

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings that arise from data collected in accordance to the problems of the study. The writer separates the chapter into two parts which are findings and discussion.

4.1 Findings

The data of this research is phonetic transcription of words containing errors which were taken from the speech of big five winners of storytelling competition in English Student Competition in Faculty of Cultural Studies, Universitas Brawijaya. They are students from SMAN 4 Denpasar, SMAN 2 Mojokerto, SMAN 1 Porong, SMAN 3 Madiun, and SMKN 3 Malang.

The findings answered the two problems of the research. The first was to find out the kinds of segmental sounds errors produced by Senior High School students. While the second was to find out the probable factors which caused the error produced by Senior High School students.

In this data analysis, to answer the first problem of the research, the writer transcribed and listed all the erroneous words which were found in those big five winners' speech. Then, to answer the second problem of the research, the writer gave a questionnaire to those five participants to get valid data and the acceptable data result about the probable factors which caused the error produced.

4.1.1 The List of Erroneous Words in the Form of Phonetic Transcription

In this first data analysis, the writer showed all the erroneous words which were taken from the data source in the form of phonetic transcription. The writer found 72 erroneous words which were spoken by those big five winners of storytelling competition in Faculty of Cultural Studies, Universitas Brawijaya.

The finding is presented in the following sub chapter which is to answer the first problem of the research.

4.1.2 Classification of the Erroneous Words Based on Segmental Sounds

After all the erroneous words found, the writer checked the data based on two dictionaries, *Oxford Advanced Learners Dictionary* and *Longman Dictionary*.

Meanwhile, after checking the data, the writer classified the erroneous words based on segmental sounds: vowels (V), consonants (C), and diphthongs (D).

Since the students' pronunciation could not be categorized as error if the pronunciation were appropriate with either kinds of English accents. Whether British English, which is called Received Pronunciation (RP) and American English, which is called General American (GA). In this case, the writer determined and classified those 72 erroneous words which were found in the speech of big five winners of storytelling competition in Faculty of Cultural Studies, Universitas Brawijaya. The classification of the erroneous words can be seen in appendix 3.

Based on the Table (see appendix 3), the writer found 84 kinds of segmental sounds errors in the speech of big five winners' of storytelling competition which were categorized into 45 vowel errors, 30 consonant errors, and 9 diphthong errors. In the following part, the writer elaborated the analysis of segmental sounds which were categorized into vowels, consonants, and diphthongs.

4.1.3 Analysis

There are two sub chapters presented in this part: Segmental Sounds Errors, and Probable Factors Causing the Error Pronunciation.

4.1.3.1 Segmental Sounds Errors

In pronouncing English words consisting of English vowels, consonants, and diphthongs, the students produced various pronunciations. Even for the same words with the same vowels, consonants, and diphthongs, they pronounced it differently. As mentioned previously, there are 84 kinds of segmental sounds errors which were categorized into 45 vowel errors, 30 consonant errors, and 9 diphthong errors. The writer explained deeply about each categories in the following part.

4.1.3.1.1 Vowels

There are 12 vowels known in English which were investigated in this research. In this research, the writer found 45 words consist of vowel errors which were pronounced by the big five winners of storytelling competition. Each vowel containing errors is presented along with further explanation.

A. Vowel /a/

The phoneme open front unrounded /a/ has many allophones, those are [a] open front unrounded, [æ] open front unrounded, long vowel [ɑ:] open back unrounded, and [ʌ] open-mid back unrounded. In this research, the writer found those four kinds of allophones of phoneme /a/ which are pronounced by the big five winners. The following table is the detail of respondents' erroneous words in pronouncing English words consisting of vowel /a/.

Table 4.1 Classification of Erroneous Words on Vowel /a/

No	Respondents	Erroneous Words	RP	GA
1	3	Upon /a'pən/	/ə'pən/	/ə'pən, ə'pan/
2	3	Value /vju/	/'vælju:/	/'vælyu:/
3	1	Dwarfs /dwɑ:rf/	/dwɔ:f/	/dwɔ:rf/
4	2	Dwarf /dwɑ:rf/	/dwɔ:f/	/dwɔ:rf/
5	3	Dwarf /dɑ:rf/	/dwɔ:f/	/dwɔ:rf/
6	5	Dwarf /dwɑ:rf/	/dwɔ:f/	/dwɔ:rf/
7	4	Most /mʌs/	/məʊst/	/moost/

Allophone [a]

Allophone [a] is actually pronounced as open front unrounded. In this research, the writer found the erroneous pronunciation in the word *upon*.

Respondent 3 pronounced it as /a'pən/, which should be pronounced as /ə'pan/ in General Americans' dictionary and /ə'pən/ in British English dictionary. He changed the vowel schwa [ə] central or short vowel into [a] open front unrounded.

Allophone [æ]

In this allophone, the writer only found one erroneous word pronounced by the big five winners. The allophone [æ] open front unrounded was mispronounced by respondent 3. He did not pronounce the allophone [æ] in the word *value*, but he pronounced it as /vju/. Meanwhile the right pronunciation is

/vælju:/ as in British English dictionary and /vælyu:/ as in General Americans dictionary.

Allophone [ɑ:]

The long vowel allophone [ɑ:] which is open back unrounded was used by four respondents in this research for pronouncing the word *dwarfs*. They are respondent 1, 2, 3, and 5. All of them pronounced it as /dwɑ:rf/. In fact, it should be pronounced as /dwɔ:f/ in British English dictionary and /dwɔ:rf/ in General Americans dictionary. They changed the long vowel allophone [ɔ:] open-mid back rounded into the long vowel allophone [ɑ:] open back unrounded.

Allophone [ʌ]

The word *most* which should be pronounced as /mɔʊst/ in British English dictionary and /moʊst/ as in General Americans dictionary was pronounced by respondent 4 as /mʌs/. The object changed the diphthong [əʊ] and [oʊ] with allophone [ʌ] which is as open-mid back unrounded.

B. Vowel /i/

This kind of phoneme also has many variations (allophones), those are [i] close front unrounded, long vowel [i:], and short vowel [ɪ]. In this research, the writer found erroneous pronunciation only in two kinds of allophones which was used by the big five winners, those are long vowel [i:], and short vowel [ɪ]. Here is the detail of respondents' erroneous words in pronouncing the vowel /i/ which will be presented in the form of table.

Table 4.2 Classification of Erroneous Words on Vowel /i/

No	Respondents	Erroneous Words	RP	GA
1	3	Lived /li:vd/	/lɪvd/	/lɪvd/
2	3	Thin /tʃi:n/	/θɪn/	/θɪn/
3	4	Impossible /ɪm'pɔ:sɪbəl/	/ɪm'pɒsəbl/	/ɪm'pɑ:səbəl/
4	3	Three /tri/	/θri:/	/θri:/

Allophone [i:]

In this research, writer found two erroneous words in pronouncing long vowel allophone [i:]. The word *lived* was changed by respondent 3 with long vowel allophone [i:] as /li:vd/ while actually it should be pronounced as short vowel allophone [ɪ] as in British English dictionary /lɪvd/ and close front unrounded [i] as in General Americans dictionary /lɪvd/. The second word is *thin*.

The respondent 3 pronounced the word with long vowel allophone [i:] as /tʃi:n/. Meanwhile, the word *thin* should be pronounced as short vowel allophone [ɪ] as in British English dictionary /θɪn/, and close front rounded [ɪ] as in General Americans' dictionary /θɪn/.

Both of them did lengthening process in substituting the short vowel allophone [ɪ] into the long one [i:]. In sense of the changing in producing the sounds did not change the meaning, meanwhile it still categorized into error since it is different with both of the dictionaries.

