PRONUNCIATION ERRORS MADE BY THE FOURTH SEMESTER STUDENTS

(A Case Study in English Department, Dian Nuswantoro University in the Academic Year of 2009/2010)

A THESIS

Submitted in partial fulfillment of the requirements for the Degree of *Sarjana Sastra (S.S.)* in English Language

by:

ANGELINA TIENEKE SUGIARTO

C11.2008.00918

FACULTY OF HUMANITIES

DIAN NUSWANTORO UNIVERSITY

SEMARANG

2013

PAGE OF APPROVAL

This thesis has been approved by Board of Examiners, Strata 1 Study Program of English Language, Faculty of Humanities, Dian Nuswantoro University Semarang, on February 26th, 2013.

Board of Examiners

Chairperson   First Examiner

Dra. Sri Mulatsih, M. Pd.   **Setyo Prasiyanto. C., S.S., M. Pd.**

Second Examiner   Adviser as 3rd Examiner

Drs., A. Soerjowardhana M. Pd.   **Sunardi, S.S., M.Pd.**

Approved by:
Dean of
The Faculty of Humanities,

Achmad Basari, S.S, M. Pd

STATEMENT OF ORIGINALITY

I certify that this thesis is definitely based on my own thought and it is conducted based on my own work. Opinion or findings of others included in this thesis are quoted or cited with respect to ethical standard.

Semarang, February 4th, 2013

Angelina Tieneke Sugiarto

MOTTO

"Destiny is not a matter of chance; it is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved."

(William Jennings Bryan)

"Life has no limitations except the ones we make."

(Les Brown)

DEDICATION

This thesis is dedicated to:

- My beloved parents Lilik Sugiarto and Suwartin who faithfully and patiently to wait me in finishing my study;

- My beloved 67th grandmother Partini;

- My late grandmother Subini;

- My lovely boyfriend as well as my best friend FX Nova Anggit Priatmoko;

- All of my friends who always support me materially or spiritually all the time

ACKNOWLEDGEMENT

First of all I would like to thank the God, Allah SWT for His blessing and guidance, so that I could finish this thesis which is written to fulfill one of the requirements for the Degree of Strata One at the English Department Faculty of Humanities of Dian Nuswantoro University. I realized this thesis would not be completed without any help from several parties who have given a little time and valuable suggestions to me. Furthermore, I would like to express my sincere thanks to:

1. Mr. Achmad Basari, S.S., M.Pd., Dean of the Faculty of Humanities of Dian Nuswantoro University, who gave me permission to conduct this thesis and also encouragement, so this thesis can be completed;

2. Mr. Sarif Syamsu Rizal, S.S., M.Hum., Head of English Department of Strata 1 Program, Faculty of Humanities, Dian Nuswantoro University;

3. Mr. Sunardi, S.S., M.Pd., as my advisor, who gave me permission to conduct this thesis and his continuous and valuable guidance, advice and encouragement in completing this thesis;

4. Mrs. Nina Setyaningsih, S.S., M.Hum who used to be my second advisor, for her valuable guidance, advice and encouragement in completing this thesis;

5. Mrs. R. Asmarani, S.S., M.Hum., thesis coordinator of English Department of Faculty of Humanities of Dian Nuswantoro University, who had arranged my thesis exam schedule;

6. Mr. Raden Arief Nugroho, M.Hum., who has contributed his books at the beginning I conducted this thesis;

7. All lecturers at the English Department of Faculty of Humanities of Dian Nuswantoro University, who have taught, motivated, and given guidance to me during the writing of this thesis;

8. Librarians of central library Dian Nuswantoro University and Self Access Centre for the permission and valuable references in writing this thesis;

9. My beloved family, especially to my mother who never stop gives me pray, spirit, and motivation when I encounter difficulties and obstacles in the process of making this thesis and my father who had always worked hard to suffice all my needs, in this case in term of material needs;

10. My lovely sister and brother who always support, pray, and motivate to me for completing my study;

11. My beloved boyfriend, FX Nova Anggit Priatmoko who has given everything to me including love, motivation and support, attention, and also many valuable assistant in completing this thesis.

12. The last but not least, my friends at English Department of Faculty of Humanities for the motivation, supports and memories all this time.

For the people that I cannot mention one by one, thank you very much. Hopefully, this thesis will be useful for the readers, especially for the students of English Department of Faculty of Humanities of Dian Nuswantoro University.

Finally, I do realize that due to my limited ability, this thesis must have shortcoming. For this, I welcome any suggestions and criticisms.

Semarang, February 4th, 2013

Angelina Tieneke Sugiarto

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Communication is a vital necessity in humans' life. A slip of pronunciation often occurs when a person communicates with others. In this thesis, entitled Pronunciation Errors by Fourth Semester Students, the researcher focuses on types of pronunciation errors that occurred in the fourth semester students of English Department in academic year 2009/2010 of Dian Nuswantoro University and the process of how it can be occurred. This research is aimed to investigate and to describe how pronunciation errors occur in Tourism examination in fourth semester students of English Department of Dian Nuswantoro University.

This research is a kind of case study and it used a descriptive research method which uses description and explanation to the data of the research. In this research, the researcher used a video of the fourth semester students of Faculty of Humanities of Dian Nuswantoro University in academic year 2009/2010 who conducted Tourism final examination. Then, the video was transcribed into a transcription which contained inappropriate utterances. They were steps: presenting, identifying, describing and discussing, and concluding.

As the finding of this research, it is concluded into two points. First, there are seven types of slips of the tongue namely anticipation, perseveration, exchange, blend, substitution, addition, and deletion. Substitution is dominantly occurred than the other types. For the pronunciation problems, there are three types of pronunciation problem namely the existence of the phonetic alphabets from the foreign sounds, two languages with similar sounds which differ only slightly in their phonetic features, a cluster of sounds in some English words and other cases. Two languages with similar sounds which differ only slightly in their phonetic features is dominantly occurred than the other types. Second, slips of pronunciation and pronunciation problems have been occurred in this research.

Key words: pronunciation problems, slips of the tongue, utterance

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is one of important part in our lives. As the human, we cannot form and maintain communication with others without using language. Robins (cited in Umami 2007: 1) states that "language is a unitary activity; people speak and write; and understand what is spoken and written in their own language, without necessarily being aware of such things as grammar and pronunciation."

English is one of international language which is almost used in around the world. English is a foreign language, while her mother tongue is Indonesian language. Because of English is a foreign language in Indonesia, it is surely has a difference in pronunciation or grammatical rules. Such differences will make the Indonesian students unable to comprehend easily the language being learned. They have to be trained both in written and oral exercise.

As the learner of English, Indonesian people must be face some difficulties and they have to learn more about grammar, vocabulary, and etc. Leech (1982: 3) defines grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. Grammar can be defined as a theory of language, of how language is put together and how it works (Gerot-Wignell 1994: 2). The differentiate structure between Indonesian language and English could make students make some mistake. Brown (1980: 165) states that an

error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. As the learner of the foreign language, we find difficulties in our speaking, either grammatical errors or pronunciation errors. One of pronunciation errors is slip of the tongue. According to Fromkin (in Clark, 1977: 273) slip of the tongue occurs when the speaker's actual utterance differs in some way from the intended utterance. The researcher agrees with Fromkin's ideas because actually when someone wants to say something, she or he has already planned what should be spoken. But when she or he speaks the intended utterance differs in way from the intended utterance. The researcher also encloses some transcription from the data that is used by the researcher. It can be seen below:

The following utterances are categorized into slips of the tongue.

(1)... and this *cisrit* direct between Soegiyapranata *sitrit* Eeh street and Imam Bonjol street.

The example above means that the speaker wants to pronounce city, in fact the speaker pronounces cisrit ['sIsri:t] and sitrit ['sItri:t]. It is a fusing process between the word *city and street*.

(2) …so sunan kudus *forhibidid*... so sunan kudus forbid people in kudus to kill cow.

Forhibidid → forbiden + prohibition.

/'fə'bIden/ + /ˌprəʊI'bIʃn/ → /fəˊʊIˊbIdId/

The context above means that the speaker wants to pronounce forbid ['fə'bId], in fact the speaker pronounces forhibidid [fəˊʊIˊbIdId]. It is a fusing or combining process

between the word *forbidden* ['fə'bɪden] *and prohibition* [ˌprəʊɪ'bɪʃn]. Because both of the words have a close meaning, they (*forbidden : melarang, prohibition : larangan*) make the speaker confused to choose what word to use.

3)   Like the previous guide Anggit, *'she – he'* explained about Minaret Kudus mosque.

The context above means that the speaker wants to explain that her explanation similar with her friend's explanation, Anggit (Anggit is a boy). Actually, the speaker knows that Anggit is a boy, not a girl but in fact, she said *"she"* as the personal pronoun of Anggit.   She ought to say *"he"* as the personal pronoun of Anggit.

Based on some examples above, we can see that when people find difficulties in their speaking, especially when they use foreign language, they may make errors in their speaking. The same case also often happens in around the researcher's friends. The pronunciation errors phenomenon comes from the students which are friends of the researcher in English Department of Dian Nuswantoro University, remembering the background of the researcher as an English student. They often make mistakes when they speak although they are English students. So, it's the underlying phenomenon that makes the researcher conducts this research. The errors may occur in pronunciation problems and slip of the tongue. So in this research, the researcher will examine the phenomenon of pronunciation errors which occur in the fourth semester students of English Department, Faculty of Humanities, Dian Nuswantoro University.

1.2 Statement of Problem

Based on some reasons explained in the background of the study above, this research studies the following problems:

1. What kinds of pronunciation error are found in Tourism examination of fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010?

2. How do pronunciation errors occur in Tourism examination in fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010?

1.3 Scope of the Study

The researcher divides the errors into pronunciation problems and slip of the tongue. For the case of pronunciation problems, the researcher uses theory of Ramelan, in his book entitled *English Phonetics* (1994). In this research, the researcher only observe about pronunciation error include slip of the tongue. For the case of slip of the tongue, the researcher uses Fromkin's theory (1973, in Clark, 1977: 273) about slip of the tongue. She states "slip of the tongue occurs when the speaker's actual utterance differs in some way from the intended utterance." It involves unintentional movement, addition, blending, or substitution of material within an utterance and can be phonological, morphological, lexical or syntactic."

In this research, the researcher chooses the fourth semester students in the tourism final examination as the object of the data because according to her, the

fourth semester students who take Tourism subject have more knowledge and experience in English than students from the first to third semester beside that Tourism subject only exists in fourth semester. So, the researcher takes 5 participants because the five students are considered represent enough as the sample of this research. This examination requires the participants had to act as if a tour guides which fourth semester students in Tourism Final Examination as the object of this research. Beyond this subject, the researcher does not explain more detail.

1.4 Objective of the Study

The objectives of this study can be stated as follows:

1. To investigate pronunciation errors which are found in Tourism examination in fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010

2. To describe how pronunciation errors occur in Tourism examination in fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010.

1.5 Significance of the Study

The significance of the study can be classified into five parts, such as for the researcher, the readers, the teachers, the students, and also for the University. For the researcher, the result of this research is expected to improve the skill and knowledge of the researcher in learning more about linguistics study and the researcher expects that this research can be useful for the readers and for the development of linguistics

intelligence. For the readers, this research is expected to give more benefit and contribution to the linguistics study. For teachers this research may help them to decide the method that they should take to their students in order to avoid or to lack of English grammatical errors either spoken or written, especially pronunciation errors in spoken communication. For the students, this research may help them to improve their ability in English skills with the right way. For University, this research can give a valuable contribution to Dian Nuswantoro University, especially for the students of English Department.

1.6 Thesis Organization

This thesis consists of five parts. The description of each part will be described in following points.

Chapter I is introduction. This chapter consists of background of the study, statement of problem, scope of the study, objective of the study, significance of the study, and thesis organization.

Chapter II is review of related literature. The content of this chapter is theories which are used by the researcher to conduct the research. This chapter presents language production, the meaning of error, pronunciation error which contains of pronunciation problems and slip of tongue, types of slips of the tongue, self monitoring, and review of the previous research.

Chapter III is research method. The content of this chapter is research design, unit of analysis, source of data, technique of data collection, technique of data analysis.

Chapter IV is findings and discussions. It discusses data analysis.

Chapter V presents conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contains theories which are used by the researcher to conduct the research. This chapter presents language production, the meaning of error, pronunciation error which contains of pronunciation problems and slip of tongue, types of slips of the tongue, self monitoring, and review of the previous research.

2.1 Language Production

Everyone wants to convey their message or information to make a conversation to other people, so that they produce their speech as Fromkin and Ratner (in Rimawati 2009: 10) argue that when we produced an utterance corresponding to some thought we wish to convey the message but the storage space of the brain is finite. This means that it cannot store the infinite number of sentences that we may ever need to produce. Webster (1990:162-173), "language is a systematic means of communicating feelings or ideas by the use of conventionalized signs, sounds, gestures or marks having understood meanings."

Beside the previous definition, there are some other definitions about what language is, thus will make easy to understand it. Taylor (1990: 5) states that "a language is a system of signs (e.g. speech sounds, hand gestures, letters) used to communicate messages." In addition, Taylor (1990: 8) states that "humans use language for varied functions: to request, negate, or question, or to provide

information; to complain, promise, or apologize to other humans and they can use language to misinform." Following Carroll (1999: 4) states that "few things play such as central a role in our everyday lives as language. It is our most important tool in communicating our thoughts and feelings to each other. "

Following Levelt in (Caroll 1999: 192), we may distinguish four stages of production: conceptualizing, formulating, articulating, and self monitoring. First, we must conceptualize what we wish to communicate. Second, we formulate this thought into a linguistic plan. Third, we execute the plan through the muscles in the speech system. Finally, we monitor our speech, to assess whether it is what intended to say and how we intended to say it. Monitoring in this case is aimed to avoid of making errors. Before knowing some types of error, we have to know the meaning of error first.

2.2 The Meaning of Error

Human learning is fundamentally a process that involves the making of error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information, Dullay (1982: 138) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance.

It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making

of errors is one part of learning and no one can learn without the making of errors.

When we talk about error, we may also think about mistake. Error and mistake are not the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. To be more classified between error and mistake, Harmer (in Khodijah 2006: 8) said that mistake is less serious since it is the retrieval that is faulty not the knowledge. In other word the students know the rule, but they make a slip when producing it. Meanwhile Brown (in Khodijah 2006: 8) gave different meaning; a mistake refers to a performance error that is either a random guess or a slip. In that meaning it is a failure to utilize a known system correctly. All people make mistakes in both native and second language situations. Hubbard (in Khodijah 2006: 8)) states that errors are caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes are caused by temporary lapses of memory, confusion, slips of the tongue and so on. Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error.

From the definition of error above, we have seen that there are some classifications of error, as follows:

1. Error of competence that is the result of application of rules by the first language learner which do not (yet) correspond to the second language norm.

Chomsky in Taylor (1990: 3) said that competence, the idealized knowledge a speaker or hearer has of a particular language system.

2. Errors of performances are the result of mistake in language use and manifest themselves as repeats, false starts, corrections or slips of the tongue. Error of competence are knowing what is grammatically correct; Error performance occurs frequently in the speech of both native speaker and second language learner or what actually occurs in practice. According to Chomsky in Taylor (1990: 3) said that performance, the actual use to which a speaker-hearer puts his competence.

   According to Brown (1994: 203)

   > Errors occur for many reasons. One obvious cause is interference from the native language. The learners may make errors because they assume that the target language and their native language are similar, when in fact they are different. This kind of overgeneralization is also the cause of many mistaken guesses. Another obvious cause is simply an incomplete knowledge of the target language. A third common cause of errors is the complexity of the target language. Certain aspects of English (e.g., the subject in the third person singular present tense) are difficult for all students, no matter what their native languages. Spelling is also problematic for nonnative speakers of English (and many native speakers, too). Finally, fossilization occurs when an individual reaches a satisfactory level of competence in the second language and does not worry about persistent mistakes she may make, which may not inhibit communication.

   The scientific analysis of speech errors, also commonly called "slip of the tongue," reemerged in the early 1970s with the seminal publication of an article by Fromkin (in Caroll 1999: 193) that examined the way speech errors may be used in the construction of linguistics arguments.

Caroll (1999: 193) states that:

> Most of us make similar errors from time to time. Anecdotal evidence indicates that such errors are common when we are nervous or under stress, as when performers appear on live television and radio show, program devoted to television's best "bloopers" never seem to run out of material. It seems probable that errors are more likely to occur when we are tired, anxious, or drunk. Most research however, has focused less on the factors that many influence the errors frequency of speech errors than on the nature of the errors themselves.

2.3 Pronunciation Error

English pronunciation errors are sometimes specific to speakers of a certain language. However, many pronunciation errors are made by English language learners from different countries, include Indonesian students. Also, it is important to be aware that what may be considered a pronunciation error in an English-speaking country may not be so in another country where the main language is English. Even within different regions of a country, pronunciation of the same word in English may be very different. In this research, the research observed the pronunciation errors such as pronunciation problems and slips of the tongue. They will be discussed in the following section.

2.3.1 Pronunciation Problems

For the non-native speakers, pronunciation is one of the most important parts in English communication because by using good pronunciation, we can avoid misunderstanding between the speakers. Therefore, it is important to teach pronunciation. As stated by Harmer (2000: 183) that for all these people, being

made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

Dalton (1998: 6) also states about the importance of the students to be aware of pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as appoint of reference or set of bearings for learning and what is presented as an attainable behavioral target. The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these term) to establish models for guidance, not norms for imitation.

If someone wants to learn a foreign language he will obviously meet with all kinds of learning problems. These difficulties have to do with the learning of the new sound system, the learning of the new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences.

 A foreign language student will meet with difficulties in his learning process. Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movements of his speech organs have been set to produce the speech sounds of his own language; it will, of course, be difficult for him to change the habit of moving his speech organs in such way as to produce the foreign sounds.

If the foreign language were exactly the same in its sound system and in its grammatical system as the student's own language- which is, of course,

impossible, there would be no learning problem at all. The degree of difficulty in learning is also determined by the degree of difference between the two languages. An Indonesian student will find it more difficult to learn English than a Dutch student to learn the same language, for instance, because the degree of similarity between Indonesian and English is lower than that found between Dutch and English.

Ramelan (1994) states that there are four pronunciation problems. There are will be mentioned as follows:

2.3.1.1 The Existence of the Phonetic Alphabets from the Foreign Sounds

Different elements in sound system between the native and foreign language may be of several kinds. The foreign sound is thus completely new to the student, such as the first sound of the English word ***"thigh"*** *[θaɪ]- part of the human leg between the knee and the hip* . An Indonesian student will find difficult to pronounce that sound since his speech organs have never been trained or moved to produce it. The chances are that he will replace it with another sound of his own that closely resembles it like */t/* or */s/*; so instead of pronouncing /θ/ he would say /taI/ or /saI/. It will make the sound similar with the word **"tie"** [taɪ] **-** *fasten something to something or hold things together using string, rope, etc,* when it is pronounced. Automatically, it can make misunderstanding between the speaker-hearer. Other English sounds which are not found in Indonesian are, for

instance, those that are represented by the italicized letters in the following words: *v*eal, *th*en, *ch*oke, *j*oke, *sh*e, plea*sure*, etc.

