

Pronunciation Errors on Vowels and Consonants in Students' English-Speaking Performance

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Abstract

This study is generally at identifying and analyzing the pronunciation errors on vowels and consonants that was committed by the students' English-performance and also the factors causes of those pronunciation errors. Specifically, the aims of this study focused on identifying and analyzing the types of error found in students' English-speaking performance and also analyzing the possible factors that were caused the errors. The data of this study was qualitatively analyzed based on the error analysis theory proposed by Dulay (1982), there are three types of error were found in this study such as omission, addition, and misformation. There are also other theories that were applied in this study, theory about the interlingual and intralingual factors that caused the error was proposed by Brown (2007), the types of error is also supported by theory phonetics proposed by Verhaar (1988). The method used in this study is observation method. The technique used to collect the data are divided into: asked the students of Institut Pariwisata and Bisnis International to explain briefly about tourist destination in Bali in front of class and was recorded to collect the data.

Keywords: pronunciation error; vowel; consonant

1. Introduction

Speaking skills are one of the most important aspects in human life. By speaking, people can communicate with other people, can express their feelings, can give and obtain information from people around them. Speaking skills are not only important for use in the surrounding environment and on a daily basis, but also important in the world of work. English speaking skills in particular will provide greater employment opportunities, because the better your ability to speak English, the greater your opportunities for employment.

According to Ur (1991:20), speaking skills have the largest portion and more attention in language learning, because a speaker can be said to have mastered the target language if they are able to speak it well. In essence, learning a language aims to communicate and talk with fellow language users. But mastery of speaking skills is considered one of the most difficult aspects of learning a language (Brown & Yule, 1983). This is said to be difficult because of various factors that often become causes or barriers to speaking. Tuan and Mai (2015:9) state that there are many factors that become obstacles in developing language learners' speaking skills. These factors are knowledge of the topic, listening ability, speaking motivation, teacher feedback during speaking activities, self-confidence, pressure to perform well, and time for preparation.

There are many things that students have done with speaking skills at school, such as debates, dialogues, presentations and public speaking. Because speaking skills are used frequently, errors or deviations are increasingly seen in students' speaking skills. Language learning is a process that allows a language learner to make mistakes (Brown, 2000). There are two types of mistakes made by language learners, namely *mistake* and *error*. A mistake is an error that occurs as a result of a random guess or "slip of the tongue". Mistakes identified as mistakes are usually made by language learners who already understand the language system they are studying. Meanwhile, errors are mistakes that tell teachers what needs to be taught, tell researchers how the learning process works, and the way in which students test their hypotheses about a second language (James, 1998). According to J. Richards (2002) errors are incorrect use of words, incorrect speech, or grammatical errors caused by incomplete learning. Deviations in speaking skills were chosen as the topic of discussion in this research because learners lack understanding of phoneme sounds in English and this can cause differences in the meaning of a word.

Some foreign language learners are unable to pronounce the second language or the language they are studying properly and correctly, so they often make mistakes when speaking the foreign language. This is an interesting thing that attracts researchers to research more deeply into language errors, especially in English speaking skills, made by students of the Institute of Tourism and International Business (IPBI). This research only focuses on analyzing errors in learners' English pronunciation that are found in speaking skills as well as the factors causing those errors.

2. Material and Method

This research was analyzed two main issues such as, types of error made by the students' pronunciation and the factors that caused those errors. The theories that were applies in this study are as follows: the theory about types of error analysis by Dulay (1982) which is supported by theory phonetics according to Verhaar (1988), and the theory about factors that caused the error proposed by Brown (2007), those theories was used to analyze the pronunciation errors on vowels and consonants in students' of the Institute of Tourism and International Business (IPBI) speaking-performance. There are two methods that were applied in this study, such as a qualitative method and a quantitative method with a descriptive approach. Apart from methods, the types of data in this research are also qualitative and quantitative. Qualitative data is data that is presented in verbal or explanatory form and is not in the form of numbers or figures. Meanwhile, quantitative data is data that can be measured by calculating directly after the data or information is obtained from respondents. This type of data is usually in the form of table or numbers.

