CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one the most widely used International languages.Many people in the world use English to communicate each other. Communication is the most important thing that human needs to stay connected to another people in the world.

Communication is the activity of conveying information thought the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior. In general, communication done verbally and it can be understood by both of the communication doer. To make the communication be connected we need the component of communication. The most commonly component of communication is language. Language is a communication tool in the form of sound system or the voice system which it produced by human's vocal organs. Each of the language's sign has the meaning. It purposed to make the communication be interactive. Language is used in a group of civilization. The language for each group is different. For example the language in Indonesia and in England are far different, but they have the same purpose or meanings even though they are in different form. To master the language The students have to understand and learn about the four skills of language, they are speaking, reading, writing, and listening. Each of them are important and has the relation each other.

There are many kinds of subject in teaching and learning English, one of the basic language skill is speaking. Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a second language and success is measured in terms of the ability to

carry out a conversation in the language. The interaction in communication will not run smoothly if the speaker doesn't have the speaking ability. Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. In speaking, the studenst must give attention to how the way to speech the word. The way to speech the word is called pronunciation.

Pronunciation is the important parts of speaking. Pronunciation is the way in which a language or particular word or sound is spoken. Pronunciation used to make the speaker speaks more fluency and easy to understand. Fluency can be thought of as the ability to keep going when speaking spontaneously. There are some rules to pronounce the word in pronunciation. And also consist how the way learners produced the word or the letter using our speaking organs. The students can learn about it to make our speaking well. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronunciation and their fluency. The learners have to learn pronunciation to do mastering English well. Learning English pronunciation is not easy, especially Indonesian. English in Indonesia is not being the primary language or the secondary language. That's why Indonesian has some difficulties and problems in learning pronunciation. Before do this research the writer has study about phonology and learn about phonological transcriptions, and the writer try to teach the students in their village. SD Negeri baturongkam was graduate school of the writers. There are some problems that the writer found when doing teaching learning, especially for Batak people in their school. 1) Some of the students have low motivation in learning English. 2) Social background of the students, the students not use English as their primary language, and

make them hard to pronounce the word or the letter in English. 3) Limited lesson times per week for learning English in school. 4) English material be learned isn't focused on pronunciation, the material is English commonly. 5) Sometimes the teacher uses the bored technique or method in teaching English amd make the students not pay attention to the teacher. The Teacher usually teach English using Indonesian language, so the students can't learn and practice to pronounce the word. And when the teacher using English to communicate in teaching English, sometimes their pronunciation is not true.

Pronunciation also the clearly central factor in people's success in making themselves understood. Many cases of misunderstanding in communication are caused mispronounce of some words or improper intonation of the words. If someone pronounce the word**: fit** and **feet, pull** and **pool.** With relatively no differences in some cases can lead to a misunderstanding.

In relation to communication,it is a two-ways process,on the one hand we need to able to use languange to express ourselves to others,and conversely,we need it to understand what they are communicating to us (Finch, 2003:35).

Mastering English orally is very important for every learner. The learners may deal with pronunciation problems. Therefore, she/he should be able to solve problems in his English learning. It is important for every student to master adequate pronunciation, especially when s/he communicates with foreigners. It is possible that every student will get difficulties with the English word pronunciation. So, the writer interested in knowing about the problems and the causes of the problems in pronouncing English plosive sounds encountered by the forth class students of Baturongkam elementary school in the hopes of presenting a clear picture of their pronunciation ability in plosive sounds.

1.2 The Problem of Study

Based on the background of the study, the writer formulates these questions are as follow:

What are the errors of English voiceless plosive consonants [P],[T],[K] pronounced by the forth class students of Baturongkam elementary school?

1.3 The Objectives of study

The objectives of the study are as follow:

To find out certain kind of plosive sounds in which the students mostly make mistake in pronunciation

1.4 The Scope of Study

Basically the study is aimed to answer the research questions to present analysis of pronunciation errors of English voiceless plosive consonants [P],[T],[K] pronounced by students, in this research the writer only focuses on analyzing the students in The fourth class in Baturongkam elementary error in pronouncing voiceless plosive consonants [P],[T],[K] in word positioned in initial, medial, and final.

