
A Study of Pronunciation Error in English Consonant

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Abstract

The aim of the study to find out what are the five of most English consonants which error to pronounce at second grade of MTs in Pasuruan and to find the reason what makes them the error to pronounce. The subject of the study was in the second grade of MTs. The research design was descriptive qualitative and focused on the pronounce of analysis. The findings conclude that there is eight consonant as the most mispronounce to pronounce. From the research done by the researchers, the researchers finally found eight of the 24 consonants that are difficult to pronounce, eight of which are consonants "ch" [tʃ], "y" [j], "th" [ð], "v" [v], "th" [θ], "zhe" [ʒ], "gy" [dʒ], and "ght." Then from some of the analyzes, the researchers found some errors consonants that conical researchers into the eight most misunderstood consonants in pronunciation alone. Eight of them are consonants "ch" [tʃ], "zh" [ʒ], "th" [ð], "v" [v], and "th" [θ].

Keywords: Error Analysis, Pronunciation, Consonant.

I. INTRODUCTION

Communication is vital to the future of our young students and society as a whole. And language is a purely human non-instinctive method of communicating ideas, emotions, and desires through a system of a voluntary produces symbol (Hamka, 2019). Today, many people attempt to master more than one language, since acquiring two or more words gains some benefits in their economic and social life (Aziz & Dewi, 2019a); English is one of the communication tools. Most people in this world use English to communicate with one other country.

Learning pronunciation is essential to understand that good listening and speaking (Nunan, 1991). The reason is when someone speaks with a pronunciation that is not good for the listener that causes misunderstanding. Four essential elements that must be mastered for the English language are reading skills, speaking skills, listening skills, and writing skills. Pronunciation is not included in the four elements, but the pronunciation is one of the four connecting elements. Listening and reading are perceptive skills (Aziz & Dewi, 2019b) because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because they focus are on producing information. Though pronunciation is one of the Basic English skills. It is essential to support the speaking ability of English learners to avoid

misunderstanding between the speakers and the hearers. That is very important to learn, because, learning English is not only knowing the meaning of words and the structure but also knowing how to pronounce the words correctly and clearly in order that the utterances will be comprehensible and understandable.

In Indonesia, the status of the English language is the primary foreign language for the students to be learning from elementary school up to university, no exception in java. But as the Javanese people who are an accustomed emphasis on some of the words, letters, of course, speak English with pronunciation, which was not an easy thing. They are errors to master and change their pronunciation is like a British or American accent because their dialect is dominant.

Furthermore, they have some errors to correct their pronunciation. There are three essential areas in speech sound production; the oral cavity (mouth), the pharyngeal cavity (throat), and the nasal cavity (nose). They are general organs of speech that have to function to produce the sounds. They have some parts that we call them specific organs of speech, such as lips, teeth, tongue, hard palate, velar, velum, pharynx, larynx, glottis, (vocal cord), epiglottis, esophagus and so on. And this is one of the kinds of phonology. In the general definition, Phonology is the study of sound, but the meaning is not simple like that. There are various definitions based on phoneticians. Phonology is essential for the

description of the systems and patterns of speech sounds in language. Phonology is about underlying design, the blueprint of each sound type, which serves as the constant basis of all the variations in different physical articulations of that audio type in a different context (Yule, 2016).

II. LITERATURE REVIEW

A. Understanding *Pronunciation*

Pronunciation is part of speech includes the word, intonation, and the language of the sound. Articulation is the knowledge of how to say a word—that is how to pronounce it (Hakim, 2012).

E.g., *cold* /kəʊld/
gold /gəʊld/.

Different kinds of English have different pronunciation. For example, the pronunciation (*the accent*) of British English is different from the pronunciation of American English. The most frequently learned kinds of English in the world are **American English** and **British English**. American English is the accent that is most often spoken on national television in the United States. American pronunciations in dictionaries are also based on GenAm. And British English is the pronunciation that you will learn at a British language school; it is also the model taught in course books and dictionaries from publishers like Oxford and Longman.

1. Vowel

In the production of vowel sounds, the vocal tract is open so that there is no obstruction to the airflow escaping over the tongue. The vowel is a speech sound produced through the mouth without being blocked by the teeth, tongue, or lips (Dictionary, 2008). Because the researcher only practices consonant sounds so that the researcher does not explain more about vowel sound.

