

AN ANALYSIS OF PRONUNCIATION ERRORS MADE BY THE FOURTH SEMESTER STUDENT OF ENGLISH EDUCATION DEPARTMENT

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Abstract: The purpose of this study is to find out the kinds of errors made by students in pronouncing English and To find out the factors that causes these errors to occur. The researcher used qualitative research as method to analyze the data. The data were found from the students' pronunciation of English Department at Universitas Negeri Manado in academic year 2020/2021. In analysis the data, the researcher used error analysis method by Corder as quoted by Ellis (1994: 48). There were some steps in applying the error analysis to analyze the data. The steps were 1) Collection of samples of learner language, 2) Identification of errors, 3) Classification of Error, 4) Explaining the Errors, 5) Evaluation of errors. Based on the result, researcher found 39 pronunciation errors made by the third semester student of English Education Department at Universitas Negeri Manado. The researcher also found out the factors that caused these errors to occur. The errors were caused by L1 native language disorder and the errors also caused by a lack of knowledge of the language that is the goal of learnig.

Keywords: *Pronunciation Errors, Errors, Error Enalysis, English*

INTRODUCTION

Communication is the way in which humans interact between two or more people to exchange information, give opinions or transfer ideas, etc. Communication is closely related to the language, (Liando, (2017) claims that "without language, people would find problems in sharing information". (Panambunan, Tulung & Maru, 2016) "Talking about the language, people cannot separate themselves from involvement of social communication and interaction". English is one of the languages in the world called International language, as many people from different countries use it. So that, many countries include Indonesia learns English as foreign language. (Liando, 2018:1)

"Living in the global worlds requires the ability to interact with people from all over the world, the ability to communicate using English as the lingua franca is important". This is an opportunity for us to be able to understand or share information with other people from different countries without awkward (Lumentut and Lengkoan, 2021). And this is also an opportunity or option to study abroad or to seek employment outside the country. However, many students from school or even university face difficulties when learning English, one of which is pronunciation. Because basically they are not English, so they have difficulties in pronunciation.

Basically, many English learners as a foreign language have difficulties with English pronunciation, although after many years of learning English. (Fraser, 2000:11) states "Many adult learners find that pronunciation is one of the most difficult aspects of English, and requires the teacher's explicit help." In addition, many institutions do not provide enough time and a place for learners to learn the pronunciation broadly. This often results in them facing difficulties in areas such as communication gaps, limited opportunities to learn more, and prefer to be silent than practicing to speak English or possibly avoiding Speaks English.

Those difficulties for example, students may not know how to pronounce certain sounds of English in natural speech, the sound of combinations by placing certain sounds at a certain position (Paranduk & Karisi, 2020). They may also have difficulties in distinguishing two words that have a slightly similar sound.

In this case, the problem also occurred in the fourth semester student in English Education Department at Universitas Negeri Manado. Although learners had learned speaking and phonology, they still have a great chance of making errors. In fact, not all students can pronounce well, sometimes in one presentation, answer, or give their opinion make errors in pronouncing words, and on other occasions they also made the same errors (Rondonuwu at al, 2022). It made them unconfident to pronounce other words. This condition requires the attention of the teacher, because they are English learners, they will become English teachers, so if the teacher ignores it, what they say cannot be understood by the listener because of the error.

Researcher realizes that pronunciation is important to improve their ability to be a good speaker with proper pronunciation, because it is a major component in their profession and for further education. Therefore, researchers conducted research to analyze the pronunciation of the students and identify their errors to develop teacher strategies and correction guidelines to improve students' abilities. The researcher was interested in researching "pronunciation errors made by the student of English Education Department at UNIMA Manado".

Through these studies, students are expected to be motivated to learn pronunciation well, so they will be careful every times they speak the words and will not do error.

These results are also good to be used for English teachers as a reference material in teaching English language, because the teachers will know the weakness of student in learning English especially in pronunciation. So they can teach more or anticipate these problems while the student still in the school.

