CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

This part represents theories related to the topic of the study being discussed. These theories are about ; Pronunciation, Error Analysis, Reading Skills, and Recount Text.

1. Pronunciation

a. Definition

Based on verbal or oral form, pronunciation is one of the important abilities. It is the primary ability to speak in English as well as other languages. Another aspect of language that clearly distinguishes non-native speakers is their pronunciation. Since it can be considered non-native, speakers are not required to pronounce words the way native speakers do.[7] However, the speakers are required to pronounce the words to be minimally understandable by others, as producing words can cause a distinct meaning depends on how speakers pronounce the words. Indeed, pronunciation need to be learnt correctly.

As foreign language learners, pronunciation is one of the most significant components in English. Correct pronunciation, especially in English, facilitates smoother communication with native speakers. Teachers need to have lectures and resources available to them so they may step up their pronunciation instruction. Foreign language should not be assumed with the importance of English pronunciation instruction but also with the metology of pronunciation instruction.[8]

b. Purpose

The goal of verbal communication is comprehensible pronunciation, not for learners of pronunciation to pronounce words as native speakers do. One of the main goals of pronunciation instruction is to ensure clear and understandable pronunciation. Learners

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[7] Yuli Nursyam, Rusli, and Zahra Rasmi, "Improving Students' Pronunciation of Monophthong Sound In Reading Narrative Text By Using Choral Reading Technique At The Eighth Grade Students of Mts Alkhairat Alindau," *Datokarama English Education Journal,* Vol.2, No.1 (2021):70.
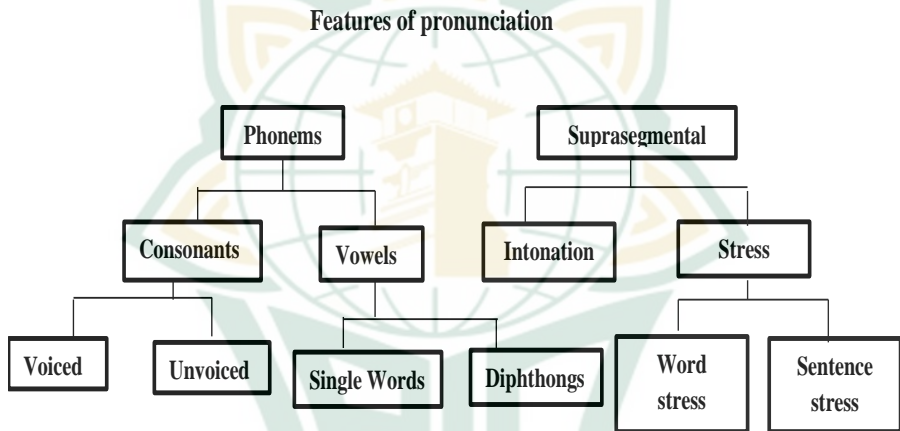
[8] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education (IJERE),* Vol 1, No 1 (2016): 1.

are needed to transform how they assume about the English word sound if they want to change the way they pronounce English words. This is utilized for pronunciation features such as stress, rhythm, intonation, and pauses. The best way to teach pronunciation to non-native speakers is to put an emphasis on rhythm, intonation, and word stress.[9]

c. **Features**

According to Kelly Gerald, pronunciation can be broken down into several parts. The following diagram reveals a breakdown of the pronunciation features.[10]

Picture 2.1 Features of pronounciation

Features of pronunciation

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                    Features of pronunciation
                   /                        \
              Phonems                   Suprasegmental
              /      \                   /          \
       Consonants   Vowels         Intonation      Stress
        /     \      /    \                        /      \
    Voiced  Unvoiced  Single  Diphthongs      Word      Sentence
                      Words                   stress     stress
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Phonemes are units of sounds that can be analyzed. It also called segments. In contrast, suprasegmental features are speech characteristics that are typically applied to collections of phonemes, or segments. According to Ramelan's English Phonetics book, segmental and suprasegmental qualities can be identified in an utterance when it is produced by a speaker.[11]

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[9] Ahmed,Z.A.D, *"Difficulties Encountered by EFL Students in Learning Pronunciation: A Case Study of Sudanese Higher Secondary Schools," International Journal of English Linguistics,* Vol.7, No.4 (2017): 76, http://doi.org/10.5539/ijel.v7n4p75

[10] Gerald Kelly, *How to Teach Pronunciation*, First Edition (Edinburgh: Pearson Education, 2000),1.

[11] Ramelan*, English Phonetics*, Reprinted (Semarang: UPT UNNES Press, 2003) , 22.

