

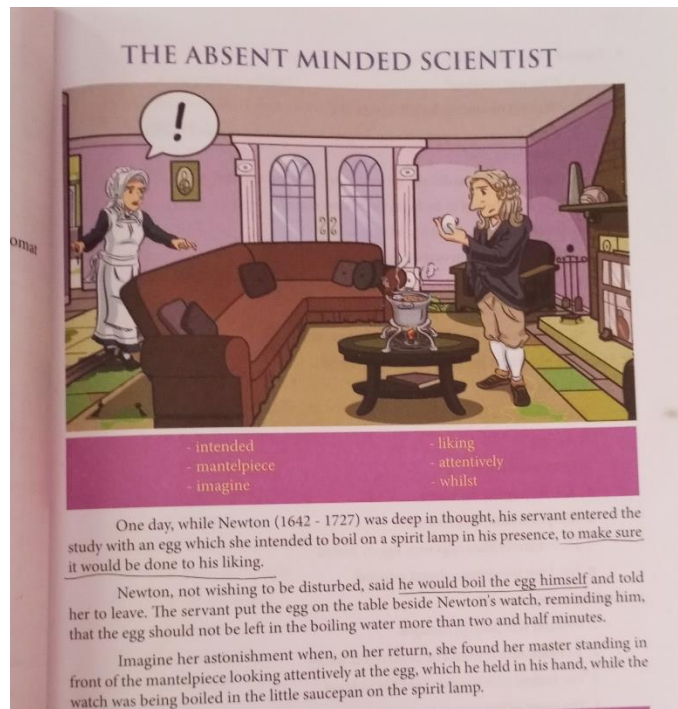
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher focused on analyzing data of this study. The data was collected from the interviews and observations which are discussed based on the theory and concept from the previous chapter. This chapter also provides the answer of the research focuses stated in the first chapter. It covers the pronunciation error on reading an english text at MA Nurulhuda boarding school. Here as follow:

A. Research Finding

After conducting observation and interviews, the researcher identified several data points to be presented in this chapter. Subsequently, during observation, the researcher noted the text being read by the students and selected it for analysis. The following is the the text:



Pictures 1.1
English Text

After finding the text, the researcher attempted to record the students while they were reading the text. At this point, the researcher commenced the analysis regarding:

1. The pronunciation errors made by students on reading an English text at MA Nurulhuda Boarding school

The researchers analyzed suprasegmental errors caused by students while reading English texts in the classroom after receiving instructions from the teacher to read the text simultaneously and aloud. The "Segmental Features" refer to the individual sounds, or phonemes, that make up spoken language. Errors in segmental features occur when there are mistakes in the pronunciation of these individual sounds. In analyzing this phenomenon, the following are some of the findings by the researchers:

- a. While **/waɪl/** : They did not pronounce it correctly; some of them pronounced **will**, while others pronounced **well**.
- b. Thought **/θɔ:t/** : They did not pronounce it correctly; some of them pronounced **θut**, while others pronounced **tʌŋ**
- c. Was **/wəz/** : They did not pronounce it correctly; some of them pronounced **wəs**
- d. Deep **/di:p/** : They did not pronounce it correctly; some of them pronounced **de**

- e. Entered /ɛntərd/ : They did not pronounce it correctly; some of them pronounced **intered**, while others pronounced **intərd**
- f. Intended /ɪn'tɛndɪd/ : They did not pronounce it correctly; some of them pronounced **ɪn'tɛnd**
- g. Sure /ʃʊr/ : They did not pronounce it correctly; some of them pronounced **sure**
- h. Would /wʊd/ : They did not pronounce it correctly; some of them pronounced **wold**
- i. Done /dʌn/ : They did not pronounce it correctly; some of them pronounced **don**
- j. Liking /laɪkɪŋ/ : They did not pronounce it correctly; some of them pronounced **lekɪŋ**, while others pronounced **likɪŋ**
- k. Self /sɛlf/ : They did not pronounce it correctly; some of them pronounced **sɛlf**
- l. Beside /brɪ'saɪd/ : They did not pronounce it correctly; some of them pronounced **bised**, while others **be'sed**
- m. Reminding /rɪ'maɪndɪŋ/ : They did not pronounce it correctly; some of them pronounced **re'mendɪŋ**, while others pronounced **remandɪŋ**
- n. Left /lɛft/ : They did not pronounce it correctly; some of them pronounced **lift**, while others pronounced **lif**

- o. Water /wɔtər/ : They did not pronounce it correctly; some of them pronounced **watər**
- p. Found /faʊnd/ : They did not pronounce it correctly; some of them pronounced **fond**, while others pronounced **fund**
- q. Master /mæstər/ : They did not pronounce it correctly; some of them pronounced **mastes**
- r. front of /frʌnt əv/ : They did not pronounce it correctly; some of them pronounced **front of**
- s. Mantelpiece /mæntəl piːs/ : They did not pronounce it correctly; some of them pronounced **mentəl piːs**, while others pronounced **mintəl piːs**
- t. Attentively /ə'tentɪvli/ : They did not pronounce it correctly; some of them pronounced **ə'tentɪveli**, while others pronounced **əntɪvli**
- u. Held /held/ : They did not pronounce it correctly; some of them pronounced **hed**
- v. Watch /wɒtʃ/ : They did not pronounce it correctly; some of them pronounced **wetʃ**, while others pronounced **wat**
- w. Being /biŋ/ : They did not pronounce it correctly; some of them pronounced **beɪŋ**

