

Suprasegmental Errors of Students with Javanese Mother Tongue: A Case at a Private Islamic University in Purworejo

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ABSTRACT

This study was aimed to examine errors found in suprasegmentals, more specifically in word stress and intonation; and to explain the causes of errors made by the learners. The research samples were twenty of the first semester students who spoke Javanese as their mother tongue and who took Pronunciation subject. The instruments of the study were pronunciation test and focus group interview. The pronunciation test was used to get the data of suprasegmental errors, specifically in word stress and intonation. Meanwhile, the interview was used to get the data of the causes of errors. The data were analyzed by using descriptive statistics analysis and thematic analysis. The findings showed that there were 35.8 % errors in word stress and 40 % errors in intonation. Then, the source of errors occurred because of mother-tongue influence, target language or intralingua, learning strategy and learners' attitude. Other factors contributed to the errors were lack of practice and lack of exposure to the native speakers both in the classroom and outside the classroom

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INTRODUCTION

One of the language components in speaking for oral communication is pronunciation. Speaking cannot be done without pronouncing words or utterances to convey certain intention. Proper pronunciation gives a good effect on intelligible communication. Meanwhile, poor pronunciation will affect comprehension and effective communication.

Learning pronunciation should be begun when a learner has started to learn a language not only acquiring a mother tongue but also learning a second or foreign language. However, pronunciation is often neglected in learning English as a foreign language at low level education institutions such as at Elementary School, Junior High School and, Senior High School. Most schools only focus on learning vocabulary to support learners' reading comprehension. In fact, English subject in low level education institutions is mostly assessed through a written test with a very little assessment in speaking skill.

Since pronunciation did not get attention in Senior High School, the learners often had problems in both segmentals and suprasegmentals. They pronounced individual phonemes, words and sentences which often contained errors. These problems need urgent solutions so that the learners' oral production will be more comprehensible and more native-like which make the learners become more confident to use English.

To get more understanding of error types, error level, and source of errors, it can be done through error analysis. Pronunciation error is one type of error in a linguistic category that covers segmental and suprasegmental pronunciation. As a matter of fact, this topic had been studied by previous researchers such as Adila and Refnaldi (2019), Ahmed (2017), Aktug (2015), Dang (2017), Fauzi (2020), Fitriani and Zulkarnain (2019), Haryani (2016), Hassan (2014), Hussain and Sajid (2015), and Kehoe (1997).

Earlier study related to the current study about the common errors made by students in speaking was conducted by (Fitriani & Zulkarnain, 2019). It was found that errors made by the students were in the form of pronunciation and grammatical errors. Related to segmental pronunciation errors and difficulties, the studies were conducted by (Adila & Refnaldi, 2019; Ahmed, 2017; Aktug, 2015; Fauzi, 2020; Hassan, 2014).

Hassan (2014) and Ahmed (2017) investigated pronunciation problems encountered by students whose first language was Sundanese. (Hassan, 2014) found that Sundanese students had problems with the pronunciation of vowels. The factors that made the problems emerged were language interference, difference in the sound system, and the inconsistency of English sounds. Meanwhile, Ahmed (2017) found that the majority of the students cannot pronounce both target vowels and consonants, particularly consonants which do not exist in Arabic. This problem was the result of teaching difficulties. Meanwhile, Aktug (2015) examined common errors produced by seventh grade Turkish students. The result showed that the most errors occurred in consonants. In relation to errors in consonants, Fauzi (2020) found that errors which were commonly made by Sundanese students were pronouncing fricative consonants. The result showed that the respondents made some errors and the reason for making errors was overgeneralization. Similar to Fauzi (2020), Adila and Refnaldi (2019) studied on determining students' pronunciation errors in pronouncing consonants. They found six consonants errors, namely alveolar, interdental, alveoli-palatal, labiodental, velar, and bilabial. The factors that caused these errors were mother tongue influence, lack of English practice in daily life, unchallenging lessons, being a passive learner, and lack of confidence.