1) Segmental features

Segmental features point to sequential order of sound units arranged. Segmental features of English pronunciation include English vowels, English consonants, and English diphthongs. Here are the details :

a) English vowels

Vowels can be described as noise-free, pure musical sounds. It is further defined as the continuous spoken sounds produced without any mouth interferences. English uses a variety of sound-producing techniques that are independent of how it is written. The position of the articulators (tongue and lips) affects the quality of the vowels. Additionally, vowels are divided into two groups according to length: long vowels and short vowels. Long vowels consist of /iː/, /ɜː/, /aː/, /uː/, /ɔː/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɔ.[12]

b) English consonants

Sounds or voice which are not vowels are consonants. In English, there are 24 consonant sounds, those are : *p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʧ, ʤ, θ, ð, m, n, ŋ, h, i, r, w,* and *j.* Consonant sounds can be either voiced or voiceless based on the consonants' position. Voiced consonants, those are : /b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ , ŋ/ and voiceless consonants : /f, p, t, ʧ, k, θ, s, ʃ, h/.

c) English diphthongs

Another branch of the vowel family, the diphthong, is created by gliding from one vowel position to another. In other words, a diphthong is a vowel that combines two distinct vowel sounds into a single syllable. Typically, the first vowel, also known as the opening vowel, is stronger and longer than the second vowel.

2) Suprasegmental features

Suprasegmental is also known as a prosodic characteristic in phonetics. Specific characteristics that are superimposed on the pronunciation are known as

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[12] Peter Roach, *English Phonetics and Phonology : A Practical Course*, Fourth Edition, (Cambridge : Cambridge University Press, 2009), 24 and 27.

suprasegmental features. This feature frequently extends beyond single sounds to encompass entire words, phrases, or syllables. In the context of speech, suprasegmental features are regularly used to make speech more valuable and effective. These features include intonation, rhythm, stress, and pauses.[13]

a) Stress

In the communication process, it is important to notice to the suppression of sound in a word. It is meant to avoid speakers pronouncing words or sentences with flat sounds or lack of expression. Furthermore, the study exclusively concentrates on word stress, which is the suppression sound that appears in syllables. Words with two or more syllables always have word stress.

When stressing English words, it's important to be aware of two things namely the kinds and rules of word stress. There are 2 kinds of word stress that are very important to learn, those are primary stress and secondary stress. Primary stress is the strongest word stressing that can be characterized by upper quotation marks. For examples ; accuracy : /ˈækjərəsi/, necessary : /ˈnesəsəri/. While secondary stress can be signed by quotation marks at the bottom. The suppression of word in secondary stress is weak. For examples ; globalization : /ˌgləʊbələˈzeɪʃn/, education : /ˌedʒuˈkeɪʃn/, pronunciation : /pɹəˌnʌnsiˈeɪʃən/.

There are also some rules in word stress that need to be noted. First, stress only occurs in vowel sounds. For instance : gorila : /gəˈɹɪlə/, positive : /ˈpɒzətɪv/, negative : /ˈnegətɪv/. Second, stress only occurs in two or more syllables. For examples : mother: /mʌ-ðər/, father : / fɑ-ðər/. Third, there is only one primary stress in a word. In one English word cannot consist of two or more primary stresses. However, if any, the word must be

[13] Richard Nordquist, "*Suprasegmental Definition and Examples"*, Thought.Co, June 12, 2020, https://www.thoughtco.com/suprasegmental-speech-1692008

composed or formed from two words. Example : again **: /əˈgen/**, gorila **: /gəˈrɪlə/**, reality : riˈæləti/.

b) Intonation

Intonation points to a way of expressing sentences in speech which is independent of the words. Intonation is used to highlight several kinds of information. An utterance's structure can be represented by information. Additionally, it draws attention to the crucial parts of a speech.[14]

Intonation is the ups and downs of tone or sound in a word or sentence. In addition to the proper technique of pronouncing words, intonation is important for conveying the speaker's expression of a word or sentence. This will help the listeners comprehend what was said and even reveals the speaker's emotions. Additionally, intonation avoids flat sounds. In English, there are four intonation tones: rising, falling, non-final, and wavering.[15]

1) Rising

It is referred to as rising when the tone of voice rises at the end of a statement. This intonation is used to answer yes/no question. The voice intonation needs to be raised depending on whether the response to the question is yes or no. Examples :

a) Are you **angry**?
b) Does he eat **fish**?
c) Have you cook the **noodles ?**

2) Falling

Falling intonation occurs when the voice needs to fall or go down. This typically occurs in declarative phrases and WH or informational questions. Those are where, when, who, what, why, and how.

