**AN ERROR ANALYSIS ON PRONUNCIATION OF ENGLISH VOICELESS PLOSIVE CONSONANTS [P], [T], [K] PRODUCED BY THE SECOND SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR OF 2012/201**

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Abstract

The aim of this research to find out the dominant errors made by the students in pronouncing the words containing English voiceless plosive consonants [p], [t], [k]. The type of this research is descriptive qualitative research. To collect the data, the researcher did pronunciation test, the test items consist of 24 sentences containing English voiceless plosive consonants. The students’ pronunciation were transcribed into phonetic transcription and then analyzed. The test was given to 30 students of the second semester students of English Department of Muhammadiyah University of Purworejo in the academic year of 2012/2013. The result shows that the students made 64.53% errors out of the English voiceless plosive consonants in stressed syllables and 35.47% errors out of the English voiceless plosive consonants in unstressed syllables. From the categories of interpretation, the students are “good” in pronouncing English voiceless plosive consonants [p], [t], and [k] in unstressed syllables but the students are “fair” in pronouncing English voiceless plosive consonants [p], [t], and [k] in stressed syllables. It means that the dominant errors occurred in the first category, that is English voiceless plosive consonants [p], [t], and [k] in stressed syllables.

*Keywords: Pronunciation, Error, Consonants, Stressed syllables, Unstressed syllables.*

1. **Introduction**

Language is a system for expression of meaning. The primary function of language is for communication. Language is a means of communication, so it is necessary for the speaker and hearer to produce a good communication. English, as an international language, has become a language that is used in communication, education, world news, and business. In Indonesia, English has been studied since elementary school until university level. It is compulsory subject which means that it must be taught. English as a foreign language will arise some difficulties which are faced by Indonesian people or students because in learning a new language the students tend to transfer their native language habit to the new language. One of the difficulties is the difficulty in pronouncing English consonants. Many indonesian students find difficulties in learning some English sounds, because they do not find them in their own language and also because they have not been trained to produce this new sets of sounds. In this case the different between Indonesian and English make Indonesian students difficult to learn sounds English sounds. Indonesia does not have voiceless plosive consonant, so it is difficult to be pronounced for Indonesian because they are produced with strong puff of air. It is important for the English teacher in Indonesia to make sure that the students can overcome their problem in pronouncing English voiceless plosive consonants.

1. **Research Method**

The design of the research is using descriptive qualitative. This research was conducted at Muhammadiyah University of Purworejo. It was done on Wednesday, 29th May 2013. The object of this research is the second semester students of Muhammadiyah University of Purworejo. The unit of analysis in this research is utterances in students’ error in pronouncing English voiceless plosive consonants [p], [t], [k]. The technique collect the data is recorded the students’ pronunciation. Then, after recording, the researcher transcribed them by using the phonetic symbol from the transcription. To analyze the data, the researcher follows some procedures. Those are made sentences as the test items**,** asked the students to record them, listened to the recorded pronunciation several times and transcribed them by using the phonetic symbol from the transcription, analyzed them, categorized the students’ pronunciation based on the right and wrong pronunciation,make percentage the students’ pronunciation, found the dominant error, and draw the conclusion.

1. **Research Finding**

After transcribing the students’ pronunciation into the phonetic transcription and analyzing the data, the researcher counted the percentage of the right and wrong pronunciation made by the students. The researcher can say that the result of pronunciation test, there are some errors in pronouncing English voiceless plosive consonants [p], [t], [k] made by the students. However, the table shows the number of the wrong pronunciation is less than the right ones. The next step is the researcher classified the errors into the two big divisions. That are the words containing English voiceless plosive consonants [p], [t] and [k] in stressed syllable and [p], [t], [k] in unstressed syllable. The number of words in the first division was 12 items, and the number of the words in the second division was 12 items. To shows the students frequency of errors in pronouncing the words containing English voiceless plosive consonants [p], [t] and [k] in stressed syllable and [p], [t], [k] in unstressed syllable, the table is as follows:

