

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter present the result and discussion of research. The data collected from the observation, interview, and documentation. Which are discussed based on theory and concept from the previous chapter. This chapter is presented on the research problem stated in the first chapter.

A. Result of Research

In the result of research the researcher descriptive qualitative research. The researcher describe about of the student pronunciation error analysis on pronouncing english Book entitle “ACTIVE ENGLISH 6”at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan. Here, the researcher devided it into four data, they are; data from observation, data from interview, data from documentation. From observation, the researcher got the data by observing the students activities in the classroom and the teachers’ teaching process of English pronunciation on pronouncing english book. From the interview, the researcher got the data about the pronunciation error made by the students, the factors caused of pronunciation error, the teacher solve of pronunciation error by the students on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan.

The result presented are follow:

1) The pronunciation error made by the students on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pameksan

Based on the observation, the researcher observed in that school. The information was conducted by the researcher on 4th January 2020. The data presented as the data of pronunciation error on pronouncing english book made by students at sixth grade. The findings of this research deal with one main finding of the test that researcher used during process of collecting data.

Observation Sheet (Reading book)

The table show observation result from 18 students of sixth grade. By observing the students, the researcher found four kinds of pronunciation errors on pronouncing english book entitled “Active English 6” such as omission, addition, selection, and ordering. The appearance of pronunciation errors is presented in table.

a. Error in omission

Student 3 in chapter 3

Utterences	Finding	Correction
It helps farmers to harrow land	/It/ /hɛpz/ /fa:merz/ /tu:/ /læɪn/	/It/ /hɛpz/ /fa:merz/ /tu:/ /lænd/

Student 4 and student 16 in chapter 4

Utterences	Finding	Correction
Yesterday, mummy and	/jestədeɪ/ / mʌmi/	/jestədeɪ/ / mʌmi/

I went shopping	/ənd/ /a/ /went/ /ʃɒpɪŋ/	/ənd/ /aɪ/ /went/ /ʃɒpɪŋ/
She also got two tubes of toothpaste, two bags of detergent and three bars of soap	/ʃi/ /'ɔlsou/ /gat/ /tu/ /tubz/ /əv/ /'tuθpeɪst/ /tu /bæg/ /əv/ /dɪtədʒənt/ /ənd/ /θri/ /bɑr/ /əv/ /sɒp/	/ʃi/ /'ɔlsou/ /gat/ /tu/ /tubz/ /əv/ /'tuθpeɪst/ /tu /bægz/ /əv/ /dɪtədʒənt/ /ənd/ /θri/ /bɑr/ /əv/ /sɒp/
Mummy also took three rolls of tissue	mʌmi/ /'ɔlsou/ /tɔk/ /θri/ /rɒl/ /əv/ /tɪʃu/	mʌmi/ /'ɔlsou/ /tɔk/ /θri/ /rɒlz/ /əv/ /tɪʃu/

Student 5 in chapter 5

Utterances	Finding	Correction
He used to help in the rice field after school	/hi/ /yust/ /tə:/ /hɛl/ /tə/ /raɪs/ /fɪld/ /æftə/ /skul/	/Hi/ /yust/ /tə:/ /hɛlp/ /ɪn/ /ðə/ /raɪs/ /fɪld/ /æftə/ /skul/

Student 6 in chapter 6

Utterance	Finding	Correction
This is a story about a young scavenger called Boni	ðɪs/ /ɪz /ə/ /stɔr/ /əbaʊt/ /ə/ /yʌŋ/ /skævɪndʒ/ /kɔld/ /Boni/	/ðɪs/ /ɪz /ə/ /stɔri/ /əbaʊt/ /ə/ /yʌŋ/ /skævɪndʒ/ /kɔld/ /Boni/

Student 7 in Chapter 7

Utterance	Finding	Correction
Don't forget to shut the windows	don/ /fə;gət/ /tə:/ /ʃʌt/ /ðə/ / wɪndəʊ /	/dɒn/ /fə;gət/ /tə:/ /ʃʌt/ /ðə/ / wɪndəʊz /

There are 8 words of pronunciation errors in omission. The researcher found pronunciation errors of omission from 6 students. The students made an error in the word “land, I, bags, story, soup, rools, windows.

b. Error in Addition

Student 1 in chapter 1

Utterances	Finding	Correction
The rainy season is from November to April.	/ðə/ /reɪni/ /sizən/ /ɪz/ /frəm/ / nəʊvembər / /tə:/ /eɪprəl/	/ðə/ /reɪni/ /sizən/ /ɪz/ /frəm/ / nəʊvembə: / /tə:/ /eɪprəl/

Student 10 in chapter 3

It has four legs	/ɪt/ /həz/ / fɔ: / /legz/	/ɪt/ /həz/ / fɔ: / /legz/
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Student 4 in chapter 4

Utterances	Finding	Correction
Mummy bought a	/mʌmi / /bɒt/ /ə/ /kilo/	/mʌmi / /bɒt/ /ə/ /kilo/

kilo of sugar , a box of milk and a bottle of ketchup	/əv/ / fugər / /ə/ /baks/ /milk /ənd/ /batl/ /əv/ /kɛtʃəp/	/əv/ / fugə / /ə/ /baks/ /milk /ənd/ /batl/ /əv/ /kɛtʃəp/
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Student 10 in chapter 10

Utterances	Finding	Correction
There were many discounts.	/ðɛr/ / wər / /mɛni/ /dɪskəʊnt/	/ðɛr/ / wə / /mɛni/ /dɪskəʊnt/

