Pronunciation Error Produced by the Third Semester Students of STKIP PGRI Sidoarjo

Anggun Purnomo Arbi

STKIP PGRI Sidoarjo, e-mail: anggunpurnomo58@gmail.com

ABSTRACT

This study investigated the types of pronunciation error and factors causing pronunciation error as seen in the video. Pronunciation error in this study referred to error in producing English diphthong. The research subjects of this study were the third semester students of STKIP PGRI Sidoarjo. This study was a descriptive qualitative study because this study aimed to describe the findings. Documentation was the technique of collecting data of this study. The researcher was the main instrument of this study. The researcher used theories of English diphthong by Gerald Kelly and Yuliyanto Sabat and theories of factors causing pronunciation error by Ladefoged. The steps of data analysis of this study were the identification, classification, and description. The results of this study showed that the researcher found 2 types of pronunciation error that were substitution and omission. The researcher also found 3 factors that caused pronunciation error. Those factors are (1) the influence of spelling English pronunciation, (2) The sound system differences between L1 and L2, (3) the inconsistency of English vowels.

Keywords: diphthong, pronunciation error, factor causing pronunciation error

INTRODUCTION

In learning process, there are several phenomena that can be found. One phenomenon is called pronunciation error. In this study, the pronunciation error refers to the action when the speakers erroneously pronounce words or produce sound. The researcher aims to describe the type of pronunciation error and the factors causing pronunciation error because of some reasons.

The first reason is viewed from the recent condition of students' pronunciation. This condition shows that the students learning English have a problem in pronunciation because of the occurrence of error. In order to strengthen this statement, in the process of learning English as a foreign language, many students encounter difficulties and produce pronunciation errors especially when pronouncing consonants and vowels (Widyaningtyas, 2014:1).

The second reason is about the importance of English Pronunciation. There are some reasons why learning or analyzing pronunciation is important: (1) Pronunciation error can cause misunderstanding in communication. One problem

which causes misunderstanding in communication is an unintelligible pronunciation (Sabat, 2016:1). For example, someone says, "I like to eat *steak*" with pronunciation error "I like to eat *stick*". The word *steak* should be pronounced /steIk/ and stick /stIk/. The pronunciation of those words is slightly different but the meaning is so much different. (2) Even when the non-native speakers' vocabulary and grammar are excellent, if there pronunciation false below a certain threshold level; they are unable to communicate effectively (Wei, in Khaghaninejad, 2015). The listeners cannot differentiate between sound, they may be able to convert meaning. On the other hand, language learners can always be understood and says what they want to say (Harmers, in Khaghaninejad, 2015). It means that correct pronunciation has an important role in communication. (3) The importance of pronunciation can be viewed from the function of pronunciation. It is to provide the students with the tools that they need to gain accurate control within the sound system learned by them (McNamara, in Khaghaninejad, 2015). By underlining the statements above, the goals of pronunciation are helping student's acquire the knowledge and promoting the use of communication.

The third reason is the effectiveness of using video in analyzing pronunciation Error. The researcher used video to analyze the pronunciation error because of the effectiveness of using the video. In conducting error analysis, video turns into a more attractive data collection strategy (Spears, 2004:57). Videos show the researcher how students pronounce and produce sounds clearly. Researcher can analyze student's articulations when producing and pronouncing sounds, so the researcher can conclude how success the students produce and pronounce sounds. The videos can be replayed in order to gain clearer data. In the other hand, video technology has unique properties or features allowing researchers to capture and reflect complex phenomena from a variety of perspectives (Spears, 2004:57).

Based on arguments above, anticipating error in learning language including pronunciation error can be crucial because the error should be anticipated as early as possible. This study is about the error analysis on the students' pronunciation in English diphthongs production of the third semester students at STKIP PGRI Sidoarjo as seen in the video. The research questions of this study are:

1. What types of error do the students make in their English diphthongs production towards the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video?
2. What are factors that cause pronunciation errors made by the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video?

LITERATURE REVIEW

1. Types of Pronunciation Error

James in Fauziati (2000:144; Cited in Kartyastuti, 2017:49), claims that types of pronunciation error can be categorized into three types. These types are substitution, insertion, and omission.

