

**PRONUNCIATION ERRORS IN SPEAKING PERFORMANCE
OF GRADE 11 STUDENTS AT SMA NEGERI 20 MEDAN**

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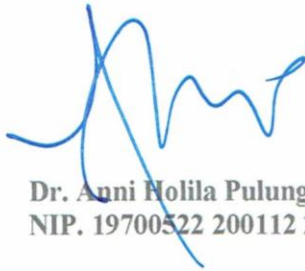
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ABSTRACT

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In the process of learning English as a foreign language, many students make errors in pronouncing English words. This study aimed to identify kinds of pronunciation errors, specifically pronunciation errors on consonant and vowel sounds. And to find out the causes of error in English pronunciation of grade 11 students at SMA Negeri 20 Medan. The research was conducted by descriptive qualitative methods. In collecting data, firstly recording the pronunciation of students' speaking performance. Then, transcribing their utterances which contains consonant and vowel sounds. Furthermore, the data are analyzed. Finally, the result of the analysis shows that the total of kinds of pronunciation errors are 40 data. Misformation is the most frequent errors were made by the students. It is the highest number which 23 data out of 40 or 57,5% of the percentage. Then, omission error which 8 data out of 40 or 20%. Addition error which 8 data out of 40 or 20%. And the last kind of error is misordering. The data is 1 out of 40 or 2,5% of the percentage. This study also found the causes of students' error according to interlingual and intralingual transfer.

Keywords: *pronunciation errors, consonant and vowel sounds, causes of students' error*

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INTRODUCTION

Background of the Study

Communication is an activity between two or more people in making interaction to exchange information, giving opinion or transfer ideas, giving instruction etc. Furthermore, there are two ways to communicate. They are speaking and writing. The different pronunciations or different sounds will cause different meanings. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. Pronunciation is one of the most important parts of languages to speak with other people. As stated by Harmer (2000:183) that for all people, being made aware of pronunciation issues will be of immense benefit not only to their own pronunciation but also their understanding of spoken English. Therefore, learning English in speaking is not only knowing the meaning of words and the structures but the students have to know how to pronounce the words correctly in order can communicate fluently with others.

Based on the writer's preliminary observation at SMA Negeri 20 Medan, the writer has found that students' speaking skill was still low. Most of students were confused about what they pronounce. This is the short dialogue that the writer gave to the students:

The dialogue

Speaker 1 : I found a new recipe on making pizza. It is called fruit pizza

Speaker 2 : Really? I never really heard of it

*Speaker 1 : So, I'd like to **invite** you to make the fruit pizza together*

Speaker 2 : That sounds nice. Will it be convenient if I come tomorrow at 5 pm?

Speaker 1 : Sorry, I don't think so. How about 7 pm?

Speaker 2 : Okay, that will be fine.

From the dialogue, the dominant error that the students made is the word **invite**. In this case, the word **invite** should be pronounced as /ɪn'vaɪt/, but most students pronounced as /ɪn'fɪt/. Therefore, students often made errors in pronouncing the words, It is important to be understood how to pronounce the words because pronunciation deal with how to produce speech sounds in English correctly that related with the meaning and create misunderstandings between people who speak and those who listen.

In learning English, non-native speakers tend to make errors. Error analysis is an invaluable source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. However, the students feel upset, and makes a distinction between them and their teacher in dealing with errors and understanding of error correction (Fang and Mei, 2007).

The students often find difficulties in their speaking, either grammatical errors or pronunciation errors. One of 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 agrees with Paul's ideas because actually when someone wants to say something, she or he has already planned what should be spoken. The teaching pronunciation for Indonesia students is quite difficult. So, Erdogan (2005) states that they always make error when they are speaking and it is inevitable that learners make mistakes in the process of foreign language learning. The difficulties are due to the fact that irregular spelling of the english

offers poor guidance to its pronunciation, the another due to interference or negative transfer from the mother tongue of the students to the target language.

Based on the explanation above, that pronunciation undoubtedly has important role in speaking. The analysis of students' pronunciation errors is important in order to know students' needs then to know the solution of it. The researcher hopes that the findings in the analysis of students' pronunciation errors on speaking performance at SMA Negeri 20 Medan can be useful for education progress to improve the students' ability in pronunciation which is still low.

REVIEW OF LITERATURE

1. Pronunciation

a. Definition of Pronunciation

Pronunciation is one of the important things in learning English in order to make a good communication. To make a good communication needs to pronounce the words correctly. Mustika (2010) states that pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Khristina, Diah, et al. 2006: 1).

b. Kinds of Pronunciation

Peter (2000) says that pronunciation has two main kinds; there are segmental and suprasegmental features. Segmental features of speech production can be considered as the individual sounds of a language that differentiate one word from another.

