

**ERROR ANALYSIS ON THE STUDENTS' ACHIEVEMENT IN  
PRONOUNCING PALATAL SOUND /dʒ/ , /tʃ/ OF ENGLISH**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

By:

**FITRI AYU UTAMI**  
**NPM. 1302050110**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2017**

## ABSTRACT

**UTAMI, FITRI AYU. 1302050110: Error Analysis on the Students' Achievement in Pronouncing Palatal Sound /dʒ/ , /tʃ/ of English. English Education Program of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017**

The study deals with Error Analysis on the Students' Achievement in Pronouncing Palatal Sound /dʒ/ , /tʃ/ of English. The research was conducted at SMP PAB 2 Helvetia of Academic year 2016/2017. The objective of this research were 1) To find out the types of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/. 2) To find out the dominant type of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/. The number of population was 294 students and the sample was 72 students by using random sampling technique to take the sample. This research was conducted by using descriptive quantitative method, to identified and analyze the students' error in pronouncing palatal sounds. The instrument of this research was oral test, it was consisted of 20 items. Before analyzing the data the researcher record the students pronunciation of palatal sound using mobile phone, than analyze the students pronunciation to find out types of error and dominant type of error make by the students. The error made by the students were counting based on the item of the word list that found error in this study was 1321 occurrences, by the occurrences of addition error was 132 or 9,99%, the occurrences of omission error was 174 or 13,17%, the occurrences of substitution error was 1006 or 76,15% and the occurrences of ordering error was 9 or 0,69%. So the dominant error made by the students was substitution which was 1006 or 76,15%.

## ACKNOWLEDGEMENTS



*Assalamu'alaikum Wr. Wb*

In the name of Allah, the most Beneficent, the most Merciful, Praise be to Allah SWT. Firstly, the researcher would like to thank Allah SWT who has given her chances in finishing her study.

Secondly, blessing and peace be upon the Prophet, Muhammad SAW who has broke human beings from the dark era into bright era. The researcher also would like to thank her parents, **Rusmadi S.Pd** and **Aftuty Mawan S.Pd** for their dedication and support.

In finishing this study entitled, **Error Analysis on the Students' Achievement in Pronouncing Palatal Sound /dʒ/ , /tʃ/ of English**, the researcher got many contribution and guidance from various parties therefore would like to thanks for :

1. **Dr. Agussani M.AP** as the Rector of University of Muhammadiyah of Sumatera Utara who have been leading us in campus and for his valuable guidance.
2. **Dr. Elfrianto Nasution S.Pd, M.Pd** the Dean of the FKIP UMSU who had given recommendation for me to carry out the study.
3. **Mandra Saragih S.Pd, M.Hum** and **Pirman Ginting S.Pd, M.Hum** as the head and secretary of English Education of FKIP UMSU

4. **Habib Syukri Nst,S.Pd, M.Hum** as her supervisor who has given suggestions, advices and guidance in completing her study.
5. **Hj. Dewi Kesuma Nst, S.Pd, M.Hum** as my reviewer and give me support to my study and give me review about my study.
6. **All lecturers** of FKIP UMSU, Especially those who are in English Department from whom the researcher got the valuable instruction well as information during her academic years at FKIP UMSU.
7. **Rahman Hadi S.P** as the headmaster of SMP PAB 2 Helvetia for giving her the location of the research.
8. Selsis Family, Dhea Annisa and Rifqy Al-Hadi as her beloved family, sister and brother for their support morality and materially.
9. Her beloved friends, Puspa Sary Widiyanti, Fath Azmi Ahyana, Ivo Krisna Dilla, Cindy Lupita Sari, Hawani, Pratiwi Nursita (twin). Thanks for all of our crazy moments, thanks for the motivation, pray, support and much love.
10. All classmate of Morning Class (VII-B Morning) for the most wonderful time that she has ever had in education.

May Allah the most almighty, bless them All, Amin.

*Wassalamu 'alaikum Wr.Wb*

Medan,            April 2017

The Researcher

Fitri Ayu Utami

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of The Study.....	1
B. The Identification of The Problem .....	3
C. Scope and Limitation.....	3
D. Formulation of The Problem .....	3
E. Objective of The Study.....	3
F. Significance of The Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE .....</b>	<b>5</b>
A. Theoretical Framework .....	5
1. The Description of Error .....	5
1.1 Types of Error .....	6
1.2 The Causes of Error.....	7
2. Error and Mistake .....	9
3. Error Analysis.....	10
4. The Description of Pronunciation .....	11
5. The Description of Phonetic .....	12

6. Description of Sound.....	13
7. Consonant.....	14
7.1 Place of Articulation .....	14
7.2 Manner of Articulation .....	15
7.3 Table of Consonant .....	18
8. Palatal .....	19
B. Conceptual Framework .....	20
<b>CHAPTER III METHOD OF RESEARCH .....</b>	<b>21</b>
A. Location and Time .....	21
B. Research Design .....	21
C. Population and Sample .....	21
D. Instrument of The Research .....	22
E. Technique of Data Collecting.....	23
F. Technique of Data Analysis .....	23
<b>CHAPTER IV DATA AND DATA ANALYSIS .....</b>	<b>24</b>
A. Data Collection.....	24
B. Data Analysis .....	26
1. The Students' Error in Pronouncing Palatal Sound /dʒ/ , /tʃ/.....	26
2. The Dominant Error Made by the Students' in Pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	67
C. Findings .....	69
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>70</b>
A. Conclusions .....	70

B. Suggestions.....	71
<b>REFERENCES.....</b>	<b>72</b>
<b>APPENDIXES</b>	

## LIST OF TABLE

Table 2.1 Place of Articulation .....	15
Table 2.2 English Consonant Phonemes .....	18
Table 3.1 Population and Sample.....	22
Table 4.1 The Result of Students' Error .....	24
Table 4.2 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	27
Table 4.3 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	29
Table 4.4 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	31
Table 4.5 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	33
Table 4.6 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	35
Table 4.7 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	37
Table 4.8 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	39
Table 4.9 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	41
Table 4.10 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	43
Table 4.11 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	45
Table 4.12 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	47
Table 4.13 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	49
Table 4.14 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	51
Table 4.15 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/ .....	53

Table 4.16 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	55
Table 4.17 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	57
Table 4.18 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	59
Table 4.19 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	61
Table 4.20 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	63
Table 4.21 The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.....	65
Table 4.22 The Occurrences of error made by the students' .....	67
Table 4.23 The dominant types of error.....	68

## LIST OF APPENDICES

Appendix I	Students Attendance List .....	73
Appendix II	From K1 .....	79
Appendix III	From K2 .....	80
Appendix IV	From K3 .....	81
Appendix V	Lembar Pengesahan Proposal.....	82
Appendix VI	Pengesahan Hasil Seminar Proposal .....	83
Appendix VII	Proposal Surat Pernyataan Plagiat .....	84
Appendix VIII	The Letter of Research .....	85
Appendix IX	Answer of The Letter Research.....	86
Appendix X	Surat Bebas Pustaka .....	87
Appendix XI	Berita Acara Bimbingan Proposal.....	88
Appendix XII	Berita Acara Bimbingan Skripsi .....	89
Appendix XIII	Curriculum Vitae .....	90

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

As language is a mean of communication. It is necessary to produce a good communication in interaction between speaker and listener. In order to produce a good communication, communicative competence must be present. Brown (2001:69) states that communicative competence is the ability, which is the combination organizational, pragmatic, strategic and psychomotor skills (pronunciation), to send a perfect transaction of a message from a sender to a receiver. One of them should be notice that is pronunciation.

Pronunciation in speaking is the important component in language. It is used to help people understand easily what they are talking about and it will also make people easier to understand them. We are able to communicate without advanced grammar, but we can hardly understood the incorrect pronunciation. Pronunciation can also create first impression between speaker and listener. We tend to enjoy talking to those who have good pronunciation and also vice and versa. Bad pronunciation may lead to communication break down easily. There is even an opinion in society which states that people who cannot pronounce English properly are often thought of as less literate or intelligent. However, it is not easy for Indonesian to learn pronunciation because there are some vowels and consonant sounds in English pronunciation which do not exist in Indonesian language.

Pronunciation is one of the controversial topics in the field of English language teaching as a second or foreign language. Syafei (1998:3) states that pronunciation teaching is very important because if a non native speaker has a very bad pronunciation, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be. Pronunciation teaching is a significant part of foreign language teaching. Since sounds play an important role in communication, foreign language teachers must attribute proper importance to teaching pronunciation in their classes. However, this fact is very neglected by foreign language teacher in our country. There may be several underlying reasons why pronunciation is disregarded by foreign language teachers in EFL classes in Indonesia.

Based on the researcher's experience in Field Experience Practice (PPL) at SMP PAB 2 HELVETIA when the teacher taught about pronunciation, when the students read, they can't pronounce words correctly. Many students make error in pronouncing especially in pronounce palatal sounds. There are some reason for that. First, they had low motivation to study English, they thought English was very hard for study. Some of them could not produce the sound properly. Second, the teacher only focused on improving the writing skill of them not speaking skill so they didn't use the correct method in teaching speaking especially in pronunciation practice. Third, the material of learning was not supporting them to practice their pronunciation.

The researcher also identified that many students are very difficult to pronounce English word because the Indonesian learners are affected by their

mother tongue. Base on the explanation above the researcher was conducted an experimental research entitled Error Analysis On The Students' Pronouncing Palatal Sound /dʒ/ , /tʃ/ Of English at SMP SWASTA PAB 2 HELVETIA.

### **B. The Identification of the Problem**

The problems of this research was identified as follows :

1. The students are not able to pronounce English word correctly
2. Most of the students make errors in pronouncing palatal sounds /dʒ/ , /tʃ/

### **C. Scope and Limitation**

The scope of the study was pronunciation, and it will be limited on Palatal sound /dʒ/ , /tʃ/ of English.

### **D. Formulation of the Problem**

The problems of the study is formulate as follows:

1. What are types of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/ ?
2. What is the dominant type of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/ ?

### **E. Objective of the Study**

The objective of the study are follows :

1. To find out the types of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/
2. To find out the dominant type of error made by the students in pronouncing Palatal Sound /dʒ/ , /tʃ/

#### **F. The Significance of the Study**

The finding of the study is expected to be useful for :

##### **1. Theoretically :**

The findings of this research are hoped to contribute inputs in solving the problems in pronunciation skill in pronouncing Palatal Sound /dʒ/ , /tʃ/.

##### **2. Practically**

- a. For the teacher, to know the students error in pronouncing Palatal sound in English.
- b. For the students, to help them more understand about pronouncing palatal sound.
- c. For other researcher, To add up references for the next research in an error in pronouncing Palatal sound in English.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting this researcher, the related ideas are accumulated from various theories in the area of pronouncing. The theories are needed to explain some concept or terms that applied in the research to support the research it self. In the following parts, theoretical on the terms will be presents.

#### **1. The Description of Error**

In learning English as foreign language, it commonly happens that most Indonesian students face problem and they often makes errors are natural part of learning a language. Students often make through their error and making mistake can be regarded as an essential part learning.

The meaning of error finds out from some resource by the expert. Miller (1966, in Richard's book ,1977:25) states that error would be meaningless to state rules for making mistakes. Strevens (1969, in Richard's book ,1977:4) states that error should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. The learners are not aware of the mistakes. They do not recognize the mistakes. They think what they say is grammatically correct. They are not able to correct the mistakes.

Error is an act, assertion or belief that unintentionally deviates from what is correct, right or true. It is the condition of having incorrect or false knowledge.

Error also refer to the act or the instance of deviating from an accepted code of behavior. In learning English, commonly Indonesian students' often feels difficult in learning English as foreign language, because they find many rules in using English, especially rules in pronunciation. They face many problems and they often makes error. Indeed, mistake and error are natural parts of learning language.

