Error Analysis on English Consonant Pronunciation Produced By The Fifth Semester Students of English Education Department

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Abstract

This study aimed to find out the mispronunciation of consonants and the most frequently mispronounced consonants produced by the fifth semester students of the English Education Department at Institut Parahikma Indonesia in the academic year 2020/2021. This study applied descriptive quantitative study method. The participants were 14 students from the fifth semester of English Education Department. The data were collected by using a reading text. The data were analyzed quantitatively through three steps: 1) identifying errors; 2) calculating errors, and 3) drawing conclusion. The result of the study showed that nine (9) consonants were mispronounced by the students and one consonant was error-free. The mispronounced consonants were / v /: (19.5%), / ð /: (18.8%), / θ /: (15.5%), / z /: (14%), / dʒ /: (9%), / g /: (8%), / w /: (6.2%), / r /: (4.6%), / ŋ /: (4.3%) and / b /: (-) were error-free consonant. Meanwhile, The most frequently mispronounced consonants were / v / and / ð /.

Keywords: Error Analysis, Pronunciation, English Consonants.

INTRODUCTION

Pronunciation is one of the important aspects to support communication. Zimmermann (2004) argued that pronunciation is one of the most important things to remember when someone wants to speak English. By using clear pronunciation, the message will be conveyed clearly. On Contrary, without precise pronunciation, misunderstanding in communication will appear. Kelly (2001) stated that pronunciation is a tool for producing special sounds when people speak. Therefore, good pronunciation will result in good communication.

Pronunciation of the word covers the pronunciation of vowels and consonants. Both have their major functions in words. However, the English alphabet consists of twenty-six letters, six of those letters are vowels and the rest are consonants. Consonants are considered important to be learned, as they are dominating sounds in words. Without consonants, no words can be formed. Consonant is pulmonic which is produced from the outward flow of air through the lungs which refers to the place of articulation, the way of articulation and voicing, and each consonant symbol is a representation. Consonants are generally produced with a greater narrowing of the vowels than the vowels (Cox & Fletcher, 2017). English has 24 consonants, they are / p / / b / / t / / d / / k / / g / / f / / v / / θ / / ð / / s / / z / / ʃ / / ʒ / / h / / j / / tʃ / / dʒ / / m / / n / / ŋ / / l / / r / / w /.

Based on some study, many Indonesian students have problems in pronouncing English words especially in consonant sounds, even though they have learned English lessons in their school or college for years. It happens due to several factors such as slip of tongue, the organ of speech and the interference of mother tongue. Likewise, Lanteigne (2006) asserted that some difficulties in learning English occur because the sounds of English do not exist in their mother tongue. Alwi, et al (2010) added that English sounds like / v / θ / ð / ʃ / ʒ / tʃ / and / dʒ /, cannot be found in Indonesian language. This makes many students find it difficult to pronounce some English words correctly.

Many studies on pronunciation have been conducted in various contexts (Brown (2007); Martin (2020); Pennington & Rogerson-Revell, 2019). In Indonesian context, Tulaktondok (2016) conducted a study on pronunciation errors. The findings of the study showed that most students incorrectly spelled consonant letters. Additionally, Elvionita (2019) investigated the problem of students' error in pronouncing English consonants. The result of this study showed that there was an empirical evidence from the students. They still pronounced the consonant letters incorrectly. In addition, based on the studyer's preliminary observation at Institut Parahikma Indonesia, she found out that there were many students who got difficulties in pronouncing consonant sounds. Some students were unable to differentiate voiced (vibration) and voiceless (no vibration) consonants. For example, when they would say "van" they said "fan".

Considering the issues mentioned above, it is deemed important to examine the problem in the pronunciation of consonant letters. Therefore, this present study investigated Error pronunciation of English consonants made by the fifth semester students of English Education Department. Due to the time constraint, the studyer only focused on ten (10) consonants in this study. They are / b /, / g /, / v /, / w /, / z /, / r /, / θ /, / ð /, / ŋ /, / dʒ /.