There are 4 words of pronunciation errors in Addition. The researcher found pronunciation errors of omission from 4 students. The students made an error in the word “november, sugar, you, were.

c. Error in Selection

Student 1 and student 15 in chapter 1

Utterances	Finding	Correction
Indonesia has two season.	/Indonesia/ /həz/ / two / /seazən/	/Indonesia/ /həz/ / tu / /sizən/
They are rainy season and dry season.	/teɪ/ /əre/ / rami / /seazən/ /and/ /drɛɪ/ /seazən/	/ðeɪ/ /ə:/ / remi / /sizən/ /ənd/ /draɪ/ /sizən/
The rainy season is from Novemberto April .	/teɪ/ / rami / /seazən/ /ɪz/ /frəm/ /noʊvembə:/ /tə:/ /aɪprəl/	/ðə/ / remi / /sizən/ /ɪz/ /frəm/ /noʊvembə:/ /tə:/ /eɪprəl/
It almost	/ɪt/ / almost / /evrɪdaɪ/	/ɪt/ /ɔlmɒst/ /evrɪdeɪ/

everyday.		
The weather iscold and wet.	/tə/ /wɛtə:/ /iz/ /kould/ /and/ /wɛt/	/ðə/ /wɛðə:/ /iz/ /kould/ /ənd/ /wɛt/
You need to bring a raincoat or an umbrella.	/yoʊ/ /nɛd/ /tə/ /brɪŋ/ /ə/ /reɪnkəʊt/ /o:/ /ən/ /ʌmbrelə/	/yoʊ/ /nɪd/ /tə/ /brɪŋ/ /ə/ /reɪnkəʊt/ /ə:/ /ən/ /ʌmbrelə/

Student 2 in chapter 2

Utterances	Finding	Correction
I like badminton	/aɪ/ /laɪk/ /baedmɪntə/	/aɪ/ /laɪk/ /baedmɪntə/
I like swimming	/aɪ/ /laɪk/ /swɪmɪŋ/	/aɪ/ /laɪk/ /swɪmɪŋ/
I like running	/aɪ/ /laɪk/ /rʌnɪŋ/	/aɪ/ /laɪk/ /rʌnɪŋ/
I like fencing	/aɪ/ /laɪk/ /fɛnsɪŋ/	/aɪ/ /laɪk/ /fɛnsɪŋ/
I like boxing	/aɪ/ /laɪk/ /bɒkɪŋ/	/aɪ/ /laɪk/ /baksɪŋ/
I like playing basket ball	/aɪ/ /laɪk/ /pleɪŋ/ /bɑːskɪtbɔːl/	/aɪ/ /laɪk/ /pleɪŋ/ /bɑːskɪtbɔːl/

Student 3 and Student 17 in chapter 3

Utterances	Finding	Correction
This is a buffalo	/dɪs/ /ɪz/ /ə/ /'bʊfəlbɔ/	/dɪs/ /ɪz/ /ə/ /'bʌfələʊ/
A buffalo eats grass	/ə/ /bʊfəlbɔ/ /ɪːtɪz/ /grɛːs/	/ə/ /'bʌfələʊ/ /ɪːtɪz/ /grɑːs/
It helps farmers to harrow land	/ɪt/ /heɪpɪz/ /fɑːmɛrɪz/ /tuː/ /həroʊ/ /lænd/	/ɪt/ /heɪpɪz/ /fɑːmɛrɪz/ /tuː/ /hæroʊ/ /lænd/

It has four legs	/It/ /haz/ /fɔ:/ /legz/	/It/ /həz/ /fɔ:/ /legz/
A cow eats grass	/ə/ /kəʊ/ /e:tz/ /gra:s/	/ə/ /kəʊ/ /ɪ:tz/ /gre:s/
It gives milk as human drink	/it/ /gɪvz/ /mɪlk/ /ɑz/ /hju:mɑ/ /drɪŋ/	/it/ /gɪvz/ /mɪlk/ /əz/ /hju:mə/ /drɪŋ/

Student 4 and student 18 in chapter 4

Utterances	Finding	Correction
Yesterday, mummy and I went shopping	/jestədeɪ/ / mɒmi/ /ʌnd/ /aɪ/ /wɛnt/ /ʃɒpɪŋ/	/jestədeɪ/ / mʌmi/ /ənd/ /aɪ/ /wɛnt/ /ʃɒpɪŋ/
We went to Mega supermarket	/wə/ /wɛnt/ / tu/ /Mega/ /supermarket /	/wi/ /wɛnt/ / tu/ /Mega/ /supermarket /
Mummy bought a kilo of sugar, a box of milk and a bottle of ketchup	/mɒmi / /bɔŋ/ /ə/ /kɪlə/ /əv/ /ʃʊgə/ /ə/ /bɒks/ /mɪlk /ʌnd/ /bɒtl/ /əv/ /kɛtʃəp/	/mʌmi / /bɒt/ /ə/ /kɪlə/ /əv/ /ʃʊgə/ /ə/ /bʌks/ /mɪlk /ənd/ /bʌtl/ /əv/ /kɛtʃəp/
She also got two tubes of toothpaste , two bags of detergen and three bars of soap	/ʃi/ /'ɔlsəʊ/ /gɒt/ /tu/ /tʊbz/ /əv/ /'tuθpɑɪst/ /tu /bægz/ /əv/ /dətədʒənt/ /ʌnd/ /tri/ /bɑr/ /əv/ /səʊp/	/ʃi/ /'ɔlsəʊ/ /gʌt/ /tu/ /tʊbz/ /əv/ /'tuθpeɪst/ /tu /bægz/ /əv/ /dɪtədʒənt/ /ənd/ /θri/ /bɑr/ /əv/ /səʊp/
Mummy also took three rools of	/mɒmi/ /'ɔlsəʊ/ /tʊk/ /tri/ /rəʊlz/ /əv/ /tɪʃu/	/mʌmi/ /'ɔlsəʊ/ /tʊk/ /θri/ /rəʊlz/ /əv/ /tɪʃu/

