

**PRONUNCIATION ERRORS BY NHK WORLD TV NEWSLINE  
REPORTERS**

**THESIS**

**BY:**

**ALFIAN EKA PUTRA ADI SANJAYA**

**NIM 105110103111007**

UNIVERSITAS BRAWIJAYA



**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURES  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA**

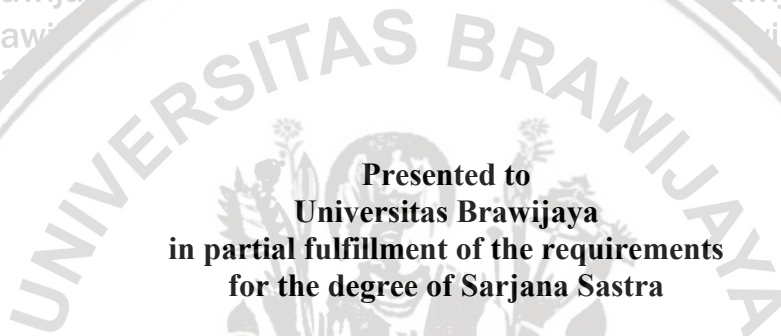
**2014**

**PRONUNCIATION ERRORS BY NHK WORLD TV NEWSLINE  
REPORTERS**

**THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of Sarjana Sastra**

**BY:  
ALFIAN EKA PUTRA ADI SANJAYA  
NIM 105110103111007**



**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURES  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2014**

**DECLARATION OF AUTHORSHIP**

Here with I,

Name : Alfian Eka Putra Adi Sanjaya

NIM : 105110103111007

Address : Ds. Kedungasri Kec. Tegaldlimo Kab. Banyuwangi

declare that:

1. this *skripsi* is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, August 2014

Alfian Eka Putra Adi Sanjaya

NIM. 105110103111007



This is to certify that the *Sarjana* thesis of **Alfian Eka Putra Adi Sanjaya** has been approved by the Board of Supervisors

Malang, August, 2014

Supervisor

Drs. Lalu Merdi, M.A.  
NIP. 19441231 197903 1 003

Malang, August, 2014

Co-supervisor

Dra. Endang Sasanti, M.A.  
NIP. 19510624 197903 2 002



This is to certify that the *Sarjana* thesis of **Alfian Eka Putra Adi Sanjaya** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*.

Fatimah, M. App Ling., Chair  
NIP. 19751125 200212 2 002

Drs. Lalu Merdi, M.A., Member  
NIP. 19441231 197903 1 003

Dra. Endang Sasanti, M.A., Member  
NIP. 19510624 197903 2 002

Acknowledged by,  
Head of Study Program of English

Sighted by,  
Head of Department of Languages and  
Literatures

Yusri Fajar, M.A.  
NIP. 19770517 200312 1 001

Ismatul Khasanah, M.Ed., Ph.D.  
NIP. 19750518 200501 2 001



## ABSTRACT

Sanjaya, Alfian Eka Putra Adi. 2014. **Pronunciation Errors by NHK WORLD TV Newline Reporters**. Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Lalu Merdi; Co-Supervisor: Endang Sasanti

Keywords: *NHK WORLD, Newline, Pronunciation, Error Analysis.*

NHK WORLD is a Japanese International broadcasting media whose jobs is to give information of Japan to the world. Interestingly, the reporters of international levels of the media committed some errors on their pronunciation. Thus, there are two objectives to achieve in this research, (1) to identify the errors of pronunciation in vowels and consonants and (2) to identify the possible causes of the pronunciation errors in vowels and consonants that are made by NHK WORLD TV Newline Reporters.

This study used a descriptive qualitative approach and document analysis to analyze five video of the five speakers which were downloaded from the NHK WORLD website. Further, the writer used the surface strategy taxonomies by Dulay, *et al.* (1982) in identifying the errors and Saville-Troike (2006) theory of interference of the first language and differences in learners to identify the possible causes of the pronunciation error.

The result in this study found that in vowels, there are 20 kinds of substitution, 6 kinds of addition and 1 omission and the vowel errors committed mostly are the substitution of vowel /ə/ to /a/ that reaches 10 errors. Meanwhile, the consonant errors have 11 kinds of substitution, 4 kinds of omission and 1 addition and the error committed mostly is the substitution of /l/ to /r/ which has a total of 10 errors. Moreover, the writer elaborates two possible causes of errors made by the reporters which the first is the Japanese language characteristic and the second is the aptitudes of the learner. In conclusion, this study has proven that Japanese reporters have difficulties in pronouncing English vowels rather than the consonant, and the interference of the first language is the possible reason of committing errors.

The writer suggests the next writer use other subjects from other countries or other media. Moreover, the next writer can also use the same subjects with the concern of gender in language learning.

## ABSTRAK

Sanjaya, Alfian Eka Putra Adi. 2014. **Kesalahan Pengucapan oleh Reporter Newline NHK WORLD TV**. Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Lalu Merdi, Pembimbing II: Endang Sasanti.

Kata Kunci: NHK WORLD, Newline, Pengucapan, Analisis Kesalahan.

NHK WORLD adalah media penyiaran internasional yang bertujuan untuk memberikan informasi tentang Jepang kepada dunia. Menariknya, pada media setingkat internasional ini, penulis menemukan beberapa kesalahan dalam pengucapan yang dilakukan oleh reporter dari NHK WORLD. Karena itu, terdapat dua tujuan yang ingin dicapai pada penelitian ini, (1) untuk mengidentifikasi kesalahan dan (2) untuk mengidentifikasi beberapa kemungkinan yang dapat mempengaruhi kesalahan dalam pengucapan huruf vokal dan konsonan yang dilakukan oleh reporter newline NHK WORLD TV.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dan analisis dokumen-konten untuk menganalisa lima video dan lima reporter yang telah diunduh dari website NHK WORLD . Terlebih, penulis menggunakan strategi taxonomy oleh Dulay, *et al.* (1982) untuk mengidentifikasi kesalahan dan teori Saville-Troike (2006) tentang interferensi (gangguan) bahasa pertama dan perbedaan pada pembelajar untuk mengidentifikasi beberapa kemungkinan yang dapat mempengaruhi kesalahan dalam pengucapan.

Hasil dari penelitian ini menyatakan bahwa pada huruf vokal, terdapat 20 jenis penggantian, 6 jenis penambahan dan 1 jenis penghilangan. Kesalahan terbanyak yang terjadi pada huruf vokal adalah penggantian dari huruf vokal /ə/ menjadi /a/ yang mencapai 10 kesalahan. Pada konsonan terdapat 11 jenis penggantian, 4 jenis penghilangan dan 1 jenis penambahan. Pada konsonan, kesalahan terbanyak adalah pada 10 kali penggantian konsonan /l/ menjadi /r/. Terlebih, penulis menjabarkan dua kemungkinan yang dapat menyebabkan kesalahan dalam pengucapan yaitu pertama karakteristik bahasa Jepang dan bakat yang dimiliki oleh pembelajar. Kesimpulannya, Penelitian ini menunjukkan bahwasanya reporter Jepang lebih mengalami kesulitan dalam mengucapkan huruf vokal daripada huruf konsonan dan pengaruh dari bahasa pertama yang menjadi kemungkinan penyebab kesalahan.

Penulis menyarankan kepada penulis selanjutnya agar dapat mengambil subjek baru dari negara lain atau dari media yang berbeda. Terlebih, Penulis selanjutnya dapat mengambil subyek yang sama dengan penambahan teori gender.



## ACKNOWLEDGEMENTS

The first saying is thanks to Allah SWT for the blessing to finish this thesis as the requirement for *Sarjana Sastra (S.S)* in the Faculty of Cultural Studies Universitas Brawijaya. Then, I express my gratitude for the guidance and advice in finishing this thesis to both of my supervisors, Drs. Lalu Merdi, M.A. and Dra. Endang Sasanti, M.A. I also thank my examiner Fatimah, M. App Ling who had evaluated and given suggestions for the improvement of this thesis. Their involvement has contributed in the development of my intellectual maturity that will be useful for a long time to come.

Furthermore, my deepest gratitude is also expressed to my late beloved father Mulyadi and my strong and smart mother Rinik Agustini who always takes care, supports and keeps praying for me all day long. I would like to give my best thanks to my super grandparents Suprpto and Sriati who have taken care of me since I was a child. Also, thank to my uncles Andang, Kariyadi and my aunt Titri. Thanks to Famiglia, K-class, ESA, Newcastle 09, Djapura 272, Odi, Awang, Zeya, Ike and all my best friends for giving me motivation and support. Finally, this study is expected to be useful for the readers especially for English Department students at Universitas Brawijaya.

Malang, August, 2014

The writer



## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>DECLARATION OF AUTORSHIP</b> .....	ii
<b>SUPERVISORS' APPROVAL</b> .....	iii
<b>BOARD OF EXAMINERS' CERTIFICATE OF APPROVAL</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ABSTRAK</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Problems of the Study .....	5
1.3 Objectives of the Study .....	5
1.4 Definition of Key Terms .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Theoretical Framework .....	7
2.1.1 Second Language Acquisition .....	7
2.1.2 L1 and L2 .....	8
2.1.3 Kinds of Possible causes of the Errors .....	10
2.1.4 Error Analysis .....	11
2.1.5 The Importance of Error Analysis .....	12
2.1.6 Phonology and Phonetics .....	13
2.1.6.1 English vowels .....	19
2.1.6.2 Japanese vowels .....	22
2.1.7 Kinds of Phonological Errors .....	24
2.1.8 NHK WORLD .....	25
2.2 Previous Studies .....	27
<b>CHAPTER III RESEARCH METHODS</b>	
3.1 Research Design .....	29
3.2 Data Sources .....	30
3.3 Data Collection .....	31
3.4 Data Analysis .....	31
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
4.1 Findings .....	33
4.1.1 Data Description .....	33
4.1.2 The Pronunciation Errors Made by the Reporters .....	34

4.1.3 Possible causes of the Errors	55
4.2 Discussion	57
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion	61
5.2 Suggestion	63
<b>REFERENCES</b>	65
<b>APPENDICES</b>	68



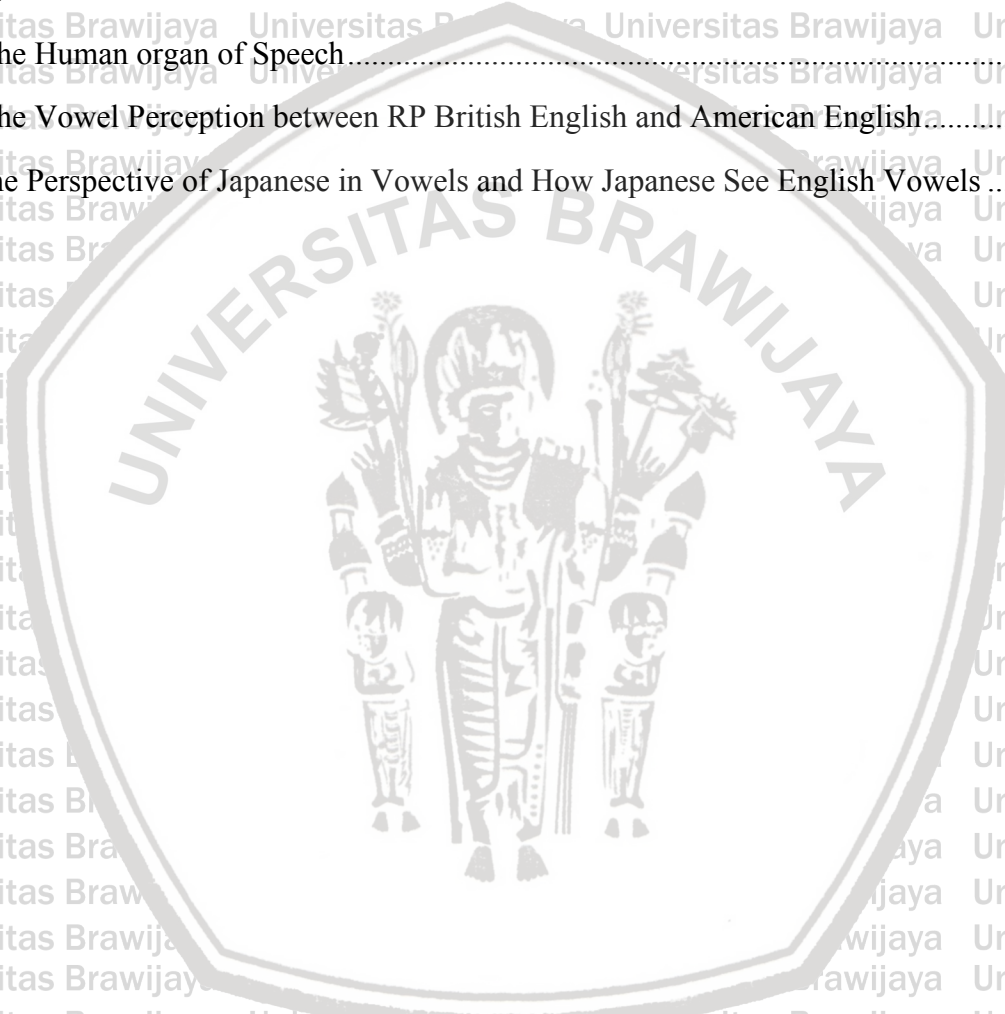


## LIST OF TABLES

Table	Page
2.1 The Development of L1 and L2.....	9
3.1 News Description.....	31
4.1 The Vowels Pronunciation Error of NHK WORLD TV Newslime Reporter.....	35
4.2 The Consonants Pronunciation Error of NHK WORLD TV Newslime Reporter.....	36
4.3 Japan, Tokyo Governor Steps Down by Tomoko Kamata Broadcasted on 19th December 2013.....	38
4.4 Asia, India Ending by Junko Noda Broadcasted on 20th December 2013.....	40
4.5 World, Violence Escalates in South Sudan by Jun Yotsumoto on 20th December 2013.....	43
4.6 Biz and Tech, Hot Housing Market by Hajime Yoshino on 18th December 2013.....	45
4.7 3.11 Forest Contamination Concerns by Ryo Asami on 20th December.....	49
4.8 Kinds of Error in Vowels.....	54
4.9 Kinds of Error in Consonants.....	55

LIST OF FIGURES

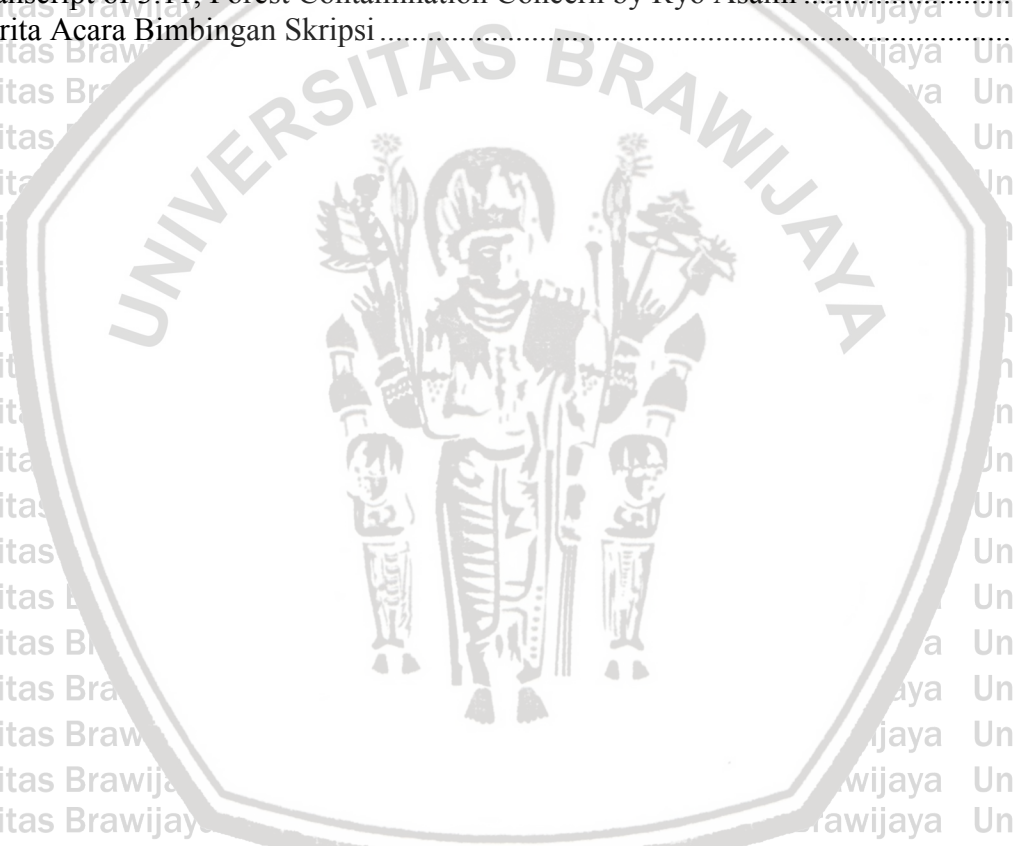
Figure	Page
2.1 The Human organ of Speech.....	14
2.2 The Vowel Perception between RP British English and American English.....	20
2.3 The Perspective of Japanese in Vowels and How Japanese See English Vowels.....	23





## LIST OF APPENDICES

Appendix	Page
1: Transcript of Japan, Tokyo Governor Steps Down by Tomoko Kamata .....	68
2: Transcript of Asia, Ending Violence Againsts Women By Junko Noda .....	69
3: Transcript of World, Violence Escalates in South Sudan By Jun Yotsumoto.....	71
4: Transcript of Biz and Tech, Hot Housing Market By Hajime Yoshino .....	72
5: Transcript of 3.11, Forest Contamination Concern by Ryo Asami .....	73
6: Berita Acara Bimbingan Skripsi .....	75



# CHAPTER I

## INTRODUCTION

This chapter presents an introduction consisting of background of study, problems of the study, objectives of the study, and definition of key terms.

### 1.1 Background of the Study

The development of technology these last years has changed people's life quite drastically. Technology has created an environment for humans to lead a simpler and easier life. In communication, inventions like telephone and faster transportation have shortened our distance from relatives and friends in distance and time. In this case, those inventions have changed the characteristic of communication and the life of people in our society. The invention that has greatly changed the way people communicate would be the Internet. Internet is becoming the modern way for people to communicate. Further, internet also has caused information to be more easily accessible and this happens around the world.

News, both from electronic and printed media are the most reliable and trusted source to gain information. Of course, there are obstacles in gaining such information and how to present it globally, for example in the case of the language being used. To solve the language problem in this world, a language which is used mostly by the people around the world is decided by the UN council as International



language . As an international language, English especially for sharing information and communication in media is expected to be produced in standard quality especially in pronunciation and grammar. The problem then arises especially for countries whose native languages are not English such as Japan, China, France, Indonesia and others. It is proven that people who learn a new language do not master it as well as their first language and this will be influencing the second language in case of grammar, pronunciation and accent (Corder, 1981 p.5).

