CHAPTER I

INTRODUCTION

1.1   The Background of the Study

English is international language and very important for human life because it allows for better social interaction and allows for better quality of life. According to (Kustyarini, 2021:27-43) the function of language is to express everything that is in a person, both in the form of ideas or information that one has. Language is also use to express and introduce one's self to others in various places and situations. Based on the knowledge presented above, the researcher comes to the conclusion that language is a structured communication tool that can be used to deliver and receive messages in the form of ideas or information.

Diagnosing is the act of discovering or identifying the exact cause of an illness or a problem. According to (Supriyanto & Setiawati, 2018:22-44) diagnosing is a field of science that helps teacher to solve problems in the classroom. So it can be concluded that, diagnosis is one way to identify students carefully, regarding learning or knowledge received so far whether it can be applied or not or when students experience learning difficulties in class. Diagnosing are determining the type of errors from the test given by the teacher for the students in the class.

According to (Suyitno et al., 2021:69-147) errors are seen as competence based and reflect a lack of knowledge that could not be self-corrected. It means error can be happen because the learner does not know what is correct and cannot correct by themself. In specific sentences errors are an unsuccessful bit of

language. Error is an instance of language that is unintentionally deviant and is not self-corrigible by its author. Students" pronunciation errors can cause misunderstanding of the interlocutor or even make them not understand what is being said. These errors will lead to the mispronunciation. For example, an Indonesian student frequently says the sound similar to the way it is said in Indonesia. For example, they mispronounced the sound /ʌ/ in /sʌn/ for son, with /ɒ/ in /sɒn/. The error occurs in pronouncing vowel, where vowel /ʌ/ instead of vowel /ɒ/.

It is important for learners to have good pronunciation. According to (Yusuf et al., 2022:1-16) pronunciation is the first thing that native speakers will aware of along the conversation, they can perceive that a person is bad in english simply because they have poor pronunciation. According to (Yuliansih et al., 2014:29-36), pronunciation is sounds are produce the pronunciation stresses which more the way sounds are perceive and heard by the hearer. Pronounciation consist of two such us vowel and consonant. Vowel is speech sound made by an open vocal tract with vocal cord vibration but no audible friction and divided into two major classes there are monophthong and diphthongs. Consonants is sounds that are produce with close or nearly close articulations and form by interrupting, restricting or diverting the airflow in variety of way and there are 24 types of consonant.

ELSA is English Language Speech Assistant. According to (Kuningan, 2009:177-184) ELSA Speak Application is one of the flexible programmers that features. It is android application that available download from Google Play Store

or the AppStore. opens ELSA Speak application and then go to Discover and click Dictionary. See a Blue Microphone and click to start the recording. After that, asking students to read the sentences. Click See My Score to see the results. The Application can give the red color mark for the errors pronounciation symbols. ELSA Speak Application give the accurate data because the researcher pay this Application. Student can use the microphone icon in ELSA Speak right away to practice speaking as though they have listened to the audio. All students can benefit greatly from this application because it is simple to use and can aid in our learning of English pronunciation. Additionally, it has intriguing elements that might pique students' interest in learning.

The subject of this research is the third year students" of english department FKIP UHN Nommensen Medan. The researcher chose this subject because they already studied about subject pronounciation on campus. And than, it will make easier for researcher to collect the data because the pronunciation test will record directly by the ELSA Speak Application and this object is same as the current the campus of researcher. Based on this, the researcher chose to research this subject. And than, the object of this research is students" errors in english pronounciation. Researcher interest to research about pronounciation because when the researcher join in program Kampus Mengajar for one semester, the researcher saw that many students don"t know how to use the good pronounciation. So from that, the object of this research is students" errors in english pronounciation and the subject of this research is the Third Year Students of English Department FKIP UHN Nommensen   Medan.

The researcher will use theory from Bonaventura such us non-native sounds, mother tongue and overgeneralizations. First, Non-native sounds is when students have difficulty pronouncing words or sentences, heard like non-native sounds, even though students know the correct pronunciation of these words or sentences, but students have difficulty pronouncing them correctly. For example, about /əbaut/ as ebaut. Second, Mother tongue is students who speak english in their mother tongue which have the same words and meanings or they are already familiar with the pronunciation. For example, tower /tauə:/ as tower, /əbaut/ as ebaut. Third, Overgeneralization is when students totally wrong pronunciation, overstates a word or sentence, not according to the actual pronunciation, and has a very different meaning from what students pronounces. For example, When the students want to say accede /æk"sid/ and the students pronounce accede /ætsud/.

