The Analysis of English Pronunciation Errors
by English Education Students of FKIP UMSU

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ABSTRAK

Pengucapan adalah salah satu hal penting yang harus dikuasai oleh mahasiswa yang belajar bahasa Inggris. Pengucapan yang baik membuat keterampilan berbahasa Inggris mahasiswa menjadi lebih baik. Penelitian ini bertujuan menganalisis kesalahan yang dilakukan oleh mahasiswa jurusan pendidikan bahasa Inggris FKIP UMSU dalam mengucapkan kata-kata bahasa Inggris. Tujuan penelitian ini adalah 1) untuk mendeskripsikan pendapat mahasiswa pendidikan bahasa Inggris tentang kemampuan pengucapan bahasa Inggris mereka sejauh ini; 2). untuk menganalisis bentuk-bentuk kesalahan pengucapan bahasa Inggris yang dibuat oleh mahasiswa; 3) untuk mengeksplorasi strategi atau upaya yang dilakukan oleh mahasiswa untuk meningkatkan keterampilan pengucapan bahasa Inggris mereka; 4) untuk mengidentifikasi hambatan yang ditemukan oleh mahasiswa dalam pelafalan bahasa Inggris. Desain deskriptif kualitatif digunakan dalam penelitian ini. Data diperoleh dengan melakukan wawancara dan meminta siswa untuk mengucapkan beberapa kata bahasa Inggris dalam topik tertentu. Hasil penelitian ini mengungkapkan bahwa mahasiswa memiliki berbagai pendapat tentang kemampuan mereka dalam pengucapan bahasa Inggris. Beberapa siswa berpikir bahwa mereka telah memiliki kemampuan pengucapan bahasa Inggris yang baik; beberapa siswa berpikir bahwa kemampuan mereka dalam mengucapkan kata-kata bahasa Inggris lebih baik daripada sebelumnya dan beberapa siswa lain masih berpikir bahwa kemampuan pengucapan bahasa Inggris mereka belum baik. Berdasarkan analisis data, para siswa masih membuat beberapa kesalahan dalam mengucapkan kata-kata bahasa Inggris. Untuk meningkatkan pelafalan mereka, para siswa menggunakan beberapa strategi seperti menonton YouTube dalam bahasa Inggris dan menggunakan aplikasi google voice.

Kata Kunci: Kesalahan, Pengucapan, Bahasa Inggris

ABSTRACT

Pronunciation is one important thing that must be mastered by the students who studies English. Good Pronunciation makes students' English speaking skills becomes better. This research aimed at analyzing the errors made by students of English education department of FKIP UMSU in pronouncing English words. The objectives of this study were 1) to describe the opinions of English education students about their English pronunciation skills so far; 2). to analyze the forms of English pronunciation errors made by the students; 3) to explore strategies or efforts made by students to improve their English pronunciation skills; 4) to Identify obstacles found by the students in English pronunciation. Descriptive qualitative design was used in this research. The data were obtained by doing the interview and asking the students to pronounce some English words in specific topic. The findings of this research revealed that students had various opinion about their ability in English pronunciation. Some students thought that they had good English pronunciation skills; some students thought that their ability in pronouncing English words was better than before and some other students still thought that their English pronunciation skills were not good. Based on the analysis of data, the students still made some errors in pronouncing English words. In order to improve their pronunciation, the students used some strategies such as watching YouTube in English and using google voice application.

Keywords: Error, Pronunciation, English

INTRODUCTION

Background

The English education study program is one of the study programs that are in great demand by students. All study programs at UMSU must produce quality graduates so that they can be an attractive force for other students to be able to continue their studies at UMSU. As a study program which is based on foreign languages, namely English, one of the indicators of the quality of graduates of English education study programs is the ability to speak English well which is realized by mastering four language skills, namely: speaking skills, listening skills , reading skills, and writing skills.

