STUDENTS ERROR IN PRONOUNCING ENGLISH POST ALVEOLAR CONSONANTS AT THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1 JAMBI CITY

A THESIS

Submitted as a Partial Fulfillment of the Requirement for Obtaining the Degree of Sarjana Pendidikan in English Education

By:
Viona Aulia Sukma
18000888203041

ENGLISH EDUCATION STUDY PROGRAM
TEACHERS TRAINING AND EDUCATION FACULTY
BATANGHARI UNIVERSITY
JAMBI

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APPROVAL

The advisor of this thesis stated that the thesis entitled "Students Error in Pronouncing English Post Alveolar Consonants at the Eleventh Grade of Senior High School 1 Jambi City" which was conducted by:

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Jambi. March 1st, 2023

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DECLARATION

I am the undersigned belong in here:

Name	: Viona Aulia Sukma
Students Number	1800888203041
Gender	: Female
Study Program	: English Language Education

States that:

1. The thesis that I have written with the title "Students Error in Pronouncing English Post Alveolar Consonants at the Eleventh Grade of Senior High School 1 Jambi City", is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, and formulation, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been published by unless they are clearly quoted as a reference with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtained because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

Jambi, March 1st, 2023

(Viona Aulia Sukma)

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LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2022/203 on:

Day : Wednesday

Date : February 15th, 2023

Time : 09.00 until 11.00

Place : Microteaching Laboratory of Batanghari University

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MOTTO

“For indeed, with hardship there is an ease.”

(Quran 94:5)

“If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough.”

(Oprah Winfrey)

ABSTRACT

Sukma, V. A., 2023. Students Error in Pronouncing English Post Alveolar Consonants at the Eleventh Grade of Senior High School 1 Jambi City. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dr. Yanti Ismiyati, S.Pd., M.Pd. The Second Advisor Ridho Praja Dinata, S.Pd., M.Pd.

This research was aimed to find out the students error in pronouncing English post alveolar consonants sound at the eleventh grade of Senior High School 1 Jambi City. The research methodology of this study was qualitative descriptive research which involved the subject. The subject of this research is XI MIPA 2 of Senior High School 1 Jambi City which contains of 36 students. In collecting the data, the researcher gave test and collected the students transcript. The result of the research showed that the eleventh grade students of Senior High School 1 Jambi City got a high percentage of error in pronouncing English post alveolar consonant sounds. The type of error that have very high significance to pronounce by the students is /ʒ/ sound which is 86%. In contrast with /ʃ/ sound where the students just made low percentage of an error pronunciation in 14%. From four categories of errors which is addition. Omission, substitution and ordering, the most dominant error made by the students are substitution with percentage 97,7% .

Keywords: Student error, pronouncing, post alveolar consonants.

ACKNOWLEDGMENTS

In the name of Allah, the Beneficent and the Merciful. Price to be Allah, Lord of the world who has blessed the researcher in completing this thesis entitle, "Students Error in Pronouncing English Post Alveolar Consonants at the Eleventh Grade of Senior High School 1 Jambi City".

This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

The researcher realized that this thesis will not be completed on time without support and motivation from various parties who are directly or indirectly involved. Therefore, the researcher would like to give her deepest appreciationfor:

1. Prof. Dr. Herri, M.B.A. as the Rector of Batanghari University.
2. Abdoel Gafar, S.Pd., M.Pd., as the Dean of Teachers Training and Education Faculty Batanghari University.
3. Ridho Praja Dinata, S.Pd., M.Pd., as the Chairman of English Language Education Department and also the second advisor.
4. Dr. Yanti Ismiyati, S.Pd., M.Pd., as the first advisor thank you for your time, valuable guidance, helps, correction, suggestion, and kindness during completing this thesis.
5. All the lecturers on the English Department of Batanghari University who have given their knowledge during her study at English Department of Batanghari University.
6. All the teachers at Senior High School 1 Jambi City who have given their help during the research at Senior High School 1 Jambi City.

Finally, as human being, the researcher who has much weaknesses and mistakes in making this thesis, any criticism or suggestions are very welcome to improve this thesis.

Jambi, February 24th, 2023

The Researcher

Viona Aulia Sukma
NIM: 1800888203041

DEDICATION

In the name of Allah, All Praise is to Allah, the lord of the universe, who has bestowed strength and health upon the researcher in finishing this thesisentitled, "Students Error in Pronouncing English Post Alveolar Consonants at the Eleventh Grade of Senior High School 1 Jambi City".

In completing this thesis, I would like to thank my beloved parents, for being my inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, love, and financial support. The first time I dedicate this thesis to my father, M. Ali Akbar. Then I also dedicate this thesisto my mother, Farah Lydia, S.E.

Then I would like to dedicate this thesis to my sisters, Shera Adista Eliza. And I also dedicate this thesis to my brother, Shaquille Alfarezell, who had support me in writing this thesis.

I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

I would like to dedicate this thesis to my friends, without their support I may not finished this thesis.

Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting for just being me at all times.

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

English at present is an international language which is used by many people around the world. Almost all countries apply English as a tool for communication in many fields such as economy, politics, social, and education. In education itself, the English language is really important. It plays an important role in the development of a nation. A nation will be considered as a respectable one because of its education. Education on the basis of local and global quality is education that knows how to exploit local quality and the needs of global competitive ability in language, information and communication technology that are useful for developing students' competence. As an English for Foreign Language (EFL), the English language in Indonesia is really important and needs to be mastered. So, having a good ability in English, people can get many advantages and eases in this globalization era. For instance, English can help people to connect with others around the world, English helps people to get a better education and English eases people in pursuing a promising career.

As an English for Foreign Language (EFL), students in Indonesia need to have a good ability in communicative competence using English. Brown (2001) states that communicative competence is the ability, which is the combination organizational, pragmatic, strategic and psychomotor skills (pronunciation), to send a perfect transaction of a message from a sender to a receiver. One of the competences that the researcher notices is pronunciation. Pronunciation in speaking is the important component in language. It is used to help people

understand easily what they are talking about and it will also make people easier to understand them. People are able to communicate without advanced grammar, but people can hardly understand if the pronunciation is error. Pronunciation can also create first impression between speaker and listener. The people tend to enjoy talking to those who have good pronunciation. Error pronunciation may lead to communication breakdown easily. There is even an opinion in society which states that people who cannot pronounce English properly are often thought of as less literate or intelligent. However, it is not easy for Indonesian to learn pronunciation because there are some vowels and consonant sounds in English pronunciation which do not exist in Indonesian language.

Pronunciation is one of the topics which need to talk in the field of English language teaching as an English for Foreign Language (EFL). Syafei (1998) states that pronunciation teaching is very important because if a non-native speaker has a very bad pronunciation, the students will not be able to communicate orally no matter how good the students control of English grammar and vocabulary. According to Brown (2005), the goal of the language learners is to make sure that they can communicate what they have in mind effectively; they have to be understood when they uttering the words. From that statement we know that pronouncing the words become one of the important things for speakers to be understood by other people when the communication occurs. In this case, pronunciation is a crucial thing. Pronunciation teaching is a significant part of foreign language teaching. Since sounds play an important role in communication, foreign language teachers must attribute proper importance to teaching

pronunciation in their classes. However, this fact is very neglected by foreign language teacher in our country.

Pronunciation itself includes many features for instance, supra-segmental aspects which consist of stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, consonants, manner of articulation, and place ofarticulation. There are some elements in manner of articulation. One of them is post alveolar fricative. Kelly (2000) says that post alveolar fricative is a sound that can occur when the movement of the air attracts to the mouth and lips come close together at the end. It means that fricative consonants are made by squeezing air in a small gap of a throat and leaves it in the front mouth. The sounds are articulated by forming a nearly complete stoppage of the airstream. In short, English post alveolar fricative consonants are the sound that is articulated by hissing the voice that attract to the mouth and lips simultaneously.

According to Azizah (2017), the EFL students in Indonesia have difficulty in pronouncing English fricative especially sounds /ʃ/, /ʒ/, /θ/, /ð/, /ʤ/, and /ʧ/. /ʃ/ and /ʒ/ are part of post alveolar. In phonetics, postalveolar is a place of articulation where the passive articulator is the region of the roof of the mouth immediately behind the alveolar ridge. Moving the tongue to the ridge above and behind the top teeth and make [s] and move the tongue farther back, not quite to the soft palate, the sound turns into a [ʃ] is post-alveolar consonants is called post- alveolar Kirchnern (2010) . It means that when the students want to speak that include of post alveolar consonant sounds, the students have to block the air first and hold it a little bit, flow then the air with explosion. However, when students

want to say something faster, most of them speak rather unclear than what should it be. So this the researcher interests to take this case at the time.

Based on the explanation above, the researcher conducted the research entitled **"Students Error in Pronouncing English Post Alveolar Consonants at The Eleventh Grade of Senior High School 1 Jambi City"**.

1.2 Identification of the Research

Based on the background of the problem above, there were some identifications of the problem. First, the students were difficult to pronounce English post alveolar consonants sounds. Second, the students were non-native English speaker so that the students difficult to pronounce English post alveolar consonants sounds properly. Next, the students are not focus in learning speaking pronunciation. In addition, the researcher interested to know the answers of the identification of the problems that mentions in this research.

1.3 Limitation of the Research

This research focused on the students' errors in pronouncing English post alveolar consonants sounds /ʃ/ and /ʒ/ at the Eleventh Grade of Senior High School 1 Jambi City.

1.4 Formulation of the Research

In this research there were two formulations of the problem. The problem of this research formulates in following questions:

1. What were types of error made by the Eleventh Grade of Senior High School 1 Jambi City students in pronouncing post alveolar sounds /ʃ/ and /ʒ/?

2. What was the dominant type of error made by the Eleventh Grade of Senior High School 1 Jambi City students in pronouncing post alveolar sounds /ʃ/ and /ʒ/?

1.5 Purpose of the Research

In this research there were two purposes of the problem. The purpose of the problems as follows;

1. To find out the types of error made by the Eleventh Grade of Senior High School 1 Jambi City students in pronouncing post alveolar sounds /ʃ/ and /ʒ/.
2. To know the dominant type of error made by the Eleventh Grade of Senior High School 1 Jambi City students in pronouncing post alveolar sounds /ʃ/ and /ʒ/.

1.6 Significance of the Research

In this research there are two significances of this research, the first is theoretically, the second is practically. It describes as follows:

1.6.1 Theoretically

This research hopes can give the contribution in developing knowledge in pronunciation for English post alveolar consonant sounds. It shares information about the type of errors and dominant errors in pronouncing English post alveolar consonant sounds.