### **1.1 Types of Error**

There are some types of error which make by the students in learning language, especially in learning second language (L2). According to Daulay, Burt, and Krashen (1982:150) error can be classified into four types based on superficial basis as follows :

#### **a. Addition**

It is phenomenon in which a certain aspect of language rules is added into a correct word order (correct sentences). In other word, some elements are presented which should not be there. for example :

(a) WRONG : Beautifull ("l" is addition)

(b) CORRECT : Beautiful

#### **b. Omission**

It is a sentence which one it aspects (word) is omitted. For example :

(a) WRONG : Beutiful ("a" is omission)

(b) CORRECT : Beautiful

### **c. Substitution**

It is sentence which one of its aspect (words) is substitution by another.

For example :

(a) WRONG : Biyutipul

(b) CORRECT : Beautiful

### **d. Ordering**

It is a sentence which its order is incorrect (the words are not in right order). The sentence can be right in presented elements, but wrongly sequenced.

For example :

(a) WRONG : Baeutiful

(b) CORRECT : Beautiful

## **1.2 The Causes of Error**

According to Richard (1977:173) there are some essential causes of the error are Interlingual error, Intralingual error and Carelessness.

### **a. Interlingual Error**

Interlingual error is a cause of error where the learners transfer their native language system into the target language system.

### **b. Intralingual Error**

In this case, the learners have been saved from the interference of their mother tongue but as they find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data that which they are exposed.

Richards (1977:47-54) states that distinguishes intralingual error into four types:

### **1. Overgeneralization**

It is generally involves the creation of one deviant structure in place of learners reducing their linguistic burden.

### **2. Ignorance of Rule Restrictions**

It involves the application of rules to contexts where they do not apply. An example is “He made to rest” through extension of the pattern found with the majority of verbs that take infinitive complements.

### **3. Incomplete Application of Rule**

These error involve a failure to fully develop a structure. Some second language learners tend to apply declarative word order in question in place of interrogative word order.

### **4. False Concept Hypothesis and Ignorance of Correct**

The errors are caused by the lack of knowledge correct English pattern teaching and inadequate practice.

### **c. Carelessness**

The error of carelessness was caused of the less knowledge of the students who are purposely done the mistake. It will influence the learners in learning the foreign language. The cause of error come from the learner background and custom. To avoid the carelessness the learners have to learn and read some book especially learners.

## 2. Error and Mistakes

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between mistake and errors. Naibaho (1993:114) states that a mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. Richard (1977:25) states that mistakes are of no significance to the process of language learning. All people make mistakes, in both native and second language situations. Native speaker are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of the deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech.

Such mistake must be carefully distinguish from error of a second language learners, idiosyncrasies in the interlanguage of the learner which are direct manifestations of a system within which a learner is operating of the time. Daulay and Burt (1972, in Naibaho's book 1993:114) states that errors as "goofs" defined in an earlier work. Burt and Kiparsky (1972, in Naibaho's book 1993:114) states that an error for which no blame is implied. Naibaho (1993:114) states that an error is noticeable deviation from the adult grammar of a native speaker, reflecting in interlanguage competence of the learner.

Can you tell the difference between an error and a mistake? Not always. If, on one or two occasions, for example, an English learner says "John cans sing", but other occasions says "John can sing" it is difficult to determine whether

“cans” is a mistake or an error. If, however, further examination of the learner’s speech reveals such utterances as “John wills go”, “John mays come”, and so forth, with very few instances of correct third person singular usage of modal auxiliaries, you might then conclude that “cans”, “mays” and other such forms are errors indicating that the learner has not distinguished modals from other verbs, through perhaps because of the few correct instances. This is on the verge of making the necessary differentiation between two types of verb in the systematic conception of the second language.

### **3. Error Analysis**

Error analysis became distinguished from contrastive analysis by its examination of error attributable to all possible sources, not just those which result from negative transfer of the native language. Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors learners do not make are attributable to the mother tongue, that learners do not actually make all the errors that contrastive analysis predicted, and that learners from disparate language backgrounds tend to make similar errors in learning one target language.

According to Naibaho (1993:115) error analysis is an oversteering of production data. Brown and Frazer (1964, in Richards’s book 1977:165) states that error analysis just as the longitudinal study of the infant learning his mother tongue. Richards (1977:160) states that error analysis is not applicable only to the language of second language learners. Error analysis defined as a systematic

description and explanation of error made by the learner in their oral or written production in target language.

Error analysis has two functions, they are theoretical and practical aspects. Theoretical aspect of error analysis is part of method used in investigating of the language learner process. In order to find out the nature of these psychological processes. We have to have means of describing the students' knowledge of the target language at any particular moment in the learning career in order to relate this knowledge to teaching that has been receiving. The practical aspect of error analysis is it's the function in guiding the action.

Error analysis has been use to help the teacher in predicting the difficulties of the students in mastering the target language. Error analysis can be very useful device both as the beginning and during the various stage of a foreign language – teaching program. Error analysis is favorable technique of finding the error made by the students and knowing the difficulties of learning language either native or foreign language. Errors can come from various sources, such as differences of mother tongue and the target language or the lack of knowledge of the target language.

#### **4. The Description of Pronunciation**

Pronunciation is the production of speech sound for a better improvement in communication. But to communication take place the sound must be comprehend by the other person. Syukri (2013:2) states that pronunciation refer to

the way a word or a language is usually spoken and the manner in which someone utters a word.

Pronunciation is one important aspect of communication. We can say that people who cannot pronounce English properly are often thought of as less intelligent whereas for people who use English as a second language. Learning pronunciation is important for teacher, students and other string in communication. Learning pronunciation is not only learning how to have good pronunciation but also learning another skill such as speaking and listening

## **5. The Description of Phonetics**

Phonetics is the study of the articulatory and acoustic properties of the sounds of human language. Kelly (2000:9) states that phonetic refer to the study of speech sound. Phonetics is a branch of linguistics that comprises the study of the sounds of human's speech, or in the case of sign language the equivalent aspects of sign. A phonetician usually work in one or more of the following areas:

- a. The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetics).
- b. The action and movement of speech organ in producing sound (articulatory phonetic).
- c. The nature and acoustic of the sound waves with transmit speech (acoustic phonetic)
- d. How speech is received by the ears (auditory phonetic)
- e. How speech is perceive by the brain (perceptual phonetic)

Phonetic is a wide-ranging field. And it does not necessarily have a direct connection with the study of language itself. While the phonetic disciplines listed above can be studied independently of one another. They are clearly connected : speech organ move to produce sound, which travel in sound waves, which are received by the ears and transmitted to the brain.

## **6. Description of Sound**

Kelly (2000:2) states that sounds may be voice and unvoiced (sometimes referred to as voiceless). Voiced sound occur when the vocal cords in the larynx are vibrated. If you are producing a voiced sound you will feel vibration, if you are producing unvoiced sound, you will not. These variations are caused by action of the speaker's vocal organs that are (for the most part) superimposed on the outgoing flow of ling air. Thus in the case of voiced sounds, the vibrating vocal cords chop up the stream of lung air so that pulses of relatively high pressure alternate with moments of lower pressure.

According to Sahulata (1998:7) sounds are vibrations with characteristic of frequency, intensity and duration which produce certain sensation audibility when striking the ear. Chirtophersen (1965:22) states that sounds produced with audible friction, as these are, are termed fricatives or spirants. If the sounds produced are not obstructed by any part of the mouth, but instead by having the airstream flow out smoothly through the mouth, they are called vowels. The airstream coming out from the lung passes through the vocal folds, moves upward and is directed to

go through the oral cavity. The passage through the mouth is made possible because the nasal cavity close by the velum.

## **7. Consonants**

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Jones (1986:13) states that some consonants are breathed and others are voiced. To every breathed consonant there corresponds a voiced consonant, one produce with the same position or movement of the articulating organs, but with voice substituted for breath or vice versa.

Consonants as mentioned earlier, can be voiced or unvoiced. The articulation of /p/ or /b/ is effectively the same, the only difference being that the latter is voiced and the former is unvoiced. As the relative force involve in producing /p/ is greater than that used to produce /b/, the terms fortis (strong) and lenis (weak) are sometimes used. Try holding a small slip of paper in front of your mouth and making both sounds, the paper should flap for /p/ and hardly move for /b/. essentially, in English at least ‘fortis’ applies to unvoiced consonant sound like /p/, whereas ‘lenis’ describes their voiced counterparts like /b/. In addition to the presence or absence of voicing, According to Kelly (2000:5) consonant can be described in terms of the manner and place of articulation. With regard to the manner of articulation, the vocal tract may be completely closed so that the air is temporarily unable to pass through. Alternatively there may be a closing movement of the lips, tongue or throat, so that it is possible to hear the sound made by air passing through.

### **7.1 Place of Articulations**

With regard to the place of articulation, the following table summarizes the main movements of the various articulators:

**Table 2.1**  
**Place of Articulation**

Bilabial	Using closing movement of both lips, e.g. /p/ and /m/
Labio-dental	Using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
Palate-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /tʃ/.
Palatal	The front of the tongue is raised close to the palate, e.g. /j/
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	The gap between the vocal cords is used to make audible friction, e.g. /h/

## 7.2 Manners of Articulation

**Plosives** are sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion (its sounds like a very small explosion). Plosives may be bilabial [p,b] *park, bark*, alveolar [t,d] *tar, dark* or velar [k,g] *car, guard*. There is fourth kind of plosive, the glottal stop. In English a voiceless plosive that occurs at the beginning of a word and is followed by a vowel, is rather special in the sense that at the release of a plosion one can hear a slight puff of air (called aspiration) before the vowel is articulated. Hence in “pen” we hear [pen]. These aspirated voiceless plosives are not considered to be different sound from unaspirated voiceless plosives from the point of view of they function in the sound system. This difference, which can be clearly heard, is said to be phonetic.

**Fricatives** have a closure which is not quite complete. This means that the air is not blocked at any point, and therefore there is no plosion. On the other hand the obstruction is big enough for the air to make a noise when it passes through it, because of the friction. This effect is similar to the wind whistling around the corner of house. Fricatives may be bilabial [f,v] *wife, wives*, dental [θ, ð] *breath, breathe*, alveolar [s,z] *sink, zinc*, palate alveolar [ʃ, ʒ] *nation, evasion*, or glottal [h] *help*. [h] is glottal fricative. As it has no closure anywhere else, and as all air passes between the vocal folds. This means that [h] is like aspiration unaccompanied by any obstruction.

**Affricates** are combination of a plosive and fricative (sometimes they are called “affricated plosives”). They begin like a plosive, with a complete closure, but instead of a plosion they have a very slow release, moving backwards to a place where a friction can be heard (palate alveolar). The two English affricates are both palatal alveolar. [tʃ] which is voiceless, *chin, rich*, and [dʒ] which is voiced, *gin, ridge*. The way an affricate resemble a plosive followed by a fricative is mirrored in the symbols. Both consist of a plosive symbol followed by a fricatives one : [d+ʒ] , [t+ʃ].

**Nasals** are resemble plosives, except that there is a complete closure in the mouth, but as the velum is lowered the air can escape through the nasal cavity. Though most sounds are produced with the velum raised, the normal position for the velum is lowered, as this is the position for breathing (your velum is probably lowered right now when you are reading this). The three English nasals are all

voiced, and [m] is bilabial, *ram*, [n] is alveolar, *ran*, and [ŋ] is velar, *rang*. In the section on places, the dotted line on the picture of bilabial, alveolar and velar articulations illustrate the three nasals.

**Laterals** are sounds where the air escapes around the sides of the tongue. There is only one lateral in English, [l], a voiced alveolar lateral. It occurs in two versions, the so-called “clear l” before vowels, *light*, *long*, and the “dark l” in other cases, *milk*, *ball*. Words like *little*, *lateral* have one of each type. “Dark l” may be written with the symbol [ɫ]. “clear l” is pronounced with the top of the tongue raised, whereas for “dark l” it is back of the tongue which is raised. Here again, as with aspirated and unaspirated voiceless plosives, even though “clear l” and “dark l” are phonetically different, they cannot be said to be different sounds from the point of view of how they function in the sound system. If you produce a “dark l” where usually you have a “clear l”, for example at the beginning of the word *long*, your pronunciation will sound odd but nobody will understand a different word.