There are some previous related study such us the study with title "Diagnosing Saudi Students" English Consonant Pronunciation Errors" showed that the participants' highest error percentages. And than, the study with title "Pronounciation Errors In Students" Vlog Project" showed that there were 67 pronunciation errors existed in the vlog projects. The mispronunciations could be categorized into three types of errors, namely: non-native sounds, mother tongue, and overgeneralization. Based on their findings all of them didn't apply by ELSA Speak Application. So, in this study the researcher want to know the pronunciation by using the Elsa Speak Application and will use the theory from Bonaventura   to   research   the   object.

In addition, the author saw that no one previous related study who have the same with this title. So from the background of the study, the researcher interested to research with title "Diagnosed students" errors in english pronounciation by using the Elsa Speak Application at the third year students of English Department FKIP UHN Nommensen Medan".

1.2 The Problems of the Study

Based on the previous discussion on the background of the research above, the problem of this research can be formulated as follows:

1. How are the ability of students' pronunciation at the third year students English Department Universitas HKBP Nommensen Medan based on ELSA Speak Application?

2. What types of errors occur in English pronounciation (Vowel and Consonant) by using ELSA Speak Application at the third year students of English Department FKIP Universitas HKBP Nommensen Medan?

1.3 The Objectives of the Study

In carrying out the research, of course, there are goals to be achieved. Thus, research in general is to have a goal in carrying out research. The purpose of this research based on the background and research problems are:

1. To know the students' pronunciation ability at the third year students English Department Universitas HKBP Nommensen Medan based on ELSA Speak   Application.

2. To find out what types of errors occur in English pronounciation (Vowel, Consonant) by using ELSA Speak Application at the third year students English Department FKIP Universitas HKBP Nommensen Medan.

1.4 The Scope of the Study

In this study, the researcher use qualitative research to diagnosing students" errors in English pronounciation at the third year students of English Department FKIP Universitas HKBP Nommensen Medan by using ELSA Speak application. There are some types of vowel such us: monophthongs, diphthongs or triphthongs and in this case the scope of this research only focuses on vowels devided into monophthong. There are some types of consonant such us 24 consonants, but in this research, the researcher focus on the vowel and consonant found in table on last paper such us 10 sentences. The Researcher will record the sentences that have been provided by the researcher to be read by students. The Researcher will use the theory from Bonaventura non- native sounds, mother tongue and overgeneralizations. The sample of this research are 15 third year students of English Department FKIP Universitas HKBP Nommensen Medan.

1.5 The Significances of the Study

In this study the authors hope that it can be a source of information needed by everyone and can be useful and meaningful. The author hopes that the results of this research can be useful both theoretically and practically as follows:

1. Theoretically

This research is expected to have results, namely to enrich the understanding about English pronounciation especially in vowel and consonant, by diagnosing students errors in English pronounciation at the third year students of English Department FKIP Universitas HKBP Nommensen Medan by using ELSA Speak application. So, it can understand and know what is students' errors of English pronounciation.

2. Practically

a. For English Teachers

1) This research helps teachers in solving problems and makes it easier to teach pronounciation, especially those related to vowel and consonant.

2) The teacher will consider that the Elsa Speak Application is one application that can help in correcting students' pronunciation.

b. For the students

This research can provide experience to students about the Elsa Speak Application in correcting their pronunciation and students better understand how to pronounce correctly because they already know the pronunciation errors so that it helps them when carrying out learning in class.

c. For research

This research can conducted in order to know the students' pronounciation ability and to find out what types of errors occur in pronounciation at the third year students English Department FKIP Universitas HKBP Nommensen Medan based on the ELSA Speak Application.

d. For next researcher

This research can be a source of information and reference for next researchers who want to further study espescially in pronounciation.

CHAPTER II
LITERATURE REVIEW

2.1 Theoretical Framework

Theories are crucial to conducting research and are required to explain certain concepts or terms relevant to the study's topic. Some of the terms used in the study require a theoretical explanation. The use of theoretically elaborated terms in the following sections.

