

**AN ERROR ANALYSIS ON THE STUDENTS'
ACHIEVEMENT IN WRITING PHONETIC TRANSCRIPTION**

SKRIPSI

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ABSTRACT

Dahlia : An Error Analysis on the Students' Achievement in Writing Phonetic Transcription. English Departement of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2017.

This study deals with An Error Analysis on the Students' Achievement in Writing Phonetic Transcription. The objectives of this study are to find out of students types error in writing phonetic transcription and also to find out the most dominant kinds of error the students in writing phonetic transcription. The technique used in this research was a descriptive qualitative research. It had been done to the semester sixth students of University Muhammadiyah North Sumatera in the academic year 2016/2017. The researcher finding the types of error made by students and the most dominant types of error made by students based on students' answer the test. The tests were researcher made from the small paragraph. The findings show that the total of error made by students in University Muhammadiyah North Sumatera was 1257 errors. The types of errors and percentage were the addition 392 or arround 31,18%, error of omission was 346 or arround 27,52%, and error of misformation was 519 or 41,28%. Finally, the most dominant types of error misformation was 519 or 41,28%.

Keywords : Error, Error Analysis, Phonetic Transcription

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CHAPTER I

INTRODUCTION

A. Background of the Study

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation and spelling. Those elements are though in order to develop the students' skill in the language learning. One second of them should be noticed is pronunciation is considered difficult element method that can be applied in learning pronunciation.

Languages has three major components including phonology, vocabulary, and grammar. Language is primarily spoken. Therefore sounds are very important. In this relation, phonology takes an important role. Phonology is the study of phones or speech sounds. There are two studies of phonology, phonetics and phonemics. Phonemics is the study of speech sounds with a view finding out the significant units of sounds in a given language.

Phonetics and phonology are worth studying for several reasons. One is that as all study of language, the study of phonology gives us insight into how the human mind works. Two more reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language to others.

Phonetics is the systematic study of speech and the sounds of language. That is concerned with how sounds are produced, transmitted and perceived

(Hamman,2005) . Phonetics is about sound of language. Phonetics is often defined with respect to phonology.

Phonology is the study of phones or speech sound (Ramelan,1994). Phonology is concerned with with how sounds function in relation to each other in language. Phonology is about sound system language.

There are some problem students difficult in writing phonetic transcription. They are difficult to understand in writing phonetic transcription. Most of them, do not know how to write a good phonetic transcription and this is make students many wrong in pronouncing the word. They complain when found test about phonetic transcription. For example, when most of them write “because” to be / bɪkəz/ should be, word “because = /bɪ'kɒz/”.

Based on interviews with some students in University Muhammadiyah of North Sumatera in fifth semester, most of students were wrong in writing phonetic transcription. This is make students wrong when pronouncing the word. They say that difficult to understand about writing phonetic transcription due to the lack of a detailed explanation of phonetic transcription. They said that to rarely to doing the test about phonetic transcription make them unaccustomed to write International Phonetic Alphabet. This is make them difficult to doing the test on writing phonetic transcription and make the most of students got a lot mistakes when doing that test.

In the classroom the students of university should be understand how to write a good phonetics transcription. In order, to enable them to understand the pronunciation of the words. Phonetics is concerned with how sounds are

produced, transmitted and perceived (we will only look at the production of sound) (Hamman and Schmitz, 2005: 3).

Based on the background above, the researcher was research about “*An Error Analysis on the Students’ Achievement in Writing Phonetic Transcription*”.

B. The Identification of the problems

The problems of this study were identified as follows

1. The types of students error in phonetic transcription.
2. The most dominant error of students in phonetic transcription.

C. Scope and Limitation

The scope of this study on the phonetic transcription. The limitation of study is about the phonetic transcription of words.

D. Formulation of the Problems

The problem of this research were formulated as follows:

1. What are the types of error made by students in phonetic transcription?
2. What are the most dominant of error the students in writing phonetic transcription?

E. Objectives of the Study

The objectives of this research were stated as follows:

1. To find out of students types error in writing phonetic transcription
2. To find out the most dominant kinds of error the students in writing phonetic transcription.

F. Significant of the Study

The results of this study were expected to be useful for :

Theoretically :

The findings can add more theory in phonetics transcription studies and become reference for further studies about phonetics

Practically :

This research can be used to those who are studying phonetics.

1. For teacher, it can be used as knowledge especially to tell the teacher how to teach phonetic transcription
2. For students, it can be used as knowledge especially to tell the students how to writing phonetic transcription.
3. For other researcher, this study can help next to other researcher when they are going to write other research.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Description of Error Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it (Douglas, 1980). The technique has been applied in the study of mathematics and logic, though analysis as a formal concept is a relatively recent development. From the definition above, analysis is part the methodology of the psycholinguistics investigation of language learning or the application of linguistic theory to the data of erroneous utterances produced by a learner in order to get more knowledge. Analysis describe ideas to examine the relationship between idea. Analysis will consider the data in enough depth and with the enough clarity. It will make the reader convince about it. Even one who disagree with the writer's conclusion, but the analysis should be made well.

They are types of analysis objectives, they are:

- a. Identification or classification of the element of communication
- b. Making explicit the relationship of connection has exist among these elements.
- c. Recognizing the organizational principle that hold the communication together as a hole.

Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. Errors made by the students do not mean a failure or inadequacy but they can be viewed as important evidence of strategies or procedure employed by the student in learning a second language. They are also significant to the teacher and to the student himself. In language teaching and testing, error analysis is a technique of measuring progress and of devising teaching methods by recording and classifying the mistakes made by students, meanwhile in linguistics, error analysis is the observation of errors in the speech process as a means of understanding the phonological and semantic components of language, interactional processes, and speakers' discourse strategies.

