

**AN ERROR ANALYSIS OF ENGLISH VOICELESS CONSONANT [P], [T], [K]
AT SMA SWASTA DHARMA PANCASILA MEDAN**

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ABSTRACT

The aim of this research is to find the percentage of students' error in pronunciation of voiceless consonant [p],[t],and [k] and also to find out the dominant error most often made by the first grade of SMA Swasta Dharma Pancasila. This research use qualitative method. The population of this research was the first grade SMA Swasta Dharma Pancasila and the sample was X IIS-1. We only researching 30 students. Then they were given 30 word tests containing English voiceless consonant [p], [t], and [k] to be pronounced and recorded. Recording that have been collected as sources of the data.

The results of this study indicate that the level of student error in spoken English [p] and [k] consonants is good with consonant percentages [p] 38.4%, consonants [k] 48.3%, but they are fair in spoken consonant sounds [t] with a percentage of 59.7%

Based on the result of this research, We suggest that the students need to learn and practice more about pronunciation of voiceless consonant [p],[t],and [k] to improve their ability in pronunciation English words. For the teachers,Teacher should give more exercise or practice for students in pronunciation of voiceless consonant [p], [t], [k]. Not only that consonant, but the students must study about all the word of English pronunciation. And the teacher must also learn more about how to pronounce and intonate correctly in teaching words from consonant words.

Keyword : *Error Analysis, Pronunciation, Voiceless Consonant*

1. INTRODUCTION

Language is one of the most fundamental aspects of human behaviour and the development of language into a refined instrument of expression and communication is probably man's greatest achievement. Linguistics is the study of language in all its forms, and is thus of direct relevance to all users of language. Every human being is born into a speech community and uses language throughout his whole life: in this sense everyone is a linguist.

Language is very important in daily life communication. As well as with English which is an international language that almost all the world uses it. English is the language used as communication when we are in another country. In English there are four skills that must be mastered by students, namely speaking, writing, reading and listening. From the four skills above, this study refers to pronunciation in which statements are part of speaking.

Speaking is a skill to express ideas, opinions to provide information to the recipient of the message. English language skills are very important by paying attention to statements in phonetic transcription.

The definition of pronunciation in Dictionary is the way words are spoken. Sometimes you can tell where someone is from by their pronunciation of certain words. Pronunciation is one of the hardest parts of learning a new language. Spoken language consists of successions of sounds emitted by the organ speech, together with certain attributes. These successions of sounds are composed of speech sounds proper and glides. Speech sounds are certain acoustic effects voluntarily produced by the organ speech, they are the result of definite actions performed by these organ. A glide is the incidental transitory sounds produced when the organ speech are passing from the position for one speech sound to that another by the most direct route.

According to Peter Roach (1943); the words vowel and consonant are very familiar ones, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean. If we say that the difference between vowels and consonants is a difference in the way that they are produced, there will inevitably be some cases of uncertainty or disagreement; this is a problem that cannot be avoided.

The background of this research is that we wanted each student to know how the words or sounds are pronounced. That research is focused on the error analysis of students in ability of

Voiceless consonant [p], [t], [k] by first grade students of 2018/2019 in SMA Swasta Dharma Pancasila Medan tried to correct the error of voiceless consonant [p], [t], [k] and how is the right voiceless consonant [p], [t], [k] for the students in everyday life.

The aim of this study was to determine the errors made by students in SMA Swasta Dharma Pancasila Medan in using voiceless consonants [p], [t], [k], find out the students' ability to use voiceless consonants, and find more dominant errors that were made by students in using voiceless consonants [p], [t], [k].

2. METHOD

The design of this research analyzed by descriptive qualitative method, which means that the aim to described the existing conditions of students error in using English Voiceless Consonant [p], [t], [k]. This research only finding the fact and the decoded into the types of errors made by students.

This research conducted at SMA Swasta Dharma Pancasila Medan. There are some reason the researcher chooses this school as research object, such as :

1. Because this research not to used in this school
2. The researcher wanted to know and described the common types of errors and the dominant students' erros of Student's pronunciation in using English Voiceless Consonant [p], [t], [k].
3. The researcher wanted to know how they can to corrected the problems of students to using the English Voiceless Consonant [p], [t], [k].

