TEACHER'S CORRECTIVE FEEDBACK STRATEGIES TO ADDRESS STUDENTS' MISPRONUNCIATION: A CASE STUDY AT SMK AL-MUHAJIRIN GRESIK

THESIS

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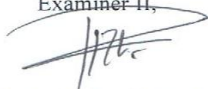Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd.I
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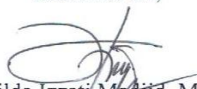
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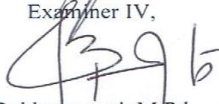Examiner II,

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ABSTRACT

Received Pronunciation is important in English speaking. However students often make pronunciation error particularly in plosive voiceless consonant sound. This descriptive qualitative research aims to answer a research questions, namely what is teacher's corrective feedback strategy to address students' mispronunciation. The data were collected by using teachers' note, recording, observation checklist and interview. The result shows 67 errors in pronouncing plosive stop. The most common error occurred in the initial position especially in the phonemes /k^h/. Explicit corrective feedack strategy is more frequently used by the teacher than others corrective feedback. The result of observation and interview indicate positive effect of this corrective feedback strategy in the learning process at the class. Through this strategy the students get lot of information about the rules of aspiration and the teacher can facilitate others students who have low ability in understanding this material on plosive voiceless consonant sound in English.

ABSTRAK

Putri, Indri Yulia (2019). ***Teacher's Corrective Feedback Strategies to Address Students' Mispronunciation: A Case Study at SMK Al-Muhajirin.*** Skripsi. English Teacher Education Department, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negri Sunan Ampel. Surabaya. Dosen Pembimbing. Hilda Izzati Madjid, MA dan Siti Asmiyah, M. TESOL

Kata Kunci: *Perbaikan umpan balik, Kesalahan pelafalan, Suara plosive voiceless consonants, Kegiatan berbicara*

Memperoleh pelafalan adalah hal yang penting dalam berbicara bahasa Inggris. Bagaimanapun murid-murid sering melakukan kesalahan yang utama adalah pada suara plosive voiceless consonants. Penelitian deskirptif kualitatif ini bertujuan untuk menjawab sebuah pertanyaan penelitian, yaitu apa strategi guru dalam mengokresi umpan balik untuk menunjukkan kesalahan siswa dalam pelafalan. Data yang telah di kumpulkan diperoleh menggunakan catatan guru, rekaman, daftar periksa obersevasi and wawancara. Hasil dari penelitian menunjukkan ada 67 kesalahan siswa dalam pelafalan plosive voiceless consonant stop. Kesalahan dominant muncul di posisi awal khususnya di fonem /k^h/. Data dikumpulkan dari catatan guru dan juga dari hasil rekaman. Strategi koreksi secara eksplisit lebih sering digunakan oleh guru daripada koreksi feedback yang lain. Hasil dari observasi dan interview menunjukkan efek yang positif di dalam strategi koreksi terhadap pembelajaran dikelas. Melalui strategy ini murid-murid mendapatkan banyak informasi tentang aturan-aturan aspiration and guru juga memfasilitasi murid-murid yang lain yang menunjukkan kemamapuan pemahaman materi pada suara plosive voiceless consonants di pembelajaran bahasa inggris.

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LIST OF ABBREVIATION

1. **UIN**   : Universitas Islam Negeri
2. **SMK**   : Sekolah Menengah Kejuruan
3. **PVCS** : Plosive Voiceless Consonant Sound
4. **TCFS** : Teacher's Corrective Feedback Strategies
5. **TOSM** : Transcription of Students 'Mispronunciation
6. **COPT** : Correction of Phonetic Symbol
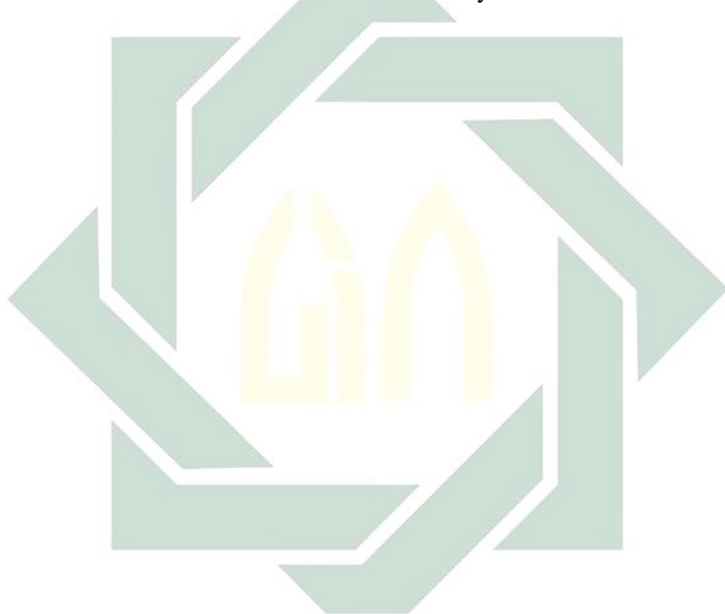
CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the idea of related the study. It presents background of study, statement of problem, research question, objective of study, significant of study, scope and limitation of study and definition of key terms

A. Background of the Study

In teaching pronunciation, the teachers faced variety of challenges. They tend do not have not enough time to prepare appropriate English instruction.[1] Presentation and practice are usual instructions of teaching pronunciation that integrated into speaking skill. Commonly, these instructions make the students bored in order to accept English material. To anticipate the students' disinterest of learning English pronunciation, the teacher should give unique and useful strategies, such as: chaining, drilling, pronouncing and spelling activities, listening activities and other activities.[2] Through these activities, teacher hopes the students can pronounce words well and avoid mispronunciation.

Mispronunciation is error or mistake of people's performance is caused by exhaustion, less attention and lack of knowledge of languages rules.[3] In other word, mispronunciation is defined as mistakes are made by students

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[1] Hidayah Ninik, interview. 2017. "*Students' Problem of Pronunciation*" .Wriginanom Gresik.

[2] Lucky Faizah, "*An Error Analysis of Pronunciation of Silent Letter in English Words Made by the Tenth Grade Students at SMAN 1 Wonoayu, Sidoarjo*" (Surabaya: State Islamic University of Sunan Ampel Surabaya, 2013),1

[3] Luviya Susi Thesis, *"Mispronunciation of Some English Consonants by Javanese Students in English Literature of Sanata Dharma University"* (Yogyakarta: University of Sanata Dharma Yogyakarta, 2016)

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while pronounce the words. Indonesia and English have different sound system. Some of English vowel and consonant do not exist in Indonesia. Additionally, Indonesia does not have consonant cluster, stress and aspired sound. Concern with differences of Indonesia and English the students often have problem with the ears, the matter of making foreign sound, distribution of sound end etc.[4]

Aspired sounds appear on plosive sounds that pronounce with stressing. Several phonemes of plosive sounds are /p, b/, /t, d/, and /k, g/. In addition, plosive consonant divide into two categorize voice and voiceless. /p/, /t/, and /k/ are called as voiceless whereas /b/, /d/, and /g/ called as voiced. Voiceless plosive consonant are dominant strong in aspired sound but voice consonant is not, for example: pea /p^hi:/ put /p^hut:/ and car /k^ha:/. They pronounce followed by the symbol (^{h}). English plosive sounds change significantly in several verbal environments. They can occur in several positions such as: initial position (at the beginning of a word), medial position (between sounds), final position (at the end of a word), and in consonant cluster.[5] The distribution of plosive sound in different positions make each phonemes have different pronunciation. For example: /p/ in the word *p*en, the phoneme /p/ put in the beginning of the word or the beginning of a stressed syllable will pronounce with strong aspirated.

This study concerns on pronunciation of English aspiration of voiceless stop consonant. The aspiration is defined as small puff or air that occurs after releasing of voiceless stop consonant /p/, /t/ and /k/.[6] There are several positions of these phonemes that will pronounce with strong and weak aspiration. /p/, /t/ and k/ pronounce with strong aspiration in initial position and the beginning of stressed

[4] Yusni Arini *"Masalah-Masalah Pelafalan (Pronunciation) Yang Dihadapi Penutur Bahasa Indonesia Yang Mempelajari Bahasa Inggris" Diakses Dari Url/Yusni.Arini.Blogspot.Co.Id/2009/08/Masalah-Masalah-Pel*afalan-Pronunciation.Html Pada Tanggal 4 September 2017.

[5] Dr. Phu Bui Hung*, "Variants of The Phoneme /T/ In English" University of Finance and Marketing,"* Vietnam. 2014, 27

[6] Vanlocke Janey, *"On the Production of Aspiration and Prevoicing: The Effect of Training on Native Speakers of Belgian Dutch"* P, 9

syllable, meanwhile these phonemes will pronounce with weak aspiration in the initial syllable, initial syllable unstressed and occur in the end of a word. The aspirated consonant doesn't distinguish the meanings of words. Thus, if speaker forgot aspiration does not to be serious problem.[7] But, knowing the rule of aspiration has some of usefulness, such as: the first, it can help the listener to distinctive minimal pairs in English that differ of single word, for example: *pill/bill.* The second, English aspiration can help students to distinguish which voice and voiceless. The last, the function of aspirating voiceless stop is an important phonological cue for the listener and the communication may be unsuccessful when the expected aspiration absent.[8]

For the students, pronunciation may be difficult for them because the characteristic of English words are different with Indonesian language.[9] In Indonesian word, almost the written words are same as what the students read, but not for English word, there are several written words are different as the students read. In English, there are words are different pronunciation from the original words. Like the word *tan* is pronounced become /tʰæn/. This word not pronounce purely *tan* but it add symbol [h] that is occurs on plosive especially on initial word.

Several researches regarding this issue have been conducted. The first research conducted by Fitriyah Risky Wahyuni which title *Error Analysis of English Students' Pronunciation at SMPN 1 Pamekasan* which aimed to find out error on students pronunciation English words and most dominant error are made by them. The researcher chooses SMPN 1 Pamekasan as the location. An observation conducted with 52 students which is used technique random sampling. Another research conducted by Herman, 2016,

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[7] Triskova Hana. *"Aspired Stops: Situation in Mandarin, English, and Czech" (*Oriental Institute of the Czech Academy of Sciences, Prague)p, 3.

[8] Suarez Philip, *"The Pronunciation Of The Aspiration Consonants P,T, And K In English By Native Speaker Of Spanish And French"* P, 44.

[9] Ibid.

University of HKBP Nommensen with entitled "Students' Difficulties in Pronouncing Labiodental Sounds". This research focused on students' difficulties position in pronouncing the English labiodental sounds at the second grade of Senior High School of Taman Siswa Pemarangsiantar. The researcher want to know where students' difficulties whether in initial, medial, and final position. The data analyzed use descriptive method.

The reason why the researcher chooses SMK Al-Muhajirin Gresik is this school use mix languages as their language communication with their friends or teacher. Although their first language is Javanese but they tend to speak Indonesian language for formal setting. Additionally, the school is vocational high school which has marketing as the main subject. Students vocational high school have internship program in the first semester. The school will establish cooperation with the company to complete the school work. Thus, by the program the teacher thinks that teaching speaking ability is important, especially pronunciation. Teacher also attempt to make students have good speaking and pronunciation. One of the ways to make students good communication with the other people is giving a suitable strategy to solve the students' mispronunciation, because not all strategy appropriate for the students who had problem in speaking. therefore, by those reason the researcher wants to conduct the research focusing on teacher's corrective feedback strategies to address students' mispronunciation at SMK Al-Muhajirin.

B. Research Question

Based on the background of the study above, there is question is formulated below.

What are teacher's corrective feedback strategies to address students' mispronunciation at SMK Al-Muhajirin?