Among the four skills above, the most easily observed is speaking skills. Students' ability to speak English can be measured from several indicators of assessment, namely: fluency, vocabulary, grammar, and pronunciation (pronunciation). Pronunciation in speaking is an element that must be considered because learning a new language (foreign) means we must be able to say it in accordance with the rules of sound

language. Louma in Rahmawati and Ertin (2014) argues that the assessment of speaking is often associated with pronunciation like native speakers. Nunan in Rahmawati (2014) also states that speaking requires someone to be competent linguistically in terms of being able to articulate the sound of the language well, has sufficient vocabulary, and masters the grammar component.

English learners must master pronunciation in English. To facilitate English pronunciation, in the first semester, students get *pronunciation practice* course. The essence of this course is the introduction of the sounds of English and how to practice them. Also it involves a lot of practicing pronunciation of sounds or vocabulary in English. However, from the results of observations in the classroom, the writers found many pronunciation errors uttered by students. For example, they did not distinguish the sound for *thing* [θɪŋ] and *think* [θɪŋk]. Even though phonetically, these two words had different sounds. This was due to the influence of Indonesian which did not recognize the sound of cluster consonants at the end of the word. The difference in sound of one language with another language was one of the obstacles in correctly pronouncing the sounds of the language being learned. Demircioglu (2013) exemplifies the difficulty of English language learners from Turkey in pronouncing diphthongs in English.

Here were some mistakes in pronunciation of words from English that are often found in everyday life. For example *delete,* many people pronounced it [dELEt] which should be pronounced [dilit]. Word *Sweat* and *Sweater* were often pronounced [swit] and [switer]. The correct pronunciation was [swEt] and [swEter] . Word *steak* was pronounced [stik]. The correct pronunciation was [stEik]. Word *single* was often pronounced [single]. The correct pronunciation was [singgel]. And there were still many examples of other pronunciation errors. In theory, students of English language education should not make many mistakes in English pronunciation.

Based on the above facts, the writers were interested in researching the errors of English pronunciation conducted by English education students of FKIP UMSU

Formulation of the Problem

Based on the background of the research above, some formulation of the problem in this study could be described as follows:

1. What were the opinions of English education students about their English pronunciation skills so far?
2. What were the students' mistakes in English pronunciation??
3. Did the student realize the mistake of the pronunciation he did?
4. What strategies did students make to improve their English pronunciation skills?
5. What obstacles were found by students in English pronunciation?

Literature Review

Research on English pronunciation by English learners has been done. Research on this pronunciation was carried out to English learners from various countries such as Japan (Shudong & Higgins, 2005), Sudan (Ali, 2013), Timor Leste (Tilman & Nurhayani) and also speakers of regional languages in Indonesia such as the Sundanese (Fauzi, 2014). Other types of research related to this pronunciation have been conducted in the form of experimental research conducted by Suwartono (2006) namely English Language Recitation Learning Through Voiceover Techniques to English education students at Muhammadiyah University of Purwokerto. Elmabruk and Kumar (2017) examined the methods used by Libyan students to improve their English pronunciation.

Research related to the analysis of English pronunciation pronunciation among students was conducted by Ying (2011). Ying's research tried to compare English pronunciation errors by three Chinese students studying English. Research on English pronunciation errors was also conducted by Tilman & Nurhayani. Their research focused on the mispronunciation of the English front vowels by first semester students of East Timor National University. In addition, Fanani and Fitriana (2014) also conducted research on students to identify common errors of silent letters pronunciation by Unipdu Semester II students.

Pronunciation

Definition of Pronunciation

Pronunciation (pelafalan) adalah satu komponen utama dalam bahasa lisan. Pronunciation refers to clarity as an important factor in effective communication. Simply speaking pronunciation can be interpreted as the way people speak. Cook in Gilakjani, 2016) defines pronunciation as a process of producing language sounds. Pronounciation is learned by repeating the sounds and correcting them when the pronunciation is wrong. When a person learns pronunciation then he begins to form new habits and overcome difficulties obtained from the influence of the first language. Yates in Gilakjani (2016) states that pronunciation is sound production used to express meaning.