2.3.1.2 The Different Distributions of Sounds that Similar in Phonetic Features

Another learning problem may be caused by sounds which have the same phonetic features in both languages but differ in their distributions – that is, when and where they may occur in an utterance. This can be illustrated by the so-called 'voiced stop consonants' */b.d.g/* which are found in both English and Indonesian, but differ in their distributions. In English those stops occur at utterance initial, medial, and final position such as in the following words: "**book**" [bʊk], **"ago"** [əˈɡəʊ], "sa*d" [sæd]*. In Indonesian, however, they occur only at word initial and medial position, but never at word final position, for instance in the words: *b*eras, ka*b*ar. In Indonesian orthography the letters *b, d, g,* are sometimes found at word final position such as in: sebab, abad, grobag, but they are pronounced as 'voiceless stops' that is */p/, /t/,* and /*k*/ respectively. It is, therefore, not surprising that Indonesian students have difficulty in pronouncing final voiced stops as in the words **"be*d" [bed]*, "pi*g" [pɪg]*,** and **"ca*b" [kæb]*,** they usually do not make any distinction between **"be*d"* [bed]-** *piece of furniture that you sleep on* and **"be*t"[bet]-*** *risk money on a race or event by trying to predict the result,*

"pig" [pɪg]-*fat short- legged animal with pink, black, or brown skin, kept on farms for its meat* and **"pick" [pɪk]**- *choose something from a group of people or things*,

"cab"[kæb]- *place where the driver sits in a bus, train or lorry* and **"cap"[kæp]**- *soft flat hat with a peak.*

2.3.1.3 Two Languages have Similar Sounds which Differ Only Slightly in Their Phonetic Features

Another difficulty may be caused by similar sound in the two languages which differ only slightly in their phonetic features. The following instances can be presented to illustrate it:

In the following English words the italicized letters represent sounds in English with slight phonetic differences from their Indonesian counterparts: n*o [nəʊ]*, m*ay [meɪ]*, b*a*d *[bæd]*, t*ie [taɪ]*, n*ow [naʊ]*, *sh*e *[ʃi:]*, *ch*ain *[tʃeɪn]*, *J*ane *[dʒeɪn]*, *v*ery *[veri]*, ha*r*d *[ha:d],* etc. In Indonesian usually apply one letter- one sound, although there is a letter that has two sounds, in this case letter *'e'*. It can be written *[e]* and *[ě]*. Whereas in English, there is a possibility at one letter has some specific sounds, for example letter *'a'*. This letter has some specific sound, they are:

 [eɪ] in the word *"pain"[peɪn]*

[æ] in the word *"bad" [bæd]*

[a:] in the word "task" [ta:sk],

[ə] in the word "breakfast" [brekfəst]

2.3.1.4 A Cluster of Sounds in Some English Words

Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds. The sounds */s/* and */p/*, for instance, are familiar in both Indonesian and English. However, in the latter the two sounds may occur consecutively or in an order one following the other, whereas in the former no such a sequence is found. It is no wonder that Indonesian students will have difficulty in pronouncing a cluster of sounds such as found in the following English words: *sp*eak*, sp*ring*, st*and*, st*reet*, sk*y*, scr*eam*, twe*lfths*, wor*lds*, etc. In Indonesian usually occur in a certain word composes by vowel-consonant or in contrary consecutively, for example they want to say *"sheet [ʃi:t]"- piece of thin fabric used on a bed to lie on or under,* in Indonesian word we call this one with *"seprai"*. From the brief explanation above, we can see that the Indonesians usually tend to use the vowel sound after the consonant or in contrary. Another example can be seen in the word *"school"[sku:l]- place where children go to be educated or where people go to learn a particular skill.* In Indonesian, we call this one with *"sekolah"*. Once again, consonant-vowel sequence appears in this case.

2.3.2 Slip of the Tongue

Slips occur when the speaker's actual utterance differs in some way from the intended utterance unintentionally.

Fromkin 1973 (in Clark, 1977: 273) Slip of the tongue is occurred when the speaker's actual utterance differs in some way from the intended utterance.

Freud 1966 (in Carroll, 1985: 255) proposed that somebody misspeaks; it is an accidental expression of repressed thoughts or feeling.

According to Carrol (1999: 193), most of us make similar errors from time to time. Anecdotal evidence indicates that such errors are common when we are nervous or under stress, as when performers appear on live television and radio show, program devoted to television's best "bloopers" never seem to run out of material. It seems probable that errors are more likely to occur when we are tired, anxious, or drunk.

2.3.3   Types of Slips of the Tongue

Although speech errors cover a wide range of semantic content, there appear to be only a small number of basic types (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979 cited in Carroll 1999: 193-194), namely:

1. Anticipation
2. Perseveration
3. Exchange
4. Blend
5. Shift

6. Substitution

7. Addition

8. Deletion

Furthermore, the explanation of the types of slip of the tongue will be explained below:

2.3.3.1 Anticipation

According to Fromkin (in Carroll 1999: 194) Anticipations occur when a later segment takes the place of an earlier one. They differ from shifts in that the segment that intrudes on another also remains in its correct location and thus is used twice. (Carroll, 1986: 254)

For example:

- Take [teɪk] my bike becomes *bake [beɪk] my bike*

- Also [ˈɔ:lsəʊ] share becomes *Alsho [ˈɔ:lʃəʊ] share*

- Tab [tæb] stops becomes *Tap [tæp] stops*

Consider anticipations, for example *take my bike* becomes *bake my bike*, the speaker intended to say *take my bike [teɪk maɪ baɪk]* , but said instead *bake my bike [beɪk maɪ baɪk]*, "anticipating" the sound /b/ at the beginning of bike in his pronunciation of take, (the arrow means "was mispronounced as"). In this example *take* is said to be the target word, and *bike* is said to be the origin of the error (since that is where the b came from). According to Fromkin 1973 (in Clark, 1977: 274) anticipations the tongue-slip comes before the origin.

2.3.3.2 Perseverations

According to Fromkin (in Carroll 1999: 194) perseverations occur when an earlier segment replaces a later item.

For example:

- He pulled a tantrum [ˈtæntrəm] becomes ***pulled a pantrum [pæntrəm]***

- John gave the boy [bɔI] a ball becomes ***John gave the goy [gɔI] a ball***.

The speaker intends to say *'pulled a tantrum ' [pʊld əˈtæntrəm]*, but he said instead *'pulled a pantrum'[pʊld ə pæntrəm]*, the speaker has Perseveration the sound */p/* at the beginning of *'pulled'* in his pronunciation of *'tantrum'*. In this example *'pulled'* is said to be the target word and *'tantrum'* is said to be the origin of the error since that is where the sound */p/* of 'pulled' came after the origin (*"tantrum"* → *"pantrum"*) (an earlier segment that is 'pulled' replaces a later item).

2.3.3.3 Exchange

According to Fromkin (in Carroll 1999: 194) Exchanges are, in effect, double shifts, in which two linguistic units exchange places.

For example:

- Fancy getting your nose [nəʊz] remodeled [rɪˈmɒdled] becomes ***Fancy getting your model [ˈmɒdl] renosed [rɪnəʊzd].***

Based from the example, there is an exchanging between two sounds; there are */n/* and */m/.* The speaker utters *"Fancy getting your model renosed [Fensɪ geting ju:r mɒdl rɪnəʊzd]".* It should be said *"Fancy getting your nose remodeled [Fensɪ getting ju:r nəʊz rɪˈmɒdled]".*

2.3.3.4 Blends/ Haplologies

Blends the speaker leaves out a short stretch of speech (Taylor, 1990: 103). Blends apparently occur when more than one word is being considered and the two intended items "fuse" or "blend" into a single item (Carroll, 1999: 194)

For examples

- Fried [fraɪd] + potatoes [pəˈteɪtəʊs] becomes fries [*fraɪs*]

- Post [pəʊst] + Toasties [təʊstis] becomes *Posties [pəʊstis]*

We can see from the examples of blends/ haplologies above, two words are combining into a single word. At the first one the speaker is combining the word *"fried"[fraɪd]* with the word *"potatoes"[pəˈteɪtəʊs]* become the word *"fries"* . The second one is combining process of the word *"post "[pəʊst]* and the word *"toasties" [*təʊstis*]* become into the word *"posties"[pəʊstis]* .

2.3.3.5 Shift

According to Fromkin (in Carroll 1999: 194) in shift, one speech segment disappears from its appropriate location and appears somewhere else. According to Fromkin 1973 (in Clark, 1977: 274) misderivations is the speaker somehow attaches the wrong suffix or prefix to the word.

For example:

- That's so she'll be ready in case she decides *[dɪˈsaɪds]* to hit *[hɪt]* it becomes ***that's so she'll be ready in case she decide [dɪˈsaɪd] to hits [hɪts] it***.

Based on the first example, it can be seen that the word *"hit" [hɪt]* there is the addition of the suffix -s. The addition of the suffix -s is not in the proper place because after the infinitive *"to"* always follows the original verb. Suffix -s is supposed to be added to the word *"decide" [dɪˈsaɪd]*.

- Unbelievable [ˌʌnbɪˈliːvəbl] becomes ***misbelievable [mɪsbɪˈliːvəbl]***

Different with the case at first example, in the second example is the addition of affix is not appropriate. The appropriate affix that is used to the word *"believe"[bɪˈliːvəbl]* is the prefix *"un" [ʌn]* so the word become into "unbelievable" *[ʌnbɪˈliːvəbl]*. If the word *"believe"* in the add affix *"mis" [mɪs]* become "misbelievable" *[mɪsbɪˈliːvəbl]* and will make it a meaningless word.

For example:

- I haven't sat [sæt] down and written [ˈrɪtn] it becomes ***I heven't satten [sætn] down and writ [raɪt] it***

- I had forgotten [fəˈgɒtn] about [əˈbaʊt] it becomes ***I had forgot [fəˈgɒt] aboutten [əˈbaʊtn] it***

- He pointed [pɔɪntet] out that....becomes ***He point outed [aʊtet] that....***

There is Morphological errors (only lexemes) which is called Morpheme shift.

2.3.3.6 Substitutions

According to Fromkin (in Carroll 1999: 194) Substitutions occur when one segment is replaced by an intruder. These differ from previously described slips in that the source of the intrusion may not be in the sentence.

For example:

- Before the place *close [kləʊs]* becomes **before the place** *open [ˈəʊpən]*

- At low speeds it's too heavy [ˈhevɪ] becomes *at low speeds it's too light [laɪt]*

Based on the two examples above, there are substitutions of word that each of them has relation either semantically or phonologically. In the first example, the speaker intends to say *"before the place close" [bɪˈfɔː(r) ðə pleɪs kləʊs]*. In fact the speaker said the word *"open"[əʊpən]* in his/her statement which is has close relation and it is the antonym of the intended word, in this case the word *"close"*.

In the second example, the speaker intends to say *"at low speeds it's too heavy" [ət ləʊ spiːd ɪts tuː ˈhevi]*. In fact the speaker said the word *"light"* *[laɪt]* not the word *"heavy"* *[ˈhevi]*. There are two possibilities about this case. The first one is, because both of the word *"light"* and *"heavy"* are from the same group of word class which is as a noun make the speaker confuses and

tend to makes the error. And the second one is, if we look at the statement *"at low speeds it's too light"[ət ləʊ spi:d ɪts tu: laɪt]*, it relates with a crowded road which is full of lights from the street lamps. So that's why the speaker used the word *"light"*.

Fromkin 1973 (in Clark, 1987: 274) states that in word substitutions, the speaker produces a word that is wrong, but typically related either semantically or phonologically to the intended word. Slips of the tongue also tell us a great deal about the structure and organization of the mental dictionary.

2.3.3.7 Addition

According to (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979 cited in Carroll 1999: 193-194), Additions add linguistic material.

For example:

- I didn't explain this carefully *[keə(r)fʊli]* enough becomes ***I didn't explain this clarefully [kla(r)fʊli] enough.***

Based on the example above, we can see that in the statement *"I didn't explain this clarefully enough" [aɪ ˈdɪdnt ɪkˈspleɪn ðɪs kla(r)fʊli ɪˈnʌf]* there is an addition the soun */l/* in the word *"clarefully" [kla(r)fʊli].* It is supposed to say the word *"carefully" [keə(r)fʊli].*

2.3.3.8 Deletion

According to (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979 cited in Carroll 1999: 193-194), Deletions leave something out.

For example:

- I'll just get up and mutter unintelligibly *[ʌnɪnˈtelɪdʒəblɪ]* becomes

I'll just get up and mutter intelligibly [ɪnˈtelɪdʒəblɪ]

Based on the example above, we can see in the statement *"I'll just get up and mutter intelligibly" [aɪˈl dʒʌst get ʌp ənd ˈmʌtə(r) ɪnˈtelɪdʒəblɪ]* there is a deletion occurs, in this case is deletion of the prefix *"un"* in word *"intelligibly"*. So, it is supposed to say *"I'll just get up and mutter unintelligibly" [aɪˈl dʒʌst get ʌp ənd ˈmʌtə(r) ʌnɪnˈtelɪdʒəblɪ].*

2.4   Self Monitoring

From time to time, we spontaneously interrupt our speech and correct ourselves. These corrections are referred to as self-repairs. According to Levelt (in Caroll 1999: 209), self repairs have a characteristic structure that consist of three parts. First, we interrupt ourselves after we have detected an error in our speech. Second, we usually utter one of various editing expressions. These include terms such as uh, sorry, I mean, and so forth. Finally, we repair the utterance.

Editing expression conveys to the listener the kind of trouble that the speaker is correcting. James (in Caroll 1999: 211) analyzed utterances containing expressions such as uh, and oh, suggesting that these convey different meanings. For instance:

a) I saw … uh … 12 people at the party

b) I saw … oh … 12 people at the party

In sentence (a), the *uh* suggest that the speaker paused to try to remember the exact number of people. In contrast, sentence (b) would be used when the speaker did not know the precise number but was trying to choose a number that was approximately correct.

Dubois (in Carroll 1999: 212) has also analyzed several different editing expressions. The phrase *that is* is typically used to further specify a potentially ambiguous referent as in sentence (c). *Rather* is used for what Dubois calls nuance editing, as in (d), in which in word is substituted that is similar in meaning to the original , but slightly closer to the speaker's meaning. *I mean* is reserved for true errors, as in (e).

c) Bill hit him – hit Sam, that is.

d) I am trying to lease, or rather, sublease, my apartment.

e) I really like to – I mean, hate to – get up in the morning

Notice that the use of *that is* in place of *I mean* in (e) would be odd or inappropriate. This suggests that these different editing expressions are not fully interchangeable and that the expression that is used conveys the type of editing that the speaker is doing.

The expression *uh* may differ in some respect from these other expressions. It is the most common expression and turns up in many different languages. Levelt (in Carroll 1999: 212) suggests that it is a symptom of trouble rather than a signal with the specific communicative meaning. Speakers may simply utter *uh*

when they get stuck in the middle of their utterances. If it does not convey a specific meaning why say it at all?

Levelt (in Carroll 1999: 212) argues that repairs are systematically different when there is an out-and-out error as opposed to an utterance that is merely inappropriate. Repairs based on social or contextual inappropriateness are those in which the speaker says what was intended but perhaps not in the way intended. In general, speakers repair their utterances in a way that maximizes listeners' comprehension. The listeners' problem when a speaker erros is not only to understand the correction but also how to fit the correction into the ongoing discourse.

2.5 Review of the Previous Research

Many linguists have studied and conducted researches of language study and phenomena but this field of study remains interesting to explore until now. It can be seen in some previous research relevant to the topic of this research, especially in psycholinguistics. The researcher also uses some previous researches such as the research which is written by Lika Rahmawati (2009) from English Letters and Languages Department of Faculty of Humanities and Culture, The State Islamic University of Maulana Malik Ibrahim, Malang as the reference to conduct this research. Lika Rahmawati writes about *A Psycholinguistic Analysis on Slips of the Tongue in the Speaking Class At Fantastic English for Better Malang in 2009.* She focused on types of slip of

the tongue and descriptions how slips of the tongue happened on the speaking class at Fantastic English for Better Malang. She used qualitative method in analyzing the data and she found that slips of the tongue completely happened on the speaking class at Fantastic English for Better Malang. Five deletions of utterances are found in slips of the tongue, two anticipations of utterances are found in slips of the tongue, nine substitutions of utterances are found in slips of the tongue, fourth addition of utterances are found in slip of the tongue, two blend of utterances are found in slip of the tongue, three misderivation of utterances are found in slips of the tongue. So, substitution became dominant because it frequently appeared, whereas anticipation, blends and misderivation were rarely found in this study. For the conclusion, she stated that the students of Fantastic English for Better Malang often do wrong pronunciation when they are speaking English.

Hasnun Nisa (2009) from Faculty of Letters of English Department of North Sumatra University write a thesis entitled **A Study On Speech Errors Made By Global TV VJ the Music Programs "Most Wanted"** observed about the speech errors are included in the study of psycholinguistics. In her paper the object which was analyzed is the speech errors made by Global TV presenter known as VJ which is currently hosts a music program "Most Wanted". Her analysis focused on the common types of speech errors such as silent pause, filed pause, repeats, false starts retraced, false starts unretraced, corrections, interjections, and slips of the tongue.

Based on the explanation above, the researcher is eager to analyze "Slips of Pronunciation in this case in Tourism examination by fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010.

In the first paper by Lika Rahmawati, it can be seen that the research conducted in the Speaking Class at Fantastic English for Better Malang in 2009. It is a course focus in learning English class and she just focused on slip of the tongue. Different from the first paper, the second paper written by Hasnun Nisa focused on common types of speech errors such as silent pause, filed pause, repeats, false starts retraced, false starts unretraced, corrections, interjections, and slips of the tongue. Different from both of the papers above, this research was conducted in the English Department of Dian Nuswantoro University, which is an educational institution that has a higher level than an English course. It means that the research observed the students which really come from English background. So, automatically this research takes the English students of the university who have more knowledge in English. Different from both previous researches, the researcher only focused on pronunciation errors including slips of the tongue and pronunciation problems. So, the researcher makes a point of this research because it will improve the English skills with the right way. This research is hoped to be useful for the readers and for the development of linguistic intelligence.

CHAPTER III

RESEARCH METHOD

In this research, the researcher tried to do a case study. So, the result of this research could not be used to represent students of English Department from other universities.

3.1 Research Design

According to Isaac and Michael (1987: 18) states that qualitative method is a method to describe systematically the facts and the characteristics of given phenomenon or area of interest, factually and accurately. The collected data were the subject's experiences and perspectives. The qualitative research attempts to arrive at a rich description of people, objects, events, places, conversations, and so on. The research was included in descriptive qualitative method, because the collected data were in the form of utterances which contain pronunciation errors include slips of the tongue and pronunciation problems which were spoken by the fourth semester students of Faculty of Humanities of Dian Nuswantoro University in academic year 2009/2010 who conducted Tourism final examination. In this case Tourism final examination was organized in 16 June 2009. The researcher aimed at describing pronunciation errors occurring in the fourth semester students of English Department of Dian Nuswantoro University in academic year 2009/2010 who conducted Tourism final examination.

3.2 Unit of analysis

The unit of analysis of this research was the inappropriate utterances which contain pronunciation errors such as pronunciation problems and slip of the tongue which were made by some students. For the pronunciation problem such as in the word *"temperature" [ˈtemprətʃə(r)]* pronounce the *temperature" [ˈtemprətu(r)]*, and for the example of slip of the tongue we could see in the following example such as in pronouncing the word *"take" [teɪk]* became *bake [beɪk]*, and etc.

