

**CONSONANTS PRONUNCIATION ERRORS
MADE BY KINDERGARTEN 2 STUDENTS
IN STAMFORD INTERNATIONAL COMMUNITY SCHOOL SEMARANG**

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Abstract: This thesis entitled *Consonants Pronunciation Errors Made by Kindergarten 2 Students in Stamford International Community School Semarang* is conducted by Lidiana Astuti. This study was conducted to find out the kinds of English phonological errors produced by Kindergarten 2 Students of Stamford International Community School Semarang. The result of this research shows that K2 students did some pronunciation errors of English sound. The 3 major errors that students did when they were pronouncing sound [d], then followed by sound [ð], and [z]. From the research, the researcher states that common characteristics of pronunciation errors of the subjects resulting from the influence of the learners' mother tongue, such as the absence of certain English sound in Bahasa Indonesia, the consonants cluster confusion, and the omission of grammatical ending and suffixes. The finding of this research is to help to provide a clear understanding of the common characteristics of pronunciation errors made by the Kindergarten 2 students.

Keywords: errors, pronunciation, kindergarten

Today many people are attempting to master more than one languages. Since acquiring two or more languages may gain some benefits in their economic and social life. They would also be commonly regarded as a group of people that have higher social status since the acquisition of other language requires a tremendous effort. Moreover acquiring other languages may bring on an income or extra income if the possessors

apply it in particular occupations such as interpreters, translators, or language teachers. Therefore many parents send their children to bilingual school even from the childhood education or kindergarten to make their children master in more than one languages especially English.

English learning is very popular in Indonesia, it is because most Indonesians consider that English is used in many sectors of International affairs such as economy, politics, social, and education. Indonesians believe that English is the most important foreign language that they need to master, so they try to learn it well. The evident is that the number of schools which offer English as a core subject even for Kindergarten level. Unfortunately, even after they graduate from university, most people cannot speak English well. At a glance, it looks that learning second language pronunciation seems easy, a simple matter of imitating the pronunciation of native speakers. In practice, of course, the reality is quite different. People are encouraged to produce the sounds correctly, meaning that English foreign learners should pronounce the English sounds correctly so the meaning of the sound can be accepted by the listeners.

Teaching pronunciation involves a variety of challenges. Since the learners need to know many elements of English such as sound, stress and intonation, meaning such as affixes, roots, the silent letters, voiced and voiceless consonant and the minimal pairs. Memorizing these can be bored unless the teachers can deliver them in fun way. Teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. As a result, when teachers give sound drilling they do not force the students to pronounce sound exactly the same as what the native speakers do. As long as the produced sound can be recognized and can be accepted, it is considered that the students are able to pronounce the sound.

Based on the statement above, the teachers should accept the K2 students' pronunciation since they are not native speakers, but they can help them to learn the

core elements of spoken English, so that they can be easily understood by other students. In my experience as a teacher, if teachers force the students to pronounce sound correctly and they cannot, it can be frustration and boring especially for young learners as K2, because K2 students are in the age of 5 - 6 years old and they have short attention span. Though pronunciation is not one of basic English skill, it is important to support the speaking skill of English learners to avoid misunderstanding between the speakers and the hearers. The researcher takes kindergarten level especially K2 class as the object of the study.

This study focused on the pronunciation errors of consonants English Second Language learners in Stamford International Community School (SICS) especially in Kindergarten 2 students. As Ramelan (1994: 13) said that it has to be admitted that spoken language is considered as primary and the written form is secondary. Most Kindergarten students in SICS are Indonesian and some of them are foreigners, the researcher prefers to study about the pronunciation error of kindergarten learners because there are some errors that occur in their pronunciation.

