



## The Students' Error In Pronouncing English Consonants Sounds At SMP 1 Muaro Jambi

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### Abstract

The aim of this study was to investigate students' error in pronouncing English consonants sounds at eight grade students of SMP 1 Muaro Jambi. This is qualitative research, the research employing pronunciation test and interviews to collect data and data analysis in this research was descriptive analysis. The result of the study showed that there are four kinds of students' error in pronouncing English consonants sounds at eight grade students of SMP 1 Muaro Jambi in the academic year of 2023/2024, they are omission is caused the incomplete application of rule, Addition is caused by the ignorance of rule restriction, Misformation is caused by the overgeneralization and Misordering is caused by the false concept hypothesized.

**Keywords:** Students' Error, Pronouncing, Consonants Sounds

### INTRODUCTION

Pronunciation is an act of how we pronounce words and create meaning when we communicate. Pronunciation is one of the most challenging speaking skills, almost all words in English are not spoken by following their spelling. Pronunciation becomes an important component to help learners study English as a foreign language (Idayani, 2019). To increase good communication, one needs to pronounce the words correctly. Therefore, it is essential because proper pronunciation will make the effective communication. Pronunciation should be a significant priority in teaching English as a foreign language. Teaching English pronunciation has a goal to create

intelligibility in learners' speech when they are speaking.

The teacher should teach pronunciation clearly because this is one of the crucial aspects for the students. Students faced difficulties in reciting words in English. In this pandemic, students find it difficult to apply the concept of pronunciation correctly because of the limited number of partners who donate the intensity of practice to speak. Students also get influence from the dominant mother tongue, thus the pronunciation process is very rigid. Further, English spelling is different from its pronunciation compared to Indonesia, which is quite consistent between spelling and pronunciation (Lefiandi, 2023)

Pronunciation is very important in a language curriculum. In learning English as a foreign language, students and teachers should pay attention about pronunciation, because pronunciation is one of the important things in learning English in order to build a good communication (Pahlawan et al., 2024). Nonetheless, the pronunciation is not regarded as an important aspect in teaching and learning English in primary, secondary and tertiary level in Indonesia. Particularly in universities, English Department Students is not only required to master all skills of language (listening, speaking, reading and writing), but they are also demanded to master the content courses in English such as English Language Teaching, linguistics (phonology, morphology, syntax, etc), English literature, discourse analysis, and so on (Eldika & Zainil, 2022).

In the area of pronunciation, English language can be categorized as a difficult language to master. Budiman & Kania (2019) confirms that difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners. It is one of the interlingual aspects of pronunciation errors. Saadah & Ardi, (2020) give an example, in Indonesian language; English sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ], cannot be found. Therefore, pronunciation of English should be practiced by the students.

In relation to pronunciation, English and Indonesia are different. One of the differences between them is the number of consonant sounds. English has more consonant sounds than Indonesia, English has twenty four consonant sounds; those are /p/, /b/, /m/, /θ/, /ð/, /f/, /v/, /t/, /d/, /n/, /l/, /r/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /j/, /k/, /g/, /ŋ/, /h/, and /w/, while Indonesia has twenty one consonant sounds; those are /b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/,

/p/, /q/, /r/, /s/, /t/, /v/, /w/, /x/, /y/, and /z/. As the result. Several sound in English does not exist in Indonesia, such as /θ/ and /ð/ sounds. Thus, it can be difficult for Indonesian students to pronounce English words.

In English, spelling and sound are often different; therefore, it can cause errors in pronunciation. According to Rafael, (2019) when teaching vocabulary, teachers should spend time to teach the correct pronunciations of the words they are going to teach. However in reality even though learning English language take a long period, it is generally observed that the students have not been able to speak full sentences without making mistakes. Those mistakes caused the intervention of the first language when speaking English, but there are some errors that are not caused by students' error in pronouncing English consonants sounds, such as difficult to hear, unfamiliar words, intonation problem

This research is important to do because considering the importance of pronunciation that must be mastered by students in pronouncing English words, because by learning it and knowing the correct pronunciation of words there will be no miscommunication between one another. The selection of eighth grade students because these students have just studied and studied English since they were in junior high school, so this research is important to do in order to provide input for students in pronouncing the correct English words. The complaints from some teachers are only on the pronunciation in English, they still pronounce a lot of words that don't match the actual sound. so that the teacher's efforts are made by inviting students to listen to conversations in English, if this is allowed it will certainly continue to

become a habit in students, so it is necessary.