C. Objective of the Study

According to statement of the problem above, the objective of the study is:

To describe teacher's corrective feedback strategies to address students' mispronunciation at SMK Al-Muhajirin.

D. Significance of the Study

This study will give advantages for the teacher and other researcher.

For the teacher, this result of observation is giving additional information for teaching English. This study makes the teacher aware on the student's pronunciation of plosive sound especially stop voiceless consonant. In pronouncing /p/, /t/ and /k/ students should understand how to pronounce those phonemes with preceding /^{h}/. As the reference, the theory Fortis and Lenis help students to distinguish the sound of voiceless consonant with strong and weak aspiration. For an exception, teacher can indicate that voiceless sounds not aspired if followed by symbol "s" in the onset of words. Sometimes, this situation ever find in the consonant cluster.

It cannot be denied that receiving material of plosive voiceless consonant sound make the students have error in pronunciation. Thus, to improve the ability in pronunciation the teacher recommended using the strategy of corrective feedback from Eliss, 2008.[10] This theory consist six types corrective feedback that explained about how teacher give the feedback appropriate with the students who make error of pronunciation. Those corrective feedbacks are recast, repetition, clarification request, explicit correction, elicitation and paralinguistic signal.

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[10] Ellis & Rod. *"Corrective Feedback and Teacher Development, Language Learning and Teaching"*, No 1, Vol 1, 2009, p.9.

E.   Scope and Limitation of the Study

a)   Scope of the study

   This research does not discuss the whole of students' mispronunciation in oral presentation. But the researcher only focused on the students' mispronunciation of plosive voiceless consonant sound that distributed on the three areas, such as: stress syllable, unstressed syllable and non-aspired sound.

b)   Limitation of the study

   The limitation of the study is a research done in eleventh grade students at SMK Al which is concern in speaking activity. Subject of the research only is eleventh grade of SMK Al-Muhajirin in academic years 2018-2019. This research also analysis teacher corrective feedback of students' mispronunciation by Ellis.

F.   Definition of Key Terms

   To avoid misunderstanding and get the similar perception, the researcher provides the key terms below.

1.   Corrective Feedback

   The definition of corrective feedback was a guidance of incorrectness of the student's target language.[11] In this research, corrective feedback is way of giving guidance to mispronunciation of English oral presentation in plosive voiceless consonant sound.

2.   Mispronunciation

   Mispronunciation is errors or mistakes caused by fatigue, inattention, and lack of knowledge of English rules that made by the students.[12] In this research, mispronunciation is defined as students' error in pronouncing English

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[11] Hesti Kristian Padmini, *"The Use of Oral Corrective Feedback in Teaching Pronunciation"* (University of Satya Wacana Christian)p. 6

[12] Luviya Susi Thesis, *"Mispronunciation of Some English Consonants by Javanese Students in English Literature of Sanata Dharma University"* (Yogyakarta: University of Sanata Dharma Yogyakarta, 2016) p. 4

plosive voiceless consonant sound during oral presentation.

3. Speaking activity

    Speaking is the one of four basic skills which has an important role for human activities to communicate with other people. It also uses to express ideas, knowledge and information.[13] In this study, speaking activity means students' oral presentation of their task that contain of plosive voiceless consonant sound.

4. Strategy

    Strategy means various method or ways that implemented by teacher in teaching-learning process.[14] In this research strategy is defined as teacher's way to give students' treatment on their errors. The strategies adapted from theory of Ellis that consists of six corrective feedback strategies, such as: recast, repetition, clarification request, explicit correction, elicitation and paralinguistic signal.[15]

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[13] Kaniadewi Suci – Wachyu Sundayana, *"Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos"* Journal of English and Education, No. 1, Vol. 5, April 2017, P.13

[14] Maulidar Khaira – Sofyan A. Gani "*Teacher's Strategies in Teaching Speaking for Cadets"* (Universitas Syiah Kuala Banda Aceh, Indonesia)P. 82

[15] Ibid

CHAPTER II

REVIEW OF RELATED LITERATURE

In this research, the researcher explained the theories and previous study. The review of related theory are about definition of mispronunciation, definition of plosive voiceless consonant, type of mispronunciation of plosive voiceless consonant sound, definition of oral feedback and types of corrective feedback strategies.

A. THEORETICAL FRAMEWORK

1. Definition of Mispronunciation

Sometimes, when the beginner starts to pronounce words, they may produce incorrect word. It is caused by fatigue and inattention, and also lack of knowledge of the rules of the language.[16] Not a few students who learn foreign language directly success produce a good pronunciation, frequently they have problems in pronouncing a complicated new word. Those are caused students to have mispronunciation. The definition of mispronunciation is people ways in pronounce the words incorrectly. In learning English pronunciation there might some problem that make learner of foreign language have mispronunciation.

In language learning, feedback means encourage the students to be motivated and ensured linguistic accuracy. Feedback divided into positive and negative feedback.[17] Positive feedback defines students respond in the activity as correctly. It helps students to foster motivation to continue learning. Meanwhile, negative feedback defines opposite of positive feedback.

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[16] Ibid
[17] Ellis, "Corrective feedback and Teacher Development" Language Learning and Teaching. No. 1,Vol. 1. 2009. P. 3-10

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In order to teach pronunciation of plosive sound, teacher needs to give an appropriate corrective feedback. It may useful for students that making mistake in pronunciation plosive sound. The implementation of corrective feedback is followed by some strategies. The teacher can select the appropriate strategies in order to correct the students' mispronunciation.

2. **Definition of Plosive Voiceless Consonant Sound**

Definition of plosive means the way of production letter [p, t, k, b, d, g] with complete obstruction along the speech tract.[18] In short definition, plosive is sound are produced by closing along the speech tract. Plosive also called stop consonant, stop defines as the first part of this sound or in producing sound, the air is stopped for brief moment. There are six plosive consonant in English, they are /p/ and /b/ are produced at bilabial point of articulation, /d/ and /t/ are produced at alveolar point of articulation. /g/ and /k/ are produced at velar point of articulation.

a) **[p]** Is voiceless, bilabial and fortis plosive. This is an aspired plosive consonant if pronounce with stressed vowel and appear in syllable-initial position. [p] Is called bilabial stop because produced by fully block the airstream in the lips and suddenly release the air with an explosion. It also spread in the position, -initial, - medial, -final position. Phoneme [p] will be silent of followed by nasal in word initial position: *psalm, pterodactyl, pneumatic.*

b) **[t]** is voiceless, apico-alveolar, fortis plosive. Almost same with phoneme [p] has an aspirated consonant that occur before stress vowels when the phoneme put in syllable-initial position. It can be unaspired if followed by

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[18] Rena Andi jaya, *"The Students' Mastery In Pronouncing English Plosive Consonant [p, t, k, b, d, g]: An Error Analysis of The Fifth Semester Students of English Department Of UNNES in The Academic Year 2008/2009"* (Semarang: State University of Semarang), 2009. P. 26

/s/ in initial word. [t] Also spread into all positions: *try, attain, pit.*

c) **[k]** Is a voiceless, dorso-velar, and fortis plosive. Same as with other voiceless consonant before, it will aspired if the sound in syllable initial position, on front of a stressed vowel: *cat.* [k] Can spread on three positions such as initial, medial and final position.

Plosive voiceless consonant pronounce with aspiration or adding symbol [h] on the phonemes /p/, /t/, /k/. When the students pronounce those words they should care on the rules of stressing because it will influence on the weak and strong aspiration. Rules of stressing on English words actually divided into two categorize, namely on the word that has only one stress and on the stress vowel. Those rule will help the students to understand how pronounce the plosive voiceless consonant sound correctly. Besides, the distribution of plosive voiceless consonant also influence on strong and weak pronunciation.

3. **Types of Mispronunciation in Plosive Voiceless Consonants Sound**

    To determine the students' mispronunciation in plosive sounds, the researcher categorized them into two categorize namely stress syllable and unstressed syllable.

    1) Stress syllable

    a) Word initial
       When the plosive voiceless consonant /p/, /t/, and /k/ come in the beginning of word they are aspirated. In addition, /p/, /t/, and /k/ will aspired if they followed by a vowel in a stress syllable. They pronounce with a small puff of air. A small "h" will add to the phonemic symbol.[19] There are examples phonetic symbol of word initial (see table 2.1)

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[19] Underhill Andrian, *Learning and Teaching pronunciation. Sound Foundation* (MacMilan Publisher limited ,1994) 30

b) Word-internal unstressed

Sometimes in word-internal unstressed there are two or more syllables inside a word. The primary syllable commonly pronounces with weak stress and little bit faster or unstressed meanwhile the secondary syllable is strong pronunciation and long stress, for example "at**top**". The phoneme /t/ in the beginning is unstressed and the last /t/ is stressed. There are examples phonetic symbol of word-internal unstressed (see table 2.4)

Table 2.4 Phonetic symbol of word-internal unstressed

/p^h/	Happy /hæp^{h}i/	Paper /peIp^{h}ər/	Apply /ə'p^{h}laI/
/t^h/	Writer /rait^{h}ər/	Letter /lɛt^{h}ər/	Walter /wɔlt^{h}ər/
/k^h/	Pocket /pak^{h}ət/	Weaker /wik^{h}ər/	Market /mark^{h}ət/

3) Non-aspired sounds

There is also another part of word that occurs without aspirated. That is phonemes that followed by sounds S in the beginning of the word. The term of those words called as consonant cluster. How to pronounce of consonant cluster actually is different with others. Plosive voiceless consonant sound that should be pronounce with aspiration if occur in the beginning of the word, but if they are followed with S the rules of pronunciation will be non-aspirated. There are examples phonetic symbol of non-aspired sounds (see table 2.5)

Table 2.5 Phonetic symbol of non-aspired sounds

[p]	Span /spæn/	special /'speʃl/	spring /sprIŋ/
[t]	Stop /sta:p/	staple /'steI.pl/	string /strIn/
[k]	Scan /skæn/	scatter /'skæʈ.ə/	screen /skri:n/

Consider the effect of student's mispronunciation that caused by stress and unstressed syllable, the role of the teacher in the class is needed. That is use for remain and

correct the student's mispronunciation. In order to correct the student's mispronunciation, teacher may use explicit and implicit strategies.

4. Definition of Oral Feedback

Several context of feedback are found but it is limited only to the educational definition. Feedback generally defines as the process of learning that give the result for the learner in which it can be modified, corrected, substantiated. Other defined feedback as performance judgment of someone which is intended to cover the error in a knowledge and skill.[22] The application of definition feedback is often come on the scope of educational context. But, in the classroom context definition of feedback most common called as corrective feedback. CF (corrective feedback) is defined as the mark of the students that incorrect while using target language.[23] The impact of error in learning target language has been widely discussed by researchers. There are lot of corrective feedback use in the classroom activity, but in this text the oral corrective feedback is only limited.

5. Types of Teacher's Corrective Feedback Strategies

According to Gattullo and Harmer divide feedback into three categories such as, corrective, evaluating and strategic. The first feedback as correction, it means that feedback has function to correct the students errors, the teacher can use several corrective feedbacks or choose the appropriate one to help the students to have simple understanding in learning. The second feedback as evaluation, it means that feedback is useful to measure and grade student learning performance. In other hand, evaluating feedback uses to comprehend the

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[22] Gaspar David Maia Baptista. *"Understanding and Improving Corrective Feedback in Primary FL Classroom in Portugal. University of Nova De LISBOA".* 2017.p, 6

[23] Buyukbay Secil, *"The Effectiveness of repetition as Corrective Feedback"* Department of teaching English as a Foreign Language Bliken University Angkara, June 2007. P, 10

weakness and the strangeness of students in learning foreign language. The activity of evaluating feedback can be seen by giving the stimulus, that is help the teacher can know the level of students' understanding. The third feedback as strategic, that is help students to improve their performance. Besides, feedback offers the teacher to choose the appropriate strategies to overcome or limit the students' error. Therefore, learning foreign language does not look saturating and make them become self-reliant.

