

Error Analysis of Students' Pronunciation in Story Telling "The Ugly Duckling" (Study Case: Second Semester of English Education of Potensi Utama University)

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ABSTRACT

The aimed of this research is to know the types of error analysis of students' pronunciation in storytelling "The Ugly Duckling" (Study Case: Second Semester of English Education of Potensi Utama University). This research used the qualitative research design. The sample of this research is the second semester students which consisted of 19 students. Error analysis is carried out based on 3 types of errors namely: pre-systematic error, systematic error, and post-systematic error. The differences between the three lies in the cause of the error. Types of students' error in pronouncing the story telling "The Ugly Duckling" were pre-systematic error of 39%, systematic error of 36%, and post-systematic error of 25.5%. From this data, it can be said that pre-systematic error was the higher than two others that made by students. Which is the pre-systematic error is made in a language that the students have never encountered. The causes of pronunciation error are student ignorance about the way of pronouncing some words which rarely or even never they heard. The other reason is because students do not consistent when pronounce the words that appear a few times, and do not focus when pronouncing word that almost similar to the other word.

Keywords: Cause of Error, Error Analysis, Types of Error.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis kesalahan pelafalan siswa dalam mendongeng "The Ugly Duckling" (Studi Kasus: Mahasiswa Semester Dua Pendidikan Bahasa Inggris Universitas Potensi Utama). Penelitian ini menggunakan desain penelitian kualitatif. Sampel penelitian ini adalah mahasiswa semester dua yang berjumlah 19 orang. Analisis kesalahan dilakukan berdasarkan 3 tipe kesalahan yaitu kesalahan pra-sistematis, kesalahan sistematis, dan kesalahan pasca sistematis. Perbedaan ketiga jenis kesalahan ini berada pada penyebab kesalahannya. Jenis kesalahan mahasiswa dalam melafalkan mendongeng "The Ugly Duckling" adalah kesalahan pra-sistematis sebesar 39%, kesalahan sistematis sebesar 36%, dan kesalahan pasca sistematis sebesar 25,5%. Dari data tersebut dapat dikatakan bahwa kesalahan pra-sistematis adalah kesalahan tertinggi yang dilakukan oleh mahasiswa. Yang dimana kesalahan pra-sistematis adalah kesalahan yang dibuat karena bahasa yang belum pernah ditemui para siswa. Penyebab kesalahan pelafalan pada mendongeng, "The Ugly Duckling" adalah ketidaktahuan mahasiswa mengenai cara pelafalan beberapa kata yang jarang atau bahkan tidak pernah mereka dengar sebelumnya. Alasan lain adalah tidak konsistennya para mahasiswa ketika membaca kata yang beberapa kali muncul, dan tidak fokus dalam pelafalan kata yang hampir mirip dengan kata lainnya.

Kata Kunci: Penyebab Kesalahan, Analisis Kesalahan, Jenis Kesalahan

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1. INTRODUCTION

From four basic skills that should be master by students of English Education, speaking is one of important skill in English. According to Wallace (1978, p. 98) speaking is meaningful oral practice, so that people must understand every word because it uses a foreign language. In speaking, there is called “pronunciation”. Where the pronunciation is learning how to pronounce word by word in English correctly.

Pronouncing English and Indonesia are different. Pronouncing words in Indonesia language is same the way it is written. But, in English the way it is written obviously different from the way it is pronounce. As Anthoni Thamsir (in Quora, 2020) say, writing and pronouncing are different because the impact of loanwords from French, Latin, Germany, and even Malay or Indonesia. And also different because words in English not the representative from Phonetics embodied by Phonetic Symbol. (langitbirukata.com, 2017). The vowel sounds in English pronunciation are [i:, I, Ū, u:, e, ə, 3:, ɔ:, æ, ʌ, ɑ:, ɒ, ɪə, eɪ, Ūə, ɔɪ, əʊ, eə, aɪ, aʊ]. And the consonant sounds in English pronunciation are [p, f, t, θ, ʃ, s, ʒ, k, b, v, d, ð, dʒ, z, ʒ, g, h, m, n, ŋ, r, l, w, j.

There are many things of reason why English pronunciation often wrong, especially for the beginners. The subjects of the research are the second semester students in Potensi Utama University, which is some of them are still the beginners in English. For the beginners, it is indispensable to them since the making of errors could be regarded as a device the learner used in order to learn (Selinker in Ho, 2003).

