

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Indonesia is the country where the English language is positioned as foreign language. Because of the importance of English, Indonesia Government has decided to put English as one of subject which is taught from primary school until University level in KTSP Curriculum but in 2013 Curriculum English subject studied start from junior high school until university level. Nowadays English as important subject to learn since many fields in human life especially education uses English as the language to communicate and share knowledge and information.

The main goal teaching is to enable students to communicative with others. Its function is that the students can face the era globalization in the world. It means that senior high school students need to learn English in order to develop their communicative competence to learn knowledge and technology. In this era, many occupations require people who are able to master both oral and written English. This opportunity makes mastering English is a must for the students.

There are some of difficulties found by students studying English, one of them is the difficulties to pronounce English words correctly for most of students in every level of education in Indonesia since it is simply different from their first and second language. According Nunan (1991:104) In relation to pronunciation, research in to learning strategy preferences of students has consistently shown that mastery of the sounds and pronunciation of the target language is a high priority for most learners. That is why most of them often make mispronounce English although every aspects of language have been taught since primary school. According to Cambridge Dictionary, Mispronunciation is a wrong sound used when saying a word, or the habit

of pronouncing words or sounds in the wrong way. To analyze some English phonemes mispronunciation the writer choose Senior High School that will be the object of the research.

When the writer did teaching learning practice, the writer observed about teaching learning in the classroom, when the teacher asked them to read or speak in the English language in front of the class their made some English phonemes mispronounced, they did not know how to pronounce the words and finally they cannot understand what the text mean is. Sometimes in the real communication students often make mistakes in pronouncing some words. So the writer concludes that students' often make mispronunciation on some English phonemes.

English pronunciation is different from Indonesian, Because of the spaces between words in English are different in written from spoken form. For example word in English it is written "eat" when it is read / i:t / and word in Indonesian when it is written "*besar*" it will be "*besar*" when read it. This difference makes most of students mispronounce English correctly. Mispronunciation can be serious problem if it negatively affects understanding. So teacher should pay attention to correct students' mispronunciation on some English phonemes.

From the explanation above the writer is interested to make a research entitled "Identification of Mispronunciation on English Phonemes Uttered by Students at SMA Swasta Hosana Medan".

1.2. The Problem of the Study

Based on the background of the study, writer takes the problem of this study are formulated as the following:

How do students at SMA Swasta Hosana Medan pronounce some English phonemes?

limited concept which is specifically meant in the particular context. In this case, the researcher is going to elaborate the terms, those are important for the purpose of the study.

2.2. Identification

Identification is the action or process of identify someone or something or the fact of being identified (Horby AS. Oxford Advanced Learner's Dictionary of Current English:421). The data of identification is the process of systematically applying statistical and or logical techniques to describe and illustrate,condense and recap, and evaluate data.

2.3. English Phonetics

2.3.1. Definition of Phonetics

According to Szilágyi László (2014:4) phonetics is a discipline of linguistics that focuses on the study of the sounds used in speech. It is not concerned with the meaning of these sounds, the order in which they are placed, or any other factor outside of how they are produced and heard, and their various properties.

This discipline is closely related to phonology, which focuses on how sounds are understood in a given language, and semiotics, which looks at symbols themselves.

2.3.2. The Organ Speech

The following diagram shows the main organs of speech.



The various organs which are involved in the production of speech sounds are called the speech organs. According to Szilágyi László (2014:8) there are five speech organs, namely:

1. The Vocal Cords

The air released by the lungs comes up through the wind and arrives first the larynx. The larynx contains two small bands of elastic tissue, which can be thought of as two flat strips of rubber lying opposite each other across the air passage. These are the vocal cord.

2. The Palate

The palate is forms the roof of the roof of the mouth and separates the mouth cavity from the nose cavity. Make the tips of the tongue touch as much of own palate as we can. Most of it is hard and fixed in position but when our tongue tip is as far back as it will go away from our teeth we will notice that the palate becomes soft.

3. The teeth

The lower front teeth are not important in speech except that if they are missing certain sounds. For example: /s/ and /z/ will be difficult to do. Put the tip of your tongue very close to the edge of these teeth and blow. This will produce a sound like the English /*r*/ in Journey.