Feedback has positive and negative side for the teacher and students. Positive feedback useful to praise the students on what they reach during English learning. It also improves the ability and develops students' self-confidence. Not only that, teacher success to make the students interest on the activities and material. Another side, negative feedback can be formed explicit or implicit correction. The way depends on the teacher who gives the correction. It called as negative explicit correction because the teacher tents to show the sentence or word are wrong that made by the students.[24] So, they only depending and waiting the correction from the teacher without any effort. In other word that will make the students have short-term memories. Whereas, it called as implicit correction because repeat the ill-formed utterance by using "pardon" in clarification requests.

Corrective feedback has significant roles in the part of education especially between teacher and students. The teacher needs to give and promote the continuing the development of language learner. There are six different types of corrective feedback which classify into two categories: reformation and prompts.[25] Inside of reformation includes recast and explicit correction. Both of those are indicate into reformation because they provide students with the correct or certain word ort sentence directly. Notwithstanding, recast

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[24] Veliz C leonardo "Corrective Feedback in Second Language Classrooms" n.19 Santiago 2008

[25] Gaspar David Maia Baptista. "Understanding and Improving Corrective Feedback in Primary FL Classroom in Portugal. University of Nova De LISBOA". 2017.p, 8

include to the reformulation but, it consider as implicit way for giving corrective feedback to the students. There are the categorized of reformation and prompts of corrective feedback (see table 2.6

Table 2.6 Reformation and Prompts of Corrective Feedback

	Implicit	Explicit
Reformulation	Conversational recast • A reformulation of a student utterance in an attempt to resolve a communication breakdown • Often take the form of confirmation checks.	Didactic recast • A reformulation of a student utterance in the absence of a communication problem. Explicit correction • A reformulation of a student utterance plus a clear indication of an error. explicit correction with metalinguistic explanation • In addition to signaling an error and providing the correct form, there is also a metalinguistic comment.
Prompts	Repetition • A verbatim repetition of a student utterance in an attempt to resolve a communication breakdown. Clarification request • A phrase such as "pardon" and "I don't understand" following a student utterance to indirectly signal an error.	Metalinguistic clue • A brief metalinguistic statement aimed at eliciting a self-correction from the students. Elicitation • Directly elicit a self-correction from the students, often in the form of a wh-question Paralinguistic signal • An attempt to non-

		verbally elicit to the correct form from the learner.

Besides, prompts include elicitation, metalinguistic clues, clarification request and repetition. Different with the types of CF above, There are six types of corrective feedback is used by the teacher to correct the students' oral activity which presented in Ellis (2009).[26]

1) Recast

Most of teacher prefers to use recast as the corrective feedback in order to improve student in learning foreign language. The teacher directly reformulates the student's error or shows the correction without indicates the student's utterance was incorrect.[27] In other word, recast called as teacher's paraphrasing of the student's utterance and minus of error. Recast also includes the teacher principle to reformulate part of students' wrong form utterance.[28] Sometimes recast can be regarded as explicit feedback but generally it consider as implicit feedback in which they not enclose the phrase "you mean", "use this word", "no, not", "you should say". Recast is categorized into two classifications, corrective and non-corrective recast. Corrective recast only corrects the student's error without show the model of previous phrase. Meanwhile non-corrective recast gives the model and correct the error.

Corrective recast example:
S: "I put /put/ money on my pocket"
T: "Put /p^hut"

2) Repetition

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[26] Rod & Ellis. "Corrective Feedback and Teacher Development, Language Learning and Teaching", No 1, Vol 1, 2009, p.9.

[27] Suryoputro Gunawan – Aam amaliyah, EFL Students' Responses on Oral Corrective Feedback and Uptakes in Speaking Class. international Journal of Language and Linguistics. Vol. 3 No. 5 November 2016, P. 78

[28] Asahri Yoko, Types of recast and Learners' Uptake.Journal Linguistic. Vol 10, 2012. P. 3.

Repetitions are belonging to the implicit form of Corrective Feedback. That is defined as teacher' way to repeat the students' word or utterance that follows with the intonation in order to correct the students' error. In addition, repetition need intonation change emphasize the error to indicate that the word is wrong and the students can reformulate it. This way is often found in question form after the students make an error.

Repetition example:

S: "Some of computer */kəm'pju:tər/* was sold out.".

T: "Some of computer */kʰəm'pju:tər/* was sold out.
   Repeat the word computer */kʰəm'pju:tər/*"

S: "Computer */kʰəm'pju:tər/*"

3) Clarification request

Clarification request has similarity with metalinguistic clue and elicitation, those are containing of question but the clarification request is not as explicit as them. The characteristic of clarification request are seen while the teacher gives the comment or question on the student' utterance without directly show the correct form. Teacher can use phrases "excuse me or I don't understand". Both of these phrases indicate that the massage not delivers well or there are mistakes made by students when they communicate. Clarification repeat provide the feedback to repeat and reformulate of students mistake. in different research showed that clarification request is not efficient strategy better on the context or teaching process because it resulted a turning mute or return to the native language to clarify the teacher's request.[29]

Clarification repeat example:

S: "I develop */di'velep/* my ability."

T: "Excuse me, the word "**develop** */di'velep/*" can't listen clearly, could you read it!"

4) Explicit correction

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[29] Gaspar David Maia Baptista, *"Understanding and Improving Corrective Feedback in Primary FL Classroom in Portugal"* University of Nova De LISBOA. p, 04

Explicit correction provides the correction form, the teacher indicate it by use the phrase "you mean, you should say" or similar phrase. These phrases use to reformulate students mistake. The function of explicit correction for the teacher is to initiate self-repair from the students.[30] Types of explicit correction are divided into two categorized, such as: immediate explicit correction and delay explicit correction. In the immediate explicit correction, the teacher directly stop and correct students mistake by provide the correct form. Below is the example of it:

S : "her sister can /kən/ do it well"

T: "Please say. can / kʰən / not / kən /

You should read the word clearly, the word pronounces follow by allophone [ʰ] so it will read aspired."

Whereas, in delay explicit correction, the teacher wait the students until they attempt to reconstruct their mistake into correct form. The correction not include in the area content of passage. Oftentimes, the teacher made rough notes and provide corrective move. That is contains of teacher correction with multilingual explanation of the correct form. This is form of delay explicit correction:

T: "Thank you very much. I would like to draw your attention to the mistake you made during your presentation, is it ok?"

S: "Yes"

T: "For instance you said "the price /pʰrats/ of bread is expensive /ikspʰensiv/". Both of the word price and expensive should pronounce aspired.

- Price => /pʰ/ should read aspired because put on the beginning of the word
- Expensive => /pʰ/ should read aspired because put on the first syllable of the word."
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[30] Iva Vilcek, "Oral Corrective Feedback in EFL: Teacher's Techniques and Learners' Attitude"

5) Elicitation

Elicitation is known as the prompts technique in order to support learner self-correction. There are three way were common use to elicit the correct form from the students. First, elicit of the students utterance, pausing is the strategy that is used by the teacher to allow the students "fill the blank". Second, teacher provides question to elicit the correct form. The question negates the use of yes/no question. Third, request the students to reformulate the utterance.

Elicitation example:

S: "My mother love hot potato /*pe'teiteu*/ so much"

T: "My mother love hot ….. so much"

S: "My mother love hot potato /*phe'teiteu*/ so much."

6) Paralinguistic signal

The teacher tends to use gesture or facial in correcting the student's error. Paralinguistic signal also emphasis on meaning of what the people say.

Corrective feedback facilitates the process of acquisition in two ways, like giving students with positive evidence of target language form and pushing the students to self-correct their errors. In teaching oral or speaking, the teacher should select the particular strategies that appropriate with the material given. Regarding the CF in oral production, types of corrective feedback divided into two namely explicit and implicit strategies. But, the effect of explicit CF is dominant effective rather than implicit CF.[31]

B. Previous Studies

In this part, the researcher review some previous study related to the topic in analyzing students' mispronunciation of plosive sound in English words made by the students.

The first research was conducted by Andi Retna Jaya which entitled "The Students' Mastery in Pronouncing English Plosive Consonant [p, t, k, b, d, g] An Error Analysis

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[31] Rod Ellis, *"Corrective Feedback and Teacher Development"* (Chang Jiang Scholar of Shanghai International Studies and University of Auckland) p, 9.

of The Fifth Semester Students of English Department of UNNES in The Academic Year 2008/2009".[32] In this case, the researcher analyzes the students' error in pronouncing the English plosive consonant and focuses to find the factors that affecting students' error in pronouncing English plosive sound. Based on data of research shows that students consider well in pronounce English plosive consonant. But, not in pronounce the /k/ and /d/ because they do not find the sounds /k/ pronounce with aspiration in their mother tongue and /d/ is non-aspirated in English but aspirated in Javanese. In addition, no specific subject was taught about English pronunciation.

The second research was conducted by Muhammad Nuryanto which entitled "The Influence of Students' Phonetic Mastery toward Their Fluency in Pronunciation".[33] In this research, he investigated in the influence of phonetic mastery toward the fluency on pronunciation. To analyze the data researcher uses correlative research method by correlate the phonetic mastery and pronunciation fluency. Based on the result of observation shows that students' phonetic mastery are influence toward fluency on pronunciation in the International Class Program of Salatiga State Institute for Islamic Studies in academic year 2013/2014.

The third research was conducted by Susi Luvia with the title "Mispronunciation of Some English Consonant by Javanese Students in English Literature of Sanata Dharma University".[34] The researcher selected Javanese students as the subject of research. The research focuses on some English consonant which are absent in Javanese feature. Besides,

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[32] Rena Jaya Andi. *"The Students' Mastery in Pronouncing English Plosive Consonant [p, t, k, b, d, g]: An Error Analysis of The Fifth Semester Students of English Department Of UNNES in The Academic Year 2008/2009"* (Semarang: State University of Semarang), 2009. P. 26.

[33] Nuryanto Muhammad, *"The Influence of Students' Phonetics Mastery Toward Their Fluency on Pronunciation A Correlation Study in The International Class Program in The Academic year of 2013/2014".* 2014, P.10.

[34] Luviya Susi, *"Mispronunciation of Some English Consonants by Javanese Students in English Literature of Sanata Dharma University"* (Yogyakarta: University of Sanata Dharma Yogyakarta, 2016

Javanese students face difficulties to pronounce consonant, they often change English consonants to Javanese consonant which similar sound. Furthermore, the researcher want to know what are consonants features are mispronounced by Javanese students and the causes influenced students' mispronunciation.

The fourth research was conducted by Elkhair Muhammad Idriss Hassan with the title Pronunciation Problem: A Case Study of English Language Students at Sudan University of Science and Technology.[35] The research wants to investigate English pronunciation of students whose first language is Sudanese spoken Arabic. Furthermore, the researcher also analyze about the causes of problematic problems and some techniques that may help the Sudanese students. There are two instrument used by researcher, namely recording and structured questionnaire. The subjects of this research are fifty students of SUST and thirty teachers of this university.

The fifth researches were conducted by Gunawan Suryoputro and Aam Amaliah with the title "EFL Students' Responses on Oral Corrective Feedbacks and Uptakes in speaking Class".[36] This research aimed to find out the students responses on oral corrective feedback and uptake during leaning process in speaking class. Besides, the researcher want to know which the appropriate strategy that make students have a good positive effect in learning English. So, doing a research used qualitative hopes can be find the good result regarding to support the students speaking at the class.

