



Error Analysis of Students' Pronunciation in Pronouncing English Vowels And Consonants of SMK Harapan Baru Medan in The Academic Year 2023/2024

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Abstract

This final project is a study about Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants of SMK Swasta Harapan Baru Medan in the Academic Year 2023/2024. (A case Study of the Eleventh Grade of SMK Swasta Harapan Baru Medan in the Academic Year 2023/2024). Most of the students may have problems to pronounce English vowels and consonants, although they get an English subject in their school and they cannot master the English pronunciation well. Therefore, the students often make problem. This study was conducted under the consideration that pronouncing English vowels plays an important role. The problems of this study are what kinds of problem the students make in pronouncing English vowels and why these problem happen/occur. The purposes of the study are to find out kinds of problem made by students in pronouncing English vowels and consonants and to find out the factors why these problem happen/occur. The population of this study was the Eleventh grade of SMK Swasta Harapan Baru Medan in the Academic year of 2023/2024. Before the test doing the test, the writer observed the condition of the classroom during the language learning process. The writer wants to know the way how teacher explains the material and what the students are doing during the lesson. The instrument used by the writer in this final tape recorder which were used to record the students' pronunciation. In analyzing the data, error analysis was used in which there were three steps: transcribing the students' pronunciation into the phonetic transcriptions, problem in pronouncing English short vowels, problem in pronouncing English long vowels. Finally, the result of the analysis shows that students are considered "Enough" in pronouncing English vowels and consonants.

Keyword : *Error analysis , Pronouncing English Vowels and Consonants*

INTRODUCTION

Language is a fundamental aspect of human existence, serving as a communication system within a social group. It can be expressed orally or in written form to express oneself or obtain new information. Language can be understood as a means of communication between members of the public, or as a communication system using arbitrary vocal symbols. According to Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. An Indonesian learner may struggle with pronunciation in English, as they are taught the subject for understanding only. To improve pronunciation, students can imitate native speakers or use recorded materials. When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980: 2). However, not all teachers can afford electronic devices, and the influence of various dialects in Indonesia creates complicated problems. Language has three major components: phonology, vocabulary, and grammar. Phonology plays a crucial role in pronunciation, and research on pronunciations, particularly vowels, is essential for effective language learning.

In English, there are twelve vowels. They are /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The short vowels like /ɪ/, /e/, /ə/, /ʌ/, /ʊ/. Compare with Indonesian vowels, they are /A/, /I/, /U/, /E/, /O/. English has 24 consonants. They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [t], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

The writer observed that students at SMK Swasta Harapan Baru Medan struggle to distinguish English and Indonesian vowels due to their accent or dialect. They struggle with pronunciation, as most students come from outside the town and are still influenced by their mother tongue. English has consonant clusters, including initial and final clusters, which are more difficult than Indonesian. The difficulties of pronouncing English vowels are found in the word : sheep – ship. They cannot distinguish between long vowel [i:] and short vowel [i] . They tended to pronounce the words in the same way. Students at SMK Swasta Harapan Baru Medan also face difficulties in pronouncing final clusters, particularly those with -ed endings.

The Distinction between Problem and Mistake

Some people have overlapping perception between Problem and Mistake, so do some teachers. Then further dealing with Problem and Mistake becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between Problem and Mistake is necessary in order to have sound explanation.

Inevitably the learner will make Mistakes and Problems in the language acquisition process. As Dulay (1974:18) hints that, Making problem is an inevitable part of learning. People cannot learn language without first systematically committing problems. Brown (2007:25) also states that, Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making Mistakes and Problems naturally happened for learner because it is a part of learning in language acquisition process.

Further Brown (1994:56) distinguishes between Mistake and Problem. He explains that:

“A mistake refers to a performance problem that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An problem is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner”.

It means that Problem reveals the learner’s knowledge of the target language, while Mistake is the learner’s temporary impediment or imperfection in process of utilizing the language.

Corder (1981:45) made a distinction between a mistake and problem, “Whereas a mistake is a random performance slip caused by fatigue, excitement, etc , and therefore can be readily self-corrected, an problem is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self- corrected an problem because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then problems were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules”.

They can be concluded that Mistake is related to the students’ quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language’s rule when they focus on. Problem is student’s deficiency competence, it means that students don’t know about the knowledge of the language at all because they have not mastered it yet therefore it can’t be self-corrected.