Based on the identification of the problem, the researcher limits the discussion of the research only on concerning errors made by the students in learning English Voiceless Consonant [p], [t], [k] at SMA Swasta Dharma Pancasila Medan. To specify this problem, the specific research questions are formulated as follow:

1. What are the most errors made by the students in using voiceless consonant [p], [t], [k]?
2. Why do the students commit errors in using voiceless consonant [p], [t], [k]?
3. How the teachers do to correct the error of using voiceless consonant [p], [t], [k]?

The subject of the research analyzed for the First Grade of SMA Swasta Dharma Pancasila Medan. There are one class and it consists of 30 students.

In collecting the data, the students given word tests by researcher. Word tests that to speak in front of the class and tell the words of Voiceless Consonant [p], [t], [k] that the researcher made before the lesson started and mention the words that have been prepared.

The data analyzed by using these steps :

- a. First, the researcher provided a list of words containing 30 words. It is 10 for Consonant [p], 10 for Consonant [t], and 10 for Consonant [k].
- b. Second, the researcher explained voiceless consonant [p],[t] and [k].
- c. Third, the researcher asked the students to pronounce words.
- d. Fourth, the researcher recorded every words that spoken by students.
- e. The researcher analyzed the errors in the pronunciation of students.
- f. The researcher found the errors that are pronounced by students in used the Consonant [p], [t], and [k].

3. FINDING

3.1 Data

The data of the research were students' error in pronunciation of Voiceless Consonant [p], [t], [k]. The subject in this research were X IIS 1 class. Which was consists of 30 students. They were given 30 words of voiceless consonant [p], [t], [k]. The research conducted at SMA Swasta DharmaPancasila and this research was held on 19th November 2019. The researcher made words test to know the students' error in pronunciation of voiceless consonant [p], [t], [k]. The result of the data are able shown in the following table.

3.2 Data Analysis

Data Analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusion and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains.

In this study, the researcher used error analysis to found out of the error and then found the data that analyzed to described the error clearly. In analyzing the students' errors, the writer used some procedures as follows :

1. Checking the students' errors
2. Analyzed the errors based on its words
3. Classifying the clearly.

To find the errors made by students we use formula.

Formula :

$$x = \frac{\Sigma Er}{\Sigma w} \times 100 \%$$

x : the percentage of error proportion

Er : frequency of each kind of plosive mistakes occurrence

w : Plosive sounds

Σ : the sum of

The Percentage of Right and Wrong Pronunciation Made by Students

Words	Students' Pronunciation			
	Right		Wrong	
	Number	Percentage	Number	Percentage
Pen Pal	26	87	4	13
Paper	25	83	5	17
Page	16	53	14	47
Peck	18	60	12	40
Picture	16	53	14	47
Plate	21	70	9	30
Pickle	18	60	12	40
Plant	17	57	13	43
Paint	12	40	18	60
People	16	53	14	47
Attend	8	27	22	73
Train	13	43	17	57
Terrific	10	33	20	67
Taking	12	40	18	60
Trip	12	40	18	60
Time	13	43	17	57
Tree	11	37	19	63
Twelve	11	37	19	63

Toys	15	50	15	50
Try	16	53	14	47
Captain	14	47	16	53
Book	12	40	18	60
Character	12	40	18	60
Account	11	37	19	63
Music	12	40	18	60
Back	15	50	15	50
Kangaroo	14	47	16	53
Candy	25	83	5	17
Cat	22	73	8	27
Kind	18	60	12	40
Total	461	1.536	439	1.464

The mean of the correct pronunciation is $1536 : 30 = 51.2 \%$

The mean of the incorrect pronunciation is $1464 : 30 = 48.8 \%$

From the table of the data above, we can find the result that the percentage of wrong pronunciation is less than the right one. After the number and the percentage of wrong and right pronunciation, I also accounted the proportion of errors made by each student in pronouncing the words voiceless consonant [p],[t],and [k]