METHODOLOGY

This research was conducted by using the qualitative approach which the source of data was from the utterances of 10 kindergarten students of Stamford International Community School Semarang, Central Java, Indonesia. The subjects have learned English for three years. The learners were asked to retell a story that they have heard and it was recorded. After having the utterances, they were transcribed into phonetic transcription. The analysis began with the identification of the errors by comparing each student's actual pronunciation with the standard phonetic transcription. Then, those deviations found were listed down in a table based on the natural class. The table also included the phonological environment where the deviations occurred to explain about

the circumstances in which the deviations occurred. After listing down the deviations, the deviations were explained from the standpoint of English phonetic systems based on Ramelan's theory. After describing the pronunciation error, the errors of consonants are summarized. This step shows which consonant has the most frequent errors and how it is usually pronounced.

FINDING AND DISCUSSION

This study was intended to know the ability of Kindergarten 2 (K2) students of Stamford International Community School Semarang. The population of this research was 10 students. Each student was asked to tell a story. The students' pronunciations were recorded using video camera and it was played back for several times in order to get the accurate data. Then the students' pronunciations were transcribed into phonetic transcription based on Cambridge Advanced Learner's Dictionary. The texts of the story which are told by K2 students and the standard phonetic transcription, and the learners' phonetic transcription are presented in the appendices. After transcribing the data into phonetic transcription, it was analyzed carefully. It is only focused on the English consonant sounds. Then the errors were marked and counted. The table below shows the percentage of errors that were made by K2 students in pronouncing consonant sound.

Table 4.1. The learners' errors occurrences

No	Error	Total		Percentage
		Sound	Frequency of Mistakes	
1.	[p] – voiceless bilabial stop	40	4	1.4%
2.	[b] – voiced bilabial stop	86	5	1.7%
3.	[t] – voiceless alveolar stop	56	15	5%
4.	[d] – voiced alveolar stop	159	103	34.3%
5.	[g] – voiced velar stop	64	8	2.7%
6.	[v] – voiced labiodental fricative	7	6	2%
7.	[θ] – voiceless dental fricative	8	7	2.3%
8.	[ð] – voiced dental fricative	145	89	29.6%
9	[s] – voiceless alveolar fricative	133	4	1.4 %
10.	[z] – voiced alveolar fricative	33	32	10.7 %
11.	[r] - voiced alveolar fricative	105	26	8.6%
12.	[tʃ] – voiceless palate alveolar fricative	13	1	0.3 %
Total		849	300	100%

After transcribing the data into phonetic transcription, it was analyzed carefully. It is only focused on the English consonant sounds. Then the errors were marked and counted. Finally the result of the counting shows that there are twelve pronunciation errors made by K2 students. Those are [p], [b], [d], [t], [g], [v], [θ], [ð], [s], [z], [r] and [tʃ].

The highest pronunciation mistake by K2 students was in stop [d], the percentage is about 34.3%. They tended to pronounce sound [d] with [t] when its position is in the final. For example when they pronounced the word “mud”, they tended to pronounce it as /mʌt/ instead of /mʌd/. Another error that was made by K2 students in pronouncing sound [d] is that they tried to omit it when it appeared as consonant cluster in the final position. For instance the word “find” should be pronounced as /faɪnd/ yet they tried to pronounce it with /faɪn/ by omitting sound [d].

The second highest pronunciation mistake was [ð], the percentage is about 29.6%. The students tended to pronounce [ð] as [d] and [t]. For example in the word “the” they tended to pronounce it as /d ə :/ instead of /ði:/. This might happen because the students do not use sound [ð] in their daily communication.

The third highest pronunciation mistake was in sound [z]. Though Indonesian also has sound [z], but it is rarely used and mostly found as initial sound. Therefore, K2 students find it difficult to be pronounced especially when it came as final sound. Moreover, sound [z] sometimes presented as /s/ like in the word ‘his’, most of the students pronounced it as /his/ instead of /hiz/.

The fourth highest pronunciation error was in pronouncing sound [r], though both Indonesian and English have this sound in their phonetic system, they have different way to pronounce it. Indonesian pronounced it thicker comparing English especially when it is in the final position. For example in the word “after”, most of the subject of this research tend to pronounced it /'ɑ:f.təR / instead of /'ɑ:f.tə r / .

