
**THE STUDENTS “ERRORS IN PRONUNCIATION OF THE ENGLISH
CONSONANTS AT THE ELEVENTH GRADE
OF SMA SWASTA ERLANGGA PEMATANGSIANTAR**

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ABSTRACT

The purpose of this research is to find out the students' Errors in Pronunciation the English Consonants at class XI grade of SMA Swasta Erlangga Pematangsiantar. This research was conducted at SMA Swasta Erlangga Pematangsiantar. The researcher used qualitative approach with content analysis method. Then, population in this research is the eleventh grade students of SMA Swasta Pematangsiantar that consisted of 2 classrooms which consists of 30 students. The result of this research was the researcher's found the students' Errors in Pronunciation of the English consonants namely: The english consonants /d/, /t /, /j/, /t/, /s/, / /, /l/, and /r/. The English consonants errors /d/ is 60 (15,38%), /t / is 50 (12,82%), /j/ is 52 (13,33%), /t/ is 92 (23,58%), /s/ is 47 (12,05%), / / is 45 (11,53%), /l/ is 39 (10%), and /r/ is 5 (1,28%). Based on the data analysis that the dominant errors in pronunciation the English consonants is /t/ 92 (23,58%), it could be happen because the students did not read seriously, they have little desire to learn English, they don't have confidence, they get bored easily, and the students are afraid to be wrong.

Key words: Speaking, Pronunciation, English consonants, Errors

INTRODUCTION

Language is a tool of communication to make human interaction. People communicate and interact with others by using language. In some communities English has become an interactional language. Most of the communities in the whole world use English to communicate with others who have different languages. That is why English is very important to be taught and learned by the students.

One of English language skills that must be mastered by any foreign language learner is the ability to speak. According to Nunan in Heriansyah (2012:1) states that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is required by people to interact among them. In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language used, but also who is our interlocutor. In addition, a good speaker should pay attention what the topic is being spoken by him, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speaks. Hence, speaking is a tool to communicate ideas that are arranged and developed accordance with listener's need (Tarigan in Heriansyah 2012:1).

English is an international language used by people across the world. It is important because English is used as media in sharing information, trading, marketing, education, and many others. In Indonesia, English is a foreign language which is important to learn by Indonesian learners.

According to Fahrawaty in Irianto, Imranuddin, and Syafrizal (2018:1) English takes an important role in school as a subject that gives students a space to access more knowledge and technology globally. In higher education in Indonesia, English has been taught as one of the subjects at the first year of study for all majors. English is learned through several subjects. One of the subjects is called Phonology. This subject is a compulsory subject in the English department.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Pourhosein 2016:1). Understandable Pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.

According to Fraser in Gilakjani (2016:1), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley in Gilakjani (2016:1) stated that understandable pronunciation is a main objective of pronunciation instruction. It is a necessary component of communicative competence.

According to Yule in Irianto, Imranuddin, and Syafrizal (2018:19), Phonology is the study of the systems, patterns and use of sounds that occur in the languages in the world. In line with this theory, phonology is important for English education students in order to know how to pronounce English words properly and know its phonetics form. In phonology subject, English students learn all of the English symbols such as vowels and consonants. According to International Phonetic Alphabet (IPA, 2015) in Irianto, Imranuddin, and Syafrizal (2018:19), English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /l/, /t /, /d /, / / /, /ð/, /m/, /n/, / /, /h/, /l/, /r/, /w/, /j/. From these consonants, some exist in Bahasa Indonesia such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/ /m/, /n/ /h/, /r/, /w/, /j/, but some are not.