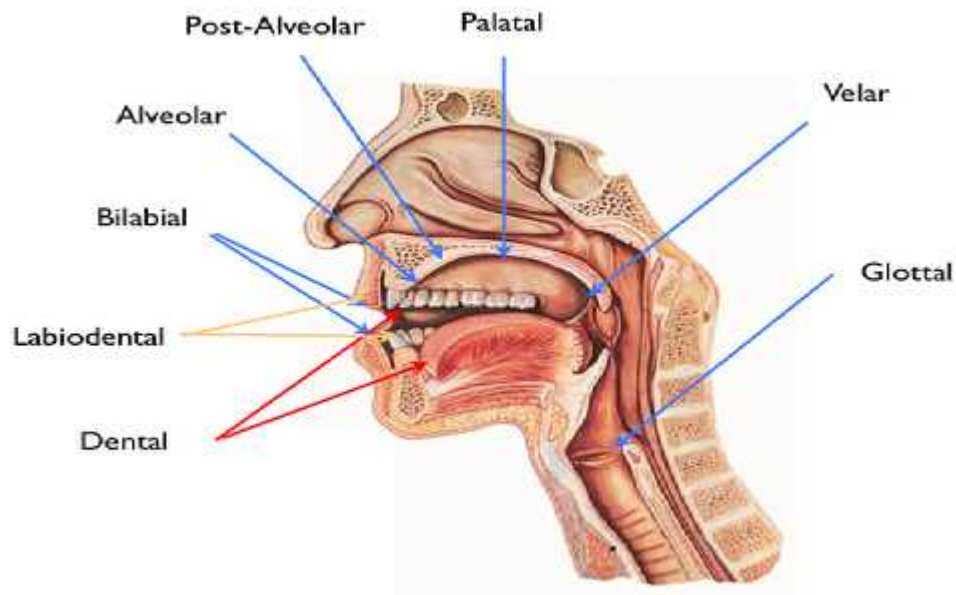
4. The tongue

The tongue is the most important of the organs of the speech because it has the greatest variety of movement. The front can be flat on the bottom of the mouth or it can be raised to touch the hard palate or it can be raised to any extent between these two extremes.

5. The lips

It is obvious that the lips can take up various different positions. They can be brought firmly together as in /p/ or /b/ or /m/. The lower lip can be drawn inward and slightly upward to touch the upper front teeth as in the sound /f/ and /v/.

2.3.3. The Place of Articulation



The international phonetics alphabeth recognizes the following place of articulation (among others):

1. Bilabial

Bilabial consonants occur when you block/constrict airflow out of the mouth by bringing your lips together.

English contains the following three bilabial consonants:

/p/ as in “purse” and “rap“

/b/ as in “back” and “cab“

/m/ as in “mad” and “clam“

2. Labiodental

Labio-dental consonants occur when you block/constrict airflow by curling your lower lip back and raising it to touch your upper row of teeth.

English contains the following two labio-dental sounds:

/f/ as in “fro” and “calf“

/v/ as in “vine” and “have”

3. Dental

Dental consonants occur when you block/constrict airflow by placing your slimy tongue against your upper teeth.

English contains the following two labio-dental sounds:

/θ/ as in “thick” and “bath“

/ð/ as in “the” and “rather”

4. Alveolar

The alveolar ridge is where your teeth meet your gums. You create Alveolar consonants when you raise your tongue to the alveolar ridge to block or constrict airflow.

The English alveolar consonants are as follows:

/n/ as in “no” and “man“

/t/ as in “tab” and “rat“

/d/ as in “dip” and “bad“

/s/ as in “suit” and “bus“

/z/ as in “zit” and “jazz“

/l/ as in “luck” and “fully”

5. Postalveolar

When you retract your tongue back just a bit from the alveolar ridge, the sounds change enough to be recognized as distinct consonants. So post-alveolar consonants are those that occur when the tongue blocks or constricts airflow at the point just beyond the alveolar ridge.

The post-alveolar English consonants are as follows:

/ʃ / as in “shot” or “brash”

/ʒ / as in “vision” or “measure”

/tʃ / as in “chick” or “match”

/dʒ / as in “jam” or “badge”

6. Palatal

The roof of your mouth is the hard palate. You may know it as “the place that burns like hell when I eat pizza that is too hot.”

You create Palatal consonants when you raise the tongue to this point and constrict airflow.

English has only one palatal consonant:

/j/ as in “yes” and “bayou”

7. Velar

Behind your hard palate you have the velum or soft palate. Unlike the bony hard palate in front of it, this consists of soft, mucousy tissue.

You make Velar Consonants when you raise the back of your tongue to the velum to block or restrict airflow.

English has the following velar consonants:

/ŋ / as in “going” and “uncle” (note that the ‘n sound’ in these words is NOT made at the alveolar ridge, which is why it is distinct from /n/).

/k/ as in “kite” and “back”

/g/ as in “good” and “bug“

/w/ as in “wet” and “howard”

8. Glottal

The glottis is actually two vocal folds (i.e. vocal cords). It acts as a sort of bottle cap to your windpipe. Inhale and then hold your breath for a few seconds while keeping your mouth open. What you are actually doing to keep the air from expelling out of your lungs by closing your glottis.

