INVESTIGATION STUDENT'S ERRORS IN PRONOUNCING PLOSIVE CONSONANTS AT SMA NEGERI 3 KERINCI

A THESIS



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OFFICIAL NOTE

بسم الله الرحمن الرحيم

Assalamulaikum Wr, Wb.

After guiding, analyzing, briefing, and correcting, the writing of **Suci Erawati** thesis with the student number is **2110203009** entitled ***"INVESTIGATION STUDENT'S ERRORS IN PRONOUNCING PLOSIVE CONSONANTS AT SMA NEGERI 3 KERINCI"***, we think that this thesis has met the qualification as one of partial fulfillment for an undergraduate degree of English Teaching in The Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

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Wassalamu'alaikum Warahmatullah Waberakatuh

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CERTIFICATE OF ORIGINALITY

The researcher here by declares the thesis entitled **"INVESTIGATION STUDENT'S ERRORS IN PRONOUNCING PLOSIVE CONSONANTS AT SMA NEGERI 3 KERINCI"** is the researcher's work and that to the best of the researcher's knowledge and belief, it contains no material previously published orwrittenby another person, or material which to a substantial extent has been accepted for the award of any other educational institutions, except where due acknowledgement is made in this thesis. Any contribution made by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expression is acknowledge.

Sungai Penuh, April 2025

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APPROVAL AND ACCEPTANCE

This thesis with entitled " **INVESTIGATION STUDENT'S ERRORS IN PRONOUNCING PLOSIVE CONSONANTS AT SMA NEGERI 3 KERINCI**" by **Suci Erawati** with students' number **2110203009** has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on This 15 Mei 2025 Thesis is submitted as a Partial fulfillment of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

Suci Erawati, 2021	**:**	Investigation Students Errors in Pronouncing Plosive Consonants at SMA Negeri 3 Kerinci
Advisors	**:**	**1. Dr.RODI HARTONO. S.Pd., M.Pd**
		2. REKO HARY PUTRA, M.Pd
Key words	**:**	Errors, Pronouncing, Plosive, Consonants

Penelitian ini mengkaji kesalahan yang dilakukan siswa kelas XI SMA N 3 Kerinci dalam mengucapkan Plosive Consonants. Penelitian ini bertujuan untuk menganalisis pengucapan kesalahan Plosive Consonants yang dilakukan siswa dan penyebab kesalahan tersebut. Penelitian ini menggunakan desain penelitian kualitatif deskriptif, dengan memanfaatkan rekaman dan wawancara untuk mengumpulkan data. Temuan penelitian menunjukkan bahwa siswa sering melakukan kesalahan dalam mengucapkan Plosive Consonants bilabial dan alveolar. Kesalahan yang umum terjadi adalah tidak adanya bunyi letupan atau letupan kecil dan penempatan lidah atau bibir yang tidak tepat. Kesalahan ini sering kali disebabkan oleh pengaruh bahasa ibu siswa, keterbatasan paparan terhadap pelafalan bahasa Inggris, dan kurangnya latihan. Penelitian ini difokuskan pada Plosive Consonants bilabial dan alveolar. Penelitian selanjutnya dapat mengkaji kesalahan pada jenis konsonan lain, seperti frikatif, afrikat, atau nasal, untuk memberikan pemahaman yang lebih komprehensif tentang tantangan pelafalan yang dihadapi siswa.

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ABSTRACT

Suci Erawati, 2021 : Investigation Students Errors in Pronouncing Plosive Consonants at SMA Negeri 3 Kerinci

Advisors : **1. Dr.RODI HARTONO. S.Pd., M.Pd**

2. REKO HARY PUTRA,M.Pd

Key words : Errors, Pronouncing, Plosive, Consonants

This study investigates the errors made by students of class XI at SMA N 3 Kerinci in pronouncing plosive consonants. This study aims to analyze the plosive consonant errors made by students and the causes of these errors. The study employs a descriptive qualitative research design, utilizing recordings and interviews to collect data. The findings indicate that students frequently make errors in pronouncing bilabial and alveolar plosive consonants. Common errors include the absence of a small explosion or popping sound and the incorrect placement of the tongue or lips. These errors are often attributed to the influence of the students' mother tongue, limited exposure to English pronunciation, and insufficient practice. The study focused on bilabial and alveolar plosives. Future studies could investigate errors in other consonant types, such as fricatives, affricates, or nasals, to provide a more comprehensive understanding of the pronunciation challenges students face.

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DEDICATION AND MOTTO

DEDICATION

I dedication this thesis to:

1. My beloved mother and father and my beloved family. To the first love and the gate of heaven, Mr. Asrul and Mrs. Evi Depianti. Thank you for all the love, prayers, and support in the form of moral and material that are infinite so that the author is able to complete his undergraduate studies to completion at State Islamic Institute of Kerinci.
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MOTTO

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

"Keep trying and believe"

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَاۗ

Artinya: "Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya"

(Q.S AL-Baqarah: 286)

"Orang tua dirumah menanti kepulanganmu dengan hasil yang membanggakan, jangan kecewakan mereka. Simpan keluhmu, sebab letihmu tak sebanding dengan perjuangan mereka menghidupimu".

"Aku membahayakan nyawa ibu untuk lahir kedunia, jadi tidak mungkin aku tidak ada artinya."

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الحمد لله الحَمْدُ لِلهِ رَبِّ العَا لِمِيْنَ وَ بِهِ نَسْتَعِيْنُ عَلَى أُمُورِ الدُّنْيَا وَالدِّيْنِ وَ الصَّلَاةُ السَّلَامُ وَ عَلَى أَصْرَفِ الأَنْبِيَاءِ المُرْسَلِينَ وَ عَلَى وَ آلِهِ وَالصَّحْبِهِ .أَجْمَعِيْنُ بَعْدُ أَمَّا

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The Researcher

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CHAPTER I

INTRODUCTION

1. Background of the problem

Pronunciation is the use of a sound system in speaking (speaking) and listening (listening). In this case, pronunciation is only defined as the actions that occur in speaking and listening, Lado does not mention how the sound is produced (Lado 1964). Pronunciation is the way in which the words of a language are made to sound when speaking. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect (Yates, 2010).

According to Brown (2001), pronunciation, referred to as Psychomotor skills, is an essential part of communicative competence—the primary goal of language instruction. Pronunciation involves the ability to utilize a word's proper stress, rhythm, and intonation in verbal communication. In conversations about pronunciation, we concentrate on the word as a whole instead of particular sounds such as articulation. Learning English frequently encounters mistakes and difficulties. Currently, numerous students struggle with pronunciation; they perceive that saying English words is a challenging task. This is due to their tongues being unaccustomed to articulating certain words that they infrequently say. In other terms, it differs from their native language. Many

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of them frequently encounter mistakes when pronouncing English words. They articulate English words in the same way they articulate Indonesian words.

According to Ramelan (1977) the challenges that students encounter when they pick up new vocabulary, sound systems, and sentence construction techniques. Speakers' first language has influenced the other languages they learn in everyday social interactions. Because the system languages function differently, learning English will be challenging for speakers of Jawa and Sunda, who have traditionally used their native tongue as their first regional language. Speakers have been using their mother tongue since they were young, and these habits are engrained. The rules governing their mother tongue govern their movements and sound production. Hence, the challenge of adjusting to variations in foreign language sound production. Their language system (L1) and English (L2) differ phonologically, which contributes to the phonological component of the challenge.

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Plosive sounds are made by abruptly releasing air that has been stopped somewhere in the vocal passage or mouth. (Syafei 1988). The majority of students had weak pronunciations of plosive consonants, such as /pʰ/, /tʰ/, and /kʰ/, which do not explode in first words. After transcribing their recordings, the researcher can identify their mistakes, for instance in the part, table, and call. The aspiration /h/ was deleted from each phoneme's plosive voiceless consonant sounds (/p/, /t/, and /k/) by the

students, which is incorrect. It was supposed to be [pʧart], [tʰeɪbəl], and [kʰɔl], but the learners only articulated words such as [part], [teɪbəl], and [kɔl]. The initial voiceless plosive consonants, /ʰ/, were not aspirated by those speakers. Ramelan (2003:109) indicates that the key characteristic of producing plosive consonants involves forming a total obstruction at a certain place in the vocal tract and subsequently releasing air abruptly to generate an explosive sound. Scientists worldwide are carrying out numerous studies to address the challenge of mastering plosive sounds. The researcher discovered multiple studies that likewise investigated plosive sounds. Muis (2008) carried out a study that centered solely on the voiced plosives [b, d, g]. It seems that the scope of his study was confined to evaluating participants' capability to generate voiced plosives by having them articulate words that solely featured these sounds.

Another one was conducted by Hardiany (2007) where she focused her studies on the English voiceless plosive sounds [p, t, k] exclusively. A small percentage of her subjects mispronounced some English voiceless plosive consonants in unstressed syllables, whereas most people mispronounced voiceless plosive consonants in stressed syllables. The most intriguing study was carried out by Jaya (2008), who analyzed all the plosive sounds [p, t, k, b, d, g] involving fifth-semester students from the English Department of Semarang State University. He discovered that the students are regarded as proficient in articulating the plosive consonant sounds. English education students also experience difficulties in certain

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speaking skills when pronouncing words that contain voiceless plosives (/p/, /t/, /k/). When pronouncing certain words, such as /p/, /t/, and /k/ in the first word (beginning), there are more errors.

Word cards are part of vocabulary learning techniques. There are many techniques used to train students' vocabulary, but researchers choose to use word cards to find out pronunciation errors in plosive consonants. Zuhri and Salman (2022) mentioned Nugroho et al. stating that word cards act as helpful tools to aid teachers and students in the educational process. According to Gairns et al. (2015), media can serve purposes such as practice, presentation, revision, and testing. Hence, using media in the teaching and learning process will be effective. Furthermore, this study examines grade XI students who are in the midst of transitioning into adulthood while still holding onto elements of childhood.