1.6.2 Practically

The findings of this research are expected to be useful:

a. For student, this research is expected to distinguish the students' type of errors and dominant errors in pronouncing English post alveolar consonants sounds so that the students can fix their errors and improve their ability.

b. For English teacher, this research is expected for the teachers to know the errors of the students' pronunciation early in pronouncing the post alveolar sounds so that teachers are expected to give and develop their capability in teaching speaking skill in pronunciation element.

c. For researcher, from this research the researcher will get many experiences being useful in the future as an English teacher.

d. For other researchers, the result of this research can be used as one of the references and further information for research related with the field.

1.7 Definition of Key Terms

To avoid ambiguity and misunderstanding between the researcher and the reader, the researcher makes definition of key terms as follow:

1. Pronunciation

   Pronunciation defines as the important part of communication that must be seen as more than correct production of individual sounds or words (Gilakjani, 2016).

2. Consonant

   Consonant is a sound that can distinguish a word from other words and can make a difference in meaning (Yates and Zielinski, 2008).

3. Post Alveolar

   Post alveolar are consonants articulated with the tongue near or touching the *back* of the alveolar ridge, placing them a bit further back in the mouth thanthe alveolar consonants, which are at the ridge itself, but not as far back as the hard palate (McMahon, 2002)

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 The Definition of Error

In learning English as Foreign Language (EFL), it commonly happens that most Indonesian students face problem and they often make errors are natural part of learning a language. Students often make through their error and making mistake can be regarded as an essential part learning. The meaning of error finds out from some resource by the expert. Richard (1977) states that error would be meaningless to state rules for making mistakes. Strevens (1969) states that error should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. The students are not aware of the mistakes. The students do not recognize the mistakes. The students think what the students say is grammatically correct. The students are not able to correct the mistakes.

Error is an act, assertion or belief that unintentionally deviates from what is correct, right or true. It is the condition of having incorrect or false knowledge. Error also refers to the act or the instance of deviating from an accepted code of behaviour. In learning English, commonly Indonesian students' often feels difficult in learning English as a Foreign Language (EFL), because they find many rules in using English rules in pronunciation. They face many problems and they often make error. Indeed, mistake and error are natural parts of learning language.

2.1.1 Types of Error

There are some types of error which make by the students in learning language in learning Second Language (L2). According to Daulay, Burt, and

Krashen (1982) error can be classified into four types based on superficial basis as follows;

a. Addition

It is phenomenon in which a certain aspect of language rules is added into a correct word order (correct sentences). In other word, some elements are presented which should not be there, for example:

(a) Wrong : Beautifull ("l" is addition)

(b) Correct : Beautiful

b. Omission

It is a sentence which one its aspects (word) are omitted, for example:

(a) Wrong : Beutiful ("a" is omission)

(b) Correct : Beautiful

c. Substitution

It is sentence which one of its aspects (words) is substitution by another, for example:

(a) Wrong : Biyutipul

(b) Correct : Beautiful

d. Ordering

It is a sentence which its order is incorrect (the words are not in right order). The sentence can be right in presented elements, but wrongly sequenced, for example:

(a) Wrong : Baeutiful

(b) Correct : Beautiful

2.2 The Definition of Pronunciation

Pronunciation is one important aspect of communication. We can say that people who cannot pronounce English properly are often thought of as less intelligent whereas for people who use English as a second language. Learning pronunciation is important for teacher, students and other string in communication. Learning pronunciation is not only learning how to have good pronunciation but also learning another skill such as speaking and listening. Pronunciation is the production of speech sound for a better improvement in communication. However, communication take place the sound must be comprehend by the other person. Syukri (2013) states that pronunciation refer to the way a word or a language is usually spoken and the manner in which someone utters a word.

As states by Brown (2001), there are some criteria of good speaking skill, for instance; grammar, vocabulary, comprehension, fluency and pronunciation. Pronunciation is being part of the criteria because it will be risky to change the meaning when someone mispronounces the word. If the meaning is not delivered, misunderstanding will be occurred. The worst is misunderstanding often breaks down communication and relationship. Contrast, 20 People who have a good pronunciation, people can easy to communicate with others. It is important for people to have a good pronunciation because they can convey their opinions, thoughts, ideas, feelings, and so on properly.

According to O'Connor (1980), pronunciation is the study of how speech organs work in English, so it will produce the English word properly which can easy to understand by listener based on the phonetic symbol. Meanwhile, Nunan (2003) says that pronunciation is the way sound of the language is made, how and

where stress is placed, and how pitch and intonation is used for showing how about our feeling and meaning. All in all, pronunciation is an important part in language where produce sounds for make the sound of particular word properly in order to present a meaning or feeling of a speaker based on the phonetic symbol.

2.3 The Description of Phonetics

Phonetics is the study of the articulatory ad acoustic properties of the sounds of human language. Kelly (2000) states that phonetic refer to the study of speech sound. Phonetics is a branch of linguistics that comprises the study of the sounds of human's speech, or in the case of sign language the equivalent aspects of sign. A phonetician usually works in one or more of the following areas:

a. The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetics).
b. The action and movement of speech organ in producing sound (articulatory phonetic).
c. The nature and acoustic of the sound waves with transmit speech (acoustic phonetic)
d. How speech is received by the ears (auditory phonetic)
e. How speech is perceived by the brain (perceptual phonetic)

Phonetic is a wide-ranging field. And it does not necessarily have a direct connection with the study of language itself. While the phonetic disciplines listed above can be studied independently of one another. They are clearly connected: speech organ moves to produce sound, which travel in sound waves, which are received by the ears and transmitted to the brain.

2.4 Consonants

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Jones (1986) states that some consonants are breathed and others are voiced. To every breathed consonant there corresponds a voiced consonant, one produce with the same position or movement of the articulating organs, but with voice substituted for breath or vice versa.

Consonants as mentioned earlier, can be voiced or unvoiced. The articulation of /p/ or /b/ is effectively the same, the only difference being that the latter is voiced and the former is unvoiced. As the relative force involve in producing /p/ is greater than that used to produce /b/, the terms fortis (strong) and lenis (weak) are sometimes used. Try holding a small slip of paper in front of your mouth and making both sounds, the paper should flap for /p/ and hardly move for /b/. essentially, in English at least „fortis" applies to unvoiced consonant sound like /p/, whereas „lenis" describes their voiced counterparts like /b/. In addition to the presence or absence of voicing, According to Kelly (2000), consonant can be described in terms of the manner and place of articulation. With regard to the manner of articulation, the vocal tract may be completely closed so that the air is temporarily unable to pass through. Alternatively, there may be a closing movement of the lips, tongue or throat, so that it is possible to hear the sound made by air passing through.

2.5 Place of Articulations

According to Pennington (1996), place articulation is a location of an active articulator functioning itself or in concert with others articulator. It means that the place of articulation concern with the position of sound is made and produced. Kelly

(2000) tells that English consonants are produced at eight places of articulation. Those are as follows:

Table 1

Place of Articulation

No	The Place of Articulation	Explanation	Example
1.	Bilabial	Using closing movement of both lips.	/p/ and /m/
2.	Labiodental	Using the lower lip and the upper teeth.	/f/ and /v/
3.	Dental	The tongue tip is used either between the teeth or close to the upper teeth or close to the upper teeth.	/θ/ and /ð/
4.	Alveolar	The blade of the tongue is used close to the alveolar ridge.	/t/ and /s/
5.	Post Alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge.	/ʃ/ and /ʒ/
6.	Palatal	The front of the tongue is raised close to palate.	/j/
7.	Velar	The back of the tongue is used against the soft palate.	/k/ and /ŋ/
8.	Glottal	The gap between the vocal cords is used to make audible friction.	/h/

Source: Gerald Kelly (2006).

2.6 Manners of Articulation

According to Yahfa (2011), manner of articulation is kind of obstruction of a consonant in a vocal track. Meanwhile, Aronoff, et al. (2005) say that manner of articulation is a kind of configurations between lips, tongue, and glottis in order to produce the types of different sound by positioning in different ways. Manner of

articulation simply means the way the consonants are produced. It refers to the interaction between the various articulators and the air steam like the air is temporally trapped and then released. The manner of articulations as follow: plosive, affricate, fricative, nasal, lateral, approximant. The various manner of articulation explains in table below.

Table 2
Manner of Articulation

No	Manner of Articulation	Explanation	Example
1.	Plosive	A complete closure is made somewhere in the vocal tract where the air pressure is increased behind the closure, and the soft palate is raised.	/p/, /b/, /t, /d/, /k/, and /g/
2.	Affricative	A complete closure that made in the mouth and raise in soft palate. Air pressure increases behind the closure, and then released more slowly than in plosives.	/tʃ/ and /dʒ/
3.	Fricative	When two vocal organs come close enough together for the movement of air between them to be heard.	/f/, /v/. /s/. /z/, /h/, θ/ and /ð/
4.	Nassal	A closure is made by the lips, by the tongue against the palate, the soft palate is lowered, and air escapes through the nose.	/m/, /ŋ/ and /n/
5.	Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue.	/l/
6.	Approximant	Vocal organs come near to each other, but not so close as to cause audible friction.	/r/, /y/ and /w/

Sources: Aronoff, et al. (2005)

2.7 Post Alveolar

According to Kelly (2006), Post alveolar is the hard part at the top of the mouth behind the teeth. It is the part of the mouth that touch with the tongue when pronouncing letters like 't' and 'd'. An alveolar consonant sound is produced when the obstruction to airflow takes place at the alveolar ridge. The airflow obstruction is caused by the tongue and the way it makes contact with the alveolar ridge.

a. Pronunciation of /ʃ/

We are concerned in this section with the substitution of /ʃ/ as in she. /ʃ/ is a voiceless post alveolar consonants sounds. It is made by raising the front part of the tongue toward the roof of the mouth. The tongue touches the teeth ridge and hard palate. The lips are rounded slightly. The substitute /sh/ is similar to /ʃ/ in its manner of production. It is a voiceless consonant. In its production, the blade of the tongue is in contact with the teeth ridge, but still allows air to escape gradually through a narrow hole in the mouth. Common spelling for /ʃ/ are represented in the following words: shy, shine, intonation, vision, and location.

b. Pronunciation of /ʒ/

We are concerned in this section with the substitution of /j/ as in the word zone for /ʒ/ as in the word measure. /ʒ/ is a voiced post alveolar consonant. It is produced the same way as /ʃ/, except that /ʒ/ is voiced. This sound is made by raising the front part of the tongue toward the roof of the mouth. The tongue touches the teeth ridge and hard palate. The lips are rounded slightly. The substitute /j/ is a voiced consonant. During the production of /j/ the blade of the tongue is in contact with the teeth ridge, but still allows air to escape gradually through a narrow hole

in the mouth. Common spelling for /ʒ/ are represented in the following words: measure, erasure, and treasure.

