

**PRONUNCIATION ERRORS ON ENGLISH CONSONANT PRODUCTION
PRODUCED BY ENGLISH STUDY PROGRAM STUDENTS
AT STKIP PGRI SIDOARJO**

Riya Wahyuni, Yuliyanto Sabat, Dina Meris Maya S

STKIP PGRI Sidoarjo

Riyawahyuni3009@gmail.com

Abstract

This research was intended to describe the pronunciation error on English consonants and the factors causing pronunciation error. Pronunciation error in this research referred to error in producing English consonants (/θ/, /ð/, /ʒ/, /dʒ/, /tʃ/). The research subject of this research was the eighth semester of 2015A English Study Program Student at STKIP PGRI Sidoarjo. This research was descriptive qualitative with the data collected from pronunciation test and interview. The researcher was the main instrument of this research. The findings showed that the most frequently error was in the pronunciation of sound /ʒ/ as much 37%. The research subjects made errors in the same percentages in pronouncing the sound of /ð/ and /dʒ/ as much 13%, then research subjects made errors in the lowest percentage in pronouncing the sound of /tʃ/ as much 8%. The factors which caused the errors in consonant production (/θ/, /ð/, /ʒ/, /dʒ/, /tʃ/) were (1) the difference spelling system of English and Indonesia in pronouncing words (2) the absence of some English sounds in Indonesia (3) the interference of mother tongue to English.

Keywords: *Pronunciation Error, English Consonant, Factor Causing Pronunciation Error*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kesalahan dalam pengucapan konsonan-konsonan bahasa Inggris dan faktor yang menyebabkan kesalahan pengucapan tersebut. Kesalahan pengucapan dalam penelitian ini mengacu pada kesalahan dalam menghasilkan konsonan bahasa Inggris (/θ/, /ð/, /ʒ/, /dʒ/, /tʃ/). Subjek penelitian dari penelitian ini adalah mahasiswa Program Studi Bahasa Inggris 2015A semester delapan di STKIP PGRI Sidoarjo. Penelitian ini adalah deskriptif kualitatif dengan data yang dikumpulkan dari tes pengucapan dan wawancara. Peneliti adalah instrumen utama dari penelitian ini. Temuan menunjukkan bahwa kesalahan yang paling sering terjadi pada pengucapan suara /ʒ/ sebanyak 37%. Subjek penelitian membuat kesalahan dalam persentase yang sama dalam mengucapkan bunyi /ð/ dan /dʒ/ sebanyak 13%, kemudian subyek penelitian membuat kesalahan dalam persentase terendah dalam mengucapkan bunyi /tʃ/ sebanyak 8%. Faktor-faktor yang menyebabkan kesalahan dalam produksi konsonan (/θ/, /ð/, /ʒ/, /dʒ/, /tʃ/) adalah (1) perbedaan sistem ejaan bahasa Inggris dan Indonesia dalam mengucapkan kata-kata (2) tidak adanya beberapa suara bahasa Inggris di Indonesia (3) interferensi bahasa ibu ke bahasa Inggris.

Kata Kunci: *Kesalahan Pengucapan, Konsonan Bahasa Inggris, Faktor Penyebab Keasalahan Pengucapan*

Introduction

One of the goals in English Study Program of STKIP PGRI Sidoarjo is generating the professional, competence and character teachers. In learning English, there are four skills that must be learned by students. They are listening, speaking, reading and writing. All of them are important skills to be mastered. Since the latest curriculum for English lesson in middle school focuses on language as communication, the students of English Study Program are prepared to be teachers who have competence to communicate or to talk intelligibly to the others and speaking is a kind of skill used to show their competence of it.

In learning English, pronunciation is a sub-skill of speaking. Among the sub-skills of speaking, pronunciation stands out as the most important one (Arnaud, 2015, p. 7). It means that pronunciation mastery plays a key role in communication. Pronunciation is an important part of speaking, for the speaker is able to produce the word correctly, the listeners may understand about what the speaker said. Like English as Foreign Language (EFL) students in other countries, Indonesian students also face difficulties in learning English pronunciation because some English sounds can't be found in Bahasa Indonesia. According to Moeliono & Dardjowidjojo in (Tiono & Yostanto, 2008, p. 80) state that English sounds such as /θ/, /ð/, /ʒ/, /dʒ/, and /tʃ/ cannot be found in Bahasa Indonesia. Therefore, these sounds can be the factors of difficulties in learning English pronunciation.

