COMMON PRONUNCIATION ERRORS MADE BY STUDENTS OF ENGLISH LANGUAGE AND LITERATURE DEPARTMENT AT UNIVERSITAS NEGERI PADANG

Submitted as a Partial Fulfillment of Requirement to Obtain Bachelor of Education (B.Ed) in English Language Education Program

THESIS

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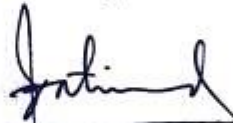
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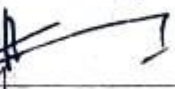
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ABSTRACT

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The purpose of this study was to find empirical evidence of student errors in pronouncing segmental features of English language students in the 5th semester Universitas Negeri Padang. This research is a qualitative descriptive research. The subjects of this study were students in education class, international class and literature class who were taking speaking classes at Universitas Negeri Padang. while the object of this research is students' errors in pronouncing segmental features of English Department. Then, to collect data, the researcher conducted interviews as an instrument to find errors. Interviews were conducted in the form of voice recordings byphone calling. Based on data analysis, there are four types of errors in pronunciation, namely omission, addition, substitution, and misordering. Of the four types of pronunciation errors, the researcher found that some of the most dominant types were the substitution type, where the total errors represented reached 67%, which is more than half of the total pronunciation errors

.Keywords: Pronunciation. Segmental Features.Error Analysis.

ABSTRAK

Yumiza, Febrice. 2022. Common Pronunciation Errors Madeby Studentsof English Language and LiteratureDepartmentat Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni.Universitas Negeri Padang.

Tujuan penelitian iniadalah untuk menemukan bukti empiris kesalahan siswa dalam mengucapkan segmental feature bahasa Inggris mahasiswa bahasa Inggris semester 5 Universitas Negeri Padang.Penelitian ini adalah penelitian deskriptif kuantitatif. Subyek penelitian ini siswa di kelas pendidikan,kelas international dan kelas sastra yang sedang mengambil mata kuliah kelas berbicara Universitas Negeri Padang . sedangkan objek penelitian ini adalah kesalahan siswa dalam mengucapkan segmental feature bahasa Inggris Universitas Negeri Padang. Kemudian, untuk mengumpulkan data, peneliti melalukan interview sebagai instrument untuk menemukan kesalahan.interview yang di lakukan berupa rekaman suara melalui telepon. Berdasarkan analisis data, ada empat jenis kesalahan dalam pengucapan, yaitu omission, addition, substitution, dan misordering . dari ke empat jenis kesalahan pengucapan peneliti menemukan bahwa jenis yang paling dominant adalah pada tipe substitution yang total kesalahannya dipresentasekan mencapai 67% yang mana lebih dari setengah pada total kesalahan pelafalannya.

Kata kunci : Pelafalan. Fitur Segmental. Analisis Kesalahan.

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The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

language is a communication as a value of interpersonal context exchanging information . According to Brown (2000) "language is a system or arbitrary conventionalized, vocal, written orgestural symbols enable member of a given community to communicate intelligibly with one another" (p. 5). People use language to communicate and to speak or deliver information to another people. language is important thing to communicate in human being.

For English language learners, speaking is the most important skills that need to be developed (Tinjaca& Contreras, 2008) because it is the ability to interact to other people in involving wide range of skills (Hadfield & Hadfield, 2012). Also,Harmer (2007) gives this out look concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to the process information. On account of demand on both language features and social processing. Not all students are able to practice the language orally, while Richard and Renandya (2002) said that "speaking is one of the central elements of communication" (p. 210).

The use of English in oral communication is one of the most common, but completely complex activities to be considered when English was as as Foreign Learners . Speaking is one of four skills in learning English. Most of learners have their own mindset for learning English is a hard thing to be done. Most of students in Indonesia assume that English as negative stereotype especially to speak

English. "For most English learners, speaking a foreign language has often met a difficulty" (Nunan, 2003, p.342). As a teacher, due to the fact in teaching English for speaking needs extra strategies way to build students.

The students often find difficulties in their speaking, either grammatical errors or pronunciation error. Erdogan (2005) states that learners always make error when they are speaking and it is inevitable that learners make mistakes in the process of foreign language learning. The difficulties are due to the fact that irregular spelling of the English mindset and environment to make students enjoy to learn in speaking English.