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Student 5 and student 14 in chapter 5

Utterance	Finding	Correction
Mr Bimo is a farmer	/mɪstə/ /Bɪmo/ /aɪ/ /ə/ /farmə/	/mɪstə/ /Bɪmo/ /ɪz/ /ə/ /farmə/
He lives in Banjar Village	/hi/ laɪvz/ /ɪn/ / Banjir / /vɪlɪdʒ/	/hi/ laɪvz/ /ɪn/ / Banjar / /vɪlɪdʒ/
He has two children	/hi/ /həz// / to / / ɪ ldren/	/hi/ /həz// / tu / / tʃ ɪldren/
He has a small rice field and cattles	/hi/ /həz/ /ə/ /smɔl/ /rice/ /fɛld /and/ /cætlz/	/hi/ /həz/ /ə/ /smɔl/ / raɪs / /fɪld /ənd/ /kætlz/
Mr Bimo has been a farmer for long time	/mɪstə/ /Bɪmo/ həz/ /bɛn/ /a/ /farmə/ /fɔ/ /lɔŋ/ /taɪm/	/mɪstə/ /Bɪmo/ həz/ / bɪn / /ə/ /farmə/ /fɔ/ /lɔŋ/ /taɪm/
He has learn farming since he was five years old	/Hi/ /həz/ / lɔ:n / /farmɪŋ/ /sɪns/ /hi/ /wəz/ / fɪv ɛ/ / jɛr z/ /oʊld/	/Hi/ /həz/ / lɔ:n / /farmɪŋ/ /sɪns/ /hi/ /wəz/ / fɑɪv / / jɪr z/ /oʊld/
He used to help in the rice field after school	/Hi/ /yʊst/ /tə:/ / hɜlpz / /ɪn/ /tə/ /rice/ /fɛld/ /æftə/ /skul/	/Hi/ /yust/ /tə:/ / hɜlpz / /ðə/ /raɪs/ /fɪld/ /æftə/ /skul/

Student 6 and student 13 in chapter 6

Utterance	Finding	Correction
This is a story about a young scavenger called Boni	/ðɪs/ /ɪz /ə/ /stɔːri/ /əbaʊt/ /ə/ /yʊŋ/ /skævɪndʒ/ /kɔːld/ /Boni/	/ðɪs/ /ɪz /ə/ /stɔːri/ /əbaʊt/ /ə/ /yʌŋ/ /skævɪndʒ/ /kɔːld/ /Boni/
Boni was diligent and kindhearted	/Boni/ /wəz/ /dɪlɪɡənt/ /ənd/ /kɪndhɜːrted/	/Boni/ /wəz/ /dɪlɪdʒənt/ /ənd/ /kəɪndhɑːrted/
He was helpful toward others	/hi/ /wəz/ /hɛlpfəl/ /təwɔːrd/ /oʊtə/	/hi/ /wəz/ /hɛlpfəl/ /təwɔːrd/ /ʌðəː/
He want to school in the morning	/Hi/ /wɑːnt/ /tə/ /skuːl/ /ðə/ /mɔːrniŋ/	/Hi/ /wɛnt/ /tə/ /skuːl/ /ðə/ /mɔːrniŋ/
In the afternoon , he helped his parent scavenging	/ɪn/ /tə/ /æftəːnɔːn/ /hi/ /hɛlpəd/ /hɪz/ /pərənt/ /skævɪndʒɪŋ/	/ɪn/ /ðə/ /æftəːnɔːn/ /hi/ /hɛlp/ /hɪz/ /pərənt/ /skævɪndʒɪŋ/

Student 7 in chapter 7

Utterance	Finding	Correction
Don't forget to shut the windows	/dɒn/ /fəːɡet/ /təː/ /ʃʊt/ /tə/ /wɪndəʊz/	/dɒn/ /fəːɡet/ /təː/ /ʃʌt/ /ðə/ /wɪndəʊz/

Don't forget to lock the door	don/ /fə;get/ /tə:/ /lɒk/ /ðə/ /dɔr/	don/ /fə;get/ /tə:/ /lɒk/ /ðə/ /dɔr/
Don't forget to tidy up your room	don/ /fə;get/ /tə:/ /tɪdi/ /ʌp/ /yə:/ /rʊm/	don/ /fə;get/ /tə:/ /tɪdi/ /ʌp/ /yə:/ /rʊm/
Don't forget to knock on the door before you enter the head master's office	/don/ /fə;get/ /tə:/ /nɒk/ /ɔn/ /ðə/ /dɔr/ /bɪfɔr/ /yə:/ /entə'/ /ðə/ /hedmæstə'/ /ɔfis/	/don/ /fə;get/ /tə:/ /nɒk/ /ɔn/ /ðə/ /dɔr/ /bɪfɔr/ /yʊ/ /entə'/ /ðə/ /hedmæstə'/ /ɔfis/
Remember to put office your shoes before you enter a mosque	/rɪmɛmbə'/ /tə:/ /pʊt/ /ɔfis/ /yə:/ /ʃʊz/ /bɪfɔr/ /yə:/ /'entə'/ /ə/ /mɒsk/	/rɪmɛmbə'/ /tə:/ /pʊt/ / /ɔfis / /yə:/ /ʃʊz/ /bɪfɔr/ /yʊ/ /'entə'/ /ə/ /mɒsk/