Examples :

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[14] Francis Nolan*, The Handbook of English Linguistics,* Second Edition, ed. Bas Aarts, April McMahon, and Lars Hinrichs (Chichester : John Wiley and Sons Ltd, 2021), 385, DOI:10.1002/9781119540618.

[15] RealLife Team, *"Intonation: The Secret Ingredient to Great Pronunciation (with Audio)",* RealLife English, October 4, 2013, https://reallifeglobal.com/intonation-the-secret-ingredient-to-great-pronunciation-with-audio/.

a) Where do you **study**?
b) What are you **doing**?
c) How are can I open **this**?

Non-final intonation

When the tone of voice rises and falls within the sentence, this causes non-final intonation. Non-final intonation occurs when the voice tone changes throughout a statement. When someone expresses a choice, an incomplete notion, an introduction phrase, or a string of words, they use this intonation. Examples:

a) *When I finished undergraduate **degree**, I got a **job***
b) ***Actually**, the sushi was very **delicious***
c) ***In my opinion**, your house is too **far***

3) Wavering intonation

Wavering intonation occurs when speaker states certain attitudes or emotions within a word. For instance, speaker can convey surprise, rage, hesitancy, awe, and agreement, among other emotions. Examples :

a) You did? (curious)
b) You did? (very surprised)
c) You did? (disappointed)
d) You did? (angry)
e) You did. (in agreement)

2. Error Analysis
a. Definition

Error analysis is the process of identifying the occurrences, causes, traits, and effects of failed language.[16] The goal of error analysis is to help teachers identify their students' faults, improve their teaching strategies, and develop a thoroughly researched system for teaching foreign languages. It is a sort of linguistic analysis that concentrates on the mistakes made by language learners.[17]

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[16] Carl James, *Errors in Language Learning and Use*, (New York : Routledge, 2013), 1.

[17] Fauzi F, *"Error Analysis of Sundanese English Pronunciation on Fricatives Sound", Al-Turas,* Vol .XX, No.1 (2014): 211.

According to Corder, there are three key justifications for performing error analysis. First of all, the outcomes of error analysis play a key role for learners because they can identify the extent to which goals are achieved and the crucial actions that need to be taken to improve learning quality. With the results of mistake analysis, teachers can learn more about how students acquire language, how they learn it, and the methods they employ to do so. Third, and perhaps most importantly, error analysis is necessary because it can help learners understand language through mistakes and correct it.[18]

Dullay reported that errors were the deficiency of learner's speech or writing.[19] Selinker stated that errors were required for learners since creating errors could be assumed as a learners' device in learning.[20] Errors were the students' interlanguage comprehensiveness process. When a learner makes the errors, it was a signal progress in learner's target language. However, learners possibly make the errors few times. Those errors originate from the learners' performance in their target language process.

b. The Differences Between Error and Mistake

Error and mistake are different. Error is systematic, likely to happen again, and learner does not recognize it. While mistakes happen when the speaker's tongue slips and are audible to the listener. Error illustrates a student's knowledge gaps and results from a lack of understanding on the part of the learner. Mistakes show sporadic misappropriation in performance because the learner is unable to put what they have learned into practice.[21]

Brown distinguished between error and mistake, saying that a mistake is a guess or "slip" that occurs when

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[18] Corder, S. Pit. *Error Analysis and Interlanguage* (Oxford: Oxford University Press, 1981), 11.

[19] Heidi Dullay, Marina Burt, and Stephen Krashen, *Language Two* (Oxford : Oxford Univerity Press, 1982)139.

[20] Susan M.Gass and Larry Selinker, *Second Language Acquisition : An Introductory Course ,* Third Edition (New York : Routledge, 2008), 102.

[21] Fauzi F, *"Error Analysis of Sundanese English Pronunciation on Fricatives Sound",* 211.

using a recognized system correctly.[22] Learners make errors because they lack the necessary skills or information, they are unable to read or hear, especially in learning a language. A mistake, however, is a mistake that occurs as a result of speech distortion. The learner can independently remedy this error because it is only momentary or accidental.