3.3 Source of Data

The data of this research were taken from a transcription from the original video of the fourth semester students of Faculty of Humanities of Dian Nuswantoro University in academic year 2009/2010 who conducted Tourism final examination. In this case Tourism final examination was organized in 16 June 2009 with the final destination is Mount Bromo, East Java. The participants of this examination mostly from the fourth semesters students which numbered about 40 people. The researcher determined the object of this research randomly and only took five students of the fourth semester students to be analyzed because the five students of forty students are considered represent enough as the sample of this research. This examination requires the participants had to act as if a tour guide who briefed the foreign tourists. Automatically when giving the explanation, the participants had to use English. In addition, righteously a tour

guide participants in this examination also told uniqueness of each area, it could be food, customs, and history of the area. The speech duration of each participant to explain the material is minimum 10 minutes.

3.4 Techniques of Data Collection

For the data collection, the researcher used the video when the fourth semester students conducted Tourism final examination. First, the researcher tried to get the video. Then, the researcher watched and listened the video in order to observe the students when presenting the material using English. Then, the researcher started to transcribe the utterances which contain some pronunciation errors made by the students in order to make it easy in analyzing them. The last step is analyzing them.

3.5 Technique of Data Analysis

In analyzing the data, the researcher used a descriptive qualitative to find the results. The researcher got the data from the fourth semester students who conducted Tourism final examination in academic year 2009/2010.

After collecting data, the researcher analyzed the data systematically by using the following steps: first, the researcher made the transcription from the utterances, and then the researcher presented the data that contain the pronunciation errors that happened in Tourism examination of fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010. Second, the researcher identified the data which refer to the

pronunciation errors based on Ramelan's theory (1994) and analyzed slip of the tongue based on Fromkin's theory (1971). Third, the researcher described and discussed the findings that are related to the objective of the study. Finally, the researcher made general conclusion by relating to the theory and research finding about pronunciation errors happened in Tourism examination of fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010.

CHAPTER IV

DATA ANALYSIS

This chapter presents the analysis on the data finding and discussion about the slips of the tongue and the pronunciation problems. Further presentation to both cases, will be presented in the description below.

4.1 Findings

The data were collected from the fourth semester students of English Department in academic year 2009/2010 of Dian Nuswantoro University utterances which contained pronunciation errors including slips of the tongue and pronunciation problems. The frequency of appearance of slips of the tongue and the pronunciation problems is presented in Table 4.1

Table 4.1 Types of Pronunciation Errors

No	Types of Pronunciation Errors	Frequency
1.	Slips of the Tongue	103
2.	Pronunciation Problems	80

4.2 Slips of the Tongue Analysis

In presenting the presentation on the slips of the tongue and pronunciation problems, there were 5 Participants as data in this research which were used. And the pseudonyms were also used in the presentation of this analysis; they are Student 1,

Student 2, Student 3, Student 4, and Student 5. The frequency of appearance of types

of slips of the tongue would be presented in Table 4.2

Table 4.2 Types of Slip of the Tongue's Appearance

No	Types of Slip of the Tongue	Frequency
1.	Anticipation	3
2.	Perseveration	3
3.	Exchange	1
4.	Blend	6
5.	Substitution	41
6.	Addition	14
7.	Deletion	35
	Total	103

4.2.1 Anticipation

Anticipations occured when a later segment took the place of an earlier one. In

this analysis, there were 4 anticipations. In the list below, the data were presented in

brief explanation.

1) *Semarang village **begame…** became bigger and bigger and finally Sultan*

   Hadiwijoyo, the king of Pajang was legitimated Semarang village became

   Semarang regency

   (Səmaraŋ ˈvɪlɪdʒ bɪgeɪm... bɪkeɪm bɪgge(r) ən bɪgge(r) ən ˈfaɪnəlɪ Sultan

   Hadiwijoyo, ðə kɪŋ əv Pajang wəz lɪˈdʒɪtɪmət(ed) Semarang ˈvɪlɪdʒ bɪkeɪm

   Səmaraŋ ˈriːdʒənsɪ)

In these utterances, the speaker pronounced the word **_"begame" [bɪɡeɪm]_** in his utterances. It should be pronounced "**_became_**", it could be proved because of there was a repairing process from the speaker. The error happened because the student is under stress when he do the examination. The error also happened because both the sound **_/k/_** and **_/g/_** were included into plosive or stop consonant which the air meets with a complete stoppage or complete obstruction somewhere in the mouth. Also the next word after the word "**_became_**" was the word "**_bigger_**", so it affected the speaker to change the sound /**k**/ into /**g**/.

2) *Three **pain** part that is wilah*

   (θri: pein pɒ:t ðæt ɪz wilah)

   Based on the utterance, the speaker made an error. He pronounced the word **_"pain" [pein]_** that made the utterance meaningless. The speaker should pronounce the word **_"main" [mein]_**- *"most important"*. The speaker made this error because the next word after the word **_"pain" [pein]_** was the word **_"part" [pɒ:t]_**, so it affected the speaker to pronounce the sound **_/p/._** The sound **_/m/_** was included into nasal consonant which the air goes out through the nose, whereas the sound **_/p/_** was into plosive or stop consonant which the air meets with a complete stoppage or complete obstruction somewhere in the mouth. In this case, the phonological process was changed, from nasal into plosive consonant.

3) *It is called **keris wala.. kalawija***

   (ɪt ɪz kɔ:l(d) kəri:s wʌlʌ.. .kʌlʌwijʌ)

Based on utterance above, it could be seen that the speaker, in this case the second participant (Student 2) should pronounce the word *"kalawija"* *[kʌlʌwijʌ]*. But, in fact at the first time the speaker pronounced that word *"wala" [wʌlʌ.]*. It happened because the speaker was affected the sound /*w*/ in the word *kalawija [kʌlʌwijʌ]*. The sound */w/* in the word *"kalawija"* *[kʌlʌwijʌ]* replaced the sound */k/* in the previous word *"wala" [wʌlʌ.]*. In this case, the phonological process was changed, from plosive into glide (semi vowel) consonant. As it was discussed in the previous, the sound /k/ was plosive consonant, whereas the sound /w/ was (semi vowel) consonant which the speech sounds on the border line between vowels and consonants. The sound /w/ in the word *"wala" [wʌlʌ]* occurred because there is a lesser degree of lip-rounding and raising of the tongue when an opener vowel follows.

4.2.2 Perseveration

Perseverations occurred when an earlier segment replaced a later item. In this analysis, there were 3 perseverations. In the list below, the data were presented in brief explanation.

1) *Before we arrive **to Soegiyapratoto** Street, let me explain about Tugu Muda because we will see Tugu Muda next*

   (bɪˈfɔː(r) wiː əˈraɪv tuː Soegiyapratoto striːt, let miː ɪkˈspleɪn əˈbaʊt Tugu Muda bɪˈkɒz wiː wɪl siː Tugu Muda nekst)

Based on utterance above, it could be seen that the speaker, in this case the first participant (Student 1) pronounced the word "*Soegiyapratoto*" incorrectly. It should be pronounced "*Soegiyapranoto*", because the next word after the word "*Soegiyapranoto*" is the sound "*to*", so it affected the speaker to change the sound /*n*/ became /*t*/. The sound /*n*/ was included into nasal consonant which the air goes out through the nose, whereas the sound /*t*/ was into plosive or stop consonant which the air meets with a complete stoppage or complete obstruction somewhere in the mouth. In this case, the phonological process was changed, from nasal into plosive consonant.

2) *In the other **hoom**, there is room for execute the prisoner with cut their head off (ɪn ði: ˈʌðə (r) ˈhuːm, ðə(r) ɪz ˈruːm fɔː(r) ˈeksɪkjuːt ðə ˈprɪzeɪnə(r) wɪð kʌt ðea(r) hed ɔːf)*

Based on the utterance above, the second participant (Student 2) pronounced the word *"hoom" [ˈhuːm]* in his utterances. He was influenced by sound /*h*/ from the earlier word, which was the word *"other" [ˈʌðə (r)]*. He should pronounced that word became *"room" [ˈruːm]* because in the next utterance he gave further explanation about the function of the word. In this case, the sound /*r*/ and /*h*/ were fricative consonant. The sound /*r*/ was a voiced postalveolar fricative which the vocal cords were made to vibrate and the lips were a bit rounded. Whereas, the sound /h/ was a voiceless glottal fricative which the vocal cords were not made to vibrate.

3) *This is gebruk ... better than Jep.. **jhan** Kudus city*

(ðɪs ɪz gebruk… ˈbetə(r) ðæn Jep.. jən Kudus sɪtɪ)

Based on the utterance above, the speaker, in this case the fifth participant (Student 5) pronounced the word ***"jhan" [dʒən]*** in her utterances. Actually, she intended to pronounce the word ***"than" [ðən]**- "Used for introducing the second part of comparison"*. It happened because she was influenced by sound ***/dʒ/*** from the earlier word, which is the word ***"Jep"*** that caused her make an error in that utterance. The sound ***/dʒ/*** was included into voiced palate-alveolar affricative which the vocal cords were in vibration. The sound ***/ð/*** was a voiced dental fricative which the vocal cords were in vibration too. The tip of the tongue was put very close to the upper teeth.

4.2.3 Exchange

Exchanges were, in effect, double shifts, in which two linguistic units exchange places. In this analysis, there was 1 Exchange. Below, the description of exchange in utterances would be presented in brief explanation.

1) *It is the fourth relief… the **five lerief** that symbolize democracy get by the inner wisdom*

(ɪt ɪz ðə fɔ:θ rɪˈli:f ... ðə faɪv leˈri:f ðæt ˈsɪmbəlaɪz dɪˈmɒkrəsɪ get baɪ ði: ˈɪnə(r) ˈwɪzdəm)

Based on the utterance above, the speaker pronounced the word "***lerief***" ***[leˈri:f]*** and made that word meaningless. It should be pronounced ***"relief"***

[rɪˈliːf] because it could be seen in the earlier word that was the word *"relief"* *[rɪˈliːf]*. He changed the location of the sound */l/* and */r/*. In the sound */l/*, the tip of the tongue was in close contact with the teeth ridge and the air went out round the sides of the tongue. In the sound */r/* the tip of the tongue was raised in the direction of the back part of the teeth ridge.

4.2.4 Blend

Blends occurred when more than one word was being considered and the two intended items "fuse" or "blend" into a single item. In this analysis there were 6 blends but only several Blends which would be discussed in this chapter. In the list below, the data were presented in brief explanation

1) *This **cistri** is lead by a major and this city has 16 sub districts and has a two kinds of landscape, Upper town and on the lower town*

   (ðɪs sistriː ɪz liːd baɪ ə meɪdʒə(r) ən ðɪsˈsitɪ hæz 16 sʌb ˈdɪstrɪkts ən hæz ə tuː kaɪnds əv ˈlændskeɪp, ˈʌpə(r) taʊn ən ˈləʊə(r) taʊn)

   Based on utterance above, the speaker pronounced the word *"cistri" [sistriː].* It should be pronounced *"city" [ˈsitɪ]* that explained the city was led by a major. In fact, the speaker confused to use the word *city [ˈsitɪ]* or *street [striːt]* to that utterance. So, he blended the two words, between the word *city [ˈsitɪ]* and *street [striːt]* into *cistri [sistriː].* Slips in the word *"cistri" [sistriː]* has blending elements of the phonological process between the fricative sounds /s/ in the first syllable and a plosive /t/ - fricative on the second syllable.

2) *In this street very busy and this **cisrit** direct between Soegiyapranoto **sitrit… Ee street** and Imam Bonjol street*

(ɪn ðɪs stri:t verɪ ˈbɪzɪ ən ðɪs ˈsɪsri:t dɪˈrekt bɪˈtwi:n Soegiyapranoto ˈsɪtri:t … ə.. stri:t ən Imam Bonjol stri:t)

In this case, the speaker also made an error by pronouncing the word ***cisrit [ˈsɪsri:t]*** and ***sitrit [ˈsɪtri:t].*** Both of them were results of blending process from the word ***city [ˈsitɪ]*** and ***street [stri:t]*** . The speaker should pronounced the word ***"street" [stri:t]*** because the earlier explanation was about a specific street, so the further explanation must be about that street too. Slips in these cases have blending elements of the phonological process between the fricative sounds /s/ in the first syllable and a plosive /t/ - fricative on the second syllable.

3) *And to **memorite** or to appreciate him, now people put the jasmine flower in the around of the keris to make it more beautiful*

(ən tu: ˈmeməreit ɔ:(r) tu: əˈpri: ʃieit hɪm, naʊ ˈpi:pl pʊt ðə jʌzmi:n flaʊə(r) ɪn ði: əˈraʊnd əv ðə keris tu: meɪk ɪt mɔ:(r) ˈbju:tɪfl)

Based on the utterances above, the speaker (Student 2) made an error in an utterance. He pronounced the word *"memorite"* *[ˈmeməreit].* The speaker should pronounce the word ***"memorize" [ˈmeməraiz].***   That error word came from a combining or blending process, in this case blending process from the word ***"memorize" [ˈmeməraiz]*** and ***"appreciate" [əˈpri: ʃieit].*** In the word *"memorite"* *[ˈmeməreit]* consisted of three syllables which had each own phonological process. They were nasal in the sound /m/ in the first syllable and

the second syllable, while in third syllable had plosive /t/ and fricative in the sound /r/.

4) *You can **watchsit***

(ju: kæn wɒtʃzɪt)

Based on the utterances above, the speaker (Student 3) made an error in an utterance. She pronounced the word ***"watchsit" [wɒtʃzɪt]***. She should pronounce that error word with the word ***"watch" [wɒtʃ]***. There was a fusing or blending process in utterance above. These blending could be separated into the word ***"watches" [wɒtʃɪz]*** and the word ***"it" [ɪt]*** The speaker assumed the verb ***"watch" [wɒtʃ]*** in the utterance above required an additional final ***"-s"*** or ***"-es"*** marker as singular verb. A final ***"–s"*** or ***"-es"*** was added when the subject was a singular noun or third person singular subject pronoun. In fact the intended subject was not including those listed earlier. In the word ***" watchsit" [wɒtʃzɪt]*** consisted four consonants such as in the first syllable sound /w/- semi vowel, and the sound /tʃ/- affricative. While in the second syllable there was the soun /z/- fricative, and the sound /t/- plosive consonants.

5) *Sunan Kudus is give **forhibidid**... So, Sunan Kudus forbid people in Kudus to kill cow*

(Sunan Kʊdʊs ɪz gɪv fə'ʊI'bIdId... Səʊ, Sunan Kʊdʊs fə'bɪd pi:pl ɪn Kʊdʊs tu: kɪl kaʊ)

Based on the utterances above, the speaker (Student 4) made an error in an utterance. She pronounced the word *"forhibidid" [fəˈʊɪˈbIdId]*. She should pronounce the word *"prohibition" [ˌprəʊI'bIʃn]* to explain that Sunan Kudus gave a prohibition. There was a fusing or combining process between the word *"forbid" ['fəˈbId] and "prohibition" [ˌprəʊI'bIʃn]*. Because both of the words have a close meaning, they (*forbid: melarang, prohibition: larangan*) makes the speaker confused to choose what word to use. Because blending is two words fusing into one word, it can be said that there are two phonological processes occurs. In this case the word "forhibidid". Both phonological process is fricative consonants in the sound / f /, / r /, / h /, located on the two initial syllables, while the last two syllables are plosive or stop consonantpada sound / b / and / d /.

4.2.5 Substitution

According to Fromkin (in Carroll 1999: 194) substitutions occurred when one segment was replaced by an intruder. In this analysis there were 41 substitutions but only several Substitutions which would be discussed in this chapter. In the list below, the data were presented in brief explanation.

1) *We turn right and direct **to south... eehm... to west** Semarang*

   (wi: tɜ:n raɪt ən dɪˈrekt tu: saʊθ.. eehm.. tu: west Səmaraŋ)

   In this utterance, the speaker pronounced an inappropriate word that was the word *"south" [saʊθ]*. It should be pronounced the other specific direction point

of compass that was *"west" [west]*. In this case, the speaker substituted the word *"west" [west]* into *"south" [saʊθ]* which both of them was part of the four points of the compass. So, it made the speaker confused to decide which one would be used. As he realized the error, he immediately did repair. It could be proven when the speaker repaired his utterance became the correct one, that was the word *"west" [west].* In the word *"south" [saʊθ]* was found two consonants they were voiceless alveolar fricative /s/ and voiceless dental fricative /θ/. Where as in the word *"west" [west]* was found three consonants, they were voiceless bilabial /w/, voiceless alveolar fricative /s/, voiceless alveolar plosive /t/.

2) *Pancasila is the philosophy… political philosophy of Indonesia **state***

   (Pancasila ɪz ðə fɪˈlɒsəfɪ… pəˈlɪtɪkl fɪˈlɒsəfɪ əv Indonesia steɪt)

   Based on utterance above, the speaker made an error when he pronounced the word *"state" [steɪt]-"organized political community forming part of a larger country"* that was inappropriate in context of the utterances. It should be pronounced into more appropriate word that was the word *"nation" [ˈneɪʃn]-"large community of people living in a particular country under one government"*. Because we have already known that Indonesia was not a state of certain country. The error happen because the speaker confused to decide which one would be used. In the word *"state" [steɪt]* was found two consonants they were voiceless alveolar fricative /s/, voiceless alveolar plosive /t/. While in the

word ***nation" [ˈneɪʃn]*** consisted two consonants such as voiced alveolar nasal /n/ and voiceless palatoalveolar fricative /ʃ/.

3) *Semarang on 1705 was **take** over by Dutch*

   (Səmaraŋ ɒn 1705 wə:z teɪk ˈəʊvə(r) baɪ Dʌtʃ)

   Based on utterance above, it could be seen that the speaker made an error. He substituted the word ***"taken" [teɪkən]*** into the word ***"take" [teɪk]***. The speaker intended to pronounce an utterance which was contained passive form. Form of the passive was **be + past participle**. The word ***"take" [teɪk]*** included into infinitive. Past participle form from ***"take" [teɪk]*** was ***"taken" [teɪkən]***. The usage of irregular verb in this case made the speaker confuse for choosing the word ***"take" or "taken".*** In the word ***"take" [teɪk]*** consisted two consonants they were three consonants voiceless plosive alveolar [t], voiceless plosive velar [k]. In the word ***"taken" [teɪkən]*** consisted three consonants voiceless plosive alveolar [t], voiceless plosive velar [k], voiced nasal alveolar [n].

4) *Semarang has been **take … took** over.. **taken** over by Japan*

   (Səmaraŋ hæz bi:n teɪk… tʊk ˈəʊvə(r)… teɪkən ˈəʊvə(r baɪ Japan)

   Based on utterance above, it could be seen that the speaker made an error. He substituted the word ***"taken" [teɪkən]*** into the word ***"take" [teɪk]***. The speaker intended to pronounce an utterance which contained present perfect tense form. Form of the present perfect tense was after ***Have/Has/Had + been + Verb 3.*** So, the speaker should to uttered ***"Semarang has been taken" [Semarang həs bi:n teɪkən]***. The usage of irregular verb in this case made the speaker confuses

for choosing the word *"take" or "taken".* In the word *"take" [teɪk]* consisted two consonants they were three consonants voiceless alveolar plosive /t/, voiceless velar plosive /k/. In the word *"taken" [teɪkən]* consisted three consonants voiceless alveolar plosive /t/, voiceless velar plosive /k/, voiced alveolar nasal /n/.