The next highest pronunciation mistake was in pronouncing plosive [t], the percentage is about 5.3%. Both of Indonesian and English have this sound in their phonetic system, they have different way to pronounce it. Indonesian pronounced it

thicker comparing English especially when it is in the final position, while Hindi is even thicker in pronouncing this sound [t]. For example in the word “cat”, in English it should be pronounced as /kæt/ yet most of the students pronounced it as /kæT/ .

The percentage error of sound [g] is 2.7%. In pronouncing sound [g] most of the students tended to replace it with sound [k] especially when it is in the final position. Like in the word ‘big’ that has sound [g] as a final position, most of the students pronounced it with /bɪk/ using sound [k] instead of sound [g].

The percentage error that students made in pronouncing sound [θ] is about 2.3%. In pronouncing sound [θ] most of the students tended to replace it with sound [t]. It might be because of the absence of this sound from the Indonesian phonetic system, so it is quite difficult for them to pronounce this sound. Like in the word “bath” which should be pronounced as /bɑ:θ/, but the students pronounced it as /bɑ:t/.

In pronouncing [v] sound most of the students tended to substitute it with [f] sound like in the word “give”. In English it should be pronounced as /gɪv/, yet they pronounced it as /gɪf/. The percentage of this error is about 2%.

The percentage of the error of sound [b] is about 1.7%. The errors caused by the substitution of sound [b] into sound [p] especially when its position is in final position. Like in the word bob, this word should be pronounced as /bɒb/, but the student pronounced it as /bɒp/.

The error in pronouncing sound [s] and [p] appeared in the same frequency, the percentage is 2%. The mistake in pronouncing sound [s] is mostly when its position is in the final as suffix. They tended to omit sound [s] when it appeared as suffix mentioning plural noun and grammatical ending. This error might happen because most of K2 students are not aware about plural nouns and grammar yet. While in sound [p] the

students tended to omit it when its position is in the final as consonant cluster. Like in the word /jump/, most students pronounced it as /dʒʌm/ instead of /dʒʌmp/. This error occurred because Indonesian does not have this consonant cluster in its phonetic system.

The error of sound [tʃ] appeared for 1% from the total sound [tʃ] that students made. Though this sound does not exist in Indonesian phonetic system, most of K2 students seem familiar with this sound since they have been introduced with this sound during teaching and learning activity. Moreover, the utterances that they mentioned are quite familiar for them. The error sound that occurred is when a student uttered the word “ouch” which should be pronounced as /aʊtʃ/ but he pronounced it as /aʊ/.

4.2 Discussion

The tables on the following pages summarize the most common error in pronouncing consonants that were made by K2 students and the common characteristics of the errors are mostly influenced by the speaker native language.

4.2.1 The Pronunciation of [p]

Sound [p] is categorized as voiceless bilabial stop. This sound exists in both English and Indonesian phonetic system, therefore it will not be such difficult for K2 students to pronounce this sound. As a result we can see it in the table below, there is only one mistake made by the student during the research. The mistake is when the student pronounced word “jump”, when they pronounced this word they tend to omit the sound [p] so they pronounced it with /dʒʌm/ instead of /dʒʌmp/.

Excerpt 1:

Lily so hungry his tummy is trembling and jump from the tree

['lɪl.i/ /soʊ/ /'hʌŋ.gri/ /hɪz/ /'tʌm.i/ /ɪz/ /'trem.blɪŋ/ /ænd/ /dʒʌm/
/frɒm/ /ði:/ /tri:/]

The reason of this error is might be from the interference of the first language Bahasa Indonesia which does not have consonant cluster sound, so was quite difficult for the students to pronounce it correctly. As the result they omitted the sound [p].