Based on the statements above, the steps to differentiate error and mistake is examining the learner's performance consistency. When students pronounce a term two or more times with a completely different pronunciation on the same occasion and posses knowledge in the correct form, it is called a mistake. However, if they consistently practice changing their pronunciation of a term, this would indicate a lack of expertise, which is referred to as an error.

c. Pronunciation Errors

There is no description without recognizing the errors. Descriptions of errors assist in providing three major goals. The following is a summary of these objectives: First, this would serve to strengthen a person's hunch by explaining all that is left unsaid. The second goal might serve as a prerequisite before counting students' errors. The third goal is to create the kinds of errors that can assist in the process of creating a thorough taxonomy of learners' errors..[23]

In learning a foreign languagage, a learner will undoubtedly encounter many forms of learning problems because there are always similar and different factors between the target language and learner's language. The problem can be understood since learners grow with his/her mother tongue as part of habits. Moreover, learners rarely practice their English speaking in their daily life and immediately impairs their understanding of pronunciation. The errors pronunciation in English can also be caused by a lack of comprehension of the pronunciation.

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[22] H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edition (New York : Pearson Education, 2000), 217.

[23] Mohammad Hamad Al-Khresheh, "A Review Study of Error Analysis Theory", *International Journal of Humanities and Social Science Research,* Vol. 2, No. 2 (2016) : 52.

There is no dependable correspondence between sound and symbol in English.[24] It means that speakers are not speaking what is written, which means to be like two disparate sides in one language. The matter occurs when a speaker combines the obtained languange with the native language as there is a transference of sounds from the native languange into target language made by the learners.

Bekleyen assures that the learner's lack of focus in stress patterns in English is the reason of learners' pronunciation errors. The less training of stress patterns of words leads unnatural sounds and overgeneralizations pronunciations in the target language.[25] Consequently, learners are advised to learn and focus on the stress patterns of English words.

Additionally, many institutions do not provide students adequate time or a suitable environment in which to study pronunciation thoroughly. This typically results in some challenges in areas like communication gaps, limited opportunities to learn more, and a decision to keep quiet rather than improving English pronunciation or possibly refraining from speaking in English.[26]

This study only focuses on analyzing students' pronunciation errors in the suprasegmental features based on Gerald Kelly's theory. The suprasegmental features consist of stressing and intonation. In stressing, the researcher focuses on word stress. So the analysis will be focused on analyzing the students' word stress and intonation in reading a recount text.

3. **Reading Skills**
   a. **Definition of Reading Skills**

Reading is one of language abilities that needs to be considered. Reading with proficiency helps students retain the information they have acquired. Reading is a crucial component of language teaching. One highly

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[24] Savaş Geylanioğlu and Kenan Dikilitaş, "Pronunciation Errors of Turkish Learners of English: Conceptualization Theory as a Teaching Method", *Journal of Language Teaching and Learning,* Vol.2, No.1 (2012): 40.

[25] Bekleyen, "Pronunciation Problems of the Turkish EFL Learners" *Electronic Journal of Social Sciences*, Vol 10, No.36 (2011): 94-107.

[26] Paranduk. R and Karisi. Y, "The Effectiveness of Non-Verbal Communication in Teaching and Learning English: A Systematic Review", *Journal of English Culture, Language, Literature and Education*, Vol.8, No. 2 (2020) : 140-154.

powerful method for filling such huge informational gaps is reading comprehension. As a result, reading is a basic requirement for affluent culture. Reading also has a significant effect in students' academic success. It can be proven that students' reading comprehension levels correlate with their level of knowledge.[27]

According to Cetin and Sidekli, reading is "the act of understanding and interpreting words, phrases, punctuation, and other forms in written text."[28] Based on Bulut and Kusdemir, reading begins with perception, continues with information acceptance, and finishes with perception in the brain.[29] To put it briefly, reading is the process through which a student assimilates the information contained in the text in order to gain knowledge.

b. **Purposes of Reading**

In reading activity, the teacher and the students directly communicate to understand the subject. This indicates that reading has served one goal. The ultimate goal of reading is to expand and develop from a communication into something that is permanent or expands the reader's knowledge, not simply engage oneself in a communication..[30]

Additionally, reading plays a crucial role in civic life. Readers can be educated on social, political, economic, and even cultural issues by reading. Reading affects a reader's mindset and behavior. Reading is intended to help people make connections between what they are reading and what they already know. According to Grabe and Stoller, reading serves the following purposes :[31]
1. Reading to search for simple information.

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[27] Rohib Adrianto Sangia, The Process and Purpose of Reading, *Journal of Applied Linguistics*, Vol.9, No.3 (2018) : 1-2.