2. Consonant

Consonant is a speech sound made by (partly) stopping the breath with the tongue, lips, etc. (Lightbown & Spada, 2013). There are 25 consonant sounds in the English language, which consists 21 letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. And the four consonant cluster, ch, sh, th, and ng. Scarcell and Oxford (1994) defined consonants as noises produced with some sort of blockage in the air passage. Some consonant sounds are voiced, while others are voiceless.

Voiced

The vocal cords are together, their airstream forces its way through and causes them to vibrate. When the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect (Yule, 2016). That is the phonetic symbols of voice: /r/, /m/, /g/, /l/, /b/, /dʒ/, /ð/, /j/, /z/, /n/, /v/, /ŋ/, /ʒ/, /d/, /w/.

E.g.: [b] and [z] in buzz [bʌz].

Voiceless

When the vocal folds are spread apart, the air from the lungs passes between them unimpeded (Yule, 2016). To understand the difference between a voiced and voiceless easily, we can pronounce the pairs of the words "fat, vat, thigh, thy; sue, zoo." The first consonant in the first words of each pair is voiceless, whereas in the second word is voiced (peter, 1982; 1-2).

The phonetic symbol of voiceless: /θ/, /tʃ/, /f/, /h/, /ʃ/, /s/, /t/, /p/, and /k/.

Consonant classification

By the manner articulation:

1) Plosive or Stop

The set [p], [b], [t], [d], [k], [g] are all produced by some form of "stopping" of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from blocking or stopping effect on the airstream, is called a **Stop** (or a "plosive"). A full description of the [t] sound at the beginning of a word like *ten* is a voiceless alveolar stop (Yule, 2016).

2) Fricative

The set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very **narrow** opening. As the air pushed through, a type of friction is produced, and the resulting sounds are called fricatives. If you put your open hand in front of your mouth when making these sounds, [f] and [s] in particular, you should be able to feel the

stream of air being pushed out. The usual pronunciation of the word *fish* begins and ends with the voiceless fricatives [f] and [ʃ].

The word *those* begins and ends with the voiced fricatives [ð] and [z]. The sound [h], as in *Hi* or *Hello*, is voiceless and also usually included in the set of fricatives (Yule, 2016).

3) Affricates

If you combine a brief stopping of the air stream with an obstructed release, which causes some friction, you will be able to produce the sounds [tʃ] and [dʒ]. These are called **affricates** and occur at the beginning of the words *cheap* and *jeep*. In the first of these, there is a voiceless affricate [tʃ], and in the second, a voiced affricate [dʒ] (Yule, 2016).

4) Nasals

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered, and the air stream is allowed to flow out through the nose to produce [m], [n] and [ŋ], the sounds are described as **nasals**. These three sounds are all voiced. The words *morning*, *knitting*, and *name* begin and end with nasals (Yule, 2016).

5) Glides

The sounds [w] and [j] are described as **glides**. They are both voiced and occur at the beginning of *we*, *wet*, *you*, and *yes*. These sounds typically produced with the tongue in motion (or "gliding") to or from the position of a vowel and are sometimes called semi-vowels (Yule, 2016).

In some approaches, the liquids [l], [r] and glides [w], [j] are combined in one category called "approximates" (Yule, 2016)

6) Glottal Stops and Flaps

The glottal stop, represented by the symbol [ʔ], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released.

A flap is represented by [D] or sometimes [r]. This sound is produced by the tongue tip-tapping the alveolar ridge briefly. Many American English speakers tend to "flap" the [t] and [d] consonants between vowels so that, in casual speech, the latter and ladder of the pair do not have distinct middle consonant.

Place of articulation

To describe the place of articulation of most consonant sounds, we can start at the front of the mouth and work back. We can also keep the voiced-voiceless distinction in mind and begin using the symbols of the phonetic alphabet for specific sounds (Yule, 2016). These symbols will be enclosed within square brackets:

1) Bilabial

These are sounds formed using both (=bi) upper and lower lips (=labia). The initial sounds in words *pat*, *bat*, and *mat* are all **bilabials**. They are represented by the symbols [p], which is voiceless, and [b] and [m], which are voiced. We also describe the [w] sound found at the beginning of the *way*, *walk*, and *world* as a bilabial (Yule, 2016).

