# STUDENTS' ERRORS IN PRONOUNCING ENGLISH VOWELS AND DIPHTHONG (A case study of SEC (Smanik English Club) of SMA N 1 Kendal in the academic year 2019/2020)

## A THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Education



WALISONGO

by:
**MAULANA ROBBY FAHMI**
**NIM: 1503046079**

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
**UNIVERSITAS ISLAM NEGERI WALISONGO**
**SEMARANG**
**2021**

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| Name | : | Maulana Robby Fahmi |
| Student Number | : | 1503046054 |
| Department | : | English Language Education |

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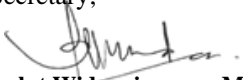
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**Dr. Nafi Annury M. Pd**
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Secretary,

**Lulut Widyaningrum, M.Pd.**
NIP. 198008032009012010

Examiner I,

**Siti Tarwiyah, S.S, M. Hum.**
NIP. 197211081999032001

Examiner II,

**Dra.Hj. Ma'rifatul Fadhilah M.Ed.**
NIP.196208031989032003

Advisor I,

**Dr. Nafi Annury M. Pd**
NIP. 19780719200501100

Advisor II,

**Nadiah Ma'mun M. Pd**
NIP. 197811032007012016

2

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I am, the student with the following identity

Name : Maulana Robby Fahmi
Student Number : 1503046079
Department : English Language Education

certify that this thesis entitled:

**STUDENTS' ERRORS IN PRONOUNCING ENGLISH VOWELS AND DIPHTHONG (A case study of SEC (Smanik English Club) of SMA N 1 Kendal in the academic year 2019/2020)**

is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 4 Maret 2021
The Researcher,

**MAULANA ROBBY FAHMI**
NIM: 1503046079

# ADVISOR APPROVAL

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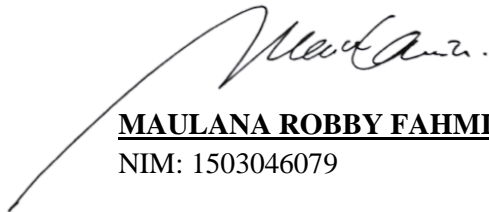
Name           :   Maulana Robby Fahmi
Student Number  :   1503046079
Department      :   English Language Education
Title           :   Students' Errors in Pronouncing English
                    Vowels and Diphthong (A case study of
                    SEC (Smanik English Club) of SMA 1
                    KENDAL in the academic year 2019/2020)

State that this thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

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Advisor 1

**Dr. Nafi Annury M. Pd**
NIP. 19780719200501100

# ADVISOR APPROVAL

Semarang, 4 Maret 2021

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Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

*Assalamu'alaikum Wr. Wb*

After correcting it to whatever extent necessary, we state that the final project belongs to student as follow:

| | | |
|---|---|---|
| Name | : | Maulana Robby Fahmi |
| Student Number | : | 1503046079 |
| Department | : | English Language Education |
| Title | : | Students' Errors in Pronouncing English Vowels and Diphthong (A case study of SEC (Smanik English Club) of SMA 1 KENDAL in the academic year 2019/2020) |

State that this thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqosyah Session.

*Wassalamu'alaikum Wr. Wb*

Advisor II

**Nadiah Ma'mun M. Pd**
NIP. 197811032007012016

MOTTO

إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ

(Al-an'am ayat 162)

*Meaning: Verily my worship, my worship, my life and my death are only for Allah, the Lord of the worlds*

*Sesungguhnya shalatku, ibadahku, hidupku dan matiku hanyalah untuk Allah, Tuhan semesta alam.*

"Good Vibes Only"

# DEDICATION

This writing project is fully dedicated to:

1. My beloved father and mother, Bapak Supriyadi and Ibu Imanah, who always given me support. Thank you for believing me until finishing the project.

2. My beloved old Brother, Mufti Wahyu Primadi S.Pd the person who always inspire me.

3. For my Project Brand WEISENHEIMER.CO, one of my dream to become an Entrepreneur.

# ACKNOWLEDGEMENT

All the goodness is from Allah SWT, that has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW who has inspired me to be better. Thank you for giving me a chance to finish this project as the requirement for the Bachelor Degree of Education in English Language Education Department.

I do realize that I cannot complete this thesis without the support and spirit from others. Many people had helped me during writing this, and it would be impossible for me to mention all of them. Therefore, I would like to give my sincere thanks to all of them, especially to:

1. as The Dean of Education and Teacher Training Faculty (FITK), Dr. Hj. Lift Anis Ma'sumah, M.Ag

2. as the head of English Language Education Department, Sayyidatul Fadhilah, S.Pd.I, M.Pd.

3. Dr. Nafi Annury M. Pd. and Nadiah Ma'mun, M. Pd. as the advisor, thank you for being patience in guiding this final project.

4. All the lecturers in English Language Education Department for valuable knowledge and guidance.
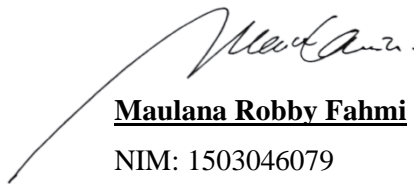
5. All my family members who always give the great support.
6. Last but not least, the one who always believes me and helps me, who cannot be mentioned one by one.

The researcher realizes that this thesis is still far to be perfect, therefore constructive suggestion and criticism is needed to make it perfect. The researcher hopes this thesis can be useful for the improvement of English teaching learning.

Semarang, 4 Maret 2021
The Writer,

**Maulana Robby Fahmi**
NIM: 1503046079

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# ABSTRACT

Title    :   Students' Errors in Pronouncing English Vowels and
            Diphthong (A case study of SEC (Smanik English Club)
            of SMA 1 KENDAL in the academic year 2019/2020)
Name   :   Maulana Robby Fahmi
Nim     :   1503046079

This study is intended to identify English pronunciation made by young learners. The objectives of this study are: (1) To Identify the pronunciation errors on vowels and diphthong made by the students of SEC student of SMA 1 KENDAL. (2) To find out the type of errors in pronouncing English vowels and Diphthong sounds experienced by the second-grade students of SEC student of SMA 1 KENDAL. The subject of this study is the member of SEC (Smanik English Club) academic year 2019/2020. The instrument used to collect the data is the pronunciation errors test consists of a word, phrase, and sentences taken from Mark Hancock, English Pronunciation in Use (self-study and Classroom use), Cambridge University Press. The test is intended to show the result of the students' errors in producing vowels and diphthongs. In this study, the type of error type has been found, so for teachers it is very helpful so that it can be analyzed to solve pronunciation problems. The first type of errors is interlingual Error, Students pronouncing word as the student's native language or first language. Then the second is intralingual errors, it means phenomenon in which language learner apply a rule or a pattern in a situation it does not apply in the target language. To complete the shortcomings of this study, further research is needed to find out the exact cause of students making errors in pronouncing vowel and diphthong.

**Key words: Error, pronunciation, Vowel, Diphthong**

# CHAPTER I
# INTRODUCTION

This chapter discusses the background, the questions, the objectives, the significances, and the key terms of the research.

## A. Background of the Research

The complicated sound system of English that shows various vowels and consonants is difficult to master by most ESL learners, especially those whose languages display different sound systems. The English vowel system, mainly, American and British, has been widely investigated (Chomsky & Halle, 1968; Hillenbrand, Getty, Clark & Wheeler, 1995; Labov, Ash, Baranowski, Nagy, Ravindranath & Weldon, 2006;Watt, 2002) and is described as a large system containing simple vowels as well as diphthongs[1].

The differentiate structure between Indonesian language and English could make students make some mistake. Brown (1980: 165) states that an error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. As the learner of the foreign

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[1] Ammar Abdaley, 'THE PRONUNCIATION OF ENGLISH MONOPHTHONGS BY IRAQI EFL LEARNERS', International Journal of Advanced Research and Review, IJARR, 1(6 (2016). pg.96

language, we find difficulties in our speaking, either grammatical errors or pronunciation errors[2].

There are 20 vowels in English, including 12 monophthongs and 8 diphthongs. Vocal folds vibration and oral airflow is unimpeded when vowel sounds; the changes of back-front of tongue position and lips rounded-non-rounded, which adjust speech respectively, and then the acoustic characteristics of each vowel are different[3]. English word stress can be very confusing for non-native speakers of English, since it can be very unpredictable not to mention the many exceptions to the default English stress rules[4].

Based on the researcher's experience, mostly Indonesian students still have trouble with pronouncing English letter especially English vowel and diphthong. For example, the

[2] Angelina Tieneke Sugiarto, 'PRONUNCIATION ERRORS MADE BY THE FOURTH SEMESTER STUDENTS (A Case Study in English Department, Dian Nuswantoro University in the Academic Year of 2009/2010)' (DIAN NUSWANTORO UNIVERSITY SEMARANG, 2013).pg.2

[3] Qiuhua Huang, 'Experimental Research on English Vowel Errors Analysis', ICITCE (SHS Web of Conferences ), DOI: 10.10 (2016).p.2

[4] Raya Kalaldeh, 'English Pronunciation Errors by Jordanian University Students', *Arab World English Journal (AWEJ)*, Volume.7 N (2016) pg.413 <https://doi.org/https://dx.doi.org/10.24093/awej/vol7no2.27>.

way student pronounce word student [ˈstjuːdənt ] with [ˈstʌdənt ] and in word live [ lɪv ], the student pronouncing it with [ laɪv ] life which means it can be change the meaning of the word that also can make a miss communication because they deliver the message with the wrong pronunciation.

The researcher is interested to investigate *"Students' Errors' in Pronouncing English Vowels and Diphthong (A case study of SEC (Semanik English Club) of SMA N 1 Kendal in the academic year 2019/2020)".* All participants were required to read the passage and list of vocabulary while their voices were recorded. Their recorded punctuation was transcribed. Then, those transcripts were analyzed and the pronunciation problems found in the performance of participants were diagnosed[5].

This research is to find out total errors of the student when they pronouncing English word containing vowel and diphthongs, to find out what type of vowel and diphthongs that students made the least frequently mispronounced. In this research the writer used qualitative method.