2.2 Pronounciation

2.2.1 Definition of Pronounciation

According to (Ababneh, 2018:190-244) pronunciation is one of the most important aspect when learning English and pronunciation is the "Cinderella of language teaching" when compared to other skills and components like grammar and vocabulary. In learning English, pronunciation is important because learning a language means that we need to be able to communicate. A learner's language may be grammatically correct, the learner may use rich and appropriate vocabulary, may speak fluently and accurately (grammatically) but may well be unintelligible which makes the listeners look down upon his or her English. In this knowledge, the researcher draws the conclusion that pronunciation is the result of speaking and listening activities, which help us describe words or languages in the form of knowledge, opinions, suggestions, ideas, or ideas that are significant in particular dialects or accents.

2.2.2 Steps of Learning Pronounciation

(Erik Yuda Pratama, 2015:15-26) describes the two key steps in learning a language's pronunciation:

1)   Receptive/Registration

By paying attention to language at this point, we learn how to recognize large sounds and examples.

2)   Active/conversational stage

At this point, we learn how to express what we have previously realized through speech or creation.describes the two main steps of learning how to pronounce a language:

2.2.3 Factors and the Effect Pronunciation Learning

According to (Kenworthy, 1987:4-8) there are several factors and the effect on student learning pronunciation, they are:

1)   The native language, the more differences there are, the more difficulties the learner will have in pronouncing English. We can even say that there are „more favoured" and „less favoured" languages. But we must be careful not to over- simplify the situation and think too much in terms of handicap or barriers to learning. To do this would be to ignore what we know to be demonstrable – that people from many different language backgrounds can and do acquire a near-native pronunciation in English and to deny the role of other factors.

2)   The age factors, if a person doesn"t begin to learn a second language until adulthood, they will never have a native –like accent event thought other

aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers. These belief seem to supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years.

3) Amount of exposure: The learner's exposure to English is another important factor. It is alluring to think that this simply depends on whether the learner resides in an English-speaking nation or not. If this is the case, then the learner's constant exposure to English should have an impact on pronunciation skills. There is no such advantage if the learner does not reside in an English-speaking environment.

4) Phonetic Skills According to one study, people with strong phonetic skills benefit from exercises that require them to repeat certain sounds after hearing them. Their innate abilities allow them to take advantage of all the chances to contrast what they are doing with the suggested model.

5) Attitude and identity: It has been suggested that elements like a person's "sense of identity" and feelings of "group affiliation" are important determinants of the learning of accurate pronunciation of a foreign language. Let's begin by thinking about how native speakers of a language react to various accents of their own languages in order to better understand the meaning of these terms and the function of such factors.

6) Motivation and concern for accurate pronunciation. This concern is frequently expressed through complaints about how "bad" one's

pronunciation is and requests for correction, including both general requests (correct my pronunciation whenever I make a mistake) and frequent pauses in speech used to elicit feedback on pronunciation accuracy.

2.2.4 Problem of Pronounciation

(Yinger, 1987:293-318) describes several problems in learning Pronounciation, namely:

A. What Students Can Hear

Some students find it challenging to follow spoken language pronunciations. It frequently occurs when native language speakers use a voice that is difficult to understand, which makes it harder for the listeners to understand what the speaker is saying. The pronunciation of native speakers of a language, in this case English, can occasionally differ from that of other native speakers, confusing students about how what they hear from native speakers can differ from what they are taught. Since English has so many similar pronunciations, students frequently experience hearing issues that make it difficult for them to understand what they are hearing.

B. What Students Can Say

The most common problems that understudies encounter are pronunciation problems. Every human being has their own habits for speaking and producing sounds from birth, and these factors have a significant impact on speaking abilities. They will lose the tendency to make some of those sounds as they mature into students and concentrate on one or two languages. Learning a foreign language can cause physical intimacy, one of

which is to make sounds using certain parts of the mouth, such as the avula, or nasal cavity, itching and many more. Teachers must be able to demonstrate and explain precisely where and how a sound is made in order to solve this issue.

C. Intonation Problem

The intonation issue is the most typical issue. For some students, it is very challenging to distinguish between sounds and sounds. Students have trouble recognizing different raising and lowering note patterns. These challenges will make it difficult to learn English. Students' poor language intonation skills will make it difficult for speakers to deliver and listeners to understand what is being said, leading to miscommunication.

2.2.5 To Solve Pronounciation Problems

From the problems in Pronounciation that have been discussed previously, (Kelly, 2001:11-29) describes how to solve these problems.

