

English Pronunciation Errors Made By English Department Students Of Muhammadiyah University Of Sumatera Barat

Fizi Anjelina¹, Erlinda Syam²

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Barat

Email: erlindasyam04@gmail.com

Abstract

This research has several purposes. The first was to find out and analyze type of errors English pronunciation made by students. The next purpose was to find out the reasons for pronunciation errors. The research was conducted at English Department Students Of Muhammadiyah University Of Sumatera Barat, which involved 15 students including 4th, 6th and 8th semester. This study collected data through tests and interviews, generating qualitative information. The data was analyzed using percentages and frequencies to obtain data results.

The results showed that the English department students of Muhammadiyah of West Sumatera made 149 errors. The types of pronunciation errors were divided into 3 types, namely, substitution, omission and insertion. Pronunciation errors were divided into two indicators, namely consonant sounds and vowel sounds. Consonant has the highest frequency of substitution 56 (92%), followed by omission 4 (6%) and the lowest is insertion 1 (2%). Then in vowel sounds, the highest frequency of errors was omission 50 (57%), followed by substitution 38 (43%) and the lowest was insertion 0 (0%). On the other hand, the reason for making the highest error was interference as many as 6 students, followed by fossilization as many as 2 students, CA as many as 2 students and finally Markedness differential as many as 2 students.

Keyword : *analysis errors, pronunciation*

Introduction

Pronunciation is utterance of important communication part when speaking English, which refers to how a word or language is uttered. The accurate pronunciation helps to ensure your intended message can be correctly understood by listener. Undeniably that involves correctly producing the sounds, stress patterns, and intonation of words in a particular language. By contrast mispronunciation can lead to misunderstandings or difficulties in conveying your thoughts or ideas. For example; when someone pronounced "Economic" has a difference from the word "Economy" such as, / *Economic* / The word is pronounced as / i:kə'nɒmɪk / and / *Economy* / The word is pronounced as / ɪ'kænəmi /. As well as the difference in pronunciation between "Happy" and "Heavy" lies in the final consonant sound. "Happy" ends with a voiceless (p) sound, while "Heavy" ends with a voiced (v) sound.

Purbowati (2008) in Kurnia et al. (2023) said, Pronunciation is one of the most important elements associated with The focus is on language learning, especially when speaking. Saying the words correctly facilitates direct communication and helps the other person understand what you are saying. In this regard, Pronunciation has a role in improving speaking skills. Of course, when compared to Indonesian the pronunciations are different such as; Indonesians will pronounce the word /buku/ same as the written 'buku'. Contrarily in English, the most of written words will be pronounced differently. For example, the word 'cut' will pronounce become /kʌt/.

At university level, Pronunciation is a course studied by student, one of them is at the West Sumatra Muhammadiyah University, the faculty of Education and Teacher Training (FKIP). In English education students, pronunciation is a compulsory subject that is studied. The purpose of learning pronunciation at FKIP is how the students are able to understand the word stress, sentence stress, syllable, intonation, consonant, rhythm, etc...

Based on interviews, there were several errors in pronunciation as, in the first student, in syllables, when conducting interviews students also make mistakes such as, the word "income" should have two(2) syllables, but at that time students pronounced, has one (1) syllable and in the word "laugh" should have 1 syllable, but students pronounced two (2) syllables. Pronunciation errors in the word, "income", was pronounced, / in 'kam / and had to be pronounced, /inkʌm/, from the first student's mistake that there was an error in pronouncing syllables and vowels also difficulties in differences in the mother tongue used in everyday life. And in the second student, there is an error in pronunciation that is, in the word "laugh", which is pronounced / lef/, it should be pronounced / la : f/, that the error is in the consonant and also the same difficulty pronounced from the mother of a different language. On the other hand, of the mispronouncing words with silent letters, such as "k" in "knight" or "b" in "comb". This is because the student incorrectly emphasizing or pronouncing the silent letters, not recognizing when a letter is silent in a word, overpronouncing or omitting silent letters altogether. On intonation patterns such as the sentence, do you like to play badminton? students are less precise in pronouncing the sentence according to the intonation pattern that should be rising intonation. Incorrect intonation patterns English pronunciation can lead to misunderstandings and affect the overall fluency of communication. And students have difficulty distinguishing mixing up similar sounds such as [s], for example in the word "noise", students pronounce it using [s] but it should be pronounced using the word /z/.

