuntjara (2013; 2-5) divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends. For example: "***My mother smart cooking.***" It should be, ***"My mother is smart in cooking."***

a. Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

For example: ***"He does* not to come."** It should be, ***"He does* not come."**

b. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: ***"Me don't like."*** It should be, ***"I don't like."***

c. Misordering

Misordering is any incorrect placement of certain morphemes in sentences.

For example: ***"She fights all the time her brother."*** It should be ***"She fights her brother all the time."***

d. Blends

Blends occur when two or more morphemes that have the same function appear in a sentence. For example: ***"The only one thing I want."*** It should be ***"The only thing I want."***

e. Omission

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

2. Mistake

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 correction. The hesitations, slip of the tongue, random ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech (Brown, 2007:257). Mistake is derivations due to performance factors such as memory limitation, fatigue, and emotional strain. James in Fauziati (2000:139) states that if the learners are able to correct a fault in their output, it is assumed that the form their selected was not the one intended, and shall said that the fault is a mistake.

2.5 Previous Studies

The first previous study was arranged by Pardede in his journal with the title Error Analysis of Students' Pronunciation in Pronouncing English Vowels and Consonants. The result of the analysis shows that students are considered "Enough" in pronouncing English vowels and consonants. The total percentage of various problem in pronouncing English vowels and consonant is 28, 33%. The total percentage of Excellent in pronouncing English short vowel is 85%, the total

percentage of Excellent in pronouncing English Long vowel is 76 %, the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels and consonants correctly regardless of language skills they are dealing with. The difference with this research is, this research is only focused on identifying the types of English Consonant but this research can be as added sources to get the information of English consonant.

The second was conducted by Lidiana Astuti, Setyo Prasiyanto C in journal education entitled*Consonants Pronunciation Errors Made by Kindergarten 2 Students in Stamford International Community School Semarang*. This study was conducted to find out the kinds of English phonological errors produced by Kindergarten 2 Students of Stamford International Community School Semarang. The result of this research shows that K2 students did some pronunciation errors of English sound. The 3 major errors that students did when they were pronouncing sound [d], then followed by sound [ð], and [z]. From the research, the researcher states that common characteristics of pronunciation errors of the subjects resulting from the influence of the learners' mother tongue, such as the absence of certain English sound in Indonesia, the consonants cluster confusion, and the omission of grammatical ending and suffixes. The finding of this research is to help to provide a clear understanding of the common characteristics of pronunciation errors made by the Kindergarten 2 students.

The last previous of study was conducted by Elsa Elvionita, (2019) *An Analysis of Students' Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru* This research was aimed to obtain the

proportion (frequency and the percentage) of students' errors in pronouncing English consonants. Furthermore, the researcher also wanted to formulate the problem into one research question, what are the problematic errors of pronouncing English consonants in reading aloud of analytical exposition text at Senior High School Muhammadiyah 1 Pekanbaru. Hence, the objective of this research was to describe the problematic errors of pronouncing English consonants in reading aloud of analytical exposition text at Senior High School Muhammadiyah 1 Pekanbaru. Then, the subject of this research was the eleventh grade of Senior High School Muhammadiyah 1 Pekanbaru, meanwhile the object of this research was the students' errors in pronouncing English consonants. This research was descriptive quantitative research. The researcher has randomly selected were 20 samples from 124 populations. To collect the data, the researcher used test as instrument. The test is the students be required to read an analytical exposition text loudly to find out the errors. This last previous study was the relevant one to this research because the researcher focused on identifying the English consonant.

2.6 Conceptual Framework

Language is important thing that automatically influences human life. Every human has a language. It is used to convey messages to other people and without a language the people feel difficult to communicate and express their ideas, thought and wishes. Further, Kuchah (2006:848) explains that language is system of communication in speech and writing that is used by people of particular country. Language is used by human of a system of a sounds and words to communicate, language is particular style of speaking and writing.

There are many languages and as the international languages is English. For the students in Indonesia, English is the first foreign language to learn. As the beginner learner of English, the students learn vocabulary, grammar and common expressions for daily use. English is one of international language which is almost used in around the world. English is a foreign language, while her mother tongue is Indonesian language. As an international language, English is very important to make one become successful in mastering science and technology, which is why we still need foreign language, Razak (2010:1). Pronunciation is as an aspect of the language has a great influence on our successful communication but it is still ignore by teachers, who rather pay attention to teach grammar as they feel more important. Even though pronunciation is the most important in English, but it is still the most difficult one covered or mastered by the students. In pronouncing, students are difficult to pronounce English consonant.