2.8 Previous Studies

There are three related study that the researcher found. First, the research is conducted by Fachry Fauzy (2015) with the title Errors Analysis of Sundanese English Pronunciation on Alveolar Sound. He uses a quantitative method in his research to know the errors of the students and descriptive analysis to describe the students' difficulties. He finds that the Sundanese student of English Letters Department are made some errors on their pronunciation. errors of omission and errors of addition are found on the vowels and consonant sound except the alveolar sound. While mistake of selection, is occurred both on the alveolar sound and the rest of sound. He also finds that overgeneralization is one of the reasons why the Sundanese student made mistakes on their pronunciation.

Second is conducted by Dedi Kurniawan (2014). The title is the Error Analysis of the Pronunciation of Consonants by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University. His research focuses on fricative consonants only. The research method that uses is descriptive qualitative. He gives a test for initial, middle and final sound of dental fricative consonants. And then, the research reveals in pronouncing the two consonants, the most mistakes that arise are that they were pronounced as /t/, /d/ which is the closest equivalents of the consonants in Indonesia Language. While other sounds /s/, /d/, /θ/, /ð/, also occurs but in much lower frequency.

Third research is conducted by Giff Metruk (2017). The title is Pronunciation of English Fricatives by Slovak University EFL Students. The research methodology that uses is quantitative. The article attempts to explore the error made by students in pronunciation of English dental fricatives by SlovakEFL university students. The primary objective of the study is to examine to whatextent Slovak university students mispronounce /ʃ/ and /ʒ/ which sounds actas substitutes for the two consonants. The results indicate that English dentalfricatives pose problems for Slovak EFL learners since a considerable number ofparticipants mispronounced both voiced and voiceless dental fricative consonants.

The similarity this research with those 3 previous studies are on a topic that discussed which is fricative consonants where post alveolar itself is a part of fricative in manner and place articulation of fricative consonants. Another similarity is the research design that used is same which is qualitative descriptive. And then, the analysis for those research also same in observing the students error. In addition, the difference of those previous studies with this research are the sound focus and the subject of the research. In this research, the specific aspect of fricative consonants sound in post alveolar is did by the research to observe and the subject of the research also different which is from undergraduate students in senior high school level.

Finally, from the third review of related study that mentioned, the researcher will re- research the research for adding an achievement for studying, mixing and completing the previous research. The researcher hopes that this research will get maximum and accurate result. Therefore, the researcher wants to

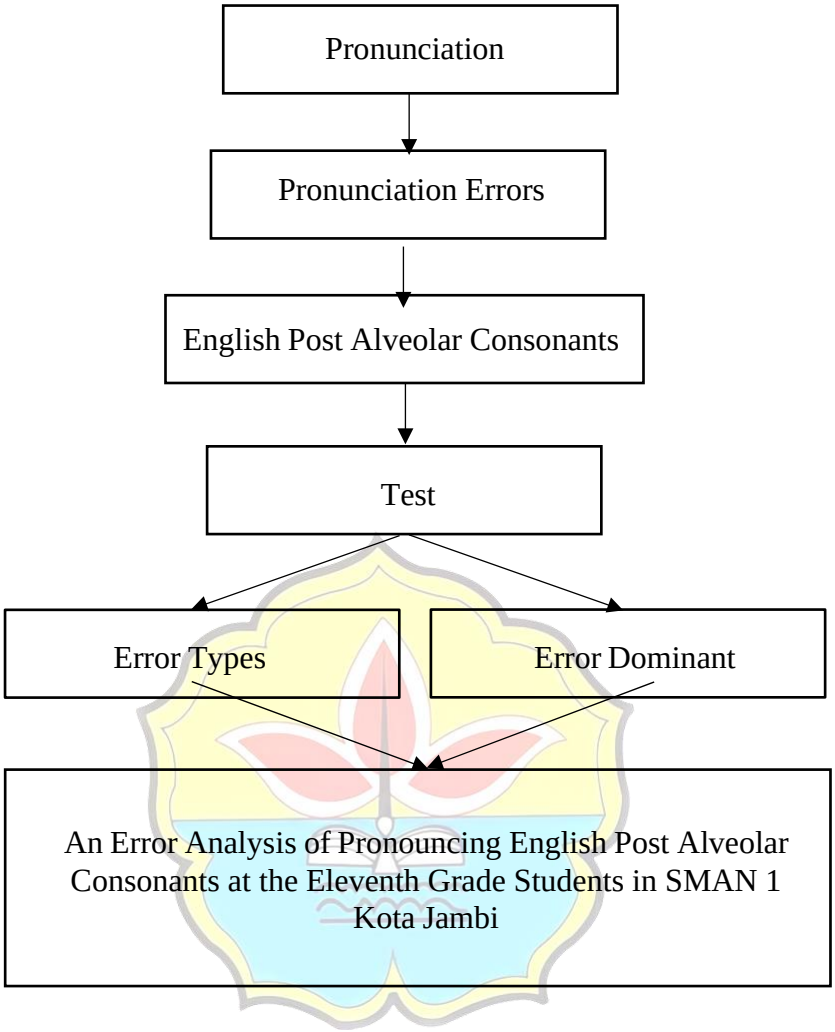
do research about An Error Analysis of Pronouncing English Post Alveolar Consonants at the Eleventh Grade Students in SMAN 1 Kota Jambi

2.9 Conceptual Framework

Error is something done wrong systematically from the learner because the learner has not mastered something and get wrong consistently. In other definition, error are systematically deviations from the norms of the language being learned. Indeed, errors are natural part of learning language. Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have correct pronunciation, then it refers to both within a particular dialect.

Post alveolar are consonants articulated with the body of the tongue raised against the hard palate (the middle part of the roof of the mouth). Palatal has two sounds they are /ʒ/ and /ʃ/. This research deals to analysis the students' errors in pronouncing Palatal sounds. And this research will describe the causes, types and the dominant error in pronouncing post alveolar sounds and descriptive quantitative will be applied in this research.

Figure 1
Conceptual Framework



CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The researcher chose descriptive qualitative as a research design. The use of descriptive qualitative method in this research was to answer the objective of this study that is to describe what post alveolar consonants sounds were being mispronounced and what is the dominant error categories pronounced by the Eleventh Grade of Senior High School 1 Jambi City.

According to Jack (2012), qualitative descriptive is a research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research. Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject point of view (Robert, 2004). The Qualitative Research Unit is a specialist in the conduct of in-depth research, primarily involving individual interviews and focus groups, for explanatory, evaluative or strategic purposes.

According to Creswell (2014), Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

According to the statement above, the researcher only investigate the phenomenon of the research in English Education at Raden Intan State Islamic

University of Lampung. In this way, the data which gathered from students errors in pronouncing of English plosive voiceless consonant sounds with aspirated and unaspirated.

3.2 Setting of the Research

Setting of the research conducted in Senior High School 1 Jambi City. The location is at Jenderal Urip Sumoharjo Street Number 15 Sungai Putri Jambi City Post Code 36122. This school has taken as the setting of the research by considering some factors. First, Senior High School 1 Jambi City is easy for the researcher to get the school, because the researcher was doing the teaching practice (PPL) in Senior High School 1 Jambi City. Second, the researcher interested to investigate and analyse the problems that faced by students in pronouncing diphthongs words. Third, the researcher already knows the situation and condition in the class. In Addition, the researcher was easy to collect the data properly. Last, the school location is not far from the researcher home. All in all, four points that already mentioned are the reasons of the researcher took Senior High School 1 Jambi City as a setting of the research.

3.3 Subject of the Research

According to Gay (1981), subject of the research is a group of the researcher interest, the group to which he or she want to know and like to see the result of the study generally. Another opinion comes from Creswell (2012) who states that is a group of individuals who have the same characteristic. Based on the explanation of the experts, the researcher took the population of thisresearch in XI MIPA of Senior High School 1 Jambi City because each class have same characteristics such as using a same book, taught by a same teacher and taught in a same time. In addition,

there are six classes with almost same total number of students. Hence, the researcher took XI MIPA of Senior High School 1 Jambi City as subject of the research.

3.4 Instrument of the Research

According to Arikunto (2002), test and non-test instrument are two kinds of research instruments. Transcribe is a series of text which are used to transcript the skill, intelligence, ability that is had by an individual or group. In this case, the students transcribe from the video of pronunciation of sounds post alveolar are uses for getting the required an accurate data. In this research, the researcher will use test using students' smartphone for recording the video as the instruments.

3.5 Technique Data Collection

The techniques of data collection for this research was phonetic transcript. The researcher measured the students' transcript pronunciation by using phonetic transcript. This research, the researcher prepares pronunciation test for phonetic transcript such a list of words which contained of English post alveolar consonant sound. The test contained of 20 words. Each 10 words for post alveolar /ʃ/ and /ʒ/. These words were randomly taken by the researcher based on the initial, middle and final sounds in Longman Dictionary and online phonetic dictionary.

3.6 Technique of Analysing the Data

In analyzing the data, the researcher used the five steps suggested by Ellis (1999: 48), they are: collection of samples of students, identification of errors, description of errors, explanation of errors and evaluation of errors. This research used the procedure error analysis through the following steps:

1. Collecting the Data from the Result of the Students' Error Pronunciation

The researcher collected the students' recordings to be analyzed. They have been giving a descriptive text to read 20 words which was given by the researcher. The researcher tried to determine the data that would be treated, like finding mispronounced words which include post alveolar sounds.

2. Identifying the Students' Errors

After collecting the students' voice recordings, the researcher listened the recording repeatedly in order to know the speech then transcript the recordings. The researcher identified the words on transcription which produced an error. The researcher identified the students' errors by using surface strategy taxonomy and has been compared the result of the research with others observer.

3. Describing of Errors

After identifying the data, the researcher classified the errors based on surface strategy taxonomy. In this way, the researcher determined the types of error that belong to each type of error. Then, the errors that committed by the students put into the distribution table of error to find out the number of errors each of the students committee.

4. Explaining the Students' Errors

This step attempted to explain for how and why the students' errors happen.

5. Evaluating Students' Errors

After classifying the data, then, the researcher calculated the students' errors and made the total for each error by counting the errors to get the total of each error.

