# CHAPTER IV
# FINDING AND DISCUSSION

In this chapter deals with findings, data analysis, and discussion. The result of the data was presented in the findings (description of the research) and further explained in the data analysis technique and discussion.

## A.    Findings

## 1.    Description of the Research

Description of the data presented in this section includes the results of the data analysis to find out the answers to the researcher's questions in the previous chapter. In this chapter the research used a pronunciation test which consisted of 30 items. The test item is then assigned to the selected sample. Sample, instruments and processes for obtaining data have been described in the previous chapter.

In the process of collecting the data, the researcher firstly makes sure the students already learned about how to produce each of the English sounds properly. After all data has been collected, the research begins data analysis. In this study the research focused on the analysis of the mistake made by students.

## 2.    Findings through Pronunciation Test.

As stated previously the data were collected through a pronunciation test by 20 participants. The test consisted of six kinds of plosive consonants sounds /p, t, t, b, d, and g/. From this data I was able to compute the percentage of the number the right and wrong pronunciation. The following table;

Table 4.1 The proportions of right and wrong pronunciation of students.

| The Tested word | Students' Pronunciation | | | |
| --- | --- | --- | --- | --- |
| | Right | | Wrong | |
| | number | percentage | number | percentage |
| Pencil | 13 | 65 | 7 | 35 |
| Pepper | 14 | 70 | 6 | 30 |
| Power | 15 | 75 | 5 | 25 |
| Play | 9 | 45 | 11 | 55 |
| Peanut | 12 | 60 | 8 | 40 |
| Time | 7 | 35 | 13 | 65 |
| Tea | 12 | 60 | 8 | 40 |
| Tire | 9 | 45 | 11 | 55 |
| Tower | 8 | 40 | 12 | 60 |
| Task | 13 | 65 | 7 | 35 |
| Cry | 13 | 65 | 7 | 35 |
| Comfort | 14 | 70 | 6 | 30 |
| Kettle | 6 | 30 | 14 | 70 |
| Kidneys | 6 | 30 | 14 | 70 |
| Kind | 17 | 85 | 3 | 13 |
| Knob | 11 | 55 | 9 | 45 |
| Bank | 17 | 85 | 3 | 15 |
| Beats | 10 | 50 | 10 | 50 |
| Cub | 14 | 70 | 6 | 30 |
| Bomb | 5 | 25 | 15 | 75 |
| Slide | 12 | 60 | 8 | 40 |
| Lead | 10 | 50 | 10 | 50 |
| Cod | 12 | 60 | 8 | 40 |
| Dry | 17 | 85 | 3 | 15 |
| Deal | 16 | 80 | 4 | 20 |
| Bag | 10 | 50 | 10 | 50 |
| Glued | 16 | 80 | 4 | 20 |
| Flag | 9 | 45 | 11 | 55 |
| Green | 11 | 55 | 9 | 45 |
| Game | 18 | 90 | 2 | 10 |
| Total | 356 | 1780 | 244 | 1218 |

The mean of the correct pronunciation is 1780: 30 = 59.3 %

The mean of the incorrect pronunciation is 1218: 30 = 40.5 %

From the table above, we can see that the number that the mispronunciation of the numbers is less than the correct one. Getting numbers and proportion of correct and incorrect pronunciations, I also counted the errors made by each student in pronouncing words containing English plosive consonants [p], [t],[k],[b],[d], and [g]. In calculating this error, I also use the following formula:

$$X = \frac{\sum Er}{\sum w} \text{ x } 100\%$$

The computation of the error proportion is a follows:

$$X = \frac{\sum Er}{\sum w} \text{ x } 100\%$$

$$= \frac{243}{600} \text{ x } 100\%$$

$$= 40.5\%$$

The result of this computation is the same as the one obtained from table 1 above. Then, provided a table, table 2, showing the proportion of errors made by students. The table is as follows:

Table 4.2 The Proportion of Error Frequency Made by the Students

| Students code | Number of Words | Frequency of words | Proportion |
|---------------|-----------------|--------------------|------------|
| S – 1 | 30 | 6 | 20 |
| S – 2 | 30 | 5 | 16 |
| S – 3 | 30 | 12 | 40 |
| S – 4 | 30 | 3 | 40 |
| S – 5 | 30 | 4 | 10 |

| Students code | Number of Words | Frequency of words | Proportion |
| --- | --- | --- | --- |
| S – 6 | 30 | 16 | 13 |
| S – 7 | 30 | 4 | 53 |
| S – 8 | 30 | 26 | 13 |
| S – 9 | 30 | 17 | 86 |
| S – 10 | 30 | 14 | 56 |
| S – 11 | 30 | 18 | 46 |
| S – 12 | 30 | 18 | 56 |
| S – 13 | 30 | 18 | 66 |
| S – 14 | 30 | 8 | 26 |
| S – 15 | 30 | 6 | 20 |
| S – 16 | 30 | 15 | 50 |
| S – 17 | 30 | 16 | 53 |
| S – 18 | 30 | 10 | 33 |
| S – 19 | 30 | 13 | 43 |
| S – 20 | 30 | 14 | 46 |
| TOTAL | | 243 | 822 |

From the computation on the table above, I calculate the average error dividing by the proportion of common errors, which is 822 by the TOTAL common students, which is 20. Using this formula I find that the suggested or average proportion of students' errors is 40.5%.