Student 8 in chapter 8

Utterance	Finding	Correction
North	/nɔrt/	/nɔrθ/
North west	/nɔrt wɛst/	/nɔrθ wɛst/
North east	/nɔrt ɛst/	/nɔrθ ɪst/
West	/wɛst/	/wɛst/
East	/ɛst/	/ɪst/
South west	/səʊt wɛst /	/səʊθ wɛst /
South	/səʊt/	/səʊθ/
South east	/səʊt ɛst/	/səʊθ ɪst/

Student 9 and student 16 in chapter 9

Utterance	Finding	Correction
Hello everyone	/Hə'loʊ/ /ɛvriyʌn/	/Hə'loʊ/ /ɛvriwʌn/
I study at SDN 035 Mekansari	/aɪ/ /stʊdi/ /ət/ /SDN 035 Mekansari/	/aɪ/ /stʌdi/ /ət/ /SDN 035 Mekansari/
I'll tell you about my school	/aɪ/ /wɪl/ /tɛl/ /əbʊt/ /maɪ/ /skʊl/	/aɪ/ /wɪl/ /tɛl/ /əbaʊt/ /maɪ/ /skʊl/
There are many notice in my school	/ðɛr/ /ə:/ /mʌni/ /noʊtɪs/ /ɪn/ /məɪ/ /skʊl/	/ðɛr/ /ə:/ /mɛni/ /noʊtɪs/ /ɪn/ /məɪ/ /skʊl/
In the library, there is on sign in the reading room	/ɪn/ /dɪə/ /laɪbrəri/ /tɛr/ /wʌn/ /sɪɡ/ /ɪn/ /dɪə/ /rɪdɪŋ/ /rʊm/	/ɪn/ /dɪə/ /laɪbrəri/ /ðɛr/ /wʌn/ /saɪ/ /ɪn/ /dɪə/ /rɪdɪŋ/ /rʊm/

Student 10 and student 12 in chapter 10

Utterance	Finding	Correction
All the things there have fixed price	/ɔl/ /dɪə/ /θɪŋz/ /tɛr/ /fɪkət/ /praɪs/	/ɔl/ /dɪə/ /θɪŋz/ /ðɛr/ /fɪkst/ /praɪs/
So, we couldn't Bargain at all	/soʊ/ /wə/ /kʊdnt/ /bɑrgaɪn/ /ət/ /ɔl/	/soʊ/ /wi/ /kʊdnt/ /bɑrgən/ /ət/ /ɔl/

There were many discounts.	/ðeɪ/ /wə/ / mani / /dɪskəʊnt/	/ðeɪ/ /wə/ / mæni / /dɪskəʊnt/
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Student 11 in chapter 11

Utterance	Finding	Correction
I'm sorry to hear that	/aɪ əm/ /sɔːri/ / tə / / hər / /ðæt/	/aɪ əm/ /sɔːri/ / tə / / hɪr / /ðæt/
I'm happy for you	/aɪ əm/ /hæpi/ /fəː/ / fʊ /	/aɪ əm/ /hæpi/ /fəː/ / yo /
See you	/sə/ /yʊ/	/si/ /yʊ/
Have a nice day	/həv/ /z/ / nɪc / /deɪ/	/həv/ /ə/ / naɪs / /deɪ/
Have a nice holiday	/həv/ /z/ / nɪc / /hɒlɪdeɪ/	/həv/ /ə/ / naɪs / /həlɪdeɪ/

There are 95 words of pronunciation errors in omission. The researcher found pronunciation errors of omission from 18 students. The students made an error in the word “has, two, season, they, are, rainy, and, dry, almost, everyday, the, weather, cold, you, need, a, raincoat, or, an, umbrella, like, running, fencing, boxing, playing basked ball, bufallo, grass, farmers, harror, eats, as, human, mummy, we, bought, bottle, got, toothpaste, detergen, three, also, banjar, cattles, children, rice, field, been, learn, five, years, used, help, young, scavenger, called, dilligent, kindherted, others, want, shcool, afternoon, helped, parent, shut, lock, tidy, knock, office, shoes, mosque, north, north west, north east, west, east,

south west, south east, everyone, study, at, about, many, there, fixed, price
sigh, all, couldn't, bargain, to, hear, that, you, see, nice.

d. Error in Ordering

Student 1 in chapter 1

Utterances	Finding	Correction
The rainy season is	/teɪ/ /rəni/ /siːzən/ /ɪz/	/ðə/ /reɪni/ /siːzən/ /ɪz/
from November to	/fɔrm/ /noʊvembə:/ /tə:/	/frəm/ /noʊvembə:/ /tə:/
April.	/aɪprəl/	/eɪprəl/

There are only 1 words of pronunciation errors in ordering. The researcher found pronunciation errors of omission from 1 students. The students made an error in the word “from”.

2) The factors of pronunciation error on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan.

