

**PRONUNCIATION ERRORS ON UNVOICED CONSONANT
OF IRREGULAR PAST VERBS MADE THE STUDENTS OF
GRADE 11**

THESIS



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Ainun Masyitha

MOTTO

*“Life’s too Mysterious to
Take it too Seriously”*

(Kehidupan terlalu misterius untuk dianggap serius)

DEDICATION PAGE

The researcher dedicates the thesis for:

1. Allah SWT who always blesses me in my way and strengthen me in every weakness.
2. My beloved parents, Mr. Achmad Suparman Slamet and Mrs. Chairiyah, who always support and pray for my study until finish this thesis.
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Researcher



ABSTRACT

This study aims to describe errors in the pronunciation of irregular past verbs. This research was carried out at madrasah Aliyah Al - Ishlahiyyah in class XI IIS. This research used ¹⁹ descriptive qualitative method. Sampling was carried out using a purposive sampling technique. The sample in this study consisted of 26 students of class XI IIS. Based on the validation results of transcription recording and percentage error of consonant unvoiced, it can be concluded that the students made errors in pronouncing unvoiced consonant of irregular past verbs. There were three errors such as plosive [t], [k], [p], affricative [tʃ], fricative [θ], [ʃ], [s], [f]. The most errors that occur in pronouncing errors is affricative palatal [tʃ]. There were factors causing students to make errors in pronouncing unvoiced consonants in irregular past verbs: the words were rarely heard, not knowing the pronunciation of the word, fear of making mistakes, not understanding the meaning of the word in Indonesian and confused about to pronounce it correctly. The suggestion proposed in this study was that students need motivation and guidance in learning English, especially in pronunciation. the students should practice not only in the class, but they can do it outside of it.

Keywords: Errors, Pronunciation, Unvoiced Consonant, Irregular Past Verbs.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan pengucapan kata kerja masa lalu yang tidak beraturan. Penelitian ini dilakukan di madrasah Aliyah Al - Ishlahi¹¹ kelas XI IIS. Penelitian ini merupakan penelitian kualitatif. Pengambilan sampel dilakukan dengan menggunakan teknik purposive sampling. Sampel dalam penelitian ini terdiri dari 26 siswa kelas XI IIS. Berdasarkan hasil validasi pencatatan transkripsi dan persentase kesalahan konsonan unvoiced dapat disimpulkan bahwa siswa membuat kesalahan dalam mengucapkan kata kerja masa lalu tidak beraturan konsonan tanpa suara. Ada tiga kesalahan tersebut seperti plosif [t], [k], [p], affricative [tʃ], fricative [θ], [ʃ], [s], [f]. Kesalahan terbanyak yang terjadi dalam pengucapan kesalahan adalah palatal affricative [tʃ]. Ada faktor-faktor yang menyebabkan siswa membuat kesalahan dalam mengucapkan konsonan tanpa suara dalam kata kerja masa lalu yang tidak beraturan: kata-kata itu jarang terdengar, tidak mengetahui pengucapan kata tersebut, takut membuat kesalahan, tidak memahami arti kata dalam bahasa Indonesia dan bingung akan mengucapkannya dengan benar. Saran yang dikemukakan dalam penelitian ini adalah siswa membutuhkan motivasi dan bimbingan dalam belajar bahasa Inggris, khususnya dalam pengucapan. Para siswa hendaknya berlatih tidak hanya di kelas, tetapi mereka dapat melakukannya di luar kelas.

Keywords: Kesalahan, Pengucapan, Konsonan Tanpa Suara, Kata Kerja Masa Lalu Tidak Teratur.



CHAPTER I INTRODUCTION

1.1 Background of Research

Pronunciation is an important element of a languages. This is a term given to the process of learners to produce the sound of language. However, in practice many students make pronunciation errors. For example, in pronouncing sounds consonant such as: the omission of consonant /p/ is leap read /li:/ instead of /li:p/ (Simarmata, et al. 2018). Another example is an error by student in pronouncing consonant /θ/ sound fricative Interdental word thought /θɔ:t/ is caused by students' low understanding of how to correct phonetic transcriptions of the word and lack of practice in pronouncing words correctly (Sembiring, et al.2016).