In this step, the number of errors were be presented in the forms of tables in chapter IV by using the following formula to count the frequency of errors, the data calculated and drew up as follow:

$$P = \frac{F}{N} \times 100$$

P: Percentage

F: The total number of subjects made errors

N: The total number of the subjects

Percentage of the students' error on the use of simple past tense based on surface strategy taxonomy:

1. Omission

$$P = \frac{\text{total omission}}{\text{total of error}} \times 100\%$$

2. Addition

$$P = \frac{\text{total addition}}{\text{total of error}} \times 100\%$$

3. Substitution

$$P = \frac{\text{total substitution}}{\text{total of error}} \times 100\%$$

4. Ordering

$$P = \frac{\text{total ordering}}{\text{total of error}} \times 100\%$$

The researcher used certain criterion based on Best (1981) criterion in order to know how well the students pronounce the English vowel. The criterion as follows:

Table 3
Criteria of Students Error

Categories	Percentage
Very High	80-100%
High	60-80%
Fair	40-60%
Low	30-40%
Very Low	0-20%

CHAPTER IV
FINDING AND DISCUSSION

4.1 Finding

This research conducted toward the eleventh grade at Senior High School 1 Jambi City in academic year 2022/2023. The researcher did the research for 2 weeks to prove the students' error in pronouncing English post alveolar consonants. The researcher took the XI MIPA 2 as a sample class. The result of total sampling is one class, consist of 20 female and 13 males. The researcher did this research start from January 19th to February 3rd, 2023. The researcher presented the data from the test. Test in this research was pronouncing of English post alveolar consonants and did the descriptive analysis to see the students' dominant error. In test, the post alveolar sounds that tested represented by three different positions: initial, middle, and final which represented by this research and helped by English phonetic transcript by Longman online dictionary as a tool for the researcher to check the correct the students' pronunciation. The way to use this dictionary is explained as follows:

1. Open the English phonetic dictionary by Longman online dictionary in google with the link: https://www.ldoceonline.com/
2. After the web is open, there will be a blank box in a up right of the web that aim to write the word that want to see.
3. 3. Write the word that want to search and then click enter so that the web will show the meaning of the word that searched, phonetic transcript, meaning, example in a sentence, etc.
4. From the phonetic transcript, copy and paste into this research thesis and finally, correcting the students' transcript by match it into the correct phonetic transcript by the dictionary. The total number of words in a test

containing English post alveolar sounds is twenty words. With details, 10 words of sound /ʃ/ and 10 words of sound /ʒ/. Then, the result of pronunciation test transcribed and analyzed.

4.1.1 Students Errors in Pronouncing Post Alveolar

Based on the students' transcript, there are some errors in post alveolar sounds did by the 33 students in XI MIPA 2 Senior High School 1 Jambi City. The percentage of the students' error is based on the result in pronunciation tests. In analyzing the percentage of the students score, the researcher calculated the amount in each English post alveolar sounds of correct pronounced by 33 students. The result of the students' pronunciation test in English post alveolar sounds describe in the following table:

Table 4
The Identifications of Students Error

No	Students	Error Identification	Error Correction	Type of Error
1	Student 1	My neighbour, Turi, is an incredible woman. **She "/si;/"** lives on a **shore "/ʃɔːr/"** under the tower.	My neighbour, Turi, is an incredible woman. **She "/ʃi;/"** lives on a **shore "/ʃɔːr/"** under the tower.	Substitution (ʃ into s)
		She is a single mother whom live with her one **shy "/sʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪsəmən/"** in my village.	She is a single mother whom live with her one **shy "/ʃʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪʃəmən/"** in my village.	Substitution (ʃ into s)
		It is really **unusual "/ʌnˈjuːʃuəl/"**.	It is really **unusual "/ʌnˈjuːʒuəl/"**.	Substitution (ʒ into ʃ)
		She is very strong and has a full **vision**	She is very strong and has a full **vision**	Substitution (ʒ into ʃ)

		“/ˈvɪʃən/” in her life. Almost there is no **leisure “/ˈliːʃər/”** in her life.	**“/ˈvɪʒən/”** in her life. Almost there is no **leisure “/ˈliːʒər/”** in her life.	
		She dedicates all of the time and hard work as much as **treasure “/ˈtreʃər/”** for her daughter because she did it with full of **pleasure “/ˈpleʃər/”.**	She dedicates all of the time and hard work as much as **treasure “/ˈtreʒər/”** for her daughter because she did it with full of **pleasure “/ˈpleʒər/”.**	Substitution (ʒ into ʃ)
		She **wishes “/wɪs/”** that all of these can make her daughter needs fulfilled.	She **wishes “/wɪʃ/”** that all of these can make her daughter needs fulfilled.	Substitution (ʃ into s)
		She has a tan skin. The eyes colour of her is **shine “/sʌɪn/”** brown. She has a **short “/syɔːrt/”** hair and an ideal body.	She has a tan skin. The eyes colour of her is **shine “/ʃʌɪn/”** brown. She has a **short “/ʃɔːrt/”** hair and an ideal body.	Substitution (ʃ into s)
		When we look **closure “/ˈkloʊʃər/”**, the **visuals “/ˈvɪʃuəl/”** like a tropic woman **surely “/ˈsurlɪ/”.**	When we look **closure “/ˈkloʊʒər/”**, the **visuals “/ˈvɪʒuəl/”** like a tropic woman **surely “/ˈʃurlɪ/”.**	Substitution (ʒ into ʃ and ʃ into s)
		Usually, she does her activities as a fisherwoman in a sea near a **ship “/ʃɪp/”** in **azure “/ˈæzər/”.**	Usually, she does her activities as a fisherwoman in a sea near a **ship “/ʃɪp/”** in **azure “/ˈæʒər/”.**	Substitution (ʒ into z)
		However, she should be patient and careful to **measure “/ˈmeʃər/”** and **erasure “/ɪˈreɪʃər/”** her distance with the **nation “/ˈneɪʃən/”** boundary.	However, she should be patient and careful to **measure “/ˈmeʒər/”** and **erasure “/ɪˈreɪʒər/”** her distance with the **nation “/ˈneɪʃən/”** boundary.	Substitution (ʃ into s)
2	Student 8	My neighbour, Turi, is an incredible woman. **She “/si;/”** lives on a	My neighbour, Turi, is an incredible woman. **She “/ʃi;/”** lives on a	Substitution (ʃ into s)

		shore "/sɔːr/" under the tower.	**shore "/ʃɔːr/"** under the tower.	
		She is a single mother whom live with her one **shy "/sʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪhəmən/"** in my village.	She is a single mother whom live with her one **shy "/ʃʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪʃəmən/"** in my village.	Omission (omit the sound ʃ)
		It is really **unusual "/ʌnˈjuːsuəl/"**.	It is really **unusual "/ʌnˈjuːʒuəl/"**.	Substitution (ʒ into s)
		She is very strong and has a full **vision "/ˈvɪʃən/"** in her life. Almost there is no **leisure "/ˈliːzər/"** in her life.	She is very strong and has a full **vision "/ˈvɪʒən/"** in her life. Almost there is no **leisure "/ˈliːʒər/"** in her life.	Substitution (ʒ into z and ʃ)
		She dedicates all of the time and hard work as much as **treasure "/ˈtresər/"** for her daughter because she did it with full of **pleasure "/ˈplezər/"**.	She dedicates all of the time and hard work as much as **treasure "/ˈtreʒər/"** for her daughter because she did it with full of **pleasure "/ˈpleʒər/"**.	Substitution (ʒ into z and s)
		She **wishes "/wɪs/"** that all of these can make her daughter needs fulfilled.	She **wishes "/wɪʃ/"** that all of these can make her daughter needs fulfilled.	Substitution (ʃ into s)
		She has a tan skin. The eyes colour of her is **shine "/sʌɪn/"** brown. She has a **short "/syɔːrt/"** hair and an ideal body.	She has a tan skin. The eyes colour of her is **shine "/ʃʌɪn/"** brown. She has a **short "/ʃɔːrt/"** hair and an ideal body.	Substitution (ʃ into s)
		When we look **closure "/ˈkloʊsər/"**, the **visuals "/ˈvɪsuəl/"** like a tropic woman **surely "/ˈsurlɪ/"**.	When we look **closure "/ˈkloʊʒər/"**, the **visuals "/ˈvɪʒuəl/"** like a tropic woman **surely "/ˈʃurlɪ/"**.	Substitution (ʃ into s)
		Usually, she does her	Usually, she does her	Substitution

		activities as a fisherwoman in a sea near a **ship "/sɪp/"** in **azure "/ˈæzər/"**.	activities as a fisherwoman in a sea near a **ship "/ʃɪp/"** in **azure "/ˈæʒər/"**.	(ʃ into s and ʒ into z)
		However, she should be patient and careful to **measure "/ˈmesər/"** and **erasure "/ɪˈreɪsər/"** her distance with the **nation "/ˈneɪsən/"** boundary.	However, she should be patient and careful to **measure "/ˈmeʒər/"** and **erasure "/ɪˈreɪʒər/"** her distance with the **nation "/ˈneɪʃən/"** boundary.	Substitution (ʃ and ʒ into s)
3	Student 26	My neighbour, Turi, is an incredible woman. **She "/ʃi;/"** lives on a **shore "/hɔːr/"** under the tower.	My neighbour, Turi, is an incredible woman. **She "/ʃi;/"** lives on a **shore "/ʃɔːr/"** under the tower.	Omission (Omit the sound ʃ)
		She is a single mother whom live with her one **shy "/sʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪʃəmən/"** in my village.	She is a single mother whom live with her one **shy "/ʃʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪʃəmən/"** in my village.	-
		It is really **unusual "/ʌnˈjuːsuəl/"**.	It is really **unusual "/ʌnˈjuːʒuəl/"**.	Substitution (ʒ into s)
		She is very strong and has a full **vision "/ˈvɪsən/"** in her life. Almost there is no **leisure "/ˈliːsər/"** in her life.	She is very strong and has a full **vision "/ˈvɪʒən/"** in her life. Almost there is no **leisure "/ˈliːʒər/"** in her life.	Substitution (ʒ into s)
		She dedicates all of the time and hard work as much as **treasure "/ˈtresər/"** for her daughter because she did it with full of **pleasure "/ˈplesər/"**.	She dedicates all of the time and hard work as much as **treasure "/ˈtreʒər/"** for her daughter because she did it with full of **pleasure "/ˈpleʒər/"**.	Substitution (ʒ into s)
		She **wish**es **"/wɪs/"**	She **wish**es **"/wɪʃ/"**	Substitution

		that all of these can make her daughter needs fulfilled.	that all of these can make her daughter needs fulfilled.	(ʃ into s)
		She has a tan skin. The eyes colour of her is **shine "/ʃʌɪn/"** brown. She has a **short "/ʃɔːrt/"** hair and an ideal body.	She has a tan skin. The eyes colour of her is **shine "/ʃʌɪn/"** brown. She has a **short "/ʃɔːrt/"** hair and an ideal body.	-
		When we look **closure "/ˈkloʊsər/",** the **visuals "/ˈvɪsuəl/"** like a tropic woman **surely "/ˈsurlɪ/"**.	When we look **closure "/ˈkloʊʒər/"**, the **visuals "/ˈvɪʒuəl/"** like a tropic woman **surely "/ˈʃurlɪ/"**.	Substitution (ʃ and ʒ into s)
		Usually, she does her activities as a fisherwoman in a sea near a **ship "/sɪp/"** in **azure "/ˈæzzər/"**.	Usually, she does her activities as a fisherwoman in a sea near a **ship "/ʃɪp/"** in **azure "/ˈæʒər/"**.	Substitution (ʃ and ʒ into s and z)
		However, she should be patient and careful to **measure "/ˈmesər/"** and **erasure "/ɪˈreɪsər/"** her distance with the **nation "/ˈneɪsən/"** boundary.	However, she should be patient and careful to **measure "/ˈmeʒər/"** and **erasure "/ɪˈreɪʒər/"** her distance with the **nation "/ˈneɪʃən/"** boundary.	Substitution (ʒ into s)
4	Student 33	My neighbour, Turi, is an incredible woman. **She "/si;/"** lives on a **shore "/sɔːr/"** under the tower.	My neighbour, Turi, is an incredible woman. **She "/ʃi;/"** lives on a **shore "/ʃɔːr/"** under the tower.	Substitution (ʃ into s)
		She is a single mother whom live with her one **shy "/sʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪsəmən/"** in my village.	She is a single mother whom live with her one **shy "/ʃʌɪ/"** daughter named Tiara. Turi is a woman **fisherman "/ˈfɪʃəmən/"** in my village.	Substitution (ʃ into s)
		It is really **unusual "/ʌnˈjuːʒuəl/"**.	It is really **unusual "/ʌnˈjuːʒuəl/"**.	-