**Approximants** are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction. English has three approximants, which are all voiced. [r] is alveolar, *right*, *brown*, sometimes called post-alveolar, because it is slightly further back than the other alveolar sounds [t,d,s,l]. [j] is palatal approximant, *use*, *youth*, and [w] is a velar approximant, *why*, *twin*, *square*. [w] always has lip-rounding as well, and therefore it is sometimes called labio-velar.

[r] only occurs before vowels in southern British English, whereas other accents, e.g. Scottish, Irish, and most American ones, also can have it after

vowels. Therefore those accents can make a distinction between e.g. *saw* and *sore*, which are pronounced exactly alike in Southern British English.

The manners of articulation can be put into two major groups, obstruent and sonorant. The obstruent's are plosives, fricatives and affricates, all sounds with a high degree of obstruction. Obstruent usually come in pairs, one voiceless, one-voiced, e.g. [p/b, t/d]. Sonorant has much less obstruction and all voiced and therefore more sonorous. They include nasals, the lateral, and approximants.

### 7.3 Table of The Consonants

Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background

**Table 2.2**  
**English Consonant Phonemes**

		Place of Articulation							
		Front <span style="float: right;">→</span> Back							
		Bilabial	Labio - dental	Dental	Alve olar	Palate- alveolar	Palatal	Velar	glottal
Manner of Articulation	Plosive	<b>p</b> <b>b</b>			<b>t</b> <b>d</b>			<b>k</b> <b>g</b>	
	Affricate					<b>tʃ</b> <b>dʒ</b>			
	Fricative		<b>f</b> <b>v</b>	<b>θ</b> <b>ð</b>	<b>s</b> <b>z</b>	<b>ʃ</b> <b>ʒ</b>			<b>h</b>
	Nasal	<b>M</b>			<b>N</b>			<b>ŋ</b>	
	Lateral				<b>L</b>				
	Approximant	<b>(w)</b>					<b>R</b>	<b>J</b>	<b>W</b>

## 8. Palatal

Palatal are consonants articulated with the body of tongue raised against the hard palate (the middle part of the roof of the mouth). The symbol of palatal is /dʒ/ , /tʃ/. Jones (1986:80) states that dʒ and tʃ are best considered as ‘single sounds’. Some phoneticians recommend representing them phonetically by single letter. According to Syafei (1998:82) as following:

### a. Pronunciation of /tʃ/

We are concerned in this section with the substitution of /ch/ as in see, for /tʃ/ as chin. /tʃ/ is a voiceless affricates consonant. It is made by raising the front part of the tongue toward the roof of the mouth. The tongue touches the teeth ridge and hard palate. The lips are rounded slightly.

The substitute /ch/ is similar to /tʃ/ in its manner of production. It is a voiceless fricative consonant. In its production, the blade of the tongue is in contact with the teeth ridge, but still allows air to escape gradually through a narrow hole in the mouth. Common spelling for /tʃ/ are represented in the following words: chin and change.

### b. Pronunciation of /dʒ/

We are concerned in this section with the substitution of /j/ as in the word zone for /dʒ/ as in the word June. /dʒ/ is a voiced affricates consonant. It is produced the same way as /tʃ/, except that /dʒ/ is voiced. This sound is made by

raising the front part of the tongue toward the roof of the mouth. The tongue touches the teeth ridge and hard palate. The lips are rounded slightly.

The substitute /j/ is a voiced fricative consonant. During the production of /j/ the blade of the tongue is in contact with the teeth ridge, but still allows air to escape gradually through a narrow hole in the mouth. Common spelling for /dʒ/ are represented in the following words: June and judge .

## **B. Conceptual Framework**

Error is something done wrong systematically from the learner because the learner has not mastered something and get wrong consistently. In other definition, error are systematically deviations from the norms of the language being learned. Indeed, errors are natural part of learning language.

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have correct pronunciation, then it refers to both within a particular dialect.

Palatal are consonants articulated with the body of the tongue raised against the hard palate (the middle part of the roof of the mouth). Palatal has two sounds they are /dʒ/, /tʃ/.

This research deals to analysis the students' error in pronouncing Palatal sounds. And this research will describe the causes, types and the dominant error in pronouncing Palatal sound and descriptive qualitative will be applied in this research.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location**

This research was conducted at SMP SWASTA PAB 2 Helvetia of academic year 2016/2017. It was located at Jl. Veteran Pasar IV Helvetia. This school was chosen because the researcher found many students make errors in pronouncing Palatal Sound /dʒ/, /tʃ/. so based on the researcher's experience in teaching training practice, the researcher tries to find out the real problem faced by the students in order to find the solution to help them.

#### **B. Research Design**

This research was conducted by using descriptive qualitative method, because of this research was identified and analyze the students' error in pronouncing palatal sounds. According to Arikunto (2010:20) states that descriptive qualitative method is a method of the research that makes the description of event or occurrence, so that this method has intention to accumulate the basic. The researcher was attended to analyze the students' error in pronouncing palatal sounds.

#### **C. Population and Sample**

The population of this research was in the eight grade students of SMP

PAB 2 Helvetia which consist of seven classes. There were 294 students come from VIII-1 until VIII-7.

According to Arikunto (2002:112) if the population is more than 100, the sample can be take 10-15% or 20-25%, but if the population is lower than 100, there researcher can take all the population as the sample. So the researcher take 25% from the population as sample. There are 72 students as the sample. The technique of choosing the sample is random sampling technique. By random sampling, all population has an equal chance of being selected. It is taken from the attendance list in order to take the whole data without caring about the students' intelligent. The population and the sample of the research are shown in the table bellow:

**Table 3.1**  
**Population and Sample**

No	Class	Population	Sample
1	VIII-1	43	11
2	VIII-2	42	10
3	VIII-3	43	11
4	VIII-4	43	11
5	VIII-5	41	10
6	VIII-6	40	9
7	VIII-7	42	10
Total		294	72

#### **D. The Instrument of Research**

The instrument of this research was oral test, the oral test was designed in the form of word list which the total of the item is 20 words list. The word was taken from the students' English book for grade VIII Junior High School

(SMP/MTS). For the purpose of the research, a mobile phone recorder was used to record their pronunciation in pronouncing Palatal Sound /dʒ/, /tʃ/.

### **E. Technique of Collecting Data**

To collect the data, there was some steps being conducted, they are:

1. Calling the students name one by one.
2. Giving the test
3. Asking the students to pronounce the word one by one
4. Recording the students' pronunciation
5. Transcribe the students' pronunciation into phonetic transcription.

### **F. Technique of Analyzing The Data**

The steps of analyzing the data was followed:

1. Identifying the error made by students in pronouncing Palatal Sounds/dʒ/, /tʃ/.
2. Classifying into the types of errors made by students in pronouncing Palatal sounds.
3. Calculating the percentage of the error to find the dominant type of error by using formula based on Blaikie (2003: 60) as the following :

$$P = \frac{f}{N} \times 100\%$$

Where :

P : the percentage of error

f : the frequency of wrong answer

N : the total number of all categories errors

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

The data of the research were the total error of the students based on the number of item that they had pronounced. The test was word list of Palatal Sound with the total item 20 words. The following table shows the students achievement for the pronunciation.

**Table 4.1**  
**The Result of Students' Error**

No	Students' Initial Name	Types of Error				Total Error
		Addition	Omission	Substitution	Ordering	
1	AF	2	1	15	1	19
2	DP	2	2	14	1	19
3	DI	-	9	11	-	20
4	FR	2	2	15	-	19
5	MRL	1	1	16	-	18
6	SA	2	1	17	-	20
7	SA	-	2	13	-	15
8	SI	1	3	11	-	15
9	SA	2	2	12	-	16
10	RR	1	1	15	-	17
11	SL	1	1	18	-	20
12	RS	2	-	17	-	19
13	RAS	3	1	17	-	20
14	RA	2	2	16	-	20
15	RHS	2	2	16	-	20
16	RHI	3	2	14	1	20
17	SB	2	-	17	1	20
18	SF	2	7	11	-	20
19	RW	3	1	15	-	20
20	RA	5	6	8	-	19
21	PP	1	1	12	-	14
22	RI	4	4	11	-	19
23	RQ	-	1	15	-	16
24	AS	-	2	15	-	17
25	AR	1	1	17	-	19

26	AD	-	3	13	-	16
27	AW	1	2	16	-	19
28	AR	2	-	14	1	17
29	BAF	2	7	9	-	18
30	ASR	5	1	13	-	19
31	AW	2	1	16	-	19
32	AJP	2	2	15	-	19
33	MIS	2	3	15	-	20
34	NRA	3	-	10	-	13
35	KI	1	2	17	-	20
36	KA	5	2	12	-	19
37	NA	1	-	11	1	13
38	NI	2	-	18	-	20
39	NR	1	10	9	-	20
40	MAP	2	2	16	-	20
41	KA	1	2	17	-	20
42	MSN	3	1	15	1	20
43	MA	3	4	13	-	20
44	NDM	1	1	15	-	17
45	NEP	2	2	15	-	19
46	NE	1	1	18	-	20
47	MI	1	9	10	-	20
48	MI	2	6	11	-	19
49	MG	1	1	18	-	20
50	MS	5	1	14	-	20
51	MKB	6	3	11	-	20
52	MRP	1	2	16	1	20
53	MRMP	3	1	16	-	20
54	MRA	1	7	12	-	20
55	MRS	3	-	17	-	20
56	MY	1	-	19	-	20
57	MD	-	17	3	-	20
58	NFH	4	4	12	-	20
59	NV	5	4	9	-	18
60	KWT	2	3	10	-	15
61	FR	-	2	18	-	20
62	IZ	1	-	16	-	17
63	KH	-	1	18	-	19
64	LFA	3	2	14	-	19
65	HF	2	2	10	-	14
66	MC	2	1	14	-	17
67	IP	1	1	15	-	17
68	LA	-	-	9	-	9
69	LAK	1	4	13	1	19

70	LR	1	1	17	-	19
71	HS	-	1	14	-	15
72	JNR	-	-	15	-	15
<b>Total</b>		<b>132</b>	<b>174</b>	<b>1006</b>	<b>9</b>	<b>1321</b>

The table show that the total error made by the students were 1321 by each type of errors as the following table. It was shown the occurrences of addition error was 132, the occurrences of omission error was 174, the occurrences of substitution error was 1006, and the error of ordering was 9 occurrences which totaled 1321 occurrences.

## B. Data Analysis

In analyzing the data above, the researcher used two main points of calculating as the following.

### 1. The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/.

Based on the table above, it was shown that the students made error in pronouncing Palatal Sound /dʒ/ , /tʃ/. it means that the eight grade students of SMP PAB 2 Helvetia got error in pronouncing Palatal Sound /dʒ/ , /tʃ/. From the explanation above, it shown many error made by students in each item and every item has different types of error.