Allophone [ɪ]

In this phoneme, the writer also found two erroneous words, those are *impossible* and *three*. In a word *impossible*, the respondents should pronounce it as allophone schwa [ə] short or central vowel, like /ɪm'pɒsəbl/ in both British English and General Americans dictionaries. Meanwhile, the respondent 4

pronounced this word with short vowel allophone [ɪ] as /ɪm'pɔ:siβəl/. Then, the word *three* was pronounced by the respondent 3 with short vowel allophone [ɪ] as /tri/ while actually it should be pronounced with long vowel allophone [i:], as /θri:/ both in British English and General Americans' dictionaries.

Between the respondent 3 and 4 did the same erroneous in pronouncing the words. Both of them had shortening the allophone [ɪ] instead of long vowel allophone [i:]. In doing so, it can be categorized as error since both of respondents pronounced in different way from both of the dictionaries. Although the phenomena of phonological change in this word does not change the meaning.

C. Vowel /u/

This phoneme /u/ closed back rounded has only three allophones, those are short vowel [ʊ], [u] close back rounded, and long vowel [u:]. However unfortunately, in this research, the writer only found two allophone of phoneme [u] which were pronounced by the big five winners, that is long vowel [u:] and close back rounded [u]. The following table showed the detail of pronunciation in vowel /u/ pronounced incorrectly by the respondents.

Table 4.3 Classification of Erroneous Words on Vowel /u/

No	Respondents	Erroneous Words	RP	GA
1	4	God /gʊd/	/gɒd/	/gɑ:d/
2	3	Introduce /ɪntrɔdʊs/	/ɪntrə'dju:s/	/ɪntrə'du:s/
3	3	Value /vju/	/'vælju:/	/'vælyu:/
4	4	Youthful /'ju:tfʊl/	/'ju:θfl/	/'ju:θfəl/
5	2	Load /lu:d/	/ləʊd/	/lood/

Allophone[u]

The respondents did many erroneous words in pronouncing vowels, they changed the allophone [ʊ], [u], and schwa [ə] with allophone [u] close back

unrounded. The erroneous words are *god*, *introduce*, *value*, and *youthful*. In those words, they substituted the vowels with allophone [u]. The first is in word *god*, the respondent 4 pronounced it as /gud/. Meanwhile, the right pronunciation is /gɒd/ as in British English dictionary and /gɑ:d/ as in General Americans dictionary. She substituted the allophone [ɒ] open back rounded and long vowel allophone [ɑ:] which is open back unrounded into allophone [u] close back unrounded.

The second word is *introduce*. The long vowel allophone [u:] was changed into allophone [u] close back unrounded. The word actually should be pronounced as /ɪntrə'dju:z/ based on both British English and General Americans dictionaries. Meanwhile, the respondent 3 pronounced it as /ɪntrədus/. Then in word *value*, it also should be pronounced as long vowel allophone [u:], but the respondent 3 substituted it as close back unrounded [u]. The right pronunciation is /'vælju:/ as in both of British English and General Americans' dictionaries. Meanwhile, he pronounced it as /vju/. The respondent did shortening the vowel in pronouncing the English words.

The last is the word *youthful*. The respondent 4 pronounced it as /'ju:tful/, while actually it should be pronounced without any vowel addition after consonant /f/ as /'ju:θf/ in British English dictionary and by adding schwa [ə] short or central vowel as /'ju:θəf/ in General Americans dictionary.

Allophone [u:]

In this research, long vowel allophone [u:] is used by the respondent to substitute a word *load*. Here, the respondent 2 changed the diphthongs [əʊ] and

[oo] into the long vowel allophone [u:]. She pronounced a word *load* as /lu:d/, while actually it should be pronounced as /lʊd/ in British English dictionary and /lood/ as in General Americans dictionary. She did the substitution category in pronouncing the English words.

D. Vowel /e/

The phoneme /e/ closed-mid front unrounded also has four allophones, those are [e], [ə], [ɛ] and [ɜ:]. This phoneme was substituted by the objects with short vowel [e], schwa [ə] short or central vowel, [ɛ] open-mid front unrounded, and long vowel [ɜ:] open-mid central unrounded. In this research, the writer only found two allophones of phoneme /e/ which were pronounced by the big five winners, those are schwa [ə] and [ɛ]. Here are the details of respondents' erroneous pronunciation in pronouncing vowel /e/ which is presented in the following table.

Table 4.4 Classification of Erroneous Words on Vowel /e/

No	Respondents	Erroneous Words	RP	GA
1	2	Cause /kəz/	/kɔ:z/	/kɑ:z/
2	2	Door /dər/	/dɔ:/	/dɔ:r/
3	1	Entitled /ən'taɪtəl/	/ɪn'taɪtl/	/ɪn'taɪtəl/
4	3	Upon /ə'pɒn/	/ə'pɒn/	/ə'pɒn, ə'pɑn/
5	1	Wicked /'wɪkəd/	/'wɪkɪd/	/'wɪkɪd/
6	4	Apple /'ɛpəl/	/'æpl/	/'æpəl/
7	3	Back /bæk/	/bæk/	/bæk/
8	2	Later /'leɪtər/	/'leɪtə/	/'leɪtər/
9	3	Later /'leɪtər/	/'leɪtə/	/'leɪtər/
10	5	Later /'leɪtər/	/'leɪtə/	/'leɪtər/
11	2	Table /'teɪbəl/	/'teɪbl/	/'teɪbəl/

Allophone [ə]

Allophone [ə] or usually called as schwa is a short or central vowel. It is very familiar sound in English. In this research, the writer found five erroneous

words which pronounced the respondents by substituting with allophone schwa [ə]. The erroneous words are *cause*, *door*, *entitled*, *upon*, and *wicked*.

In words *cause*, *door*, and *upon*, the respondents substituted the long vowel allophone [ɔ:] open-mid back rounded with schwa [ə]. The word *cause* was pronounced as /kəz/ by the respondent 2, whereas the right pronunciation is long vowel allophone [ɔ:] which is open-mid back rounded as in British English dictionary /kə:z/, and long vowel allophone [ɑ:] which is open back unrounded as in General Americans dictionary /kɑ:z/. Then, the word *door* which actually should be pronounced as long vowel allophone [ɔ:] as in both British English and General Americans dictionaries /dɔ:/, was pronounced by the respondent 2 with schwa [ə] as /dər/. In other word, the word *upon* was also substituted by the respondent 3. *Upon* which should be pronounced with allophone [ɒ] which is open back rounded as /ə'pɒn/ in British English dictionary and as long vowel allophone [ɔ:] which is open-mid back rounded as /ə'pɒn/ or allophone [a] which is open front unrounded as /ə'pɑn/ in General Americans dictionary, was substituted by him with schwa [ə] as /ə'pən/.

Besides substituting with long vowel allophone [ɔ:], schwa [ə] was also substituted with short vowel allophone [ɪ]. Like in word *entitled* and *wicked*, the respondent 1 changed the schwa [ə] short or central vowel with short vowel allophone [ɪ]. They pronounced it as /ɪn'taɪtəl/ and /'wɪkɪd/, while based on both British English and General Americans dictionaries those should be pronounced with short vowel allophone [ɪ] as /ɪn'taɪtəl/ and /'wɪkɪd/. In this kinds of

allophone, the objects only did substitution in pronouncing English words without any other phonological change categories.

Allophone [ɛ]

In this research, the respondents substituted the allophone [ɛ] open-mid front unrounded in allophone [æ] which is open front unrounded and diphthong [eɪ]. In word *apple* and *back*, the respondent 4 and 3 should pronounce with allophone [æ], but they substituted with allophone [ɛ]. Based on both British English and General Americans dictionaries, they should pronounce as /'æpl/ and /bæk/. Whereas they pronounced those words as /'ɛpəl/ and /bɛk/.