2) Labiodental

These are sounds formed with the upper teeth and the lower lip. The initial sound of the words *fat* and *vat* the final sounds in words *safe* and *save* **labiodentals**. They are represented by symbols [f], which is voiceless, and [v], which is voiced. Notice that the final sound in the word *cough*, and the initial sound in the *photo*, despite the spelling differences, are both pronounced as [f] (Yule, 2016).

3) Dental

These sounds are formed with the tongue tip behind the upper front teeth. The original music of *thin* and the final sound of the *bath* are both voiceless **dental**. The symbol used for this sound is [θ], usually referred to as "theta," it is the symbol you would use for the first and the last sounds in the phrase *three teeth*.

The voiced dental is represented by the symbol [ð], usually called "eth." This sound is found in the pronunciation of the initial sound and everyday words. It is also the middle consonant sound in *feather* and the final sound of the *bathe*.

The term "interdentals" is sometimes used for this consonant when they are pronounced with the tongue tip between (-inter) the upper and lower teeth (Yule, 2016).

4) Alveolar

These sounds formed with the front part of the tongue on the alveolar ridge, which in the rough, bony ridge immediately behind and above the upper teeth. The initial sounds in the *top*, *dip*, *sit*, *zoo*, and *nut* are all alveolar.

The symbols for these sounds are easy to remember – [t], [d], [s], [z], [n], of these, [t] and [s] are voiceless whereas [d], [z] and [n] are voiced.

It may be clear that the final sounds of the words *bus* and *buzz* have to be [s] and [z], respectively, but what about the final sound of the word *raise*? The spelling is misleading because the final sound in this word is voiced and so must be represented by [z]. Notice also that despite the different spelling of *knot* and *not*, both of these words are pronounced with [n] as the initial sound.

Other alveolar is the [l] sound found at the beginning of words such as *lap* and *lit*, and the [r] sound at the beginning of *right* and *writes* (Yule, 2016).

5) Palatals

If we feel back behind the alveolar ridge, we should find a hard part in the roof of our mouth. It is called the hard palate or just the palate. Sounds produced with the tongue and the taste is called palatals. Examples of palatals are the initial sounds in words *shout* and *child*, which are both voiceless. The "sh" sound is represented as [ʃ], and the "ch" sound is described as [tʃ]. So, the word *shoe-brush* begins and ends with the voiceless palatal sound [ʃ], and the word *church* begins and ends with the other silent palatal sound [tʃ].

One of the voiced palatals, represented by the symbols [ʒ], is not very common in English but can be found as the middle

consonant sound in words like *treasure* and *pleasure*, or the final sound in *rouge*. The other voiced palatal is [dʒ], which is the initial sound in words like *joke* and *gem*. The word *judge* and the name *George* both begin and end with the sound [dʒ] despite the apparent differences in spelling.

One other voiced palatal is the [j] sound used at the beginning of words like *you* and *yet* (Yule, 2016).

6) Velars

Even further back in the roof of the mouth, beyond the hard palate, you will find a soft area, which is called soft palate, or the velum. Sounds produced with the back of the tongue against the velum are called the **velars**. There is a voiceless velar sound, represented by the symbol [k], which occurs not only in *kid* and *kill*, but also the initial sound in *car* and *cold*. Despite the variety in spelling, this [k] sound is both the initial and final sound in words *cook*, *kick*, and *coke*.

The voiced velar sound heard at the beginning of words like *go*, *gun*, and *give* represented by [g]. It is also the final sound in words like *bag*, *mug*, and despite the spelling *plague*.

The velum can be lowered to allow air to flow through the nasal cavity and thereby produce another voiced velar, represented by the symbol [ŋ], typically referred to as "angina." In written English, this sound is normally spelled as the two letters "ng." So, the [ŋ] sound is at the end, *sing*, *sang*, and

despite the spelling tongue. It occurs twice in ringing. Be careful not to be misled by the spelling of a word like bang - it ends with the [ŋ] sound only. There is no [g] sound in this word.

7) Glottal

There is one sound that is produced without active use of the tongue and other parts of the mouth. It is the sound [h] which occurs at the beginning of *have* and *house* and, for most speakers, as the first sound in *who* and *whose*. This sound is usually described as voiceless **glottal**. The "glottis" is the space between the vocal folds in the larynx. When the glottis is open, as in the production of other voiceless sounds, and there is no manipulation of the air passing out of the mouth, the sound produced is that represented by [h].