Methodology

This research discussed types of errors made by English department students of Muhammadiyah University of West Sumatera. This research is a descriptive qualitative research. Based Sugiono (2005) in Kurnia et al. (2023) says that qualitative research is also in the form of describing the object being studied thorough. Can be included as digging up information on social phenomena. Qualitative research is a research strategy that usually emphasizes words rather than quantification

in the collection and analysis of data (Bryman 2008) in Hammersley (2012) . The purpose of this research is to describe a phenomenon or problem occurred in pronunciation errors by students. The participants in this study were teachers and students in the 4th, 6th and 8th semesters at the West Sumatra Muhammadiyah University, precisely at the Faculty of Education in Padang Panjang.

The research was conducted in English Education Study Program Faculty of Education and Teacher Training Muhammadiyah University of West Sumatera is on Jln. RI. Dt. Sinaro Panjang No.1-6 Muhammadiyah Kauman Complex, Padang panjang. The data was taken through test, recording and interview.

Findings

The research was conducted on August 14, 2024. As mentioned earlier, the participants were students from English Department Students of Muhammadiyah University of Sumatera Barat. OpenL web was used as data collection technique to find the truth of pronunciation errors in accordance with the International Phonetic Alphabet (IPA).

Type of English Pronunciation Error Made by Students

After processing the data, the following are the types of errors found by students:

Table 4.1 Identification of Students Error in Pronunciation Test

Conso nant Sound	Word	Transcript ion	Students pronounced	Type of Error	Students Number	Total of students number
/d/	Paid	/peɪd/	/peɪ/	Omission	5,10	2
	Mad	/mæd/	/mæt/	Substitution	7	1
		/mæd/	/mæθ /	Substitution	9	1
/p/	Cups	/kʌps/	/kʌbs/	Substitution	3,14	2
	Copy	/kɒpi/	/kɒfi/	Substitution	3,6	2
/b/	Cubs	/kʌbz/	/kʌpz/	Substitution	1,2,3,4,6,7,8, 10,11,12,13,14, 15	13
/s/	Rice	/raɪs/	/raɪz/	Substitution	1,5,9,14	4
/g/	League	/li:g/	/li:k/	Substitution	5	1
	Bigger	/'bɪge(r)/	/'bɪze(r)/	Substitution	2	1
/k/	Ache	/eɪk/	/eɪgk/	Insertion	1	1
	Ache	/eɪk/	/eɪdʒ /	Substitution	2,5,7,9,10	5
	Ache	/eɪk/	/eɪg /	Substitution	3,6	2
/dʒ/	Agenda	/ə'dʒendə/	/ədgendə/	Substitution	3,4	2
	Edge	/ɛdʒ/	/ɛdt/	Substitution	6	1
/f/	Coffee	/kɒpi/	/kɒpi/	Substitution	4	1
/ʃ/	Cash	/kæʃ/	/kæs/	Substitution	4,5,8,9,15	5
/ð/	Sunbathe	/sʌn, beɪð/	/sʌn, beɪθ /	Substitution	7,10	2
	Sunbathe	/sʌn, beɪð/	/sʌn, beɪt/	Substitution	3,5	2

	Sunbathe	/sʌn, beɪð/	/sʌn, beɪd/	Substitution	2,6,9	3
/z/	Bays	/beɪz/	/beɪs/	Substitution	1,2,4,9,10,12,14,15	8
/θ/	Fourth	/fɔ:θ/	/fɔ:θ/	Omission	2,6	2
Vowel sound	Word	Transcript ion	Student pronounced	Type of Error	Students of number	Total of students number
/aɪ/	Fine	/faɪn/	/fan/	Omission	6	1
	Type	/taɪp/	/tipe/	Substitution	4	1
/e/	Test	/test/	/tist/	Substitution	4,15	2
	Head	/hed/	/hid/	Substitution	6	1
/æ/	Fat	/fæt/	/fat/	Omission	6	1
	Mad	/mæd/	/med/	Omission	6,10,11,12,13,15	6
	Pan	/pæn/	/pen/	Omission	2,3,4,10,11,12,13,15	8
/eə/	Square	/skwe/	/skwe/	Omission	1,2,3,6,7,8,9,10	8
	Fairly	/'feəli/	/'feli/	Omission	1,2,3,6,7,8,9,10,11,12,14,15	12
	Dared	/deəd/	/ded/	Omission	1,2,3,6,7,8,9	7
/əʊ/	Coast	/kəʊst/	/kost/	Substitution	1,2,3,6,7,9	6
	Toe	/təʊ/	/tʊ/	Omission	2,3,4,6,9	5
	Proud	/praʊd/	/pr ɔ:d/	Substitution	1,2,3,15	4
	Toast	/təʊst/	/tost/	Substitution	1,2,9	3
/i/	Baby	/beɪbi/	/bebi/	Omission	4	1
/æ/	Bad	/Bæd/	/Bed/	Omission	3	1
/ʊ/	Wolf	/wʊlf/	/wolf/	Substitution	4,15	2
/ʌ/	Blood	/blʌd/	/blod/	Substitution	1,2,4,7,8,9,10,11,12,13,14,15	12
/ə/	About	/ə'baʊt/	/ʌ'baʊt/	Substitution	1,8,9,11,12,13,14	7