Japan is a country where its people are influenced by Japanese as their L1 in learning English as L2. Since, Japanese language is entirely different from English. First, unlike English which uses Latin Alphabet, Japan has its own writing system which is categorized into three types; Hiragana (ひらがな), Katakana (カタカナ) and Kanji (漢字) (Sutedi, 2011 p.05). Second, Japanese has only 10 vowels in its phonetic transcription あ(<a>), い(<i>), う(<u>), え(<e>)お(<o>) and its longer form have an addition of ー and are written as (ā,ī,ū,ē,ō) (Nishikori, 2007 p.3), meanwhile Roach states that English phonetic transcription, has 24 vowels (1998). Third, Nogita (2010 p.84) states that Japanese has its own system in reading English which is called *romaji* and is implementing Katakana (カタカナ) as its writing that absorbs other languages into its own with different sounds and pronunciation, for example; present is pronounced as purezento (プレゼント) and spoon is pronounced as supūn (スプーン) which actually can be the cause of errors when Japanese people speak especially

in English. Fourth, in Japan, English language learning is only focused on exam for applying Either for university or a job meanwhile its pronunciation is not tested and is not very important (Shudong, Higgins & Shima 2005 p.39). Even most Japanese people hardly speak English. Although some Japanese can speak English as natives, the number who can speak it as native like is very small. Therefore, people who can speak English quite well will be gladly accepted as a partner or worker for international companies or national for international broadcasting media (jguide.stanford.edu).

As media which aims and jobs is to broadcast information throughout the world, automatically NHK WORLD is using English. Surprisingly, in media which is considered international level, there are some errors being committed by the speakers especially the reporters of Newline, a program of NHK WORLD which provides the news. In Newline, there is a different level of pronunciation between its news reader and reporters. Newline news readers are able to speak English fluently while their reporters cannot. The most visible errors made by the Japanese are their pronunciation of the word “the” which is pronounced as /ze/ rather than /ðe/ and the use of [l] and [r] which is confusing as Japanese consider that [l] and [r] are one entity (Kusumoto,2012 p.15). As an English Department student, understanding and being able to pronounce English well should be one of the aims of the students. This study, reveal to readers that there are some errors in Newline Reporter utterances as well as to avoid an imitation that will result in error. Further, this study helps the



viewer of NHK WORLD to understand the possible causes of errors as well as to recognize the errors in the pronunciation of Japanese people. However, to avoid the too broad analysis, the writer has decided to analyze only the segmental sounds without analyzing the suprasegmental sounds. In explaining this study, the writer use Phonology and Second Language Acquisition theories, such as L1 and L2 and Error Analysis to analyze the possible cause of the error made by the reporters and to categorize the errors.

As this study aim is to analyze the error of pronunciation by NHK WORLD reporters, the writer first decided to use Phonology as Yule (2010 p.42) explains Phonology as essentially the description of the systems and patterns of speech sounds in a language. Phonology is used in recognizing the phonetic alphabets of the sound of the utterances produced by the reporters as the first step in analyzing the data and distinguishing the sounds in either vowels or consonants. Moreover, in order to analyze the error, the Phonological error proposed by Crowley (1997) is used to identify kinds of errors being made in segmental sounds of the reporters utterance. Second, the Second Language theories are expected to help the writer in finding the possible causes of the errors which can influence the reporters in making errors as L1 or the first language can be the cause in learning L2 or second language. Furthermore, the writer then used Error analysis steps by Gass and Selinker (2008) to analyze the data.

From the backgrounds above, the writer then is inspired to analyze the errors made by the Japanese Newline reporters speaking English.

**1.2 Problems of the Study**

Based on the background above, the problems of the study are formulated as follows:

1. What are the pronunciation errors of vowels and consonants mostly made by NHK world TV Newline Reporters?
2. What are the possible causes of the pronunciation errors of vowels and consonants made by the NHK world TV Newline Reporters?

**1.3 Objectives of the Study**

The Objectives of the study are:

1. To identify the most errors of pronunciation in vowels and consonants that is made by NHK world TV Newline Reporters.
2. To identify the possible causes of the pronunciation errors especially in vowels and consonants that is made by NHK world TV Newline Reporters.



**1.4 Definitions of the Key terms**

**1. NHK WORLD:** NHK WORLD is NHK's international broadcast service. NHK operates international television, radio and Internet services. (www.nhk.or.jp)

**2. Newslines:** NHK WORLD news program that served domestic and international news to the world accurately and promptly (www.nhk.or.jp).

**3. Pronunciation:** Pronunciation refers to the production of sounds that we use to make meaning. (AMEP Research Center, 2012 p.1).

**4. Error Analysis:** Error analysis is an analysis of errors which the learners make in the target language, compares the target language with the target language itself (Gass & Selinker, 2008, p 102).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter describes the review of related theories and related previous studies.

#### 2.1 Theoretical Framework

Based on the background, the writer chooses the following theories which are connected with this study: NHK WORLD TV, Second Language Acquisition, L1 and L2, Error Analysis, The importance of Error Analysis, Phonology and Phonetics, The Vowels of English and Japanese, Pronunciation and last, Previous Studies which explain the previous research related to this study.

##### 2.1.1 Second Language Acquisition

Errors are futile things that exist in every single activity in this world. In this case, learning a new language is a part of activity that is highly possible to be having error. In learning a language, Corder (1981 p.5) states that, the result of interference in the learning of second language comes from their first language.

But of course, their inept ability, motivation and their starting point of learning language influences much about their learning language (Bot *et al.*, 2005 p.51).

Further, Gass & Selinker (2008 p.102) state that the error actually can also come from the mistakes and error being done by their role (teachers, parents and friends) as language involves imitation as their primary mechanism. Further,

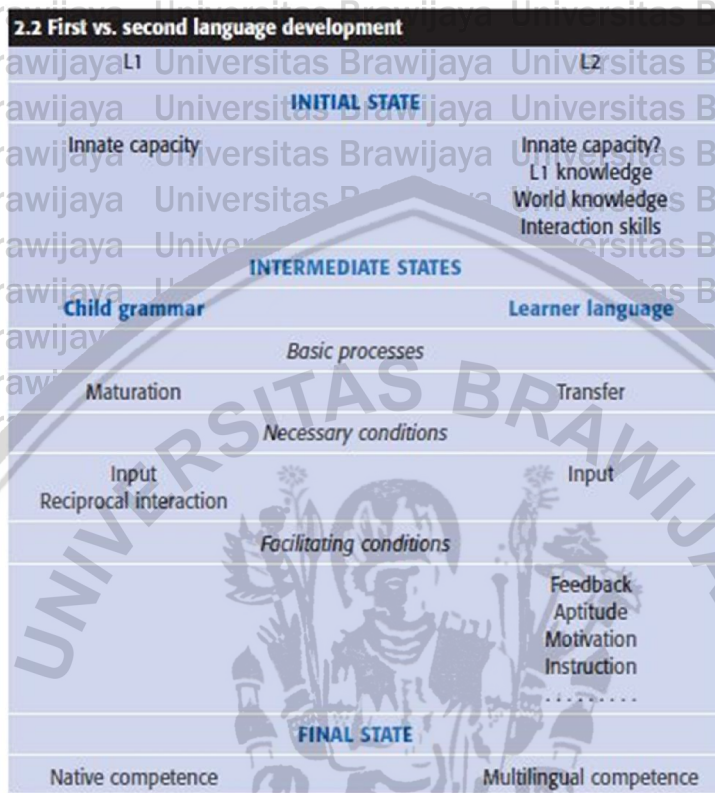


another thing that influences the learning of second language is the degree of knowledge and proficiency in the second language as they do in their native language (Gass & Selinker 2008 p.1). Thus, studying error especially in language learning will be far in preference if it is being analyzed with theories of second language acquisition in order to understand the root of mistakes being made.

### **2.1.2 L1 and L2**

In terms of second language acquisition, the learning of L1 and L2 are the main object of the theory. L1 is known as the first language, native language, primary language and mother tongue, meanwhile L2 is known as the second language, foreign language, library language and auxiliary language (Saville-Troike, 2006 p.4). L1 is assumed as the language which is acquired during early childhood, while L2 is assumed as the language which is learned for specific or certain purposes (Saville-Troike, 2006 p.4). Unsworth, Parodi and Sorace (2005 p.1) define that L1 and L2 acquisition are not in opposition to each other; rather, they are complementary. Indeed, in terms of communication L2 is greatly helping L1/people especially in communication as in case with people who have entirely different language. From Corder (1981, p.5) it can be seen that some of the errors of L2 are affected by the influences of L1. Saville-Troike (2006 p.17) give his explanation of the development of L1 and L2 through table below:

**Table 2.1 First vs. Second Language Development**



(Source: Saville-Troike 2006 p.17)

From the table, Saville-Troike (2006 p.17) explains that the development processes are divided into three states; initial states, intermediate states and final states. The initial states or the starting is the point of where language is being developed. In L1, it is showed that innate capacity or the innate mind of the learner take the greatest effort in acquiring L1. Meanwhile in L2, the prior knowledge of L1 is the initial start for the L2 to progress. As effect, the L2



speakers will be affected by the L1. Therefore, many second language errors are actually the same as the errors made by mother tongue learners (Halliday, 2005 p.175). The intermediate state is divided into three; basic process, necessary condition and facilitating conditions. The basic processes of L1 are thoroughly developed through maturity of the speakers meanwhile L2, are development of the transferring knowledge from L1 to L2 which is later resulting in output of L1 as positive transfer for L2 or negative transfer (interference) for L2. The necessary conditions dwell on the input of the learners; communication, interaction and also resource like television, radio or written text. Facilitating conditions comes as on how the outer aspect learning language, different from the L1 that language being learned without directions of other people and used to communicate and mostly learned from experience, in L2 case, feedback, aptitude, motivation and instruction is needed as L2 are rarely to use than L1. The final state is the outcome of L1 or L2 learning like the competence of native for L1 case and the ability to produce language as native like for L2. Thus in accordance with Saville-Troike (2006) the most possible causes of the L2 learners made errors are affected by the Interference of the L1 as the L2 outcome are coming from the process of L1.

### **2.1.3 Kinds of Possible Causes of the Errors**

Every error has causes and in this study, the writer proposes two kinds of possible causes of the error. First possible cause of errors is The Interference of L1. Krashen (2002, p.64) states the Interference of L1 has the basic roles in

creating errors of L2 learners. Moreover, at previous sub-unit Saville-Troike (2006) explains much further about the three states that develop L1 and L2 development on which L2 affected by the L1. Second possible causes of the errors are the differences in learners which explore are age, sex, aptitude, motivation, cognitive style, personality, and learning strategies (Saville-Troike 2006 p.81). Based on the two theories which are the interference of the L1 and also the differences of learners hopefully can help the writer to unfold the possible causes in committing errors.

#### 2.1.4 Error Analysis

The L2 learners made errors in their production of the language yet; “When one studies the standard works on the teaching of modern languages it comes as a surprise to find how cursorily the authors deal with the question of learners' errors and their correction” (Corder, 1981 p.5). As Corder has stated, it is quite interesting to understand the source of errors, either comes from the teacher, teaching methods or even from the learners themselves. To understand the source of errors then, scientists have developed theories to expose the cause of errors; contrastive analysis and error analysis. Contrastive analysis is an analysis which compares the L1 toward L2, Saville-Troike (2006, p 37) explains that Error Analysis is a study which analyzes the actual learner of L2 rather than the error being done by the native of the L2. Similar to Saville-Troike's idea, Gass & Selinker (2008, p 102) define that Error analysis is an analysis of errors which the



learner make in the target language, compares the target language with the target language itself meanwhile, contrastive analysis compared the errors to the native language. Further, Saville-Troike (2006, p 37) explains more between shift of contrastive analysis to error analysis into four principles. First, contrastive analysis does not always find the cause of the error in learner as it mainly uses transfer of L1 to L2 in analyzing error. Second, as new theories are being found, the scope of some theories are decreased and taken by the new theories. Third, there are shift of second language theory from habit/behaviorist to Mentalist/innate ability. Fourth, researcher has found that L2 error comes from their learning process not only from the interference of L1. From the definitions and explanation above, we can safely assume that error analysis is a study that analyzed errors from the face of the target language, replacing contrastive analysis at some point in analyzing L2 error through the person innate ability rather than comparing it with the interference coming from the L1.

### **2.1.5 The Importance of Error Analysis**

To reduce the numbers of errors of L2 learners it is important to find out the source of the errors as well as the pattern of the errors which in the future could be useful for linguist and the learners. Though, "In normal adult speech in our native language we are continually committing errors of one sort or another. These, as we have been so often reminded recently, are due to memory lapses,

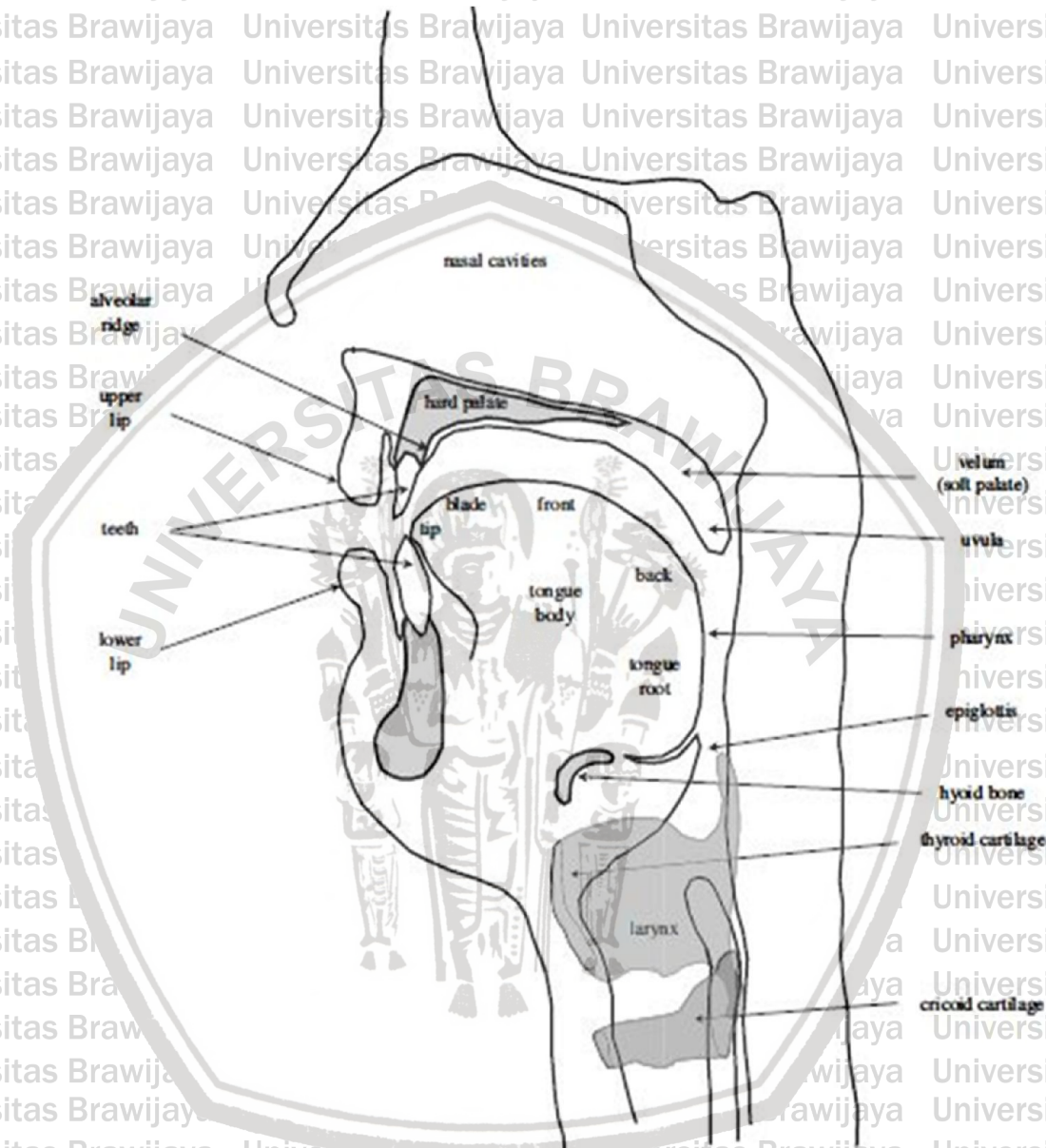
physical states such as tiredness, and psychological conditions such as strong emotion” (Corder, 1981 p.10). From what Corder has said, there are one or two things for native speaker in producing errors. If the natives are able to produce errors, for L2 learner logically speaking, error is more likely to occur than the native. On the other hand, Halliday (2005) states that there are errors that could not be analyzed from or with the interference of the mother-tongue. Later on, Gass & Selinker (2008) state that errors are evidence of learner doing kind of action in learning L2. So, the importance of error analysis is to open up the errors of the learner, as well as to unfold the cause of error.

### 2.1.6 Phonology and Phonetics

One part of study in Linguistics is Phonology and Phonetics. “Phonology is concerned with how phonemes are functioned in language and the relationship among different phonemes” (Roach, 1998 p.43). Phonetics on the other hand, as stated by Ogden (2009) is the systematic study of the sounds of speech, which is physical and directly observable. Meanwhile, Clark, Yallop and Fletcher (1995) define both Phonology and Phonetics as a study concerned with speech – with the ways in which humans produce and hear speech. From the definitions of Clark, *et al.* (1995) we can say that Phonology and Phonetics are studies which analyze human speech as how it is correctly said and also a study that explains the process and the system of sounds. The object of Phonetics is the sounds being produced



by the human organ of speech. The organ of speech is be represented in the next figure:



**Figure 2.1 Human Organ of Speech**

(Source: Ogden, 2007 p.10)

Based on Ogden (2009, p.7) Speech involves many speech organs, though we have already learned how to produce speech since we are still infant, even for

scientist they still have a problem in explaining the process of the speech. Ogden (2009, p.7) explains that there are five main systems in human speech mechanism:

1. Breathing: Speech sounds are made by manipulating the way air moves out of the vocal tract. As mostly of the sounds are produced as one-out breath, then breathing is considered as one of speech mechanisms. As a fact, simple sounds like 'aaah' (/ɑ:/) or 'mmm' (/m:/ - /:/ is the diacritic for long) requires an outbreath with a reasonable amount of air in the lungs.
2. The Larynx and voicing: Larynx contains the vocal cords; the function of vocal cords are to give effect of voiceless and voiced in sounds which later on the voiced and voiceless of sound will give the distinction among similar sounds.
3. Airflow: The air passing out of the vocal tract through the mouth or the nose will affect the sound that will be generated. The sound /s/ involves the production of the Airflow.
4. Place of Articulation: Articulators are the parts of the oral tract that are used in producing speech sounds. They are often grouped into two kinds, active and passive. Active articulators are ones that move. Passive articulators are articulators that cannot move, but are the target for active articulators. Further addition, Ogden (2009, p.12) explains that there are 12 articulators:

- Bilabial: Bilabial sounds are sounds made at the lips. 'Bi-' means 'two', and 'labial' is an adjective based on the Latin word for 'lips'.