1) Foundation in Theoretical knowledge

Theoretical knowledge base really needs to be considered in overcoming the problems faced in pronounciation. Theoretical knowledge must be studied well so that there are no mistakes in studying and practicing pronunciation. In this case, before teaching pronunciation to students, the teacher needs to learn or practice first. Teachers must be able to know how to sound production to be spoken, so that when the teacher teaches students, they are able to pronounce well from what they imitate from the teacher.

2) Practice Skills

When learning pronunciation, several strategies are needed to facilitate learning pronunciation. The strategy given by the teacher or instructor must be easy to understand. Teachers must be able to attract students' interest in learning pronunciation. The material presented in Pronounciation learning must be easily understood by students. Therefore, teachers or educators must pay attention to the practice in the classroom, and of course understand the strengths and weaknesses of their students, so that they so that they can offer applicable applications for the pronunciation lessons being taught, teachers should be aware of the strengths and weaknesses of their Students.

3) Access to good ideas for classroom activities

The teacher's role is crucial in pronunciation instruction, and one aspect of it is assessing the students' level of comprehension and interest in the material. A good teacher is one who is aware of both his students' weaknesses and their strengths. As a result, the teacher in pronunciation learning needs to be able to offer and present engaging techniques. Students' interest and motivation to learn pronunciation will be sparked by an engaging teaching method.

2.3 Vowel

2.3.1 Definition of English vowels

According to (Simarmata & Pardede, 2018:4-6), vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc. English vowels fall into two main categories there are monophthong and diphthongs. Simple vowels, such as those in the words pit, cat, dog, set, but,

and put, as well as the first vowel in suppose, do not exhibit a discernible change in quality. There are 12 vowel sounds in English.

The production process for a vowel differs from that of a consonant. A voiced sound that is produced while the air passes out freely and continuously without any audible friction is referred to as a vowel. From the definition given above, some fundamental characteristics of a vowel sound, such as "oral," "voiced," and "central," can be inferred. Any sound that satisfies all three criteria is a vowel sound, and any sound that falls short of at least one of these requirements is a consonant rather than a vowel. Therefore, a vowel sound is any speech sound that possesses these fundamental characteristics: oral, voiced, central, free air passage, continuous air stream. Contrarily, speech sounds that lack all of these characteristics simultaneously are consonants rather than vowel sounds.

Long vowels and short vowels are the two categories into which English vowels fall. Short vowels are / I /,/ e /,/ ae /,/ /,/ /,/ u /,/ o /, while long vowels are / I /,/ : /,/ a: /,/ u: /,/ o: /. The fundamental, unaltered vowels are short vowel sounds. They typically appear after a single vowel and a single consonant. The following examples demonstrate how the five basic vowel sounds are pronounced: sound / in (mat, pat, lap); / in (met, let); / in (bin, pit); / in (pot, lot); / in (fun, sun). There is an enormous range of ways to spell long vowels. These examples show potential spellings rather than specific rules because the rules only apply roughly half the time. /i/ in (sheep, meat); /:/ in (far, car); (her, word). The main obstruction in the production of a vowel sound occurs in the larynx, where air is

forced to escape through a tiny gap between two vocal cords, causing them to vibrate. The nasal cavity is closed off, and the mouth and nose only serve to alter the sound already made in the larynx and serve as resonance chambers.

2.3.2 Description of English Sounds

According to Ramelan in Simarmata & Pardede (2018:1-38), The description of each of the English vowel are:

1) [i:]. The close front unrounded vowel i is used. Detailed description: The front of the tongue is raised when producing the letter i and it is raised almost to the close position. The lips are unrounded or spread, and they may even be neutral. The jaws are spaced slightly apart. The organs of speech are relatively fortis or tense, which can be felt by placing the fingertips on the muscles below the jaws. Words in list He (hi), Bee (bi), See (si), Eve (iv), and Key (ki).

2) [I]. The front vowel [I] is an unrounded half-close-to-close vowel. Definition of articulate: The front of the tongue is raised when producing [I], though the raising is somewhat retracted so that it is more of a middle vowel than a front vowel; b. The tongue is raised to a point just above the half-close position; this position is obviously lower than that for I c. The lips are spread or neutral; d. The jaws are slightly wider than for I Sin [sIn]; Fill [fIl]; Sit [sIt]; Bid [bId]; Live [lIv] are the words on the list.

