AN ANALISYS OF STUDENT'S PRONOUNCIATION ERROR MADE IN SPEAKING CLASS AT ENGLISH CLUB LUBANGSA PUTRI ANNUQAYAH GULUK-GULUK SUMENEP

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Abstract

The objective of this research is to find out the kinds of errors in pronunciation and the sources of errors in pronunciation at basic class of At English Club Lubangsa Putri Annuqayah Guluk-Guluk Sumenep. This research is expected as guidance for the teacher to know about the students' errors in using English in conversation. So the teacher can formulate some methods or strategies in teaching English pronunciation. The method of this research is the qualitative in order to interpret the data of the research. The population of this research was the basic class of At English Club Lubangsa Putri Annuqayah Guluk-Guluk Sumenep. The writer chose the basic class as sample by using total sampling technique because of the population was less than one hundred students and the sample consists of 18 students. A test was applied as instrument in this research which is consisted of some words to be pronounced. The writer interprete the data descriptively and the result shows that The Students of the basic class of At English Club Lubangsa Putri Annuqayah Guluk-Guluk, The misformission error amount 67, 53%, its get from 16 words and 112 students who are made pronounciation error. The addition error amount 24, 7%, its get from 6 words and 45 students who are made pronounciation error. The omission error amount 13,7%, its get from4 words and 25 students who are made pronounciation error by analyzing the source the writer found that there are two sources of errors that students had; firstly, they were pronouncing English word as written and overgeneralization when they were pronouncing the word.

Keyword: Analysis, Error, Pronounciation, speaking

Introduction

English in Indonesia is a foreign language. Most of students need lots of exposures since they are much less in exposing to the target language. There are four skills of English that should be mastered by students, namely listening, speaking, reading and writing. Speaking is one of language skill, there are some aspects of speaking skill such as are involved in speaking skill to measure their speaking proficiency. According to Nunan in Cagri (2012), speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning.

Remember how important pronounciation as an element of english. Sometime students still face some problems in pronounce or producing the words well, so the other poeple do not understand the point because the sounds are not clear. So that can make mispronounce to the other listener. Example, they want to say: thing-think, cough-enough, there-dare, letter-later, know-no.

In Annuqayah Islamic Boarding School, Lubangsa Putri (LUBRI) has a program learning English namely ECL (English Club LUBRI), therefore all religius pupil in Lubangsa Putri at Annuqayah who want to study more about English they can join English Club, and about 85% of new member who joining that club are said that their biggest problems were pronounciation and speaking. They also understood that the basic knowledge of phonetics and pronounciation would be very important for them. If they did not know how to pronounce each word or sentance in the right way, this was sure to lead a fuilure of communocation.

Susan M and Larry Selingker (in Rasmi 2012) Stated that, "Mistake are

making to slip the tongue, they are generally one-time-only events. The speaker who makes mistakes is able to recognize it is mistake and correct it if necessary. An error, on the other hand, is systematic. It is likely to occur repeatedly and it is not recognized by the learner as an error." When someone makes an error, they think that they are saying is correct. They do not realize that it is incorrect, but they think they are correct, so even if they proof read, they will not notice the error because they believe that they used the word or spelled it correctly.

The condition of pronunciation at English Club LUBRI Islamic Boarding School is less because the students do not know how to spell correctly. They make error on read the word same with they read in their mother tongue (Bahasa Indonesia). The students are also less in their practice in using English in daily conversation. So, it becomes problem and the researcher need to know the students' error in English pronunciation especially new member students who are gether in Basic Class Grade of Enflish Club Islamic Boarding School.

Based on the explanation above, the researcher was motivated to carry out a research with the title "An Analisys of Student's Pronounciation Error Made in Speaking Class at English Club Lubangs Putri Annuqayah Guluk-Guluk Sumenep'
Based on the background above, the researcher formulated a research questions as follows:
1. What are the pronunciation error made by the students of Basic Class in speaking's lesson at English Club LUBRI?
2. What are the sources of pronunciation error made by the students of the Basic Class in speaking Class at English Club LUBRI?