The last purpose of learning pronunciation is to be able to speak a language which one is learning in a good pronunciation. In the teaching process, necessary relationship of mutual support between teachers, students, methods, and media for the purpose of learning can be achieved. So the researcher concluded to conduct research on one of the learning methods to train students' reading skills. The particular way of speaking a word or phrase which is accepted or generally understood is pronunciation. The writer chooses the title "THE STUDENTS' ERRORS IN PRONUNCIATION OF THE ENGLISH CONSONANTS AT THE ELEVENTH GRADE STUDENTS OF SMA SWASTA ERLANGGA PEMATANGSIANTAR". Because speaking English is very important in our lives. Speaking English very plays an important role in the modern life. In development of education, speaking ability now requires special attention in order to create the conditions for effective learning. Good speaking ability will be more supportive for students learning to follow on all subjects well. Errors in pronunciation of the English consonants, it is hoped that it can analyze the students' pronunciation errors in English consonants.

LITERATURE REVIEW

This section starts with a literature review focusing on definitions of concept speaking, theories relating to definition of pronunciation, teaching pronunciation, English vowel, types of pronunciation errors, problem of pronunciation, factors affecting the learning of pronunciation, definition of errors, errors analysis and text.

Concept of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving information. All human being in this world understand and speak to carry out every activity in their daily life. Every person speaks because they are live in society that needs interaction each other. Our daily life cannot be separated from speaking. Speaking is an activity where people can communicate with other people, at least there are two persons who are involved in this activity as a speaker and as a listener.

According to Ur in Herman (2016: 1) stated that speaking is one of the most important skills. We must have another skill to be mastered in speaking such as grammar competence, listening skill, vocabulary mastery and good pronunciation. In terms of speaking, there are some micro skills. One of them is pronunciation. Then, Cameron in Pratiwi (2013:9) mentions that “speaking is the active use of language to express meaning, so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language”. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and also need to organize the discourse, so that a listener will understand. Furher, Chaney in Pratiwi (2013:10) states that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. Speaking is a crucial part in language learning. It needs the speakers to produce the target language in the spoken form. Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

The Defenition of Pronunciation

Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer. Pronunciation is the act or manner of pronouncing words ; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and graphic representation of the way a word spoken, using phonetic symbol.

According to Cook (1996) as cited in Gilakjani (2016:2) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. Then Yates as cited in Gilakjani (2016:2), pronunciation is the production of sounds that is used for making meaning. Further, Harmer (2007:281) as quoted in Herman (2016:1) pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.

In pronunciation, there are so many aspects or elements to be known. In supra-segmental aspects, there are stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, triphthongs, and consonants. In terms of consonants, there are some things have to see. They are the manner of articulation, the place of articulation, and the force of articulation.

Teaching Pronunciation

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant

where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronunciation English words due to influence of students’ seventh language and environment.

According to Jones (1972:2), the difficulties of pronunciation are: the students of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows :

- 1) He must learn to recognize readily and with certainty the various speech sounds occurring in the language, when he hears them pronounced, he must more over learn to remember the acoustic qualities of those sound.
- 2) He must learn to make the foreign sounds with his own organs of speech.
- 3) He must learn to use those sound in their proper places in connected speech.
- 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress and voice pitch).
- 5) He must learn to catenate sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.

English Vowels

According to Fromkin, Robert, & Hyams in Ambalegin and Arianto (2018:112) said “Vowel is sound produced without significant constriction of the air flowing through the oral cavity”. Then Yule in Ambalegin and Arianto (2018:112) defined “Vowel sounds are produced with a relatively free flow of air, and they are all typically voiced. Further, Ambalegin and Suryani in Ambalegin and Arianto (2018:113) mentioned “Vowel sounds are produced by passing air through different shapes of the mouth with different position of the tongue and the lips and with the air stream relatively unobstructed by the narrow passages except at the glottis. According to Jones (1958:15) , vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. The English vowel classified into 5 based on the position of the tongue:

- (1) Front vowels, in the production of which the ‘front’ of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.
- (2) Back vowels, in the production of which the ‘back’ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
- (3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, / :/ in /b :d/ bird.
- (4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
- (5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ð / father.