1.5 The Significances of Study

The research of the study is expected to be useful and meaningful for the writer, English teachers and students.

the result of the study are stated as follow:

1. Theoretical significance

1) The result of the study is expected to be useful information to develop the other perspective in teaching pronunciation

2) To do further research study of errors in pronunciation

2. practical significance

1) For students, to motivate students to be better in pronouncing to order and achieve better mastery of English and assists the students to contract the knowledge they have get in their real life into good pronouncing English word. it will prove their speaking well.

2) For lecturer, to provide information about pronunciation's error in teaching learning then how to prove that letter on.

3) For researcher, it will be useful for the researcher as the basic steps who are interested in similar research topic.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, the writer will explain the related material to this study in order to strengthen this study. the theories used in this context are aimed to give clear concept how to reach the grade of the research.it is very important to discuss and clarify the concept and

theories , so that reader can get point clearly. Theoretical framework of this thesis is present and discuss the following.

2.2 Error

Learning a foreign language means learning the vocabulary items, rules or structure, sound system, and other aspect of language which are different from those of the mother tongue.The difficulty in learning a foreign language can cause the learner to make errors and it is very common top happen among the language learners.

Ellis (1997: 15) states that "at first sight, it may seem rather odd to focus on what learners get wrong than they get right. However there are good reasons for focusing errors".

1) they are a feature of learner language, raising the important question of 'Why do learners make errors?'

2) it is useful for teacher to know what errors learners make.

3) paradoxically, it is possible that making errors may actually help learners to learn when they do self correction of the errors they make.

Corder (1974: 90) states that there are three types of errors in pronunciations, they were pre-systematics errors, systematic errors, and post systematic errors. While;

Pre- systematic errors type occurred when the students were unaware and out of control while speaking. they tended to ignore the way how speak by using correct pronunciations so that when they speak English, they were not feeling for incorrect pronunciations made by themselves.

Systematic Errors occurred for the students who had got the comprehension about the rule of language function; they had errors for the practice. The students fully aware the rule

of phonological symbols in pronunciations, but they could be errors in pronouncing the words.

Post-systematic errors occurred when the students comprehended the correct pronunciation/ proper phonological of target language English, but they used the rules inconsistently for speaking practice.It means that they spoke English by using correct pronunciation for some chances, and the other chance they could speak English by using in correct pronunciation.

2.2.1 Errors Analysis

In learning English as a foreign language, some language learners are afraid of practicing this language with other people. One of the reasons is the are fear of making mistake and errors. Some linguists use error analysis as a strategy to manage this problem. Brown (1980: 166) states that error analysis the study of students' errors which can be observed, analyzed, and classified to reveal something of the system operating within the learners. The students' errors mean that there are some problems within their learning of the target language. It I very important for teacher to analyze the errors the students make.

In others source Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Crystal, 1985:112).

Learner's errors are significant in provide to the teacher to devise remedial lesson and exercise, a correction or treatment,which can help learner reduce their errors (Fauziati, 2000:23). The students' errors show teacher their mastery and knowledge of the target

language they are learning. These are useful information for teacher to understand their students' understanding about the English language.

Error analysis is useful for teacher to know his students' achievement in their English language, to make the planning of courses and to construct teaching materials. For the students themselves, they can learn their own lack of knowledge of the target language. It can also motivate them to gain or improve their skill while they are learning the foreign language.

2.2.2 Error and Mistake

People are sometimes confused about mistake and error. Some of them think that mistakes and errors are different and some other considers that they are the same. In fact, error and mistake are different. Some linguists explain about the distinguish errors and mistakes. Error is a term refering to a performance that takes place when the deviation arises as a result of lack of knowledge. James in Fauziati (2000: 139) noted that an error arises only when there was intention to commit one.

Ellis (1997: 17) states, we need to distinguish errors and mistakes. Error reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasion lapses in performance; they occur because in a particular instance, the learner is unable to perform what he or she knows. He also explained how to distinguish errors and mistakes.