Bilabial is a movement of speech organ that involves the two lips, sound being produced with bilabial is /p, b, m/.

- **Labiodental:** Labiodental sounds are made with the upper teeth ('dental') against the lower lip ('labio'). Labiodental sounds involves the lower teeth and the upper lip. In English, the labiodental sounds are /f, v/.

- **Dental:** Dental sounds involve an articulation made against the back of the upper teeth. In English, the dental sounds are /θ, ð/ like in "think" and "then" and /l, n/ like in "health" and "tenth".

- **Alveolar:** Alveolar sounds are made at the alveolar ridge. Its location is a bony ridge behind the upper teeth. Sounds with an alveolar place of articulation in most varieties of English are /t, d, n, l, r, s, and z/.

- **Postalveolar:** Postalveolar sounds are made just behind ('post') the alveolar ridge. There are four of these in English, /ʃ/ and /ʒ/, the sounds spelt <sh> in 'ship', /tʃ/ and /dʒ/, and the sounds /tʃ, dʒ/ as in 'church' and 'judge'.

- **Retroflex:** Retroflex sounds are made with the tongue curled ('flex') back ('retro') to the hard palate. The symbols for retroflex sounds are /t̠, d̠, n̠, ʃ̠, ʒ̠, and ɽ/

- **Coronal:** In the phonology literature, sounds made with the front part of the tongue are often called coronal, a term which does not appear on the IPA chart.

• **Palatal:** Palatal sounds are made with the tongue body, the massive part of the middle of the tongue, raised up to the hard palate, or the roof of the mouth. Palatal sounds are not common in English, except for the sound /j/, which is usually spelt <y>, as in 'yes'.

• **Velar:** Velar sounds are made with the tongue back (or dorsum) raised towards the soft palate. The soft palate is at the back of the roof of the mouth, and is also known as the velum. The sounds [k g] are velars, as is the sound /ŋ/, represented by <ng> in words like 'king'.

• **Uvular:** Uvular sounds are made with the uvula (which is Latin for 'little egg'). Uvula is a small flash that can be seen in the middle back of our mouth.

• **Pharyngeal:** The pharynx is the cavity behind the tongue root and just above the larynx. Pharyngeal sounds are made by constricting the muscles of the neck and contracting the pharynx; this kind of articulation occurs rarely in English.

• **Glotal:** Glottal sounds are made at the glottis, the space between the vocal folds which are located at the larynx. English uses a number of such sounds: [h] as in 'head' and its voiced equivalent between two vowels, /ɦ/, as in 'ahead'; and the glottal stop /ʔ/ like 'water', /wɔːtə, wɔːʔə/.

5. **Manner of Articulation:** As well as knowing where a sound is made, we need to know how it is made. Consonants involve at least two articulators.

When the articulators are brought closer together, the flow of air between



them changes: for instance, it can be stopped or made turbulent. In the manner of articulation, Yule (2010) explains that there are distinction types in the manner of articulation:

- **Stop:** Stop or plosive sounds are resulted from a blocking or stopping effect on the air stream. Sounds that are considered as stop sounds are /p, b, t, d, k, g/.
- **Fricative:** The manner of articulation used in producing the set of sounds /f, v, θ, ð, s, z, ʃ, ʒ /involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and resulting the sounds.
- **Affricates:** is a sound made when a brief stopping of the air stream with an obstructed release which causes some friction. Sounds that are considered as Affricates sounds are /tʃ/ and /dʒ/.
- **Nasals:** is a sound made when the velum is lowered and the air stream is allowed to flow out through the nose to produce /m/, /n/ and /ŋ/.
- **Liquids:** is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The sounds of /l/ and /r/ are considered as liquids.
- **Glides:** the sounds of /w/ and /j/ are typically produced with the tongue in motion (or “gliding”) to or from the position of a vowel and are sometimes called semi-vowels.

• Glottal stops and flaps: The glottal stop, represented by the symbol /ʔ/, occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released. Meanwhile, flaps is represented by /D/ or sometimes /r/. This sound is produced by the tongue tip tapping the alveolar ridge briefly.

After understanding the manner of speech and how sounds are being produced, vowels will be explained in the next sub unit.

### 2.1.6.1 English Vowels

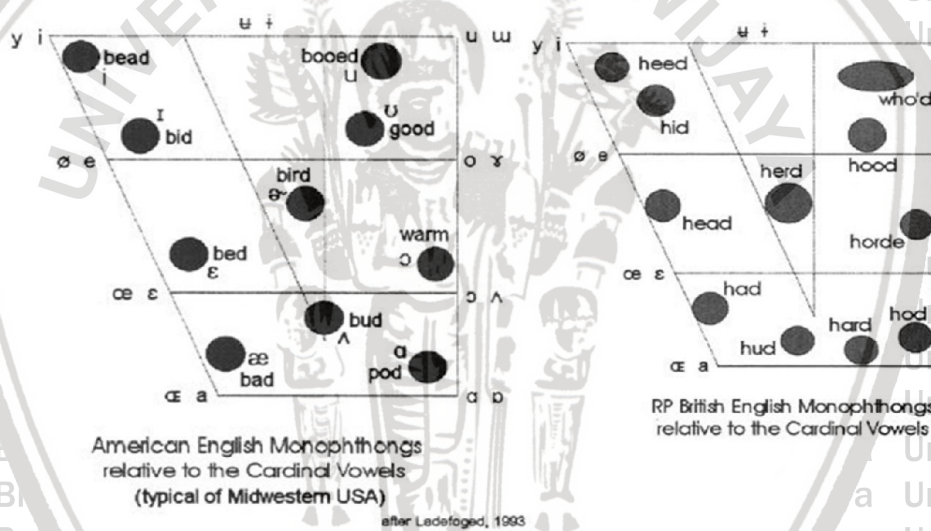
Based on Ogden (2009 p.56) Vowels play a central role in the phonetics of English. While words can consist of vowels alone (e.g. 'eye', 'awe'), they cannot consist of consonants alone. From what Ogden has said, vowels are important in constructing words. Based on Roach (1998) English has 24 vowels /ɪ, e, æ, ʌ, ʊ, ɒ, i:, ɜ:, ɑ:, ɔ:, u:, ɪə, eə, ʊə, eɪ, aɪ, ɔɪ, əʊ, aʊ, eɪə, aɪə, ɔɪə, əʊə, aʊə /. The 24 vowels are all divided into short vowels, long vowels, diphthongs and triphthongs. Short vowels have relatively short sounds and the symbols that stands for the short vowels are / ɪ, e, æ, ʌ, ʊ, ɒ,/. The long vowels / i:, ɜ:, ɑ:, ɔ:, u:, / are vowels which tends to be pronounced longer than the short vowels and it has the absence of the stress on its pronunciation. Diphthongs are vowel sounds which consist of a movement or glide from one vowel to another. The total number of diphthongs are eight they are /ɪə, eə, ʊə, eɪ, aɪ, ɔɪ, əʊ, aʊ,/. Moreover, Roach (1998) proposes that there are three possibility shapes that affect the vowel quality which is lip rounding. The first shape is rounded; it shapes where the corners of the lip are



brought towards each other and the lips pushed forwards. The second shape is spread; where the shape of the lips is moved away from each other, as for smile.

The third shape is neutral; where the shape of the lips are not noticeably rounded or spread.

Furthermore, even English is one language, the pronunciation of English between different countries where it is spoken are interestingly different. For an example, the vowel perception between RP British English and American English as taken from the Vowels of Australian English and Other English Dialects, Macquarie University Phonetics and Phonology internet website is as follows:



**Figure 2.2 American English And RP British Monophthongs relative to the Cardinal vowels.**

(Source: Phonetics and Phonology.(n.d). from [www.ling.mq.edu.au](http://www.ling.mq.edu.au))

From Figure 2.2, there are slight differences in each vowel but most of it have the differences. In vowel /ɪ/ in the word “bid” or /bɪd/ the American tongue position is near to /e/ sounds and nearly becoming close-mid, meanwhile vowel /ɪ/ in the

word “hid” or /hɪd/ the RP British tongue position is near to /i/ sounds and make it nearly close. In vowel /æ/ in the word “bad” or /bæd/ the American tongue position is near to vowel /a/ and make it nearly open meanwhile, vowel /æ/ in the RP British presented in word “had” or /hæd/ the tongue position is near to vowel /e/ and as the result make it nearly open-mid. In vowel /ʌ/ in the word “bud” or /bʌd/ the American tongue position is in the central open mid meanwhile, In RP British as presented by the word “hud” or /hʌd/ the position of the tongue is located near to vowel /a/ and the result make it near the open position. In vowel /ɛ/ which are represented by “bed” or /bed/ in American English and “head” or /hed/ in RP British. The position of vowel /ɛ/ in American style is located on the close-mid, meanwhile the RP British is located between the mid-open to close-mid.

Further, in vowel /ʊ/ which are presented by the word good /ɡʊd/ in American English and hood /hʊd/ in RP British. The position of vowel /ʊ/ in American English and RP British are almost similar only, the vowel /ʊ/ in American English are slightly up to the open position. In vowel /ɑ/ the RP British position is presented by two words which are had /hɑd/ and hard /hɑrd/. The position of vowel /ɑ/ in /hɑd/ is right on the back position meanwhile the position of vowel /ɑ/ is located between the central and back position. However, the vowel /ɑ/ in American English which is presented by the word pod /pɑd/ from the chart we can see that the position is located between the position of vowel /ɑ/ in RP British perception.

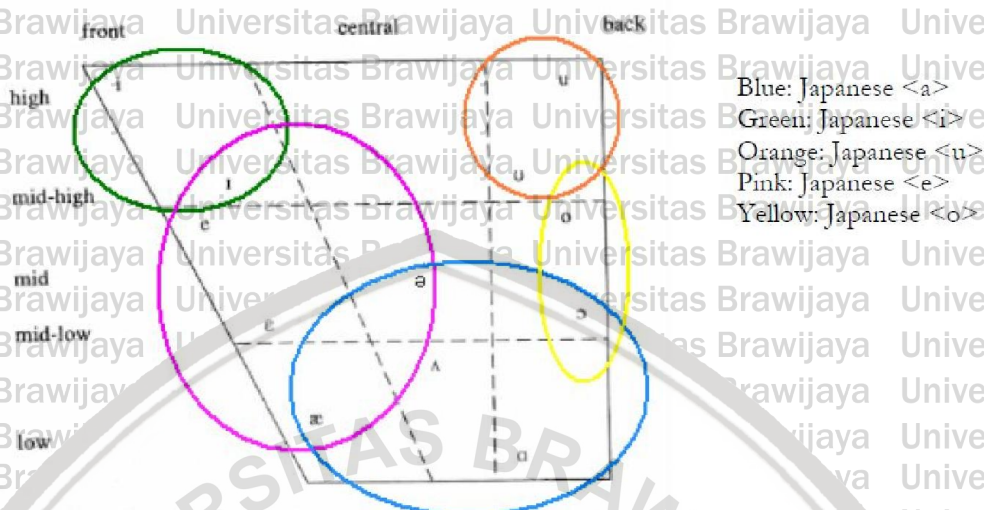
Meanwhile, In vowel /i:/ which are presented by the word bead /bi:d/ in American English and heed /hi:d/ in RP British both are positioned almost in the



same place, only the American English style is a bit more close and more front than the RP British style. In vowel /ɜ:/ which are presented by the word bird /bɜ:rd/ in American English and herd /hɜ:rd/ in RP British both are placed in the same position, yet the RP British have wider or thicker form rather than the American English. In vowel /ɔ:/ which is presented by the word “warm” /wɔ:rm/ in American English and “horde” /hɔ:d/. From the chart, the vowel /ɔ:/ in American English compared to the RP British is located on the near to the open mid position, meanwhile the RP British is located between the open-mid and close-mid. Lastly, in vowel /u:/ in the word “bood” /bu:d/ the American English style has the same located with the RP British which is presented by word who’d /wu:d/ however, the RP British style has more wider position than the American style. Then, as both kinds of American-English and RP British accents are considered as the most well-known accent for learning English as a Foreign Language, the writer used these two types of accents to analyze the data of the research.

### 2.1.6.2 Japanese Vowels

Based on Okada (1999, p.117) Japanese Vowels consist of /a, i, u, e, o/ and its longer form. The perspective of Japanese in vowels and how they see English vowels will be presented in the next picture:



**Figure 2.3 Japanese Perspective toward English vowels**

(Source: Nishikori, 2007 p.5)

From the figure above we can see how Japanese people perceive the vowel of English into theirs. Explaining the figure; First, Japanese see English vowels /ɑ:, ɔ:, æ, ʌ, ə, / into clear vowel /a/. Second, Japanese tends see English vowels /i:, ɪ/ as the clear vowel /i/. Third, Japanese see the English vowels /ʊ, u:/ as the clear vowel /u/. Fourth, Japanese see the English vowels /æ, ə, ɪ, e, ε / as the clear vowel /e/. Last, Japanese see the English vowels /o, ɔ:/ to the clear vowel /o/. From how Japanese see the English vowel, it will be highly possible that the Japanese will make errors when speaking English.



### 2.1.7 Kinds of Phonological Errors

According to Dulay, *et al.* (1982 p.150) surface strategy taxonomies; there are 4 kinds of errors that learners made which is omission, addition, misinformation and misordering:

(1) **Omission** means that an item which must be present in a well-formed utterance is absent. There is an evidence that grammatical morphemes (e.g. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning.

(2) **Additions** is the second category of Surface strategy taxonomy and also the opposite of omission. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions. Further, additions are divided into three categories which are:

- **Double marking** is a condition when two items rather than one are marked for the same feature. Example: *is this is a cow?*
- **Regularization** is a condition when a marker that is typically added to a linguistic item is erroneously added to exceptional item of the given class that do not take the marker. Example: *-ed in putted.*
- **Simple Addition** is a condition of addition that is not fall into either of double marking or regularization.

(3) **Misformation** errors are characterized by the use of the wrong form of the morpheme or structure. Similar to addition, misformation are divided into three categories:

- **Regularization Errors** that fall under the misinformation category are those in which a regular marker is used in place of an irregular one as in *gooses* for *geese*.
- **Archi-forms** is the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. Example: the learner may temporarily select one of *this, that, these* and *those*.
- **Alternating Form** is a condition where the learner's vocabulary and grammar grow the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Example: *he* for *she*.

(4) **Misordering** errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Example: *He is all the time late*.

### 2.1.8 NHK WORLD TV

NHK WORLD is NHK's international broadcast service. NHK operates international television, radio and Internet services. Together, they are known as NHK WORLD. As an international broadcasting media the aims of NHK WORLD come as follows:



1. To provide both domestic and international news to the world accurately and promptly.

2. To present information on Asia from various perspectives, making the best use of NHK's global network.

3. To serve as a vital information lifeline in the event of major accidents and natural disasters.

4. To present broadcasts with great accuracy and speed on many aspects of Japanese culture and lifestyles, recent developments in society and politics, the latest scientific and industrial trends, and Japan's role and opinions regarding important global issues.

5. To foster mutual understanding between Japan and other countries and promote friendship and cultural exchange. ([www.nhk.or.jp](http://www.nhk.or.jp))

Further, in Newsline; There are 5 distinct categories given by NHK WORLD TV Newsline. The five categories are Japan, Asia, World, Biz and Tech and last is

3.11. The first category Japan, mainly focuses on anything happening in Japan especially in politics and current issues. The second category is Asia, which focuses on issues that is currently popular in certain nations in Asia. The third category is World, which mainly focuses on issues happening in non-Asia nations around the world and issues that can be the concern of the people around the world. The fourth category is Biz and Tech, which focuses on the issues concerning business and financial as well as the newest invention around the world. The last category is 3.11, which concern the issues on the disaster and the nuclear leakage in Japan as well as its development to reduce the effect towards

the environment. As a media which such aims and jobs is to broadcast information throughout the world, Automatically NHK world will be using English. Though, as people who work in NHK WORLD are considered as adept in English which mean they're recruited from many people applied by the company surprisingly, there are some errors being flouted by the speaker especially by the reporters of Newsline (a program of NHK WORLD which provides the news) and also some Japanese program that being re-dubbed from Japanese into English.

## 2.2 Previous Studies

There are many studies that are conducted related to error analysis. However, in this study, the writer takes two previous studies that are related to his study. The first study is by Putri (2011), English Department student of Universitas Brawijaya Malang who conducted a study entitled Students' Errors in Pronouncing English Vowels (a Case Study of the First Year Students of English Study Program of Faculty of Cultural Studies). She used the Crowley's theory in explaining the types of errors and Piske in explaining the probable factors of the errors. Further, in analyzing the data, Putri (2011) chose to use qualitative research as the method. In the work of Putri (2011), she has found that there are 6 results of errors of student in pronouncing vowels, and there are two factors which are possibly the cause of the errors; first is the L1 interference and familiarity and next is the theory of first exposure. The second study is a journal by Nishikiori (2007) entitled Pronunciation Problems with Vowels by Japanese Speakers of English: Insights from a Contrastive analysis. Nishikiori (2007) used Contrastive



Analysis Hypothesis (CAH) framework that is proposed by Gass & Selinker.

Further, in analyzing the data Nishikori (2007) used qualitative research model as the method. In Nishikori (2007) works, he has found that Japanese speaker tends to substitute /æ/, /ɑ/, /ʌ/, and /ɔ/ for vowel /a/.

To avoid accusation that the work of the writer is considered a plagiarism of the two previous studies, the writer will describe the differences. First, the differences of the work of Putri and the writer's work is concentrated on the object or source of the data and the method on how the data will be acquired. Putri, used Indonesian students with L1 of Bahasa Indonesia as the object of her study and interview as the method to collect data. Meanwhile, different from Putri, the writer's object is Japanese reporters and transcription of his speaking in news to collect the data. Second, The differences of Nishikori (2007) and the writer's work concentrates on the theory being used in analyzing the errors. In his work, Nishikori used Contrastive analysis, but the writer is using Error analysis in analyzing the errors being produced.

From those two points above, the writer convinces the reader that his work is not a copy of the two previous studies and the two previous studies are only his inspiration and sources.

## CHAPTER III

### RESEARCH METHODS

This chapter consists of the methods that the writer uses in collecting and analyzing the data. There are four points, namely; type of research, data source, data collection, and data analysis.

#### **3.1 Research Design.**

In conducting the study, the writer uses a descriptive qualitative approach. In this case, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problems. In qualitative research, the writer builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in natural setting (Creswell, 2003, p.15). Further, Tracy (2013, p. 5) states that qualitative research helps people to understand the world, their society, and its institutions. Qualitative methodology can provide knowledge that targets societal issues, questions, or problems and therefore serves human kind.

According to Ary, Jacobs, and Razavieh. (2010, p.29) qualitative research has eight different types of research. The eight differences usually used for research are basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative enquiry, and



phenomenological studies. In this study, the writer took the document analysis as the type of his study as video is the source of the data.