/p/	/b/	/t/	/d/
<u>P</u> ay	<u>B</u> oy	<u>T</u> alk	<u>D</u> ay
/k/	/g/	/f/	/v/
<u>K</u> ey	<u>G</u> o	<u>F</u> ree	<u>V</u> oice
/θ/ث	/ð/ذ	/s/	/z/
<u>Th</u> ink	<u>Th</u> at	<u>S</u> ad	<u>Z</u> one
/ʃ/ش	/z/zhe	/tʃ/che	/dʒ/ج
<u>Sh</u> op	U <u>s</u> ual	<u>Ch</u> ild	<u>G</u> ym
/h/ح	/m/	/n/	/ŋ/
<u>H</u> at	<u>M</u> ean	<u>N</u> eed	<u>Si</u> ngle
/l/	/r/	/j/y	/w/
<u>L</u> ight	<u>R</u> est	<u>Y</u> ard	<u>W</u> ork

III. METHOD

the researcher used a qualitative research method. Because this research aims to find out the description of the study of error pronunciation in English consonants. The data collected and analyzed will not be represented numerically but collected and presented in the narrative report. The description of the language environment on students' skills will be explored using this method.

The researcher observed the classroom when the teaching and learning would be processing to find the English pronunciation consonant. In this case, the researcher observed the teaching and learning process in the classroom. Included the material and the topic used in the teaching and learning process, and also the English pronunciation consonant and teacher's activity. The real teacher conducted this study. While the researcher becomes an observer to be more focused on the subjects that will be going to observed.

The question of this research was the entire student. Because the researcher wants the study is active. The researcher thinks that the first-grade students are the new students of that school, and the third-grade students are too busy. They are going to pass the national exam and another. Besides, the researcher chooses the grade between the first and the third-grade students. They were second-grade students.

IV. RESULT

The researcher describes the data which has been collected in the field. Concerning a study of pronunciation error in English consonant, the researcher did three data collection techniques to get more complete data. The researcher interview to the teacher that relate to the study of pronunciation, primarily English consonant. The researcher gives some test to the students to find the result data of students' about how them to pronunciation. In analyzing the data, the researcher divided the process into two steps: collecting the students' and identifying the errors with reading the same vocabulary. The prediction causes of failures were in the discussion.

Then, the researcher presents the results in detailed information. The data consist of the Eight most mispronounce English consonant and the reason what makes them the error to declare.

1. The Most Mispronounce English Consonant.

After doing research, researchers found things that concern this study. That is the English learning process.

a) *Wardatul Farosyah*

She mispronounces in pronounce pay, talk, key, go, free, that, zone, usual, child, light, and yard.

b) *Zumrotul Ifadah*

She mispronounces in pronounce pay, talk, day, key, go, free, think, that, sad,

zone, usual, child, gym, mean, light, and yard.

c) *Mila Karimah*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, shop, usual, gym, mean, light, yard, and work.

d) *Shinta Dwi Nurinah*

She mispronounces in pronounce pay, talk, key, day, go, free, voice, think, that, sad, zone, shop, usual, child, gym, light, and yard.

e) *Niswatul Laili*

She mispronounces in pronounce pay, boy, talk, day, key, go, free, think, that, sad, zone, shop, child, hat, mean, need, light, yard, and work.

f) *Sabilah Nur Diah*

She mispronounces in pronounce pay, talk, day, key, go, free, voice, think, that sad, zone, shop, usual, gym, mean, need, single, light, rest, and work.

g) *Putri Salsa Nur*

She mispronounces in pronounce pay, talk, day, key, go, free, voice, think, that, sad, zone, shop, usual, child, gym, hat, single, light, rest, yard, and work.

h) *Dwi Putri Aulia*

She mispronounces in pronounce pay, talk, day, key, go, free, voice, think, that, sad, zone, shop, usual, child, gym, hat, need, light, yard, and work.

i) *Anggraini Silvia*

She mispronounces in pronounce pay, talk, day, key, go, free, voice, think, that,

sad, zone, usual, gym, hat, mean, need, single, light, rest, yard, and work.

j) *Sri Rahmawati*

She mispronounces in pronounce pay, boy, talk, day, key, go, free, voice, think, that, sad, zone, shop, usual, child, gym, need, single, light, rest, and yard.