Based on researcher's preliminary study in Eight Grade Students of SMP 1 Muaro Jambi the researcher also asked the students to pronounce five words that related only to the English consonantal sounds that do not exist in Indonesian phonetic system, the result is in line with the teacher's opinion, they tend to make errors in pronouncing the English consonantal sounds such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. For example, in the word "think", they pronounced [tiŋ] instead of [θiŋk] and in the word "the", they said [de] instead of [ðe]. It causes of the symbols are unfamiliar in their mother tongue language, the differences in symbols cause students to be confused about how to pronounce them. In other cases, the consonant sounds will change based on the word like large. It is pronounced /la:dʒ/. Another reason is because the students have lack of motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in a conversation.

#### **METHODS (FOR ORIGINAL RESEARCH ARTICLE ONLY)**

The type of this study is descriptive qualitative research. Qualitative research is a research that does not use procedure of statistics analysis or other quantification (Sugiyono, 2020). Qualitative research is also intended as type of research that finding is not obtained through procedure of statistic or quantitative. While descriptive qualitative is research that effort to say existing problem solving now based on data, so he also presents the data, analyzes the data, and interprets the data. Descriptive qualitative research is research that efforts to draw problem solving without

through procedure of statistics or quantitative form.

In this research the researcher will take the data from students through pronunciation test, interviews when the students as the object in practicing learning process. The sources of data in this study are person who pronounce the consonant words. The technique of data analysis in this research is descriptive analysis. Using this technique, the researcher collects, arranges and presents the data

#### **RESULTS AND DISCUSSION (REVIEW ARTICLE USE DISCUSSION)**

The objectives of the study aimed to know the kind of errors which committed by the students. The result of each objective is presented of the research findings that there are some kinds of errors when the students asked to pronounce the sound of English consonant, and also it indicated that some sources of kinds of error made by the students of eight grade students of SMP 1 Muaro Jambi in the academic year of 2023/2024 after conducting the pronunciation test. The outline of two variables can be seen clearly in the following explanation.

#### **Types of Students' Error**

Table 1.

Types of Students' Error in Pronouncing English Consonants Sounds

No	Types of Students' Error	Percentage
1	Omission	21%

2	Addition	21%
3	Misformation	4 %
4	Misordering	4 %

The researcher found that from twenty four words of consonants, the students make error in Omission for five words. There are 9 students from 10 students made problems in omission with percentage 90% students made error, they made error in pronouncing English consonants sounds such as "Lamp"/ læmp/, "camp" /kæmp/, "walk" wɔ:k/, "chalk" /tʃɔ:k/ and "trust" /trʌst/. It caused they have seldom to practice those words and they feel anxiety in speaking English.

The students make error in Addition for five words. There are 10 students from 10 students made problems in Addition with percentage 100% students made error, they made error in pronouncing English consonants sounds such as "roamed"/rəʊnd/, "laughed" /lɑ:ft/, "sinned" /sɪnd/, "breathed" /bri:ðd/ and "coarsest" /coarse/. It caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English.

The students make error in Misformation for one word. There are 10 students from 10 students made problems in Misformation with percentage 100% students made error, they made error in pronouncing English consonants sounds such as "cause"/cause/z/. It caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English.

The students make error in Misformation for one word. There are 10 students from 10 students made problems in Misordering with percentage 100% students made error, they made error in pronouncing English

consonants sounds such as "hat" /hat/. It caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English.

## 1. Types of Students' Error in Pronouncing English Consonants Sounds

### a. Omission

"Lamp"/ læmp/

The researcher can make analysis that the kinds of students Problem is Omission. The Problem of word 1 is the student made problem (the omission of phoneme). For the word lamp/læmp/, the student pronounced it into /lem/. The students did not know about the cluster word, because the students did not have material or subject about cluster word at their school. There are 10 students omitted the consonant /p/, therefore based on word 1, the students made problems in omission.

"camp" /kæmp/

The pronunciation of word 2, the students also made problem for the word camp, the student pronounced the word camp into /kem/. Instead of /kæmp/. The word camp has a final consonant cluster /mp/, the student did not know about the cluster consonant which are group of two or more consonants. In which consonant clusters can be divided into two groups: they occur at the beginning, mid, and at the end of the syllable or words. Based on data word 1, the students omitted the consonant /p/ therefore, based on data 1, there are 10 students made problems in omission.