### 3.2 Data Sources

The writer took the source of data as a form of videos from the website of NHK WORLD TV Newsline at 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> December 2013. On those dates, the reporters appeared frequently in a row and in relation with the video history which is one month recycle, it was the latest video at that time. Further, the writer has downloaded a video for each of the categories in Newsline which is Japan, Asia, World, Biztech, and Post 3.11. which is shown on table below:

**Table 3.1 News Description**

No	Category	Title	Reporters	Date
1	Japan	Tokyo Governor Steps Down	Tomoko Kamata	19 <sup>th</sup> December 2013
2	Asia	India Ending	Junko Noda	20 <sup>th</sup> December 2013.
3	World	Violence Escalates in South Sudan	Jun Yotsumoto	20 <sup>th</sup> December 2013.
4	Biz and Tech	Hot Housing Market	Hajime Yoshino	18 <sup>th</sup> December 2013.
5	3.11	Forest Contamination Concern	Ryo Asami	20 <sup>th</sup> December 2013.

**3.3 Data Collection**

In collecting the data for this study, the writer has followed several steps proposed by Gass and Selinker (2008, p.103), as the following :

1. Collecting the data by downloading the news video from NHK WORLD TV Newline websites on on <http://www3.nhk.or.jp/nhkworld/newsline>.

2. Identifying the errors based on the vowels or the consonants.

**3.4 Data Analysis**

Credibility and dependability of the data are basically to be checked in order to make the data valid and reliable, also to reduce the writer’s biased opinion. To avoid the writer’s biased opinion, theory triangulation then is used by the writer. The theory triangulation is a technique to check the credibility and dependability of the data by using three theories connected with the data which is first the surface strategy taxonomies by Dulay, *et al.* (1982) in identifying the errors and Saville-Troike (2006) theory of interference of the first language and differences in learners to identify the possible causes of the pronunciation error.

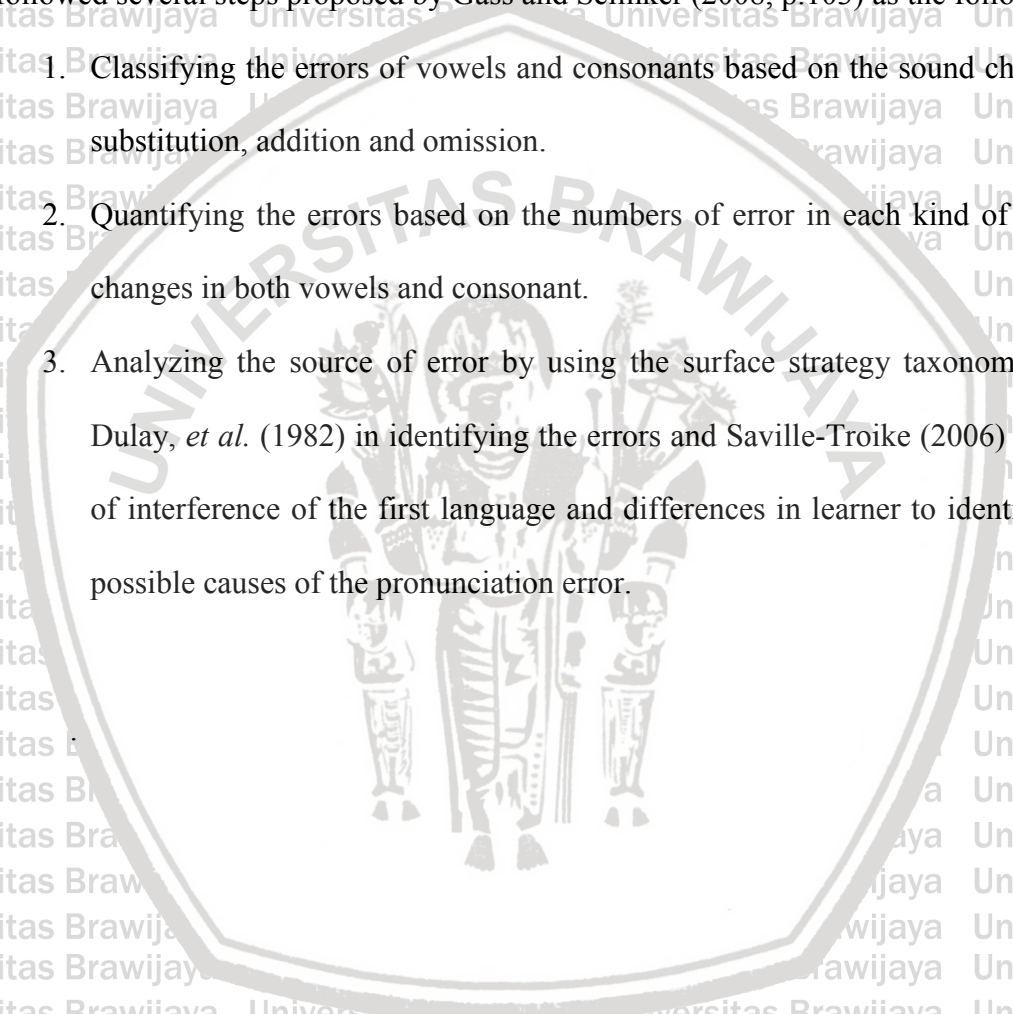
Further, the writer also use the theory of peer review and peer debriefing to validate the data. Peer review and peer debriefing is condition where multiple investigators agree in their description of the context, in their description of events, and in their reporting of what was said, internal validity is enhanced (Ary, Jacobs, and Razavieh. 2010, p.499). Thus, by doing proposal seminar and results seminar



where the participants have already asked some question to the writer and his research, the peer review and peer debriefing has been fulfilled.

Continuing data collection. In conducting the error analysis, the writer has followed several steps proposed by Gass and Selinker (2008, p.103) as the following:

1. Classifying the errors of vowels and consonants based on the sound changes; substitution, addition and omission.
2. Quantifying the errors based on the numbers of error in each kind of sound changes in both vowels and consonant.
3. Analyzing the source of error by using the surface strategy taxonomies by Dulay, *et al.* (1982) in identifying the errors and Saville-Troike (2006) theory of interference of the first language and differences in learner to identify the possible causes of the pronunciation error.



## CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and the discussions of the data which covers the result of text analysis of five videos of news in NHK WORLD TV Newsline. The writer found thirty eight errors in vowels and thirty six errors in consonant of the news videos. In discussion, writer explain the pattern of error as well as the possible cause of the errors using various theories and studies.

### 4.1 Findings

The writer examined the pronunciation errors of the reporters of NHK WORLD TV Newsline by listening to and checking the pronunciation with vocabulary computer using Oxford Advanced Learner's Dictionary-8<sup>th</sup> Edition software which provides the pronunciation of both American English and RP British are available. The five videos of the five different categories contain five different reporters who have Japanese names to ensure that they are real Japanese.

#### 4.1.1 Data Description

This study discussed the pronunciation errors made by Japanese -English speaking reporters of NHK WORLD TV Newsline. The writer analyzed and checked the pronunciation on five different videos and five different reporters. The five videos of the news are taken on 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> December 2013. This study aims to find out kinds of pronunciation errors in both consonant and vowels, also find the possible causes of the errors made by the reporters.



However, after analyzing and listing the data, the writer found that the errors of the vowels are more varied in number and kinds. In fact, after the writer analyzed the data there are thirty eight mispronounced words and twenty seven kinds of error in the vowels while there are only thirty six mispronounced words and sixteen kinds of error found in the consonant.

#### 4.1.2 The Pronunciation Errors Made by the Reporters

Table 4.1 and 4.2 shows the pronunciation errors made by five reporters of the NHK WORLD TV Newslines in their utterance in the news. Table 4.1 and 4.2 has four columns of English words with the three columns are phonetic transcriptions based on the reporters errors made in the utterances, and the correct pronunciation based on Oxford Advanced Learner's Dictionary-8<sup>th</sup> Edition in RP British English and North American English.

**Table 4.1 The Vowels Pronunciation Error of NHK WORLD TV Newslines**

##### Reporter

Data	Words	Reporter Pronunciation	RP British	North American
1	Handing	/henediŋ/	/hændiŋ/	/hændiŋ/
2	Year	/ia;/	/jɜ(r) / & /jɪə(r) /	/jɪr /
3	Look(ing)	/Lok/ (iŋ)	/ lək / (iŋ)	/ lək / (iŋ)
4	Loan	/Lon/	/ ləʊn /	/ loʊn /
5	Done	/dan/	/ dʌn /	/ dʌn /
6	Early	/ æli /	/ ɜ:li /	/ ɜ:rli /
1	Year	/ Ia; /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /
2	Violence	/ vaɪoləns /	/ vaɪələns /	/ vaɪələns /
3	Shelter	/ feltə /	/ feltə(r) /	/ feltər /
4	Deeply	/ de:pli /	/ di:pli /	/ di:pli /
5	Local	/ loko /	/ ləʊkl /	/ loʊkl /
6	Professor	/ prəfesa /	/ prə'fesə(r) /	/ prə'fesər /
7	Perform	/ pa'fɔ:m /	/ pə'fɔ:m /	/ pər'fɔ:rm /

8	Steam	/ste:m/	/sti:m/	/sti:m/
9	Balance	/balans/	/bæləns/	/bæləns/
1	Supporter	/sa'pə:tə(r)/	/sə'pə:tə(r)/	/sə'pə:rtə(r)/
2	Rebel	/'rebl/	/'rebl/	/'rebl/
3	Fear	/'fiə(r)/	/'fiə(r)/	/'fir/
1	Tour	/təʊ(r)/	/təʊ(r)/ & /tə:(r)/	/təʊ(r)/
2	Investor	/in'vestə/	/in'vestə(r)/	/in'vestə(r)/
3	Number	/'nʌmbə/	/'nʌmbə(r)/	/'nʌmbə(r)/
4	Return	/'ri:tʌn/	/'ri:tʌn/	/'ri:tʌn/
5	Percent	/pə'sent/	/pə'sent/	/pə'sent/
6	Year	/'iə/	/'jɜ:(r)/ & /jɪə(r)/	/'jɪr/
7	Harsh	/'hɑ:ʃ/	/'hɑ:ʃ/	/'hɑ:ʃ/
8	Track	/'træk/	/'træk/	/'træk/
1	Researcher	/'ri:sɜ:rtʃə/	/'ri:sɜ:rtʃə(r)/	/'ri:sɜ:rtʃə(r)/
2	Acme	/'ækmi/	/'ækmi/	/'ækmi/
3	Survey	/'sa:vai/	/'sɜ:veɪ/	/'sɜ:veɪ/
4	Measure	/'meʒə/	/'meʒə(r)/	/'meʒə(r)/
5	Other	/'ʌðə/	/'ʌðə(r)/	/'ʌðə(r)/
6	Gather	/'gæθə/	/'gæðə(r)/	/'gæðə(r)/
7	More	/'mɔ:ə/	/'mɔ:(r)/	/'mɔ:(r)/
8	Waste	/'west/	/'weɪst/	/'weɪst/
9	Concern	/'kɒn'sə:n/	/'kɒn'sɜ:n/	/'kɒn'sɜ:n/
10	Over	/'əʊvə/	/'əʊvə(r)/	/'əʊvə(r)/
11	Their	/'ðeə/	/'ðeə(r)/	/'ðeə(r)/
12	Environment	/'m'vaɪəmənt/	/'m'vaɪrənmənt/	/'m'vaɪrənmənt/
13	Return	/'ri:tʌn/	/'ri:tʌn/	/'ri:tʌn/
14	Radiation	/'reɪdɪ'eɪʃn/	/'reɪdɪ'eɪʃn/	/'reɪdɪ'eɪʃn/

**Table 4.2 The Consonant Pronunciation Error of NHK WORLD TV  
Newline Reporter**

Data	Words	Reporter Pronunciation	RP British	North American
1	Resignation	/'leɪg'neɪʃn/	/'reɪzɪg'neɪʃn/	/'reɪzɪg'neɪʃn/
2	Given	/'gɪvŋ/	/'gɪvn/	/'gɪvn/
3	Even	/'i:vŋ/	/'i:vn/	/'i:vn/
4	Who	/'fu:/	/'hu:/	/'hu:/
5	Year	/'iə/	/'jɜ:(r)/ & /jɪə(r)/	/'jɪr/
1	Hard	/'hɑ:/	/'hɑ:d/	/'hɑ:rd/
2	That	/'hæt/	/'ðæt/	/'ðæt/
3	Dollars	/'tɒləs/	/'dɒlə(r)s/	/'dɑ:lərs/
4	Year	/'iə/	/'jɜ:(r)/ & /jɪə(r)/	/'jɪr/



5	Shelter	/ˈfelta/	/ˈfeltə(r)/	/ˈfeltər/
6	Local	/ˈloko/	/ˈləʊkl/	/ˈloʊkl/
7	Professor	/ˈprɒfesa/	/ˈprəˈfesə(r)/	/ˈprəˈfesər/
1	The	/zə/	/ðə/	/ðə/
2	North	/nɔːr/	/nɔːθ/	/nɔːrθ/
3	Sudan	/suˈdɑːŋ/	/suˈdɑːn/	/suˈdɑːn/
1	Decision	/dɪˈsɪʒn/	/dɪˈsɪʒn/	/dɪˈsɪʒn/
2	Investor	/ɪnˈvestə/	/ɪnˈvestə(r)/	/ɪnˈvestər/
3	Otherwise	/ˈʌz əwaɪz/	/ˈʌðəwaɪz/	/ˈʌðəwaɪz/
4	Gone	/ɡɒŋ/	/ɡɒn/	/ɡɔːn/
5	Number	/ˈnamba/	/ˈnʌmbə(r)/	/ˈnʌmbər/
6	Year	/ɪə/	/jɜː(r) & /jɪə(r)/	/jɪr/
7	Their	/zɪr/	/ðeə(r)/	/ðeɪr/
8	Thousand	/ˈsaʊznd/	/ˈθaʊznd/	/ˈθaʊznd/
9	Impacts	/ˈɪmprækt/	/ˈɪmpækt/	/ˈɪmpækt/
10	Slow	/srəʊ/	/sləʊ/	/slo/
1	Plant	/praːnt/	/plɑːnt/	/plænt/
2	Village	/ˈvɪlɪdʒ/	/ˈvɪlɪdʒ/	/ˈvɪlɪdʒ/
3	Constantly	/ˈkɒnstəntli/	/ˈkɒnstəntli/	/ˈkɒnstəntli/
4	Radiation	/ˈreɪdɪˈeɪʃn/	/ˈreɪdɪˈeɪʃn/	/ˈreɪdɪˈeɪʃn/
5	Place	/preɪs/	/pleɪs/	/pleɪs/
6	Than	/ðæn/	/ðæn/	/ðæn/
7	Other	/ˈʌzə/	/ˈʌðə(r)/	/ˈʌðər/
8	Gather	/ˈgezət/	/ˈgæðə(r)/	/ˈgæðər/
9	They	/zeɪ/	/ðeɪ/	/ðeɪ/
10	Five	/faɪv/	/faɪv/	/faɪv/
11	Over	/ˈoʊvə/	/ˈəʊvə(r)/	/ˈoʊvər/
12	Their	/ðeə/	/ðeə(r)/	/ðeɪr/
13	Environment	/ɪnˈvaɪəmənt/	/ɪnˈvaɪrənmənt/	/ɪnˈvaɪrənmənt/

The writer discussed the utterances in the video and focused only on the utterances by the reporter not the utterances of the newsreader, not English speakers or the dubbed version of the non-English speaker who appeared in the videos. The errors of each of the video and Reporter can be seen in the following:

**Speaker 1****Table 4.3 Japan, Tokyo Governor Steps Down by Tomoko Kamata  
Broadcasted on 19th December 2013.****Vowels**

Data	Words	Reporter Pronunciation	RP British	North American
1	Handing	/Henediŋ/	/hændiŋ/	/hændiŋ/
2	Year	/ ia; /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /
3	Look(ing)	/Lok/ (iŋ)	/ lʊk / (iŋ)	/ lʊk / (iŋ)
4	Loan	/Lon/	/ ləʊn /	/ loʊn /
5	Done	/dan/	/ dʌn /	/ dʌn /
6	Early	/ æli / like in alley	/ ɜ:li /	/ ɜ:ri /

**Consonant**

Data	Words	Reporter Pronunciation	RP British	North American
1	Resignation	/ ,lefiŋ'neiʃn /	/ ,rezɪŋ'neiʃn /	/ ,rezɪŋ'neiʃn /
2	Given	/ 'gɪvŋ /	/ 'gɪvn /	/ 'gɪvn /
3	Even	/ 'i:vŋ /	/ 'i:vn /	/ 'i:vn /
4	Who	/ fu: /	/ hu: /	/ hu: /
5	Year	/ ia; /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /

Analysis on the error of the vowels:

The table above is the first speaker and also the errors found in the first video of the news entitled Tokyo Governor Steps Down by Tomoko Kamata.

There are six errors of vowels in this video committed by the reporter throughout her utterance in the news. The First error of the reporter in the video is the pronunciation of the word “Handing” which was pronounced /Henediŋ/ not /hændiŋ/ with the change of /æ/ into vowel /e/ and the addition of /e/ vowel after



the /n/ consonant. The second error of the reporter here was “year” which was pronounced /Ia:/ which sounds quite similar to the pronunciation of “ear” /Ir/ and it was not pronounced according to the English British style /jɜ:(r) / and /jɪə(r) /, or even the North American style /jɪr / in the dictionary . The errors of the second word here were the change of the sounds /ɜ:/, /ɪə/ and /ɪ/ into clear vowel of /a/. The third error made by the reporter here was the word “Look(ing)” that was pronounced /Lokin/ not /lokiŋ / where the pronunciation of /ʊ/ here was changed into the clear vowel of /o/. Similar to the third error of the reporter the fourth error involved the change of the correct pronunciation of the /oo/ of /loon/ in North American style and /əʊ/ of /ləʊn / in British Style into the clear vowel of /o/ in the word of “Loan”. The fifth error here was the word “Done” the error involved the change of the vowel /ʌ/ into the clear vowel of /a/ then it was pronounced /dan/ rather than /dʌn/. The last error of the reporter was the pronunciation of the word “early” which was pronounced /æli / not / ɜ:li / as in British style nor / ɜ:ɹli / as in North American style. The error of the word “early” here actually can cause confusion to the hearer as it was very similar to the pronunciation of the word “alley”. The pronunciation change on this error dwelled on the change of /ɜ:/ sound into the sound of /æ/.

#### Analysis on the error of the Consonants:

The first error of consonant found in this video is the pronunciation of the word “resignation” which should be pronounced / ˌrezɪɡ'neɪʃn / in both RP British and North American style. However, the reporter in this video pronounced it

/leɪfɪŋneɪfn / involving the change of the consonant /z/ into consonant /f/. The second and the third error of the consonant involved the change of consonant /n/ into consonant /ŋ/ in the words of “given” and “even”. Therefore after the change of the consonant they were pronounced as / ˈɡɪvŋ / and / ˈiːvŋ / rather than / ˈɡɪvn / and / ˈiːvn / which are suggested by the dictionary. The fourth error of consonant is the pronunciation of the word “who” / huː / which was pronounced / fuː / which involves the change of the consonant /h/ into consonant /f/. The last error of the consonant was the pronunciation of the word “year” that involve the change of the consonant /j/ into vowel /i/.