Glottal consonants aren't actually consonants; they just play consonant roles in the language. In English, the following things happen at the glottis:

/h/ as in “hi” and “Bahamas.” Say these words and notice how you're not actually constricting or blocking airflow for this /h/ sound. You're just exhaling a little bit harder than you would for a normal vowel sound in transition to the following vowel sound.

/ʔ/ – This is actually the culprit behind many of the “silent syllables” we discussed in the first lesson. For example, in the phrase “wha(t) time is it?” the /t/ in “what” is dropped and the vowel sound before it is closed at the glottis.

The international phonetics alphabeth revised 2005

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap		ɸ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

2.4. The Production of Speech Sound

According to Szilágyi László (2014:12) Sound is something that you can hear or that can be heard. The building blocks of pronunciation are voice and voiceless, and nassal.

2.4.1. Voice and Voiceless

When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration. Sounds produced in this way are described as voiced.

The air pushed out by the lungs up through the trachea (the "windpipe") to the larynx. Inside the larynx are your vocal cords, which take two basic positions:

When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless.

2.4.2. Nassal

Nassal is a Sound produced by making a complete obstruction of the airflow in the oral cavity and by lowering the velum to allow air to pass through the nasal cavity. Also known as nasal stop.

2.5. The Classification of English Speech Sound

2.5.1. Vowel

According to J.D. O' Connor (1980:79) vowels are made by voiced air passing through different mouth shapes, the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. According to Judy B. Gilbert (2005:10) This is the articulatory level the description of vowels notes changes:

1. In the stability of articulation

All English vowels are divided into 3 groups: monophthongs, diphthongs, diphthongoids. Monophthongs are vowels the articulation of which is almost unchanging.

They are – [i, e, , a:] [o:, U, , :,] .

In the pronunciation of diphthongs the organs of speech glide from one vowel position to another within one syllable. The starting point, the nucleus, is strong and distinct.

They are – [ei, ai, oi, au, u, i , , u]

In the pronunciation of diphthongoids the articulation is slightly changing but the difference between the starting point and the end is not so distinct as it is in the case of diphthongs.

They are – [i:, u:]

2. In the tongue position

The tongue may move forward, backward, up, down, thus changing the quality of vowels.

1. When the tongue is in the front part of the mouth and the front part of the tongue is raised to the hard palate a front vowel is pronounced.

They are – [i:, e,]

2. When the tongue is in the front part of the mouth but slightly retracted and the part of the tongue nearer to the centre than to front is raised, a front-retracted vowel is pronounced.

It is – [ɪ].

3. When the front of the tongue is raised towards the back part of the hard palate the vowel is called central.

They are – [, :,] .

4. When the tongue is in the back part of the mouth and the back of it is raised towards the soft palate a back vowel is pronounced.

They are – [a:, o:, u:].

5. When the tongue is in the back part of the mouth but is slightly advanced and the central part of it is raised towards the front part of the soft palate a back-advanced vowel is pronounced. It is – [ʊ].

Moving up and down in the mouth the tongue may be raised to different height towards the roof of the mouth.

1. When the front or the back of the tongue is raised high towards the palate the vowel is called close.

They are – [i:, i, u:].

2. When the front or the back of the tongue is as low as possible in the mouth open vowels are pronounced.

They are – [ɜ, a:, ɔ:].

3. When the highest part of the tongue occupies the position intermediate between the close and the open one mid vowels are pronounced.

They are – [e, ɛ, ɪ, ɔ].

3. In the lip position

When the lips are neutral or spread the vowels are called unrounded.

They are – [i:, i, e, ɛ, a:, ɜ, ɪ, ɔ].

When the lips are drawn together so that the opening between them is more or less round the vowel is called rounded.

They are – [o, ɔ:, u, u:].

4. In their length

All English vowels are divided into long and short vowels.

Long vowels are – [i:, a:, ɔ:, u:, ɪ:]

Short vowels are – [i, e, o, u, ,]

2.5.2. Consonant

According to Colin Mortimer (1998:81) a consonant is a speech sound that's not a vowel or a letter of the alphabet that represents a speech sound produced by a partial or complete obstruction of the air stream by a constriction of the speech organs. The quality of consonants may also be changed by changing the position of the tongue tip toward the hard palate. According to Peter Ladefoged (2000:47) there are only minor differences in the consonants of the principal dialect of English. In English there are 24 consonants that are transcribed by means of the international phonetic alphabet, i.e. the phonetic symbols used to show the pronunciation of a word in any language. In Indonesia there are 21 consonant letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z). The English consonants consist of 24 those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /l/, /s/, /z/, /h/, /m/, /n/, /r/, /w/, /y/, /z/. It is quite different with the conditional in Indonesia.

