

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher focused on analyzing data of the 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 student pronunciation errors of Alveolar consonant by the student of English teaching learning program at IAIN madura. Here as follow:

A. Research Finding

In this part, the researcher discussed the research finding in a field. This research carried out through 3 stages: 1) asking permission to conduct research at IAIN Madura, 2) conducted observation, and 3) conducted interviews with the third semester. The first day on Thursday, 14th December 2023 the researcher asked permission from Reading lecturer to conduct research. At the same day is observation, on Thursday, 14 December 2023. The lecturer gave English text that contains Alveolar consonants to some student of the third semester of English teaching learning program at IAIN Madura . Then, the researcher recorded video when the students are reading English text. Whereas, interview was conducted after the class . The researcher used structured interview by giving four questions to the students by asking them one by one, the students answer the questions in English. Then, the answers of the students were recorded by an audio recorder.

1. The pronunciation errors of Alveolar consonant often made by the student of the third semester of English teaching learning program at IAIN Madura

In this part the researcher explain the finding based on what she found after doing observation, interview, and documentation. In this occasion, the researcher sorts the data based on each category started from Alveolar consonant sounds.

Based on the observation and audiovisual recording, the researcher found the sounds problem by joining certain classes and interacting with participants as the subject of this research to record their English activities.

1. The Types of Pronunciation Error

In this point, to find out the types of pronunciation errors, the researcher compared students' transcription of English Alveolar sounds with phonetic transcription of IPA. Based on the results of observation in reading English text that obtained during the research, it was found that the student of the third semester of English teaching learning program made pronunciation errors on English Alveolar consonant sound.

Researcher presented analysis of data collected from the student of the third semester in reading English text. From the result of reading English text, the researcher divided the error words of English Alveolar consonant sound into three errors (deletion or omission, replacing sound, addition).

a. Alveolar consonant sounds [t] and [d]

The sound [t] and [d] classified as Alveolar because the sound is made just behind your upper teeth there is a small ridge called the alveolar ridge.¹ Some of members seem to have difficulties to produce these sound appropriately. This problem is caused by the members' pronunciation of Alveolar consonant. They almost did not pronounced

¹ Language files, page 39.

the right sound. It happens because they did not realize that there is the alveolar consonant.

The sounds [t] and [d] It is a common mistake, to omit these sounds at certain positions in words or at the end of words and replace these sounds with sounds like /θ/ (as in “think”) and /ð/ (as in "this") is a common error. The researcher finds the problem as follow:

a. Deletion or Omission

Deletion and omission both involve removing something, but they're used in slightly different contexts. Deletion typically refers to removing a part or parts of something, like deleting a sentence from a document or deleting a scene from a movie. Omission, on the other hand, often implies leaving out or excluding something intentionally, like omitting certain details from a report or omitting a step from a set of instructions. In essence, deletion focuses on removing specific elements, while omission emphasizes leaving out information altogether.

the problem as follow:

- 1) More **prevalent** in our school > / 'prev.əl.ənt / (omitting the sound 't')
- 2) What does this **statement** mean? > / 'steɪt.mənt / (omitting the sound 't')
- 3) I say **must** not slander > / mʌst / (omitting the sound 't')
- 4) In the **next apartment** > / nekst ə'pɑ:rt.mənt / (omitting the sound 't')
- 5) I have the **right** to smoke > / raɪt / (omitting the sound 't')
- 6) **Tact** is widespread > / tækt / (omitting the sound 't')
- 7) Weather this **constant** > / 'kɑ:n.stənt / (omitting the sound 't')

- 8) At a **modest** restaurant > / 'mɑ:.dist / (omitting the sound 't')
- 9) the dictionary **regiment** > / 'redʒ.ə.mənt / (omitting the sound 't')
- 10) I have **spent** many **pleasant** > / spent , 'plez.ənt / (omitting the sound 't')
- 11) I may have to turn it off at **night** > / naɪt / (omitting the sound 't')
- 12) Do I have the **right** to smoke in his presence > / raɪt / (omitting the sound 't')
- 13) Not you cannot fully **understand** > / ,ʌn.də'stænd / (omitting the sound 'd')
- 14) Unless you **understand** > / ,ʌn.də'stænd / (omitting the sound 'd')
- 15) The vocabulary a college **student** should have > / 'stu:.dənt / (omitting the sound 't')
- 16) How computers will **affect** the education of children > / ə'fekt / (omitting the sound 't')
- 17) It allows you to **understand** the **past** and **present** > / ,ʌn.də'stænd // pæst // 'prez.ənt / (omitting the sound 'd' and 't')
- 18) The library is a **silent** meeting that comes to order > / 'saɪ.lənt / (omitting the sound 't')
- 19) The library is a **silent** meeting that comes to order > / wɑ:tf / (omitting the sound 't')

b. Replacing sound

Replacing sound can involve various processes depending on the context. It could mean substituting one sound with another in audio editing, enhancing or altering sound effects in films or games, or even adjusting sound sources in live performances.

