PRONUNCIATION ERRORS MADE BY THE SIXTH SEMESTER STUDENTS

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Abstract

English language is a second language to most pupils in Indonesia. The importance of mastering English language to a certain level of proficiency is highlighted in the National Education Blueprint - 2013-2025. Many of the pupils have very strong mother tongue (L1) influence which hinders the acquisition of English language. The lack of exposure to English language has resulted to limited vocabulary among pupils from rural and semi-urban schools. This has led them to being weak in English language. The use of "Animated Cartoons" via YouTube is introduced to develop their listening skills and expand their vocabulary in order to master English language. Thus, the focus will be on 10 weak ability Form 1 pupils with strong influence of L1 background. Data was collected based on pre and post-test score and a questionnaire survey data was also collected and analyzed using descriptive statistic. The findings found that the use of 'Animated Cartoons" had a positive impact on the pupils and increased their acquisition of vocabulary and listening skills. Thus, it is crucial that the use ICT be integrated in English language curriculum to enable low proficient pupils' mastery of the language and fulfil the vision in the National Education Blueprint.

Key words: Phonology, Phonetics, English Consonants

INTRODUCTION

In general, people who learn L2 (second language) will have difficulties in pronouncing and making sentences. They know some vocabularies, but they mostly do not know how to use them (in what parts of sentence or in what context). Similar to writing problem, in speaking, the learners of L2 will firstly make many errors since it is not their mother language. Difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners (Ambarwati & Mandasari, 2020; Choirunnisa & Sari, 2021).

Learning grammatical rules also one of way to improve our knowledge does not matter how old the learners are. However, each person in different ages, will shows different progress in learning language. Some of them will gradually understand the grammatical rules and some will need more time to understand in constructing and comprehending new sentences in language (Afrianto, 2017; Oktavia & Suprayogi, 2021). Unfortunately, even some of learners have already take courses for about years they still make errors.

In learning English for example, learners keep doing similar mistakes of pronouncing and writing (mostly pronouncing) who state that "language learners may find difficulties in learning to speak English well because several spelling may be represented by a single sound" (Keith et al., 1974; Suprayogi et al., 2021; Wahyuni et al., 2018). There are so many factors that learners made errors, one of them is because of their lack of knowledge (Lestari & Wahyudin, 2020; Qodriani, n.d.; Septiyana & Aminatun, 2021). When they do not even know how to pronounce words they will keep doing the errors.

These kind of mispronounce and mistyping phenomena mostly happens in countries that learn English, one of them is Indonesia. In Indonesia, since English is acts more like a foreign language than a second language for the users, there is no reason for the society to learn English more than just as a study. The reason for adopting English as the first foreign language is because science and technology are the world culture and the means to acquire and keep up with the development of science and technology in Indonesia is English (Novawan et al., 2020; Utami et al., 2021). Therefore, this kind of reason also makes the learners of English language keep doing the same errors, both in pronunciations and writing.

In that case, the writer considers that mispronunciation is quite an important matter since when people mispronounce diction or word; it will produce different meaning or leading (Puspita & Pranoto, 2021; Schrape, 2018; Syambas et al., 2018). Moreover, if the learners are able to fix their errors, it means that they are improving their ability in speaking. In speaking, the speakers cannot take back what they have said even if it is in the correct or wrong pronunciation. Therefore, in this research, the writer is more intended in analyzing the errors of pronunciation made by sixth semester students of Univ Based on the background of study, the writer formulates the following problem: What kind of consonant sounds error that can be found in the presentation of the sixth semester students of English Major of Universitas Teknokrat Indonesia.

LITERATURE REVIEW

English consonant production but it was different object from the previous studies. Therefore, the writer analyzed about sound of English consonant which is produced by sixth semester students of Universitas Teknokrat Indonesia. Based on those data, the

similarity from the writer's research and previous studies is the similarity of theory that the writer are going to use, which is George Yule theory.

Moreover, the similarity also noticed from the things that both the writer and some previous studies have done which is "pronunciation problem faced by students".

1. Pronunciaton

According to oxford advanced learners' dictionary, pronunciation is defined as the way of how language is spoken (Rahmania & Mandasari, 2021; Yulianti & Sulistyawati, n.d.). Pronunciation is the production of significant sound used by a particular language as part of code of the language, and use to achieve meaning in the context (Apriyanti & Ayu, 2020; Mandasari & Aminatun, 2020). This means that pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronoun correctly. Difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learners (Sari & Aminatun, 2021; Wahyudin, 2017). When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other by means that in order that the listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo misunderstanding caused by the incorrect pronunciation. This is because speech sounds, in a language, are distinctive units that different sounds can lead to different meanings (Dosia & Rido, 2017). The sound of language is studied in the so-called phonology. Linguists have promoted various definitions of the term phonology

2. Phonology

Linguists have promoted various definitions of the term phonology. Remarks that phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed and the regulation ruling their use (Gulö, 2014; Suprayogi, 2021). It is basically the description of the systems and patterns of the speech sounds in a language concerning with the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound (Amelia, 2021; Ivana & Suprayogi, 2020). Phonology deals with how sounds faction in relation in each other in a language. The general study of the characteristics of speech sounds is called

phonetics (Hamzah et al., n.d.; Oktaviani & Desiarti, 2019). Phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed and the regulation ruling their use (Qodriani, 2021).