Error analysis was used to cope this problem. Error analysis is everything form of error in language or not according to the rules of language use what is good and right that must be improved or corrected for better use (Azis, 2007, p. 74).

According to Echols (1975), storytelling consists of two word, that are story which mean story and telling which mean tell a story. Combine two words of storytelling means that story telling or tell a story. Storytelling “The Ugly Duckling” was used to analyze the error of pronunciation that made by students.

This study focuses on the pronunciation errors that are often made by students and the reasons for the errors. Therefore, the error analysis of the ugly duckling text is differentiated based on the type of error and the cause of the error. This was done to find out what pronunciation errors students often make in the ugly duckling text. In addition, it is also to find out the causes of errors in the pronunciation of the text.

2. LITERATURE REVIEW

According to Yates and Zelinski in Hasan (2014, p. 31) pronunciation refers to know how to produce the sound that we use to make meaning when speak. Besides, Dalton in Hasan (2014, p. 32) defines that pronunciation as production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use.

According to Mc Cully (2009, p. 215) consonant is a phoneme whose articulation involves some audible obstruction in the oral cavity. Consonants can be classified in three parts namely, manner of articulation, place of articulation, and voicing.

According to Ogden (2009, p. 12) manner of articulation is the parts of the vocal tract that are used in producing speech sound. The parts of manner of articulation are:

- Friction or fricative that produced with push the air out of the narrowing, formed between organ of speech with some fricative.
- Nasal consonant that the soft palate is lowered at the same time, so that the mouth passages become blocked at some point, and finally the air is blocked at some point.
- Gliding consonant is consonant with no stop or friction which have a rapid glide to a vowel.
- Stop consonant which the air is completely blocked and therefore compressed and released with an explosion.
- Approximant consonant that formed by bringing the articulators close together but without producing turbulent air friction.
- Affricates consonant is the combination between plosive consonant sound and fricative sound.
- Laterals consonant is the breath passing down the center of the mouth, it passes round the sides of an obstruction set up in the center.

According to Uday Rahman (2020), places of articulation means when produce sound, sometimes the tongue touches lips and sometime only lips come together and make sound, sometimes tongue touched the soft palate or back part alveolar tongue. The parts of bilabial are:

- Bilabial is pronoun that used lower lip and upper lip touch each other.
- Labiodental used lower lip and touch upper teeth.
- Dental, the tip of the tongue touch upper teeth and airflow cut off, so produce sound.
- Postalveolar can be done by placing the tongue on the tip.
- Alveolar, the tip of the tongue close or touch alveolar ridge right behind upper teeth.
- Velar, the body of tongue close to the soft palate.
- Palatal, the body of the tongue approached the hard palate, but not close enough to turbulence in the airstream.
- Glottal is opening between the vocal folds.

Voiced is the consonant that use the voice and voiceless not use the voice. The differences between voice and voiceless is by putting finger on throat.

According to J.D. O'Connor (1980, p. 79), vowel is made by voiced air passing through different mouth shapes, the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. Apart from studying vowel with pronouncing, learning vowel also with listening and imitating. There are 2 types of vowel sounds namely, lax, tense, and diphthong.

According to Brown (2000, p. 266), error analysis is the study of student error which can be observed, analyzed and classified to reveal something of the system within learners. Error analysis have 2 main purposes according Dulai and friends (in Bangsawan 2018, p. 276), it is:

1. Provide data, that from these data interfere with nature of the language learning process that is made
2. Error analysis can show teachers and curriculum developers which parts if the target language is most difficult for learner to learn precisely and what types of errors are most distracting for learners to be able to effectively.

According to Corder (1974, p.56), there are 3 types of error, namely pre-systematic error, systematic error, and post-systematic error.

1) Pre-Systematic Errors

Pre-systematic error is the errors that made in a language that the students have never encountered and also because the students have not mastered it. For example, in the word

“quarreled” that is read by phonetic is /kwɔrəld/. That word is rarely heard, so it is natural for students to pronounce it wrong.

2) Systematic Errors

Systematic error is errors that comes from the effect that can be known with certainty. For example, words “live” with “life”. At a glance, the writing of both words looks same, but the pronouncing is different.

3) Post-Systematic Errors

Post-systematic error is errors that occur when students inconsistent in their actual pronunciation they already know. For example, word “swan” that should be read by phonetic “swɔn”. At the ugly duckling text, the students sometimes read “swan” to be “swen” or “swin”.