Substitution

Substitution is categorized as the replacement of an item in types of error (Crystal, 1985, Cited in Kartyastuti, 2017:50). The source of error can be from intralingua, inter-lingual transfer, and others. For example, *steak* should be pronounced /steIk/, but speaker pronounced /stIk/. It means that the sound /eI/ is substituted by /I/.

Insertion

Insertion, referred to addition, is a type of errors which are categorized by presenting inappropriate item in the form (Fauziati, 2000, Cited in Kartyastuti, 2017:50). In this case, one or more extra sounds are added in words. For example, he word *studied* should be pronounced /stʌdId/, but speaker pronounces /stʌdIəd/. It means that there is an addition of vowel /ə/.

Omission

Omission is the types of errors identified by the absence of an item that must appear in well-formed utterance (Fauziati, 2000, Cited in Kartyastuti, 2017:50). For example, the word *developed* should be pronounced /diveləpt/, but speaker pronounces /div'ləpt/. It can be stated that the /ə/ is omitted.

2. Factors Causing Pronunciation Error

In the process of sound production, there are some errors that cause pronunciation error. One factor that causes pronunciation error can be called as a linguistics factor. There are four factors known as linguistic factors namely: (1) mother tongue interference, (2) sound system differences between L1 and L2, (3) inconsistency of English vowels, and (4) influence of spelling English pronunciation (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

Mother Tongue Interference

Mother tongue interference can be defined as a new set of sound corresponding to the sound of English and the arrangement of sound from the L1 built up (Ma'lah, 2016:14). It means that we apply new way of the use of our organs of speech. It is difficult because speaker should change his habbit.

Sound System Difference between L1 and L2

Sound system differences between L1 and L2 refers to the problem in pronunciation results from the differences in the sound system of English and native language that means the organs of speech are not trained to produced\ because of unfamiliar pronunciation by using the nearest sounds (Ma'lah, 2016:15). For example, in English wecan find consonant /v/, but in the other language such as Indonesia, we cannot find this sound.

Inconsistency of English Vowel

Inconsistency of English vowels refers to English vowels have more than just one pronunciation (Ma'lah, 2016:15). It is difficult to pronounce English vowel because this inconsistency. In the case of /o/ in the word 'move' and 'home', in each word it has different pronunciation.

Influence of Spelling on Pronunciation

Influence of spelling English pronunciation refers to the sounds of spoken English do not match up with written English to be pronounced (Ma'lah, 2016:15). It is difficult because of the difference between spelling and pronunciation. In the fact, some words that are spelt in the same way, are different in their pronunciation, for example the word 'lead' that is pronounced /li:d/ in the phrase lead the way, but /led/ in another phrase lead pipe.

RESEARCH METHODOLOGY

1. Research Design

Because this study aimed to describe the findings, this study was qualitative study. Strengthening this statement, according to Isaac and Michael (in Sugiarto, 2013: 30) says that qualitative method is a method to describe systematically the fact and the characteristics given phenomenon or area of interest, factually and accurately. It means that qualitative study is based on assumption. This study is a kind of descriptive qualitative study. Based on the objective of the study, the data should be analyzed specifically. Researcher described the data by excessive descriptions and analysis.

2. Research Subject

Research subject is a person who is the target of collecting data (Arikunto, 2013). The subjects of the study were the students of third semester class of STKIP PGRI Sidoarjo. This class consists of 36 students: 17 boys and 19 girls. They were chosen as research subject because they had Pronunciation Practice course at the previous semester and to facilitate researcher in collecting the data.

3. Instruments

Instrument is a tool or facility used by researchers in collecting data for better study result, more through, more systematic that makes it easier to be proceeded (Arikunto, 2013:203). In conducting this study, there were some instruments. The instruments of this study were:
Researcher

Because this study was a qualitative study, the main instrument of this study was the researcher. In addition, the researcher is the primary data collection tool in the qualitative study (Ary, 2010:25). The researcher had the important roles in choosing the research subject, collecting and also analyzing the data. Researcher used videos of the third semester students to collect the data.

Documentation

Because this study is a kind of document analysis, the documentation was the instrument of this study. The documentation in this study refers to the videos of students pronunciation. Documentation was used by the researcher to gain the data.

Table

In order to classify types of pronunciation error and to show the percentage of types of error, researcher used tables. The table of this study can be classified into table of classification and table of percentages.