Human learning is fundamentally a process that involves the making mistake (Douglass, 1980). Mistakes, misjudgment, miscalculation, and erroneous assumption from an important aspect of learning virtually any skill or acquiring information. When you learn to swim by first jumping into the water and flailing arms and legs until you discover that there is a combination of movements a structured pattern that succeeds in keeping you a float and propelling you through the water. The first mistake of learning to swim are giant ones, gradually diminishing as you learn from making those mistakes. Because of the mistake, it obtains feedback from the environment and with that feedback to make new attempts which successively more closely approximate desired goals.

Error analysis is an activity to reveal errors found in writing and speaking. Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the system operated by learner (Brown, 1980: 166). It seems this concept is the one proposed error analysis is a technique for identifying, classifying, and systematically interpreting the

unacceptable form produced by someone learning a foreign language, using any of the principles and procedures by linguistics (Crystall, 1987: 112).

Error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors (James, 1988). Errors if studied could reveal a developing system of the students L2 language and this system is dynamic and open to changes and resetting of parameters (Mitchell and Myles 2004). The teachers need to views students' errors positive and should not regard them as the learners' failure to grasp the rules and structures but view the errors as process of learning (Stark, 2001).

Error analysis is the study of errors made by the second and foreign language learners (Richards 1985: 96). The error produced in the acquisition of english as a second language divided into four categories (Richards 1971: 19)

1. Overgeneralization

Overgeneralization cover instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

2. Incomplete application of rules

It involves a failure to fully develop a structure.

3. False concepts hypothesized

It arises when the learners do not fully comprehend a distinction in the target language.

4. Ignorance of rule restriction

It involves the application of rules to contexts where they do not apply.

The definition above clarify that error analysis is an activity to identify, classify, and interpret or describe the errors are made by someone in writing and it is carried out to obtain information on common difficulties faced by someone in writing English sentences.

2. Understanding of Error

To get clear understanding about error, several opinions have been given by some linguists that should be observed among others. An error as noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner (Brown 1980) . The flawed side of learner speech of writing (Dulay, 1982). It means that there is something wrong in norm of language performance. An error as a form or structure that a native speaker deems unacceptable because of its inappropriate use (Klassen, 1991).

From these opinion about errors, it can be concluded that errors are something that the students do in their learning by using unacceptable and inappropriate forms of the grammar of the target language and the competence of a second language. Errors have played an important role in the study of language acquisition and in examining a second or a foreign language acquisition. Errors are also associated with the strategies that people employ to communicate in a language.

2.1. Types of Errors

Since English is foreign language, So many students make the errors, especially in using gerund. They still cannot recognize the using gerund. Because of that, the reseacher can classified the types of errors, they are (Dulay, 1982) :

2.1.1. Errors of Addition

It is a sentence where an element is omitted, and it should not be presented. Students not only omit elements, which they regard as redundant, but they also add redundant elements. Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well-formed utterance. Example: -Thank you for the invitation, but I cannot come right now (-s as omitted)

2.1.2. Errors of Omission

It is a sentence where some elements should be presented. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others. Example: -The bad situation will come if the naughty boy is invited. (-will as addition)

2.1.3. Errors of Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. This error has three subcategories, namely: regularization, archi-forms and alternating forms (Dulay, 1986)

a. Regularization

A regular form is used in place of an irregular one.

b. Archi-Forms

The selection of one of a number of forms to represent others in a class is often made by learners. The form chosen by the learners is called an archi-form.

In the production of certain complex sentence, the use of infinitive as an archi-form for the other complement type (e.g gerund and that clauses) has also been observed.

c. Alternating form

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.

Misformation was usually occurred because the lack of the learners' information or knowledge in the changing of past participle or in constructing sentences according to its tense form.

2.2. Differences Between Error and Mistake

When we learn about error, it cannot be separated from learning about mistake. Error and mistake are different, but some people still misunderstand about the both. To make clear the distinction of error and mistake, (Corder 1978: 280) refer to mistake as a performance error that is a failure to utilize a known system correctly by the native speakers; resulting from memory mistakes, physical condition, such as tiredness and psychological condition, such as strong emotion. Mistake is also characterized as unsystematic deviation or inconsistent deviation. In this case the learner has been taught from of the language, sometimes the students get it right but sometimes he makes a mistake and uses the wrong form.

Error and mistake are not the same. But most the people still misunderstand about the definition of both. Error is caused by lack of knowledge

about the target language (English) or by incorrect hypothesis about it, and mistakes caused by temporary lapses of memory, confusion, slip, of tongue and so on (Hubbard, 1983: 134). Another way to differentiate between error and mistake is, if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error. In other words, it means that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, it is called a mistake. In addition, if the learner is unable or in anyway disinclined to make the correction, we assume that the form the learner used was the one intended, it is called an error.

Mistake divided into three broad categories : slips (that mistakes which students can correct themselves once the mistake has been pointed out to them). 'error' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it (Harmer, 2000: 99). The error performance will characteristically be unsystematic the error of competence systematic (Corder, 1992)

Like an error, a mistake is also a deviation of the norms of the language but is not systematic. A mistake is an inconsistent deviation that is sometimes the learner but sometimes wrong (Norrish 1983: 8). Mistake is made by learner when writing or speaking, is caused by lack of attention, fatigue, carelessness, or other aspects (Richards 1985: 95).