Scope and limitation will limit research in order that the research does not spread widely. The scope of this research focuses on the english students' error pronounciation in Speaking Class at English Club Lubri Annuqayah Guluk-guluk Sumenep. The limitation of this research is lemited to Basic class of ECL. There are 18 students at Basic class of ECL.

Research Method

In this part, the researcher would discuss about method used in analyzing. It involves approach and kind of research, researcher attendance, data source, data collection procedure, analysis data technique, Validity of the Data research

According to Arikunto, Data source is the subject which is the data got. In this research, the researcher uses primary source and secondary source, the source of data will be taken from subject and object of te resercher because both will give data which needed by the resaercher. The subjects of this research are Basic Class, in the academic year of 2021/2022. The object of this study is the overall process and learning outcomes, especially in the speaking class lesson. The materials to discuss are taken by the consideration of the fact that the students lack ability in speaking because they get difficulties in pronounce the words. It make stusents' of Basic Class need to get the identification space to know their difficulties about the most pronounciation that difficult to expose, therefor researcher expect that students of basic class will understan and easier pronounce the words after get the sourcess eror that made by them in speaking English class.

According to creswell (2012), "observation is the process of gathering firsthand information by observing people and places at a

research site. According to Nasution in Sugiono's book state that, observation is the foundation for all knowledge. Because scientist only can work depend on data that is the fact about the real word that gotten through observation (2010. P, 310.).

Results and Discussion
Result

The number of the student who are tested by using reading test are 18 students. Based on the result of reading test on 09 and 16 of mei 2022 with the entitled "Freindship" was found the several of errors in it.

N o	Wor d	Transcription		subj ect	Descript ion of pronunc iation errors
		Diction ary transcri ption	As recor ded		
1	Havi ng	hәv,ɪŋ	hiv,ɪ ŋ	1,2, 3,4 6,7, 8,9 10,1 3	Substitu te the vowel /ә/ into the vowel /i/
2	Bus	bʌs	bәs	2	Substitu te the vowel /ʌ/ into the vowel /ә/
				3	
				4	
				5	
				7	
				10	
				13	
3	Hosp ital	ˈhɒspɪtl	ˈhos pɪtl	1, 2, 7	Substitu te the vowel /ɒ/ into the vowel /o/
4	Stuff	stʌf	stuf	3	Substitu te the vowel /ʌ/ into the vowel /u/

N o	Wo rd	Transcription		subj ect	Descript ion of pronunci ation errors
		Diction ary transcri ption	As recor ded		
1	Soo n	su:n	sun	1	Substitut e the longvow el /u:/ into the vowel /u, o, a/
			son	3	
			san	6	
			son	7	
			san	10	
2	Co uld	ku:d	kold	1	Substitut e the longvow el /u:/ into the vowel /u and o/
			kold	2	
			kold	3	
			kuld	4	
			kold	5	
			kuld	6	
			kold	7	
			kold	8	
			kould	10	
			kold	11	
			kold	16	
			kuld	17	
3	Car ds	kɑ:ds	ka(r) ds	2	Substitut e the longvow el /ɑ:/ into the vowel /a/
			ka(r) ds	4	
			ka(r) ds	5	
			ka(r) ds	6	
			ka(r) ds	7	
			ka(r) ds	11	
			ka(r) ds	13	
			ka(r) ds	16	

N o	Wor d	Transcription		subj ect	Descript ion of pronunci ation errors
		Diction ary transcri ption	As recor ded		
1	Pac ked up	pækd ʌp	Pek ʌp	1	Substitut e the diphthon g /æ/ into vowel /e/, deleting the past tense sound /d/, and
			Pekә d ʌp	2	
			Peki d ʌp	7	
			Pekә d ʌp	13	