Meanwhile, in words *later* and *table*, they substituted the allophone [ɛ] in pronouncing the diphthong [eɪ]. They pronounced those words as /'leɪ.tər/ and /'teɪbəl/. Moreover in word *later*, there were 3 respondents who pronounced incorrectly; respondent 2, 3, and 5. All of them have similarity in pronouncing the word *later* which substituted with the diphthong [eɪ]. While in word *table* only one respondent pronounced incorrectly, namely respondent 2. The right pronunciation of those words are /'leɪ.tər/ and /'teɪbəl/ based on both of those dictionaries.

E. Vowel /o/

There are three allophones vowel /o/ has, those are [o], [ɒ] and [ɔ:]. The phoneme /o/ closed-mid back rounded modified with [o], [ɒ] and [ɔ:]. There are many erroneous words which were pronounced by the objects because of these allophones. The following is the detail of respondents' erroneous pronunciation in pronouncing the vowel /o/ which is presented in the following table.

Table 4.5 Classification of Erroneous Words on Vowel /o/

No	Respondents	Erroneous Words	RP	GA
1	2	Mold /m <u>o</u> ld/	/məʊld/	/moʊld/
2	2	Most /m <u>o</u> st/	/məʊst/	/moʊst/
3	5	Most /m <u>o</u> st/	/məʊst/	/moʊst/
4	3	So /s <u>o</u> :/	/səʊ/	/soʊ/
5	1	Obsessed /əb' <u>o</u> sest/	/əb' sest/	/əb' sest/
6	1	Occasion /ə'keɪ <u>o</u> n/	/ə'keɪzn/	/ə'keɪfən/
7	3	Touch /t <u>o</u> ʃ/	/tʌtʃ/	/tʌtʃ/
8	5	Who /h <u>u</u> :/	/hu:/	/hu:/
9	2	About /ə'b <u>o</u> :/	/ə'baʊt/	/ə'bawt/
10	4	About /ə'b <u>o</u> :/	/ə'baʊt/	/ə'bawt/
11	2	Cottage /'k <u>o</u> :tɪdʒ/	/'kɒtɪdʒ/	/'kɑ:tɪdʒ/
12	3	First /f <u>o</u> rst/	/fɜ:st/	/fɜrst/
13	5	Honorable /'h <u>o</u> :nərəbəl/	/'ɒnərəbəl/	/'ɑ:nərəbəl/
14	4	Impossible /ɪm'p <u>o</u> :sɪbəl/	/ɪm'pɒsəbəl/	/ɪm'pɑ:səbəl/
15	3	Introduce /ɪntr <u>o</u> dus/	/ɪntrə'dju:s/	/'ɪntrə'du:s/
16	1	Mirror /'m <u>ir</u> ər/	/'mɪrə/	/'mɪrər/
17	4	Mirror /'m <u>ir</u> ər/	/'mɪrə/	/'mɪrər/
18	5	Mirror /'m <u>ir</u> ər/	/'mɪrə/	/'mɪrər/
19	4	Poison /'p <u>o</u> :zən/	/'pɔɪzn/	/'pɔɪzən/
20	3	Throw /θr <u>o</u> g/	/θrəʊ/	/throw/
21	1	World /w <u>o</u> :ld/	/wɜ:ld/	/wɜrld/
22	5	World /w <u>o</u> :ld/	/wɜ:ld/	/wɜrld/

Allophone [o]

The allophone [o] closed-mid back rounded was used by the respondents in changing the diphthongs [əʊ] and [oʊ]. The substitutions were on words *mold*, *most* and *so*. The words *mold* and *most* was pronounced with allophone [o] and *so* was pronounced with long vowel allophone [o:]. In word *mold* the respondent 2 pronounced it as /mold/. Then, the same substitution also happened in word *most*.

There were two respondents pronounced incorrectly: respondent 2 and 5. Both of them pronounced it as /most/. Meanwhile, the respondent 3 substituted the diphthongs with long vowel allophone [o:] in word *so*, as /so:/. Whereas, the right pronunciation based on British English dictionary are using diphthong [əʊ] as

/məʊld/, /məʊst/, and /səʊ/. Meanwhile, based on General Americans dictionary, the right pronunciations are by using diphthong [oʊ] as /moʊld/, moʊst/ and /soʊ/.

Allophone [ɒ]

There were four words mispronounced by the respondents, those were *obsessed*, *occasion*, *touch*, and *who*. They substituted the allophone schwa [ə] short or central vowel, [ʌ] open-mid back unrounded, and long vowel allophone [u:] which is as closed back rounded with allophone [ɒ] which is as open back rounded. In word *obsessed* and *occasion*, the respondent 1 pronounced as /ɒb'sest/ and /ɒ'keɪʃən/. While actually based on both British English and General Americans dictionaries, the right pronunciation of those words are schwa [ə] as /əb'sest/ and /ə'keɪʃn/. He substituted the schwa [ə] with allophone [ɒ]. Besides, the word *touch* was also pronounced incorrectly, the respondent 3 pronounced as /tʊtʃ/. Actually in both of those dictionaries, the right pronunciation is /tʌtʃ/, by pronouncing the allophone [ʌ] which is open-mid back unrounded.

In other hand, the word *who* which should be pronounced with long vowel allophone [u:] as /hu:/ based on those two dictionaries, was substituted by the respondent 5 with long vowel allophone [ɒ:] as /hɒ:/. She pronounced in different way with both of dictionaries. In doing so, her pronunciation in producing English word was categorized as error, although it does not change the meaning.

Allophone [ɔ:]

The long vowel allophone [ɔ:] was pronounced incorrectly in many words. The erroneous words were *about*, *cottage*, *first*, *honorable*, *impossible*, *introduce*, *mirror*, *poison*, *throw*, and *world*. The allophones [ɒ], [ɑ:], [ɜ:], schwa [ə], and

diphthongs [aʊ], [ɔɪ], and [əʊ] were substituted by the respondents with long vowel allophone [ɔ:].

The allophone [ɒ] which is open back rounded and long vowel allophone [ɑ:] which is open back unrounded were substituted with long vowel allophone [ɔ:] which is as open-mid back rounded like in words *cottage*, *honorable*, and *impossible*. The respondent 2 pronounced the word *cottage* as /kɔ:tɪdʒ/, while based on British English dictionary is /kɒtɪdʒ/ and in General Americans dictionary is /kɑ:tɪdʒ/. The words *honorable* and *impossible* were pronounced by the respondent 5 and 4 as /'hɔ:nərəbəl/ and /ɪm'pɔ:sɪbəl/. They did strengthening in allophone [ɔ:]. Based on British English dictionary, those words should be pronounced as /'ɒnərəbəl/ and /ɪm'pɒsəbəl/. Meanwhile based on General Americans dictionary, they should be pronounced as /'ɑ:nərəbəl/ and /ɪm'pɑ:səbəl/.

The words *first* and *world* were also changed by the respondents. Those words should be pronounced with long vowel allophone [ɜ:] open-mid central unrounded based on British English dictionary, as /fɜ:st/ and /wɜ:ld/. In another hand, based on General Americans dictionary, those words should be pronounced as schwa [ə] short or central vowel as /fɜrst/ and /wɜrld/. Meanwhile, the respondent 3 pronounced the word *first* with allophone [ɔ] open-mid back rounded as /fɔrst/. Besides, the respondents pronounced the word *world* as /wɔ:rlld/. Moreover, there were two respondents who pronounced the word *world* incorrectly. They were respondent 1 and 5.

The words *introduction* and *mirror* which should be pronounced with schwa [ə] based on both British English and General Americans dictionaries as

/ɪntrə'dju:s/ and /'mɪrər/, were substituted by the respondents with allophone [ɔ] which is open-mid back rounded, as /ɪntrɔdus/ and /'mɪrɔr/. In pronouncing the word *mirror*, there were three participants who pronounced incorrectly; respondent 1, 4, and 5. All of them also pronounced the word in the same way.