3) [ɛ] is a front vowel that is unrounded, half closed and half open. Detailed description: The front of the tongue is raised when producing [ɛ] for the following reasons: a. The lips are spread or neutral; b. The front of the

tongue is raised to a point halfway between the half open and half close positions; c. Words in list Head (hd), Set (st), Fell (fl), and Bed (bd).

4) [æ]. The front vowel [ae] is an unrounded open to half-open sound. The front of the tongue is raised when producing []; b. It is raised slightly to a point halfway between the open and half-open positions; c. The lip position is spread or neutral; d. The jaws are opened rather widely. List of words: Band [bænd]; Bad [bæd]; Land [læd]; Bat [bæt]

5) [\a:] is an unrounded open back vowel. Articulatory description: a. In producing [a:] the back of the tongue is raised; b. The raising is somewhat advanced from the real back position; c. The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position; d. Though classed as a back vowel, the lips for the production of [a:] are not rounded, but they are neutral; e. The jaws are fairly wide apart. List of words:Harm [ha:m];Heart [ha:t];Barn;Hard [ha:d]

6) The vowel [ɑ:] has a rounded open back. Detailed description: The tongue is very low in the mouth because: a) The back of the tongue is slightly raised for the production of [ɑ:]; b) the raising of the back of the tongue is so slight that it is almost near the fully open position; c) the lips are slightly rounded but not protruded; d) the jaws are relatively wide apart. List of words:Hot [hɑ:t]; Pot [p ɑ:t];Cot [kɑ:t];Lost [lɑ:s]

7) The vowel [ɔ:] has a rounded, partially open back. Detailed description: The back of the tongue is raised when producing [ɔ:]; b. This raising almost reaches the half-open position; c. The lips are more closely rounded than for

[ɔ:], that is, in between open lip rounding; and d. The jaws are fairly far apart. List of words: Caught [kɔ:t]; Port [pɔ:t]; Stalk [stɔ:k];Dawn [dɔ:n]

8)   The vowel [u] has a rounded, half-closed, close-back shape. Detailed description: The back of the tongue is raised during the production of [U]; this raising is advanced from the true back position; b) it is raised to a point just above the half-close position; c) the lips are fairly closely rounded and slightly protruded, with no tension in the muscles; and d) the jaws are slightly spaced apart. List of words: Could [kUd];Cook [kUk]; Put [pUt]

9)   The vowel [u:] has a rounded close back. The back of the tongue is raised when articulating [u:]; it is raised to a point that is very close to the close position; the lips are closely rounded with little protrusion; and the jaws are only slightly separated. List of words:Fool [fu:l]; Food [fu:d]; Pool [pu:l]

10)   [Λ] is a half-open, unrounded centroback vowel (or an unrounded open to half open centro back vowel). Detailed description: The centro-back vowel is produced when one or more of the following conditions is met: a) The tongue is raised in [], almost to the center (hence, the centro-back vowel); b) It is raised to the half-open position, or just slightly above it, to a point between the half-open and open position; c) The lip position is unrounded or neutral; d) The jaws are spaced widely apart. List of words:Bud [bΛd]; Lust [lΛst]; Tusk [tΛsk]; Cud [kΛd]

11)   [ɜ:] is an unrounded central vowel that is half closed and half open. Detailed description: In order to produce [ɜ:]: a) The tongue's central portion, which is the portion between the front and the back, must be raised; b) It must also

be raised to a point halfway between the closed and open positions; c) The lips must be neutral or rounded, as for [I]; and d) The jaws must be slightly spaced apart.List of words: Lurk [lɜ:k]; Burn [bɜ:n]; Curt [kɜ:t]; Hurt [hɜ:t]

12) The central vowel [ə] is an unrounded, half-open, half-close sound. When producing the letter [ə], the tongue's central portion is raised; b. it is raised to the half position or even lower; c. the lips are spread or neutral; d. the opening between the jaws is medium. List of words: Statement [steitmənt]; Doctor [doktə]; Sofa [soufə]; Colder [kouldə].

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. There are 24 types of consonant, such us : b(Boy), ʃ(Shy), p(Pie), h(His), d(bed), ʧ(watch), t(Joy), dʒ(budge), g(Go), m(Me), k(Cat), n(No), v(View), ŋ(Sing), f(Fill), l(Long), ð(The), r(Run), θ(Thin), w(Win), z(Zoo), s(See), y(You) and ʒ(Leisue).