Errors and mistakes can be checked by analyzing the consistency of their performance in using a language. For example, when they are supposed to pronounce 'determine' [dI'tə:mIn] correctly while they constantly pronounce [dI'tɵ:maIn] for the expected pronunciation, this would indicate a lack of knowledge or what is said to be an error. However, if they sometimes pronounce [dI'tə:mIn] and sometimes [dI'tɵ:maIn], this would suggest that they possess

knowledge of the correct form and are just slipping up. This is what is called mistake. Where they are unable to, the deviations are errors; where they are successful they are mistake. Based on the explanation above, it is clear that error and mistake are different. Errors in pronunciation occur when someone incorrectly pronounces a word because of their lack of knowledge about the theory or the way of how the word is supposed to be pronounced. On the other hand, pronunciation mistake happens when someone incorrectly pronounces a word, just because he is slipping up, while he has actually known how to pronounce it correctly. So, we cannot say that error and mistake are the same.

2.3 The Influencing Factors

The factors that might influence the student's pronunciation are:

1) The students' lack of knowledge of correct pronunciation and meaning of English words.

2) The students' tendency to pronounce word the way it is spelled.

3) The students' inability to recognize the words in a sentence readily.

4) The usage of the students' mother tongue in pronouncing English words.

2.4 Linguistics

Linguistics is the scientific study of language, encompassing a number of subfields. An important topical division is between the study of language structure (grammar) and the study of meaning (semantics). Grammar encompasses morphology (the formation and composition of words), syntax (the rules that determine how words combine into phrases and sentences) and phonology (the study of sound systems and abstract sound units). Phonetics is a related branch of

linguistics concerned with the actual properties of speech sounds (phones), non speech sounds, and how they are produced and perceived. Over the twentieth century, following the work of Noam Chomsky, linguistics came to be dominated by the Generativist school, which is chiefly concerned with explaining how human beings acquire language and the biological 10 constraints on this acquisition. Generative theory is modularizing in character. While this remains the dominant paradigm, Chomsky's writings have also gathered much criticism, and other linguistic theories have increasingly gained popularity; cognitive linguistics is a prominent example. There are many subfields in linguistics, which may or may not be dominated by a particular theoretical approach: evolutionary linguistics attempts to account for the origins of language; historical linguistics explores language change and sociolinguistics looks at the relation between linguistic variation and social structures.

2.5 Phonetics and Phonology

Phonetics and phonology are concerned with speech, with the ways in which humans produce and hear speech. Talking and listening to each other are so much part of normal life that they often seem unremarkable. Yet, as in any scientific field curious investigator finds complexity beneath the surface. Even the simplest of conversation, an exchange of short greeting, for example, presupposes that the speaker and hearer make sense each other and understand each other. Their ability to communicate in this way depends in turn on proper bodily functioning and on interpreting the sound waves that travel through the air. The fact that a total outsider, unfamiliar with the language, will find even a simple conversation bewildering our organization and control of talking and listening within particular social and linguistic conventions.

Phonetics is a branch of linguistics. As a branch of linguistics, phonetics however, only deals with the spoken language. Crystal (2004: 236) states phonetics is the study of the way human make,transmit,and receive speech sounds The individual sounds within the range of phonic medium are called speech sounds.

Brown (1977: 38) states The studies of human speech are the units, nature, structure and modification of language. languages or a language including especially such factors as phonics, phonology, morphology, accent, syntax, semantics, general of philosophical grammar, and the relation between writing and speech.

The term Phonology is often associated with the study of this 'higher' level of speech organization. Thus phonology is often said to be concern with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages. On this view, a general description of how vowel sounds and consonants can be made and perceived might be the province of phonetics while the analysis and description of the English vowels right be assigned to phonology. But both phonetics and phonology have been variously defined and it is impossible to consider such definitions without touching on fundamental questions about the nature of reality and its scientific exploration.

2.6 English Pronunciation

People from any counties use language to communicate with others. The languages used by those people are varied from one country to another country and even from one region to another region in the same country. The variations of these languages are varied in their components; they are vocabulary, structure, and pronunciation, etc. These components will

always be found by language learners when they learn a foreign language, likewise when non English speakers learn English.