Furthermore, there are some reasons why English students need good pronunciation ability. The first reason is having good pronunciation encourages students to be more confident in communication (Sabat, 2016, p. 4). Some students feel unconfident when the listeners don't get the point of their speech. The second reason why pronunciation is important is that good pronunciation ability can support speech intelligibility which is very important to avoid misunderstanding between speaker and listener (Fraser, 2000, p. 7). Many cases of misunderstanding are caused by mispronunciation or inappropriate intonation of the words.

The English pronunciation components are divided into segmental features and supra-segmental features (Rogers, 2000, p. 16). Segmental features consist of vowels and consonants, supra-segmental features, on the other side, have stress and intonation. In learning and practicing English pronunciation, EFL students are frequently failed in segmental components. According to Kelly (2000, p. 8) states that there are sounds and combination of sounds in English which do not occur in L1. Therefore, EFL students are able to produce English sounds easily when they also exist in their native (L1) sound system. When the sounds do not exist in their native (L1) they have to do great effort to practice pronouncing them accurately and sometimes they make errors on it.

Based on explanation above, the researcher conduct the research entitled with “Pronunciation Errors on English Consonant Production Produced by English Study Program Students of STKIP PGRI Sidoarjo”.

Research Method

This research was conducted by using a qualitative method. According to Burns (2010, p. 106) qualitative method is a method which analyzes the data without using number. It means that qualitative method uses words, phrases or sentences to represent and analyze the data of the research. The subjects of this research were the eight semester of 2015A English Study Program Students of STKIP PGRI Sidoarjo. The source of data in this research was all words pronounced by research subjects which were listed in the pronunciation test. The test consisted of 10 sentences that should be pronounced by research subjects. The data of this research were the words pronounced by research subjects which consisted of consonants (/θ/, /ð/, /z/, /dʒ/, /f/). There were four instruments used in this research. They were: the researcher, test, laptop and interview. The test was needed by researcher in order to get the data which would be analyzed. The researcher used a laptop as the research instrument for playing and watching the video of pronunciation test in order to observe the way they produced the sounds. The interview was aimed to get the more description for answering the second statement of problem that was the causes of errors in consonant production.

Finding and Discussion

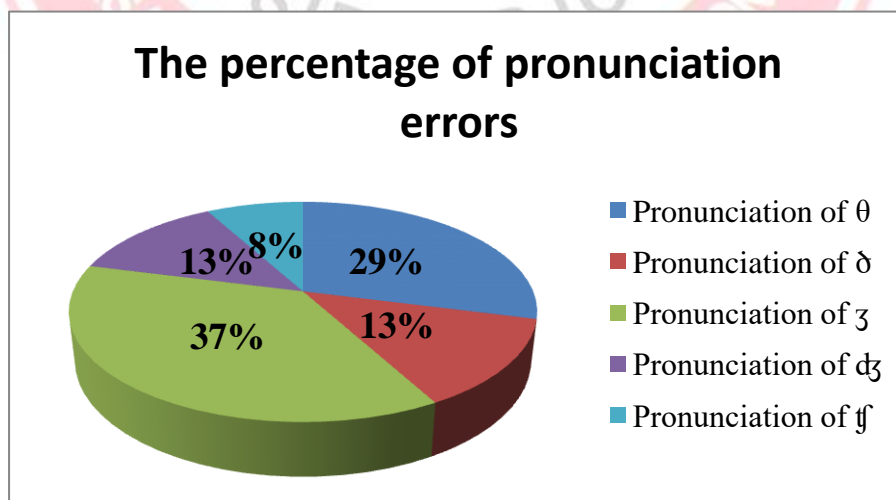
Finding

In this research, it was found from 50 words, the total number of words which consisting consonants (/θ/, /ð/, /z/, /dʒ/, /tʃ/), pronounced by 20 participants, 413 are errors. The research subjects made errors as many 118 errors in pronouncing the sound of /θ/, 55 errors in pronouncing the sound of /ð/, 153 errors in pronouncing the sound of /z/, 54 errors in pronouncing the sound of /dʒ/ and 33 errors in pronouncing the sound of /tʃ/.