2.4 Errors Concepts

2.4.1 Defenition of Errors

According to (Suyitno et al., 2021:69-147) stated that errors are seen as competence based and reflect a lack of knowledge that could not be self-corrected. It means error can be happen because the learner does not know what is correct and cannot correct by them-self. In specific sentences errors are an unsuccessful bit of language. Error is an instance of language that is unintentionally deviant and is not self-corrigible by its author. From both of them about errors" explanation,

writer can conclude error is the student‟s fault accidentally that could not be corrected by themself.

2.4.2 Types of error

Based on (Bonaventura et al., 2000:225-215) there are three types of errors, namely:

1. Non-native sounds

   Problems in the pronunciations of non-native sounds. The pronunciation of non-native sounds arises when the speakers are aware of the correct pronunciation in the target language (L2), but they have difficulties in producing the sounds. In other words, they are capable at the competence level or have understood the correct way to pronounce a particular word, yet at the performance level their articulatory constraints them to pronounce properly.

   For example, about /əbaut/ as ebaut.

2. Mother tongue

   Carry-over of pronunciation regularities from the mother tongue (L1); When the students pronounce word or sentences in their mother tongue or they are already familiar with that pronunciation.

   For example, tower /tauə:/ as tower, /əbaut/ as ebaut.

3. Overgeneralization

   Overgeneralization of target language. Overgeneralization is when students totally wrong pronunciation, overstates a word or sentence, not according to

the actual pronunciation, and has a very different meaning from what students pronounces.

For example, When the students want to say accede /æk˝sid/ and the students pronounce accede /ætsud/.

2.5 ELSA Speak Application

According to (Samad & Ismail, 2020:1-7) ELSA is a technological application that helps learners speak English more fluently. One of the distinguishing features of the app is the focus on pronunciation, which can recognize the speech of non-native speakers with an accuracy and design learning to become native speakers. There are five steps to start on the ELSA Speak Application namely, download ELSA Speak Application, choose your settings, take the assessment test, select your lesson plan, practice makes progress.

ELSA Speak Application provides detailed feedback for the pronunciation of scripted or non-scripted text including word stress, pronunciation, fluency, voice intonation, grammar, and vocabulary analysis. Students will receive customized & interactive exercises with apps on any topic, as well as offering a natural learning method that every learner can benefit from. As communication in English is rapidly becoming a requirement for modern skills, it is important and companies engaged in education to incorporate this competency into their curriculum. Students want digital training and quality learning practically, anytime, anywhere. The launch of our app makes it affordable to a wider audience.

2.6 Previous Related Research

There are some previous related studies conduct by some previous researchers and the researcher uses this research to add references. The some previous related studies are: According to (Haryani, 2020:38-41) with the tittle is "Pronounciation Error in Speaking Performance of Seafarer Students". The purpose of this research are to determine the pronounciation errors of Seafarer Students of Polytechnic Bumi Akpelni Semarang, and to find out the dominant errors. The finding of this research show that the most dominant errors is misformation and there is no misordering error in this study. The similarity of Haryani"s research is the same research of students" pronounciation errors especially in consonant and vowel errors. The differences are in object, theory to diagnosing students" error, and this study don"t use ELSA Speak Application to recording the students" pronounciation. The researcher will use this research as a source of information and references to guide her in conducting this thesis proposal espescially in diagnosing students" errors.

According to (Latif, 2019:180-193) the title is "Diagnosing Saudi Students" English Consonant Pronunciation Errors". The goal of this study is to determine which English consonant clusters and sounds Saudi English as a Foreign Language (EFL) students struggle to pronounce, as well as how students' language proficiency levels may affect how well they pronounce English consonants. The study's conclusion is that the participants made the most errors when pronouncing the letters /p/, /t/, and /d/. The similarity of Latif"s research is the same research of students" pronounciation errors espescially in consonant. The difference is in the