For other researchers, these result are also hoped can be become an additional knowledge or a reference material that can be used to do another research.

This research delimited to the errors made by the fourth semester students of English Education Department at Universitas Negeri Manado in academic year 2020/2021. The errors limited to the segmental aspect of pronunciation that consist of consonant. Consonant sounds include voiced and voiceless.

RESEARCH METHOD

In this research, researcher used qualitative research as method to analyze the data. Because the data was in the form of student's pronunciation which recorded and transcribed in written one (in more general term those were classified into document).

According to (mack, 2005:1), "qualitative research is especially effective in obtaining culturally specific information about the values, opinion, behaviors and social context in particular population".

The data in this research were found from the third semester students class C of English Education Department at Universitas Negeri Manado in academic year 2020/2021. The researcher took the data by asking the students to pronounce the list of words that have been given them, and then recorded while they pronounced the words. And after that he asked them to return the words after they finished to pronounce it.

The data was taken by the third semester student class C of English Education Department on 24-28 February 2021. The researcher collected the data from the students' pronunciation. And in the process of collecting the data, first he asked the students to pronounce the words that have been provided and he asked the student to take a record while they were pronouncing the words.

These are the list of the words

No	Words
1	Think
2	Work
3	Walk
4	Island
5	She
6	Through
7	Dessert
8	Wors
9	Month
10	Thank
11	Find

12	Want
13	Knife
14	Bath
15	They
16	Tooth
17	Girl
18	Plumber
19	Write
20	Wednesday
21	Busy
22	Wash
23	Chassis
24	Earth
25	Right
26	Cash
27	Bold
28	Stopped
29	Advise
30	Wanted
31	Casual
32	Enough
33	With

34	High
35	Scissor
36	Vegetable
37	Knowledge
38	Dreamed
39	Receipt
40	Ship
41	Often
42	Different
43	Eight
44	Edge
45	Elephant
46	three
47	Movie
48	Scene
49	During
50	Stomach

Data verification is needed in qualitative research to convince that the research data obtained is valid.

The researcher needed help from some experts such as an English lecturer.

He asked both of lecturers to recheck the data that have been done, so they could compare it with recordings of students' pronunciation.

In analysis the data, the researcher used error analysis method. It used since it fit to the characteristics of the data and the nature of this research. (Corder, 1967:160) explained that "error analysis can deal effectively only with learner production; speaking or sentences, not with learner reception; reading and listening". Its compatibility is then strengthened by the fact that this study will try to uncover the errors occurring in language construction made by a specific group of learners and the error analysis itself. Based on (Gass & Selinker, 1994:67) there is a type of linguistic analysis that focuses on the errors made by the learners.

There were some steps in applying the error analysis to analyze the data. The following steps are based on the procedure stated by Corder as quoted by (Ellis, 1994:48).

DATA ANALYSIS

Identification of errors

Based on the tables above, the researcher found out any deviation in students' pronunciation that was omission, addition and substitution.

Sample 1

Based on the results found, Sample 1 made 25 errors when she pronounced 50 words. There were 6 omission, 2 addition, and 17 substitution.

Sample 2

Based on the results found, Sample 2 made 22 errors when she pronounced 50 words. There were 4 omission, 5 addition, and 13 substitution.

Sample 3

Based on the results found, Sample 3 made 29 errors when she pronounced 50 words. There were 7 omission, 5 addition, and 17 substitution.

Sample 4

Based on the results found, Sample 4 made 2 errors when she pronounced 50 words. There were 1 omission, 0 addition, and 1 substitution.

Sample 5

Based on the results found, Sample 5 made 25 errors when she pronounced 50 words. There were 4 omission, 7 addition, and 14 substitution.

Sample 6

Based on the results found, Sample 6 made 28 errors when she pronounced 50 words. There were 3 omission, 6 addition, and 19 substitution.

Sample 7

Based on the results found, Sample 7 made 17 errors when she pronounced 50 words. There were 5 omission, 3 addition, and 9 substitution.