### Speaker 2

**Table 4.4 Asia, India Ending by Junko Noda Broadcasted on 20th December 2013.**

#### Vowels

Data	Words	Reporter pronunciation	RP British	North American
1	Year	/ Iaː /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /
2	Violence	/ vaɪələns /	/ vaɪələns /	/ vaɪələns /
3	Shelter	/ feltə /	/ feltə(r) /	/ feltər /
4	Deeply	/ deːpli /	/ diːpli /	/ diːpli /
5	Local	/ loko /	/ ləʊkl /	/ loʊkl /
6	Professor	/ prəfesa /	/ prəˈfesə(r) /	/ prəfesər /
7	Perform	/ paˈfɔːm /	/ pəˈfɔːm /	/ pərˈfɔːrm /
8	Steam	/ steːm /	/ stiːm /	/ stiːm /
9	Balance	/ balans /	/ bæləns /	/ bæləns /



### Consonant

Data	words	Reporter pronunciation	RP British	North American
1	Hard	/ hɑ: /	/ hɑ:d /	/ hɑ:rd /
2	That	/ hæt /	/ ðæt /	/ ðæt /
3	Dollars	/ 'tɒləs /	/ 'dɒlə(r)s /	/ 'dɑ:lərs /
4	Year	/ Iɑ: /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /
5	Shelter	/ feltɑ /	/ feltə(r) /	/ feltər /
6	Local	/ lɒkə /	/ ləʊkl /	/ ləʊkl /
7	Professor	/ prɒfesa /	/ prə'fesə(r) /	/ prəfesər /

Analysis on the error of the vowels:

The table above is the second speaker and also the second video of the news entitled India Ending by Junko Noda. There are nine errors the reporter made in her utterances through the video. The first error in the video here was similar to the first reporter's error. It involved the pronunciation of the word "year" which is turned into / Iɑ:/ that can be caught as the pronunciation of the word "ear" unlike the correct pronunciation from English British style / jɜ(r) / and / jɪə(r) / or even the North American style / jɪr /. The second error was the pronunciation of the word "violence" that was pronounced / vaɪələns / with the vowel /o/ replaces the vowel /ə/ between /t/ and /l/ in / vaɪələns / as pronounced in the British English or North American English. The third error was the pronunciation of the word "Shelter" / feltɑ/ where /ɑ/ replaces the vowel /ə/ while in the RP British English is pronounced / feltə(r)/ and North American English pronounced it / feltər /. The fourth error here was the pronunciation of the word "Deeply" which is supposed to be pronounced / di:pli /. However the reporter pronounced it / de:pli / with the change of vowel /i/ into /e/. The fifth error was the pronunciation of the word

“local” which was pronounced /loko/ by the reporter. The first /lo/ pronounced by the reporter here is slightly similar to the North American English pronunciation which pronounce the word local as /looکل/ without /o/. However, the next /ko/ is totally different from both British English style which pronounces it as /looکل/ and North American English style. The sixth error is the pronunciation of the word “Professor” which was pronounced into /prafesa/ by the reporter while the British English style pronounces it /prə'fesə(r)/ and North American English style /prəfesər/ with the change of /ə/ into /a/. The seventh error was the word “perform” /pa'fɔ:m/ with the change of /ə/ into /a/ as the British English style pronounces it /pə'fɔ:m/ while North American English pronounces it /pər'fɔ:rm/. The eighth error was the word “Steam”. The pattern of the error was actually the same as the fourth error where the vowel /e/ replaces vowel /i/. Therefore, the pronunciation of the reporter results into /ste:m/ while the British and North American pronounce it /sti:m/. The ninth or the last error made by the reporter in this video was the word “balance” /balans/. In this error, the vowel /a/ here replaced the pronunciation of /æ/ and /ə/ where the dictionary suggests that the pronunciation of the word “balance” is /bæləns/.

Analysis on the error of the Consonants:

There were seven errors regarding the consonant made by the reporters.

The first error was the pronunciation of the word “hard” which was pronounced /hɑ:/ by the reporter while the dictionary suggests that RP British pronounces it /hɑ:d/ and North American pronounces it /hɑ:rd/. Therefore, the first error



involves the omission of the consonant /d/ in RP British and /r//d/ in North American. The second error of the consonant was the pronunciation of the word “that” which was pronounced /hæt / by the reporter which the dictionary suggests that both RP British and North American pronounce it /ðæt / . Thus, the second error involves the change of the consonant /ð/ into consonant /h/. The third error of the consonant was the pronunciation of the word “dollars” / 'dɒlə(r)s / in RP British and / 'dɑ:lərs / in North American which was pronounced / 'tɒləs / by the reporter. Therefore, the third error involves the change of consonant /d/ to consonant /t/ and the omission of the consonant /r/. The fourth error involves the error of consonant in the word “year” that involves the change of the consonant /j/ into vowel /i/. The fifth error involves the change of consonant in the word “shelter” as the consonant /r/ was omitted in the pronunciation. The sixth error of consonant was in the word “local” that involves the omission of the last consonant /l/ in its pronunciation in both/ ləʊkl / and / lookl / . The last consonant error was in the word of “professor” which involved the omission of the last consonant /r/ in its pronunciation.

### Speaker 3

**Table 4.5 World, Violence Escalates in South Sudan by Jun Yotsumoto on 20th December 2013.**

#### Vowels

No	Words	Reporter pronunciation	RP British	North American
1	Supporter	/ sa' pɔ:tə(r) /	/ sə' pɔ:tə(r) /	/ sə' pɔ:rtər /
2	Rebel	/' rebel /	/' rebl /	/' rebel /
3	Fear	/' fiar /	/' fiə(r) /	/' fir /

**Consonant**

No	Words	Reporter pronunciation	RP British	American
1	The	/ zə /	/ ðə /	/ ðə /
2	North	/ nɔːr /	/ nɔːθ /	/ nɔːrθ /
3	Sudan	/ suˈdɑːŋ /	/ suˈdæn /	/ suˈdɑːn /

Analysis on the error of the vowels:

Table 4.5 contains the third datum and also the third video of the news Violence Escalates in South Sudan by Jun Yotsumoto. There are only three errors made by the reporter in this video and the least error made compared to the other four reporters. The first error made by the reporter in this video is the pronunciation of the word “Supporter”, the reporter pronounced the word as /səˈpɔːtə(r)/. However, the dictionary suggests that the correct pronunciation for the word “Supporter” in British English is / səˈpɔːtə(r) / and North American is / səˈpɔːrtər/ then, there is a change on the vowel /ə/ to vowel /a/. The second error is the pronunciation of the word “Rebel”. The dictionary suggests that both of British and North American pronunciations are /ˈrebl / however, the reporter pronounced it as /rebel/ like the spelling and gave an addition of vowel /e/ between the consonant /b/ and /l/. The third and the last error being made by the reporter in this video is the pronunciation of the word “Fear”. The dictionary suggests that the pronunciation of the word “Fear” in British English is / fiə(r) / while in North American style is / fir /. In contrast, the reporter in this news pronounced it as / fiar / adding the vowel /a/ in North American style and replacing the vowel /ə/ in British style.



Analysis on the error of the Consonants:

There are three errors on the consonant in this third video. The first error of the consonant was the pronunciation of the word “the” which was pronounced by the reporter as / zə / rather than / ðə / in RP British and North American style as suggested by the dictionary. The first error involved the change of the consonant /ð/ into consonant /z/. The second error of the consonant was the change of the word “North”. Here, the reporter pronounced it as / nɔ:r / which on its pronunciation the consonant / θ / was omitted as the dictionary suggests that the pronunciation should be / nɔ:θ / in RP British and / nɔ:rθ / in North American. The last error involved on the change of the consonant /n/ into /ŋ/ in the pronunciation of the word “sudan” as the reporter pronounce it as / su'da:ŋ / rather than / su'da:n /.

#### Speaker 4

**Table 4.6 Biz and Tech, Hot Housing Market by Hajime Yoshino on 18th December 2013.**

#### Vowel

no	Words	Reporter pronunciation	RP British	North American
1	Tour	/ tɔer /	/ tɔə(r) / & / tɔ:(r) /	/ tɔr /
2	Investor	/ in'vesta /	/ in'vestə(r) /	/ in'vestər /
3	Number	/ 'namba /	/ 'nʌmbə(r) /	/ 'nʌmbər /
4	Return	/ rɪ'tan /	/ rɪ'tɜ:n /	/ rɪ'tɜ:rn /
5	Percent	/ pə'sent /	/ pə'sent /	/ pər'sent /
6	Year	/ Ia: /	/ jɜ:(r) / & / jɪə(r) /	/ jɪr /

7	Harsh	/ hɑ:ʃi /	/ hɑ:ʃ /	/ hɑ:ʃ /
8	Track	/ træk / like in truck	/ træk /	/ træk /

### Consonant

No	Words	Reporter pronunciation	RP British	American
1	Decision	/ di'siʒn /	/ di'siʒn /	/ di'siʒn /
2	Investor	/ in'vesta /	/ in'vestə(r) /	/ in'vestər /
3	Otherwise	/ 'ʌz əwaiz /	/ 'ʌðəwaiz /	/ 'ʌðəwaiz /
4	Gone	/ gɒŋ /	/ gɒn /	/ gɔ:n /
5	Number	/ 'namba /	/ 'nʌmbə(r) /	/ 'nʌmbər /
6	Year	/ Ia; /	/ jɜ(r) / & / jɪə(r) /	/ jɪr /
7	Their	/ zer /	/ ðeə(r) /	/ ðer /
8	Thousand	/ 'sauznd /	/ 'θaʊznd /	/ 'θaʊznd /
9	Impacts	/ 'ɪmprækt /	/ 'ɪmpækt /	/ 'ɪmpækt /
10	Slow	/ srəʊ /	/ sləʊ /	/ slou /

Analysis on the error of the vowels:

The table above is the fourth datum and the fourth video of Hot Housing Market by Hajime Yoshino. There are eight errors of vowels in total made by the reporter in this video. The first error made is the pronunciation of the word “Tour”.

The reporter of this news pronounced it as / tɔer / meanwhile the dictionary suggests that the British English pronunciation of the word are / tʊə(r) / and / tɔ:(r) / while the North American English pronunciation is / tɔr /. There is a change on the vowel /ə/ into /e/ in British Style and addition of the vowel /e/ if the pronunciation is seen from North American style. The second pronunciation error made by the reporter here is the word “Investor” / in'vesta / however the dictionary suggests that the pronunciation of the word “Investor” should be / in'vestə(r) / in British English, and / in'vestər / in American English. In this second error vowel /a/ replaces /ə/ with the the omission of consonant /r/. The



word for the third error is “Number” where the reporter pronounce it as / 'namba / while the dictionary suggests the pronunciation of British English is/ 'nʌmbə(r) / and North America is / 'nʌmbər /. There are two changes in the vowel of this error; first is the change of vowel /ʌ/ into /a/ and the second, is the vowel /a/ replaces /ə/ with the omission of consonant /r/. The fourth pronunciation comes from the error of the word “Return” where the reporter pronounced it as / rɪ'tan /while the British English pronounces it as / rɪ'tɜ:n / and North America as / rɪ'tɜ:rn /. From the pronunciation, there is a change that the vowel /a/ replaces the vowel /ɜ/. The fifth error is the pronunciation of the word “percent” which the reporter pronounced it as / pa 'sent / meanwhile the British English pronounces it as / pə 'sent / and the North American English pronounces it as / pər 'sent /. The vowel /a/ here in the fifth error replaces the vowel /ə/. The sixth error comes from the pronunciation of the word “Year” which is similar to the error made by the other two reporters in the first and the second speaker. The seventh error is the pronunciation of the word “Harsh” which in British English is pronounced as / hɑ:ʃ / and in North American English as / hɑ:rʃ / but the reporter pronounced it as / hɑ:rʃi / giving an addition vowel /i/ after the /ʃ/ sound. The eighth and also the last error of this video is the pronunciation of the word “Track” which is pronounced as / træk / in both of British and American English. The error of the reporter here is the change of pronunciation from the vowel /æ/ into /ʌ/ and pronounced it as / trak / which can cause confusion as it is similar to the pronunciation of the word “Truck”.

Analysis on the error of the Consonants:

There are ten errors of the consonant made by the reporter in this video.

The first error is the error of the pronunciation of the word “Decision” which involved the change of the consonant /n/ in RP British and North American pronunciation into /ŋ/ as it was pronounced as /dɪˈsɪʒn/ not /dɪˈsɪʒn/. The second

error of the consonant word in this fourth video is the pronunciation of the word “Investor” which involved the omission of the consonant /r/. The third error of the consonant is the pronunciation of the word “Otherwise” which was pronounced as

/'ʌz əwaɪz/ by the reporter where consonant /ð/ was substituted by consonant /z/ as the RP British and North American style of the pronunciation is /'ʌðəwaɪz/.

The fourth error on the consonant pronunciation was on the word “Gone” with the substitution of the consonant /n/ in /gɒn/ into /ŋ/ as the reporter pronounced it as /gɒŋ/. The fifth error was the omission of /r/ in the pronunciation of “Number”

or /'nʌmbə(r)/ in RP British and /'nʌmbər/ in American British. The sixth error is the pronunciation of the word “Year” which involves the change of the consonant /j/ into vowel /i/. The seventh error involves the change of /ð/ sound into /z/ sound in the pronunciation of the word “their”. This made the reporter

pronounced the word /zer/ rather than /ðeə(r)/ as in British English or /ðer/ as in the North American English. The eighth error involves on the change of /θ/

sound as /s/ sound of the word “Thousand” which was pronounced by the reporter into /'sauznd/ not /'θauznd/ as it is pronounced by RP British and American English style suggested by the dictionary. The ninth error involves the addition of



the consonant /r/ in the pronunciation of the word “impact” and made the pronunciation of the word changed into /'ɪmprækt/ rather than /'ɪmpækt/. The last consonant error involves in the change of the consonant /l/ into /r/ in the pronunciation of the word “slow” /sləʊ/ in RP British and /sloʊ/ in American English which was pronounced into /srəʊ/ by the reporter.

### Speaker 5

**Table 4.7 3.11, Forest Contamination Concerns by Ryo Asami on 20th December.**

#### Vowels

No	Word	Reporter Pronunciation	RP British	North American
1	Researcher	/ 'ri:sɜ:rtʃə/	/ 'ri:sɜ:rtʃə(r)/	/ 'ri:sɜ:rtʃər/
2	Acme	/ a:kumi /	/ 'ækmi /	/ 'ækmi /
3	Survey	/'sa:vəɪf/	/'sɜ:veɪ /	/'sɜ:rveɪ /
4	Measure	/'meʒə /	/'meʒə(r) /	/'meʒər /
5	Other	/ 'ʌzə/	/'ʌðə(r) /	/'ʌðər /
6	Gather	/'gezet/	/'gæðə(r) /	/'gæðər /
7	More	/ mɔ:a /	/ mɔ:(r) /	/ mɔ:r /
8	Waste	/ west /	/ weɪst /	/ weɪst /
9	Concern	/ kən'sa:n /	/ kən'sɜ:n /	/ kən'sɜ:rn /
10	Over	/ 'ovə /	/'əʊvə(r) /	/'ovər /
11	Their	/ ðeə /	/ ðeə(r) /	/ ðer /
12	Environment	/ in'vaɪəmənt /	/ in'vaɪrənmənt /	/ in'vaɪrənmənt /
13	Return	/ rɪ'ta:n /	/ rɪ'tɜ:n /	/ rɪ'tɜ:rn /
14	Radiation	/ 'reɪdɪ'eɪʃn /	/ 'reɪdɪ'eɪʃn /	/ 'reɪdɪ'eɪʃn /

#### Consonant

No	Word	Reporter Pronunciation	RP British	North American
1	Plant	/ pra:nt /	/ plɑ:nt /	/ plænt /
2	Village	/'vɪlɪdʒ /	/'vɪlɪdʒ /	/'vɪlɪdʒ /

3	Constantly	/ 'kɒnstəntri /	/ 'kɒnstəntli /	/ 'kɒnstəntli /
4	Radiation	/ 'reɪdi'eɪʃən /	/ 'reɪdi'eɪʃn /	/ 'reɪdi'eɪʃn /
5	Place	/ preɪs /	/ pleɪs /	/ pleɪs /
6	Than	/ ðæn /	/ ðæn /	/ ðæn /
7	Other	/ 'ʌzə /	/ 'ʌðə(r) /	/ 'ʌðər /
8	Gather	/ 'geɪzət /	/ 'gæðə(r) /	/ 'gæðər /
9	They	/ zeɪ /	/ ðeɪ /	/ ðe /
10	Five	/ faɪv /	/ faɪv /	/ faɪv /
11	Over	/ 'oʊvə /	/ 'əʊvə(r) /	/ 'oʊvər /
12	Their	/ ðeə /	/ ðeə(r) /	/ ðer /
13	Environment	/ ɪn'vaɪəmənt /	/ ɪn'vaɪrənmənt /	/ ɪn'vaɪrənmənt /

Analysis on the error of the vowels:

The table above is the fifth also the last of the speaker and the last of the news titled Forest Contamination Concerns by Ryo Asami. The reporter of this video has the most error compared to the other four. In total, there are fourteen errors made by the reporter in this video. The first is the pronunciation of the word “researcher” which was pronounced as / 'ri:sɜ:rtʃə/ rather than / 'ri:sɜ:rtʃə(r)/ as in British English or / 'ri:sɜ:rtʃər/ as in North American English with the change of the sound /ə/ into the vowel /a/. The second error comes from the pronunciation of the word “Acme” where the dictionary suggests that both of British and North American English pronounce it as / 'ækmi /. There are changes in the reporter’s pronunciation, the /æ/ sounds was replaced by the long /a:/ sound and there was an addition of /u/ vowels between the consonant of /k/ and /m/ resulting in the pronunciation of the word into / a:kumi / in the reporter pronunciation. The third error is the pronunciation of the word “Survey” which was pronounced by the reporter as / 'sa:vəɪʃ / which sounds very similar to the pronunciation of surface / 'sɜ:ʃɪs / or service / 'sɜ:ʃɪs / meanwhile the pronunciation of the word “Survey” based on the dictionary in British English is / 'sɜ:veɪ / and American English is



/'sɜ:rveɪ/. The third error involves the change of the vowel /ɜ/ to /a/ and the vowel /eɪ/ into /aɪ/ and an addition of the /ʃ/ sound after the sound /aɪ/. The fourth error is the pronunciation of the word “Measure” which was pronounced by the reporter as /'meʒo/ while the British English pronounced it as /'meʒə(r)/ and the North American pronounced it as /'meʒər/. The vowel change here is the vowel /o/ replaces the sound /ə/. The fifth error of pronunciation of the word “other” which was pronounced by the reporter as /'ʌzə/. There was a substitution of vowel here with the change of /ə/ to /a/ while the British English pronounces it as /'ʌðə(r)/ and the North American English Pronounces it as /'ʌðər/. The sixth error pronunciation here is the word of “Gathered” which was pronounced as /gezət/ by the reporter. There are shift of the vowels /æ/ and /ə/ into vowel /e/ as the pronunciation in the dictionary is /'gæðə(r)/ in British English and /'gæðər/ in North American English. The seventh error of the pronunciation here is the word “More” which was pronounced as /mɔ:a/ by the reporter while the dictionary suggests that it should be pronounced as /mɔ:(r)/ in British English and /mɔ:r/ in North American English. The seventh error involves the replacement of the consonant /r/ into vowel /a/. The Eight error of pronunciation is the pronunciation of the word “waste” which was pronounced as /west/ like the pronunciation of “West” by the reporter. The eighth error involves the omission of the vowel /ɪ/ as the pronunciation of both British and American English pronounce it as /weɪst/. The ninth pronunciation involves the change of the vowel /ɜ/ into vowel /a/ of the word “Concern” which was pronounced as /kən'sa:n/ by the reporter while the dictionary suggests that it should be pronounced as /kən'sɜ:n/ in British English

and / kən'sɜ:rn / in American English. The tenth pronunciation involves the change of the vowel /ə/ into vowel /a/ and the vowel of /əʊ/ or /oʊ/ into /o/ in the pronunciation of the word “Over” which was pronounced as / 'oʊvə / by the reporter while in British English it is pronounced as / 'əʊvə(r) / and North American English pronounces it as / 'oʊvər /. The eleventh error is the pronunciation of the word “Their” which was pronounced as / ðeə / by the reporter while the dictionary suggests that it is pronounced as / ðeə(r) / in British English and / ðer / in North American English. The error here involves the change of the vowel /eə/ or /e/ into /a/. The twelfth error is the pronunciation of the word “Environment” which was pronounced as / m'vaɪəmənt / while it is pronounced as / m'vaɪrənmənt / in both British and American English. The twelfth error involves the addition of the vowel /a/ and the replacement of the consonant /r/. The thirteenth error made by the reporter is the pronunciation of the word “Return” that involves the change of vowel /ɜ/ to /a/ by the reporter and results in the pronunciation change to / rɪ'ta:n / while the British English pronounces it as / rɪ'ts:n / and American English pronounces it as / rɪ'ts:rn/. The last error of vowel in the last datum is the pronunciation of the word “Radiation” or / ,reɪdi'eɪʃn / as pronounced in both of RP British and American English was pronounced as / ,reɪdi'eɪʃn / by the reporter with an addition of vowel /ɒ/ after the consonant /ʃ/.