Beside the vowels, diphthongs also were substituted with long vowel allophone [ɔ:]. The erroneous words were *about*, *poison* and *throw*. In word *about*, the respondent 2 and 4 should pronounce with diphthong [aʊ] as /ə'baʊt/ in both of the dictionaries. While, they pronounced it with long vowel allophone [ɔ:] as /ə'bɔ:/. The diphthong [ɔɪ] was also substituted, like in a word *poison*, the respondent 4 pronounced it as long vowel allophone [ɔ:] such as /'pɔ:zən/. Meanwhile, based on those two dictionaries, the word *poison* should be pronounced with diphthong [ɔɪ] as /'pɔɪzn/. The last is diphthong [əʊ], the example is in word *throw*. The respondent 3 substituted the diphthong with long vowel allophone [ɔ:]. He pronounced as /θrɔg/, while actually it should be /θrəʊ/ as in both of dictionaries.

Mostly, the respondents pronounced the English words in substitution the allophones. Since it does not change the meaning, in doing so the hearers are not confused in guessing what the respondents said. Whereas, they still can be categorized as error in pronouncing the English words, since it has different way in pronouncing based on both of the dictionaries.

4.1.3.1.2 Consonants

The position of consonant is very close to the roof of the mouth and voiced air system of ordinary forced is emitted. In English, it is usually known as 24

consonants. Unfortunately, in this research, only 10 vowels which pronounced incorrectly by the big five winners of storytelling competition. As stated in chapter 2, according to Crowley (1997) the phonological change are divided into 9 kinds. Meanwhile, in analyzing this data, the writer will explain only in two kinds, those are lenition or fortition and sound addition. Each classifications are presented along with further explanation.

Lenition or fortition is a certain sounds as being relatively ‘stronger’ or ‘weaker’ than others. It can be inferred that lenition or fortition are phonemic loss or changed by other phoneme. From this data, the writer found 4 consonants which were loss or omitted by the respondents. The writer also found 6 consonants which substituted with other phoneme by them. The further explanations are in the following paragraph.

Consonant /d/

The following table showed the consonants /d/ which pronounced incorrectly by the respondents.

Table 4.6 Classification of Erroneous Words on Consonant /d/

No	Respondents	Erroneous Words	RP	GA
1	3	That / <u>d</u> æt/	/ðæt/	/thæt/
2	3	The / <u>d</u> ə/	/ðə/	/thə/
3	3	Then / <u>d</u> en/	/ðen/	/then/

The consonant /d/ was used by the respondent 3 to substitute the consonant /ð/ which is voiced dental fricative. The voiced alveolar plosive /d/ consonant was pronounced in words *that*, *the*, and *then*. He pronounced them as /dæt/, /də/, and /den/, while actually they should pronounced as /ðæt/, /ðə/, and /ðen/ as in both British English and General Americans dictionaries.

In pronouncing the consonant /d/ instead of /ð/, the respondent 3 pronounced it weaker than the right one. In pronouncing consonant /ð/, he should have any vibrate in producing the sound. Meanwhile, he only produced the sound of /d/ by putting the front of the tongue behind the upper teeth. In doing so, it can be categorized as error in producing the sounds because of the way the respondent produced was different with the dictionaries. However, it does not change the meaning although the phonological change occurred.

Consonant /l/

The phoneme of consonant /l/ which is as voiced alveolar lateral was omitted by the respondent 3. He did not pronounce the consonant /l/ in word *value*. He pronounced it as /vju/, while actually in British English and General Americans dictionary the consonant /l/ is added in pronouncing the word *value*, as /'vælju:/. It will be showed in the following table.

Table 4.7 Classification of Erroneous Words on Consonant /l/

No	Respondents	Erroneous Words	RP	GA
27	3	Value /vju/	/'vælju:/'	/'vælyuw/

In this case, the respondent 3 can be categorized in lenition or fortition, although he did not do any stronger or weaker in producing sounds. Instead of the lenition and fortition also occur when the speaker omit the phoneme.

Consonant /s/

In this phoneme /s/, the writer found that the respondents omitted and also substituted the consonants. The erroneous pronunciation was in word *discuss*, the respondent 4 omitted the consonant /s/ which is voiceless alveolar fricative. She

pronounced it as /dɪ'kʌs/, while it should be pronounced as /dɪ'skʌs/ based on both British English and General Americans dictionaries.

In another hand, they also substituted the consonant /s/ instead of consonant /ʃ/ which is voiceless palato alveolar fricative. There were two words which were pronounced incorrectly. Those were *ambitious* and *shout*. Respondent 4 pronounced them as /æm'biʃɪəs/ and /ʃəʊt/, while the right pronunciations are /æm'biʃəs/ and /ʃaʊt/ which is based on those two dictionaries. It can be seen in the following table which showed the erroneous words containing error in pronouncing consonant /s/.

Table 4.8 Classification of Erroneous Words on Consonant /s/

No	Respondents	Erroneous Words	RP	GA
1	4	Ambitious /æm'biʃɪəs/	/æm'biʃəs/	/æm'biʃəs/
2	4	Discuss /dɪ'kʌs/	/dɪ'skʌs/	/dɪ'skʌs/
3	4	Shout /ʃəʊt/	/ʃaʊt/	/ʃaʊt/

In consonant /s/, the respondent 4 pronounced the consonant weaker than the right consonant /ʃ/ in producing the sound. She should produce the sound with any vibrations, such in consonant /ʃ/. Meanwhile, she only pronounced the English words without any vibration. In doing so, she is categorized as error in producing the sound in those English words.

Consonant /t/

In this data, there were two respondents who did not pronounce the phoneme /t/ which is voiceless alveolar plosive. The details can be seen in the following table which showed the erroneous words in pronouncing consonant /t/.

Table 4.9 Classification of Erroneous Words on Consonant /t/

No	Respondents	Erroneous Words	RP	GA
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1	2	About /ə'bo:./	/ə'baot/	/ə'bawt/
2	4	About /ə'bo:./	/ə'baot/	/ə'bawt/
3	4	Most /mʌs/	/məʊst/	/moʊst/
4	1	Think /tɪŋk/	/θɪŋk/	/θɪŋk/
5	2	Think /tɪŋk/	/θɪŋk/	/θɪŋk/
6	3	Three /tri:/	/θri:/	/θri:/
7	5	Three /tri:/	/θri:/	/θri:/
8	3	With /wɪt/	/wɪð/	/wɪθ/
9	2	With /wɪt/	/wɪð/	/wɪθ/
10	4	Youthful /'ju:tfʊl/	/'ju:θfl/	/'ju:θfəl/

From the table, it showed that either the respondent 2 or 4 omitted the phoneme /t/ in word *about*. Both of them pronounced it as /ə'bo:./ while actually based on both of British English and General Americans dictionaries, the right pronunciation is /ə'baot/. The word *most* is also pronounced by omitting the consonant /t/. The respondent 4 pronounced it as /mʌs/ instead of based on both of dictionaries as /məʊst/. The phoneme /t/ should be added in pronouncing that word.

Besides by omitting the phoneme /t/, the respondents also changed it instead of other phonemes, those were /θ/ and /ð/. In words *think*, *three*, *with*, and *youthful*, they should pronounce them with voiceless dental fricative /θ/ and voiced dental fricative /ð/. Like in words *think*, *three*, and *youthful*, they should pronounced with /θ/ which are based on both of the dictionaries as /θɪŋk/, /θri:/, and /'ju:θfl/. Meanwhile, they pronounced those words by substituted with consonants /t/, as /tɪŋk/, /tri:/, and /'ju:tfʊl/. Moreover, there were many respondents who pronounced incorrectly in word *think* and *three*. In word *think*, the respondent 1 and 2 pronounced incorrectly. Meanwhile, the respondent 3 and 5 pronounced the word *three* incorrectly.

Then, in word *with*, the respondent 2 and 3 also substituted the consonants /θ/ and /ð/ with consonant /t/. In British English dictionary, the word *with* was pronounced as /wɪð/ and in General Americans dictionary, it should be pronounced as /wɪθ/. Meanwhile, both of them pronounced as /wɪt/.