Sample 8

Based on the results found, Sample 8 made 7 errors when he pronounced 50 words. There were 0 omission, 3 addition, and 4 substitution.

Sample 9

Based on the results found, Sample 9 made 7 errors when he pronounced 50 words. There were 0 omission, 3 addition, and 4 substitution.

Sample 10

Based on the results found, Sample 10 made 15 errors when he pronounced 50 words. There were 2 omission, 3 addition, and 10 substitution.

Classification of Error

Researcher classified the error which have been found through the identification into 2 kinds of error, which are Interlingual error and Intralingual error. Based on the

result, from 50 words He only found 39 words that students often made. So he used 39 words to determine the kind of the words.

Based on the result from categories of error, there were 6 errors omission, 9 errors addition, 24 errors substitution.

Based on the result from kinds of error, there were 24 interlingual errors, and 15 intralingual errors.

Basically, error omission and error addition are kind of intralingual error. And error substitution is interlingual error.

Explaining the Errors

This step, the researcher explained 39 errors that have been found, including categories of the error (omission, addition, and substitution), kinds of errors (interlingual and intralingual).

1. / think /

Many students made an error in this word, the correct pronunciation in this word is / θ ɪ ŋ k /, but the students pronounced it / tɪ ŋ k /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

2. / knowledge /

Many students made an error in this word, the correct pronunciation in this word is / n ə : l ɪ d ʒ /, but the students pronounced it / kn ə : l ɪ d ʒ /. The error found in the sound / k /, because the sound / k / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

3. / walk /

Many students made an error in this word, the correct pronunciation in this word is / w ɔ : k /, but the students pronounced it / w ɔ : lk /. The error found in the sound / l /, because the sound / l / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

4. / eight /

Many students made an error in this word, the correct pronunciation in this word is / eɪ t /, but the students pronounced it / eɪ g /. The error found in the sound / g /, because it should be / t /. This kind of error is error substitution, and categorized as error interlingual.

5. / she /

Many students made an error in this word, the correct pronunciation in this word is / ʃ i /, but the students pronounced it / s i /. The error found in the sound / s /, because it should be / ʃ /. This kind of error is error substitution, and categorized as error interlingual.

6. / through /

Many students made an error in this word, the correct pronunciation in this word is / θ r u : /, but the students pronounced it / t r u : /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

7. / dessert /

Many students made an error in this word, the correct pronunciation in this word is / d ɪ . z ɜ : t /, but the students pronounced it / d ɪ . s ɜ : t /. The error found in the sound / s /, because it should be / z /. This kind of error is error substitution, and categorized as error interlingual.

8. / elephant /

Many students made an error in this word, the correct pronunciation in this word is / e l ɪ f ə n t /, but the students pronounced it / e l ɪ p ə n t /. The error found in the sound / p /, because it should be / f /. This kind of error is error substitution, and categorized as error interlingual.

9. / month /

Many students made an error in this word, the correct pronunciation in this word is / m ʌ n θ /, but the students pronounced it / m ʌ n t /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

10./ thank /

Many students made an error in this word, the correct pronunciation in this word is / θ æ ŋ k /, but the students pronounced it / t æ ŋ k /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

11./ faind /

Many students made an error in this word, the correct pronunciation in this word is / f a ɪ n d /, but the students pronounced it / f a ɪ n /. The error happened because there is no sound / d / in this word. This kind of error is error omission, and categorized as error intralingual.

12./ want /

Many students made an error in this word, the correct pronunciation in this word is / w a : n t /, but the students pronounced it / w a : n /. The error happened because there is no sound / t / in this word. This kind of error is error omission, and categorized as error intralingual.

13./ knife /

Many students made an error in this word, the correct pronunciation in this word is / n a ɪ f /, but the students pronounced it / k n a ɪ f /. The error found in the sound / k /, because the sound / k / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

14./ bath /

Many students made an error in this word, the correct pronunciation in this word is / b æ θ /, but the students pronounced it / b æ t /. The error found in the sound / t /,

because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

15./ they /

Many students made an error in this word, the correct pronunciation in this word is / ð e ɪ /, but the students pronounced it / d e ɪ /. The error found in the sound / d /, because it should be / ð /. This kind of error is error substitution, and categorized as error interlingual.