Studies related to suprasegmental errors were conducted by Dang (2017), Haryani (2016), Hussain and Sajid (2015), and Kehoe (1997). Kehoe (1997) focused on examining stress errors in English-speaking children's production of multisyllabic words to determine whether they were consistent with the rule of acquisition of stress. The result indicated that there were significantly greater numbers of stress errors in SWSW words. The finding was consistent with the increased association of stress errors with exceptional forms. Later, Hussain and Sajid (2015) examined the degree to which suprasegmental affected comprehensibility. The study found that there was a paradigm shift in the pronunciation teaching approach; from focusing attention to individual phonemes in terms of suprasegmental to other features of the larger context of utterances. This implication was neglected by Dang (2017) who made an investigation about the causes of many errors made by 50 Vietnamese adult EFL learners, particularly in suprasegmental errors. The evidence showed that pronunciation instruction was focused on individual sounds (segmental) and tended to overlook suprasegmental. The result showed that the lack of exposure to foreigners was one of the main factors in determining the participants' pronunciation errors. Besides, Haryani (2016) focused on identifying and analyzing errors made by eleventh grade students of SMA Palu in locating stress in English pronunciation and the cause of the errors. It was found that the students made overgeneralization errors which were categorized as interlingual and intralingual errors. The errors occurred because of the effect of the students' mother tongue toward their understanding of the target language.

The similarity between the current study from the previous ones is on the area of pronunciation errors. However, some of the studies were less specific whether they wanted to focus on segmental or suprasegmental pronunciation errors. Thus, the differences between this study from the previous ones are on the specific feature of pronunciation, that is suprasegmental with two aspects, namely word stress, and intonation. Another difference is on the way of finding the error sources by combining James' theory (2013) with other theories. Finally, as far as we know, none of the studies were focused on errors made by students with Javanese mother tongue. Thus, this study was aimed to examine the errors found in suprasegmental, with more specifically in word stress and intonation and to explain the causes of errors.

LITERATURE REVIEW

Concept of Error

The concept of error sometimes is confused with the concept of mistakes. However, the occurrence and the context are different. Dulay et al. (1982) has made a simple definition of error that is the failure in speaking or writing. Later, Brown (2007) argued the distinction between error and mistakes, that is, a mistake is an error of performance either a random guess or slip of the tongue. On the other hand, an error is a noticeable deviation from the adult grammar of a native speaker which reflects a learner's competence. Futher, Keshavarz (2012) had an opinion that errors are considered to be systematic, governed by rule, and apparently are caused by learners' incomplete knowledge about the target language while mistakes are random deviations.

Dulay et al. (1982) had made four classifications of errors, namely: (1) linguistic category; (2) surface taxonomy strategy; (3) comparative analysis; and (4) communicative effect. First, linguistic category classifies errors based on either language components or particular linguistic constituents in the errors' effects. Phonology (pronunciation), syntax and morphology (grammar) semantics and lexicon, and discourse are under language

components. Second, surface taxonomy strategy includes omission, addition, misformation, and disordering. Third, comparative analysis includes developmental errors, interlingual errors, and ambiguous errors. Fourth, communicative effect includes global and local errors.

However, in this research, we only limited the focus to the forth taxonomy and did not focus much on the other three taxonomies. The researchers actually also focused in the first taxonomy but only specified on phonology or pronunciation errors. As James, (2013) explained that errors in phonology are often described as mispronunciation errors.

Three types of pronunciation errors had been classified by James (2013) namely segmental, combinatorial, and suprasegmental. Segmental errors are related to errors in pronouncing vowels, consonants, and diphthongs. Then, combinatorial errors appear in pronouncing consonant clusters, and final syllabic /l/. Finally, suprasegmental errors include stress (word stress and sentence stress), rhythm, and intonation.

