

3. Findings and Discussions

a. Phonetic Errors

The findings of the phonetic errors can be seen on table 1 in the appendix, it shows the errors made by the participants are mostly about misarticulation. Regarding the misarticulation of consonant, half of the participants substituted the voiceless alveolar /t/ for the voiceless interdental /θ/. This misarticulation was frequently found when they want to pronounce the word 'think'. When the second language speakers commit this error the place of articulation is changed from interdental to alveolar. Although they are maintaining the state of glottis, they neglect the manner of articulation (changed from fricative to stop). So the sound that is produced is also different. Another finding of misarticulation of consonant is that the participants substituted the voiceless bilabial /p/ for the voiceless labiodental /f/ in first position. They are failed to pronounce the word 'fainted' correctly, they pronounce the sound /p/ instead of /f/ so the word that was pronounced become 'painted'. In this second finding, the participant maintains the state of glottis which is voiceless but changed the place of articulation from labiodental to bilabial. At the same time, the manner of articulation is also changed from fricative to stop.

From these two findings can be seen that the participants tend to use the state of glottis of voiceless and manner of articulation of stop. It seems to be influenced by Bahasa Indonesia consonants that there is no consonant which have the sound /θ/. Thus, when the participants pronounce the word which has phoneme /θ/, they tend to substitute it with the sound of /t/. It shows that L1 knowledge remains present in the mind of L2 learners, it influence the L2 acquisition.

b. Morphological Errors

Half of the participants have failed to use the plural (-s/es) in certain phrases which can be seen on table 2 in the appendix. This error arises due to the influence of the L1 which have no marker for the plural in word level. Most of the participants failed to use the inflectional suffix to show the third person singular present (-s/es) like in number 1, 2 and 3. There is also found like in number 4 that some of the participants were confused in using the derivational morpheme (-ment) and inflectional suffix (-ing).

1. In my card the old man look the schedule and the man just sit on the bus stop.
2. Because in my card the man in the hat try to stealing in her bag.
3. And he just sit in the chair and thinking what just happen to him
4. The elephant feels so embarrassment... embarrassing... embarrass...

These types of errors arise because of the influence of the native language knowledge which is applied to the target language. In the L1 there is no marker at word level to distinguish whether a word is plural or singular. And the same thing happens for a verb where there is no difference whether it is first person or third person. It is related to the omission and addition related to the lack of knowledge of L2, in other word a developmental error. Since the learners rely to their knowledge of L1.

c. Syntactic Errors

The syntactic errors committed by the participant arise due to lack of knowledge in second language. The participant mostly failed to use the linking verb (is/are) when they were use progressive construction (-ing) such as in the following:

- Henry planning to spend a long weekend at his friend's cabin.
- ... Because in my card the man in the hat try to stealing in her bag and then...
- The organization is hire everyone to vacation for free.
- ... the man trying to hit the mirror of the jewelery with that rock but unfortunately it's not a mirror but it's like a steel.

The error made by the participants indicates that their knowledge of English is not good enough to produce the progressive construction sentence. Most of the participant face a great difficulty in using definite (the) and indefinite (a/an) articles. They often substituted the indefinite article for the definite article. These errors happen because of there is no marker for definite or indefinite in the L1, so they often face the difficulty in using them in L2. The subject verb agreement was violated where some of the participants failed to use the third person singular (-s/es) the evidence can be seen on table 3 in the appendix. This error occurs due to the insufficient knowledge of English and the influence of the native language which does not have any marker (like -s/es in English) for third person singular.