Importance of Pronunciation in Language Learning

Pronounciation plays an important role in communication because pronunciation errors can affect the clarity of a person's delivery. Morley (in Keshavarz & Abu Bakar 2017) states that pronunciation clarity is a component of communication competence. Therefore a language teacher cannot ignore the pronunciation problems spoken by foreign language learners. Language learners must always try to improve the pronunciation of the target language they are learning.

According to Harmer (2001) states that many teachers ignore good pronunciation teaching to their students because of wasting time. They stated that being able to communicate and understandable was enough when someone studied the language. Harmer emphasized that the main goal in language learning is to make students able to communicate in the target language. Communication can be interpreted to understand and be understood.

Many language learners think that being able to speak English easily is enough. Their opinions are wrong for several reasons proposed by Harmer (2001), namely: (1) the teacher can understand his students' speech easily because their ears are used to bad English; (2) other students are people who are from the same language speaker and (3) the class is not a real language situation because they are not communicating to native English speakers.

Thus in the language learning process, teachers and students must pay attention to efforts to learn good pronunciation in language learning, because good pronunciation is one important aspect of language. A listener can understand what is said only if it is in clear pronunciation.

Factors that influence pronunciation learning

Gilakjani (2011) describes several important factors that influence learning in pronunciation, namely:

Motivation

Motivation plays an important role in preaching a single language pronunciation. Some research conducted shows that someone who has a strong motivation in learning languages can succeed in pronouncing the language he pursues like native speakers' pronunciation. Moyer in Gilakjani (2011) found that experience with a positive orientation towards the language being studied was an important factor in developing pronunciation that was exactly like native speakers.

Relation to the target language

A language learner must have a strong sense of attachment to the language being studied. Based on language learning theory, someone learns the language basically from the input they receive, and they have to get a lot of comprehensive input before they are asked to speak. To get a lot of input, a language learner must look for a lot of sources that are ralated to the language he is trying to learn.

Attitude

The attitude of a language learner is also an important factor in achieving good results. The personal character of a learner contributes to their success in mastering a foreign language. In other words, if students are more concerned about their pronunciation then they will succeed. Elliot in Gilakjani (2011) found that a person's behavior towards pronunciation acquisition such as or almost similar to native speakers is a fundamental variable in an effort to achieve good pronunciation of the target language. According to Elliot students who are more attentive to their pronunciation have good pronunciation.

Age

Age factors also play a role in achieving language learning. In learning pronunciation, children will find it easier to learn pronunciation from adults. According to the hypothesis the critical period according to Lenneberg in Galakjani (2011) there is a biological or neorological period that ends at the age of 12 years. After this period it will be difficult to get complete mastery of the language we learn, especially pronunciation. However, the accuracy of the pronunciation of a language varies greatly for each individual.

Influence of Mother Language

Avery and Ehrich in Gilakjani (2011) state that a person's first language-language pattern of sound is transferred into the second language they learn and may result in strange sounds. Errors in pronunciation of a word by non-native speakers reflect the influence of sound, rules, stress, and intonation of their native language.

Ehrlich explained that the sound system of the original language can affect the pronunciation of the target language because of the following three things. First, when sound in the target language does not exist in the learner's native language or vice versa, the learner cannot pronounce it. Second, when the rule of sound combination becomes a word in the original language is different from the target language, making it a problem to pronounce it. Third, because the rhythm and melody of the language determines the pattern of stress and intonation, the learner will transfer this pattern into the target language.

Research Method

Research Design

In this study, researchers used a qualitative approach by applying descriptive methods. This descriptive method was used to describe the results of data collection carried out by the researchers. Descriptive method was chosen by the researchers because this method provided a detail picture of the individual, the state of language, symptoms or groups studied.