- x. Boiled /bɔɪld/ : They did not pronounce it correctly; some of them pronounced **boilid**, while others pronounced **build**
- y. Saucepan /sɔ:s,pæn/ : They did not pronounce it correctly; some of them pronounced **sausee**, while others pronounced **saus,pan**
- z. Should /ʃɒd/ : They did not pronounce it correctly; some of them pronounced **fold**, while others pronounced **ʃod**
- aa. Wishing /wɪʃɪŋ/ : They did not pronounce it correctly; some of them pronounced **wɪsɪŋ**
- bb. Disturbed /dɪs'tɜrbd/ : They did not pronounce it correctly; some of them pronounced **dɪs'turbd**, while others pronounced **des'turbd**
- cc. Imagine /ɪmædʒɪn/ : They did not pronounce it correctly; some of them pronounced **ɪmadʒen**, while others pronounced **ɪmadʒɪn**
- dd. Return /rɪ'tɜrn/ : They did not pronounce it correctly; some of them pronounced **rɪ'turn**, while others pronounced **raɪ'tɜrn**
- ee. Presence /prezəns/ : They did not pronounce it correctly; some of them pronounced **prisəns**
- ff. Astonishment /ə'stɒnɪʃmənt/ : They did not pronounce it correctly; some of them pronounced **ə'shofmənt**

gg. Egg /ɛg/ : They did not pronounce it correctly; some of them pronounced **ig**

hh. Told /toʊld/ : They did not pronounce it correctly; some of them pronounced **tuld**

Based on several data collected by the researcher, the researcher analyzed the student's errors in reading English text in the form of a table as follows:

No.	Name	Vocabulary	Student's Pronunciation	Dictionary Transcription
1.	Afifatun Muknisa	While	/wɪl/	/waɪl/
		Was	/wəs/	/wəz/
		Deep	/dep/	/dɪp/
		Intended	/ɪn'tend/	/ɪn'tendɪd/
		Sure	/sure/	/ʃʊr/
		Would	/wɒld/	/wʊd/
		Done	/don/	/dʌn/
		Liking	/lekɪŋ/	/laɪkɪŋ/
		Self	/seɪlf/	/sɛlf/
		Beside	/bɪsed/	/bɪ'saɪd/
		Reminding	/remɪndɪŋ/	/rɪ'maɪndɪŋ/
		Left	/lɪft/	/leɪft/
		Water	/wɒtər/	/wɔtər/
		Found	/fɒnd/	/faʊnd/
Master	/mastes/	/mæstər/		

		front of	/front of/	/frʌnt əv/
		Mantelpiece	/mantelpece/	/mæntəl ,pis/
		Attentively	/ə'tentriveli/	/ə'tentripli/
		Held	/hed/	/held/
		While	/wil/	/waɪl/
		Watch	/wetʃ/	/wɒtʃ/
		Being	/beɪŋ/	/biŋ/
		Boiled	/boilid/	/bɔɪld/
		Saucepan	/sausee/	/sɔs ,pæn/
2.	Alviana Agustin	While	/well/	/waɪl/
		Thought	/θʊt/	/θɒt/
		Entered	/intered/	/entərd/
		Intended	/intend/	/ɪn'tendɪd/
		Done	/don/	/dʌn/
		Liking	/likiŋ/	/laɪkiŋ/
		Himself	/hɪm'seɪf/	/hɪm'self/
		Should	/ʃɒld/	/ʃʊd/
		Left	/lif/	/left/
		Water	/wɔtər/	/wɒtər/
		Half	/half/	/hæf/
		Found	/fond/	/faʊnd/
		Being	/beɪŋ/	/biŋ/
		Saucepan	/saus ,pan/	/sɔs ,pæn/

3.	Jafna Jalya	Thought	/tʌŋ/	/θɔt/
		Intended	/ɪn'tend/	/ɪn'tendɪd/
		Spirit	/spɪrɪt/	/spɛrɪt/
		Liking	/lɪkɪŋ/	/laɪkɪŋ/
		Wishing	/wɪʃɪŋ/	/wɪʃɪŋ/
		Disturbed	/dɪs'turbd/	/dɪs'tɜrbd/
		Left	/lɪft/	/left/
		Imagine	/ɪmædʒən/	/ɪmædʒɪn/
		Found	/fund/	/faʊnd/
		Being	/beɪŋ/	/biŋ/
4.	Marisa Diana	While	/wɪl/	/waɪl/
		Intended	/ɪntend/	/ɪn'tendɪd/
		Done	/don/	/dʌn/
		Liking	/lɪkɪŋ/	/laɪkɪŋ/
		Newton	/nuon/	/nutən/
		Beside	/bɪ'sed/	/bɪ'saɪd/
		Left	/lɪft/	/left/
		Found	/fond/	/faʊnd/
		Being	/beɪŋ/	/biŋ/
5.	Nabila Alfiyah Asdiana	Intended	/ɪn'tend/	/ɪn'tendɪd/
		Done	/don/	/dʌn/
		Liking	/lɪkɪŋ/	/laɪkɪŋ/
		Wishing	/wɪʃɪŋ/	/wɪʃɪŋ/