From the test of pronunciation of words, sentences and conversations that researchers have provided, there were several errors found. The errors found in consonant sounds were the most students make errors on the phonetic symbol /b/ because the phonetic symbol between /b/ and /p/ sounds almost the same, so students make many errors on the consonant. While the consonant sounds that few students make errors are on the phonetic symbols /g/ and /f/. These consonants are already commonly heard by students. Likewise with vowel sounds, the researcher also found several errors made by students. The most common errors are in vowel /eə/ from the 3rd word tested, 'Square', 'Fairly' and 'Dared'. 27 students made many reading errors when pronouncing. Because the word is familiar but many students have the wrong meaning in the pronunciation. In addition, the least errors were found in the phonetic symbols, /i/ and /æ/. These vowels are often heard by students and that is what makes students not make errors.

Pronunciation tests was given to 15 students, followed by data analysis. Then the first discussion regarding the types of errors made by students includes segmental features. According to Pourhossein Gilakjani (2012) segmental features are divided into two parts, namely consonant sounds and vowel sounds. Based on the table above, there are consonant errors in /d/, /b/, /p/, /s/, /g/, /k/, /dʒ/, /f/, /ʃ/, /tʃ/, /ð/, /θ/, and /z/. The total number of errors in consonant sounds is 61. While in vowel sounds there

are several phonetic symbols that have errors, namely, /aɪ/, /e/, /æ/, /eə/, /əʊ/, /i/, /æ/, /ʊ/, /ʌ/, a, /ə/. The number of errors in vowel sounds is 88 errors. From the two indicators of pronunciation errors, students make more errors in vowel sounds.

Based on the theory, according to Kartyastuti (2017), the classification of error types is divided into 3 types, namely, substitution, insertion and omission. Based on the pronunciation test above, students who made the highest number of errors were in the consonant sounds substitution type with 56 (92%) occurrences, while the vowel sounds substitution was lower at 38 or 43%. For the first sample that the pronunciation in the word 'cubs' on consonant sounds /b/, should be read /kʌbz/ but students made errors as many as 13 people who pronounced /kʌpz/. Also on the vowel /ʌ/ in the word "blood" there were 12 students who made an error on the vowel, which should be read /blʌd/ but students pronounced /blod/. Besides that also through interviews that they pronounce the word because they often hear it.

The next type of error is insertion errors, in this error students in consonant sounds as much as 1 or 2% of errors, while in vowel sounds insertion 0 or 0% of students make mistakes when pronouncing. This type of insertion error is the least error made by students. Insertion is the addition of words made during pronunciation according to Fauziati (2000) in Maulidina (2020). As from the table above, an example of insertion is, on the consonant , /əʊ/ students make insertion errors by pronouncing /eɪk/ which should be /eɪk/ in the word 'ache'.

The last type of error is omission. from the table above that the omission of consonants there are 4 pronunciation errors or 6% less than the vowel sounds which are 50 or 57%. According to fauziati (2000) in Maulidina (2020) that omission is the delete of words. As in the sample of vowel sounds /eə/ in the word "fairly ", where 12 students pronounced /'feli/ omitted the vowel /ə/ which should be pronounced /'feəli/. Also consonants, an example is the consonant /d/, namely in the word "paid" students memorize /peɪ/ by removing the consonant sound /d/ which should be pronounced /peɪd/.

Conclusion

This study explains the types of pronunciation errors made by students by having two indicators, namely consonant sounds and vowel sounds. types of errors in consonant sounds are substitution as much as 56 or 92%, omission as much as 4 or 6% and insertion as much as 1 or 2%. While in vowel sounds students make pronunciation errors, namely, substitution as much as 38 or 43%, omission as much as 50 or 57% and insertion as much as 0 or 0%.

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