These are examples based on generally:

Letters	Sound	Examples
B	[b]	Baby, best, buy, bring, blind, absent, about
C	[s]	Center, cellar, cigarette, cinema
	[k]	Come, cucumber, clean, cry
D	[d]	Day, dear, die, door
F	[f]	Far, fast, female, find
G	[g]	Game, gap, gun, global
	[j]	Giant, general, agent
H	[h]	Hotel, help, history, hair
J	[j]	Joke, jelly, June, jump
K	[k]	Kill, kilogram, kind, sky
L	[l]	Late, live, lamp, luck
M	[m]	Mother, mine, men, mind
N	[n]	Never, night, no, napkin
P	[p]	Public, paper, person, park
Q	[kw]	Quality, question, quarantine, quote

R	[r]	Rain, red, rise, scream
S	[s]	Song, sugar, simple, system
	[z]	Cause, present, reason, advise
T	[t]	Talk, task, tell, time, tune
V	[v]	Vein, voice, even, review
W	[w]	War, west, wind, world
X	[ks]	Exercise, exchange, expect
Z	[z]	Xenon, xenophobia, xylophone
	[ts]	Pizza, waltz, mozart

Is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds. Vowel and consonant sounds combine into syllables.

2.6. The Definition of Stress and Intonation

2.6.1. Stress

According to According to Charles W. Kreidler (2004:79) Word stress is your magic key to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they don't even know they use it. Non-native speakers who speak English to native speakers without using word stress, encounter two problems:

1. They find it difficult to understand native speakers, especially those speaking fast.
2. The native speakers may find it difficult to understand them.

To understand word stress, it helps to understand syllables. Every word is made from syllables. Each word has one, two, three or more syllables.

Word		Syllables
Dog	Dog	1
Green	Green	1
Quite	Qui-et	2
Orange	Or-ange	2
Table	Ta-ble	2
Expensive	Ex-pen-sive	3
Interesting	In-ter-est-ing	4
Realistic	Re-al-is-tic	4
Unexceptional	Un-ex-cep-tion-al	5

Notice that (with a few rare exceptions) every syllable contains at least one vowel (a, e, i, o or u) or vowel sound.

2.6.2. Intonation

According to According to Clement Laroy (2008:67) Every language has its own intonation, or speech melody. Intonation helps you to recognize the language that you hear in the same way as the melody of a song helps you to recognize the song that you hear. If you change the melody of a song, it will be difficult for your listener to recognize and understand the song you are singing.

English intonation is a complicated and varied phenomenon. There are dialectal and regional differences in intonation; for example, there are quite a few differences between British and American intonation. Intonation may sound differently depending on whether the speakers have high or low voices, speak fast or slowly, loudly or quietly, energetically, emotionally, neutrally, or listlessly. Men and women may have their own differences and preferences in intonation. For the purpose of studying, this variety may be described in several intonation patterns characteristic of English speech.

According to Gertude F. Orion (1976:62) linguists distinguish several types of English intonation. Falling intonation and rising intonation are the two basic types used in different types of sentences.

1. Falling Intonation

Standard unemphatic falling intonation is the most common type of intonation in English. It is used in statements (declarative sentences), special questions, commands (imperative

sentences), exclamatory sentences, in the first part of disjunctive questions and in the last part of alternative questions.

2. English rising intonation is a rather complicated phenomenon. It can express various emotions, such as non-finality, incompleteness, question, surprise, doubt, hesitation, interest, request and suggestion, politeness, readiness to continue the conversation, lack of confidence, and even insecurity.

2.7. Defenition of Pronunciation

According to Anas Syafei (1988:2) pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols

Further pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

According to Oxford Advance Learner's Dictionary of Current English (1985:670) pronunciation a way in which a language is spoken, person's way of speaking a language or words of a language and a way in which a word is pronounced.

Because pronunciation is one of the important in teaching English, therefore the students should have pronunciation well if students have mispronunciation ability their speech will not be understandable to the others.

Based on the definition above, the writer concludes that pronunciation is the way in which the language is spoken. It refers to the production of sound that someone uses to make meaning. It is two folds process: the recognition of sound and practice.

2.7.1. Type of Pronunciation

According to J.D. O'Connor (1998:79) types of pronunciation are good speech and bad speech. Good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. Bad speech is a way of taking which is difficult for most people to understand. There are 3 types of pronunciation:

1. Vowel

Vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. in his book "The Pronunciation of English" classifies the vowels into 5 based on the position of the tongue:

1. Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.
2. Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
3. Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /b :d/ bird.
4. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

5. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa: ð / father.