5) *We **have…** we **hope** is not rain today*

   (wi: hæv… wi: həʊp ɪz nɒt reɪn təˈdeɪ)

   Based on utterance above, the speaker made an error when he pronounced the word *"have" [hæv].* That word was inappropriate. The speaker should pronounce the word *"hope" [houp].* The speaker substituted the word *"hope" [houp]* become the word *"have" [hæv].* When he realized he (the speaker) made a mistake, he immediately made a repair. In the word *"have" [hæv]* consisted two consonants they were voiceless fricative glottal h/, voiced fricative labiodentals /v/. While in the word *"hope" [houp]* consisted two consonants such as voiceless glottal fricative /h/, and voiceless bilabial plosive /p/.

6) ***I.. my** time is as.. almost up*

   (aɪ… maɪ taɪm ɪz ɔ:lməʊst ʌp)

   Based on the utterance above, the speaker made a slip when he pronounced word *"I" [ai]*, it should be uttered *"My" [mai].* The speaker made a slip when he was hurried; remembering the time that was given to him was almost up. Like the previous substitution, the speaker immediately made a repair about his

utterance. In this case, there was an adding the sound /m/, it was included into voiced nasal bilabial.

7) *Like a common jail that **have** one and one meter in needs length and width*

(laɪk ə kɒmən jeɪl ðæt hæv wʌn ən wʌn miːtə(r) ɪn niːdz leŋθ ən wɪdθ)

Based on the utterance above, the speaker (Student 2) made an error when he pronounced the word ***"have" [hæv].*** The speaker should pronounce the appropriate word to complete his utterances. He should pronounce the word ***"has" [hæs]***. If it was looked again in the context, that was a jail not several jail. So, the speaker should pronounced ***"has" [hæs]*** for singular subject. The usage of verb that explained about ownership or possessive something in this case made the speaker confused for choosing the word ***"have"*** or ***"has"*** . in this case there was a substitution between the sound /v/- voiced fricative labiodentals and the sound /s/- voiceless fricative alveolar.

8) *The Japanese army collected the prisoner's head that will **chow** their head to the near river*

(ðə Jəpenɪs aːmɪ kəˈlekt(ɪt) ðə prɪznə(r)'z hed ðæt wɪl cəʊ ðeə(r) hed tuː ðə nɪə(r rɪvə(r)))

Based on the utterance above, the speaker made an error. The speaker pronounced the word ***"chow"*** in his utterances. He should pronounce the word ***"throw" [θrəʊ]-*** *"send something trough the air with some force, especially by*

moving the arm" to complete his utterances. The error that was made by the speaker made the utterances meaningless.

9) *And the **second part** is wilah*

(ən ðə sɪˈkɒn pa:t ɪz wi:lah)

Based on the utterance above, the speaker made a slip when he pronounced the last part of Keris. The last part was the third part because there were three main parts of Keris. The speaker should pronounce ***"third" [θɜ:d]-*** *"ordinal number"*. In fact, the speaker substituted that word became ***"second" [ˈsekənd]***. If it was looked of the context, the first part was gaman and the second part was warangka. So, it is impossible if the last part, in this case "wilah" is mentioned as the second part too.

10) *Antupan is just made from wood, so the **beautiful** is not too important just like warangka*

(Antupan ɪz dʒʌst meɪd frəm wʊd, səʊ ðə bju:tɪfl ɪz nɒt tu: ɪmˈpɔ:tnt dʒʌst laɪk warangka)

Based on the utterance above, the speaker made a slip when he explained about the aesthetic of antupan. Antupan was not required must have an aesthetic value. In his utterances, the speaker pronounced the word ***"beautiful"*** ***[ˈbju:tɪfl]-*** *"giving pleasure to the mind or senses"* was inappropriate for the context. The speaker should pronounced the word ***"beauty" [bju:tɪ]-*** *"(n) quality or state of being beautiful"*. The speaker substituted the word ***"beauty***"

with the word *"beautiful"*. Both the words, *"beauty" [bju:tɪ]* and *"beautiful"* *[ˈbju:tɪfl]* have close meaning each other, so it made the speaker confused to decide which word that would be used.

11) *Semarang is a city that **have...** that has trading activity*

   (Səmaraŋ ɪz ə sɪtɪ ðæt hæv... ðæt hæz treɪdɪŋ ækˈtɪvətɪ)

   Semarang was one of cities in Indonesia, and it was the one and only. The usage to be *"is" [ɪz]* was correct, because it was revealed that the subject was singular. But the usages of verb "have*" [hæv]* that showed ownership of something was not right on the utterances above. The speaker should pronounce *"has" [hæz]* remembered the subject that was concerned was singular subject. In this case, the speaker also made repair when she realized about her mistake. The usage of verb that explained about ownership or possessive something in this case made the speaker confused for choosing the word *"have"* or *"has".*

12) *And then **she…** he succeed to build that market with very good foundation*

   (ən ðen ʃi:... hi: : səksi:d tu: bɪld ðæt ma:kɪt wɪθ verɪ gʊd faʊnˈdeɪʃn)

   Prudence in the selection of the third person singular was also very important when speaking. Like the utterances above, the speaker substituted *"he" [hi:]* into *"she" [ʃi:]*. The speaker should pronounce "*he*" because in the earlier discussion, she discusses about an architect of Johar Market, named Herman Thomas, it was clear if the architect was a man. After she realized as she made an error, she immediately made a repair.

13) *And then, the foundation is **makes** with tropical season*

(ən ðen, ðə faʊnˈdeɪʃn ɪz meɪk wɪθ trɒpɪkl siːzn)

(Based on the utterance above, the speaker intended to pronounce an utterance which contained passive form. Form of the passive is **be + past participle**. However, when it was viewed from utterance above, the speaker substituted the passive form became ***"the foundation is makes with tropical season"*** (**be + infinitive (s)).** Based on applicable formula on passive form, it should be uttered ***"the foundation is made with tropical season"***. The speaker not only substituted the verb but he also added to be "***is***" in his utterance)

14) *And then, the foundation is makes **with** tropical season*

(ən ðen, ðə faʊnˈdeɪʃn ɪz meɪk wɪθ trɒpɪkl siːzn)

Based on the utterance above, the speaker pronounce an inappropriate word that was the word ***"with" [wɪð]-"preposition in the company or presence"*** in her utterances. The speaker should pronounce the word ***"in" [ɪn]-"preposition that showing condition"***, in this case in tropical season condition. Due to both of them were kind of preposition made the speaker confused to decide which one should be used.

15) ***All of we**... all of us pass the arteri street*

(ɔːl əv wiː... ɔːl əv ʌs paːs ðiː aːtərɪ striːt)

Based on the utterance above, the speaker was slipped when he explained about pronoun that was used as the object of a verb or preposition , the speaker

pronounced that personal pronoun with pronoun *"we" [wi:]*- "*pronoun (used as the subject of a verb) I and another or others* ". The speaker should pronounce the personal pronoun *"us" [ʌs]*- "*pronoun (used as the object of a verb or preposition) me and another or others; me and you*". Based on the utterance above, it could be seen that the pronoun was placed after preposition *"of" [əv]*. So, the speaker should utter pronoun "*us*" not "*we*".

16) *Are you remember??*

(a:(r) ju: rɪˈmembə(r) ?)

Based on the utterance above, the speaker was slipped when he pronounced auxiliary "are" that was included in his utterances. The speaker should pronounce the word *"do" [du:]*. In an interrogative sentence which has already had the action verb, these utterances did not need assistance from *"am", "is", "are", "was", and "were"*. It just need was an auxiliary that *"do", "does", "did", "do not", "does not"*. In an interrogative sentence which did not has the action verb, but use the auxiliary verbs *'am", 'is", "are", "was", "were", "been".* Based on the utterance above, it could be seen that the word *"remember" [rɪˈmembə (r)]* was included into verb and the subject was "you". So, the auxiliary that should be used was *"do" [du:]*)

17) *…and like the previous guide Anggit, **she** explain about Minaret Kudus*

Mosque

(… ən laɪk ðə prɪːvɪəs gaɪd Anggit, ʃiː ɪkˈspleɪn əˈbaʊt Miːnaret Kʊdʊs

Mɒsk)

The utterance above was meant that the speaker wanted to explain that her

explanation similar with her friend's explanation, Anggit (Anggit was a boy).

Actually, the speaker knew that Anggit was a boy, not a girl but in fact, she

pronounced *"she" [ʃiː]- "Pronoun (used as the subject of a verb- female*

person or animal mentioned earlier)" as the personal pronoun of Anggit. She

ought to pronoun *"he"[hiː]- "Pronoun (used as the subject of a verb- male*

person or animal mentioned earlier)" as the personal pronoun of Anggit.

4.2.6 Addition

Additions was adding linguistic material, in this analysis, there were 14

additions but only several Additions which would be discussed in this chapter. In the

list below, the data were presented in brief explanation.

1) *Before we where...we go to… we go out of Semarang, we will see some*

*destination in Semarang **cities***

(bɪˈfɔː(r) wi: weə(r).. wi: gəʊ aʊt əv Səmaraŋ, wi: wɪl si: sʌm dɪstɪˈneɪʃn

ɪn Səmaraŋ sɪtɪz)

Based on the pieces of the utterances above, the word ***"cities" [ˈsitɪs]*** that was

pronounced by the speaker was inappropriate. It should pronounce without */s/,*

*so it became **"city" [ˈsitɪ]**.* The adding sound */s/* showed a quantity of an object

in a case. In this case was Semarang. Semarang was a city and there was only 1 in the world. And in fact, the speaker realized about that. So, the speaker should make an addition in the word *"city" [ˈsɪtɪ]* in his utterances. In the cluster of sounds *"cities" [ˈsɪtɪs],* it consisted of phonological process as follows; /s/ which were voiceless alveolar fricative sounds. It was located in the beginning and in the end of the cluster. While /t/- voiceless alveolar plosive sound. It was located in the middle.

2) *When he opened the jungle, he found a lot of asam trees that grew rarely in the Javanese, it were called "arang". So, that place* **he** *was named by "Asam arang" or "Semarang"*

(wen hi: ɔpən(d) ðə dʒʌŋgl, hi: faʊnd ə lɒ:t ev asam tri:z ðæt gru: reə(r)lɪ ɪn ðə Jəvəni:z, ɪt wiə(r) kɔ:ld "araŋ". Səʊ, ðæt pleɪs hi: wəs neɪm(d) baɪ "Asam araŋ" or "Səmaraŋ")

Based on the pieces of the utterances above, the word "*he*" *[hi:]* that was pronounced by the speaker was inappropriate. It should be pronounced without adding personal pronoun *"he" [hi:].* The utterances above contained passive form. It could be seen on the pieces of the utterances "*So, that place* **he** *was named by "Asam arang" or "Semarang".* These utterances meant that there was a place that was named "Asam arang" or "Semarang*".* If the personal pronoun *"he" [hi:]* was added in these utterances, it would become "Asam arang" or "Semarang*"* was a named of someone not a certain place. The word

"he" [hi:] only had one consonant which was the sound /h/- voiceless glottal fricative sound.

3) *The keris **is has** three pain part that is wilah*

   (ðə kəri:s ɪz hæz θri: peɪn pa:t ðæt ɪz wi:lah)

   Based on piece of the utterances "*The keris **is has** three pain part*", additional to be *"is" [ɪz]* was inappropriate. It should be uttered without to be *"is" [ɪz]* before the word *"has" [hæz]*. The speaker should pronounce ***"The keris has three pain part that is wilah" [ðə keris hæz θri: peɪn pa:t ðət ɪz wilah]*** because actually the speaker wanted to explain that Keris has three parts. The usage of verb *"has" [hæz]* itself explained about ownership or possessive something. Additional to be *"is" [ɪz]* would make the utterances became meaningless. The phonological process of *"is" [ɪz]* was voice alveolar fricative sound. It could be seen from /z/ sound of the phonetic transcription of the word *"is"*.

4) *Antupan is **just** made from wood*

   (Antu:pan ɪz dʒʌst meɪd frəm wʊd)

   Based on piece of the utterances above, the speaker made addition in the word *"just" [dʒʌst]*. In this case the existence of the word *"just" [dʒʌst]* not too necessary. Without addition *"just" [dʒʌst]*, the utterance would not become meaningless. The speaker only pronounced ***"Antupan is made from wood" [Antupan ɪz meɪd frɒm wʊd]*** also sounded properly. In this cluster of sounds of the word *"just" [dʒʌst]* was pronounced in one breath taking, butit produce

three sounds at once they were; /dʒ/- voice palate alveolar affricative sound, /s/-voiceless alveolar fricative sound, and /t/- voiceless alveolar plosive sound.

5) *And for wilahan, each of keris have its own wilahan name. So they will **be** know two keris that have same name of this wilahan*

(ən fɔ:r wi:lahan. i:tʃ ev kəri:z hæv ɪtz aʊn wi:lahan neɪm. Səʊ ðeɪ wɪl bi: nəʊ tu: kəri:s ðæt hæv əv ðɪs wi:lahan)

Based on the utterance above, the addition ***"be" [bi:]*** made the utterance meaningless. It should be uttered without used ***"be"***. The speaker should pronounce ***"So they will know two keris that have same name of this wilahan"*** *[**səʊ ðeɪ wɪl nəʊ tu: keris ðət hæv seɪm neɪm əv ðɪs wilahan]***. The speaker actually wanted to explain that the owners of Keris would know their Keris from their name in each wilahan.

6) *And I also suggest to you if you **wants** something, you must bargain fifty percents from the price that seller give to you*

(ən aɪ ɔ:lsəʊ səˈdʒest tu: ju: ɪf ju: wɒntz sʌmθɪŋ, ju: mʌst ba:gɪn fɪftɪ pəˈsent(s) frɒm ðə praɪs ðæt sel(r) gɪv tu: ju)

Based on the utterance above, the speaker should not add suffix ***"-s"*** in the word ***"want"*** because the earlier subject was "***you***". The speaker should not add the suffix ***"-s",*** it was should be pronounced as "***you***". Adding suffix ***"-s"*** was only used in ***"he", "she", "it", and a "specific name***".

7) *You can go by train **that** in Tawang station*

(ju: kən gəʊ baɪ treɪn ðæt ɪn Tawaŋ steiʃn)

The existence of the word ***"that" [ðət]*** was not necessary in utterances which was pronounced by the speaker. It would be better if it was pronounced "*you can go by train in Tawang station*") ***[ju: kən gəʊ baɪ treɪn ɪn Tawang station]***.

8) *...there is a **gate door** that comes from Majapahit Kingdom...*

(... ðə(r) ɪz ə geɪt dɔ:r ðæt kʌmz frɒm Majapeɪt Kɪŋdəm)

Based on the above utterance, the speaker did addition on the utterances, which was adding the word ***"door" [dɔ: r]*** in the phrase ***"gate door" [geɪt dɔ: r].***The speaker should pronounce ***"gate" [geɪt]. geɪt.*** The addition should not do because the word ***"gate" [geɪt]*** itself meant ***"pintu gerbang"*** in Indonesian language

9) *...two flags that located in the right and the left side of the **places***

(... tu: flg ðæt ləʊˈkeɪt(d) ɪn ðə raɪt ən left saɪd əv ðə pleɪsɪs)

Based on the utterances above, the speaker made an addition on the utterance ***"places" [pleɪsɪz],*** which was adding suffix ***"-s"*** which was read ***[ɪz]*** that consisted of voice alveolar fricative. That suffix ***"-s"*** showed a quantity of an object. On the utterance above, the speaker explained about the place where the left and right there was a flag. The speaker should pronounce the word ***"place" [pleɪs]*** because the place that was meant by the speaker was Minaret Kudus Mosque which was the one and only.

4.2.7 Deletion

According to (Fromkin, 1971; Garrett, 1975; Shattuck-Hufnagel, 1979 cited in Carroll 1999: 193-194), Deletions leave something out. In this analysis, there are 35 Deletions but only several Deletions which would be discussed in this chapter. In the list below, the data were presented in brief explanation.

1) *This monument **has proposed by….. has been proposed by** Mr. Hadi Subeno*

(ðɪs ˈmɒnjʊmənt hæz prəˈpəʊzed baɪ… hæz biːn prəˈpəʊzed baɪ Mr. Hadi Subeno)

Based on the utterance above, the speaker made another kind of slips of the tongue that was deletion. The speaker omitted the part of a structure of his utterances. The speaker omitted ***"been" [biːn]***. There were two consonants in that word, such as the sound /b/- voiced bilabial plosive, and the second is the sound /n/- voiced alveolar nasal. The speaker should added ***"been" [biːn]*** to make the utterances meant as The Past-Passive Form. Actually, the speaker intended to pronounce this form, it was proved by repair which was made by the speaker.

2) *This monument very **interest** because… very interesting monument because in its foot, we can found five kinds relief there.*

(ðɪs ˈmɒnjʊmənt verɪ ɪntrəst biˈkɒz... verɪ ɪntrəstɪŋ mɒnjʊmənt biˈkɒz ɪn ɪts fuːt, wiː kən faʊnd faɪv kaɪns rɪˈliːf ðeə(r))

Based on the utterance above, the speaker pronounced ***"interest" [ˈɪntrɪst]***. The speaker should pronounce the word ***"interesting" [ˈɪntrɪstɪŋ]*** to make the

utterance meaningful. Due to the word *"interest"* [ˈɪntrɪst] and the word *"interesting"* [ˈɪntrɪstɪŋ] have close meaning, the speaker confused to choose one of both of those words that would be used. The speaker in this case omitted consonant /ŋ/- voiced velar nasal in the word *"interesting"* [ˈɪntrɪstɪŋ].

3) *So we have… we hope is not rain today. And the temperature of Semarang today 24 until 32 degree*

   (Səʊ wi: hæv… wi: həʊp ɪz nɒt reɪn təˈdeɪ. ən ðə temprətʃə(r) əv Səmaraŋ təˈdeɪ 24 ənˈtɪl 32 dɪgri:)

   Based on the utterances above, the speaker pronounced **"And the temperature of Semarang today 24 until 32 degree"** [ænd ðə: ˈtemprɪtʃə ev Semarang təˈdei 24 ʌnˈtɪl 32 dɪɪgri:]. Actually, the speaker intended to pronounce **"And the temperature of Semarang today 24 until 32 degrees"** *[ænd ðə: ˈtemprɪtʃə ev Semarang təˈdei 24 ʌnˈtɪl 32 dɪɪgri:s]*. Suffix */s/* on the "*24 until 32* ***degree***" was deleted by the speaker. The number *"24 or 32"* was plural, so it should be added final */s/.* This error happened when the speaker hurried to close his speech. Because the time that was given to the speaker was almost up. In this case, the speaker omitted /s/- voiceless alveolar fricative in the word *"degrees"* *[dɪɪgri:s].*

4) *And the temperature of Semarang today 24 until 32 degree, and Surabaya 24 until 42 degree*

   (ən ðə temprətʃə(r) əv Səmaraŋ təˈdeɪ 24 ənˈtɪl 32 dɪgri:, ən Sʊrabaya 24 ənˈtɪl 42 dɪgri:)

Like as the previous slip above, the speaker also deleted or omitted */s/* that showed a quantity of an object. He should utter the word *"degree"* [dɪgri:] become *"degrees"* [dɪgri:s]. In this case, the speaker omitted /s/- voiceless alveolar fricative in the word *"degrees" [dɪɪgri:s].*

5) *That time, they in each colozy.. in each colonization*

(ðæt taɪm, ðeɪ ɪn i:tʃ kɒləzɪ... ɪn i:tʃ ˌkɒlənaɪˈzeɪʃn)

Based on the utterance above, the speaker omitted or deleted suffix *"-ization"* which had three consonants such as /z/- voiced alveolar fricative, /t/- voiceless plosive alveolar, /n/- voiced nasal alveolar. The speaker pronounced *"That time, they in each colozy" [ðæt taɪm, ðeɪ ɪn i:tʃ kɒləzɪ].* Actually, the speaker should pronounce *"That time, they in each colonization" [ðæt taɪm, ðeɪ ɪn i:tʃ ˌkɒlənaɪˈzeɪʃn].* The speaker immediately repaired his utterance when he realized that it was inappropriate.