Table 4.2 . Sound [p]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	jump	/dʒʌmp/	/dʒʌm/	omission -p

4.2.2 The Pronunciation of [b]

Sound [b] is a voiced bilabial stop. Since the utterance of voiced stops is never found in the Indonesian as final stop, the students may have some difficulties to pronounce final voiced stop. The students tend to replace sound [b] with aspirated sound [p] when it occurs in the final position.

Excerpt 1:

Mom fox is very sad because bob fox is going away

[/mɒm//fɒks/ /ɪz// 'ver.i/ /sæd/ /bɪ'kæz/ /bɒp/ /ɪz/ /'gəʊ.ɪŋ/ /ə'weɪ/]

The reason of this error is because both [b] and [p] have the same place and manner of articulation. The distinction of those sounds is only the state of the vocal cord, [b] is voiced sound while [p] is a voiceless sound, and also

because of the influence of their mother tongue Bahasa Indonesia which does not have sound [b] in the final position.

Table 4.3. Sound [b]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	bob	/bɑ:b/	/bɑ:p/	[b] → [p]

4.2.3 The Pronunciation of [t]

[t] is categorized as voiceless alveolar stop. This sound can be found in both Indonesian and English fricative system, therefore it should not be difficult for the students to pronounce it correctly. Yet, there are some mistakes found in pronouncing the utterances caused by the influence of the mother tongue, especially for the Indians. The way they pronounced [t] is thicker than [t] in English phonetic system.

Excerpt 1:

baby cats are pulling her pant n the take out her under pant

[/'beɪ.bi/ /kæts/ /ɑ:r/ /pʊlɪŋ/ /hɜ:r/ /pænt/ /ænd/ /ðen/ /Teɪk/ /hɜ:r/ /'ʌn.də r / /pænt/].

The errors in pronouncing this sound were mostly influenced by the speakers' native language which is Bahasa Indonesia and Hindi, since they have different way in pronouncing this sound [t]. The other error that found in there utterances was the omission of [t].

Excerpt 2:

He don't want to listen to her mommy

[hi:/ /dəʊn/ /wɑ:n/ /tu:/ /'lɪs. ə n/ /tu:/ /hɜ: r / /'mɒm.i/].

The absence of consonant cluster sound in Indonesian phonetic system also effects on the ability of the students to pronounce [t] when it comes in the final position as consonant cluster.

Table 4.4 . Sound [t]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
Initial	take	/teɪk/	/Teɪk/	thick [t]
	tell	/tel/	/Tel/	thick [t]
	to	/tu:/	/Tu:/	thick [t]
final	hat	/hæt/	/hæT/	thick [t]
	cat	/kæt/	/kæT/	thick [t]
	that	/ðæt/	/ðæT/	thick [t]
	don't	/dəʊnt/	/dəʊnt/	omission -[t]
	want	/wɒnt/	/wɒnt/	omission -[t]
	pants	/pænts/	/pænts/	omission -[t]

4.2.4 The Pronunciation of [d]

In English sound [d] is listed as voiced alveolar stop, this sound exists in both English and Indonesian phonetic system. Therefore the production of this sound should be easy for K2 students. Yet some of the students as the subject of this research still produced errors when they had to articulate [d] especially when it is in the final position.

Excerpt 1:

One day there is Lily the wild cat.

[/wʌn/ /deɪ/ /ðer/ /ɪz/ /'lɪ.lɪ/ /ði:/walt/ /kæt/].

During the research, the students tend to substitute this sound [d] into sound [t] when it is in the final position. The reason is because [d] as final stop never been found in Indonesian, so it is quite difficult to pronounce it.

One more error that most students did in pronouncing this sound is when sound [d] meet sound [n] they always tend to omit sound [d] in the final position. For example the word “pond” they should pronounce it like /pɒnd/, but they pronounced it as /pɒn/

Excerpt 2:

Goldylock found a house.

[/gɒldɪlɒk/ /faʊnd/ /ə/ /haʊs/].

This error is also because Indonesian does not have such consonants cluster sound, so the subject of the study simplified to a single consonant by omitting sound [d]. The table below shows the pronunciation errors made by K2 students during the research.