2. *Consonants*

According to Laroy (2005:52) consonant is a speech sound that's not a vowels or a letter of the alphabet that represents a speech sound produced by a partial or complete obstruction of the air stream by a construction of the speech organs. consonants can be described in terms:

1. The Place of Articulation

1) Labiodental

Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/

2) Dental

Sounds articulated by the tip tongue against the upper teeth. e.g. : / ð /

3) Alveolar

Namely sounds articulated by the tip or blade of the tongue against the teeth-ridge;
e.g. normal English /t/

4) Palatals

Namely sounds articulated by the back of the tongue against the hard palate; e.g / j /.

5) Velars

Namely sounds articulated by the back of the tongue against the soft palate; e.g. /k/

6) Glottal

Namely sounds articulated in the glottis; e.g / h /.

2. Manner of Articulation

1. Plosive

A complete closure is made somewhere in the vocal tract, and the soft

palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. /p/ and /b/

2. Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/

3. Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/

4. Nasal

A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/

5. Lateral

A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/

6. Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

3. *Diphthongs*

Diphthongs are sounds, which involve a change in quality during their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indicating the direction of the

movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

1. Raising or Closing Diphthongs.

The position of the tongue when the second vowel is pronounced higher than the first one. For example:

1. /ai/, like in time /taim/, fine /fain/
2. /ei/, like in make /meik/, take /teik/
3. /i/, like in boy /boi/
4. /au/, like in now /nau/, how /hau/
5. /u/, like in no /n u/, go /g u/

2. Falling Diphthong

The position of the tongue when utters the second vowel is lower than the first one. For example:

1. /i /, like in fear /fi (r)/, hear /hi (r)/
2. / /, like in pure /pj (r)/
3. CenteringDiphthongs

The position of the tongue when utters the second vowel is at the id central. For example:

1. / /, like in fore /f (r) /, more /m (r)/
2. / /, like in there /ð /

2.7.2. Goals of Teaching Pronunciation

According to Yoshida (2014:1) teaching pronunciation can be a challenge. It requires some technical knowledge about phonology, an ability to predict the problems students may have, plus a good supply of strategies, tools, and activities to help students understand and practice. Teaching pronunciation implies that the teacher can provide a good pronunciation model for students to follow, give explanations and demonstrations of things the students need to know, and lead them through a series of practice activities to help them make their new pronunciation habits automatic.

2.7.3. The Teaching of Pronunciation

According to Yoshida (2014:5) There are many things that English teachers need to fit into their limited class time grammar and vocabulary, speaking, listening, reading, and writing skills. Pronunciation often gets pushed to the bottom of the list. Many teachers say there's just not enough time to teach pronunciation. But if students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are past. Many of your students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if their grammar and vocabulary are strong, if their pronunciation isn't easy to understand, their communication will fail. We owe it to our students to give them the tools they'll need to be able to communicate successfully in English, There are some affect of learning pronunciation:

1. The Age of The Learner

We've all observed how easily babies and very young children learn languages. They just seem to absorb the sounds and words they hear around them and, little by little, learn to imitate

them accurately. Linguists call this time in a child's life, lasting up to the age of about 12-14 years, the critical period for language acquisition. Children learn the sounds of language more naturally than adults and can approach native speaker pronunciation, but only if they are surrounded by the language and have many chances to hear its pronunciation. Young children who hear English only a couple of hours a week lose much of their learning advantage.

Effective pronunciation learning is not limited to young children, however. Older children and adults have their own strengths and can also learn pronunciation well, even if they never sound quite like native speakers. Adults are better able to set goals and to practice purposefully. They can understand more abstract explanations and analyze how sounds are produced and how the melody and rhythm of language sound. Adults should not give up on the hope of having easily intelligible pronunciation; they just have to reach it in a different way than children.

2. Motivation

Learners in any subject tend to make more progress if they want to learn. No teacher can force students to learn if they're not motivated. A proverb says "You can lead a horse to water, but you can't make it drink." This also applies to teaching pronunciation. We can provide information and many chances to practice, but we don't have the power to change our students' pronunciation for them. They have to want to do it and be willing to do the work themselves. Three general sets of goals or desires have been suggested that can motivate students in language learning:

1. They want to be accepted into a group that uses the language. The group might still recognize the learners as "outsiders," but they can function well in the group.
2. They want to be accepted as real members of the group. They don't want to be recognized as "outsiders."

3. They want to be able to use the language to reach a goal: To get a job, to conduct business, to pass a test, or to travel easily in a foreign country.