The Sources of error

It’s necessary to know the sources of problem in order to identify the troubles that faced by students in language learning process. Ellis (1994:157) points out the source of problem into four categories, they are:

1. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
2. Sociolinguistics sources such matters as the learner’s ability to adjust their language in
3. Accordance with the social context.
4. Epistemic sources concern the learner’s lack of world knowledge.

5. Discourse sources involve problems in the organization of information into a coherent text

According to Brown (1994:173) there are four major categories the sources of learner's problems, they are:

1. Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
2. Intra-lingual transfer is the negative transfer within the target language itself. In other
3. words, it's the incorrect generalization of rules within the target language.
4. Context of Learning is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make problems.
5. Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem.

It can be highlighted that Taylor classifies the source of problem based on the learner's linguistic development stage. In other hand, Brown classifies the source of problem into four main categories, namely: inter-lingual transfer, intra-lingual transfer, communication strategy and context of learning.

The Causes of Problem

It's necessary to know the causes of problem in order to identify the troubles that faced by students in language learning process. Dulay (1974:124) exposes three causes of problems:

1. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
2. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learner's utterances were thought to be gradually shaped towards those of the language he was learning.
3. Translation: Probably the most students make problems is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

The Use of Problem Analysis

Problem Analysis has the use in a research. Some experts define the use of problem analysis. Corder in Ellis (1994:48) states that problem provides information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of target language. The same opinion is proposed by Dulay (1994:80), He states that an problem analysis can give a picture of the type of difficulty learners are

experiencing. He further explains that using problem analysis as a monitoring device, the teacher can access more objectively how teaching is helping his students.

In other hand, Corder (1981:48) has parallel opinion with Norrish (1994:80), he divides the significances of EA in three aspects:

1. The teacher. EA gives information of the learner's progress in acquiring the language, and it tells him what remain for him to teach.
2. The researcher. EA give evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.
3. The learner. Making problem can be used for the learner as device to learn.

He further explains that EA as branch of applied linguistic activity has two functions, they are: theoretical and practical.

1. The theoretical aspect of problem analysis is part of the methodology of investigating the language learning process.
2. The practical aspect of problem analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Technique for Collecting Data

To get the data that is related to the mispronounce in pronouncing long and short vowel , moreover about consonant. The writer used some techniques to collect the data by using tape recorder, observation, and interview. Firstly , the researcher used twenty four words which has correlated with the problem of mistake in pronouncing English vowel and consonant. Those words are: for (vowel ə) :the words are hurt /hɜ:t/ ; bird /bɜ:d/ ; learn/lɜ:n/. For (vowel ə) : the words are ago/ə'gəʊ/ ; sofa/'səʊ.fə/ ; tour/tɔ:r / . For (vowel u:) : the words are Tool/tu:l/ ;Fool/fu:l/ ;Pool/pu:l/. For (vowel u) : the words are took/tɔk/ ; ful/fʊl/ ; Put/pʊt/. For (vowel i:) : the words are sheep/ʃi:p/ ;beat/bi:t/ ; reach/ri:tʃ/. For (vowel i) : the words are ship/ʃɪp/ ; bit/bɪt/ ; rich/rɪtʃ/. For (vowel ɔ:) : the words are tall/tɔ:l/ ;caught/kɔ:t/ ;sought/sɔ:t/. For (vowel ɒ) : the words are toll /tɒl/ ; cot /kɒt/ ; sop /sɒp/. For the consonant words chalk /tʃɔ:k/; edge /ɛdʒ /; thin /θɪn/. The writer will use tape recorer to record the voice of students when pronounced the English vowel words. From the record, the writer analyzed the students problem in pronouncing English vowel both of short and long vowels by converting he recording into phonetic transcription.

The secondly, the writer used camera to do observation the condition of the classroom during he language learning. The writer want to know the way how teacher explains the material and what the students are doing during the lesson The writer collected the photos to be an evidence the researcher has done at those school.

The last, the writer use tape recorder and paper to do interview. The firstly, the writer ask some questions to their English teacher at the school about how teacher teaches them every day especially in speaking skill, the writer also ask the teacher how the teacher explains and teaches the student about English vowel. The writer record the teacher voice about the explanation her way for teaching and the writer wrote some important information to be evidence. The secondly, the writer ask some question for the students. In this case, the writer only shows three people as sample to be

interviewed. The writer give some questions to find out the students difficulties in pronouncing English vowel and how their teacher way in teaching English vowel. The writer also asked the student about their mother tongue, their language daily, and their English speaking language, in order to look for their sources made problem in pronouncing English vowel is language transfer.