3. Result and Discussion

Based on the data analysis, there are 16 pieces data in students' pronunciation error of vowels and consonants that are found in this study which are divided into three types of error such as omission, addition, and misformation.

a Omission

Tabel 1. The Data of Omission

NO	Words	Students' Pronunciation	Correct Pronunciation	Types of Error
1.	Experience	[eksprɪəriən]	[eksprɪəriəns]	Consonant

The pronunciation of the word 'experience' according to Oxford Learner's Dictionary (Bull, 2008) pronounced [ɪkspɪəriəns]. In the sound of pronunciation [ɪkspɪəriəns], involving the sound of several consonants, such as, the first consonant of oral stop [k] that occurs when the air is inhibited on the back of the tongue and soft palate, meaning the articulator organs in the mouth close and soft palate is raised so as to close the nose path. Second, the sound of the consonant bilabial oral stop [p] that occurs when air is inhibited on both lips, meaning the same as the consonant of oral stop [k] that the articulator organs in the mouth close and close the air path to the nose. Third, the retroflex approximant [r] consonant sound which consonant occurs when the air is inhibited by the tip of the tongue and back of alveolar ridge and the tip of the tongue is raised to the back of alveolar ridge so that the tongue is slightly curved. That is, the sound of this consonant occurs when two articulators are in a close position, but not too narrow in inhibiting the air that comes out. Then, there is a consonant of alveolar nasal stop [n] and alveolar fricative consonant sound [s], which occurs when the air is inhibited by the tip or tongue and alveolar ridge. In contrast to the alveolar fricative [s] consonant which in producing the sound involving two articulators is in a very close position so that the air that comes out is partially inhibited through a narrow gap between two articulators. The alveolar nasal stop consonant sound [n] occurs when the air is inhibited in the oral organs, but the soft palate is not raised, so it can still move towards the nose organs. In this case, it can be seen from the table 1 the error made by student in pronunciation 'experience'. The student remove the alveolar fricative consonant [s] that is appear after alveolar nasal stop consonant [n], it pronounced [ɪkspɪəriən]. This error occurs of the differences between the consonant of target language and the mother language, so that the student may confused because in their mother language there is no change in pronunciation of phoneme /c / into consonant /s / and it's classified to intralingual factor because it caused in the target language system itself.

b Addition

Tabel 2. The Data of Addition

NO	Words	Students' Pronunciation	Correct Pronunciation	Types of Error
1.	Unique	[ju:ni:ku]	[ju:ni:k]	Vowel
2.	Island	[aɪslɑ:nd]	[aɪlənd]	Consonant

The word 'unique' in Oxford Learner's Dictionary (Bull, 2008) pronounced [ju:ni:k]. This sound uses a closed back vocal [u:] and the front vocal closed [i:]. Pronunciation of vocal sound [u:] involves the back tongue that is raised to the sky - the sky is soft, where the tongue is in a high enough position in the mouth and causes positions on the lips rounded. Next, the pronunciation of the vocal sound [i:] whose pronunciation involves the front of the tongue which is raised to the hard palate, the same as the vocal [u:], where the tongue is in a high enough position in the mouth. However, in the vocals [i:] in memorizing it causing the position of the lips to widen. The pronunciation error made by student is the addition of a closed rear vocal [u:] after the consonant velar [k] to [ju:ni:ku:], so that the pronunciation that should have ended with lips widening in this addition error ended with a rounded lip position. It classified to intralingual factor because the student still pronounce English pronunciation with based on their mother language, which in Indonesian the sound of vowel /u/ still pronounced and in accordance with the transcription of writing, but in the English the vowel [u:] in 'unique' is not pronounced, and their mother language there's no vocal vowel which is not pronounced.