Based on the background above, the objectives of the study were to find out: (1) the mispronounciation of the consonants produced by the fifth semester students of English Education Department at Institut Parahikma Indonesia; (**2**) the most frequently mispronounced consonants produced by the fifth semester students of English Education Department at Institut Parahikma Indonesia.

The Nature of Pronunciation

Learning English pronunciation is one of the ways to improve students' English speaking ability because poor pronunciation will make the hearer misunderstand the meaning of the word. According to Carrel and Tiffany in Elvionita (2019), pronunciation

is the use of the sound in the form of words or sentences. Kelly in Elvionita (2019) stated that pronunciation is when speakers use speech to produce sound in a certain way.

Pronunciation is an important element in communication. Pronunciation is also a tool for producing sounds when speaking. Good and correct pronunciations are needed to avoid misunderstanding. Ulfayanti and Jelimun (2018) stated that in developing spoken English, pronunciation is one of the essential basic skills because good pronunciation will make listener understand easily what the speaker's means. Furthermore, Hornby in Padhilah (2017) describes the essence of pronunciation which is divided into three-part, which are: (a) Pronunciation is how the language is used; (b) Pronunciation is the tool to speak well and clearly; (c) Pronunciation is the manner of the word is pronounced.

Techniques of testing pronunciation

Heaton (1990) stated that pronunciation is a skill used in testing speaking skills. Three techniques can used to test pronunciation.
   a. Pronouncing the words separately. In this technique, the participants are asked to pronounce word by word.
   b. Pronouncing the words in a sentence. The participants are asked to read aloud which contained some problematic voices that would be tested.
   c. Reading aloud. Giving a few minutes to preview the reading text is a way to test pronunciation.

The definition of consonant

Kelly (2000) described that there are three ways to describe the sound of the consonant. Firstly, the manner of articulation means the interaction of airstream and the various articulators. Secondly, the place of articulation, which gives information about the various articulators. The last, the power that follows the terms are used: lenis or weak and fortis or strong.

The types of consonants sounds

Key manners of articulation of consonants are divided into some groups as to how the sounds are pronounced (Cox and Fletcher, 2017), which are:
   a. Stops
      Stops are produced with an absolute occlusion in the oral cavity whose function is to prevent air from leaving the mouth. There are two types of stops: oral and nasal.
   b. Affricates
      Affricates are complex sounds that combine fricative and stops. Affricates have absolute oral occlusion and a raised soft palate and central airflow. Affricates have two phonemes namely postalveolar / ʧ /, / ʤ /.
   c. Fricatives
      Fricatives are sounds that are produced by constricting (not closing) the respiratory tract to form a narrow passage for airflow. Turbulent is a forced and constricted airflow that produces a characteristic hissing sound that it is related to fricatives. Example / s / and / f /.
   d. Approximants
      Approximants are a more open articulation than other consonants. The stopping of the airflow did not occur due to the absence of turbulence in the canonical form.

Approximants are divided into two categories, namely, phonological glides and fluids. The slide is / w / and / j / while the liquid is / l / and / r /. Another view is from Cox and Fletcher (2017) who classifies the place of articulation, as follows:

1) **Bilabial** is produced by involving the upper and lower lips. Example / p /, / b /, / m /, in paw, bore and more.
2) **Labiodental** is produced through the lower lip that articulates with the front-end teeth. Example / f /, and / v /, in for and vow.
3) **Dental** is produced through the tip or blade of the tongue that articulate with the upper front teeth. Example / θ / and / ð /, in thaw and though.
4) **Alveolar** is produced by raising the tip of the tongue or blade. Example / t /, / d /, / s /, / z /, / l /, / n /, in tore, door, saw, zoo, law and nor.
5) **Postaveolar** is produced via a tongue blade articulates with the back of the alveolar ridge. Example, / ʃ /, / ʒ /, in shore, azure, chore and jaw.
6) **Retroflex** is produced through the tip of the tongue which is rolled up and back so that the bottom of the tongue touches the back of the alveolar ridge. Retroflex sounds are commonly used by Australian Aborigines.