No	Word	Dictionary transcription	As recorded	subject	Description of pronunciation errors
					generalization
2	Ways	weɪs	waɪs	10 / 13 / 16	Substitute the diphthong /eɪ/into the diphthong /aɪ/
3	Scared	skeə(r)d	skerəd	2	Substitute the diphthong /eə/into the vowel /e/, red the past tense morpheme and generalization
			skerəd	3	
			skerəd	4	
			skerit	7	
			skerəd	8	
			skerid	11	
			skerəd	13	
			skuirəd	16	
4	Cared	keə(r)d	kerəd	1	Substitute the diphthong /eə/into the vowel /e/, red the past tense morpheme and generalization
			kerəd	2	
			kerəd	3	
			kerəd	4	
			kerəd	5	
			kerəd	8	
			Kerid	11	
			Kerds	13	
			kerəd	16	
4	Matter	'mætə(r)	'matə(r)	10, 16	Substitute the diphthong /æ/ into vowel /a/

No	Word	Dictionary transcription	As recorded	subject	Description of pronunciation errors
			skerəd	4	written
			skerəd	8	
			Skerid	11	
			skerəd	13	
	Stuff	stʌf	stuf	3	
	Showing	ʃəʊɪŋ	ʃowɪŋ	1	
			ʃowɪŋ	2	
			ʃowɪŋ	4	
			ʃowɪŋ	5	
			ʃowɪŋ	6	
			ʃowɪŋ	7	
			ʃowɪŋ	8	
			ʃowɪŋ	9	
			ʃowɪŋ	10	
	Stuck	stʌk	Stuk	16	

No	Word	Dictionary transcription	As recorded	subject	Description of pronunciation errors
	Ways	weɪs	waɪs	10	The students are pronounced the words as the English
			waɪs	13	
			waɪs	16	
	Scared	skeə(r)d	skerəd	2	
			skerəd	3	

No	Word	Dictionary transcription	As recorded	subject	Description of pronunciation errors
1	Having	həv,ɪŋ	hiv,ɪŋ	1,2,3,4 6,7,8,9 10,13	Substitute the vowel /ə/ into the vowel /i/
2	Bus	bʌs	bəs	2 / 3 / 4 / 5 / 7 / 10 / 13	Substitute the vowel /ʌ/ into the vowel /ə/
3	Hospital	'hɒspɪtl	'hospɪtl	1, 2, 7	Substitute the vowel /ɒ/ into the

					vowel /o/
4	Stuff	stʌf	stuf	3	Substitute the vowel /ʌ/ into the vowel /u/

Discussion

Based on the description in the data presentation, there are several things can be noted down. Most of the students still make errors in pronouncing English words on vowels. There are 2 kinds of pronunciation errors on vowels which occur in thestudents' utterance. They are errors in short vowel and long vowel. The errors of short vowels are described clearly as follow, firstly based on Vlack in dictionary symbol, vowel/æ/ drawed as 'a' and this is stressed front vowel. To pronounce it, the tongue is getting quite low here, but it still near the front of the mouth. However, in pronouncing it the subject made two general errors that very difficult to be avoided. There are drawed as /ʌ/ and /ɛ/.

These two vowels are stressed sound but they have different in articulation. Vowel /æ/ is stressed front vowel and vowel /ʌ/ is stressed central vowel therefore, the stressed of vowel /æ/ is more longer than vowel /ʌ/. However, the subjects produced vowel /æ/ as stressed central vowel so that it occurs a shortening sound of vowel /æ/ with /ʌ/. Two of the thirty subjects pronounced land as 'lʌnd' and six out pronounced as 'lɛnd'. This error occurs because those subjects read English phoneticly influenced by their native language. Actually, the place to articulate of vowel /æ/ is in central of vowel and the manner is in the middle. But, the subjects pronounced it in the front of vowel and the manner is in the middle. This indicates that, the subjects unsuccessfully produce sound based the place of articulation. To solve this error, the subjects need awareness about English phonetic and how to pronounce it correctly.

In dictionary symbol, vowel /ə/ drawed as ə and this is the unstressed central vowel. This vowel does not exist in the phonic system therefore, it is difficult for the students to pronounce it. In pronouncing vowel /ə/ , the subjects made four general errors. Basically, vowel / ə/ and / ʌ/ are the same sound but they have difference in stressed and unstressed. Therefore, when the subjects confuse to differ between stressed and unstressed sounds, it will occur shortening and lengtening voice. Forexample in the word difficult /dɪfikəlt/ four of the ten subjects pronunced as 'dɪfikalt' therefore it occurs lengtening voice /ə/ with /ʌ/ . This lengtening voice caused the error in the manner of articulation. Actually , the place to articulate of vowel /ə/ is in central and the manner is low, but those four subjects produced in the central of vowel and the manner is in the middle. This indicates that, my subjects still confuse to differ stressed and unstressed sounds in English vowels. Solving these errors, the subjects should learn of how to differ stressed and unstresset sounds by watching native speaker's pronunciation, it makes them familiar how to pronounce vowel correctly.