Note:

Ad = Addition

Om = Omission

Sub = Substitution

Or = Ordering

Item Number 1

**Table 4.2**  
**The students' error in pronouncing Palatal Sound /dʒ/, /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒu:n	ju:n			√	
2	DP		-	-	-	-	-
3	DI		ju:n			√	
4	FRM		ju:n			√	
5	MRL		ju:n			√	
6	SA		ju:n			√	
7	SA		jan			√	
8	SI		ju:n			√	
9	SRA		ju:n			√	
10	RR		ju:n			√	
11	SL		ju:n			√	
12	RS		-	-	-	-	-
13	RAS		ju:n			√	
14	RA		ju:n			√	
15	RAS		ju:n			√	
16	RAI		ju:n			√	
17	SB		ju:n			√	
18	SF		ju:n			√	
19	RWY	-	-	-	-	-	-
20	RAS		juni	√			
21	PP	dʒu:n		-	-	-	-
22	RI		ju:n			√	
23	RQS	-	-	-	-	-	-
24	AS	-	-	-	-	-	-
25	AR	-	-	-	-	-	-
26	AD		ju:n			√	
27	AW		ju:n			√	
28	ARP		ju:n			√	
29	BAF		jin			√	
30	ASR		ju:n			√	
31	AW		ju:n			√	
32	AJP	-	-	-	-	-	-
33	MIS		ju:n			√	
34	NRA		ju:n			√	
35	KI		ju:n			√	

36	KA	-	-	-	-	-	-
37	NA		ju:n			√	
38	NI		ju:n			√	
39	NR		ju:n			√	
40	MAPP		ju:n			√	
41	KA		ju:n			√	
42	MSN		ju:n			√	
43	MA		ju:n			√	
44	NDM		ju:n			√	
45	NE		ju:n			√	
46	NEr		ju:n			√	
47	MIq		ju:n			√	
48	MIk	-	-	-	-	-	-
49	MGA		ju:n			√	
50	MS		ju:n			√	
51	MKB	-	-	-	-	-	-
52	MRP	-	-	-	-	-	-
53	MRMP		ju:n			√	
54	MRA		ju:n			√	
55	MRSP		ju:n			√	
56	MY		ju:n			√	
57	MD		ju:n			√	
58	NFH		ju:n			√	
59	NV	-	-	-	-	-	-
60	KWT	-	-	-	-	-	-
61	FR		ju:n			√	
62	IZ		ju:n			√	
63	KH		ju:n			√	
64	LFA		ju:n			√	
65	HF		ju:n			√	
66	MC		ju:n			√	
67	IP		ju:n			√	
68	LA	dʒu:n		-	-	-	-
69	LAK		ju:n			√	
70	LR		ju:n			√	
71	HS		ju:n			√	
72	JNR	dʒu:n	-	-	-	-	-
<b>Total</b>				<b>1</b>	<b>-</b>	<b>55</b>	<b>-</b>

In pronouncing the word of “June” /dʒu:n/ there were 55 students make error in Substitution error and 1 in Addition error.

Item Number 2

**Table 4.3**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃɪn	cing	√			
2	DP		cin			√	
3	DI		cin			√	
4	FRM		cin			√	
5	MRL		cin			√	
6	SA		cin			√	
7	SA		cin			√	
8	SI		cen			√	
9	SRA		cin			√	
10	RR		cin			√	
11	SL		cin			√	
12	RS		cin			√	
13	RAS		cing	√			
14	RA		cin			√	
15	RAS		cin			√	
16	RAI		cin			√	
17	SB		cin			√	
18	SF		cing	√			
19	RWY		cengs	√			
20	RAS		cik		√		
21	PP	tʃɪn		-	-	-	-
22	RI		cin			√	
23	RQS	-	-	-	-	-	-
24	AS		cin			√	
25	AR		cen			√	
26	AD		cin			√	
27	AW		cin			√	
28	ARP		cin			√	
29	BAF		cin			√	
30	ASR		cain	√			
31	AW		cin			√	
32	AJP		ceng	√			
33	MIS		cin			√	
34	NRA		cin			√	

35	KI		cin			√	
36	KA		cen			√	
37	NA	tʃɪn		-	-	-	-
38	NI		cin			√	
39	NR		cin			√	
40	MAPP		cin			√	
41	KA		cin			√	
42	MSN		cing	√			
43	MA		cin			√	
44	NDM		cin			√	
45	NE		cin			√	
46	NEr		cin			√	
47	MIq		cin			√	
48	MIk		cin			√	
49	MGA		cin			√	
50	MS		cin			√	
51	MKB		ceken	√			
52	MRP		cin			√	
53	MRMP		cin			√	
54	MRA		cin			√	
55	MRSP		cin			√	
56	MY		cin			√	
57	MD		cek		√		
58	NFH		cin			√	
59	NV		cin			√	
60	KWT		cin			√	
61	FR		cin			√	
62	IZ		cin			√	
63	KH		cin			√	
64	LFA		cin			√	
65	HF	tʃɪn		-	-	-	-
66	MC	tʃɪn		-	-	-	-
67	IP		cin			√	
68	LA	tʃɪn		-	-	-	-
69	LAK		cin			√	
70	LR		cin			√	
71	HS		cin			√	
72	JNR		cin			√	
<b>Total</b>				<b>8</b>	<b>2</b>	<b>56</b>	<b>-</b>

In pronouncing the word of “Chin”/ tʃɪn/ there were 56 students make error in Substitution error, 8 students make error in Addition error and 2 students make error in Omission error.

Item Number 3

**Table 4.4**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃeɪndʒ	ceing			√	
2	DP		cek		√		
3	DI		ceing			√	
4	FRM		ceng		√		
5	MRL		ceng		√		
6	SA		ceing			√	
7	SA		ceik			√	
8	SI		ceing			√	
9	SRA		cet		√		
10	RR		ceng		√		
11	SL		ceng		√		
12	RS		ceng			√	
13	RAS		ceng		√		
14	RA		ceng		√		
15	RAS		ceng		√		
16	RAI		cange	√			
17	SB		ceing			√	
18	SF		cing		√		
19	RWY		cengs	√			
20	RAS		cik		√		
21	PP		tʃæɪndʒ			√	
22	RI		cek		√		
23	RQS	-	-	-	-	-	-
24	AS		ceng		√		
25	AR		ceing			√	
26	AD		ceing			√	
27	AW		ceng		√		
28	ARP		cengs	√			
29	BAF		ceng		√		
30	ASR		cains	√			
31	AW		ceik	√			
32	AJP		ceng		√		
33	MIS		cange	√			
34	NRA		ceings	√			

35	KI		cange	√			
36	KA		cen		√		
37	NA	tʃeɪndʒ		-	-	-	-
38	NI		ceing			√	
39	NR		cəng			√	
40	MAPP		ceng		√		
41	KA		ceng		√		
42	MSN		ceng		√		
43	MA		cang		√		
44	NDM		ceins	√			
45	NE		ceik		√		
46	NEr		ceng		√		
47	MIq		cong		√		
48	MIk		ceng		√		
49	MGA		ceing			√	
50	MS		ceng		√		
51	MKB		ceing			√	
52	MRP		ceng		√		
53	MRMP		ceing			√	
54	MRA		caing			√	
55	MRSP		cenger	√			
56	MY		ceing			√	
57	MD		jek		√		
58	NFH		ceng		√		
59	NV		jek		√		
60	KWT		ceng		√		
61	FR		cek		√		
62	IZ		ceins	√			
63	KH		ceik		√		
64	LFA		ceng		√		
65	HF		tʃaɪng	√			
66	MC		cange	√			
67	IP		ceng		√		
68	LA	tʃeɪndʒ		-	-	-	-
69	LAK		cek		√		
70	LR		cens		√		
71	HS		ceng		√		
72	JNR		ceing			√	
<b>Total</b>				<b>13</b>	<b>38</b>	<b>18</b>	<b>-</b>

In pronouncing the word of “Change” / tʃeɪndʒ/ there were 38 students make error in Omission error, 18 in Substitution error and 13 in Addition error.

Item Number 4

**Table 4.5**  
**The students' error in pronouncing Palatal Sound /dʒ/, /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒækɪt	jaket			√	
2	DP		jeket			√	
3	DI		jek		√		
4	FRM		jekæt			√	
5	MRL		jaket			√	
6	SA		jeket			√	
7	SA		dʒaket			√	
8	SI		-	-	-	-	-
9	SRA	dʒækɪt		-	-	-	-
10	RR		jaket			√	
11	SL		jeket			√	
12	RS		jekɜt			√	
13	RAS		jaket			√	
14	RA		jaket			√	
15	RAS		jeket			√	
16	RAI		jekæt			√	
17	SB		jaket			√	
18	SF		jet		√		
19	RWY		jakæt			√	
20	RAS		capkəp	√			
21	PP		jeket			√	
22	RI		jaket			√	
23	RQS		jeket			√	
24	AS		jekæt			√	
25	AR		jakæt			√	
26	AD	dʒækɪt		-	-	-	-
27	AW		jekæt			√	
28	ARP		jekæt			√	
29	BAF		jek		√		
30	ASR		jaket			√	
31	AW		jaket			√	
32	AJP		jakæt			√	
33	MIS		jeks		√		
34	NRA	dʒækɪt		-	-	-	-

35	KI		jaket			√	
36	KA		jekjek	√			
37	NA	dʒækɪt		-	-	-	-
38	NI		jekət			√	
39	NR		jek		√		
40	MAPP		jaket			√	
41	KA		jekət			√	
42	MSN		jeket			√	
43	MA		jeket			√	
44	NDM		jaket			√	
45	NE		jaket			√	
46	NEr		jaket			√	
47	MIq		jaket			√	
48	MIk		jek		√		
49	MGA		jekət			√	
50	MS		jetsket	√			
51	MKB		jeket			√	
52	MRP		jeket			√	
53	MRMP		jeket			√	
54	MRA		jek		√		
55	MRSP		jekət			√	
56	MY		jeket			√	
57	MD		jek		√		
58	NFH		jek		√		
59	NV		jeket			√	
60	KWT		jeket			√	
61	FR		jeket			√	
62	IZ		jekət			√	
63	KH		jekət			√	
64	LFA		jaket			√	
65	HF	dʒækɪt		-	-	-	-
66	MC		jekət			√	
67	IP		jaket			√	
68	LA	dʒækɪt		-	-	-	-
69	LAK		jekət			√	
70	LR		jekət			√	
71	HS		dʒakət			√	
72	JNR		jaket			√	
<b>Total</b>				<b>3</b>	<b>9</b>	<b>53</b>	<b>-</b>

In pronouncing the word of "Jacket"/ dʒækɪt/ there were 53 students make error in Substitution error, 9 students make error in Omission error and 3 students make error in Addition error.

Item Number 5

**Table 4.6**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃæptə(r)	keptər			√	
2	DP		keptər			√	
3	DI		cep		√		
4	FRM		keper			√	
5	MRL		kapter			√	
6	SA		kepcer			√	
7	SA		keptə(r)			√	
8	SI		kapter			√	
9	SRA		kapter			√	
10	RR		capter			√	
11	SL		kepter			√	
12	RS		kapter			√	
13	RAS		kepter			√	
14	RA		cepter			√	
15	RAS		keptər			√	
16	RAI		japter			√	
17	SB		cepter			√	
18	SF		keper		√		
19	RWY		keptər			√	
20	RAS		capkep	√			
21	PP		kepter			√	
22	RI		captər			√	
23	RQS		ceptər			√	
24	AS		keptər			√	
25	AR		ceptər			√	
26	AD	tʃæptə(r)		-	-	-	-
27	AW		keptər			√	
28	ARP		ceptər			√	
29	BAF		cep		√		
30	ASR		keptər			√	
31	AW		ceptər			√	
32	AJP		kiptər			√	
33	MIS		ceptər			√	
34	NRA		tʃiptər			√	

35	KI		kaptər			√	
36	KA		ceptəll	√			
37	NA		ceptər			√	
38	NI		ceptər			√	
39	NR		cep		√		
40	MAPP		ceptər			√	
41	KA		keptər			√	
42	MSN		captər			√	
43	MA		ceptær			√	
44	NDM		cepər		√		
45	NE		keper		√		
46	NEr		ceptər			√	
47	MIq		caket		√		
48	MIk		ceptər			√	
49	MGA		ceptər			√	
50	MS		ceptər			√	
51	MKB		ceptətər	√			
52	MRP		ceptər			√	
53	MRMP		ceptər			√	
54	MRA		keptər			√	
55	MRSP		ceptər			√	
56	MY		keptər			√	
57	MD		tər		√		
58	NFH		ceptər			√	
59	NV		zeptər			√	
60	KWT		keptər			√	
61	FR		keptər			√	
62	IZ		keptər			√	
63	KH		keptər			√	
64	LFA		captər			√	
65	HF		zaptər			√	
66	MC		ceptər			√	
67	IP		keptər			√	
68	LA		kəptər			√	
69	LAK		keptər			√	
70	LR		ceptər			√	
71	HS		captər			√	
72	JNR		keptər			√	
<b>Total</b>				<b>3</b>	<b>8</b>	<b>60</b>	<b>-</b>

In pronouncing the word of “Chapter” /tʃæptə(r)/ there were 60 students make error in Substitution error, 8 students make error in Omission error and 3 students make error in Addition error.