k) *Fatimatuz Zahra*

She mispronounces in pronounce pay, talk, key, day, go, free, voice, think, that, sad, zone, shop, usual, child, gym, hat, mean, need, light, and yard.

l) *Kamila Fi'lul Jamil*

She mispronounces in pronounce pay, talk, key, day, go, free, voice, think, that, sad, zone, shop, usual, child, gym, hat, mean, need, light, and yard.

m) *Siti Muzilah*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, shop, usual, child, gym, need, light, yard, and work.

n) *Nadia Elfa*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, shop, usual, gym, hat, mean, need, light, and rest.

o) *Maulidatul Nur Diana*

She mispronounces in pronounce pay, talk, key, day, go, free, voice, think, that, sad, zone, shop, usual, gym, hat, mean, need, single, light, and work.

p) *Nadia Juhrotul Laili*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad,

zone, shop, usual, gym, heat, light, rest, and work.

q) *Nafilatul Ilmi*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, shop, usual, child, gym, hat, mean, need, light, yard, and work.

r) *Wardatul Amalia*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, shop, usual, child, hat, need, light, and work.

s) *Nur Fadhila*

She mispronounces in pronounce pay, talk, key, day, go, voice, think, that, sad, zone, usual, child, gym, heat, light, rest, and work.

It could then be said that most of the students do not have mastery of different pronunciations of vowels. The results of the recorded test showed that the most students' mispronounce on eight consonant, that are "ch" [tʃ], "y" [j], "th" [ð], "v" [v], "th" [θ], "zhe" [ʒ], "gy" [dʒ], and "ght".

2. The reason what makes them mispronounce.

From the research done by the researchers, the researchers finally found eight of the 24 consonants that are difficult to pronounce, eight of which are consonants "ch" [tʃ], "y" [j], "th" [ð], "v" [v], "th" [θ], "zhe" [ʒ], "gy" [dʒ], and "ght." Then from some of the above analyzes, the researchers found some wrong consonants that conical researchers into the eight most misunderstood

consonants in pronunciation alone. Eight of them are consonants "ch" [tʃ], "zh" [ʒ], "th" [ð], "v" [v], and "th" [θ].

And the first analysis is how to pronounce the consonant "th" [θ]. It is the way to pronounce "the," and it is the same as Hijaiyah's letter [ث] pronunciation. However, the students often recite it as consonant "t" [t]. And some read it as "d" [d]. With the percentage as the most misunderstood consonant, the consonant becomes consonant with serial number 1, and almost all students are wrong in this consonant pronunciation.

The subsequent analysis is from the consonant "th" [ð], the students mispronounced the consonant "d" [d]. In contrast, the pronunciation of th "[ð] consonants tends to be like pronouncing dzal [ð] In the Hijaiyah letters so slightly clipped his tongue between the upper front teeth and the lower front teeth but not clamped hard or once, just touched it. Because if clipped once, it will sound consonant "t," but in the way of reading, Indonesian people are not British. And being the # 2 consonant most often misunderstood in his pronunciation.

Analysis of the consonant "y" [j], the researchers found some common misconceptions, and rarely most Indonesians are aware of it. The consonant "y" [j] most of them mistakenly pronounce it as a consonant "y" [y] in pronunciation of letters or Indonesian spellings.

The researcher finds many errors in pronunciation. An analysis of consonant "v" still read consonant as consonant [v] will But a little emphasized between the lower lip with the tip of the upper teeth, so that little sound comes out of [w]. However, still, it is the consonant [v]. And becomes the 5th consonant most often misunderstood its pronunciation.

The next is "gy" [dʒ], we should read the Hijaiyah ج letters as that is the pronunciation of "gy" [dʒ], but the students pronounce as "g" consonant in Indonesian transcript still read "g."

Then it is an analysis of the "ght" pronunciation, which there is no consonant form or symbol since most "ght" is at the word end. Only most of the students pronounce, such as pronouncing the word "k" or sometimes like reciting the word "t."

The last one is the consonant "ch" [tʃ], the way the pronunciation of the consonant "ch" is actually like someone who wants to spit and a little like the pronunciation "c" in Indonesian transcript. Because the letter "c," which is still pronounced like that, does not exist. The consonant "c" is pronounced as [k] in a British transcript.