In phonology subject, English students learn all of the English symbols such as vowels and consonants. English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, f/, /v/, /s/, /z/, /ʒ/, /t ʃ /, /d ʒ/, /θ/ /ð/, /m/,/n/, /ŋ/, /h/, /I/, /r/, /w/, /j/. The writer focuses on English Consonants that pronounced by the students in SMA Negeri 1 Sumbul.
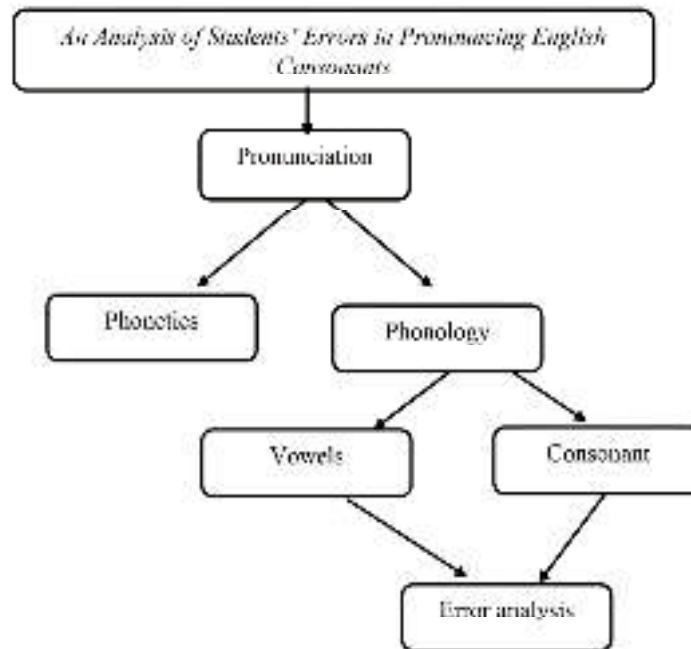
The conceptual framework can be seen as follow.

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┌─────────────────────────────────────────────┐
│ An Analysis of Students' Errors in Pronouncing English │
│                  Consonants                   │
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              ┌──────────────┐
              │ Pronunciation │
              └──────────────┘
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              ▼             ▼
        ┌──────────┐   ┌──────────┐
        │ Phonetics │   │ Phonology │
        └──────────┘   └──────────┘
                        ╱        ╲
                       ▼          ▼
                 ┌────────┐   ┌───────────┐
                 │ Vowels │   │ Consonant │
                 └────────┘   └───────────┘
                        ╲        ╱
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                     ┌───────────────┐
                     │ Error analysis │
                     └───────────────┘
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Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research includes research design, source of the data, technique of collecting data and technique of analyzing data.

3.1 Research Design

There are two kinds of research method commonly used by the researcher, qualitative and quantitative research. The distinction between qualitative and quantitative research are qualitative basically framed in term of using words and opened-end question. Beside two basic research methods, Creswell also proposed another research approach, mixed methods research. Mixed methods research is an approach to inquiry combine two research method, qualitative and quantitative to collect data, integrate the two forms data using distinct designs that may involve philosophical assumptions and theoretical frameworks.

This research design in this study was descriptive qualitative method. Creswell (1994: 171) stated that descriptive method is collecting the qualitative data, analyzing data, and writing result. Based on definition above, descriptive method is a method to collect and analyze data, and draw conclusion of analyzed data. In addition, Donald and Jacobs (2010: 420) stated that qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings.

In addition, qualitative research study is a means for understanding the social reality experienced by the participants. According to Moleong (2005, 6), qualitative research is a kind of research which has a purpose to comprehend the phenomenon of the subject of the research, such as motivation, perception, and so on. The qualitative research data are exposed in the form

of description. The qualitative research is also well known as naturalistic studies. Qualitative research can be used by the researcher to observe the disciplines of language and consider their places. Descriptive method was used to describe, explain, and analyze the phenomenon which occurred behind the data. In this research the writer used descriptive qualitative method.

3.2 Data and Data Source

Data are the most significant information in the research. Because the data were needs to answer the problems. The data sources took from 14 of the eleventh grade at SMA N 1 Sumbul to know the type of consonant that often occur error in its pronunciation.The writer analyzed by using direct observation.

3.3 The Technique of Collecting Data

The technique of collecting the data in this study was an observation. Observation was the technique of collecting the data by seeing the phenomenon of the teacher speech act and giving evidence of it. The steps are:

1. Recording students' pronunciation at the eleventh grade in the learning process.

2. Listening to the recording and trying to find the error of pronunciation consonant used by the students.

3. Transcribing the data into written form.

3.4 The Technique of Analyzing Data

After, all the recordings were recorded, the researcher listened the record. Then, the researcher identified pronunciation errors made by students. The researcher used some steps to analyze, as follows:

1. Identifying Errors

The researcher made a text to the students that must be recoreded. After that the researcher listened to the students' pronounce in form of audio. And the researcher make the text into a written form.

2. Classifying errors

Based on written data of student's pronunciation, the researcher classified the error in each letter of consonants. Then, it concludes into table.

3. Quantifying errors.

In the step, the data carried out by using formula from Sudjono (1989 in Mulansari .3)

$$P = \frac{f}{n} \text{ x } 100\%$$

In which:

P = percentage of error
f = frequency of incorrect error
n = number of students
100% = constant value

4. Drawing conclusion

The last step concluded the data based on the analysis. The researcher made a valid conclusion in the form of a short description of the errors.