The pronunciation error that occurs in /θ/ fricative interdental, is the second most common error after /ð/ the word: 'thought' /θɔ:t/, 'thrived' /θraiv/, 'throw' /θrəʊ/. This happens because the consonant /θ/ fricative interdental is not found in native language (Trisnawati, et al. 2020) based on findings error that occurs in consonant /tʃ/ affricative and /ʃ/ fricative, it is caused by students difficulty in sounding /tʃ/ affricative and /ʃ/ fricative because they are not Indonesian and replacing them whit the sound /s/ fricative alveolar which is more familiar is Indonesia, for the example words whit consonant /ʃ/ fricative is 'shed' /ʃed/ and for consonant /tʃ/ affricative is 'chid' /tʃid/ (Rafael 2019).

The form of error that occurs in consonant /k/ plosive velar unvoiced is 'caught' /kə:t/ the form of error that occurs is /tʃɒʊg/, the form of error that occurs is /kaθ/kaʊg/kaf/kaʊθ/kaəθ/'taught' /tə:t/



error form /θɒt/θɒʊt/taʊg/taft/taɔg/taʊθ/tɔʊg/, and 'slept'/slept/ the error form is /slip/ (Najib, et al. 2021).

In the field learning practice activities, some students asked about how to be able to speak English correctly, I asked them what are the obstacles in learning English, especially pronunciation. Students answered that they had difficulty in pronouncing sentences containing verbs and they were afraid that they would be ridiculed by their friends when they made mistakes in pronunciation. Based on the above problem pronunciation error`s on irregular past verb.

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Based on explanation above, the researcher limits the error pronunciation of the unvoiced consonant. Consonant is a major part of the relevant voice in all languages are voice and voiceless/unvoiced. Voice is the pronunciation of consonant by producing vibration (vocal cord), voiceless or unvoiced are consonant pronunciation that do not produce vibration and the point of sound pronunciation is located between the lips, teeth, and tongue, so that it sounds soft or faith.

The reason for this research in English is a compulsory subject in school with the hope that student can understand and apply it in everyday life. In the application, not all student can speak in good and correct pronunciation. So, based on the problem above, the researcher needs to know the pronunciation error on irregular past verb so that the teacher can correct the mistake made by student so student can learn the pronunciation correctly.

1.2 Research Question

The formulation of the problem in this research is as follows:

1. What pronunciation errors do the students make in relation to pronouncing past verbs?



2. What factors probably cause the errors?

1.3 Aims of the Research⁹

Based on the formulation of the problem above, the objectives of this research are as follows:

1. Knowing pronunciation errors do the students make in relation to pronouncing past verbs.
2. Knowing factors probably cause the errors.

1.4 Significances of the Research

The benefits expected in this research are as follows:

1.4.1 Theoretical Significant

With this study, researchers expect used as knowledge about pronunciation errors and with the errors described, researchers hope that students can make improvements in pronunciation or speaking ability. This study as a reference in English education so that it can provide information that can be used and developed regarding errors that occur in irregular past verb pronunciation. This research can be used as a way for students to improve their pronunciation skills.

1.4.2 Practical Significant

With this study, researchers hope that students can improve their ability in English learning, especially in pronunciation/ speech. For students, this research is expected to provide motivation and provide a representation to students about the mistakes they have made so that students can correct these mistakes in the future. This research can be used as a source for those who want to obtain information related to errors in the unvoiced consonant.



1.5 Research Scope and Limitation

In order for this research to be focused and in accordance with the objectives, the researchers set the problem boundaries as follows: The various errors consonant described in the irregular past verbs made by students grade 11 MA Al – Ishlahiyyah Pasuruan.

Consonant unvoiced forms include plosive ([p], [k] and [t]), affricative [tʃ], fricative ([ʃ], [θ] [s] and [f]). the irregular past verb form used in this study amounted to 30 words containing the above consonants (appendix 3).