Most of the respondents did substitution in producing the consonant /t/. They pronounced weaker than the right one. They missed the vibration, while it should vibrate when pronouncing those English words.

Consonant /w/

The erroneous in pronouncing phoneme /w/ happened in word *dwarf*. There were two respondents pronounced it by omitting the consonant /w/. The respondent 3 and 4 pronounced it as /dɑ:rf/, while actually both of respondents should pronounce it by adding the vowel /w/ as /dwɔ:f/ based on British English and General Americans dictionaries. Although, it does not change the meaning, but it can be categorized as error since it is different with the dictionaries in pronouncing the word. It can be seen in the following table.

Table 4.10 Classification of Erroneous Words on Consonant /w/

No	Respondents	Erroneous Words	RP	GA
1	3	Dwarf /dɑ:rf/	/dwɔ:f/	/dwɔ:rf/
2	4	Dwarfs /dɔ:fl/	/dwɔ:fs/	/dwɔ:rfs/

Consonant /ʃ/

The following table is shown the erroneous word in pronouncing consonant /ʃ/ which is pronounced by the respondent.

Table 4.11 Classification of Erroneous Words on Consonant /ʃ/

No	Respondents	Erroneous Words	RP	GA
1	2	Suddenly /'ʌdənli/	/'sʌdnli/	/'sʌdənli/

In pronouncing the phoneme /ʃ/, the respondent 2 substituted it with consonant /s/. The erroneous word was *suddenly*, she pronounced it with changing the consonant /s/voiceless alveolar fricative into /ʃ/ voiceless palato alveolar fricative as /ʃʌdnli/. Here, the respondent 2 produced the sound stronger than the right pronunciation which is /s/. Her tongue is raised between the alveolar ridge and the palate when produced the sound. She should not add the vibration in producing sound. She actually should pronounce the word as /sʌdnli/ based on British English and General Americans dictionaries. In doing so, it can be categorized as lenition or fortition since omission is kind of the loss of consonant.

Consonant /tʃ/

There were two erroneous words which pronounced incorrectly by the respondents in term of pronouncing phoneme /tʃ/ which the writer found. Those were *once* and *thin*. Here is the table which is containing the erroneous words.

Table 4.12 Classification of Erroneous Words on Consonant/tʃ/

No	Respondents	Erroneous Words	RP	GA
1	2	Once /wʌntʃ/	/wʌnts/	/wʌns/
2	3	Once /wʌntʃ/	/wʌnts/	/wʌns/
3	3	Thin /tʃi:n/	/θɪn/	/thin/

In word *once*, the phoneme /s/ which is voiceless alveolar fricative substituted by the respondent 2 and 3 with phoneme /tʃ/ voiceless palate alveolar affricative. They pronounced as /wʌntʃ/, whereas based on British English and General Americans dictionaries, the right pronunciation is /wʌnts/. Both of them were raising their tongue when producing the consonant /tʃ/between the alveolar ridge and the palate. They did stronger the sound when producing the consonant

/tʃ/, whereas they should weaker the consonant as /s/ in pronouncing the word *once*.

Meanwhile, in word *thin*, the respondent 3 also substituted the phoneme voiceless dental fricative /θ/ with /tʃ/. He pronounced /tʃi:n/ as in both of dictionaries it should be pronounced as /θɪn/. He produced the sound weaker while actually he should produce by vibrating as in consonant /θ/ which is the tip of the tongue should touch the back of the upper teeth.

Consonant /ŋ/

There was only erroneous word in changing the phoneme /ŋ/ which the writer found. That was in word *change*, which can be seen in the following table.

Table 4.13 Classification of Erroneous Words on Consonant/ŋ/

No	Respondents	Erroneous Words	RP	GA
1	5	Change /tʃeɪŋ/	/tʃeɪndʒ/	/tʃeɪndʒ/

The respondent 5 produced the sound stronger by bringing her tongue into contact with the velum since she should raise the tongue between the alveolar ridge and the palate. The right pronunciation of *change* is /tʃeɪndʒ/ in both British English and General Americans' dictionary, while she pronounced it as /tʃeɪŋ/.

She substituted the consonant /dʒ/ which is voiced palate alveolar affricative with the consonant /ŋ/ which is voiced velar nasal. Since this pronunciation is different with the dictionaries, she is categorized as error in pronouncing the English word.

Beside the lenition or fortition, Crowley (1997) also mentions that the phonological change is sound addition. In chapter 2, the writer has explained that sound addition occurs when the phoneme was inserted by the respondents. In this

data, the writer found only 5 kinds of consonants which added in pronouncing sounds. The further explanations are in the following paragraph.

Consonant /g/

The following table is shown the erroneous words in consonant /g/ which was pronounced by the respondent.

Table 4.14 Classification of Erroneous Words on Consonant /g/

No	Respondents	Erroneous Words	RP	GA
1	3	Throw /θrɔŋ/	/θrəʊ/	/throw/

In pronouncing the word *throw*, the respondent 3 added the consonant /g/ which is as voiced velar plosive. He pronounced the word as /θrɔŋ/ while actually it should be pronounced with diphthong /əʊ/ as /θrəʊ/ in British English dictionary and vowel /o/ as /throw/ in General Americans dictionary. Although the respondent 3 added the consonant /g/ in pronouncing the word *throw*, it does not make a confusion for the hearer in guessing what the respondent talk about. Since it does not change the meaning.

Consonant /h/

The phoneme /h/ was added by the respondent 5 in pronouncing word *honorable*. Here is the detail table which is shown the erroneous word in pronouncing consonant /h/ by the respondent.

Table 4.15 Classification of Erroneous Words on Consonant /h/

No	Respondents	Erroneous Words	RP	GA
1	5	Honorable /'hɔ:nərəbəl/	/'ɒnərəbəl/	/'ɑ:nərəbəl/

Based on British English and General Americans dictionary, the right pronunciation of *honorable* is /'ɒnərəbəl/ without adding the consonant /h/ which is

voiceless glottal fricative. Meanwhile, she pronounced this word as /'hɔ:nɔrəbəl/.

In doing so, it can be categorized as error in pronouncing since it is different with the dictionaries. Although it does not change the meaning.

Consonant /k/

The consonant /k/ which is voiceless velar plosive was adding by the respondent 4 and 1 in pronouncing *another* and *knock*. They pronounced those words as /'kə'nʌðər/ and /k'nɒk/. Meanwhile, in British English and General Americans dictionaries, the words *another* and *knock* are pronounced as /ə'nʌðər/ and /nɒk/ without adding the consonant /k/. Although the addition of consonant /k/ in this word does not change the meaning, but it might be categorized as error in pronouncing. Since both of the respondents' pronunciation are different with the dictionaries. Here is the details of the erroneous words in pronouncing in consonant /k/ which is shown in the following table.

Table 4.16 Classification of Erroneous Words on Consonant /k/

No	Respondents	Erroneous Words	RP	GA
1	4	Another /'kə'nʌðər/	/ə'nʌðər/	/ə'nʌðər/
2	1	Knock /k'nɒk/	/nɒk/	/nɑ:k/

Consonant /l/

The following table is displayed the erroneous word in pronouncing consonant /l/ which was pronounced by the respondent.

Table 4.17 Classification of Erroneous Words on Consonant /l/

No	Respondents	Erroneous Words	RP	GA
1	4	Dwarfs /dɔ:fl/	/dwɔ:fs/	/dwɔ:rfz/

In pronouncing the word *dwarf*, the object added consonant /l/ which is voiced alveolar lateral. She pronounced it as /dɔ:fl/, while based on British

English and General Americans dictionaries, it should be pronounced as /dwɔːfz/ by pronouncing the consonant /s/ which is voiceless alveolar fricative. The addition in pronouncing the word *dwarf* might make the hearers confused in guessing the meaning. Since the respondent 4's pronunciation in the word *dwarf* is strange and does not exist in English words.