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstanding in communication using English language are caused by mispronunciation made by non-native English speaker. It is mainly caused by different sound system found between English language and non-English language. It is very important to realize that every language has its own sound system which can gives big influence on the process of learning and producing the foreign sounds when someone is learning a foreign language such as English.

2.6.1 Pronunciation Features

How the word is said in general is called pronunciation. Kristina et al (2006:1) define pronunciation as the act or the manner of pronouncing word: utterance of speech.

Ramelan (1994) states that there are two features in English pronunciation. Those features are segmental and supra segmental. English segmental features, which refer to the second units arranged in sequential order, consist of consonants and vowels. They are:

1) 24 consonants.

    (1) voice consonants : [b, d, g, v, ð , z, r, , m, d , n, l, w, y, ŋ]

    (2) voiceless consonants : [p, t, k, f, s, , t , h, θ]

2) 12 vowels. : [i, i:, ε, æ, a:, ʌ, , :, U, u:, ə, ə:]

3) Diphthong : [Iə], [ə], [ə], [eI], [I], [aI], [o], [a], [ ]

They are called segmental features because they can be segmented and chopped up into isolated features. The classification of speech, sounds into vowels and consonants is based on the differences in their function in an utterance and their way of production.

Supra segmental features always accompany the production of segmental. They refer to such features as stress, pitch, length, intonation. Supra segmental cannot be studied in isolation into its constituting supra segmental, without reference to the segmental features they accompany.

1) **Stress**

Ramelan (1994: 25) defined stress as the degree of force or loudness with which a syllable is pronounced so as to give it prominence. It applies not only to individual vowels and consonants but also to whole syllable. A stress syllable is pronounced with a greater amount of energy than unstressed syllable.

2) **Length**

Ramelan (1994: 29) states that length refers to the period of time during which a sound is produced in a given utterance. When the length of a sound is measured comparatively in relation to the other sounds in the sa me utterance for instance the sound /a: / is longer than / ˄ / in mother.

3) **Pitch**

Pitch means the voice of the speaker goes up and down in tone at different syllables which are said with some degree of lowness or highness of tone. The pitch of the voice is determined by several factors. The most important is the tension of the vocal cords. If the vocal cords are stretched, the pitch of the sound will do up. The other meaning of pitch is the frequencies variations that occur in speech. There may be as many degrees of pitch levels as

there are syllables in utterance but for practical purposes we distinguish only four significant pitch levels. Those are lowest pitch level used to end a sentence, mid pitch level used to start an utterance, high level of pitch, commonly used to accompany the strongest stress in a sentence, the highest pitch level, normally used in an emphatic speech.

4) Intonation

Combination of musical tones (pitch) with which we pronounce the syllable that makes up our speech. As defined by Ramelan (1994: 32) that intonation is the going up and down of pitch over different syllables in an utterance. Intonation may also be called the melody of speech.

2.6.2 Learning Problems in Pronunciation.

Indonesian students might find many difficulties in learning English, such as less of vocabulary knowledge, the difficulty of listening English words and how to pronounce English words as naturally as native speaker.

As Ramelan said, the pronunciation problems of Indonesian students are the different language features and allophone between English and mother tongue. The problems come because there are always similar and different elements between the target language and their own language. The problems here can be understood since their mother tongue has been deeply implanted in them as part of their habits. The elements, which cause the problems are grammatical and sound systems. The similar elements usually do not cause problems, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. English sound systems which are different to Indonesian are found segmental and supra segmental.

2.6.3 Nature of Pronunciation Problems

If we consider the nature of pronunciation problems involved in learning a foreign language, it will appear that each problem is different in nature, and accordingly, need a different way of tackling by the student. One problem is concerned with the identification of the foreign sounds. This will remember their acoustic qualities so that they will be able to directly identify them in an utterance. This is a matter of ear-training, which means that their ears must be trained and drilled in hearing the sound in question again and again till they get familiar with it and can remember its acoustic quality.

Another problem will do with the production of the foreign sounds by the organs of speech. Ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. This is a matter of training to move the speech organs, or also called mouth-gymnastics, which should be practiced over and over again.