1.6 Definition of Key Terms

Errors that can be observed, analyzed and classified are errors because they are something that is systematic. Then the form of research on student errors is called error analysis.

This is based on several notions of error and error. Some of the definitions of error are

- Error refers to random or slipping performance errors, in this case the failure to implement a known system correctly.
- Errors are systematic, consistent abnormality are characteristic of students' linguistic systems at a certain time and learning stage.
- Error are the failure to apply the language system correctly, this is caused by a lack of knowledge, competence, and understanding of student in the system.

Pronunciation is a common term in the process of teaching students to produce the sounds of a language. Phonetics and phonology, as already stated, are academic subjects that language teachers need to know.



The unvoiced consonant is when the vocal cords stretched, air of the lungs between them without a hitch. Sound produced in this way are described as muted. From all manner of articulation only a few include unvoiced consonant such as:

1. Plosive 1
 Plosive is a complete closure is made somewhere in the vocal track, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively' unvoiced consonant plosive is [p], [t], and [k].
2. Affricate 5
 Affricate is a complete closure is made somewhere in mouth, and the soft palate is raised. Air pressure increase behind the closure, and is then release more slowly than plosive. Unvoiced consonant affricate is [tʃ].
3. Fricative 1
 Fricative is when to vocal organs come closure enough together for the movement of air between them to be heard. Unvoiced consonant which fricative is [f], [θ], [s], and [ʃ].





CHAPTER II REVIEW OF RELATED LITERATUR

2.1 Errors or Mistake

Students of foreign language often make errors or mistake in speaking activities, especially in pronouncing words. Letter pronunciation differences can cause student to make error and mistake. The analysis of pronunciation error carried out by student, in learning English which is a foreign language, need to be done. Besides, it is necessary to distinguish between errors and mistakes.

Mistakes are different from errors. error⁷ refers to random or slipping performance errors, in this case the failure to implement a known system correctly. in addition, mistake is caused by indecision, misplacement of the tongue in pronunciation (Brown, 1980:165)

Meanwhile, errors are systematic, consistent abnormality are characteristic of students' linguistic systems at a certain time and learning stage, and mistake are abnormality caused by performance factor including memory limitations, emotional tension, and fatigue (Fauziati, 2009).

Errors are a failure made in using the language system correctly, this occurs was a person's lack of knowledge, competence, and understanding in the English system. And mistake wa⁷ default to use the language system appropriately caused by several factors such as carelessness, memory lapses, and physical condition. (Ramasari, 2017).

Based on the above, the difference between error and mistake, the research used to explore errors made by students because error that can be observed, analyzed, and classified. Furthermore, errors are something systematic that is conscientious at a time.

2.2 Pronunciation

Phoneme is a unit of sound that can be analyzed. These are also known as segment. In addition, suprasegmental characteristic based on the meaning of names are speech characteristics that are generally applied to segment groups, or phonemes. In English there are several important features of suprasegmental is intonation, stress and how sound change in connected speech (Kelly, 2001, p. 3)

In when a speaker generates and utterance, it can be divided into segmental and suprasegmental features “he revealed that” segmental, or simply segmental features based on sound units are arranged in sequential order. He gives an example, when we say “good heaven”. It has nine segmental features; /gud- heaven/. Meanwhile, he also says that “suprasegmental feature, or simply” suprasegmental refers to stress, pitch, intonation, and other features. Which always accompanies segmental production (Ramelan 2003).

2 Language teaching, pronunciation is a common term in the process of teaching students to produce the sounds of a language. Phonetics and phonology, as already stated, are academic subjects that language teachers need to know. Teaching pronunciation is the process of using phonetic and phonological knowledge to identify problems for the learner, and generate sound activities for the classroom and beyond, for the learner to acquire an understandable accent of language. It also assumes an understanding of what constitutes good practice in language teaching, factors such as learner motivation and attitudes, etc (Adam 2014).

