Common Pronunciation Errors Made by Students of English Language and Literature Department at Universitas Negeri Padang

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Abstract

This study was aimed 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 errors pronunciation in 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 by phone calling. Based on data analysis, the researcher found that some sounds that are often mispronounced are [ð], [θ], [k], [ʒ], [tʃ], [ɔ:], and [ʊ]. All these errors make up almost 70% of the data. The single largest error occurred in [ð] and the occurrence was 76 times which the errors was 18% and the other largest error occurred in [θ] where the frequency about 59 times which the total errors counted 14% .then the sounds [k], [ʒ], [tʃ], [ɔ:], and [ʊ] have a relatively smaller error rate, namely 9%, 8%,8%, 7%. , and 6% respectively. In conclusion, from 30 students, it was found that there were a total of 423 errors made by students. Consonant errors are more obvious than vowel errors. The consonant error frequency is 293 which is more than 69% of the total errors, and the vowel error is 132 which is almost 31% of the errors.

INTRODUCTION

Speaking is one of four skills in learning English. Most of EFL learners have their own mindset for learning English is a hard thing to be done. In general, students in Indonesia have negative assumptions about English stereotypes, especially in speaking English. "Most English learners, speaking a foreign language often encounter difficulties" (Nunan, 2003, p.342). a teacher will really need extra strategies to teach students to speak English in order to build the students.

Difficulty in speaking is a common thing encountered by students, both grammatical errors and pronunciation errors. One of the pronunciation errors is slip of the tongue. Paul (2013) defines that a slip of the tongue is a mistake made while speaking, and which can be revealing about the processes and representation used during language production. The researcher also agrees with Paul's idea because someone actually has planned what he will say and then he delivers it. Teaching pronunciation to Indonesian students is difficult. Erdoan (2005) states that in the process of learning a foreign language, always making mistakes is a natural thing and cannot be avoided. 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.

Majority of English language teachers incline to give special attention to grammar and However, some researchers (for example, Morley, 1991; Harmer, 2007; Gilakjani & Sabouri, 2016; Gilakjani, 2017) argue that pronunciation remains over-looked. The 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) and 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 understand them when they speak. Along with this, people might judge them as 'incompetent 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 and 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 bad 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) "a particular voice or sound is produced by pronunciation". Unlike articulation which refers in the actual production of speech sounds in the mouth, listeners will more easily perceive sound if it is emphasized from the mouth, for example: you pronounce this word incorrectly, and still associate the spoken word with its written form. for example: In the word knife, k is not pronounced. So, in improving the problem of oral teaching, it really needs to be focused and needs to be investigated related to pronunciation errors, so the research subjects found a number of segmental pronunciation problems consisting of consonants and vowels.

The problem of consonant sounds is the substitution of sounds [θ],[ð],[v], , [ʒ], [ʃ] [z] [tʃ] and the deletion of sounds [g] [k], [S] and [t] . The problem with pure vowel sounds is the sound substitution of , [i][ɪ],[ɒ] [ɛ], [ʊ], [ʌ], [ə][ɜː], , [ɔː] and and the insertion of the sound [ə] in between two consonants. Problems with diphthongs are: monophthongs sound[əʊ],[aʊ], [eɪ], [ɪə], [aɪ], and Replacing the 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, Bayraktaroglu (1985) in his analytical study of native Turkic speech. He explained that the contrastive analysis was inaccurate in pronouncing errors made by the Turkish subjects. He also said that from the British and Turkish systems errors cannot be predicted through previous comparisons, but by analysis of the actual error results

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). By using a reading aloud task, he found phonological interference spoken in English by elementary school students at SDN Rahmat, Kediri, East Java. as many as nineteen types of interference in the segmental aspect, consisting of nine vowel substitutions, two vowel shortening and four consonant changes, two consonant omissions, and two consonant additions.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, testing individual voices was one of the limitations of previous studies. he focuses more on the task of reading aloud, rather than on actual performance which ensures more natural and relaxed pronunciation. Only a few take part in testing such performance, it is undeniable that there is still a need to dig

deeper into the learning errors in English Pronunciation made by students in speaking, and debating rather than testing individual voices. on the other hand, information is available in the literature about pronunciation errors made by West Sumatran learners. This study aims to further develop points that focus on faults in segmental features.