Monophthongs / Pure vowel

Generally, English speakers use monophthongs 12, 8 diphthongs and 5triphthongs (Kelly, 2000:31). Pure vowel also called a monophthong, this is a vowel sound whose articulation at both its beginning and end is fixed, i.e. it does not move towards a new position of articulation while it is being spoken.

Pure vowel is a term used in phonetics referring to a vowel sound with noperceived change in quality during a syllable, as in pot or pit. (Crystal, 2008:396). Then, Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth (Fadhilah, 2019:17). There are twelve pure vowels in English, each of them never exactly contains with any of the cardinals. The English has a total of 12 basic vowel phonemes vowel phonemes.

1. Vowel /i:/ is a close front vowel. The lips are separated and unrounded. There is very little space between the pairs. It is a long vowel. Example: /i / eat, sleep.

2. Vowel (ɪ) is a close front vowel. It is will be lower and more relaxed than (i:). The lips are separated and the space between the jaws is a little bit bigger than that space of the first vowel. It is short vowel. Examples: /ɪ/ silly, baby (in final positions).
3. Vowel (e). the front of tongue takes intermedial position that farthest open position. The lips are spread or neutral and the opening between the jaws in medium. Examples : /e/ , want, cough edge, lead , said
4. Vowel (æ). The front tongue is raised very slightly and pushed as forward as possible. The lips are spread or neutral. Examples : /æ/ apple, man.
5. Vowel (ɜ̃). The tongue is very low in the mouth. The part of the tongue that is raised is that which is very near the true back position lips, neutral. Examples : / ɜ̃ / father, calm, can't, car.
6. Vowel / ɔ̃ / the vowel has the tongue-position of Cardinal Vowel / ɔ̃ / combined with open lip-rounding. the following is a formal description of the manner of forming the sound, height of tongue is fully open, part of the tongue which is highest is the back, position of lips as open lip-rounding, opening between the jaws is medium to wide. Example: often (ɔ̃ :fn).
7. Vowel / ɔ̃ /. The tongue-position is low, though not quite so low as for the short ɜ̃ . The lips are round so as to leave an opening which is much smaller than in the case of the short ɜ̃ . Example : / ɔ̃ / or , daughter, more
8. Vowel /u/. English short u has a tongue position considerably higher than that of the English long ɜ̃ : and somewhat advanced. Example: put (put).
9. Vowel /u:/. The tongue position of the common long u: is being rather lower and more forward than the cardinal sound. The lip rounding is normally a little less close than that of cardinal u. Example: /u / ooze, shoe, suit.
10. Vowel / ʊ / the following is a formal description of the manner of forming ʊ are, height of tongue is half open, part of tongue which is highest is the fore part of the back, position of lips is spread, opening between the jaws is wide. Example: / ʊ / under, enough, butter
11. Vowel / ɜ̃ : / the tongue is raised to about mid-way between the half close and half open positions, or perhaps a shade higher than this. The lips are spread almost as for i: Example: Her (h ɜ̃ :).
12. Vowel / ɜ̃ / the articulation is the centre of the tongue raised between half-close and half-open, the lips are neutrally spread, there is no firm contact between rims and upper molars. The sound is as in the (before consonant), paper, and nation. Examples : / ɜ̃ / above, support, possible, Africa, mother.

In contemporary RP (Received Pronunciation), American English and most southern varieties of British English. In conservative RP (Received Pronunciation) and Northern varieties of British English, this is pronounced /ɪ/, as in 'silly': /sɪli/. In American English, this is pronounced with the open front vowel /æ/, e.g. before /nt, f, s, /, as in: 'can't' /kænt/, 'half' /hæf/, 'grass' /græs/, 'bath' /bæ /. In RP (Received Pronunciation) and many varieties of British English the r is not pronounced after a vowel (e.g. 'car' /k /, 'or' / /), but in GA (General American) and most American Varieties of English, the r after a vowel is pronounced (e.g. 'car' /k r/, 'or' / r/).