2.3 Unvoiced Consonant

The unvoiced consonant is when the vocal cords stretched, air of the lungs between them without a hitch. Sound produced in this way are described as muted (Kelly, 2001, p.2). The manners of consonant (Kelly, 2001, p.6), there are:



1. Plosive 1
 Plosive is a complete closure is made somewhere in the vocal track, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively' unvoiced consonant plosive is [p], [t], and [k]. The example from that consonant are: in consonant [p] is 'pen'/pen/, in consonant [t] is 'tea'/ti:/ and in consonant [k] is 'cat'/kæt/.
2. Affricate 5
 Affricate is a complete closure is made somewhere in mouth, and the soft palate is raised. Air pressure increase behind the closure, and is then release more slowly than plosive. Unvoiced consonant affricate is [tʃ]. The example from consonant [tʃ] is 'chin'/tʃin/.
3. Fricative 1
 Fricative is when to vocal organs come closure enough together for the movement of air between them to be heard. Unvoiced consonant which fricative is [f], [θ], [s], and [ʃ]. The example from that consonant are: consonant [f] is 'fall'/fɔ:l/, consonant [θ] is 'thin'/θin/, in consonant [s] is 'so'/səʊ/ and in consonant [ʃ] is 'she'/ʃi:/.
4. Nasal 8
 Nasal is a closure made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose. Unvoiced consonant nasal is nothing.
5. Lateral 1
 Lateral is a practice closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the side of the tongue. Unvoiced consonant lateral is nothing.
6. Approximant
 Approximant is vocal organs come near to each other, but so to close audible friction. Unvoiced consonant is nothing.



The place of consonant (Kelly, 2001, p.6), there are:

1. Bilabial
Bilabial sound is made with both lips. We can say that the lower lip is active articulator and the upper is passive articulator, although the upper lip usually also moves, at least a little. Unvoiced consonant which is located on bilabial is [p]
2. Labiodental
Labiodental consonant is made with the lower lip forward and above tooth. The lower lip is the active articulator and the upper teeth are the passive articulator. Unvoiced consonant which is located on labiodental is [f].
3. Dental / Inter Dental
The Inter Dental is made which the tip of the tongue between the front teeth. Unvoiced consonant which is located on dental is [θ].
4. Alveolar
The alveolar is made just behind the upper front teeth where is a small ridge called the alveolar ridges. Unvoiced consonant which is located on alveolar is [t] and [s].
5. Palatal
The palatal is made with the roof of the mouth, you will notice that the anterior is firm while the posterior is soft. Sound made near the hard part at the roof of the mouth are said palatal. Unvoiced consonant which located on palatal is [ç] and [tʃ].
6. Velar
The velar is made with the soft part at the roof of mouth behind the hard palate is called velum. Sound made near the velum are called velar. Unvoiced consonant is located on velar is [k].
7. Glottal / Pharyngeal



The space between the vocal cord is the glottis. The sound made on the glottis is called glottal. Unvoiced consonant which is located on glottal is nothing.

2.4 Irregular Past Verb

The form the past of irregular verbs reflects a pattern to form a past tenses. That form is such a merging of its meaning not only for its application in learning as the basis of a predetermined pattern. In addition, how to absorb it in a past tense (Lester, 2010).

Irregular verb forms the past tenses or past participle. or, in unpredictable ways: by adding no ending at all, by changing the base vowel, by adding a different ending, or by using combination of these method example: let-let-let, meet-meet-meet, swim-swim-swim, blow-blow-blow.

Irregular verb is based on their pronunciation, not their spelling; for example: lay (laid – have laid) and pay (paid - have paid) are regular, because they add /d/ to their base form for the past and past practice. Such as, stay (stayed – have stayed) even though eyed is spelled aid as in this section, I break the disorder into two part. The first part is mother of all irregular verbs, to be. The second is a list of irregular past tenses and past principle.