			Left	/lift/	/left/
			Found	/fond/	/faʊnd/
			Mantelpiece	/mentəl, pis/	/mæntəl, pis/
			Attentively	/əntɪvli/	/ə'tentɪvli/
			Being	/beɪŋ/	/biŋ/
			Saucepan	/ses, pan/	/sɔs, pæn/
6.	Sheila Kamila	Dinil	While	/well/	/waɪl/
			Thought	/θʊt/	/θɔt/
			Entered	/ɪntərd/	/entərd/
			Intended	/ɪn'tend/	/ɪn'tendɪd/
			Liking	/lɪkɪŋ/	/laɪkɪŋ/
			Wishing	/wɪʃɪŋ/	/wɪʃɪŋ/
			Disturbed	/dɪs'tɜrbd/	/dɪs'tɜrbd/
			Himself	/hɪm'selɪf/	/hɪm'self/
			Beside	/be'sed/	/bɪ'saɪd/
			Reminding	/re'mendɪŋ/	/rɪ'maɪndɪŋ/
			Left	/lift/	/left/
			Boiling	/bɔɪlɪŋ/	/bɔɪlɪŋ/
			Water	/wɔtər/	/wɔtər/
			Imagine	/ɪmædʒɪn/	/ɪmædʒɪn/
			Return	/rɪ'tɜrn/	/rɪ'tɜrn/
			Found	/fond/	/faʊnd/
			Being	/beɪŋ/	/biŋ/

7.	Siti Aisyah	Intended	/ɪn'tend/	/ɪn'tendɪd/
		Presence	/praɪəns/	/prezəns/
		Wishing	/wɪʃɪŋ/	/wɪʃɪŋ/
		Disturbed	/des'turbd/	/dɪs'tərbd/
		Would	/wɔld/	/wɔd/
		Beside	/baɪsɪd/	/baɪ'saɪd/
		Reminding	/remɑndɪŋ/	/rɪ'maɪndɪŋ/
		Left	/lɪft/	/left/
		Water	/wɑtər/	/wɔtər/
		Astonishment	/ə'shɔʃmənt/	/ə'stɑnɪʃmənt/
		Found	/faʊnd/	/faʊnd/
		Attentively	/ətɪvli/	/ə'tentɪvli/
		Being	/beɪŋ/	/biŋ/
		Saucepan	/sɔs,pæn/	/sɔs,pæn/
8.	Siti Fadilah	While	/wel/	/waɪl/
		Egg	/ɪg/	/eg/
		Intended	/ɪn'tend/	/ɪn'tendɪd/
		Presence	/praɪəns/	/prezəns/
		Would	/wɔld/	/wɔd/
		Done	/dɒn/	/dʌn/
		Watch	/wɑt/	/wɑtʃ/
		Reminding	/re'mɪndɪŋ/	/rɪ'maɪndɪŋ/
		Should	/ʃɒd/	/ʃɒd/

		Left	/lift/	/left/
		Mantelpiece	/mintəl,pis/	/məntəl,pis/
		Attentively	/i'tentivli/	/ə'tentivli/
		Being	/beɪŋ/	/biŋ/
		Saucepan	/sus,pən/	/sɔs,pæn/
9.	Winta Wahyuni	While	/will/	/waɪl/
		Intended	/ɪn'tend/	/ɪn'tendɪd/
		Presence	/prɪzəns/	/prezəns/
		Done	/dɒn/	/dʌn/
		Liking	/leɪkɪŋ/	/laɪkɪŋ/
		Would	/wɒld/	/wʊd/
		Himself	/hɪmselef/	/hɪm'self/
		Told	/tɒld/	/təʊld/
		Beside	/bɪ'sed/	/bɪ'saɪd/
		Reminding	/re'mendɪŋ/	/rɪ'maɪndɪŋ/
		Left	/lift/	/left/
		Return	/raɪ'tɜrn/	/rɪ'tɜrn/
		Found	/faʊnd/	/faʊnd/
		Being	/beɪŋ/	/biŋ/
		Boiled	/bɔɪld/	/bɔɪld/

Table 1.1
Pronunciation errors

2. The cause of pronunciation errors on reading an English text at MA Nurulhuda Boarding school

After conducting interviews with several students at Nurulhuda Boarding School, the researcher identified several reasons for errors in pronunciation among the students. Below are some of these causes:

a. Mother tongue

They struggle with pronouncing English correctly because their native language is Madurese. This was directly expressed by one of the students during the interview. The researcher made an interview with Sheila Nabila as one of Nurulhuda's student. At the interview she said:

"I don't like English because the pronunciation is difficult for me, it doesn't match my stiff Madurese tongue. Also, the way it's pronounced is different from how it's written. That's why I don't like English."¹

b. The students are not yet familiar with the International Phonetic Alphabet (IPA)

During the interviews conducted by the researcher with several students at Nurulhuda Boarding School on January 8, 2024, Siti Aisyah mentioned that teachers did not further introduce the International Phonetic Alphabet (IPA). They only provided the phonetic transcription without delving deeper into the symbols and how they should be properly pronounced.