According to Atiningsih et al. (2022), Word cards function as a reading strategy that aligns the eyes and mouth, enhances vocabulary, and increases children's self-esteem. Word cards are rectangular cards that display simple words for children to understand. Word cards aid in nurturing the growth of your students. Words consist of letters that are combined in a way that conveys meaning. In this scenario, a lot of students are unable to carry out tasks that show children's skill in recognizing objects through the association of one object with another. Moreover, these children find it difficult to participate in activities that demonstrate their ability to recognize objects by their correct names.

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Based on the prelimirary observation research in 11 September 2024 with English teachers at SMA N 03 Kerinci whom the researcher previously knew, the researcher analysis the pronunciation of words that include voiceless plosive consonants, and the researcher identified numerous mistakes in pronouncing voiceless plosive consonants. The researcher discovered that the majority of students pronounce plosive consonants using weak sounds. This prompted the researcher to choose an analysis of students' mistakes in pronouncing voiceless plosive consonants, due to the limited prior research on this topic within the context of English Education at Senior High Schools. This study aims to analyze pronunciation errors in voiceless plosive consonants, specifically bilabial (/b/, /p/) and alveolar (/t/, /d/) sounds, made by grade XI students at SMAN 03 Kerinci, as mentioned above. Therefore, the researcher entitled ***"Investigation Student's Errors In Pronouncing Plosive Consonants: By Harnessing Word Card".***

B. Identification of The Problem

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Based on the background that has been described above, the problem can be identified. The difficulties faced by students of class XI SMAN 3 Kerinci in pronouncing plosive consonants correctly in English. Most students pronounce plosive consonants that have a weak sound. Then the researcher examined the mistakes made by students in pronouncing bilabial voiceless plosive consonants (/b/, /p/), and alveolar (/t/, /d/).

because previous researcher have studied voiced plosive consonants (/k/, /g/).

C. Limitation of Research

This research is constrained to the analysis of pronunciation errors of voiceless plosive consonants, namely bilabial (/b/, /p/), and alveolar (/t/, /d/) conducted on class XI students of SMA N 03 Kerinci in the 2024/2025 academic year.

D. Research Questions

Based on the background above, the following research questions were formulated:

1. What errors in pronunciation of plosive consonants are most often made by students at SMAN 3 Kerinci?
2. What are the primary causes of these pronunciation errors?

E. The Objectives of the Research

Based on the research question above, the objectives of this research were formulated:

1. To find errors in pronunciation of plosive consonants are most often made by students at SMAN 3 Kerinci.
2. To find what are the primary causes of these pronunciation errors.

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F. Significances of the Research

This research were expect to be useful information for many people in the learning process, such as:

1. For education, The outcome of this study is anticipated to contribute both theoretically and practically to the advancement of English teaching.
2. For the researcher, this research is anticipated to provide insights or contributions to other investigators looking to carry out more intricate studies.

G. Definition of the Keyword

To avoid misunderstanding, the researcher explain some words used in the title of this thesis

1. Pronunciation refers to how the words of a language sound when spoken. Even if they commit mistakes in other aspects, learners who pronounce English well are more apt to be comprehended. Conversely, those whose pronunciation is hard to grasp will not be comprehended, even with flawless grammar (Yates, 2010).
2. Plosive sounds occur when the airflow is briefly stopped at a specific location in the mouth or vocal tract and then released suddenly. (Syafei 1988:18).
3. Word cards serve as a reading strategy that can aid in eye-mouth synchronization, vocabulary enhancement, and confidence building in

children. Word cards are rectangular cards that showcase child-friendly words. According to Atiningsih et al. (2022), word cards function as a resource to help your students grow.

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CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Pronunciation

a. Definition of Pronunciation

The pronunciation of a language refers to how its words sound when spoken. Even if they commit mistakes in other aspects, learners who pronounce English well are more apt to be comprehended. Conversely, those whose pronunciation is hard to grasp will not be comprehended, even with flawless grammar (Yates, 2010). According to the Oxford Advanced Learner's Dictionary (2005), pronunciation is defined as the manner in which a specific language, word, or sound is articulated. According to Dalton and Seidlhofer (1994), pronunciation can be broadly defined as a tool that forms part of the code in a specific language, involving both production and perception to convey a message's meaning.

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Cook (1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language (Abbas, 2016). According to Ellis, a key factor in effective speaking is good pronunciation. According to Kwandee (2018), the first

and most crucial aspect that native speakers notice in a conversation is pronunciation.

The researcher concludes from the arguments about pronunciation that it is the means of communication that aids listeners in understanding or extracting meaning from our words. For this reason, it is essential for students to understand, particularly for SMA students, that when they speak in English, they must articulate words clearly so that the audience comprehends their meaning.

b. Pronunciation Features

According to Kelly (2001), pronunciation comprises two elements: supra-segmental features and phonemes. Phonemes consist of the various sounds that make up a language. Voiced or unvoiced (also known as voiceless) sounds may occur. Voiced sounds are produced when the vocal cords in the larynx vibrate, whereas voiceless sounds do not involve this vibration. In order to produce the sound /f/, exhale steadily while placing your upper teeth on your lower lip. This will help you notice the distinction between /f/ and /v/. Then, add vocalization to create /v/. As you do this, grasp the Adam's apple; it will feel the vibration.

A syllable is created by the sounds generated from a single pulse of air from the chest. At its simplest, a syllable includes a vowel phoneme. A syllable may contain, in addition to the vowel, one or more consonants

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that are positioned on either side of the vowel or both. A phonological unit made up of one or several phonemes is known as a syllable. Each syllable contains a nucleus, in most cases a vowel (though it may also be a syllabic liquid or nasal).

2. Phonologycal and Interference L1

According to David (2005), Phonology constitutes one of the fundamental areas within the field of linguistics, which is characterized as the scientific study of language structure. A method for grasping the focus of phonology is to set it in opposition to other linguistic disciplines. Phonology, which examines the sound structure of language, differs from syntax (the study of sentence structure), morphology (the study of word structure), and historical linguistics (the study of how languages evolve over time). A succinct way to express this is as follows:. According to Parviz (2005), phonology encompasses the examination of every facet of a language's auditory elements and audio setup. It consists of two main sub-disciplines: (a) phonetics and (b) phonemics. Richard (2009) defines phonology in a similar manner, describing it as the study of sound systems.

Interference, language transfer, and cross-linguistic influence are collectively referred to as interlingual errors. As stated by Heydari and Mohammad (2012), Interlingual errors (Mother-tongue influence) are influenced by native languages that interfere with learning the target language. According to Richard (1974), when foreign language learners make errors in the target language due to the influence of their mother

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tongue, this phenomenon is referred to as interlingual. 50As the example, English foreign learners say "/sIp /" for "sheep". All these errors are due to adverse interlingual transfer. Although it is not always obvious that an error results from a transfer from the first language, many such mistakes can be found in learner speech.

Ramelan (1977) states that the challenges encountered by learners are linked to acquiring new sound systems, unfamiliar vocabulary, and different methods of structuring words in sentences. The primary language used by individuals in everyday social interactions has impacted the other languages they acquire. Speakers of the Jawa and Sunda languages have utilized their local language as a primary regional language, but acquiring English will prove challenging due to the differing structures of these languages. From a young age, speakers have utilized their native language, and these practices are firmly established. Movement and the manner in which they generate sounds are governed by the principles of their native language. Consequently, the challenge of adjusting to alterations in producing sounds of foreign languages. The phonological aspect of the challenge arises from phonological differences between their native language (L1) and English (L2). Kopke & Genevska (2018) state that when an individual shifts from speaking one language to multiple languages, their different languages start to engage and influence each other instead of staying separate.

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According to Sayer & Aghai (2016), consonant and vowel systems vary across languages, and the specific set of sounds used in a particular language is known as its phonological inventory. They claimed that Standard American English contains 24 consonants and 22 vowels and diphthongs, whereas the Persian alphabet comprises 32 letters. The Persian language contains eleven vowels and diphthongs that do not change in the course of casual talk. Furthermore, English is categorized as a stress-timed language, whereas Persian is classified as a syllable- scheduled language. As noted by Aghai and Sayer (2016), Ferguson (1957) stated that a word in Persian said alone has one syllable that carries greater stress. Nonetheless, when articulated in a sentence, the identical syllable is stressed, or the term lacks a syllable. Aghai,at.al (2016) study indicated that the mistakes made by beginner-level students were linked to the transfer of behaviors learned from their L1 to their L2. Nonetheless, students at intermediate and advanced levels committed fewer mistakes while producing segmental features of the English language; however, they exhibited the same errors as beginner learners when working on suprasegmental aspects of English.

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As stated by Abdollahnejad (2020), English includes two high front (/i:/ & /ɪ/) and back (/u:/ & /ʊ/) vowels, while Persian features only one high front vowel /i/ and a single high back vowel /u/. For native Persian speakers of English, the English front vowels /i: & ɪ/ ought to be merged with their native front vowel /i/, while the English back vowels /u: & ʊ/ should be unified with their back vowel /u/. He examines the qualitative and

quantitative characteristics of English tense and lax vowels in the L2 speech output of individuals whose native language is Persian. A comparison was made between ten proficient female L1 Persian speakers of English and a control group of ten female native English speakers to produce these vowels in both open and closed syllables. The findings revealed that, while native English speakers utilized both quality and quantity, L1 Persian speakers struggled to understand this difference in L2 English on both counts. However, challenges arose in acquiring L2 phonetic attributes as opposed to phonological ones.

As stated by Jabbari (2011), languages possess unique sound systems that may resemble or differ from those of other languages in multiple aspects. Due to the phonological rules of the learner's native language, obtaining words from alternative phonological structures is difficult and results in re-syllabification. This occurrence may lead to the exclusion of specific consonants or the addition of a vowel sound between a pair of consonants. The scholars investigated the syllabification of initial and final consonant clusters in English by L1 Persian students, considering the structural differences between their representations and the phonotactic constraints of both English and Persian. The results of the study indicate that while onset clusters were re-syllabified through epenthesis, coda clusters were omitted, suggesting a negative transfer from Persian to English.