Item Number 6

**Table 4.7**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒɜ:ni	jourɪ			√	
2	DP		jurneɪ	√			
3	DI		ju		√		
4	FRM		journeɪ			√	
5	MRL		journeɪ			√	
6	SA		journer	√			
7	SA		jo(r)neɪ			√	
8	SI		journeɪ			√	
9	SRA		jerneɪ			√	
10	RR		jerneɪ			√	
11	SL		journeɪ			√	
12	RS		journeɪ			√	
13	RAS		journeɪ			√	
14	RA		journe			√	
15	RAS		jurnai	√			
16	RAI		jerneɪ	√			
17	SB		journeri	√			
18	SF		jorni		√		
19	RWY		jurni		√		
20	RAS		juni		√		
21	PP		journeɪ			√	
22	RI		jurnai	√			
23	RQS		journeɪ			√	
24	AS		jerneɪ			√	
25	AR		joneɪ		√		
26	AD		jerneɪ		√		
27	AW		jurni		√		
28	ARP		jorni			√	
29	BAF		corn		√		
30	ASR		jerneɪ			√	
31	AW		jerneɪ			√	
32	AJP		jurni			√	
33	MIS		journeɪ			√	
34	NRA	dʒɜ:ni		-	-	-	-
35	KI		jerneɪ			√	

36	KA		jonik	√			
37	NA	dʒɜ:nɪ		-	-	-	-
38	NI		jerner			√	
39	NR		jorm		√		
40	MAPP		jernei			√	
41	KA		journei			√	
42	MSN		jernei			√	
43	MA		jornet	√			
44	NDM		jernæi			√	
45	NE		jernei			√	
46	NEr		jernei			√	
47	MIq		cunei		√		
48	Mlk		joner		√		
49	MGA		jernei			√	
50	MS		jernei			√	
51	MKB		joner		√		
52	MRP		journei			√	
53	MRMP		jernei			√	
54	MRA		jernei			√	
55	MRSP		jernei			√	
56	MY		journi			√	
57	MD		jum		√		
58	NFH		jerni		√		
59	NV		zourni			√	
60	KWT		journei			√	
61	FR		journi			√	
62	IZ		journi			√	
63	KH		journei			√	
64	LFA		journei			√	
65	HF		jornai			√	
66	MC		jerne		√		
67	IP		jernei			√	
68	LA		dʒɜ:ni			√	
69	LAK		journi			√	
70	LR		journi			√	
71	HS	dʒɜ:nɪ		-	-	-	-
72	JNR		jerni			√	
<b>Total</b>				<b>8</b>	<b>15</b>	<b>46</b>	<b>-</b>

In pronouncing the word of “Journey”/dʒɜ:nɪ/ there were 46 students make error in Substitution error, 15 students in Omission error and 8 students in Addition error.

Item Number 7

**Table 4.8**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃi:p	kip			√	
2	DP		cip			√	
3	DI		cep			√	
4	FRM		kep			√	
5	MRL	tʃi:p		-	-	-	-
6	SA		cip			√	
7	SA		cip			√	
8	SI		kep			√	
9	SRA		cip			√	
10	RR		cip			√	
11	SL		cip			√	
12	RS		sip			√	
13	RAS		cep			√	
14	RA		cep			√	
15	RAS		cep			√	
16	RAI		cip			√	
17	SB		cep			√	
18	SF		kep			√	
19	RWY		cip			√	
20	RAS		cap			√	
21	PP		cip			√	
22	RI		cep-up	√			
23	RQS		cep			√	
24	AS		cip			√	
25	AR		cip			√	
26	AD		cip			√	
27	AW		cip			√	
28	ARP		cep			√	
29	BAF		cep			√	
30	ASR		kep			√	
31	AW		cip			√	
32	AJP		sip			√	
33	MIS		cip			√	
34	NRA		ci:ps	√			
35	KI		kip			√	

36	KA		kep			√	
37	NA		cip			√	
38	NI		cip			√	
39	NR		kip			√	
40	MAPP		cip			√	
41	KA		kip			√	
42	MSN		cip			√	
43	MA		cepkep	√			
44	NDM		cip			√	
45	NE		cip			√	
46	NEr		cep			√	
47	MIq		cep			√	
48	MIk		cip			√	
49	MGA		cip			√	
50	MS		cep			√	
51	MKB		cæp			√	
52	MRP		cep			√	
53	MRMP		cep			√	
54	MRA		cip			√	
55	MRSP		cip			√	
56	MY		cip			√	
57	MD		cet		√		
58	NFH		cef	√			
59	NV		zep			√	
60	KWT		kep			√	
61	FR		cip			√	
62	IZ		cip			√	
63	KH		cip			√	
64	LFA		cip			√	
65	HF		cip			√	
66	MC		cip			√	
67	IP		cip			√	
68	LA	tʃi:p		-	-	-	-
69	LAK		cip			√	
70	LR		cip			√	
71	HS		cip			√	
72	JNR		kep			√	
<b>Total</b>				<b>4</b>	<b>1</b>	<b>65</b>	<b>-</b>

In pronouncing the word of “Cheap” /tʃi:p/ there were 65 students make error in Substitution error, 4 students make error in Addition error and 1 students make error in Omission error.

Item Number 8

**Table 4.9**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Re
1	AF	dʒʌmp	jom		√		
2	DP		jump			√	
3	DI		jump			√	
4	FRM		jap		√		
5	MRL		jump			√	
6	SA		jamp			√	
7	SA		jat		√		
8	SI	dʒʌmp		-	-	-	-
9	SRA		jop		√		
10	RR		jʌmp			√	
11	SL		jump			√	
12	RS		jamp			√	
13	RAS		jump			√	
14	RA		jamp			√	
15	RAS		jamp			√	
16	RAI		jap		√		
17	SB		jump			√	
18	SF		jup		√		
19	RWY		jump			√	
20	RAS		cup		√		
21	PP		jump			√	
22	RI		jum		√		
23	RQS		jamp			√	
24	AS		jamp			√	
25	AR		jamp			√	
26	AD		jup		√		
27	AW		jamp			√	
28	ARP		jamp			√	
29	BAF		juk		√		
30	ASR		jump			√	
31	AW		jemp			√	
32	AJP		jamp			√	
33	MIS		jamp			√	
34	NRA		jʌmp			√	
35	KI		kap		√		

36	KA		jomp			√	
37	NA		jamp			√	
38	NI		jamp			√	
39	NR		jamp			√	
40	MAPP		jump			√	
41	KA		jump			√	
42	MSN		jump			√	
43	MA		jump			√	
44	NDM		jΛmp			√	
45	NE		jump			√	
46	NEr		jump			√	
47	MIq		cup		√		
48	Mlk		jamp			√	
49	MGA		jump			√	
50	MS		jump			√	
51	MKB		jump			√	
52	MRP		jamp			√	
53	MRMP		jump			√	
54	MRA		jump			√	
55	MRSP		jump			√	
56	MY		jΛmp			√	
57	MD		jum		√		
58	NFH		zemp			√	
59	NV		zum		√		
60	KWT		jΛmp			√	
61	FR		jump			√	
62	IZ		jΛmp			√	
63	KH		jΛmp			√	
64	LFA		jum		√		
65	HF	d3Λmp		-	-	-	-
66	MC		jΛmp			√	
67	IP		jΛmp			√	
68	LA	d3Λmp		-	-	-	-
69	LAK		jup		√		
70	LR		jamp			√	
71	HS		jamp			√	
72	JNR		jΛmp			√	
<b>Total</b>				<b>-</b>	<b>16</b>	<b>53</b>	<b>-</b>

In pronouncing the word of “Jump”/d3Λmp/ there were 53 students make error in Substitution error and 16 students make error in Omission error.

Item Number 9

**Table 4.10**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃi:z	cis			√	
2	DP		ciz			√	
3	DI		ce		√		
4	FRM		kesi	√			
5	MRL	tʃi:z		-	-	-	-
6	SA		ces			√	
7	SA		ci:z			√	
8	SI		kes			√	
9	SRA		ci:z			√	
10	RR		ci:z			√	
11	SL		cis			√	
12	RS		cis			√	
13	RAS		ces			√	
14	RA		cis			√	
15	RAS		ces			√	
16	RAI		cis			√	
17	SB		ces			√	
18	SF		kes			√	
19	RWY		cis			√	
20	RAS		cescen	√			
21	PP		ci:z			√	
22	RI		ces			√	
23	RQS		ces			√	
24	AS		ci:z			√	
25	AR		cis			√	
26	AD		cis			√	
27	AW		cis			√	
28	ARP		ces			√	
29	BAF		set	√			
30	ASR		kesi	√			
31	AW		cese	√			
32	AJP		cis			√	
33	MIS		cis			√	
34	NRA		ci:z			√	
35	KI		ci:z			√	

36	KA		kes			√	
37	NA		ci:z			√	
38	NI		ci:z			√	
39	NR		kis			√	
40	MAPP		ci:z			√	
41	KA		ci:z			√	
42	MSN		cisi	√			
43	MA		ci:z			√	
44	NDM	tʃi:z		-	-	-	-
45	NE		ci:z			√	
46	NEr		ciz			√	
47	MIq		ces			√	
48	MIk		si		√		
49	MGA		ci:z			√	
50	MS		ces			√	
51	MKB		cese	√			
52	MRP		ci:z			√	
53	MRMP		ces			√	
54	MRA		ci:z			√	
55	MRSP		ci:z			√	
56	MY		cis			√	
57	MD		cet		√		
58	NFH		ciz			√	
59	NV		zese	√			
60	KWT		ci		√		
61	FR		ci:z			√	
62	IZ		ci:z			√	
63	KH		kes			√	
64	LFA		cise	√			
65	HF	tʃi:z		-	-	-	-
66	MC		ci:z			√	
67	IP		ci:z			√	
68	LA	tʃi:z		-	-	-	-
69	LAK		ci:z			√	
70	LR		ciz			√	
71	HS	tʃi:z		-	-	-	-
72	JNR		ces			√	
<b>Total</b>				<b>9</b>	<b>4</b>	<b>54</b>	<b>-</b>

In pronouncing the word of “Cheese”/tʃi:z/ there were 54 students make error in Substitution, 9 students make error in Addition error and 4 students in Omission.

Item Number 10

**Table 4.11**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒu:niə(r)	junior			√	
2	DP		junior			√	
3	DI		jun		√		
4	FRM		junior			√	
5	MRL		junior			√	
6	SA		junior			√	
7	SA		junior			√	
8	SI	dʒu:niə(r)		-	-	-	-
9	SRA		jonior			√	
10	RR		junior			√	
11	SL		junior			√	
12	RS		junior			√	
13	RAS		junior			√	
14	RA		junior			√	
15	RAS		junior			√	
16	RAI		jonei		√		
17	SB		junior			√	
18	SF		junior			√	
19	RWY		junior			√	
20	RAS		junior			√	
21	PP		junior			√	
22	RI		junior			√	
23	RQS		junior			√	
24	AS		junior			√	
25	AR		junior			√	
26	AD		junior			√	
27	AW		junior			√	
28	ARP		junior			√	
29	BAF		junior			√	
30	ASR		junior			√	
31	AW		junior			√	
32	AJP		junior			√	
33	MIS		jenior			√	
34	NRA		junior			√	
35	KI		junior			√	

36	KA		junior			√	
37	NA		janior			√	
38	NI		jenior			√	
39	NR		jun		√		
40	MAPP		junior			√	
41	KA		junior			√	
42	MSN		junior			√	
43	MA		junior			√	
44	NDM		junior			√	
45	NE		junior			√	
46	NEr		junior			√	
47	MIq		junior			√	
48	Mlk		junior			√	
49	MGA		junior			√	
50	MS		junior			√	
51	MKB		junior			√	
52	MRP		jonir		√		
53	MRMP		junior			√	
54	MRA		junior			√	
55	MRSP		junior			√	
56	MY		junior			√	
57	MD		juner		√		
58	NFH		zunior			√	
59	NV		zunior			√	
60	KWT		junior			√	
61	FR		junior			√	
62	IZ		junior			√	
63	KH		junior			√	
64	LFA		junior			√	
65	HF		junior			√	
66	MC		junior			√	
67	IP		junior			√	
68	LA		junior			√	
69	LAK		junior			√	
70	LR		junior			√	
71	HS		junior			√	
72	JNR		junior			√	
<b>Total</b>				<b>-</b>	<b>5</b>	<b>66</b>	<b>-</b>

In pronouncing the word of “Junior” /dʒuːniə(r)/ there were 66 students make error in Substitution error and 5 students make error in Omission error.