From explanation above, it can be concluded that error is systematic and the students themselves cannot correct, because it reflects the students' competence in

the target language. In contrast, a mistake is an error that students can selves correct, because it is only the result of the students' performance.

2.3. Causes of Error

Learning a foreign language is of course different from learning one's mother tongue. The students that are learning foreign language can make errors in foreign language. Errors are sign of learning failure and, as such, not to be willingly tolerated. So, the teacher must analyze what kinds of causes of errors that happen to students. According to Corder, there are three major causes of error, which he labels „Transfer Error“ (Mother-tongue Interference), „Analogical Error“ (Over-generalization), The cause of error made by students can be due to the interference from the native language in learning second language of foreign language (Richard, 1980). We could not avoid interference because interference it self is the adverse effect of feature of knowledge and acquisition of using another language.

As teacher, sometimes we can give the error to the students because of our interference in speaking or utterancing. Without knowing the mistake, the students just followed what we have said before and memorize the wrong one. So, the researcher get the assumption as the teacher we can give them the bad interference in using something specially in writing phonetic transcription.

This type of error has no relationship with the learnerr native language background. The cause of the error type made by students are following (Brown, 2002: 224) :

a. Overgeneralization

It is generally involves the creation of one deviant structure in place of learners reducing their linguistic burden. Over-generalization is the use of previously available strategies in new situation. Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

b. False concept hypothesis and ignorance of correct

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

2.3.1. Interlingual Error

Interlingual error caused by the interference of the learner's mother tongue. Interlingual error are errors accounted for the language transfer came that teacher believes that the cause of error are carelessness on the part of the students and the other believe that error are caused by their first language interference or translation the first language. Interlingual interference is called as interlingual as the systematic linguistic behavior of the learners of second or other language (Smith, 1994: 7).

2.3.2. Intralingual Error

Intralingual error is an error, which resulted from faulty or partial learning of the target language rather than from language item upon another. The errors do not reflect features of the mother tongue, but result from learning it self. Students seem to make inductive generalization about the target language system on the basis of the data to which they are exposed. They will tend to over generalize and

produce incorrect form by analogy. A student extends the use of grammatical rule of a linguistic item beyond its accepted uses generally by making the word or structure follow a more regular pattern.

2.3.3. Context of Learning

A third major cause of error though overlaps both types of transfer, is the context of learning. Context of learning is defined as the situation in which something is learned or understood, a situation that can impact how something is learned or what is taught.

2.3.4. Communication Strategies

Communication strategies actually include processes of interlingual and intralingual transfer and the context of learning as a learner tries to get a message across to a hearer or reader. Causes of error divided into four areas; those are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized (Richard, 1980).

2.3.5. Carelessness

The common errors that the learners made are carelessness. 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 specially in material grammar.

From the explanation above, there are some major causes of error that usually happen to students according to Corder, Brown, and Richard namely:

Over-generalization, false concept hypothesized, Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies, and carelessness.

2.4. Error Encouraged by Teaching Material or Method

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded, and presented with meticulous care, there should never be any error. Corder said “it is however, not easy to identify such error except in conjunction with a close study of the material and teaching technique to which the learner has been exposed. This is probably why so little is known about them” (Hubbard, 1983) . It is easy to accept this in the early stages of language learning controls applied in the shape of substitution tables, conversation exercises of mechanical nature and guided sentence patterns, but more difficult at later stages. Another expert discuss the sources of error is classifies causes of error into two types that is first language interference and translation (Norris, 1983). The two types of causes of error will be discussed briefly below:

a. First Language

Learning language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference

b. Translation

It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

2.5. Goal of Error Analysis

The most practical use of the analysis of the error is the teachers. It is designing pedagogical material and strategies. Studying students' errors serves two major purposes (Dulay 1982):

- a. It provides data from which inferences about nature of language learning process can be made.
- b. It indicates to teachers and curriculum developers, which part of the target language students have most difficulty producing correctly and which error types detract most from a student's ability to communicate effectively. The theoretical aspect of error analysis is part of the methodology of investigating that the language learning process.

2.6. Procedure of Error Analysis

In the language teaching, either a native language or a second language teaching, study about students' errors is very important. There are some procedures in error analysis (Van, 1984), namely:

- a. Identification of errors
- b. Description of errors
- c. Explanation of errors
- d. Evaluation of errors
- e. Preventing/correction of errors.

The first step in the process of analysis is recognition or identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers. The second step is the describing error. It begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the student. The third step is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' error happen.

The fourth step is evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that teacher will give to the students. Finally, the last step in the process of analysis is correction of

errors where the teacher checks from the task done by the students. And then the teacher gives the correct answer from the errors has been done by the students.

3. Phonology

In order to understand what we transcribe and what we don't, it is necessary to understand the basic principles of phonology. Phonology is the description of the systems and patterns of sounds that occur in a language (Ladefoged and Keith. J, 2010: 33). It involves studying a language to determine its distinctive sounds, that is, those sounds that convey a difference in meaning.

Phonology is the study of how sounds are organized and used in natural languages. Discussion the phonological system of a language includes an inventory of sounds and their features, and rules which specify how sounds interact with each other. Phonology is just one of several aspects of language. It is related to other aspects such as phonetics, morphology, syntax, and pragmatics. Is the basis for phonological analysis the sound patterns of a particular language by determining which phonetic sound are significant, and explaining how these sounds are interpreted by the native speaker. Analyze the production of all human speech sounds, regardless of language. Phonology analyzes the speech sounds of a specific language determining the significant sound patterns and their interpretation by the native speaker of the language

Children have to do this when they are learning to speak. They may not realize at first that, for example, there is a difference between the consonants at the beginnings of words such as *white* and *right*. They later realize that these words begin with two distinct sounds. Eventually, they learn to distinguish all the sounds that can change the meanings of words.