METHOD

This study used a descriptive quantitative study method in achieving study objectives. Creswell (2012) stated that the characteristic of quantitative study is describing a study problem through descriptive data. This study consists of one variable, namely students' errors in pronouncing English consonants. The studyer focused on students' errors in pronouncing ten (10) English consonants. They are / b /, / g /, / v /, / w /, / z /, / r /, / θ /, / ð /, / ŋ /, / dʒ /. The subjects of this study were the fifth semester students of the English Education Department at Institut Parahikma Indonesia, consisting of 14 students, who were selected purposively by the studyer. The reason the studyers chose the fifth semester majoring in English was that they had studied pronunciation in the previous semester.

The studyer collected the data using a test. The test was a technique or instrument in collecting study data. According to Brown (2003) the test is an instrument that has an accurate and real measure of a person's abilities. In this study, the studyer used a test which was adopted from Elvionita's (2019) study instrument. In collecting the data through the test, the studyer will take some steps:

a) The studyer gave an analytic exposition text to the students and ask them to see the text before recording.
b) Furthermore, the studyer asked the students to read the text and the studyer gave 5-7 minutes to read the exposition text to each student.
c) Then, the studyer recorded the students' reading.

The data analysis was carried out through some steps (Elvionita, 2019):
1. Identifying Error
The studyer wrote the English phonetic transcription of the focused words (the words in which contain the consonants being tested). After that, the studyer listened to the test recordings and writes the phonetic transcriptions of students' pronunciations. Next, the

studyer compared the students' pronunciations with the correct phonetic transcription repeatedly.

2. Classifying Error

Students' pronunciation errors classified based on ten (10) consonant sounds. Based on the data student pronunciation results. The studyer classified the pronunciation errors in each consonant letter.

3.   Quantifying Error

In this step, the studyer used descriptive analysis percentages. The percentage result of the frequency was then divided by the consonant with an error. Furthermore, the studyer calculated all errors using percentage descriptive analysis techniques using the following formula: (Adawiyah & Retnowati, 2012).

$$X1 = \frac{\sum Er}{\sum w} \times 100 \%$$

Where: X1 = the percentage of consonant errors

Er = various kinds of consonant errors

w = consonant errors

$\sum$ = the sum of

4. Drawing Conclusion

The last step, the studyer concluded the data based on the analysis. Then, the studyer made valid conclusions in the form of a brief description of the error.

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FINDINGS AND DISCUSSION

The mispronunciation of the consonants produced by the fifth semester students of English Education Department at Institut Parahikma Indonesia.

To find out which consonants were pronounced incorrectly, participants were given the reading text. First, the studyer contacted the participants by telephone, then the studyer asked the participants to read the reading text while recording. After taking notes, the data were transcribed and analyzed. The result of students' pronunciation of ten (10) English consonants: **/ w /, / θ /, / ð /, / ŋ /, / dʒ /, / r /, / z /, / ɡ /, / b /, / v /** is presented in the following table.

Table 1. the classification of students' pronunciation errors on English consonants.

Table 1.1 Consonant sound / v /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total of Errors	Percentage of errors
v	Of	/ɑːv/	/of/	14	59	19.5%
	Obvious	/ˈɑːb.vi.əs/	/ˈoːb.fi.əs/	13		
	Victim	/ˈvɪk.təm/	/fɪktim/	14		
	Heavy	/ˈhev.i/	/hefi/	4		
	Involved	/ɪnˈvɑːlvd/	/ɪnfol/	14		

The first consonant sound was / v / in initial, middle, and final positions. From the table above, it can be seen that 59 errors, or 19.5% of total error occurred in the

No.	Consonant Sound	Total Error	Percentage
1.	v	59	19.5%
2.	ð	57	18.8%
3.	θ	47	15.6%
4.	z	42	14%
5.	dʒ	27	9%
6.	g	24	8%
7.	w	19	6,2%
8.	r	14	4.6%
9.	ŋ	13	4.3%
10.	b	-	-
	Total	**302**	**100%**

pronunciation of consonant / v /. The most frequent errors happened in pronouncing consonant / v / in the word 'of, 'victim' and 'involved' that should be pronounced /ɑːv/, /ˈvɪk.təm/ and /ɪnˈvɑːlvd/. The most frequent errors also made by students in pronouncing the word 'obvious' that should be pronounced /ˈɑːb.vi.əs/. In contrast, the fewest errors occurred in the pronunciation of word 'heavy' which should have been pronounced /ˈhev.i/.