6) *It used to cover the wilahan*

(It ju:st tu: kʌvə(r) ðə wi:lʌhʌn)

Based on the utterance above, the speaker deleted to be *"is" [ɪz]* which had voiced fricative alveolar consonant (/z/). The speaker intended to pronounce a passive voice. Form of passive voice was **to be** + **past participle**. The form of passive voice which was pronounced by the speaker was incomplete. He just pronounced the past participle *(used [ju:sd])* without it was preceded to be, in this case was "*is*". The speaker should pronounce the utterances completely with to be *"is" [ɪz]* to make the utterances became passive form.

7) *Many **seller** and **buyer** do interaction in there*

   (Menɪ sellə(r) ən baɪə(r) du: ɪntərˈækʃn ɪn ðeə(r))

   The speaker deleted or omitted ***"-s"*** – voiceless fricative alveolar, that showed a quantity of an object in both of two words in the utterance. That two words were ***"seller"[selə(r)]*** and ***"buyer"[baɪə(r)]***. The speaker should pronounce that two words with suffix ***"s"***. There was the word ***"many" [menɪ]-*** *"a large number of people or things"* before the word ***"seller"*** and ***"buyer".*** It showed that two words should be added ***"-s"***. So, they became ***"sellers"*** and ***"buyers"*** because they were plural not singular.

8) *And then he succeed to build this **build** Johar Market*

   (ən ðæn hi: səksi:d tu: bɪld ðɪs bɪld Jɔ:hʌ:(r) Ma:kɪt)

   The speaker deleted or omitted /ŋ/- voiced nasal velar in the word ***"building"*** ***[ˈbɪldɪŋ].*** The speaker should pronounce ***"this building" [ðɪsˈbɪldɪŋ].*** In the utterance above, the speaker was meant to explain about the architect who had built a building, named Johar Market. But, in fact the speaker pronounced the word ***"build"*** twice that it should be pronounced ***"building"*** at the last one.

9) *So, it means that they sell fifty **percent** more expensive*

   (Səʊ, ɪt mi:ns ðæt ðeɪ sel fɪftɪ pəˈsentz mɔ:(r) ɪkˈspensɪv)

   The speaker deleted or omitted ***"-s"*** that showed a quantity of an object in her utterances. She deleted ***"-s"*** in the word ***"percent" [pəˈsent].*** On the utterance above, the speaker explained about the sellers in Johar Market gave fifty

percents from the original price. Fifty was plural, so it should be added **"-s"** in the word "***percent***" *[pəˈsentz]*.

10) ***It*** *called dug-deran*

 (ɪt kɔ:ld dʊg-derʌn)

 Based on the utterance above, the speaker deleted to be ***"is" [ɪz]***. The speaker intended to pronounce a passive voice. Pattern of passive voice was **to be +** **past participle**. The speaker pronounced the pattern of passive voice was incomplete form. She just pronounced the past participle *(called [kɔ:ld])* without it was preceded to be, in this case is "***is***". The speaker should pronounce the passive form as ***"It is called dug-deran" [ɪt ɪz kɔ:ld dʊg-derʌn]***.

11) *Pottery is a kind of things like utensils of food or toys for children that **made*** *from clay*

 (Pɒtə(r) ɪz ə kaɪnd əv θɪŋs laɪk ju:ˈtensl əv fu:d ɔ:(r) tɔɪz fɔ:(r) tʃɪldrən *ðæt meɪd frɒm kleɪ)*

 Same as the previous deletion above, the speaker intended to pronounce a passive voice. Pattern of passive voice was **to be** + **past participle**. The speaker pronounced the pattern of passive voice was incomplete form. The speaker should add to be ***"is" [ɪz]*** to make the utterance became passive voice correctly. She just pronounced the past participle *(made [meɪd])* without it was preceded by to be, in this case is "***is***".

12) *Warag ngendhog is a **kind entertainment** that provide in Dug-deran*

(WʌrʌG ŋəndhɒg ɪz ə kaɪnd entəˈteɪnməntz ðæt prəˈvaɪd ɪn Dug-deran)

Based on the utterance above, the speaker deleted or omitted the preposition ***"of" [əv]- preposition (belonging to somebody or something)***. The speaker not only deleted the preposition ***"of"*** but also the suffix ***"-s"*** too in the word ***"entertainment" [ˌentəˈteɪnmənt]***. It should be pronounced ***"Warag ngendhog is a kind of entertainments that provide in Dug-deran" [WʌrʌG ŋəndhɒg ɪz ə kaɪnd əv ˌentəˈteɪnməntz ðæt prəˈvaɪd ɪn Dug-deran]***.

13) *It **like** ondel-ondel from Jakarta.*

(It laɪk ɒndel- ɒndel frɒm Jʌkʌ(r)tʌ)

Based on the utterance above, it could be said as an utterance that using simple present tense. The simple present tense expressed events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Form of this tense was **"Subject + Infinitive (Verb 1) + -s/-es".** So, the word *"like" [laɪk]* should be pronounced *"likes" [laɪkz].* The utterance ***"It like ondel-ondel from Jakarta"*** meant that the main point of Warag ngendhog same as Ondel-ondel from Jakarta. Ondel-ondel included into a tradition in Jakarta, so it existed all the time.

14. *I **want** add Nenny said about Masjid.. Great Mosque Central Java.. .. Central Java Great Mosque*

(Aɪ wɒnt æd Nænni: seəd əˈbaʊt Mʌsdʒi:d… Greɪt Mɒsk Sentrəl dʒʌvʌ … Sentrəl dʒʌvʌ Greɪt Mɒsk)

The speaker deleted the word *"to" [tu:]*. The speaker should pronounce the utterance completely with *"to"* because in general, when there were two consecutive verbs, so the two verbs must be separated by "*to*". In this context the word *"want" [wɒnt]* was followed by the word *"add" [æd]* which both of them were a verb. It should be added "*to*" between those two words. Beside that *"want to"* in this context meant having a desire for something.

15) *In Semarang, **it** biggest in Central Java and it **completed** by convention hall, and then food court, and a.. office in, also tower*

(In Səmʌrʌŋ. ɪt bɪggest ɪn Sentrəl dʒʌvʌ ən ɪt kəmpli:t baɪ kənˈvenʃn hɔ:l, ən ðen fu:d kɔ:t, ən ə... ɒfɪs ɪn, ɔ:lsəʊ taʊə(r))

The speaker wanted to express the superlative degree in her utterances. But, in fact she deleted the word *"the"* as the marker of superlative degree and deleted to be *"is"*. The speaker should pronounced *"it is the biggest" [ɪt ɪz ðə: bɪgəz],* and *"it is completed"* [ɪt ɪz kəmˈpli:tɪd]

16) *A big building where the building is used to.. Sunan Kudus to give.. to **give** his student about Islam*

(ə bɪg bɪldɪŋ weə(r) ðə bɪldɪŋ ɪz ju:st tu:... Sʊnʌn Kʊdʊs tu: gɪv... tu: gɪv hɪz stju:dent əˈbaʊt Izˈla:m)

Based on the above speech, the speaker intended to describe a building used by Sunan Kudus to give knowledge about Islam to his students. But, in fact the

speaker deleted or omitted the word **"knowledge"** [ˈnɒlɪdʒ] or **"lesson"** **[ˈlesn]**, etc which showed some information about the science of religion.

17) *It is also a place that **meet** of Walisongo*

(It ɪz ɔ:lsəʊ ə pleɪs ðæt mi:t Wʌliːsɔŋɔ)

Based on the above speech, the speaker intended to pronounce about a place that was used as a meeting place of Walisongo . But, the fact the speaker omitted the suffix **"ing"** in the word **"meet"[mi:t]**. The speaker should pronounce the word **"meeting" [mi:tɪŋ]** and then added the word **"place" [pleɪs]** afterwards. So it would be a phrase "meeting place" which was in Indonesian language meant **"tempat pertemuan".**

18) **Rembang** *one hundred ten kilometers from Semarang*

(Rəmbʌŋ wʌn hʌndrəd ten ki:ləʊmi:tər frɒm SəmʌrʌŋA)

Based on the utterance above, the speaker intended to describe the distance that must be taken from Semarang to Rembang was 110 kilometers. But, in fact, the speaker eliminated the phrase "***the distance of**" [ðə: ˈdɪstəns əv]* as a key statement which states that the distance somewhere. The speaker should include this phrase, because without this phrase, the utterances would be meaningless and inappropriate.

19) *Karimunjawa still has natural panorama and under water beauty. Various sea organism still be nature and pure. So, that's Karimunjawa now **becoming** sea national park*

(Kʌriːmɒnjʌwʌ stɪl hæz ˈnætʃrəl pænəraːmə ən ʌndə(r) wɔːtəː(r) bjuːtɪ. veərɪəs siː ɔːgənɪzəm stɪl biː neɪtʃə(r) ən pjʊə(r). Səʊ, ðæt's naʊ bɪˈkʌmɪŋ siː næʃnəl paːk)

Based on the utterance above, the speaker omitted to be ʺ*is*ʺ in the utterances. The speaker should add *"is" [ɪz]* in her utterances because the utterances contained the present progressive tense. If the speaker intended to pronounce an utterance that using the present progressive, she supposed to apply the rules. The pattern of present progressive was ʺ**Subject + am / is / are + V ing**ʺ.

4.3 Pronunciation Problems Analysis

In presenting the presentation of the pronunciation problems, the researcher only took 5 Participants as data in this research. And the researcher also used the pseudonym in the presentation of this analysis they are Student 1, Student 2, Student 3, Student 4, and Student 5. The frequency of appearance of pronunciation problems would be presented in Table 4.3 below.

Table 4.3 Types of Pronunciation Problems' Appearance

No	Types of Pronunciation Problems	Frequency
1.	The Existence of the Phonetic Alphabets from the Foreign Sounds	20
2.	Two Languages with Similar Sounds which differ only slightly in their phonetic features	38

3.	A Cluster of Sounds in some English Words	1
4.	Other Cases	21
	Total	80

4.3.1 The Existence of the Phonetic Alphabets from the Foreign Sounds

Different elements in sound system between the native and foreign language may be of several kinds. In this analysis, there were 17 cases but only several cases which would be discussed in this chapter. In the list below, the data were presented in brief explanation.

1) *This monument **very** interest because... **very** interesting monument because in its foot, we can found five kinds relief there*

   (ðɪs mɒnjʊmənt verɪ ɪntrəst bɪˈkɒz... verɪ ɪntrəstɪŋ mɒnjumənt bɪˈkɒz ɪn ɪts fuːt, wiː kən faʊnd faɪv kaɪns rɪˈliːf ðeə(r))

   The speaker made error when he pronounced the word **"very"** *[ˈverɪ]*. The speaker could not pronounce the sound **"v"** correctly based its pronunciation in English. Since the "**v**" was a consonant in English sound system that did not exist in the Indonesian language, so the speaker of which an Indonesia was having trouble for uttering the word **"very"** in the utterance. He tended to pronounce the word that beginning with /**v**/- voiced labiodental fricative sounds seems like utter /**f**/- voiceless labiodental fricative.

2) *We will go to Bromo more **than** five hours*

(wi: wɪl gəʊ tu: Brɒmɒ mɔ:(r) ðæn faɪv ˈəʊə(r)z)

Based on the utterance above, the speaker pronounced word ***"than" [ndən]*** incorrectly. The speaker should pronounce the word ***"than" [ðən].*** This was happened because in Indonesian language there was no sound */ð/-* voiced dental fricative. So, it made the speaker difficult to pronounce that word, in this case the speaker tended to pronounce it by ***[ndən]*** which had two consonants such as /n/- voiced alveolar nasal and /d/- voiced alveolar fricative.

3) *Every day **the** people in Semarang do trading*

(Evrɪ deɪ ðə pi:pl ɪn Səmaraŋ du: treɪdɪŋ)

Based on the above utterance, the speaker pronounced the word ***"the" [nðə]*** in inappropriate way like the applicable rules. This rule was when pronouncing the sound */ð/-* voiced dental fricative the air was obstructed by the tip or apex of the tongue and the upper teeth. Mostly, the Indonesian people including the speaker find difficulty when uttering the sound. It was happened because her speech organs have never been trained or moved to produce it. The speaker should pronounce this word ***"the"[ðə].***

4) *We can find a... recreation like rabbit cart and to around Agung...Great Mosque and also...and **other** facilities like library, and many more*

(wi: kən faɪnd ə... rekrɪˈeɪʃn laɪk ræbɪt ka:t ən tu: əraʊnd Agung...   Greɪt Mɒsk ən ɔ:lsəʊ...ən ˈʌðə(r) fəsɪlɪtɪz laɪk laɪbrərɪ, ən mænɪ mɔ:(r))

The speaker made error when she pronounced the word **"other"** *[ˈʌdə (r)]*. The speaker should pronounce that word **"other"** *[ˈʌðə (r)]* as its pronunciation in English. Due to lack of ability to pronounce */ð/-* voiced dental fricative cause the speaker could not pronounce words contained the sound, such as the word **"other"** *[ˈʌðə (r)]*.

5) *she explain about Kudus*

   (Si: ikˈspleɪn əbaʊt Kʊdʊs)

   Based on the utterance above, the speaker pronounced the word **"she"** *[ʃi:]* as pronounce the word **"see"** *[si:]*. The speaker should pronounce that word **"she"** *[ʃi:]* as its pronunciation in English. It can happen because in Indonesian language there was no sound */ʃ/.* So, that's why the speaker could not pronounce the word **"she"** *[ʃi:]* correctly. In the word **"see"** *[si:]* there was a voiceless alveolar fricative /s/. Whereas in the word **"she"** *[ʃi:]* there was a voiceless palatoalveolar fricative /ʃ/.

6) *maximal temperature is **temperature** 34 degrees Celsius*

   (mæksɪmal temprətʃə(r) ɪz   temprətʃə(r) 34 dɪgri:z selsɪəs)

   The speaker pronounced the word **"temperature"** incorrectly. The speaker pronounced **"temperature"** *[ˈtemprətu(r)].* The speaker should pronounce that word **"temperature"** *[ˈtemprətʃə(r)]* as its pronunciation in English. The speaker pronounced the four final letters in the word **"temperature"** *[ˈtemprətʃə(r)]* seems as Indonesian language. It means the letter **"t"** is pronounced as */t/,* the letter **"u"** is pronounced as */u/,* the letter **"r"** is

pronounced as **/r/**, and the letter **"e"** is omitted. Remembering to pronounce the sound **/tʃ/** - voiceless palato alveolar affricative was something unusual for the speaker.

4.3.2 Two Languages with Similar Sounds which differ only Slightly in their phonetic features

Another difficulty may be caused by similar sound in the two languages which differ only slightly in their phonetic features. In this analysis, there were 23 cases but only several cases which would be discussed in this chapter. In the list below, the data were presented in brief explanation.

1) ***Because*** *his father, Prince Made Pandan after he open the jungle and lead the village*, *he was called Ki Pandan Arang 1*

(Bɪkɒ hɪz fɑːðə(r), Prɪns Mɑːdə Pɑːndɑːn aːftə(r) hiː əʊpən(d) ðə dʒʌŋgl ən liːd ðə vɪɪədʒ , hiː wəz kɔːld Kiː Pɑːndɑːn Arɑːŋ)

The speaker pronounced the word ***"because"*** in inappropriate way, it was pronounced ***[bikaʊs]***. Based on the standard pronunciation of the word ***"because***", it should be pronounced as ***[bɪˈkɒz]***. The pronunciation error of this word happened because in Indonesian language there was no sound /ɒ/- rounded half-open back vowel. It made the speaker pronounced the sound with other sounds, in this case ***[bikaʊs],*** the sound /aʊ/- back-back closing full diphtong, and it could be the speaker utters ***[bikos]*** too.

2) *And now let me tell you briefly about an **old** historical building located in the east of your area, called Lawang Sewu*

(ən naʊ let mi: tel ju: bri:flɪ əbaʊt ən əʊld hɪstɒrɪkl bɪldɪŋ ləʊˈkeɪt(d) ɪn ði: i:zt əv ju:(r) eərɪəa, kɔ:ld La:wa:ŋ Seɪwʊ)

Based on the utterance above, the speaker pronounced the word **"old"** in inappropriate way. Based on the standard pronunciation of the word **"old"**, it should be pronounced **[əʊld]** not **[old]**, the sound /o/ in that word was included into rounded open back vowel.. The pronunciation error of this word happened because the speaker did not know that in English the pronunciation the letter **"o"** was not always pure **"o",** but it could be read in another way, such as **"o"** in the word **"home" [həʊm]** and **"now" [naʊ].**

3) *And there was two **jail** at that time*

(ən ðeə(r) wəz tu: dʒeɪl æt ðæt taɪm)

Based on the utterance above, the speaker pronounced the word **"jail"** in inappropriate way that was **[dʒel]**. Based on the standard pronunciation of the word **"jail"**, it should be pronounced as **[dʒeɪl].** That word consisted a diphthong */eɪ/-* front-front closing diphthong. The pronunciation error of this word was happened because the speaker as an Indonesian usually changes the sound */eɪ/* becomes */e/*, as in the word **"rain" [ren]** and **"main" [men]** for example.

4) *they will put an curve on this if not they put some material like **gold**, silver, **diamond***

(ðeɪ wɪl pʊt ən kɜːv ɒn ðɪs ɪf nɒt ðeɪ pʊt sʌm məˈtɪəriːəl laɪk gəʊld, sɪlvə(r), daɪəmənd)

Based on the utterance above, the speaker pronounced the word *"gold"* in inappropriate way. It should be pronounced *[gəʊld]* not *[gold]*. The pronunciation error of this word happened because the speaker did not know that in English the pronunciation the letter *"o"* was not always pure *"o",* but it can be read in another way, such as *"o"* in the word *"old" [əʊld]* became *[old]* and *"now" [naʊ]* became *[now]*. Whereas the second error was happened because the speaker usually used kinds of diphthong like /eɪ/, /oU/, /aɪ/, so the speaker also used the diphthong /eɪ/ to pronounce the word *"diamond"*. Whereas the word *"diamond" [daɪəmənd]* was contained triphtong */aɪə/*. As in English, diphthong was also discussed in Indonesian language and automatically, the speaker more or less knew about diphthong. And about triphtong, in Indonesian language was not really discussed.