Portable Oxford English Dictionary with Sound

It is a PC application (.exe) used by researcher to identify pronunciation error. It showed words' phonetics transcription and the way of the words produced.

4. Source of Data and Data

Source of data and data are the important aspect in doing the study. Source of data is the subject where the data are obtained (Arikunto, 2013:172). Data are the results of researcher's recording that can be formed as facts or numbers (Arikunto, 2013:161). In this part, the researcher presents the source of data and data of this study.

Data: words pronounced by students consisting diphthong

The data in this study referred to words pronounced by students consisting diphthong as seen in the video. It means that the data were taken from words pronounced that contained diphthong as seen in the video. Words that did not contain diphthong were not categorized as a source of data.

Source of Data: all the words pronounced by students as seen in the video

The data of this study were taken from all the words pronounced by the students as seen in the video.

5. Data Collection Procedures

Data collection procedure is the most strategic step in study because the goal of study is to determine the data (Sugiyono, 2016:224). In this part, researcher describes the steps of data collection. Here are the steps of data collection procedure:

Collecting the video of students' pronunciation

The first step was collecting the videos of students' pronunciation. Researcher collected the video of students' pronunciation from the lecturer who taught pronunciation practice course in the previous semester.

Watching students' pronunciation videos

The second step was watching students' pronunciation videos. After collecting the students' pronunciation video, researcher watched the videos of students' pronunciation video.

Transcribing phonemics transcription and marking mispronounced word

The third step was writing phonemics transcription of words produced by students and marking mispronounced word. While watching the videos, researcher wrote the phonemic transcriptions by checking the portable Oxford English Dictionary with Sound that concerns British and American speech style. When researcher found pronunciation error, he marked or underlined the mispronounced words.

6. Data Analysis

This section presents the steps of analyzing data. Analysing the data refers to the actions of analysing the data in the form of words (description, observation, impression and so fourth) (Ary, 2010:32). After researcher collected the data, he analyzed the data. There were some steps of data analysis.

First, researcher identified the pronunciation error made by students by analysing the video of students' pronunciation. Researcher recognized the characteristics of pronunciation error by implementing theories of English pronunciation by Gerald Kelly (2000). Researcher wrote the pronunciation error in the note.

The second step of data analysis was classification. Classification aimed to divide the pronunciation errors according to types of pronunciation error. By noting phonemic transcriptions, researcher classified pronunciation error made by research subjects viewed from diphthong production. Pronunciation errors were classified into some types of pronunciation error: substitution, insertion, and omission. In classifying the types of pronunciation error, researcher used theories of types of pronunciation error by Fauziati (2000) and Crystal (1985).

The third step was the description types of error and factor causing pronunciation error in English diphthong production. In describing the factors causing pronunciation error in English diphthong production researcher used with the theories of factors causing pronunciation error by (Ladefoged, 2001) in Hasan (2014:33) as cited in Ma'lah (2016).

FINDINGS AND DISCUSSION

1. Types of Pronunciation Error

After the researcher analyzed the diphthong production, he found out 32 words that were erroneously pronounced by the students. Those pronunciation errors were classified into 2 types of pronunciation error. They are the substitution and omission that can be seen in the table below:

Table 1 Types of Pronunciation Error

No.	Spelling	Correct instance	Error instance	Type of Error	Reason	Research Subject