the problem as follow:

- 1) My saleswoman at **the** Dressmaker's > / ðə / (replacing the sound 'ð' to 'd')
- 2) a delightful person **with** whom > / wið / (replacing the sound 'ð' to 't')
- 3) My good points better **than** anyone in **the** world > / ðæn , ðə / (replacing the sound 'ð' to 'd')
- 4) My importance **without** abandoning his own dignity > / wi'ðaʊt / (replacing the sound 'ð' to 'd')
- 5) **the** attitude of **these** people is that we all have our own places in the world > / ðə , ði:z / (replacing the sound 'ð' to 'd')
- 6) And **that** it is **their** pleasure > / ðæt , ðer / (replacing the sound 'ð' to 'd')
- 7) Some of **them** were rough fellows enough > / ðem / (replacing the sound 'ð' to 'd')
- 8) **There** are **three** reasons > / ðer , θri: / (replacing the sound 'ð' to 'd' and sound 'θ' to 't')
- 9) Words are the tools of **thought** > / θɑ:t / (replacing the sound 'θ' to 't')
- 10) Can you imagine yourself **thinking without** words? > / 'θɪŋ.kɪŋ/ /wi'ðaʊt / (replacing the sound 'θ' to 't' and the sound 'ð' to 'd')
- 11) Need words to tell your **thoughts** to **others** > / θɑ:tz/ /'ʌð·ərz / (replacing the sound 'θ' to 't' and the sound 'ð' to 'd')
- 12) **The third** reasons is not you cannot fully understand **others** unless you understand **the** word **they** use > / ðə / θɜ:d/ /'ʌð·ərz / / ðə / / ðer / (replacing the sound 'ð' to 'd' and the sound 'θ' to 't')

13) Perhaps the trouble is **with** you > / wɪð / (replacing the sound 'ð' to 't')

14) With **thousands** of **other** people > / 'θaʊ.zənd / / 'ʌð.ər/ (replacing the sound 'θ' to 't' and the sound 'ð' to 'd')

15) A group of people **gathered together** for a common purpose > / 'gæð.ə.d/ / tə'geð.ə / (replacing the sound 'ð' to 'd')

16) You can find no greater **gathering than that** in your college library > / 'gæð.ə.ɪŋ // ðæn // ðæt / (replacing the sound 'ð' to 'd')

Table 1. Students pronunciation of Alveolar consonant sound [t] and [d]

Name	Sentence	Word	Students' pronunciation	Cambridge dictionary
Student 1	More prevalent in our school	prevalent	'priv.əl.ən	'prev.əl.ənt
	What does this statement mean	statement	'stet.mən	'stet.mənt
	I say must not slander	must	mʌs	mʌst
	In the next appartement	Next appartement	neks ə'pɑ:rt.mən	nekst ə'pɑ:rt.mənt
	I have the right to smoke	right	raɪg	raɪt
	Tact is widespread	Tact	tæk	tækt
	Weather this constant	constant	'kɔ:n.stən	'kɑ:n.stənt
	At a modest	modest	'mɑ:.dɪs	'mɑ:.dɪst

	restaurant			
	the dictionary regiment	regiment	'redʒ.ə.mən	'redʒ.ə.mənt
	I have spent many pleasant	Spent Pleasant	Spen 'plez.ən	Spent 'plez.ənt
Student 2	My saleswoman at the Dressmaker's	the	də	ðə
	a delightful person with whom	with	wɪt	wɪð
	My good points better than anyone in the world	Than the	ðæn də	ðæn ðə
	My importance without abandoning his own dignity	without	wɪ'daʊt	wɪ'dəʊt
	the attitude of these people is that we all have our own places in the world	The these	də di:z	ðə ði:z
	And that it is their pleasure	That Their	ðæt deɪr	ðæt ðeɪr
	Some of them were rough fellows enough	them	ðem	ðem
Student 3	I may have to turn it off at night	night	naɪt	naɪt
	Do I have the right to smoke in his presence	right	raɪt	raɪt
	There are three reasons	There three	ðeɪr tri:	ðeɪr θri:

	Words are the tools of thought	thought	tough	θɑ:t
	Can you imagine yourself thinking without words?	Thinking without	'tɪŋ.kɪŋ wɪ'daʊt	'θɪŋ.kɪŋ wɪ'daʊt
	Need words to tell your thoughts to others	thoughts others	tough 'ʌd.ərz	θɑ:ts 'ʌð.ərz
	The third reasons is not you cannot fully understand others unless you understand the word they use	The Third others	də tɜ:d 'ʌd.ərz	ðə θɜ:d 'ʌð.ərz
	Not you cannot fully understand	understand	ʌn.də'stæn	ʌn.də'stænd
	Unless you understand	Understand	ʌn.də'stæn	ʌn.də'stænd
	Perharps the trouble is with you	With	wɪt	wɪð
	The vocabulary a college student should have	Student	'sku:.dən	'stu:.dənt
	How computers will affect the education of children	Affect	ə'fek	ə'fekt
Student 4	It allows you to understand the past and present	Understand Past Present	ʌn.də'stæn pæs 'prez.ən	ʌn.də'stænd pæst 'prez.ənt