Ability in identifying and producing the foreign sounds involves not only sounds in isolation, but also sounds occurring in a connected speech. Familiarity with phonetic symbols is also very important, since they represent speech sounds more consistently than the letters in the orthography. Untiring imitation and disciplined practiced will help the student to produce the supra segmental feature correctly.

2.7 Phonetic Transcription

We need to write down the words that are spoken in order to identify what sounds are produced by using certain symbols. Writing down the pronunciation of an utterance with these symbols is known as transcription. It is very helpful in describing what kinds of plosive voice feature of sounds that are produced by the speech organs. when we find an unfamiliar word and do not know how the words are pronounced, we can check it in a dictionary to see how it is pronounced by looking at the phonetic transcription of the words. However, we need to be

familiar with phonetic symbols which represent the words, so we will not mispronounce the words.

A symbol in phonetic transcription represents one sound only. However, English has a poor reflection of spelling to its pronunciation. As an example of phonetic symbol, [t] only represents the sound that is spelt t in the word 'tent' [tent] and never represent the one in the word ' through ' [θru:]

The symbols used in transcribing English pronunciation in this study refer to Hornby's Oxford Advanced Learner's dictionary of current English. The following vowels and consonants are used in Hornby's Oxford Advanced Learner's dictionary of current English. Most of the student use Hornby's Oxford Advanced Learner's Dictionary of Current English.

2.8 Plosive Consonant

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard.

Thus there are three stages in producing a stop:

1) The closure, that is, the act of drawing together the two articulators in order to perform the complete obstruction.

2) The stoppage, that is, the period during which the outgoing air is checked so that it can not pass out of the mouth.

3) The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

One of these three stages may be missing such as when a stop is followed or preceded. By any other consonant, in which case the stop is called an incomplete stop. Consider the stop [p] in 'lamp' and in 'post' in the compound word 'lamp-post'. The first [p] lacks the release, while the second [p] lacks the closure; thus the two stops are called 'incomplete plosives'. Since each of these lacks one of the stages of producing a plosive consonant they are pronounced as a stop with an abnormally long stoppage.

English has 6 plosive consonants, produced respectively at bilabial point of articulation [b, p,], at alveolar point of articulation [d, t,] and at velar point of articulation [g, k]. we can identify the consonants that have a shortening effect on the preceding vowel as 'voice-less'- sounds such as [p], [t], [k] and [s] – and those that trigger lengthening as 'voiced' – for instance [b], [d], [g] and [z]. Try hissing a lengthened [sss] and compare it with a lengthened buzzing [zzz] : the difference between the two is the 'voicing' of the [z], a vibration produced in the larynx which is perceived as a 'buzz'.

2.9 Plosive Consonant Features

1) **[p]** Articulatory Definition: [p] is a voiceless bilabial stop.

Articulatory description is as follows:

1) the outgoing air is completely blocked up in the mouth by putting the two lips into tight contact.

2) the soft palate is raised to close off the nasal passage so that no air passes out through the nose.

3) the vocal cords are not vibrating during the stoppage.

4) when the two lips are suddenly opened (sudden release of the stoppage) the air escapes with a plosive sound.

Word for pronunciation practice :

- Piece   speak

- peanuts   apple

- piston   copper

- pencil   plays

this voiceless stop is aspirated strongly stressed syllables and unaspirated in unstressed syllables.

2) **[t]** Articulatory Definition: [t] is a voiceless Alveolar stop.

Articulatory description is as follows:

1) The outgoing air is completely blocked by putting the tip of the tongue into close contact with the teeth-ridge (alveolum)

2) The soft palate is raised to close off the nasal cavity, so that no air passes out through the nose. - the vocal cords do not vibrate during the stoppage.

3) when the tip of the tongue is suddenly drawn away from the teeth-ridge (sudden release) the air escapes with a plosive sound

4) This voiceless stop is aspirated in strongly stressed syllables and unaspirated in weakly stressed syllables.

Words for pronunciation practice:

 - tea   - bitter

 - time   - utter

 - train   - street

 - toast   - try

3) **[k]** Articulatory Definition:[k] is a voiceless velar stop.