Table 1.2 Consonant sound / ð /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Errors	Percentage of errors
ð	This	/ðɪs/	/dɪs/	14	57	18.8%
	Other	/ˈʌð.ɚ/	/ˈʌd.ɚ/	9		
	Those	/ðoʊz/	/doʊs/	13		
	Furthemore	/ˈfɝː.ðɚ.mɔːr/	/ˈfɝː.dɚ.mɔːr/	7		
	There	/ðer/	/der/	14		

The second consonant sound was / ð / in initial and middle positions. From the table above, it can be seen that 57 errors or 18.8% of total error occurred in the pronunciation

of consonant / ð /. The most frequent errors happened in pronouncing consonant / ð / in the word 'this', and 'there' that should be pronounced / ðɪs / and / ðer /. The most frequent errors also made by students in pronouncing the word 'those' that should be pronounced / ðoʊz /. In contrast, the Fewer errors were made by the students in pronouncing the word 'other' and 'furthermore' which should have been pronounced /ˈʌð.ɚ/ and /ˈfɝ:.ðɚ.mɔ:r/ where the consonant / ð /was in the middle position.

Table 1.3 Consonant sound / θ /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
θ	Fourth	/fɔ:rθ/	/fɔ:rt/	7	47	15.6%
	With	/wɪð/	/wɪt/	14		
	Threat	/θret/	/tret/	14		
	Health	/helθ/	/helt/	12		

The third consonant sound was/ θ / in initial and final positions. From the table above, it can be seen that 47 errors or 15.2% of total error occurred in the pronunciation of consonant / θ /. The most frequent errors happened in pronouncing consonant / θ / in the word 'with', and 'threat, that should be pronounced / wɪð / and / θret /. The most frequent errors also made by students in pronouncing the word 'health' that should be pronounced / helθ /. In contrast, the fewest error occurred in the pronunciation of word 'fourth' which should have been pronounced / fɔ:rθ /.

Table 1.4 Consonant sound / z /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
z	As	/əz/	/əs/	14	42	14%
	Because	/bɪˈkɑ:z/	/bɪˈkɑ:s/	14		
	Use	/ju:z/	/yu:s/	14		
	Is	/z/ /s/	/s/	-		

The fourth consonant sound was / z / in final positions. From the table above, it can be seen that 42 errors, or 13.9% of total errors occurred in the pronunciation of consonant / z /. The most frequent errors happened in pronouncing consonant / z / in the word 'as', 'because', and 'use' that should be pronounced /əz/, /bɪˈkɑ:z/, /ju:z/. In contrast, none of the students mispronounced consonant / z / in the word 'is'.

Table 1.5 Consonant sound / dʒ /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
dʒ	Image	/ˈɪm.ɪdʒ/	/ˈɪm.ig/	2	27	9%
	Education	/ˌedʒ·əˈkeɪ·ʃən/	/ˌed·əˈkeɪ·ʃən/	11		
	Dangerous	/ˈdeɪn·dʒər·əs/	/ˈdeɪn·jər·əs/	1		
	Religion	/rɪˈlɪdʒ·ən/	/relig·ən/	12		
	Gender	/ˈdʒen·dər/	/jen·dər/	1		

The fifth consonant sound was / dʒ / in initial, middle and final positions. From the table above, it can be seen that 27 errors, or 8.9% of total error occurred in the pronunciation of consonant / dʒ /. The most frequent errors also made by students in pronouncing the word 'religion' and 'education' that should be pronounced /rɪˈlɪdʒ·ən/and /ˌedʒ·əˈkeɪ·ʃən/. In contrast, The fewer error was made by students in pronouncing the word 'image' which should have been pronounced /ˈɪm.ɪdʒ /, and the fewest errors were made in pronouncing the words 'dangerous' and 'gender' that should have been pronounced /ˈdeɪn·dʒər·əs/ and /ˈdʒen·dər/.