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Thus, structural phonological differences between the mother tongue (L1) and the target language (L2) are the main cause of errors made by learners, especially at the beginning level. Although advanced learners may be more proficient in segmental features (consonants and vowels), they can still make errors in suprasegmental features such as intonation and stress.

1) The Articulation of Phonemes

a). The articulation of vowels

According to Robert Rodman (2003), Vowels are produced when the airstream is voiced by vibrating the vocal cords in the larynx, and then molded by the tongue and lips to change the overall shape of the mouth.

b). The articulation of consonants

As mentioned earlier, consonants may be either voiced or unvoiced. The pronunciation of /p/ and /b/ is essentially identical, differing solely in that /b/ is voiced while /p/ is voiceless. Since the force required to produce /p/ is greater than that for /b/, the labels fortis (strong) and lenis (weak) are occasionally used. In addition to whether or not they are voiced, consonants can be described by how and where they are articulated.

As the airstream moves from the lungs and exits through the mouth and nose, its interaction varies for different speech sounds. It might can be obstructed or partly obstructed; the vocal cords may

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either vibrate or remain motionless. This is known as the mode of articulation (Victoria, 2003). Utilizing both voiced and voiceless sounds. While airflow occurs, the vocal cords are separated, allowing air to flow freely through the glottis and supraglottal spaces. The generated sounds are voiceless, as illustrated by [p], [t], [k], and [s] in the English words seep [sip], seat [sit], and seek [sik] (Robert, 2003).

2). Aspiration

Aspiration is defined as "pronunciation accompanied by breathing out (Parviz, OpCit, p. 144). Voiceless stop consonants that appear at the start of a word are frequently articulated with this extra breath. An aspirated sound is represented by placing a phonetic symbol next to an elevated h.

Table 1.1 Aspirated stops

Example	**Phonetic Symbol**
pool	[p h uwl];
top	[thɑp];
coop	[k h uwp];
pit	[p h ɪt];
tin	[t h ɪn]
kill	[k h ɪl];
pen	[phɛn];
come	[khʌm];
cube	[k h yuwb].

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Table 1.2 Unaspirated Stops

Example	Phonetic Syimbol
spool	[spuwl];
stay	[steɪ];
school	[skuwl];
speak	[spi:k];
stick	[stɪk];
scan	[skæn];
sap	[sæp];
sat	[sæt];

These Sounds are referred to as aspirated due to an extra burst of air escaping through the open glottis. However, when our lips part to articulate the p in spit, our vocal cords start vibrating. These sounds are not produced by exhalation. In contrast to the unaspirated t in stick and the skin, the aspirated voiceless stops are the t in tick and the k in kin. While holding your hand about two inches in front of your mouth, say "pit.". It will detect an air puff, which it won't detect when it spits.

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2. Plosive Consonants

a. Definition of Plosive Consonants

Plosive sounds are a type of sound that is still difficult for many students to pronounce. These sounds consist of [p, t, k, b, d, g]. Although these sounds may not be completely new because they exist in Indonesian, their articulation varies in English. Aspirated sounds are included to

produce these sounds, which seem to include some form of plosives in their production. These sounds are also rather difficult to produce because of the subcategories such as voiced and voiceless sounds. Voiced sounds can be simply defined as sounds produced by vibrating vocal cords. Meanwhile, voiceless sounds are sounds produced without vibration of the vocal cords. (Ramelan, 2003). Indonesian students are not used to this type of behavior in pronunciation. Thus, they ought to recognize and practice their correct pronunciation.

A plosive consonant occurs when airflow is completely halted at a specific location in the speech tract. And afterwards, the air is let out abruptly, resulting in a loud bang. Furthermore, stops are produced by completely blocking the airflow (Kreidler, 2004).

Based on Roach (2009), Plosives are consonant articulations that have the following features:

1. Two articulators are moved in opposition to each other, or one is moved against another, so as to create a constriction that prevents any air from escaping the vocal tract. Then the stricture is complete.
2. Once this stricture has developed and air has been compressed behind it, it is released, allowing the air to escape.
3. If the air behind the constriction is still compressed when the plosive is released, when air escapes, it may create a sound that can be heard. This sound is referred to as a plosion.

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4. Voicing might occur during some or all of the plosive articulation.

A thorough depiction of a plosive consonant necessitates detailing the events that transpire during each of the following four phases involved in its production:

1. The first the articulator or articulators shift to create the blockage for the plosive. This is referred to as the closing phase.
2. The second In this phase, the compressed air is prevented from escaping. This is referred to as the compression phase.
3. The third This phase occurs when the articulator used to form the constriction is moved so that air can escape. This is the release phase.
4. The fourth phase occurs right after (iii), thus we will refer to it as the post-release phase.

English has six plosive consonants: p, t, k, b, d, and g. Even though the glottal plosive occurs often, it is not as important since it merely represents an alternative way to articulate the letters p, t, and k in certain contexts. The plosives are articulated in different places. Since the lips are pressed together, the plosives p and b are categorized as bilabial; Sounds like t and d are categorized as alveolar because the tongue blade touches the alveolar ridge. While dental plosives are found in various languages, in this case the tongue typically does not make contact with the front teeth. During the production of the velar plosives k and g, the back part of the tongue makes contact with the junction of the hard and soft palates.

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b. Plosive Consonants Features

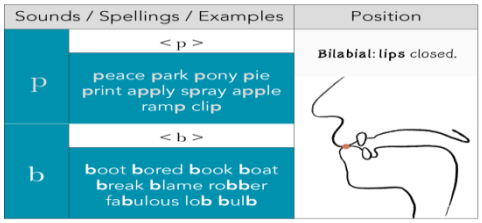
Features: For stop consonants, the airflow is entirely halted at certain locations in the mouth—employing the lips, the tongue's tip, or the tongue's back—and afterward released with a minor explosion. There are three pairs of phonemes that are made up of stops: /p, b/, /t, d/, and /k, g/. Similar to friction consonants, each pair contains one strong phoneme and one weak phoneme (Connor, 1980).

1) Bilabial /p/ and /b/

/p/ is a robust consonant, whereas /b/ is a feeble one. These stops can be articulated in the following ways:

a. The lips are tightly closed and the soft palate is elevated, preventing the breath from escaping through either the nose or mouth, thus trapping it momentarily.
b. As the lips open abruptly, the breath escapes with a gentle explosion or popping noise.
c. Before the lips separate, the remainder of the mouth assumes the position for the forthcoming sound: a vowel position when a vowel comes next (like in “pool”), or a consonant position when a consonant comes next (like in “play”).

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(picture 1. /p/ or /b/)

2) Alveolar /t/ and /d/

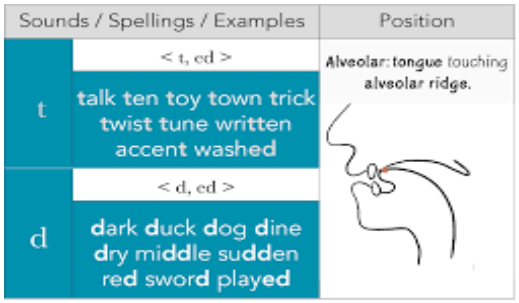
/t/ represents a robust stop consonant, whereas /d/ is considered weak. Listed below are the ways these stop sounds are articulated:

a. The tip of the tongue (except the tongue blade) is positioned securely in the middle of the alveolar bone, at a distance from the teeth and hard palate.
b. Der weiche Gaumen wird angehoben, wodurch der Atem für kurze Zeit entweichen kann.
c. Because the edges of the tongue are pressed breath cannot flow over the sides of the tongue, which is pressed firmly against the palate's sides.
d. When the tip of the tongue is quickly dropped from the alveolar ridge, air bursts forth with a small explosion or pop.

The aspiration for the strong stop /t/ is identical to that of /p/, allowing for a similar representation, such as t\{u:. Put the tongue's tip precisely at the midpoint of the alveolar ridge, making sure not to contact the blade. Then, let go of the air and allow the voiceless vowel /u:/ to come out. Prior to the introduction of the regular voiced vowel, perform

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this procedure multiple times and verify that the voiceless interval remains present during these executions. Repeat this several times, making sure to document the precise placement of the tongue tip and aspiration each time.



(picture 2. /t/ and /d/)

3) Velar /k/ and /g/

/k/ is a robust stop consonant, while /g/ is less forceful. the placement of the organs during speech for these sounds.

the ways these sounds are articulated are listed below:

a. The rear part of the tongue presses against the soft palate, which is elevated, thus briefly trapping the breath.

b. If the tongue drops from the velum, the breath bursts out of the mouth suddenly, creating a small blast or crack sound.

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(picture 3. /k/ and /g/)

So, a plosive consonant is a type of sound produced by completely stopping the flow of air at a point in the vocal tract, then releasing it suddenly, producing a small explosion. This process is divided into four phases:Closing phase: The articulator (e.g., the lips or tongue) moves to create an obstruction.Compression phase: Air is trapped and compressed behind the obstruction. Release phase: The articulator is released, allowing air to escape. Post-release phase: The stage after release. Important Characteristics Voiced and Voiceless: Plosive consonants can be distinguished as voiced (voiced) and voiceless (voiceless). Voiced consonants are produced by vibration of the vocal cords (/b, d, g/), while voiceless consonants do not involve vibration of the vocal cords (/p, t, k/). This distinction often presents a challenge for language learners, including Indonesian speakers, because they are not accustomed to this behavior in pronunciation. Aspiration: Plosive sounds, especially voiceless ones like /p, t, k/, are pronounced with aspiration (a puff of air) in English.