Error Analysis

Error analysis is the study of the learners' errors in target language production which in this case is English. The researchers mostly described the errors, categorized them, and judged the errors' level whether the errors were at a high, moderate, or low level. Some researchers also found out the possible causes of errors by collecting some data from the language learners before concluding and offering recommendations.

Error analysis is conducted based on important assumptions as proposed by Keshavarz (2012). He explained that these assumptions include (1) errors are inevitable as we cannot learn a language, either first or second language, without committing errors; (2) errors are significant in different ways and (3) not all errors are attributable to the learner's mother tongue.

Error analysis has two purposes as they were explained by Dulay et al. (1982): (1) it provides data from which interference about the nature of language learning process can be made; and (2) it indicates which part of the target language students face most difficulty in producing the language correctly. By analyzing errors, a teacher will understand better in students' difficulties, so it will be useful information for future teaching strategy.

Source of Error

Error diagnoses have the purpose of explaining the reasons why errors appear. James (2013) has made two categories: 1) primary diagnosis that simply explains why the error occurs and 2) secondary diagnosis that explains the forms that errors assume. He also categorized five major error diagnosis; interlingual, intralingual, communication-strategy, learning strategy and induced errors.

Mother Tongue Influence: Interlingual Errors

Based on Contrastive Analysis (CA), the elements of First Language (L1), Second Language (L2) and Foreign Language (FL) can be both similar and different. The similar elements can facilitate students to learn the FL. However, the different elements might cause a negative transfer of L1 into FL. In other words, interference errors were the source of the errors from L1 (James, 2013).

The Target Language Causes Intralingual Errors

These errors are in the form of ignorance of Target Language (TL) form. It also refers to the items produced by the learner which do not reflect the structure of the mother tongue, but are generalized based on partial exposure to the TL (Richards, 1974). Further,

He found that systematic intralingual errors involve overgeneralization, ignorance of rule restriction, incomplete application of rules, and semantic errors.

Learning Strategy Based on Errors

This error type includes false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restriction, hypercorrection and overgeneralization or system-simplification (James, 2013).

Communication Strategy Based on Errors

This type of error includes holistic strategy (learner's assumption that if a learner can say X in the FL, then he/she must be able to say Y). Analytic strategy is by allusion rather than the direct reference (James, 2013).

Induced Errors.

Stenson (1983) explains "it refers to the result more from the classroom situation than from the students' incomplete competence in English grammar (intralingual errors) or first language interference" (as cited in James, 2013).

Suprasegmentals

Pronunciation is the practice of realizing the theory of phonology. There are two broad types of phonology, namely segmental and suprasegmental phonology. Segmental phonology is concerned with speech sounds which include consonants, vowels, and diphthongs. Each sound is like consonants that were categorized into two types; voiced and voiceless consonants. Language learners learn the way the speech sounds are produced, identify them, and practice them. Suprasegmental phonology covers stress, tone, accent, and intonation (Odden, 2013).

Stress

Stress is a property of syllables. Each stressed syllable has a change in pitch or the level of speaker's voice, and the vowel sound in that syllable is longer. Stress can fall on the first, middle, or last syllable. In a word with two or more syllables, one syllable is stressed, while other syllable(s) around it/them is/are unstressed. Unstressed syllables can be described as the absence of the three features; soft, weak, and short. The illustration is shown in the words below.

Table 1. Stress Pattern

Stress pattern		
Ooo	OOo	ooO
TECHnical	banana	Understand

There are four rules for word stress as described below (Kelly, 2000).

Core Vocabulary

Many everyday nouns and adjectives of two-syllable are stressed on the first syllable, for example, SISter, BROther, Mother, Coffee, etc.

Prefixes and Suffixes

Prefixes and suffixes are not usually stressed in English. For example: QUIetly, TREATment, enLARGE, etc.

Compound Words

Words which form the combination of two words tend to be stressed on the first word, like POSTman, TEAport, NEWSpaper.

Words Having a Dual Role: Either as a Noun or Adjective or a Verb.