According to Celce- Murcia et al. (2010) in Marla Tritch Yoshida (2014:10). If we recognize our students' goals in learning English, we can help motivate them by showing them how improving their pronunciation will help them reach their goals.

3. Personality and Aptitude

No two people are the same. We each have our own personality, talents, strengths, and weaknesses. These factors can affect how people learn pronunciation.

Teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shy students, and there may be some truth to this. Confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation.

However, this improvement is certainly not guaranteed. Outgoing students may be producing a lot of language, but they may also be jumping ahead without paying attention to the accuracy of their pronunciation. If listeners are impressed by their fluency and accept their imperfect pronunciation, they have no way to know that they need to improve.

Some introverted students might actually be thinking carefully about sounds and practicing "within themselves," even if they don't speak up much in class. Don't underestimate the quiet students. Appreciate the strengths and possibilities of all your students and encourage everyone.

Another aspect of personality that can affect pronunciation is the degree to which a person is willing or able to change the way he or she sounds. Most of us have been speaking and listening to language in the same, familiar way since we learned to talk. Our voice and our pronunciation are a central part of the way we see ourselves. It can be uncomfortable, and

possibly even frightening, to try out unfamiliar sounds and melodies of language. For some people this process seems like a small bump in the road, but for others, it's a serious roadblock.

Finally, some people seem to have more of an aptitude or talent for learning language or imitating pronunciation than others. We say that some people "have a good ear" for language. Of course, this is something that is almost impossible to define or measure. What seems like a natural talent may be partly due to special motivation, encouragement from parents or teachers, or growing up in an environment where there are many opportunities to hear and learn other languages. In fact, there's no magical ability possessed by some people but not others that determines whether someone can be a successful language learner. As teachers, we need to believe that everyone has an ability to learn pronunciation and give them the help they need to do it well.

4. Exposure To The Target Language

Students' pronunciation learning is also affected by how much English they have a chance to hear in their daily lives. Learners who live in an English-speaking country where they are constantly surrounded by the language will be more familiar with the sounds they're trying to imitate than those who have few chances to hear spoken English perhaps only during English classes for a few hours each week.

2.7.4. The Knowledge for Teaching Pronunciation

According to (Celce- Murcia et al. (2010) in Marla Tritch Yoshida (2014:16) to teach pronunciation effectively, you need several types of knowledge:

1. You need to know the facts about pronunciation: How our mouths move to produce the sounds of language, and how word stress, rhythm, connected speech, and intonation work.

2. You need to understand and predict the kinds of problems your students might have with pronunciation and why they happen.
3. You need to know how to teach pronunciation to your students, adapting your methods to fit them and their needs, and helping them practice effectively to overcome any problems they might have.

2.7.5. The Principle for Teaching Pronunciation

According to Marla Tritch Yoshida (2014:16) there are five principles of teaching pronunciation in the classroom, they are:

1. Pronunciation teaching must include more than just “repeat after me.” Having students listen to a recording or to the teacher’s voice and then repeat is a useful part of a pronunciation lesson, but by itself it is not enough.
2. We can teach most effectively by encouraging students to use more than one of their senses. We can use many different ways of learning using sight, sound, and movement to help students understand and remember better.
3. It’s best to keep our lessons practical. For most students, theory and technical explanations are hard to understand and are easily forgotten. Simple, concrete demonstrations followed by lots of practice produce better results. Lessons need to fit our students’ level of understanding.
4. We should include communicative practice whenever possible. Students need to work toward using their new pronunciation in real speech. In class, we can help them practice in ways that are similar to real communication.
5. We should train students to become independent and autonomous learners. Our students won’t be with us forever. Someday they’ll be facing pronunciation puzzles on their

own. If we can help them build up their own skills in listening and imitating, it will be a big help to them in their future learning.

In the rest of this book, we'll talk about all of these things and how they can make your teaching of pronunciation more engaging and effective.

2.8. Mispronunciation

According to Syafei (1988:40) define the word 'mispronounce' as to pronounce a word wrongly. Similarly, according to Richard Nordquist (2017) mispronunciation is the act or habit of pronouncing a word in a way that is regarded as nonstandard, unconventional or faulty.

According to Underhill (2005:132) there are 3 kind of mispronunciation as opportunities, they are:

1. Evidence that particular item is not yet ready to be delegated to the more automatic functionings that produce our speech.
2. An opportunity to pay attention to something that the learner is doing and to something the learner is not doing and to the difference between them.
3. A window of opportunity for you, to watch and to be with the learner and to look for the exact point at which you can make the most economical intervention with the most effect.