3. Error

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Brown asserts that fundamentally, learning involves a process of making errors. The method of learning a second language clearly resembles first language acquisition in relying on trial and error. It is certain that students will make errors while gaining new skills or knowledge, and their progress will be impeded if they do not commit mistakes and receive varied feedback on those errors. Mistakes illustrate the flawed nature of a learner's spoken or written language. They are

portions of conversation or text that deviate from an established norm of adult language use (Dulay, 1983).

An error can be defined as a deviation from the standards of the target language. When this deviation results from inadequate knowledge, an error occurs. It signifies a deficiency in competence (Ellis, 1999). The hypothesis proposed by Strevens and Richards was that it would not be a problem that might be too difficult to overcome, but rather that it would be a problem that was unusual in the strategies used. They speculated that when a consistent pattern of errors is evident in the performance of all learners, in a given context, if a learner is observed following this pattern, the errors should be viewed as a sign of achievement and progress in their education (Richards, 1974).

Thus, errors are not only an integral part of the learning process, but also an important diagnostic tool that shows where challenges in learning lie and how progress is being made towards language mastery.

a. Classification of Error Analysis

One of the main focal points in research on second language acquisition is Error Analysis. Errors are essential to the process of learning language skills. The learner of English as a second language is unaware of the existence of the particular system or rule in English (Akbar, 2018). Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccesful language (James, 1998).

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Browns (1994) classification identifies four primary categories of sources for learners' problems, which are as the following:

1. Inter-lingual transfer refers to the detrimental effect of the first language. Prior to the point at which the learner is familiar with the system of the second language. The learner may only regard the first language as a previous linguistic system.
2. Intra-lingual transfer denotes the negative transfer that takes place within a single target language. In unterschiedlichen.
3. words, it denotes the mistaken generalization of rules in the target language.
4. Aspect of Learning is Context can refer to various aspects, such as the classroom environment with its teacher and resources for school learning, or the social circumstances for untutored second language learning. In a classroom setting, the learner may be guided by the teacher or the textbook to form incorrect hypotheses about the language. To put it differently, the learners hold incorrect assumptions about the teacher's explanation or the textbook, resulting in their creation of problems.
5. The learning style is connected to the communication strategy. It is clear that learners employ production strategies to improve the chances of their messages being conveyed. Nonetheless, there are occasions when these methods can turn into a source of trouble themselves.

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A number of specialists express their thoughts on categorizing errors made by learners of English as a Foreign Language (EFL). In this instance, the researcher examined various mahasantris errors categorized into different groups. Dulay et al. (Wahyuni, 1982) propose four classifications of taxonomies for assessing EFL errors based on descriptive classification.

1. Linguistics Category

Executes specification error regarding Linguistic classification language terms, classifying mistakes according to one or both components of language error aspects. The elements of language comprised grammar, vocabulary, pronunciation, semantics, and style.

2. Surface Structure Taxonomy

The highlighted surface structure taxonomy indicates that when the surface structure is changed, learners may leave out essential items or include those that are not needed. After that, they might misform and misorder them. The taxonomy of surface structure consists of four categories: omission, addition, misformation, and misorder.

3. Comparative Taxonomy

This taxonomy mistake differentiates the primary other types of construction from the L2 error structures. The L2 inaccuracy observed in this study was significant when compared to the mistakes made by students who were beginning to learn the target language, as well as to

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analogous sentences in their native language. The comparison revealed two primary types of faults: developmental errors and intralingual mistakes.

4. Communicative Effect Taxonomy

Errors are the focus of the taxonomy of communicative effect, which examines them in terms of their impact on the listener or reader. Its focus was on differentiating errors that appear to lead to miscommunication from those that do not.

This study aims to describe the categories of pronunciation mistakes related to voiced and voiceless sounds, using the communicative effect taxonomy as a framework. Corder's systemic process for analyzing issues with English voiced and voiceless sounds encompasses data collection, data identification, error classification, error explanation, and final evaluation of the errors. The communicative effect taxonomy was divided into two categories: global error and local error.

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To identify the difficulties that students encounter in the language learning process, it is essential to understand the sources of the problem. According to Ellis (1994), the source of the problem can be divided into four categories, which are:

1. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.

2. Sociolinguistics sources such matters as the learner's ability to adjust their language in.
3. Accordance with the social context.
4. Epistemic sources concern the learner's lack of world knowledge.

Pronunciation errors can be categorized into three types: segmental errors, stress-related errors, and prosodic errors. Errors in segmental pronunciation mainly occur in the realization of certain consonants and vowels that are considered 'problematic'. Errors of this kind have been the focus of research to date, because they can be easily identified both perceptually and acoustically (e.g. El Zarka 2013; Binturki 2008; Al Saidat. E.M. 2010; El Khair M.I. 2014). Segmental errors are the clearest manifestation of 'foreignness' in the speech of a non-native English speaker. Very often segmental errors are attributed to direct influence from L1.

Thus, error analysis is an important tool for understanding the language learning process. Errors can be sorted by their source (e.g., interlingual transfer) and taxonomy (e.g., surface structure or communicative effect), which helps researchers and teachers to identify specific problems facing learners, such as segmental errors in the pronunciation of voiced and voiceless plosives, which are often caused by the influence of the mother tongue.

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4. Word Card

a. The Definition of Word Cards

The word card technique for teaching vocabulary is recommended by Paul Nation in his works New Ways in Teaching Vocabulary and Learning Vocabulary in Another Language (Schmitt and Michael 1997). Nation favored a systematic method for teaching vocabulary over the incidental approach.

Utilizing word cards in English vocabulary instruction serves as a medium to enhance students' skills in learning pronunciation. According to Miarson (1984), media are tools that can stimulate students' desired thoughts, thereby motivating them during the teaching and learning process. Word Cards represent a form of media that can capture students' interest during the educational process. These are a set of cards featuring a translation on one side and either a word or an image on the reverse. Word Cards serve as an interactive medium that promotes student communication and aids in English learning (Fazriani et al., 2020).

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According to Kasbolah (1993), one method for creating a conducive classroom is through the use of media. The word-cards serve as an intriguing medium for motivating students to communicate and aiding them in their English learning. The students learn English through word-cards, which show the picture and meaning. However, using word cards to learn English vocabulary played a significant role for students. Utilizing word cards involves more than just committing the word to

memory; it also provides necessary repetition of the words, aiding their retention. The words remain in their mind longer than mere memorization of the word list. Additionally, it is adaptable since the vocabulary on the cards can be modified to suit student material.

b. The Advantages and disadvantages of Using Word Cards

Students can gain many advantages by using word cards to enrich their vocabulary (Schmitt,at al,.1977), such as;

a. Particularly when numerical goals are established and achieved, word cards can foster a feeling of advancement and accomplishment.

b. Word cards are easy to carry and can be used during free moments, both in and out of class, to learn new vocabulary or reviewing previously learned terms.

c. Word cards can be tailored to fit individual learners and their specific requirements, making them self-motivating.

d. Word cards can be utilized as a learning tool regardless of one's vocabulary proficiency level.

e. Learning with word cards typically entails reiterating the same content, as the cards remain unchanged across repetitions. However, students can alter their processing of the cards by coming up with new sentences that include word, utilizing novel mnemonic methods,

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conceptualizing fresh exemplifications of the word, and visualizing context.

f. Learning will be influenced by the generativeness of the context when words are met in reading and listening or employed in speaking and writing. In other words, exposure to the words in new sentence contexts within the reading material will facilitate learning.

Using word cards has some advantages, as the author has outlined above. However, some teaching methods have weaknesses, and using word cards is no exception (Schmitt & Michael 1977), it has some disadvantages.

a. The use of word cards is an antiquated learning technique that does not align with the communicative approach to language teaching.

b. It should not be taken for granted that learning from word cards implies the words are learned permanently.

c. Even though word cards can be designed to include a wide range of information about a word, using them does not mean that all knowledge of the word has been learned.

In conclusion, phonological difficulties, caused by negative transfer from the mother tongue, are a major obstacle for language learners. By analyzing and classifying these errors, teachers can design more appropriate teaching strategies. Word cards can be a useful tool to overcome this challenge, especially in training comprehension and

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pronunciation, although they should be used in conjunction with other teaching methods that focus on context and communication for optimal results.

B. Review of Related Studies

in this research the researcher include three research results that have relevance or connection with the research to be carried out as follows: M. Laia, (2020) in this study titled "Students Errors in Pronouncing Voiced and Voiceless English Consonants" The objective of this study was to determine the pronunciation errors committed by students in the second semester of English Language Education Study Program at STKIP Nias Selatan. This research can be classified as a type of qualitative research. This research focused on a second-class group (28 students) in the second semester. The object of this research is the students' errors in pronouncing voiced and voiceless English consonants, as well as the causes of these errors, made during their second semester.

Br. Saragi, Ripa Marinda (2020) in this research entitled "Errors Analysis of English Voiceless Plosive Consonants [P],[T],[K] Pronounced By The Forth Class Students Of SD Negeri Baturongkam" This study aimed to identify specific types of plosive sounds that the students frequently mispronounce. The Descriptive Qualitative design was used to conduct this research. The data source consisted of audio recordings of plosive consonants, which were sourced from the Oxford Dictionary. The

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researcher selected fourth-class students from SD Negeri Baturongkam school as the object of study. That was made up of 25 students.

Sulistyowati, A. Indah (2022) in the study titled "An Analysis Of Students' Pronunciation In Plosive Voiceless Consonants Of The Third Semester At English Language Education Of FKIP UIR" This thesis investigates students' pronunciation of aspirated voiceless plosive consonants (/p/, /t/, /k/) in initial, medial, and final positions within the context of English Language Education at FKIP UIR. The student encounters difficulties in word pronunciation, particularly with aspirated Plosive Voiceless Consonants (/p/, /t/, /k/) in initial, medial, and final positions. This research adopts a descriptive qualitative design. The test comprises two components: record and test. It consists of 25 words sourced from the Oxford Advanced Learner Dictionary. The population consists of 65 students, while the sample includes 15 students from third semester at English Language Education of FKIP UIR.