1	Education	/ɛdju(:)ˈkeɪʃən/	/ɛdju(:)ˈkeʃən/	Omission	/ɪ/ is omitted	Student 1
2	Saving	/ˈseɪvɪŋ/	/ˈsævɪŋ/	Substitution	/æ/ substitutes /eɪ/	Student 1
3	Really	/ˈrɪəli/	/ˈriːli/	Substitution	/iː/ substitutes /ɪə/	Student 1
4	Save	/seɪv/	/ˈsæv/	Substitution	/æ/ substitutes /eɪ/	Student 1
5	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/æ/ substitutes /eɪ/	Student 1
6	Enable	/ɪˈneɪblz/	/ɪˈneble/	Omission	sound /ɪ/ is omitted	Student 1
7	Actual	/ˈæktʃʊəl/	/ˈʌktʃʊal/	Substitution	/ʊa/ substitutes /ʊə/	Student 1
8	Material	/məˈtɪərɪəl/	/mʌˈterɪʌl/	Substitution	**/e/ substitutes /ɪə/ /ʌ/ substitutes /ɪə/**	Student 1
9	Savings	/ˈseɪvɪŋz/	/ˈsævɪŋs/	Substitution	/æ/ substitutes /eɪ/	Student 1
10	Found	/faʊnd/	/fɒnd/	Substitution	/ɒ/ substitutes /aʊ/	Student 2
11	Monolingual	/mɒnəʊˈlɪŋgwəlz/	/mɒnɒˈlɪŋgwalz/	Substitution	/ɒ/ substitutes /əʊ/	Student 2
12	Association	/əˌsəʊsɪˈeɪʃ(ə)n/	/əˌsɒsɪˈeɪʃ(ə)n/	Substitution	/ɒ/ substitutes /əʊ/	Student 2
13	Latest	/leɪtɪst/	/lets/	Omission	sound /ɪ/ is omitted	Student 2
14	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted	Student 2
15	Found	/faʊnd/	/fɒnd/	Substitution	/ɒ/ substitutes /aʊ/	Student 2
16	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is	Student

						omitted	2
17	Highway	/ˈhaɪweɪ/	/ˈhaɪwe/	Omission	sound /ɪ/ is omitted		Student 2
18	Make	/meɪk/	/mek/	Omission	sound /ɪ/ is omitted		Student 2
19	Controlling	/kənˈtrəʊlɪŋ/	/kɒnˈtrɒlɪŋ/	Substitution	/ɒ/ substitutes /əʊ/		Student 2
20	Control	/kənˈtrəʊl/	/kɒnˈtrɒl/	Substitution	/ɒ/ substitutes /əʊ/		Student 2
21	How	/haʊ/	/haɪ/	Substitution	/aɪ/ substitutes /aʊ/		Student 3
22	Essay	/ˈɛseɪ/	/ˈɪsaɪ/	Substitution	/aɪ/ substitutes /eɪ/		Student 4
23	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fɪf-ˈparagraf/	Omission	Sound /a/ is omitted		Student 4
24	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes /aʊ/		Student 4
25	Write	/raɪt/	/wræt/	Substitution	/æ/ substitute /aɪ/		Student 4
26	How	/haʊ/	/hɒʊ/	Substitution	/ɒʊ/ substitutes /aʊ/		Student 5
27	Five-paragraph	/faɪv-ˈpærəgrɑːf/	/fef-ˈparagraf/	Substitution	/e/ substitute /aɪ/		Student 5
28	Essay	/ˈɛseɪ/	/ˈɪse/	Omission	sound /ɪ/ is omitted		Student 5
29	Write	/raɪt/	/ˈwreɪt/	Substitution	/eɪ/ substitute /aɪ/		Student 5
30	Writing	/ˈraɪtɪŋ/	/ˈwretɪŋ/	Substitution	/eɪ/ substitute /aɪ/		Student 5
31	Page	/peɪdʒ/	/pedʒ/	Omission	Sound /ɪ/ is omitted		Student 6
32	Education	/ɛdju(ː)ˈkeɪʃən/	/ɛduˈkesən/	Omission	/ɪ/ is omitted		Student 6

.   Viewed from the table 1, the researcher found 21 pronunciation errors classified into substitution pronunciation error. Those pronunciation errors occurred in the word: 'saving', 'really', 'save', 'saving', 'actual', 'material', 'found', 'monolingual', 'association', 'found', 'controlling', 'control', 'how', 'essay', 'how', 'write', 'how', 'five-paragraph', 'write', 'writing', 'savings'. It can be happened because there was diphthong substituted by the other sound. For example, in producing word 'writing' /ˈraɪtɪŋ/, the student pronounced /ˈwretɪŋ/ that means /eɪ/ substitute /aɪ/.

In addition, the researcher found 11 pronunciation errors that were categorized as omission pronunciation error. They are 'education', 'enable', 'latest', 'make', 'five-paragraph', 'make', 'highway', 'make', 'essay', 'page', 'education'. This case happened because of the absence of sound. For example, the word 'page' has to pronounced /peɪdʒ/, but student pronounced /pedʒ/ that means sound /ɪ/ is omitted.

The researcher presents the percentage of the types of pronunciation errors in order to give additional information for the readers.