2.8.1. Mispronunciation of Vowel and Diphthong

The various mispronunciation of vowels and diphthongs selected in this section are those that most likely mispronounced and confused by Indonesian learners. The selection is based on the most common mistakes made by Indonesian learners learning English. These are the sound that often mispronounce:

1. The vowel /i:/ as in seat, feet

2. The vowel / / as in man, bag
3. The vowel /u:/ as in fool, root
4. The vowel / :/ as in board, call
5. Confusion between the quality of the vowels /i:/ and /i/ and /æ/, /u:/, /a:/ and /ʌ/
6. Confusion between pure vowel /e/ and closing diphthong /ei/ and between / :/ and / i/

The difficulty might be caused by the fact that in Bahasa Indonesian there are only five vowels and three diphthongs, while in English have twelve vowels and nine diphthongs.

2.8.2. Mispronunciation of Consonants

The various sound in this section represent the significant English consonants which are often mispronounced by Indonesian. Like the vowels and diphthongs pointed out in the previous, the consonants are selected on the basis of the most common on mistakes made by Indonesian learners learning English. These are the examples of mispronounced in consonants

Words	Mispronounced
Thanks	/ʔt nks/
Theme	/ʔt m/
Ethic	/ʔetik/
Method	/ʔme od/
Nothing	/ʔnʌting/

2.9. Previous Research

Finding mispronunciation is an interesting field for research. Many researcher have conducted the research about mispronunciation in scientific research of education research. The writer takes one previous research that related to this study.

Related to this study, the writer choose previous research which are relevant to teaching good pronunciation in English subject based on students' mispronunciation habitual. *The previous research was written by Mai Walid (2012) in journal scientific research of education:*

Teaching and learning, entitled A Diagnostic Study of Mispronunciation Among Al-aqsa High School. This study was aimed to diagnostic students' mispronunciation habitual during study English by twenty nine video recording were used to find mistakes of pronunciation while focus on students' voice record when pronounce the words. The data were analyze by identifying the mispronunciation by descriptive qualitative data. To identifying the study, researcher does observation through these steps as followed:

1. Listening of recording mispronounced word by students.
2. Transcribe the dialogue
3. Classifying the data

Futhermore, other finding mostly included the cause of identification that influenced them in pronunciation were interlingual transfer, learning context and communication strategies.

2.10. Conceptual Framework

The mispronunciation habitual is very important to be known by the students and teacher. Since every students probably has different dificulties in students pronunciation especially some English phonemes, the writer got an inspiration to do the research based on the topic.

However, the problems faced by the students in one might be different from other schools. This study will differ from the previous research from some aspects. First, in this study the writer emphasize on some English phonemes mispronounce by senior high school students. This is important to help the teacher to be aware of the problems and consequently try to solve the problem in the earlier level of the study and improving the students' pronunciation . second this study will focus on some English phonemes mispronounce by students grade X, especially for consonant phonemes / /, / /, / /, / /, / /, /ð/ and vowel phonemes phonemes /i:/, /æ/, /u:/, / /, / / . This was based on the the PPL study result that there are many students who still make

mispronunciation at some English phonemes of consonants and vowels. Moreover the differences are also about data collection technique and data analysis used in this study.