#### Analysis on the error of the Consonants:

There are thirteen errors of consonant made by the reporter in the fifth speaker. The first error involves the pronunciation change of the consonant /l/ into



consonant /r/ of the word “Plant” / plɑ:nt / in RP British and / plænt / in American English which was pronounced by the reporter as / prɑ:nt / similar to the RP British’s pronunciation. The second error on the pronunciation of the word “village” which the reporter did not pronounce it as / 'vɪlɪdʒ / but as / 'bɪlɪdʒ / where consonant /v/ here was substituted for the consonant /b/. The third error made in the fifth speaker is the pronunciation of the word “Constantly” which was pronounced as / 'kɒnstəntri / by the reporter with the substitution of the consonant /l/ into consonant /r/ as the dictionary suggests the correct pronunciation is / 'kɒnstəntli /. The fourth error is the pronunciation of the word “Radiation” which was pronounced as / ,reɪdi'eɪʃən / whereas the correct pronunciation is / ,reɪdi'eɪʃən/. Aside from the vowel that has already been explained earlier there was also consonant error occurs in this pronunciation where consonant /n/ was changed into consonant /ŋ/. The fifth error is the pronunciation of the word “Place” / pleɪs / which was similar to the third error as consonant /l/ changed into consonant /r/ that results in the pronunciation into / preɪs /. The sixth error is the pronunciation of the word “than” / ðæn / which was similar to the fourth error that involves the change of consonant /n/ into consonant / ŋ/ as the reporter pronounced the word as / ðæŋ /. The seventh consonant error is the pronunciation of the word “other” which was pronounced by the reporter as / 'ʌzə / rather than / 'ʌðə(r) / as in RP British English or / 'ʌðər / as in North American English.

Further, there are two kinds of error occurs in this seventh error; the first is the substitution of consonant /ð/ into consonant /z/ and the second is the omission of consonant /r/ of the last alphabet in the word. The eighth error is the pronunciation

of the word “Gather” which has two kinds of consonant substitution. The first substitution is the change of consonant /ð/ into consonant /z/ and the second is the change of consonant /r/ to consonant /t/ as the reporter pronounced it as /'gezet/ while the dictionary suggests the correct pronunciations are /'gæðə(r) / in RP British English and /'gæðər / in North American English. The ninth error is in the pronunciation of the word “they” that was pronounced as /zei / by the reporter and consonant /ð/ was substituted for consonant /z/ as the dictionary suggests that RP English and North American English pronounce the word as / ðei / and / ðe / . The tenth error is the pronunciation of the word “Five” which involves the change of consonant /v/ into consonant /b/ as the reporter pronounced the word as / farb / while the dictionary shows that both RP British English and North American English pronounce it as / farv /. As for the eleventh and twelfth errors involves the omission of consonant /r/ on the pronunciation of the words “Over” and “Their” in which the reporter pronounced both as /'ova / and / ðea /. The last error is the pronunciation of the word “Environment” which involves the omission of consonant /r/ in / m'vaɪrənmənt / as the reporter pronounced it as / m'vaɪəmənt /.

**Table 4.8 Kinds of Error in Vowels**

No	Errors	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Total
1	Addition of /a/	-	-	-	-	2	2
2	Addition of /ɒ/	-	-	-	-	1	1
3	Addition of /i/	-	-	-	1	-	1
4	Addition of /u/	-	-	-	-	1	1
5	Addition of /e/	1	-	-	-	1	2
6	Addition of /o/	-	1	-	-	-	1
7	Omission of /r/	-	-	-	-	1	1
8	/ə/ to /a/	-	4	2	3	1	10



9	/ə/ to /e/	-	-	-	1	1	2
10	/ə/ to /o/	-	1	-	-	1	2
11	/æ/ to /ʌ/	-	-	-	1	-	1
12	/æ/ to /a/	1	1	-	-	-	2
13	/æ/ to /a:/	-	-	-	-	1	1
14	/æ/ to /e/	-	1	-	-	1	2
15	/ɜ/ to /æ/	-	1	-	-	-	1
16	/ʌ/ to /a/	-	1	-	-	1	2
17	/i/ to /e/	-	2	-	-	-	2
18	/i/ to /a/	-	1	1	-	1	3
19	/iə/ to /a/	-	1	1	-	1	3
20	/iə/ to /ia/	-	-	-	1	-	1
21	/ei/ to /ai/	-	-	-	-	1	1
22	/eə/ to /a/	-	-	-	-	1	1
23	/e/ to /a/	-	-	-	-	1	1
24	/o/ to /o/	-	1	-	-	-	1
25	/oo/ to /o/	-	1	1	-	-	3
26	/əu/ to /o/	-	1	1	-	-	3
27	/ɔ:/ to /œ/	-	-	-	-	1	1
Total		9	13	3	12	15	52

**Table 4.9 Kinds of Error in Consonant**

No	Errors	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Total
1	Addition of /r/	-	-	-	1	-	1
2	Omission of /θ/	-	-	-	1	-	1
3	Omission of /d/	-	-	-	1	3	4
4	Omission of /l/	-	-	-	-	2	2
5	Omission of /r/	-	-	-	-	1	1
6	/ð/ to /z/.	-	-	1	2	4	7
7	/ð/ to /h/	-	-	1	-	-	1
8	/d/ to /t/	-	1	-	-	-	1
9	/h/ to /f/	-	1	1	-	1	3
10	/j/ to /i/	-	-	1	-	-	1
11	/l/ to /r/	-	-	4	-	2	10
12	/n/ to /ŋ/	2	-	-	1	1	6
13	/r/ to /t/	-	-	1	-	-	1
14	/v/ to /b/	-	1	-	-	1	2
15	/z/ to /f/	1	-	-	-	-	1
16	/θ/ to /s/	-	-	1	-	-	1
Total		5	8	3	9	16	43

The Tables 4.8 and 4.9 is the table indicating kinds of error of vowels and consonants on the pronunciation of the reporters. From the table we can see that there are twenty seven kinds of errors with the total of errors are fifty two in vowels and sixteen kinds of errors with the total of forty two kinds in consonant.

In vowels, there are twenty kinds of substitution, six kinds of addition and one omission. Further, the errors committed mostly by the reporters is the substitution of vowel /ə/ to /a/ that reaches ten errors in total while the total of other errors ranges from one to three. Compared to the vowels, the consonant errors have fewer kinds of error as well as its total in the kinds than the vowels. There are eleven kinds of substitution, four kinds of omission and one addition in the errors of the consonant. Further, the error committed mostly in the consonant is the substitution of /l/ to /r/ which has a total of 10 errors then followed by the substitution /z/ to /f/ which has a total of 7 errors and /n/ to /ŋ/ has a total of 6 errors.

#### 4.1.3 Possible Causes of the Errors

To answer the second problem, the writer elaborates two possible causes that may lead to the errors of the reporter's pronunciation.

1. Japanese language characteristics: Japanese language is a language that is rich in letters but poor in phonemes, as it only has five vowel sounds /a,i,u,e,o/ and thirteen consonant /k,g,s,z,t,d,n,h,b,p,m,r,ŋ/ which is followed with the five vowels (Sutedi, 2011 p.07). From the fact above we can say that some of the causes of errors may be the mother language.



Errors such as the addition of vowels after the consonant and the change of certain vowels into five vowels of Japanese language might be the reasons why the reporters make the errors.

2. Differences in learners: Saville-troike (2006 p.90) states that Anxiety and Personality has received the most attention in SLA research, along with lack of anxiety as an important component of self-confidence. Anxiety also can affect the language learning and language production. There are 4 kinds of condition that can increase the level of anxiety connected with the personality thus increasing or decreasing the possibility of causing errors.

- 1) The direction of cause and effect is uncertain. Low anxiety levels might very well facilitate language learning; conversely, however, more successful language learners might feel less anxious in situations of L2 learning and use, and thus be more self-confident.
- 2) Instructional context or task influences anxiety level and reporting. The condition of reporters being reporting the news and being watched by many viewers may generate high anxiety levels thus make the reporters committed errors.
- 3) Although personality factors are defined as individual traits, systematic cultural differences are found between groups of learners. For example the differences of cultural concepts of "face"

4) Low anxiety and high self-confidence increase student motivation to learn, and make it more likely that they will use the L2 outside.

From those four points above we can infer that anxiety can be one of the possible causes in making the reporter as they are different person with different personality and confidence.

#### **4.2 Discussion**

For the Result of findings, the writer found thirty eight kind of words and errors of pronunciation in the news. Tables 4.1 and 4.2 shows the whole errors of vowel and consonant committed by the reporters while the table 4.3 till 4.7 shows the errors of made by each reporter and Tables 4.8 and 4.9 as the elaboration of the errors from the reporters which reaches twenty seven kinds of errors with a total of sixty one errors in vowels and sixteen kinds of errors with the total of forty two kinds in consonant. To analyze the data, the writer listened to the utterances of the reporters and checked the pronunciation toward vocabulary computer using software from Oxford Advanced Learner's Dictionary-8th Edition.

The writer compared the pronunciation of the reporters with RP British English and North American English. The comparison of the two types of English is based on the RP British as the proper English for broadcasting news as International Media and North American English as the type of English that is taught in Japan.

In this study, the errors of the vowels are more varied in number and kinds.

In fact, after the writer analyzed the data there are thirty eight mispronounced



words and twenty seven kinds of error in the vowels while there are only thirty six mispronounced words and sixteen kinds of error found in the consonant. Further, in vowels, there are twenty kinds of substitution, six kinds of addition and one omission. Further, the errors committed mostly by the reporters is the substitution of vowel /ə/ to /a/ that reaches ten errors in total while the total of other errors ranges from one to three. The results of vowel /ə/ to /a/ as the error mostly committed by the reporters have proven that Japanese who does not have the vowel /ə/ tend to replace it with clear vowel. Compared to the vowels, the consonant errors have fewer kinds of error as well as its total in kinds compared to the vowels. There are eleven kinds of substitution, four kinds of omission and one addition in the errors of the consonant. Further, the error committed mostly in the consonant is the substitution of /l/ to /r/ which has a total of ten errors then followed by the substitution /z/ to /f/ which has a total of seven errors and /n/ to /ŋ/ has a total of six errors. The errors of the consonant prove that Japanese are confused with the pronunciation of the consonant and as the result substitute it.

Moreover, the writer elaborates two possible causes of errors made by the reporters in which the first is the Japanese Language characteristic, the differences in learner. These two possible causes are chosen by the writer as it might be the closest reason for doing some errors such as vowel addition, change into clear vowels and also the reason of various and different errors in each reporters.

The interesting point of this study is located in the kinds of errors and the pattern of the errors. In vowel, Japanese tend to give more kinds of addition on vowel like /a/, /o/, /i/, /u/, /e/, /o/ compared to the addition on consonant which is

only /r/. Meanwhile in consonant, Japanese tend to give omission on the consonant more than in vowels as in consonant the writer has found the omission of /θ/,/d/,/l/,/r/ while in vowels the writer has only found the omission of /l/. In pattern, the vowel substitutions have nineteen different kinds yet, from the nineteen kinds, fourteen kinds are substituted into clear vowel /a/, /e/, and /o/. Meanwhile in consonant, mostly the reporter will substitute the consonant /l/ for /r/ as in their language both consonant are considered as equal and seems to affect their pronunciation. Further, Japanese tends to substitute the last /n/ sounds in the word for /ŋ/ where this could be affected by the L1 as Japanese often pronounced the last /n/ into /ŋ/ like in “Pan” /paŋ/ (パン) or bread in English and “Meron” /meroŋ/ (メロン) or melon in English. Moreover, the writer also found out that the Japanese reporter is affected by the use of their katakana as the pronounced Professor into /prɒfesa/ not /prə'fesə(r)/ or /prə'fesər/.

Furthermore, this study has some results which are different from and similar to the two previous studies. The first previous study is Putri (2011), who conducted a study entitled Students' Errors in Pronouncing English Vowels (a Case Study of the First Year Students of English Study Program of Faculty of Cultural Studies) where she found that Indonesian students tends to substitute, lengthening and shortening the vowels with the highest percentage on the error is on the vowel of /i/ (94,9%). The similarity between the writer's work and the first previous study is both Japanese and Indonesian tend to substitute vowels. The second previous study is a journal by Nishikiori (2007) entitled Pronunciation Problems with Vowels by Japanese Speakers of English: Insights from a



Contrastive analysis. In his work, he found that Japanese speakers tend to substitute /æ/, /ɑ/, /ʌ/, and /ɔ/ for vowel /a/. In the writer's findings it is similar that the vowel /æ/, /ɑ/, /ʌ/, indeed sometimes are being replaced by vowels /a/ but there is a change that the vowels /æ/ changed into /ʌ/ and the vowel /æ/ changed to /e/.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

After analyzing the video and the utterances of NHK WORLD TV Newline reporters, the writer draws the conclusion and suggestions. This chapter presents the conclusions based on the formulated problems and the relevant suggestions related to this study.

#### 5.1 Conclusion

Based on the result of analysis presented in the previous chapter, it can be concluded that through the error analysis, various patterns of error can be found compared to the contrastive analysis that being used in previous study. Through the analysis processes for example, the writer found that the vowel /æ/ changed into /ʌ/ and the vowel /æ/ changed to /e/ where the previous study states that Japanese speaker tends to substitute /æ/, /ɑ/, /ʌ/, and /ɔ/ for vowel /a/.

In this study, the errors of the vowels are more varied in number and kinds. In fact, after the writer analyzed the data there are thirty eight erroneous words and twenty seven kinds of error in the vowels while there are only thirty six erroneous words and sixteen kinds of error found in the consonant. Further, in vowels, there are twenty kinds of substitution, six kinds of addition and one omission. Further, the errors committed mostly by the reporters is the substitution of vowel /ɔ/ for /a/ that



reaches ten errors in total while the total of other errors ranges from one to three. The substitution of vowel /ə/ for /a/ as the error mostly committed by the reporters have proven that Japanese who does not have the vowel /ə/ tend to replace it with clear vowel. Compared to the vowels, the consonant errors have fewer kinds of error as well as its total in kinds compared to the vowels. There are eleven kinds of substitution, four kinds of omission and one addition in the errors of the consonant.

Further, the error committed mostly in the consonant is the substitution of /l/ for /r/ which has a total of ten errors then followed by the substitution /z/ for /f/ which has a total of seven errors and /n/ for /ŋ/ which has six errors. The errors of the consonant prove that Japanese reporters are confused with the pronunciation of the consonant and as the result they substitute for it.

Moreover, the writer elaborates two possible causes of errors made by the reporters in which the first is the Japanese Language characteristics, the second is the differences in learners. These two possible causes are the closest reason for doing some errors such as vowel addition, change into clear vowels and also the reason of various and different errors in each reporter.

In conclusion, as stated by Krashen (2002, p.64) “the Interference of L1 have the basic roles in creating errors of L2 learners”. Japanese people are affected by L1, as for example; In the vowel, the substitutions have nineteen different kinds yet, from the nineteen kind, fourteen kinds of it are substituted into clear vowel /a/, /e/, and /o/ which is proof as Japanese vowel are consisted only by 5 clear vowel and its

longer form. Further, in Consonant the absence of distinction between the vowel /l/ or /r/ made the reporter often pronounced /l/ to /r/ not only that, Japanese tends to substitute the last /n/ sounds in the word for /ŋ/ as in their language for example, Japanese often pronounced the last /n/ into /ŋ/ like in “Pan” /paŋ/ (パン) or bread in English and “Meron” /meron/ (メロン) or melon in English. Moreover, the writer also found out that the Japanese reporter is affected by the use of their katakana as the pronounced Professor into /prəfesa / not /prə'fesa(r) /or /prəfesər /.