Consonant /w/

The phoneme /w/ was added when the respondent 5 pronounced the word *answer*. She pronounced as /'ænswər/ while actually it should be pronounced by omitting the consonant /w/ as /'ɑːnsə/ in British English and General Americans dictionaries. The addition consonant /w/ in the word *answer* does not make confused for the hearers since the respondent 5 pronounced *answer* as same as in the written word. In doing so, the hearers can guess what the respondent 5 talks about. Meanwhile, it can be categorized as error in pronouncing since it is different with the two dictionaries.

Table 4.18 Classification of Erroneous Words on Consonant /w/

No	Respondents	Erroneous Words	RP	GA
1	5	Answer /'æns <u>w</u> ər/	/'ɑːnsə/	/'ænsər/

4.1.3.1.3 Diphthong

From 9 diphthongs that English has, the writer found that there were 6 diphthongs which used by the respondents to substitute the phonemes. The erroneous diphthongs are /ɪə/, /aʊ/, /ɔʊ/, /əʊ/, /eɪ/, and /aɪ/ which pronounced in 9 erroneous words. Each classifications are presented along into following paragraph with further explanation.

Diphthong /aɪ/

The respondents substituted the diphthong /aɪ/ in the word *unfair* and *children*. The first is *unfair*. The respondent 2 actually substituted the vowel [æ] and diphthong [eə] with the diphthong /aɪ/. She pronounced it as /ʌn'f^{air}/, while based on British English dictionary, it should be pronounced as /ʌn'feə/ and in General Americans dictionary it should be /ʌn'fær/.

The second word is *children*. In word *children*, the respondent 3 pronounced as /'tʃaɪldrən/. While actually he should pronounce as short vowel [ɪ] which is closed front unrounded as /'tʃɪldrən/ in both British English and General Americans dictionaries. It is actually kind of familiar word, but many students still made error in this word because they still effected from the pronunciation of singular form of *children*, that is *child*, which it is pronounced as /'tʃaɪld/. The detail of erroneous words in pronouncing diphthong /aɪ/ will be shown in the following table.

Table 4.19 Classification of Erroneous Words on Diphthong/aɪ/

No	Respondents	Erroneous Words	RP	GA
1	3	Children /'tʃaɪldrən/	/'tʃɪldrən/	/'tʃɪldrən/
2	2	Unfair /ʌn'f ^{air} /	/ʌn'feə/	/ʌn'fær/

Diphthong /aʊ/

The following table is displayed about the erroneous words in pronouncing diphthong /aʊ/ which was pronounced by the respondents.

Table 4.20 Classification of Erroneous Words on Diphthong/aʊ/

No	Respondents	Erroneous Words	RP	GA
1	5	Because /br'kaʊz/	/br'kɒz/	/br'kɑ:z/
2	3	Daughter /'dɑʊtər/	/'dɔ:tə/	/'dɑ:t,ər/

The pronunciation of word *because* and *daughter* was changed by the respondents. The respondent 5 substituted the vowel [ɒ], [ɑ:], and [ɔ:] with diphthong [aʊ]. The right pronunciation of *because* is by using vowel [ɒ] as /br'kɒz/ in British English dictionary and by using long vowel [ɑ:] as /br'kɑ:z/ in General Americans dictionary.

Whereas, in pronouncing the word *daughter*, the respondent 3 should pronounce with long vowel [ɔ:] as /dɔ:tə/ in British English dictionary, and pronounced with long vowel [ɑ:] as /dɑ:tər/ based on General Americans dictionary. Meanwhile, the substitution in this diphthong which pronounced by the respondents can be categorized as shortening the vowel instead of the right pronunciations are long vowel.

Diphthong /əʊ/

Here, the table is shown the erroneous word in pronouncing diphthongs /əʊ/.

Table 4.21 Classification of Erroneous Words on Diphthong/əʊ/

No	Respondents	Erroneous Words	RP	GA
1	4	Now /nəʊ/	/naʊ/	/naʊ/

The diphthong /əʊ/ was used to substitute the diphthong [aʊ] in pronouncing the word *now*. The respondent 4 pronounced as /nəʊ/, meanwhile the right pronunciation based on the British English and General Americans dictionary are /naʊ/. The substitution of diphthong /əʊ/ in the word *now* might make the hearers confused since it is as same as the pronunciation of word *no* which is pronounced as /nəʊ/.

Diphthong /ɔʊ/

The following table is displayed the erroneous words in diphthong /ɔʊ/ which pronounced by the respondent.

Table 4.22 Classification of Erroneous Words on Diphthong/ɔʊ/

No	Respondents	Erroneous Words	RP	GA
1	4	House /h <u>ɔʊ</u> s/	/haʊs/	/haʊs/
2	4	Shout /s <u>ɔʊ</u> t/	/ʃaʊt/	/ʃaʊt/

In this data, there were two erroneous words which substituted with the diphthong /ɔʊ/ by the respondent 4. Those were in words *house* and *shout*. Those words should be pronounced with diphthong [aʊ] as /haʊs/ and /ʃaʊt/ based on the British English and General Americans dictionaries. Meanwhile, she pronounced as /hɔʊs/ and /sɔʊt/. She pronounced the word as same as in the written form of the word. In doing so, it does not make the hearers confused to guess what the respondent 4 means. In another hand, it is still categorized as error in pronunciation since it is different with the dictionaries.

Diphthong /ɪə/

In this table showed the erroneous words in pronouncing diphthong /ɪə/ which pronounced by the respondent.

Table 4.23 Classification of Erroneous Words on Diphthong/ɪə/

No	Respondents	Erroneous Words	RP	GA
1	4	Ambitious /æm'biʃ <u>ɪ</u> əs/	/æm'biʃəs/	/æm'biʃəs/

In word *ambitious*, the respondent 4 substituted the schwa [ə] short or central vowel with diphthong /ɪə/. She pronounced the word with diphthong /ɪə/ as /æm'biɪəs/. While, she should pronounced with schwa [ə] as /æm'biʃəs/ based on

the British English and General Americans dictionaries. She omitted the vowel [ɪ] in pronouncing the diphthong /ɪə/.

Diphthong /eɪ/

The long vowel [ɑ:] and [æ] was substituted by the respondent 2 with diphthong /eɪ/ as in word *passed*. The right pronunciation based on British English dictionary is with long vowel [ɑ:] as /pɑ:sd/, whereas based on General Americans dictionary, it should be pronounced with vowel [æ] as /pæsd/.

Meanwhile, the respondent 2 pronounced the word *passed* with changing the diphthong /eɪ/ as /peɪsd/. She shortened in pronouncing the long vowel [ɑ:] with the diphthong /eɪ/. It can be seen in the following table which is shown the erroneous words in pronouncing diphthong [ɪə] which is pronounced by the respondent.

Table 4.24 Classification of Erroneous Words on Diphthong/eɪ/

No	Respondents	Erroneous Words	RP	GA
1	2	Passed /peɪsd/	/pɑ:sd/	/pæsd/

4.1.3.2 Probable Factors of Errors in Pronunciation

As the result of this research, there are many erroneous segmental sounds by the big five winners of storytelling competition in pronouncing English words.

In this section, the writer would like to explain more about the probable factors which caused the erroneous in pronouncing.

In this research, the writer found that the most probable factor which can influence the erroneous words that pronounced by the objects is the interference of L1 into L2. Some of the erroneous words were pronounced by the respondents

with the same way as they usually pronounced Indonesian vowels and consonants.

It can be seen in pronouncing the vowels, consonants and diphthongs. They substituted the long vowel [i:] in short vowel [ɪ]. The example is in word *thin*, the vowel [i] in the word *thin* should be pronounced as short vowel [ɪ]. Meanwhile, the respondents lengthened the vowel by pronouncing as [i:]. As we know, in Indonesian vowel system, there is only vowel /i/ exists without any exact length or shorten the vowels. It is of course different from English vowels system which has length or shorten the vowels.