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[5] Ehsan Namazian Dost, 'Pronunciation Problems of High School EFL Students: An Error Analysis Approach with Pedagogical Implication', *International Journal of English Research*, Volume 3; (2017) <https://www.researchgate.net/publication/328517536>. pg.78

**B. Research Question**

This Research will be conducted to answer the main problem:

1. What type of Error that Students do in Pronouncing English Vowel and Diphthong

**C. Objective and Significance of the Research**

According to the research question, the objectives of this research can be stated as follows:

1. To Identify the pronunciation errors on vowels and diphthong made by the students of SEC student of SMA 1 KENDAL

**2.** To find out the type of the errors in pronouncing English vowels and Diphthong sounds experienced by the second-grade students of SEC student of SMA 1 KENDAL.

**D. The Significance of the Research**

This research is essentials for some reasons to know the goals of the study. It gives benefits as follow:

1. Theoreticaly

The researcher wishes that this result of the study will give additional information to the readers. They will know the more about what is the problem the learner makes a Error in Pronouncing English Word.

2. Practically

    a. The Teachers

        The researcher expects that this result of the study might be useful for additional information in teaching English, especially what caused pronunciation errors made by the student.

    b. The Students

        The researcher expects that this result of the study can be useful to make the students understanding and can help the student to improve their Pronunciation

    c. The Writer

        The researcher can get many useful experiences in the future as an English teacher. In addition, the result can be used to improve the researcher's knowledge and skill in English Pronunciation.

    d. The other researcher

        By doing this research, the researcher expects that this result can be a reference to other researchers to do the new research in the future.

**E.   Key Terms**

To know further about this research and also to avoid any misunderstanding on the readers, the researcher would like to present the explanation of some important terms in this research:

1. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language.

2. Vowel

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. In the simple way vowel is a vocal sound word.

3. Diphthong

Diphthong A crude definition of diphthong might be a combination of vowel sound, slightly closer analysis show us that there is a glide or movement of the tongue, lips and jaw from one pure vowel sound to another.

# CHAPTER II

## ENGLISH VOWEL & DIPHTHONG

This chapter discusses previous researches, review of related literature of this research.

### A. Previous Research

Before conducting the research, the researcher has been looked for some researches related to this research.

First, the research from Wasis Tri Puspita 2007. An Analysis of Students' Errors In Pronouncing English Vowel (A case study of the Eleventh Grade of SMA N 1 Sigaluh Banjarnegara in the academic year 2006/2007)[6]. This study was conducted under the consideration that pronouncing English vowels plays an important role. The problems of this study are what kinds of errors the students make in pronouncing English vowels and why these errors happen/occur. The purposes of the study are to find out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors happen/occur. The population of this study was the eleventh grade of SMA Negeri I Sigaluh Banjarnegara in the

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[6] Wasis Tri Puspita, 'An Analysis of Students' Errors In Pronouncing English Vowel (A Case Study of the Eleventh Grade of SMA N 1 Sigaluh Banjarnegara in the Academic Year 2006/2007)', *State University of Semarang*, 2007.

Academic year of 2006/2007. Before the test doing the test, the writer tried-out to the thirty three students. The writer decided to give the try-out test item to the students to measure the validity and reliability of the test. The instrument used by the writer in this final project were a test, tape recorder and some blank cassettes, which were used to record the students' pronunciation. In analyzing the data, error analysis was used in which there were four steps: transcribing the students' pronunciation into the phonetic transcriptions, grouping the students' errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis.

Second, The research from Hepy Yudo Hartono 2010. The Errors of English Pronunciation Among the Second Grade Students of Tersono Junior High School Tersono Batang[7]. This study is intended to identify English pronunciation made by young learners. The objectives of this study are: (1). To describe the pronunciation errors on vowels and diphthong made by the students of Tersono 01 Junior High School. (2). To analyze and discuss the source of errors of English vowel sound

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[7] Hepy Yudo Hartoto, 'The Errors of English Pronunciation Among The Second Grade Students of Tersono Junior High School Tersono Batang' (STATE UNIVERSITY OF SEMARANG, 2010).

in the relation to Javanese or Indonesian language sound experienced by the second grade students of Tersono 01 Junior High School Tersono – Batang. The subject of this study is the second grade student of Tersono 01 Junior High School in academic year 2009/2010. The instrument used to collect the data is pronunciation errors test consist of isolated word interrogatives sentences. The first test is intended to show the result of the students' errors in producing vowels and diphthongs and the second test is to show the result or the students' errors in intonation.

Third, the research from M. Wildan Habibi 2016. English Pronunciation Problem Encountered By the Indonesian Advance Student[8]. This Study examine the segmental Pronunciation problems encountered by the Advance Student Maulana Malik Ibrahim State Islamic University of Malang. The advance student in case are represented by English Language and Letter Department Students Presenting Their Thesis Proposals. They are Chosen as the research subjects. This study employs descriptive qualitative inquiry aiming at describing how segmental English Sounds Are incorrectly pronounced by the research subject.

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[8] M. Wildan Habibi, 'English Pronunciation Problem Encountered By the Indonesian Advance Student', *State Islamic University of Malang*, 2016.

Fourth, the research from Angelina Tieneke Sugiarto, 2013. Pronunciation Errors Made by the Fourth Semester Students (A Case Study in English Department, Dian Nuswantoro University in the Academic Year of 2009/2010)[9]. This research is a kind of case study and it used a descriptive research method which uses description and explanation to the data of the research. In this research, the researcher used a video of the fourth semester students of Faculty of Humanities of Dian Nuswantoro University in academic year 2009/2010 who conducted Tourism final examination. Then, the video was transcribed into a transcription which contained inappropriate utterances. They were steps: presenting, identifying describing and discussing, and concluding.

## B. Literature Review

### 1. English Vowels and Diphthong

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. English speakers generally use twelve pure vowel and eight diphthongs[10].

According to Ramelan vowel are included in segmental feature because they can be segmented or chopped up into

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[9] Sugiarto.

[10] Gerald Kelly, How *to Teach Pronunciation*, ed. by Jeremy Harmer (Englang: Longman, 2000). pg.29

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isolated features. All vowel sounds are principally produced by the vibration of the vocal cord, which are situated in the larynx. This sound, which is known as voice phonetics, then modified by the various shapes and size of the speech organs above the larynx, especially those of mouth capacity[11].

Ramelan presents the description of the English Vowel as a Vowel diagram:
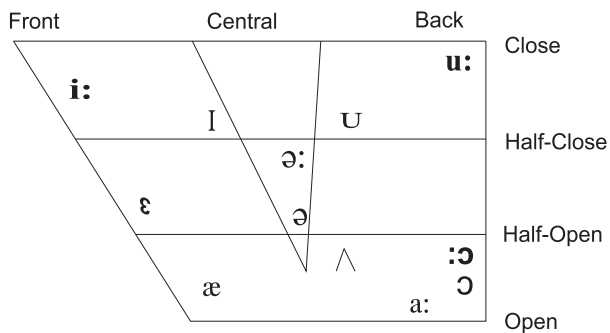


(Ramelan, 2003:56)

The following list of English Vowels with their keyword, Articulatory definition and description.

A. /i:/ in the word 'key'

Articulatory definition: [i:] is an unrounded close front vowel

[11]Ramelan, *English Phonetics* (Semarang: UPT UNNES PRESS, 2003). pg.52

Articulatory description:

a. In producing [i:] the front of the tongue is raised.

b. It is raised almost to the close position;

c. The lip position is unrounded or spread, it may even be neutral.

d. The jaws are slightly apart from each other.

e. The organs of speech are relatively fortis or tense, which can be felt by putting the fingertips on the muscles bellow the jaws.

B. /I/ in the word 'bit'

   Articulatory definition: [I] is an unrounded half close to close front vowel

   Articulatory definition:

a. In producing [I] the front of the tongue is raised; the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel;

b. The tongue is raised to a point slightly above the half close position; the tongue position is clearly lower than that for [i:];

c. The lips are spread or neutral;

d. The jaws are a bit wider than for [i:].

C. /ɛ/ in the word 'bed'

   Articulatory definiton: [ɛ] is an unrounded half close to half open front vowel

   Articulatory description:

a. In producing [ɛ] the front of the tongue is raised.

b.   The front of the tongue is raised to a point half way between the half open and half close position.

c.   The lips position is spread or neutral;

d.   The opening between the jaws is medium, a bit wider than for [I]

D.   /æ/ in the word 'back'

Articulatory definition: [æ] is an unrounded open to half open front vowel.

Articulatory description:

a.   In producing [æ] the front of the tongue is raised;

b.   The front of the tongue is raised a little bit to a point midway between the open and the half open position.

c.   The lip position is spread or neutral;

d.   The jaws are rather widely opened.

E.   /a:/ in the word 'far'

Articulatory definition: [a:] is an unrounded open back vowel

Articulatory description:

a.   In producing [a:] the back of the tongue is raised;

b.   The raising is somewhat advanced from the real back position.

c.   The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position.

d.  Though classed as a back vowel, the lips for the production of [a:] are not rounded, but they are neutral;

e.  The jaws are fairly wide apart.

F.  /ɔ/ in the word 'hot'

Articulatory definition: [ɔ] is a rounded open back vowel

Articulatory description:

a.  For the production of [ɔ] the back of the tongue is slightly raised.

b.  The raising of the back of the tongue is so slight that it is almost near the fully open position; thus the tongue is very low in the mouth.

c.  The lips are slightly rounded, but not protruded.

d.  The jaws are rather wide apart.

G.  /:ɔ/ in the word 'stalk'

Articulatory definition: [:ɔ] is a rounded half open back vowel.

Articulatory description:

a.  In producing [:ɔ] the back of the tongue is raised.

b.  This raising almost reaches the half open position.

c.  The lips are more closely rounded than for [:ɔ], that is, in between open lip rounding.

d.  The jaws are fairly wide apart from each other.

H.   /U/ in the word 'could'

Articulatory definition: [U] is a rounded half close to close back vowel.

Articulatory description:

a.   In producing [U] the back of the tongue is raised; this raising is advanced from the true back position.

b.   It is raised to the point slightly above the half-close position.

c.   The lips are fairly closely rounded, and slightly protruded, with no tension of the muscles.

d.   The jaws are little bit apart from each other.