object and theory to diagnosing students" errors. The researcher will use this research to contribute the researcher because it can help the researcher to diagnosing the object of her research.
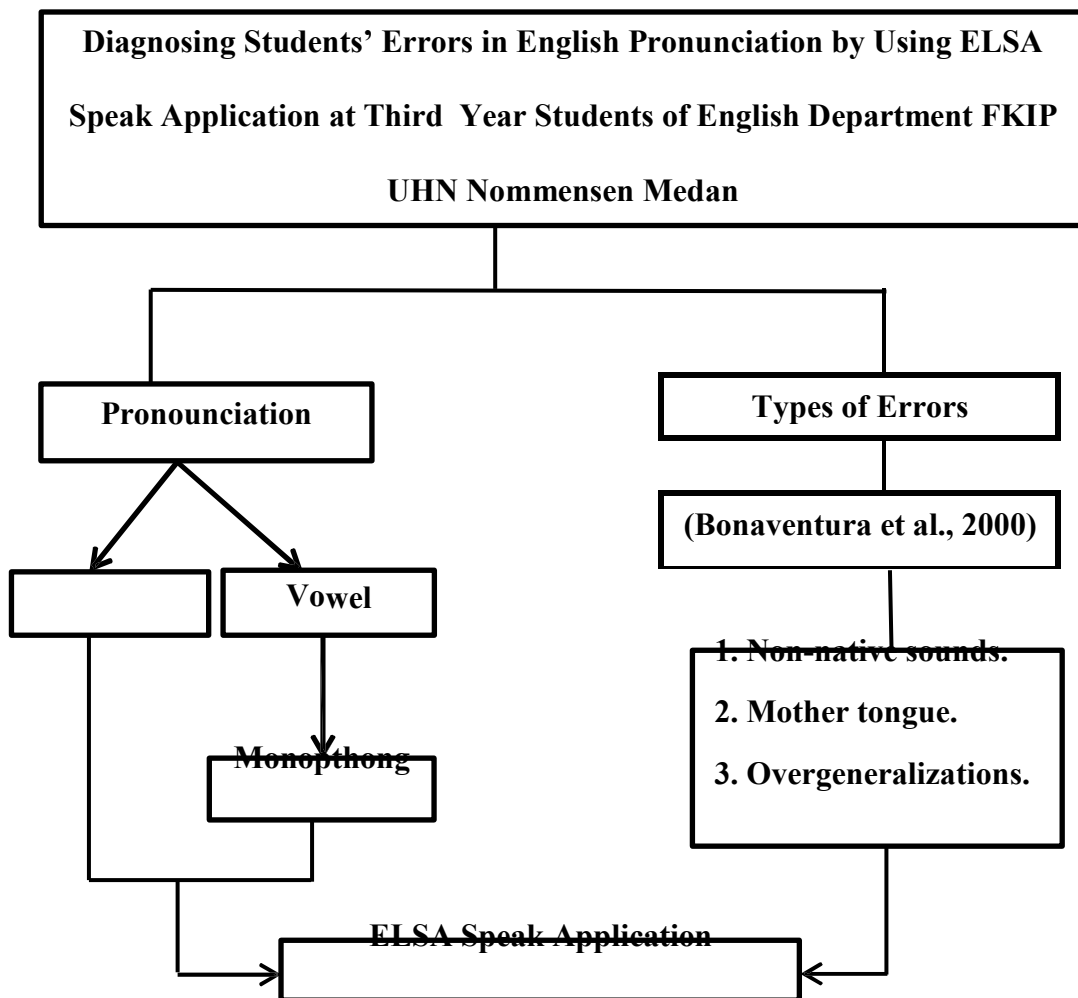
According to (Mahendra, 2020:71-81) with the tittle is "Pronounciation Errors In Students" Vlog Project". This study aims to identify the pronunciation mistakes students made in their vlog projects and to determine the contributing factors. According to the study's findings, 67 pronunciation errors were found in the vlog projects. Mispronunciations can be divided into three categories, namely: difficulties with non-native sounds, carryover of mother tongue pronunciation regularities, and overgeneralization of target language (L2) regularities. The similarity of Mahendra"s research is the use theory of Bonaventura to diagnosing students" errors. The difference is in the object of the research. The findings of this research will use as a reference in diagnosing students" errors in English Pronounciation by Using ELSA Speak Application at the Third Semester of English Department FKIP UHN Nommensen Medan.

Some previous findings above, it has differences from mine because the object of this research is the third year students of English Department Universitas HKBP Nommensen Medan. And than, the researcher will use the ELSA Speak application to found the students' errors in English pronunciation. There are no previous research with the same title and object as the researcher chose.

2.7 Conceptual Framework

Based on the conceptual framework below, this study will diagnose students' errors in English pronunciation by using ELSA Speak Application at

third year students of the English department FKIP UHN Nommensen Medan. The researcher will use theory from Bonaventura namely, problems in pronouncing non-native sounds, regularity of pronunciation carried over from the mother tongue (L1) and Over-generalization of the target language (L2) to diagnosing consonant and vowel especially focus on monopthong. And than, the researcher will use ELSA Speak Application to record the students at third year students of the English department FKIP UHN Nommensen Medan.