After the researcher examined the problems regarding pronunciation errors in speaking English and also after completing the teaching practicum in a junior high school in one of the schools in the city of Padang, 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

METHOD

This study implemented qualitative reserach which uses descriptive method as it is intended to describe and explain the pronunciation errors phenomena in context specific setting, in this case at 6th semester college students who have already taken speaking class of UNP. As Gay, Mills & Airasian (2012) stated that "Qualitative research seeks to deeply define research in order to gain an in-depth understanding of what is, why it occurs, and how participants perceive it in the context" (p. 12). So, it is suitable for this research which to gain an in-depth comprehension of errors pronouncing segmental features at speaking class students at Universitas Negeri Padang.

Table 1. Table of Classifying the Errors

Word(s)	Correct transcription	Students transcription	Explanation	Types of error
			1.	1.
			2.	2.

RESULT AND DISCUSSION

Before obtaining the data, some steps were taken, such as making a table to collect the data into and making a phonological transcription based on the audio transcript.

A. Research Finding

THE PERCENTAGE OF TOTAL ERRORS

Vowel 31%
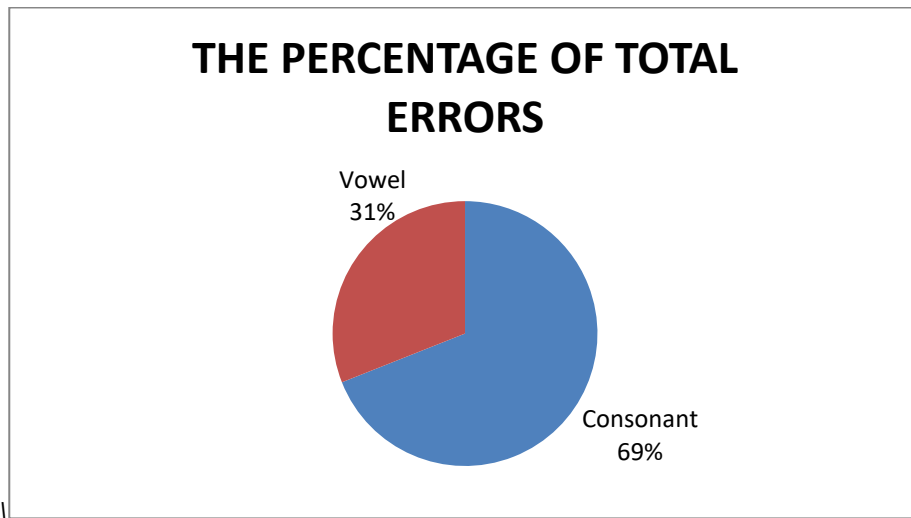
Consonant 69%

Based on the table above, across the 30 students, it was found that in total there were 423 errors made by the students . Consonant errors were more apparent than vowel errors. The frequency of consonants error was 293 which made up more 69% of the total errors, and vowel errors were 132 which made up almost 31% of the errors.

B. Data Analysis

The researcher will look at the results separately to start with to address each research question, each of which represents the results relating to one of the research questions. Firstly, regarding the first research question that is the frequently mispronounced sounds. . On the whole, the chart below provides a summary of the frequently mispronounced sounds.