When two sounds can be used to differentiate words, they are said to belong to different phonemes. There must be a phonemic difference if two words (such as *white* and *right* or *cat* and *bat*) differ in only a single sound. There are, however, phonetic variations that cannot be used to distinguish words, such as the differences between the consonants at the beginning and end of the word *pop*. For

the first of these sounds, the lips must open and there must be a puff of air before the vowel begins. After the final consonant, there may be a puff of air, but it is not necessary. In fact, you could say *pop* and not open your lips for hours, if it happened to be the last word you said before going to sleep. The sound at the end would still be a *p*. Both consonants in this word are voiceless bilabial stops. They are different, but the differences between them cannot be used to change the meaning of a word in English. They both belong to the same phoneme.

Phonology is concerned with how sounds function in relation to each other in language (Hamman, 2005). Phonology deals with the speakers' knowledge of the sound system of a language. It is therefore exclusively concerned with language or competence, (Phonology, then, is not the study of telephone manners, as one student once jokingly suggested.) phonology make use of special symbols that represent speech sound called phonetics.

3.1. Branches of Phonology

Phonology can be divided into two branches: (1) segmental phonology and (2) suprasegmental phonology (Skandera and Burleigh, 2005: 5).

1. Segmental phonology

That is based on the segmentation of language into individual speech sounds provided by phonetics. Unlike phonetics, however, segmental phonology is not interested in the production, the physical properties, or the perception of these sounds, but in the function and possible combinations of sounds within the sound system.

2. Suprasegmental phonology

It is also called prosody, is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment, or

sound. Such features include stress [*Betonung*], rhythm, and intonation (also called pitch contour or pitch movement [*Tonbdhenbewegung*]).

Phonology relies on phonetic information for its practice, but focuses on how patterns in both speech and non-verbal communication create meaning, and how such patterns are interpreted. Phonology includes comparative linguistic studies of how cognates, sounds, and meaning are transmitted among and between human communities and languages.

4. Phoneme

A phoneme (/ˈfouni:m/) is one of the units of sound (or gesture in the case of sign languages, see chereme) that distinguish one word from another in a particular language. The difference in meaning between the English word kill and kiss is a result of the exchange of the phoneme/l/for the phoneme/s/. Two words that differ in meaning through a contrast of a single phoneme form a minimal pair.

In linguistics, phonemes (established by the use of minimal pairs, such as kill vs kiss or pat vs bat) are written between slashes like this:/p/, whereas when it is desired to show the more exact pronunciation of any sound, linguists use square brackets, for example [p^h] (indicating an aspirated p). The variants of the phonemes that occur in detailed phonetic transcriptions are known as allophones.

When two or more sounds can, for reasons like this, be considered as constituting a single entity, that entity is called a phoneme (Jones, 1978: 171). When we speak, we produce a continuous stream of sounds. In studying speech we divide this stream into small pieces that we call segments (Roach, 1998: 36). The following are other instances of different sounds belonging to a single phoneme.

The different phonemes used in words result in new words as phonemes basically contrast with each other. In the words, *rat*, *fat* and *mat* the initial phoneme is different and result in different words. Another aspect of phonology is the *prosody* which refers to the pitch or rhythm of speech and contributes to the “music” of language. Phonemic awareness refers to being aware of the individual sounds or phonemes of a language. Phonemic awareness is just a part of the larger.

Others think that the different sounds may be considered as physical manifestations of an abstract conception which may be called a phoneme. The theory of phonemes has an important bearing on methods of constructing system of phonetic notation. The chief features of a ‘broad’ style of transcription is that it provides one symbol for each phoneme of the language or dialect transcribed.

5. Phonetics

Phonetics and phonology deal with pronunciation, or, more precisely with speech sounds and the sound system. Phonetics has exceptional qualities as a branch of science adapted to educational ends. Phonetics is the study of sound in speech. Phonetics provides objective ways of describing and analysing the range of sounds humans use in their languages (McMahon, 2002: 1).

Phonetics focuses on how speech is physically created and received, including study of the human vocal and auditory tracts, acoustics, and neurology. Phonetics is descriptive tool necessary to the study of phonological aspects language. Phonetics is study of how sounds are produced and how the position of the mouth can be changed to produce different sounds (Peter and Susan, 1992: 239). Description of the world's speech sounds are based on precise measurements

of their physical or acoustic properties as well as on the movements the various articulators (Nick, 1998).

Phonetics refers to any learnable aspect of use of the vocal apparatus (Laver, 1994). Phonetics is the branch of linguistics which studies the sounds of language (O'Connor, 1973). This definition provides clear information about phonetics. They are two important keys in phonetics based on this definition:

1. Phonetics is branch of linguistics
2. Phonetics studies sounds of language

Phonetics first of all divides, or segments, concrete utterances into individual speech sounds. It is therefore exclusively concerned with parole or performance. The relationship between phonetics and phonology is a complex one, but we might initially approach phonology as narrowed-down phonetics. Based on the definition, the researcher concluded that phonetics is the study of sound and how they produced.