"walk" wɔ:k/

The pronunciation of word 3, the students also made problem, for the word walk as /wol/ instead of

/wɔ:k/. The word walk has a final consonant cluster /lk/ where the cluster or duplicate sound (two or more) is part of the phonetic or phonetic structure realized by the speaker. Therefore, the pronunciation should also correspond to the phonetic structure and the pronunciation will affect the distinction of the meaning. For the pronunciation of word 3, the students omitted consonant /k/ therefore they made problem of omission.

“chalk” /tʃɔ:k/

For the pronunciation of word 4 the students also made problem, the students pronounced the word chalk as /col/ instead of /tʃɔ:k/. The students also did not know the cluster /lk/, because they have not learned the cluster subject yet. Based on word 4, the students made problems in omission type, because the students omitted the consonant /k/ when they pronounced word chalk. An problems that occurs when action has not been taken or when something has been left out.

“trust” /trʌst/

The pronunciation word 5, the students also made problem. The students pronounced the word trust as /tras/ instead of /trʌst/. For the pronunciation of word 5, the students omitted the cluster /t/. The researcher found based on word 5, the students made omission problems which characterized by the absence of an item that must appear in a well formed utterance.

Most dominant errors of omission were dental consonant caused the students' incomplete application of the rules. The students failed to apply the rules completely due to the stimulus sentence, the students did not know how to pronounced the sentences caused they just saw the sound without know the

pronunciation of sound, thus students omitted /θ/ sound. In occasion, dental consonant most difficult than alveolar and palato-alveolar consonant for students caused they were never found this sound in Indonesian.

#### **b. Error on Addition**

“roamed” /rəʊmd/

The researcher can make analysis that the students made Problem of Addition. The Problem of Addition for the data word 6 is in the pronunciation of word 6, the student made problem of Regularization. For the word roamed /rəʊmd/, the student pronounced the word roamed into /roamed/. The researcher found that the students made problems in addition type of regularization where regulation problems that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurs when learners add morpheme to the exceptional words.

“laughed” /lɑ:ft/

For the pronunciation word 7, the students also made problem in pronouncing word laughed as /lauged/ instead of /lɑ:ft/. The students made problem in addition of regularization, because the students did not know that consonant /f/ is unvoiced, therefore the students made problem because fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

“sinned” /sɪnd/

For the pronunciation word 8, the students also made problem in pronouncing the word sinned /sɪnid/ instead of /sɪnd/. They did not know that consonant /n/ is an English nasal consonant, where the air passage is

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completely closed such as for plosives at some point in the oral cavity so that no air can pass out of the mouth. In data word 8, the students made problems in addition (regularization). It means that regularization problem occurred when learners add morpheme to the exceptional words.

“breathed” /bri:ðd/

For the pronunciation word 9, the students also made problem in pronouncing the word *breathed* as /brithid/ instead of /bri:ðd/. The student did not know that the English consonant /θ/ sound is defined as a voiceless dental consonant. Consonant that is articulated by the tongue tip against the upper teeth. The students produced consonant by without forming a narrow air passage between the two articulators; the air is released out through the mouth and produces a hissing sound therefore, the students made problem in addition, because the student add -ed endings in the past participle of *breathe* /bri:ðd/ into /brithid/.

“cute” /kyuwt/

Addition errors occurs when the students added a sound which supposed not to be appear in pronouncing English consonants consonant sounds. As an instance, in the word /kyuwt'/ which supposed to be /'kyuwte / rather than /'kyuwt /. In this occasion added the sound /te/ which supposed not to be appear. This kind of errors were caused by the ignorance of rule restriction as the students failed to restrict in pronouncing the sounds /kyuwte'/ which supposed to be /kyuwt'/.

Most dominant errors of addition were alveolar consonant caused ignorance of rule restrictions. The students did not obey the structure of the target language. In this type of error, the students failed to observe the restrictions of existing

structures. Some rule restriction errors accounted for in terms of analogy and result from the role learning of rules, the students only read what they see without paying attention to the way the pronunciation of the sound, they commonly pronounced the English sound as Indonesian. Thus, the students add /r/ and /s/ sound. In this occasion, alveolar was most difficult for students than labio-dental, dental, and palato-alveolar consonant.