According to Pellowski (in Nurcahayani, 2010) defines story telling as an art or the art of narrative skill from stories in the form of poetry or prose, which are performed or led by one person in front of an audience directly where the story can be narrated by being told or sing.

According to Echols (in Aliyah, 2011) story telling consists of 2 words, story and telling, it means that story telling is the activity to tell a story.

The author of the story the ugly duckling is unknown. But, Hans Christian Andersen (1805-1875) who came from Denmark, adapted the stories from various sources and then made him the author of the story The Ugly Duckling. The ugly duckling tells the story of a newly hatched duck who is mocked by his mother and siblings because of his different body shape, coat color, and voice. Then, the poor duckling was kicked out of its place. She cried because of it. While crying, the mother goose and her chicks came to her, and said that the poor duck was a beautiful white not a duck. In the end, the poor duck lived happily with the white swan.

Table 1. The Ugly Duckling Text

The Ugly Duckling
At the forest, live a couple duck who waiting the eggs hatch. They are waiting and waiting.
“Why did it take so long to hatch?” asked the male duck.
“Be patient for a little bit, please” said the female duck.
After waiting for a long time, the eggs hatch became 5 cute ducklings. They are so happy. But, there is an egg more that will be hatch. Soon after that, the egg hatch, but face, body, foot, and voice so different from the other even the female duck. The male duck thought that the female duck was cheating. Then, they quarreled and separated. The female duck taking her duckling into the river, the last duckling following him. But, half of the river the female duck realized that the last duckling also following him.
“Why you follow us? Look at you! Your body, face, foot, and voice are different from us. You are so ugly! So ugly! Just go away, don’t follow us.” said the female duck.
The poor duckling saw his face in the river, “Yes, she is right. I am so ugly.”
He cried and go far away. He looking for another duck or anyone who can accept him, start from the eagle or duck toys in the river. Finally, he is desperate because no one can accept him. He thought that he has no family anymore. He cried so loudly. The mother swan and her gosling hear it. Then, they go into that voice. They saw the poor baby was crying.
She approached him and asked, “Why you look so gloomy, honey?”

“I want to die. I am ugly, because I have different body from my duck family. I have no family anymore. No one wants to accepted me because I am ugly.” said the duck
The swan chuckle, “How poor you are. But, I want you to open your eyes. Look at our body and our face, same isn’t? You are not ugly. You are beautiful with that white fur. The fact is, you are not the duck. But, you are a beautiful swan.”

He realized that and hug the swan. Finally, the poor duck became a beautiful swan and live with his swan family and lived happily ever after.

Masfa Maiza (2020) discussed the same topic, about an Analysis of Students’ Pronunciation Errors. The subject of the research is forty-seven students of first year of English Language Education Study Program at Pamane Talino College of Education. The research of method used qualitative method which is the collected of data were by the pronunciation test and interview. The result of the thesis is the students got difficulties when pronounce /ə/, /ð/, /ʃ/, /tʃ/, and /dʒ/.

METHOD

According to Bogdan and Biklen (1982, p. 27), qualitative research are descriptive data, the data collected is in the form of words or pictures rather than numbers. Qualitative methods carried out data collection by interview, filling out the questionnaire, and voice recording.

According to Sugiyono (2017, p. 194) interview is more in depth-data collection technique. Interview doing by google meet and WhatsApp media, because learning process is still online.

According to Sugiyono, (2017, p. 203) observation is carry out as data collection that have specific features.

According to Miles and Huberman (1994, p. 10) analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing or verification.

- According to Miles (1994, p. 10) data reduction refers to the process of selecting, simplifying, abstracting, and transforming the data in written up field note or transcript.
- According to Miles (1994, p. 11) data display is an organized compressed assembly of information that permits conclusion drawing and action.
- According to Miles and Huberman (1994, p. 11) conclusion are verified as the analyst proceeds.

To calculate the data, uses the formula that adapted from Healey (2010, p. 30).

$$X = \frac{f}{n} \times 100\%$$

Notes:

X = the percentage of the students’ lexical errors of each component

f = the number of errors of each component

n = the total number of errors made by the students

According to Pilot and Beck (2014), trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. The criteria of the trustworthiness, namely credibility, transferability, dependability, and confirmability.

3. RESULT AND DISCUSSION

The data that collected by observation, interview, and questionnaire was analyzed and categorized based on types of error, namely: pre-systematic error, systematic error, and post-systematic error. The technique of data collection was carried out to make the author easier to analyzed and know the second semester students' ability in pronouncing the ugly duckling text.