[28] Esra Cetin and Sabri Sidekli, "Reading Comprehension Reading Comprehension Skills in Terms of the Sentiments Given n Reading Texts," *International Journal of Evaluation and Research in Education(IJERE)* Vol. 7 No. 4 (2018): 317.

[29] Yasemin Kusdemir and Pinar Bulut. "The Relationship between Elementary School Students" Reading Comprehension and Reading Motivation," *Journal of Education and Training Studies*, Vol. 6 No. 12 (2018): 97.

[30] Rohib Adrianto Sangia, The Process and Purpose of Reading, *Journal of Applied Linguistics*, Vol.9, No.3 (2018) : 7.

[31] William Grabe and Fredericka Stoller, *Teaching and Researching Reading*, Second Edition (New York : Routledge, 2013), 5-10.

This is a general reading skill, even though it is considered as an individual's independent cognitive process. This reading ability is regularly used in reading tasks and this may be the best type of reading ability.

2. Reading to skim quickly.

This is a helpful reading ability in its own right. This suggests a combination of strategies for making educated guesses about the locations of key points in a text. The reader can use this fundamental reading skill to focus on the text's focal elements until they have a general understanding.

3. Reading to learn from text.

In academic and professional contexts, this reading proficiency is used. A considerable amount of information must be learned by readers from a text. This reading needs the ability to recall important concepts, recognize, build a reading structure, and connect the text to the reader's prior knowledge.

4. Reading to integrate information.

It necessitates further consideration of the value of information that is complimentary, promoting one another, or contradictory, as well as maybe redesigning a rhetorical framework to include information from several sources.

5. Reding to write and reading to critique texts.

It may be task types of reading to combine information. This calls for the ability to organize, pick, and remark on textual content.

6. Reading for general comprehension.

It needs very quick and automatic words processing. Advanced knowledge of the fundamental idea and effective coordination of several operations in a constrained amount of time are also required.

4. **RECOUNT TEXT**

   a. **Definition**

Recount text is a kind of text that retells past events that happened in a sequential or chronological orders. The events can be based on the writer's personal experience.[32] The purpose of recount text is to be able to

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[32] Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text", *Journal of English and Education,* Vol 4, No 2 (2016): 8.

provide infomation that can entertain the reader by retelling the events.[33] The opening of the text usually begins by telling the reader about the person who is involved, what the events, when, where, and why the events happened.

An author has a chance to create his or her experience or personal events in written text by connecting the events in a chronological orders. It also can be derived from a story that the author imagined. Delivering someone's subject to life is the key of recount text.

The story or events of recount text is similar to a narrative text. But there is no complication part in recount text, whereas narrative text has.[34] Several events or stories that can be written in recount text, such as someone's diary, someone's holiday experience, police report, letter, incident report, author's imagination, historical recount, scientist research and others.

b. The Characteristics of Recount Text

Writer should include these several features in writing a recount text. The characteristics of recount text are :[35]

1. Using Declarative and Interrogative Sentences in Simple Past Tense

   Declarative sentences in recount text state the complete thought. This also means the writer's opinion in a recount text. Declarative sentences must be informative. While interrogative sentences are similar to questional sentences. These sentences are written in simple past tense. Recount texts typically tells the events that have already occured, so this text contains past tense to assist in creating sequences of time of the events. This allows

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[33] Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini, "Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School", *Humanis: Journal of Arts and Humanities,* Vol 24.3 (2020) : 240, DOI: https://doi.org/10.24843/JH.2020.v24.i03.

[34] Ela Nur Laili and Tatik Muflihah*, "*The Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools", *JOLLT Journal of Languages and Language Teaching*, Vol. 8, No 4 (2020) : 350. DOI: https://doi.org/10.33394/jollt.v%vi%i.2929.

[35] Siti Wachidah, Asep Gunawan, Diyantari, and Yuni Rulani, *" Buku Guru Bahasa Inggris Kelas VIII SMP/MTs : When English Rings A Bell*", Second Edition (Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017), 140.

the readers to follow the plot of the story and make it more understandable in reading the progression of the events.

2. Consist of Articles of Noun and Pronoun

Sentences of recount text usually consist of noun, whether it singular or plural nouns. The nouns in a recount text are completed with or without articles, such as the, a, an, this, that, those, she, he, it, my, theirs and others.

3. Using Adverbial of Time

The use of adverbial of time is to provide an obvious structure and understandable progression of the story. These abverbials of time also assist the reader to conceive when the events are happening, how the events are linked to others, and the plots of the story flow. This can create more obvious story and persuade the reader's reading exprerience by giving the sequence of events. The events can be visualized within a specific time frame. Some examples of adverbial of time in a recount text are last January, on the second day, on the last day, and others.