Item Number 11

**Table 4.12**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Re
1	AF	tʃæt	ket			√	
2	DP		cet			√	
3	DI		cet			√	
4	FRM		cet			√	
5	MRL		cet			√	
6	SA		cet			√	
7	SA		cæt			√	
8	SI		cat			√	
9	SRA	tʃæt		-	-	-	-
10	RR		cet			√	
11	SL		cet			√	
12	RS		cet			√	
13	RAS		cet			√	
14	RA		cet			√	
15	RAS		cat			√	
16	RAI		ket			√	
17	SB		cet			√	
18	SF		ket			√	
19	RWY		cat			√	
20	RAS		cat			√	
21	PP		cet			√	
22	RI		cet			√	
23	RQS		cet			√	
24	AS		cet			√	
25	AR		cet			√	
26	AD		cat			√	
27	AW		cet			√	
28	ARP		cet			√	
29	BAF		cet			√	
30	ASR		ket			√	
31	AW		cet			√	
32	AJP		cet			√	
33	MIS		cet			√	
34	NRA		tʃet			√	
35	KI		ket			√	

36	KA		ket			√	
37	NA		cet			√	
38	NI		cet			√	
39	NR		ket			√	
40	MAPP		cet			√	
41	KA		ket			√	
42	MSN		cet			√	
43	MA		ket			√	
44	NDM		cet			√	
45	NE		cet			√	
46	NEr		cet			√	
47	MIq		cat			√	
48	MIk		cat			√	
49	MGA		cat			√	
50	MS		cet			√	
51	MKB		cat			√	
52	MRP		cet			√	
53	MRMP		cet			√	
54	MRA		cit			√	
55	MRSP		cet			√	
56	MY		ket			√	
57	MD		cet			√	
58	NFH		cat			√	
59	NV		cet			√	
60	KWT		cat			√	
61	FR		cat			√	
62	IZ		cat			√	
63	KH		cet			√	
64	LFA		ket			√	
65	HF	tʃæt		-	-	-	-
66	MC		cet			√	
67	IP		ceit	√			
68	LA	tʃæt		-	-	-	-
69	LAK		kep			√	
70	LR		cet			√	
71	HS		cat			√	
72	JNR		cet			√	
<b>Total</b>				<b>1</b>	<b>-</b>	<b>68</b>	<b>-</b>

In pronouncing the word of “Chat” /tʃæt/ there were 68 students make error in Substitution error and 1 student make error in Addition error.

Item Number 12

**Table 4.13**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒʌst	jʌts				√
2	DP		jʌts				√
3	DI		just			√	
4	FRM		just			√	
5	MRL		jast			√	
6	SA		jast			√	
7	SA		jast			√	
8	SI	dʒʌst		-	-	-	-
9	SRA		jast			√	
10	RR		jest			√	
11	SL		just			√	
12	RS		jast			√	
13	RAS		just			√	
14	RA		jast			√	
15	RAS		just			√	
16	RAI		jast			√	
17	SB		just			√	
18	SF		just			√	
19	RWY		jast			√	
20	RAS		just			√	
21	PP		jast			√	
22	RI		just			√	
23	RQS		jast			√	
24	AS		jast			√	
25	AR		jast			√	
26	AD		just			√	
27	AW		just			√	
28	ARP		jats				√
29	BAF		just			√	
30	ASR		jast			√	
31	AW		just			√	
32	AJP		jast			√	
33	MIS		jast			√	
34	NRA		jest			√	
35	KI		just			√	

36	KA		jest			√	
37	NA		jats				√
38	NI		jest			√	
39	NR		jast			√	
40	MAPP		just			√	
41	KA		jut		√		
42	MSN		just			√	
43	MA		jus		√		
44	NDM		jast			√	
45	NE		just			√	
46	NEr		just			√	
47	MIq		jus		√		
48	MIk		jast			√	
49	MGA		jast			√	
50	MS		just			√	
51	MKB		jus		√		
52	MRP		juts				√
53	MRMP		just			√	
54	MRA		jus		√		
55	MRSP		jus		√		
56	MY		jast			√	
57	MD		jut		√		
58	NFH		jes		√		
59	NV		cus		√		
60	KWT		jas		√		
61	FR		jast			√	
62	IZ		jast			√	
63	KH		just			√	
64	LFA		jast			√	
65	HF		jast			√	
66	MC		just			√	
67	IP		jast			√	
68	LA		jast			√	
69	LAK		juts				√
70	LR		just			√	
71	HS		just			√	
72	JNR		jast			√	
<b>Total</b>				<b>-</b>	<b>10</b>	<b>55</b>	<b>6</b>

In pronouncing the word of “Just” /dʒʌst/ there were 55 students make error in Substitution error, 10 students make error in Omission error and 6 students make error in Ordering error.

Item Number 13

**Table 4.14**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃa:t	kart			√	
2	DP		cert			√	
3	DI		sat		√		
4	FRM		ka:t			√	
5	MRL		kart			√	
6	SA		kat		√		
7	SA		cert			√	
8	SI		cat		√		
9	SRA		kart			√	
10	RR		cert			√	
11	SL		kert			√	
12	RS		cert			√	
13	RAS		kert			√	
14	RA		cart			√	
15	RAS		cart			√	
16	RAI		kart			√	
17	SB		cart			√	
18	SF		kert			√	
19	RWY		kart			√	
20	RAS		sat		√		
21	PP		cert			√	
22	RI		car		√		
23	RQS		cart			√	
24	AS		cert			√	
25	AR		cart			√	
26	AD		cart			√	
27	AW		kart			√	
28	ARP		cart			√	
29	BAF		cart			√	
30	ASR		cart			√	
31	AW		cer		√		
32	AJP		cart			√	
33	MIS		cart			√	
34	NRA		kart			√	
35	KI		kart			√	

36	KA		kert			√	
37	NA		kert			√	
38	NI		cart			√	
39	NR		kert			√	
40	MAPP		cart			√	
41	KA		cart			√	
42	MSN		kert			√	
43	MA		ces		√		
44	NDM		kart			√	
45	NE		cart			√	
46	NEr		celer	√			
47	MIq		hart			√	
48	MIk		cart			√	
49	MGA		cert			√	
50	MS		cert			√	
51	MKB		cein	√			
52	MRP		cert			√	
53	MRMP		cart			√	
54	MRA		kart			√	
55	MRSP		cart			√	
56	MY		cert			√	
57	MD		cet		√		
58	NFH		cert			√	
59	NV		set		√		
60	KWT		kert			√	
61	FR		kert			√	
62	IZ		cart			√	
63	KH		kart			√	
64	LFA		cart			√	
65	HF		cart			√	
66	MC		cart			√	
67	IP		cart			√	
68	LA		kart			√	
69	LAK		ket		√		
70	LR		cert			√	
71	HS	tʃɑ:t		-	-	-	-
72	JNR		kart			√	
<b>Total</b>				<b>2</b>	<b>10</b>	<b>59</b>	<b>-</b>

In pronouncing the word of “Chart” /tʃɑ:t/ there were 59 students make error in Substitution error, 10 students make error in Omission error and 2 students make error in Addition error.

Item Number 14

**Table 4.15**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒʌdʒ	jʌgdi	√			
2	DP		juds		√		
3	DI		jud		√		
4	FRM		jʌgde	√			
5	MRL		jʌgde	√			
6	SA		jʌgde	√			
7	SA	dʒʌdʒ		-	-	-	-
8	SI		jʌdʒe	√			
9	SRA		jʌgde	√			
10	RR		jʌdʒe	√			
11	SL		jekle	√			
12	RS		jatʒe	√			
13	RAS		judʒe	√			
14	RA		jad		√		
15	RAS		judʒe	√			
16	RAI		jarge	√			
17	SB		jugde				√
18	SF		jek		√		
19	RWY		judʒe	√			
20	RAS		juʒe		√		
21	PP		judʒe	√			
22	RI		jud		√		
23	RQS		jad		√		
24	AS		jud		√		
25	AR		jʌdʒe	√			
26	AD		jud		√		
27	AW		jatʒi	√			
28	ARP		jʌdʒe	√			
29	BAF		juk		√		
30	ASR		jusjert	√			
31	AW		jud		√		
32	AJP		jutʒe	√			
33	MIS		jets		√		
34	NRA		jʌdʒe	√			
35	KI		jud			√	

36	KA		juts	√			
37	NA		jʌdgi	√			
38	NI		jetgi	√			
39	NR		jat		√		
40	MAPP		judge	√			
41	KA		jʌdge	√			
42	MSN		judge	√			
43	MA		judgel	√			
44	NDM		jadʒ			√	
45	NE		jadge	√			
46	NEr		jud		√		
47	MIq		jug		√		
48	MIk		judge	√			
49	MGA		jud		√		
50	MS		judgi	√			
51	MKB		juge	√			
52	MRP		judge	√			
53	MRMP		judge	√			
54	MRA		jud		√		
55	MRSP		juge	√			
56	MY		jadgi	√			
57	MD		jup		√		
58	NFH		jeld	√			
59	NV		judge	√			
60	KWT		jugi	√			
61	FR		jud		√		
62	IZ	dʒʌdʒ		-	-	-	-
63	KH		judge			√	
64	LFA		judge	√			
65	HF		judge	√			
66	MC	dʒʌdʒ		-	-	-	-
67	IP		jadʒ			√	
68	LA		jadʒ			√	
69	LAK		jud		√		
70	LR		judge	√			
71	HS		jʌdʒ			√	
72	JNR	dʒʌdʒ		-	-	-	-
<b>Total</b>				<b>41</b>	<b>20</b>	<b>6</b>	<b>1</b>

In pronouncing the word of “Judge” /dʒʌdʒ/ there were 41 students make error in Addition error, 20 students make error in Omission error, 6 students make error in Substitution error and 1 students make error in Ordering error.