V. DISCUSSION

The test contains some vowel sounds and consonant sounds. The words were put in sentences; each sentence contains one target sound: each student was asked to read all the sentences aloud, while her voice was recorded. In the end, the errors were written

on paper and then tabulated and analyzed statistically and descriptively. When the researcher came into the field to research, the researcher got the data that is needed. The result of these data was presented in the point "A" of this chapter. And the discussion of these data is going to be broken down at this point as below.

1. The Most Mispronounce Consonant

After doing research, researchers found things that concern this study. That is the English learning process. The teaching process should be interesting, how students can be interested in the material we teach, even the learning system at once. The teacher gives motivation and some ice-breaking. How the students understand what the teacher teaches. Researchers found that most of them preferred how to communicate their lessons rather than their lessons. In her observations, the researcher proved how enthusiastic the student is in learning. As already mentioned that in English, language learning is not focused on one skill only, but all skill and its components. One of the components is pronunciation. The pronunciation that includes a small part of English language learning plays an important role in it. Pronunciation is defined as is part of speech. Including words, intonation, and sound language, according to Harmer (2001: 26), pronunciation is the knowledge of how to say a word. That is how to pronounce it. And is classified into several parts. As the research object of this study. Pronunciation

is not included as a core lesson. But incorporated together the lessons or materials taught that day.

From the research done by the researchers, the researchers finally found eight of the 24 consonants that are difficult to pronounce, 8 of which are consonants "ch" [tʃ], "zh" [ʒ], "th" [ð], "v" [v], "th" [θ], "gy" [dʒ], "y" [j] and "ght." Then from some of the above analyzes, the researchers found some wrong consonants that conical researchers into the eight most misunderstood consonants in pronunciation alone. Eight of them are consonants "ch" [tʃ], "ng" [ŋ], "th" [ð], "t" [t], and "th" [θ].

And the first analysis is how to pronounce the consonant "th" [θ]. The way the pronunciation of the "th" consonant is the same as how to pronounce the hijaiyah letter [ث], and in the Arab-Indonesian transcript is the same as the th "ie." by attaching the tip of the tongue to the upper front teeth. However, the students often recite it as consonant "t" [t]. And some read it as "d" [d]. With the percentage as the most misunderstood consonant, the consonant becomes consonant with serial number 1, and almost all students are wrong in this consonant pronunciation.

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clipped his tongue between the upper front teeth and the lower front teeth but not clamped hard or once, just touched it. Because if clipped once, it will sound consonant "t," but in the way of reading, Indonesian people are not British. And being the two consonant most often misunderstood in his pronunciation.

Analysis of the consonant "y" [j], the researchers found some common misconceptions, and rarely most Indonesians are aware of it, especially second graders MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan. The consonant "y" [j] most of them mistakenly pronounce it as a consonant "y" [y] in pronunciation of letters or Indonesian spellings.

The next is the consonant "gy" [dʒ]. We should read the Hijaiyah ج letters as that is the pronunciation of "gy" [dʒ]. The students still pronounce "g" consonant in Indonesian transcript read "g."

Then it is an analysis of the "ght" pronunciation, which there is no consonant form or symbol since most "ght" is at the word end. Only most of the students pronounce, such as pronouncing the word "k" or sometimes like reciting the word "t."

The last one is the consonant "ch" [tʃ], the way the pronunciation of the consonant "ch" is actually like someone who wants to spit and a little like the pronunciation "c" in Indonesia transcript. Because the letter "c," which is still pronounced like that, does not

exist. The consonant "c" is pronounced as [k] in a British transcript.

2. The reason what makes they mispronounce consonants.

Researchers in their observations have concluded that the students have a good response in English language learning. While doing teaching and learning activities, teachers always convey with the spirit that students are also eager to receive it, whether any material. But they remain in trouble pronunciation, and not only in terms of pronunciation but in terms of understanding the English lesson itself. Due to the lack of focus of learning or pronunciation material itself. And most of the students get difficulties in English pronunciation. In practice, few of them can make good English. The teacher also admits the students' achievement in pronunciation.

VI. CONCLUSION

So the improvement can be made into the material reading, speaking, and listening. The students can fix and minimize errors in English pronunciation, especially in terms of pronunciation English consonants.

The most frequently mispronounce of the consonants are "ch" [tʃ], "zh" [ʒ], "th" [ð], "v" [v], and "th" [θ]. It based on the finding in the last chapter.

To learn English well, second language learners should pay attention to the importance of English pronunciation learning.

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