On the other hand, pronunciation involves suprasegmental features. Richard (2009) states that suprasegmental is something that accompanies the phonemic, suprasegmentals are often regarded as the "musical" aspects of speech.

In the learning of a second or a foreign language, individuals not only need to know how to produce segmental elements correctly, but also master suprasegmental features in order to achieve an effective oral communication.

1) Segmental features, which refer to sound units, it is about consonant and vowel sounds.

a) Consonant sounds

Consonant sounds may be classified into voice consonant and unvoiced consonant. A voiced consonant is a sound produced when the vocal cords are vibrating. While, unvoiced consonants is a sound made with no vibration of the vocal cord Dale and Poem (2005: 116). Based on Forel and Puskás (2005), consonants are divided into two groups which base on the place of articulation and the manner of articulation.

Place of articulation

- **Bilabial** [p], [b], [m] sounds are produced when the lips are brought together. For example [p] which is voiceless, [b] and [m] are voiced.
- **Labiodental** [f], [v] sounds are made when the lower lip is raised towards the upper front teeth. For example, [f] which is voiceless and [v] is voiced.
- **Interdental** [θ], [ð] both [θ] and [ð] are represented orthographically by the *th* in the words *thin* [θɪn], *ether* [i: θə], *then* [ðen] and *either* [i: ðə] (or, as some pronounce the last word [aj ðər]).
- **Dental** sounds are produced by touching the upper front teeth with the tip of the tongue such as [s] which is voiceless and [c] is voiced.
- **Alveolar** [t], [d], [n], [s], [z], [l], [r] sounds are made by raising the tip of the tongue towards the ridge that is right behind the upper front teeth, called alveolar ridge such as [t,s] *too*, *sue*, both voiceless, and [d,z,n,l,r] *do*, *zoo*, *nook*, *look*, *rook*, all voiced.
- **Palatal** [ʃ], [ʒ], [j] produce the sounds in the middle of the word *mission* [mɪʃn], *measure* [meʒər]. The front part of tongue is raised to a point on the hard palate just behind alveolar ridge.
- **Palatoalveolar** [tʃ], [dʒ] sounds are made by raising the blade of the tongue towards the part of the palate just behind the alveolar ridge. For example, [ʃ, tʃ] are voiceless and [ʒ, dʒ] are voiced.
- **Velar** [k], [g], [ŋ], [w] sounds are made by raising the back of the tongue towards the soft palate, called velum. For example [k] *back*,

voiceless, and [g,ŋ] both voiced bag, bang. [w] is a velar which is accompanied with lip rounding.

- **Glottal [h]** the [h] sounds that starts words such as hat, who, and hair is a glottal sound. Its sound is from the flow of air through the open glottis.

b) Vowel sounds

Vowel sounds is defined as voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth.

Kelly (2000: 3) states that vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth.

English vowel sounds are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/. Then, short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ʊ/.

Place of articulation

There are three distinctions in each category namely front, central and back.

1) Front of vowels

In articulation, front of vowel consist of six phoneme: /i:/, /ɪ/, /e/, /ɜ:/, /ɑ:/, and /æ/. The manner of articulation of these vowels are voiced such as consonant and the place of articulation also like consonants that is based

on the location of the tongue within the mouth. For the front vowels, the tongue is obviously more forward in the mouth. (Vlack, 2004).

<u>Sounds</u>	<u>Distinction</u>
/i:/	This is the highest and most forward front vowel. Examples: beat /bit/, feed /fid/, city /sIti/, and sheep /ʃip/
/ɪ/	This is a bit lower and further back than /i/. Examples: bit /bɪt/, fit /fɪt/, slid /slɪd/, and ship /ʃɪp/
/e/	This is a mid-front vowel. Examples: bait /bet/, raid, /red/, and made /med/
/ɜ:/	This is a mid-front vowel that is beginning to get a little low. Examples: bird /bɜ:d/
/æ/	The tongue is getting quite low here, but it is still near the front of the mouth. Examples: bat /bæt/, ladder /læd/, fad /fæd/
/ɒ/	This is the lowest and furthest back of the front vowels. Examples: body /bɒdi/, pot /pɒt/, and hobby /hɒbi/

2) Central Vowel

In articulation, central vowel consist of four /ə/ and /ʌ/ There is really only one central vowel in English, but we have different signs for stressed and unstressed sounds.