		She is very strong and has a full **vision “/ˈvɪsən/”** in her life. Almost there is no **leisure “/ˈliːʒər/”** in her life.	She is very strong and has a full **vision “/ˈvɪʒən/”** in her life. Almost there is no **leisure “/ˈliːʒər/”** in her life.	Substitution (ʒ into s)
		She dedicates all of the time and hard work as much as **treasure “/ˈtresər/”** for her daughter because she did it with full of **pleasure “/ˈplesər/”.**	She dedicates all of the time and hard work as much as **treasure “/ˈtreʒər/”** for her daughter because she did it with full of **pleasure “/ˈpleʒər/”.**	Substitution (ʒ into s)
		She **wish**es **“/wɪs/”** that all of these can make her daughter needs fulfilled.	She **wish**es **“/wɪʃ/”** that all of these can make her daughter needs fulfilled.	Substitution (ʃ into s)
		She has a tan skin. The eyes colour of her is **shine “/ʃʌɪn/”** brown. She has a **short “/ʃɔːrt/”** hair and an ideal body.	She has a tan skin. The eyes colour of her is **shine “/ʃʌɪn/”** brown. She has a **short “/ʃɔːrt/”** hair and an ideal body.	Substitution (ʃ into s)
		When we look **closure “/ˈkloʊsər/”,** the **visuals “/ˈvɪsuəl/”** like a tropic woman **surely “/ˈsurlɪ/”.**	When we look **closure “/ˈkloʊʒər/”,** the **visuals “/ˈvɪʒuəl/”** like a tropic woman **surely “/ˈʃurlɪ/”.**	Substitution (ʃ and ʒ into s)
		Usually, she does her activities as a fisherwoman in a sea near a **ship “/sɪp/”** in **azure “/ˈæzzər/”.**	Usually, she does her activities as a fisherwoman in a sea near a **ship “/ʃɪp/”** in **azure “/ˈæʒər/”.**	Substitution (ʃ and ʒ into s and z)
		However, she should be patient and careful to **measure “/ˈmeʃər/”** and **erasure “/ɪˈreɪsər/”** her distance with the **nation “/ˈneɪʃən/”** boundary.	However, she should be patient and careful to **measure “/ˈmeʒər/”** and **erasure “/ɪˈreɪʒər/”** her distance with the **nation “/ˈneɪʃən/”** boundary.	Substitution (ʒ into ʃ and s)

To find out the result of the test that have been carried out, the researcher made a table containing the students' errors that had been taken from data analysis. The result obtained from the result of the data calculations, the errors that mostly often occurred in class XI MIPA 2 is substitution errors. There are 97,7% students made an error to pronounce the post alveolar sound with substitution categories. Most of the students did an error in substitute the sound ʃ into s and ʒ into ʃ, s and z. For example, in a text it should be pronounced *Turi is a woman* ***fisherman "/ˈfɪʃəmən/"*** *in my village. It is really* ***unusual "/ʌnˈjuːʒuəl/"***. However, the students mostly pronounced into *Turi is a woman* ***fisherman "/ˈfɪsəmən/"*** *in my village. It is really* ***unusual "/ʌnˈjuːsuəl/", "/ʌnˈjuːzuəl/" and "/ʌnˈjuːʃuəl/"***. The students substitute the sound with the words that they have seen like in Bahasa Indonesia. Below is the table for the error percentage of each sound in post alveolar consonants sound.

Table 5
The Error Percentage of Post Alveolar Sounds

Post Alveolar Sounds	Number of Error (N: 389)	Percentage
ʃ	55	14%
ʒ	334	86%

From the table above, it is shown that the respondents revealed the error percentage of the sound /ʃ/ as much as 14% and 86% of sound /ʒ/. The differentiation of error percentage is really far and significance. It can be seen that the sound /ʃ/ is easier to pronounce (very low error category) by students correctly than /ʒ/ sound (very high error category). And then, based on the data analysis, the mean of error in pronouncing post alveolar /ʃ/ and /ʒ/ sounds is 61% which is on

high category. The researcher did a statistic data using Ms. Excel with the formula guideline.

In the text, *My neighbour, Turi, is an incredible woman. **She** lives on a **shore** under the tower. She is a single mother whom live with her one **shy** daughternamed Tiara. Turi is a woman **fisherman** in my village. It is really **unusual**. She isvery strong and has a full **vision** in her life. Almost there is no **leisure** in her life. She dedicates all of the time and hard work as much as **treasure** for her daughter because she did it with full of **pleasure**. She **wishes** that all of these can make her daughter needs fulfilled.*

*She has a tan skin. The eyes colour of her is **shine** brown. She has a **short** hair and an ideal body. When we look **closure**, the **visuals** like a tropic woman **surely**. Usually, she does her activities as a fisherwoman in a sea near a **ship** in **azure**. However, she should be patient and careful to **measure** and **erasure** her distance with the **nation** boundary.*

In fact, the students mostly pronounced it into *My neighbour, Turi, is an incredible woman. **Se** lives on a **sore** under the tower. She is a single mother whom live with her one **sy** daughter named Tiara. Turi is a woman **fiserman** in my village. It is really **unusual**. She is very strong and has a full **vision** in her life. Almost there is no **leisure** in her life. She dedicates all of the time and hard work as much as **treasure** for her daughter because she did it with full of **pleasure**. She **wises** that all of these can make her daughter needs fulfilled.*

*She has a tan skin. The eyes colour of her is **sine** brown. She has a **sort** hair and an ideal body. When we look **closure**, the **visuals** like a tropic woman **surely**. Usually, she does her activities as a fisherwoman in a sea near a **sip** in **azure**.*

*However, she should be patient and careful to **meazure** and **erazure** her distance with the **nasion** boundary.*

From the students' transcript mostly pronounced above, the students mostly did an error to substitute the post alveolar sound from /ʃ/ to /s/ such as in words nation, shy, she, ship /ˈneɪʃən/, /ʃʌɪ/, /ʃi;/, /ʃɪp/ into /ˈneɪsən/, /sʌɪ/, /si;/, /sɪp/. And then the sound /ʒ/ into /z/ such as in words mesure, unusual, treasure, and vision from /ˈmeʒər/, /ʌnˈjuːʒuəl/, /ˈtreʒər/, /ˈvɪʒən/ into /ˈmezər/, /ʌnˈjuːzuəl/, /ˈtrezər/, /ˈvɪsən/.

From the test that the students did errors in pronouncing 20 words, it found that the highest error score was the student number 8 and 13 where the respondents got the error score 19 with the percentage 95% and the lowest score error was the student number 10 where she got the score 5 with the percentage 25%.

From those data, it can conclude that the students' error in pronouncing the English post alveolar consonant sounds are high. Further, to present detailed data, the pronunciation of each sound and its deviation presented below.

4.1.2 The Error Pronunciation of / ʃ / Sound

Table 6
The Deviation of / ʃ / Sound

Words	IPA	Transcript	Deviation
nation	/ˈneɪʃən/	/ˈneɪsən/	ʃ into s

According to the ten words of / ʃ / sound that pronounced by the students, the error mostly made by the students is to deviate the / ʃ / sound into s sound. It is because of the word in English when the alphabet is sometimes to pronounced into s or the s alphabet in English always exactly pronounced like "s" in Indonesian.

4.1.3 The Error Pronunciation of / ʒ / Sound

Table 7
The Deviation of / ʒ / Sound

Words	IPA	Transcript	Deviation
visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	ʒ into s
azure	/ˈæʒər/	/ˈæzər/	ʒ into z
leisure	/ˈliːʒər/	/ˈliː ʃ/ər/	ʒ into ʃ

According to the ten words of / ʒ / sound that pronounced by the students, the error mostly made by the students is to deviate the / ʒ / sound into s, z or ʃ sound. It is because of the students lack knowledge of pronunciation which pronounced the word in English s exactly pronounced like "s or z" in Indonesia Language.

4.1.4 The Dominant Error

To find out the results of the tests that have been carried out, the researcher made a table containing students' errors that had been taken from data analysis. The results obtained from the results of data calculations, the errors that most often occur in class XI MIPA 2 are substitution errors. With the number of substitution 380 errors from (N) 389 errors. It is 97,7% percentage of errors which enter to the ***very high*** error percentage.

Based on the students' transcript, in addition error, the students must utter *Usually, she does her activities as a fisherwoman in a sea near a ship in* ***azure***. In fact, the students pronounce it into *Usually, she does her activities as a fisherwoman in a sea near a ship in* ***azzure***. However, the students pronounce the word azure with adding the double "z" in word azure which the appropriate word to pronounce is /ˈæʒər/, the students changed it into /ˈæzzər/. Based on the data, there are 6

students did the error to pronounce post alveolar for addition error categories. The students did the error for addition percentage for 1,5% which on very low categories of error.

Next is omission. For example, *She lives on a **shore** under the tower*. The student number 11 pronounced it to *She lives on a **hore** under the tower.* Student number 11 omit the sound post alveolar /ʃ/ on a word /ʃɔːr/ into /ɔːr/. In omission error, there are 3 students who did an error to pronounce it with the error categories percentage 0,8%. The omission error of pronouncing post alveolar is 0,8% which on very low categories of error.