In this case the researcher will discuss about the factors caused the pronunciation error on pronouncing English book entitled “Active English 6” at sixth grade of MI Nurul Hikmah Proppo Lenteng Pamekasan. The researcher collects data by interview, observation, and documentation. The researcher just analyze the students pronunciation error when the teacher teacher teach them in the class, and takes documentation from english teacher and student when teaching learning process and doing interview.

The researcher interview with the teacher why the factors caused the pronunciation error on pronouncing English book at sixth grade of MI Nurul

Hikmah Lenteng Proppo Pamekasan. The factors of pronunciation error on pronouncing English book are:

a. First Language in Environment

The students always speak madurese with their friends or with their family, so the students lack to listening English in the environment or in the school because in the school just started English material from fourth grade. As the teacher said:

“Talking about factor in my opinion the factors caused the students pronunciation error on pronouncing English book at sixth grade of MI.Nurul Hikmah Lenteng Proppo Pamekasan, for the firstis seldom practicing and also environment that still tend to madurace”.¹

And the teacher adding her statement:

“Because they lack to listening English in this school and in their village.”²

b. They seldom read English book

The student has a problem in reading English book and the factor is she said that the students seldom read an English text and seldom to native speaker so that, they feel strange or unfamiliar with the way it sounds. It is proven with the teacher said:

“The students seldom read an English book in his home. the students not used to read English book so the student still used to wrong in reading English book. So that I ask the student to read some of the vocabulary or the sentence within text in English book,

¹Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

²Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020), n.d.

in order to make the students more accurately to pronounce the vocabulary”.³

And addition the teacher said that:

“They like reading but with Indonesia language. Its not cause they don’t like English but if they read English book they have to prepared with the dictionary”.⁴

The other explained she said that:

“They like to read a book, but they like reading an Indonesia book the most. Because if they read English book, they feel difficult to read”.⁵

c. They do not study the phonetic transcription

Phonetic transcription consist of some symbols to pronounced an English word. For the young learner, they did not study phonetic transcription. So that, the teacher said:

“For the elementary school still not study about phonetic transcription so the student do not understand about phonetic, but I always give another ways to teach English in order to, the student can study or read English correctly”.⁶

³Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

⁴Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020)., n.d.

⁵Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020)., n.d.

⁶Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

3) The teacher' solve of pronunciation error by the students on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan.

In this section, the researcher did interview to the teacher. The researcher want to know how the teacher solve the pronunciation error by the students on pronouncing English book at sixth grade of MI Nurul hikmah Lenteng Proppo Pamekasan. The researcher interview the teacher on Thursday, 16 January 2020 at 09.00 pm. From the result interview here are solving pronunciation error did by students on pronouncing English book are:

a. Ask the student of Look Dictionary

To know the correct pronunciation error, the students must search it something that students might did for search the spoken of the word is looking for dictionary, because by look for in dictionary the student can know the phonetic transcription of the word, beside that the students also can hear the voice of the word in elektronik dictionary, so based on the interview the teacher also solved the student pronunciation error by looking for dictionary. As the teacher said:

“The way I ask the students to bring dictionary after that I read the vocabulary in the dictionary itself and the student to read too after I read.”⁷

And also the teacher said that:

“Besides giving an example I gave them to memorizing, both memorizing the writing and pronunciation”.⁸

⁷Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

⁸Maisundari, The English Teacher at MI.Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

b. Reading Repetition

Repetition is the simplest drill used in learning language pattern, language learners merely repeat what the teacher say, in order to the students used to read English and can utterance correctly. As the teacher said:

“I will ask the students read the vocabulary that I write down one by one on the white board which is the vocabulary there within in English book and by doing repetition utter group sounds that are quite difficult to pronounce. The vocabulary was initially spoken slowly and gradually accelerated”.⁹

c. Watching Video

The researcher would like to give explanation about the way the students solved their pronunciation error, in of the way to solved students pronunciation error above is watching videos about English pronunciation, or how the way native speaker pronounce some word by the right pronunciation. below in the teacher statement about students solving of pronunciation error on pronouncing English book, the teacher said:

“To overcome the students pronunciation error they must study from some native speaker so that I give the students look for some video about English.

And the teacher adding her statement:

“I will ask the students to listening more about English, so that the ability to hear English will be much to improved, and trained hearing will make more better”.¹⁰

⁹Maisundari, The English Teacher at MI. Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

¹⁰Maisundari, The English Teacher at MI. Nurul Hikmah Lenteng Proppo Pamekasan (Direct interview on 16th January 2020).

B. Discussion of Research

In this section to three major discussions referred to statement of the problem in the chapter one. The researcher would like to discuss the pronunciation error made by the students on pronouncing English book, the factor caused of pronunciation error on pronouncing, and the teacher solve of pronunciation error on pronouncing English book entitled “Active English 6” at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan. The researcher has conducted the research process such as doing interview with the teacher and has conducted the data.

1) The pronunciation error made by the students on pronouncing English book at sixth grade of MI Nurul Hikmah Proppo Pameksan.

In this point, the researcher analyzed four kinds of error analysis made by them there are: addition, omission, selection, and ordering. The researcher found 108 pronunciation errors in students on pronouncing Active English 6 book. There are: 8 errors in omission, 4 errors in addition, 95 errors in selection, and 1 error of ordering.

- a. Students make an error ommision on pronouncing English book at sixth grade MI Nurul Hikmah Lenteng Proppo Pamekasan.

Based on data the students make error namely omission. The researcher found 8 errors of omission from 5 students. There are four, land, help, I, bags, soup, rools, windows.