In GA (General American) and most American Varieties of English, this vowel is pronounced with an r-coloured vowel: / / as in 'earn': / n/. This can also be written / rn/ in phonemic transcription.

English Diphthongs

English diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement (Jones, 1972:100-116).

- a. Diphthong /eɪ/, the glide begins in the position for /e/, moving up and slightly back towards /I/. the lips are spread. The sound as in *ache, pay*.
- b. Diphthong /aɪ/, the glide begins in an open position, between front and centre, moving up and slightly forward towards /I/. the lips move from neutral, to loosely spread. The sound as in *I'm, right*.
- c. Diphthong /ɔɪ/, the glide begins in the position for /ɔ:/, moving up and forward towards /I/. The lips start open and rounded, and change to neutral. The sound as in *oil, noise*
- d. Diphthong /ɔʊ/, the glide begins in the position for /ɔ:/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. The sound as in *own, coat*
- e. Diphthong /aʊ/, the glide begins in a position quite similar to /ɔʊ/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. The sound as in *out, cow*
- f. Diphthong /ɪə/, the glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. The sound as in *ear, here*
- g. Diphthong /eə/, the glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. The sound as in *air, dare*.
- h. Diphthong /ɪə/, the glide begins in the position for /ɪ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread. The sound as in *impure, tour*

Diphthongs are sounds, which involve a change in quality during is their production. It is the combination of vowel sounds. Diphthongs are represented phonetically by sequences of two letters. The first showing the starting point and the second indication the direction of the movement. There are three kinds of diphthongs. They are (closing) diphthongs, falling diphthongs, centering diphthongs.

1. Raising or Closing Diphthongs.
2. Falling Diphthongs.
3. Centering Diphthongs
4. Supra-segmental phonemes

English Consonants

According to Fromkin et al in Ambalegin and Arianto (2018:113) stated “Consonants is speech sound produced with some constriction of the air stream.” Then, Low in Ambalegin and Arianto (2018:113) stated “Consonant in english pronunciation is included in segmental phonemes. Further, Kelly (2000:47) said consonants can be described in terms:

- (1). The place of articulation
 - a. Bilabial, b. Labiodental, c. Dental, d. Alveolar, e. Post-alveolar, f. Palato-alveolar, g. Palatal, h. Velar, i. Glottal.
- (2). Manner of articulation
 - a. Plosive, b. Affricative, c. Nasal, d. Lateral, e. Fricative, and f. Semi vowel

The English consonant Chart such as:

Place (point) of Articulation and Manner of Articulation		Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatoalveolar	Palatal	Velar	Glottal
Plosive	vi vd	p b			t d				k g	ʔ
Affricate	vi vd									
Nasal	vi vd	m			n			ŋ		
Lateral	vi vd				l					
Fricative	vi vd		f v	θ ð	s z	r				h
Semi Vowel	vi vd	w						j		

Stress

According to Jones (1958:57), the force of the breath with which a syllable is pronounced is called stress. Stress varies from syllable to syllable. Syllable which are pronounced with greater stress than the neighbor syllables are said to be stressed. It is in fact generally sufficient to distinguish two degrees only-stressed and unstressed. Then, Selye in Huffman (2007), stress is the non-specific responses of the body to any demand made on it. Further, Lazarus & Folkman in Kosslyn & Rosenberg (2006), stress is the general term describing the psychological and psysical response to a stimuli that alters the body’s equilibrium.

Intonation

In linguistics, intonation is the variation of pitch when speaking. Intonation and stress are two main elements of linguistics prosody. According to Jones (1958:59) states in speaking, the pitch of the voice. The pitch of the musical note produced by the vocal chords, is constantly changing. These variations in pitch are called intonation.

Intonation is thus quite independent of stress, with which it is sometimes confused by beginners. Fluctuations in pitch either involve a rising pitch or a falling pitch. Intonation is found in every language and even in tonal languages, but the realization and function are seemingly different. Intonation concludes two main characters that is :

1. Rising intonation it means the pitch of the voice rises over time. In sentences such as interrogative, we use rising intonation.
2. Falling intonation it means that the pitch falls with time. In sentences such as it is a declarative or statements that use simple assertions, our intonation is falling.