And then, the next error category is substitution. As mentioned earlier, this error is the highest error percentage which happened by the students. There are 380 words of the total 389 errors made by 33 students in XI MIPA 2. *In the text, **She** lives on a **shore** under the tower*. Most of the students pronounced into ***Se** lives on a **shore** under the tower*. The students substitute the sound /ʃi;/ into /si;/ and sound /ʃɔːr/ into /sɔːr/. Another example on a text like *When we look **closure**, the **visuals** like a tropic woman **surely***. The students mostly pronounced it into *When we look **closure**, the **visuals** like a tropic woman **surely*** but they still pronounced it like the word they are seen. It should be /ˈkloʊʒər/, /ˈvɪʒuəl/ and /ˈʃurlɪ/, but the students substitute it with /ˈkloʊzər/, /ˈvɪsuəl/ and /ˈsurlɪ/. The students mostly substitute the sound /ʒ/ into z and /ʃ/ into s. This substitution error category is the highest score percentage in post alveolar error which is 97,9% and it is on very high error category level.

The last one is ordering. In this error category none of the students who pronounced it un-appropriately. The students pronounced it in a good order. All in

all, the highest percentage that mostly students did the error is substitution with 97,7% percentage and the lowest is ordering with 0% percentage. The table below is the students' recapitulations.

Table 8
The Recapitulation of Students' Error

Students	Addition	Omission	Substitution	Ordering
Student 1	0	0	17	0
Student 2	0	0	14	0
Student 3	0	0	9	0
Student 4	0	0	10	0
Student 5	0	0	12	0
Student 6	0	0	13	0
Student 7	0	0	7	0
Student 8	0	1	18	0
Student 9	0	0	16	0
Student 10	0	0	5	0
Student 11	0	1	14	0
Student 12	0	0	15	0
Student 13	0	0	19	0
Student 14	0	0	10	0
Student 15	0	0	13	0
Student 16	1	0	9	0
Student 17	0	0	10	0
Student 18	0	0	10	0
Student 19	1	0	17	0
Student 20	0	0	10	0
Student 21	1	0	13	0
Student 22	0	0	10	0
Student 23	0	0	10	0
Student 24	0	0	10	0
Student 25	1	0	11	0
Student 26	1	1	13	0
Student 27	0	0	10	0
Student 28	0	0	8	0
Student 29	0	0	12	0
Student 30	0	0	7	0
Student 31	0	0	13	0
Student 32	0	0	12	0
Student 33	1	0	14	0
Total	6	3	380	0
Percentage	**1,5%**	**0,8%**	**97,7%**	**0%**
Total (N)	**389**			

4.2 Discussion

Based on the instrument that has been used in this research which is test. It is found that XI MIPA 2 students of Senior High School 1 Jambi City have a fair percentage in error pronouncing English post alveolar. And then, the dominant error in pronouncing post alveolar sound is on / ʒ / sound. The students often made error pronunciation in / ʒ / sound. The description of the explanation below was from the result of students' pronunciation test and researcher analysis. The data that has been collected already presented and processed in the previous findings which also will be discussed in the further section. Therefore, to answer the problem statement in chapter one, the researcher provided the discussion as follow:

Based on the findings, it is shown that there is one kind of English post alveolar consonant error that high significance made by the students. According to the result of the pronunciation test, it is found that the sound which occupies the highest encountered error in students' pronunciation is the / ʒ / sound. The total of students who made an error in pronouncing these sounds is about 91,8% students, where almost all of the students' error pronouncing this sound. The students did the error categories in substitution, addition and emission. The highest categories that students did the error is on substitution category in 97,7%. The students substituted the / ʒ / sound into z, s or ʃ sound. In order to that, it can be seen that the deviation is substituted according to the lack of their knowledge about how the way to pronounce word in English correctly based on International Phonetic Alphabet (IPA).

There are some reason why /ʒ/ sounds is got high percentage in error pronouncing. It is caused of the less learning about productive skill in school. The

teacher focuses on the receptive skill in every learning process so that the students' productive skill especially pronunciation is still in a low category which made much error in pronouncing. However, many teachers still are not aware of the importance of pronunciation. Mostly teachers only pay enough attention to grammar and vocabulary in learning a foreign language or only help learners to become skillful in listening and reading. As the result, this becomes one of the major reasons for the students' pronunciation errors because they did not have enough knowledge about this skill. In the same way the students' perfective on the subject are also suspicious to be one of their lacks in pronunciation. Their thought of pronunciation to be one of difficult subject indirectly could limitations their ability, because they program their brain to think so. Therefore, the students have to monitor their self-talk, if the students keep think and go around to telling people that pronunciation is so difficult for them or their pronunciation is so horrible, etc. It will surely inhibit the development of their pronunciation, as a consequence they cannot improve their self.

Another caused of this case is because of the less of students' practice. The students should practice pronunciation by themselves not only just in a classroom but also in out of the classroom. Usually, the students are lazy to learn in out of the classroom especially for the productive skill, so their ability in pronouncing word is low and often made an error. In this respect, changing and not changing speech patterns is affected by how much responsibility the student takes, how much the student practices outside of class, and how ready the student is. In other words, the more often their study or practice time the better their pronunciation would be. Although there are still several aspects which might be the effect of their skill, such

as situation and process including students learning environment, curriculum, educators, facilities, etc. furthermore, this cannot always be the determining aspect.

The next caused is also can be from of their mother language. The students are non-native speaker in English which using their mother language like Indonesia Language, Language Jambi, Language, Malay Language, Java Language, or Minang Language. So, the students place of articulation and manner of articulation is not familiar with the sound in English especially post alveolar sounds which is not include in Indonesia Language alphabet. In other words, comparing the language system that exists in students mother tongue and apply them in the foreign language which has been learning already becomes a common fact. As a result, interference of this matter will bring up a new problem. Of course, it comes from the lack of understanding the foreign. In order to that, the students are tried to pronounce word in English which almost near the alphabet that they read in Indonesia Language. Therefore, the students confused and made some mistake when pronounced the sound that do not exist in the students' mother tongue.

Meanwhile, the / ʃ / sound is got a low percentage in students' error pronunciation. The percentage of students who did an error in pronouncing it was just 16,7%. It has very far significance percentage with / ʒ / sound. It happened because of the word in English in / ʃ / sound is familiar with the students and there are also almost same sound in Indonesia Language alphabet which is the collaboration of "s" and "h". So that, the students not faced the highest percentage of error pronunciation. In conclusion of all post alveolar error pronunciation, both teachers and students have important role in developing student pronunciation skill. The teachers expected to give more attention on this subject because expert

guidance is extremely needed in this case. Likewise, the students also have to be more confident with their ability and most importantly they should take care with their self-talk because the way they can make effect of their ability.

Relating to the early researches which relevant with this research, Nisa Awaliyah (2017) about students' error in pronouncing fricative sound. In her research found the similar difficulties with this research, they were the replacement of ʒ into z, s and ʃ, ʃ into s, ð into d, and θ into t. It is also found that the students mostly did an error pronunciation in sound ʒ. The students like to substitute the sound ʒ into z, s or even ʃ. It is caused by the unsuccessful of bringing the appropriate sound into their mother tongue. This research also encouraged by Viki Nurmansyah (2018) about Javanese student in English program. The respondent encountered errors to pronounce ð, θ, ʃ, and ʒ. The most error made by students are ʒ and θ sound. The students substitute the sound θ into d and t, and then sound ʒ into s and z.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing the research, the researcher concluded that the students' errors in pronouncing English post alveolar at the Eleventh Grade of Senior High School 1 Jambi City as follows:

1. The students in Eleven Grade of Senior High School 1 Jambi City made an error pronunciation of post alveolar sound in high percentage category which is on 61%. The type of error that have very high significance to pronounce by the students is /ʒ/ sound which is 86%. In contrast with /ʃ/ sound where the students just made low percentage of an errorpronunciation in 14%.
2. There are three types of error categories that made by the students Eleven Grade of Senior High School 1 Jambi City in pronouncing post alveolar sound. These are addition, emission and substitution. The dominant category that students error pronouncing is substitution with 97,7%.

5.2 Suggestion

Based on above conclusions about research of the students' errors in pronouncing English post alveolar at the Eleventh Grade of Senior High School 1 Jambi City, the researcher gave some suggestions as follows:

1. Teachers

   After knowing the students' errors and errors dominant in post alveolar consonants sound, it is suggested that teachers must more pay attention to teach productive skills (speaking) with specification of micro

skills of accuracy which is pronunciation, do not only focus on writing and reading skills (receptive skills). In pronunciation, consonant sound, as the main problem, without taking aside other sounds in teaching the language because the consonant of English and Indonesia Language is totally different. Teachers play significant roles in helping learners with difficulties that might be produced. It is also important for teachers to give a good example of pronunciation since learners might get the most exposure to particular language from the teacher sample.

2. Students

Regards to the findings, the students have had a picture of what errors they did in acquiring pronunciation, especially in individual sounds. It is hoped the students should be aware of their ability in pronunciation and then try to overcome their error to have an appropriate pronunciation.

3. Future Researchers

This study focuses on post alveolar of English fricative consonant sounds. This study focuses on segmental aspect where it is one the individual aspect of sound. It is suggested that further research to focus not only on the segmental aspect but also in supra segmental aspects in all parts of English fricative consonant sounds. The researcher expects that there will be other researchers who will investigate the different types and causes relating to English difficulties pronunciation. The researcher also hopes that this research can be used as a reference to others.

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APPENDIX I

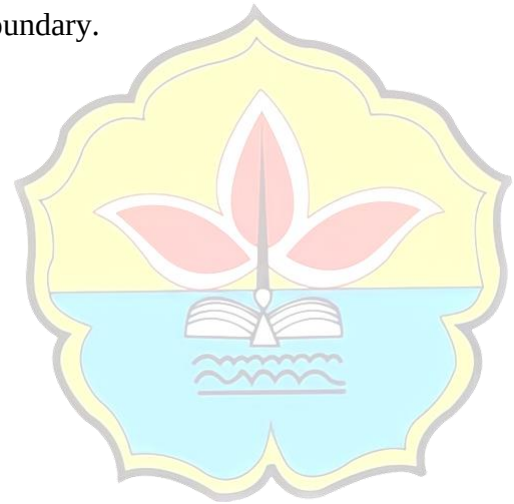
STUDENTS PRONUNCIATION VOCABULARIES TEST

Post Alveolar Symbol	Word	IPA Transcript
ʃ	she	/ʃi;/
	ship	/ʃɪp/
	shore	/ʃɔːr/
	wish	/wɪʃ/
	surely	/ˈʃurlɪ/
	nation	/ˈneɪʃən/
	short	/ʃɔːrt/
	fisherman	/ˈfɪʃəmən/
	shy	/ʃʌɪ/
	shine	/ʃʌɪn/
ʒ	treasure	/ˈtreʒər/
	vision	/ˈvɪʒən/
	visual	/ˈvɪʒuəl/
	leisure	/ˈliːʒər/
	measure	/ˈmeʒər/
	unusual	/ʌnˈjuːʒuəl/
	closure	/ˈkloʊʒər/
	azure	/ˈæʒər/
	pleasure	/ˈpleʒər/
	erasure	/ɪˈreɪʒər/

An Incredible Woman

My neighbor, Turi, is an incredible woman. She lives on a shore under the tower. She is a single mother whom live with her one shy daughter named Tiara. Turi is a woman fisherman in my village. It is really unusual. She is very strong and has a full vision in her life. Almost there is no leisure in her life. She dedicates all of the time and hard work as much as treasure for her daughter because she did it with full of pleasure. She wishes that all of these can make her daughter needs fulfilled.