"Before reading texts, the teacher usually introduces new vocabulary. Yes, complete with its phonetic transcription. The teacher also demonstrates how to pronounce the

¹ Sheila Nabila, Interview with Nusulhuda's Student at 8th of January, 2024.

vocabulary repeatedly. No, we weren't informed further about those symbols. No, we never had specific lessons about that alphabet. For pronunciation, usually, we are just given examples by the teacher without being explained how to pronounce each symbols."²

- c. Student's habit when encountering new vocabulary is to disregard proper and accurate pronunciation as indicated in the dictionary.

During the interviews conducted by the researcher with several students at Nurulhuda Boarding School on 8th January, 2024, Marisa Diana as one of them said that teachers did not further introduce the International Phonetic Alphabet (IPA). They only provided the phonetic transcription without delving deeper into the symbols and how they should be properly pronounced.

"For pronunciation, usually, we are just given examples by the teacher without being explained about the symbols. No, I seldom check it again in the dictionary because I believe what the teacher provided is sufficient. Even though sometimes we forget the correct pronunciation. Maybe because of other busyness outside the class, so I rarely even never check it again in the dictionary."³

B. Discussion

1. The pronunciation errors made on reading an English text at MA

Nurulhuda Boarding school

With the data presented above, the researcher will now proceed to present and discuss the following.

- a. Afifatun Muknisa

For the first was Afifatun Muknisa. She made a lot of errors.

The first, she pronounced the word "while" not /waɪl/ but she

² Siti Aisyah, Interview with Nusulhuda's Student at 8th of January 2024.

³ Marisa Diana, Interview with Nusulhuda's Student at 8th of July, August 1, 2024.

pronounced /wɪl/. This error was Substitution because that the /aɪ/ changed to /ɪ/. As previously established in the research conducted by Riski Saputri titled "Error Analysis Of English Pronunciation At 8th Grade Students Of SMP Astra Makmur Jaya In Tikke Raya," it was found that substitution is the most prevalent error. Evidently, several factors contribute to the substitutions observed.⁴

These following are several another substitution errors caused by Afifatun Muknisa while reading an English text. The second is "Deep", this also pronounced errorly because she pronounced /dep/ instead of /dip/, then this error include substitutions error because /i/ changed by /e/. The next is "Was". She pronounced /wəs/ instead of /wəz/. It is named substitutions because it occurs when a phoneme /z/ pronounced as /s/. The next word is "done", she pronounced /don/ instead of /dʌn/. This also called as substitutions because /ʌ/ changed by /o/. The next is "liking" she pronounced it with /lekɪŋ/ instead of /laɪkɪŋ/. It also called as substitutions because /aɪ/ changed to /e/. The next is "beside" she pronounced /bised/ not /bɪ'saɪd/. This also occurred because /aɪ/ changed to /e/ then it's also called as substitutions. The next word is "reminding", she pronounced it with /remɪndɪŋ/ instead of /rɪ'maɪndɪŋ/. This also called as substitutions error. The next word is "left", she pronounced as /lɪft/ instead of /left/. The vowel /ɛ/ changed to /i/. This also called as substitutions.

⁴ Riski Saputri, "Error Analysis of English Pronunciation at 8th Grade Students of SMP ASTRA MAKMUR JAYA in Tikke Raya."

The next word is “water” it is also included to substitutions because she pronounced /watər/ instead of /wɔtər/, the /ɔ/ changed to /a/. The next word is “found” she pronounced /fɒnd/ instead of /faʊnd/. It is also named by substitutions because /aʊ/ changed to /o/. The next word is “master”, she pronounced /mastes/ instead of /mæstər/. This also include substitutions because she changed /æ/ to /a/, and /r/ to /s/. The next word is “front of” she pronounced /frʌnt əv/ instead of /frʌnt əv/. This included substitutions because /ʌ/ and /ə/ changed to /o/. The next word is “mantelpiece”, she pronounced /mantelpece/ instead of /mæntəlpi:s/. This called as subctution because /æ/ changed to /a/ and /i/ changed to /e/. The next word is “while”, she pronounced /wil/ instead of /waɪl/. This called as substitutions because /aɪ/ changed to /i/. The next word is “sure”, she pronounced /sʊr/ not /ʃʊr/. It is also named as substitutions because /ʃ/ changed to /s/. The next word is “being”. She pronounced /beɪŋ/ instead of /biŋ/. She changed /i/ to /e/. And the finish word in substitutions error is “watch”, because she pronounced it /wɒtʃ/ instead of /wɒtʃ/. The /ɔ/ changed by /e/.

The next word is “Intended”, she pronounced it by /ɪn'tend/ instead of /ɪn'tendɪd/. This error occur because she don't pronounced the morphem /ed/ in that word. This error named as deletions bacuse the gramatical morpheme was not pronounced. As what Ivana showed in her study entitled “The English pronunciation of Arabic speakers: A data-driven approach to

segmental error identification”⁵, she stated that Common deletions seemed to involve /d/ and /t/, with 39 deletions out of 907 occurrences (4.3%), and 44 deletions out of 1,183 occurrences (3.7%), respectively. Most of these deletions were related to either the grammatical morpheme which marks past tense (-ed). Another of deletions caused by Afifatun Muknisa is the word “held”. She pronounced it by /hed/ instead of /held/. She deleted the phoneme /l/.