A noun or adjective is stressed on the first syllable, while a verb is stressed on the second syllable, like Import (n), import (v), Increase (n), increase (v).

Intonation

Intonation refers to the way the voice goes up and down in the pitch when we are speaking (Kellly, 2000). Besides giving meaning, intonation gives listeners clues about the attitude of the speaker, how he feels about and what he is saying. There are some attempts made to show the connection between intonation patterns and types of grammatical structures. Language learners can use them as guidance in making an appropriate choice of intonation.

METHOD

This research employed mixed method study which was supported by both quantitative and qualitative data. The quantitative data were in the form of percentages of suprasegmental errors produced by the students, whereas the qualitative ones were in the form of the descriptions of the causes of errors.

The research was conducted at one Islamic private university in Central Java. The purposive sampling technique was used to determine the sample of the study. The researchers took 20 students who speak Javanese as the mother tongue and who willingly participated in this study. They were the first semester students who took Pronunciation class. The age of the students were about 18 to 19 years old and they speak Javanese as their mother tongue.

The instruments used to collect the data were the pronunciation test which contained 20 words focusing on word stress and 10 sentences focusing on intonation and focus group interview. Before the test was administered, it was tried out and tested for its validity. The test was used to assess the students' ability in using word stress and intonation as well as to identify the errors. Meanwhile, the focus group interview consisting four to six participants was conducted to draw the data on the causes of errors. In collecting the data of errors in suprasegmental, the students were asked to record their pronunciation in terms of word stress and intonation. After recording the pronunciation, it was double checked using certain rubric and criteria. Furthermore, the interview record was transcribed, coded, and categorized. Finally, investigator triangulation was used to check the data validity.

In this study, the quantitative data obtained from the participants in the form of test results were analyzed by using descriptive statistics analysis. Then, the qualitative data resulted from the focus group interview were analyzed by using thematic analysis. Descriptive statistics were used to determine the frequency and the percentages of the quantitative data. Meanwhile, thematic analysis was used to identify the causes of errors.

FINDINGS

The Errors Found in Suprasegmental, More Specifically in Word Stress and Intonation

Word Stress Errors

After checking the students' record of pronunciation test, the number of errors made by the students in pronouncing the list of words and sentences were calculated. The calculation of word stress was based on the requirement as follows: when a student pronounced a word with correct stress on the right syllable, he/she was scored 1, but when a student made an error in the stress of a certain syllable, he/she was scored zero. There were 20 words. Finally, when a student pronounced all words correctly he/she was scored 20. So, the total of the correct answer was 400. The result of the calculation can be seen in the following table.

Table 2. Errors in Word Stress

Word	*TS	**NS	***NSC	%	****NSI	%
Courage	●Courage	20	8	40	12	60
Disease	●Disease	20	12	60	8	40
Nature	●Nature	20	14	70	6	30
record (N)	●record	20	4	20	16	80
Frozen	●frozen	20	18	90	2	10
Attractive	●attractive	20	13	65	7	35
Audience	●audience	20	6	30	14	70
Excited	●excited	20	13	65	7	35
Luggage	●luggage	20	7	35	13	65
Chinese	●Chinese	20	9	45	11	55
Egyptian	●Egyptian	20	20	100	0	0
Furious	●furious	20	18	90	2	10
Adventure	●adventure	20	17	85	3	15
Profession	●profession	20	7	35	13	65
Mathematics	●Mathematics	20	17	85	3	15
Ambitious	●ambitious	20	14	70	6	30
Purify	●purify	20	15	75	5	25
Dedication	●dedication	20	15	75	5	25
Nationality	●nationality	20	14	70	6	30
Apology	●Apology	20	16	80	4	20
Total			257	64.2	143	35.8

Note: *TS= Target Stress, **NS=number of students, ***NSC= number of students with correct stress, ****NSI= number of students with incorrect stress

Table 2 shows errors made by the students in using word stress. The word *furious* had been pronounced successfully by all students as there were no errors. There were also a few errors found in the word *frozen*, *Egyptian*, *adventure*, *profession*, and *ambitious*. Some words were pronounced difficultly as there were many errors such as in pronouncing the word, *courage*, *record (N)*, *audience*, *luggage*, and *mathematics*. The most difficult one was pronouncing “*record*” (N) for 16 students pronounced it incorrectly. Finally, there were only four students who were correct.