The Proportion of Error Frequency Made by the Students

No	Name	Number of Words	Frequency of Error	Proportion
1.	ADRIANSYAH	30	13	43
2.	APRILLIA UTAMI	30	8	27
3.	ARIEF FHADILLAH	30	17	57
4.	AULIA PUTRI	30	2	7
5.	BALQIS SALSABILA	30	4	13
6.	CANDRIKA GALASKA	30	2	7
7.	DEDEK LAILAN FAHIRA	30	23	77
8.	DEVI SILVIA SETIAWAN	30	18	60
9.	EGY ARDIAS SOLIN	30	19	63
10.	HANS ERNEST SURBAKTI	30	26	87
11.	HELA FASELA	30	10	33
12.	INE FEBYOLA	30	15	50
13.	JEREMY PRANATA B.	30	27	90
14.	JUWITA SORMIN	30	25	83
15.	KURNILIA FAHIRA H	30	24	80
16.	MELA ROIDO S.	30	1	3
17.	MONICA INDI H.	30	23	77
18.	NADIA ALYSSA	30	2	7
19.	NADIYA	30	23	77

20.	NURENZY TURAHMI	30	4	13
21.	PERBU ANSEN SANJAYA	30	5	17
22.	PRIAN HAFIZH N.	30	24	80
23.	PUTRI AISYAH RAY	30	27	90
24.	PUTRI ALIFIA DAFINA	30	2	7
25.	RIEKE CORRY	30	2	7
26.	SAN CHRISTO IGLESSIUS	30	13	43
27.	SAR WOEDI WIBOWO	30	29	97
28.	SRI WAHYUNI	30	7	23
29.	VICTORIA GRACE DAELY	30	17	57
30	YANDI ALEXANDER G.	30	27	90
Total			439	1465

4. DISCUSSION

The relationship between this theory and the results are very easy to find. Because, in conducted our research, we use a method that we think it's very easy of finding the errors made by students in pronunciation of voiceless consonant [p], [t], and [k].

And we also use a good formula in finding the percentage of student's errors in each words are given and spoken by them. It is caused by their lack of understanding of pronunciation of English, so they often use or said a word or a sentence to be wrong in learning English.

From the table above, we can accounted that proportion the errors by dividing the percentage of the total errors, which is 1465 by the total number of the errors 439. The average of percentage is 48,8%.

To know whether each of these numbers is perfect, good, enough, or poor the following category is used,

Number of errors in Percentage	Level of ability
0 – 25%	Perfect
26 – 50%	Good
51 – 75%	Enough
76 – 100%	Poor

From the category above, we can see that the percentage of the data research 48,8 % included level of ability “Good”. The level of student error in spoken English [p] and [k] consonants is good with consonant percentages [p] 38.4%, consonants [k] 48.3%, but they are fair in spoken consonant sounds [t] with a percentage of 59.7%.

5. CONCLUSION

After collecting and analyzing of the data, we can found some conclusion. In this research the researcher analyzed the students’ error made by students in pronouncing the voiceless consonant [p], [t], and [k]. Based on the data analysis the researcher found that the students made 439 errors out of the total number of the 30 words containing voiceless consonant [p], [t], and [k]. The error proportion of the 30 students is 48.8%. Based on the category of number the percentage, this percentage shows that the pronunciations of the first grade students at SMA Swasta Dharma Pancasila are considered good.

For the first category that is voiceless consonant [p], we obtained 38,4% errors out of the whole occurrence [p]. The second category that is voiceless consonant [t], we obtained 59,7% errors out of the whole occurrence [t] that pronounced by the whole students. The third category that is voiceless consonant [k], we obtained 48,3% errors.

Based on the conclusion above, the researcher suggest the following :

a. For the Teacher

Teacher should give more exercise or practice for students in pronunciation of voiceless consonant [p], [t], [k]. Not only that consonant, but the students must study about all the word of English pronunciation. And the teacher must also learn more about how to pronounce and intonate correctly in teaching words from consonant words.

b. For the Student

Students must improve their speaking skills and improve their pronunciation. So, it is easy for them to read and understand how the intonation or pronunciation of the vocabulary.

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