Table 1.6 Consonant sound / g /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
g	Drug	/drʌg/	/drʌk/	10	24	8%
	Big	/bɪg/	/bɪk/	14		
	Grow	/groʊ/	/groʊ/	-		
	Against	/əˈgenst/	/əˈgenst/	-		

The sixth consonant sound was / g / in initial, middle, and final positions. From the table above, it can be seen that 24 errors, or 7.9% of total error occurred in the pronunciation of consonant / g /. The most frequent errors happened in pronouncing consonant / g / in the word 'big' that should be pronounced /bɪg/. The most frequent errors also made by students in pronouncing the word 'drug' that should be pronounced /drʌg/. In contrast, none of the student mispronounced consonant /r/ in the word 'grow' and 'against.

Table 1.7 Consonant sound /w/

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
W	Will	/wɪl/	/wɪl/	-	19	6.2%
	Quite	/kwaɪt/	/kuaɪt/	10		
	Away	/əˈweɪ/	/əˈweɪ/	-		
	Watch	/wɑːtʃ/	/wɑːtʃ/	-		
	Quality	/ˈkwɑl·ɪ·t̬i/	/ˈkuɑliti/	9		

The seventh consonant sound was /w/ in initial and middle positions. From the table above, it can be seen that 19 errors or 6.2% of total error occurred in the pronunciation of consonant /w/. The most frequent errors happened in pronouncing consonant /w/ in the word 'quite' that should be pronounced /kwaɪt/. The most frequent errors also made by students in pronouncing the word 'quality' that should be pronounced /ˈkwɑl·ɪ·t̬i/. In contrast, none of the student mispronounced consonant /w/ in the word 'will' and 'watch', 'away'.

Table 1.8 Consonant sound / r /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors

r	Trouble	/ˈtrʌb·əl/	/ˈtrʌb·əl/	-	14	4.6%
	Part	/pɑːrt/	/pɑːt/	14		
	Insecurity	/ˌɪn.səˈkjʊr.ə.t̬i/	/ˌɪn.səˈkjʊr.ə.t̬i/	-		
	Crime	/kraɪm/	/kraim/	-		

The eighth consonant sound was / r / in initial and middle positions. From the table above, that 14 errors, or 4.6% of total errors occurred in the pronunciation of consonant / r /. The most frequent errors happened in pronouncing consonant / r / in the word 'part' that should be pronounced /pɑːrt/. In contrast, none of the student mispronounced consonant /r/ in the word 'trouble', 'Insecurity' and 'crime'.

Table 1.9 Consonant sound / ŋ /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total Error	Percentage of errors
ŋ	Anxiety	/æŋˈzaɪ.ə.t̬i/	/enˈsaɪ.ə.ti/	13	13	4.3%
	Feeling	/ˈfiː.lɪŋ/	/ˈfiː.lɪŋ/	-		
	Learning	/ˈlɝː.nɪŋ/	/ˈlɝː.nɪŋ/	-		

The ninth consonant sound was / ŋ / in middle and final positions. From the table above, it can be seen that 13 errors or 4.3% of total errors occurred in the pronunciation of consonant / ŋ /. The most frequent errors happened in pronouncing consonant / ŋ / in the word 'anxiety', that should be pronounced / /æŋˈzaɪ.ə.t̬i /. In contrast, none of the students mispronounced consonant /ŋ/ in the word 'feeling' and 'learning'.

Table 1.10 Consonant sound / b /

Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total of Errors	Percentage of errors
B	Behavior	/bɪˈheɪ·vjər/	/bɪˈheɪ·vjər/	-	-	-
	Probably	/ˈprɑb·ə·bəl/	/ˈprɑb·ə·bəl/	-		
	Habit	/ˈhæb.ɪt/	/ˈhæb.ɪt/	-		
	Bad	/bæd/	/b	-		

The tenth consonant sound was / b / in initial, middle, and final positions. From the table above, it can be seen that none of the students mispronounced consonant / b / in the word 'behavior', 'probably', 'habit' and 'bad'.