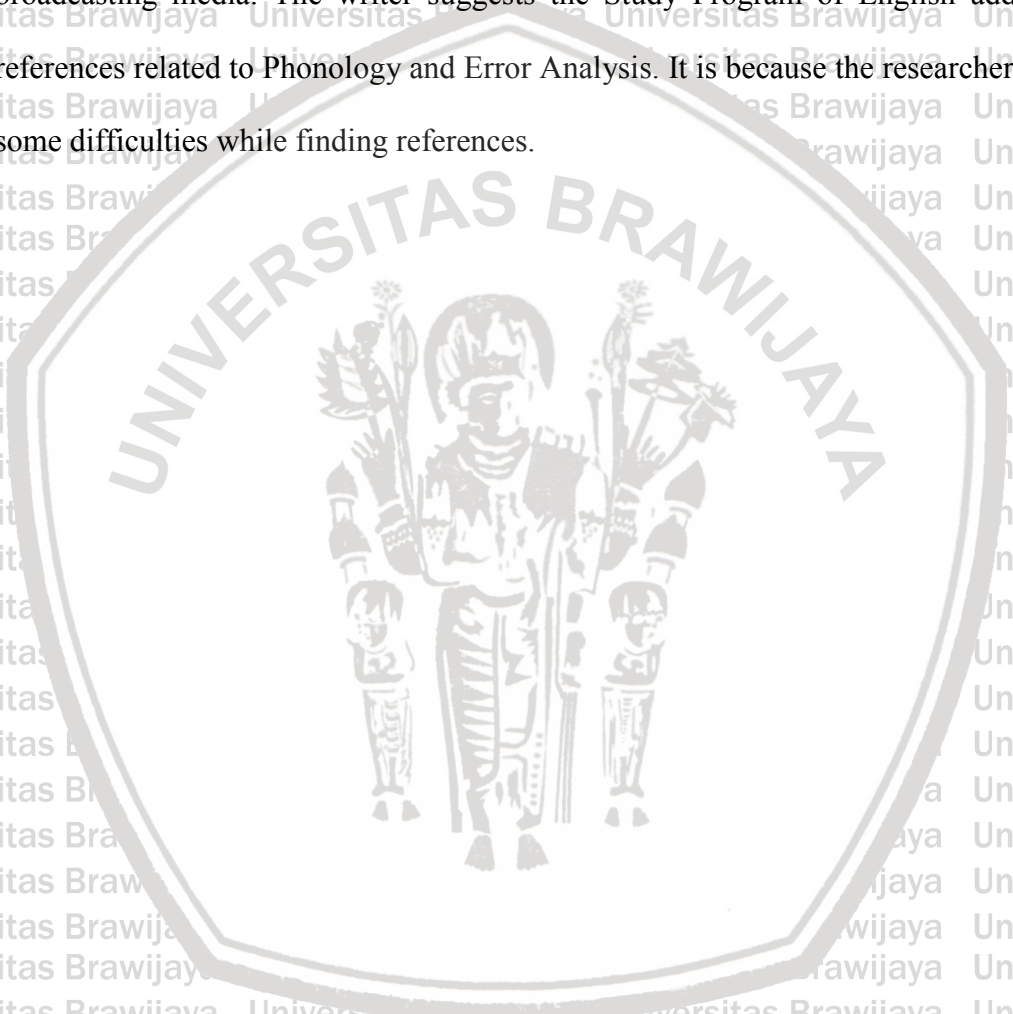
**5.2 Suggestions**

This study is about the phonological error analysis committed by Japanese speaker of NHK WORLD TV Newslime reporters. The writer hopes this study may give a contribution to add more knowledge in Phonology and Error analysis. The study is expected to be useful for the next writer who is concerned with analyzing error especially in phonology field.

The writer hopes that this study may help the next writer to develop this study and uses it as a comparison to make a better research than the previous study. The next writer hopefully can use other subjects from other countries or even Indonesia local news program that can be an interesting subject. Moreover, the next writer can also take the same subjects as the concern of gender in language learning in committing error between female and male reporter.



The writer hopes that this study will help the reader to be more careful in choosing the subject for learning pronunciation especially in English as this study is a proof that there are errors on pronunciation even in an international level of broadcasting media. The writer suggests the Study Program of English add more references related to Phonology and Error Analysis. It is because the researcher found some difficulties while finding references.



## REFERENCES

- Amep Research Center. (2012). *Fact Sheet – What is Pronunciation*. Retrieved October 05, 2013, from <http://www.nceltr.mq.edu.au/pdamep>.
- Ary, Donald., Lucy Cheser, Jacobs and Asghar, Razavieh. (2010). *Introduction to Research in Education*. New York: Wadsworth, Thomson Learning.
- Bot, Kees de, Lowie, Wander, Verspoor, Marjolijn. (2005). *Second Language Acquisition an Advanced Resource Book*. Oxon: Routledge.
- Brown, Keith (Eds.). (n.d). *Encyclopedia of Language and Linguistics, 14-Volume set, Second Edition*. Oxford: Elsevier Pergamon.
- Clark, John., Yallop, Collin and Fletcher, Janet (1995). *An Introduction to Phonetics and Phonology*. China: Blackwell Publisher Ltd.
- Corder, S.P . (1981). *Error Analysis and Interlanguage*. Oxford: Oxford University Press.
- Cresswell, John W. (2003). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. SAGE publication.
- Crowley, Terry. (1997). *An Introduction to Historical Linguistics, 3rd Ed.* Oxford University Press.
- Dulay, Heidi C., Burt, Marina K., and Krashen, Stephen D. (1982) *Language Two*. New York: Oxford University Press.
- Gass, Susan M. and Selinker, Larry (2008). *Second Language Acquisition An Introductory course Third edition*. New York: Routledge.
- Halliday, M.A. K. (2005). *Language and Education*. New York: Continuum.
- Kusumoto, Yoko. (2012). *Between Perception and Production: Is the ability to hear L1-L2 sound differences related to the ability to pronounce the same sounds accurately?*. Retrieved September 28, 2013, from [http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia\\_V22\\_Kusumoto.pdf](http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/polyglossia/Polyglossia_V22_Kusumoto.pdf)
- Krashen, Stephen. (2002). *Second Language Acquisition and Second Language Learning*. University of Southern California.
- Moleong, Lexy.J. (2009). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.



NHK WORLD TV (n.d.). *About NHK WORLD TV*. Retrieved October 5, 2013, from <http://www.nhk.or.jp/english/index.html>

NHK WORLD TV (n.d.). *About NHK WORLD TV. Newsline*. Retrieved October 5, 2013, from <http://www3.nhk.or.jp/nhkworld/english/news/index.html>

Nishikori, Yoshie. (2007). *Pronunciation Problems with vowels by Japanese Speaker of English: Insights of Contrastive Analysis*. Retrieved October 01, 2013, from <http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200780-TWPfall07/01Nishikori-phonology.pdf>

Nogita, Akitsugu. (2010). *Do Japanese ESL learners' pronunciation errors come from inability to articulate or misconceptions about target sounds?*. Retrieved October 01, 2013, from <http://journals.uvic.ca/index.php/WPLC/article/download/5674/2200>

Ogden, Richard. (2009). *An Introduction to English Phonetics*. Edinburg: Edinburg University Press Ltd.

Okada, Hideo. (1999). *Handbook of the International Phonetics Association p.117*. Cambridge: Cambridge University Press.

*Oportunities in Japan*. (n.d). Retrieved October 26 2013 from [http://jguide.stanford.edu/site/employment\\_in\\_japan\\_238.html](http://jguide.stanford.edu/site/employment_in_japan_238.html)

Parsons, Martin & Walker, Larry. (2005). *Vowels Phonemes in Japanese and American English: Similarities and Differences*. Retrieved October 26 2013, from <http://www.ronsyu.hannan-u.ac.jp/open/n001934.pdf>

*Phonetics and Phonology*.(n.d). Macquarie University. Retrieved October 26 2013, from <http://www.ling.mq.edu.au/speech/phonetics/topics.html>

Putri, Intan Melani. (2011). *Students' Errors in Pronouncing English Vowels (a Case Study of the First Year Students of English Study Program of Faculty of Cultural Studies)*. Malang: Universitas Brawijaya.

Roach, Peter. (1998). *English Phonetics and Phonology a Practical Course, Second Edition*. Cambridge: Cambridge University Press.

Saville-Troike, Muriel. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.

Shudong, Wang, Higgins, Michael & Shima, Yukiko. (2005). *Training English Pronunciation for Japanese Learners of English Online*. Retrieved September 28, 2013, from [http://journal.jaltcall.org/articles/1\\_1\\_Wang.pdf](http://journal.jaltcall.org/articles/1_1_Wang.pdf)

Sutedi, Dedi. (2006). *Dasar-Dasar Linguistik Bahasa Jepang (Nihongo Gaku no Kiso)* Bandung: Humaniora.

Tracy, Sarah J. (2013) *Qualitative Research Methods*. West Sussex: Blackwell Publishing.

Unsworth, Sharon. Parodi, Teresa. Sorace, Antonella. Young-Scholten, Martha. (2005). *Paths of Development in L1 and L2 acquisition*. The Netherlands: John Benjamins Publishing Co.

Yule, George,. (2010). *The Study of Language 4th Edition*. Cambridge: Cambridge University Press.





# APPENDICES



### Appendix 1: Transcript of Japan, Tokyo Governor Steps Down by Tomoko Kamata

Many knew this was coming still, naoki inose attracted a lot of attention when he handing his letter of resignation. Inose serve as vice governor for five years before being elected to top job a year ago. Inose spent only one year in office still he manage to lead the group that brought back the Olympic and par-Olympic games back to Tokyo. But two months later, Inose found himself under fire. Prosecutors raided the offices about group that operate hospitals across japan. They were looking for evidence in another scandal over election founding. But, they happen to find out that the group had given Inose about five hundred thousand dollars. He said the money was not a contribution to his election campaign or a bribe. He said, it was a personal loan and he said that he already returned the money. he changed his story several times, in the end even influential politician who supported him during the election said he should resign. Some resident says “they hope who ever replaces inose will do better”. Once Tokyo government official said what inose has done has disrupted their work including preparation for the Olympics. People are expected to vote in an election to replace him early in the New Year.

#### Phonetic transcription

mɛni nu ðis wʌz 'kɑmiŋ stɪl, nei'ouki inose ə'træktəd ə lat əv ə'tɛnfən wɛn hi heneding hɪz  
'letər əv lefiŋ'neɪfɪn. Inose sɜrv əz vaɪs 'gʌvɜrnər fɔr faɪv jɪrz bɪ'fɔr 'biŋ i'lektəd tu tɒp dʒɒb  
ə iɑ; ə'gou, Inose spɛnt 'ounli wʌn jɪr in 'ɔfəs stɪl hi 'mænədʒ tu lid ðə grʊp ðæt brət bæk ði  
ou'limpɪk ænd pər ou'limpɪk geɪmz bæ k tu 'toʊki,ou. bət tu mʌnθs 'leitər, Inose faʊnd  
him'sɛlf 'ændər 'faɪər. 'prɑsɪ'kjʊtɜrz 'reɪdɪd ði 'ɔfəsəz ə'baʊt grʊp ðæt 'ɑpə'reɪt 'hɑ,spɪtəlz  
ə'krɒs dʒə'pæn. ðeɪ wɜr ' lokiŋ fɔr 'ɛvədəns in ə'nʌðər 'skændəl 'ouvər i'leksiən 'faʊndɪŋ. bət,  
ðeɪ 'hæpən tu faʊnd aʊt ðæt ðə grʊp hæd 'grɪvɪ Inose ə'baʊt faɪv 'hʌndrəd 'θaʊzənd 'dɒlɜrz.  
hi sɛd ðə 'mʌni wʌz nat ə ,kʌntrə'bjʊʃən tu hɪz i'leksiən kæm'peɪn ɔr ə braɪb. hi sɛd, it wʌz ə  
'pɜrsɪnəl lon ænd hi sɛd ðæt hi ɔl'redi rɪ'tɜrnd ðə 'mʌni. hi tʃeɪndʒd hɪz 'stɔri 'sevrəl taimz, in  
ði'end ' i:vi influential ,pɑlə'tɪʃən fʊ sə'pɔrtəd him 'dʊrɪŋ ði i'leksiən sɛd hi ʃʊd rɪ'zɑɪn. sʌm  
'rɛzɪdənt sɛz “ðeɪ hoʊp fʊ: 'ɛvər rɪ'pleɪsɪz inose wɪl du 'betər”. wʌns 'toʊki,ou 'gʌvɜrmənt  
ə'fɪʃəl sɛd wʌt inose hæz dən hæz dɪs'rʌptɪd ðer wɜrk in'kludɪŋ ,prɛpə'reɪʃən fɔr ði  
ou'limpɪks. 'pɪpəl ɑr ɪk'spektəd tu vɔʊt in ən i'leksiən tu ,ri'pleɪs him æli in ðə nu jɪr.



## Appendix 2: Transcript of Asia, Ending Violence Against Women By Junko Noda

This facility in new dehli is a refuge for woman who are victim of force marriage or domestic violence . Among governmental organization rent a facility, their living expenses are free. For women who want to get divorce or avoid being force to wed NJO staff offer legal advice and help persuade the women families. Twenty two year old Simagupta began living at the shelter in October to escape she says severe domestic violence. Hard problem started with the dispute over hadauri. Sima's father gave that her would be husband and his parents more than one thousand and seven hundred dollars and a golden necklace. But the demand of his parents is credited after marriage they've asked for a more expensive necklace, a refrigerator and a TV. The government says more than eight thousand women nationwide are killed every year due to deeply related dispute. Sima says she nearly became a statistic. In order to eliminate the violence against women, social activist are now working on man to change their mentality.in northern india, men gathered at local elementary school to discuss a problem facing women. An associate professor of a local university sanjay singh wants man to get involved. He believes that it is not enough to protect women and improve their abilities. He is looking for long term solutions. Using posters, sanjay singh challenges men attendee's to think about girl who are not allowed to go to school Or the girl babies that are often aborted . A play by sanjay singh student was also performed at the gathering. The story is designed to show how women are expose to harassment and violence by man on a daily basis. The gathering are apparently rises the awareness of the participant of the need to steam violence against women. Sanjay singh and his supporters realize that changing how men perceive women rights will take a long time. More women are joining the work force in in india as educational standard in bluff. The country is triving to strike a balance between traditional violence stemming from a male dominated society and new emerging values.

### Phonetic transcription

ðis fə 'sɪlti m nu dehli ɪz ə 'refʃudʒ fər 'wɒmən hu ɑr 'vɪktəm ɑv fɔrs 'merɪdʒ ɔr də 'mestɪk 'vɑrɪləns . ə 'mæn 'gʌvər,mentəl ,ɔrgənə'zeɪʃən rent ə fə'sɪlti, ðer 'lɪvɪŋ ɪk'spensəz ɑr fri. fər 'wɪmən hu want tu get dɪ 'vɔrs ɔr ə 'vɔɪd 'biɪŋ fɔrs tu wed en-ɔʒeɪ-ʊʊ stæf 'ɔfər 'lɪgəl æd'vaɪs ænd help pər'sweɪd ðə 'wɪmən 'fæməlɪz. 'twenti tu ɪɑ: ʊʊld Simagupta bɪ 'gæn 'lɪvɪŋ æt ðə 'felɪtə m ɑk'toʊbər tu ɪ'skeɪp ʃɪ sez sə'vɪr də'mestɪk 'vɑrɪləns. hɑ: 'prəbləm 'stɑrtəd wɪð ðə dɪ'spju:t 'ʊʊvər hadauri 'sɪməz 'fɑðər geɪv hæt hɜr wɒd bɪ 'hɑzbænd ænd hɪz 'pərənts mɔr ðæn wʌn 'θəʊzænd ænd 'sevən 'hʌndrəd 'tɒləs ænd ə 'gəʊldən 'neɪkləs. bʌt ðə dɪ'mænd ɑv hɪz 'pərənts ɪz 'krɛdətəd 'æftər 'merɪdʒ ðeɪv æskt fər ə mɔr ɪk'spensɪv 'neɪkləs, ə rə'frɪdʒə'reɪtər ænd ə 'tɪ'vi: ðə 'gʌvɜrment sez mɔr ðæn eɪt 'θəʊzænd 'wɪmən 'neɪʃən 'waɪd ɑr kɪld 'evəri ʃɪr du tu 'de:pli rɪ'leɪtɪd dɪ'spju:t. 'sɪmə sez ʃɪ 'nɪrli bɪ'keɪm ə stə'tɪstɪk. m 'ɔrdər tu ɪ'lɪmə neɪt ðə 'vɑrɪləns ə'genst 'wɪmən, 'səʊʃəl 'æktəvəst ɑr nəʊ 'wɜrkiŋ ɑn mæn tu ʃeɪndʒ ðer men'tæləti.m 'nɔrðɜrn 'ɪndiə, mæn 'gæðɜrd æt 'loko elə'mentri skul tu dɪ skas ə 'prəbləm 'feɪsɪŋ 'wɪmən. ən ə səʊsɪət 'prəfesa ɑv ə 'loko 'junə'vɜrsəti 'sændʒeɪ sɪŋ wants mæn tu get m'valvd. hɪ bɪ'lɪvz ðæt ɪz nɑt ɪ'nɑf tu prə'tekt 'wɪmən ænd ɪm pruv ðer ə'bɪlətɪz. hɪ ɪz 'lokiŋ fər lɔŋ tɜrm sə'lʊʃənz. 'ju:ʒɪŋ 'pəʊstɜrz,

'sændʒeɪ sɪŋ 'ʃæləndʒɪz mən ə'ten dɪz tu θɪŋk ə'baʊt ɡɜːl hu ɑːr nɑːt ə'laʊd tu ɡoʊ tu skuːl ɔːr ðə ɡɜːl 'beɪbɪz ðæt ɑːr 'ɒfən ə'bɔːtɪd . ə'pleɪ bɑː 'sændʒeɪ sɪŋ 'stjuːdənt wɒz əlsoʊ pɑː'fɔːm æt ðə 'ɡæðərɪŋ. ðə 'stɔːrɪ ɪz dɪ'zænd tu ʃoʊ hɑː 'wɪmən ɑːr ɪk'spəʊz tu hɜː'ræsmənt ænd 'vɑːɪələns bɑː mæn ən ə'deɪlɪ 'beɪsəs. ðə 'ɡæðərɪŋ ɑːr ə'perəntli 'raɪzɪz ðɪ ə'wɜːnəs ʌv ðə pɑː'tɪsəpənt ʌv ðə nɪd tu 'steɪm 'vɑːɪələns ə'ɡenst 'wɪmən. 'sændʒeɪ sɪŋ ænd hɪz sə'pɔːtɜːz 'rɪə'laɪz ðæt 'ʃeɪndʒɪŋ hɑːv mən pɜː'sɪv 'wɪmən raɪts wɪl teɪk ə'lɔːŋ tɑɪm. mɔːr 'wɪmən ɑːr 'dʒɔɪnɪŋ ðə wɜːrk fɔːrs ɪn ɪn'ɪndiə əz 'edʒə'keɪʃənəl 'stændɜːrd ɪn blɑːf. ðə 'kʌntri ɪz trɪvɪŋ tu strɑɪk ə'f'brɪ'twɪn trə'dɪʃənəl 'vɑːɪələns 'stɛmɪŋ frʌm ə meɪl 'dʌmə'neɪtəd sə'saɪətɪ ænd nu ɪ'mɜːdʒɪŋ 'vælʒuz.