In table 1 of chapter 3, the researcher can make analysis that the kinds of Students error in Omission. The pronunciation error of chapter 3

is the student made pronunciation error in omission. For the word land /lænd/, the student pronounced it into /læn/. The students did not know about the cluster word, because the students did not have material or subject about cluster word at their school. The students omitted the consonant /d/, therefore based on chapter 3 the student make an error in omission.

The pronunciation in table 2 of chapter 4, the students also made an error for the word I /aɪ/ the students pronounced it into /a/. The student omitted the consonant /ɪ/. and the students made an error in word bags /bægz/ and rools /ruːlz/, the student pronounced it into /bæg/ and /ruːl/. The student omitted the consonant /s/. And also the student omitted the consonant /p/ for the word help /hɛlp/, which the student pronounced it into /hɛl/.

For the pronunciation of table 3 in chapter 6, the students also made an error pronunciation for the word story /stɔːri/. The student pronounced it into /stɔːr/ instead /stɔːri/. So the student omitted the consonant /y/. which “story” should be read /stɔːri/ but the student pronounced is /stɔːr/. Therefore, the pronunciation should also correspond to the phonetic structure and the pronunciation will affect the distinction of the meaning.

For the pronunciation of table 4 in chapter 7 the students omitted consonant /s/ therefore they made an error of omission for the word windows /wɪndəʊz/. The student pronounced it into /wɪndəʊ/ which should be read /wɪndəʊz/.

The researcher categorized these data are included in omission with the indicator is contrary to additions, omission leave something out or a unit id deleted. It support by theory that omission occurs when the linguistic item that is required in the sentence is omitted or where some elements is omitted that should be present.¹¹

- b. Students make an error addition on pronouncing English book at sixth grade MI Nurul Hikmah Lenteng Proppo Pamekasan.

Based on data the students make error namely addition. The researcher found 6 errors of addition from 5 students. Thereare, **november, four, sugar, you, were.**

In table 1 of chapter 1, the researcher can make analysis that the kinds of Students error in Addition. The pronunciation error of chapter 1 is the student made pronunciation error in ddition. For the word november / nouvembə:/, the student pronounced it into / nouvembər/. The students Addition the consonant /r/, because the student do not know that consonant /r/ are not voiced. Therefore the student made an error pronunciation in Addition, where /r/ should not be read but the student add consonant /r/.

In table 2 of chapter 3, the researcher can make analysis that the kinds of Students error in Addition. For the word four /fɔ:/ the student pronounced it into /fɔr/. The students Addition the consonant /r/, because the student do not know that consonant /r/ are not voiced. Therefore the

¹¹Corder, *Error Analysis Abd Interlanguage*, 36.

student made an error pronunciation in Addition, where /r/ should not be read but the student add consonant /r/.

In table 3 of chapter 4, and also the researcher can make analysis that the kinds of Students error in Addition. The pronunciation error of chapter 1 is the student made pronunciation error in addition. For the word sugar /ʃugə/, the student pronounced it into /ʃugər/. The students Addition the consonant /r/, because the student do not know that consonant /r/ are not voiced. Therefore the student made an error pronunciation in Addition, where /r/ should not be read but the student add consonant /r/.

For the table 4 of chapter 10, the researcher can make analysis that the kinds of Students error in Addition. The pronunciation error of chapter 1 is the student made pronunciation error in addition. For the word were /wə:/, the student pronounced it into /wər/. The students Addition the consonant /r/, because the student do not know that consonant /r/ are not voiced. Therefore the student made an error pronunciation in Addition, where /r/ should not be read but the student add consonant /r/.

The researcher categorized these data as an addition with the indicator was adding linguistic material. It support by theory that addition refers to the addition of any grammatical item or where some element is present that should not be there.¹²

¹²Corder, 36.

- c. Students make an error selection on pronouncing English book at sixth grade MI Nurul Hikmah Lenteng Proppo Pamekasan.

Based on data the students make error namely selection. The researcher found 93 errors of selection from 18 students. There are, has, two, season, they, are, rainy, and, dry, almost, everyday, the, weather, cold, you, need, a, raivoat, or, an, umbrella, like, running, fencing, boxing, playing, basked ball, bufallo, grass, farmers, horror, eats, as, human, mummy, we, bought, bottle, got, toothpaste, detergen, three, also, banjar, cattles, children, rice, field, been, learn, five, years, used, help, young, scavenger, called, dilligent, kindherted, others, afternoon, helped, parent, shut, lock, tidy, knock, office, shoes, mosque, north, north west, north east, west, east, south west, south east, everyone, study, at, about, many, three, sigh, all, couldn't, bargain, to, hear, that, you, see, nice.

