

ABSTRACT

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Pronunciation is one of important competence which should be mastered by language learner especially by the fourth semester students of English Department at IAIN Tulungagung. In the fact, they have speaking class to improve it. Interestingly, the students as language learner committed some errors on pronouncing words. Thus, any English lesson they had learn needed to be checking whether the students had achieved the learning objective or not. Here, discovering any possible errors made by the students in their pronunciation could be very helpful in any purposes for the teacher. As those errors could be significant for students' progress, teacher should act towards the errors. Thus, it was necessary to uncover what kinds of pronunciation errors students made before further action is then made.

Research problems in this study were: 1)What kinds of errors on the segmental aspect of pronunciation do the fourth semester students of English department at IAIN Tulungagung make? 2)What is the cause of errors made by fourth semester students of English department at IAIN Tulungagung?

The objectives of this research were to analyze: 1) kinds of error on the segmental aspect of pronunciation that made by the fourth semesters of English department at IAIN Tulungagung and 2) source of errors on the segmental aspect of pronunciation are made by the fourth semesters of English department at IAIN Tulungagung.

Research method applied in this research included 1) descriptive study with qualitative approach as its design, 2) the subject of this study was the fourth semester students of English Department at IAIN Tulungagung, so the setting of this study is at IAIN Tulungagung , 3) documentation and interviewing as instrument of collecting data, and 4) error analysis method of analysis data.

This research found that there were 210 errors made by fourth semesters of English department at IAIN Tulungagung in pronouncing words. 25.7% or 54 cases of them were error of omission. There were also 7.1 % or 15 cases error of addition. 66.7 % or 140 cases were classified into substitutive or misinformation errors, while 0.5% or 1 error were word misordering errors. The errors were then classified into certain phoneme features. This study also found out that the sources of the errors were various. The first sources was Avoidance, Prefabricated

patterns, Cognitive and personality style, Appeal to authority and Language Switch. In conclusion, this study has proven that fourth semesters of English department at IAIN Tulungagung have difficulties in pronouncing English vowels rather than the consonant.