### Appendix 3: Transcript of World, Violence Escalates in South Sudan By Jun Yotsumoto

The fighting began at the top of south sudan pyramidal power within presidential guard core. Supporter of the president salva kiir having clashing with troops loyal to former vice president Riek Machar who was removed from his post a few months ago. The UN reported fighting in six of the countries ten states late Thursday. Rebel troop have seized control of a key town Bor about two hundred kilometers from the capital. Rebels also attacked the UN compound in the border town of Akobo apparently, targeting dozens of local civilians who besought refuge there. At least, two UN soldiers were killed in the attack. The conflict can be trace to long standing tensions between two tribal groups. The majority tinka which president Kiir belongs to and the north which the former vice president Machar is the member. When south sudan declared independence from sudan in 2008. Kiir and Machar join forces this was supposed to put an end to the tension and then Machar would fact. Kiir has accused his former vice president of plotting a coup. The UN has deployed ten thousand peace keeping personnel to south sudan. Japan has sent around four hundred their base in Juba, their mission is to build road, drainage ditches and other infrastructure. An official from japan Defense ministry says the violence has changed the priorities. Less than three years after its birth south sudan appears to descending into tribal violence, the victims of year of civil war fear return to bloodshed.

Phonetic transcription:

ðə 'faɪtɪŋ bɪ 'ɡæən æt ðə tɒp av saʊθ su'dæn pə'ræmədəl 'paʊər wɪ'dɪn ,prezə'dentʃəl gard kɔː. sa'pɔːtə(r) av ðə 'prezə'dent 'sɒlvə kiir 'hævɪŋ 'klæʃɪŋ wɪð trʊps 'lɔːl tu 'fɔːmər vaɪs 'prezə'dent rik Machar hu wɒz rɪ'mʊvd frəm hɪz puːst ə fju mænθs ə'ɡoʊ. ði ʌn ,rɪ'pɔːtəd 'faɪtɪŋ ɪn sɪks ʌv ðə 'kɑːntrɪz ten steɪts leɪt 'θɜːz.deɪ. 'rebl trʊp hæv sɪzd kən'troʊl ʌv ə ki taʊn Bor ə'baut tu 'hʌndrəd kə'lə ,mætɜːz frəm zə 'kæpətəl. 'rebelz 'ɔːlsoʊ ə'tækt ði ʌn 'kɑːmpaʊnd ɪn ðə 'bɔːdər taʊn ʌv Akobo ə'pɛrəntli, 'tɑːɡətɪŋ 'dʌzənz ʌv 'lʊkəl sə'vɪljənz hu besought 'refjuːdʒ ðeər. æt lɪst, tu ʌn 'soʊldʒɜːz wɜːr kɪld ɪn ði ə'tækt. ðə 'kɒnflɪkt kæn bɪ treɪs tu lɔŋ 'stændɪŋ 'tenʃənz bɪ'twɪn tu 'traɪbəl grʊps. ðə mə'dʒɔːrəti tɪnkə wɪʃ 'prezə'dent Kiir bɪ'lɔŋz tu ænd ðə nɔː wɪʃ ðə 'fɔːmər vaɪs 'prezə'dent Machar ɪz ðə 'membər. wen saʊθ su'dæn dɪ'kledrɪ ,ɪndɪ'pendəns frəm su'dæn ɪn 2008. Kiir ænd Machar dʒɔɪn 'fɔːsɪz ðɪs wɒz sə'puːzd tu pʊt ən end tu ðə 'tenʃən ænd ðen Machar wɒd fækt. Kiir hæz ə'kjʊzd hɪz 'fɔːmər vaɪs 'prezə'dent ʌv 'plætɪŋ ə ku. ði ʌn hæz dɪ'plɔɪd ten 'θəʊzənd pɪs 'kɪpɪŋ ,pɜːrsə'nel tu saʊθ su'dæn. dʒə'pæn hæz sent ə'raʊnd fɔː 'hʌndrəd ðer beɪs ɪn 'dʒʊbə, ðeɪ 'mɪʃən ɪz tu bɪld roʊd, 'dremədʒ 'dɪʃəz ænd 'lɒðər ,ɪnfɹə'strʌktʃər. ən ə'fɪʃəl frəm dʒə'pæn dɪ'fens 'mɪnəstri sez ðə 'vaɪələns hæz ʃeɪndʒd ðə praɪ'ɔːrətɪz. les ðæn θri jɜːz 'æftər ɪts bɜːθ saʊθ su'daːn ə'pɪrɪz tu dɪ'sendɪŋ 'ɪntu 'traɪbəl 'vaɪələns, ðə 'vɪktəmz ʌv jɪr ʌv 'sɪvəl wɜːr fɪər rɪ'tɜːn tu 'blʌd ʃed.

#### Appendix 4: Transcript of Biz and Tech, Hot Housing Market By Hajime Yoshino

This is a Tour for home buyer in a state of Alabama. The empathy spans include US and foreign investors they are looking at four properties on this day and very have about fifty minutes at each stop. Buyers have to make decision quickly otherwise, the houses will be gone from the market, most people are buying these properties for investment. Investor put most of their newly acquired properties up for rent. The numbers of such homes is increasing sharply. Rob Bloemker the CEO of the investment farm is one such investor. He rents out the home he bought at considerable prices. Those home were workforce during financial crisis. the flat he manages generates return of over seven percent in today low interest environment. But the housing market recovery is putting homes out of reach for many. Home prices in san francisco went up more than twenty percent over the past year. University lecturer hunter mack and his family of four lived in a rented house. They have been looking for a house for the past two years, owning a home is their dream. He risen through the raise of his budget from five hundred thousand dollars to six hundred and fifty thousand dollars. He price offers on ten properties but was beat out each time by people who had higher or cash offers. Soaring home prices have pushed down private home ownership to sixty five percent this year that's the lowest in eighteen years. Many are constant that the rabid impacts of investor money can slow the harsh grows of the US housing market off track.

#### Phonetic transcription

ðis ɪz ə tuə fər hoʊm 'baɪər ɪn ə steɪt əv 'ælə'bæmə. ði 'empəθi spænz ɪn 'klʊd əs ænd 'fɔrən ɪn 'vestərz ðeɪ ɑr 'lɒkɪŋ æt fər 'prəpɜrtɪz ʌn ðɪs deɪ ænd 'veri hæv ə 'baʊt 'fɪfti 'mɪnɪts æt ɪf stɒp. 'baɪərz hæv tu meɪk di'sɪzɪŋ 'kwɪkli 'ʌz əwaɪz, ðə 'haʊsəz wɪl bi ɡʊŋ frʌm ðə 'mɑrkət, moʊst 'pɪpəl ɑr 'baɪɪŋ ðɪz 'prəpɜrtɪz fər ɪn 'vestmənt. ɪn 'vestə pot moʊst əv ðər 'nʊli ə 'kwaɪərd 'prəpɜrtɪz ʌp fər rent. ðə 'nambə əv sʌf hoʊmz ɪz ɪn 'krɪsɪŋ 'ʃɑrpli. rəb 'bləʊmkər ðə si-i-oo əv ði ɪn 'vestmənt fɑrm ɪz wʌn sʌf ɪn 'vestə. hi rɛnts aʊt ðə hoʊm hi bʌt æt kən 'sɪdərəbəl 'praɪsəz. ðooz hoʊm wɜr 'wɜrk fɔrs 'dɔrɪŋ fə'nænʃəl 'kraɪsəs. ðə flæt hi 'mæniðɪz 'dʒenə'reɪts ɪn 'tæn əv 'oʊvər 'sevən pə'sent ɪn tə'deɪ ləʊ 'ɪntrəst ɪn 'vaɪrənmənt. bʌt ðə 'haʊzɪŋ 'mɑrkət ɪn 'kʌvri ɪz 'pʌtɪŋ hoʊmz aʊt əv rɪf fər 'meni. hoʊm 'praɪsəz ɪn sæn frʌnsɪsko went ʌp mɔr ðæn 'twenti pə'sent 'oʊvər ðə pæst ɪə;. 'jʊnə'vɜrsəti 'lektʃərər 'hʌntər mæk ænd hɪz 'fæməli əv fər laɪvd ɪn ə 'rentəd haʊs. ðeɪ hæv bɪn 'lɒkɪŋ fər ə haʊs fər ðə pæst tu jɪrz, 'oʊnɪŋ ə hoʊm ɪz zɛr drɪm. hi 'rɪzən θru ðə reɪz əv hɪz 'bʌdʒɪt frʌm faɪv 'hʌndrəd 'səʊznd 'dælərz tu sɪks 'hʌndrəd ænd 'fɪfti səʊznd 'dælərz. hi praɪs 'ɔfərz ʌn ten 'prəpɜrtɪz bʌt wʌz bɪt aʊt ɪf taɪm bʌr 'pɪpəl hu hæd 'haɪər ɔr kæʃ 'ɔfərz. 'sɔrɪŋ hoʊm 'praɪsəz hæv pʊft daʊn 'praɪvət hoʊm 'oʊnər ʃɪp tu 'sɪksɪ faɪv pər'sent ðɪs jɪr ðæts ðə 'loʊəst ɪn eɪ'tɪn jɪrz. 'meni ɑr 'kənstənt ðæt ðə 'ræbɪd 'ɪmprækt əv ɪn 'vestər 'mʌni kæn sɹəʊ ðə hɑ:rfɪ grəʊz əv ði əs 'haʊzɪŋ 'mɑrkət ɔf træk.



### Appendix 5: Transcript of 3.11, Forest Contamination Concern by Ryo Asami

Kawauchi is twenty kilometers from the Fukushima Daiichi Nuclear plant. Houses in the village are surrounded by forest. In November, Researchers from the Japan Acme Energy Agency conducted surveys to find out how far the contamination had spread. Now, they constantly measure the radiation in the woods. They start near the ground. They took readings in ten locations. The radiation in each place was much higher than what they measured in decontaminate to the neighborhoods. The researchers think leaves are emitting high levels of radiation. They wanted to identify any other sources so they test the forest soil. They gathered the fallen leaves and they collect the soil the depths of one, five and ten centimeters. They brought mobile labs to test the samples immediately. The result shows the soil contain more than fifty thousand Becquerel of radioactive substances per kilogram. It's nearly twice the level that ought to be treated as radioactive waste. The researchers are concern to substances as spreading beyond the forest. They say, Rain could spread radiation over the ground into rivers, they think it could flow to other areas where people live. We visited a residential area five kilometers from the surface side decontamination here was completed this spring, people have started returning to their homes. Most of the resident say the green up didn't up reduced the radiation level effectively, they say in some places it has even increased since the decontamination. The government is reluctant to re-launch decontamination efforts in forest. Official say they would need to extract in store past to amount of hazard's waste and they say cutting down trees and removing topsoil would destroy the environment. Village leader say homes are not safe until the forests are clean up. Only half the people of this village have been able to return home which concern that radiation levels would be remain high the rest unknown when they will be able to join them.

#### Phonetic transcription

Kawauchi iz 'twenti 'kɪləʊ, mi:təz frəm ðə Fukushima Daiichi 'nju:klɪə pɹɑ:nt. 'hɑʊzɪz ɪn ðə 'bɪlɪdʒ α: sə'raʊndɪd baɪ 'fɒrɪst. ɪn nəʊ'vembə, 'ri:sɜ:rtʃə frəm ðə dʒə'pæn ākumi 'enəʒɪ 'eɪdʒənsɪ kən'dakʌtɪd 'sɑ:vəɪs tu: fəʊnd aʊt hɑʊ fɑ: ðə kən'tæmɪ'neɪʃən hæd spred. nəʊ, ðeɪ 'kɒnstəntli meɜʊ ðə 'reɪdi'eɪʃən ɪn ðə wʊdʒ. ðeɪ stɑ:t nɪ ðə graʊnd. ðeɪ tʊk 'ri:dɪŋz ɪn ten læʊ'keɪʃənz. ðə 'reɪdi'eɪʃən ɪn i:ʃ pɹeɪs wʊz mʌʃ 'hɑ: ðæŋ wɒt ðeɪ 'meɜəd ɪn 'di:kən'tæmɪnt tu: ðə 'neɪbəhʊdʒ. ðə ri'sɜ:ʃəz θɪŋk li:vz α:r i'mɪtɪŋ hɑɪ 'levlz ɒv 'reɪdi'eɪʃən. zɛɪ 'wɒntɪd tu: aɪ'dentɪfəɪ 'eni 'ʌðə 'sɔ:sɪz səʊ ðeɪ test ðə 'fɒrɪst sɔɪl. ðeɪ 'geɜət ðə 'fɔ:lən li:vz ænd ðeɪ kə'lekt ðə sɔɪl ðə dɛpθs ɒv wʌn, faɪv ænd ten 'sɛntɪ'mi:təz. ðeɪ brɔ:t 'məʊbaɪl læbz tu: test ðə 'sɑ:mplz i'mi:dʒətli. ðə ri'zʌltʃəʊz ðə sɔɪl kən'teɪn mɔ:ə dæŋ 'fɪfti 'θɑʊzənd Bequerel ɒv 'reɪdɪəʊ'æktɪv 'sʌbstənsɪz pɜ: 'kɪləʊgræm. ɪts 'ni:li twaɪs ðə 'levl ðæt ɔ:t tu: bi: 'tri:tɪd æz 'reɪdɪəʊ'æktɪv weɪst. ðə ri'sɜ:ʃəz α: kən'sa:n tu: 'sʌbstənsɪz æz 'spredɪŋ bi'jɒnd ðə 'fɒrɪst. ðeɪ seɪ, reɪn kʊd spred 'reɪdi'eɪʃən 'əʊvə ðə graʊnd 'ɪntu: 'rɪvəz, ðeɪ θɪŋk ɪt kʊd fləʊ tu: 'ʌðər 'eəriəz weə 'pi:pl liv. wi: 'vɪzɪtɪd ə 'reɪzɪ'dɛnfəl 'eəriə faɪv 'kɪləʊ mi:təz frəm ðə 'sɜ:fɪs saɪd di:kən'tæmɪnʃn hɪə wʊz kəm'pli:tɪd ðɪs spɪŋ, 'pi:pl hæv 'stɑ:tɪd ri'tɜ:nɪŋ tu: ðeə həʊmz. məʊst ɒv ðə 'rezɪdənt seɪ ðə gri:n ʌp dɪdnt ʌp ri'dʒu:st ðə 'reɪdi'eɪʃən 'levl i'fektɪvli, ðeɪ seɪ ɪn sʌm 'pleɪsɪz ɪt hæv 'i:vən

m'kri:st sɪns ðə di:kən'tæmɪŋfn. ðə 'glɒnmənt ɪz rɪ'læktənt tu: rɪ'lɔ:ŋf di:kən'tæmɪŋfn' efəts m'fɔ:st. ə'fɪʃəl seɪ ðeɪ wʊd ni:d tu: 'ɛkstrækt m stə: pɑ:st tu: ə'maʊnt ɒv 'hæzədʒ wɛst ænd ðeɪ seɪ 'kʌtɪŋ daʊn tri:z ænd rɪ mu:vɪŋ 'tɒpsəɪl wʊd dɪs'trɔɪ ði m'vɑ:ɪəmənt. bɪlɪdʒ 'li:də seɪ həʊmz ə: nɒt seɪf ən'tɪl ðə fɔ:stɪs ə: kli:n ɹp. 'əʊnli hɑ:f ðə 'pi:pl ɒv ðɪs 'bɪlɪdʒ hæv bi:n 'eɪbl tu: rɪ'tɜ:n həʊm wɪʃ kən'sɜ:n ðæt 'reɪdɪ'eɪʃən 'levlz wʊd bi: rɪ'meɪn hɑ: ðə rest ən'nəʊn wen ðeɪ wɪl bi: 'eɪbl tu: dʒɔɪn ðem.





**Appendix 6: Berita Acara Bimbingan Skripsi****KEMENTERIAN PENDIDIKAN NASIONAL****UNIVERSITAS BRAWIJAYA****FAKULTAS ILMU BUDAYA**

Jalan Veteran Malang 65145

Telp./ Fax (0541) 575822 (direct)

E-mail: [fib\\_ub@ub.ac.id](mailto:fib_ub@ub.ac.id) <http://www.fib.ub.ac.id>**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama : Alfian Eka Putra Adi Sanjaya
2. NIM : 105110103111007
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Error Analysis and Phonology
5. Judul Skripsi : Pronunciation Errors by NHK WORLD TV  
Newline Reporters
6. Tanggal Mengajukan : 02 Oktober 2013
7. Tanggal Selesa :
8. Pembimbing : I. Drs. Lalu Merdi, M.A.  
II. Dra. Endang Sasanti, M.A.

Keterangan Konsultasi :

No	Tanggal	Materi	Pembimbing	Paraf
1.	02 Oktober 2013	Pengajuan judul skripsi	Pembimbing I	
2.	22 Oktober 2013	Pengajuan BAB I	Pembimbing I	
3.	22 Oktober 2013	Revisi BAB I	Pembimbing I	
4.	02 November 2013	Pengajuan BAB I	Pembimbing II	
5.	02 November 2013	Revisi BAB I	Pembimbing II	
6.	09 November 2013	Pengajuan BAB II-III	Pembimbing II	
7.	09 November 2013	Revisi BAB II-III	Pembimbing II	
8.	12 November 2013	Pengajuan BAB II	Pembimbing I	
9.	12 November 2013	Revisi BAB II	Pembimbing I	
10.	26 November 2013	Pengajuan BAB III	Pembimbing I	
11.	26 November 2013	Revisi BAB III	Pembimbing I	
14.	04 Desember 2013	ACC Sempro	Pembimbing I	
15.	07 Desember 2013	ACC Sempro	Pembimbing II	
16.	18 Desember 2013	Seminar Proposal	Pembimbing I	
17.	18 Desember 2013	Seminar Proposal	Pembimbing II	

18.	16 April 2014	Revisi BAB IV - V	Pembimbing I
19.	22 April 2014	Revisi BAB IV - V	Pembimbing II
	05 Juni 2014	ACC Semhas	Pembimbing I
	10 Juni 2014	ACC Semhas	Pembimbing II
20.	18 Juni 2014	Seminar Hasil	Pembimbing I
21.	18 Juni 2014	Seminar Hasil	Pembimbing II
22.	18 Juni 2014	Revisi setelah Seminar Hasil	Pembimbing I
24.	18 Juni 2014	Revisi setelah Seminar Hasil	Pembimbing II
25.	16 Juli 2014	ACC Ujian Skripsi	Pembimbing I
26.	16 Juli 2014	ACC Ujian Skripsi	Pembimbing II
27.	18 Agustus 2014	Ujian Skripsi	Pembimbing I
28.	18 Agustus 2014	Ujian Skripsi	Pembimbing II

9. Telah dievaluasi dan diuji dengan nilai :

Malang, Agustus 2014

Dosen Pembimbing I

Dosen Pembimbing II

Drs. Lalu Merdi, M.A  
NIP. 19441231 197903 1 003

Dra. Endang Sasanti, M.A  
NIP. 19510624 197903 2 002

Mengetahui,  
Ketua Jurusan Bahasa dan Sastra

Ismatul Khasanah, M.Ed., Ph.D.  
NIP. 19750518 200501 2 001