2. **The most frequently mispronounced consonants produced by the fifth semester students of English Education Department at Parahikma Institute of Indonesia.**

It can be seen in table 4.1. that the consonants which were most frequently mispronounced were / v / and / ð /. The details are presented in the following table.

Table 2. the frequently mispronounced consonants

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Consonant sound	Focus words	Dictionary Transcription	Students' pronunciation	Frequency of Errors	Total of Errors	Percentage of errors
Đ	This	/ðɪs/	/dɪs/	14	57	18.8%
	Other	/ˈʌð.ɚ/	/ˈʌd.ɚ/	9		
	Those	/ðoʊz/	/doʊs/	13		
	Furthemore	/ˈfɝː.ðɚ.mɔːr/	/ˈfɝː.dɚ.mɔːr/	7		
	There	/ðer/	/der/	14		
V	Of	/ɑːv/	/of/	14	59	19.5%
	Obvious	/ˈɑːb.vi.əs/	/ˈoːb.fi.əs/	13		
	Victim	/ˈvɪk.təm/	/fɪktim/	14		
	Heavy	/ˈhev.i/	/hefi/	4		
	Involved	/ɪnˈvɑːlvd/	/ɪnfol/	14		

Based on the results of the analysis conducted by the studyer, the consonants with the most frequent errors were the consonant / v / and/ ð /. The consonant sound / v / was in initial, middle, and final positions. From the table above, it can be seen that 59 errors or 19.5% of total error occurred in the pronunciation of consonant / v /. The most frequent errors happened in pronouncing consonant / v / in the word 'of, 'victim' and 'involved' that should be pronounced /ɑːv/, /ˈvɪk.təm/ and /ɪnˈvɑːlvd/. The most frequent errors also made by students in pronouncing the word 'obvious' that should be pronounced /ˈɑːb.vi.əs/. In contrast, The fewest mistakes the students made an error in pronouncing the word 'heavy' which should have been pronounced /ˈhev.i/.

The consonant sound / ð / was in initial and middle positions. From the table above, it can be seen that 57 errors, or 18.8% of total error occurred in the pronunciation of consonant / ð /. The most frequent errors happened in pronouncing consonant / ð / in the word 'this', and 'there', that should be pronounced / ðɪs / and / ðer /. The most frequent errors also made by students in pronouncing the word 'those' that should be pronounced / ðoʊz /. In contrast, the students made the fewest errors in pronouncing the word 'other' and 'furthermore' which should have been pronounced /ˈʌð.ɚ/ and /ˈfɝː.ðɚ.mɔːr/.

Discussion

The final section in this chapter provides a discussion of the findings. The studyer discusses which consonants were pronounced incorrectly and which consonants were often pronounced incorrectly. This section will be discussed in a narrative.

The mispronunciation of the consonants.

In this study, there were many errors produced by the participants in pronouncing the English consonants. As presented in table 4.1 in the finding section the participants performed errors in nine English consonants / w /, / θ /, / ð /, / ŋ /, / dʒ /, / r /, / z /, / g /, / v / and only one was error-free consonant / b /. With a different percentages. Mispronunciations occurred in consonant /w/ were 6.2% in the words ' quite ' and

'quality'. These two words consist of consonant cluster sound /kw/ which does not exist in the students' native language.

Conversely, none of the students mispronounced consonant /w/ in the initial position of words 'will' and 'with'. Mispronunciations occurred in consonant / θ / were 15.6%. The errors happened in all focus words: 'fourth', 'with', 'threat', and 'health'. The consonant / θ / also does not exist in the students' native language. Mispronunciations occurred in consonant / ð / were 18.8% the errors happened in all focus words: ' this',' other ',' those ', ' furthermore ', and ' there '. The consonant / ð / also does not exist in the students' native language.