Phonetics is divided into two kinds, namely Articulatory Phonetics and Acoustic Phonetics. Articulatory phonetics studies speech sounds from the point of view of their ways of production by the speech organs. Articulatory phonetic sex plains the suprasegmental and segmental features. Suprasegmental features, which refer to such feature as stress, pitch, length, intonation, and other features, always accompany the production of segmental. Segmental features refer to sound units arranged in a sequential order. Segmental features consist of vowel and consonants, diphthongs and their distribution.

5.1. Distinct Phases Phonetics

Phonetics can then be divided into three distinct phases: articulatory phonetics, acoustic phonetics, and auditory phonetics (Skandera and Burleigh, 2005: 3).

5.1.1 Articulatory phonetics

Articulatory phonetics describes in detail how the speech organs, also called vocal organs or articulators [*Sprechwerkzeuge*], in the vocal tract [*Mundraum*] are used in order to produce, or articulate, speech sounds. Articulatory phonetics is concerned with the physical and cognitive factors that determine what are possible speech sounds and patterns. Given the common understanding that speech articulation is an integrated part of a communication system that also includes speech perception, articulatory phonetics is usually treated within a broader context of the full speech chain, which additionally includes speech aerodynamics, speech acoustics, and speech perception.

Consequently, the research reports and reference and teaching tools in the field are dispersed over a wide range of works that treat phonetics more generally. Because of the enormous size of the relevant literature, only more recent or particularly comprehensive earlier works are highlighted here. Key theoretical questions in articulatory phonetics include what units are used in speech planning and which aspects of observed speech movements are learned as part of a particular language rather than being a consequence of how the speech mechanism works (whether this is physical constraints of the actual speech organs or cognitive aspects of speech motor planning and execution).

Cross-linguistic investigations of speech sound inventories and articulation have been critical to clarifying this distinction. Another long-standing question is whether and how articulation planning is influenced by knowledge of the acoustic outcome and its importance to maintaining distinction critical to the

perceptual needs of the “listener” as a generic or a specific entity. Discussions of historical sound change have appealed both to organic constraints and to ambiguities in the acoustic articulatory mapping process as factors that influence the source and part of pronunciation change over time.

5.1.2 Acoustic Phonetics

Acoustic phonetics studies the physical properties of speech sounds, i.e. the way in which the air vibrates as sounds pass from speaker to listener. A spectrograph is a machine that measures the soundwaves [*Schallwellen*] and depicts them as images, called spectrograms or sonograms, showing the duration, frequency, intensity, and quality of the sounds.

Acoustic phonetics is derived from various different kinds of enquiry that can be grouped loosely into three areas that derive primarily from the contact of phonetics with the disciplines of engineering or electronics, linguistics or phonology, and psychology or cognitive science respectively.

The acoustic theory of speech production. These studies make use of an idealized model of the vocal tract in order to predict how different vocal tract shapes and actions contribute to the acoustic signal (Stevens & House, 1995). Acoustic theory leads to the prediction that the source signal can be modelled as independent from the filter characteristics of the vocal tract, an idea that is fundamental to acoustic phonetics, to formant-based speech synthesis, and to linear predicting coding which allows formants to be tracked digitally. The

discovery that vowel formants can be accurately predicted by reducing the complexities of the vocal tract to a three-parameter, four-tube model was one of the most important scientific breakthroughs in phonetics of the last century.

The idea that the relationship between speech production and acoustics is non-linear and that as predicted by the quantal theory of speech production (Stevens, 1972). Such discontinuities are exploited by languages in building up their sound systems, is founded upon models that relate idealized vocal tracts to the acoustic signal.

5.1.1. Linguistic phonetics draws upon articulatory and acoustic phonetics in order to explain why the sounds of languages are shaped the way that they are. The contact with acoustic phonetics is in various forms, one of which has already been mentioned. Using the relationship between speech production and acoustics as to explain sound change as misperception and misparsing of the speech signal.

5.1.2. Variability, the acoustic speech signal carries not only the linguistic structure of the utterance, but also a wealth of information about the speaker (physiology, language and language variety, attitude and emotional state). These are entwined in the acoustic signal in a complex way acoustically both with each other and with background noise that occurs in almost every natural dialogue. Moreover, speech is highly context-dependent. A time slice of an acoustic signal can contain information about context, both segmental and prosodic. Obviously, listeners cope for the most part effortlessly with all these multiple strands of variability.

5.1.3. A recording of the production of speech with a pressure-sensitive microphone shows that there are broadly a few basic kinds of acoustic speech signal that it will be convenient to consider in separate sections. Vowels and vowel-like sound included here are sound that are produced with periodic vocal fold vibration and a raised velum so that the airstream exist only from the mouth cavity. In these sounds, the waveform is periodic, energy is concentrated in the lower half of the spectrum and formants, due to the resonance of the vocal tract, are prominent.

5.1.3 Auditory Phonetics

Auditory phonetics investigates the perception of speech sounds by the listener, i.e. how the sounds are transmitted from the ear to the brain, and how they are processed.

Phonetics forms the basis for phonological analysis in the hierarchy of the linguistic levels of a language. It relates to the production of any speech sound irrespective of the language. Phonetics provides objective ways of describing and analysing the range of sounds humans use in their languages (McMahon 2002: 1).

6. English Consonants

Begin searching for phonemes by considering the contrasting consonant sounds in English. A good way is to find sets of words that rhyme. Take, for example, all the words that rhyme with *pie* and have only a single consonant at the beginning. A set of words in which each differs from all the others by only one sound is called a *minimal set* (Ladefoged and Keith.J, 2010: 35).