I.   /u:/ in the word 'cool'

Articulatory definition: [u:] is a rounded close back vowel

Articulatory description:

a.   In producing [u:] the back of the tongue is raised

b.   It is raised to a point very near the close position.

c.   The lips are closely rounded with little protrusion.

d.   The jaws are only slightly separated.

J.   /Λ/ in the word 'must'

Articulatory definition: [Λ] is an unrounded half open centro back vowel, or (an unrounded open to half open centro back vowel)

Articulatory description:

a. In [ʌ] some part between the front and the back of the tongue, almost the central part of the tongue, is raised; (thus centro back vowel).

b. It is raised to the half open position, or slightly to a point between the half open and open position;

c. The lip position is unrounded or neutral;

d. The jaws are wide apart.

K. /ɜː/ in the word 'bird'

Articulatory definition [ɜː] is an unrounded half close to half open central vowel

Articulatory description

a. In producing [ɜː] the central part of the tongue is raised; the central part of the tongue is that part of the tongue between the front and the back.

b. It is raised to a point between half close and half open position;

c. The lips are rounded or neutral as for [I];

d. The jaws are slightly separated from each other.

L. /ə/ in the word 'ago'

Articulatory definition: [ə] is an unrounded half open to half close central vowel.

Articulatory description:

a. In producing [ə] the central part of the tongue is raised.

b. It is raised to the half position, or even lower.

c. The lip position is spread or neutral.

d. The opening between the jaws is medium.

Diphthong A crude definition of diphthong might be a combination of vowel sound,  slightly closer analysis show us that there is a glide or movement of the tongue, lips and jaw from one pure vowel sound to another12. According to ramelan there are two direction of the Glide the first is when the movement of the tongue moves from the position of and open vowel to that of closer vowel, the diphthong is said to be *closing diphthong*. When the movement of the tongue is carried out towards the central vowel /ə/, the diphthong is called a *centering diphthong[13]*.

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[12] Kelly.pg.34
[13] Ramelan. pg.82

Ramelan also describe the direction of the glide as a diagram:

The English Closing Diphthongs.
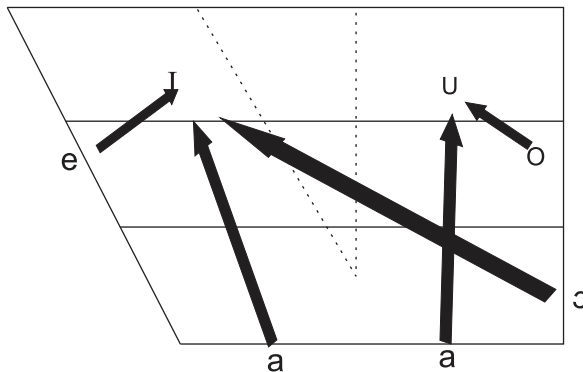


The English Centering Diphthongs.
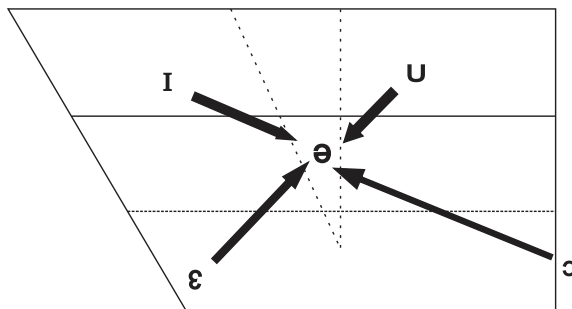


(Ramelan 2003 p.83)

In the diagram above we see five closing diphthong /eI/, /oU/, /aI/, /aU/, /ɔI/. And four centering diphthong /Iᵊ/, /Uᵊ/, /ɛᵊ/, /ɔᵊ/. So, English has nine (9) diphthongs in all. In the closing diphthongs, the positions of the second vowels are closer than

those of the first elements. The diphthong /eI/ and /oU/ differ from the other three diphthong /aI/, /aU/, and /ɔI/ in their glides are shorter than the glides of the latter. Thus, /eI/ and /oU/ are called *'short diphthong'* or *'half diphthong'* whereas /aI/, /aU/, /ɔI/ are called *'long diphthongs'* or *'full diphthong'*[14].

## 2. Rule of Pronunciation in Learning

Pronunciation in General term as the production of significant sound in two sense. First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sound of English, Thai, and other language. Pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use[15].

## 3. What Makes Individuals Learn Differently

### A. Factors Influencing SLA

The factors have been investigated in the literature (Riquin Miao, Second Language Learning 2015). One phenomenon characteristic of second language learning is that individual learners vary greatly in the rate of learning and the level of achievement. Some learn fast, while others progress slowly. Some succeed in attaining a high proficiency, while

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[14] *Ramelan*. pg.83

[15] christiane dalton and Barbara Seidlhofer, *Pronunciation* (New York: Oxford University Press, 2001). pg.3

others fail despite the enormous efforts they spend. 12 factors in total, grouped into two categories, namely environmental/setting factors and individual learner factors.

a) Environmental/Setting Factors

The sociocultural environment and specific setting in which an L2 is learned has crucial influence on the learning process and achievement. It determines how learning is done, what resources are available to learners, what learning objective are set, how fast learning progresses, and how motivated learners are.

b) Naturalistic versus foreign environment

The naturalistic versus foreign nature of the larger sociocultural environment of L2 learning is one of the key factors determining how learning is done and how effectively it is done. Learners in a naturalistic environment acquire the TL (target language) through natural exposure in daily communication. A person learning an L2 in a foreign environment may sometimes create a native like setting for himself by reading news, watching movies or play games in the TL.

c) Technology

The role of technology is especially significant for SLA in a foreign environment, where learners have limited natural exposure to the TL. For example, today an EFL

(English as a foreign language) learner in Korea can have easy access to English news and movies on the Internet and use them to practice reading and listening comprehension anytime he or she wants. If without the aid of technology, the language resources he or she could have might come solely or mostly from the classroom – teachers, course materials and other learners.

d) Age

Young children tend to learn better than adults in the sense that they are more likely to achieve native-like proficiency. This is especially evident in phonology or pronunciation acquisition. However, the opposite tendency is revealed about the rate of acquisition. Older learners learn faster than young learners, especially at the early stage of acquiring morphology and syntax.

e) Sex

Women employ more standard and more prestige forms as well as more new forms than do men in using language. When learning a second language, they may be more open to the new input and more likely to eliminate errors, which contribute to their better L2 performance.

f) Affect

Affect involves 'feelings or emotional reactions' about L2, the speakers as well as the culture of that

language. It includes such specific factors as language/culture shock, stress, and anxiety. Shock and stress may cause problems to language learning. Anxiety can have either negative or positive effects, depending on how intense it is.

g) Aptitude

Aptitude is the capability of learning new skills. It is a cognitive ability closely related to, but not identical to, intelligence. Defines four components of language learning aptitude, namely phonetic coding ability, grammatical sensitivity, rote learning ability for foreign language materials, and inductive language learning ability. Aptitude is found to be a strong predictor of L2 performance. It demonstrates positive correlations to the rate of acquisition and achievement in language tests.

B. Individual Learner Factors

a) Attitudes

Attitudes toward the target language and its speakers or community can have an important, although indirect, influence on L2 achievement. According to Gardner (1979), attitudes influence motivation, which in turn influences acquisition Generally speaking, positive attitudes toward L2 and its speakers/community facilitate learning.

b) Motivation

Motivation is another key factor related to differential achievement in L2 learning. If a learner is motivated, he or she will have an intense interest and be willing to be engaged in learning. Two kinds of motivation have been studied extensively, namely integrative and instrumental motivation proposed by Gardner and Lambert (1959, 1972). Integrative motivation refers to the learner's desire to be integrated into or identified with the L2 community. Instrumental motivation is related to the usefulness of the language for practical goals, e.g., for career advancement. Both types of motivation serve as strong impetus to learning.

c) Personality

Certain personality traits may favor L2 acquisition. Although research results are inconclusive, studies do provide evidence for the correlation between personality and L2 performance. Successful learners are believed to have high self-esteem, be extrovert and willing to take-risks, be tolerant of ambiguity, demonstrate empathy, and have low inhibition.

d) Learning styles

Learners differ in the styles or modes they prefer to use when approaching learning tasks. A field–independent

person, who is good at abstracting information from the context, learns better than does a field-dependent person, who pays great attention to details in the context. Reflective learners, who tend to think longer and more carefully, make fewer errors than do impulsive learners. Learners who learn by both aural and visual means perform better than do those who employ only a single modality. Furthermore, analytical learners tend to break language forms into smaller components, whereas gestalt learners take a holistic approach, assimilating language in big units and taking more risks in using it.

e)  Learning strategies

Learning strategies involve both cognitive and behavioral actions. Define them as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. and classify them into three types, i.e., metacognitive, cognitive and social/affective strategies Metacognitive ones are higher order skills used to plan, monitor and evaluate learning activities. Cognitive ones operate directly on incoming information, manipulating it in ways that enhance learning. Examples are rehearsal, organization, summarization and detection.

f)  Social distance

If a learner feels socially distant from the L2 community, he or she may not have a high motivation to integrate into that community and to participate in contact with the native speakers of the L2. This can lead to an inadequate amount of exposure and input, and hence hinder L2 acquisition.

To summarize, diverse factors related to the learning environment/ setting and individual learners themselves can affect how well a second language is acquired. These variables do not function in isolation. Instead, they may be linked to each other. For instance, social distance may bear a close relationship to motivation, attitudes and affect. Aptitude may be interwoven with learning styles and learning strategies. Furthermore, learning styles may be influenced by personality, and the use of learning strategies is affected by various factors like age, motivation and the acquisition setting[16].

## 4. Problem in Pronunciation

Speaking is so much part of daily life that we tend to take it for granted. However, learning speaking, whether in a first or other language, involves developing subtle and detailed

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[16] Ruiqin Miao, *Second Language Learning*, *International Encyclopedia of Social & Behavioral Sciences*, Second Edi (Elsevier, 2015), XXI <https://doi.org/10.1016/B978-0-08-097086-8.92096-8>. Pg.364-366.

knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question. One of the most important aspect of everyday talk is that is always take a place in cultural and social; context[17].