She has a tan skin. The eyes color of her is shine brown. She has a short hair and an ideal body. When we look closure, the visuals like a tropic woman surely. Usually, she does her activities as a fisherwoman in a sea near a ship in azure. However, she should be patient and careful to measure and erasure her distance with the nation boundary.



APPENDIX II

RESULT OF STUDENTS' ERROR PRONUNCIATION TEST

Student 1: Adit Pratama (AP)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/si;/	F	substitution
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪs/	F	substitution
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/syort/	F	substitution
	fisherman	/ˈfɪʃəmən/	/ˈfɪnɪsmən/	F	substitution
	shy	/ʃʌɪ/	/sʌɪ/	F	substitution
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtreʃur/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈleʃər/	F	substitution
	measure	/ˈmeʒər/	/ˈmeʃər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ɪnˈjuʃual/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʃər/	F	substitution
	azure	/ˈæʒər/	/ˈazər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪʃur/	F	substitution
TOTAL ERRORS				**17**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	17	substitute ʃ into s and ʒ into z or ʃ
ordering	0	-

Student 2: Alvin Satria Pratama (ASP)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/si;/	F	substitution
	ship	/ʃɪp/	/sɪp/	F	substitution
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/sʌɪ/	F	substitution
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtreʃur/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃen/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪʃuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʃur/	F	substitution
	measure	/ˈmeʒər/	/ˈmenʃur/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːʃuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊʃur/	F	substitution
	azure	/ˈæʒər/	/ˈæʃur/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpliʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/eraʃur/	F	substitution
TOTAL ERRORS				**14**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	14	substitute ʃ into s and ʒ into ʃ
ordering	0	-

Student 3: Annisa Lia Aurora (ALA)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪsɪən/	F	substitution
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtreʒər/	T	-
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪʃuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʒər/	T	-
	measure	/ˈmeʒər/	/ˈmezər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːʒuəl/	T	-
	closure	/ˈkloʊʒər/	/ˈkloʊzər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈplezər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪzər/	F	substitution
TOTAL ERRORS				**9**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	9	substitute ʃ into s and ʒ into z or ʃ
ordering	0	-

Student 4: Athilla Zaidan Zidna Fann (AZZF)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtreʃər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪʃuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːsər/	F	substitution
	measure	/ˈmeʒər/	/ˈmeʃər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːzuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊʃər/	F	substitution
	azure	/ˈæʒər/	/ˈæzur/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪʃər/	F	substitution
TOTAL ERRORS				**10**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	10	substitute ʃ into s and ʒ into ʃ
ordering	0	-

Student 5: Aulia (A)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/sɔːrt/	F	substitution
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtreʒər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʒən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliː ʃ/ər/	F	substitution
	measure	/ˈmeʒər/	/ˈme ʃ/ər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːsuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊ ʃ/ər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈple ʃ/ər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪ ʃ/ər/	F	substitution
TOTAL ERRORS				**12**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	12	substitute ʃ into s and ʒ into ʃ and z
ordering	0	-

Student 6: Calvin Imanuel Hasurungan (CIH)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/sɪp/	F	substitution
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪs/	F	substitution
	surely	/ˈʃurlɪ/	/surlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/sʌɪ/	F	substitution
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtresər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʃər/	F	substitution
	measure	/ˈmeʒər/	/ˈmeʃər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːʒuəl/	T	-
	closure	/ˈkloʊʒər/	/ˈkloʊʃər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪsər/	F	substitution
TOTAL ERRORS				**13**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	13	substitute ʃ into s and ʒ into ʃ and z
ordering	0	-

Student 7: Chiana Isti Diary Re Meiyo (CIDRM)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtreʒər/	T	-
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːzər/	F	substitution
	measure	/ˈmeʒər/	/ˈmeʒər/	T	-
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːʒuəl/	T	-
	closure	/ˈkloʊʒər/	/ˈkloʊzər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪzər/	F	substitution
TOTAL ERRORS				**7**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	7	substitute ʃ into s and ʒ into ʃ and z
ordering	0	-

Student 8: Farel Achmad Davinsa Putra (FADP)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/sɪ/	F	substitution
	ship	/ʃɪp/	/sɪp/	F	substitution
	shore	/ʃɔːr/	/sɔːr/	F	substitution
	wish	/wɪʃ/	/wɪs/	F	substitution
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪsɪən/	F	substitution
	short	/ʃɔːrt/	/sɔːrt/	F	substitution
	fisherman	/ˈfɪʃəmən/	/ˈfɪhəmən/	F	omission
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtresər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːzər/	F	substitution
	measure	/ˈmeʒər/	/ˈmesər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːsuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊsər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈplezər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪsər/	F	substitution
TOTAL ERRORS				**19**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	1	omit ʃ
substitution	18	substitute ʃ into s and ʒ into ʃ and z
ordering	0	-

Student 9: Hanif Hanindhiyo (HH)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/sɪp/	F	substitution
	shore	/ʃɔːr/	/sɔːr/	F	substitution
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪsən/	F	substitution
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	F	substitution
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtresər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪsən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːzər/	F	substitution
	measure	/ˈmeʒər/	/ˈmezər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːzuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊzər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈplezər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪzər/	F	substitution
TOTAL ERRORS				**16**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	omit ʃ
substitution	16	substitute ʃ into s and ʒ into s and z
ordering	0	-

Student 10: Keisha Eka Shafira (KES)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/ˈʃurlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtrezər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪsən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʒər/	T	-
	measure	/ˈmeʒər/	/ˈmeʒər/	T	-
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːzuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊzər/	T	-
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʒər/	T	-
	erasure	/ɪˈreɪʒər/	/ɪˈreɪʒər/	T	-
TOTAL ERRORS				**5**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	omit ʃ
substitution	5	substitute ʃ into s and ʒ into s and z
ordering	0	-

Student 26: Refina Meyla Jayani (RMJ)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/sɪp/	F	substitution
	shore	/ʃɔːr/	/hɔːr/	F	omission
	wish	/wɪʃ/	/wɪs/	F	substitution
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪsən/	F	substitution
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtresər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪsən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːsər/	F	substitution
	measure	/ˈmeʒər/	/ˈmesər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːsuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊsər/	F	substitution
	azure	/ˈæʒər/	/ˈæzzər/	F	addition
	pleasure	/ˈpleʒər/	/ˈplesər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪsər/	F	substitution
TOTAL ERRORS				**15**	

Types of Error	Amount of Error	Explanation
addition	1	add z in ʒ
omission	1	omit s in ʃ
substitution	13	substitute ʒ into ʃ, s and z
ordering	0	-

Student 27: Reza Dian Azzahra (RDA)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/ʃi;/	T	-
	ship	/ʃɪp/	/ʃɪp/	T	-
	shore	/ʃɔːr/	/ʃɔːr/	T	-
	wish	/wɪʃ/	/wɪʃ/	T	-
	surely	/ˈʃurlɪ/	/surlɪ/	T	-
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪʃəmən/	T	-
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/ʃʌɪn/	T	-
ʒ	treasure	/ˈtreʒər/	/ˈtreʃər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪsən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪzuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʃər/	F	substitution
	measure	/ˈmeʒər/	/ˈmeʃər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːzuəl/	F	substitution
	closure	/ˈkloʊʒər/	/ˈkloʊʃər/	F	substitution
	azure	/ˈæʒər/	/ˈæzər/	F	substitution
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪʃər/	F	substitution
TOTAL ERRORS				**10**	

Types of Error	Amount of Error	Explanation
addition	0	-
omission	0	-
substitution	10	substitute ʒ into ʃ, s and z
ordering	0	-

Student 33: Zazkia Regina Amaya (ZRA)

Post Alveolar Symbol	Word	IPA Transcript	Student Transcript	T/F	Type of Error
ʃ	she	/ʃi;/	/sɪ/	F	substitution
	ship	/ʃɪp/	/ʃɪp/	F	substitution
	shore	/ʃɔːr/	/sɔr/	F	substitution
	wish	/wɪʃ/	/ˈspesəl/	F	substitution
	surely	/ˈʃurlɪ/	/surlɪ/	F	substitution
	nation	/ˈneɪʃən/	/ˈneɪʃən/	T	-
	short	/ʃɔːrt/	/ʃɔːrt/	T	-
	fisherman	/ˈfɪʃəmən/	/ˈfɪsəmən/	F	substitution
	shy	/ʃʌɪ/	/ʃʌɪ/	T	-
	shine	/ʃʌɪn/	/sʌɪn/	F	substitution
ʒ	treasure	/ˈtreʒər/	/ˈtresər/	F	substitution
	vision	/ˈvɪʒən/	/ˈvɪʃən/	F	substitution
	visual	/ˈvɪʒuəl/	/ˈvɪsuəl/	F	substitution
	leisure	/ˈliːʒər/	/ˈliːʒər/	T	-
	measure	/ˈmeʒər/	/ˈmeʃər/	F	substitution
	unusual	/ʌnˈjuːʒuəl/	/ʌnˈjuːʒuəl/	T	-
	closure	/ˈkloʊʒər/	/ˈkloʊsər/	F	substitution
	azure	/ˈæʒər/	/ˈæzzər/	F	addition
	pleasure	/ˈpleʒər/	/ˈpleʃər/	F	substitution
	erasure	/ɪˈreɪʒər/	/ɪˈreɪsər/	F	substitution
TOTAL ERRORS				**15**	

Types of Error	Amount of Error	Explanation
addition	1	Add z in ʒ
omission	0	-
substitution	14	substitute ʃ into s and ʒ into ʃ, s and z
ordering	0	-

