Pronunciation Error Analysis on 4th Semester Students of English Education at IAIN Takengon

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Abstrak

Pelafalan masih menjadi tantangan bagi guru dan siswa dalam belajar bahasa Inggris. Penelitian ini bertujuan untuk menganalisis kesalahan mahasiswa saat melafalkan bunyi vokal dan konsonan dalam bahasa Inggris. 14 mahasiswa TBI semester 4 IAIN Takengon menjadi object penelitian ini. Penulis menggunakan metode penelitian deskriptif kualitatif dengan studi kasus. Data diambil dari presentasi berbicara mahasiswa, di mana mereka memiliki tugas untuk mempresentasikan topik yang mereka sukai dan penulis mencatatnya. Data dianalisis dengan menggunakan prosedur analisis kesalahan, mengidentifikasi kesalahan dan menggambarkan kesalahan. Penulis menemukan bahwa kesalahan terbanyak yang dibuat oleh siswa terjadi pada vokal dengan 66 kesalahan sedangkan pada konsonan dengan 41 kesalahan. Jumlah kesalahan vokal tertinggi muncul pada bunyi /ə/ dengan 8 kesalahan atau 57,1%. Sedangkan pada konsonan, kesalahan terbanyak terjadi pada bunyi /v/ dengan 11 kesalahan atau 78,5% dari total kesalahan.

Kata Kunci: *Error, pronunciation, analysis*

Abstract

Pronunciation is still become a challenge for teacher and learners in English. This study aims to analyze students' error while pronouncing the English vowels and consonants. 14 students of TBI 4th semester in IAIN Takengon were the participants of this study. The writer applied descriptive qualitative with case study as the method of research. The data were taken from students' speaking presentation, where they have task to present the topic they like and the writer recorded it. The data were analyzed by using error analysis procedure, identifying the error and describing the error. The writers found that the most error made by the students occurs in vowel with 66 errors while in consonants with 41 errors. The highest number of errors in vowels appears in sound /ə/ with 8 errors or 57.1%. While in consonants, the highest number of errors occurs in sound /v/ with 11 errors or 78.5% from the total errors. .

Keywords: Content, Formatting, Article.

1. Introduction

To have a fluency speaking ability is the purpose for every nonnative speaker. A fluent speaking ability will be reached if the speakers could speak as eloquent as native speaker; pronounce the words as good as them. However, to have a good pronunciation is a resistance, moreover for Indonesian learners since English has different kind and shape of sounds with Indonesian language (Bahasa Indonesia). In Bahasa Indonesia, there are only 5 sounds of vocal, whereas in English there are 25 sounds of vowel.
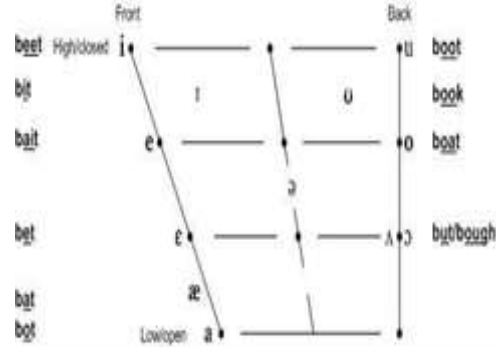
Figure 1: Vowel sounds

Source : https://www.quora.com

Beside the 25 sounds above, sometimes 'y' is also sounded as vocal. According to Chrystal and IPA (International Phonetic Alphabet) vowel diagram, the pure vowel is divided into 12 sounds, 8 diphthongs and 5 triphthongs. Pure vowels have a single perceived auditory quality, made by a movement of tongue towards one position in the mouth. The pure vowels are /æ//ɑ//e//ɜ//ə//i//ɪ//ɒ//ɔ//u//ʊ//ʌ/. Diphthongs are the sounds when two vowel qualities are perceived. The eight sounds of diphthongs are /ei//ai//ɔi//əʊ//aʊ//iə//ɜə/ /ʊə/. Triphthongs are a glide from one vowel to another without interrupting and producing rapidly. The sounds of tripthongs are /eIə//ɔɪə//əʊə//aʊə//eɪə/

The place of sound production in tongue can be classified as below

Figure 2: Sound Production

Source : https://www.quora.com

Beside the variant of vowel sound above, English also has many kinds of consonant; 24 sounds, whereas in Bahasa Indonesia there are only 21 sounds. The kinds of consonant sounds can be seen in the table below:

Figure 3: Consonant sounds

Source : https://www.quora.com

These kinds of sound are tend to make the learners difficult to differentiate the sounds. They often make errors in sounding some sounds. The errors are prone to occur when the sounds have a slight similarity such as: *back* and *bag, sheep* and *ship, boot* and *boat, she* and *sea, fan* and *van*, and others. Error in sounding the vowel and consonant lead to misunderstand between speaker and listener and the information and messages in the conversation may not deliver appropriately.