The next error is on pronouncing the word “would”, she pronounced it /wold/ instead of /wʊd/. This error called as addition because add the phoneme /l/. As what Corder on Riski Saputri stated⁶ that Addition refers to the addition of any grammatical item or where some elements is present that should not be there. Another addition made by Afifatun Muknisa is on pronouncing the word “self”. She pronounced /sɛləf/ instead of /sɛlf/, she add /ɛ/ there. The next word is “attentively”, she pronounced /ə'tɛntɪvɛli/ instead of /ə'tɛntɪvli/. She add /e/ there.

b. Alviana Agustin

The second student is Alviana Agustin. The first error that made by her is on pronouncing the word “while”. She pronounced /wel/ instead of /waɪl/. This called as substitutions error because the

⁵ Ivana Rehman et al., “The English Pronunciation of Arabic Speakers: A Data-Driven Approach to Segmental Error Identification,” *Language Teaching Research* 26, no. 6 (November 2022): 1055–81, <https://doi.org/10.1177/1362168820931888>.

⁶ Riski Saputri, “Error Analysis of English Pronunciation at 8th Grade Students of SMP ASTRA MAKMUR JAYA in Tikke Raya.”

/aɪ/ changed by /e/. The next substitutions error is on pronouncing the word “thought” she pronounced /θut/ instead of /θɔt/. The phoneme /ɔ/ changed to /u/. The next word is “entered” she pronounced /intered/ instead of /ɛntərd/. The /ɛ/ changed to /i/. The next word is “done” she pronounced /don/ instead of /dʌn/. The /ʌ/ changed to /o/. The next word is “liking” she pronounced /likɪŋ/ instead of /laɪkɪŋ/. She changed /aɪ/ to /ɪ/. The next word is “left” she pronounced /lift/ instead of /lɛft/. She changed /ɛ/ to /i/. The next word is “water” she pronounced /watər/ instead of /wɔtər/, she changed /ɔ/ to /a/. The next word is “found” she pronounced /fond/ instead of /faʊnd/, she changed /aʊ/ to /o/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed /i/ to /e/. Thoso all are called as substitutions.

The next error is on pronouncing the word “intended” she pronounced /intend/ instead of /ɪn'tendɪd/. This error called as deletions bacuse the gramatical morpheme (/ed/) was not pronounced. This the same issue with what have made by Afifatun Muknisa.

The next error is on pronouncing the word “Himself” she pronounced /hɪm'sɛləf/ instead of /hɪm'sɛlf/. This called as addition because she add /ɛ/ there. The next word is “should” she pronounced /ʃold/ instead of /ʃʊd/, she changed /ʊ/ to /o/ and she add phoneme /l/ there. Than this called as substuiton and addition. The next word is “hal” she pronounced /half/ instead of /hæf/, she

add /l/ there. And the last word is “saucepan” she pronounced /saus_lpan/ instead of /sɔs_lpæn/, she add /u/ there. Those all called as addition because she add any grammatical item or where some elements is present that should not be there.

c. Jafna Jalya

The next student we will discuss regarding errors is Jafna Jalya. Let us begin with substitution errors first. The first word is “thought” she pronounced /tʌŋ/ instead of /θɔt/, she changed all of the pronunciation. This include to substitutions too. The next word is “liking” she pronounced /lɪkɪŋ/ instead of /laɪkɪŋ/, changed /aɪ/ to /ɪ/. The next word is “wishing” she pronounced /wɪʃɪŋ/ instead of /wɪʃɪŋ/, she changed /ʃ/ to /s/. The next word is “disturbed” she pronounced /dɪs'turbd/ instead of /dɪs'tɜrbd/, she changed /ə/ to /u/. The next word is “left” she pronounced /lɪft/ instead of /left/, she changed /ɛ/ to /i/. The next word is “imagine” she pronounced /ɪmædʒɪn/ instead of /ɪmædʒɪn/, she changed /æ/ to /a/. The next word is “found” she pronounced /fund/ instead of /faʊnd/, she changed /aʊ/ to /u/. And the the last word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed /i/ to /e/. Those are substitution errors caused by Jafna Jalya, who replaces phonemes or other elements with different ones, as stated above.

Another error that caused by Jafna Jalya is on pronouncing the word “intended” she pronounced /ɪn'tend/ instead of /ɪn'tendɪd/. This is a similar case to what has occurred previously, where the

morpheme "ed" is not pronounced. Therefore, this error is referred to as deletion error because it deletes certain morphemes instead of pronouncing them.

d. Marisa Diana

The next students is Marisa Diana. The first error made by her when she pronounced the word “while”, she pronounced *ot* /wil/ instead of /waɪl/. She changed /aɪ/ to /i/. Thus called as substitutions error because an expected phoneme being classified as another English phoneme. And here another substitutions caused by Marisa Diana. The next word is “done” she pronounced /don/ instead of /dʌn/, she changed /ʌ/ to /o/. The next word is “liking” she pronounced /likɪŋ/ instead of /laɪkɪŋ/, she changed /aɪ/ to /ɪ/. The next word is “beside” she pronounced /br'sed/ instead of /br'saɪd/, she changed /aɪ/ to /e/. The next word is “left” she pronounced /lift/ instead of /left/, she changed /ɛ/ to /i/. The next word is “found” she pronounced /fond/ instead of /faʊnd/, she changed /aʊ/ to /o/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed /i/ to /e/.