Types of Pronunciation errors

According to Zarka, Binturki, Saidat, Khair, in Kalalkeh (2016:395), Types of pronunciation errors can be classified into three categories; segmental, stress related errors, and prosodic errors. Segmental pronunciation errors are manifested mainly in the realization of some ‘problematic’ consonants and vowels. These types of errors have been the most researched so far, as they can be easily pointed out perceptually as well as acoustically as :

1. Segmental errors represent the most obvious aspect of ‘foreignness’ in the speech of a non-native speaker of English. Very often segmental errors are attributed to direct influence from L1.

2. Stress and rhythm errors are manifested in placing the English word stress on the wrong syllable, which in turn can result in the inability to properly produce a weak vowel (/ /), an important aspect of English fluency.
3. Prosodic errors are mainly manifested in producing a non-English intonation pattern. This type of errors is considered the most challenging for native speakers of Arabic, and indeed other learners of English. Inappropriate tonal patterns are not as clearly tangible and apparent as segmental or stress related pronunciation errors.

Factors affecting the learning of pronunciation

In this section, the researchers mention some of the important factors that affect the learning of pronunciation. They are as follows:

1. An accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from “regionally or socially”. Crystal, (2003:3). Many adult learners of English have foreign accents that identify them as nonnative speakers.

2. Stress, intonation, and rhythm

According to cross-linguistic reviews, Saito in Saito & Saito (2017:8), Japanese learners of English are reported to have several L1–L2 (first language / second language) transfer problems at the suprasegmental level, which consequently leads to listeners’ impaired understanding of their speech: 1. Word stress 2. Rhythm 3. Intonation

3. Motivation and exposure

The learner’s motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation.

4. Attitude

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students.

5. Instruction

This type of instruction is meant to help students with decoding words for the purpose of reading rather than pronunciation.

6. Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation.

7. Personality

Personality Non-linguistic factors related to an individual’s personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher’s control, all have their share in the development of pronunciation skills.

8. Mother Tongue

The sound pattern of the learner’s first language is transferred into the second language and is likely to cause foreign accents. This researchers concluded that the transfer from the learners’ native language influenced their production of English-like stress alternation across a phrase.

Defenition of Errors

According to, Dulay et.al in Hartoto (2010:8) confirm that an errors is the flawed side of learner speech or writing. It is a part of conversation or composition that deviate from some

selected norms or mature language performances. Making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors. An error is a state of believing what is untrue or incorrect. According to Hornby in Hartoto (2010:8) error is something done wrong or condition of being wrong in beliefs or conduct. The term error also means the flawed side of learners speech or writing. They those part of conversation or composition that deviate from selected norms of mature language performances. According to Roeckhan in Hartoto (2010:8) error is different from mistakes. Therefore, it is crucial to make a distinction between them in order to analyze learners' language in proper perspective. Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned. According to Slinker in Richard (1974:37) and Hartoto (2010:9) repeated five sources of errors : a. language transfer, b. transfer of training, c. strategies of second language learning, d. strategies of second language communication, and e. overgeneralization of target language linguistic material. According to Corder (1990:50) in the similar ways, states about the classification of errors that: on a rather global level, errors can be described as errors of addition, omission, Misissued and misordering : Addition, Omission, Misissued, Misordering.

Errors Analysis

Error analysis is the study and evaluation of uncertainly in measurement. Experience has shown that no measurement, however carefully made, can be completely free of certainties. We often hear that the people make a lot of mistake in learning foreign language. Error is a deviation that is made by the learners because they do not understand the rule of second language and cannot be corrected by themselves when they are learning. The researcher would like to make a description about error and analysis separately.

According to Brown in Narulita (2016:5) confirms that error analysis is the fact that the learners make errors and this error can be observed, analyzed and classified to reveal something of the system operating within the learners.