Harmer states that being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English[1]. It means that the speaker must be aware when producing the words' sound in order to minimize the

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[1] Harmer, J. The Practice of English language Teaching. (London: Longman Group Ltd, 2001)

misunderstanding with the listener. According to Dullay in Kartyastuti error is the flawed side of learner speech or writing, it deviates from some selected norm of nature language performance[2]. While Brown argued that an error as noticeable deviation from the adult grammar of a native speaker reflecting the interlingual competence of the learner[3]. In other words, he gives more attention on the interlingual competence of the speaker. It can be summarized that error is flawed side of learner speech caused by the factor of competence. On the other hand, students may make errors consistently if they do not understand well the use of linguistics" system of the target language.

Many people have misunderstood about the difference between error and mistake, they tend to believe both are the same thing. Edge in Afifah, suggests that mistake can be divided into two broad categories, which are slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it). Thus, error is systematic and the students cannot be self-corrected, because it reflects the student's competence in the target language. Conversely, if students can be self-corrected, it is a mistake because it is only the result of the students" performance[4].

Making error in language learning process is inevitable, because learning a new language means the making of mistakes, error, misjudgment, etc. The different characteristic of target language and students' mother tongue are the reason why they make errors while acquiring a new language. However, to make sure the students do not make the same errors, it is important for the teacher to recognize and analyze the errors. Error Analysis is a way of looking at errors made by the learners of the target language. As Corder stated in Brown that "A learner's error are significant in that they provide to the researcher and the learner is employing in the discovery of the language[5].

Ramelan claims that there are four pronunciation problems. They are:
1) The existence of the phonetic alphabets from the foreign sounds
2) The different distributions of sounds that similar in phonetic features
3) Two languages have similar sounds which differ only slightly in their phonetic features
4) A cluster of sounds in some English words

Other opinion comes from Clark et al (as states in Kartyastuti, 2017)), he claims that another problem of pronunciation is slip of tongue. Clark explain Slip of the tongue is occurred when the speaker's actual utterance differs in some way from the intended utterance. Here there some type of the slip of tongue.

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[2] Kartyastuti, L.N. 2017. "An error analysis on pronunciation of English vowel on the first semester students on English Department in IAIN Surakarta in the academic year 2015/2016. https://onesearch.id/Record/IOS3497.libsys-026052

[3] Kartyastuti, L.N. 2017. "An error analysis on pronunciation of English vowel on the first semester students on English Department in IAIN Surakarta in the academic year 2015/2016.

[4] Afifah, L., An Analysis of Student's Pronunciation Errors in Reading Texts at The Sixth Grade Students Of SD N 3 Cisauheun Bandung Barat, Thesis, (Bandung, English Education Study Program Language and Arts Department Of Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (Stkip) Siliwangi Bandung, 2010)

[5] Brown, H.D. Principles of Language Learning and Teaching. (USA: Prentice Hall, 1994)

a) Anticipation
b) Perseveration
c) Exchange
d) Blend
e) Shift
f) Substitution
g) Addition
h) Deletion

In line with Clark, Heron et al claims that there are three problem areas in pronunciation can be distinguished:

1. Non-native sound problem
   This happened when the learner has a good level competence of target language but have a low level of performance. Mistakes and errors usually occurs when there are the similar phones in native language such as /s/ and /ʃ/ or /ð/ and /θ/
2. Carry-over the regularities of pronunciation from the mother tongue
   This mistake usually occurs at the phonological level. The spelling-to-sound mapping of the mother tongue can cause similar carry over
3. Overgeneralization of target language regularities.
   Choosing a possible pronunciation in an inappropriate context may lead overgeneralization for the learners.