Meanwhile, in term of diphthongs, the respondents made errors by using diphthongs [aʊ] and [aɪ] instead of vowel [ɒ], [ɑ:], [ɔ:] and [eə]. The presence of diphthong [aʊ] and [aɪ] in the middle of word might be pronounced the same way as the Indonesian words, like *kerbau* and *sungai*. In another hand, in term of consonants, Indonesian consonants system do not have the consonant /θ/ and /ð/.

The respondents pronounced the consonant /t/ and /d/ instead of the consonants /θ/ and /ð/.

Beside the interference of L1 into L2, according to Piske, *et.al* (2002, p.195) which was explained in chapter 2, the factors which affecting errors are amount of L2 use, exposure of L2, years of L2 use, type of L2 input, and gender.

From those 5 categories, in this data the writer found 4 categories which influencing the errors occur. Those are amount of L2 used, exposure of L2, years of L2 used, type of L2 input. In term of gender is not influenced in this data.

Amount of L2 used is affected in the producing the English words. The writer found that the respondents who used English in their daily life have less

erroneous in pronouncing than others who did not. In this research, there are four respondents who used English as their daily life, and one object did not. The respondent 1, 3, 4, and 5 who often use English in their daily life would have more chance to increase their English ability and to pronounce English words correctly. They who used English to talk to friends, writing, reading, watching English TV programs, listening and others would have more chance to hear the words and are expected to be able to pronounce English words correctly. The respondent 1 and 5 have less erroneous words in pronouncing than the respondent 2 who did not use it as daily life. They only had 9 erroneous words and 12 erroneous words in term of segmental sounds. Whereas, the others; respondent 3 and 4 who used it as daily life have the most erroneous words in pronouncing of all. They have 26 erroneous words and 19 erroneous words meanwhile the respondent 2 who never used English as her daily life only have 17 erroneous words in term of segmental sounds.

Next, in term of exposure to the L2 and years of L2 used. In this term, there is significant differences between the objects have studied English for a long time or not. In this research, the writer would like to consider the respondents of when they started in studying English and how long they have used English. Two of five participants are studying English since they were in kindergarten. In can be seen that respondent 1 and 5 have only 9 and 12 erroneous words instead of 72 erroneous words. While others which means three of five respondents started in studying English when they were in junior and senior high school. They are respondent 2, 3, and 4. As same as exposure to the L2, in term of years of L2 used

is also shown that two of respondents who studied English since kindergarten have studied English for 13 and 11 years. In doing so, they have less erroneous words than others. While three of them who have studied since junior or senior high school have studied English for 6, 8, and 7 years. The complete data showing the students' exposure to the L2 and years of L2 used with the number of erroneous words in pronouncing will be displayed in appendix 12.

The last categories is type of L2 input. Here the writer classified with whether they joined English course or not. It means that the respondents who join English course have more knowledge about English words than others who did not join the course. Since they only studied English in their classroom. From five respondents, three of them joined the English course while others did not. The respondent 1, 2, and 5 joined the course. The respondent 1 and 5 who joined the English course have less erroneous in pronouncing. Meanwhile, one of them who is respondent 2 still have many erroneous in pronouncing than the objects who did not join the English course. It might be influenced by other factors which make her pronounced English words incorrectly. The complete data showing the type of L2 input with the number of erroneous words in pronouncing will be displayed in appendix 12.

Piske, *et.al* (2002, p.195) state that gender is one of the factors affecting the pronunciation of second language. Whereas, in this research, the writer did not find any significant differences in pronouncing English words between the male and female. The result of this study does not show that gender has an important role in affecting erroneous pronunciation. Both of male and female made the same

number of errors of producing the English words. There are two male and three female as the respondents in this data. For complete data the number of erroneous words producing by the objects based on gender will be showing in appendix 12.

4.2. Discussion

The significance of this research has been realized with the completion of the whole analysis in the finding section. In this discussion section, the writer discussed about the general point of the findings. This research investigated the segmental sounds errors and the probable factors affecting the erroneous in pronunciation.

4.2.1 Segmental Sounds Errors

After analyzing the data, the result shown that the most erroneous pronunciation occur in vowels. It can be seen that there are 45 words pronounced incorrectly by the respondents instead of 84 words. The most erroneous pronunciation occur in vowels [ɑ:], [ə], [ɔ:], [ɒ], [ɪ], and [u:]. In long vowel [ɑ:], the respondents substituted with vowels [u], [ə], [ɔ:], [aʊ], and [eɪ]. It is contrary with the research which did by the previous study, Putri (2011). In her research, she found that the long vowel [ɑ:] changed by the respondents with [ɑ], [ʌ], [ə], [æ], and [e]. The examples of erroneous words in pronouncing long vowel [ɑ:] are *cause* and *impossible*. The respondents substituted it with vowel [ə] and [ɔ:]. From these words, it can be inferred that the respondents shortened the long vowel [ɑ:] into [ə] and they also pronounced the word based on the written form such as in the substitution of long vowel [ɔ:] in word *impossible*.

Next, the erroneous words in pronouncing occur in schwa [ə]. They changed the schwa with vowels [ɔ:], [ɒ], [a], [u], and diphthong [ɪə]. Meanwhile, Putri (2011) found in her research that the schwa was substituted with vowel [u] and [ɪu]. In this data, the respondents pronounced the word *mirror* as /'mirɔ:/. They lengthened the schwa into long vowel [ɔ:]. The other example is in the word *youthful*, she pronounced it as in the written word, that is /'ju:tfʊl/. She substituted the schwa with vowel [u].

Then, in long vowel [ɔ:], the respondents substituted with vowels [ə], [ɑ:], and [aʊ]. In another hand, Putri (2011) found that this vowel was changed with vowels [o], [ʌ], diphthongs [ɔʊ], [au], and [ou]. Some of the examples are in word *cause* and *dwarf*. They pronounced word *cause* as [kəʊ] and word *dwarf* as /dwa:rf/. From the result, the writer inferred that in this vowel the respondents shortened in pronouncing the English words and also interference the L1 since they pronounced in the written form of the word, like in word *dwarf*. In Indonesian language, the vowel [a] is pronounced as [a].

The fourth most occurrence errors in pronouncing is short vowel [ɪ]. In this vowel, the writer found the similarity between her research and the previous study. Both of them found that the substitution of this vowel was by lengthening the long vowel [i:] and schwa [ə]. Like in words *lived* and *thin*. The respondent pronounced them with long vowel [i:], while it should be pronounced as short vowel [ɪ]. The last is erroneous pronunciation in long vowel [u:]. In this vowel, the respondents shortened all the words with vowel [u]. It is also as same as the

finding in previous study, Putri (2011), that the respondents also shortened all the words containing long vowel [u:].

From the erroneous words which pronounced incorrectly in vowels, the most occurrence erroneous words which pronounced by the big five winners of storytelling competition are *dwarf* and *mirror*. In word *dwarf*, there were 4 respondents who pronounced incorrectly, they were respondent 1, 2, 3, and 4.

Whereas in word *mirror*, the writer found 3 respondents who pronounced incorrectly, they were respondent 1, 4, and 5.

To make a deeper conclusion, based on the results, the process of phonological change in the segmental sounds instead of vowels, consonants, and diphthongs which pronounced by the big five winners of storytelling competition can be divided into five categories. Those are lengthening, shortening, substitution, addition and omission. Substitution, addition, and omission are based on the theory of Crowley (1997). On the other hand, another kinds of phonological change which are lengthening and shortening are not based on any theories, meanwhile the writer found those phenomena of phonological change in the data.