Data Collection Method

Data collection in this study was conducted in two ways, namely by recording and interview methods. Recording was done to get data about students' English pronunciation. The researcher recorded English texts read by students. Whereas interviews were used to obtain information from students about the problems they faced in English pronunciation.

Informan Penelitian

The informants of this study were 4th semester students of the English Education Study Program of FKIP UMSU.

Data Analysis Technique

Data analysis in this study used qualitative data analysis revealed by Creswell (2009). Creswell divides data analysis in several stages.

1. Organizing and preparing data for analysis. At this stage, researchers transcribed the results of data collection, rewrote records during observation and organizde data in several types based on the source of the information.
2. Reading all data in depth.
3. Starting a detailed analysis through the coding process, namely the process of organizing data into certain parts, sorting sentences or images into categories and marking each category into certain terms.
4. Using the coding process to describe settings, people, categories or themes for analysis.
5. Determining how the description and theme would be represented in qualitative narratives
6. The last stage was making interpretations or meanings of data from the coding process.

Research Location

This research was conducted at FKIP UMSU.

Findings and Discussion

In this section, the findings of this study would be elaborated. The findings of this study were in accordance with the research objectives written in the introductory chapter, yaitu 1) namely 1) to explore the opinions of English education students about their English pronunciation skills so far; 2) to describe the forms of English pronunciation errors by the student ; 3) to analize whether the students were aware of the errors in pronunciation they were doing;4) to describe the strategies that students make to improve their English pronunciation skills; 5) to describe the obstacles found by students in English pronunciation.

a. The opinion of English education students about their English pronunciation skills

Based on the interviews conducted on 45 students who were respondents in this study about their English pronunciation skills, a number of varied answers were obtained..

A total of 6 students (13.3%) stated that their English pronunciation skills were quite good. 13 students (28%) stated that their English pronunciation skills were not satisfactory or still needed improvement. And 26 students (57%) stated that their English pronunciation ability improved from before, meaning that there was an increase in their pronunciation skills in each semester.

b. English pronunciation errors by English education students of FKIP UMSU.

In this section, some forms of English pronunciation errors pronounced by students were presented.

1. Errors in pronouncing interdentals consonants [θ] and [ð]

An interdental consonant is a consonant sound that is formed by placing the tongue on a tooth, such as a consonant sound [θ] on word 'thick' and [ð] on word 'though' in English. The sound of this consonant did not exist in Indonesian, so it was normal that many English language learners in Indonesia had difficulty saying sounds

[θ] or [ð] in English. Sound [θ] and [ð] were replaced by sound [d] and [t]. Here were some examples of words that sounded [θ] [ð] in English.

Table 1: Errors in pronouncing interdentals consonants [θ] and [ð]

Words in English	Meaning	Error Pronounciaton by Students	Correct Pronounciaton
that	*itu*	/dɑet/	/ðɑet/
this	*ini*	/dis/	/ðis/
thing	*benda*	/tɪŋ/	/θɪŋ/
healthy	*sehat*	/ˈhelti/	/ˈhelθi/

2. Errors in pronouncing the sound of the consonant labiodental [v]

The labiodental consonant is a consonant sound produced by uniting the lower lip with the upper teeth. For example, consonant sounds [f],[v],and [w]. The dominant error was consonant sound [v] and was replaced by consonants [f]. Sound (v) in English was pronounced (v) in full voice, sounds almost similar to half-letter sounds (b) with a sigh of two voicing lips. Although Indonesian also has sound [v] but there were not many Indonesian vocabularies that contained sounds [v]. Generally letters or sounds [v] were in the affix words. This caused many students making errors in pronouncing the words with the beginning of the consonant sound [v]. For example, they pronounced /feri/ for word 'very' and /seif/ for word 'save'. The correct pronounciation was /very/ and **/**seɪv/.