IDENTIFICATION



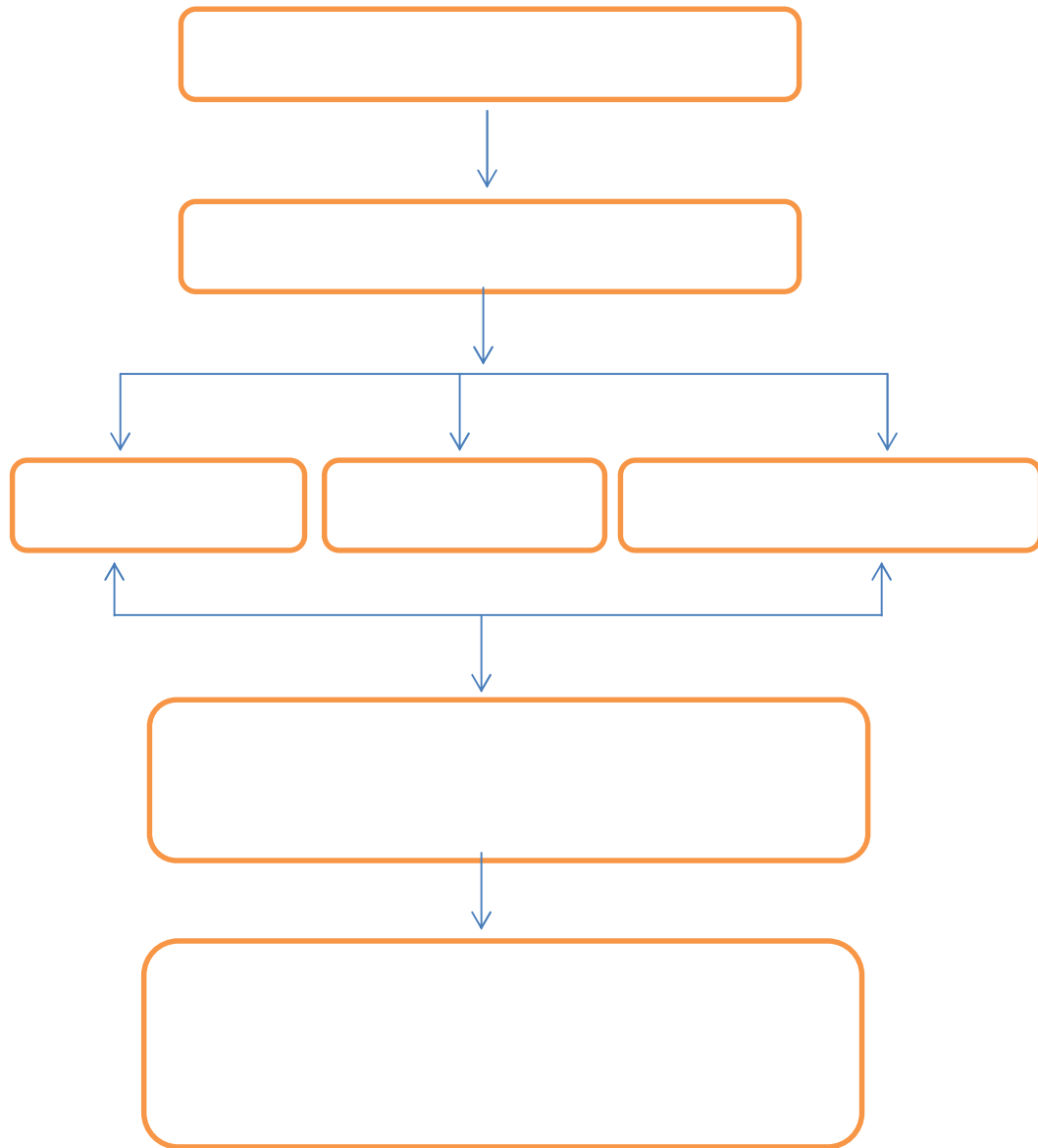


Figure 2.10 Identification of Mispronunciation on English Phonemes Uttered By Students at SMA Swasta Hosana Medan.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The writer used descriptive qualitative research to analyze mispronunciation habitual by the students on Senior High School. According to Best (1982:119) Descriptive research is a research method that tries to describe and interpret the object as it is. According to Sukardi (2003:162) descriptive research is a method of research that attempted to describe the object or subject under study in accordance with what is intended to describe the systematically facts and characteristics of the object under investigation appropriately.

Data analysis in descriptive qualitative research can includes statistical procedures, many time analysis become an ongoing literative process where data is continously collected and analyzed almost silmultaneously.

Descriptive qualitative research refers to constituting and grounded in metters of observation experience or factually grounded or informative rather than normative, perspective emotive. Desriptive qualitative research involve analysis of data such as word, examples, form interview, transcript picture, video, ability, recording notes, documents, the products, and record of material culture, audio visual materials and personal experiences materials (such as artifacts, journal and diary information narrative).

3.2. Subject of The Research

The source of the data was recording students' mispronounced some English phonemes of consonant / /, / /, / /, / /, / /, /ð/ and vowel phonemes phonemes /i:/, /æ/, /u:/, / /, / / . The subject of

this research was the students grade x at SMA Swasta Hosana Medan. There were 15 students as an object of this research.

3.3. Instrument for Collecting Data

Descriptive qualitative data were used in this research. The instrument for collecting data in this reseach was done by recording. The writer recorded students voice in pronouncing several script words in English in tenth grade at SMA Swasta Hosana Medan by the teacher.

3.4. Technique for Collecting Data

The writer analyzed the recording of the pronounced words to collect the data which related with this research. For collecting the data, the writer observed through these steps as follows:

1. Listening of recording mispronounced words by students.
2. Transcribing the words using some English phonemes
3. Classifying the data

3.5. Technique for Analysis Data

The writer analyzed the data by following steps:

1. The writer checked data complated, the data were taken by recording students' mispronunciation. The recorded data contained some English phonemes of vowels and consonants. To classify the data, the writer analyzed the mispronunciation into the transcript based on the participants students.
2. The writer categorized data by making them in the table presentation based on the data source.

The writer's data was interpreted based on the findings