Some consonants do not occur in words rhyming with *pie*. If we allow using the names of the letters as words, then we can find another large set of consonants beginning words rhyming with *pea*.

Symbols for transcribing English consonants.

p	pie	pea		lowercase <i>p</i>
t	tie	tea		lowercase <i>t</i>
k	kye	key		lowercase <i>k</i>
b	by	bee		lowercase <i>b</i>
d	dye	D		lowercase <i>d</i>
g	guy			lowercase <i>g</i>
m	my	me	<i>ram</i>	lowercase <i>m</i>
n	nigh	knee	<i>ran</i>	lowercase <i>n</i>
ŋ			<i>rang</i>	eng (or angma)
f	fie	fee		lowercase <i>f</i>
V	vie	V		lowercase <i>v</i>
θ	thigh			theta
ð	thy	thee		eth
s	sigh	sea	listen	lowercase <i>s</i>
z		Z	mizzen	lowercase <i>z</i>
ʃ (š)	shy	she	mission	esh (or long <i>s</i>)
ʒ (ž)			vision	long <i>z</i> (or yogh)
l	lie	lee		lowercase <i>l</i>
w	why	we		lowercase <i>w</i>
r	rye			lowercase <i>r</i>
j (y)		ye		lowercase <i>j</i>
h	high	he		lowercase <i>h</i>

Note also the following:

tʃ (tš)	chi(me)	chea(p)
dʒ (dž)	ji(ve)	G

Phonetics usage occurs with the letter *c*, which is sometimes used to represent a [k] sound, as in *cup* or *bacon*, and sometimes to represent an [s] sound, as in *cellar* or *receive*. Two *c*'s may even represent a sequence of [k] and [s] sounds in the same word, as in *accent*, *access*. A symbol that sometimes differs from the corresponding letter is [g], which is used for the sound in *guy* and *guess* but never for the sound in *age* or the sound in the name of the letter *g*.

7. Vowels in English

Every language has a number of vowels that contrast with one another so that they make different words (Ludfog, 2001: 27). English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs (William, 1997: 36).

Symbols for transcribing contrasting vowels in English.

i	i	heed	he	bead	heat	keyed	lowercase <i>i</i>
I	I	hid		bid	hit	kid	small capital <i>I</i>
eɪ	eɪ	hayed	hay	bayed	hate	Cade	lowercase <i>e</i>
ɛ	ɛ	head		bed			epsilon
æ	æ	had		bad	hat	cad	ash
ɑ	ɑ	hard		bard	heart	card s	cript <i>a</i>
ɑ	ɒ	hod		bod	hot	cod	turned script <i>a</i>

ɔ	ɔ	hawed	haw	bawd	cawed	open <i>o</i>	
ʊ	ʊ	hood			could	upsilon	
oʊ	əʊ	hoed	hoe	bode	code	lowercase <i>o</i>	
u	u	who'd	who	booed	hoot	cooed	lowercase <i>u</i>
ʌ	ʌ	Hudd		bud	hut	cud	turned <i>v</i>
ɜ	ɜ	herd	her	bird	hurt	curd	reversed
epsilon							
aɪ	aɪ	hide	high	bide	height		lowercase <i>a</i> (+I)
aʊ	aʊ		how	bowed		cowed	(as noted above)
ɔɪ	ɔɪ		(a)hoy	Boyd			(as noted above)
ɪr	ɪə		here	beard			(as noted above)
ɛr	ɛə		hair	bared		cared	(as noted above)
aɪr	aə	hired	hire				(as noted above)

Note also:

ju	ju	hued	hue	Bude	cued	(as noted above)
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8. Phonetic Transcription

Phonetic transcription has often been defined as a kind of alphabetic writing in which each letter represent one sound and never any other (one sound one symbol) (Jones, 1978: 27). Each letter of a phonetic nation therefore really represents a small family of sounds. Phonetic transcription is the use of phonetic symbols to represent speech sound (J.C. Wells, 1949 : 1). Ideally, each sound in a spoken utterance is represented by a written phonetic symbol.

The English spelling system, although it is the system of transcription we are most used to, is both too restrictive and too lenient to do the job (McMahon 2002: 5). Without a universal transcription system for phonetics and phonology, writing down the unfamiliar sounds of other languages presentsan almost

insuperable challenge. The transcription system will in general reflect the phonetic analysis imposed by the transcriber on the material.

One of the traditional exercise in pronunciation by teaching phonetics is that of phonetic transcription, where every speech sound must be identified as one of phonemes and written with the appropriate symbol (Peter Roach, 1998: 39). In a phonetic transcription, only the phonetic symbol that used.

The symbols that we use to represent speech sounds in this manner are phonetic symbols. A whole set of them form a phonetic alphabet. Marks that we can add to indicate slight alterations to the usual value of a phonetic symbol are called diacritics [*diakritische Zeichen*]. The term phonetic transcription [from Latin *transcriptio*, 'writing over'; *phonetische Umschrift, Lautschrift*] refers to the process of writing down spoken language in phonetic symbols as well as to the resultant written text.

9. International Phonetic Alphabet

Most widely used phonetic alphabet, and one that provides suitable symbols for the sounds of any language, is the International Phonetic Alphabet, or IPA. This is the phonetic alphabet used in this manual. It was initially developed by a group of phoneticians, including Daniel Jones, from a concept proposed by the Danish linguist Otto Jespersen (1860-1943). (The abbreviation *IPA* stands for both the alphabet and the association.