	The library is a silent meeting that comes to order	silent	'saɪ.lən	'saɪ.lənt
	With thousands of other people	Thousands other	'θaʊ.zəns	'θaʊ.zənts
	A group of people gathered together for a common purpose	Gathered together	'gæd.əd tə'ged.ə	'gæð.əd tə'geð.ə
	You can find no greater gathering than that in your college library	Gathering Than that	'gæd.əɪŋ ðæn ðæt	'gæð.əɪŋ ðæn ðæt

b. Alveolar consonant sounds [s] and [z]

The sound [s] and [z] classified as Alveolar because the sound is made just behind your upper teeth there is a small ridge called the alveolar ridge.²

The sound [s] and [z] Substituting these with other fricatives like /ʃ/ (as in "shoe") and /ʒ/ (as in "measure") can occur. The researcher finds the problem as follow:

- 1) An agreeable **sense** of my importance > /sens/ (deletion or omission)

² Ibid 39

2. Listen to a tape **cassette** > / kə'set / (replacing sound)
- 3). Apply, **analyze**, evaluate, and **synthesize** > / 'æn.əl.aɪz / / 'sɪn.θə.saɪz / (replacing sound)
4. How to **use** them > / ju:z / (substitution with other sound).

Table 2. Students' pronunciation of Alveolar consonant sound [s] and [z]

Name	Sentence	Word	Students' pronunciation	Cambridge dictionary
Student 1	An agreeable sense of my importance	sense	sen	sens
	Listen to a tape cassette	cassette	kə'sset	kə'set
Student 3	Apply, analyze , evaluate, and synthesize	Analyze synthesize	'æn.əl.aɪs 'sɪn.θə.sɪs	'æn.əl.aɪz 'sɪn.θə.saɪz
	How to use them	use	ju:s	ju:z

c. Alveolar consonant sounds [n] and [l]

The sound [n] and [l] classified as Alveolar because the sound is made just behind your upper teeth there is a small ridge called the alveolar ridge.

Omitting the /l/ sound, especially in the final position of words, is a potential pronunciation error.³

Replacing /n/ with a different nasal sound, such as /ŋ/ (as in "sing"), is a possible error.

The researcher finds the problem as follow:

³ Language files, page 40.

- 1) he vocabulary a **college** student should have > / 'kɑ:.lɪdʒ / (incorrect stress placement)
- 2) It **allows** you to understand > / ə'laʊz/ (incorrect stress placement)
- 3) **Allowing** you the opportunity > / ə'laʊɪ ŋ / (incorrect stress placement)

Table 3. Students' pronunciation of Alveolar consonant sound [l]

Name	Sentence	Word	Students' pronunciation	Cambridge dictionary
Student 5	The vocabulary a college student should have	college	'kɑ:.lɪdʒ	'kɑ:.lɪdʒ
Student 2	It allows you to understand	allows	ə'lloʊs	ə'laʊz
	Allowing you the opportunity	Allowing	ə'lloʊɪ ŋ	ə'laʊɪ ŋ

d. Alveolar consonant sounds [r]

The sound [r] classified as Alveolar because the sound is made just behind your upper teeth there is a small ridge called the alveolar ridge.⁴

Pronunciation errors of [r] can vary, and may involve substituting it with a different sound or omitting it and Substituting [r] with another sound, such as /w/ or /ɹ/, is a pronunciation error known as rhotacism.

The researcher finds the problem as follow:

- 1) With scene of violence and **terror** > / 'ter.ə / (incorrect sound placement)

⁴ Ibid, page 39.

2) Parents and teachers are **worried** > / 'wɜːr.id / (incorrect sound placement)

Table 4. Students' pronunciation of Alveolar consonant sound [r]

Name	Sentence	Word	Students' pronunciation	Cambridge dictionary
Faisolah	With scene of violence and terror	terror	'terr.ə	'ter.ə
	Parents and teachers are worried	Worried	'wɜːr.id	'wɜːr.id

Based on the data above, the researcher found some errors made by the student of English teaching learning program at the third semester in producing english word especially plosive sounds. The findings above show the errors made by the members of student of English teaching learning program at the third semester in producing words (t,d,s,z,l,r,n). The problem that needed attention is when the members pronouncing the Alveolar consonant sounds in initial and final position. Most of members made omission error when the Alveolar consonant placed in the final sound such as silent, understand, present, and night.

The most serious problem faced by the student in pronouncing alveolar consonant sound "t" was when they pronounced night and right. The Alveolar consonant sound that replaced in the initial position was difficult to pronounced it. But most of them did not realize it.