Text

According to Siahaan in Kurniawati & Khhomariyah (2018:6-7) , a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text. It means that a text is full of meaning of morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text. then, According to Garot and Wignell in Kurniawati & Khhomariyah (2018:6-7), text in English can be classified into several genre, they are: Narrative, Recount, Report, Description, Exposition, Explanation, Discussion, Procedure, Spoof, Hortatory Explanation, Analytical Exposition, News Item, and Reviews Text.

THE METHOD OF RESEARCH

The Design of the Research

This researcher uses qualitative research. The researcher chooses qualitative method because the researcher will hold the research in informal circumstances (natural). According to Borg and Gall in Sugiyono (2017:213) stated "Qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the investigator himself. According to Sugiyono (2017:8-9), qualitative research method commonly called as naturalistic research method because the research held in natural circumstances.

According to Weber & Krippendorff in Crowley & Delfico (1996:2) mention the "Content Analysis : A Methodology for Structuring and Analyzing Written Material is one of a series of papers issued by the Program Evaluation and Methodology Division (PEMD). The

purpose of the series is to provide GAO evaluators with guides to various aspects of audit and evaluation methodology, to illustrate applications, and to indicate where more detailed information is available. Then, according to Weber & Krippendorff in Crowley & Delfico (1996:6), Here is a formal definition of content analysis : it is a systematic research method for analyzing textual information in a standardized way that allows evaluators to make inferences about that information. Another expression of this is as follows: "A central idea in content analysis is that the many words of the text are classified into much fewer content categories.

In this research, the researcher held the research when objects are not in the formal situations and the researcher need to find their pronunciation ability during at school their . This circumstance means that the object of the research will not be modified, manipulated by researcher and the appearance of the researcher will not influence object' attitude. By circumstance, the object could act as they want in their natural attitude and reveal their natural ability researcher wants to measure. And researcher found that the most suitable method is qualitative research using this natural circumstance will make the research become natural; it means that object was tested not outside the classroom. Object was tested one by one in the classroom, so the object gave an objective result by their skill.

This research is qualitative method research because it is describes about the answer the problem of the research and this research describes the test result of students errors in pronunciation the english consonants.

Data and Source Data

The Data of study

Data is important tools in the research which are in the form of phenomenom in field and number. In this research, the data are the student's error in pronouncing the english consonants in XI Grade students SMA Swasta Erlangga pematangsiantar.

The Sources of Data

The source of data in this research,the researcher takes the source data from the XI grade students at SMA Swasta Erlangga Pematangsiantar 2020.

Population and Sample of the Research

Population

According to Sugiyono (2017:215) state that "Population is defined as a generalized region made up of : "objects/subjects that have certain qualities and characteristics established by researchers to study and then to recant". Then, according to Arikunto (2007:130) said that "Population is whole of the subject of a researcher".The population in this research is the eleven grade students of SMA Swasta Erlangga Pematangsiantar that consisted of 2 classrooms which consists of 30 students.

Sample of Research

According to Sugiyono (2017:215-218) state that " Sample is part of the population such as people in certain areas, the number of employees in specific organizations, the number of teachers and student in certain school and soon.

Sampling techniques can be grouped in two, namely probability sampling and nonprobability sampling. Probability sampling includes : simple random sampling, proportionate stratified random sampling, disproportionate stratified random, sampling area. Then, nonprobability sampling includes : sampling sistematis, kuota, aksidental, purposive sampling and snowball sampling.

In this research researcher used a technique to determine the sample by simple purposive sampling by Sugiyono (2017:218) state that “Purposive sampling is assessments of collected data source samples. Like someone who’s supposed to know best about what we’re hoping for making it easier for researcher to explore the objects under study”.