5) *And then he **succeed** to build this build, Johar Market*

(ən ðæn hiː səksiːd tuː bɪld ðɪs bɪld, Jɒha(r) Maːkɪt)

Based on the utterance above, the speaker pronounced the word *"succeed"* in inappropriate way. She pronounced this word into *[səkˈsed]*. Based on the standard pronunciation of the word *"succeed"*, it should be pronounced as *[səkˈsiːd]*. The speaker considered if the letter *"u"* was only read */u/* or */ʌ /* just like the word *"sun" [sʌn]* , *"bud" [bʌd]*. But in fact the letter *"u"* could be

pronounced more than 2 sounds such as the word *"fool" [fu:l], "put" [pUt]*, and also the word *"succeed" [sək'sed]*.

6) *The big doors consist of five doors, and the inside of the mosque there is a big pool*

(ðə bɪg dɔ:(r) kənˈsɪst əv faɪv dɔ:(r)s, ən ði: ɪnˈsaɪd əv ðə mɒsk ðeə(r) ɪz ə bɪg pu:l)

Based on the utterance above, the speaker pronounced the word *"pool"* in inappropriate way, that was the word *"pool"* as *[pɔ:l]*. The sound /ɔ:/ was included into rounded half-open back vowel. The speaker pronounced that word with pure *"o"*. It was happened because mostly in Indonesian language was applied one letter – one sound, so that was why the speaker pronounced the word *"pool"[pu:l]* became *[po:l]*.

7) *The **name** was told by…the name of Indonesian national heroine was fighted by woman at the centuries ago*

(ðə neɪm wəz təʊld baɪ… ðə neɪm əv Indəʊ nesi:ʌ næʃnəl herəʊɪn wəz faɪt(ɪd) baɪ wʊmən æt ðə sentʃəri:z əˈgəʊ)

Based on the utterance above, the speaker pronounced the word *"name"* in inappropriate way, which was the word *"name"* as *[nem]*. The speaker should pronounced that word based on the standard pronunciation, which was *[neɪm]*. Because the speaker as an Indonesian usually changed the sound */eɪ/* became */e/*, as in the word *"rain" [reɪn]* into *[ren]* and *"main" [meɪn]* into *[men]*, etc.

8) *Jepara has various product and almost exported to **foreign country***

(dʒəpʌrʌ hæz veəri:əs prˈprɒdʌkt ən ɔ:lməʊst ɪkˈspɔ:t (ɪd) tu: fɒrən ˈkʌntrɪ)

Due to the application of one letter – one sound in Indonesian language made the speaker did this error. The speaker pronounced the word ***"foreign" [foren],*** and the word ***"country" [kontri]***. The speaker should pronounce that word based on the standard pronunciation, which were the word ***"foreign" [fɒrən]*** and the word ***"country" [ˈkʌntrɪ]***. In Indonesian language the letter ***"o"*** only pronounced as */o/*. But in English it could pronounce more than one sound as */əʊ/* in the word ***"also"[ˈɔ:lsəʊ]***, */ɒ/* in the word ***"foreign" [fɒrən]***, and */ʌ/* in the word ***"country" [ˈkʌntrɪ]***.

4.3.3 A Cluster of Sounds in Some English Words

Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds. In this analysis, there was only 1 case which would be discussed in this chapter. In the description below, the data was presented in brief explanation.

1) *Tugu Muda is one **famous** monument in this city*

(Tʊgʊ Mʊdʌ ɪz wʌn feɪməs mɒnjumənt ɪn ðɪs sɪtɪ)

In Indonesian language occurred in a certain word composes by vowel-consonant or in contrary consecutively. Based on the brief explanation above, the utterance (famous) in red color above, if it is separated by each two letters,

it would be as follows *"fa-mo-us"*. Each of two sounds was contained of vowel-consonant or consonant-vowel consecutively. So, it made the speaker uttered that utterance as [femos]. The speaker should utter that utterance correctly *[ˈfeɪməs]*

4.3.4 Other Cases

In this analysis, there were 15 cases but only several cases which would be discussed in this chapter. In the list below, the data were presented in brief explanation.

1) *There is a... **full** curve on it*

   (ðeə(r) ɪz ə… fʊl kɜːv ɒn ɪt)

   Based on the utterance above, the speaker pronounced *"full"* as *[fɪʊl]* which sequentially consisted of four sounds both vowels and consonants**.** They were voiceless labio dental fricative sound /f/, unrounded half close to close front vowel /ɪ/, rounded half close to close back vowel /ʊ/, and voiced alveolar lateral sound /l/. The speaker should pronounce that word as *[fʊl].* It could happen because it had been influenced by the previous word, in this case the word *"is"* *[ɪz]* which also sequentially consisted of unrounded half close to close front vowel /ɪ/ and voiced alveolar fricative /z/.

2) *… like this shoes, in a **boutique** they sell the shoes forty thousand rupiahs*

   (… laɪk ðɪs ʃuːs, ɪn ə buːˈtiːk ðeɪ sel ðə ʃuːs fɔː(r)tɪ θaʊznd rʊpiːaz)

The speaker pronounced the word *"boutique"* in inappropriate way, which was the word *"boutique"* as *[bjutik]*. Based on the standard pronunciation of this word, it should be pronounced as *[bu: ˈti:k]*. The speaker considered that how to pronounce *"boutique" [bu: ˈti:k]* was same with pronouncing *"beauty" [ˈbju:ti]*

3) *all of us pass **the** arteri **street***

   (ɔ:l əv ʌs pæs ði: a:təri)

   If there was the word "*the*" *[ðə]* was followed by vowel *(a, i, u, e, o)* so,*"the"* was not uttered *[ðə]* but it was turned sound into *[ðɪ]*. Based on the utterance above, the word "*the*" *[ðə]* was followed by the word *"arteri"* that was begun the letter *"a"*, so it becames *[ðɪ].* Whereas the second problem, the speaker pronounced *"street" [stret]* because it had been influenced by the previous word, in this case the word *"the" [ðə]* and *"arteri"* that contained */e/* sound

4) *And **the** original name of Sunan Kudus is Jaˈfar Shodiq*

   (ən ði: əˈrɪdʒənl neɪm əv Su:nʌn Kʊdʊs ɪz dʒʌ ˈvʌ(r) ʃɔ:dɪk)

   If there was the word "*the*" *[ðə]* was followed by vowel *(a, i, u, e, o)* so,*"the"* is not uttered *[ðə]* but turns sound into *[ðɪ]*. Based on the utterance above, the word "*the*" *[ðə]* was followed by the word *"original" [əˈrɪdʒənl]* that was begun with the letter *"o"*, so it became *[ðɪ]*

5) ***The average** temperature in that area is 26 until 30 degree Celsius*

   (ði: ævərɪdʒ temprətʃə(r) ɪn ðæt eərɪə ɪz 26 ʌntɪl 30 dɪgri: selsɪəs)

   The speaker pronounced the word *"the"* in inappropriate way, which was the word *"the"* as it was pronounced *[ðə]* which sequentially consisted of voiceless

alveolar plosive in sound /ð/ and unrounded half open central vowel in sound /e/. Based on the standard pronunciation of this word, it should be pronounced *[ðɪ]* which sequentially consisted of voiceless alveolar plosive in sound /ð/, and an unrounded half close to close front vowel /ɪ/. If there was the word "*the*" *[ðə]* was followed by vowel *(a, i, u, e, o)* so, "*the*" was not uttered *[ðə]* but it was turned sound into *[ðɪ]*. Based on the utterance above, the word "*the*" *[ðə]* was followed by vowel *a.*

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher will draw some conclusions related to the study of pronunciation errors conducted in the fourth semester of students of English Department in academic year 2009/2010 of Dian Nuswantoro University. This chapter also will present the relevant suggestions related to this research.

5.1 Conclusions

According to the results of analysis which are presented in previous chapter, it can be concluded as follows:

Kinds of pronunciation error found in Tourism examination of the fourth semester students of English Department of Dian Nuswantoro University in the academic year of 2009/2010 contain seven kinds of slip of the tongue and four kinds of pronunciation problems. The seven kinds of slip of the tongue, they are anticipation, perseveration, exchange, blend, deletion, addition, substitution. Substitution is dominantly occurred than the other types. It is happened because the students pronounced the English words in hurry and monitoring condition which make them substituted some English words to others.

The five students also produce four kinds of pronunciation problems such as the existence of the phonetic alphabets from the foreign sounds, two languages with similar sounds which differ only slightly in their phonetic features, a cluster of sounds

in some English words, other cases. Two languages with similar sounds which differ only slightly in their phonetic features are dominantly occurred than the other types. It is happened because in Indonesian language usually apply one letter- one sound, although there is a letter that has two sounds, in this case letter *'e'*. It can be written *[e]* and *[ė]*. Sound variety scarcely exists in Indonesian language.

5.2 Suggestions

Based on the results achieved of the study, the following suggestions can be stated:

1. After reading this thesis, certainly the readers gain more or less knowledge and new insights on slips of pronunciation. So, for the readers of this thesis are suggested to be more careful and give more attention when he or she gives information orally.

2. It is suggested that the next researchers can develop this further research because this research is still rarely discussed in language research especially in the field of linguistics. For example, in terms of determining the object of research. The next researchers are suggested to use the object of research not only on the students of faculty of humanities, University of Dian Nuswantoro but also in the wider environment.

BIBLIOGRAPHY

Astuti, Rohmi.2009. Psycholinguistic Analysis: Silent Pauses Found In "*Harry Potter and the Order Of The Phoenix*" Movie. A thesis. English Letters and Language Department of the State Islamic University of Maulana Malik Ibrahim.

Azar, Betty Schrampfer.1989. *Understnding and Using English Grammar*. New Jersey: PRENTICE HALL REGENTS

Brown, H. D. 1994. *Principles of language learning and teaching,* 3rd ed. Englewood Cliffs, NJ: Prentice Hall Regents.

Carrol, David W. 1985. *Psychology of Language.* Pacific Grove, California: Brooks/Cole Publishing Company.

Carrol, D. W. 1999. *Psychology of Language,* 3rd ed. Brooks/Cole Publishing Company.

Clark, Herbert H. and Eve v. Clark. 1977. *Psychology and language: An Introduction to psycholinguistic.* New York: Harcourt Brace Jovanovich, Inc.

Dalton, E. 1998. *Teaching Pronunciation*. London: Longman Group Ltd.

Dullay, Heidi. 1982. *Language Two*. New York: Oxford University Press.

Ellis, Rod. 1986. *Understanding Second Language Acquisition*. New York: Oxford University Press.

Fromkin, A. and Ratner, N. 1993. '*Speech Production'* IN Gleason, J. and Ratner, N. (eds) *Psycholinguistics*, London: Harcourt Brace.

Gerot, L and P. Wignell. 1994. *Making Sense of Functional Grammar.* Sydney: Antipodean Educational Enterprises (ÆE).

Harmer, Jeremy.1983.*The Practice of English Language Teaching.* USA : Longman.

Harmer, J. 2000. *The Practice of English language Teaching*. London: Longman Group Ltd.

http://informasitips.com/degrees-of-comparison-penggunaan-more-most-er-dan-est

http://www.inspirationalspark.com/inspirational-quotes-with-pictures.html

http://welcometoenglishsolution.blogspot.com/2009/06/penggunaan-kata-kerja-verb-dengan-todan.html

http://www.papanputih.com/2011/02/are-you-versus-do-you.html

Hubbard, Petter.1983.*A Training Course For TEFL.* New York : Oxford University Press.

Isaac, S. and Michael,W.1987. *Handbook in Research and Evaluation: a collection of Principles, methods, and Strategies Useful in Planning, Design, and Evaluation of Studies in Education and the Behavioral Sciences*. San Diego, California: Edits Publisher.

Khodijah, Siti.2006. *Error Analysis of the Students' Test Results on Personal Pronouns (A Case Study in First Year of MTS Nurul Falaah Gunung Sindur, Bogor)*. A thesis. English Department of the Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University.

Leech, G., Margaret Deuchar and Robert Hoogenraad. 1982. *EnglishGrammar for Today*. London: Macmillan Education Ltd.

Levelt, W. 1989. *Speaking: From Intention to Articulation* Cambridge, MA: MIT.

Manser, Martin H. 1991. *OXFORD LEARNER'S POCKET DICTIONARY*. United Kingdom : Oxford University Press.

Nisa, Hasnun.2009. *A Study on Speech Errors Made by Global TV VJ the Music Programs "Most Wanted*. A thesis. English Department of North Sumatra University.

Rahmawati, Lika.2009. *A Psycholinguistic Analysis on Slips of the Tongue in the Speaking Class at Fantastic English for Better Malang.* A thesis. English Letters and Language Department of the State Islamic University of Maulana Malik Ibrahim.

Ramelan. 1994. *English Phonetics*. Semarang: UPT UNNES PRESS.

Ratnasari, Henny.2007. *Songs to Improve the Students' Achievement in Pronouncing English Words (An Action Research of the Year Seven Students of MTs ANNUR Jepara in the Academic Year 2006/2007).* A thesis. Language and Arts Faculty of Semarang State University.

Rimawati. 2009 *A Psycholinguistic Analysis on Kids' and Adults' Slips of the Tongue Found in EF (English first) Malang*. A thesis. . English Letters and Language Department of the State Islamic University of Maulana Malik Ibrahim.

Robins, R. H. 1980. *General Linguistic An Introductory Survey*. London: Longman.

Taylor, Insup and M. Martin Taylor. 1990. *Psycholinguistics Learning and Using Language.* London: Prentice – Hall International (UK) Limited

Umami, Ana Khoirul. 2007. *Type of Processes Found in the Jakarta Post News in the Topic of Tsunami in Aceh: A Transitivity Analysis.* A thesis. Language and Art Faculty of English Department of Semarang State University.

Webster, M. 1990. *Websters Ninth New Collegiate Dictionary.* USA: Merriam-Webster Inc

APPENDICES

Appendix 1

Data Transcription

1) *Student 1*

Good morning ladies and gentlemen. Good morning all of you… Alhamdulillah we see in this beautiful morning. We will go to Bromo Mountain and first let me introduce myself. My name's Suryandaru and we are accompanied by Pak Dewo, Pak Pramono as a our driver in this travel and Pak Wito as a co-driver. Well ladies and gent gentlemen, we are on the Imam Bonjol Street now and we will turn left through Indraprasta Street. Before we where,**..we go to… we go out (substitution)** of Semarang, we will see some destination in **Semarang cities (addition)**. Ok.. a Semarang is a beautiful city, this is the capital city of Central Java. This **cistri (blending)** is lead by a major and this city has 16 sub districts and has a two kinds of landscape, Upper town and on the lower town. We are on the lower town now. **In the.. in this** area is the central of trading, government, and education. But, in this landscape we have some regularly problems such flood.

Well ladies and gentlemen, we are on the Indraprasta Street now. In the past this street didn't name Indraprasta but Sadewa seven. When.. a.. because this city bigger and bigger, so this Sadewa seven became opened into Indraprasta street right now. In this street very busy and this **cisrit** direct between Soegiyapranoto s**itrit… Ee street** and Imam Bonjol street like we has passed by.

Well ladies and gentlemen, let me continue what I have said about Semarang. In the other hand, Semarang has a lower city. In this landscape used for housing because in this landscape is hilly. Ok.. we are on.. still on Indraprasta Street and we will turn left to Soegiyapranoto Street. Before we arrive to **Soegiyapratoto (perseveration)** Street, let me explain about Tugu Muda because we will see Tugu Muda next. Tugu Muda is one **famous [read femos]** monument in this city because it is built by Semarang government to remind *five days war* in this city. Ok.. ladies and gentlemen, we turn right and direct **to south.. eehm.. to west (substitution)** Semarang. I continued about Tugu Muda, this monument **has proposed by (deletion) .. has been proposed by** Mr. Hadi Subeno. He was a Semarang major at the time to remind *five days war* in the Semarang. Because the war is very big and so many Semarang's fighters became

victims at that time and finish on 1953, and was legitimated by President Soekarno at that time. This monument **very [read feri] interest (deletion)** because.. **very [read feri]** interesting monument because in its foot, we **can found (substitution)** five kinds relief there. The reliefs describe about suffering Semarang citizen when Japan control Semarang and saw the struggle of Semarang fighter to tried.. to try release Semarang from Japan. Beside that, Semarang cit.. a Tugu Muda also has five relief that symbolize Pancasila. Pancasila is the philosophy.. political philosophy of Indonesia **state (substitution)**. Pancasila mean five in English. Sila is .. the meaning of Sila is principal. On the Tugu Muda bodies, we can find five kinds of relief that symbolize Pancasila. Ok.. let me.. This is because of drop so .. Ok, as long I has guess, it is.. we can say that it is chain.. it is **des.. symbolize (substitution)** the second principals of Pancasila, justice and civilize humanity. Ok.. It is the third relief that symbolize the third principals of pancasila. This relief is bayantri. It is symbolize of the **unity [read the unity]**.. the unity [thi unity] of Indonesia. It is the fourth relief.. the **five lerief (exchange)** that symbolize democracy get by the inner wisdom in the yunanimity araising delebration amounts representative. This… the fifth relief that symbolize the fifth principal of pancasila, social justice for the people of Indonesia. It is symbolize the first principal, believing the one and only God. That is about Pancasila on the body of Tugu Muda.

Ladies and gentlemen, after we talk about Tugu Muda, let's we talk about Semarang, especially the history of Semarang. The name Semarang is.. was came from the crown prince, Made Pandan. He was a crown prince from Demak kingdom. Because he didn't want became king in Demak kingdom, he went out from Demak kingdom to distribute about Islam religion on Java. One day he found big jungle that he interest to open it. When he opened the jungle, he found a lot of asam trees that grew rarely in the Javanese it was called "arang". So, that place he **was (addition)** named by "Asam arang" or "Semarang". After open that place, the crown prince, Made Pandan became the leader at that place, the Semarang village and taught Islam. His students increase bigger and bigger and after he died, his son continued him and called.. and **was [read wos]** called Ki Pandan Arang 2. **Because [read bikaos]** his father, Prince Made Pandan after he open the jungle and lead the village, he **was [read wos]** called Ki Pandan Arang 1. Under Ki Ageng Pandan Arang 2, Semarang village **bigame [anticipation bigger + became]** .. became bigger and bigger and finally Sultan Hadiwijoyo, the king of Pajang was legitimated Semarang village became Semarang regency. And ki Ageng Pandan Arang 2 became the first leader. Semarang on 1705 was **take (taken- substitution)** offer by Dutch and Semarang became the central of

government, the central of defense, and the central of trading on the north Java. Since 1906 Semarang has separated by,,, has been separated by Dutch became Semarang city and Semarang regency. And the first major of Semarang city was Mr. Dollang from Dutch. On 1945, Semarang has been **take,, took over.. taken (substitution)** over by Japan and those Semarang fighters tried to release Semarang and the event **[read ðe not ði:]** was called five days war. So many victims in that event. And Mr. Hadi Subeno, he was major of Semarang at that time concludes to build Tugu Muda as I have explained last. Thank You ladies and gentlemen, **I.. my ((substitution))** time is as.. almost up. Is very hard to say good bye to you. I hope this travel with me..you) enjoy and all of my explain make you understand about Semarang. We will go to Bromo more **than [read nden not /ðən/]** five hours. So, be enjoy and according to Badan Meteorologi Klimatologi and Geofisika the weather of Semarang and Surabaya today cloudy. So **we have.. we hope (substitution)** is not rain today. And the temperature of Semarang today 24 until 32 **degree (s- deletion)**, and Surabaya 24 until 42 **degree (s- deletion)**. So, be careful with your health, enjoy your travel, and thank you.