Previous research also focused on plosive consonants but had different research methods and triangulation techniques as data analysis techniques. This research were focus on errors in pronunciation of Plosive Consonants bilabial and alveolar plosive consonants by using the word card method as a tool to identify student errors, using qualitative methods.

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C. Conceptual Framework

Firstly, this conceptual framework is related to student errors in pronunciation Plosive Consonants. Second, this concept focuses on Analysis of student errors By Harnessing Word Card. Based on a theoretical review, there are still many English students who mispronounce plosive consonants. Third, researcher found where students made mistakes in using recording.

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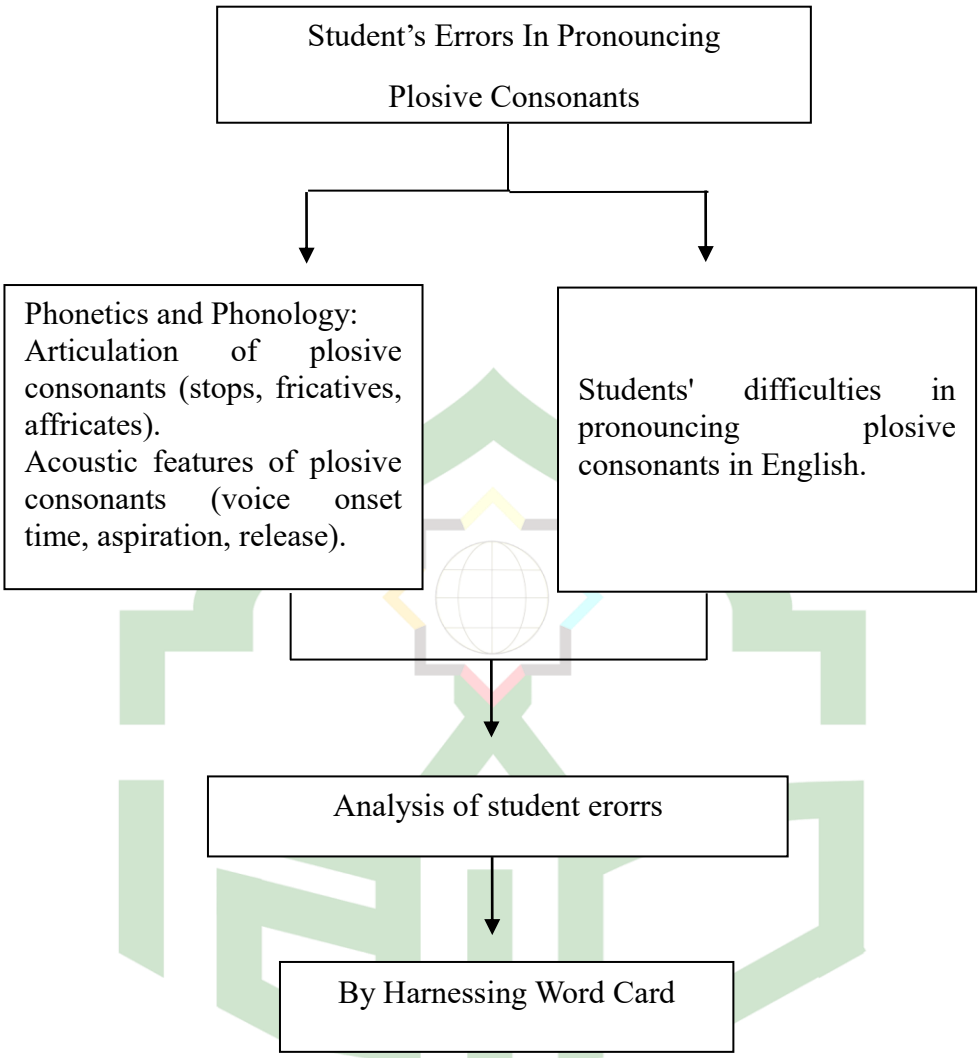


Figure 2.1 Theoretical Framework

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CHAPTER III

RESEARCH METHOD

A research method is a strategy used to gather and analyze data in order to address the problem. It constitutes a tactic for resolving the examined issue. It is further developed in five fields. The elements include research design, data and source of data, research instrument, technique for collecting data, and data analysis.

A. Research Design

A descriptive qualitative method were utilized in this research. Descriptive qualitative methods were employed in this study to fulfill the research objectives, specifically to delineate the plosive consonants mispronounced by students of SMAN 3 Kerinci. Jack states that qualitative descriptive research studies assessing the quality of relationships, activities, situations, or materials is commonly referred to as qualitative research (Jack.at,al., 2012). According to Robert,et.,al, (2006), qualitative research is a social science research approach that focuses on gathering descriptive data in natural environments, relies on inductive reasoning, and prioritizes comprehension of the subject's perspective.

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With reference to the above statement, the researcher studied the phenomenon of the research exclusively among students of class XI at SMAN 3 Kerinci. This is how the data gathered from students' mistakes in voicing English plosive voiceless consonant sounds are presented.

B. The Subject of the Research

The subjects of this research were students of class XI SMAN 3 Kerinci, the researcher took 1 class in this study. The total number of students were 27, but the researcher selected 16 students as respondents and informants for this study. because the researcher used Random Sampling where only a small portion of the population (in this case, 27 students) was randomly selected to be a representative sample.

C. Research Instrument

The instruments utilized depend on the uncomplicated object of study; specifically the instruments that scholars utilize when employing a specific approach to gather data. To conduct research, researcher require tools to gather data for analysis. The researcher employed a pronunciation test, interviews, and documentation in this study; Utilizing documentation of student voice recordings when pronouncing 5 words from each voiceless plosive consonant so that there are 20 voiceless plosive consonant words (/b/, /p/, /t/, /d/) using the word card, then transcribed using word card. Their transcript recordings were be used to find out how many errors there are. while interviews help reveal what causes students' mistakes when pronouncing plosive consonants.

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D. Technique of Data Collection

The first main step in research is data collection techniques, as the primary objective of research is to gather data. As stated by John (2016), qualitative research involves four methods of data collection: observation, interview, documentation, and audio-visual material. So, researcher used

pronunciation test, interview and documentation as data collection methods to obtain information.

1. **Pronunciation Test**

According to Lado (1964), pronunciation is the use of a sound system in speaking (peaking) and listening (listening). This definition leads to the conclusion that pronunciation refers to a manner of articulating a specific word or expression that is widely acknowledged or comprehensible. Pronunciation test is a tool used to assess and measure a person's ability to pronounce words in a particular language. This test can be used to identify pronunciation problems, such as difficulty distinguishing sounds, inappropriate word stress, or incorrect intonation. The pronunciation results can be used to help people improve their pronunciation skills.

2. **Interview**

Interview serve as a method for gathering data when the researcher aims to carry out a preliminary investigation to identify issues that require further study, and also when the researcher seeks to gain a deeper understanding of certain matters from respondents (Sugiyono, 2016).

The researcher utilized interview to determine the reasons behind students' mistakes when pronouncing voiceless plosive consonants in English. The researcher offers a list of guiding questions that can be expanded upon during the interview process based on student responses.

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Researcher can gather data on the causes of student errors in their own words through interviews.

3. Documentation

Documentation is a record of events that have passed and is presented in the form of writing, drawings or someone's monumental work (Sugiyono, 2016). Documentation serves as a record of past events and is formatted in a specific way. The first method researcher use to collect data is documentation. Information is pursued through documentation strategies that take on a semi-public yet crucial form. Common formats for such documentation include transcripts, books, newspapers, magazines, and similar media. (Sugiyono, 2016).

E. Technique of Data Analysis

The researcher employed the five-step method proposed by Ellis to analyze the data. These steps are: collecting a sample of learners' language, identifying errors, describing errors, explaining errors, and evaluating errors (Ellis, 1999). The procedure of error analysis was employed in this research, following these steps:

1. Collecting the data from the result of the students' error pronunciation.

Recording made by students were collected by researcher for analysis. They were given the task of reading five words given by researcher using the word card method to find out students' pronunciation errors.

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Researcher make efforts to identify the data to be processed, such as identifying words that are mispronounced and contain plosive sounds.

2. Identifying the students' errors.

The researcher listened to the students' voice recordings multiple times in order to understand the speech before transcribing it. The researcher located the words on the transcription that caused the error. The researcher determined the errors made by the students using surface strategy taxonomy. The results of the research were subsequently compared with those of other observers.

3. Describing of Errors

The researcher classified the errors according to surface strategy taxonomy after identifying the data. The researcher identified the types of mistakes associated with each error category. Subsequently, the students' errors were recorded in an error distribution table to determine how many mistakes each student had made.

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4. Explaining the students' errors

This step aimed to elucidate the causes and processes that led to the students' errors.

5. Evaluating students' errors

After classifying the data, the researcher then analyzed each student's error using an indicator table to obtain data for each error.

According to Sugiyono (2017), the qualitative data analysis technique used is the Miles and Huberman model, namely:

a) Data collection

At the data collection stage, researcher conducted interview with informants related to the focus of the research. The interviews conducted were structured interview, where a list of questions to be asked had been prepared by the researcher.

b) Data reduction

At this stage, a comprehensive description of the data obtained was written. The data that has been recorded is used as a starting point for the next step, namely data simplification. Specifically regarding the analysis of student errors in pronouncing plosive consonants at SMA N 03 Kerinci, information related to the problem is data in this study. The data that is excavated is data related to the problem.

c) Data presentation

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At this stage, the researcher aims to present correlational organizational information in qualitative research, where the data consists of words generated by the researcher. All information was derived from student recordings and interviews. This is one method for gathering research data and aiding researcher in carrying out studies. Researcher discovered that students at SMA N 03 Kerinci made errors involving plosive consonants during their observations. Based on the outcomes of interviews,

observations, and recordings, researchers identified errors and the reasons behind students' mistakes in pronouncing plosive consonants at SMA N 03 Kerinci.

d) Drawing Conclusions/Verification

The researcher attempted to derive meaning from the collected data right from the start. Thus, the researcher sought out themes, patterns of relationships, similarities, frequently occurring items, and so forth. An attempt was made to conclude the data obtained from the beginning. Initially, it was quite ambiguous and uncertain; however, as more data came in, the conclusions grew more intricate. Thus, conclusions had to be continuously aligned throughout the study until a final conclusion was drawn..