Item Number 15

**Table 4.16**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	ritʃ		-	-	-	-
2	DP		rais	√			
3	DI		rik			√	
4	FRM		rik			√	
5	MRL		ritz			√	
6	SA		ratz			√	
7	SA	ritʃ		-	-	-	-
8	SI		rik			√	
9	SRA		rais	√			
10	RR	ritʃ		-	-	-	-
11	SL		ris			√	
12	RS		rais	√			
13	RAS		riz			√	
14	RA		crik	√			
15	RAS		rit			√	
16	RAI		ris			√	
17	SB		rik			√	
18	SF		rit			√	
19	RWY		ris			√	
20	RAS		rit			√	
21	PP	ritʃ		-	-	-	-
22	RI		rit			√	
23	RQS	ritʃ		-	-	-	-
24	AS	ritʃ		-	-	-	-
25	AR		rat			√	
26	AD	ritʃ		-	-	-	-
27	AW		ris			√	
28	ARP	ritʃ		-	-	-	-
29	BAF	ritʃ		-	-	-	-
30	ASR		raitʃ	√			
31	AW		rik			√	
32	AJP		ris			√	
33	MIS		reis	√			
34	NRA	ritʃ		-	-	-	-

35	KI		rit			√	
36	KA		rits			√	
37	NA	ritʃ		-	-	-	-
38	NI		ratz	√			
39	NR		rits	√			
40	MAPP		rits	√			
41	KA		rik			√	
42	MSN		rik			√	
43	MA		res			√	
44	NDM	ritʃ		-	-	-	-
45	NE	ritʃ		-	-	-	-
46	NEr		ris			√	
47	MIq		crih	√			
48	Mik		riks		√		
49	MGA		rist	√			
50	MS		ritz	√			
51	MKB		re		√		
52	MRP	ritʃ		-	-	-	-
53	MRMP		rek		√		
54	MRA		ri		√		
55	MRSP		rik			√	
56	MY		ris			√	
57	MD		rik			√	
58	NFH		rik			√	
59	NV		zrits	√			
60	KWT		rais	√			
61	FR		rit			√	
62	IZ	ritʃ		-	-	-	-
63	KH		ris			√	
64	LFA	ritʃ		-	-	-	-
65	HF		reik	√			
66	MC		rais	√			
67	IP	ritʃ		-	-	-	-
68	LA	ritʃ		-	-	-	-
69	LAK		rits	√			
70	LR	ritʃ		-	-	-	-
71	HS	ritʃ		-	-	-	-
72	JNR	ritʃ		-	-	-	-
<b>Total</b>				<b>17</b>	<b>4</b>	<b>30</b>	<b>-</b>

In pronouncing the word of “Rich” /ritʃ/ there were 30 students make error in Substitution error, 17 students make error in Addition error and 4 students make error in Omission error.

Item Number 16

**Table 4.17**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒeləs	jeləs			√	
2	DP		jelus			√	
3	DI		je		√		
4	FRM		jikalous	√			
5	MRL		jaləs			√	
6	SA		jeləs			√	
7	SA		jelts		√		
8	SI		jils		√		
9	SRA		jeləs			√	
10	RR		jeləs			√	
11	SL		jeləs			√	
12	RS		jeləs			√	
13	RAS		julius	√			
14	RA		jelius	√			
15	RAS		jeus		√		
16	RAI		jauləs				√
17	SB		jaulus	√			
18	SF		julus		√		
19	RWY		jeləs			√	
20	RAS		jells-ot	√			
21	PP		jules		√		
22	RI		jeulus	√			
23	RQS		jelus			√	
24	AS		jeləs			√	
25	AR		jeləs			√	
26	AD		jeləs			√	
27	AW		jelius	√			
28	ARP		jeliəs	√			
29	BAF		jeuls	√			
30	ASR		jileus	√			
31	AW		riklaus	√			
32	AJP		jilus		√		
33	MIS		jelus		√		
34	NRA	dʒeləs		-	-	-	-
35	KI		kous		√		

36	KA		jelous			√	
37	NA		jeləs			√	
38	NI		jeləs			√	
39	NR		jeis		√		
40	MAPP		julus		√		
41	KA		jelus			√	
42	MSN		jelse				√
43	MA		jelos			√	
44	NDM		jelos			√	
45	NE		jelius	√			
46	NEr		jelus			√	
47	MIq		cilu		√		
48	MIk		jeləs			√	
49	MGA		jolus			√	
50	MS		jelus			√	
51	MKB		jelus			√	
52	MRP		jiles			√	
53	MRMP		jeles			√	
54	MRA		jos		√		
55	MRSP		julius	√			
56	MY		jelus			√	
57	MD		kart		√		
58	NFH		jeləs			√	
59	NV		jouləs	√			
60	KWT		jelus			√	
61	FR		jeləs			√	
62	IZ		jeləs			√	
63	KH		jeles			√	
64	LFA		jelous	√			
65	HF		jous		√		
66	MC		jelius	√			
67	IP		jiles			√	
68	LA		jeləs			√	
69	LAK		jeləs			√	
70	LR		jilus			√	
71	HS		jeləs			√	
72	JNR		jeləs			√	
<b>Total</b>				<b>16</b>	<b>15</b>	<b>38</b>	<b>2</b>

In pronouncing the word of “Jealous” /dʒeləs/ there were 38 students make error in Substitution error, 16 students make error in Addition error, 15 students make error in Omission error and 2 students make error in Ordering error.

Item Number 17

**Table 4.18**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Re
1	AF	dʒækpt	jekpot			√	
2	DP		jekpot			√	
3	DI		jek		√		
4	FRM		jekpot			√	
5	MRL		jakpot			√	
6	SA		jakpat			√	
7	SA	dʒækpt		-	-	-	-
8	SI	dʒækpt		-	-	-	-
9	SRA		jakpot			√	
10	RR		jetpot			√	
11	SL		jekpot			√	
12	RS		jekpot			√	
13	RAS		jakpat			√	
14	RA		jakpot			√	
15	RAS		jekpot			√	
16	RAI		jekpot			√	
17	SB		jekpot			√	
18	SF		jekpot			√	
19	RWY		jekpot			√	
20	RAS		cakpot			√	
21	PP		jekpot			√	
22	RI		jekpot			√	
23	RQS		jekpot			√	
24	AS		jekpot			√	
25	AR		jetpot			√	
26	AD		jekpot			√	
27	AW		jekpot			√	
28	ARP		jekpot			√	
29	BAF		jekspot	√			
30	ASR		jekpot			√	
31	AW		jekpot			√	
32	AJP		jekpot			√	
33	MIS		jekpot			√	
34	NRA	dʒækpt		-	-	-	-
35	KI		jakpot			√	

36	KA		jetpot			√	
37	NA	dzækpɒt		-	-	-	-
38	NI		jekpɒt			√	
39	NR		jek		√		
40	MAPP		jekpot			√	
41	KA		jekpot			√	
42	MSN		jekpot			√	
43	MA		jekpot			√	
44	NDM		jakpot			√	
45	NE		jekpot			√	
46	NEr		jekpot			√	
47	MIq		capot		√		
48	Mlk		jekpot			√	
49	MGA		jekpot			√	
50	MS		jekspot	√			
51	MKB		jekpot			√	
52	MRP		jekpot			√	
53	MRMP		jekpot			√	
54	MRA		jek		√		
55	MRSP		jekpot			√	
56	MY		jekpot			√	
57	MD		jek		√		
58	NFH		jeksfot	√			
59	NV		jekpot			√	
60	KWT	-	-	-	-	-	-
61	FR		jekpot			√	
62	IZ		jekpot			√	
63	KH		jekpot			√	
64	LFA		jetpot			√	
65	HF		jekpot			√	
66	MC		jekpot			√	
67	IP		jekpot			√	
68	LA		jekpot			√	
69	LAK		jekpot			√	
70	LR		jetpot			√	
71	HS		jekpot			√	
72	JNR		jekpot			√	
<b>Total</b>				<b>3</b>	<b>5</b>	<b>59</b>	<b>-</b>

In pronouncing the word of “Jackpot” /dzækpɒt/ there were 59 students make error in Substitution error, 5 students make error in Omission error and 3 students make error in Addition error.

Item Number 18

**Table 4.19**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃænɪ	cenəl			√	
2	DP		cenəl			√	
3	DI		cenəl			√	
4	FRM		cenəl			√	
5	MRL		cenəl			√	
6	SA		cenəl			√	
7	SA	tʃænɪ		-	-	-	-
8	SI		kenəl			√	
9	SRA	tʃænɪ		-	-	-	-
10	RR	tʃænɪ		-	-	-	-
11	SL		cenəl			√	
12	RS		cenəl			√	
13	RAS		cenəl			√	
14	RA		cenəl			√	
15	RAS		cenəl			√	
16	RAI		kenəl			√	
17	SB		cenəl			√	
18	SF		kenil			√	
19	RWY		cenəl			√	
20	RAS		cenəl			√	
21	PP	tʃænɪ		-	-	-	-
22	RI		cenəl			√	
23	RQS		cenəl			√	
24	AS	tʃænɪ		-	-	-	-
25	AR		cenəl			√	
26	AD	tʃænɪ		-	-	-	-
27	AW		cenəl			√	
28	ARP	tʃænɪ		-	-	-	-
29	BAF		cenəl			√	
30	ASR		cenəl			√	
31	AW		cenəl			√	
32	AJP		kenəl			√	
33	MIS		cenəl			√	
34	NRA	tʃænɪ		-	-	-	-
35	KI		kenəl			√	

36	KA		kenəl			√	
37	NA	tʃænɪ		-	-	-	-
38	NI		cenəl			√	
39	NR		cen		√		
40	MAPP		cenəl			√	
41	KA		cenəl			√	
42	MSN		kenəl			√	
43	MA		cenəɪ			√	
44	NDM		cenəl			√	
45	NE		cenəl			√	
46	NEr		cenəl			√	
47	MIq		cenəl			√	
48	Mlk		cenels	√			
49	MGA		cenəl			√	
50	MS		cenəl			√	
51	MKB		cenəl			√	
52	MRP		cenəl			√	
53	MRMP		ceinəl	√			
54	MRA		cingel	√			
55	MRSP		cenəl			√	
56	MY		cenəl			√	
57	MD		nek		√		
58	NFH		cenəl			√	
59	NV		kenəl			√	
60	KWT	-	-	-	-	-	-
61	FR		cenəl			√	
62	IZ		cenəl			√	
63	KH		cenəl			√	
64	LFA		cenəl			√	
65	HF		cenəl			√	
66	MC		cenəl			√	
67	IP	tʃænɪ		-	-	-	-
68	LA	tʃænɪ		-	-	-	-
69	LAK	tʃænɪ		-	-	-	-
70	LR		cenəl			√	
71	HS		cenəl			√	
72	JNR	tʃænɪ		-	-	-	-
<b>Total</b>				<b>3</b>	<b>2</b>	<b>53</b>	<b>-</b>

In pronouncing the word of “Channel”/ tʃænɪ/ there were 53 students make error in Substitution, 3 students make error in Addition error and 2 students make error in Omission error.

Item Number 19

**Table 4.20**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	tʃʌbi	cʌbi			√	
2	DP		cubi			√	
3	DI		cubi			√	
4	FRM		cubi			√	
5	MRL		cʌbi			√	
6	SA		cubi			√	
7	SA		kʌbi			√	
8	SI		kʌbi			√	
9	SRA	tʃʌbi		-	-	-	-
10	RR	tʃʌbi		-	-	-	-
11	SL		cʌbi			√	
12	RS		cubi			√	
13	RAS		cubi			√	
14	RA		cʌbi			√	
15	RAS		cʌbi			√	
16	RAI		cʌbi			√	
17	SB		cubi			√	
18	SF		cubbi	√			
19	RWY		cubi			√	
20	RAS		cubi			√	
21	PP	tʃʌbi		-	-	-	-
22	RI		cubli	√			
23	RQS		cʌbi			√	
24	AS		cʌbi			√	
25	AR		cubi			√	
26	AD		tʃɒbi			√	
27	AW		cubi			√	
28	ARP		cubi			√	
29	BAF		cub		√		
30	ASR		cebi			√	
31	AW		cubi			√	
32	AJP		cʌbi			√	
33	MIS		cʌbi			√	
34	NRA	tʃʌbi		-	-	-	-
35	KI		jubi			√	

36	KA		cunbi	√			
37	NA		kλbi			√	
38	NI		jebi			√	
39	NR		cub		√		
40	MAPP		cubi			√	
41	KA		cobi			√	
42	MSN		kubi			√	
43	MA		cubi			√	
44	NDM	tʃλbi		-	-	-	-
45	NE		cubi			√	
46	NEr		cabi			√	
47	MIq		cub		√		
48	MIk		cub		√		
49	MGA		jubi			√	
50	MS		cubbi	√			
51	MKB		cube	√			
52	MRP		cubi			√	
53	MRMP		kulbi	√			
54	MRA		cat		√		
55	MRSP		cubi			√	
56	MY		kabi			√	
57	MD		cub		√		
58	NFH		cebli	√			
59	NV		cubbi	√			
60	KWT	-	-	-	-	-	-
61	FR		cabi			√	
62	IZ	tʃλbi		-	-	-	-
63	KH		cubi			√	
64	LFA		cubi			√	
65	HF		cabs		√		
66	MC		cabi			√	
67	IP	tʃλbi		-	-	-	-
68	LA	tʃλbi		-	-	-	-
69	LAK		cabi			√	
70	LR		tʃubi	-	-	-	-
71	HS		cubi			√	
72	JNR	tʃλbi	-	-	-	-	-
<b>Total</b>				<b>8</b>	<b>7</b>	<b>46</b>	<b>-</b>

In pronouncing the word of “Chubby”/ tʃλbi/ there were 46 students make error in Substitution error, 8 students make error in Addition error and 7 students make error in Omission error.