4. Using Conjunction and Time Connectives

The use of conjunction in a recount text is to provide the understandable arrangement of the events. Time connectives are also needed to create a recount text, some examples of time connectives used in a recount text are after, before, and, last, and others.

c. **Generic Structure of Recount Text**

The generic structures of recount text are :[36]

1. Orientation

It is the opening paragraph of recount text. In this part, the characters of the story are introduced. It also gives the information about the background of the story to understand the text. The clue of this part is generally given of who was involved in the story, where and when the event happened.

2. Events

This part tells the readers about the past events in a sequential order. The series of events happened in a

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[36] Moh. Nur Afendi, *"Buku Penunjang Bahasa Inggris Untuk Kelas VIII-1 SMP/MTs"*, (Tegal : FGP Pres, 2017) 40-41.

chronological order to make the readers more understand to read the arrangements or plot of the story.

3. Resolution (Optional)

This part contains the writer's personal comment about the events that happened in the end of the story. It also can be the conclusion of the story. Resolution is the optional part, it can be added to the text depends on how the writer write the text.

d. Kinds of Recount Text

There are four types of recount text, those are :[37]

1. Personal Recount

Personal recount text is a kind of recount text that exposes the writer's personal experiences or past events. This kind of text is generally found in a recount text. Some examples of personal experiences are My Vacation in Paris, My First Time Driving A Car, My First Day School in IAIN Kudus, When I Met My Idol, and others.

2. Factual Recount

This kind of recount text tells the readers about the events that based on the fact story. In other words, this story really happened in the past. So this story is not just from the writer's experience, but also other's experience. For instance, an incident report, a police report, and scientific research.

3. Imaginative Recount

Imaginative recount is written based on some imagined development of science. This is also created based on the calculation of the social trends. As we know, the situation or story in a imaginative recount could not arise in the real world. The examples of imaginative recount is someone's experience in a dream or imagination.

4. Historical events

This type of recount text tells about historical events that happened in the past. This story based on the fact and really happened. For instance, the event of indepence day of Indonesia can also be written to be a recount text.

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[37] Dian Sukma, "A Study on Writing A Recount Text", *Journal of English Education*, Vol.1, No.1 (2015) : 66-67

B. Theoretical Framework

This study analyzed the students' pronunciation errors in reading recount text. These types of pronunciation errors focused on stress and intonation. In stress, this study only focused on the word stress. The method used in this study was descriptive qualitative. In the first step, the researcher used recording instrument in activities to obtain the students' voice products. Recount text was the type of text the researcher utilized. The same recount text was distributed to the students for reading. The researcher then employed phonetic transcription to translate the recorded materials.The last, the researcher did interview to discover the problems faced by students in reading recount text and the factors that caused students' pronunciation erros in reading recount text. The researcher useed Kelly's theory to analyze the kinds of students' pronunciation errors.

Picture 2.2 Theoretical Framework

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          ┌─────────────────────┐
          │      READING        │
          │   RECOUNT TEXT      │
          └─────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │  STUDENTS' PROBLEMS IN     │
        │  READING RECOUNT TEXT      │
        └───────────────────────────┘
                    │
                    ▼
        ┌───────────────────────────┐
        │ THE KINDS OF PRONUNCIATION │
        │          ERRORS            │
        └───────────────────────────┘
           │                    │
           ▼                    ▼
    ┌──────────────┐      ┌──────────────┐
    │  INTONATION  │      │  STRESSING   │
    └──────────────┘      └──────────────┘
           │                    │
           └────────┬───────────┘
                    ▼
        ┌───────────────────────────┐
        │ FACTORS CAUSED STUDENTS'   │
        │  PRONUNCIATION ERRORS      │
        └───────────────────────────┘
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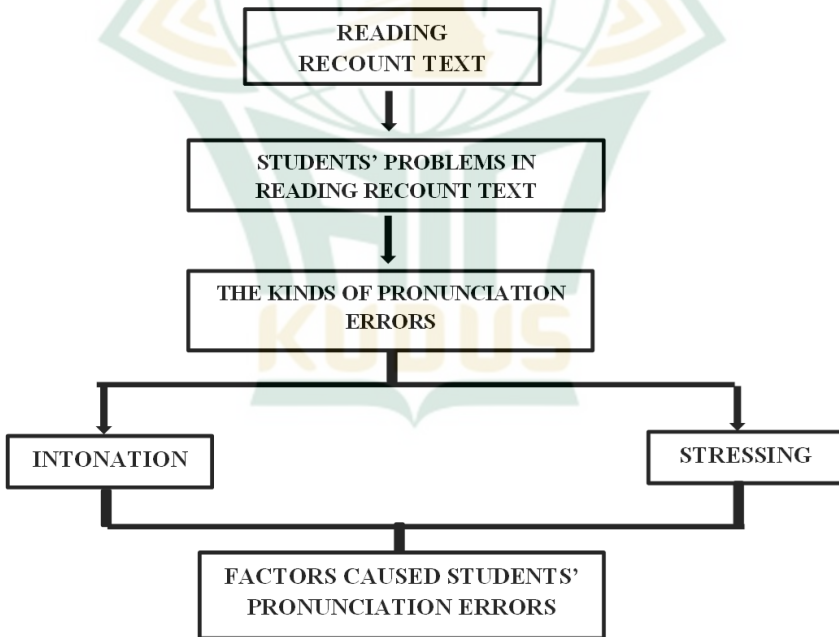
C. Review of Previous Studies