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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the results and discussion of the research results which aim to answer the formulation of the problem in this study. The research data obtained came from the results of the analysis of the pronunciation of plosive consonants and interviews that have been conducted by the researcher with the aim of finding out what are the mistakes and causes of students in pronouncing plosive consonants in learning English at SMA Negeri 3 Kerinci in the academic year 2023/2024.

A. Research Findings

1. The Errors in Pronunciation of Plosive Consonants

To determine students' errors in pronouncing plosive consonants, students were asked to read examples of bilabial and alveolar plosive consonants that had been prepared in the form of word cards by the researcher. Once the students' voice recordings were collected, the researcher listened to them several times to assess their pronunciation, and then produced a transcript of the recording. The researcher identified the words in the transcription that caused errors. The researcher subsequently classified the mistakes.

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This research classifies errors based on indicators according to Canon (1980), bilabial; (1) The lips are closed firmly and the soft palate is raised, (2) the lips part suddenly, and the breath escapes in a slight explosion or popping sound, (3) Prior to the lips parting, the remainder of the mouth assumes the position for the upcoming sound, which is a vowel position if a vowel follows. Alveolar; 1) The tongue's tip (excluding the blade) is pressed firmly against the center of the alveolar ridge, positioned away from both the teeth and hard palate, 2) The soft palate is elevated, preventing breath from escaping through the mouth or nose, 3) The tongue's sides are pressed firmly against the palate's sides, preventing breath from flowing over the tongue's sides, 4) When the tongue-tip drops suddenly from the teeth ridge, breath escapes with a slight explosion or popping sound.

The data of student errors in pronouncing plosive consonants could be seen in the following table 4.1:

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Table 3.1

Recapitulation of Student Errors in Pronouncing Plosive Consonants (/p/, /b/, /t/, /d/)

Students Code	Bilabial		Alveolar	
	Correct	Incorrect	Correct	Incorrect
S-1	3 word	7 word	1 word	9 word
S-2	-	10	-	10
S-3	1	9	3	7
S-4	10	-	10	-
S-5	5	5	2	8
S-6	-	10	-	10
S-7	3	7	2	8
S-8	-	10	-	10
S-9	-	10	-	10
S-10	-	10	-	10
S-11	-	10	-	10
S-12	-	10	-	10
S-13	-	10	-	10
S-14	-	10	-	10
S-15	-	10	-	10
S-16	-	10	-	10
Total	22	158	18	142

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The table indicates that the greatest number of errors, according to the indicator, pertains to bilabial plosive consonants—specifically, 158 words. Students most frequently commit this error when the lips are not tightly closed and there is no small explosion or popping sound at the

initial phoneme, either /p/ or /d/, at the beginning of the word. The second most common mistake involves alveolar type plosive consonants, occurring in 142 words. This error is indicated by the tip of the tongue not being firmly attached to the middle of the alveolar bone and the absence of an explosion or popping sound.

Based on the data obtained, it can be concluded that students find it difficult to pronounce words but and often make mistakes when pronouncing words consisting of plosive consonants either in the first place (beginning), middle or end of the word. Therefore, the researcher also identified several errors made by students in pronouncing voiceless plosive consonants (/p/, /b/, and /t/, /d/) with aspirated and unaspirated qualities through the mispronunciation of various words, which is discussed further.

a. Errors in Manner Articulation

These errors are related to the way the air is left behind when pronouncing sounds such as /p/, /b/, /t/, /d/, many students make mistakes in the manner of articulation, namely they do not release a small explosive burst. This error occurs when the articulators (lips, tongue) form a full block, but the air is not released suddenly. The plosive sound becomes like a stopped sound. Example: Saying the word "top" but not dropping the final /p/ sound clearly, so it sounds like "to?". In phonetic transcription, this can be represented as [t^{h}ɒp̚].

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Incorrect aspiration: Some plosive consonants in certain languages (e.g., /p/, /b/ /t/, /d/, at the beginning of stressed syllables in English) are usually pronounced with a puff of air after release (aspiration). Mistakes can occur if the aspiration is omitted or added in the wrong place Example: Saying "pencil" without a puff of air after the /p/ (should be [pʰen.səl]). Too weak or non-explosive release: Although air is released, it /may not be as forceful or explosive as it should be with a plosive. As a result, the sound sounds unclear or muffled Example: Pronouncing the /p/ in the word "paper" with a very weak release of air.

Table 4.2 errors in manner articulation

Students Code	**Bilabial**	**Alveolar**
	Incorrect	**Incorrect**
S1	10	*10*
S2	*10*	*10*
S3	*10*	*10*
S5	*5*	*8*
S6	*10*	*10*
S7	*7*	*8*
S8	*10*	*10*
S9	*10*	*10*
S10	*10*	*10*
S11	*10*	*10*
S12	*10*	*10*
S13	*10*	*10*
S14	*10*	*10*
S15	*10*	*10*

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S16	*10*	*10*

b. Errors in Place of Articulation

These errors occur when the tongue, lips, or other parts of the mouth are not placed correctly to produce the desired sound. Many students make mistakes in the place of articulation, namely they do not close their lips tightly so that the plosive consonant sound is not heard clearly. Inappropriate delabialization: Consonants that should involve the lips (labial) are pronounced without involving the lips or without their lips being closed tightly. Example: Pronouncing /p/ or /b/ (bilabial) with little or no lip contact, resulting in a sound that is unclear or sounds like another sound.

The word "pencil" ([ˈpɛnsəl]): Errors in /p/ (bilabial): Labiodentalization: Pronouncing /p/ with the lower lip touching the upper teeth, producing a sound more like [f]. So, "pencil" sounds like "[ˈfɛnsəl]". Dentalization: Pronouncing /p/ with the lower lip touching the upper teeth, producing a sound somewhere between [p] and [t]. The word "big" ([bɪg]): Mistakes in /b/ (bilabial): Labiodentalization: Pronouncing /b/ with the lower lip touching the upper teeth, producing a sound that is more like [v]. So, "big" sounds like "[vɪg]". Dentalization: Pronouncing /b/ with the lower lip touching the upper teeth, producing a sound that is somewhere between [b] and [d].

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Table 4.1 errors in place articulation

Students Code	Bilabial	Alveolar
	Incorrect	Incorrect
S1	8	*17*
S2	*10*	*20*
S3	*10*	*13*
S5	*10*	*10*
S6	*10*	*10*
S7	*10*	*13*
S8	*10*	*10*
S9	*10*	*10*
S10	*10*	*10*
S11	*10*	*10*
S12	*10*	*10*
S13	*10*	*10*
S14	*10*	*10*
S15	*10*	*10*
S16	*10*	*10*

2. The Primary Causes of these Pronunciation Errors

From the results of interviews in class, researcher have discovered what causes students' errors in pronouncing plosive consonants.

English pronunciation errors, especially for learners with different mother tongue backgrounds, L1 Phonological Interference: This is the most significant cause of student interview answers. The sound system (phonology) of the learner's mother tongue directly affects the way they

perceive and produce sounds in English. Sounds that are not in the L1 tend to be replaced by the closest available sounds, or pronounced with a different articulation. (e.g., Indonesian or a particular regional language) influences the pronunciation of specific sounds in English.

Sound System Differences (Phonemic Inventory Differences): English has a number of phonemes (sound units that distinguish meaning) that are not found in many other languages (e.g., /θ/, /ð/, /ʌ/, /ɜː/, certain final consonants). Learners may have difficulty identifying and producing these sounds because they do not have an equivalent in their L1.

Spelling and Pronunciation Mismatch (Orthographic Influence): English has a spelling system that does not always reflect pronunciation. Learners often try to pronounce words based on their spelling, which can lead to errors due to silent letters, different pronunciations of letters in different contexts, and so on.

a. Influence of L1

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Findings Some participants felt a lot of difficulties due to the influence of their mother tongue. They mentioned that English sounds were not always present in their mother tongue, or because of the influence of different mother tongue dialects. Especially for S12, the influence of the mother tongue had been strongly embedded since an early age. (see appendix 2.1 interview guide).

The statment above supported by S1,3,4,5,7,8,12,14,15 and S16

(see appendix 2.1) one of them S1 stated that:

S1 *: hmm…Ya, ee…karena bunyi dalam bahasa Inggris eee…tidak ada dalam bahasa ibu kita. (* ***S1****: hmm… Yes, ee… because the sound in English eee… does not exist in our mother tongue).*

b. Environmental, time and cost constraints

Most participants answered "rarely". The main reasons they put forward were lack of opportunities and supportive environment. Some participants specifically mentioned cost and time constraints. Meanwhile, S2 also answered "rarely" on the grounds of lack of access. (see appendix 2.2 interview guide).

The statment above supported by S1,2,3,4,7,11,12,14, and 16, (see appendix 2.2) one of them S1 stated that:

S1 *: hmm,,, Jarang, Karena Kurangnya Kesempatan dan Lingkungan yang Mendukung. (* ***S1*** *: hmm,,, Rarely, Due to Lack of Opportunities and Supportive Environment).*

c. Lack of practice

Most of the participants namely, stated that they experienced difficulties. The most frequently mentioned reason was due to lack of practice. In addition, they also mentioned that the influence of the mother tongue that had been ingrained since childhood or the influence of different mother tongue dialects were factors causing these difficulties. S14 specifically added the reasons for lack of confidence and embarrassment to practice. (see appendix 2.3 interview guide).