The sixth research was conducted by Lotfollah Karimi and Nahid Esfandiari with the title the effect of recast vs. explicit corrective feedback on Iranian EFL Learner's stress Pattern

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[35] Hassan Elkhair Muhammad Idriss, "*Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology*". English Language and Literature Studies. No. 4, Vol. 4, 2014, P. 31.

[36] Suryoputro Gunawan & Aam Amaliah, *"EFL Students' Responses on Oral Corrective Feedbacks and Uptakes in Speaking Class"*, International Journal of language and linguistics, No. 5 ,Vol. 3, 2016, p. 75

learning.[37] The researcher want to compare and looking for the useful strategy in correct the students' pronunciation in word stress. The participant is selected randomly from 80 students only 60 students was selected by researcher. This study use experimental study for getting the result. conclude from this study actually the researcher argued that recast is more stronger rather than explicit corrective feedback and recast give a positive effect for the students.

The last research was conducted by Herman with the title "Students' Difficulties in Pronouncing the English Labiodental sounds".[38] The researcher wants to analyze the most difficult position in pronouncing the English labiodental sound. The position are analyzed are initial, medial, and final position. The researcher used descriptive method to analyze the data. The data analyzing show that mostly students of SMA Taman Siswa Pemantangsiantar faced difficulty on pronounce /v/ in the final position. They usually pronounce /v/ become /f/.

Those all the previous study concern with the students problem of pronunciation of English words. But, most of the research observed the problem of mispronunciation as general. Although there is a research has similar focus on plosive sounds, but this research specifically observed about students mispronunciation in plosive voiceless consonant sound related with aspiration.

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[37] Karimi Lotfollah, & Nahid Esfandiari, *"The Effect of Recast vs. Explicit corrective feedback on Iranian EFL leraners' Stress Pattren Learning"*. theory and practice in language study, No. 6, Vol. 6, 2016. P.1172.

[38] Herman, *"Students' Difficulties in Pronuncing the English Labiodental Sounds"*. Communication and Linguistic studies, No.1, Vol. 2, 2016, P.2.

CHAPTER III

RESEARCH METHOD

This chapter explains how the researcher conducts the study and gets the data to answer the research objectives and research question. This chapter discusses about research design, subject of the study, research location, data and source of data, data collection technique, research instrument data analysis technique, and research stages.

A. Research Design

This research used qualitative research because the researcher wants to know about the real phenomena that happened in speaking individual presentation. This study also used keys study approach because the researcher wanted to limit on students' mispronunciation of plosive voiceless consonant sound. The data analyzed based on the real situation at the class. A researcher used four instruments for collecting the data. There were teacher's note, recording, observation and interview. Those four instruments were important for answering the research question and strengthening the data.

B. Subject of the Study

This research took place in SMK Al-Muhajirin Gresik, which the data collected from 11th grade class. The subjects of the research were students of eleventh grade in academic year 2018/2019 and teacher of that class. In this study, the researcher chose one class was observed.

C. Research Location

This research was conducted on eleventh grades students of SMK Al-Muhajirin, On North Sumengko, Wringinanom regency Gresik, Jawa Timur 61176 and Indonesia.

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D. Data and Source of Data

1. Data

The data of this research was teacher's corrective feedback strategies to address students' mispronunciation at SMK Al-Muhajirin. Then, the strategies of the teacher were matched to theory of Ellis and some of students' mispronunciation in plosive voiceless consonant sound guided from theory fortis and lenis.[39]

2. Source of the Data

The data was collected from students' oral presentation during pronouncing plosive voiceless consonant sound. Subject of students' mispronunciation were eleventh grade students in year 2018-2019 and teacher's observation provided several corrective feedback strategies.

E. Data Collection Techniques

The researcher used some of data collection technique to obtain the valid data.

1. Teachers' note

Teachers' note is the first technique that used by the researcher to collect the data. Subject of this research was the teacher who taught English at this class. Meanwhile, the student's mispronunciation became the result of this technique. The teachers' note answered the research question talked about students' mispronunciation on plosive voiceless consonant sound.

2. Recording

Recording defines as participants' voices that save or collect by researcher through hand phone or tape recorder in order to support the data. The process of recording was held on the first meeting on December 07th 2018. The subject was students of eleventh grades. The researcher

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[39] Ibid

collected the data in the class when the students practicing individual presentation. Hand phone became the recorder tool for collecting data. The function of this recording was helped the researcher got lot of data of students' error in pronunciation of plosive voiceless consonants. This recording made the data valid because this data collection technique was supported by the first data namely teacher note.

3. Observation

Observation is the process of finding the data from what people see around them. The data were found actually from the real situation of the research object. The advantages of using observation, the researcher can record the information that occurs in a setting.[40] In this observation, researcher became participant as observer. It means that she did not participate in the activities, but only observes what are doing in the class. The researcher only brought the observation checklist to observe the teacher's way to correct the students' mispronunciation. This technique used to answer the question about the teacher' corrective feedback strategy to address student's mispronunciation.

4. Interview

Interview is some of method in qualitative research may use for asking one or more participants general related to the issue. It is important techniques for the researcher because it useful for checking the accuracy, to verify or refute the trace gained through observation.[41] The advantages used interview was provided useful information when researcher cannot observe directly and permit participant to give detail personal information. In

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[40] Creswell W John, "Educational Research Planning". (Lincoln: University of Nebraska, 2012) p.214.

[41] Creswell W John, "Educational Research Planning". (Lincoln: University of Nebraska, 2012) p.445

qualitative research, an open-ended response chooses by researcher.

This interview was held on December 07th 2018. For the subject, the researcher chose the English only. The researcher conducted the interview with the teacher in the library. Condition of the library was supported to conduct the interview because it was quit and comfortable place. The data collection technique used to answer and strength the data of observation.

F. Research Instrument

Instrument is a tool to measure the research for knowledge, skill, feel, intelligence or attitude.[42] To support the data collection the researcher used some of instruments, are the following.

1. Teacher's note

As mentioned in the research question above, the researcher wanted to answer the research question about students' mispronunciation. For the student's error the teacher just focused on the correction of phonemes in every word, there were /p/, /t/ and /k/. If the teacher got problem during make list of students' errors in their pronunciation which is only for three phonemes, researcher let her to make list based on students' mistake generally and then the researcher classified it into students' mispronunciation of plosive voiceless consonant sound. After that, the researcher transcribed it for analyzing the data *(see appendix 1)*

2. Recorder

The audio recording used to record students' sound when they read some words of plosive voiceless consonant sound. This instrument identified the students' mispronunciation in pronouncing English words on plosive voiceless consonant sound. Hand phone was used by researcher to record the students' pronunciation while they doing individual presentation in front of the class. The result

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[42] Ahmad Nailul Fawaid. The Use of Brain Gym Technique to Improve Students' Speaking skill at MTs Mithlabul Huda Gresik. (Surabaya: UIN Surabaya) P..35

of data recording tricked uses two ways, such as: analyzed, classified and transcribed. Then, the researcher transcribed it for analyzing the data *(see appendix 2)*

3. Observation checklist

   Observation checklist consists of observers' description about what have saw, experience, and thought. The aim of used observation checklist was researcher made the researcher easy to getting the data based on the theory. The researcher observed the teacher during correcting the students' mispronunciations of plosive voiceless consonant. The observation checklist actually focused on the theory types of corrective feedback on students' mispronunciation. The instrument of observation checklist adapted from theory of Ellis which contain of 6 types on how the teacher able to correct her students 'mispronunciation.[43] There were recast, repetition, clarification repeat, explicit correction, elicitation and paralinguistic signal *(see appendix 3)*

4. Interview

   Interview contains of teacher's opinion, feel, and knowledge based on the current phenomena at this class. The data collected from the teacher and students. The researcher gave some question related to research question that discussed about the teacher deal with students' mispronunciation of plosive voiceless consonant sounds. Interview was held on the December 07th 2018 in the auditorium of SMK Al-Muhajirin. Subject of the interview was English teacher who teach eleventh grade students. Some of question interview used to strength the data and help the researcher to collect the data more. The researcher asked about open-ended question to the teacher. Then, the researcher transcribed it for analyzed the data *(see appendix 4).*

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[43] Ibid

G. Data Analysis Technique

These six steps of analyzing the data adapted from Creshwell. Below the following figure:[44]
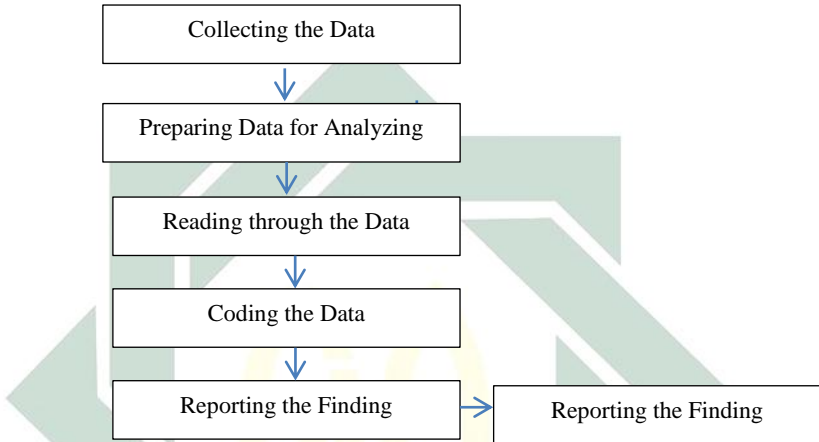
Figure 3.1 Diagrams of Data Analysis Techniques

Step 1: Collecting the Data
In this first step, the data collected. The research did observation and record students' mispronunciation.

Step 2: Preparing Data for Analysis
After got data from observation and audio recording the researcher transcribed data of students' mispronunciation of plosive voiceless consonant sound into phonetic symbol.

Step 3: Reading through the Data
After preparing the data, the researcher combined it with two instruments namely teacher' note and recording. Then, data from observation checklist combined with data from interview.

Step 4: Coding the Data

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[44] ibid 237

Researcher started to categorize types of students' mispronunciation based on distributional error. Then, researcher reduced the data from interview.

Step 5: Reporting the Finding

From strategy above, the data explained in form of table and the whole of research concluded in this steps.

Step 6: Checking Validity of Finding

As Creshwell said there are three ways to validate the finding they are triangulation, member checking and auditing. The researcher used two instruments for validate the finding. The first was recording as validator of teacher's note. The second was interview as validator from observation checklist. Moreover, the researcher was helped by advisor to check the validation of data. So, the researcher knew the accuracy of finding through this triangulation.

H. Research Stages

The researcher conducted this study through some stages. The detail stages are presented below.

1. Preliminary Research

    The researcher conducted a mini research of students' mispronunciation of plosive voiceless consonant sound at SMK AL-Muhajirin Wringinanom Gresik in order to solve mispronunciation occurred in students speaking activities. Doing preliminary research gave more information related the case study. The information got from the interview with the teacher. Moreover, using pre interview with the teacher hopefully the research can continually.

2. Designing the Research Design

    The researcher decided the research design of this research after ensured the title and the theme of this research. Moreover, it also considered with research question to decide the research design.

3. Implementing Investigation

    The researcher began to observe the students pronunciation in learning speaking through two instruments namely teacher's note and recording. The students did oral presentation, the teacher noted students' mispronunciation

and the students also bring a hand phone to record their voice.