To know the result, table of students' classification error are made in pronouncing the ugly duckling text.

Table 2. Students' classification error

No.	Students' Initial	Type of errors			Total Error
		Pre-Systematic Error	Systematic Error	Post-Systematic Error	
1.	AA	10	6	5	21
2.	SS	6	10	7	23
3.	VR	4	8	3	15
4.	DP	4	6	7	17
5.	CEM	12	12	13	37
6.	ISS	2	1	-	3
7.	IFS	8	11	5	24
8.	MRP	7	8	6	21
9.	NP	3	2	1	6
10.	LDA	1	1	1	3
11.	SH	6	4	1	11
12.	RAF	6	2	5	13
13.	RS	2	1	2	5
14.	NGP	8	3	4	15
15.	NMS	5	6	2	13
16.	WKD	10	7	2	19
17.	FZN	7	4	1	12
18.	LM	10	11	9	30
19.	RRL	13	12	8	33
TOTAL		124	115	82	321
Percentage		39%	36%	25,5%	100%

In the pre-systematic error, the percentage of error was 39% and the total error was 124 errors. Pre-systematic error was the biggest error of the other two. Error percentage of 36% obtained by systematic error with total error of 115 errors. In post-systematic error, error percentage of 25,5% with total error of 82 errors.

In interview section, the author gave five question to the subjects that related to the topic. The first question was asked to express their opinions and assess their own pronunciation. They said that, there was still wrong pronunciation that they have done.

The second question was to identify what words that they think difficult to pronounce. 'Quarreled, separated, desperate, approached, realized, river, half, chuckle' are some of words that difficult according to them.

The third question was to give the reason for the question number 2. The reason of that words difficult to pronounce are lack of practice, the pronouncing was difficult, they rarely hear the words, do not pay attention to the structure of the letters, and do not understand how to pronounce it.

The fourth question was meant to know the students' knowledge about phonetic. Some of them give the answer with the detail meaning. Some of them are understand and know what is phonetic. Their problem was they do not know how to pronounce it in phonetic.

The last question or the fifth question want to know the knowledge of students about mother tongue. Some of them answer that mother tongue affect English pronunciation and some of them answer that mother tongue did not affect the English pronunciation.

To know the correct pronunciation of the ugly duckling text, the author made the reconstruction of the ugly duckling text.