Articulatory Description is as follows:

1) the outgoing air is completely blocked up by putting the back of the tongue into close contact against the soft palate (velum)

2) at the same time the soft palate is also raised to close off the nasal cavity so as to prevent the air from going out through the nose

3) the vocal cords are not in vibration during the stoppage

4) when the back of the tongue and the soft palate are suddenly separated from each other (sudden release of the stoppage) the air escapes with a plosion, and

5) the voiceless stop is aspirated in strongly stressed syllables, and unaspirated in weakly stressed syllables.

words for pronunciation practice :

- key   - castle

- case   - scream

- cord   - school

- cry   - cattle

2.10 The Organs of Speech

The term organs of speech refer to all those parts of the human body which are concerned in various ways with the production of speech. Most of them are only secondarily concerned with speech production, their primary function are to do with eating, chewing and swallowing food and respiratory. The speech organs involved in producing the speech sounds are the mouth and respiratory organs.

2.11 Previous Research

The following studies have been review to present study related to analytical plosive consonant. Here the writer who have been done the related research above. The previous research was done by Retna Jaya (2008),Which title *" The Students Mastery in Pronouncing English Plosive Consonants [p, t, k, b, d,g] (an error analysis of the Fifth Semester Students of English Department of UNNES)"* their study was to find the percentage of students' mastery in pronouncing English Plosive Consonants [p], [t], [k], [b], [d], and [g] by the fifth semester students of English Department of UNNES in academic year 2008 – 2009. Besides, this study is also conducted to find out the dominant errors most often made by the students.

The similarities this thesis with the writer's proposal is about analyzing Plosive Consonants,and the differences is her thesis is about analyzing errors pronouncing english plosive consonants by the fifth semester students of English Department of UNNES while the writer want to analyze the errors pronouncing english plosive consonants by the fourth class students in SD Negeri Baturongkam,and focused in plosive consonants [P],[T],[K].

The second research was done by Febby Pratama Putra (2019) with title " An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools ". This Research was to analyze plosive and fricative consonants pronunciation errors in recordings that made by students in vocational high school in Jakarta. The research method that used to analyze plosive and fricative consonants pronunciation errors in recordings that made by the students is descriptive qualitative method and based only on a few sound recordings. The similarities this Research with the writer's proposal is about analyzing Plosive Consonants by using sounds recordings to find the data, and the differences is her research is about analyzing of plosive consonants and

Fricative Consonants at Vocational High School, while the writer want to analyze Plosive Consonants focused in [P],[T],[K] in the forth class students in SD Baturongkam.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research was conducted used descriptive qualitative research. This chapter concerns with the things related to the research methods. In this chapter the writer tells about the sequence of the systematic process used in gathering the required data and source data, the instruments of the study, and the method used to gather the data. Also in this chapter, the writer tells about the try out test he held, the formula used to analyze the data, and the criterion of interpreting the data.

3.2 Data and Source Data

The Data source was the object from which the data was selected by the writer. The data of this study took from sounds. Sounds was spoken record source.The record of the data was word.Sources of the data refer to the subject from which the data arw obtained. The source of the data took from oxford dictionary. As an obejct the writer chose from students of the fourth class students of elementary Baturongkam school

3.3 Technique in Collecting the Data

The instrument used in this research was observation, interview, documentation, and transcription to collect the data.

    1. Observation

Observation was a systematic data collection approach. Observation was as the systematic description of events, behaviors, and artifacts in the social setting chosen for study (Marshall and Rossman, 1989:79). The researcher observed by writing and identfying the activities happened in detail of the classroom and recorded the activities. Researcher used all of their senses to examine people in natural settings or naturally occurring situations.

    2. Interview

According to Cohen, Manion, and Morrison (2007:349) interview was a flexible tool for data collection, enable multi-sensory channels to be used: verbal and non-verbal. In simple, the researcher did interview some students in gettingthe additional information related to the data collection. The researcher gave five questions for each student to get clarification about their pronunciation errors made in plosive consonants [p],[t],[k].