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The statment above supported by S3, S8, S10, S12, S14, S15 and S16, (see appendix 2.3) one of them S1 stated that:

S3 *: hmm…Ya, karena Kurangnya Paparan dan Latihan. (**S3** : hmm…Yes, due to Lack of Exposure and Practice).*

d. Time constraints

Most of the participants, namely S1, S2, and S3, also stated that they "did not" often interact with native speakers. The main reasons they mentioned were lack of opportunities and supportive environment. S3 specifically added time constraints as a barrier. S4 answered "very rarely" because they were focused on other activities. Meanwhile, S11 and S16 answered "sometimes", with S11 citing their focus on other activities and S16 due to time constraints. (see appendix 2.4 interview guide).

The statment above supported by S1, S2, 3, 4, 14 and S16 (see appendix 2.4) one of them S1 stated that:

S1 *: Tidak , Karena Kurangnya Kesempatan dan Lingkungan yang Mendukung. (**S1:** No, due to lack of opportunities and supportive environment).*

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e. Not studying

The majority of participants, namely S1, S2, S3, S4, S14, and S16, answered "never" or "very rarely" practicing pronouncing stop consonants. The main reason they put forward was because they did not learn or were not taught about it, especially in school. S1 specifically mentioned that the focus of learning in school was too

much on English pronunciation in general. (see appendix 2.5 interview guide).

The statment above supported by namely S1, S2, S3, S4, S14, and S16, (see appendix 2.5) one of them S1 stated that:

S1 *: Tidak pernah , hmm Karena di sekolah tidak terlalu focus belajar ee,,,, pengucapan bahasa inggris kak. (**S1**: Never, hmm. Because at school I didn't really focus on studying, uh... English pronunciation, sis).*

B. DISCUSSION

This section were discuss the previously explained findings and compare them with relevant references related to students' mistakes in the articulation of plosive consonants and the reasons behind these mistakes. The focus of this study is the error types that Canor's surface strategy indicators identify. The researcher analyzes the errors to correct the student recordings. Below is a description of the students' pronunciation test results and the researcher's analysis. The data that has been collected has been presented and processed in previous findings which will also be discussed in the next section.

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Based on the instruments used in this study, namely recordings and interviews, it was found that in class XI SMA N 3 Kerinci there were the most common errors in bilabial plosive consonants 158 words and alveolar 142 words, namely difficulty in pronouncing the sounds /p/, /b/ and /t/, /d/ which did not match the indicators according to Canor (1980).

1. The Errors in Pronunciation of Plosive Consonants

Researcher found two types of student errors in pronouncing plosive consonants.

a. Errors in Manner Articulation

Many students make mistakes in the manner of articulation, namely not producing a small, explosive explosion. This error occurs when the articulators (lips, tongue) form a full block, but the air is not released suddenly. The plosive sound becomes like a stopped sound. Example: Saying the word "top" but not removing the final sound /p/ clearly, so it sounds like "to?". In phonetic transcription, this can be represented as [t^hɒ$\bar{p}$].

Example: Saying "pencil" without a puff of air after the /p/ (should be [p^hen.səl]). Too weak or non-explosive air release: Although air is released, it may not be as strong or explosive as it should be with a plosive. As a result, the sound sounds muffled or muffled. Example: Pronouncing the /p/ in the word "paper" with a very weak air release.

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Thus, the results of this study indicate that many students experience errors in manner of articulation, particularly in producing plosive sounds explosively. Sounds such as /p/ in the word "top" are often not pronounced with a strong release of air, resulting in articulations that sound glottalized or incomplete, for example [t^hɒ$\bar{p}$]. This finding is in line with the opinion of Ladefoged and Johnson (2015), who stated that a

proper plosive should involve a complete closure of the airway followed by a sudden release of air. This mismatch in air release has also been discussed by Yavas (2011), who noted that English as a second language (ESL) learners often fail to realize aspiration on initial voiceless plosives such as /p/, /t/, and /k/, thereby reducing the intelligibility of the sound. Furthermore, research by Flege (1995) also supports this result by stating that small differences in the production of plosive sounds can cause misperceptions in cross-language communication. Therefore, the manner of articulation errors found in this study strengthen previous findings, while also demonstrating the importance of explicit phonetic training to improve the correct production of plosives, especially in the context of second language learning.

b. Errors in Place of Articulation

Many students make mistakes in the place of articulation, namely not closing the lips tightly so that the plosive consonant sound is not heard clearly. Incorrect delabialization: Consonants that should involve the lips (labial) are pronounced without involving the lips or without closing the lips tightly. Example: Pronouncing /p/ or /b/ (bilabial) with little or no lip contact, resulting in a sound that is unclear or sounds like another sound.

Students replace the bilabial sounds /p/ and /b/ with labiodental sounds [f] and [v] respectively. This happens because the lower lip touches the upper teeth, instead of the lips meeting. As a result, the word "pencil"

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sounds like "[ˈfɛnsəl]" and "big" sounds like "[vɪg]".

The results of this study indicate that many students make errors in place of articulation, especially in producing bilabial consonants /p/ and /b/. The most common error found is incorrect delabialization, which is an inaccuracy in the use of the lip articulators, where bilabial sounds that should be produced by closing both lips are instead pronounced as labiodental sounds, such as [f] and [v]. As a result, the word "pencil" is pronounced as [ˈfɛnsəl] and "big" as [vɪg].

This finding is in line with the theory of interlanguage phonology by Selinker (1972), which states that second language learners often create phonological systems between their first language (L1) and second language (L2), resulting in articulation forms that deviate from native speakers. This is also supported by Flege (1995) in the Speech Learning Model (SLM), which explains that articulation similarities between sounds in L1 and L2 can lead to sound substitution due to inaccurate perception. For example, speakers of languages that lack explosive bilabial consonants in their sound systems tend to replace them with labiodental sounds, which are perceived as similar. Research by Yavas (2011) also confirms that errors in place of articulation, especially in the production of bilabial plosives, often occur due to a lack of articulatory awareness and adequate phonetic training. Thus, the delabialization errors found in this study reinforce previous findings and emphasize the importance of an explicit phonetic learning approach to address L1 interference with L2 sound

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production.

2. The Primary Causes of these Pronunciation Errors

from the findings above, it states that many students answered that English pronunciation errors were caused by L1 (mother tongue), especially for students with different mother tongue backgrounds, L1 Phonological Interference: This is the most significant cause of student interview answers. The sound system (phonology) of the student's mother tongue directly affects the way they understand and produce sounds in English. Sounds that are not in the L1 tend to be replaced by the nearest available sounds, or pronounced with different articulation. (for example, Indonesian or certain regional languages) affect the pronunciation of certain sounds in English.

The researcher also discovered from the interview that students' challenges in pronouncing English plosive consonants are due to the influence of their first language (L1). Variations in Sound Systems (Variations in Phonemic Inventory): There are certain phonemes (units of sound that differentiate meaning) in English, such as /θ/, /ð/, /ʌ/, and /ɜː/, as well as some final consonants, that are not present in a lot of other languages. Because these sounds lack equivalents in their L1, learners may struggle to recognize and produce them.

This conclusion is very consistent with the theories of Linguistic Interference and Contrastive Analysis. These theories state that differences

between L1 and L2 systems are the main source of errors. This finding is also supported by various other studies mentioned in the text (e.g., Jabbari, 2011; Heydari & Mohammad, 2012) which suggest that negative language transfer is a common cause of errors, including segmental errors. The examples of the sounds /θ/ and /ð/, which are absent in many languages, also support this theory, as learners tend to replace these sounds with sounds present in their L1, such as /t/, /d/, or /s/.

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CHAPTER V
CONCLUSION AND SUGESSTION

This chapter consists of the conclusion and sugestion from the result of the reseach

A. CONCLUSION

After the data was collected and analyzed, the researcher concluded that grade XI students of SMAN 3 Kerinci made many mistakes in pronouncing plosive consonants.

1. Many students still make mistakes in pronouncing voiceless plosive consonants. Common mistakes include omitting the sounds /p/,/b/,/t/,/d/, which do not produce an explosion or pop in the word.
2. Among the internal and external factors that affect students' pronunciation errors, it appears that internal factors—specifically the impact of the mother tongue and behavior, as evidenced by students' lack of activity in studying or their failure to review material provided by the teacher—are particularly influential in students' pronunciation mistakes involving plosive consonant sounds.

B. SUGESSTION

Based on the research results, the researcher would like to provide some suggestions related to the results of this study. Hopefully it can be easily applied in teaching and learning activities and reduce errors.

1. For Students

   a. The students should begin practicing pronunciation with the simplest tasks, such as discussing their daily activities.

   b. The students need to focus more on certain challenging aspects of their pronunciation. After becoming aware of their errors, the students ought to be able to learn from them in order to avoid repeating the same mistakes.

2. For Teachers

   a. Teachers must make students recognize their errors through correction.

   b. Teachers need to exercise greater wisdom in deciding which deviations from the target language system warrant correction and which errors can be overlooked.

   c. Teachers must pay more attention to pronunciation practice materials, especially voiceless plosive consonants.

3. For Further Researchers

   a. Teachers should demonstrate greater discernment when determining which deviations from the target language system require correction and which errors can be ignored.

   b. The researcher recommends that future researchers employ other indicator classifications that are relevant to and support their research.

   c. This study can provide inspiration for further researchers to conduct similar research in order to provide additional knowledge to others.