In this case, there are dozens and dozens to English verbs that have irregular past tenses, and irregular past participle. (the current participle except for occasional change from letter to letter I, is pretty straightforward. Just add ing)

2.5 Previous Study

Some studies that are relevant to this study include the following:

1. Billy Melvin Sakul, in journal International Conference on Education and Language 2013, UBL, Indonesia the title Mispronounced Consonant of Basic Listening and Speaking



Students of Universitas Klaten. The study uses a descriptive quantitative method, the results of this study indicate that the percentage of errors that occur at the Klaten University mispronounced is: Stop-Plosive Bilabial [p] 0% and [t] 18,6%, Plosive Alveolar [t] 2,8 % and [d] 26,04%, Plosive Velar [k] 0% and [g] 17,84%, Labiodental Fricative [f] 0,96% and [v] 72,84%, Interdental Fricative [θ] 74,6% and [ð] 86,8%, Alveolar Fricative [s] 0% and [z] 68,28%, Palato-Alveolar Fricative [ʃ] 69,88% and [ʒ] 84,64%, and Palato-Alveolar Fricative [tʃ] 38,4% and [dʒ] 18,8%.

2. Yuariati and Slamet H. H., at Journal of English Education and Teaching Volume 3 number 2, 2019 Title the Analysis of English Pronunciation Errors by English Education Student of FKIP University of Muhammadiyah Surakarta. Which a descriptive type of qualitative research producing from of errors in English Pronunciation by English education students of UMSU such as: 1) Errors pronouncing interdental consonant [ð] and [θ]; 2) Errors in pronouncing of consonant labiodental [v]; 3) Errors pronouncing silent letters; 4) Errors pronouncing palatal consonants [ʃ]; 5) Errors pronouncing word in past form; 6) Errors pronouncing which already existed in Indonesian.





CHAPTER III RESEARCH METHOD

3.1 Research Design

This type of research uses qualitative research. Qualitative research, using naturally occurring events as the main study in the study (Trianto, 2011, p.180). The natural event observed in this study was errors of pronunciation in consonant unvoiced conducted by grade 11 IIS students at MA Al-Ishlahiyyah Pasuruan for the 2021/2022 school year.

To get answers from research questions in this study, researchers used the descriptive research method. The purpose of researchers using exposure in the form of descriptive analytical is to clearly describe the events that occurred in the field in this research. Analytical descriptive is the presentation of research data without using numbers, because it prioritizes the process of exposure to the process experienced during the research (Tiaro, 2011, p.182), this is corroborated by another opinion, namely, in qualitative research the form of elaboration of the results shouldn't in form of the statistics, the form of elaboration of the results of this study is in the form of details of the phenomena obtained in the research process (Danuri, 2019, p. 220).

The objective in the design of this study, when a researcher begins his research step with that something that has been defined and conducts a study to describe the events obtained in the study, with a detailed and accurate description of the subject of the study (Lawrence, 2007, p.16). Related to the focus in this study, the purpose of this study is to describe the pronunciation errors irregular past verb in consonant unvoiced in detail such as the type of error and the source of error.

3.2 Participants, Research Site/ Location.

The subjects of this study were 26 students who acted as participants who would do irregular past verb recording, then from students who made the most errors pronunciation 6 students would be taken to use as subject to conduct interviews. All of whom are students of grade 11 MA Al - Ishlahiyyah Pasuruan, namely student who made error pronunciation in irregular past verb on consonant unvoiced. The subject of this research was taken by purposive sampling method.

The object in this research were student error pronunciation in irregular past verbs based on consonant unvoiced. And the location of this research at Madrasah Aliyah Al – Ishlahiyyah Pasuruan which is located at Jl. Pandirejo, Dusun Tumpuk, Sambisirah Selatan, Sambisirah, Kecamatan Wonorejo, Kanupaten Pasuruan, Jawa Timur.

3.3 Step of Collection Data

Data collection techniques are one of methods use by researcher in collecting the required data. The collecting data techniques used in this research are:

1. Researchers create test recording and interview guides.
2. Choosing the participant consisting of students in grade 11 IIS,
3. Then do the recording based on test recording.
4. Students one by one did a recording.
5. Conducting data recording analysis in the form of transcript recording (appendix 5), determining pronunciation errors carried out by students.
6. An analysis of pronunciation errors (appendix 6).
7. Based on the results of the analysis of pronunciation errors. After that determined the sample to be interviewed (appendix 7).