2. The reason of student at the third semester of English teaching learning program at IAIN Madura made the pronunciation errors of Alveolar consonant

A. Causes of Errors

Based on the result of interviews with the student of the third semester of English teaching learning program at IAIN madura, the researcher found some data that indicated the cause causes of errors. The researcher divided the causes of errors into two categories based on Richard's theory; those are interlingual errors and intralingual errors.

1. Interlingual Errors

Interlingual errors caused by mother tongue interference.⁵ The use of first language or mother tongue in daily life can effect students' pronunciation of English word. As reported by respondents below:

Respondent 1:

Because when I'm with my friends, sometimes I used Indonesian and Madurese because I'm the same age. With my family, I use Madurese polite language, because they are older than me, I am seldom use English, so that I have some difficulties in pronouncing English word⁶

Respondent 2:

“yes, because many word is not the same with the how to pronounce, I think the writing with the sound is different also I use English just in the classroom”⁷

Responden 3:

⁵ Endang Fauziati, "Contrastive Analysis, Transfer Analysis, Error Analysis, and Interlanguage: Four Concepts One Goal," Ahmad Dahlan Journal of English Studies (ADJES) 1, no. 1 2014): 9.

⁶ Faisolah, student of the third semester of English teaching learning program at IAIN Madura, live interview (28 November 2023)

⁷ Rahmah, Wasilatur. student of the third semester of English teaching learning program at IAIN Madura, live interview (28 November 2023)

*“in pronouncing some word I do find some difficult words because I am unusual use English in my daily but I can stop it by I learn how to say and also I study hard until my pronunciation better than before”*⁸

2. Intralingual Errors

According to Brown, Intralingual transfer (within the target language itself) is a major factor in second language learning.⁹ Apart from resources to L1 transfer, learners do not know the form of TL at any level and each class can do one of two things: either they can organize about learning the required item, engaging their learning strategies, or they can try to fill the gaps using communication strategies. Learning strategies are used to break the code while communication strategies are encoding and decoding strategies. Intralingual errors, also known as intralingual interference or errors, occur when a learner makes mistakes within the target language itself.¹⁰ These errors can happen due to various reasons such as incomplete learning, lack of vocabulary, incorrect grammar rules, or confusion with language structures. Unlike interlingual errors, which involve interference from the learner's native language, intralingual errors are specific to the language being learned.

For example, a learner might misuse verb tenses, confuse word meanings, or struggle with pronunciation within the target language. These errors are a natural part of the language learning process and can provide valuable insights into the learner's understanding and areas needing improvement. Teachers often analyze

⁸ Jaelanii, Ahmad. student of the third semester of English teaching learning program at IAIN Madura, live interview (28 November 2023)

⁹ Rod Ellis, *Second Language acquisition* (Oxford: Oxford University Press, 1997), p. 16-17.

¹⁰ Murtiana, Rahmila, *An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition* (Jurnal Educative: Journal of Educational, 2019)

intralingual errors to tailor instruction and address specific language challenges effectively.

B. Discussion

This research aimed to identify the types of pronunciation errors on English Alveolar consonant sound and to find out the causes of pronunciation errors on English Alveolar consonant sound made by the student of English teaching learning program at the third semester at IAIN Madura.

1. What are the pronunciation errors of alveolar consonant often made by the student of the third semester of English teaching learning program at IAIN Madura?"

To answer the first research focus, the researcher collected the data by using observation in the form of reading English text that consist of English Alveolar consonant.

Based on the result of reading English text, the researcher analyzed four kinds of error analysis made by them there are: deletion or omission and replacing sound. the students made errors on sound /t/ pronounced /d/ or sometimes replaced when the sound in the last sentences. The sound /d/ is replaced when the sound in the last sentences. The sound /s/ is pronounced as /z/. the sound /z/ is pronounced as /s/. the sound /l/ is pronounced repeatly. The sound /n/ is replaced. The sound /r/ is pronounced repeatly. From these seven errors of Alveolar consonant sounds by researcher, mostly made pronunciation error in sound /t/ as much as 43 words. It is different from the research findings found by Kris Raharidan, he stated that the majority of pronunciation errors of Alveolar consonant sound made by his research subject were in sounds /d/ as much 295 mispronunciation of Alveolar consonant clusters from 405 pronunciation (15 participant x 27 English word) or can calculated as

78%¹¹. The researcher can concluded that the most frequent Alveolar consonant sound error made by the research subject of this research is in the sound /t/. It happens because they did not relize that there is the Alveolar consonant.