Intonation Errors

There were 10 sentences used to test the intonation. They consisted of rising and falling intonations. If a student used correct intonation, he/she was scored 1. If he/she made an error, he/she was scored 0. The total correct intonation score was 200.

Table 3 shows the target sentences and the number of errors in each sentence. The sentences include statements, yes/no questions, and informative questions.

Table 3. Errors in Intonation

Sentence	*TI	**NS	***NSC	%	****NSI	%
I didn't surprise if you forgot.	Falling	20	11	55	9	45
Could you fetch my glasses from the kitchen?	Raising	20	17	85	3	15
I shouldn't have thought he could get here in time.	Falling	20	12	60	8	40
I see he's forgotten to leave his address.	Falling	20	7	35	13	65
She must have been on holiday for over a week.	Falling	20	14	70	6	30
It was very cold, so she lit the sitting-room fire.	Falling	20	14	70	6	30
Will someone meet you at the station?	Raising	20	19	95	1	0.5
Can you buy me a newspaper while you're out?	Raising	20	14	70	6	30
What's the matter with you?	Falling	20	7	35	13	65
Why can't she be more reasonable?	Falling	20	5	25	15	75
Total			120	60	80	40

Note: *TS= Target intonation, **NS=number of students, ***NSC= number of students with correct intonation, ****NSI= number of students with incorrect intonation

Table 3 shows the number of intonation errors for each sentence. The total score of intonation errors was 80 or 40%, whereas the total score of correct intonation was 120 or 60%. It can be interpreted that there was more correct intonation than the error ones. The sentence with the least errors is the seventh sentence, as there was only 1 error. It means that there was only one student who made an error, while 19 students used correct intonation. On the other hand, there was a sentence which the students produced many errors that is the tenth sentence, as there were 15 errors. In other words, 15 students made errors and only five students pronounced it correctly.

The summary of supra-segmental errors which cover errors in word stress and intonation is put in the Table 4.

Table 4. Supra-segmental Errors

Supra-segmental errors	Number of Error	Percentage
Word stress	143	35.8%
Intonation	80	40%

Table 4 shows the number of errors of word stress and intonation. There were 20 words in the test and there were 20 students participated in the study. There were 143 of word stress errors with the percentage of 35.8%. While in term of intonation, there were 10 sentences and there were 80 errors with the percentage of 40%. From the data listed in Table 4, it can be concluded that there were more errors in intonation than in word stress. It is assumed that intonation is more difficult than word stress.

To determine the error category, Best et al. (2006) was used. The criteria were divided into four, namely excellent, good, fair, and poor.

Table 5. Best's Criteria of Error Category

Category	Number of error in percentage (%)
Excellent	0 – 25
Good	26 – 50
Fair	51 – 75
Poor	76 – 100

Based on the criteria listed in Table 5, it can be interpreted that the students' ability in using word stress was considered good as the errors laid on the percentage of 26 % to 50%. It is as good as intonation, as it laid on the similar range percentage. So, it can be interpreted that the students' suprasegmental skill is considered "Good" as the percentage laid in the range between 26 to 50 %.

The Causes of Errors

A focus group interview was conducted to identify the causes of errors. There were eight questions in the interview protocol which required the participants to answer questions related to the pronunciation difficulty, particularly referring to the reasons why the learners had made errors.

The themes and codes gained from the analysis of the qualitative data obtained from the interview were put in the Table 6.

