The Pronunciation Errors Made by Students of Frist Grade of SMA Frater Makassar

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Abstract

This study aims to find out what sounds are wrongly spoken and the classification that causes pronunciation errors made by students. The method used in this research is descriptive qualitative with a sample of class X IPA 1 which consists of 20 students and the sample was selected by using the cluster random sampling technique. In obtaining the data, the researchers used a reading test and documentation (recording) as an instrument. The results found that pronunciation errors made by students amounted to 22 sound errors such as in sounds (e), (i), (i:), (l), (s), (k), (a), (p), ( ), (r), (h), (t), (g) (z), (ʊ), (n), (ʌ), (f), (d), (c), (ɔ:) and (_). The classification of the causes of student pronunciation errors are 5 (five) such as mother tongue, phonological interference, avoidance, interlanguage transfer, and native language. So, it can be concluded that the pronunciation errors made by students are quite large, and the errors are caused by their first language so students often change the meaning. It is necessary to have extra practice for students in communicating and learning English so that there are no pronunciation errors so that in the future students can be better than before.

Keywords: *Pronunciation, error, students' error.*

1. Introduction

English is an international language that is very developed and dominates the world. In this case, mastering a foreign language is a very important thing in today's modern society and global region. English also takes part as a means of communication not only in countries that use English as a first language but also in other languages, countries that use it as a second or foreign language, such as Indonesia. Then, the Ministry of Education and Culture puts English as a foreign language, in other words, this language must be studied by students and teachers in schools and universities. For students, English is not their first language but a second language after their mother tongue, but they face some problems during the process of acquiring a second or foreign language, especially in English pronunciation. Furthermore, this language has been used as everyday language, they have heard it since they were toddlers, so, their mother tongue is attached as part of their habits and life. Therefore, to produce and learn a new language again, they will face some difficulties to accept something different for them (Murcia, Brington, and Godwin, 2010).

Communicating using a foreign language is certainly not easy because there are things that are very important in communicating, Namely pronunciation. After all, if their pronunciation is wrong, then when communicating there will certainly be a misunderstanding of the meaning of their communication due to the wrong pronunciation. Most students usually make mistakes in pronouncing words.

Pronunciation plays an important role in our personal and social life because the way we speak reflects our identity, and shows our association with a particular community (Seidlhofer, 2001). In this regard Pronunciation has a role in improving speaking skills such as in passing oral exams given by teachers in schools, for university graduates, clear Pronunciation during job interviews, presentation of proposals, negotiations, and other professional instructions is essential to ensure their successful transition to the professional world. If their Pronunciation is very difficult for them to get away from abroad. Pronunciation is also a sub-skill in speaking that has a very important role because if you speak without considering pronunciation, it will cause different interpretations in meaning between the speaker and the listener.

Factors that cause errors, the first language disorder and the target language being studied. Errors that are caused by distraction or reflecting the structure of the original language are called interlingual errors.

Then, there are two types of sounds or voices in English that have their respective symbols and pronunciations, namely vowels and consonant. Consonants state that are speech sounds produced by a kind of constriction in the vocal tract.

At school, of course, students are taught by their teachers to speak English in front of the class, but many students are sometimes shy, and afraid, and do not care about their English practice, this is why many students often mispronounce a sentence in English.

2. Literature Review

2. 1. Definition of Pronunciation

Purbowati (2008: 9) states that pronunciation is one of the most important elements associated with the focus on language learning, especially when speaking. This sentence from Wallace Robinette's book "Teaching English to" "Speakers in another language" on page 64a. That is one of the most important aspects of learning a second language is the effort to master the system for pronouncing a language. Yates (2002) said pronunciation is the way someone produces sounds that are used for making a meaning involving the segmental aspect (the particular sound of language) through the stage of individual sound and suprasegmental aspects such as stress, timing, phrasing and rhythm.

So, the definitions of pronunciation from the experts all say that pronunciation is the sound produced by the human voice itself, then in pronunciation, also involves a word and a consonant sound that gives the meaning as when speaking in a regional language and also recognizes sounds and produces sounds.

a. Consonant

Davis Oden explained that a non-vowel sound is a consonant, he also said that the 24 voice consonants in English are (p), (b), (t), (d), (k), (g), (f), (v), (s), (z), (ʃ), (ʒ), (ʧ), (ʤ), (Ө), (ð), (m), (n), (ŋ), (h), (i), (r), (w), and (j). These consonants are produced through mouth sounds, which usually have different articulation locations.

b. Diphthongs

Diphthongs are sounds that have the same characteristics as vowels. Kelly (2000:1) says that the diphthongs sound is long and louder because in this sound the pounding sound is at the beginning of the sentence and can be at the end, so it can be said to be a combination of vowel sounds because produce long sounds, as in /eə/, /ɪə/, and /ʊə/, they are called 'centering' because /ə/ is a central vowel and closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/ such as: /eɪ/, /ɑɪ/, /ɔɪ/,/ɑʊ/, and /əʊ/.

c. Vowel

According to the Oxford dictionary, vowel sounds are speech sounds in which the mouth is open and the tongue does not touch the top of the mouth, or the teeth, then in vowels, there are short vowels and long vowels like vowel

sounds. (iː), (ɪ), (e), (æ), (ə), (ɜː), (ʌ), (ɑː), (uː), (ʊ), (ɔː), (ɒ), (eɪ), (ɔɪ), (aɪ), (əʊ), (aʊ), (ɪə), (eə).