The researcher used Corder's theory in determining the types of pronunciation error. Corder stated that there are four types of error, those are; errors of omission refers to the omission of words, errors of addition refers to the addition of words, errors of selection refers to the wrong item being selected in the right place, and errors of ordering refers to the misplacement of words.¹² Based on research findings, there are similarities between the researcher's findings and Corder's theory regarding the types of pronunciation. However, the researcher only found two types of pronunciation error on English Alveolar consonant sound made by the student of English teaching learning program of the third semester, those are error of omission and error of selection. It means that not all types of pronunciation errors from Corder theory are made by the student of English teaching learning program of the third semester at IAIN Madura.

For the first type of pronunciation error found by researcher was error of omission, which could be found in sound /t/ and sound /d/. The students made error by omitting or not pronouncing the sound /t/ and /d/. Whereas, the second type of pronunciation error found by researcher was error of selection. It could be found in sound /t/, /d/ /s/, /z/, /n/, /l/, and /r/. In this type, the students were wrong in choosing the sound in the right place. It means that students pronounced another sound in the Alveolar sounds that has been mentioned earlier.

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

¹¹ Rahardjosidhi, "Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta." (Thesis, University of Sanata Dharma Yogyakarta, 2016)

¹² Corder, *Error Analysis Abd Interlanguage*, 36.

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.¹³

In the list, the data are presented in brief explanation. Based on the data that the students made an error where the students pronounce Alveolar consonant sound in word, phrase or sentence.

Table 4. The students pronounced the Alveolar consonant word

Word	Students' pronunciation	Cambridge dictionary
prevalent	'prɪv.əl.ən	'prev.əl.ənt
statement	'stet.mən	'steɪt.mənt
must	mʌs	mʌst
Next apartement	neks ə'pɑ:rt.mən	nekst ə'pɑ:rt.mənt
right	rɑɪg	rɑɪt
Tact	tæk	tækt
constant	'kɔ:n.stən	'kɑ:n.stənt
modest	'mɑ:.dɪs	'mɑ:.dɪst
regiment	'redʒ.ə.mən	'redʒ.ə.mənt
Spent	Spen	Spent
Pleasant	'plez.ən	'plez.ənt
the	də	ðə
with	wɪt	wɪð
Than	ðæn	ðæn
the	də	ðə
without	wɪ'daʊt	wɪ'daʊt
The	də	ðə

¹³ Ibid. 66

these	di:z	ði:z
That	ðæt	Ðæt
Their	deir	ðer
them	ðem	ðem
night	naig	naɪt
right	raig	raɪt
There	ðer	Ðer
three	tri:	θri:
thought	tough	θɑ:t
Thinking	'tɪŋ.kɪŋ	'θɪŋ.kɪŋ
without	wɪ'daʊt	wɪ'daʊt
thoughts others	tough 'ʌd·ərz	θɑ:ts 'ʌð·ərz
The	də	ðə
Third	tɜ:d	θɜ:d
others	'ʌd·ərz	'ʌð·ərz
understand	ʌn.də'stæn	ʌn.də'stænd
Understand	ʌn.də'stæn	ʌn.də'stænd
With	wɪt	wɪð
Student	'scu:.dən	'stu:.dənt
Affect	ə'fek	ə'fekt
Understand	ʌn.də'stæn	ʌn.də'stænd pæst
Past	pæs	'prez.ənt
Present	'prez.ən	
silent	'saɪ.lən	'saɪ.lənt
Thousands	'θaʊ.zənz	'θaʊ.zənz
other		
Gathered	'gæd.əd	'gæð.əd tə'geð.ə

together	tə'ged.ə	
Gathering	'gæd.əɪŋ	'gæð.əɪŋ
Than	ðæn	Ðæn
that	ðæt	Ðæt
sense	sen	sens
cassette	kə'sset	kə'set
Analyze	'æ.n.əl.aɪs	'æ.n.əl.aɪz
synthesize	'sɪn.θə.sɪs	'sɪn.θə.saɪz
use	ju:s	ju:z
college	'kɒ:lɪdʒ	'kɑ:lɪdʒ
allows	ə'lloʊs	ə'laʊz
Allowing	ə'lloʊɪŋ	ə'laʊɪŋ

In pronouncing some words that consist of the Alveolar consonant, the students made error when pronounce Alveolar consonant sound in word, phrase, or sentences. The problem as follow:

Student 1

Prevalent : when the student pronounce the word **Prevalent**, the student is omitting the sound “t”.

Statement: when the student pronounce the word **Statement**, the student is omitting the sound “t”.

Must: when the student pronounce the word **Must**, the student is omitting the sound “t”.

Next apartment: when the student pronounce the word **Next**

Apartment, the student is omitting the sound “t”.

Right: when the student pronounce the word **Right**, the student is omitting the sound “t”.

Tact: when the student pronounce the word **Tact**, the student is omitting the sound “t”.

Constant: when the student pronounce the word **Constant**, the student is omitting the sound “t”.

Modest: when the student pronounce the word **Modest**, the student is omitting the sound “t”.

Sense: when the student pronounce the word **Sense**, the student is omitting the sound “s”.