3.     **Interpretation on the data**.

We have to knows from the computation that the means or proportion of the errors made by students in pronouncing the whole English plosive consonants [p], [t], [k], [b], [d], and [g] was 40.5%.

The frequency of the English plosive consonant [p] pronounced by the whole students was 100; while the number of errors occurred was 37. It means that they made 37% of errors. In English plosive consonants [t] there were 100 occurrences pronounced by the whole students; and 52 times of errors occurrences, the percentage of the errors was 52%. Then in the English plosive consonant [k] sound there were 100 occurrences pronounced by the whole students; and 44 times of errors, the percentage was 44%. Using the same computation, in the English plosive consonant [b] sound there were 43 times of errors and the percentage is 43%. In English plosive consonant [d] sound there were 36 times of errors, the percentage was 36%. And the last in plosive consonant [g] sound there were 34 times of errors and the percentage was 34%.

To know whether each of these numbers is excellent, good, fair or poor the following category is used:

Table 4.3 Category level of ability

| Number of errors in percentage | Level of Ability |
|---|---|
| 0-25 % | Excellent |
| 26-50 % | Good |
| 51-75% | Fair |
| 76-100% | Poor |

The result of the study indicate that the five semester of English program in IAIN Parepare are in the good category, some of them are good in pronounced plosive consonants P T and B sounds. They have a bit of difficulty in pronouncing the sounds of P D and G even though the number of errors is almost the same not much different from T K and B sounds. They mispronunciation because some of them still used aspirated buginese when they read the test.

Table 4.4  Score percentage and the students.

| Number of errors in percentage | Level of ability | Students | Percentage |
|---|---|---|---|
| 0 – 25% | Excellent | 6 | 30% |
| 26 – 50% | Good | 8 | 40% |
| 51 – 75% | Fair | 5 | 25% |
| 76 – 100% | Poor | 1 | 5% |
| Total | | 20 | 100% |

Show the score percentage of the participants in pronunciation test and illustrated that there are four classifications are used to grade the ability of participant's pronunciation in plosive consonant sounds, they are excellent, good, fair, and poor. There were 6 students who get score number of error percentage under 25% which means they belong to the level excellent with percentage 30% from twenty participants who did pronunciation test that get excellent score. For good score there were 8 students who get score number of error percentage under 50 until 26% which means they belong to the level good with percentage 40% and this level gets the most. And for the fair there were 5 students who get score number of error percentage under 75 until 51% which means they belong to the level fair with percentage 25%. And for the last level of ability poor level there is 1 students cause get the percentage under 100 until 76%.

From the table of category level of ability shows the average students is good in pronounced plosive consonant sounds. And also there is 6 students get excellent in pronouncing plosive consonant sounds.

| NO | List of words | kind of sounds | Frequency of respondent Pronounced Words | | Total Errors | Percentage of the errors | Total respondent |
|---|---|---|---|---|---|---|---|
| | | | Correct | Incorect | | | |
| 1 | Pencil | | 13 | 7 | | | |
| 2 | Pepper | | 14 | 6 | | | |
| 3 | Power | /p/ | 15 | 5 | 37 | 37% | |
| 4 | Play | | 9 | 1 | | | |
| 5 | Peanut | | 12 | 8 | | | |
| 6 | Time | | 7 | 13 | | | |
| 7 | Tea | | 12 | 8 | | | |
| 8 | Tire | /t/ | 9 | 11 | 52 | 52% | |
| 9 | Tower | | 8 | 12 | | | |
| 10 | Task | | 13 | 7 | | | |
| 11 | Cry | | 13 | 7 | | | |
| 12 | Comfort | | 14 | 6 | | | |
| 13 | Kettle | /k/ | 6 | 14 | 44 | 44% | |
| 14 | Kidneys | | 6 | 14 | | | |
| 15 | Kind | | 17 | 9 | | | 20 |
| 16 | Knob | | 11 | 9 | | | |
| 17 | Bank | | 17 | 3 | | | |
| 18 | Beats | /b/ | 10 | 10 | 43 | 43% | |
| 19 | Cub | | 14 | 6 | | | |
| 20 | Bomb | | 5 | 15 | | | |
| 21 | Slide | | 12 | 8 | | | |
| 22 | Lead | | 10 | 10 | | | |
| 23 | Cod | /d/ | 12 | 8 | 36 | 36% | |
| 24 | Dry | | 17 | 3 | | | |
| 25 | Deal | | 16 | 4 | | | |
| 26 | Bag | | 10 | 10 | | | |
| 27 | Glued | | 16 | 4 | | | |
| 28 | Flag | /g/ | 9 | 11 | 34 | 34% | |
| 29 | Green | | 11 | 9 | | | |
| 30 | Game | | 18 | 2 | | | |

Table 4.5  Pronunciation test result

**B.    Discussion**

The description of the explanation below was from the result of the students' pronunciation test and researcher analysis. The data that has been collected already presented and processed in the previous finding which also will be discussed in the further section.