In the list below, the data are presented in brief explanation. Based on the data above that the students made an error where the students pronounce wrong form of element in word, phrase or sentence. The students pronounced the word” /has/ /two/ /sezən/ /teɪ/ /əre/ /raɪni/ /and/ /dreɪ/ /aɪprəl/ /almost/ /evrɪdaɪ/ /tə/ /wetə:/ /could/ /and/ /nəd/ /a/ /reɪncoʊt/ /an/ /ʌmbrɛlə/ /leɪk/ /runɪŋ/ /fɛnsɪŋ/ /bɒkɪŋ/ /plam̩ba:skɪba:l/ /'bʊfəlɔ/ /fa:mərz/ /herɒs/ /haz/ /e:tz/ /grɑ:s/ /ɑz/ /hju:mɑ/ /mɔmi/ /wə/ /bɔg/ /bɒks/ /and/ /bɒtl/ /gɒt/ /'tuθpaɪst/ /dətədʒənt/ /and/ /'alsəʊ/ /tri/ /bɑnjɪr/ /ɪldrən/ /raɪs/ /fɛld /and/ /cætlz/ /bɛn/ /a/ /fɪv/ /yɛrz/ /yɔst/ /hɜlpz/ /yʊŋ/ /scævɪndʒ/ /cɔld/ /dɪlɪgɪnt/ /kɪndhɜrtəd/ /ɒtər/ /wɑnt/ /skʊl/ /æftə:nʌn/ /hɛlpəd/ /pərənt/ /scævɪndʒɪŋ/ /fʊt/ /lɒk/ /tɪdi/ /nɒk/ /ɔfɪs/ /ʃɔz/ /yə/ /mɔsk/ /nɔrt/ /nɔrt wɛst/

/nɔ:t əst/ /wəst/ /əst/ /səʊt wəst / /səʊt/ /səʊt əst/ /stʊdi/ /əbaʊt/ /meni/ /sɪg/
 /ɔl/ /tɛr/ /fɪkət/ /praɪc/ /kʊdnt/ /tɔ/ /hɛr/ /ʃʊ/ /sə/ /z/ /nɪc/. The students
 made an error where the students pronounce wrong form of element in
 word, phrase or sentence. They should pronounce the appropriate word to
 complete her utterance. The students should pronounce the word be “**has**
 /həz/, **two** /tu/, **season** /sizən/, **they** /ðeɪ/, **are** /ə:/, **rainy** /reɪni/, **and** /ænd/,
dry /draɪ/, **almost** /ɔlmɒst/, **everyday** /evrɪdeɪ/, **the** /ðə/, **weather** /weðə:/,
cold /kəʊld/, **you** /ju/, **need** /ni:d/, **a** /ə/, **raincoat** /reɪnkəʊt/, **an** /ən/,
umbrella /ʌmbrelə/, **like** /laɪk/, **running** /rʌnɪŋ/, **fencing** /fensɪŋ/, **boxing**
 /bɒksɪŋ/, **playing** /pleɪŋ/, **basketball** /bɑ:skɪtbɔ:l/, **buffalo** /ˈbʌfələʊ/,
grass /grɑ:s/, **farmers** /fɑ:məz/, **horror** /hæroʊ /, **eats** /i:tz/, **as** /əz/,
human /hju:mən/, **mummy** /mʌmi/, **we** /wi/, **bought** /bɔ:t/, **bottle** /bɒtl/, **got**
 /gɒt/, **toothpaste** /ˈtu:θpeɪst/, **detergen** /dɪtədʒənt/, **three** /θri/, **also**
 /ˈɔlsəʊ/, **banjar** /Banjar/, **cattles** /kætlz/, **children** /tʃɪldrən/, **rice** /raɪs/,
field /fɪld/, **been** /bi:n/, **learn** /lə:n/, **five** /faɪv/, **years** jɪəz/, **used** /ju:st/,
help /hɛlpz/, **young** /yʌŋ/, **scavenger** /skævɪndʒ/, **called** /kɔld/, **dilligent**
 /dɪlɪdʒənt/, **kindherted** /kaindhartəd/, **others** /ʌðə:/, **afternoon** /æftə:nun/,
helped /hɛlp/, **parent** /pərənt/, **shut** /ʃʌt/, **lock** /lɒk/, **tidy** /taɪdi/, **knock**
 /nɒk/, **office** /ɔfi/, **shoes** /ʃuz/, **mosque** /mɒsk/, **north** /nɔ:θ/, **north west**
 /nɔ:θ wɛst/, **north east** nɔ:θ ɪst/, **west** wɛst/ , **east** /ɪst/, **south west** /səʊθ
 wɛst /, **south east** səʊθ ɪst/, **everyone** /evriwʌn/, **study** /stʌdi/, **at** /ət/,
about /əbaʊt/, **many** /meni/, **all** /ɔl/, **couldn't** /kʊdnt/, **bargain** /bɑ:gən/, **to**
 /tə/, **hear** /hɪr/, **that** /ðæt/, **you** /ju/, **see** /si/, **nice** /naɪs/. The researcher
 categorized these data as an selection with the wrong of element in

sentence. It support by they that selection refers to the problem of wrong selection of the certain forms or where the wrong item has been chosen in place of the right one.¹³

- d. Students make an error ordering on pronouncing English book at sixth grade MI Nurul Hikmah Lenteng Proppo Pamekasan.

Based on data the students make error namely ordering. The researcher only one ordering from 1 students in this research. Based on the sentence made wrong order of the words in the utterances “/teɪ/ /ræmi/ /seɪzən/ /ɪz/ /fɔːm/ /noʊvembə:/ /tə:/ /aɪprəl/.

Here the order of the sentence is incorrect and is becoming the reason of error. So, the speaker should pronounce “ðə/ /reɪni/ /saɪzən/ /ɪz/ /frɔːm/ /noʊvembə:/ /tə:/ /eɪprəl/”. Where ordering refers to the wrong order of the words in the sentence or where some elements presented are correct but there are wrong in sequence.¹⁴

2) The factors of pronunciation error on pronouncing English book at sixth grade of MI Nurul Hikmah ProppoPamekasan.

In this section, the researcher would discuss about the factor caused of pronunciation error on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan. In reading Active English 6 book, and futhermore about the factor caused of pronunciation error on pronouncing English book are:

¹³Corder, 36.