The word 'island' in Oxford Learner's Dictionary (Bull, 2008) is pronounced as [aɪlənd]. In the pronunciation of 'island' involving the lateral alveolar consonant [l], where the consonant sound is produced when air is inhibited at one point in the middle of the mouth so that the air can still come out through one or both sides of the tongue and the sky of the mouth. In addition to the lateral alveolar consonant [l], the word

'island' also involves the consonant sound of alveolar stop [n] that occurs when the articulator organs cover fully so that the air cannot come out of the mouth of the consonant alveolar stop [n] is included in the nasal stop category due to sound alveolar stop consonant [n] can be produced if the air is inhibited in the oral organs, but the soft palate is not raised, so that the air can still move towards the nasal organs. In data 2 of table 2 The error that occurs is the addition of consonant sounds in reciting the word 'island' that should be pronounced [aɪlənd] to [aɪsl:nd], which in this case the student adds alveolar fricative consonant sounds [s] between the diphthong vowel [aɪ] and lateral alveolar consonant [l]. Alveolar consonant sound [s] occurs when air is inhibited by the tip or leaf of the tongue and alveolar ridge, which means the sound on the consonant alveolar fricative [s] can be produced if the two articulators are in a very close position so that the air that comes out is inhibited partly through a narrow gap in between two articulators. It also classified to intralingual factor because it caused in the target language system itself.

c Addition

Tabel 2. The Data of Misformation

NO	Words	Students' Pronunciation	Correct Pronunciation	Types of Error
1.	Sustainable	[su:steɪnə:bel]	[səsteɪnəbl]	Vowel
2.	Bathroom	[betru:m]	[bɑ:θru:m]	Consonant

The word 'sustainable' in Oxford Learner's Dictionary (Bull, 2008) reads [sə'steɪnəbl]. This sound use a short vowel of the center [ə], the short front vowels of [e], and the short front vowels are closed [ɪ]. Pronunciation of sounds on the vowels [ə] involves the middle tongue that is raised to the area of joining the hard palate and soft palate, then the vocal sounds [e] involves the front tongue that is raised to the hard palate, where this can be concluded that the position of the tongue vocal sound [ə] and vocal sound [e] in the middle of the mouth. Next, the vocal sound [ɪ] is the same as the vocal sound [e] that the vocal sound pronunciation [ɪ] involves the front tongue that is raised to the hard palate. However, in contrast to the vocal sound [e], the position of the tongue in the vowel sound [ɪ] is quite high in the mouth. At the time of pronunciation of vocals [ə], [e], and [ɪ] lip position widened. The factor caused the error in this case is classified to interlingual factor, because the student still pronounce the English vowels based on their mother language. In Indonesian the transcription of the spelling sound of phonemes /u / does not change when pronounced and remains the same as writing, whereas in English the transcription of vocal sound [u:] in the word 'sustainable' is different from writing so that the pronunciation becomes [ə].

The word 'bathroom' in Oxford Learner's Dictionary (Bull, 2008) pronounced [bɑ:θru:m]. Dental fricative consonant sound [θ] occurs when the air is inhibited at the tip or leaf of the tongue and upper teeth. Pronunciation of dental fricative consonants [θ] involves sound between two articulators, such as between tip of the tongue and upper teeth, if the two articulators are in a very close position so that the air that comes out is inhibited through a narrow gap between the two articulators it will produce a consonant sound [θ]. In this case, the error that made by student is the student replace from the consonant sound of the tooth fricative [θ] to alveolar stop [t] consonant where the consonant sound occurs when the air is inhibited by the tip or tongue and alveolar ridge, which means, the consonant sound of stop alveolar [t] occurs when the articulator organs are fully closed so that they cannot come out of the mouth that causes errors in changing the sound [bɑ:θru:m] to [betru:m]. It classified to intralingual factor because of the consonant pronunciation sounds are the absence of some consonant sounds in Indonesian. Students are also faced difficult to distinguish between the phoneme /th/

which pronounced [θ], and the difference between the spelling of a word and its pronunciation makes the students make an error.

4. Conclusion

Based on the the discussion, it can be concluded that the process of learning second language can be difficult because mostly the consonant sounds and the vowel sounds in English that are not found in their mother language or in Indonesian. The forms of pronunciation error in English speaking-performance of the students included omission, addition, and misformation and also the factors caused the error classified into to factors such as interlingual factor and intralingual factor.

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