### c. Error on Misformation

“cause” /cause/z/

Misformation errors occur when the students replace a sound with other sounds which has similarities in pronouncing English consonant consonant sounds. As an instance, in the word ‘cause’ which supposed to be /‘cause’/ rather than /‘coarse’/. In this occasion, the students replace the sounds /z/ with /s/ which supposed to be /cause/ as well. These kinds of errors were caused by the overgeneralization as the students generalized the producing of sounds /z/ which has similarity with /s/ in the word ‘cause’.

Most dominant errors of misformation were alveolar consonant. It happens when the students created a deviant structure on the basis of his experience of other structure in the target language. Students were difficult to distinguish between voiced and voiceless sound, the students’ difficult to distinguish the sound caused the sound was similar. In this occasion, alveolar consonant was most difficult than labio-dental.

### d. Misordering Error

“hat” /hat/

Misordering errors occurs when the students exchange the position of sound with other sounds in pronouncing English consonants consonant sounds. As an instance in

the word 'heart' this supposed to be 'hat' rather than 'het'. In this occasion, the students exchange the sounds /e/ and /a/ where the students pronounce 'het' instead of 'hat'.

This kind of errors were caused by the false concept hypothesized as the students fail to comprehend the producing of the word 'heart' in a correct pronunciation which supposed to be /hat/ instead of /het/. These errors caused false concept hypothesized. The students' faulty understanding of distinctions of target language items leads to false conceptualization. Students only read based on what they often heard without paying attention to the correct pronunciation.

## 2. The Cause of Students' Error

### a. The Lack of Knowledge

The lack of knowledge of how to pronounce the correct English words is the factor causing students' error in pronouncing English consonants sounds at eight grade students of SMP 1 Muaro Jambi in the academic year of 2023/2024. The respondents have no prior experience mastering the target language. As a result, they speak English as a habit while speaking Indonesian. When speaking in a foreign language, students may realize that English sounds and their L1 sounds must be distinguished. Some students are aware of the rules, but they frequently fail to apply them when producing English sounds. All the interviewees felt the same thing about their anxious feeling when they made mistakes. They were very afraid of their friends' reaction regarding their performance. All of the students who participated in the research put serious concerns related to the kind of evaluative situation where their speaking performance were monitored by the classroom participants. The condition is shown

on the following data. As the student said that:

The biggest problem study in class is making many mistakes can make I afraid to show my ability as maximal as possible. *I worry about* my friends are laughing at me and they will say something like I am not smart. I am afraid if they will make fun of me. [BS] when I feel nervous, I usually make unintended moves or lower my voice. It makes my mistake not seem, I feel better to countinue my speak. [AD]

The data above illustrate a condition that the student was afraid if he made mistakes, his friends will have an assumption that he is not smart. The kind of fear of friends' assumption and reaction potentially interferes his performance on speaking. Sometimes when he was nervous, he lowered his volume and made it faster in order to make his friends did not notice his mistakes. However, the action impeded his development of the target language proficiency. When that kind of situation happens, the teacher should be able to anticipate it. However, based on the data from the field note, the teacher did not make it successfully. It is shown on the following data.

The problem student make mistakes and will get laugh by other students. There was a lack of awareness from the teacher related to students' reaction as the audience. The teacher just gave simple command to warn the students which only made students quiet for a moment. Besides, the character of the students in the class was mostly disobedient. They tend to make some

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noise when the teacher paid attention to the students who were presenting the dialogue in front of the class. In addition, for some students, making mistakes can make them afraid of negative judgment from the teacher as well. It is shown on the following data. As the student said that:

Sometimes I feel shy or afraid of making mistakes I am afraid if I make mistakes, I will get a bad mark, I am also afraid my friends will laugh at me. When I Try to speak in fron of the class I feel nervous, sometime I forget what will the sentence that I want to say. It makes me shy when I forget the material in my mind while the other friends look at me. It cause I got laugh with my friend and also they will say to me about, "you are so arrogant when speaks English, even though you speaks is so bad and still there are many mistakes. [SA]

Based on the data above, the student was not only afraid of being laughed at by her friends because of mistakes she made but also afraid of teacher's assumption. She thought that if she made mistakes, the teacher would give a bad mark and judge that she does not have sufficient ability to speak in English. The kind of thought impeded students to develop their language proficiency. They could not speak freely while having speaking performance because they were afraid of the bad mark and others' judgment.