Cassette: when the student pronounce the word **Cassette**, the student is adding the sound “s”.

Terror: when the student pronounce the word **Terror**, the student is adding the sound “r”.

Worried: when the student pronounce the word **Worried**, the student is adding the sound “r”.

Student 2:

With: when the student pronounce the word **With**, the student is replacing the sound “ð”.

Than: when the student pronounce the word **Than**, the student is replacing the sound “θ”.

The: when the student pronounce the word **The**, the student is replacing the sound “ð”.

Without: when the student pronounce the word **Without**, the student is replacing the sound “ð” into “d”.

The: when the student pronounce the word **The**, the student is replacing the sound “ð” into “d”.

These: when the student pronounce the word **These**, the student is replacing the sound “ð” into “d”.

Analyze: when the student pronounce the word **Analyze**, the student is replacing the sound “z” into “s”.

Synthesize: when the student pronounce the word **Synthesize**, the student is replacing the sound “z” into “s”.

Use: when the student pronounce the word **Use**, the student is omitting the sound “z”.

College: when the student pronounce the word **College**, the student is adding the sound “l”

Student 3:

Right: when the student pronounce the word **Right**, the student is omitting the sound “t”.

There: when the student pronounce the word **There**, the student is

replacing the sound “ð”.

Three: when the student pronounce the word **These**, the student is replacing the sound “θ”.

Thought: when the student pronounce the word **Thought**, the student is replacing the sound “θ” and omitting the sound “t”.

Thinking: when the student pronounce the word **Thinking**, the student is replacing the sound “θ”.

Without: when the student pronounce the word **Without**, the student is replacing the sound “ð”.

Thoughts others: when the student pronounce the word **Thoughts**, the student is replacing the sound “θ” and “ð”.

The: when the student pronounce the word **The**, the student is replacing the sound “ð”

Third: when the student pronounce the word **The**, the student is replacing the sound “θ”.

Others: when the student pronounce the word **Others**, the student is replacing the sound “ð”

Understand: when the student pronounce the word **Understand**, the student is omitting the sound “d”.

Understand: when the student pronounce the word **Understand**, the student is omitting the sound “d”.

With: when the student pronounce the word **With**, the student is

replacing the sound “ð”.

Student: when the student pronounce the word **Student**, the student is omitting the sound “t”.

Student 4:

Understand: when the student pronounce the word **Understand**, the student is omitting the sound “d”.

Past: when the student pronounce the word **Past**, the student is omitting the sound “t”.

Present: when the student pronounce the word **Present**, the student is omitting the sound “t”.

Silent: when the student pronounce the word **Silent**, the student is omitting the sound “t”.

Thousands: when the student pronounce the word **Thousands**, the student is replacing the sound “‘θ” omitting the sound “d”

Other: when the student pronounce the word **Others**, the student is replacing the sound “ð”.

Gathered: when the student pronounce the word **Gathered**, the student is replacing the sound “ð”.

Together: when the student pronounce the word **Together**, the student is replacing the sound “ð”.

Student 5:

Allows: when the student pronounce the word **Allows**, the student is adding the sound “l”.

Allowing: when the student pronounce the word **Allowing**, the student is adding the sound “l”.

The researcher categorized these data as an selection with the pronunciation errors in sentence. It support by they that selection refers to the problem of wrong selection of the certain forms or where the error item has been chosen in place of the right one.¹⁴

2. Why do the students of the third semester of English teaching learning program at IAIN Madura made the pronunciation errors of Alveolar consonant?.

In answering the second research focus, the researcher collected the data by using structured interview that consist of four main questions towards the third semester of English teaching learning program at IAIN Madura.

To determining the causes of error, the researcher used Richard's theory namely interlingual error (language learner errors are caused by the influence of their mother tongue or their first language) and intralingual error (language learner make an errors because they have problems in the target language itself). There are similarities between Richard's theory with researcher's findings regarding the causes of pronunciation errors. Based on the transcription of interviews, the researcher found that pronunciation error made by the student of the third semester of English teaching learning program at IAIN Madura were influenced by interlingual error and intralingual error. It is means that all causes of pronunciation error based on Richard s theory occurred in the third semester of English teaching learning program at IAIN Madura when pronouncing the English Alveolar consonant sounds.

¹⁴ Corder, 36.

The first cause of error was interlingual error that occurred because the students used mother tongue or first language in their daily life. Students' pronunciation errors are caused by the use of Madurese language when they communicated with their parents, family and friends. While, English is only used when students learn English. For students who lived in Madura, they used English only when go to campus because that is part of the language rules in English teaching learning program. Thus, their mother tongue affects students in pronouncing words in English. For instance, the sound of /s/ is pronounced as /z/, the sound /z/ pronounced /s/, the sound /t/ is replaced by /n/, and the sound of /d/ is replaced by /n/ sound. The students unconsciously pronounced these sound.