3. Errors in pronouncing the silent letters

Silent letters are letters that appear in certain words, but are not sounded. English has many silent letters, and they create problems for speakers of both native and non-native English,   these letters make pronunciation more difficult because they don't match the spelling of written words (bbclearningenglish.com, 2005). Examples

of silent letter pronunciation errors pronounced by students were 'knowledge' and 'answer'. They pronounced /knauledʒ/ and /ansuwer/. Word /knowledge/ sound [h] lost and pronounced /ˈnɒlɪdʒ/ and /answer/ pronounced /ˈɑːnsə(r)/ with loosing sound [w].

4. Errors in pronouncig palatal consonant sound [ʃ]

Some students made errors in pronunciation of palatal consonant sound [ʃ] on word abolish /əˈbɒlɪʃ/ and distinguish /dɪˈstɪŋgwɪʃ/. They replaced palatal consonant sounds [ʃ] became [s] thus becoming /abɒlɪs/ and /dɪˈstɪŋgwɪs/. Errors in pronouncing palatal consonant sound [ʃ] occurs when it was located at the end of the word, but they did not make the same mistake when the palatal consonant sound was at the beginning of the word, for example on word 'short' /ʃɔː(r)t/.

5. Errors in pronouncing the words in the past form

English is one of the inflective languages, namely language that uses changes in word forms (in flexural language) which show various grammatical relationships (such as declination of nouns, pronouns, adjectives, and conjugations of verbs). One word change in English is a change in the verb. The form of verbs in English consists of the present tense form, past tense, and past particple. Changes in the form of verbs from the present tense to past tense or past participle for irregular verbs must add 'd', 'ed', 'ied'. For example: wait (present) becomes waited (past), Changes in the form of the verb also affected the way the pronunciation and each had its own formula. Students' lack of understanding of this formula made them wrong in pronouncing the past tense form of a verb. For example, they pronounced word "applied" into /applaiyed/ the correct pronounciation was /applaid/. Word "denied" was pronounced into /dinid/ but the correct pronounciation was /dinaid/.

6. Errors in pronunciation of words that already existed in Indonesian

Another error which was mostly made was the pronunciation of English words that had become absorbed words in Indonesian. They said these words like normal pronunciation. **Some of these words are like words** 'argument' pronounced /argumen/ which was actually /ˈɑː(r)gjʊmənt/; character was pronounced /karakter/ which was actually /ˈkærɪktə(r)/; negative was pronounced /ˈnegatɪv/ which was actually /ˈnegətɪv/, capability was pronounced /kapabiliti/; which was actually /ˌkeɪpəˈbɪləti/ and identity was pronounced /identity/ which was actually /aidentiti/.

This error occured because the words were used being spoken in Indonesian affected their pronunciation in English. They did not realize that there were differences in the pronunciation of these words in English and Indonesian.

c. The strategies that students took to improve their English pronunciation skills

Every student realized that mastering correct pronunciation in English had become a must. They realized that correct pronunciation was one of the important things in English conversation. Error pronunciation of a word would affect the meaning and perception of listeners. To overcome this, Students of English Education of FKIP UMSU always strive to improve and practice their English pronunciation skills by using certain strategies according to their abilities.

The following were some of the strategies used by students as an effort to improve their English pronunciation skills.

1. Watching English movies

    Watching films in English was one of the strategies undertaken by students in an effort to learn English pronunciation. They watched English films without using Indonesian subtitles in order to practice their listening skills. Some students tried to follow the actor's pronunciation in the film and repeated it until they were in accordance with what the actor said in the film.

2. Listening to English music or songs

Another strategy that students took to improve their pronunciation skills was listening to English music or songs. They repeated the songs by focusing on singers' pronunciation.

3. Watching YouTube with English-language content

In the present era, the dominance of YouTube as one of the information and entertainment media is unstoppable. The shift of society to YoTube made YouTube as one of the media for information and entertainment which gained attention. Lots of educational content could be accessed through YouTube, especially in language learning. Students of English education also used YouTube as an effort to improve their English language skills. They watched YouTube to practice their English pronunciation skills. They could also pick and choose content that they wanted. They had the freedom to choose the topics they wanted to watch, entertainment or information. Through YouTube, they could learn while enjoying entertainment or vice versa.