From the types, Dulay, Burt and Krashen (in Fauziati) classifies the error into three, they are[6]:

1. Substitution
   According to Crystal (as states in Kartyastuti), error of substitution occurs when there is a replacement of an item[7]. It is happened when the learners pronounce the word wrongly. The source of substitution error could be from intralingual, interlingual transfer, and others. Substitution of a word such as heart /hɑːt/ is pronounced as /hɜːt/ or /hət/ by generalizing the combination of spelling 'ea' in word such as learn /lɜːn/ and earn /ɜːn/
2. Insertion
   Dulay, Burt and Krashen (in Fauziati) states that the existence of an item which should otherwise not appear in well-formed utterance is an error of insertion or also known as addition[8]. It means that there is addition of one or more sounds into a word, for instance, addition vowel /ə/ in a word such as studied /stʌdid/ becomes /stʌdiəd/
3. Omission
   In contrast of insertion, according to Dullay, Burt and Krashen, (Fauziati), omission is the error when an item disappears in well-form utterance. The entire syllable or classes may be deleted if certain sounds are not produced[9]. For example the omission vowel /ɪ/ in the word *semester* is sounded /smestər/, it should be sounded as /sɪmestə(r)/

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[6] Fauziati, E. Reading on Applied Linguistics: A Handbook for English Teacher and Teacher Researcher. (Surakarta: Era Pustaka Utama, 2000)

[7] Kartyastuti, L.N. 2017. "An error analysis on pronunciation of English vowel on the first semester students on English Department in IAIN Surakarta in the academic year 2015/2016.

[8] Fauziati, E. Reading on Applied Linguistics: A Handbook for English Teacher and Teacher Researcher

[9] Fauziati, E. Reading on Applied Linguistics: A Handbook for English Teacher and Teacher Researcher

Given the explanation about the kinds of error in pronunciation above, there are some literatures have recorded about research in that. Many researchers have conducted some research about error in pronunciation. The first result comes from Wijana, she found that pronunciation errors performed by students are caused by interlingual and intralingual transfer[10]. The second confirmed by Sugiarto, she identified three problems in students' pronunciation; the existence of the phonetic alphabets from the foreign sounds, two languages with similar sounds which differ only slightly in their phonetic features, a cluster of sounds in some English words and other cases[11]. The last is Afifah, she claims that 48.5% the students had difficulty in pronouncing phoneme /d3/ e.g. "Jeopardy" /dʒepədi /, 48.2% of the students tended to use incorrect primary stress e.g. "manufacture" /maenjfæ'ktʒə/ and the students tended to use their mother tongue interference in pronouncing English words.[12]

Based on the background above, the writer wants to analyze the error made by students in sounding the English words, how they sound the words and which sound is the most error sounded by the students.

2. Method

The approach of the study is descriptive qualitative with case study. This study is aimed to describe the types and the causes of the errors in students pronunciation. This study was conducted in IAIN Takengon. Students of 4th semester of English Education Department were the subject of the study. There two classes but the sample of this study is TBI class A which consists of 14 students. The sample is taken by random sampling.

Speaking test is used as the instrument of collecting data, the students were asked to present their favorite topic and the writer recorded their presentation. The test was held on October 13, 2019. In analyzing the data, the writer used Error of analysis in Pronunciation by Dulay, Burt and Krashen. According to them, there are 3 types of Error Substitution, Insertion and Omission.

3. Results and Discussion

A.   Error in the pronunciation English Vowel and Consonant
      1. Vowel

vowel	Error's occurrences (Times)	%	Vowel	Error's occurrences (Times)	%
vowel	Error's occurrences (Times)	%	Vowel	Error's occurrences (Times)	%

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[10] Wijana, E.P.E., 2017. An Error Analysis On The Pronunciation Of The Fourth Semester Students Of English Education Department Of Teacher Training And Education Faculty Of Sebelas Maret University In The Academic Year Of 2015/2016. Thesis, Surakarta: Sebelas Maret University

[11] Sugiarto, A. T., 2013. "Pronunciation Errors Made by The Fourth Semester Students", http://eprints.dinus.ac.id/5744/1/LINA_-_FULL_THESIS_(COMPLETED).pdf accessed on November 29, 2020, 10.43

[12] Afifah, L., An Analysis of Student's Pronunciation Errors in Reading Texts at The Sixth Grade Students Of SD N 3 Cisauheun Bandung Barat