Focus on speaking more closely, discover about other things we are usually unaware of when talking to somebody, especially Student of SLA. Every time we open our mouth to say anything at all even a short utterances *"Thank you!"*, several things happen all at once that fall within scope of pronunciation: we can say *"Thank you"* loudly or softly, quickly or slowly, with a certain voice quality, with a certain speech melody we can stress either the first or second syllable, and there are different ways of pronouncing the individual sound which make up the utterance. For language Teaching and learning this means that every lesson involving the spoken language is also a pronunciation lesson[18]. Pronunciation is a crucial aspect of each individual's person experience, identity, and presentation of self[19].

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[17] Arnold, *An Introduction To Applied Linguistics*, ed. by Norbert Schmitt (New York: Oxford University Press, 2002). Pg.211

[18] Arnold. pg.212

[19] Joan Morley, *Pronunciation Pedagogy and Theory* (USA: TESOL, 1994). pg.112

The problem of teaching pronunciation are often confused with the problem of learning pronunciation. It is sometimes difficult to be certain how far the learning is the result of the teaching: in the realm of pronunciation the inter-relations between learning and teaching are intricately entwined. Every word, every syllable, every phoneme uttered by the teacher may contribute to the learner's learning of pronunciation, not only when the teacher is deliberately and overtly concentrating on teaching pronunciation but equally when the teacher believes he is putting the weight of his teaching on the questions of grammar or vocabulary, or when he is simply easing the class along by an exchange of greeting, or telling a little story[20].

In this section, the researchers mention some of the important factors that affect the learning of pronunciation from Ramelan (1994). They are as follows:

a) Contrastive analysis (CA)

Elements of the foreign language which are similar to those found in one's native language will not offer any problem. Take instance the Indonesian Vowel sound 'a' in 'mata'. Which is much like the English

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[20] Peter Strevens, *New Orientation in the Teaching of English* (London: Oxford University Press, 1977). pg.81

sound 'a' in 'far'. English student or Indonesian student may easily use his native sound 'a' in producing equivalent sound in target language. On the other hand student has to make a contrastive analysis (CA of the two language to find out in what respects they are different from or similar to each other, like in a word 'buy'[baɪ], student can't use the 'u letter in a word 'buy' to pronounce like an Indonesian vowel 'u' in a word 'putih'.

b) Different Element in sound system

Different element in sound system between the native and the foreign language may be several kinds. One of them is the existence of a given sound in the letter, which is not found in the former. The foreign sound is thus completely new to the student, such as the first sound of the English word 'thigh'. An Indonesian student will find it difficult to pronounce that sound since his speech organs have never been trained or moved to produce it.[21]

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[21] Ramelan, *English Phonetics* (Semarang: UPT UNNES PRESS, 2003). Pg.5-7

## 5. Error and Mistake

In his 1967 paper, Corder made a distinction between a mistake and an error. Whereas a *mistak*e is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self -corrected, an *Error* is systematic deviation made by learners who have not yet mastered the rule of the L2. A learner cannot self –correct an error because it as a product reflective of his or her current stage of L2 development or underlying competence[22].

In this paper researcher are interested in student's error in pronouncing English vowel and diphthong, to find out source of error. Based on explanation above, mistake and error are different. There are several type of error, according to Richards (1971) SL learners still committed errors which could be traced to L1 interference and such where termed interlingual errors.

Two linguistic factors which are considered the major sources of errors are interlingual and intralingual interference.

Interlingual errors, often named transfererrors, are those attributed to the first language (L1). These errors interfere with or prevent the language learner from, to some extent, acquiring the patterns and rules of the target language (Corder, 1973) in

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[22] Diane Larsen-Freeman, *An Introduction to Second Language Acquisition Research* (New York: Longman, 1992).pg.59

Generally, L2 learners commit interlingual errors because they use their L1 as a tool to learn L2. They transfer some structures form their L1 to produce their L2[23].

First, interlanguage refers to the structured system which the learner construct at any given stage in his development (i.e an intelanguage). Second, the term refers to the series of interlocking systems whixh from what coder (1967) called the learner's 'built-in syllabus' (i.e the interlanguage continuum)[24].

What also found to be the case, however, the large number of similar errors were being committed by SL learners, regardless of their L1, were called intralingual error. Certain error were classified as overgeneralization, caused by the learner failure to observe the boundaries of the rule. Other error were attribute to simplification (George 1972) or redundancy reduction, such as when a plural marker was omitted from noun preceded by a cardinal number larger than one. Still others were labelled communication-based error (Selinker 1972), error which resulted when speaker invoked communicative

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[23] Rahmila Murtiana, 'An Analysis of Interlingual and Intralingual Errors in EFL Learners Composition', *JURNAL EDUCATIVE: Journal of Educational Studies*, Vol. 4 No. pg.207

[24] Rod Ellis, *Understanding Second Language Acquisition* (New York: Oxford University Press, 1987). pg.47

strategies, and induced error (Stenson 1974), errors which were brought by a teacher's sequencing or presenting two linguistic items in a way which created confusion in the mind of language learner[25].

## 6. Factors affecting the learning of pronunciation

As Derwing (2010) observed nearly ten years ago, one of the goals of pronunciation research is to identify how different aspects of second language (L2) speech develop over time, providing teachers with information on the pronunciation problems that will work themselves out, versus those that will likely pose an ongoing challenge[26].

In this section, the researchers mention some of the important factors that affect the learning of pronunciation. They are as follows:[27]

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[25] Larsen-Freeman.pg.58

[26] Charles Nagle, 'Factors Affecting Pronunciation Development', *ResearchGate*,2018 <https://www.researchgate.net/publication/327345967>. Pg. 1

[27] Abbas Pourhossein Gilakjani, 'Why Is Pronunciation So Difficult to Learn?', *English Language Teaching*, Vol. 4, No (2011) <https://doi.org/doi:10.5539/elt.v4n3p74>.Pg.75-78

a) Accent

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. Accentedness, a normal consequence of second language learning, is a listener's perception of how different a speaker's accent is from that of the L1 community.

b) Stress, intonation, and rhythm

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds).

c) Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation.

d) Attitude

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This

phenomenon has lead many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition.

e) Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking, reading, and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important.

f) Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation.

g) Personality

Non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation

which are beyond the teacher's control (Miller, 2003), all have their share in the development of pronunciation skills.

h) Mother tongue influence

Avery and Ehrlich (1992) claim that the sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter presents the research method implemented in this research to obtain the answer to the research questions. However, five sections are presented; they are, research Approach, research subject, data collection technique, and data analysis technique, and the last is conclution.

## A. Research Approach

According to Jujun S. Suriasumantri (1985), basic research is to get a new fact, while applied research is to solve practical life problems[28]. The research method basically is a scientific way to get data with a special purpose and use[29]. The researcher will use descriptive qualitative research as the main data of the research. The qualitative data will gain from Pronunciation test.

## B. The Subject of the Research

This research will be conducted in SMA 1 Kendal. The subject of this research is 30 students member of SEC (Smanik English Club) SMA 1 Kendal.

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[28] Sugiono, *Metode* Penelitian *Kuantitatif Kualitatif Dan R & D* (Bandung: Alfabeta CV, 2014). pg.4

[29] Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. pg.2

## C. The Technique of Data Collection

### 1. Test

The researcher use Pronunciation Test collected by 15 student members of SEC in SMA 1 Kendal in February. To get valid data. The researcher will use Pronunciation test to determine in what vowel and diphthong word are the student makes error. Students use tape recorder to record every words they pronounced. Then the researcher will write the phonetic transcription from student's pronunciation into a table.

The materials of the test are consist of 15 words, 8 phrase, and 5 sentence that containing Vowel and diphthong. The Material are follow:

Pronunciation Test

Name:

Grade:

I. Words

| | |
|---|---|
| 1. Diagram | 10. Phoned |
| 2. Salt | 11. Cow |
| 3. Foot | 12. Care |
| 4. Community | 13. Buy |
| 5. Blood | 14. Boy |
| 6. Lake | 15. Fear |
| 7. Code | |
| 8. Leave | |

9. Found

II. Phrase

1. Mickey Mouse

2. Rudofl the red-nosed reindeer

3. Dennis the Menace

4. Bugs Bunny

5. News and views

6. Rock and roll

7. Wine and dine

8. While the cats away, the mice will play

III. Sentence

1.      These animals aren't breathing

2.      I have got pain in my hand

3.      There are bugs in this hair

4.      There is a pear in that tree

5.      What are you going to do with your boat?

        Sourced from Mark Hancock, English Pronunciation in Use (self-study and Class room use) Cambridge University Press.

## D.  A Technique of Data Analysis

The researcher used Miles & Huberman Model in analyzing the data. Miles & Huberman stated in Sugiyono (2017: 337) that there are three activities in analyzing data, namely data reduction, data display, and conclusion drawing or verification.

The first step is data reduction. It means that the researcher summarized and focused on the most important data because the researcher has collected the data in the field which complex and many forms.[30] Here, the researchers make a written text that was a phonetic transcription of the data before finding out the errors. After making the phonetic transcription of the data, the researcher listening to the sound record and compared the sounds repeatedly with the correct phonetic transcription. Then researcher make the phonetic transcription of the student's speech[31]. After that the researcher separate between error and mistake based on Corder theory.

The second one is the data display. Displaying data means that the information is presented in the pattern. Because of the researcher used qualitative research, to answer the question what and why student do the Errors the researcher

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[30] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D....,* pg. 338
[31] Hartoto. pg.37

identified the data which refer to the pronunciation errors based on the Test result. Then researcher determine the main factor that affecting SEC student based on Ramelan (1994) and Trace M. Derwing theory about factor that affecting learning pronunciation.

The last one is conclusion drawing or verification. It means that the researcher concluded the data after analyzing it into descriptive patterns.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presents the result of the data analysis and their discussions. The errors that the students made will be distribute into table according to those kinds of errors.