2) *Student 2*

Good morning everyone, how's your sleep last night? Me too. And here I'm Eko, I will replace Mr. Suryandaru as your guide today and I wish you to welcome to Semarang. And now let me tell you briefly about an old **[read olt]** historical building located in the east of your area, called Lawang Sewu. This building also the common symbol of Semarang. Lawang sewu was built in around 1900, and why the local people called it lawang Sewu? **Because [read bikos]** there is belief that if we count the door one by one, we will get the total of the door is not really same. So, that is one reason why the local people called it lawang Sewu. And maybe because its the big window too, because the window is as a big size like its door. So, maybe the local people also think that the window also the door. And Lawang Sewu used to be the one location of five days war in SMG that happened in 14 to 19 October 1945. The war in this place is between the **[read nde not θi/:]** Indonesian Army AMKA and the Japanese Army DIDENHOUTAI. That time, they in each **colozy..(deletion)** in each **colonization**, the Japanese army used the basement of this building that built lately around 1916 as a jail. And there was two jail **[read dʒel not dʒeil]** at that time. The first is for the prisoner that they put on the squad position. And the second is like a common jail **[read dʒel not dʒeil]** that **has (substitution)** one and one meter in needs length and width. And.. and that time they plis.. the prisoner is put there on six person. So, you can imagine they.. they could't bow, they could only stand there. In

the other **hoom (perseveration-** ot**h**er + r**oom**)**,** there is room for execute the prisoner with cut their head off. And also in that room, the Japanese army collected the prisoner's head that will **chow [substitution throw]** their head to the near river. And now we are on the Sam poo Kong Temple. This place used to be a harbor where the Cheng Ho landed here. Now let me continue about the Lawang Sewu. There were some … of Lawang Sewu that made in February and September 1902, and the last or the third one was made in 1903. And the three of it was made in Amsterdam. **The [read ði: not ðə:]** Netherlands government chooses the architect to build Lawang Sewu by the model of Netherlands building. The first foundation of Lawang Sewu was made in February 1904 and it was officially used in July 1907. And now Lawang Sewu most used for architect vision. Talking about art, there is one traditional weapon from Java, called Keris. Like this. The keris **is has (addition-is)** three **pain (anticipation _ part +main)** part that is wilah. This is wilah. This is gaman. And this one is warangka. What make keris.. a special weapon than the other is in each all of the part, keris have each name. The first part is gaman. This is gaman. There is a.. full **read [read fiul not fʊl]** curve on it. Some curve it is describe the owner's life, the owner's job. And the other is show the owner's position on their social life. This gaman was made from different material like an elephant's ivory, metal, and the gaman material is **wood [read wɜ:d not wʊd]** . Like this one. And the wood that usually used is jati, timoho, kemuning, cendana, and much more. And the second is warangka. This is warangka. This is to put the wilah in. Due to the use is to cover the wilah, so the **[read ðei not ðə:]** beauty is not too important. But for some people, they will put an curve on this if not they put some material like **gold [read golt not gəʊld]**, silver, **diamond [read deimen not daɪəmənd]**, and other else to show his status on the social life. And the **second part (substitution_ third part)** is wilah. This is wilah. The main part of keris. This part is usually made from maharani steel and why.. the maker or it usually called empu can make it like this. it is tall look or indent. It is believed that after they choose the material by smell and touch it. They hitting the steel up, and then they push it. Just like this. So, in Java it is believed that empu is a special person with a.. we can say high magic or skill or like that. And for this look, the total is never **uniform [read anifem not ju:nɪfɔ:m].** It usually three, the little is three, the biggest is thirteen. If there is keris that have look more than thirteen, it is called **keris wala.. kalawija (perseveration_ warangka + kalawija).** And by the warangka, also more than keris is divided into two types. The first is warangka ladrang, and the second is warangka gayaman. The warangka ladrang is usually used for an formal ceremony. Like when we are on the palace like in kraton Jogja when we have to meet the king or the sultan and they put it in the back of

stagen or Javanese traditional belt and the aim is used to protect the king. And the warangka gayaman is usually used for the daily need and in a war, the warangka gayaman is mostly used **for the… because the… (substitution)** the size is more practice and small and not too weight. Like this one. So the owner will be easy to put out the wilah from the warangka of keris. And for wilahan, each of keris have its own wilahan name. So they will **be know (substitution)** two keris that have same name of this wilahan. Some name of this wilahan is like kebotendan, pinarak, … and much more. It is believed that the name of wilahan is more than 100 so it is too much if I spell it one by one. And for this warangka the main part this one is called antupan. **It used (deletion)** to cover **the [read ði: not ðə:]** wilahan. **Antupan is the… antupan is just** made from wood, so the **beautiful (substitution_ beauty)** is not too important just like warangka. But as the modernization now the antup is put into this one called pendhog. … keris is the one Javanese weapon that have a lot of historical and heroic legend in it. For example like keris setan kobor, keris mpu gandring, and much more. And keris is now mostly used in traditional wedding ceremony. This keris is put in a jasmine flower to make it more beautiful and why the people put the jasmine flower in the keris is there is a legend. there was.. he were name ariapenangsang. He is a warrior on a war with his enemy. And his stomach [00;26;00]. And to **memorite (memorize and appreciate)** or to appreciate him now people put the jasmine flower in the around of the keris to make it more beautiful. Thank you, I think that's all I got tell you about semarang, lawang sewu just a brief and about keris, one of traditional weapon. We have to keep it because one artificial.. thank you and have a nice trip. I am Eko, see you and good bye.

3) *Student 3*

Semarang is a big city, and Semarang is a city that **have (substitution)..** that has trading activity. Every day **the [read nde]** people in Semarang do trading. One example is.. that is a.. market that already we passed, Johar market. Johar market is kind of traditional market **that [read ndet]** popular in Semarang. I will tell it.. tell it to you about the market. Johar market have a.. has a trading activity , many **seller (deletion -s)** and **buyer (deletion -s)** do interaction in there. And a.. if you want get something, you will get the.. you will get with low price. Johar market built by an architect [read arkitek not a: kitekt] from Netherland, **very [read feri notˈveri]** famous. His name is Herman Thomas in1963. And then he **succeed [read saksid not səkˈsed]** to build this **build (deletion - ing)** Johar Market. Ooh sorry in 1863. And

then **she..(substitution - he)** he **succeed [read saksid not səkˈsed]** to built that market with very **[read feri notˈveri]** good foundation. And then, the foundation is **makes (substitution made) with (substitution in)** tropical season. It's **about [read ebout not əˈbaʊt]** the historical of Johar market. And then, if you want to get low price in Johar, you will get it. Like me, a few months ago, I buy**..(Substitution bought)** I bought a shoes.. the tiger shoes from Johar. And I bring it. You can **watchsit (blending watch + it)**. Like this. The price is only twenty thousand rupiahs.. and if it convert to dollars, it just two dollars. But, if you want to know I've ever found this .. like this shoes in a **boutique [read byutik not buːˈtiːk]** they sell the shoes forty thousand rupiahs. It **same [red sem not seɪm]** with four dollars. So, it means that they sell fifty **percent (deletion -s)** more expensive. And I've ever found this shoes in online shop, and you know the price is more.. more, and more expensive. They sell the shoes with one hundred and thousand rupiahs. Yes.. **one thousand.. more than one thousand rupiahs (substitution)**, no.. no.. no.. one hundred and thousand rupiahs. So, I suggest to you, if you have time, you have time, you must go to Johar market **because [read bikaos not bɪˈkɒz]** you will get a cheap price if you smart to bargain the.. and I also suggest to you if you **wants (addition -s)** something, you must bargain fifty percents from the price that seller give to you. It's about Johar market. And last time, we also already passed the **stasiun (addition the word)** Tawang station. In **old [read olt]** city that.. that very [read feri] beautiful and agai.. and again has a historical value. If you want to other city, out of Semarang and have comfortable and nice trip you can go by train **that (addition that)** in Tawang station. After **the [read nðəː not ðiː] old [read olt not əʊld]** city, **you (substitution we)**.. we.. we .. **all of we (substitution all of us)**.. all of us pass the arteri **street [read stret not striːt]**, **are** you remember?? **(substitution do you remember)**. Arteri street is a connector street from part of Semarang to another part of Semarang, like that is the west Semarang and east Semarand or north Semarang. Oh Yes I remember, last year.. eh every year in Semarang.. is held.. Semarang held an event that held before the Ramadhan month. **It (deletion - is)** called dug-deran. Do you know?? Dug-deran is an event to.. to welcome the fasting month. And last year the ugderan is held in Arteri street. In dug-deran you can found **the (addition – the)** many kinds of **thing (deletion -s) sold (deletion is)** there and that I know it "gerabah". Gerabah is.. pottery.. in English is pottery. Pottery is a kind of things like utensils [read yutensil not juːˈtens] of food or toys for children that **made (deletion is)** from clay. And the **other [read ader]** toy **(deletion that)** I know is kapal klotok. Kapal klotok is a kind of toy and in English is called boat.. boat toys. After that we also can see a warag ngendhog. Warag ngendhog is a **kind** (**deletion of)** entertainment that provide in

Dug-deran. It **like (deletion -s)** ondel-ondel from Jakarta. A big doll with their own movement and dance. And we call it warag ngendhog. And then, I **want (deletion to)** add Nenny said about Masjid.. Great Mosque Central Java. . Central Java Great Mosque. That mosque is very **[read feri notˈveri]** big and wonderful mosque. In Semarang, **it biggest (deletion is, the)** in Central Java and it **completed (deletion -is)** by convention hall, and then food court, and a.. office in, also tower. The interesting is tower because the tow.. from.. the tower is.. the highest of the tower is 99 meters and the highest is 90.. the floor is 90 in floors from the highest floor, we can see all of the Semarang city from the tower. And then, we al, we can, we also can.. if you want to spend your time in **Great [read gret not greɪt]** .. Central Java Great **Great [read gret not greɪt]** Mosque, you don't need to go to **other [read ader]** in .. because in Central Java Great Mosque is provided on.. in.. and you will..and you can spend a night. And the .. and in **their (substitution there)** mosque.. and in there, we can find a.. recreation like rabbit cart and **(addition- and)** to around Agung.. Great Mosque and also.. and other [**read ader**] facilities like library, and many more. Ok.. time for me is up, and then for **then..(substitution - the)** .. for the next explanation **to (substitution - for)** for our trip, it will be replaced with my partner, the next guide , miss Risa Febriani. Thank you.

4) *Student 4*

... Yes me too. Ok, my name is Indah Rahayuningtyas and you can call me Indah, I..N..D..A..H.. like the previous guide, my friends miss Ririn, **she [read si:]** explain about Kudus. Now we arrive in Pati, so I want to say welcome to the Pati. Ok.. pati.. Pati is one of regency in Central Java. And Pati **consist (deletion -s)** of 21 **district (deletion -s)**. And then divided again into 400 villages and five district. And then the slogan of Pati is Pati Bumi Mina Tani. Do you know the mean.. the meaning of the slogan? Ok.. I want to explain the meaning of the slogan. The meaning of Pati Bumi Mina Tani that Pati hopes a.. the regency becomes **centra (substitution central)** of fishery and farming in Indonesia. And then most of area in Pati is lowland and tourism object in Pati are Waduk Siloromo, Gua Wareh, and then coffee.. coffee garden and etc. and the traditional food in Pati are soto kemiri and nasi gandul. Ladies and gentlemen, a few times ago we pass in Kudus and there is one of the famous most building in Kudus. It is Minaret Kudus mosque, and like the previous guide Anggit, **she (he) explain (deletion -ed)** about Minaret Kudus mosque. And I want to add information **about** [ebot] Minaret Kudus mosque. Minaret Kudus mosque puts in

1549 BC or around 956 H by Sunan Kudus. Sunan Kudus is a.. who is.. is a commander for Kesultanan Demak. And **the [read ðə: not ði:]** original name of Sunan Kudus is Ja'far Shodiq. Minaret of Kudus is a prove of dissemination process Islamic way that by peacefully and.. and stone that **building** (**addition** - **ing**).. that build Minaret Kudus Mosque **is comes** from **(addition is)** Baitul Ma'dist from Palestina as the first stone. And then, Minaret Mosque Kudus is.. has five.. **consist (deletion -s)** of five doors. And then, in the right side and then five doors in the left side and all amount of the windows **is (substitution are)** five windows. And then the big.. the big doors consist of five doors, and **the [read ðə: not ði:]** inside of the mosque there is a big **pool [read poul not pu:l].** And beside of the big pool there is two flags.. two flags that located in the right and the left side of the places (**addition -s**) where the **preacher [read priser not pri:tʃ(er)]** give a sermon. And also there is a pool mosque that.. that use to.. eh that the sort is like 'padasan'. Do you know padasan?? Padasan is a place that use to "wudhu". I think you know the means of wudhu, do you know the **thing (substitution - means)** of wudhu?? Padasan is place, **it (deletion - is)** use to wudhu. And then, on front of mosque, on front of Minaret Kudus mosque is.. there is a **gate door (addition door)** that comes from Majapahit Kingdom and when on previous time in Majapahit kingdom, the doors (**deletion - are**) use to spy door.. has a function as a spy door. Ok ladies and gentlemen, this is the picture of Minaret Kudus mosque. And then the big side of Kudus mosque is … of Sunan Kudus, and the entrance door is there is in the.. in the right of the mosque. It is the **enter doors (substitution entrance)** .. **the** entrance **[read ðə: not ði:]** to the set grave ..of Sunan Kudus. And then, if we want to enter the set grave of Sunan Kudus, we enter the door, we will trough a small street after we l trough a small street, we enter the second door, and then we enter the set grave in that the set grave there is a shelter. And in the middle of shelter there is a big building where the building is used to.. Sunan Kudus to give.. to **give (deletion some lesson)** his student about Islam, Islamic study. And then it is **also [read also]** a place that **meet (deletion)** of Walisongo. Ok.. ladies and gentlemen, there is another building that famous too in Kudus. It is town square Kudus. Town square Kudus located in the **middle (substitution central)** of city. And aroud of town square Kudus there are a government office, regent office, and then Mall like Ramayana, and then shop and etc. and if we feel bored or if we want to refresh our mind, I think you must.. you must go in town square.. eh Kudus town square **because [read bikos]** in the Kudus town square have (**substitution has**)a good atmosphere **[read atmosfɒr not ætməsfɪə (r)]** and the..we can refresh our mind while eat some food, like sate kerbau, lenthog, soto , and many kinds of food. Ok ladies and gentlemen before I close my

explanation, do you know the unique tradition in Kudus?? I **want [read won't not wɒnt]** to tell you about the unique tradition in Kudus. People in Kudus is not kill **cow [read kow not kaʊ]**. Do you know the reason why the people in Kudus is not kill **cow [read kow not kaʊ]**? The reason **is (addition is)** comes from prohibiton fron Sunan Kudus. **She** (**substitution - he**) said that cow **[read kow not kaʊ]** is animal when in Majapahit kingdom.. repeat.. repeat Sunan Kudus is give **forhibidid (blending forbiden + prohibition)**.. So, Sunan Kudus forbid people in Kudus to kill cow. And when Idul Adha celebration Celebrate. When **the (substitution they)** celebrate Idul Adha, people in Kudus not kill.. not slaughter cow but they just slaughter **buffalo [read buffalo not bʌfələʊ]** .. water buffalo. I **think (deletion - is)** enough **to (substitution - for)** my explanation, and then maybe wants to continues by the next guide. Thank you for your attention, enjoy your trip and our facilities. Good afternoon.

5) *Student 5*

I replace **as tour (substitution -your guide)** guide, Ajeng. Firstly, I will introduce **[read introdus not ɪntrədjuːs]** myself. My name is Halimatus Sadiah. You can call me Halim. Well, ladies and gentlemen, now we are arriving at Rembang city. Rembang is most easterly in central Java. This town.. Rembang town is located.. a.. **Rembang (deletion –the distance of)** one hundred ten kilometers from Semarang. Rembang town is .. and clean, but the climate [read klaimet not klaɪmɪt] is hot. As is … with all cities on Java's coast. Well, ladies and gentlemen, in the several kilometers from here there is small beautiful city.. not has lost interesting than here. The name is Jepara city.. **exactly [read aizekli not ɪgˈzæktlɪ]** west side Kudus city. Jepara as well-known by many people as Kartini Earth. The name of.. a.. in Indonesian language is Bumi Kartin**i.** The **name [read nem not neɪm]** was told by.. the name of Indonesian national heroine was fighted by woman at the centuries ago. And Jepara **was [read wos]** placed **about [read ebout]** of R.A Kartini and to memorize R.A Kartini, Jepara residence **made [read med]** the **name [read nem]** to be slogan of Jepara city is Jepara Bumi Kartini. Well, ladies and gentlemen, Jepara is a good place [read ples] to visit. Jepara.. in its furniture industry. Jepara.. if we visit there, we can find a hundred **wood (deletion –s)** furniture factory during our trip. And **this (deletion - is)** potential market for more foreign **infestation [read infestasen]** (**substitution investor**) to build and operate manufactory in Jepara. Wood manufactories **on (substitution - in)** Jepara **produce [read produs]** almost everything not only tables, chairs, and that's it. But, Jepara also **produce [read**

produs] wood, your paper, floor, roof,.. this is **the example [read ðə: not ði:],** this is gebruk .. better than Jep.. **jhan (Perseveration)** Kudus city. Jepara has better type than others because Jepara has various product and almost exported to **foreign [read foren not fɒrən] country [read kontri not ˈkʌntrɪ]**. The biggest market is USA New York because those Jepara has called by many people as Kota Ukir. Jepara also has beautiful beach. Like Kartini beach located 2.5 kilometers north of Jepara regency with various supporting facilities such as sport, motel, and there is big amazing turtle statue, the biggest one **on (substitution -in)** Asia. This is the picture of the turtle statue. **Other [read ader] beach.**. Jepara also has small wonderful **island [read alien not ˈaɪlənd],** the name is Karimunjawa. Karimunjawa still has natural panorama and under water beauty. Various sea organism are still be nature and pure. So, that's Karimunjawa now **becoming (deletion are)** sea national park. Karimunjawa island.. part of Jepara regency located approximately 45 miles north-west of jepara city. **The average [read ðə: not ði:]** temperature in that area is 26 until 30 **degree (deletion -s)** Celsius. Minimum **temperature [read temperature not ˈtemprətʃə(r)]** is 22 and **maximal (substitution maximum) temperature temperature [read temperature not ˈtemprətʃə(r)]** is 34 degrees Celsius. The **fascinating [read fæsɪneɪsing not fæsmeɪting]** of Karimunjawa **its (deletion -is)** flora and fauna. Well ladies and gentlemen, thank you for your visiting in Central java and we **wait (read wait not weɪt)** your visiting in Jepara city, of course in Karimunjawa island. I hope you enjoy in this travelling and good day.