#### **b. Students' Anxiety**

In line with the previous discussion about classroom presentation, pronunciation

becomes a big problem which influences students' speaking in front of the class. The mistakes on pronunciation were the problem for students which cause anxiety when they had practice on speaking. The following data show the condition in which pronunciation causes anxiety. As the student said that:

The pronunciation is one factor that I am not confidence speaks English. The difficulty when I was asked to come in front of the class, actually I am afraid if my friends laugh at me. Then I am afraid of making mistakes as well. The mistake that I afraid will be happen is mistakes in speaking, the way to pronounce.[SA] It is same with me. It was a shame being laugh at by friends if I make mistakes on pronouncing words.[AB]

The data above show that the biggest problem in speaking English is about bad pronunciations. The illustrate a condition where the student felt afraid and shy if his friends laugh at him when he made mistakes on pronunciation. Almost all interviewees told the same thing about the kind of reaction. They felt anxious of negative assumptions which will be shown by their friends after the mistakes happened. Moreover, students here have a certain view dealing with good pronunciation which is shown on the following data. As the student said that:

When I was asked to speak English in front of the class I feel nerveous and afraid being a mistake. The kind of mistake that afraid I will



make, it is the way to speak. It is difficult to pronounce since the letters are jumbled and the way I speak is not like native English people. So it is not good. I keep thinking I must be speaking like native speaker, although my English so bad, I keep trying but I am not succeeded. [SP]

Beside the fear of friends' reaction, the data above show a thought that good pronunciation is the one that sounds like the pronunciation of the native English people. The thought has a negative impact to students. It can lead them to the perfectionist view about the parameter of good pronunciation. It will be very difficult for the students to imitate the native people of English. Therefore, they cannot earn sufficient confidence to speak in front of their friends without feeling anxious.

### c. Lack of Grammar Rules

The use of grammar to produce appropriate sentences in English also becomes a difficulty for students when they practiced speaking. Most of students have problems with the use of verb. Their difficulties related to the case are shown on the following data. As the student said that:

Sometimes I think the grammar is very important for learning English. I always focus in my grammar and never get better, impact I am stuck in grammar more and more. The major difficulty in learning English especially in the speaking class is about the grammar, there are many rules in

grammar sometimes I feel difficult to remember the rule of grammar For instance, I should add „s“ or not and the verb should be replaced with verb 2 or not. In Indonesian we don't need to change anything. [AB]

Based on the data above, the grammar become biggest problem for students, the students always focus and impact they difficult to understand English well. the student was burdened by the use of the correct grammar pattern in speaking. He was not sure about the use of grammar whether it is appropriate or not with the sentences he wanted to express orally. Therefore, he has to think a lot more before starting to speak. It is different from his first language, Indonesian, where there is no difference in the form of verb. He was confused when he should add „s“ or change the verb to be adjusted with the tense. Although the students told the grammar difficulties only related to the verb, based on the observations, the researcher also found other factors related to grammar such as the use of prepositions, articles, and English modal verbs.

### d. Lack of Vocabularies

To express an idea, students need to choose appropriate words. To be able to do that, it is essential for them to have an ability to recall vocabulary items well. The following data show how limited vocabulary affects their performance. As the student said that:

The limited vocabulary be one of the factors inhibiting in speaking when perform on speaking when I

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performed in front of my friends, forgetting the meaning of a word can make me forget the whole things I wanted to say. It was very embarrassing and makes me nervous to be in front of the class. Less vocabulary make I cannot be confidence in learning English. I also still lazy to memory many vocabularies [AB]

The data above show his difficulty regarding vocabulary and its effect to the performance on speaking where one word only can cause a big problem. The anxiety which made he forgot the whole idea he wanted to say appeared when he tried to remember one word he wanted to use to express his idea. In the kind of situation, the students are prone to commit further mistake as shown on the following data. As the student said that:

The difficulty that I faced when I was asked to come to the front, sometimes I want to finish it quickly, on the contrary, I forgot the English words for what I wanted to say. When I tried to remember I became nervous and found it more difficult. It makes me shy and nervous for standing in front of the class. I cannot handle my afraid to be confidence, when I try to more and more, it will be making my mental get down faster [SP]

According to the data above, when the student felt nervous while performing in front of his friends, he will try to speak faster to get it done sooner. However, that action made it more difficult

for him to remember the forgotten words. In this condition, he found it harder to speak in English well. Few range of vocabulary was affecting his confidence and led him to feel anxiety.