Table 4.5. Sound [d]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	wild	/waɪld/	/waɪt/	[d] → [t]
	mud	/mʌd/	/mʌt/	[d] → [t]
	sad	/sæd/	/sæt/	[d] → [t]
	bad	/bæd/	/bæt/	[d] → [t]
	hold	/hoʊld/	/hoʊlt/	[d] → [t]
	food	/fu:d/	/fu:t/	[d] → [t]
	and	/ænd/	/æn/	omission -[d]
	behind	/bɪ'hænd/	/bɪ'hain/	omission -[d]
	find	/faɪnd/	/faɪn/	omission -[d]
	found	/faʊnd/	/faʊn/	omission -[d]
	pond	/pɒnd/	/pɒn/	omission -[d]
	round	/raʊnd/	/raʊn/	omission -[d]

1.2.5 The Pronunciation of [g]

The English sound [g] is categorized as a voiced velar stop, means a speakers need to fulfill those three features to make the sound [g]. This sound can be found in both Indonesian and English phonetic system. Therefore almost of the students are able to pronounce it correctly. Yet, when its position is in the final stop, the K2 students tend to produce it as [k] instead of [g].

Excerpt 1 :

Bob is not in frog pond

[bɒb/ /ɪz/ /nɒt/ /ɑ:n/ /frɒk/ /pɒnd/].

The errors might be affected from the developmental process found in their first language acquisition which does not use [g] in the final position. Sound [k] and [g] have the same place and articulation of manner which is velar stop, the distinctive of those two sounds is only the state of the vocal cord; [g] is voiced sound, while [k] is voiceless sound. The table below shows the error in pronouncing sound [g] made by K2 students.

Table 4.6 Sound [g]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	big	/bɪg/	/bɪk/	[g] → [k]
	frog	/frɑ:g/	/frɑ:k/	[g] → [k]

1.2.6 The Pronunciation of [v]

The English sound [v] is categorized as a voiced labiodental fricative, means that to make a sound [v] a speaker has to fulfil those three features of sound. The subjects of this research tended to make error in pronouncing [v].

Excerpt 1:

Mom give him a bath n he have a food

/mɑ:m/ /gɪf/ /hɪm/ /ə/ /bɑ:θ/ /ænd/ /hi:/ /hæf/ /ə/ /fu:d/

Since this sound [v] cannot be found in Indonesian phonetic system and because of the influence from their native language, in this case they made merely one kind of deviation that is [v] was replaced by [f], since the sound [f] shares the same place and articulation of manner which is labiodental fricative sounds. What makes both sounds different is the state of the vocal cords [v] is voiced sound, while [f] is voiceless sound.

Table 4. 7. Sound [v]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	give	/gɪv/	/gɪf/	[v→f]
	have	/hæv/	/hæf/	[v→f]
	love	/lʌv/	/lɑ:f/	[v→f]
	move	/mu:v/	/mu:f/	[v→f]

1.2.7 The Pronunciation of [θ]

In general, [θ] is categorized as a voiceless dental fricative. [θ] is another consonantal sound that is typically English sound, therefore, other language like Indonesian does not have this exact sound in their phonetic system. Hence K2 students as the subject of this research did deviation of this sound into [t].

Excerpt 1:

her mom ask him to take a bath

[hɜ: r / mɑ:m / ɑ:sk / hɪm / tu: / teɪk / ə / bɑ:t /

This table below will show the deviation of [θ] into [t] that is done by K2 students. It can happen since both [θ] and [t] are categorized as voiceless sound. To produce [θ] they have to make the place of articulation in dental position, yet they replaced it into alveolar position and in term of the manner of the articulation, they stop the air stream for a brief of time and then released it abruptly, creating stop instead of fricative.