Table 3. The Ugly Duckling text and the reconstruction

The Ugly Duckling At the forest, live a couple duck who waiting the eggs hatch. They are waiting and waiting. "Why did it take so long to hatch?" asked the male duck. "Be patient for a little bit, please" said the female duck. After waiting for a long time, the eggs hatch became 5 cute ducklings. They were so happy. But, there is an egg more that will be hatch. Soon after that, the egg hatch, but face, body, foot, and voice so different from the other even the female duck. The male duck thought that the female duck was cheating. Then, they quarreled and separated. The female duck taking her duckling into the river, the last duckling following him. But, half of the river the female duck realized that the last duckling also following him. "Why you follow us? Look at you! Your body, face, foot, and voice are different from us. You are so ugly! So ugly! Just go away, don't follow us." said the female duck. The poor duckling saw his face in the river," Yes, she is right. I am so ugly." He cried and go far away. He looking for another duck or anyone who can accept him, start from the eagle or duck toys in the river. Finally, he is desperate because no one can accept him. He thought that he has no family anymore. He cried so loudly. The mother swan and her gosling hear it. Then, they go into that voice. They saw the poor baby was crying. She approached him and asked," Why you look so gloomy, honey?" "I want to die. I am ugly, because I have different body from my duck family. I have no family anymore. No one wants to accepted me because I am ugly." said the duck The swan chuckle, "How poor you were. But, I want you to open your eyes. Look at our body and our face, same isn't? You were not ugly. You were beautiful with that white fur. The fact was, you were not the duck. But, you are a beautiful swan." He realized that and hug the swan. Finally, the poor duck became a beautiful swan and live with his swan family and lived happily ever after.	
ði 'ʌgli 'dʌkliŋ æt ðə 'fɒrɛst. liv ə 'kʌpəl dʌk hu 'weɪtɪŋ ði ɛgz hætʃ. ðeɪ ɑr 'weɪtɪŋ ænd 'weɪtɪŋ. "waɪ dɪd ɪt teɪk sʊl lɒŋ tu hætʃ?" æskt ðə meɪl dʌk. "bi 'peɪʃənt fɒr ə 'lɪtəl bɪt, plɪz" sɛd ðə 'fi meɪl dʌk. 'æftər 'weɪtɪŋ fɒr ə lɒŋ taɪm, ði ɛgz hætʃ bɪ'keɪm 5 kjʊt 'dʌkliŋz. ðeɪ ɑr sʊ 'hæpi. bʌt, ðɛr ɪz ən ɛg mɔr ðæt wɪl bi hætʃ. sʊn 'æftər ðæt. ði ɛgz hætʃ. bʌt feɪs. 'bɑdi. fʊt. ænd vɔɪs sʊ 'dɪfərənt frʌm ði 'ʌðər 'ɪvɪn ðə 'fi meɪl dʌk. ðə meɪl dʌk θɒt ðæt ðə 'fi meɪl dʌk wʌz 'fɪtɪŋ. ðɛn, ðeɪ 'kwɔrəld ænd 'sepə reɪtəd. ðə 'fi meɪl dʌk 'teɪkɪŋ hɜr 'dʌklɪŋ 'ɪntu ðə 'rɪvər, ðə læst 'dʌkliŋ 'fəloʊɪŋ hɪm. bʌt, hæf ʌv ðə 'rɪvər ðə 'fi meɪl dʌk 'rɪə lɑrzd ðæt ðə læst 'dʌkliŋ 'ɔlsʊ 'fəloʊɪŋ hɪm. "waɪ iʊ 'fəloʊ ʌs? lʊk æt iʊ! iʊər 'bɑdi. feɪs. fʊt. ænd vɔɪs ɑr 'dɪfərənt frʌm ʌs. ju ɑr sʊ 'ʌgli! sʊ 'ʌgli! dʒʌst go ə'weɪ. doʊnt 'fəloʊ ʌs." sɛd ðə 'fi meɪl dʌk. ðə pʊr 'dʌkliŋ sɔ hɪz feɪs ɪn ðə 'rɪvər, "jes, jɪ ɪz raɪt. ɑɪ æm sʊ 'ʌgli." hi kraɪd ænd goʊ fər ə'weɪ. hi 'lʊkɪŋ fɒr ə'ʌðər dʌk ɔr 'ɛni wʌn hu kæn æk'seɪpt hɪm, stɑrt frʌm ði 'ɪgəl ɔr dʌk tɔɪz ɪn ðə 'rɪvər. 'fæməli. hi ɪz 'desprɪt bɪ'kɔz noʊ wʌn kæn æk'seɪpt hɪm. hi θɒt ðæt hi hæz noʊ 'fæməli 'ɛni mɔr. hi kraɪd sʊ 'ləʊdli. ðə 'mʌðər swʌn ænd hɜr gosliŋ hɪr ɪt. ðɛn, ðeɪ goʊ 'ɪntu ðæt vɔɪs. ðeɪ sɔ ðə pʊr 'beɪbi wʌz 'kraɪɪŋ.	

'fi ə'pru:ft him ænd æskt, "wə ju lək su: 'glumi, 'hʌni?"
 "aɪ wʌnt tu daɪ. aɪ æm 'ʌgli, bɪ'kɔz aɪ hæv 'dɪfərənt 'bɑdi frʌm maɪ dʌk 'fæməli. aɪ hæv nu: 'fæməli ,ɛni'mɔ:. n
 u: wʌn wʌnts tu æk'septɪd mi bɪ'kɔz aɪ æm 'ʌgli." sɛd ðə dʌk
 ðə swʌn 'fʌkəl,
 "həʊ nʊr iu ɑ:. bʌt. aɪ wʌnt iu tu 'su:ðən iʊər aɪz. lək æt 'aʊər 'bɑdi ænd 'aʊər feɪs, seɪm 'ɪzənt? ju ɑ: nʌt 'ʌgli. j
 u ɑ: 'bjutəfəl wɪð ðæt waɪt fɜ:. ðə fækt ɪz, iu ɑ: nʌt ðə dʌk. bʌt, iu ɑ: ə 'bjutəfəl swʌn."
 hi 'ri:ə, laɪzd ðæt ænd hʌg ðə swʌn. 'fæməli, ðə pʊr dʌk bɪ'keɪm ə 'bjutəfəl swʌn ænd liv wɪð hɪz swʌn 'fæməli æ
 nd laɪvd 'hæpəli 'evər 'æftər.