2. Research Method

In this research, the writer used descriptive qualitative analysis in describing and interpreting the result of qualitative data. The writer made thirty words based on English vowel and consonant to look for an evidence that students made mispronounce in pronouncing English vowels and consonant. The writer collected the data with thirty four word was pronounced by them. Then, the writer made their phonetic transcription of their pronunciation and made the correct pronunciation based on oxford dictionary then the writer look for the student who made many wrong in pronouncing English vowel and consonant, and who made a little wrong in pronouncing English vowels and consonants, then she could considered the student who stayed in the middle position. The writer found that many student didn't know about English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i: /, / ə: /, / a: /, / u: /, / o: /, while short vowels consist of / i /, / e /, / æ /, / ə /, / ʌ /, / u /, / o /. They red the same word as sheep and ship in same pronunciation without looked the length of those vowels.

According to Jones (1972) in the production of vowels the tongue is hel at such a distance from the roof of the mouth that there is no perceptible frictional noise. The qualities of vowels depend upon the positions of the tongue and lips. It is convenient to classify them according to the position of the main part of the tongue.

The secondly, the writer explained the kinds and the causes of student 'mispronounce, the writer found from those above sources of mistake, the kinds of student's made mispronounce when they pronounced thirty four words is language transfer. They pronounce all of the words by using English language as the second language, but their mother tongue still carried away of their pronunciation. For example, the student five as a sample comes from Bataknese, when he pronounced word "Ago" he pronounced [ago] in phonetic transcription /ə'gəʊ/. The thirdly, The writer will evaluate how many percent of pronunciation mistake in English vowels /æ/, /ɜ/, /ə/ and /ə/. Therefore, the writer analysis the data based on the causes of mispronouncing English vowels, the student made mistake in pouncing English vowel and consonant. Language Transfer means sometimes rules and subsystems of the interlanguage may result from transfer from the first language because the student used their Batakness to pronounce it, he read its in hard stress. He also pronounced word 'Bird' into [bed] in phonetic transcription /bɜ:d/. He still used his dialect when he pronounced English words. It means that dialect or mother tongue is affected the student's problem in pronouncing English vowel. The writer also found the causes of students made mispronounce English vowels and consonant. They are stress and length.

a. Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. The term 'syllable' is hard to define, but for pratical purpose it may be said that a vowel sound like a, j, u, e, o, etc. is the nucleus of a syllable in English. Thus a syllable consists of a vowel. With or without one or more than one consonant preceding or following it. The physiological feature of a syllable is that it is pronounced with one single impulse of breath.

Three degrees of stress can be observed in English :

1. Strong or primary stress
2. Medium or the secondary stress
3. Weak stress

The ways of marking stresses vary with different writers or dictionaries. One of them is to use the symbol /' above the syllable for primary stress, the symbol /, below the syllable for the secondary stress, while the weakly stressed syllables are left unmarked. Here the symbol /' is used for the secondary stress.

b. Length

The term 'length' here refers to the period of time during which a sound is produced in a given utterance. When the length of a sound is actually measured in terms of units of time such as the seconds or lengths of the seconds for instance the length of / a / : / in /fa : / is 0.12 sec, it is called the absolute length of that sound.

When the length of a sound is measured comparatively in relation to the other sounds in the same utterance, for instance the sound /a/ : is longer than / ə / in fa : fa / it is called the relative length of that sound. In fact, it is the relative length rather than the absolute length of sounds that is important in language. From now on the term 'length' always means relative length. In English, length of vowels is not phonemic since it is predictable in terms of the environments in which the sound occurs. Length of consonants will not be discussed here, since it is not of great significance.

The student made mistake when pronouncing twenty four words based on the stress and length of those vowel, their culture and their mother tongue also included of their mispronounce English vowel and consonant.