Phonology is the study of the pattern concerning with the selection and use of sound in languages of the world. It is basically the description of the systems and patterns of the speech sounds in a language concerning with the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound (Renaldi et al., 2016; Suhartono, 2014). Phonology deals with how sounds faction in relation in each other in a language (Gulö, 2018; Tanenhaus et al., 2000). Besides, phonology is the concerned with the range and the function of sound in specific language and with the rules which can be written to show the types of phonetics relationships that relate and contrast words and other linguistic units (Damayanti & Listyani, 2020; Oktaviani et al., 2020).

On the whole, phonology is one of the branches of linguistics that studies about how sounds occur together with other sound in certain language.

3.   Phonetic

The general study of the characteristics of speech sounds is called phonetics. The main interest in phonetics will be in articulatory, which is the study of how speech sounds are made, or 'articulated' (Pranoto & Afrilita, 2019; Science, 2019). Other areas of study are acoustic phonetics, which deals with the physical properties of speech as sound waves in the air, and auditory phonetics (or perceptual phonetics) which deals with the perception, via the ear, of speech sounds. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearers' ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology (Ahluwalia, 2020).

METHOD

Qualitative research focuses on the textual description, where it also develops the explanation of social phenomena. Since the writer will focus on the words that mispronounce by students (Helmy et al., 2018; Novanti & Suprayogi, 2021). The aim of

this method is to help the writer to reveal the kinds of pronunciation error in student presentation that the writer has been recorded. The data sources of this study are the videos of the student's presentations. While the data are the transcription (texts) from the presentations' video which are in the form of consonant error. This research analyzed the data source from the sixth semester student presentation.

Data analyzing is the process of searching and arranging data that can be from observation, interview, documentation, note taking and etc. In analyzing the data, there are several steps as follows:

1. Classifying all the data based on the standard of consonant sounds.
2. Identifying the data based on the selected error pronunciation.
3. Changing the collected data which are the consonant sounds that have been mispronounced in words into phonetical transcription.
4. Interpreting the data by finding out the cause of error by using the theory of Yule about how producing sound based on the voicing, manner of articulation and place of articulation.
5. Evaluating all of the data to make sure that all of them have been changed into phonetic transcription and the cause of the error has been found out.
6. Finally, the writer draws a conclusion.

RESULTS AND DISCUSSION

In this chapter, the writer presents the analysis of the research in analyzing pronunciation errors made by students of speaking six semesters. The followings are the consonant sounds which were inaccurately pronounced by the subjects (speakers) of the research in their presentation of their book review report. The accuracy was determined with the phonetic transcription provided in The Oxford Advanced Learner's Dictionary.

1. **The Voiceless Velar Stops Sound [k]**

Word	Students Pronunciation	Standardized Pronunciation
experience	/esperɪens/	/ɪksˈpɪərɪəns/

The mispronouncing of sound /k/ has been made by the first speaker (appendix 1, datum number 1). The English consonant sound /k/ is described as voiceless velar stops sound, where this consonant is done by replacing the back of the tongue against the velum. Here the speaker do the error in pronouncing word 'experience' since the speaker substitutes the initial sound (the beginning of the syllable) from consonant sound /k/ into consonant sound /s/. In addition, the speaker also substitute the first letter of vowel in this word which is supposed to be pronounced at the beginning by sound [i] into vowel sound [e].

2. **The Voiced Alveolar Stops Sound [d]**

Word	Students Pronunciation	Standardized Pronunciation
occurred	/okjur/	/əˈkɜːd/

The error has been made by the third speaker that can be seen in the appendix 3, datum number 24. The English consonant /d/ is described as voiced alveolar stops sound. Based on the place of articulation, this kind of consonant is produced through the front part of the tongue placed on the alveolar ridge. In this word, the speaker made an error by deleting the final sound of the word (last letter) which is consonant sound /d/.

CONCLUSION

The conclusion is stated based on the analysis of the pronunciation problems in terms of segmental phonetic features committed by the advanced students in their presentations of their non-fiction book project in speaking sixth class. Based on the analysis from the previous chapter, the writer concludes that:

In total, the students also known as the speakers (the subjects of this research) have made a total of 33 errors in pronouncing consonants sound in certain words. Based on the analysis in previous chapter, it can be concluded that the most error that is made by the students is the consonant sound /θ/. In this consonant, the most sound that mostly become the problem for the speakers is at the final sound, since in pronouncing this consonant /θ/ sound, the speaker replacing it with consonant sound /t/, for example can be seen from the words 'both', 'wealth' and 'youth'. Also in another word, the /θ/ sound is been deleted or did not pronounced by the speaker as can be seen from the word 'strength'. In short, the consonant

/θ/ sound is substituted by consonant /t/ sound since the speakers in some cases did not meet two of the three phonetic aspects when they articulated the sound /θ/. They changed the place of articulation of the sound /θ/ from dental to alveolar. In accordance with the manner of articulation, the sound /θ/ that should actually be articulated through producing an air stream as fricative was articulated with the manner of stop or plosive.

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