<u>Sound</u>	<u>Distinction</u>
/ə/	This is the unstressed central vowel. It is so important a sound it even has a name: schwa. Examples: America /əmerɪkə/, and Korea /kʌriə/
/ʌ/	This is the stressed central vowel. No one cares what it is called. Examples: lucky /lʌki/, up /ʌp/, and but /bʌt/

Basically, /ə/ and /ʌ/ are the same sound. The difference in location of the tongue when they are produced is tiny.

3) Back Vowel

In articulation of back vowel consist of four /u/, /o/, and /ɔ/. Back vowels in English are rounded. The place of articulation for back vowels, like front vowels and consonants, is based on the location of the tongue within the mouth. Because the tongue does not touch any thing, this makes finding the location much harder.

Sounds

Distinction

/u:/

This is the highest and most back of the English vowels. This is a tense sound in that the lips are taut when you are making the sound.
Examples: you /ju:/, dude /du:d/, food /fu:d/, and fuel /fju:l/

/ʊ/

This is a little bit further forward and lower than /u/. This sound is lax. Your lips are rounded but in a relaxed way.
Examples: book /bʊk/, could /kʊd/, and wood /wʊd/

/ɔ:/

This is the lowest and furthest forward of all the back vowels.
Examples: call /kɔ:l/, awful /ɔ:ful/, horse /hɔ:rs/, and halt /hɔ:lt/

Those categories of articulation above indicates that the vowels are more harder than consonant because vowels are include various part of tongue. Therefore, it needs special technique for English learners to learn how to correctly pronounce of vowels.

2) Suprasegmental features refer to stress, intonation and pitch, pause, and rhythm.

a) Stress

Kelly (2000) states that stress is the degree of force or loudness with a syllable is pronounced. Intonation and Pitch

McMahon (2002) states that intonation is the tune of what we say. The combination of musical tones or pitch on which we pronounce the syllables that make up our speech. Intonation conveys the speaker's attitude or feelings.

b) Pause

McMahon (2002), English is spoken in groups of words, which are separated by pause.

c) Rhythm

Arvaniti (2009) argues that the rhythm of English is based on the contrast of stressed and unstressed syllables.

2. Errors

a. Definition of Error

Human learning is fundamentally a process that involves the making of mistake or error. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. In other words, errors should be analyzed for educational benefits.

Erdogan (2005, p.5) states that an error is the use of linguistic item in a way that affluent or native speaker of the language regards it as showing faulty or incomplete learning.

Another explanation is from Gass & Selinker (2008:102) state that error is systematic. It is likely to occur repeatedly and is not recognized by the learners as an error. It means that there is something wrong in norms of

language performance, the making errors is so unavoidable in learning process.

b. Mistakes and Errors

Mistakes and errors are two different words with different meaning. Ellis (2008) states that a mistake is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems. An error, on the other hand, is a deviation in learner language which results from lack of knowledge of the correct rule. Brown (2000) also maintains that a mistake refers to the performance error that is either the random guess or a slip. It is because of failure to use known system correctly. In this case the learner can recognize and correct some lapse or mistakes, which are not the result of a deficiency in competence but the result imperfect in producing speech.

c. Kinds of Errors

Dulay, Burt, Karshen (1982: 146) emphasis some error classification as called descriptive taxonomy, they can be described as follows :

1) Linguistic Category

Linguistic category in here, classify errors according to either or both the language component and the particular linguistic constituent the error affect.

2) Surface strategy

Surface strategy taxonomy highlights the ways surface structure are altered (Dulay, Burt, Karshen 1982: 150). This taxonomy classified into four types: omission, addition, misformation, and misordering.

- a) Omissions are identified by the absence of an item that must appear in well-formed utterance. For example, the word 'test' [test] is pronounced as [tes].
- b) Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kΛr].
- c) Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'thin' [θin] as [tin].
- d) Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks]

d. Cause of Errors

Cause of errors can be divided into two categories; interlingual transfer and intralingual transfer.

1) Interlingual Transfer

Interlingual transfer is a significant source for language learners. Erdogan (2005) states that interlingual errors can be defined as being the result of language transfer, which is caused by the learner's first language.

In this aspect it occurs that language interferences from first language to the second language. Therefore, a group people does not fluent in speaking second language and sometimes they will do errors. In addition, there are many problems resulting from first language interference.