Validity

Generally validity is a process to know how far the instrument used has a decent. It means the instrument has validity belief of data according to the fact. In qualitative, in confirm how far the used instrument is the approach of participants' observation. It means the instrument has the requirement of validity by triangulation. Triangulation in qualitative research or indicating to look for aspect of theory, methodology and data. To maintain the data validity and accurate process is made by the writer clearly. In validity to get the data, the writer comes to the class and then gives the task to the students to be done in their own class. While the students are doing the task, the writer was there in class so that the writer can get the data immediately.

Before collecting the data, the researcher came to the classroom and met the teacher to tell her the purpose of her coming. Then, she observed the teaching-learning process until the time is over. Before the closing time, she was given time to introduce herself to the students, and told them the purpose of her coming. The researcher has researched in ten grade of senior high school at SMK Swasta Harapan Baru Medan which consist of two class. They are XA class and XB class. Every student has different total of student. The researcher focused on XA has a different characteristic. XA class consist of 25 students. 20 the total of boy, and 5 the total of girl. The researcher only took 10 students to be researched. The researcher considers the score of the ninth of sample from their daily score who's the researcher got the data from their English teacher on the class through an interview to English teacher.

Research Findings

After the researcher did observation, the researcher found the answer for problem one, the kinds of problems are made by the students in pronouncing English vowels and consonants. They are:

1. Omission
2. Addition
3. Misformation

The researcher also found the answer for problem two, the reasons why do the students made problems in pronouncing English vowels and consonants, they are:

1. Interlingual transfer
2. Intralingual transfer
3. Communication Strategy

Discussions Types of Error Problem of Omission

In data 1 line 1, the researcher can make analysis that the kinds of students' problems are Omission. The problem of line 1 is the student made problem (the omission of phoneme). For the word lamp /læmp/, the student pronounced it into /lem/. The students did not know about the cluster word, because the students did not have material or subject about cluster word at their school. There are 10 students omitted the consonant /p/, therefore based on line 1, the students made problems in omission. The pronunciation of line 2, the students also made problem for the word camp, the student pronounced the word camp into /kem/. Instead of /kæmp/. The word camp has a final consonant cluster /mp/, the student did not know about the cluster consonant which are group of two or more consonants. In which consonant clusters can be divided into two groups: they occur at the beginning, mid, and at the end of the syllable or words. Based on data line 1, the students omitted the consonant /p/ therefore, based on data 1, there are 10 students made problems in omission.

For the pronunciation of line 3, the students also made problem, for the word walk as /wol/ instead of /wɔ:k/. The word walk has a final consonant cluster /lk/ where the cluster or duplicate sound (two or more) is part of the phonetic or phonetic structure realized by the speaker. Therefore, the pronunciation should also correspond to the phonetic structure and the pronunciation will affect the distinction of the meaning. For the pronunciation of line 3, the students omitted consonant /k/ therefore they made problem of omission.

For the pronunciation of line 4 the students also made problem, the students pronounced the word chalk as /col/ instead of /tʃɔ:k/. The students also did not know the cluster /lk/, because they have not learned the cluster subject yet. Based on data 1, the students made problems in omission type, because the students omitted the consonant /k/ when they pronounced word chalk. A problem that occurs when action has not been taken or when something has been left out.

For the pronunciation line 5, the students also made problem. The students pronounced the word trust as /tras/ instead of /trʌst/. For the pronunciation of line 5, the students omitted the cluster /t/. The researcher found based on line 5, the students made omission problems which characterized by the absence of an item that must appear in a well formed utterance.

4. Conclusion

Based on the researches and description of research finding, the writer draws some conclusion as follows:

1. Knowing the correct transcription is one of the ways to minimize the problems on student speaking performance especially in their pronunciation.
2. The correct pronunciation which pronounced by the teacher as a good model can be followed by the students with correct pronunciation.
3. Students' speaking activity majority conducted to practice in the classroom in pronouncing the words to minimize the mispronounce of English vowel and consonant. If these factors conducted in teaching speaking in the classroom, we would not find the problems on students' speaking performance especially in students' pronunciation. However, based on the research there is error on students' pronunciation at short, long vowel and consonant were the students' did not know the correct transcription and lack of practice pronouncing words.

Based on the analysis, the writer would give some suggestions, as follows:

1. Teacher should give more chance to students for practicing speaking and how pronouncing the correct words.
2. Students should pay the attention to the correct pronunciation whether it pronounces by the teacher or by looking at the dictionary.
3. According to research finding, the writer suggests to other researcher or the teacher to solve the students' mispronounce.

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