### Discussion

Omission of error is one of the kinds of errors which deal with removing the sounds of one word. Meanwhile, the students commonly arrange an incomplete one of consonant sound as they committed some particular of the sound. Based on the table Omission of errors, 21% percentage. They are "Lamp" /ləmp/, "camp" /kæmp/, "walk" wɔ:k/, "chalk" /tʃɔ:k/ and "trust" /trʌst. There are 9 students from 10 students made problems in ommision with percentage 90% students made error. It caused they have seldom to practice those words and they feel anxiety in speaking English and also caused by the incomplete application of rule as the students arrange the incomplete consonants consonant sound bycommitting some particular part of the sound. In this occasion, the students committed the sound which supposed to appear. It is similar lines with the finding of (Eldika & Zainil, 2022) students' ability in pronouncing dental fricative consonants was fair with the percentage of 60%. The dominant type of error that happened in this study was misformation with 89,21% or 645 error out of 723 error. While for the cause of pronunciation error

Addition of error is the kinds of error which deals with adding some sound to the correct sounds of words. In English consonant consonant sounds, the students usually added unnecessary sound that makes them committed addition error. Based on the table addition of errors 21% percentage. They are "roamed" /rəʊmd/, "laughed" /la:ft/,

“sinned” /sɪnd/, “breathed” /briːðd/ and “coarsest” /coarse/. Some students gave additions to the sound of the words when they pronounce it. Errors on the word above are caused by ignorance of rule restriction as the students fail to restrict of using some word that supposed not to be appear on the sound. There are 10 students from 10 students made problems in Addition with percentage 100% students made error, they made error in pronouncing English consonants sounds such as it caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English. It is similar lines with the finding of (Juswandi, Saiful, 2022) the found that kinds of error were divided into four kinds: omission of error, addition of error, misformation of error and misordering of error.

Misformation is the kind of error categorized into majority because this type of error had many distributions in pronunciation error especially in consonant consonant, or characterized by the use the wrong from of elements in sentence. The students usually use some sound which is not suitable with the real pronunciation Errors on the words above are caused by the overgeneralization. The students commonly generalize the use of English consonant consonant which not suitable with the real pronounce of the word.. There are 10 students from 10 students made problems in Misformation with percentage 100% students made error, they made error in pronouncing English consonants sounds such as “cause”/cause/z/. It caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English. It is similar lines with the finding of (Maiza, 2020), (Rafael, 2019) (Maiza, 2020)it found the

students got difficulties in pronouncing /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/. Then, the factors affecting the students’ pronunciation are interference, phonological system and motivation.

Misordering is kinds of errors might be seen few, or a characterized by the incorrect placement. The students usually exchange the position of sound which supposed not to be done in forming pronunciation. An error that the students committed is present as follow. An error on the sound of word above is caused by the false concept hypothesized. The students usually fail to identify and comprehend the using English consonant consonant in the correct position of sound. There are 10 students from 10 students made problems in Misordering with percentage 100% students made error, they made error in pronouncing English consonants sounds such as “hat” /hat/. It caused they have seldom to practice those words and they feel anxiety and lack of vocabularies in speaking English.

It is similar lines with the finding of (Saadah & Ardi, 2020) the that ability of students in pronouncing diphthong were fair (60.00%), good (24.00%), poor (12.00%) and very good only one students (2.00%). Therefore, it can be concluded that there are eight kinds of diphthong pronunciation error and various result of students’ ability. As the result, students need to practice more in pronouncing diphthong in order to improve their ability

## CONCLUSION

The finding indicated that the students' error in pronouncing English consonants sounds at eight grade students of SMP 1 Muaro Jambi in the academic year of 2023/2024. It can be seen below: There are four kinds of students' error in pronouncing English consonants sounds at eight grade students of SMP 1 Muaro Jambi in the academic year of 2023/2024, they are omission is caused the incomplete application of rule, Addition is caused by the ignorance of rule restriction, Misformation is caused by the overgeneralization and Misordering is caused by the false concept hypothesized.

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