The researcher provide several previous studies related to this research to assist the reseacher in conducting this study. Researcher also finds similarities and differences from previous studies with this research. Relevant research to the topic of error pronunciation analysis includes :

Table 2.1 Review of Previous Studies

No	Researcher	Tittle	The Result	Similarities	Differences
1	Juswandi, Saiful, and Dzur Rif'ah Mahmudah[38]	An Analysis of Students' Error on English Vowel Pronunciation in Reading Narrative Text	The majority of students made pronunciation errors on the long vowels . As a result, the majority of the students made elocution errors on lengthy vowel / e / also on shorts vowel / ʌ /	Uses descriptive qualitative as the research method. Uses oral test and recordings as the research instruments.	Focus on analyzing students' pronunciation errors in reading narrative text. Analyzes students' error on English vowels pronunciation. Selects university students as the participants. Uses Dulay's theory in classifying the types of pronunciatio

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[38] Juswandi, Saiful, and Dzur Rif'ah Mahmudah, "An Analysis of Students' Error on English Vowel Pronunciation in Reading Narrative Text", *Journal of Applied Linguistics Studies,* Vol. 1, No. 1 (2022), 22-30

					n errors.
2	Aldo E. Legi, Sanerita T. Olii, and Sarah Kamagi[39]	An Analysis of Pronunciation Errors Made by The Fourth Semester Student of English Education Department	The reseacrher found that there were 39 students' pronunciation error, divided into 2 kinds of errors, there were 24 interlingual errors and 15 intralingual errors. The researcher also found that there were several factors caused the errors ; students' mother tongue and lack of knowledge.	Find out the kinds of students' pronunciation errors and the factors that caused the errors.	Uses the error analysis method by Corder in analyzing the students' pronunciation errors. Selects the university students as the research participants.
3	Ayu Sonia Habibah Fisher[40]	Students' Reading Techniques Difficulties in Recount Text	The researcher found that making inference or conclusion was the most difficult technique in reading recount text	Uses descriptive qualitative as the research method. Uses recount text as the object of the research.	Focuses on analyzing students' reading techniques difficulties in recount text.

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[39] Aldo E. Legi, Sanerita T. Olii, and Sarah Kamagi, "An Analysis of Pronunciation Errors Made by The Fourth Semester Students of English Education Department", *Journal of Teaching English, Linguistics*, and Literature, Vol.01, No 04(2022), 431-449.
[40] Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text", *Journal of English and Education,* Vol 4, No 2 (2016) : 1-12

			for the students		
4	Masfa Maiza[41]	An Analysis of Students' Pronunciation Errors	The researcher discovered that the students had trouble pronouncing the sounds /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/. Interference, phonological structure, and motivation were some elements that affected students' pronunciation.	Uses descriptive qualitative as the research method. Uses test and interview as the research instrument. Reveals several factors that influence students' pronunciation errors.	Focuces on analyzing students' pronunciation errors in english consonants. Selects English Department students as the research subject.
5	Khuzaimah Dahlan[42]	The Analysis of Students " Pronunciation Errors in Reading English Conversation at Muhammadiyah University of Makassa	The researcher discovered that students often misplaced stress and made intonation problems when pronouncing words. The word's pronunciation difficulty, the students' habits, the	Uses descriptive qualitative as the research method. Uses oral test and interview as the research instruments.	Focuses on analyzing students' pronunciation errors in reading English conversation.