To distinguish phonetic symbols from letters, phonetic symbols are enclosed either in square brackets, [], if they are used to represent a concrete utterance (parole or performance), or in slashes, //, when they indicate speech sounds as part of the sound system (langue or competence) (Skandera and Bulreigh, 2005: 8).

For most phonetician, the symbol set of choice is the alphabet of the International Phonetic Association, known as the International Phonetic Alphabet (IPA). This is a set of about of a hundred alphabetic symbols (e.g. **ŋ**, **ɔ**) together

with a handful of non-alphabet symbols (e.g the length mark :) and about thirty diacritics (Nolan and Esling, 1999).

Table 9.1
International Phonetic Alphabet

International Phonetic Alphabet (IPA) *ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet*

Consonants (pulmonic)

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

B. Previous Research

In this research, the researcher consider previous research to support this thesis.

Ahmad Taufik Hidayah. On this journal entitled: Error Analysis on The Use of The Simple Present Tense and The simple past tense in Writing. The result of the study show that:

The error analysis method is an effective way to trace and identify the students' error especially with respect to the errors on the use of simple present

tense and the simple past tense. The findings of the research indicate that errors from the element of misformation due to regulaziations are the most frequently made errors by the students.

C. Conceptual Framework

Errors mean something done wrong by the learner because they do not know or cannot use the correct system. Error is systematic deviation from the accepted system of the target language.

The study of phonetics is called phonetic transcription. Phonetic transcription (also known as phonetic script or phonetic notation) is the visual representation of speech sounds (or phones). The most common type of phonetic transcription uses a phonetic alphabet, such as the International Phonetic Alphabet.

Phonetic transcription is the use of phonetics symbol to represent speech sound. Phonetic transcription has often been defined as a kind of alphabetic writing in which each letter represent one sound and never any other (one sound one symbol) (Jones, 1978: 27).

Process analysis in writing phonetic transcription from the word of English. This focus in ways to write the phonetic symbols. In this research, the researcher optimize the procedures of research, starting from collecting data, analysing the data, and making the conclusions from the research.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at University Muhammadiyah of North Sumatera Jl. Kapten Muchtar Basri, during February 2017 until April 2017. The reason for choosing this University because the students was study about phonetic transcription in fifth semester.

B. Population and Sample

a. Population

The population of this research was the sixth semester students of University Muhammadiyah North Sumatera (UMSU) in the morning and afternoon class which consist of six class. There are 244 students in six class. So, the population of students are 244 students.

b. Sample

Sample is the propotion of population was selected for observation and analysis. If the population more than 100, the researcher may take 10-15% or 25-50% as the sample. If the population less than 100, the researcher may take all as sample (Arikunto, 2002: 112).

Based on theory above, the researcher use the technique of choosing the sample is random sampling technique. By random sampling, all population has an equel chance of being selected. The entire process of sampling was done in a

single step with each subject selected independently of the other members of the population. In this research, reseacher was taken from 25% students as sample from the population.

Table 3.1

Table of Population and Sample

No.	Class	Population	Sample
1.	V - A MORNING	40	10
2.	V- B MORNING	42	10
3.	V- C MORNING	42	10
4.	V- A AFTERNOON	41	9
5.	V-B AFTERNOON	38	9
6.	V-C AFTERNOON	41	10
Total		244	58

C. Research Design

This study was conducted by using descriptive qualitative design, because of this study was identified and analyzed phonetic transcription in students test writing phonetic transcription from English word. 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 (Arikunto,2010: 20).

D. The Source of Data

The source of data was derived from test students. The descriptive qualitative method was used to gather and analyze the data. The phonetics transcription in students test was analyzed by researcher and the problem that discuss in this discourse about the type and the dominant using the students in phonetics transcription. So researcher test to know what the dominant types phonetics transcription in writing word.

E. The Technique for Collecting Data

The data was collected by test the students in writing the word. The data was analyzed by using some technique, through some steps. The data was shown as follows:

1. Giving a students test.
2. Collecting the students answer
3. Identifying error phonetic transcription in writing english word made by student test.

F. The Technique for Analyzing Data

After collecting all the data in the students test, the data was analyzed by following procedures in analyzing the data, the students answer was read identify

every sentence in the student answer phonetics transcription consonant and vowels and then underlining the words one by one.

The steps are follows :

1. Analyzing kind of phonetic transcription in writing english
2. Classifying phonetic transcription in writing word in students answer
3. Finding out the dominant phonetic transcription in writing word in student answer. The researcher used the following formula, the formula by

(Arikunto, 2010: 20)

$$N = \frac{X}{Y} \times 100 \%$$

Note :

N = Percentage number of error

X = Amount of types phonetics error

Y = Amount of all types phonetic error

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data was obtained from the students answer sheet. The test had 60 words in one paragraph. The test is transcribing the words into phonetic transcription. The students were identifying word by word and writing word into phonetic transcription. After analyzing the source of data from students answer sheet, the data can be presented as shown in the dat analysis.

B. Data Analysis

After collecting data from the students answer sheet, then this research was analyzed to describe the word and want to know the dominant from answer students are used the table to know the dominant from students were used to know where dominant the dominant wrong the students in transcribing word to phonetic transcription. After data was analyzed, it found that there what type error made by students and know the dominant incorrect from the students answer.