2. 2. Definition of Error

Hornby (1987:29) says that error is a condition where it is wrong, both in beliefs and behavior as well as a speech made by students. According to Masari (1999:17), errors in speaking a second language are learning. For students to know and learn foreign languages as in linguistics. In this case, of course, there is wrong or incomplete learning when learning this second language, in other words, it can cause mispronunciation by students.

2. 3. Types of Error

The types of errors state that various types occur in pronunciation, such as in terms of spelling to standard language rules and their phonology in producing a different sound.

a. Native Language

According to Marry Ann that the first language greatly influences the pronunciation of the target language (second language) and is an important factor in foreign accents. It means that students may not be able to learn English well because students find it difficult to pronounce English words. After all, they are not in their mother tongue.

b. Phonological Interference

Phonological interference is a language speaker in terms of hearing sounds in a foreign language, then reinterpreting the foreign language into their language such as the phoneme /a/ for example. In this case, this type of interference can produce different types of pronunciation errors, when mispronunciations tend to be more clear because surely they will not find out the meaning and purpose of the pronunciation they have just spoken, then this phonological interference can also produce more subtle errors, because the sound produced is close to a predictable sound so it can be concluded that every word can be understood as in an accent in public speech, in

this case, it can cause confusing word meanings for listeners.

c. Mother Tongue

In their mother tongue, it has a considerable influence on people who are just learning a new language (L2), especially in learning English pronunciation. Most of the students prefer to change a foreign language to their local language (native language) causing mispronunciation. Problems, in this case, are also sometimes due to the lack of practice of students to hone their pronunciation in English so that their tongue becomes stiff (Alkhuli, 1983).

d. Interlanguage Transfer

In this interlanguage transfer when a language learner tries to produce sounds from L2, in that case, the success that can be obtained depends on their relative ability to separate L2 from the repertoire of L1 phenomes and allophones. Then it is often associated with two languages that contain sounds, that sound the same but when they are articulated they are different, so in this case, acoustically they are considered to deviate from the target by the listener. It can be concluded that interlanguage transfer is a person's ability to properly impart linguistic knowledge to others, but sometimes some obstacles usually hinder the transfer, one of which is in the person's ability.

e. Avoidance

This avoidance is a general tendency of students at school to be able to avoid these aspects of production which they already know the problem with, in this case, it can be said that students know difficult and easy grammar so they will not take the risk to choose grammar. The language contained in a journal is to be spoken in front of their teacher.

3. Research Methodology

3. 1. Research Design

In this study, the researchers used qualitative descriptive, research descriptive in which this

research is in the form of an overview and a table, Sugiono (2005) says that qualitative research is also in the form of describing the object being studied thoroughly. So, if it is concluded that this qualitative research tends to analyze the data inductively and naturally.

3. 2. Research Instrument

In this research instrument, the researchers collect data using documentation. In this documentation, the researchers recorded each student to find out the error's pronunciation spoken by the students.

4. Findings and Discussions

This section summarizes the results found by the researchers, such as in the questions posed previously, namely what sounds are often mispronounced by the students SMA Frater Makassar and what are the classifications of pronunciation errors made by the students SMA Frater Makassar, especially in class X IPA 1.

The results found that there are still many pronunciation errors made by students SMA Frater Makassar, the following is a table description of the differences in correct pronunciation and error pronunciation made by the students as follows

In this section, we will discuss sound errors and the classification of pronunciation errors caused by students:

a. Sound Error

Based on the results of the students' pronunciation recordings, it was found that there were 22 sound errors made by students. One of the sounds with the most errors was in sound (e) as in the words Remote (rɪ'məʊt to re'məʊt), next sound is (a) as in the words Adopted (/ə'dɒptd/ to/a'dɒptd/), sound (i) as in Pack (/pæk /to /pik/), sound (i:) as in Wild (/waɪld/ to/ wi:ld/), in the sound (l) of Villagers (/vɪlɪdʒrs/ to /vɪlɪdʒl/), on sound(s) like Wolves (wʊlvz to /wʊlves/), in sound (k) Hesitate (hezɪteɪt to /hesɪtek /), On sound (p) in Famous