4. Conduct the Research

    a. Collecting Data

       After the students finished their individual presentation and the teacher gave the correction toward students' mispronunciation, the instrument that used by the researcher was observation checklist. After that, the researcher continued to collect the data and started to analyze it.

    b. Analyze the data

       The researcher analyzed the data were collected. The data got from four kinds of instruments: teacher note, recording, observation checklist and interview. Result of the instrument analyzed based on the theory on chapter II: types students mispronunciation on plosive voiceless consonant sound and teachers' strategies to solve the students mispronunciation.

    c. Conclusion

       The researcher concluded the researcher after analyzed the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher presented and analyzed the data which have been collected during the observation. The data taken from eleven grade on students individual presentation. Another data was interview between teacher and researcher, it used to strength the data. The researcher obtained the data from teacher note, recording, observation and interview.

A. Research Findings

After analyzed the data from 20 students of SMK AL-Muhajirin, there were several students, who made error on pronounced word as long as student's individual presentation in front of the class. The findings of the research was dealing with teacher's corrective feedback strategies to address students' mispronunciation. In this research, the researcher mentioned just a research question, but it explained the data into two categories, there are students' mispronunciation and teacher's corrective feedback strategies

1. Students' Mispronunciation of Plosive Voiceless Consonant Sound

The classification of students' mispronunciation divided into three parts, which are mispronunciation sound in stress syllable, unstressed syllable, and non-aspired sound. Then, Researcher classified those parts to be specific: first, stress syllable divided into two subs categorized namely word initial and stress initial syllable. Second, unstressed syllable divided into two sub categorized namely syllable final and word-internal unstressed and the last non-aspired sound.

To collect the data of students' mispronunciation on plosive voiceless consonant sound, researcher had two instruments: teacher's note and recording. In the first instrument, the researcher became the observer. The process of collected the data was simple,

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the teacher only listen and made note of students' mispronunciation on the table. Whereas, for the second instrument the researcher used students' recording to know their mispronunciation. Below were the results from students' mispronunciation in pronouncing /p/, /t/, /k/ in one word. The researcher transcribed all the students' error inside of one word that consists of plosive voiceless consonant sound. The data below provided using table.

Table 4.1 Students' mispronunciation on plosive voiceless consonant sound

No	Words	TOSM
1.	Can	/k_an/
2.	Craft	/c_raf/
3.	Come	/kʌm/
4.		/kin/
5.		/kaind/
6.	Kind	/kaind/
7.		/kʰaid/
8.		/kin/
9.	Caused	/kauz/
10.		/colour/
11.		/kolor/
12.	Color	/kaler/
13.		/colour/
14.	Kitchen	/kIʃen/
15.	Cup	/kap/
16.	Comfortable	/kamforteibel/
17.	Cupboard	/kʌbord/
18.		/kʌbord/
19.	Corner	/konə(r)/
20.	Place	/plis/
21.	Condition	/kondisn/
22.	Quite	/kwait/
23.		/quit/
24.	Pink	/ping/
25.		/ping/
26.	Contain	/ken'tein/
27.		/kon'tein/

28.		/cen'tein/
29.	Plants	/pla:n/
30.	Table	/teibel/
31.		/teibel/
32.		/tabel/
33.		/teibl/
34.		/teble/
35.	Time	/taIm/
36.	Terrace	/'terəce/
37.	Put	/put/
38.		/put/
39.		/put/
40.		/put/
41.	Picture	/pikcur/
42.		/pikce/
43.		/pikcer/
44.	Paper	/peper/
45.	Privacy	/praivesi/
46.	Painting	/peintiŋ/
47.	Paint	/peint/
48.		/pain/
49.	People	/'pi:pl/
50.	Together	/'tugheder/
51.	Impressive	/'im:presiv/
52.	Water	/woter/
53.	Detail	/deteil:/
54.	Developed	/di'velopʰed/
55.	Asked	/askʰed/
56.	Checked	/Cekʰed /
57.	Apple	/æpəl/
58.	Putting	/'putIŋ/
59.	Sitting	/sItIŋ/
60.	Getting	/getIŋ/
61.	Forgettable	/fər'geitəbl/
62.		/for'getəbl/
63.	Study	/stʰudi/
64.		/stʰΛdi/
65.	Sticker	/stʰikər/
66.	Stair	/stʰer/
67.	Star	/stʰɑ:r/

Based on the data guided from students of SMK AL-Muhajirin, there were sixty seven of students' errors. Their errors occured in every positions, such as stress syllable of word initial, stress initial syllable, unstressed of syllable final, word internal unstressed and non-aspired sound. The most common error also found in word initial and the most phoneme' error was /k/. Below the researcher described of students' error through teacher's note and recording.

a. **Teacher's note**

During the presentation of the students' task in front of the class, the teacher has a note for list students' error. This note contained of some table and consisted with students' name and their error. The teacher made note directly at the class and list based on her listened. The data from teacher's note showed that several students' errors in pronouncing plosive voiceless consonant sound. Sum of students' errors at SMK AL-Muhajirin are 35, those were consist of mispronunciation in 4 positions, such as word initial, stress-initial syllable, syllable final, word-internal unstressed. But, from 5 positions of distributing plosive voiceless consonant sound, there was one of them did not noted by the teacher, it was non-aspirated sound. Below the researcher described the students' error based on several positions.

The first of students' error occur on the word initial position. It was the most common error place of the students' mispronunciation. There were 23 error made by students. That consists of mispronunciation in three plosive voiceless consonant sound. The data of students' error based on teacher's note showed that twenty students having error in pronouncing /p^h/ as many as 7 errors, /k^h/ as many as 13 errors, and /t^h/ as many as 3 errors. Almost of students were difficult to pronounce those phonemes with allophone /^{h}/. Students who had to pronounce word that followed by a vowel in a stress syllable with aspiration. But most of them did not it. They tend to read all the words of plosive voiceless consonant sound

without stressing that appear small puff of air. So, they made lot of errors.

The second of students' error occur on the stress-initial syllable. The students just made little error in this position. Based on the teacher's note there were 3 errors. From all errors the students mispronounce phonemes /p^h/ only 1 and /t^h/ as many as 2. Those errors were dominant on the pronouncing phonemes /t^h/. Students' errors were similar with previous position which is they did not pronounce two consonant phonemes with allophone /^{h}/. When the students pronounce plosive voiceless consonant sound in stress-syllable final they have to pay attention on the first stress, because it should be pronouncing with aspiration. Actually most of students were rare to know the stress. So, they can not understand where they had to pronouncing with aspiration.

The third of students' error occur on the syllable final. In the students' oral task it was little mentioned about syllable final. Teacher listed of students' error in the syllable final only word that with ending –ed. there 3 of students 'errors, such as: /p^h/ with an error and /k^h/ with 2 errors. Most of students' error in syllable final caused of pronouncing plosive voiceless consonant sound with release the air.

The fourth of students' errors occur in word-internal unstressed. The most errors of this position are located on the word that has double phonemes in one word. There are 6 of students' mispronunciation, such as: /p^h/ only an error and /t^h/ with 5 errors. Through the data was known that the most common error in word-internal unstressed is phoneme /t^h/. The students' errors were same because the students pronounce plosive voiceless consonant sound without aspiration.

b. Recording

The second instrument of this study was recording. This instrument used to support the data from previous instrument. From the data guided the teacher found that students made error more in the second instrument. The researcher noted around 20 students made error as many as 32 errors. If the data from teacher's note showed that non-aspired sound in the

distribution of voiceless stop found did not find an errors, but different with the data from recording, the researcher found students made error in several positions except two positions like stress-initial syllable and word-internal unstressed.

The data from recording only found at the three positions namely word initial, syllable final and non-aspired sound. The researcher sum errors of students around of 32 errors. The distribution of error was categorized by the researcher, such as: word initial was 26 errors, syllable final was an error and non-aspired sound was 6 errors. In the non-aspired sound actually little bit different with the other positions, because students tend stress on the phonemes /p/, /t/, /k/ rather than on the phoneme /s/, so it made them pronounce like with small puff of air.

2. Teacher's Corrective Feedback Strategies

As stated in the previous chapter, the researcher wrote the second objective of this study to find out the teacher's corrective feedback strategies to solve the students' mispronunciation of plosive voiceless consonant sound. Here, the researcher guided the data through two instruments like interview and observation checklist. The researcher tried to find the suitable strategies from the teacher to solve some of students' mispronunciation. Several errors were stress syllable in the words initial, stress syllable in the stress-initial syllable, unstressed syllable in syllable final, unstressed syllable in word-internal unstressed and non-aspired sound. From those data, the researcher tried to find teacher's strategies in the classroom observation, when the teacher and the students interacted. Those strategies solved the students' mispronunciations were mentioned in the chapter two: are recast, repetition, clarification repeat, explicit correction, elicitation and paralinguistic signal. After guided those data, researcher strengthen it through interview to the teacher.

During the observation, the researcher ticked kind of strategies that used by the teacher and also wrote all the activities that related with those strategies. But, from seven strategies that was mentioned in the theory of Ellis the researcher found mix strategy that used by the teacher. Apparently, the teacher who mixed

strategy was caused by students' misunderstanding during activity at the class. As long as the observation, the students should bring mobile phone that used to record their voice while they peresented their task. Below the data described into two part based on the instruments used.

a. Observation checklist

The data from observation checklist showed that from six strategies there was one strategy did not used and a new combination strategy was found. For the first was unuseful strategy namely paralinguistic signal. However, the strategy was not appropriate to correct the pronunciation, because the teacher difficult to combine it while correct mispronunciation, as known that paralinguistic signal tent to show the gesture rather than voice of the teacher to correct students' mispronunciation. Whereas, for correcting pronunciation need a clear sound from the teacher to make it correction true.

The second was combined strategies made by the teacher. Repetition and elicitation were combined strategy, the teacher combined both of strategy because the students having a problem in understanding the correction. Below the researcher showed the strategies used and combined strategies during the interaction between teacher and students in order to give correction. For the students' oral presentation below the researcher take sample of word initial only.

In the first activity, the teacher gave feedback, researcher saw there was conversation between a student and teacher.

S : *"The table /teibel/ in the corner of my bed will move out because make the room full."*

T : *"The table /t^{h}eibl/ in the corner of my bed will move out because make the room full."*

From the conversation, the students made error in pronouncing /*t^{h}eibl.* An error showed that student mispronounce not only without aspiration but also in the second syllable. Then, the teacher directly correct of the students' error but not only correct and mentioned this incorrect word but she pronounce with full of sentence. There

was repetition, an incorrect word was corrected and pronounce once. The researcher did not find the explanation more but only direct correction from the teacher. Based on the conversation above, actually the teacher inclined to use recast strategy, because the feature of this strategy was repeated full of the sentence and gave the stressing on the word that was corrected.

The second strategy that used by the researcher can be seen on the some conversation between teacher and students.

S   : *"The shack put /put/ under coconut trees"*

T   : *"Please say /p^{h}ut/ not /put/, you have to understand how to pronounce phonemes /p/ with aspiration. Thus word should be pronounced like with the puff of air or following by allophone /^{h}/"*.

From the conversation the teacher gave the clear explanation to her students. The student made error on the word */p^{h}ut/*, it was clear that those word are categorized on the word initial which is needed an aspiration in order to pronounce phoneme /p^h/. But, from the observation showed that student did not do. So, the teacher gave the students information how to read the word correctly as same with the rule of plosive voiceless consonant sound in the word initial. Initially, the teacher showed the incorrect word by asking the students to pronounce the */p^{h}ut/* correctly. Then, she gave the explanation more about rule of /p/ with aspiration inside of the word. The explanation from the conversation showed that the teacher tend to use explicit correction because the feature of strategy was same. In addition, the teacher also gave detail information to the students in order to make them understand how and where the errors made.