The next error caused by Marisa Diana is on pronouncing the word “intended”, she pronounced /intend/ instead of /m'tendɪd/. She didn't pronounce the morphem /ed/. This called as deletions error. This is a similar case to what has occurred previously.

e. Nabila Alfiyah Asdiana

The next student is Nabila Alfiyah Asdiana. The first error caused by her on pronouncing the word “done” she pronounced /don/ instead of /dʌn/. She changed /ʌ/ to /o/. This called as substitution. As explained before that substitution is an expected phoneme being classified as another English phoneme. The next word is “liking” she pronounced /lɪkɪŋ/ instead of /laɪkɪŋ/, she changed /aɪ/ to /ɪ/. The next word is “wishing” she pronounced /wɪʃɪŋ/ instead of /wɪʃɪŋ/, she changed /ʃ/ to /s/. The next word is “left” she pronounced /lɪft/ instead of /lɛft/, she changed /ɛ/ to /i/. The next word is “found” she pronounced /fond/ instead of /faʊnd/, she changed /aʊ/ to /o/. The next word is “mantelpiece” she pronounced /mentəlˌpiːs/ instead of /mæntəlˌpiːs/, she changed /æ/ to /e/. The next word is “being” she pronounced /beɪŋ/ instead of /biːŋ/, she changed /i/ to /e/. The next word is “saucepén” she pronounced /sesˌpæn/ instead of /sɔːsˌpæn/, she changed /ɔ/ to /e/, and /æ/ to /a/. Those all are substitution error caused by Nabila Alfiya Asdiyana.

The next error is on pronouncing the word “intended” she pronounced /ɪnˈtend/ instead of /ɪnˈtendɪd/. She didn’t pronounce morpheme /ed/. This called as deletions error as what have been explain before. Another deletions caused by Nabila Alfiya Asdiana is when pronouncing the word “attentively” she pronounced /əntɪvli/ instead of /əˈtɛntɪvli/. She deleted the /t/ and /ɛ/ there. This

called as deletion error because it deleted certain morphemes instead of pronouncing them.

f. Sheila Dinil Kamila

The next student is Sheila Dinil Kamila. Here are the errors made by her. For the first is the word “while” she pronounced /wel/ instead of /waɪl/. She changed /aɪ/ to /e/. This error called as substitution error because she changed one phoneme being classified as another phoneme. The next word is “thought” she pronounced /θut/ instead of /θɔt/, she changed the phoneme /ɔ/ to /u/. The next word is “entered” she pronounced /intərd/ instead of /ɛntərd/, she changed the phoneme /ɛ/ to /i/. The next word is “liking” she pronounced /lɪkɪŋ/ instead of /laɪkɪŋ/, she changed the phoneme /aɪ/ to /ɪ/. The next word is “wishing” she pronounced /wɪsɪŋ/ instead of /wɪʃɪŋ/, she changed the phoneme /ʃ/ to /s/. The next word is “disturbed” she pronounced /dɪs'turbd/ instead of /dɪs'tərbd/, she changed the phoneme /ə/ to /u/. The next word is “beside” she pronounced /be'sed/ instead of /bɪ'saɪd/, she changed the phoneme /ɪ/ to /e/, and /aɪ/ to /e/. The next word is “reminding” she pronounced /re'mendɪŋ/ instead of /rɪ'maɪndɪŋ/, she changed the phoneme /aɪ/ to /e/ and /ɪ/ to /e/. The next word is “left” she pronounced /lɪft/ instead of /lɛft/, she changed the phoneme /ɛ/ to /i/. The next word is “boiling” she pronounced /bɔlɪŋ/ instead of /bɔɪlɪŋ/, she changed the phoneme /ɔɪ/ to /ɔ/. The next word is “water” she pronounced /watər/ instead of /wɔtər/, she changed the

phoneme /ə/ to /a/. The next word is “imagine” she pronounced /ɪmɑdʒɪn/ instead of /ɪmædʒɪn/, she changed the phoneme /æ/ to /a/. The next word is “return” she pronounced /rɪ'tʌrn/ instead of /rɪ'tɜrn/, she changed the phoneme /ə/ to /u/. The next word is “found” she pronounced /fɒnd/ instead of /faʊnd/, she changed the phoneme /aʊ/ to /o/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed the phoneme /i/ to /e/. Those are substitution errors caused by Sheila Dinil Kamila.