8. Conducting interviews with predetermined samples.
9. Conducting data analysis of interviews that have been conducted (appendix 10).

3.4 Research Instruments

Instrument is a tool used to measure error pronunciation at consonant unvoiced. The instruments used are recording questions and interview guidelines. Here's the explanation:

1. Recording Questions

This question is in the form of words that must be read by students in a recording containing 30 past verb words based on unvoiced consonants. After the researcher did the transcript of the data recording, the researcher analyzed the error data made by the students.

2. Interview Guide

The interview guide in this study is useful as a guide for collecting data when conducting interviews. The interview guide contains questions that aim to find out more deeply about the errors made by students.

3.5 Data and Source of Data

In this research, data was the pronunciation error on past verb made by student and the source of error. In this research source of data was errors pronunciation from the students of the class 11 IIS at Madrasah Aliyah Al – Ishlahiyyah Academic Year 2021/2022 obtained by conducting a recording test and the cause of the incident was by using an interview.

This research uses a sampling technique in the form of purposive sampling. The purposive form defined by the researcher is to assume that grade 11 students are able to pronounce better than



grade 10 students, purposive sampling is a sampling technique that is based on certain traits related to populations that have been previously known by researchers (Syarif, 2013 p.91).

3.6 Checking the validity of Research Data ¹⁰

To test ¹⁶ the credibility of the data, the researcher used member check is a technique of checking the validity of data that triangulation. The form of triangulation used in this study is:

Triangulation using examination of recording pronunciation consonant unvoiced in irregular past verb and data from interviews were conducted by several different people. In this case, several people who are used as data validators are: Mr. Saifuddin, M. Pd. As the first validator (as a lecturer of phonetic courses at FKIP UNIPDU Jombang) and Mr. Ahmad Fanani as the second validator (lecturer in English language education, FKIP, UNIPDU Jombang).

3.7 Steps of Analyzing Data

Data analysis is the main process in research because by doing the analysis of data that has been collected can be concluded so that it can be understood by one self and others. Based ²⁰ on data analysis techniques, the Miles Han Hubermen model has 3 stages, namely: data reduction, data presentation and drawing conclusions (Sugiyono 2018)

²⁵

1. Reducing Data ¹²

Reducing Data means summarizing, focusing on important things, looking at themes and patterns so that the data obtained provides a clearer picture, and makes it easier for researchers to collect further data. The data reduction stage in this research is to correct the student test results in order to determine the students used as research subjects. The test results of students



who are research subjects are raw data that must be changed in the form of notes as material for interviews. Furthermore, processing the results of student interviews who are the research subjects so that they become data that is ready to be used.

2. Data Display

Presentation of data is a collection of information that is structured and allows drawing conclusions and taking action. The stage of presenting the data in this study is to present the results of the transcripts of the students' recordings selected as research subjects and used as interview materials. Next, present the results of the interviews that have been recorded.

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3. Drawing and verifying Conclusion

Conclusion drawing and verification are part of a unified whole so that they are able to answer research questions and research objectives. In this study, it was obtained by comparing the results of recording and interviewing students who were the research subjects so that it could be seen the types of errors made by students in pronouncing errors' irregular past verbs on unvoiced consonant.



3.8 Research Procedure

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The research procedures used in this study can be described as follows:

1. Observation to MA Al-Ishlahiyyah Pasuruan on the date 25 June 2022
2. Asking permission from campus of date 24 July 2022 (appendix 1)
3. Submit permit from campus to the targeted school of date 25 July 2022 (appendix 2)
4. Doing the stage of test recording on the date 25 June 2022.
5. Subject determination to be interviewed (appendix 7)
6. Doing the stage of interviews on the date 25 July 2022.
7. Determination errors make by student before analyzing of data (appendix 6).
8. Checking data validity to Mr. Syaifuddin and Mr. Ahmad Fanani (appendix 11).
9. All data that has been obtained is carried out data analysis.
10. Drawing and verifying consultation to first advisor and second advisor.
11. Made a final report of the research.