APPENDIX III

STUDENTS' ERROR PERCENTAGE AND MEAN

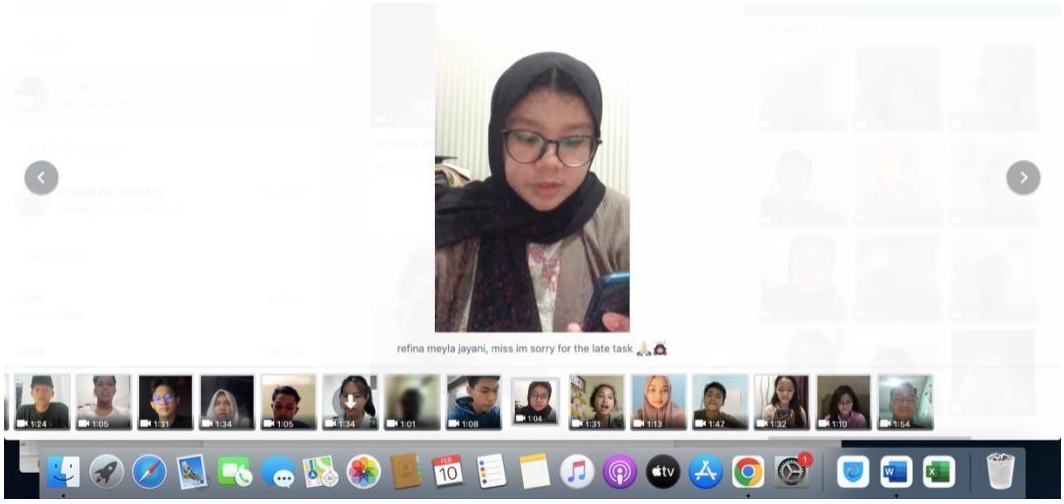
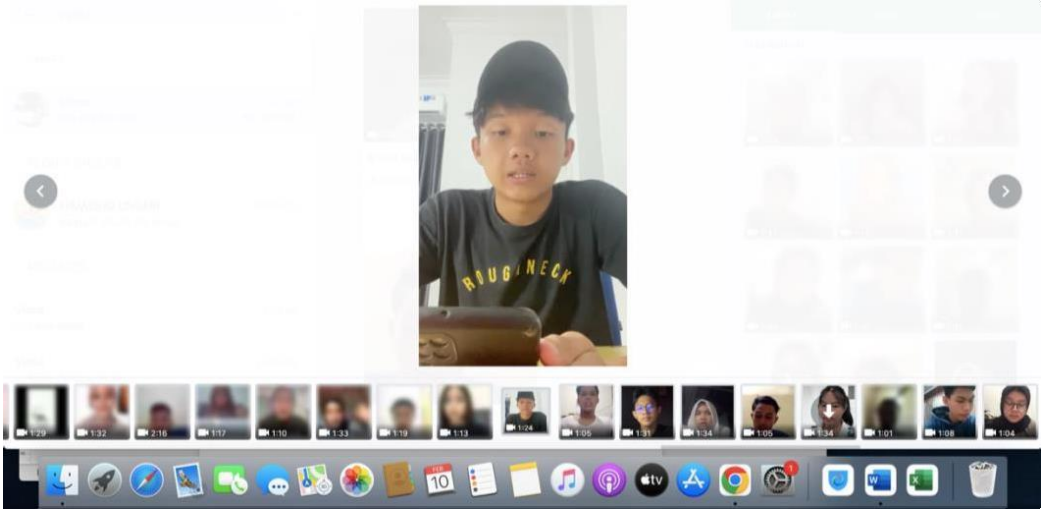
NO	NAMA	ERRORS	PERCENTAGE
1	Adit Pratama	17	85
2	Alvin Satria Pratama	14	70
3	Annisa Lia Aurora	9	45
4	Athilla Zaidan Zidna Fann	10	50
5	Aulia	12	60
6	Calvin Imanuel Hasurungan	13	65
7	Chiana Isti Diary Re Meiyo	7	35
8	Farel Achmad Davinsa Putra	19	95
9	Hanif Hanindhiyo	16	80
10	Keisha Eka Shafira	5	25
11	Kemas Muhammad Nabiel	15	75
12	Khansa Labibah Putri Leria	15	75
13	M. Abian Zumar	19	95
14	M. Dhika Ferdiansyah	10	50
15	M. Rafi Rizki Naga Jaya	13	65
16	Muh. Raihanu Islami Faza	10	50
17	Muhammad Subhan	10	50
18	Mutiara Daryani	10	50
19	Nabil Dian Ramadhan	18	90
20	Nabila Aurelia	10	50
21	Nabila Syahwa	14	70
22	Nadiena Kurnia Putri	10	50
23	Nashwa Ammara Shakila	10	50
24	Naswa Zhahira	10	50
25	Nisha Istiwa Putri	12	60
26	Refina Meyla Jayani	15	75
27	Reza Dian Azzahra	10	50
28	Ridho Alrizky	8	40
29	Ruth Valeria P	12	60
30	Siti Zamila Wahyuna	7	35
31	Wei Angelia Caesari	13	65
32	Yabes Yahaziel H T	12	60
33	Zazkia Regina Amaya	15	75
MEAN			**60,60606061**

APPENDIX IV

ERROR RAW SCORES

NAME	ʃ										TOTAL
	1	2	3	4	5	6	7	8	9	10	
Adit Pratama	1	0	0	1	1	0	1	1	1	1	7
Alvin Satria Pratama	1	1	0	0	1	0	0	1	1	1	6
Annisa Lia Aurora	0	0	0	0	0	1	0	0	0	1	2
Athilla Zaidan Zidna F	0	0	0	0	0	0	0	0	0	0	0
Aulia	0	0	0	0	1	0	1	0	0	0	2
Calvin Imanuel H.	0	1	0	1	0	0	0	0	1	1	4
Chiana Isti Diary Re Meiyo	0	0	0	0	0	0	0	0	0	0	0
Farel Achmad Davinsa	1	1	1	1	1	1	1	1	0	1	9
Hanif Hanindhiyo	0	1	1	0	1	1	0	0	1	1	6
Keisha Eka Shafira	0	0	0	0	0	0	0	0	0	0	0
Kemas Muhammad Nabiel	0	0	1	1	1	0	1	0	0	1	5
Khansa Labibah Putri	1	1	1	1	0	0	0	0	0	1	5
M. Abian Zumar	1	1	1	1	1	1	1	1	0	1	9
M. Dhika Ferdiansyah	0	0	0	0	0	0	0	0	0	0	0
M. Rafi Rizki Naga Jaya	0	0	1	0	1	1	0	0	0	0	3
Muh. Raihanu Islami Faza	0	1	1	0	0	0	0	0	0	0	2
Muhammad Subhan	0	0	0	0	0	0	0	0	0	0	0
Mutiara Daryani	0	0	0	0	0	0	0	0	0	0	0
Nabil Dian Ramadhan	1	1	1	1	1	1	0	1	0	1	8
Nabila Aurelia	0	0	0	0	0	0	0	0	0	0	0
Nabila Syahwa	1	1	0	1	0	1	0	0	0	0	4
Nadiena Kurnia Putri	0	0	0	0	0	0	0	0	0	0	0
Nashwa Ammara Shakila	0	0	0	0	0	0	0	0	0	0	0
Naswa Zhahira	0	0	0	0	0	0	0	0	0	0	0
Nisha Istiwa Putri	0	1	0	1	0	1	0	1	1	1	6
Refina Meyla Jayani	0	1	1	1	1	1	0	0	0	0	5
Reza Dian Azzahra	0	0	0	0	0	0	0	0	0	0	0
Ridho Alrizky	0	0	0	0	0	0	0	0	0	0	0
Ruth Valeria P	0	1	0	1	0	0	0	0	1	1	4
Siti Zamila Wahyuna	0	0	0	0	0	0	0	0	0	0	0
Wei Angelia Caesari	1	1	0	0	1	0	0	0	0	0	3
Yabes Yahaziel H T	1	1	0	0	0	1	0	0	0	0	3
Zazkia Regina Amaya	1	1	1	1	1	0	0	1	0	1	7
TOTAL	**10**	**15**	**10**	**12**	**12**	**10**	**5**	**7**	**6**	**13**	**55**
PERCENTAGE	**30**	**45**	**30**	**36**	**36**	**30**	**15**	**21**	**18**	**39**	**16**
RESULT	**"SHIP" is a dominant error made (ʃ into s)**										**Very Low**

NAME	3										TOTAL
	11	12	13	14	15	16	17	18	19	20	
Adit Pratama	1	1	1	1	1	1	1	1	1	1	10
Alvin Satria Pratama	1	1	1	1	1	1	1	1	1	1	10
Annisa Lia Aurora	0	1	1	0	1	0	1	1	1	1	7
Athilla Zaidan Zidna	1	1	1	1	1	1	1	1	1	1	10
Aulia	1	1	1	1	1	1	1	1	1	1	10
Calvin Imanuel	1	1	1	1	1	0	1	1	1	1	9
Chiana Isti Diary Re Meiyo	1	0	0	0	1	1	0	0	0	0	3
Farel Achmad Davinsa	1	1	1	1	1	1	1	1	1	1	10
Hanif Hanindhiyo	1	1	1	1	1	1	1	1	1	1	10
Keisha Eka Shafira	0	0	1	1	1	0	0	0	1	1	5
Kemas Muhammad Nabiel	1	1	1	1	1	1	1	1	1	1	10
Khansa Labibah Putri	1	1	1	1	1	1	1	1	1	1	10
M. Abian Zumar	1	1	1	1	1	1	1	1	1	1	10
M. Dhika Ferdiansyah	1	1	1	1	1	1	1	1	1	1	10
M. Rafi Rizki Naga Jaya	1	1	1	1	1	1	1	1	1	1	10
Muh. Raihanu Islami Faza	0	1	1	1	1	0	0	1	1	1	7
Muhammad Subhan	1	1	1	1	1	1	1	1	1	1	10
Mutiara Daryani	1	1	1	1	1	1	1	1	1	1	10
Nabil Dian Ramadhan	1	1	1	1	1	1	1	1	1	1	10
Nabila Aurelia	1	1	1	1	1	1	1	1	1	1	10
Nabila Syahwa	1	1	1	1	1	1	1	1	1	1	10
Nadiena Kurnia Putri	1	1	1	1	1	1	1	1	1	1	10
Nashwa Ammara Shakila	1	1	1	1	1	1	1	1	1	1	10
Naswa Zhahira	1	1	1	1	1	1	1	1	1	1	10
Nisha Istiwa Putri	1	1	1	1	1	1	1	1	1	1	10
Refina Meyla Jayani	1	1	1	1	1	1	1	1	1	1	10
Reza Dian Azzahra	1	1	1	1	1	1	1	1	1	1	10
Ridho Alrizky	0	1	1	1	1	1	1	0	1	1	8
Ruth Valeria P	1	0	1	1	1	1	1	1	1	1	9
Siti Zamila Wahyuna	0	0	1	1	0	1	1	1	1	1	7
Wei Angelia Caesari	1	1	1	1	1	1	1	1	1	1	10
Yabes Yahaziel H T	1	1	1	1	1	1	1	1	1	1	10
Zazkia Regina Amaya	1	1	1	0	1	0	1	1	1	1	8
TOTAL	**28**	**29**	**32**	**30**	**32**	**28**	**30**	**30**	**32**	**32**	**334**
PERCENTAGE	**85**	**88**	**97**	**91**	**97**	**85**	**91**	**91**	**97**	**97**	**84%**
RESULT	**"visual, leisure, pleasure, erasure"**										**Very High**

APPENDIX V

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