2) Intralingual Transfer

Interferences from the students' own language are not only the reason for committing errors. Hasyim (2002) states that intralingual transfer is the sources of errors that becaused by unsuccesfully in second language acquisition. It means that, there are any influences from target language that result errors in the using of second language. On the other hand, Ellis in Erdogan (2005, p.266) states that intralingual errors result from faulty or partial learning of the target language rather than language transfer. It be caused by the influence of one target language item upon another.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This research was conducted by using qualitative research. Ary, et.al (2010:29) state that qualitative research was sought to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The data was from the utterances of students' speaking performance which consisted of pronunciation errors. This research only classifying the errors and determines in which kinds of errors on consonants and vowel sounds.

The pronunciation was taken from their speaking class which performed by students as the data source. The participants of this study were from grade eleven students of XI IPA 3 at SMA Negeri 20 Medan which consists of 30 students.

The aim of data collection in conducting scientific research is to get materials which are needed. However, this study used the following method. The students in pairs were asked to performed the dialogue. While the students were performing, their spoken language were recorded using a mobile phone. These instrument were used to know kinds of pronunciation error which made by the students. Besides, this study also used interview as instrument to know the causes of errors.

After determining those methods to collect the data, there were three steps to collect the data, they are: first, recording the students' pronunciation. Second, transcribed the students' utterances which contain some pronunciation errors. Third, the errors were analysed. The data obtained were analysed as follows :

1. Identification of Errors

In this stage, this study identifies of any pronunciation deviations which possibly could be found in the speaking made by the students.

2. Classification of Errors

It is step that classified the error which had been found through the identification into some kinds of error belongs.

3. Explaining the Errors

This step deals with deeper analysis of the errors found. This study tried to uncover the kinds of the errors, which seen from surface strategy taxonomy.

4. Evaluating the Errors

The last step is to evaluate how many percent of pronunciation errors in the students' speaking performance. In the evaluating the frequency of the errors, the formula was used:

$$P = \frac{F}{N} \times 100\%$$

Note :

P : Symbol of percentage

F : Number type of errors

N : The total number of type of

Findings

After analyzed the data, the findings of this research were presented. The percentage of the types of errors can be seen in the the following table below.

Frequency and Percentage of Kinds of Pronunciation Error

No	Kinds of Error	Frequency	Percentage
1	Omission	8	58%
2	Addition	8	20%
3	Misformation	24	20%
4	Misordering	1	2%
Total		41	100%

The diagram shows that misformation is the most frequent errors were made by the students. It is the highest number which 23 data out of 41 or 58% of the percentage. Then, omission error which 8 data out of 41 or 20%. Addition error which 8 data out of 41 or 20%. And the last kind of error is misordering. The data is 1 out of 41 or 2% of the percentage.

Interlingual transfer is a significant source for language learners. This study tried to compare between the students English pronunciation and students first language. This study found that interlingual transfer in contributed the cause of pronunciation error with the percentage 60%. Interlingual transfer occurred at different level. The students made error because they were still influenced by their first language. The information from the interview is when one of respondents said that English words are difficult to pronounce. Then the causes of error followed by intralingual transfer with the percentage 40%. Intralingual transfer is caused by the influence of one target language item upon another. The information from the interview is when most of the students said that learning English makes them confuse. When they have understood about the spelling rule, but not all the words follow the spelling rule. They still do not understand about what they have learned.

CONCLUSION AND SUGGESTION

Conclusion

There are some main points that can be considered as the conclusions of the study, they are:

1. The kinds of pronunciation error in consonant and vowel sounds. The surface strategy taxonomy classified into four types: omission, addition, misformation, and misordering. The finding showed that the total of kinds of pronunciation errors are 40 data. Misformation is the most frequent errors were made by the students. It is the highest number which 23 data out of 40 or 57,5% of the percentage
2. Interlingual and intralingual transfer contribute in causing errors occur. Interlingual transfer related with first language interference. From the result, it shows that interlingual transfer contributed the cause of pronunciation error with the percentage 60%. And intralingual transfer caused by unsuccessfully in learning second language. The cause of error followed by intralingual transfer with the percentage 40%.

Suggestion

This study hopefully could give advantageous information both theoretically and practically.

1. For the teachers.

The teachers are expected to give more explanation about pronunciation in consonant and vowel sounds to the students.

2. For the students.

The students are expected to learn more about English consonant and vowel sounds and to do more exercise and practice about the pronunciation to train their ability.

3. For readers.

The readers can improve their knowledge about the kinds of pronunciation in consonant and vowel sounds and as a reference to analysed the pronunciation error.

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