4. Practice with Friends

Other strategies undertaken by students as efforts to improve their English pronunciation skills were to practice with friends and classmates or friends in same boarding houses.. This practice with friends was done at special times or whenever there was an opportunity. There were also students who asked specifically for their friends to listen and check their English pronunciation.

5. Practice by using google translate / google voice

In today's digital environment, many applications could be used to help language learning process. One application widely used by language learners was google translate application (google translation). Generally, this application was used to help language learners translate one language into another. However, Google translate could also be used to learn the pronunciation of a language including English. In this application, we could check the correct pronunciation for a word or sentence in the language we chose by clicking the sound mark on the google translate application.

English education students of FKIP UMSU used google translate to improve their English pronunciation skills. They typed English words or sentences into this application then listen to the correct pronunciation. Listening to the correct pronunciation of words made them able to correct any pronunciation errors they made.

In addition to google translate application; students also used google voice application. Google voice was used to ensure pronunciation of words or sentences spoken. Based on information from students, if google voice could give a response, then their English pronunciation was correct and appropriate.

6. Practice to pronounce every new vocabulary

A wise word says that practice makes perfect. That was, practice produced good results. A lot of practice was the best way to facilitate someone in language. The practice of pronouncing each new vocabulary was a good strategy to improve students' ability to pronounce correct English words. Some students used this strategy to improve their English pronunciation skills. They did this exercise every time they found a new vocabulary. They listened the correct pronunciation from the Google translation then they repeated it.

d. Obstacles found by students in English pronunciation

In learning languages, each student found certain obstacles. Following were the obstacles faced by students in learning the correct English pronunciation.

1. Lack of vocabulary

The most common obstacle experienced by students with regard to English pronunciation was a lack of English vocabulary. The limitation of vocabulary caused them not know the correct pronunciation of vocabulary that they rarely found.

2. Less understanding on English grammar

Another obstacle they faced was that their language grammar skill was not so good that it affected their English pronunciation skills.

3. Less confident in own pronunciation

Some students felt insecure about pronunciation of their own English, so this affected them not to talk much. They felt that what they said was not really right

4. Difficulty in pronouncing a vocabulary that had just been heard

   Some students found it difficult to pronounce English vocabulary that was new to them, or vocabulary that they rarely found.

5. Lazy for practice

   Another obstacle faced by students was being lazy to do practice. They felt lazy to check the correct pronunciation of each word in English.

6. There were no friends to practice with

   In learning, we need friends to help us improve our abilities. A good friend would help us in exploring the knowledge. No friends in practice also became obstacles in learning correct English pronunciation.

Conclusion

From the findings and discussion above, several things could be concluded:

1. The students' opinion about their English pronunciation skills were divided into three: (1) they felt their English pronounciation skills were good enough; (2) they felt that there was an improvement from before; (3) they felt unsatisfactory.

2. Forms of errors in English pronunciation by English education students at UMSU were; 1) Errors in pronouncing interdentals consonants [θ] and [ð];2) Errors in pronouncing the sound of the consonant labiodental [v]; 3) Errors in pronouncing silent letters ;4) Errors in pronouncing palatal consonants [ʃ];5) Errors in pronouncing words in the past form; 6) Errors in pronouncing words that already existed in Indonesian

3. Some of the strategies undertaken by English education students of FKIP UMSU to improve their English pronunciation skills were: 1) watching movies and You Tube; 2) listening to English songs;3) practice with friends; 4) useing the google translate / google voice application.

4. Students' obstacles in English pronunciation were :1) lack of vocabulary; 2) Less understanding on English grammar; 3) not confident with their own pronunciation ; 4) had no friends to practice with; 5) lazy to practice

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