Table 6. Themes and Codes for Causes of Errors

Theme	Code
Mother tongue influence or interlingual	A. Different language habit B. The different rules between the two languages C. Not accustomed to using stress D. New matter
Target language causes: intralingual errors	A. Difficult to understand the rules of stress and intonation B. Confusing rules C. Forgetting which syllables to stress
Learning-strategy-based errors	A. false analogy B. mis-analysis C. inability to understand the materials D. incomplete rule application
Learners' attitude	A. less concerned in using correct stress and intonation B. forgetting which syllable should be stressed and what intonation should be used
Exposure	A. lack of exposure to practice target language particularly outside of the class

Mother Tongue Influence or Interlingual

The first source of errors related to the mother tongue influence was different language habits. One of the difficulties for students to learn pronunciation, particularly suprasegmental was pronunciation habits. They have already built the language habit in their first language that made them difficult to use the foreign language. As a result, errors could not be avoided. One student named RWP mentioned: *"I think the difficulties were caused by the habit of using each language in many activities"* (RWP, focus group interview, 2020).

The second reason was the different rules between the two languages. Many students had difficulties in pronunciation because of the different rules between English and Javanese. The different rules made the students difficult to apply the correct English

pronunciation. It was stated in one of the students' responses named AYK: *"In my opinion, differences in dialects and rules in Javanese/Indonesian and English were the main factors that made us difficult in learning pronunciation"* (AYK, focus group interview, 2020).

The third reason why the students made errors in supra-segmental features was because they were not accustomed to using stress in their language. One student named RDA said: *"I think we did not use stress properly because we were not accustomed to using stress. Stress rules are not found in Javanese"* (RDA, focus group interview, 2020).

The fourth reason is that stress and intonation were new matters for the students. To students who just learned pronunciation, stress and intonation were considered new matters that they never learned in their first language before. One student named RDA said: *"In my opinion, there are no rules related to use stress in Javanese and Indonesian language"* (RDA, focus group interview, 2020).

The other student named WP said: *"I think the students didn't learn enough so they didn't understand and this was something new for some students"* (WP, focus group interview, 2020).

Target Language Causes: Intralingual Errors

The second reason which was responsible for error occurrence is the target language itself. The rules about stress and intonation made the learners difficult to understand and even made them confused. So, errors could not be avoided. One student named AM said:

"There were several reasons, the first was that the students did not fully understand the pronunciation material, especially in suprasegmental, secondly the students sometimes forgot which one should be stressed, rising intonation or falling intonation, etc" (AM, focus group interview, 2020).

Other student name RWP responded: *"Because the stress and intonation were confusing; how to stress words and use intonation"* (RWP, focus group interview, 2020).

Learning Strategy Based Errors

One of the reasons for error occurrence was students' learning strategy. First, the learners often compared and used similar pronunciation during practices. However, they frequently committed wrong pronunciation. One student named WP mentioned: *"I thought the students just guessed the stress and the intonation of what they thought they were right, but unfortunately not"* (WP, focus group interview, 2020).

The second reason was in correct analysis. It happened because the students were frequently confused in which part of the word that should be stressed or what intonation that should be used in certain sentences. One student named NAJ said: *"I thought because the students did not know which part that must be stressed and which intonation that must be used correctly"* (NAJ, focus group interview, 2020).

Other student named RWP said: *"We were still confused about how to stress word correctly"* (RWP, focus group interview, 2020).

The third reason was incomplete rule application. One student named AYK clarified: *"I think the students did not fully understand the pronunciation material, especially in suprasegmental"* (AYK, focus group interview, 2020).

The other student named HR confirmed: *"I think, because the students less understood the meaning of the word and did not know the location in which part must be stressed, and most of the students did not know the use of intonation correctly"* (HR, focus group interview, 2020).

Learners' Attitude

The students seemed less concerned in using correct stress and intonation. It was indicated by the habit of forgetting which syllable that should be stressed and what intonation that should be used. One student named AM clarified: *"The student sometimes forgot which one should be stressed, used rising intonation or falling intonation, etc"* (AM, focus group interview, 2020)

The other student named NAJ mentioned: *"Most students were not correct when they read or did exercises in pronunciation because some students usually forgot to mark the stress"* (NAJ, focus group interview, 2020).