¹⁴Corder, 36.

a. They are influenced by the environment.

As stated by Erika Hoff that the human potential for language is based in human biology but makes requirements of the social environment.¹⁵ So, the varieties of the language in one environment will also influence the language mastery especially in acquiring second language including pronunciation, English is not our first language so that, is very difficult to master in it if the environment does not support it much less for the student at MI.Nurul Hikmah Lenteng Proppo Pamekasan where the students always interact with non English Students in school or in their home. The factor that make the students pronunciation error because in their environment they also not used to listen English, according to Penny when students assemble with the same mother tongue they tend to use their mother tongue because they feel unnatural to speak one another using foreign language and because they feel less exposed if they are speaking their mother tongue.¹⁶

b. They seldom read English book

The second factor influence the pronunciation error is most the students seldom read English book because there many students does not like to read, moreover English. The students interest in reading English book is very little. Because they have to look at the dictionary when reading.

¹⁵Erika Hoff, "How Social Contexts Support and Shape Language Development," *Department of Psychology, Florida Atlantic University, 2912 Collage Avenue, Davie, FL 33314, USA, 2006, i.*

¹⁶Penny Ur, *A Course in Language Teaching : Practice and Theory* (Cambridge: University Press, 1996), 121.

One way to avoid the spelling error based on Kristine Brown's statement is that students must read as much as possible.¹⁷ Therefore, the students multiply read so that they could improve spelling ability. Besides that, the lack of media to read also influences students' interest in reading.

c. They do not study the phonetic transcription

The study of pronunciation consists of two fields, namely phonetic and phonology. Phonetics refer to the study of speech sounds, how the sound is articulated, phonetics usually consist of some symbols that can help the learners of English read or pronounce an English word by using an Oxford dictionary which has already consisted of phonetic symbols, in this case the students have a problem in pronouncing English words and also they do not know the position of the stress syllable.

In this school, the pronunciation teacher usually provides an Oxford dictionary to help students pronounce English words, but unfortunately the students do not study the phonetic transcription that becomes the key to use an Oxford dictionary so that it makes the students having a problem in pronunciation error on pronouncing English words. Joanne Kenworthy stated that phonetics this skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability', but every human being, unless hearing impaired, has this basic ability, if

¹⁷Kristine Brown, *Writing Matters Writing Skills and Strategies for Students of English* (New York: Cambridge University Press, 1989), 32.

they did not they would not have learned the sounds of the native language.¹⁸

3) The teachers' solve of pronunciation error by the students on pronouncing English book at sixth grade of MI Nurul Hikmah Lenteng Proppo Pamekasan.

In this section the researcher would like to give explanation about the solution done teacher to solve the students problem in pronunciation. English pronunciation is importance subject that must studied by English learner to avoid misunderstanding between the listener and speakers, based on the interview by some strategy as bellow:

a. Ask the student of Looking Dictionary

The solution that done by students to solve pronunciation error on pronouncing English book is by looking dictionary that have phonetic transcription so it makes students easy to know how the correct pronounce of the word. The phonetic is the branch of linguistic that studies the sound of human speech, it is concerned with the physical propeties of speech sound or signs. The international phonetic alphabet which will always be used to represent the sound to which the word is the key.¹⁹ Beside that other way to solve students pronunciation error is looking for dictionary because by looking electronic dictionary they can hear the spoken of the word that they are mispronounce. Based on the

¹⁸Kenworthy, *Teaching English Pronunciation*, 1987, 6.

¹⁹J. D. O Conner, *Better English Pronunciation* (United Kingdom: Cambridge University Press, 1998), 8.

interview the teacher also solved the student pronunciation error by looking for dictionary.

b. Reading Repetation

Based on the interview with the English teacher, the researcher found how the teacher solve of the student pronunciation error is about repetition. Repetation is the simplest drill used in learning language pattern, language learners merely repeat what the teacher says.²⁰ The teacher want to repeat some of vocabulary in order to make students can mitate what the teacher said or what the teacher utterance. And the students will repeat based on the teacher utterences. In teaching English with using repetition with the teacher ways to solve of pronunciation error. In order to the student can read English correctly.

c. Watching Video

On of the way done by the teacher to solve the student pronunciation error is hearing or looking how the way native speaker pronoun some word by the right pronunciation. Yusti Arini stated that method related to hearing the only effective method for practicing hearing is the practice of listening for sounds systematically. The learner must find someone who can pronounce the sounds in English quickly and ask him to dictate the sounds one by one and the original words so that they are made from a series of sounds. Given the right type of exercise, the learner's listening

²⁰Lutfi Alawiyah, "The Use of Repetation Drill to Improve Speaking on Descriptive Text of the Eight Year Students of Mts Salatiga in the Academic Year 2016/2017 A Graduating Paper" (IAIN Salatiga, 2017), 19.

ability will be greatly improved; Poorly trained hearing will improve, and trained hearing will improve even more.²¹

Based on the teacher statement the teacher solve of the student pronunciation error by watching some videos about English pronunciation that the students are difficult in. Because by watching some videos about English pronunciation students will accustomed to hear the word or sentence of English language, beside that students can watch the explanation of the English pronunciation theory form the native speaker from youtube, so that the students will pronoun the word as like native speaker did.

²¹Masalah-masalah pelafalan pronunciation, diakses dari <http://yusti-arini.blogspot.com/2009/2008/masalah-masalahpelafalan-pronunciation.html>