THE PERCENTAGE OF MISPRONOUNCED SOUNDS

rest of sounds 30%

/ð/ 18%

/θ/ 14%

/k/ 9%

/ʒ/ 8%

/tʃ/ 8%

/ɔ:/ 7%

/ʊ/ 6%
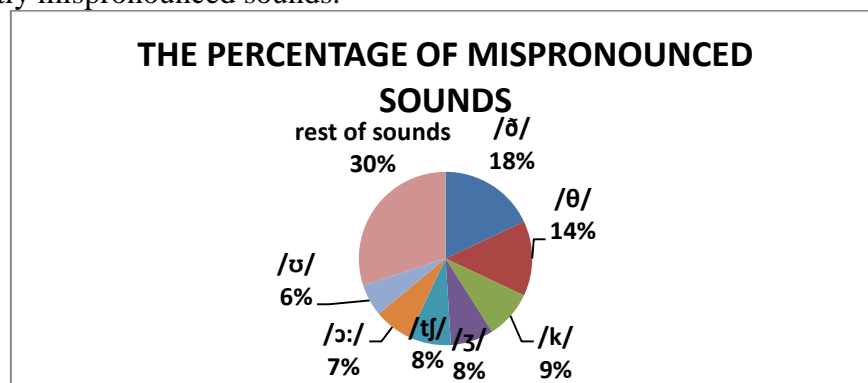
from 425 errors made by 30 students, it was found that there were some sounds frequently mispronounced that were [ð], [θ], [k], [ʒ], [tʃ], [ɔ:], and [ʊ]. All of these errors made up nearly 70% of the data. The single biggest error occurred on [ð] where the occurrences were 76 times which made up 18% of the errors, and the other error was on [θ] it was found 59 in the total 14% of the total errors. then, the sounds

[k], [ʒ], [tʃ], [ɔː], and [ʊ] had a relatively smaller occur-rence on the total of errors, at 9%, 8%,8%, 7%, and 6% respectively.

Discussion

Looking across the prior studies, there is good agreement between the re-sults of this study with previous findings of current research in error analysis of pronunciation. To begin with, several studies put forward that the fricatives [ð], and [θ] these sounds are the most dominant error that found to be problematic (Riyani & Prayogo, 2013; Emran & Anggraini, 2017; Islamiyah, 2012; Nosratinia & Zaker, 2014; Mathew, 2005; Pallawa 2013). Kurniawan (2016) conducts a distinctive study that focuses on [ð] and [θ] and found that the percentage of correct pronunciation is low. These studies found that [d] is a common substitution for [ð], and [t] is a common substitute for [θ]. This is similar to the results of this study. Islamiyah (2012) discovered that [s] also being substi-tuted for [θ], and Stibbard (2004) also found that [f] being substituted for [θ]. How-ever, these are not found in the current study.

Another important finding is the sound [ə] was significantly realized as many different sounds. The re-sults differ to some extent considerably from those of Emran & Anggraini, 2017; Nosratinia & Zaker, 2014. They found that [ə] was substituted limitedly as [ɒ], [ɪ], and [e]. The current study confirmed these two realizations, but this study a large variety of realizations. Emran & Anggraini, 2017 also found that [e] was substituted as [ɪ] and [iː]. This study has been unable to demonstrate the evidence of the sub-stitution of [e] as [iː]. This study found that [e] was realized a [eɪ], [æ], [ə], [ɪ], and [a]. Likewise, in contrast to these studies, no evidence of error on [ʌ] was detected.This study found [ʌ] was substituted as several sounds, but the most prominent is [ɒ].

conclude, some mispronunciations found in the current study happened because of developmental factor that found to have a good correlation between this study and previous findings. However, looking at the evidence, there is a great sig-nificance influence of the first language in the present data. A simple and more intuitive explanation described by Stibbard is that one speaks English with the seg-mental inventory of their first language (2004, p. 137).

CONCLUSION

This study has found that [ð], [θ], [f], [k] [v] [t] [s], [g], [ʤ], [z], [tʃ], [d], [e], [æ], [iː], [əʊ], [ə], [eɪ], [uː], [ɜː], [ɔː], [ɪ], [ʌ], [ʃ], [ɑː], [aʊ], [l], [ɒ], [aɪ], [ʒ], , [ɪə] and [r] were the sounds that erroneously mispronounced by the participants. Taken as a whole, the majority of errors occurred in consonant sounds, which made up 61% of the total errors. On the other hand, errors in vowels were 39% of the total errors

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