Table 4.1
The students' Correct and Incorrect

No.	Students' Initial	Incorrect	Correct
1	ST	19	41
2	SO	30	30
3	VTS	21	39
4	WSS	27	33
5	DM	21	39
6	DAM	20	40
7	SR	22	38
8	SU	35	25
9	ITS	20	40
10	IP	22	38
11	RM	4	56
12	KDH	5	55
13	BDP	8	52
14	KNS	9	51
15	SI	30	30
16	DA	26	34
17	AY	33	27
18	RN	18	42
19	SK	25	35
20	ML	21	39
21	AN	20	40
22	LTA	27	33
23	LI	29	31
24	FR	27	33
25	AS	20	40
26	FM	22	38
27	ZF	12	48

28	MA	14	46
29	DRO	10	50
30	AU	26	34
31	AI	32	28
32	MI	11	49
33	IPS	8	52
34	NH	17	43
35	RSK	23	37
36	MH	25	35
37	DRU	16	44
38	AW	26	34
39	SM	35	25
40	MA	14	46
41	NAY	35	25
42	IF	12	48
43	ANA	16	44
44	LH	30	30
45	FC	16	44
46	FY	31	29
47	VV	36	24
48	RD	26	34
49	NF	16	44
50	NK	26	34
51	AS	12	48
52	ERS	13	47
53	EJ	26	34
54	EL	27	33
55	DSS	22	38
56	RS	16	44
57	RH	32	28

58	MMP	35	25
Total		1257	2223

Based on the data above, the total score from the correct answer are 2223 and incorrect answer are 1257.

Table 4.2
The Students' Types dominant of Error

No.	Students' Initial	Types of Errors		
		Addition	Omission	Misformation
1	ST	5	5	9
2	SO	3	12	15
3	VTS	5	5	11
4	WSS	4	10	13
5	DM	6	5	10
6	DAM	3	7	10
7	SR	10	5	6
8	SU	8	12	15
9	ITS	6	8	6
10	IP	7	6	9
11	RM	-	-	4
12	KDH	-	2	3
13	BDP	2	-	6
14	KNS	-	3	6
15	SI	12	3	15
16	DA	8	7	11
17	AY	3	10	20
18	RN	12	6	-
19	SK	7	13	5

20	ML	10	-	11
21	AN	7	-	13
22	LTA	-	9	18
23	LI	6	3	20
24	FR	6	11	10
25	AS	8	-	12
26	FM	6	13	3
27	ZF	-	3	9
28	MA	7	-	7
29	DRO	2	8	-
30	AU	26	-	-
31	AI	12	5	15
32	MI	-	8	3
33	IPS	8	-	-
34	NH	2	2	13
35	RSK	8	2	13
36	MH	7	3	15
37	DRU	-	8	8
38	AW	6	10	10
39	SM	15	8	12
40	MA	7	7	-
41	NAY	9	16	10
42	IF	8	-	4
43	ANA	-	7	9
44	LH	13	12	5
45	FC	9	-	7
46	FY	15	12	4
47	VV	6	15	15
48	RD	10	-	16
49	NF	7	9	-

50	NK	3	5	18
51	AS	-	6	6
52	ERS	-	-	13
53	EJ	4	5	17
54	EL	17	8	2
55	DSS	12	5	5
56	RS	8	8	-
57	RH	16	15	1
58	MMP	10	4	21
Total		392	346	519

The table shows that the occurrences of addition error was 392, the occurrences of omission error was 346, the occurrences of misformation error was 519, the occurrences of the error can be shown in the table below:

Table 4.3
The occurrences of Error made by the Students

No.	Types of Error	Number of Occurrences
1.	Addition	392
2.	Omission	346
3.	Misformation	519
Total		1257

After identified the error made by students, the next step was find the dominant error made by students. To state the dominant error, it was need to

calculate the percent of error. The types of error is dominantly occurred can be seen by the percentage of error occurances with using formula as the following:

$$N = \frac{X}{Y} \times 100 \%$$

Note :

N = Percentage number of error

X = Amount of types phonetics error

Y = Amount of all types phonetic error

Table 4.4

The percentage of types Errors made by the students

No.	Types of Error	Total	Percentage
1.	Addition	392	31,18 %
2.	Omission	346	27,52%
3.	Misformation	519	41,28%
Total		1257	99,98 %

From the table 4.4 it can be concluded that the most dominant error made by the students was the error of of misformation was 519 or 41,28% that we can see in the table above. It means that so many students that made error of misformation in writing phonetic transcription

C. Research Findings

After analyzed all the data obtained in the students' answer sheet the finding are follows:

1. The type of error in writing phonetic transcription
2. The most dominant type of error in writing phonetic transcription

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data, the conclusions are as follows.

1. Error in writing phonetic transcription were found in students answer sheet. There were kinds of errors that found in this research. There were error addition, error omission, and error misformation. The error made by students were counted based on the item for each word that were transcribe by the students.
2. The most dominant types of error which occurred was the misformation error. It was found 519 or around 41,28%.
3. The percentage for the types of errors were the error of addition was found 392 or around 31,18 %, then the error of omission occurred around 346 or 27,52% and the last error of misformation was around 519 frequent or 41,28 %.

B. Suggestions

In relation to the conclusions previously stated. Then the suggestions are stated as follows :

1. The reader, especially those who still learn English should study about phoneme and transcribing word and can make the best experience to

transcribe the word. It is advised that the researcher have to increase the knowledge about phonetic transcription.

2. The English students should learn the function of transcribing the word so they can use it appropriately to increase knowledge about phonetics. To explore the differences between speech and word.
3. To understand about phonetics, the reader should know the differences between sound and word. The researcher hopes this thesis could be a reference for students who study about phonetic transcription.
4. The researcher fully realized that this thesis is still far from being perfect, therefore any constructive criticism will be highly appreciated.

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Yours Faithfully,

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