

**ERROR ANALYSIS ON ENGLISH CONSONANTS
PRONUNCIATION PRODUCED BY SECOND SEMESTER
STUDENTS OF STUDY PROGRAM OF ENGLISH
UNIVERSITAS BRAWIJAYA**

THESIS

**BY
ISHARDINI WIDYANINGTYAS
NIM 105110100111066**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURES
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
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ABSTRACT

Widyaningtyas, Ishardini. 2014. **Error Analysis on English Consonants Pronunciation Produced by Second Semester Students of Study Program of English Universitas Brawijaya.** Study program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-Supervisor: Wuliatmi Sri Handayani.

Keyword: Error, Error analysis, Consonant, English consonants.

In the process of learning English as a foreign language, many learners face difficulties and produce some errors especially in pronouncing English consonants as well as English vowels. In this study, the writer was interested to analyze the phonological errors made by second semester students of Study Program of English Universitas Brawijaya regarding English consonants. Hence, the main focus of this study was the 24 English consonants. By conducting this study, the writer was able to find: first, the English consonants pronunciation error produced by the second semester students; and second, possible factors that influence their error. In answering the first research problem, the writer used Kelly's and also Ladefoged et al.'s theories. Meanwhile, in answering the second research problem, the writer used Kenworthy and also Piske et al.'s theories.

Moreover, the writer conducted her research using qualitative approach. In collecting the data, the writer firstly recorded the pronunciation of second semester students of Study Program of English Universitas Brawijaya when they read the pronunciation tasks provided. Then, she transcribed their pronunciations.

The result showed that the students produced phonological errors in pronouncing thirteen consonants, those are /g/, /h/, /j/, /k/, /v/, /z/, /dʒ/, /tʃ/, /θ/, /ð/, /ŋ/, /ʒ/, and /ʃ/. Meanwhile, for the other consonants such as /b/, /d/, /f/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, and /w/ are consonants which are error-free in pronunciation. Additionally, the most troublesome English consonant for the students is /v/. The writer also found 3 causes which give certain effect toward students' error in pronunciation, those are the interference of L1 into L2, formal instruction, and the amount of L2 use.

Based on these results, it can be concluded that the second semester students have not mastered the pronunciation of English language yet because most of them are still influenced by their first language pronunciation system. Finally, the writer suggests the future researchers conduct further research in spoken language since the number of this kind of research is limited. They could continue this study and find more information of students' weakness in pronouncing English words

ABSTRAK

Widyaningtyas, Ishardini. 2014. **Analisis Kesalahan pada Pengucapan Konsonan Bahasa Inggris yang dihasilkan oleh Mahasiswa Semester Kedua Program Studi Sastra Inggris Universitas Brawijaya**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya Universitas Brawijaya. Pembimbing: (I) Fatimah (II) Wuliatmi Sri Handayani.

Kata kunci: Kesalahan, Analisis kesalahan, Konsonan, Konsonan Bahasa Inggris

Dalam proses pembelajaran Bahasa Inggris sebagai bahasa asing, banyak pelajar menghadapi kesulitan sehingga menghasilkan kesalahan terutama dalam mengucapkan konsonan serta vokal Bahasa Inggris. Dalam penelitian ini, penulis tertarik untuk menganalisis kesalahan fonologis yang terjadi pada mahasiswa semester kedua Program Studi Bahasa Inggris Universitas Brawijaya berkaitan dengan konsonan Bahasa Inggris. Oleh karena itu, fokus utama dari penelitian ini adalah 24 konsonan Bahasa Inggris. Dengan melakukan penelitian ini, penulis mampu menemukan: pertama, kesalahan pengucapan pada konsonan Bahasa Inggris oleh mahasiswa semester kedua; dan kedua, faktor yang mungkin mempengaruhi kesalahan mereka. Dalam menjawab masalah penelitian yang pertama, penulis menggunakan teori dari Kelly dan juga Ladefoged dan kawan-kawan. Sementara itu, dalam menjawab masalah penelitian yang kedua, penulis menggunakan teori dari Kenworthy dan juga Piske dan kawan-kawan.

Selain itu, penulis melakukan penelitiannya dengan menggunakan pendekatan kualitatif. Dalam pengumpulan data, penulis terlebih dahulu mencatat pengucapan mahasiswa semester kedua Program Studi Bahasa Inggris Universitas Brawijaya ketika mereka membaca tugas pengucapan yang disediakan. Kemudian, dia menuliskan pengucapan mereka secara fonemik.

Hasilnya menunjukkan bahwa para siswa mengalami kesalahan dalam mengucapkan tiga belas konsonan, yaitu /g/, /h/, /j/, /k/, /v/, /z/, /dʒ/, /tʃ/, /θ /, /ð/, /ŋ/, /z/, dan /ʃ/. Sementara untuk konsonan seperti /b/, /d/, /f/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, dan /w/ merupakan konsonan yang bebas dari kesalahan pengucapan. Sebagai tambahan, konsonan Bahasa Inggris yang paling sulit bagi para siswa adalah konsonan /v/. Penulis juga menemukan 3 penyebab yang memberikan dampak terhadap kesalahan siswa dalam pengucapan, yaitu interferensi dari bahasa pertama ke bahasa kedua, instruksi formal, dan paparan dari jumlah penggunaan bahasa kedua.

Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa mahasiswa semester kedua belum menguasai pengucapan Bahasa Inggris karena sebagian besar dari mereka masih dipengaruhi oleh sistem pengucapan bahasa pertama mereka. Akhirnya, penulis menyarankan para peneliti selanjutnya untuk melakukan penelitian lebih lanjut mengenai bahasa lisan karena jumlah penelitian semacam ini terbatas. Mereka bisa melanjutkan penelitian ini dan menemukan informasi lebih banyak mengenai kelemahan siswa dalam mengucapkan kata-kata Bahasa Inggris.

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