16./ tooth /

Many students made an error in this word, the correct pronunciation in this word is / t u : θ /, but the students pronounced it / t u : t /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

17./ girl /

Many students made an error in this word, the correct pronunciation in this word is / g ɜ : r l /, but the students pronounced it / g ɜ : l /. The error happened because there is no sound / r / in this word. This kind of error is error omission, and categorized as error intralingual.

18./ plumber /

Many students made an error in this word, the correct pronunciation in this word is / n a ɪ f /, but the students pronounced it / k n a ɪ f /. The error found in the sound / k /, because the sound / k / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

19./ write /

Many students made an error in this word, the correct pronunciation in this word is / r a ɪ t /, but the students pronounced it / w r a ɪ t /. The error found in the sound / w /, because the sound / w / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

20./ dreamed /

Many students made an error in this word, the correct pronunciation in this word is / d r i m d /, but the students pronounced it / d r i m/. The error happened because there is no sound / d / in this word. This kind of error is error omission, and categorized as error intralingual.

21./ busy /

Many students made an error in this word, the correct pronunciation in this word is / b ɪ z i /, but the students pronounced it / b ɪ s i /. The error found in the sound / s /, because it should be / z /. This kind of error is error substitution, and categorized as error interlingual.

22./ wash /

Many students made an error in this word, the correct pronunciation in this word is / w a : ʃ /, but the students pronounced it / w a : s /. The error found in the sound / s /, because it should be / ʃ /. This kind of error is error substitution, and categorized as error interlingual.

23./ chassis /

Many students made an error in this word, the correct pronunciation in this word is / ʃ æ s i /, but the students pronounced it / ʃ æ s i s /. The error found in the sound / s /, because the sound / s / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

24./ earth /

Many students made an error in this word, the correct pronunciation in this word is / ɜ : r θ /, but the students pronounced it / ɜ : r t /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

25./ right /

Many students made an error in this word, the correct pronunciation in this word is / r a ɪ t /, but the students pronounced it / / r a ɪ g / . The error found in the sound / g /, because it should be / t /. This kind of error is error substitution, and categorized as error interlingual.

26./ cash /

Many students made an error in this word, the correct pronunciation in this word is / k æ ʃ /, but the students pronounced it / k æ s /. The error found in the sound / s /, because it should be / ʃ /. This kind of error is error substitution, and categorized as error interlingual.

27./ receipt /

Many students made an error in this word, the correct pronunciation in this word is / r ɪ . s i : t /, but the students pronounced it / r ɪ . s i : p /. The error found in the sound / p /, because it should be / t /. This kind of error is error substitution, and categorized as error interlingual.

28./ stopped /

Many students made an error in this word, the correct pronunciation in this word is / s t a p t /, but the students pronounced it / s t a p /. The error happened because there is no sound / t / in this word. This kind of error is error omission, and categorized as error intralingual.

29. / advise /

Many students made an error in this word, the correct pronunciation in this word is / ə d . v a ɪ z /, but the students pronounced it / ə d . v a ɪ s /. The error found in the sound / s /, because it should be / z /. This kind of error is error substitution, and categorized as error interlingual.

30./ wanted /

Many students made an error in this word, the correct pronunciation in this word is / w a : n t ɪ d /, but the students pronounced it / w a : nɪ d /. The error happened because there is no sound / t / in this word. This kind of error is error omission, and categorized as error intralingual.

31./ casual /

Many students made an error in this word, the correct pronunciation in this word is / k æ ʒ u ə l /, but the students pronounced it / k æ s u ə l /. The error found in the sound / s /, because it should be / ʒ /. This kind of error is error substitution, and categorized as error interlingual.