However, some researchers (for example, Morley, 1991; Harmer, 2007; Gilakjani & Sabouri, 2016; Gilakjani, 2017) argue that pronunciation remains over looked. The majority of English language teachers incline to give special attention to grammar and vocabulary making students highly proficient in writing and reading. Yet pronunciation is given the least attention due to some constraints such as lack of pronunciation knowledge phonetic and phonological knowledge lack of appropriate materials of teaching pronunciation, lack of motivation and confidence, and inadequacy of time (Pourhossein Gilakjani & Sabouri, 2016: Mathew, 2005). As a result of these, many of either ESL or EFL have unintelligible pronunciation.

Hismanonglu (2006) & Gilakjani (2017) highlighted that pronunciation is a fundamental aspect of communicative competence that plays a major role in oral communication. Some researchers – for example, Yates & Zielinski, 2009; Singh, 2017 – have noted the importance of pronunciation that even if a learner has a

wide range of vocabulary and perfect grammar, it will be useless if nobody can under-stand them when they speak. Along with this, people might judge them as 'incom-petent or even stupid' and 'they do not know much English'. Otherwise, those who have intelligible pronunciation will remain to be understood although they make errors in other aspects. Moreover, Yates & Zielinski emphasize that learners should have 'a practical expertise' of intonation, rhythms, sounds, connected speech in English, and how they are used in spoken English (2009, p.11).If their pronunciation is incomprehensible, which is hard to be understood, then obviously that they cannot communicate effectively (Harmer, 2007, p.248).

In the last decade, there has been a dramatic increase in pronunciation re-search on segmental features. Nosratinia & Zaker (2014) conducted a study of error analysis on Iranian learners' pronunciation between the ages of 19 and 26 by using reading aloud tasks. A similar study was conducted by Stibbard (2004) on segmental errors. This study focuses both on interaction and monologue, and the underlying reason behind this method is to record the data for analysis more naturalistic.

As stated by Richard and Schmidt (2002, p. 440)"pronunciation is the way a certain sound or sounds are produced". It is unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.: *You haven't pronounced this word correctly*, and often relates the spoken word to its written form, e.g.: *In the word knife, the k is not pronounced*. Therefore, teaching of speaking have to focus on improving the oral problems that can be investigated related to pronunciation

errors, that the research subjects found a number of segmental pronunciation problems consisting of consonants and vowels including pure vowels and diphthongs.

Problems with consonant sounds are substitution of sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and deletion of sounds [k], [g], [t], and [s]. The problem with pure vowel sounds is the sound substitution of [ɪ], [i], [ɛ], [ʊ], [ʌ], [ɜː], [ɒ], [ɔː] and [ə] and the insertion of sound [ə] between two consonant sounds. The problem with diphthongs is: monophthongization of sounds [aɪ], [aʊ], [eɪ], [ɪə], [əʊ], and replacing sounds [eɪ] and [ɪə] with other diphthongs.

Pronunciation errors in English are not only experienced by learners in Indonesia. Pronunciation errors in English are also the subject discussion in other countries , one of them is Turkey demonstrated by Bayraktaroglu (1985) in his error analysis study of native speakers of Turkish. He explained that the prediction of pronunciation errors made by Turkish subject based on a contrastive analysis were not accurate. He added that the errors that were found were not predictable through a prior comparison of the English and Turkish systems, but by the analysis of the result of actual errors.

Hismanonglu (2006) & Gilakjani (2017) highlighted that pronunciation is a fundamental aspect of communicative competence that plays a major role in oral communication. Gilakjani (2017, p.1253) has developed this point further that teacher's role is paramount in the field of pronunciation that they should behave as 'pronunciation model' as well as giving feedback and encouraging students to slowly enhance their pronunciation. Besides, Zielinski (2017, p.1) supported that

although it is difficult to teach pronunciation to beginner students, still teachers must teach it from the very beginning to prevent pronunciation errors.

Another study focused on both consonants and vowels was carried out by Muhyidin (2016). He attempted to find phonological interference in English pronunciation made by elementary students of Elementary school Rahmat, Kediri, East Java by using, again, reading aloud tasks. It was found nineteen types of interfer-ence on the segmental aspects which consisted of nine vowel substitutions, two vowel shortenings and four consonant substitutions, two deletions of consonants, and two additions of consonants. In addition, Hadi (2015) conducted a study on the pronunciation of ESL students at English department of Al-Hikmah teacher insti-tute. He studied ten students who have passed pronunciation class. In collecting the data, the students were asked to read an English passage loudly. He found that the differences phonological system between Indonesian and English was the reason for pronunciation errors.