So, the type of pronunciation errors that done by second semester students in story telling “the ugly duckling” are pre-systematic error, systematic error, and post-systematic error.

The errors of pre-systematic error are:

- | | |
|-----------------------------|-------------|
| - Patient | - Desperate |
| - Quarreled | - Thought |
| - Separated | - Accepted |
| - Another | - Crying |
| - Approached | - Hatch |
| - Chuckle | - Cute |
| - Gloomy | - Was |
| - River | - Ask |
| - Realized | - Our |
| - The (followed by a vowel) | - Hear |

There are 2 versions to pronounce ‘the’. if ‘the’ followed by a consonant, the pronounce is *de*, and if followed by a vowel, the pronounce is *di*. But, many students pronounce ‘the’ with the consonant, into *de*.

The errors of systematic error are:

- Became
- Asked
- Taking
- Eagle
- Live
- Female
- Wants
- Isn’t
- White
- Waiting
- Family
- Ever
- Poor
- Fur

One of the example is ‘wants’. Besides students do the error pronounce, students also do not add consonants ‘s’ in the end of the word. Some of students only pronounce it ‘wan’

The errors of post-systematic error are:

- Swan
- Saw
- Realized
- Face
- Different
- Accept
- Hatch
- Female
- Became
- Our
- That
- Family

The word above, pronounce it by some different ways. Example, word 'swan' appear more than once, students pronounce it by 3 different ways, 'sawn, swan, swen'.

By using the formula that adapted from Healey (2010, p. 30), the percentage of error were:

Table 4. The percentage of error

No	Types of error	Percentage
1.	Pre-Systematic Error	$X = \frac{124}{321} \times 100\%$ $X = \frac{12.400}{321}\%$ $X = 38,629\% \text{ rounded to } 39\%$
2.	Systematic Error	$X = \frac{115}{321} \times 100\%$ $X = \frac{11.500}{321}\%$ $X = 35,825\% \text{ rounded to } 36\%$
3.	Post-Systematic Error	$X = \frac{82}{321} \times 100\%$ $X = \frac{8.200}{321}\%$ $X = 25,545\% \text{ rounded to } 25,5\%$

And the graphic of percentage type of error is:

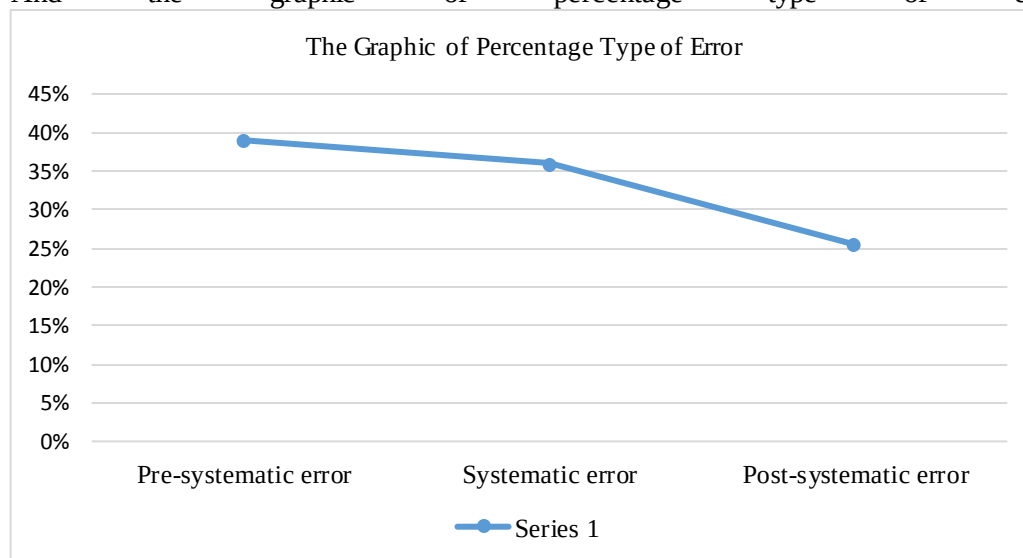


Figure 1.

Pre-systematic error, the error occurs because students were not aware of some rules when pronouncing words or happened because there were some words which rarely they heard or even they never heard, so they do not know how to pronounce it.

Systematic error happened because effects that can be known with certainty. The mean of the word whose writing is almost similar as the other words.