The third strategy taken from the teacher and students conversation:

S   : *"Then I made flower craft from paper /peper/ flower"*

T   : *"Repeat after me! /p^{h}eipe/*

S   : *"peiper"*

T   : */p^{h}eipe/ please!*

S   : */peipe/ /p^{h}eipe/*

Above was an examples of students' error while had oral presentation. Students inclined made error in pronounce words were not common listened. So, they just read some of word same as what had they wrote. Even, they did not understand when they have to read the word with aspiration. Therefore, the teacher very careful when listen to the students' presentation. Not only that, she gave repetition drilling in order to correct the student's pronunciation, because some of students often miss the correction. So, it should repeat more than one.

The data of student's errors showed that she cannot pronounce the word /pʰeipe/ correctly. Looked from teacher's strategy that was used repetition actually gave the positive impact for the students, because the condition showed that students can pronounce the word of /pʰeipe/ correctly although it had to repeat more than one. In the beginning of students conversation it seen that she missed the aspiration and mispronounce in several part of the word. Then, the teacher asked to repeat the word as same as she said. She just said the word repeat and showed the correct pronunciation without pronounce the sentence as fully. Seeing from the teacher's way above, actually she used strategy of repetition. Because, she was often to use the word "repeat" in the conversation.

In the fourth conversation showed the strategy used by the teacher in order correct the students' mispronunciation.

S : "*I want to have a simple house but it is comfortable /comfortabel/ place*"

T : "*I don't' understand what you have read, I can't listen clearly! Could you read the word comfortable /kʰʌmftəb(ə)l/ ?*"

S : (silent)

The implementation of this strategy show there was no responds from the student because he just silence and did not say anything. He was confused and cannot complete the teacher request. Based on the condition above, the strategy was not success and difficult to apply.

The same error was faced by different students. Here, in this strategy the students repeat the same error. The data

showed that students pronounce /kʰʌmftəb(ə)l/ without aspiration inside. Students looked so confused in the implementation of aspiration in voiceless consonant. In addition, when the teacher gave test the students by asking repetition of wrong word to be the correct word, she was just silence without respond the teacher question. So, it was clear this strategy cannot apply well in giving students corrective feedback.

The last strategy was showing on the conversation below:

S : *"Then I paint (pain) again as well as I can"*
T : *"Then I ....."*
S : *"Then I paint (pain) again as well as I can"*
T : "Then I ....."
    "Then I .... again as good as I can"
S : "Paint (pain)"
T : *"Then I ....."*
S : *"Paint /pʰeint/"*

Those examples above showed that the teacher applied elicitation strategy combining with repetition. Looking both of two conversation, the students faced difficulties to respond and gave the right pronunciation as teacher want. As the observation the students looked so confused, they did not understand what their teacher want, thus make their teacher should repeat more than one question. The features of elicitation here stated on the pausing and the question that make students should find the correct answer based on their error. And also, the teacher did not give or reformulate the students' answers that are false. Although, in the implementation of this strategy rather difficult but that was make students more active in class, because the teacher let them to think hard to respond the teacher instruction.

b. Interview

Regarding on the interview toward the teacher, there are so many information guided. There are three different question was given by researcher to the teacher. Some of question was limited on the students' mispronunciation in the plosive voiceless consonant sound followed by aspiration.

The data from the interview used to support and strength data from other instrument.

The interview's questions given from the general to the specific topic, namely talk about feedback then continuing to students' problem on pronunciation. Question one talked about teacher's background and experience. Data showed that teacher really came from English education background and about her experience actually she had not teaching before, because it was her first experience teaching English in the vocational high school.

Question two talked about how many time of teacher gave feedback to students who made error. She said "feedback was often given to students. Moreover, when the students having problem in English". Teacher prefered to give feedback for her students because she as the facilitator, it means that she has to give information or material details in order to make her students decreased their problem in English.

Question three researcher asked "did your students ever follow your correction?". The teacher answered "yes, but not all of my students at the class, just several students only". She gave additional information through our conversation that not all students pay attention on her feedback and understand on the first explanation. As English teacher, she admitted that gave feedback in English rather difficult for her students. Besides, students should understand the meaning of the words used and they had to understand the explanation of feedback that was given. So, the students prefer to ignore of teacher's explanation.

Question four researcher asked "did you ever give different comment to your students who have good speaking ability or not?" and the teacher answered "yes, but all about praise". Similar with previous question which is the teacher did not write the answer but she just gave additional information through conversation. "I love giving praise on my students, it can be motivated them." teacher argue that praise is her way to increase her students motivation and make mood higher. So, students can learn English easily without burden to understand kind of English vocabularies.

Question five the researcher asked "what types of students' mistakes in speaking that corrected by the teacher dominantly?" and the teacher answered "pronunciation is important". The teacher answer was pronunciation. Because she thought that it was crucial in learning English. Moreover, dominantly students lived in Indonesia, they difficult to speak like native because English was their new language or foreign language not their mother tongue. They needed to be habituation or communication between students and teacher to minimize students' error in speaking English or pronounce new English vocabularies.

Question six the researcher asked "Do they often show mispronunciation?" and the teacher answered "yes, students often mispronunciation when they have oral presentation, telling story, conversation and etc." She explained in the real learning process especially on oral test, mostly the students made a mistake on pronunciation whether they did not know how to read those words or just forget how to read. But most of the mistake indeed made by students.

Question seven the researcher asked "what pronunciation areas did the students often do mistake? Stress syllable, unstressed syllable and non-aspired sound? And the teacher answered "I often to correct on the stress syllable because students dominant to make error while they pronounce word indeed aspiration". The teacher gave clarifying on her answer that students of course often made mistake on stress syllable. It caused the rule of stress syllable more complicated. Based on the literature review noted that phonemes /p, t, k/ or known as plosive voiceless consonant sound read with aspiration. In other word those word pronounce with puff of air. But it all depended on the positions also. If voiceless consonant sound put on the beginning and middle position, it still pronounce with aspiration. Different with unstressed syllable and non-aspired sound, those pronounce without aspiration. So, the students did not find difficulties.

The eighth and ninth questions was related. Eighth question asked about whether the teacher ever teach plosive voiceless consonant. The teacher answered that she never did especially on the first chapter. Next on ninth question

researcher asked about what the teacher does to correct her students' error is. She just clarified that it depends on the student's error. Sometimes she corrected because no one of students know how to pronounce. But, occasionally gave feedback back to the students first, it just to make them more active and checked whether they understand or not.

The tenth and eleventh question asked about how the teacher give correction to the students is and how she corrected. The teacher answered question number ten that gave additional explanation and also showed the correct pronunciation, if all students not understand about how to pronounce those words correctly. Meanwhile in next question, she answer it all depend on the condition of the students on that time. If there was a student faced difficulty, teacher corrected individually. But if all the students really did not understand about the pronunciation, as the teacher she gave feedback for all not individual.

Answering the question number twelve. The big point of this result is pronunciation is very important in learning English. Although students learned about how to pronounce letter that did not changed the meaning but it still important. As Indonesian students who learn English as the foreign language actually they have to know about English especially in the smallest unit like how to pronounce voiceless consonant sound followed by aspiration.

Question thirteen the researcher asked "what is suitable correction feedback that appropriate to correct the students' mispronunciation on plosive voiceless consonant? And the teacher answered " I think lots of strategies are useful for correct the students' errors, such as: repetition, elicitation and so on. But, focuses on this material, the students' need strategy that contain of detail information because they are not understand how to correct it. So, I think solve students' problem, explicit correction feedback was suitable. Explicit correction was the appropriate one because it gave the correction and clear explanation in order to reformulate the error." She clarified that on the interview that explicit correction is the most useful strategy. Besides, it gave some advantages for the students, like showed the correct form of

students' mispronunciation and how to reformulate incorrect words. Those were the advantages that made the teacher more inclined to use explicit correction feedback.

B. Discussion

This part presented the discussion of the research findings. Based on the research question, it discussed about two topics namely students' errors in plosive voiceless consonant sound and teacher's corrective feedback strategies.

1. Students' Mispronunciation in Plosive Voiceless Consonant Sounds

Based on the data of research finding, the researcher noticed that almost of the students made error in their pronunciation of plosive voiceless consonant sounds. It can be seen that error occurred in all positions, like word initial, stress initial syllable, syllable final, word-internal unstressed and non-aspired sound. The total number of errors is calculated from teacher's note and recording were 67 errors.

a. Word Initial

The result showed that the most common error in the plosive voiceless consonant sounds made by eleventh students of SMK AL-Muhajirin is word initial of stress syllable. The total of mispronunciation was 50 errors. This data also supported by interview result, teacher noted that rules was complicated. Students should be careful in order pronounce those words in the stress syllable. Rule of pronouncing of /p, t, k/ in the beginning of word is aspiring. Whereas, if those consonant followed by vowel in a stress syllable, it means the pronunciation will produce with small puff of air.[45] The finding of the research showed that most of students did not produce those phonemes same as with the rule. They did not aspired those phonemes in the words. For example, based on the study the students omitted the

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[45] Underhill Andrian, Learning and Teaching Pronunciation. Sound Foundation (MacMilan Publisher Limited, 1994), P.30

error in the word /kin/ for */kʰaind/* and /pikcur/ for */pʰikce/*. Both of those error was omit allophone /h/ after plosive voiceless consonant sounds that followed by vowel before. Below the researcher showed the data of students' mispronunciation in initial syllable based on teacher's note and recording.

Table 4.2 Students' mispronunciation of plosive voiceless consonant sound in the initial syllable

No	Words	COPT	TOSM	Mispronunciation
1.	Can	/kʰən/	/k_an/	kʰ
2.	Craft	/kʰra-ft/	/c_raf/	kʰ
3.	Come	/kʰʌm/	/kʌm/	kʰ
4.			/kin/	
5.			/kaind/	
6.	Kind	/kʰaind/	/kaind/	kʰ
7.			/kʰaid/	
8.			/kin/	
9.	Caused	/kʰɔːz/	/kauz/	kʰ
10.			/colour/	
11.	Color	/kʰaler/	/kolor/	kʰ
12.			/kaler/	
13.			/colour/	
14.	Kitchen	/kʰItʃIn/	/kIʃen/	kʰ
15.	Cup	/kʰap/	/kap/	kʰ
16.	Comfort able	/kʰʌmftəb(ə)l/	/kamforteibel/	kʰ
17.	Cupboar d	/kʰʌbəd//	/kʌbord//	kʰ
18.			/kʌbord//	
19.	Corner	/'kʰɔːnə(r)/	/konə(r)/	kʰ
20.	Place	/pʰleis/	/plis/	pʰ
21.	Conditio n	/kʰendisn/	/kondisn/	kʰ
22.	Quite	/kʰwait/	/kwait/	kʰ

No.	Word			
23.			/quit/	
24.	Pink	/pʰiŋk/	/ping/	pʰ
25.			/ping/	
26.	Contain	/kʰen'tein/	/ken'tein/	
27.			/kon'tein/	kʰ and tʰ
28.			/cen'tein/	
29.	Plants	/pʰla:nt/	/pla:n/	pʰ
30.	Table	/tʰeibl/	/teibel/	
31.			/teibel/	
32.			/tabel/	tʰ
33.			/teibl/	
34.			/teble/	
35.	Time	/tʰaIm/	/taIm/	tʰ
36.	Terrace	/'terəs/	/'terəce/	tʰ
37.	Put	/pʰut/	/put/	
38.			/put/	pʰ
39.			/put/	
40.			/put/	
41.	Picture		/pikcur/	
42.		/pʰikce/	/pikce/	pʰ
43.			/pikcer/	
44.	Paper	/pʰeipe/	/peper/	pʰ
45.	Privacy	/pʰrivesi/	/praivesi/	pʰ
46.	Painting	/pʰeintiŋ/	/peintiŋ/	pʰ
47.	Paint	/pʰeint/	/peint/	
48.			/pain/	pʰ
49.	People	/'pʰi:pl/	/'pi:pl/	pʰ
50.	Together	/'tʰoghede//	/'tugheder//	'tʰ

b. Stress-Initial Syllable

Based on the data result of students' mispronunciation in the stress syllable, there were 3 of students' error. Almost similar with the previous problem faced by students, those

errors appeared on the students' pronunciation of three consonant /p. t, k/ that not produced with aspiration. According to Edward Finegan, stress-initial syllable same with initial syllable, it pronounce with aspiration in the beginning of the stress syllable not on the first syllable.[46] The problem of students' mispronunciation on this position were caused by having limited understanding on the rules of aspiration and rare to listen those sounds. For example, students pronounce /'im:presiv/ but the correct was /'im:p^{h}resiv/. Totally this pronunciation almost correct but the problem occur on the pronunciation of phonemes /p/ that not followed by allophone /^{h}/. Researcher showed the result of students' mispronunciation below.