[41] Masfa Maiza, "An Analysis of Students' Pronunciation Errors", *Journal of English Education and Literature*, Vol 1, No 1(2020) : 18-23.

[42] Khuzaimah Dahlan, "The Analysis of Students" Pronunciation Errors in Reading English Conversation at Muhammadiyah University of Makassar" *A thesis presented to the Faculty of Teacher Training and Education in Muhammadiyah University of Makassar* (2015): 1 – 114.

			students' mother tongue, and the students' lack of understanding were the students' problems in reading conversation.		
6	Sumarniati[43]	An Analysis of Students` Errors in Pronouncing English Fricatives (A Descriptive Research at The Second Semester of English Students Department in Muhammadiyah	The study discovered that students commonly made omission errors, addition errors, misformation errors, and misordering errors when pronouncing words. Most English fricative and consonant faults are the result of students' overgeneralization and misformation	Analyzing the kinds of students' pronuciation errors. The test was analyzed using the formula by Sudjono.	Focuses on analyzing student" errors in pronouncing English fricatives. Uses McKeating's theory to analyze the sources of errors.

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[43] Sumarniati, "An Analysis of Students` Errors in Pronouncing English Fricatives (A Descriptive Research at The Second Semester of English Students Department in Muhammadiyah University of Makassar)" *A thesis presented to the Faculty of Teacher Training and Education in Muhammadiyah University of Makassar* (2017): 1 – 47.

		University of Makassar)	errors.		
7	Ian Antaris and Fikriani Aminun[44]	Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTsN Palu Barat	The researcher found out that there are five factors affecting students' pronunciation. These include the impact of native language, a lack of desire, a lack of practice, the impact of the learning environment on the students, and a lack of confidence.	Analyzing the factors caused students' pronunciation errors.	The researcher uses questionnaire as the instrument of the research
8	Yusriati and Selamat Husni Hasibuan[45]	The Analysis of English Pronunciation Errors by English Education	The researcher found out the students' opinion about their pronunciation skills, the forms of students' pronunciation errors, and the	Analyzing the problems faced by the students in learning pronunciation. This research also uses decriptive qualitative as	Interviewing the students about the strategies implemented to improve pronunciation skills and this research do not use any text as

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[44] Ian Antaris and Fikriani Aminun, "Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTsN Palu Barat", *Journal of Foreign Language and Educational Research,* Vol 2 No 2 (2019) : 10-19

[45] Yusriati and Hasibuan, "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU", *Journal of English Education and Teaching*, Vol 3, No 2 (2019): 230-248

			strategies used by the students to improve pronunciation skills, and obstacles faced by the students in pronunciation.	the research method.	the object.
		Students of FKIP UMSU			
9	Christian Neni Purba, David Togi Hutahaean, and Hilman Pardede[46]	An Analysis of Students' Difficulties In Using English Intonation at Grade Eight of SMP Negeri 2 Pematangsiantar	The researcher came to the following three conclusions about students' use of English intonation: (1). Having trouble using a level tone, (2) The difficult in rising intonation (3) Difficulty in employing falling intonation.	Investigating the students' difficulties in intonation. Descriptive qualitative research was conducted to answer the research problem	Only focuses on analyzing students' intonation in a conversation, using Allen, Haycraft, and Jone's theory.
10	Wike Asrianti Prayitno, Dayat Hidayat, and Yousef Bani Ahmad[47]	Investigation of Students' Pronunciation of Word	The researcher discovered that students still had issues pronouncing words with stress. Three-	Analyzing the students' pronunciation errors in word stress.	Uses narrative inquiry in this study. Uses test and questionnaire to collect the

[46]Christian Neni Purba, David Togi Hutahaean, and Hilman Pardede, "An Analysis of Students' Difficulties In Using English Intonation at Grade Eight of SMP Negeri 2 Pematangsiantar", *Wiralodra English Journal*, Vol 4, No 1 (2020): 50-64

[47] Wike Asrianti Prayitno, Dayat Hidayat, and Yousef Bani Ahmad, "Investigation of Students' Pronunciation of Word Stress In English Online Class", *ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture*, Vol 6, No 1 (2022) : 24-35

		Stress In English Online Class	syllable words were the ones that students emphasized incorrectly the most.		data.

Based on the review of previous studies above, most of them analyze about the kinds of students' pronunciation errors and the factors that caused the errors. Most of the researchers use descriptive qualitative methods by oral test, interviews, and recordings. In this research, researcher focuses on analyzing the problems faced by students in reading recount text, the kinds of the students' pronunciation errors, and the factors that cause the errors.

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