Exposure

The students often had lack of exposure to practice the target language particularly outside of the class. One student named WP said: *"The students did not practice how to determine which syllable that should be stressed, and to use intonation correctly"* (WP, focus group interview, 2020).

DISCUSSION

This finding was not bad compared to Haryani's study (2016) that the students' ability in locating the stress was at a poor level. It was shown by the error percentage, 74.75%. The differences between two studies were the use of sample. The sample of Haryani's study was the students of Senior High School while the sample of the current study was the first semester students of English Language Education. However, these errors cannot be neglected, there must be a solution that must be made to anticipate these errors. This study supports the findings of Hussain and Sajid (2015) to have a new approach in teaching pronunciation that is not only focusing on individual phonemes but also suprasegmental and other features of a context of utterance. On the contrary, if pronunciation teaching only focuses on segmentals, there will be too many errors on suprasegmentals like the research finding of Dang (2017)

Concerning pronunciation difficulty, the finding from the focus group interview can be interpreted that most students thought that suprasegmentals were more difficult than segmentals. This is true as in learning individual phonemes, learners can use a pronunciation dictionary as a guide, and however, in learning suprasegmentals, a learner needs to be exposed to a native speaker either through watching movies or communicating directly with a native speaker. This event is so rare, particularly for a small university that cannot hire a native English teacher. This finding supports Dang (2017) that many errors produced by Vietnamese EFL learners were caused by lack of exposure to foreigners both inside and outside the classroom.

Secondly, the factors causing the errors were mother tongue influence as many students were not accustomed to using stress in Javanese and intralingual which made the students confused by the rule of stress and intonation. This finding is in line with Haryani (2016) and Hassan (2014).

Another factor that contributed to errors made by students was incomplete rules acquired by students. Although the lecturer of pronunciation had taught complete rules for suprasegmentals, the students could not catch all lessons. It might be caused by the time limitation for the students to understand well for both segmental and suprasegmental in one semester. They had lack of practice in using the rules. In James (2013), errors resulted from this factor were called learning-strategy-based category. One type of this category is an overgeneralization. The implication for this finding is that it is necessary to have two

semesters for teaching pronunciation in English Language Education, one semester for segmentals or individual phonemes and the other one semester for suprasegmentals and other features of utterances so that the students will get enough knowledge and practice them.

The majority of participants believed that the cause of errors in suprasegmentals was the different rules between Javanese and English. The students felt that the difficulty in learning pronunciation was because the rules of word stress do not exist in Javanese. This made the students felt difficult to learn and apply the unpredictable word stress. The errors which resulted from this factor are called interlingual (James, 2013). In Javanese and Indonesian, rising intonation is used in questions both for Yes/No questions and informative questions.

Another pronunciation case found in this study concerning the language interference in suprasegmentals was students' pronunciation in word and sentence level which was flat. It means that the students did not put any stress and use intonation at all. They carried this habit because when they use Javanese, particularly they use flat stress and intonation. This finding is similar as it was concerned by Elliot's (1995) as "attitude" as it is said, "if the students were more concerned about their pronunciation in a target language, they tended to have better pronunciation" as cited in (Gilakjani, 2012). It implicates that the learners need to be more exposed to native speakers' pronunciation which can be done through the learning media.

CONCLUSION

To have enough information about learners' ability, difficulty, and the causes of errors in producing suprasegmental can be done through error analysis. In the analysis, a teacher can learn whether the learners' ability was poor, moderate, or good. Besides, he/she can also have information about the factors of the learning difficulty to diagnose the errors. Suprasegmental difficulty might be derived from different language habits, the different rules between the two languages, not having mastered the complete rules, and inability in understanding the materials. Meanwhile, the source of errors included mother tongue influences or interlingual, target language causes or intralingual errors, learning-strategy, attitude, and exposure.

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