In general, one of the limitations of the previous studies is that the focus is on testing the individual sound and reading aloud tasks, rather than actual perfor-mance to get the natural and relaxed pronunciation. Only a small number of took part in testing the actual performance, and there is no doubt that there remains a need to dig deeper into studying errors in English Pronunciation made by students in actual performance such as in speech, storytelling, and debate rather than testing individual sounds. Also, there is still limited information available in the literature on pronunciation errors which is made by West Sumatra learners. This present study, therefore, is intended to develop this point further which focuses on

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errors in segmental features at students' live performance, in this case, the researcher chooses speaking class students.

After the researcher examined the problems regarding pronunciation errors in speaking English, this interested her in examining the pronunciation errors that made by speaking class students at English Department at Universitas Negeri Padang.and the reasons why the researcher chooses 5th students is because the researcher wants to get the natural and relaxed pronunciation of the students

B. Identification of the Problem

In accordance with the background of the problems discussed above, avery common mistake that is often made in speaking can be seen from the error of how the pronunciation is made by EFL Students. In the area of pronunciation, there are several problems. First, the differences in phonological systems and characteristics between Indonesian and English.Second, segmental features. In the perspective of segmental features, in pronunciation there are individual speech sounds which are classified into two broad categories, namely, vowels and consonants. Third, suprasegmental features. There are several areas, such as stress, rhythm, intonation, and linking sound.

C. Limitation of the Problem

Based on the identification of the problem above a very common mistake that is often made in speaking can be seen from the error of how the pronunciation is made by students. The researcher limits this study on the pronunciation of English segmental features made by speaking class students' of UNP when communication in English. The researcher only select 5th semester students in the

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study of research although there will be 3rd semester students who also taking speaking class it is considered to be impractical to analyze all of the pronunciation errors of the communication . Besides, the researcher specifically explore and examine the types and the most dominant of the pronunciation errors made by students when communication.

D. Formulation of the Problem

Based on the background above, the problem that can be formulated is "What errors in pronouncing segmental feature made by speaking class students' when communicating in English orally ?"

E. Research Question

The researcher formulated the research questions as follows:

1. What are types of error in pronouncing segmental features made byspeaking class students' when communicating inEnglishorally ?

2. What type of error more dominant in pronouncing segmental feature made by speaking class students' when communicating in English orally?

F. Purpose of the Research

The purposes of the research are as follow

1. To classify by its types in pronouncing English segmental features made by speaking class students' when communicatingin English.

2. To identify what types of error is more dominant in pronouncing segmental feature made by speaking class students' when communicating in English.

G. Significance of the Study

This research is to discuss the pronunciation errors that are frequently made by 5st semester speaking class students' of English department in their advanced speaking practice. This will also help the English pronunciation teachers to understand what English phonemes that students have to practice more to in order to obtaincorrect pronunciation.

H. Definition of the Key Terms

Here are the definitions of the key terms in this research:

1. Pronunciation

Pronunciation is the competence of someone in producing sound used to make meaning. In this case, it refers to the way the subjects of the research pronounce the segmental English sounds during the presentation of their thesis proposal.

2. Segmental Feature

Segmental features are the features of pronunciation that deal with the individual sounds of a language that consist of consonants and vowels.

3. Error Analysis

Error analysis is a process involving several activities that are identifying, determining, classifying, describing and interpreting the errors made by someone who learns a foreign or second language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This research carried out the types of pronunciation errors and the dominant type of errors from the *surface strategy taxonomy*. Based on data presentation and data analysis from the previous chapter that have been discussed the conclusion is : According to the result of interview recording in students speaking class the researcher discovered that as the learners of foreign language, the students are very potential to make errors especially in pronunciation. The answer for the first question there are four types of pronunciation errors made by learners, they are the substitution, Omission, Addition and Misordering. Furthermore for the second question, the researcher also found that **Substitution** type was the most dominant pronunciation error in this study.

B. SUGGESTION

Finally, I am addressing to all involved in the English Department of Universitas Negeri Padang. Firstly, the students should learn more and practice every time.Furthermore, the researcher suggests the readers to have a positive mindset regarding correct pronunciation when speaking in English and no longer ignore the importance of pronuncing words or sentences using proper and correct pronunciation.

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