Based  on instrument that has been used in this research, recording, it was found that the fifth semester of English program in IAIN Parepare, have three the mostly plosive consonants errors, it was difficulty of producing sound is /t/, /k/ and /p/.

1.    The sound of /p/

There were five words that consist of sound /p/ in the test, all of in initial position. Most of the participants able to read the sounds /p/ in the correct wayusing aspiration at the beginning of the words, as in the word Pepper (p$^h$ep$\partial$(r )), Power ('p$^h$au$\partial$(r )) and pencil (p$^h$ensl). And the word most participants mispronounced was the word 'Play'.

2.    The sound of  /t/

There were also five words in the test given by the writer. This sound is the most that the participants is not able to sound correctly. And the most errors occur in the word 'time', which is thirteen pronunciation errors. Most of the pronounce it exactly the same as the wording, and the fewest pronunciation errors occur in the word 'task'

3.      The sound of /k/

As in the previous sound, the sound /k/ also consists of five words in the test. Including the sound /Cry, Comfort, Kettle, Kidney, and Kind/ all of in initial positions. As with the sound /t/, the sound /k/ also seems difficult for the respondent to pronounce it. The word with the most mispronunciations is the 'kettle' ('k$^{h}$etl) sound, this sound contains an aspiration element inside which could be the reason the participant pronounces it wrong. But in the word 'kind' (kaInd) most of them were able to pronounce it correctly, with only three participants incorrectly pronouncing it.

4.      The sound of /b/

The participant's pronunciation error on the sound /b/ is almost as much as the sound /k/. The test given for the sound /b/ is also five words. In initial position consists of three words and in final position consists two words. In the word 'Bomb' there are a total of 15 errors made by the participants. Most of them on this sound /b/ pronounce it almost the same as writing on the word.

5.      The sound of /d/

In initial position, there were two words and three word in final positions, a total of five words for the test. Most of them are able to pronounce it correctly, as in the word 'Dry' (draI) there were only three participant misspellings of the twenty participants. And the most mispronounced word with a total of ten mispronunciations is the word lead.

6.      The sound of /g/

The last sound is /g/ sound. For initial positions there were three words namely 'Glued'(glu:d) 'Green'(gri:n) and 'Game'(geim) and for final positions there were two words is 'Bag' (bæg) and 'Flag'(flæg). For the sound /g/ is the sound with the fewest participants who make pronunciation errors, like the word 'Game' there are only two total pronunciation errors made by the participant.

Relating to the early research which relevant with this research Ipunk Sugiarti, he discussing about aspiration, where another word aspiration from plosive consonant sound but only focus on the /p/, /t/ and /k/ sounds. In his research found the common where the most error pronouncing is P sound.

1. **The Description of the Mostly Plosive Consonant Error Made by the Students.**

Therefore to answer the problem statement in chapter one, the researcher provided in the discussion as follow:

a. /t/ sound

The first error that mostly made by the students are the [t] sound.  t sound is the voiced alveolar plosive, where to produce this sound is by having the lips  in tight contact and the airstream coming out through the mouth when it is opened. 51% of the most plosive error found this sound. From analysis, the researcher found the word with the most errors is *Time* and *Tower*, participants failed to pronounce because they pronounced without the Aspiration.

b. /k/ sound

The second plosive error that mostly made by students is [k] voiceless velar plosive, where to produce this sound is, a sound that is produced at the back part of the mouth. The way to make this sound is by having the back part of the tongue raised high to touch the velum. From the table, it shows that about 44% error was made. The word with the most errors by participants is *kettle* with 14 error from 20 participants.

c.   /p/ sound

The third plosive consonant error that mostly made by students is [p] voiceless bilabial plosive, It shows that about 37% errors was made by students. The most word error made by participants is peanuts and pencil. This error also caused the participants pronounced without Aspiration.

For error plosive consonants sound in part b and g sounds, the most common ones found were in the word beats for the sound of [b], the word lead for the sound of [d] and the word bag for the sound [g]. Where the student mostly just read the words based on their spelling. Some of the participant's pronunciation is not clear. This kind of error is due to the student's lack of knowledge in understanding the rules of pronouncing plosive consonant sounds.

Aspiration is the main reason why participants make mistakes in pronouncing the sounds P T and K, which are the most mistakes made by participants, such as in the sound of K with the word "Comfort" and "Kidney" they don't used aspiration in pronouncing it, as in the P sound with the word "power" "pencil" and the P sound with the word "tower" "tire" that word in the initial position  both sounds have aspiration but many of the participants do not pronounce it correctly.