Table 4.8. Sound [θ]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
Initial	three	/θri:/	/tri:/	[θ] → [t]
final	earth	/ɜ:θ/	/ɜ:t/	[θ] → [t]
	bath	bæθ/	/bæt/	[θ] → [t]

1.2.8 The Pronunciation of [ð]

Sound [ð] is one of the English consonant sound that does not exist in Indonesian phonetic system. In English, it is categorized as voiced dental fricative, yet the subject of this research tend to make error in pronouncing [ð] into sound [d] which is categorized as voiced alveolar stop. The second error found in pronouncing sound [ð] was the substitution of sound [ð] into [t] which is categorized as voiceless alveolar stop.

Excerpt 1:

1. "Then the baby cat is hiding".

[/den/ /di:/ /big/ /kæt/ /ɪz/ /'haɪ.dɪŋ/]

In this case the students completely substitute all of the features of sound [ð]. First they substitute the state of the vocal cords, second they construct alveolar sound, and for the manner of articulation the substitute it a stop sound. As a result they produced a very distinct sound from [ð] to [t]. The other reason of this error is might because of the absence of sound [ð] from Indonesian phonetic system.

Table 4. 9. Sound [ð]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
Initial	there	/ðer/	/der/	[ð→d]
	the	/ði:/	/d ə :/	[ð→d]
	then	/ðen/	/den/	[ð→d]
Final	with	/wɪð/	/wɪt/	[ð→t]

1.2.9 The Pronunciation of [s]

In English sound [s] is categorized as voiceless alveolar fricative, this sound also can be found in Indonesian phonetic system. Since this sound can be found in the both languages, K2 students should not find any difficulties in pronouncing this sound. Yet, still there are some mistakes made by K2 students. Those mistakes mostly happened when the position of [s] was as suffix mentioning plural nouns and grammatical ending.

Excerpt 1:

He wants to jump into the grass.

[/hi:/ /wɑ:nt/ /tu:/ /dʒʌmp/ /'ɪn.tu:/ /ði:/ /græs/].

These errors might because they are not aware about plural nouns and grammar, they have been introduced about them, but it is only the basic. There was also a student who made deviation [s] into [ʃ].

Excerpt 2:

He saw a mouse.

[/hi:/ /ʃ:/ /ə/ /maʊs/].

In this case the student pronounced the sound [t] with [ʃ], it might because he got nervous so he did little slip. The table below shows the pronunciation of [s].

Table 4.10 Sound [s]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
initial	saw	/sɑ:/	/ʃɑ:/	[s] → [ʃ]
final	bears	/bers/	/bers/	omission [s]
	wants	/wɑ:nts/	/wɑ:nt/	omission [s]
	chairs	/tʃers/	/tʃer/	omission [s]
	rounds	/raʊnds/	/raʊnd/	omission [s]

1.2.10 he Pronunciation of [z]

Sound [z] actually exists in Indonesian phonetic system, however due to its uncommon use in the daily language especially when it is in the final position, the K2 students sometimes found it difficult to be pronounced.

Excerpt 1:

Oneday there is a girl the name is goldylock.

[/wʌn/ /deɪ/ /ðer/ /ɪz/ /ə/ /gɜ:l/ /ði:/ /neɪm/ /ɪz/ /gɔʊldɪlɒk/].

This error occurred is because most K2 students had problem in pronouncing this sound, especially when it is in the final position. Moreover sound [z] sometimes presented as /s/ like in 'his', since the writing of these words use /s/ at the end, so most of the students tend to pronounce it as what is written in the text.

Table 4. 11. Sound [z]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
Final	is	/ɪz/	/ɪs/	[z] → [s]
	his	/hɪz/	/hɪs/	[z] → [s]
	cheese	/tʃi:z/	/tʃi:s/	[z] → [s]
	clothes	/kləʊðz/	/kləʊðs/	[z] → [s]

1.2.11 The Pronunciation of [r]

The sound [r] can be found in both English and Indonesian phonetic system, in English it is categorized as voiced alveolar fricative. Mostly the students are able to pronounce this consonant sound especially when it is as an initial and medial sound. However, when its position is as medial and final the students tend to put thick [r].