**A. Findings**

**1. Schools' Identity**

Here is the school's identity that the researcher take the research:

| Schools' Name | SMA N 1 KENDAL |
|---|---|
| NPSN | 20321907 |
| Educations' level | SMA |
| Schools' status | States' School |
| Address<br>RT / RW<br>Code<br>District<br>Sub-district | Jalan Soekarno Hatta Barat KM.03, Purwokerto, Patebon, Sukup Kulon, Purwokerto, Kec. Patebon, Kabupaten Kendal, Jawa Tengah |
| Regency/City | 51351 |
| Province | Kendal |
| Country | Kendal |
| | Kendal |

|  | Central Java |
|  | Indonesia |
| Schools' Decree | 165/BAP-SM/XI/2017 |
| Date of Decree | 5 Oktober 1961 |
| Proprietary rights | Regional Government |
| Special needs | - |
| Bank account | 2.028.06915 |
| MBS | Yes |
| Lands' area | 39250 |
| NPWP | 50963501000 |
| Telephone Number | (0283) 671060 |
| Fax Number | (0283) 671060 |
| e-mail | sma1kdl@gmail.com |
| Website | www.sma1kendal.sch.id |
| Headmaster | Yuniasih, S.Pd., M.Pd |
| Operator | Busi Susilo |
| Accreditation | A |
| Curriculum | Kurikulum 2013 |

**2. Pronunciation Test Result**

Name : Ade Dayinta Ayu

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | ɪa |
| 2 | Salt | /sɔlt/ | /sɔ:lt/ | ɔl |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmu: nɪti/ | /kəˈmju:nɪti/ | /kəˈmu |
| 5 | Blood | /blud/ | /blʌd/ | Blu |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /li:v/ | /li:v/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fɔʊnd/ | /fɔʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| | | | | |

| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
|---|---|---|---|---|
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | e |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmeɪns | ˈdɛnɪs ðə ˈmɛnəs | meɪns |
| 4 | Bugs Bunny | bʌgˈ bʌni | bʌgz ˈbʌni | bʌg |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk end ro:l | rɑk ænd roʊl | e , o: |
| 7 | Wine and dine | waɪn end daɪn | waɪn ænd daɪn | End |
| 8 | While the cats away, the mice will play | waɪl ðə kæts ənɪˈweɪ, ðə meɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | ənɪˈweɪ, ðə məɪs |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈenəməlz ˈɑrənt ˈbritɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz ˈbritɪŋ |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn det tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | ʊ: |

| | | wɪð jʊər bʊːt? | | |
|---|---|---|---|---|

Name : Agrelia

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | ɪa |
| 2 | Salt | /Sal/ | /sɔːlt/ | a |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmuː nɪti/ | /kəˈmjuːnɪti/ | kəˈmuː |
| 5 | Blood | /blʊd/ | /blʌd/ | lʊ |
| 6 | Lake | /lʌke/ | /leɪk/ | ʌ |
| 7 | Code | /kɔːdə/ | /koʊd/ | ɔː |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fɔːnd/ | /fəʊnd/ | ɔː |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

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II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnədʒ | ˈdɛnɪs ðə ˈmɛnəs | dʒ |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vɪu | nuz ænd vjuz | vɪu |
| 6 | Rock and roll | rɑk end ro:l | rɑk ænd roʊl | o: |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə mɪdʒ wɪl pleɪd | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪdʒ, pleɪd |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈenəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |

| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | bʊt? |

Name : Amanda Mirza

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪgram/ | /ˈdaɪəgræm/ | daɪg |
| 2 | Salt | /səa:lt/ | /sɔ:lt/ | səa |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmu: nɪti/ | /kəˈmju:nɪti/ | kə |
| 5 | Blood | /blʊd/ | /blʌd/ | lʊd |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /kəʊd/ | /koʊd/ | kəʊ |
| 8 | Leave | /li:v/ | /li:v/ | - |
| 9 | Found | /fand/ | /faʊnd/ | fan |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /koʊ/ | /kaʊ/ | oʊ |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mi ckey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɪnɪs | ˈdɛnɪs ðə ˈmɛnəs | mɪnɪs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz end vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd ro:l | rɑk ænd roʊl | ro:l |
| 7 | Wine and dine | waɪn ænd dɪne | waɪn ænd daɪn | dɪne |
| 8 | While the cats away, the mice will play | waɪl ðə kəts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | kəts |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈənəməlz ˈarənt ˈbriðɪŋ | ðiz ˈænəməlz ˈarənt ˈbriðɪŋ | ˈənəməlz |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ar bʌgz ɪn ðɪs hɛr | ðɛr ar bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | ə |
| 5 | What are you going to do with your boat? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | - |

Name : Amirra syafira(5) x mipa 7

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪgram/ | /ˈdaɪəgræm/ | daɪg |
| 2 | Salt | /sʌlt/ | /sɔ:lt/ | sʌl |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmu: nɪti/ | /kəˈmju:nɪti/ | kə |
| 5 | Blood | /blɔd/ | /blʌd/ | lɔd |
| 6 | Lake | /lek/ | /leɪk/ | lek |
| 7 | Code | /kɔdə/ | /koʊd/ | kɔdə |
| 8 | Leave | /leaf/ | /li:v/ | eaf |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /poʊnd/ | /fəʊnd/ | po |
| 11 | Cow | /koʊ/ | /kaʊ/ | koʊ |
| 12 | Care | /ker:/ | /keə/ | ker: |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fer/ | /fɪə/ | fer: |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki moʊs | ˈmɪki maʊs | moʊs |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛns | ˈdɛnɪs ðə ˈmɛnəs | mɛns |
| 4 | Bugs Bunny | bʊgz ˈbʌni | bʌgz ˈbʌni | bʊgz |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rok ænd ro:l | rɑk ænd roʊl | rok, ro:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | |
| 8 | While the cats away, the mice will play | wɪl ðə kæts əˈweɪ, ðə mɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪs wɪl |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈenəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bugz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | Bugz |

| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | Bot |

Name : Auliya Fadhilah

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | dɪagram |
| 2 | Salt | /sɔ:lt/ | /sɔ:lt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmu: nɪti/ | /kəˈmju:nɪti/ | kəˈmu |
| 5 | Blood | /blʊð/ | /blʌd/ | blʊð |
| 6 | Lake | /lekh/ | /leɪk/ | lekh |
| 7 | Code | /kʊd/ | /koʊd/ | kʊd |
| 8 | Leave | /li:v/ | /li:v/ | - |
| 9 | Found | /foʊnd/ | /faʊnd/ | Fo |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki moʊs | ˈmɪki maʊs | moʊs |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | - |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɪnɪs | ˈdɛnɪs ðə ˈmɛnəs | mɪnɪs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd ro:l | rɑk ænd roʊl | ro:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈenəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz |
| 2 | I have got pain in my hand | aɪ hæv gut peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | Gut |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |

| 4 | There is a pear in that tree | ðiz ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
|---|---|---|---|---|
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | Bot |

Name : Cornelino

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | dɪagram |
| 2 | Salt | /sɔ:lt/ | /sɔ:lt/ | - |
| 3 | Foot | /fət/ | /fʊt/ | fət |
| 4 | Community | /kəˈmu: nɪti/ | /kəˈmju:nɪti/ | kəˈmu |
| 5 | Blood | /blʊd/ | /blʌd/ | blʊ |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /li:v/ | /li:v/ | - |
| 9 | Found | /foʊnd/ | /faʊnd/ | Fo |
| 10 | Phoned | /phonəd/ | /fəʊnd/ | phonəd |
| 11 | Cow | /koʊ/ | /kaʊ/ | koʊ |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪr/ | /fɪə/ | ɪr |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki mose | ˈmɪki maʊs | Mose |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnədʒ | ˈdɛnɪs ðə ˈmɛnəs | mɛnədʒ |
| 4 | Bugs Bunny | bʌg ˈbʌni | bʌgz ˈbʌni | bʌg |
| 5 | News and views | nuz ænd vɪu | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk end roːl | rɑk ænd roʊl | end roːl |
| 7 | Wine and dine | wɪn ænd dɪn | waɪn ænd daɪn | wɪn, dɪn |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə mɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪs |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈenəməlz ˈɑrənt ˈbridɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz, bridɪŋ |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn məɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | məɪ |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |

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| 4 | There is a pear in that tree | ðɛr ɪz pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wut ɑr ju ˈɡoʊɪŋ tu du wɪð juər bot? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð juər boʊt? | Wut, bo |

NAME :  Daniza Febrilia R

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəɡræm/ | dɪagram |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kɔˈmuː nɪti/ | /kəˈmjuːnɪti/ | kɔˈmuː |
| 5 | Blood | /blʊd/ | /blʌd/ | blʊ |
| 6 | Lake | /leak/ | /leɪk/ | lea |
| 7 | Code | /kodə/ | /koʊd/ | kodə |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fer/ | /fɪə/ | fer |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noz ˈreɪnˌdər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | dər |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | mɛnɛs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd roʊl | rɑk ænd roʊl | - |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə mɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪs |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəmalz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bugz ɪn ðɪs haɪr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | haɪr |

| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | Bot |

NAME : Dian rahayu w (12) X MIPA 7

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /dɪagræm/ | /ˈdaɪəgræm/ | dɪagræm |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kɔˈmju: nɪti/ | /kəˈmjuːnɪti/ | kɔ |
| 5 | Blood | /blʊd/ | /blʌd/ | lʊ |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | / li:v / | /li:v/ | - |
| 9 | Found | /fəʊnd/ | /faʊnd/ | fə |
| 10 | Phoned | /foʊnd/ | /fəʊnd/ | Fo |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki moʊs | ˈmɪki maʊs | moʊs |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | - |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɪnɪs | ˈdɛnɪs ðə ˈmɛnəs | mɪnɪs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd roːl | rɑk ænd roʊl | roːl |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð juər bot? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð juər boʊt? | Bot |

NAME : Diva Cellya

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəgræm | /ˈdaɪəgræm/ | - |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmjuːnɪti/ | /kəˈmjuːnɪti/ | - |
| 5 | Blood | /blʌd/ | /blʌd/ | - |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /kodə/ | /koʊd/ | də |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪr/ | /fɪə/ | ɪr |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rud-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Rud, der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | - |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd roʊl | rɑk ænd roʊl | - |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv got peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | Got |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |

| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
|---|---|---|---|---|
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | - |

NAME : Erna Amalia

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəɡræm/ | /ˈdaɪəɡræm/ | - |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kjəˈmjuːnɪti/ | /kəˈmjuːnɪti/ | kjə |
| 5 | Blood | /blʌd/ | /blʌd/ | - |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /fəʊnd/ | /faʊnd/ | fə |
| 10 | Phoned | /phoʊnd/ | /fəʊnd/ | pho |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | Der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnɪs ðə ˈmɛnəs | - |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd ro:l | rɑk ænd roʊl | ro:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə mɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪs |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt paɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | paɪn |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs haɪr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | haɪr |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |

| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | - |

NAME : Lutfiana Diah

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪgræm/ | /ˈdaɪəgræm/ | daɪg |
| 2 | Salt | /sɔ:lt/ | /sɔ:lt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmju:nɪti/ | /kəˈmju:nɪti/ | - |
| 5 | Blood | /blʊd/ | /blʌd/ | blʊ |
| 6 | Lake | /leak/ | /leɪk/ | leak |
| 7 | Code | /kod/ | /koʊd/ | kod |
| 8 | Leave | /li:v/ | /li:v/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

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II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈrɪenˌdɪər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | ˈrɪenˌdɪər |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | mɛnɛs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rok ænd ro:l | rɑk ænd roʊl | Rok, ro:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə mes wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | Mes |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðərɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ˈbriðərɪŋ |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bogz ɪn ðɪs haɪr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | Bogz, haɪr |

| 4 | There is a pear in that tree | ðɛr ɪz ə paiər ɪn ð tri | ðɛr ɪz ə pɛr ɪn ðæt tri | paiər ,ð |
|---|---|---|---|---|
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | bot |

NAME : Naurah Nada

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəgram/ | /ˈdaɪəgræm/ | gram |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmjuːnɪti/ | /kəˈmjuːnɪti/ | kə |
| 5 | Blood | /blʊd/ | /blʌd/ | blʊ |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /kʊd/ | /koʊd/ | kʊd |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈrɪenˌdɪər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | rɪenˌdɪər |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnɪs ðə ˈmɛnəs | - |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rʊk ænd rɔ:l | rɑk ænd roʊl | rʊk, rɔ:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs haɪr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | haɪr |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |

| | | | | |
|---|---|---|---|---|
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | bʊt |

NAME : Rania Rasendra

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdɪagræm/ | /ˈdaɪəgræm/ | dɪa |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kɔˈmuːnɪti/ | /kəˈmjuːnɪti/ | kɔˈmu |
| 5 | Blood | /bʌld/ | /blʌd/ | bʌl |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /kodə/ | /koʊd/ | də |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /poʊnd/ | /fəʊnd/ | poʊ |
| 11 | Cow | /caʊ/ | /kaʊ/ | caʊ |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

## II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌdər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | dər |
| 3 | Dennis the Menace | ˈdɛnaɪs ðə ˈmɛnəc | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnaɪs, ˈmɛnəc |
| 4 | Bugs Bunny | bugz ˈbʌni | bʌgz ˈbʌni | Bugz |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd roʊl | rɑk ænd roʊl | - |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl |

## III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv got peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | Got |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |

| 5 | What are you going to do with your boat? | were ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | were |

NAME : Resty Amalia

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəgram/ | /ˈdaɪəgræm/ | æ |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kəˈmjuːnɪti/ | /kəˈmjuːnɪti/ | - |
| 5 | Blood | /blʊd/ | /blʌd/ | ʊ |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /ponə/ | /fəʊnd/ | ponə |
| 11 | Cow | /koʊ/ | /kaʊ/ | oʊ |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki moʊs | ˈmɪki maʊs | moʊs |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪər | Rudofl ðə red-noʊzd ˈreɪnˌdɪr | dɪər |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnɪs ðə ˈmɛnəs | - |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rɑk ænd roːl | rɑk ænd roʊl | - |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt paɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | paɪn |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |

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| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | bʊt |

NAME : Salva Dwi Putri Ramadhani

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəɡræm/ | /ˈdaɪəɡræm/ | - |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | - |
| 4 | Community | /kɔˈmjuːnɪti/ | /kəˈmjuːnɪti/ | kɔˈ |
| 5 | Blood | /blʌd/ | /blʌd/ | - |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /phoʊnd | /fəʊnd/ | pho |
| 11 | Cow | /koʊ/ | /kaʊ/ | koʊ |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmɪki maʊs | ˈmɪki maʊs | - |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | der |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnədʒ | ˈdɛnɪs ðə ˈmɛnəs | ədʒ |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rok ænd ro:l | rɑk ænd roʊl | Rok, ro:l |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | - |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | - |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hend | aɪ hæv gɑt peɪn ɪn maɪ hænd | hend |
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hiər | ðɛr ɑr bʌgz ɪn ðɪs hɛr | hiər |
| 4 | There is a pear in that tree | ðɛr ɪz ə pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |

| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | - |

NAME : Wulan H.R (XMIPA7)

I. In a Words

| I | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Diagram | /ˈdaɪəɡræm/ | /ˈdaɪəɡræm/ | - |
| 2 | Salt | /sɔːlt/ | /sɔːlt/ | - |
| 3 | Foot | /fʊt/ | /fʊt/ | |
| 4 | Community | /kəˈmjuːnɪti/ | /kəˈmjuːnɪti/ | kə |
| 5 | Blood | /blod/ | /blʌd/ | Lod |
| 6 | Lake | /leɪk/ | /leɪk/ | - |
| 7 | Code | /koʊd/ | /koʊd/ | - |
| 8 | Leave | /liːv/ | /liːv/ | - |
| 9 | Found | /faʊnd/ | /faʊnd/ | - |
| 10 | Phoned | /fəʊnd/ | /fəʊnd/ | - |
| 11 | Cow | /kaʊ/ | /kaʊ/ | - |
| 12 | Care | /keə/ | /keə/ | - |
| 13 | Buy | /baɪ/ | /baɪ/ | - |
| 14 | Boy | /bɔɪ/ | /bɔɪ/ | - |
| 15 | Fear | /fɪə/ | /fɪə/ | - |

II. In a Phrase

| II | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | Mickey Mouse | ˈmaɪki maʊs | ˈmɪki maʊs | maɪki |
| 2 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪər | Rudofl ðə red-noʊzd ˈreɪnˌdɪr | dɪər |
| 3 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | nɛs |
| 4 | Bugs Bunny | bʌgz ˈbʌni | bʌgz ˈbʌni | - |
| 5 | News and views | nuz ænd vjuz | nuz ænd vjuz | - |
| 6 | Rock and roll | rok ænd roʊl | rɑk ænd roʊl | rok |
| 7 | Wine and dine | waɪn ænd daɪn | waɪn ænd daɪn | |
| 8 | While the cats away, the mice will play | waɪl ðə kæts əˈweɪ, ðə maɪk wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | maɪk |

III. In a Sentence

| III | Pronunciation Test | Student's Pronunciation | Correct Phonetic transcriptions | Error |
|---|---|---|---|---|
| 1 | These animals aren't breathing | tiz ˈænəməlz ˈɑrənt ˈbritɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | - |
| 2 | I have got pain in my hand | aɪ hæv gɑt peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | - |

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| | | | | |
|---|---|---|---|---|
| 3 | There are bugs in this hair | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | - |
| 4 | There is a pear in that tree | ðɛr ɪz əɪ pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | - |
| 5 | What are you going to do with your boat? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | - |

## 3. Description of the Data

The data of this study are the pronunciation errors made by young learners gained by using pronunciation test. They are isolated word and in a word and simple sentences to reveal the sound production. Every incorrect pronunciation would be characterized and would be grouped into table distribution of error. The correct pronunciation was taken from IPA 2020 (The International Phonetic Alphabet) and has been authorized by Phonetic Lecture.

## 3. Description and Interpretation of Errors of the Learner's Pronunciation

1. Errors in producing vowels

According to the research, i found some errors made by the SEC students in producing English vowels whether it is

short vowels or long vowels. For clear information, below are the table distributions of errors with each description.

Substitution errors of short vowel

| No | Item | Transcription Student's Pron | Correct Phone Transcription | Vowel Errors | Freq |
|---|---|---|---|---|---|
| 1 | Salt | /sɔlt/ | /sɔːlt/ | ɔː to v | 1 |
| | | /Sal/ | /sɔːlt/ | ɔː to a | 1 |
| | | /səaːlt/ | /sɔːlt/ | ɔː to əa | 1 |
| | | /sʌlt/ | /sɔːlt/ | ɔː to ʌ | 1 |
| 2 | Community | /kɔˈmuː nɪti/ | /kəˈmjuːnɪti/ | ə to ɔ | 12 |
| 3 | Blood | /blud/ | /blʌd/ | ʌ to u | 1 |
| | | /blʊd/ | /blʌd/ | ʌ to ʊ | 9 |
| | | /blɔd/ | /blʌd/ | ʌ to ɔ | 1 |
| | | /bʌld/ | /blʌd/ | blʌ to bʌl | 1 |
| | | /blod/ | /blʌd/ | ʌ to o | 1 |
| 4 | These animals aren't breathing | ðiz ˈənəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | æ to ə | 1 |
| | | ðiz ˈænəməlz ˈɑrənt ˈbriðərɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ɪ to ə | 1 |
| 5 | Rudofl the red-nosed reindeer | Rudofl ðə red-noʊzd ˈreɪnˌder | Rudofl ðə red-noʊzd ˈreɪnˌdɪr | ɪ to e | 8 |
| 6 | Dennis the Menace | ˈdɛnɪs ðə ˈmeɪns | ˈdɛnɪs ðə ˈmɛnəs | ɛ to ɪə | 1 |
| | | ˈdɛnɪs ðə ˈmɪnɪs | ˈdɛnɪs ðə ˈmɛnəs | ɛ to ɪ | 3 |

| | | | | | |
|---|---|---|---|---|---|
| 7 | Bugs Bunny | bʊgz ˈbʌni | bʌgz ˈbʌni | ʌ to ʊ | 1 |
| | | bugz ˈbʌni | bʌgz ˈbʌni | ʌ to u | 1 |
| 8 | Rock and roll | rɑk end roːl | rɑk ænd roʊl | e , oː | 1 |
| | | rɑk end roːl | rɑk ænd roʊl | oʊ to oː | 6 |
| | | rok ænd roːl | rɑk ænd roʊl | rok, roːl | 3 |
| | | rʊk ænd roːl | rɑk ænd roʊl | rʊk, roːl | 1 |
| | | rok ænd roʊl | rɑk ænd roʊl | rok | 1 |
| 9 | Wine and dine | waɪn end daɪn | waɪn ænd daɪn | æ to e | 1 |
| | | waɪn ænd dɪne | waɪn ænd daɪn | aɪ to ɪ | 1 |
| | | wɪn ænd dɪn | waɪn ænd daɪn | wɪn, dɪn | 1 |

The table above is a table of results from the pronunciation test, the table contains test items, student pronunciation, correct pronunciation, detail error, and also frequency. The frequency here is the number of students who make errors.