The next is the error of vowel /ɚ/ drawed as ɝr and this is the r-colored unstressed central vowel with the tongue is twister when it pronounced. However, in pronouncing vowel/ɚ/ the subject made two general errors that very difficult to be avoided, they are drawed as /ɛr/ and /ʌr/. This errors occours because the subject pronounced it phoneticly, therefore it

occurs the substitution voices /ər/ with /ɜr/. For example in the word father /ˈfaːðə(r)/ five of the ten subjects were pronouncing it as „fader', it is influenced by the first language interference because voice /er/ in the word father is indonesian or muna style. In addition, this substitutional voice caused by the error in the place of articulation. Actully, the place should be in central and the manner is in tha midlle but, threee of the ten subjects produced it in front of vowel and the manner is in the midlle. To solve this error, the subjects need to learn how to pronounce English sounds and try to differ it with their first language sounds.

Sound /ə/ is also unstressed central vowel and sound /o/ is a central back vowel. Same subjects have done the error because they read English written form. It because of the influence of their firts language style. Five of the ten subjects read develop /dɪˈveləp/ as 'devalop' so that, it occurs the subtitution voice of vowel /ə/with /o/. Moreover, the subjects are confusing to articulate it. Actually, the place sound articulate of vowel /ə/ is in central and the manner is low, some subjects produce it in the middle and the manner is back. This indicates that, the subjects are unsuccesfull in producing sound based on placing their language in articulation. To solve this error, the subjects need to learn how to pronounce English vowels correctly by watching native speaker's pronunciation carefully.

Conclusion

As conclusion, the description of the result above, it was known most of the students produce pronunciation error on short vowel [e]. It was proved in short vowel from the test that the maximum errors were 43,33% (13 students) of the sample got errors in pronouncing vowel [e], 13,8% (6 students) were errors in pronouncing vowel [I], Then 9,2% (6 students) were errors in pronouncing vowel [ə], and about 27,6% (12 students) were errors in pronouncing vowel [ʌ]. On the long vowels, the students at the tenth grade of Islamic Boarding School of Mamuju still had errors in pronouncing the sound of vowels especially for the long vowels. It was proved in long vowel from the test that the maximum errors were 48,3% (21 students) of the sample got errors in pronouncing vowel [ɜː], 29,9% (13 students) were errors in pronouncing vowel [uː], Then 13,8% (6 students) were errors in pronouncing vowel [ə], and about 36,8% (16 students) were errors in pronouncing vowel [ɑː]. Making errors cannot be separated from the learning process particularly of languages as stated by Thornbury, "error seems to be an inevitable part of learning a language".36 However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors. Knowing the sources of errors can help the teacher finding the best way to overcome the pronunciation problems faced by the students so that they systematically are able to avoid themselves from making the same errors on vowels in the next.

On the research, the researcher found two sources of errors; they were pronouncing English word as written and overgeneralization. Based on the researcher analysis, the learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case is Buginess sound. For example the students said "Harvest" with /ˈhʌr.vest/. All of data avove showed that the 2-14 students pronounced the English word as written.

Moreover, the other sources of students' errors are the students over generalize the rules and confuse the spelling rule. They transferred the rules of their firstlanguage into the target language. For example sound /wɒk/ in the word "work" has the similir sound with (o) so the students tend to pronounce like that word with "/wok/". This result in line with Richard's argument, "sentence in target language may exhibit interference from mother tongue, this is of course was considered to be major, but not the only, source of difficulty by linguist doing contrastive analysis".37 It means mother tongue is a major source of the errors made by the students in pronouncing English word on vowel.

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