Item Number 20

**Table 4.21**  
**The students' error in pronouncing Palatal Sound /dʒ/ , /tʃ/**

No	Students' Initial Name	Correct Pronunciation	Error Pronunciation	Types of Error			
				Ad	Om	Sub	Or
1	AF	dʒeli	jeli			√	
2	DP		zeli			√	
3	DI		jeli			√	
4	FRM		jeli			√	
5	MRL		jeli			√	
6	SA		jeli			√	
7	SA	dʒeli		-	-	-	-
8	SI		jeli			√	
9	SRA		jeli			√	
10	RR		jeli			√	
11	SL		jeli			√	
12	RS		jeli			√	
13	RAS		jeli			√	
14	RA		jeli			√	
15	RAS		jeli			√	
16	RAI		jeli			√	
17	SB		jeli			√	
18	SF		jeli			√	
19	RWY		jeli			√	
20	RAS		jeli			√	
21	PP	Dʒeli		-	-	-	-
22	RI		jeli			√	
23	RQS		jeli			√	
24	AS		jeli			√	
25	AR		jeli			√	
26	AD		jeli			√	
27	AW		jeli			√	
28	ARP		jeli			√	
29	BAF		jeli			√	
30	ASR		jeli			√	
31	AW		jeli			√	
32	AJP		jeli			√	
33	MIS		jeli			√	
34	NRA		jeli			√	
35	KI		jeli			√	

36	KA		jil		√		
37	NA		jeli			√	
38	NI		jeli			√	
39	NR		jel		√		
40	MAPP		jeli			√	
41	KA		jeli			√	
42	MSN		jeli			√	
43	MA		jeli			√	
44	NDM		jeli			√	
45	NE		jeli			√	
46	NEr		jeli			√	
47	MIq		jeli			√	
48	MIk		jeli			√	
49	MGA		jeli			√	
50	MS		jeli			√	
51	MKB		jeli			√	
52	MRP		jeli			√	
53	MRMP		jeli			√	
54	MRA		je		√		
55	MRSP		jeli			√	
56	MY		jeli			√	
57	MD		jeli			√	
58	NFH		jeli			√	
59	NV		jeli			√	
60	KWT	-	-	-	-	-	-
61	FR		jeli			√	
62	IZ		zeli			√	
63	KH		jeli			√	
64	LFA		jeli			√	
65	HF		jeli			√	
66	MC		jeli			√	
67	IP		jeli			√	
68	LA		jeli			√	
69	LAK		jeli			√	
70	LR		jeli			√	
71	HS		jeli			√	
72	JNR		jeli			√	
<b>Total</b>				-	<b>3</b>	<b>66</b>	-

In pronouncing the word of “Jelly” /dzeli/ there were 66 students make error in Substitution error and 3 students make error in Omission error.

The occurrences of error can be shown in the table below

**Table 4.22**  
**The occurrences of error made by the students**

No	Types of Error	Number of Occurrence
1	Addition	132
2	Omission	174
3	Substitution	1006
4	Ordering	9
<b>Total</b>		<b>1321</b>

The table shown that the total errors made by the students are 1321 by each types of error as the following table. It is showed that the occurrences of error is addition 132 , the occurrences of error omission 174, the occurrences of error substitution 1006, and error ordering is 9 occurrences which total 1321 occurrences.

## 2. The Dominant Error Made by the Students in Pronouncing Palatal Sound

*/dʒ/ , /tʃ/*

The percentage of dominant of errors used the formula:

$$P = \frac{f}{N} \times 100\%$$

Where :

P : the percentage of error

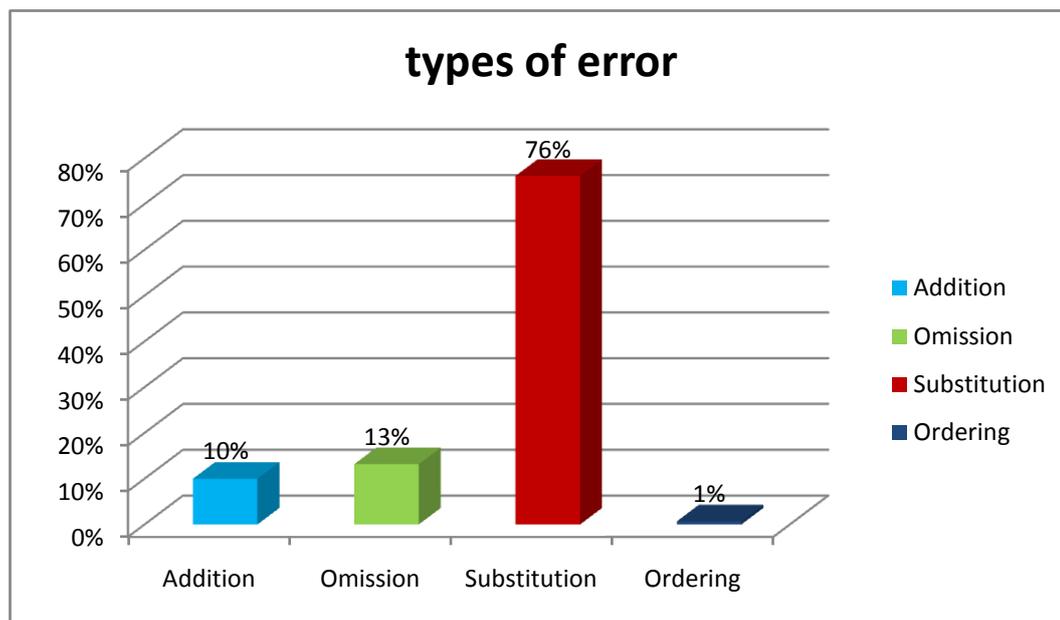
f : the frequency of wrong answer

N : the total number of all categories errors

**Table 4.23**  
**The Dominant Types of Error**

No	Types of Error	Number	Percentage
1	Addition	132	$\frac{132}{1321} \times 100\% = 9,99\%$
2	Omission	174	$\frac{174}{1321} \times 100\% = 13,17\%$
3	Substitution	1006	$\frac{1006}{1321} \times 100\% = 76,15\%$
4	Ordering	9	$\frac{9}{1321} \times 100\% = 0,69\%$
Total		1321	100%

From the table above, for types of error the occurrences of error addition was 132 or 9,99%, the occurrences of error omission was 174 or 13,17%, the occurrences of error substitution was 1006 or 76,15%, the occurrences for error ordering was 9 or 0,69% occurrences which totaled 1321 occurrences. By consulting to the table 4.23, so it can be conclude that the most dominant error made by the students was of substitution which was 1006 or 76,15%. So, the most often occurrences of error was the error of substitution.



**Chart 1. The Percentage Types of Students' Error**

### **C. Findings**

After analyzing the data, it was found that:

1. The occurrences of addition error was 132 (9.99%), the occurrences of omission error was 174 (13.17%), the occurrences of substitution error was 1006 (76.15%), and the occurrences of ordering error was 9 (0.69%).
2. The dominant error made by the students was the substitution error was 1006 occurrences or about 75,15%, it means that the students often made mistake in pronouncing Palatal Sound /dʒ/ , /tʃ/

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the data, some conclusions can be stated as the following.

1. There were 1321 total errors made by the students, 88 total right pronunciation made by the students who are able to pronouncing Palatal Sound /dʒ/ , /tʃ/, and there were 31 total word that not pronounce by the students. based on explanation above, it showed many error made by the students in each item and has different types of error. It means that the eight grade students of SMP PAB 2 Helvetia got error to pronouncing Palatal Sound /dʒ/ , /tʃ/.
2. Based on the result of the students test it was found that the four types of error were found in this research, they was addition, omission, substitution and ordering. The percentage the students error in pronouncing Palatal Sound /dʒ/ , /tʃ/ was the addition found 132 occurrences or (9,99%), the omission was 174 occurrences or (13,17%), the substitution was 1006 occurrences or (76,15%) and the last ordering was 9 occurrences (0,69%).
3. The most dominant error that occurred was substitution, it was 1006 occurrences or (76,15%).

**B. Suggestions**

In relation to the conclusions above, some suggestion can be staged as in the following.

1. The teacher should be more effective in teaching English generally and the teacher should give more motivation and chance to the students to practice English, especially in pronouncing palatal sound in order to minimize the student's error.
2. The English teacher should explain the way how to pronounce the English word well.
3. The teacher should suggest the students to read various book to enrich their knowledge.

## REFERENCES

- Arikunto, S. 2002. *Prosedur Penelitian*. Jakarta: Rineka Cipta
- Blaikie, N. 2013. *Analyzing Quantitative Data*. London: Sage Publications.
- Brown, H. Douglas. 2001. *Principle of Language Learning and Teaching*. Britain: Logman.
- Christophersen, Paul. 1956. *An English Phonetics Course*. London: Longman Group Limited.
- Hasyim, S. (2002). *Error Analysis in the Teaching of English*. Retrieved March 27, from <http://puslit2.petra.ac.id/ejournal/index.php/ing/articlePDFInterstitial?15485/15477>.
- International Journal of English Linguistics; Vol.4, No 22; 2014 ISSN 1923-869X E-ISSN 1923-8703 Publish by Canadian Centre of Science and Education.
- International Journal of Linguistics ISSN 1948-5425 2014, Vol. 6, No.4.
- Jones, Daniel. 1986. *The Pronunciation of English (Fourth Edition)*. England: Cambridge University Press.
- Kelly, Gerald. 2000. *How to Teach Pronunciation*. London: Pearson Education Limited.
- Krashen, D. Stephen. 1982. *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.
- Ladefoged Peter, Keith Johnson-A Course in Phonetics (Sixth Edition)-Heinle.
- Lanteigne, B. (2006). Common, persistent error in English by Brazilian Portuguese speakers. TEFL Web Journal, 4(1). Retrieved August 21, 2006, from <http://www.teflweb-jorg/v4nl/Brazilians.pd>.
- Naibaho, J. 1993. *Contrastive Linguistics*. Medan: Institut Keguruan dan Ilmu pendidikan.
- Richard, J.C. 1977. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman Group Limited.

Sahulata, Daniel. 1998. *An Introduction Sound and Sound System of English*. Jakarta: Departemen Pendidikan dan Kebudayaan.

Syafei, Anas. 1998. *English Pronunciation: Theory and Practice*. Jakarta: Departemen Pendidikan dan Kebudayaan.

<http://puslit.petra.ac.id/journals/letters/> retrieved on March 3,2017 at 11.56 AM.

<http://www.grammar.cl/english/pronunciation-ed.html> retrieved on March 3, 2017 at 04.29 PM.

## **CURRICULUM VITAE**

Name : Fitri Ayu Utami

Register Number : 1302050110

Place/Date of Birth : Air Hitam, 23 February 1996

Sex : Female

Religion : Moslem

Education :

1. Kindergarten at TK Mutiara Bunda from 2000-2001
2. Elementary School at SDN 056018 Kp. Bamban from 2001-2007
3. Junior High School at SMPN 2 Padang Tualang from 2007-2010
4. Senior High School at SMAN 1 Padang Tualang from 2010-2013
5. Students at University of Muhammadiyah Sumatera Utara from 2013-2017 until reaching the Degree of English Department.

Phone Number : 082369991280

Father's Name : Rusmadi S.Pd

Mother's Name : Aftuty Mawan S.Pd

Address : Dsn. Tahun X, Kec. Batang Serangan, Kab.Langkat.

Email : fitriayu.utami@yahoo.com