Furthermore, 4.3% of total error happened in the pronunciation of consonant / ŋ / in the word ' anxiety'. Surprisingly, the words 'feeling' and 'learning' were error-free. Then, mispronunciations occurred in consonant / dʒ / were 9%. The errors happened in all focus words: 'image', 'education', 'dangerous', 'religion', and 'gender'. The consonant / dʒ / also does not exist in the students' native language. Furthermore, 4.6% of the total error happened in the pronunciation of consonant / r / in the word ' part'. Surprisingly, the words 'trouble', 'insecurity', and 'crime' were error-free. Then, 14% of the total error happened in the pronunciation of consonant / z / in the word ' as', 'because', and 'use' . The word 'is' was error-free. Furthermore, 8% of the total error happened in the pronunciation of consonant / g / in the word ' part', drug', and 'big. The words 'grow', and 'against were error-free. Mispronunciations occurred in consonant / v / were 19.5%. The errors happened in all focus words: 'of', 'obvious', 'victim', heavy', and 'involved. Lastly, none of the students made errors in pronouncing consonant /b/ in all focus words: words' behavior ',' probably ',' habit ', and' bad '.

From the explanation above, it can be seen that most of the students mispronounced the consonants and consonant clusters that do not exist in their native language. As stated by Ellis (1994: 58) that one of the sources of pronunciation errors is interference errors occurred due to the use of elements from one language when speaking a foreign language.

Furthermore, the findings of this study confirmed some similarities and some differences from the previous study conducted by Widyaningtyas (2014) which used twenty-four consonants and found that students made mistakes in pronouncing thirteen consonants / g /, / h /, / j /, / k /, / v /, / z /, / dʒ /, / ʧ /, / θ /, / ð /, / ŋ /, / ʒ /, and / ʃ /. Then for consonants / b /, / d /, / f /, / l /, / m /, / n /, / p /, / r /, / s /, / t /, and / w / were consonants that free from pronunciation errors. This study also supported the finding of the previous study conducted by Kurniawan (2016) that focus on consonants / ð / and / θ /. The study found that most of the students mispronounced the two consonants.

Furthermore, this study also showed a significant difference with other which found that the highest pronunciation error was only consonant / θ / and the lowest pronunciation error was only consonant / w /. Furthermore, in the main study (Utama, 2018) which focuses on silent letters / h / and / w / consonants, the study showed almost the same result. There were two types of errors made by students namely systematic and pre-systematic appear in the silent letter / h / in all positions and silent / w / in the final position of the word.

The most frequently mispronounced of consonants

Table 4.1 showed that the consonant with the most frequent mispronunciation was consonant / v / with a percentage of 19.5% in the words 'of' was 14 frequency, 'victims was 14 frequency,' involved' was 14 frequency, 'obvious' was 13 frequency and heavy was 4 frequency. Furthermore, the runner-up of most frequent mispronounced consonant was consonant / ð / with a percentage of 18.8% in the words 'this' was 14 frequency, 'there' was 14 frequency, 'those' was 13 frequency, 'other' was 9 frequency, and 'furthermore' was 7 frequency. In contrast, the findings of this study are different from previous studies (Anggrarini and Istiqomah, 2019) which found that most students mispronounced consonants / ð / and / ʒ /.

CONCLUSION

The conclusion of the study deals with the answer to the study questions based on the findings and discussion in the previous chapter. In this section, conclusions are drawn to answer one by one. The mispronunciation of the consonants produced by the fifth-semester students was overall 302 errors. There were 19.5% error that occurred for /v/ sounds, 18.8% error that occurred for / ð/ sounds, 15.6% error that occurred for /θ/ sounds, 14% error that occurred for /z/ sounds, 9% errors that occurred for /dʒ/ sounds. Furthermore, 8% error that occurred for /g/ sounds, 6.2% error that occurred for /w/ sounds, 4,6% error that occurred for /r/ sounds, 4.3% error that occurred for /ŋ/ sounds.

The most frequently mispronounced consonants produced by the fifth-semester students were / v / and / ð /. There was 19.5% error that occurred for / v / sounds. The most frequent errors happened in pronouncing consonant / v / in the word 'of, 'victim', 'involved', 'obvious' and the fewest mistakes in pronouncing the word 'heavy'. Meanwhile, 18.8% error that occurred for / ð / sounds. The most frequent errors happened in pronouncing consonant / ð / in the word 'this', and 'there', those and the fewest mistakes in pronouncing the word 'other' and 'furthermore'.

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