I	6	42,8%	ɜə	1	7,14%
e	6	42,8%	ʊə	3	21,4%
ɜ	2	14,2%	**eI**	2	14,2%
æ	5	35,7%	**aI**	4	28,7%
ɑ	2	14,2%	ɔI	2	14,2%
ɔ	1	7,14%	iə	1	7,14%
ʊ	1	7,14%	ɑʊ	2	14,2%
u	2	14,2%	**eIə**	2	14,2%
ʌ	4	28,7%	ɔIə	1	7,14%
ə	8	57,1%	**əʊə**	1	7,14%
i	5	35,7%	aʊə	1	7,14%
ɒ	1	7,14%	aiə	1	7,14%
əʊ	2	14,2%			

From the result of the test, the writer fond 66 errors of pronouncing vowel, where the highest error comes from sound /ə/, then followed by sound/e/ and /I/. In these sounds, students often mismatch the sounds and they face difficulty in differentiating the sounds. For instance di words example /ig'zampəl/ is pronounced /eg'zampəl/

2. Consonant

Consonant	Error's Occurrence (Times)	%	Consonant	Error's Occurrence (Times)	%
b	-	-	ŋ		
ð	4	28,7%	r	-	-
d	-	-	s	1	7,14%
f	8	57,1%	t	1	7,14%
g	-	-	v	11	78,5%
h	-	-	w	2	14,2%
j	-	-	x	-	-
k	-		z	-	-
l	-	-	ʃ	2	14,2%
m	-	-	dʒ	2	14,2%
n	-	-	θ	4	28,7%
p	5	7,14%	tʃ	1	7,14%

From the consonant sounds, the errors occur in several sounds. It can be calculated that there 41 error of pronouncing the consonant sounds. It lessens from vowel sounds. Some consonants are pronounced correctly, this is because of the same sound with students' mother tongue. The most error appears in sounding /v/, /f/ and /p/. Students often make errors and have difficulty in differentiating these two sounds. The sound /v/ is sounding as /f/ and conversely. For instance the word variant /'vereənt/ is pronounced as /fereənt/, the word effect /ə'fekt/ is pronounced as /ə'pekt/

B.   **Types of error in pronouncing English Vowel**
1. Substitution

Vowel	Substitute	Error Instance	Correct	Spelling
I	e	d Iərəs	/dIərIst/	dearest
e	i	eg'zampəl	/ig'zampəl/	example
ɜ	e	kertenz	/kɜ(r)tnz/	curtains
æ	a	bag	/bæg/	bag
ɑ	a	dpartmən	/dI'pɑ:tmənt/	department
ɔ	ɒ	bɒg	/bɔ:t/	bought
ʊ	u	buk	/bʊk/	book
u	ɔ	wɔ	/hu/	who
ʌ	a	kap	/kʌp/	cup
ə	e	enemi	/ɜnəmi/	enemy
i	I	plIs	/pliz/	please
ɒ	ɔ	ɔrentʃ	/ ɒr Inʤ/	orange
əʊ	ɔ	stɔf	/stəʊv/	stove
ɛə	ie	bier	/bɛə(r)/	bear
ʊə	u	kju:r	/kʊə (r)/	cure
eI	ai	aid	/eId/	aid
aI	ui	bui	/baI/	buy
ɔI	ɒi	nɒis	/nɔIz/	noise
iə	I	rIlI	/r IəlI/	really
ɒʊ	ɔ	snɔw	/snoʊ/	snow
eIə	eyə	pleyər	/pleiə (r)/	player
ɔIə	ɔyə	rɔyəl	/rɔIəl/	royal
əʊə	ɒwə	lɒwər	/ləʊə(r)/	lower
aʊə	awə	awər	/aʊə (r)/	our
aiə	Ie	aplIensis	/ə'plaiənsiz/	appliances

From the classification of error, substitution occurrence is the most error from the total error. It reaches nearly 94 % of the entire error in vowel. Error in substitution is divided in to four categories interlingual, intralingual, cross lingual and miscellaneous substitution. Interlingual substitution is the error which is influenced by the mother tongue of the learner. For instance, in Bahasa, there are only two sound of 'e', thick 'e' and light 'e', while in English there some sounds which have 'e' such as /e/, /ɜ/, / /, / /and /ɛə/. As participant's error in pronouncing 'royal'; in Bahasa, Indonesian also use this word to show someone who often treats others and they usually use strong 'y' while in English, to pronounce 'royal' is using triphthong   /ɔiə/. Intralingual error is the generalization in pronouncing the word. In English vowel there are two sound that usually generalized by the speaker, they are /a/ and/ /. For example the word 'cup' is pronouncing as /kap/ not /k p/ due to the absenteeism of sound / in Bahasa, so that the students generalize the sound.