**The Frequency of Error Made by the Students**

|  |  |  |
| --- | --- | --- |
| **No** | **The students** | **Frequency of error** |
|  **In stressed syllable** | **Percentage****(%)** | **In unstressed syllable** | **Percentage****(%)** |
| 1 | ST-1 | 5 | 20.83 | 3 | 12.5 |
| 2 | ST-2 | 3 | 12.5 | 2 | 8.33 |
| 3 | ST-3 | 7 | 29.17 | 5 | 20.83 |
| 4 | ST-4 | 5 | 20.83 | 2 | 8.33 |
| 5 | ST-5 | 7 | 29.17 | 2 | 8.33 |
| 6 | ST-6 | 6 | 25 | 2 | 8.33 |
| 7 | ST-7 | 8 | 3333 | 3 | 12.5 |
| 8 | ST-8 | 3 | 125 | 4 | 16.67 |
| 9 | ST-9 | 6 | 25 | 6 | 25 |
| 10 | ST-10 | 4 | 16.67 | 1 | 4.17 |
| 11 | ST-11 | 6 | 25 | 3 | 12.5 |
| 12 | ST-12 | 5 | 20.83 | 6 | 25 |
| 13 | ST-13 | 7 | 29.17 | 2 | 8.33 |
| 14 | ST-14 | 4 | 16.67 | 3 | 12.5 |
| 15 | ST-15 | 5 | 20.83 | 3 | 12.5 |
| 16 | ST-16 | 3 | 12.5 | 2 | 8.33 |
| 17 | ST-17 | 5 | 20.83 | 2 | 8.33 |
| 18 | ST-18 | 4 | 16.67 | 1 | 4.17 |
| 19 | ST-19 | 4 | 16.67 | 4 | 16.67 |
| 20 | ST-20 | 5 | 20.83 | 7 | 29.17 |
| 21 | ST-21 | 7 | 29.17 | 1 | 4.17 |
| 22 | ST-22 | 4 | 16.67 | 1 | 4.17 |
| 23 | ST-23 | 6 | 25 | 4 | 16.67 |
| 24 | ST-24 | 3 | 12.5 | 0 | 0 |
| 25 | ST-25 | 6 | 25 | 2 | 8.33 |
| 26 | ST-26 | 6 | 25 | 5 | 20.83 |
| 27 | ST-27 | 3 | 12.5 | 0 | 0 |
| 28 | ST-28 | 4 | 16.67 | 1 | 4.17 |
| 29 | ST-29 | 7 | 29,17 | 2 | 8,33 |
| 30 | ST-30 | 3 | 12.5 | 4 | 16.67 |
| **Total** | 151 | 629.17 | 83 | 345.83 |

From the table above, it can be counted that the number of errors in stressed syllable is 151 items, while the number of errors in unstressed syllable is 83 items. The researcher computed the dominant pronunciation errors made by the students. The formula for finding the dominant error is:

fi

Pi = X 100 %

N

in which:

Pi is the proportion of frequency of occurrence,

fi is absolute frequency of a particular type of error, and

n is the total numbers of errors observed.

Because there were two categories of the test items, the researcher considered Pi (a), as the proportion of frequency of occurrence of the errors in stressed syllable and Pi (b) for the proportion of frequency of occurrence of the errors in unstressed syllable. The calculation is as follows:

 151

Pi (a) = X 100 % = 64. 53 %

 234

 83

Pi (b) = X 100 % = 35. 47 %

 234

From the computation above, we can see that the proportion of frequency of the error occurrence in stressed syllable Pi (a) is 64.53% and in unstressed syllable Pi (b) is 35.47%. From the computation, it is clear that the dominant errors in the first category is the errors in pronouncing the English voiceless plosive consonants [p], [t] and [k] in stressed syllable.

1. **Conclusion**

Based on the computation, the researcher found out the proportion of frequency of the error occurrence of the first category was 64.53% and the second category was 35.47%. It means that the dominant errors occurred in the first category, that is English voiceless plosives consonants [p], [t], and [k] in stressed syllable. The result of the research shows that the second semester students of English Department of Muhammadiyah University of Purworejo in The Academic Year of 2012/2013 are “good” in pronouncing the words in unstressed syllables, but they are “fair” in pronouncing English voiceless plosive consonants in stressed syllables. The dominant errors occurred in the first category, that is English voiceless plosive consonants [p], [t], and [k] in stressed syllables.

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