

ANALYZING ERROR PRONUNCIATION IN SPELLING WORDS

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feriferdiyanto99@gmail.com***Abstract**

Pronunciation in daily communication has the main role. Pronunciation is studied by repeating word sounds and correcting them. Some students are ignorant of pronunciation's function. This research was desiderated to analyze error pronunciation in spelling words by three classes of MA Plus Al-Mashduqiah students (10th grade-12th grade) Patokan. The error pronunciation occurred as the usual sense in pronouncing the words that not only happen in 10th grade but also in 11th and 12th grade. In order to get data, the participants were given word lists that contained several words and then ordered to pronounce them one by one. These words chose to suspect the common mistakes pronounced by participants. For instance, the word 'flood' is pronounced the same as the word 'door', the word 'examine' is pronounced the same as 'mine'. Then, an in-depth investigation was used to find out the learners' consideration pronouncing the words. The result discovered that the learners tended to pronounce the words that referred to other words that contained the same orthography. Using cross-section design, this research randomly selected 60 students. This research found that there were significant gradations among the groups. The amount of error pronunciation was in line with the level of those three groups. The highest error found in 10th grade as new students in that school.

Keyword: *speaking, phonological study, pronunciation, spelling-to-sound*

INTRODUCTION

As a means of communication, language plays a fundamental role in human life. Fact, English is the most widely used languages in the world. Every country competes to learn it.

Overcoming English means, we have to good in the four language skills, namely: Listening, Speaking, Writing and Reading which cannot be separated from one another. Usually speaking in learning activities gets a good priority.

Speaking is one of the four basic skills which has an important role in human activities to communicate with other people. Moreover, speaking is the most important among the four skills (Magriby, 2012). By speaking, people are able to verbalize their ideas, knowledge or information. Gillis (2013) says that speaking ability affords a beneficial aspect as speaker such as putting the word together creates meanings, thoughts, opinions, and feelings. But, in speaking practice, it is very clear that means people can be easily known if they speak in good English or not. It is by making them produce some English utterances (Alip, 2016). To produce an utterance in English, English learners should be careful of error pronunciation in spelling words. To avoid it happens, English learners should pay lots of attention to English pronunciation.

In learning English, pronunciation is one aspect of the most difficult skills to achieve and learners should expend much time to increase their pronunciation (Garcia, 2007; Martinez et al. 2006; Gilakjani, 2016). Mastery pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012)

According to Yates and Zielinski (2009) English pronunciation indicates that pronunciation has a key role in learning English. If teachers can't present the general rules and principles toward clear pronunciation to their EFL learners, they can't apply the good pronunciation in their daily life. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, phrases and arranging appropriate materials for

understandable pronunciation in their EFL classes. EFL teachers should rove new ways of indicating, practicing, and giving good feedback on English pronunciation that are appropriate for learners to learn English pronunciation easily and effectively. Depending on Fraser (2000), teachers should be prepared for the courses and materials that support them to look up their pronunciation instruction. She continued that learning English should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley (1991) added that comprehensible pronunciation is a primary objective of pronunciation instruction. Thus far, there has been a number of studies on pronunciation learning, but little has been highlighted in the literature regarding researching pronunciation between American and British style.

The goal of pronunciation instruction is not to lead learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real aim of oral communication. If there were learners desire to substitute the method of pronouncing English words, they have to change the way they think about the sounds of those words. This is absolutely true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Actually, pronunciation instruction is sometimes neglected in English language teaching activity (Gilakjani, 2011; Gilakjani, 2016). Thus, teachers should remember to demonstrate students about pronunciation function in communication activities. Furthermore, teachers should signalize their students to both American and British and students should be able to comprehend both varieties of pronunciation (Kolokdaragh, 2010). Then, teachers should combine pronunciation in other language activities because it will help students to adapt themselves to the sound systems of a new language and to get over their affective problems related to the learning of the English language (Kolokdaragh, 2010).

Review of literature

Harmer (2001) stated that the priority aims of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain. Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English even though they make a big mistake. There are many reasons for their mistakes. First, teachers should know their students' competence easily than another person because their ears are used to hear bad pronunciation of their students. Second, other students are the speakers of the same language and they should have the same pronunciation patterns and make the same mistakes, so it is easy for them to understand each other. Third, the classroom is not a real situation and it just takes place at school and students do not have a wide chance to talk to native speakers (Harmer, 2001).

Besides that, there were some elements can influence students' error spelling words. The lack of opening dictionary, compatible teaching and learning materials, and the lack of time to drill their pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation.

Spelling words to sound is established in order to analyze the phenomena in phonology. The distress of couple words with alike spelling and different pronunciations is consistent with the view that phonological recoding takes place in part via spelling-sound rules (Treiman, 1983).