According to Lincol and Guba (1985) in Sugiyono (2017:219) posses that “Naturalistic sampling is then very different from conventional sampling. It is based on informational, not statistical, consederation. It purpose is to maximize information, not to facilitate generalization”. Therefore, naturalistic research the specs of the sample could not be determined beforehand. The distinctive traits of a purposive sample are emergent sampling design, serial selection of sample units snowball, continuous adjustment or ‘focusing’ of the sample, and selection to the point of redundancy (Lincoln and Guba, 1985).

From this statement the researcher taken two class students of eleventh grade SMA Swasta Erlangga Pematangsiantar. As a sample in research, they take consist 30 students.

Technique of Collecting Data

In order to collect the data, some steps will be applied they are :

1. Giving a peace paper

The researcher give a piece of paper to the students to be read then, the students will be record.

2. Recording

In this step, the researcher give a text to the students and ask them to read the text, then the researcher record them while they are reading the text. The text that the resercher will give is “The Fox and the Grapes”.

3. Listen to Recording

After the researcher record the students pronounciation, the researcher listen to the audio or video and then analyse it, so that the researcher find out the error pronouncing in english consonants.

4. Analysis the Data

In this research, the researcher analyzing the data using phonetic transcription word by word only the english consonants at XI grade SMA Swasta Erlangga Pematangsiantar.

Technique of the Data analysis

After the researcher get a data by recording, the researcher will analyze it. The researcher will make or write the correct transcription students of the text, make grouping the students’ errors in pronouncing the english consonants into separate divisions, using the percentage descriptive analysis to count all error and interpreting the result of the data analysis.

After collecting the data, the researcher analyzed the data that used qualitative analysis which applied content analysis. In analysis the data, the researcher analyzed the recording especially to know the error of english consonants which applied by students. In analyzing the recording the researcher used Mayring (2014:25) points out eight steps in conducting content analysis. Is as follows:Formulation of issue or problem, Determination of the material sample, Establishment of a category system (dependent upon the issue concerned), i.e. determination of which text elements are to be checked for frequency, Definition of the categories, possibly with examples,Determination of analysis units, i.e. decision as to o what the minimum component of text is that can fall under the heading of a category (recording unit), what the maximum text component is (context unit) and the sequence in which text components are to be encoded (unit of classification); such components can be syllables, words, sentences, paragraphs, etc., Coding, i.e. working through the material with the help of the category system in order to record the occurrence of categories, Computation, i.e. establishing and comparing frequencies, Description and interpretation of the results.

The Research Finding and Discussion

After Analyzing the data as shown above the students' errors in pronunciation of the English consonant will be shown in the table. The researcher made a recapitulation of their errors as the explaining of table below :The descriptions of the data as a result of the research about the errors in pronunciation of English consonants which are performed by students are: The English consonants errors /d/ is 60 (15,38%), /t / is 50 (12,82%), /j/ is 52 (13,33%), /t/ is 92 (23,58%), /s/ is 47 (12,05%), / / is 45 (11,53%), /l/ is 39 (10%), and /r/ is 5 (1,28%). Based on the data analysis that the dominant errors in pronunciation the English consonants is /t/ 92 (23,58%), it could be happen because the students did not read seriously, they have little desire to learn English, they don't have confidence, they get bored easily, and the students are afraid to be wrong.

CONCLUSIONS

From the research, the researcher take the conclusions as following are :

The researcher's found the students' Errors in Pronunciation of the English consonants namely: The English consonants /d/, /t /, /j/, /t/, /s/, / /, /l/, and /r/. the English consonants errors /d/ is 60 (15,38%), /t / is 50 (12,82%), /j/ is 52 (13,33%), /t/ is 92 (23,58%), /s/ is 47 (12,05%), / / is 45 (11,53%), /l/ is 39 (10%), and /r/ is 5 (1,28%). Based on the data analysis that the dominant errors in pronunciation the English consonants is /t/ 92 (23,58%), it could be happen because the students did not read seriously, they have little desire to learn English, they don't have confidence, they get bored easily, and the students are afraid to be wrong.

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