The next error is on pronouncing the word “intended” she pronounced /ɪn'tend/ instead of /ɪn'tendɪd/. She deleted morphemes /ed/ instead of pronouncing them. This called as deletions error.

g. Siti Aisyah

The next student is Siti Aisyah. The error occurred when she pronouncing the word “presence” she pronounced /prɪsəns/ instead of /prezəns/. She changed the phoneme /ɛ/ to /i/ and /z/ to /s/. The next word is “wishing” she pronounced /wɪʃɪŋ/ instead of /wɪʃɪŋ/, she changed the phoneme /ʃ/ to /s/. The next word is “disturbed” she pronounced /dɪs'turbd/ instead of /dɪs'tɜrbd/, she changed the phoneme /ə/ to /u/ and /ɪ/ to /e/. The next word is “beside” she pronounced /bɪ'sed/ instead of /bɪ'saɪd/, she changed the phoneme /aɪ/ to /e/. The next word is “reminding” she pronounced /rɪ'mandɪŋ/ instead of /rɪ'maɪndɪŋ/, she changed the phoneme /aɪ/ to /a/ and /ɪ/ to /e/. The next word is “left” she pronounced /lɪft/ instead of /left/, she changed the phoneme /ɛ/ to /i/. The next word

is “water” she pronounced /watər/ instead of /wɔtər/, she changed the phoneme /ɔ/ to /a/. The next word is “found” she pronounced /fond/ instead of /faund/, she changed the phoneme /aʊ/ to /o/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed the phoneme /i/ to /e/. The next word is “saucepan” she pronounced /sus,pæn/ instead of /sɔs,pæn/, she changed the phoneme /ɔ/ to /u/ and /æ/ to /a/. Those all are substitution errors. Because the phoneme changed to another phoneme.

The next error caused by Siti Aisyah is the word “would” she pronounced /wold/ instead of /wɒd/, she added /l/ there. This called as addition because she added another phoneme.

Another error occurred when she pronouncing the word “intended” she pronounced /ɪn'tend/ instead of /ɪn'tendɪd/. This error named as deletions because the grammatical morpheme /ed/ was not pronounced. The next word is “astonishment” she pronounced /ə'shɒʃmənt/ instead of /ə'stʌnɪʃmənt/. She deleted /tʌnɪ/ there. The next word is “attentively” she pronounced /atɪvli/ instead of /ə'tentɪvli/, some phonemes are deleted by her. Those also called as deletions error.

h. Siti Fadilah

The next student is Siti Fadilah. The first error made by her is when she pronouncing the word “while”, she pronounced /wel/ instead of /waɪl/. She changed the phoneme /aɪ/ to /e/. This called

as substitution. as what explained before that substitution is changed a phoneme to another phoneme. The next word is “egg” she pronounced /ig/ instead of /εg/, she changed the phoneme /ε/ to /i/. The next word is “presence” she pronounced /prisəns/ instead of /prezəns/, she changed the phoneme /ε/ to /i/ and /z/ to /s/. The next word is “done” she pronounced /don/ instead of /dʌn/, she changed the phoneme /ʌ/ to /o/. The next word is “reminding” she pronounced /re'mɪndɪŋ/ instead of /rɪ'maɪndɪŋ/, she changed the phoneme /ɪ/ to /e/ and /aɪ/ to /ɪ/. The next word is “should” she pronounced /ʃod/ instead of /ʃʊd/, she changed the phoneme /ʊ/ to /o/. The next word is “left” she pronounced /lift/ instead of /left/, she changed the phoneme /ε/ to /i/. The next word is “mantelpiece” she pronounced /mɪntəl,pɪs/ instead of /mæntəl,pɪs/, she changed the phoneme /æ/ to /i/. The next word is “attentively” she pronounced /ɪ'tentɪvli/ instead of /ə'tentɪvli/, she changed the phoneme /ə/ to /i/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed the phoneme /ɪ/ to /e/. The next word is “saucepan” she pronounced /sʊs,pæn/ instead of /sɔs,pæn/, she changed the phoneme /ɔ/ to /u/ and /æ/ to /a/. These all are called as substitution error.

The next error made by Siti Fadilah is when she pronouncing the word “intended” she pronounced /ɪn'tɛn/ instead of /ɪn'tendɪd/. She did not pronounce the grammatical morpheme /ed/. This called as deletions as what have explain that deletions is deleting phoneme or morpheme. Another deletions caused by Siti Fadilah is when

pronouncing the word “watch” she pronounced /wat/ instead of /wɒtʃ/. She deleted the phoneme /ʃ/ there.

Another error caused by her is on pronouncing the word “would” she pronounced /wɒld/ instead of /wʊd/. She add the phoneme /l/ there. This called as addition error. As what explained before that addition is adding another sound or phoneme.

i. Winta Wahyuni

And the last student is Winta Wahyuni. The errors caused by her began when she pronouncing the word “while” she pronounced /wil/ instead of /waɪl/, she changed the phoneme /aɪ/ to /i/. This called as substitution error. The next word is “presence” she pronounced /prɪsəns/ instead of /prezəns/, she changed the phoneme /ɛ/ to /i/ and /z/ to /s/. The next word is “done” she pronounced /dɒn/ instead of /dʌn/, she changed the phoneme /ʌ/ to /o/. The next word is “liking” she pronounced /lekɪŋ/ instead of /laɪkɪŋ/, she changed the phoneme /aɪ/ to /e/. The next word is “told” she pronounced /tuld/ instead of /tɔʊld/, she changed the phoneme /oʊ/ to /u/. The next word is “beside” she pronounced /bɪ'sed/ instead of /bɪ'saɪd/, she changed the phoneme /aɪ/ to /e/. The next word is “reminding” she pronounced /re'mendɪŋ/ instead of /rɪ'maɪndɪŋ/, she changed the phoneme /ɪ/ to /e/ and /aɪ/ to /e/. The next word is “left” she pronounced /lɪft/ instead of /ləft/, she changed the phoneme /ɛ/ to /i/. The next word is “return” she pronounced /raɪ'tɜrn/ instead of /rɪ'tɜrn/, she changed the phoneme /ɪ/ to /aɪ/.