Furthermore, spelling-to-sound words are introduced as the result of inconsistency of words. Lee (2008) hands over the examples in the words **made**, **jade** and **lade** that are pronounced the same while the words **wave** and **have** are not the same. There is a consistency effect in the words body –**AVE** and –**ADE** that the ease of pronouncing a word depends on the relative consistency of the pronunciation of the letter patterns in the words.

Two theories above help the phenomena out that one sound in one word able to affect another sound when the spelling is identical. Nevertheless, mispronouncing spelling words can be inconsistent as it relies on the relative consistency of the pronunciation and the letter patterns in the words. In this research, not only the sound does affect another, but also a single sound as phoneme affects another sound that is part of the words. The instance shows that the word **mine** [aI] cannot affect the word **determine** [di'tərmin]

METHOD

This research established to analyze students of Ma Plus Al-Mashduqiah in mispronouncing spelling words. For this reason, a mixed-method study as applied to gain the intended data. This method chosen for conducting research that involves collecting, analyzing, and integrating quantitative (e.g survey) and qualitative (e.g interview).

Respondents

The respondents of this research were three classes of Ma Plus Al-Mashduqiah students. It took from different classes (from tenth grade to twelfth grade). From those populations, the researcher randomly chose its around 20% of each level of students between male and female students, which were assumed as representative respondents. Thereafter there were 60 students classified into three partook in this research.

Instruments

This research provided five words presupposed as spelling-sound words. Here, these words accommodated one single phoneme that affected another word that has the same part as that single phoneme. The researcher chose the simple words used by the students in their daily life to comprehend students' awareness of word pronunciation.

Procedures

The data were collected using the test. Since testing is very comprehensive (Cohen et al, 2007), the researcher called the respondents to read available words. The researcher will be testing the ability of the respondents at pronouncing the available words one by one. And then, he asked the respondents' reason why they read the available words.

Data analysis

To calculate the data, the researcher used a percentage formula.

$$P = (N/P) \times 100$$

After gaining the result, the researcher determined the level of error pronunciation.

FINDINGS AND DISCUSSION

Table 1. The participants' error pronunciation

Words	Correct Pronunciation	Participants' pronunciation	Affecting Words	Percentage		
				10 th Grade	11 th Grade	12 th Grade
Determine	di'tərmin	di'tərmain	Mine	80%	70%	70%
Respectable	ri'spektəbəl	ri'spekkebəl	Table	75%	60%	50%
Blood	bləd	blud	Floor	75%	60%	45%
Recipe	'resə,pē	resaip	Recite	85%	80%	75%
Wear	we(ə)r	wier	Hear	70%	55%	40%

The table above shows the distribution of percentages on how the three classes of Ma Plus Al-Mashduqiah students pronounce the provided words. The most error frequency is the words **recipe** [ə,pē] that is affected by the word **recite** [aI]. The second one is *determine*

[min] that is affected by the word *mine* [main] Next, the word respectable [təbəl] that is affected by the word table ['tābəl]. The level of error pronunciation that is conducted by Ma Plus Al-Mashduqiah students and their level of study seem in line according to the table. 10th-grade students, as the youngest of the three, are in 85% of error frequency in pronouncing recipe and 80% for determine.

Interview Result

The following sentences are the most answer of the students when they were asked about the factors of their error pronunciation.

Answer 1: I pronounced the word “recipe” by [recaip] because I remember the word “recite” the word “recite” always used in teacher opening of the lesson (Reciting Basmalah together). I think they have the same pronunciation.

Answer 2: I pronounced that words similar to the single word “table, mine, etc” because I think there was no difference between both words.

Answer 3: I don’t open the dictionary because I think that word has the same pronunciation.

According to Richards (1974:124) said that the sources of errors in studying a language might be derived from the interference of the learners’ mother tongue and the general characteristics of the rule learning process or intra and inter language error. In this case, Richards (1974:124) distinguished three sources of competence errors:

1. Interference errors occur as a result of the use of element from one language while speaking another.
2. Intra lingual errors’ reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language based on limited experience.

From those facts and findings, this research should provide feedback for the students. The error pronunciation occurred due to the students assumed in over-generalizing in spelling words. The students must comprehend that English words can not to overgeneralize, they must correct in their dictionary every finding new word. Giving understanding to the students regularly in every class meeting should encourage their awareness of English pronunciation.

CONCLUSION

The error pronunciation words occurred because the students spell some words with their knowledge as similar words. As it is shown in the result table, the foreign learners to look after pronouncing the word based on what they know as the familiar morpheme. So, when they met the word has a similar spelling as the familiar morpheme, they pronounce it with the same sound or phoneme. As senior students, they must act in opening their dictionary to ensure their pronunciation is right. Besides that, the teachers regularly demonstrate pronunciation instruction every time. It is very crucial that teachers do not teach but facilitate students’ learning pronunciation. The role of teachers in the class is alike coach. They train the students’ skill in pronunciation. For further research, it is recommended to analyze the formula of teachers' role in demonstrating pronunciation.

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