32./ enough /

Many students made an error in this word, the correct pronunciation in this word is / ɪ. n ʌ f /, but the students pronounced it / ɪ. n ʌ g /. The error found in the sound / g /, because it should be / f /. This kind of error is error substitution, and categorized as error interlingual.

33. / with /

Many students made an error in this word, the correct pronunciation in this word is / w ɪ θ /, but the students pronounced it / w ɪ t /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

34./ high /

Many students made an error in this word, the correct pronunciation in this word is / h a ɪ /, but the students pronounced it / h a ɪ g /. The error found in the sound / g /, because the sound / g / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

35./ often /

Many students made an error in this word, the correct pronunciation in this word is / ɔ : f n /, but the students pronounced it / ɔ : f t n /. The error found in the sound / t

/, because the sound / t / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

36./ vegetable /

Many students made an error in this word, the correct pronunciation in this word is / v e d ʒ t ə b l /, but the students pronounced it / v e ge t ə b l /. The error found in the sound / ge /, because it should be / dʒ /. This kind of error is error substitution, and categorized as error interlingual.

37./ three /

Many students made an error in this word, the correct pronunciation in this word is / θ r i : /, but the students pronounced it / t r i : /. The error found in the sound / ge /, because it should be / dʒ /. This kind of error is error substitution, and categorized as error interlingual.

38./ ship /

Many students made an error in this word, the correct pronunciation in this word is / ʃ ɪ p /, but the students pronounced it / s ɪ p /. The error found in the sound / s /, because it should be / ʃ /. This kind of error is error substitution, and categorized as error interlingual.

39./ scene /

Many students made an error in this word, the correct pronunciation in this word is / s i : n /, but the students pronounced it / s k i : n /. The error found in the sound / k /, because the sound / k / should be silent in this word. This kind of error is additional error, and categorized as intralingual error.

After explaining the errors, the researcher also uncovered the sources of the errors.

The errors were caused by L1 native language disorder, where students tend to use their linguistic knowledge of L1 on some linguistic features of the target language,

thus causing errors. The errors also caused by a lack of knowledge of the language that is the goal of learning, so that student often made errors.

Evaluation of errors

Evaluating the errors involved drawing conclusion.

Based on result above, the researcher provided 50 words as the sample, the words were pronounced by 10 students, and the error only occurred on 39 words. The 39 errors divided into 3 categories of error, there were 6 omission, 9 addition, and 24 substitution. He also classified 39 words into 2 kinds of error, there were 24 interlingual errors, and 15 intralingual errors. Basically, omission and addition are intralingual, and substitution is interlingual error.

CONCLUSION AND SUGGESTION

In this research, researcher found 39 pronunciation errors made by the third semester student of English Education Department at Universitas Negeri Manado. The 39 errors divided into 2 kinds of error, they were 24 interlingual errors and 15 intralingual errors. Interlingual errors were the most error occurred, that was 24 errors. The sound that often occurred was / θ /, many students made an error in this sound, for example in the word / think /, the correct pronunciation in this word is / θ ɪ ŋ k /, but the students pronounced it / t ɪ ŋ k /. The error found in the sound / t /, because it should be / θ /. This kind of error is error substitution, and categorized as error interlingual.

The researcher also found out the factors that caused these errors to occur. First, mother tongue / first language referred to as L1. The errors were caused by L1 native language disorder, where students tend to use their linguistic knowledge of L1 on some linguistic features of the target language, thus causing errors. Second, the errors also caused by a lack of knowledge of the language that is the goal of learning, so that student often made errors. The researcher suggest to the next researcher, when you want to research about pronunciation errors, you should first learn about phonology and must understand all the sounds in consonant and vowel. So that, when doing research on pronunciation errors, it can be done easily. And when

choosing the object of research, choose the object of research that matches what is being studied. For example, when doing research on pronunciation, do it in a place that has large number of English users. Learning about pronunciation or phonology is very important. Because, it's useless when we memorize a lot of English words but don't know how to pronounce them. So that listeners will not understand what are we saying. The researcher hopes that the result of this study can be used to improve the understand about pronunciation and phonology.

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