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APPENDIX 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos.37112, Web:ftik.iainkerinci.ac.id, Email: info@ftik.iainkerinci.ac.id

SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI
Nomor : In.31/D.1/PP.00.9/ \\\\ /2024

Berdasarkan Rapat TIM Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skrispsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci menetapkan:

1. Nama : Dr. Rodi Hartono, S.Pd, M.Pd.
   NIP : 197301222000031002
   Pengkat/Golongan : Penata Tk. I/IIId
   Jabatan : Lektor
   Sebagai : **Pembimbing I**
2. Nama : Reko Hary Putra, M.Pd
   NIDN : 2013049103
   Pengkat/Golongan : Penata Muda Tk. I /IIIb
   Jabatan : Asisten Ahli
   Sebagai : **Pembimbing II**

Dalam penulisan skripsi:
Mahasiswa : Suci Erawati
NIM : 2110203009
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : STUDENT'S PERCEPTION TOWARD USING GOOGLE TRANSLATE IN IMPROVING STUDENT'S PRONUNCIATION AT ENGLISH DEPARTMENT OF KERINCI STATE ISLAMIC INSTITUTE FOR ACADEMIC YEAR 2023/2024

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya

DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : 15 Mei 2024

Dekan

Dr. Hadi Candra, S.Ag, M.Pd
NIP.197306051999031004

Tembusan:
1. Wakil Dekan I Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan/Program Studi
3. Dosen Pembimbing
4. Pertinggal

Appendix 2 Research Permit Letter

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 3 KERINCI

Jln. Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci, Prov. Jambi. KP. 37173 Telp. (0748)

SURAT KETERANGAN IZIN PENELITIAN
Nomor : 422/131/SMA.3.Krc/IV/ 2025

Berdasarkan Surat dari Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kerinci, Nomor : 200.1.3/156/Kesbang-Pol/III/2025, Tanggal, 13 Maret 2025, perihal Rekomendasi Izin Penelitian. Maka dengan ini Kepala Sekolah Menengah Atas Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi memberi izin kepada :

Nama	:	SUCI ERAWATI
NIM/NPM	:	2110203009
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Alamat	:	Desa Keluru Kec. Keliling Danau

Untuk melaksanakan penelitian serta memperoleh data dan keterangan guna penyusunan skripsi yang berjudul ***" Investigation Student's Erroos in Pronouncing Plosive Consonants : By Harnessing Word Card "***

Demikianlah surat izin ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Pulau Tengah, 11 April 2025
Kepala Sekolah,

PEMERINTAH PROVINSI JAMBI * SMA NEGERI 3 KERINCI * DINAS PEN

HENDRA MAWARDI, S.Pd
NIP. 19700621 199412 1003

Appendix 3 Research Completion Letter



PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 3 KERINCI
Jln.Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci, Prov. Jambi. KP. 37173 Telp. (0748)

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor :422/ 177/SMA.3.Krc/IV/2025

Berdasarkan Surat dari Pemerintahan Kabupaten Kerinci Badan Kesatuan Bangsa dan Politik,Nomor : 200.1.3/156/Kesbang-Pol/III/2025, Tanggal, 13 Maret 2025, perihal Mohon Izin Penelitian. Maka dengan ini Kepala Sekolah Menengah Atas Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi memberi izin kepada :

Nama	: SUCI ERAWATI
NIM/NPM	: 2110203009
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Alamat	: Desa Keluru Kec. Keliling Danau

Yang nama tersebut di atas telah selesai melaksanakan penelitian di SMA Negeri 3 Kerinci pada tanggal, 11 April s.d 30 April 2025 dengan judul ***" Investigasion Student's Erroos in Pronouncing Plosive : By Harnessing Word Card "***

Demikianlah surat keterangan telah melaksanakan penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Pulau Tengah, 30 April 2025
Kepala Sekolah,

HENDRA MAWARDI, S.Pd
NIP. 19700621 199412 1003

Appendix. 4 Instrumen of The Research

Petunjuk pengisian

Isilah data siswa dan berilah tanda centang pada masing-masing indicator correct atau incorrect.

there are three bilabial indicators and 4 alveolar indicators according to (Connor, 1980).

Indicators bilabial /p/ and /b/ :

1. The lips are closed firmly and the soft of palate is raised.
2. the lips are opened suddenly the breath rushes out with a slight explosion or popping noise.
3. Before the lips are opened, the rest of the mouth takes up the position for the following sound, a vowel position if a vowel follows.

Indicators alveolar /t/ and /d/ :

4. The tip of the tongue (not the blade) is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate.
5. The soft palate is raised, so the breath cannot escape through either the nose or the mouth.
6. The sides of the tongue are firmly against the sides of the palate, so that the breath cannot pass over the sides of the tongue.
7. When the tongue-tip is lowered suddenly from the teeth ridge the breath rushes out with a slight explosion or popping noise.

Picture Of Word Crad

Table Bilabial /p/ and /b/

NO.	Word Card	Indicators 1		Indicators 3		Indicators 3		Note
		Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	
1	Phone							
2	Pencil							
3	Paper							
4	Purple							
5	Picture							
6	Book							

7	Big							
8	Boy							
9	Bed							
10	Bag							

Table Alveolar /t/ and /d/

NO.	**Word Card**	**Indicators 1**		**Indicators 2**		**Indicators 3**		**Indicators 4**		**Note**
		Correct	**Incorrect**	**Correct**	**Incorrect**	**Correct**	**Incorrect**	**Correct**	**Incorrect**	
1	Time									
2	Ten									
3	Top									
4	Table									
5	Tiger									
6	Door									
7	Dog									
8	Dance									
9	Day									
10	Drink									

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Appendix 5 Interview Guide

QUESTION 1	ANSWER	CODING
Do you feel like you have an innate difficulty in pronouncing English sounds?	**S1** : hmm…Ya, ee…karena bunyi dalam bahasa Inggris eee…tidak ada dalam bahasa ibu kita. **S3** : eee.. Ya, karena Pengaruh Bahasa Ibu. **S4** : hmm...Tidak, karena Perbedaan antara Bahasa Ibu dan Bahasa Inggris. **S5** : eee…Lumayan, karena Pengaruh bahasa ibu. **S7** : Ya, karena Bunyi Bahasa Inggris yang Tidak Ada dalam bahasa ibu, **S8** : hmm…. Ya, karena Pengaruh Dialek Bahasa Ibu. **S12** : Ya, eee..karena bahasa ibu telah tertanam kuat dalam diri kita sejak usia dini. **S14** : Ya, karena pengaruh bahasa ibu. **S15** : Ya, karena Pengaruh Dialek Bahasa Ibu yang Berbeda. **S16** : Ya, karena pengaruh bawaan dari bahahasa ibu.	***Influence of L1***

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QUESTION 2	ANSWER	CODING
How often do you get to practice speaking English with native speakers or fluent English speakers?	**S1** : jmm,,, Jarang, Karena Kurangnya Kesempatan dan Lingkungan yang Mendukung. **S2** : Jarang, eee…Karena Kurangnya akses. **S3** : Jarang, Karena hambatan. **S4** : eee…Jarang, Karena hambatan. **S7** : Jarang, karena Keterbatasan Waktu **S11** : hmm…. Jarang, karena Keterbatasan Waktu **S12** : eee.. Jarang, karena Lingkungan yang tidak Mendukung. **S14** : hmm.. Jarang, karena biaya **S15** : Jarang, karena biaya **S16** : eee,,,Jarang, karena lingkungan.	***Environmental, time and cost constraints***

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QUESTION 3	ANSWER	CODING
Do you feel that you have difficulty controlling your tongue, lips, or jaw when producing English sounds?	**S3** : hmm…Ya, karena Kurangnya Paparan dan Latihan **S8** : eee.. Ya, Karena kurangnya latihan **S10** : hmm...Ya, Karena kurangnya latihan **S12** : eee…Ya, Karena kurang teriasa. **S14** : Ya, Karena kurang berlatih dan malu. **S15** : hmm…. Ya, Karena kurang berlatih . **S12** : Ya, eee..karena bahasa ibu telah tertanam kuat dalam diri kita sejak usia dini. **S14** : Ya, karena pengaruh bahasa ibu. **S15** : Ya, karena Pengaruh Dialek Bahasa Ibu yang Berbeda. **S16** : Ya, karena pengaruh bawaan dari bahahasa ibu.	***Lack of practice***

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QUESTION 4	ANSWER	CODING
Do you often interact with native English speakers?	**S1** : Tidak , Karena Kurangnya Kesempatan dan Lingkungan yang Mendukung. **S2** : eee.. Tidak , Karena Kurangnya Kesempatan dan Lingkungan yang Mendukung. **S3** : hmm…Tidak , Karena Keterbatasan Waktu . **S4** : eee…Sangat jarang , Karena Fokus pada kegiatan Lain . **S14** : Kadang-kadang , Karena Fokus pada aktivitas Lain . **S16** : hmm…. Kadang-kadang , Karena keterbatasan waktu.	***Time constraints***

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QUESTION 5	ANSWER	CODING
ow often do you practice pronouncing plosive consonants?	**S1** : Tidak pernah , hmm Karena di sekolah tidak terlalu focus belajar ee,,,, pengucapan bahasa inggris kak. **S2** : eee.. Tidak pernah , Karena kurangnya belajar pengucapan. **S3** : hmm...jarang , Karena tidak belajar . **S4** : eee…Sangat jarang , Karena kurang diajarkan cara berbahasa inggris. **S14** :eee…tidak pernah , Karena tidak belajar **S16** : hmm…. Tidak pernah karena tidak diajarkan tentang itu kak.	***Not studying***

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Appendix 6 Research Documentation

DOCUMENTATION



KERINCI

DAFTAR RIWAYAT HIDUP PENULIS



Nama Lengkap : Suci Erawati

Tempat/tanggal Lahir : Keluru/ 01 Oktober 2003

Jenis Kelamin : Perempuan

Pekerjaan : Mahasiswa

Alamat : Keluru

Nama Orang Tua

Ayah : Asrul

Ibu : Evi Depianti

Riwayat pendidikan

NO.	Jenjang Pendidikan	Tempat Pendidikan	Tahun Ajaran
1.	Sd Negeri 55	Keluru	2015
2.	SMP Negeri 6	Kerinci	2018
3.	SMA Negeri 3	Kerinci	2021
4.	IAIN	Kerinci	2025

Sungai Penuh, April 2023

Penulis

SUCI ERAWATI

NIM. 2110203009