The second cause of error was intralingual error that occurred because students are too generalized and confusing in applying spelling rules. Most students of the third semester of English teaching learning program grade live in Madura where they cannot practice their English to support their pronunciation skills. They cannot fully apply the correct way in pronouncing the word in English. They still have difficulty in pronounced English Alveolar consonant sound.

The researcher also found some students made intralingual errors in words that end with the letter 't' as in words 'student' 'statement' and 'must'. Many students did not pronounced the final sound and deviated to the /t/ sound. Same error with the sound 'd' some students made intralingual errors in words that end with the letter 'd' as in word 'understand' and 'thousand' This intralingual errors occurred because they do not know the target language very well, and they also have difficulty using the word.

There are three factors that influence for the learners, those are:

- a. Mother Tounge

"Mother tongue" refers to the language that a person has learned from birth or from a very young age. It's often the language spoken within the family or community and is usually the first language a person becomes proficient in. The evidence of mother tongue influence on English is very obvious.¹⁵ This manifests in the form of incorrect pronunciation. Pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language could be the reason of mispronunciation. "Interference" can refer to several concepts depending on the context. In general, interference involves the obstruction, interruption, or interaction of something with another thing, often resulting in a disturbance or alteration of the original state or process. Here are a few common contexts in which "interference" is used:

1. Physics

In physics, interference typically refers to the phenomenon where two or more waves superpose to form a resultant wave of greater, lower, or the same amplitude. This can occur with any type of wave, such as electromagnetic waves (like light) or sound waves.

2. Communication

Interference in communication refers to any factor that disrupts the transmission of a message from a sender to a receiver. This can include noise, distortion, or other signals that interfere with the intended communication.

3. Technology

¹⁵ Corder, SP. *Language transfer in language learning*, (1983)

In technology, interference can occur when signals from electronic devices disrupt the functioning of other devices or systems. For example, electromagnetic interference (EMI) can affect the performance of electronic equipment.

4. Social Sciences

In social sciences, interference might refer to external factors that affect an experiment or study, leading to biased results or inaccurate conclusions.

5. Legal

In legal contexts, interference might refer to actions that disrupt or obstruct another party's rights or activities, such as interference with contractual relations or interference with business relationships. Understanding the specific context in which "interference" is being used is crucial for determining its meaning and implications.

b. Habit

Habits like the building blocks of our daily lives, shaping who we are and what we accomplish. Whether it's something as simple as brushing your teeth before bed or more complex like exercising regularly, habits play a significant role in our routines. Plus, they can be both helpful and detrimental depending on what they are and how they impact our lives. Behavior is the way in which organisms respond to stimuli in their environment.¹⁶ It encompasses a wide range of actions, from simple reflexes to complex patterns of social interaction. Behavior can be influenced by a variety of

¹⁶ [R. Hale. JJ. Piggott](#), *Ecology and evolution*, 2017

factors, including genetics, learning, and environmental cues. For example, an animal may exhibit certain behaviors because they are hard-wired into its genetic makeup, while other behaviors may be learned through experience or observation of others. In humans, behavior is often studied in the context of psychology, sociology, and anthropology. Psychologists often explore how individual differences, cognitive processes, and emotions influence behavior, while sociologists examine how behavior is shaped by social norms, cultural practices, and institutions. Anthropologists study behavior in the context of different cultures and societies, seeking to understand how people adapt and respond to their environments. Understanding behavior is crucial for many fields, including education, healthcare, and business. By understanding why people behave the way they do, we can develop interventions and strategies to promote positive outcomes and address challenges.

Language acquisition theories encompass a variety of views on how humans learn and master language. Some of the most popular theories:

1) Behaviorism Theory

Behavioral approaches (behaviorism) is considered as theory of animal and human behavior. It mostly discuss behaviour without any references to mental event or internal process.¹⁷ It is a supposed condition that attributed to the human mind before the ideas is imprinted on it by the external worlds of object. In terms of language acquisition, the child has no preconceived notions about language, then

¹⁷ VanPatten, B, Williams, J. *Theories in Second Language Acquisition: An Introduction*. Routledge. (2014).

the environment shaped and conditioned the child through various reinforcement.¹⁸

This theory emphasizes that language is learned through a process of reinforcement and habit formation. An example is the theory by B.F. Skinner emphasized the role of reward and punishment in the formation of language behavior.¹⁹

2) Nativism Theory

This theory was put forward by Noam Chomsky and emphasizes that language ability is innate and possessed by all humans.²⁰ Chomsky proposed the existence of a "universal grammar" which is an innate structure in the human mind that allows them to learn language.

3) Interactionism Theory

This theory combines elements of behaviorism and nativism and emphasizes the role of social interaction in language acquisition.²¹ This theory emphasizes that children learn language through interactions with other people, especially in communicative contexts.

4) Sociolinguistic Theory

¹⁸ Rahmawati, Fithriyah. *Second Language Acquisition: Duta Media*. (2019).