The next word is “found” she pronounced /fond/ instead of /faʊnd/, she changed the phoneme /aʊ/ to /o/. The next word is “being” she pronounced /beɪŋ/ instead of /biŋ/, she changed the phoneme /i/ to /e/. The next word is “boiled” she pronounced /build/ instead of /bɔɪld/, she changed the phoneme /ɔ/ to /u/. These all are called as substitution error.

The next error caused by Winta Wahyuni is on pronouncing the word “intended” she pronounced /ɪn'tend/ instead of /ɪn'tendɪd/. She did not pronounce the grammatical morpheme /ed/. This called as deletions.

Another error caused by her is on pronouncing the word “would” she pronounced /wɒld/ instead of /wʊd/, she add another phoneme it is /l/ there. This called as addition because she added another phoneme. another addition error caused by her is on pronouncing the word “himself”, she pronounced /hɪm'sɛləf/ instead of /hɪm'self/. She add phoneme /ɛ/ there.

2. The cause of pronunciation errors on reading an English text at MA Nurulhuda Boarding school

In this chapter, the researcher will discuss about the cause of pronunciation errors on reading an English text at MA Nurulhuda Boarding school. Based on the presented data above, it can be said that

the following are some of the causes of pronunciation errors on reading an English text at MA Nurulhuda Boarding school :

a. Mother tongue

As stated by Brown⁷, the native language is the only previous linguistic system upon which the learner can draw. The students are accustomed with their phonological system. Comparing between the native language and the target language becomes one of the factors of errors in pronunciation. This has been conveyed by one of the students in the above interview.

The influence of the mother tongue can cause pronunciation errors in several ways. This is also stated by Flege in the book "English Pronunciation in L2 Instruction: The Case of Secondary School Learners" written by Anna Jarosz.⁸ Flege expresses that the learning difficulty posed by target language pronunciation may also be the result of first language transfer, with beginners being more likely to draw upon the L1 sound system and, as posited by the Speech Learning Model, similarity between L1 and L2 segments impeding rather than facilitating acquisition.

In the same case Dziubalska Kołaczyk⁹ also stated The phonological patterns of L1 affect the L2 pronunciation acquisition. In some cases similarities between the native and the target language promote the process of learning, whereas in some others impede it.

⁷ Brown, *Principles of Language Learning and Teaching*.

⁸ Jarosz, *English Pronunciation in L2 Instruction*.

⁹ Jarosz.

After correlating the data obtained from interviews with several data presented by the experts above, the researcher concludes that the mother tongue becomes one of the factors causing pronunciation errors among students of SMA Nurulhuda Pekandangan.

- b. The students are not yet familiar with the International Phonetic Alphabet (IPA)

As stated by Ida Ayu¹⁰ in her research, students were not aware of the existence of a certain rule in the target language. The students didn't know about the presence of a specific principle in the objective language. This is also similar to the data obtained from an interview conducted with one of the students. She said that they are not yet familiar with the International Phonetic Alphabet (IPA).

The lack of familiarity with the International Phonetic Alphabet (IPA) among students can contribute to pronunciation errors in several ways. This is in line with what Carroll proposed on Anna Jarosz.¹¹ Carroll stated another crucial predictor of success in pronunciation acquisition is language aptitude, also termed as phonetic coding ability. While how can they (the students) master pronunciation coding when they are not yet familiar with the International Phonetic Alphabet (IPA). Thus, the researcher concluded that this factor is one of the causes of

¹⁰ Maharani, Pastika, and Indrawati, "An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre."

¹¹ Jarosz, *English Pronunciation in L2 Instruction*.

pronunciation errors among students of MA Nurulhuda Pekandangan.

- c. Student's habit when encountering new vocabulary is to disregard proper and accurate pronunciation as indicated in the dictionary.

Pawlak on Jarosz¹² stated motivation constitutes a vital affective factor and it can be enhanced by teachers who can use a gamut of motivational strategies as well as learners themselves who can resort to self-motivating strategies with a view to effectively self-regulating their study of pronunciation. Moyer¹³ also stated motivation thus becomes a very powerful drive that leads to better pronunciation and greater intelligibility.

Meanwhile, the data obtained from an interview with one student indicates that they lack self-motivation in learning pronunciation. They stated that after acquiring new vocabulary, they do not check it again in the dictionary for the correct pronunciation. This indicates their lack of motivation to learn to master proper pronunciation. This also becomes a factor in causing pronunciation errors by the students themselves.

This is in line with what was proposed by Agnes¹⁴ in her research that developmental errors occur due to the subjects' English knowledge. It happens because the subjects have limited

¹² Anna Jarosz, *English Pronunciation in L2 Instruction: The Case of Secondary School Learners*, *Second Language Learning and Teaching* (Cham: Springer International Publishing, 2019),-9.

¹³ Ibid.

¹⁴ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN."

vocabulary knowledge. As a result, the subjects sometimes overgeneralize in pronouncing words.