I found that there was no word pronounced correctly by the entire amount of sample, although it was just in small percentage. Students commonly adopted the Indonesian pronunciation in pronouncing English.

Based on the data the word with the most error is in the word Community /kəˈmjuːnɪti/, out of 15 students, 12 students

made an error when reading this word. What we focus on is why the students made error on that word. Because from the highest frequency, later we can analyze the type of error that causes the student to make an error.

2. Errors in producing Diphthong

The following are the errors in producing diphthong made by SEC student that I found in the research.

Substitution errors of diphthong.

| No | Item | Transcription Student's Pron | Correct Phone Transcription | Errors | Freq |
|----|------|------------------------------|------------------------------|--------|------|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | daɪə to dɪa | 10 |
|  |  | /ˈdaɪəgram/ | /ˈdaɪəgræm/ | græm to gram | 2 |
| 2 | Lake | /lʌke/ | /leɪk/ | eɪ to ʌ | 1 |
|  |  | /lek/ | /leɪk/ | eɪ to e | 2 |
|  |  | /leak/ | /leɪk/ | eɪ to ea | 1 |
| 3 | Leave | /leaf/ | /liːv/ | iː to ea | 1 |
| 4 | Found | /fand/ | /faʊnd/ | aʊ to a | 1 |
|  |  | /foʊnd/ | /faʊnd/ | aʊ to oʊ | 2 |
|  |  | /fəʊnd/ | /faʊnd/ | aʊ to əʊ | 2 |
| 5 | Phoned | /fɔːnd/ | /fəʊnd/ | əʊ to ɔː | 1 |
|  |  | /poʊnd/ | /fəʊnd/ | fəʊ to poʊ | 2 |

| | | /phonəd/ | /fəʊnd/ | fəʊ to pho | 2 |
|---|---|---|---|---|---|
| | | /foʊnd/ | /fəʊnd/ | əʊ to oʊ | 1 |
| | | /ponə/ | /fəʊnd/ | fəʊ to po | 1 |
| | | /phoʊnd | /fəʊnd/ | fəʊ to phoʊ | 1 |
| 6 | Cow | /koʊ/ | /kaʊ/ | aʊ to oʊ | 5 |
| | | /caʊ/ | /kaʊ/ | k to c | 1 |
| 7 | Care | /ker:/ | /keə/ | eə to er: | 1 |
| 8 | Fear | /fer/ | /fɪə/ | ɪə to er: | 2 |
| | | /fɪr/ | /fɪə/ | ɪə to ɪ | 2 |
| 9 | Mickey Mouse | ˈmɪki moʊs | ˈmɪki maʊs | aʊ to oʊ | 4 |
| | | ˈmɪki mose | ˈmɪki maʊs | aʊ to o | 1 |
| | | ˈmaɪki maʊs | ˈmɪki maʊs | mɪk to maɪki | 1 |
| 10 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈrɪenˌdɪər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | reɪn to ˈrɪenˌ | 4 |
| 11 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛns | ˈdɛnɪs ðə ˈmɛnəs | mɛnəs to mɛns | 1 |
| | | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | mɛnəs to mɛnɛs | 3 |
| | | ˈdɛnaɪs ðə ˈmɛnəc | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnaɪs, ˈmɛnəc | 1 |
| 12 | Wine and dine | waɪn end daɪn | waɪn ænd daɪn | æ to e | 1 |
| | | waɪn ænd dɪne | waɪn ænd daɪn | aɪ to ɪ | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 13 | While the cats away, the mice will play | waɪl ðə kæts ənɪˈweɪ, ðə məɪs wɪl pleɪ | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | ənɪˈweɪ, ðə məɪs | 1 |
| | | waɪl ðə kæts əˈweɪ, ðə mɪdʒ wɪl pleɪd | waɪl ðə kæts əˈweɪ, ðə maɪs wɪl pleɪ | mɪdʒ, pleɪd | 1 |
| 14 | These animals aren't breathing | ðiz ˈenəməlz ˈarənt ˈbritɪŋ | ðiz ˈænəməlz ˈarənt ˈbriðɪŋ | enəməlz, ˈbritɪŋ | 5 |
| | | ðiz ˈənəməlz ˈarənt ˈbriðɪŋ | ðiz ˈænəməlz ˈarənt ˈbriðɪŋ | æ to ə | 1 |
| 15 | What are you going to do with your boat? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər bʊːt? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊːt | 1 |
| | | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊt | 1 |
| | | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bot | 5 |
| | | wut ar ju ˈgoʊɪŋ tu du wɪð jʊər bot? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | Wut, bot | 1 |
| | | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ar ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊt | 2 |

| | | | | | |
|---|---|---|---|---|---|
| | | were ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈgoʊɪŋ tu du wɪð jʊər boʊt? | were | 1 |

Errors in producing diphthongs are the common problem when students spoke English because there was no diphthongs whether in Javanese or in Indonesian. Here, I founds that students of SEC I mostly made error when they have to pronounce diphthongs [ai] in the word Diagram /daɪəgræm/.

Seen from the frequency in the table, the most errors are in the word diagram. The same case as the previous case where they were deceived by the syllable [ai] in the word diagram. They should pronounced it /daɪə/ but they still pronounced as same as the syllable [ai].

4. **Description and Interpretation of The Sources of The Learner's Pronunciation Errors**

As stated in the previous chapter, the second objective of this study was to find out the possible sources of the young learner's pronunciation errors. Here, from the highest frequency results of the pronunciation test on the vowel and diphthong, we can determine the type of error.

On the research, there were found two sources of errors that was interlingual error and intralingual error.

1. Interlingual error

In interlingual error, I found this kind of errors, they were pronouncing English word as written, pronouncing word as the student's native language or first language.

Pronouncing English word as written.

| No | Item | Transcription Student's Pron | Correct Phone Transcription | Errors | Freq |
|---|---|---|---|---|---|
| 1 | Community | /kɔˈmu: nɪti/ | /kəˈmjuːnɪti/ | ə to ɔ | 12 |
| 2 | Found | /foʊnd/ | /faʊnd/ | aʊ to oʊ | 2 |
| 3 | Code | /kod/ | /koʊd/ | oʊ to o | 5 |
| 4 | Phoned | /phonəd/ | /fəʊnd/ | fəʊ to pho | 2 |
| 5 | Cow | /koʊ/ | /kaʊ/ | aʊ to oʊ | 5 |
| 6 | Rock and roll | rɑk end ro:l | rɑk ænd roʊl | oʊ to o: | 6 |
| 7 | There are bugs in this hair | ðɛr ɑr bugz ɪn ðɪs haɪr | ðɛr ɑr bʌgz ɪn ðɪs hɛr | ɛ to aɪ | 3 |
| 8 | Leave | /leaf/ | /liːv/ | i: to ea | 1 |
| 9 | Lake | /lʌke/ | /leɪk/ | eɪ to ʌ | 1 |
| 10 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈreɪnˌder | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | ɪ to e | 8 |
| 11 | | ˈmɪki moʊs | ˈmɪki maʊs | aʊ to oʊ | 4 |

| | Mickey Mouse | ˈmɪki mose | ˈmɪki maʊs | aʊ to o | 1 |
|----|--------------|------------|------------|---------|---|
| 12 | Bugs Bunny | bʊgz ˈbʌni | bʌgz ˈbʌni | ʌ to ʊ | 1 |
| | | bugz ˈbʌni | bʌgz ˈbʌni | ʌ to u | 1 |
| 13 | Wine and dine | wɪn ænd dɪn | waɪn ænd daɪn | wɪn, dɪn | 1 |

## 2. Intralingual error

In the research I found intralingual error; they are overgeneralization. It means phenomenon in which language learner apply a rule or a pattern in a situation it does not apply in the target language.