Post-Systematic error happened because students were not consistent when pronouncing the words that appears several time in the ugly duckling text.

Another causes are because students lazy to practice the pronunciation, students do not know how to pronounce it well, and students do not want to know how to pronounce it well.

From the questionnaire test, only 4 students that do the error under 5 errors. This table below is the total number and percentage of correct choices in interview section.

Table.5

No.	Question	The Phonetic	Total and Percentage
1.	The Forest	/ðə 'fɒrəst/	3 (15,8%)
2.	Live	/lɪv/	10 (52,6%)
3.	A couple	/ə 'kʌpəl/	10 (52,6%)
4.	Duck	/dʌk/	10 (52,6%)
5.	Waiting	/wetɪŋ/	5 (26,3%)
6.	The egg	/ði ɛg/	9 (47,4%)
7.	Hatch	/hæʃ/	10 (52,6%)
8.	They	/ðeɪ/	9 (47,4%)
9.	Are	/ɑr/	7 (36,8%)
10.	Take	/teɪk/	16 (84,2%)
11.	So long	/soʊ lɒŋ/	6 (31,6%)
12.	Asked	/æskt/	7 (36,8%)
13.	Patient	/peɪʃənt/	10 (52,6%)
14.	Little	/'lɪtəl/	10 (52,6%)
15.	Female	/'fiː meɪl/	7 (36,8%)
16.	Became	/brɪ 'keɪm/	9 (47,4%)
17.	Duckling	/dʌklɪŋ/	12 (63,2%)
18.	Body	/'bɒdi/	7 (36,8%)
19.	After	/æftər/	7 (36,8%)
20.	Soon	/sun/	9 (47,4%)
21.	Different	/dɪfərənt/	5 (26,3%)
22.	Other	/ʌðər/	6 (31,6%)
23.	Thought	/θɔt/	2 (10,5%)
24.	Quarreled	/'kwɔrəld/	3 (15,8%)
25.	Separated	/'sepəˌreɪtəd/	11 (57,9%)
26.	Was	/wʌz/	5 (26,3%)
27.	River	/rɪvər/	4 (21,1%)
28.	Half	/hæf/	7 (36,8%)
29.	Realized	/rɪəˌlaɪzd/	7 (36,8%)
30.	Ugly	/ʌɡli/	11 (57,9%)
31.	Poor	/pʊr/	8 (42,1%)
32.	Saw	/sɔ/	6 (31,6%)
33.	Cried	/kraɪd/	15 (78,9%)
34.	Accept	/æk'sept/	10 (52,6%)
35.	Eagle	/ɪɡəl/	7 (36,8%)
36.	Desperate	/dɛsprɪt/	6 (31,6%)
37.	Loudly	/'ləʊdli/	12 (63,2%)

38.	Swan	/swʌn/	11 (57,9%)
39.	Approached	/ə'prəʊtʃt/	8 (42,1%)
40.	Gloomy	/glumi/	13 (68,4%)
41.	Die	/daɪ/	8 (42,1%)
42.	Chuckle	/'ʃʌkəl/	8 (42,1%)
43.	Same	/sem/	15 (78,9%)
44.	Isn't	/ɪzənt/	12 (63,2%)
45.	Beautiful	/'bjutəfəl/	10 (52,6%)
46.	Fur	/fɜr/	4 (21,1%)
47.	Fact	/fækt/	9 (47,4%)
48.	Hug	/hʌg/	11 (57,9%)

The table of total number and percentage of correct choices shows that only a few answers were correct. One of the highest score was 'take', the number of students' correct choices is sixteen students. Other twenty-nine get score below 50%. High percentage error on the ugly duckling text can still be fixed. Students should always do the practice of pronunciation. Also, they can cooperate with other friends that more understand to revise the pronunciation error.

To revise the word that writing almost similar with other word, students must be focus to the one of it. There are so many ways to revise the skill of pronunciation in English. Like looking for the trusted source, pronounce application, google translate, discussed with lecture or friends.

4. CONCLUSION

There are 3 types of error in this research, namely pre-systematic error, systematic error, and post-systematic error. The highest error is pre-systematic error that reached 39%. Systematic error reaches 36% and post-systematic error is 25,5 5%.

The causes of error were students lack of practice in pronunciation, do not focus when read the text, rarely or never find the difficult word that mention, some of words in the text was considered difficult, cannot distinguish the pronunciation of writing that almost similar, and do not attend to alphabet structure.

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