Table 2 Percentage of Type Pronunciation Error

No	Types of Errors	Number of Errors	Percentage
1	Substitution	21	65.62 %
2	Omission	11	34.38%
	Total	32	100 %

Based on the table above, the substitution is the most type of pronunciation error produced by the third semester students. It can be proven by the data showing substitution 65.62% and omission 34.38%.

2. Factor Causing Pronunciation Error

Based on the researcher's reference, there were 4 factors causing pronunciation error, but the researcher only found 3 factors. Those factors were (1) the influence of spelling English pronunciation caused pronunciation errors in producing **/eɪ/,** /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/, (2) The sound system differences between L1 and L2 caused pronunciation error in producing /ɪə/, /ʊə/, and /əʊ/, (3) the inconsistency of English vowels caused pronunciation errors in producing /aɪ/. The data were represented on the table below:

Table 3 Factor Causing Pronunciation Error

No.	Pronunciation Errors	Factor Causing Pronunciation Error			
		MTI	SSD	IEV	ISEP
1.	Error in producing **/eɪ/**				√
2.	Error in producing /aɪ/			√	√
3.	Error in producing /ɪə/		√		√
4.	Error in producing /aʊ/				√
5.	Error in producing /ʊə/		√		√
6.	Error in producing /əʊ/		√		√

MTI: mother tongue interference

SSD: sound system differences between L1 and L2

IEV: inconsistency of English vowels

ISEP: influence of spelling English pronunciation

Viewed from the table 3, there were 3 factors that caused pronunciation error: (1) the influence of spelling English pronunciation caused pronunciation errors in producing **/eɪ/,** /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/, (2) The sound system differences between L1 and L2 caused pronunciation error in producing /ɪə/, /ʊə/, and /əʊ/, (3) the inconsistency of English vowels caused pronunciation errors in producing /aɪ/.

CONCLUSION AND SUGGESTION

1.   Conclusion

The researcher found 32 pronunciation errors in diphthong production that were categorized as two types of pronunciation error. The types of pronunciation errors were substitution and omission. 21 pronunciation errors were classified into substitution pronunciation error. Those pronunciation errors occurred in the word: 'saving', 'really', 'save', 'saving', 'actual', 'material', 'found', 'monolingual', 'association', 'found', 'controlling', 'control', 'how', 'essay', 'how', 'write', 'how', 'five-paragraph', 'write', 'writing', 'savings'. 11 pronunciation errors were categorized as omission pronunciation error: 'education', 'enable', 'latest', 'make', 'five-paragraph', 'make', 'highway', 'make', 'essay', 'page', 'education'.

It means that the substitution pronunciation error was the dominant types of pronunciation error produced by research subjects because of its frequency.

The researcher found 3 factors causing pronunciation errors. Those factors are (1) the influence of spelling English pronunciation caused pronunciation errors in producing **/eɪ/,** /aɪ/, /ɪə/, /aʊ/, /ʊə/, and /əʊ/, (2) The sound system differences between L1 and L2 caused pronunciation error in producing /ɪə/, /ʊə/, and /əʊ/, (3) the inconsistency of English vowels caused pronunciation errors in producing /aɪ/.

2.   Suggestion

For the students, the researcher suggests them to learn English pronunciation especially in the diphthong production more seriously in order to avoid pronunciation error. The students can learn the English pronunciation by watching the pronunciation videos by the native speakers in order to understand how the native speakers produce the sound. By watching the videos, the students can observe the speakers' articulation in pronouncing words.

For the teacher or lecturer, the researcher also suggests them to teach the English pronunciation effectively. The teachers or lecturers should use the effective methods. They can use the video of native speakers' pronunciation in order to show the students the right way of producing diphthongs. Moreover, the teachers or lecturers can also used the English Pronunciation application such in order to facilitate them in teaching English pronunciation. This study represented theories of the diphthong production, the teachers or lecturers can use this study as their teaching materials.

For the further researchers, it is expected that the results of the study can give clear information for other researchers, so that the study can be used as one of the references to enrich conducting other researches related to this study. However, this study still had limited discussions. This study was focused on pronunciation error in the diphthong production. The other researchers can explore the similar study by investigating pronunciation error in English consonant production. The researcher also suggests the next researcher to investigate the correlation between pronunciation error in diphthong and the improvement of students' speaking skill.

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