Overgeneralization

| No | Item | Transcription Student's | Correct Phone Transcription | Errors | Freq |
|----|---------|-------------------------|------------------------------|-----------------|------|
| 1 | Diagram | /dɪagram/ | /ˈdaɪəgræm/ | daɪə to dɪa | 10 |
| | | /ˈdaɪəgram/ | /ˈdaɪəgræm/ | græm to gram | 2 |
| 2 | Salt | /Sal/ | /sɔːlt/ | ɔː to a | 1 |
| | | /səaːlt/ | /sɔːlt/ | ɔː to əa | 1 |
| 3 | Lake | /lek/ | /leɪk/ | eɪ to e | 2 |
| | | /leak/ | /leɪk/ | eɪ to ea | 1 |
| 4 | Blood | /blud/ | /blʌd/ | ʌ to u | 1 |
| | | /blʊd/ | /blʌd/ | ʌ to ʊ | 9 |
| | | /blɔd/ | /blʌd/ | ɔ to ʌ | 1 |

| | | | | | |
|---|---|---|---|---|---|
| | | /bʌld/ | /blʌd/ | blʌ to bʌl | 1 |
| 5 | Phoned | /fɔːnd/ | /fəʊnd/ | əʊ to ɔː | 1 |
| | | /poʊnd/ | /fəʊnd/ | fəʊ to poʊ | 2 |
| | | /foʊnd/ | /fəʊnd/ | əʊ to oʊ | 1 |
| | | /ponə/ | /fəʊnd/ | fəʊ to po | 1 |
| | | /phoʊnd | /fəʊnd/ | fəʊ to phoʊ | 1 |
| 6 | Fear | /fer/ | /fɪə/ | ɪə to er: | 2 |
| | | /fɪr/ | /fɪə/ | ɪə to ɪ | 2 |
| 7 | Rudofl the red-nosed reindeer | Rudofl ðə rɛd-noʊzd ˈrɪenˌdɪər | Rudofl ðə rɛd-noʊzd ˈreɪnˌdɪr | reɪn to ˈrɪenˌ dɪr to dɪər | 4 |
| 8 | Dennis the Menace | ˈdɛnɪs ðə ˈmɛɪns | ˈdɛnɪs ðə ˈmɛnəs | ɛ to ɛɪ | 1 |
| | | ˈdɛnɪs ðə ˈmɪnɪs | ˈdɛnɪs ðə ˈmɛnəs | ɛ to ɪ | 3 |
| | | ˈdɛnɪs ðə ˈmɛns | ˈdɛnɪs ðə ˈmɛnəs | mɛnəs to mɛns | 1 |
| | | ˈdɛnɪs ðə ˈmɛnɛs | ˈdɛnɪs ðə ˈmɛnəs | mɛnəs to mɛnɛs | 3 |
| | | ˈdɛnaɪs ðə ˈmɛnəc | ˈdɛnɪs ðə ˈmɛnəs | ˈdɛnaɪs, ˈmɛnəc | 1 |
| 9 | News and views | nuz ænd vɪu | nuz ænd vjuz | vjuz to vɪu | 1 |
| 10 | Wine and dine | waɪn end daɪn | waɪn ænd daɪn | æ to e | 1 |
| | | waɪn ænd dɪne | waɪn ænd daɪn | aɪ to ɪ | 1 |
| 11 | These animals | ðɪz ˈenəməlz ˈɑrənt ˈbritɪŋ | ðɪz ˈænəməlz ˈɑrənt ˈbriðɪŋ | enəməlz, ˈbritɪŋ | 5 |

| | | | | | |
|---|---|---|---|---|---|
| | aren't breathing | ðiz ˈənəməlz ˈɑrənt ˈbriðɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | æ to ə | 1 |
| | | ðiz ˈænəməlz ˈɑrənt ˈbriðərɪŋ | ðiz ˈænəməlz ˈɑrənt ˈbriðɪŋ | ɪ to ə | 1 |
| 12 | I have got pain in my hand | aɪ hæv gut peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | gɑt to gut | 1 |
| | | aɪ hæv gat peɪn ɪn məɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | maɪ to məɪ | 1 |
| | | aɪ hæv got peɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | ɑ to o | 2 |
| | | aɪ hæv gɑt paɪn ɪn maɪ hænd | aɪ hæv gɑt peɪn ɪn maɪ hænd | eɪ to aɪ | 2 |
| | | aɪ hæv gɑt peɪn ɪn maɪ hend | aɪ hæv gɑt peɪn ɪn maɪ hænd | hænd to hend | 1 |
| 13 | There are bugs in this hair | ðɛr ar bugz ɪn ðɪs hɛr | ðɛr ar bʌgz ɪn ðɪs hɛr | ʌ to u | 1 |
| | | ðɛr ar bugz ɪn ðɪs haɪr | ðɛr ar bʌgz ɪn ðɪs hɛr | ɛ to aɪ | 3 |
| | | ðɛr ar bogz ɪn ðɪs haɪr | ðɛr ar bʌgz ɪn ðɪs hɛr | Bogz, haɪr | 1 |
| | | ðɛr ar bʌgz ɪn ðɪs hiər | ðɛr ar bʌgz ɪn ðɪs hɛr | ɛ to iə | 1 |
| 14 | There is a pear in that tree | ðɛr ɪz  pɛr ɪn ðæt tri | ðɛr ɪz ə pɛr ɪn ðæt tri | ommit the ə | 1 |
| | | ðɛr ɪz ə paiər ɪn ð tri | ðɛr ɪz ə pɛr ɪn ðæt tri | pɛr to paiər | 1 |

| 15 | What are you going to do with your boat? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bʊ:t? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊ:t | 1 |
| | | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊt | 1 |
| | | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bot | 5 |
| | | wut ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bot? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | Wut, bot | 1 |
| | | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər bʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | boʊt to bʊt | 2 |
| | | were ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | wʌt ɑr ju ˈɡoʊɪŋ tu du wɪð jʊər boʊt? | were | 1 |

# CHAPTER V
# CONCLUSION AND SUGGESTION

In this chapter some suggestions and conclusion are presented.

## A. Conclusion

As the learners of foreign language, the students are very potential to make errors especially in pronunciation. Pronunciation errors are the deviators of some parts of conversation from selected norm of mature language performance. Pronunciation errors made by learners are the substitution of vowel, diphthong. The students are still reading or pronouncing the word as a written and equated with the language they master.

Interlingual and Intralingual errors that occurred were not exclusively intended done by learners. There are some factors caused the students in making errors. Based on the researcher's assumption, those factors which could be considered to initiate the students to make errors in pronunciation are English is the student's first language, the frequency in practicing English pronunciation is very a little, and the differences between English sound systems with Indonesia sound systems. There are certain reasons that explain why the errors can be happened when they are learning the

language. If these errors are similar to the error that are made by learner who learning his or her first language, they are called intralingual error. Contrastively, if these errors are influenced by a learner's native language they are called interlingual errors.

**B. Suggestion**

Finally, I am addressing to all involved SMA 1 KENDAL high school. I give this suggestion specifically for the teachers, because these students are not aware that they have made an error in pronunciation. as a teacher should be more sensitive in monitoring the progress of the student.

The teacher should make the atmosphere of the classroom as conductive as possible for the process of English learning and teaching. The teachers consequently are expected to help the students by giving them a great opportunity to actively use English for the classroom activities. The teacher also has to develop teaching strategy in the classroom especially in pronunciation, for example by singing the English song, listening to the cassette.

Therefore, the students would be accustomed with English. Thirdly, the department as the decision makes for the system applying in English learning and teaching should undertake some improvement and remedy. There should be a regular meeting to discuss the teaching method, which takes the occurrence of pronunciation errors in the classroom activities account.

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# APPENDICES

## 1.  Surat Bukti Tanda Penelitian





PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1 KENDAL**
Jalan Soekarno Hatta, Patebon, Kabupaten Kendal Kode Pos 51351 Telepon 0294-381136
Faksimile 0294-381136 Surat Elektronik sma1kdl@gmail.com

### SURAT KETERANGAN
Nomor : 423 / 111

Yang bertanda tangan di bawah ini :

| | | |
|---|---|---|
| Nama | : | YUNIASIH, S.Pd., M.Pd |
| NIP | : | 19640622 198703 2 007 |
| Pangkat / Gol.Ruang | : | Pembina Utama Muda IV/c |
| Jabatan | : | Kepala SMA Negeri 1 Kendal |

Menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | MAULANA ROBBY FAHMI |
| NIM | : | 1503046079 |
| Fakultas | : | Ilmu Tarbiyah dan Keguruan |
| Program Studi | : | Pendidikan Bahasa Inggris / S1 |
| Mahasiswa | : | Universitas Islam Negeri Walisongo Semarang |

Telah mengadakan penelitian di SMA Negeri 1 Kendal dalam rangka penyusunan skripsi dengan Judul Students' Errors in Pronouncing English Vowels and Diphthong (A case study of SEC (Smanik English Club) of SMA N 1 Kendal in the academic year 2019/2020) Pada tanggal 10 Februari s.d 15 Maret 2020.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat dipergunakan seperlunya.

Kendal, 14 April 2021
KEPALA SMA NEGERI 1 KENDAL

YUNIASIH, S.Pd., M.Pd
Pembina Utama Muda
NIP. 19640622 198703 2 007
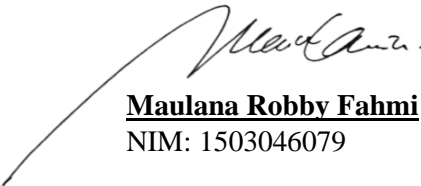
105

**Screenshoot File sound Pronunciation Test**
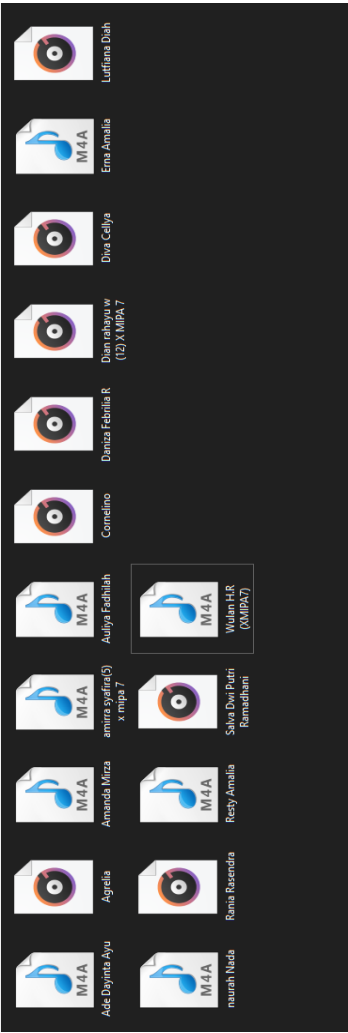
# CURRICULU VITAE

Name                          : Maulana Robby Fahmi
Student Number                : 1503046079
Place and Date of Birth       : Kendal, 23 Juli 1997
Address                       : Rt.04 /Rw.03, Tratemulyo,
                                 Weleri, Kendal.
Education                     :
- Primary School              : SD II Tratemulyo, 2009.
- Junior High School          : SMP N 1 Rowosari, 2012.
- Senior High School          : MAN Kendal, 2015.
- University                  : PBI, FITK, UIN WS Semarang.


Semarang, 15 Maret 2021

**Maulana Robby Fahmi**
NIM: 1503046079