¹⁹ [Skinner](#), BF. *Journal of behavior therapy and experimental*, (1988).

²⁰ Chomsky, N. *Childhood*, (1991)

²¹ [Jeon](#), YH. *Scandinavian journal of caring sciences*, (2004).

This theory emphasizes the role of social and cultural factors in language acquisition.²² Factors such as social status, power, and group identity can influence how language is learned and used.

5) Cognitive Theory

This theory emphasizes the role of cognitive processes, such as attention, memory, and information processing in language acquisition.²³ This theory highlights how children organize and understand language structures.

6) Constructivist Theory

This theory emphasizes that language learning is a constructive process in which individuals actively build their understanding of language through direct experience and reflection.²⁴

Each theory has a different approach and explanation of how and why humans learn language. Most linguists and psychologists believe that language acquisition is the result of interactions between biological, cognitive, social, and environmental factors.

The student habit can affect their pronunciation because student can practice their English in daily life. So if the student seldom practice their speaking and their pronunciation it can be affect to their pronunciation errors.

c. Environment

²² Coupland, N. *Journal of sociolinguistics*, (1998).

²³ [Rachman](#), S. *Behavior and cognitive therapy today*, (1998).

²⁴ Simpson, TL. *The Educational Forum*, (2002).

The environment also has a big influence on students practicing their pronunciation, where if they are in an English-based environment they will become accustomed to their English. In conclusion, they can use their English with correct pronunciation without mistakes.

The environment encompasses everything around us, from the air we breathe to the ecosystems that support life on Earth. It includes natural elements like forests, oceans, rivers, and mountains, as well as human-made structures and systems like cities, roads, and agriculture. Our environment provides essential resources such as clean water, fertile soil, and biodiversity, which are crucial for sustaining life. Protecting the environment is vital for the well-being of both present and future generations. Human activities, such as industrialization, deforestation, pollution, and the burning of fossil fuels, have led to environmental degradation and climate change.

In the factors of students make errors on pronouncing Alveolar consonant sounds, the researcher gets the data by using interview with the student

The researcher made interview with Wasilatur Rahmah as a student of A class at the third semester, she stated:

"I think English is just international language and we should know about it. I don't understand English subject because it is difficult especially pronunciation. Yes of course, I found a lots of difficulties In my English speaking. In my difficulties are how to read the phonetic symbol and how to pronounce the particular words. I feel difficult because I seldom read the dictionary and never practise it. No, I don't know about it "

The reason based on the result of interview above, why the student made error on pronouncing Alveolar consonant sounds, as follow:

- English pronunciation is difficult "I don't understand English subject because it is difficult especially pronunciation."
- Not checking dictionary "I seldom read the dictionary".
- Lack of practise "never practise it".

Based on the observation results and interview that has been done by the researcher. The researcher will describe the difficulties of students on pronouncing Alveolar consonant sounds is because there is a rule or symbol how to pronounced it.

a. Why English pronunciation is difficult?

English pronunciation can be challenging for several reasons. One major factor is its complex history of borrowing words from various languages, resulting in a vast array of spelling patterns that don't always correspond to consistent sounds. English has borrowed words from Germanic, Latin, French, and many other languages, each with its own pronunciation rules.

Additionally, English has a lot of silent letters and irregularities in pronunciation. For example, words like "knight" or "colonel" have letters that aren't pronounced the way they are spelled. Moreover, English has many homophones - words that sound the same but have different meanings and spellings (e.g., "there," "their," and "they're"). This adds another layer of complexity for learners.

Furthermore, English has a variety of accents and dialects across different regions, which can further complicate matters for learners trying to grasp the "standard" pronunciation. Overall, the combination of borrowing from diverse

languages, irregularities in spelling and pronunciation, homophones, and regional variations contribute to the perception that English pronunciation is difficult.

The variety of vowel and consonant sounds that are different from our mother tongue. Sometimes, the same letter can be pronounced differently in English depending on the context. Apart from that, there are also differences in accent and intonation between various English dialects which can make understanding difficult.

Consistent practice and exposure can help improve pronunciation abilities. Listening, imitating and practicing speaking regularly can help our brain adapt to the sound patterns of English. Don't be too hard on yourself, because improving your pronunciation takes time and patience.

So the student have difficulty in pronouncing Alveolar consonant sounds because it is different from their own language, Indonesian, that use in daily activity. While the English language is only at a certain moment.

The researcher know that it is difficult to pronounced the words in English. But when we studied it will be easier.

These errors can result from various factors, including individual speech patterns, native language influence, and regional accents. Addressing these pronunciation errors often involves focused practice, self-awareness, and, in some cases, guidance from a speech therapist or language instructor. It's important to note that these errors can vary depending on the individual's native language, language exposure, and personal speech patterns. Pronunciation can be influenced by a variety of factors, and understanding these common errors can be helpful for language learners and those working on improving their pronunciation.