Diagnosing Students' Errors in English Pronunciation by Using ELSA Speak Application at Third Year Students of English Department FKIP UHN Nommensen Medan

Pronounciation

Types of Errors

(Bonaventura et al., 2000)

Vowel

1. Non-native sounds.
2. Mother tongue.
3. Overgeneralizations.

Monopthong

ELSA Speak Application

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

In this study, the research design use descriptive qualitative research to find out the pronunciation ability and errors made by students based on the ELSA Speak Application at the third year students of English Department FKIP Universitas HKBP Nommensen Medan. Data analyze by using error analysis procedure by Bonaventura. The researcher collect the data by using ELSA Speak application as a media for pronounciation test and correct students' voices when pronouncing the sentences.

The researcher analyze the student's pronunciation ability based on the score from ELSA Speak Application, namely try again, almost correct and correct. Then, the researcher tabulate it based on the ability of each student. The researcher classify errors in vowels and consonants. Next, the researcher analyze what types of errors occur in pronunciation errors based on theory from Bonaventura namely Non native sounds, mother tongue and overgeneralizations.

3.2   Subject and Object
3.2.1 Subject

Subject of this research is the third year students of English department FKIP UHN Nommensen Medan.

3.2.2 Object

Object of this research is students" errors in English pronounciation.

3.3 Population and Sample

3.3.1 Population

Population is group of individuals who have the same characteristic. It implies that a population is a collection of people who share at least one trait. The population in this study is the students' of the English Department, Universitas HKBP Nommensen Medan.

3.3.2 Sample

Sample is part of the whole population from which the researcher takes the data and it is a subgroup of the target population that the researcher plans to study and select for observation and diagnosing. The researcher use random sampling. In this case the sample are 15 students at the third year students of English Department FKIP Universitas HKBP Nommensen Medan.

3.4 Instruments of Collecting the Data

In this study, the instruments of collect the data use pronounciation test and documentation. The researcher collect the data by using ELSA Speak application as a media in pronounciation test and correct the students' pronounciation when pronounce the ten sentences from researcher. After get the students" records, the researcher transcribe and the data diagnoze use an error analysis procedure. Each student will give 10 sentences and pronounce it by using the ELSA Speak Application.

3.5   Technique of Collecting Data

The technique of collecting data take from 15 students' of English Department FKIP Universitas HKBP Nommensen Medan.

1. The researcher opens ELSA Speak application and then go to Discover and click Dictionary.

2. The researcher see a Blue Microphone and than click to start the recording. After that, the researcher ask 15 students to read the 10 sentences. And than, click see My Score to see the results.

3. ELSA Speak application record and correct it by giving a score and category namely Excellent, Almost Correct and Try Again.

3.6   Technique of Analyzing Data

According to (Silalahi, 2019:1-7) data analysis is one of the stages carried out in a study to classify and interpret a meaning by providing a statement related to the research data. The data analysis is use to find out the result of the research. The researcher use some steps in analyze the data as follows:

1. The researcher categorize and tabulate the score given by the Application Namely, Try Again for score 1-39, Almost Correct for score 40-79 and excellent category for score 80-100.

2. After that, the researcher added up all students score. Then, average it out to found   the   ability   of   the   students.

3. The researcher analyzed what types of errors occur in pronounciation test of the students. The errors get from elsa Speak Application with color red mark.

4. The researcher make the table of vowel, conconant and types, and than categorized the vowel and consonant, and than diagnosing what types of errors based on theory from Bonaventura namely, non-native sounds, mother tongue and overgeneralizations.

5. After that, the researcher added up the pronounciation errors occur, and than the researcher found out what types of errors occur by the student from pronounciation test by using application.

3.7 Triangulation

Triangulation is a technique to check the trustworthiness of data. According to (Zuze & Weideman, 2013) Triangulation refers to using more than one particular approach when doing research in order to get richer, fuller data or to help confirm the results of the research. There are four kinds of triangulation techniques, they are 1) Data triangulation, 2) Investigator triangulation, 3) Theoretical triangulation and 4) Methodology triangulation. The researcher will use methodological triangulation. Methodological Triangulation is using some methods to conduct some situations or phenomenon. The researcher will use two method to gather data such us pronounciation test and documentation to make the research data valid.