Table 4.3 Students' mispronunciation of plosive voiceless consonant sound in the stress-initial syllable

No	Words	COPT	TOSM	Mispronunciation
1.	Impressive	/'im:p^{h}resiv/	/'im:presiv/	p^h
2.	Water	/wo:t^{h}e/	/woter/	t^h
3.	Detail	/de:t^{h}eil:/	/deteil:/	t^h

c. Syllable Final

Based on the analysis result of students' mispronunciation in the syllable final, there were 3 errors made by them. Those errors resided in the phonemes /p/ and /k/. Most of students' error found at the word ending –ed. Overgeneralization can be caused of students' mispronunciation, it caused of students consider that most of plosive voiceless consonant sound should pronounce with aspiration. So, they treated three consonant /p, t, k/ same as initial syllable and stress-initial syllable. According to Peter Roach, pronunciation of plosive voiceless consonant sound in the syllable final position is unreleased or not audible.[47] It made the vowel preceding of those consonant phonemes had shorter sound. For example /ɑ:skt/ pronounce to be /ask^{h}ed/. The students read this word

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[46] Finegan Edward, "Language its structure and Use"p, 115
[47] Roach Peter "English Phonetic and Phonology" Cabridge Fourt Edition,. p, 30

same with they wrote and pronounce completely with aspiration. Below the data of students' mispronunciation from teacher's note only.

Table 4.4 Students' mispronunciation of plosive voiceless consonant sound in the syllable final

No	Words	COPT	TOPT	Mispronunciation
1.	Developed	/dɪ'veləpt/	/di'velop^{h}ed/	Adding allophone ^{h} after phoneme P
2.	Asked	/ɑ:skt/	/ask^{h}ed/	Adding allophone ^{h} after phoneme k
3.	Checked	/tʃekt/	/Cek^{h}ed /	Adding allophone ^{h} after phoneme k

d. Word-internal unstressed

Based on the analysis of students word-internal unstressed. The student's mispronunciations are 6. These common errors happen on double plosive voiceless consonant sound inside words. The way of pronouncing those three consonant in part of syllables are different. Primary syllable was pronouncing with weak and the last little bit faster. So, rule of aspiration only just obtain on the secondary syllable. Result of the data showed that students' error occur on the last syllable. For example, /getIŋ/ the correct one was /get^{h}Iŋ/. Precisely, in the first /t/ was not visible but the second phonemes /t/ students should pronounce like with puff of air or aspirated. Students' error may cause of their little understanding on the rule of word-internal unstressed. The providing data below collected from teacher's note only.

Table 4.5 Students' mispronunciation of plosive voiceless consonant sound in the word-internal unstressed

No	Words	COPT	TOPT	Mispronunciation
1.	Apple	/æp^h(ə)l/	/æpəl/	P$^{\underline{h}}$
2.	Putting	/'pʌt^{h}Iŋ/	/'putIŋ/	T$^{\underline{h}}$
3.	Sitting	/sIt^{h}Iŋ/	/sItIŋ/	T$^{\underline{h}}$
4.	Getting	/get^{h}Iŋ/	/getIŋ/	T$^{\underline{h}}$
5.	Forgettable	/fər'get^{h}əbl/	/fər'geitəbl/	T$^{\underline{h}}$
6.			/for'getəbl/	T$^{\underline{h}}$

e. Non-aspired sound

Based on the analysis of students' mispronunciation in non-aspired sound, total of errors were 5. Those errors commonly caused by overgeneralization of aspiration rules. Actually students did not need to aspired three consonant phonemes inside of words, because stressing of pronunciation consonant cluster only occur on the first letter before plosive voiceless consonant sound. If the students stressing on the plosive means that they pronounced with aspiration. For example: /st^{h}udi/ was incorrect, it should pronounce to be /stʌdi/. Phonemes /s/ did not pronounce dominant rather that /t/. Thus, lead the students pronounce without aspiration. May rule of non-aspired sound was little bit difficult because the students forget or did not understand where the dominant phoneme in a word. The researcher provided the data below from students mispronunciation based on recording only.

Table 4.6 Students' mispronunciation of plosive voiceless consonant sound in the non-aspired sound

No	Words	COPT	TOSM	Mispronunciation
1.	Study	/stʌdi/	/st^{h}udi/	Adding allophone ^{h} after phoneme t
2.			/st^{h}ʌdi/	Adding allophone ^{h} after phoneme t
3.	Sticker	/stikər/	/st^{h}ikər/	Adding allophone ^{h} after phoneme t
4.	Stair	/ster/	/st^{h}er/	Adding allophone ^{h} after phoneme t
5.	Star	/stɑːr/	/st^{h}ɑːr/	Adding allophone ^{h} after phoneme t

After analysis the students' errors in every positions, it was found that the most dominants error occurred at the word initial of stress syllable which the total of errors are 50. Then, the most error also found on the consonant /k/ with total 25 errors, consonant /t/ is 11 errors and consonant /p/ is 14 errors. The causes of students' error was variety, may cause

of overgeneralization or lack of understanding of rule voiceless consonant sounds pronouncing with aspiration.

Moreover, the previous study done by Andi Retna jaya also supports the result of this research. On his research, the students test to pronounce plosive voice and voiceless consonant, then seeking the most error made by students in plosive voiceless consonant. Dominantly, students were difficult to pronounce phonemes /k/ and /d/ in the word. Not only that, those errors occur in the word stress of initial syllable. The problem of those errors happened because in Indonesia there is no rule aspiration. So, habitual was very influential.

2. Teacher's Corrective Feedback Strategies

Based on the findings of research question about teacher's strategies to address students' mispronunciation made by XI SMK AL AL-Muhajirin. Data from the result showed that there five strategies that can be used by the teacher in order to solve the error, such as: recast, repetition, clarification request, explicit correction and elicitation. Below the data of those strategies presented.

a. Recast

The first strategy of teacher used was recast.. Recast can defined as teacher's paraphrase of students' utterance and minus the error.[48] Rule of the teacher here actually show the correction without indicating students' utterance was incorrect. Teacher directed gave the correction to students' error. Based on the data from observation, the teacher used recast to correct the students' error in the stress-initial syllable and word-internal unstressed. The table of distribution error presented

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[48] Ellis, "Corrective Feedbcak and Teacher Development". Vol 1 No 1, 2009. 3-1

Table 4.7 List of word correction using recast

No	Words	COPT	TOSM	Mispronunciation
1.	Impressive	/'im:p^{h}resiv/	/'im:presiv/	p^h
2.	Water	/wo:t^{h}e/	/woter/	t^h
3.	Detail	/de:t^{h}eil:/	/deteil:/	t^h
4.	Apple	/æp^h(ə)l/	/æpəl/	P^h
5.	Putting	/'pΛt^{h}Iŋ/	/'putIŋ/	T$^{\underline{h}}$
6.	Sitting	/sIt^{h}Iŋ/	/sItIŋ/	T$^{\underline{h}}$
7.	Getting	/get^{h}Iŋ/	/getIŋ/	T$^{\underline{h}}$
8	Forgettable	/fər'get^{h}əbl/	/fər'geitəbl/	T$^{\underline{h}}$
9.			/for'getəbl/	T$^{\underline{h}}$

The result of study can be support with the previous study done by Lotfollah Karimi and Nahid Esfandiari, this researcher analysis of word stress in pronunciation. The researcher wanted to compare between two of strategies namely recast and explicit correction. The participant of the study was Iranial EFL. Result of study showed that recast was the dominant strategy for Iranian EFL Learners in according to test of stress pattern learning. Researcher concluded that Recast give positive affect in learning word stress rather than explicit correction feedback.[49]

b. Repetition

The second strategy was repetition. It was a second helpful strategy for the teacher in order to correct students' error. Those errors just limited by the teacher only in the initial word . Most of the students were difficult to have a good pronunciation. Rules of aspiration of plosive stop /p/, /t/, /k/ sometimes make the students have problem. Those were the following of students' error that was corrected by the teacher using repetition.

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[49] Karimi Lotfollah & Nahid Esfandiari, The Effect of Recast vs. Explicit corrective feedback on Iranian EFL leraners' Stress Pattren Learning. theory and practice in language study, No. 6, Vol. 6, 2016. P.1172

Table 4.8 List of word correction using repetition

No	Words	COPT	TOSM	Mispronunciation
1.	Can	/kʰən/	/k_an/	kʰ
2.	Craft	/kʰra-ft/	/c_raf/	kʰ
3.	Come	/kʰʌm/	/kʌm/	kʰ
4.	Kind	/kʰaind/	/kin/	kʰ
5.			/kaind/	
6.			/kaind/	
7.			/kʰaid/	
8.			/kin/	
9.	Caused	/kʰɔ:z/	/kauz/	kʰ
10.	Color	/kʰaler/	/colour/	kʰ
11.			/kolor/	
12.			/kaler/	
13.			/colour/	
14.	Kitchen	/kʰItʃIn/	/kIʃen/	kʰ
15.	Cup	/kʰap/	/kap/	kʰ
16.	Cupboard	/kʰʌbəd//	/kʌbord//	kʰ
17.			/kʌbord//	
18.	Corner	/'kʰɔ:nə(r)/	/konə(r)/	kʰ
19.	Place	/pʰleis/	/plis/	pʰ
20.	Condition	/kʰendisn/	/kondisn/	kʰ
21.	Quite	/kʰwait/	/kwait/	kʰ
22.			/quit/	
23.	Pink	/pʰiŋk/	/ping/	pʰ
24.			/ping/	
25.	Contain	/kʰen'tein/	/ken'tein/	kʰ and tʰ
26.			/kon'tein/	
27.			/cen'tein/	
28.	Plants	/pʰla:nt/	/pla:n/	pʰ
29.	Time	/tʰaIm/	/taIm/	tʰ
30.	Terrace	/'terəs/	/'terəce/	tʰ

31.	Picture	/pʰikce/	/pikcur/	pʰ
32.			/pikce/	
33.			/pikcer/	
34.	Paper	/pʰeipe/	/peper/	pʰ
35.	Privacy	/pʰrivesi/	/praivesi/	pʰ
36.	People	/'pʰi:pl/	/'pi:pl/	pʰ
37.	Together	/'tʰoghede//	/'tugheder/	'tʰ

Repetition means implicit strategy, it did not directly make students know that the teacher show the correction. Therefore, repetition defined as the teacher repetition of students' error to make them aware about that.[50] The weaknesses of this strategy are found on the student's awareness. If the students did not really care on the teacher correction, that made them more confusing. This incident also occurs during the observation, where the student misses out the teacher's correction and finally she difficult to produce the correct word.

c. Clarification Request

The third strategy that used by the teacher is clarification request. In the implementation, the students showed the negative respond. In other word, it can call as unsuccessful strategy because the students difficult to follow and respond the teacher's instructions. Below data of observation taken from students' errors in pronouncing plosive voiceless consonant sound in initial word, for example:

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[50] Suryoputro Gunawan – Aam Amaliah, EFL Students' Responses on Oral Corrective Feedbacks and Uptakes in Speaking Class, International Journal of language and linguistics, No. 5 ,Vol. 3, 2016, p. 75.