Crosslingual error is ambiguous error which come from the influence of mother tongue or previous language system. As found in the table, the word 'player' is pronounced as /pley r/ instead of /pleiə(r)/. Although the participant pronounced the word with /y/, it actually follows the English spelling system. As the writer mention above, the sound /y/ is an assist sound which can be used to achieve the triphthong

sound /eɪə/. The last is miscellaneous substitution. This error is related to the articulation. For instance, the word 'who' is often pronounced as /wo/ instead of /hu/. In Bahasa, sound /o/ is usually pronounce as /o/ instead of /u/.

2. Insertion

Inserted Vowel	Error instance	Correct Use	Spelling
e	dpartemən	/dɪ'pɑːtmənt/	department
ʊə	anjʊsʊəl	/ʌn'juːʒl/	unusual
i and ɔ	prezəntaʃiɔn	/prezənteiʃən	presentation

In the table above, shows the most inserted vowel by the participants. Mostly, the students' inserted the sound due to the influence of their mother tongue. The word department is pronounced as /dpartemən/ instead of /dɪ'pɑːtmənt/. In Bahasa, it is rarely found three consonants stand in sequence without vowel in the middle. As the result, the participants insert sound 'e' in the middle of /t/ and /m/

3. Omission

Omitted vowel	Error instance	Correct use	spelling
I	smestər	/sImestə(r)/	semester

The word of 'semester' has been generally used in Bahasa, moreover in university students, they used often. So that is why, the participant are prone to omit the sound "e" after 's' in pronouncing semester because in their mother tongue they do it.

C.   **Types of error in pronouncing English consonant**

1. Substitution

Consonant	Substitute	Error Instance	Correct	Spelling
ð	d	dis	/ðɪːz/	these
f	p	/ipek/	/ɪ'fekt/	effect
p	f	feint	/peint/	paint
s	ʃ	ʃuit	/suːt/	suit
v	f	faken	/veɪkənt/	vacant
ʃ	s	sow	/ ʃəʊ/	show
dʒ	j	join	/ dʒɔɪn/	join
θ	t	trug	/ θruː/	through
tʃ	c	ceilend	/ tʃælɪndʒ/	challenge

The consonant sound in the table above is the most substituted by the participant. The most error is caused by the interlingual, where many sound of consonant is error due to the influence of previous language. The participants are the students from Central Aceh, or Gayonese. In Gayonese, it is rarely to find sound /f/ and /v/ also /ʃ/. This is the reason why the students do the error often. They usually mispronounce the letter which have similar sound such as /p/, /f/ and /v/, /s/ and /ʃ/, also /d/ and /ð/.

2. Insertion

Inserted consonant	Error Instance	Correct Use	Spelling
w	wɔ	/hu/	who

The table above shows the most error in insertion. The influence of Bahasa become the most reason for the participant in creating the error. In Bahasa, each letter in a word can be sounded, while in English there are some words which have voiceless letter such as 'who' which is pronounced as /hu/with voiceless /w/

3. Omission

Omitted consonant	Error Instance	Correct Use	Spelling
p	læm	/læmp/	lamp

The most omitted consonant sound is /p/ where the participant pronounced it as /læm/ instead of /læmp/. The pronouncing error also occurs in word 'camp' where the students omitted the sound /p/ in the final word.

4. Conclusion

The result of this analysis indicates that students have problem in their pronunciation. Error in pronouncing the vowel is the most occurrences. The difference, the amount of vowel sound in English and the influence of the participants' mother tongue distracted their pronunciation. In pronouncing consonant sounds, the participants did the errors less than vowel sound. The errors occur only in the sounds which have slight similarity such as /p/, /f/ and /v/also in /s/ and /ʃ/. The inconsistence of English sounds and the absenteeism of English sound in participants' previous language interfered their pronunciation. For instance the word 'these' and 'through'. Although both have the same letter in the initial, however the letter 'th' in word 'these' is pronounced as /ð/ and the letter 'th' in word 'through' is pronounced as/θ/. On the other word, it can be summed up that, the intralingual factor has a big influence in speaker's pronunciation.

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