The first category of error is lengthening. The lengthening vowels occurs when the respondents pronounced the words *so* as /so:/ instead of /səʊ/. In word *so*, the diphthong [əʊ] was pronounced as the length of [o:], whereas it should be pronounced as diphthong [əʊ] not as long vowel [o:]. Another lengthening word occur when the respondent 3 pronounced the word *thin*. Instead of saying vowel [ɪ] and [i], he pronounced it longer than the right pronunciation as [i:]. The

incorrect pronunciation may occur because of the differences between the English vowels system and the respondents' first language vowels system. That is Indonesian language. In Indonesian vowels system, there is no any length of vowels exist which is different with English vowels systems. Therefore, it might be the cause of why the Indonesian students including the big five winners as the respondents of this research also seem do not concern on the length of those vowels which occur in English vowels systems.

The second category is shortening. Based on the data, the example of shortening is in the vowel *three*. The shortening of vowel occurs when the respondent 3 pronounced the word *three* as [ɪ] instead of long vowel [i:]. It supports with the findings of the previous study conducted by Putri (2011). She found that there were four students tend to pronounce long vowel [i:] to [ɪ]. Also, in case of shortening, she found the erroneous in pronouncing the long vowel [ɔ:] to short vowel [ɔ]. In this research, in case of shortening, the writer also found the case as same as the previous study. The respondents in this data also shortened in to long vowel [ɔ:] to short vowel [ɔ]. From those errors, based on the previous study and the writer researches, it can be inferred that the Indonesian students seem not to concern and not really pay attention in term of shortening the vowels.

They are still influenced by their first language, Indonesian Language.

The third category of error is substitution. The respondents did many errors in term of substitution. They pronounced the vowel schwa [ə] instead of [ɪ].

The example is in word *entitled*, the respondent pronounced as /ən taɪtəl/ instead of /m' taɪtɪ/. This case was also found in the previous studies conducted by Putri

(2011) and Kusumah (2007). They found the substitution in pronouncing which was pronounced by the Indonesian students.

Besides, the substitution also happened in term of consonants. The most occurrences of substituting in consonants are the consonant /t/ and /d/ instead of /θ/ and /ð/. The respondents substituted the consonants /t/ as in word *think* and *with*. They pronounced as /tɪŋk/ and /wɪt/ instead of /θɪŋk/ and /wɪð/. The consonants /θ/ and /ð/ were substituted with consonant /t/ as there is no significant consonants /θ/ and /ð/ in Indonesian consonants system.

On the other hand, the next error categories is addition. This category only happened in the consonants. Based on the theory of Crowley (1997) that addition occurs when the speaker add the phoneme in a word. In this data, the writer found 5 consonants which were added in pronouncing. Those are consonants /k/, /g/, /h/, /l/, and /w/. The addition of those consonants in pronouncing word is unnecessary. The example is addition consonant /k/ in word *knock*, the respondents pronounced /kno:k/ instead of /no:k/. In the word *knock*, the consonant /k/ in the first word is omitted. It is not necessary to be read. Meanwhile, the respondent pronounced the consonant /k/ in the first word. It seems that the object is still influenced with their first language. In Indonesia, the word *klambi* as Javanese language, pronounced as /klambi/. The consonant /k/ in this word is omitted in pronouncing the word.

The last category of error is omission. In the term of omission, the writer only found four kinds of consonants which were omitted by the respondents.

Among them are consonant /t/, /s/, /w/, and /l/. The examples of error are shown of words *about*. The omission of consonant /t/ can be seen in a word *about*. They

omitted the consonant /t/ as /ə'bu:/. Whereas, there were two objects pronounced it incorrectly. The probable factor which influenced the omission of consonant /t/ in word *about* is the influence of Americans' accent. Americans usually pronounced the words by combining with the next words. The general example is in word '*what's up?*' Americans pronounced as /wɑ:sʌp/. They combined the first word with the following word, by omitting the consonant /t/.

In conclusion, the result of this research shows that the most dominant errors encountered by the big five winners of storytelling competition dealing with the segmental sounds are vowels. As the result of this study, there are 45 erroneous words in pronouncing the vowels, 30 erroneous words in pronouncing the consonants, and 9 erroneous words in pronouncing the diphthongs. Meanwhile, the writer's previous studies, Putri (2011) found that there are 6 vowels dominant errors produced by the students instead of 12 vowels which English has. The long vowel /u:/ is the most errors, it's about (95.7%), long vowel /ɑ:/ (77.8%), long vowel /ɔ:/ (88.9%), long vowel /i:/ (94.9%), long vowel /ɜ:/ (74.4%), and schwa /ə/ (59.8%). In another hand, Kusumah (2007) found that there are several Javanese (Gresik) segmental sounds that are pronounced differently with sundanese who lived in Gresik. Javanese vowels /i/ changed into /e/, vowel /u/ changed into /o/, vowel /o/ was changed by sundanese as /ɔ/, and vowel /e/ changed into /ɛ/. In term of consonants, the most dominants errors are in pronouncing consonant /f/ instead of sundanese changed as /p/, then consonant /v/ is pronounced as /p/. Therefore, it can be inferred that from those three researches,

the generally errors in pronouncing is in term of vowels which seem rather difficult for Indonesian students deal with.

4.2.2 Probable Factors of Errors in Pronunciation

As the result of the research, there is one main factors which influenced the errors in pronouncing English words by the big five winners of storytelling competition, that is L1 interference on L2. However, this factor is not included in the theory of Piske, *et.al* (2002, p.195) which is explained in the chapter 2. Meanwhile, the writer found the interference of L1 into L2 as the cause of errors from the data.

L1 interference appears as the probable factors affecting error in pronunciation since the objects pronounced many words as they pronounced with their first language. Sometimes, the objects whose first language is Indonesian language are influenced by the way they pronounced the Indonesian vowels and consonants then apply in to English vowels and consonants systems. As the example is the object substituted long vowel [i:] into short vowel [ɪ]. Since in Indonesian vowels do not have any lengthening or shortening vowels.

On the other, as writer has explained before in the previous sub chapter, the theory from Piske, *et.al* (2002, p.195) also affecting the erroneous occur. They (2002, p.195) mention that the factors which affecting errors are amount of L2 used, exposure of L2, years of L2 used, type of L2 input, and gender. Whereas the gender is not reflected in the result of this research.

In those four factors, the writer found that the respondents were influenced in pronouncing the English words incorrectly. In the amount of L2 used, the

writer wants to consider whether the respondents used English in their daily life or not. From the result, it can be seen that the respondents who used English in their daily life can decrease their erroneous in pronouncing the words than the respondent who did not. Next, in term of exposure of the L2 and years of L2 used also influenced the respondents. Here, the writer found that the respondents who have learned English for a long time have less erroneous words in pronouncing than the respondents who learned English since in junior or senior high school.

Then, the last category is type of L2 input. In this kinds of factor, the writer classified whether the respondents join English course or not. The respondents who joined English course, made erroneous in pronouncing for a little than the respondents who did not.

It is contrary to the research done by previous study. Putri (2011) did not find any significant differences based on the theory from Piske, *et.al*. She (2011, p.70) says that the amount of L2 used, exposure of the L2, years of L2 used, and type of L2 input did not give any influences for students made errors in pronouncing the English words. Whereas, the factors which the most influenced for students made errors in pronouncing are interference of L1 into L2 and familiarity of words which given by her.

However, the theory of the other previous study used was different with the theory which the writer used. Kusumah (2007) used the theory from Giles (as cited in Kusumah, 2007, p.52) which states that there are five factors indicated speech divergences. Meanwhile, based on the data, Kusumah (2007) only used two factors. Those are perceived legitimacy-illegitimacy of the intergroup status

position for in group members and the degree and frequency of contact with the homeland.

From the previous analysis, the writer can conclude that the errors in pronouncing English words which produced by the big five winners of storytelling competition was affected by the interference of their L1 that is Indonesian language, amount of L2 used, exposure to the L2, years of L2 used and type of L2 input which is mentioned in the theory of Piske, *et.al* (2002, p.195).