    3. Documentation

There were some methods of collected the data, namely test questioner, interview, observation and documentation (Arikunto, 2006:137). In this research, the researcher conducts a research through documentation as a research instrument to collect the data. Documentation was documents used as evidence or proof. Document itself means an official paper that gives information, evidence. Documentation records the details of something or proves something with

documents. In addition, documentation was get the direct data from research place such as activity report, pictures, video, etc (Arikunto, 2010:77). Thus as documentation of this research, the researcher used many theories from sources of data and recorded students' spoken in plosive consonants [p],[t],[k] to analyze students' errors in pronunciation. The researcher asked to all students for recording their spoken to pronounced 26 words of plosive consonants [p]'[t],[k].

4. Transcribing Data

The researcher transcribe the students' pronunciation into phonetic transcription based on Hornby's Oxford Advanced Learner's Dictionary of Current English. The students' mistakes in pronouncing English plosive sounds could be identified after listening to the students' pronunciation from the recorded data several times.Then, she marked and classified the pronunciation errors' types introduced by Corder (1974:89) on the data transcription.

3.4 Technique in Analyzing the Data

After all the research prepare was ready, the next thing to was collected the data. It was the most significant part in the research process. A Writer must apply the proper method in order to get the complete and accurate data. To get data for this study, the writer did both the library activity and the field activity. The library activity will done to search for the test materials from various sources. After all the materials for the test have complete, I held field research.

This research will carried out in a sequence of process.

1) The students will give the test consist of 26 words English plosive sounds consonants [p], [t], [k].

2) The students pronounced the words while their pronunciations were recorded.

3) Played the cassettes and identified the students' recorded pronunciations here the writer focused on their pronunciation of English plosive sounds consonant [p], [t], [k].

4) Transcribed their pronunciations into symbols of transcriptions.

5) The last thing The writers will analysis the errors made by the students and Then, marked and classified the pronunciation errors' types introduced by Corder (1974:89) on the data transcription so that the information needed in this research will obtained.

6) In the last meeting the researcher ask all the students about five questions to get clarification about their pronunciation errors made in plosive consonants [p],[t],[k].

3.5 Data Analysis

After the pronunciation test were conducted, the recorded data was analyzed. Saleh (2001: 39-40) states that these are four ways in analyzing the data.

1) Coding

Coding means to change the information into symbols either in letter or in number. It was necessary to organize the data and to make them easier to analyzed. The researcher transcribe the students' pronunciation into phonetic transcription based on Hornby's Oxford Advanced Learner's Dictionary of Current English. The students' mistakes in pronouncing English plosive sounds could be identified after listening to the students' pronunciation from the recorded data several times.

2) Data Organizing

After the data were coded, the writer organized it. The data which are not organized properly difficult to read and also to understood. After the research identified the students' mistakes in pronouncing English plosive sounds, then researcher were grouped them into separate divisions, the correct pronunciation and the wrong pronunciation.

3) Counting

After the students' mistakes in pronouncing English plosive sounds were grouped into separate division, the research employed the percentage of each kind of plosive sounds mistake used preselected category approach as follows:

$$\times = \frac{\Sigma Er}{Ew} \; x100 \; \%$$

While :

x : the percentage of error proportion

Er : frequency of each kind of plosive mistakes occurrence

W : Plosive sounds

Σ : the sum of

4) Tabulation

It was an activity of summarized all the data which were put into a table. the research were done only when the coding, the organizing and the data are finish. Sometimes the counting of the data can be finish at the same time with tabulation. The data was analyzed and give us an abstract description about the matter we should to know.

Criterion of Interpreting the Data of the research used certain criterion based on Tinambuan's criterion as cited by Tartiasih (2003: 34) in order to know how the students' pronounce the English plosive sounds.

Number of errors in percentage	Level of ability
0 – 25 %	Excellent
26 – 50 %	Good

51 – 75 %	Fair
76 – 100 %	Poor

3.6 Validity of the Test

Validity was a measurement that shows the levels of the validity of the instruments. (Arikunto,2002:211). It means that the test was valid for the appropriate information that was needed by the tester. There were four types of validity, namely, content validity, construct validity, concurrent validity ,and predictive validity. This study will conduct with content validity. Content validity considers a test will the necessary and appropriate content to measure what is supposed to.