Appendix 2

Types of Slip of the Tongue

No	Types of Slip of the Tongue	Frequency of Appearances
1.	Anticipation	1. Before we arrive *to Soegiyapratoto* Street, let me explain about Tugu Muda because we will see Tugu Muda next 2. Semarang village *begame…* became bigger and bigger and finally Sultan Hadiwijoyo, the

		king of Pajang was legitimated Semarang village became Semarang regency
		3. Three *pain* part that is wilah
		4. It is called *keris wala.. kalawija*
		Total : 4
2.	Perseveration	1. In the other *hoom*, there is room for execute the prisoner with cut their head off
		2. This is gebruk … better than Jep...*jhan* Kudus city
		Total : 2
3.	Exchange	1. It is the fourth relief… the *five lerief* that symbolize democracy get by the inner wisdom
		Total : 1
4.	Blend	1. This *cistri* is lead by a major and this city has 16 sub districts and has a two kinds of landscape, Upper town and on the lower town
		2. In this street very busy and this *cisrit* direct between Soegiyapranoto sitrit… Ee street and Imam Bonjol street
		3. In this street very busy and this cisrit direct between Soegiyapranoto *sitrit… **Ee street** and Imam Bonjol street
		4. And to *memorite* or to appreciate him, now people put the jasmine flower in the around of the keris to make it more beautiful
		5. You can *watchsit*

		6. Sunan Kudus is give *forhibidid*… So, Sunan Kudus forbid people in Kudus to kill cow
		Total : 6
5.	Substitution	1. We turn right and direct *to south... eehm... to west* Semarang
		2. Pancasila is the philosophy… political philosophy of Indonesia *state*
		3. we can say that it is chain.. it is *des.. symbolize (substitution)* the second principals of Pancasila, justice and civilize humanity
		4. Semarang on 1705 was *take* over by Dutch
		5. Semarang has been *take … took over.. taken* over by Japan
		6. We *have…* we *hope* is not rain today
		7. *I... my* time is as.. almost up
		8. Like a common jail that *have* one and one meter in needs length and width
		9. The Japanese army collected the prisoner's head that will *chow [throw]* their head to the near river
		10. And the *second part* is wilah
		11. Antupan is just made from wood, so the *beautiful* is not too important just like warangka
		12. Semarang is a city that *have...* that *has* trading activity
		13. And then *she… he* succeed to build that market with very good foundation
		14. And then, the foundation is *makes* with tropical season

15. And then, the foundation is makes *with* tropical season

16. After the city, **you (substitution we)**... we... we ... **all of we (substitution all of us)**.. all of us pass the arteri street, are you remember?

17. *All of we*... *all of us* pass the arteri street

18. *Are* you remember??

19. …and like the previous guide Anggit, *she* explain about Minaret Kudus Mosque

20. Before we where… *we go to… we go out* of Semarang, we will see some destination in Semarang cities

21. This monument very interest because… very interesting monument because in its foot, we can *found* five kinds relief there

22. And the warangka gayaman is usually used for the daily need and in a war, the warangka gayaman is mostly used **for the… because the…** the size is more practice and small and not too weight

23. So they will **be know** two keris that have same name of this wilahan

24. Like me, a few months ago… I *buy…* I *bought* a shoes.. the tiger shoes from Johar

25. Yes… *one thousand… more than one thousand rupiahs*, no.. no.. no.. *one hundred and thousand rupiahs*

26. And the... and in *their* (substitution there) mosque... and in there, we can find a… recreation like rabbit cart and to around Agung... Great Mosque and also... and other facilities like library, and many more.

27. Ok…time for me is up, and then for **then...(substitution - the)** ... for the next explanation **to (substitution - for)** for our trip, it will be replaced with my partner, the next guide , miss Risa Febriani. Thank you.

28. The meaning of Pati Bumi Mina Tani that Pati hopes a.. the regency becomes **centra (substitution central)** of fishery and farming in Indonesia

29. I think you know the means of wudhu, do you know the **thing (substitution - means)** of wudhu?

30. It is the **enter doors (substitution entrance)** ... the entrance to the set grave..of Sunan Kudus

31. Town square Kudus located in the **middle (substitution central)** of city

32. And then, in the right side and then five doors in the left side and all amount of the windows **is (substitution are)** five windows

33. I think you must... you must go in town square.. eh Kudus town square because in the Kudus town square **have (substitution has)**a good atmosphere and the..we can refresh our mind while eat some food, like sate kerbau, lenthog, soto, and many kinds of food

34. **She (substitution - he)** said that cow is animal when in Majapahit kingdom… repeat.. repeat Sunan Kudus is give forhibidid **…** So, Sunan Kudus forbid people in Kudus to kill cow

35. When **the (substitution they)** celebrate Idul Adha, people in Kudus not kill.. not slaughter cow but they just slaughter buffalo... water

		buffalo
		36. I think enough *to (substitution - for)* my explanation, and then maybe wants to continues by the next guide. Thank you for your attention, enjoy your trip and our facilities. Good afternoon.
		37. I replace **as tour (substitution -your guide)** guide, Ajeng.
		38. And this potential market for more foreign *infestation (substitution investor)* to build and operate manufactory in Jepara
		39. Wood manufactories *on (substitution - in)* Jepara produce almost everything not only tables, chairs, and that's it
		40. Like Kartini beach located 2.5 kilometers north of Jepara regency with various supporting facilities such as sport, motel, and there is big amazing turtle statue, the biggest one *on (substitution -in)* Asia
		41. Minimum temperature is 22 and *maximal (substitution maximum)* **temperature** temperature is 34 degrees Celsius
		Total : 41
6.	Addition	1. Before we where...we go to… we go out of Semarang, we will see some destination in Semarang *cities*
		2. When he opened the jungle, he found a lot of asam trees that grew rarely in the Javanese, it were called "arang". So, that place *he* was named by "Asam arang" or "Semarang"
		3. The keris *is has* three pain part that is wilah

4. Antupan is *just* made from wood

5. And for wilahan, each of keris have its own wilahan name. So they will *be* know two keris that have same name of this wilahan

6. And I also suggest to you if you *wants* something, you must bargain fifty percents from the price that seller give to you

7. You can go by train **that** in Tawang station

8. …there is a *gate door* that comes from Majapahit Kingdom…

9. …two flags that located in the right and the left side of the *places*

10. In dug-deran you can found **the** many kinds of thing sold there and that I know it "gerabah".

11. And the ... and in their mosque.. and in there, we can find a… recreation like rabbit cart *and (addition- and)* to around Agung... Great Mosque and also… and other facilities like library, and many more

12. Minaret of Kudus is a prove of dissemination process Islamic way that by peacefully and.. and stone that *building (addition - ing)*.. that build Minaret Kudus Mosque is comes from Baitul Ma'dist from Palestina as the first stone

13. Minaret of Kudus is a prove of dissemination process Islamic way that by peacefully and.. and stone that building that build Minaret Kudus Mosque *is comes* from Baitul Ma'dist from Palestina as the first stone

14. The reason *is (addition is)* comes from prohibiton fron Sunan Kudus

Total : 14

7.	Deletion	1. This monument **has proposed by….. has been proposed by** Mr. Hadi Subeno
		2. This monument very **interest** because… very interesting monument because in its foot, we can found five kinds relief there
		3. So we have… we hope is not rain today. And the temperature of Semarang today 24 until 32 *degree*
		4. And the temperature of Semarang today 24 until 32 degree, and Surabaya 24 until 42 *degree*
		5. That time, they in each *colozy...* in each *colonization*
		6. *It used* to cover the wilahan
		7. Many *seller* and buyer do interaction in there
		8. Many seller and *buyer* do interaction in there
		9. And then he succeed to build this *build* Johar Market
		10. So, it means that they sell fifty *percent* more expensive.
		11. Pottery is a kind of things like utensils of food or toys for children that *made* from clay
		12. *It* called dug-deran
		13. In dug-deran you can found the many kinds of thing *sold (deletion is)* there and that I know it "gerabah"
		14. Warag ngendhog is a *kind entertainment* that provide in Dug-deran
		15. It *like* ondel-ondel from Jakarta.
		16. I *want* add Nenny said about Masjid.. Great

Mosque Central Java… Central Java Great Mosque

17. In Semarang, *it* biggest in Central Java and it completed by convention hall, and then food court, and a.. office in, also tower

18. In Semarang, it biggest in Central Java and it *completed* by convention hall, and then food court, and a.. office in, also tower

19. A big building where the building is used to.. Sunan Kudus to give.. to *give* his student about Islam

20. It is also a place that *meet* of Walisongo

21. *Rembang* one hundred ten kilometers from Semarang

22. Karimunjawa still has natural panorama and under water beauty. Various sea organism still be nature and pure. So, that's Karimunjawa now *becoming* sea national park

23. In dug-deran you can found the many kinds of **thing (deletion -s)** sold there and that I know it "gerabah"

24. In dug-deran you can found the many kinds of thing **sold (deletion is)** there and that I know it "gerabah"

25. And the other toy *(deletion that)* I know is kapal klotok

26. And Pati *consist (deletion -s)* of 21 district

27. And Pati consist of 21 *district (deletion -s)*

28. It is Minaret Kudus mosque, and like the previous guide Anggit, she *explain (deletion -ed)* about Minaret Kudus mosque

29. And then, Minaret Mosque Kudus is... has

		five... *consist (deletion -s)* of five doors
		30. Padasan is place, *it (deletion - is)* use to wudhu
		31. And then, on front of mosque, on front of Minaret Kudus mosque is... there is a gate door that comes from Majapahit Kingdom and when on previous time in Majapahit kingdom, the *doors (deletion - are)* use to spy door.. has a function as a spy door
		32. The fascinating of Karimunjawa *its (deletion - is) flora and fauna*
		33. The average temperature in that area is 26 until 30 *degree (deletion -s)* Celsius
		34. Jepara… if we visit there, we can find a hundred *wood (deletion –s)* furniture factory during our trip
		35. And *this (deletion - is)* potential market for more foreign infestation to build and operate manufactory in Jepara
		Total : 35

Appendix 3

Types of Pronunciation Problem

No	Types of Pronunciation Problem	Frequency of Appearances
1.	The Existence of the Phonetic Alphabets from the Foreign Sounds	**<u>Very</u>** 1. This monument **very [read feri]** interest 2. because.. **very [read feri]** interesting monument because in its foot, 3. **very [read feri notˈveri]** famous. 4. he succeed to built that market with very **[read feri notˈveri]** good foundation. 5. In old city that… **that very [read feri]** beautiful and agai… and again has a historical value. 6. That mosque is very **[read feri notˈveri]** big and wonderful mosque. **<u>Than</u>** 1. We will go to Bromo more **than [read nden not /ðən/]** five hours. **<u>The</u>** 1. Every day **the [read nde]** people in Semarang do trading **<u>That</u>** 1. Johar market is kind of traditional market **that**

[read ndet] popular in Semarang

Other

1. And the **other [read ader]** toy I know is kapal klotok.

2. if you want to spend your time in Great .. Central Java Great Great Mosque, you don't need to go to **other [read ader]** in … because in Central Java Great Mosque is provided on… in...and you will..and you can spend a night.

3. And the …and in their mosque.. and in there, we can find a… recreation like rabbit cart and to around Agung.. Great Mosque and also… and other [**read ader**] facilities like library, and many more.

4. **Other [read ader] beach.**. Jepara also has small wonderful island, the name is Karimunjawa.

She

1. Ok, my name is Indah Rahayuningtyas and you can call me Indah, I..N..D..A..H.. like the previous guide, my friends miss Ririn, **she [read si:]** explain about Kudus

Preacher

1. And beside of the big pool there is two flags.. two flags that located in the right and the left side of the places where the **preacher [read priser not pri:tʃ(er)]** give a sermon

Introduce

1. Firstly, I will introduce **[read introdus not**

		ɪntrədju:s] myself. **Produce** 1. Jepara **produce [read produs]** almost everything not only tables, chairs, and that's it 2. But, Jepara also **produce [read produs]** wood, your paper, floor, roof… **Temperature** 1. Minimum **temperature [read temperature not ˈtemprətʃə(r)]** is 22 2. and maximal **temperature temperature [read temperature not ˈtemprətʃə(r)** is 34 degrees Celsius **Total : 20**
2.	Two Languages have Similar Sounds which Differ Only Slightly in Their Phonetic Features	**Same** 1. It **same [red sem not seɪm]** with four dollars. **Because** 1. **Because [read bikaos]** his father, Prince Made Pandan after he open the jungle and lead the village, he was called Ki Pandan Arang 1 2. **Because [read bikos]** there is belief that if we count the door one by one, we will get the total of the door is not really same 3. So, I suggest to you, if you have time, you have time, you must go to Johar market **because [read bikaos not bɪˈkɒz]** you will get

a cheap price if you smart to bargain

4. I think you must.. you must go in town square.. eh Kudus town square **because [read bikos]** in the Kudus town square have a good atmosphere and the..we can refresh our mind while eat some food, like sate kerbau, lenthog, soto , and many kinds of food.

Old

1. And now let me tell you briefly about an old **[read olt]** historical building located in the east of your area, called Lawang Sewu.

2. In **old [read olt]** city that.. that very [read feri] beautiful and agai.. and again has a historical value.

3. After the **old [read olt not əʊld]** city, you**.**.. we… we ... all of we**.**.. all of us pass the arteri street

Jail

1. And there was two jail **[read dʒel not dʒeil]** at that time

2. And the second is like a common jail **[read dʒel not dʒeil]** that **has (substitution)** one and one meter in needs length and width

Gold

1. But for some people, they will put an curve on this if not they put some material like **gold [read golt not gəʊld]**, silver, diamond, and other else to show his status on the social life.

Diamond

1. But for some people, they will put an curve on this if not they put some material like gold silver, **diamond [read deimen not daɪəmənd]**, and other else to show his status on the social life.

Succeed

1. And then he **succeed [read saksid not səkˈsed]** to build this build

2. And then she... he **succeed [read saksid not səkˈsed]** to built that market with very good foundation

About

1. It's **about [read ebout not əˈbaʊt]** the historical of Johar market

2. And I want to add information **about [ebot]** Minaret Kudus mosque. Minaret Kudus mosque puts in 1549 BC or around 956 H by Sunan Kudus

3. And Jepara was placed **about [read ebout]** of R.A Kartini, and to memorize R.A Kartini, Jepara residence made the name to be slogan of Jepara city is Jepara Bumi Kartini.

Pool

1. And then the big.. the big doors consist of five doors, and the inside of the mosque there is a big **pool [read poul not puːl]**

Name

1. The **name [read nem not neɪm]** was told by.. the name of Indonesian national heroine was

fighted by woman at the centuries ago

2. And Jepara was placed about of R.A Kartini and to memorize R.A Kartini, Jepara residence **made** the **name [read nem]** to be slogan of Jepara city is Jepara Bumi Kartini

Foreign

1. Jepara has better type than others because Jepara has various product and almost exported to **foreign [read foren not fɒrən]** country.

Relief

1. It is the fourth **relief [read relief not rɪˈli:f]** the five lerief that symbolize democracy get by the inner wisdom in the yunanimity araising delebration amounts representative.

2. we can found five kinds **relief [read relief not rɪˈli:f]** there.

3. The **reliefs [read reliefs not rɪˈli:fz]** describe about suffering Semarang citizen when Japan control Semarang and saw the struggle of Semarang fighter to tried.. to try release Semarang from Japan

Street

1. all of us pass the arteri **street [read stret not stri:t]**, **are** you remember?

Great

1. .. if you want to spend your time in **Great [read gret not greɪt]** .. Central Java Great **Great [read gret not greɪt]** Mosque, you don't need to go to other in … because in Central Java Great Mosque is provided on…

in… and you will...and you can spend a night.

Country

1. Jepara has better type than others because Jepara has various product and almost exported to foreign **country [read kontri not ˈkʌntrɪ]**

Also

1. And then it is **also [read also]** a place that meet of Walisongo

Atmosphere

1. I think you must.. you must go in town square.. eh Kudus town square because in the Kudus town square have a good atmosphere **[read atmosfɒr not ætməsfɪə (r)]** and the..we can refresh our mind while eat some food, like sate kerbau, lenthog, soto , and many kinds of food

Cow

1. People in Kudus is not kill **cow [read kow not kaʊ]**.

2. Do you know the reason why the people in Kudus is not kill **cow [read kow not kaʊ]**?

3. She said that cow **[read kow not kaʊ]** is animal…

Buffalo

1. And when Idul Adha celebration Celebrate. When the celebrate Idul Adha, people in Kudus not kill… not slaughter cow but they just slaughter **buffalo [read buffalo not bʌfələʊ]** …

Exactly

1. The name is Jepara city.. **exactly [read aizekli not ɪgˈzæktlɪ]** west side Kudus city

Made

1. And Jepara was placed about of R.A Kartini and to memorize R.A Kartini, Jepara residence **made [read med]** the name to be slogan of Jepara city is Jepara Bumi Kartini

Wait

1. Well ladies and gentlemen, thank you for your visiting in Central java and we **wait (read wait not weɪt)** your visiting in Jepara city, of course in Karimunjawa island

Dry

1. And they can live in the hot.. and in the hot season like Indonesia with wet and get a **dry [read drei not draɪ]**.. **get** a rain but to get a good cigarette, we almost take a high quality of tobacco

Rain

1. And they can live in the hot.. and in the hot season like Indonesia with wet and get a dry... **get a rain [read rain not reɪn]** but to get a good cigarette, we almost take a high quality of tobacco

Total: 38

3.	A Cluster of Sounds in Some English Words	**<u>Famous</u>** 1. Tugu Muda is one **famous [read femos]** monument in this city because it is built by Semarang government to remind *five days war* in this city **Total : 1**
4..	Another Cases	1. After **the [read nðə: not ði:]** old city, you **…** we.. we .. all of we**…** all of us pass the arteri street 2. And **the [read ðə: not ði:]** original name of Sunan Kudus is Ja'far Shodiq 3. and **the [read ðə: not ði:]** inside of the mosque there is a big pool 4. It is the enter doors **...** **the** entrance **[read ðə: not ði:]** to the set grave...of Sunan Kudus 5. this is **the example [read ðə: not ði:],** this is gebruk 6. **The average [read ðə: not ði:]** temperature in that area is 26 until 30 degree Celsius 7. It is symbolize of **the unity [read the unity]..** the unity [thi unity] of Indonesia. 8. and those Semarang fighters tried to release Semarang and **the** event **[read ðe not ði:]** 9. The war in this place is between the **[read nde not θi/:]** Indonesian Army AMKA and the Japanese Army DIDENHOUTAI. 10. **The [read ði: not ðə:]** Netherlands government chooses the architect to build Lawang Sewu by the model of Netherlands

building.

11. Due to the use is to cover the wilah, so the **[read ðei not ðə:]** beauty is not too important.

12. It used to cover **the [read ði: not ðə:]** wilahan.

Full

1. This is gaman. There is a… full **read [read fiul not fʊl]** curve on it

Was

1. His students increase bigger and bigger and after he died, his son continued him and called.. and **was [read wos]** called Ki Pandan Arang 2

2. Because his father, Prince Made Pandan after he open the jungle and lead the village, he **was [read wos]** called Ki Pandan Arang 1

3. And Jepara **was [read wos]** placed about of R.A Kartini and to memorize R.A Kartini, Jepara residence made the name to be slogan of Jepara city is Jepara Bumi Kartini

Uniform

1. And for this look, the total is never **uniform [read anifem not ju:nɪfɔ:m]**

Boutique

1. But, if you want to know I've ever found this ... like this shoes in a **boutique [read byutik not bu:ˈti:k]** they sell the shoes forty thousand rupiahs

		Island 1. Jepara also has small wonderful **island [read alien not ˈaɪlənd],** the name is Karimunjawa **Fascinating** 1. The **fascinating [read fæsɪneɪsɪng not fæsɪneɪtɪng]** of Karimunjawa **its (deletion -is)** flora and fauna **Infestation** 1. And this potential market for more foreign **infestation [read infestasen]** to build and operate manufactory in Jepara **Total : 21**