Excerpt 1:

after that the bear come inside.

/ˈæf.tə**R**/ /ðæt/ /ði:/ /beə r / /kʌm/ /ɪnˈsaɪd/]

These mistakes of pronouncing [r] which are made by the students are actually come from their habit of pronouncing [r] clearly, just like in Bahasa Indonesia. Here, it is presented the table of errors in pronouncing [r]:

Table Table 4.8. Sound [r]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	after	/ˈɑ:f.tə r /	/ˈɑ:f.tər /	[r] → [r]
	bear	/beə r /	/beə r /	[r] → [r]

1.2.12 The Pronunciation of [tʃ]

Basically [tʃ] can be described through three features, that is the state of the vocal cords, the place of articulation, and the manner of articulation. In this case [tʃ] is a voiceless palatal affricate sound. Sound [tʃ] does not exist in Indonesian phonetic system, therefore it is quite difficult for Indonesian learners to pronounce it. Yet, K2 students did not find any difficulties to pronounce this sound since they all have been introduced to this diagraph “ch”. The other reason is because those words like cheese, chair, reach, catch, witch, are quite familiar for them. Only one student did omission of this sound.

Excerpt 1:

Lily so hungry his tummy is trembling and jump from the tree n said ouch n he see a mouse.

[ˈli:l.i/ /soʊ/ /ˈhʌŋ.gri/ /hɪz//ˈtʌm.i/ /ɪz/ /ˈtrem.bliŋ/. /ænd/ /dʒʌmp/ /frɒm/ /ði:/ /tri:/ /ænd/ /sed/ /aʊ/ /ænd/ /hi:/ /si:/ /ə/ /maʊs/].

The reason of this error might because of the mother tongue of the speaker, as Indonesian when somebody get hurt, he or she will spontaneously say ‘ou’ however in English they say ‘ouch’.

Table. 4.13 Sound [tʃ]

Position	Word	Standard Phonetic Transcription	Students actual pronunciation	Deviation
final	ouch	/aʊtʃ/	/aʊ/	Omission /-tʃ/

CONCLUSION

From the finding and analysis, it was found out that first, K2 students made phonological errors in most the consonant sounds. Yet, it should be noticed that although they made those phonological errors, they still managed to pronounce some of

the words correctly. Second, the students made 19 deviations in all. This 19 deviations are the replacement of [v] with [f], the replacement of [ð] with [d] and [t], the replacement of [z] with [s], the replacement of [θ] with [t], the replacement of [s] with [ʃ], the pronunciation of [r], the deletion of [tʃ], the deletion of [s] as suffix, the deletion of [d] as consonant cluster, the deletion of [p] as consonant cluster, the deletion of [t], the deletion of [k], the deletion of [d], the deletion of [t]. The replacement of English sounds occurs due to the fact that some of the English sounds do not exist in the Indonesian. Third there were some pronunciation mistakes made by K2 students, from the 24 consonants found in English, there were 12 errors made. Those errors are in pronouncing sound [d],[ð],[z], [r],[t],[g], [θ], [v], [b] [s], [p] and [tʃ]. After all, it can be concluded that the common characteristics of pronunciation errors of the subjects resulting from the influence of their mother tongue, such as the absence of certain English sound in Bahasa Indonesia, the consonants cluster confusion, and the omission of grammatical ending and suffixes. For the three Indians, Hindi as their mother tongue also influences the way they pronounced words.

This research is hopefully useful for both English teachers who have Indonesian as the mother tongue to improve their awareness and understanding of the interference of different sound systems on English pronunciation. Teachers are expected to pay more attention to the articulation of those particular sounds. It is also hoped that by having this research, the English teachers should constantly remind that these English sounds tend to generate problems on the students' pronunciation, and therefore they can develop the pronunciation lessons by concentrating on those problematic sounds.

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