(feɪməs to peɪməs), on sound (dʒ) on Little (/lɪtl / to / lɪdʒl/), on sound (r) on Groceries (/ɡɹəʊs(ə)ɹɪz/ to /rəʊs( )ɹɪz/), sound (h) of the word Kazuha (kazuha to kahula), sound (t) in the word Lived (lɪvd to/lɪvt/), on sound (ɡ) on Incident (/ɪnsɪdənt/to /ɪnsɪd(ə)nɡ/), on s ound (z) is on the word Innocent (/ɪnəsnt to /ɪnəznt/) , On sound (ʊ) on words Shocked (/ʃɒkt/ to/ʃəʊkt/) , On sound (n) on words Dangerous (dānj(ə)rəs to /dāin(ə)rəs /) , On sound (ʌ) is on When (/wen/, to /wʌn/) , on sound (f) on the word Grandparents (ɡ ɹæn(d)pɛəɹənt/ to ɡ ɹæn(d)fɛəɹənt/), on sound (d) on the word Terrible (terəbəl to /derəbəl/), on sound (c) is in the word (terəbəl to cerəbəl) , in sound (ɔ:) is in the word Horrifically (/hə'rifəklē /to /ɔ:'rifəklē/) and in sound ( ) is a missing sound where students step over the word such as in the words Villagers (vɪlɪdʒrs/ to /vɪlɪdʒ_/).

It can be seen that the difference in the sound of the pronunciation of English and the pronunciation of students the location of articulatory pronunciation is different for each word. In this case, it can be seen clearly that the students lack practice in learning English words, so the researchers found the difference between each word and sound that is sounded or read by students. When carrying out research it is seen that students are still very vulnerable to using standard Indonesian in this case caused by factors from their local language so that when they read

b. Classification

In the Classification of errors in pronunciation made by students, it was found that 5 (five) categories caused students' pronunciation errors. One of which was Mother Tongue, where the influence of their first language caused the change of the word into their own language so that the students preferred to use their local language as in the word Kazuha to kahula, we can see the difference in pronunciation, phonological interference in this category it can be said that students sometimes confuse the teacher with and how to pronounce students in English words such as the example of the word Groceries, in this word students change it to their own language,

as can be seen the pronunciation of students' pronunciation and the correct pronunciation of English for example: (/ɡɹəʊs(ə)ɹɪz/ to /rəʊs(ə)ɹɪz/), Interlanguage Transfer in this classification, it can be said that deviant behavior when students read the word in a foreign language as seen in the word Pack (pæk to pek), it is clear that deviations made by students such as in sound (æ) and (e) deviation it is in the middle and indeed when it is read it is almost the same as the word but the meaning is different, native language in this classification it can be concluded that students cannot read the word because students perceive the word as a new thing for them so they say they don't know and are forced to change the language according to what they think, whether according to the student or not. wrong pen if they read it like the word Horrifically (/hə'rifəklē /to/ɔː'rifəklē/), and in the avoidance category classification in which the student deliberately changes the word into their sentence for fear of being wrong as in the words, Grandparents(ɡɹæn(d)pɛəɹənt/to/hɹæn(d)pɛəɹənt/) in sound (g) and (h) it is very clear that the word grandparents is a word that is easy to pronounce but students' self-esteem has decreased and has resulted in fear of misreading so they are intentionally wrong. Then it was also found that some students could not pronounce the letter (r) because these students were born with defects such as from the English word girl pronunciation and students (ɡɜː(r)I to gel). so in this case it can be concluded that students need more reading and speaking practice in English even though this language is a foreign language but it is still an international language, the factors that cause it are lack of practice, lack of vocabulary, lack of attractiveness in learning English, there is a fear of being wrong, lack of confidence, and not focusing when learning a foreign language, students should have more practice in learning English so that students do not have trouble later in the future and do not cause misinformation, namely meaning, the accents used by students in this case such as Toraja accents, Irian Jaya, and Mamasa.

5. Conclusions

a. The errors in pronunciation made by students are found in sound (e) where students tend to have more errors because of the results of using Indonesian fluently in English when they read words, as well as other sound errors such as (i), (i:), (l), (s), (k), (a) where the number of errors in each word is 3, then the sound, (p), (dʒ), (r), (h), (t), (ɡ) there are 2 in each word, in sound (z), (ʊ), (n), (ʌ), (f), (d), (c), (ɔː) there is only 1 in each word and sound (_) there are 2 missing from the words read by students. As a result, it can change the meaning, if students do not pay attention to these important things.

b. In this classification, there are categories of mother tongue, phonological interference, avoidance, Interlanguage transfer, and Native Language. In these 5 categories the causes of pronunciation errors made by students, if students prefer to use fluent Indonesian in English or change English words to their mother tongue, it will be difficult for them in the future, and if students lack confidence, doubt -doubt, fear of being wrong, and shame, it will be difficult for them to develop to be better.

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