Table 4.9 List of word correction using clarification request

No	Words	COPT	TOSM	Mispronunciation
1.	Comfortable	/k^{h}ʌmftəb(ə)l/	/kamforteibel/	k^h
2.	Cupboard	/k^{h}ʌbəd//	/kʌbord//	k^h

Based on the data observation, it showed that the teacher delayed to correct the students' error. She tried to ask the students repeat this word correctly. But, the result show that students just silence without give respond on the teacher's order. It was seems that students did not really understand about the meaning of teacher' order. So, they did not give a good respond.

According to Ellis say that clarification request make the corrector seemed not understand with students say.[51] Therefore, teacher gave question or comment to make the students reformulate their error. Besides, the feedback from the teacher does not transfer directly, and the fact show that clarification request made the students become more active, because they should repeat their errors into correct pronunciation.

d. Explicit correction

The next strategy was explicit correction, based on the observation it really helpful the students to understand well about plosive stop. Role of explicit correction provide feedback with the clear explanation. The teacher can facilitate the students fully. Most of students' errors corrected used this strategy. Data from interview also support that the teacher prefer to use explicit strategy because she can explain detail to her students. Here the example of students' error that corrected used explicit correction:

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[51] Ellis – Rod, Corrective Feedback and Teacher Development, Language Learning and Teaching, No 1, Vol 1, 2009, p.9.

Table 4.10 List of word correction using explicit feedback

No	Words	COPT	TOSM	Mispronunciation
1.	Study	/stʌdi/	/stʰudi/	Adding allophone ʰ after phoneme t
2.			/stʰʌdi/	Adding allophone ʰ after phoneme t
3.	Sticker	/stikər/	/stʰikər/	Adding allophone ʰ after phoneme t
4.	Stair	/ster/	/stʰer/	Adding allophone ʰ after phoneme t
5.	Star	/stɑːr/	/stʰɑːr/	Adding allophone ʰ after phoneme t

Teacher's explicit feedback used to correct the students' error in non-aspired sound. The function of this strategy helped the teacher to give clear explanation about the rules of consonant cluster followed by plosive voiceless consonant sound. Phoneme /s/ are put in front of plosive stop should pronounces with the stressing, it used to avoid from the additional aspiration. But, difference with the example below, the students were dominant to stress the plosive stop and pronounce with aspiration.

From two types of corrective feedback, the teacher prefered to use immediate explicit correction. The reason showed that it may appropriate with the time, because the teacher can directly correct the students' error. In other word, this strategy also directly indicated about students' pronunciation was incorrect and allows showing the correct form.[52] Supporting with the data from the observation, while the students made error the teacher often uses order' phrases to ask them follow the teacher pronunciation. Those phrases are: "you mean" and "you should say".

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[52] A Sintani Ellis, Exploring Language Pedagogy. 2014, p. 264.

e. Elicitation

The fifth strategy was used elicitation, according to Ellis said that elicitation strategy is teacher way to repeat of students' utterance but not part of error and the intonation should be stressing, it is become the signal for the students to complete word with a correct answer.[53] Based on this strategy students had a big role to repair their error rather than the teacher. As the teacher in this strategy, she just gave stimulus for the students to be aware and careful in according to correct the error. Teacher's corrective feedback only focused on the syllable final. Below are list of students' error.

**Table 4.11 List of word correction using explicit feedback**

No	Words	COPT	TOSM	Mispronunciation
1.	Developed	/dɪ'veləpt/	/di'velopʰed/	Adding allophone [h] after phoneme P
2.	Asked	/ɑ:skt/	/askʰed/	Adding allophone [h] after phoneme k
3.	Checked	/tʃekt/	/Cekʰed /	Adding allophone [h] after phoneme k

The data from the observation above showed that apparently the students had difficulties in understanding the teacher's instruction. Their problems were found when the teacher elicits students' error. So, with strategy of repetition helped the students got the point of the teacher means. As mentioned before, strategy of elicitation made the students to be corrector from their error. So, it can be called that the data from the observation was true because students doing self-repair.

After analysis of seven strategies from data observation and interview, the teacher concluded that the most prefer strategy was explicit corrective feedback. Thus, it really

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[53] Ellis – Rod, Corrective Feedback and Teacher Development, Language Learning and Teaching, No 1, Vol 1, 2009, p.9.

helpful for the students to understand about rule of plosive stop that may include aspiration inside. In other word, explicit corrective feedback gave the students clear correction because they know well about their error and the way solved it. Supporting the data from previous study that was guided by Gunawan Suryoputro and Aam Amaliyah, They concluded on their research that explicit corrective feedback became the most frequent type of oral corrective feedback. Regarding on the students' error, during the speaking performance the students was repair and need-repair. This study also showed the over plus of this research that explicit correction feedback did not discourages the students in learning English.
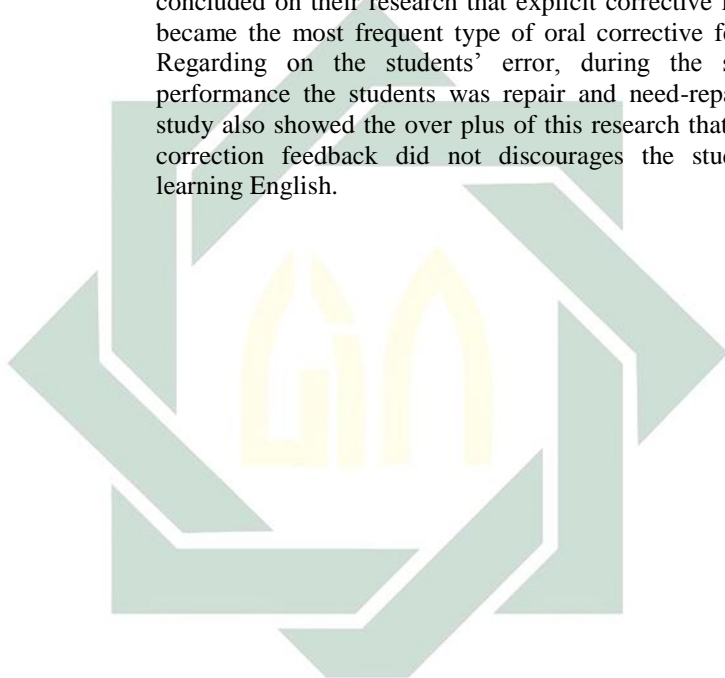
CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter namely presents the summary of conclusion and suggestion dealing with the research finding. Based on the finding and discussion from previous chapter the research make some conclusion of teacher's corrective feedback of students' mispronunciation specifically on the plosive voiceless consonant sound and the suggestion are presented in order as follow:

1. Conclusion

Based on the research finding, the eleventh grade students of SMK AL-Muhajirin had some error in pronounce plosive voiceless consonant sound when they had oral presentation. The researcher found the sum of students' error and also some strategies to solve the students' mispronunciation. The researcher concludes some point as follow:

A. There were 67 errors in pronouncing plosive voiceless consonant in oral presentation. Those errors collected from twenty students of eleventh-grade SMK AL-Muhajirin. Kind of students' mispronunciation classify into 5 categorized, such as: word initial, stress-initial syllable, syllable final, word-internal unstressed, and non-aspired sound. In the number of errors in plosive voiceless consonant sound, the first dominant error occurred in the word initial with $/k^h/$ 25 errors, $/p^h/$ 14 errors and $/t^h/$ 11 errors. The second is in the stress-initial syllable with 3 errors. The third in the syllable final with 3 errors, the fourth in the word-internal unstressed with 6 errors and the last in the non-aspired sound with 6 errors also. The domination of error occurred in the phonemes $/k^h/$.

B. The teacher strategy to address students' mispronunciation in plosive voiceless consonant sound divided into five categories, such as: recast, repetition, clarification request,

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explicit correction and elicitation. One of those strategies namely paralinguistic signal didn't use by the teacher. Based on the observation checklist and interview the researcher conclude that the teacher more prefer to use explicit correction feedback. The students also enthusiasm on the learning English, because the strategy provided the clear explanation about how to correct the students' mispronunciation. Besides, the teacher can be facilitator for the students how has low ability in understanding material of plosive voiceless consonant sound. Although, there are some students just depend on the teacher only without think first how to solve the error.

2. **Suggestion**

After doing a research, interpreting the data and discussing the result, the researcher wants to give suggestion toward her experience in conducting this research. It is expected give a positive contribution for teaching-learning English process especially on the teaching pronunciation of plosive voiceless consonant sound for English teacher and other researcher.

First suggestion for English teacher in all classrooms, giving corrective feedback is much needed for the students who have problem in learning English. Selecting a suitable strategy is also important because it will increase the student's motivation. Combination of the strategy may be the new innovation for teaching English because it makes the students not feel bored during the process learning. but, as the teacher you has to make sure that when you combining the strategy one with other, the students will easy to understand the material given. Corrective feedback may has positive and negative effect for the students, but the teacher should make it to be clear and useful for every learning English.

Second, suggestion for the next researcher who want to conduct the same research that the present study discuss about students' mispronunciation in plosive voiceless consonant sound. For future researcher who wants to conduct this research better to observe kind of plosive and the theory that support it. as known that plosive has two types, it is voiceless and voiced. In this study researcher

conducted an observation related with voiceless consist of /p/, /t/, /k/ that are followed by aspiration. It better for the next research to conduct the study about plosive voice consists of /b/, /d/, /g/. So, it will give more data and make the study more broad rather than previous study.
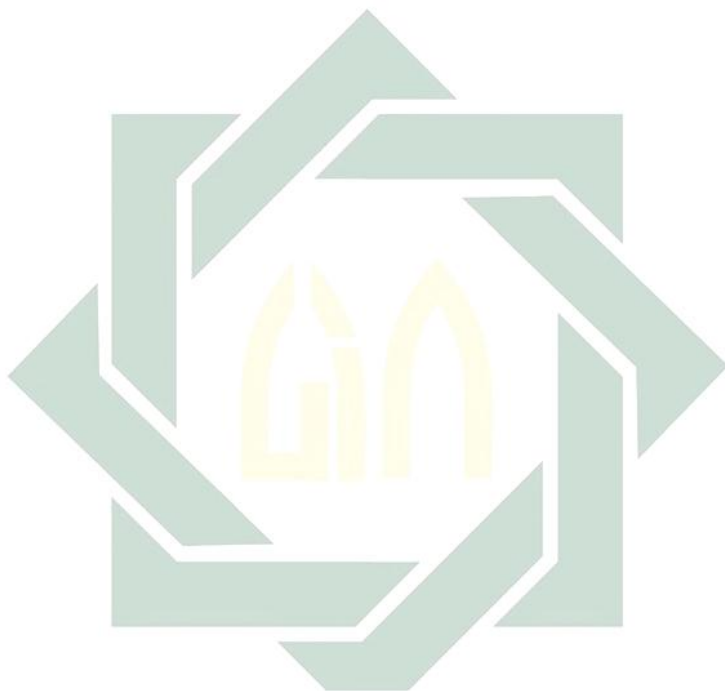
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