Here are the percentages of pronunciation errors in consonant production made by research subjects:

- Pronunciation of /θ/ : $\frac{118}{413} \times 100\% = 29\%$
- Pronunciation of /ð/ : $\frac{54}{413} \times 100\% = 13\%$
- Pronunciation of /z/ : $\frac{153}{413} \times 100\% = 37\%$
- Pronunciation of /dʒ/ : $\frac{54}{413} \times 100\% = 13\%$
- Pronunciation of /tʃ/ : $\frac{33}{413} \times 100\% = 8\%$

The percentages of the recapitulation of pronunciation errors in consonant production made by research subjects were converted into a pie chart as below



In this research, it was found from 99 words, the total number of word pronounced, 47 or 47,5% are errors. The errors occurred in all consonants (/θ/, /ð/, /z/, /dʒ/, /tʃ/). The errors in consonant /θ/ occurred in all words; *thought, thirty, thousand, nothing, three, mathematics, think, thanksgiving, fourth, Thursday*. The errors in consonant /ð/ occurred in all words; *that, mother, soothed, teething, they, the, brother, loathes, this, weather*. The errors in consonant /z/ occurred in 9 words; *treasure, usually, television, pleasure, Asia, usual, occasionally, beige, prestige*. The errors in consonant /dʒ/ occurred in all words; *just, Jim, junior, majoring, education, huge, Jill, jeans, jumped, jeep*. The errors in consonant /tʃ/ occurred in 8 words; *teachers, choose, Chinese, checkers, children, Charles, lunched, cheese, chips*. The research subjects pronounced words; *watch* and *lunched* correctly.

The researcher found some causes of errors in consonant production (/θ/, /ð/, /z/, /dʒ/, /tʃ/). The first cause of errors was the difference spelling system of English and Indonesia in pronouncing words. Based on the interview, 60% interviewees stated that pronunciation was difficult to learn. The reasons were that English was their second language so they found unfamiliar sounds for them and the words in English sometimes had the difference between writing and reading which made them confused. Moreover, they applied the mother tongue spelling system in pronouncing English words. However, they are very different from each other. It was strengthened by a statement of (Muawanah, 2016, p. 82) that in Indonesia, the sounds are always pronounced same with the letter spelling. On the other hand, English sounds are usually different with the spelling system. Furthermore, all interviewees did not have much time to practice English pronunciation or to repeat the lesson. They were worker-students. They also stated that they seldom opened dictionary or checked the phonetic symbols of pronunciation when they found the unfamiliar words. As long the listeners understood what they meant that was enough for them.

The second cause of errors was the absence of some English sounds in Indonesia. Based on the interview, all interviewees stated that they also got difficulties in learning pronunciation since some sounds did not exist in Indonesia

and the difference sounds between English and Indonesia. It was strengthened by a statement of Moeliono & Dardjowidjojo in (Tiono & Yostanto, 2008, p. 80) state that English sounds such as /θ/, /ð/, /ʒ/, /dʒ/, and /tʃ/ cannot be found in Bahasa Indonesia. Therefore, these sounds can be the factors of difficulties in learning English pronunciation. Furthermore, 60% interviewees stated that they did not really understand about the theory of producing the sounds (θ/, /ð/, /ʒ/, /dʒ/, /tʃ/). They got the theory from the lecturer in pronunciation and phonology class when they was in the third semester, but now they almost forget about the theory since they never brushed up the books.

The third cause of errors was the interference of mother tongue to English. Based on the interview, all interviewees stated that they were interfered from their mother tongue in pronouncing some English words since English was a new language for them as Indonesian. Some research subjects pronounced the English words using their mother tongue system and sometimes they substituted the sounds to similar ones in their mother tongue. Example in pronouncing the phoneme /tʃ/, some research subjects pronounced as /c/. They substituted the sound /tʃ/ to the similar sound in their mother tongue as the sound /c/. However, they were very different from each other. Therefore, they made pronunciation errors. It was also strengthened by a statement of (Zhang & Yin, 2009, p. 2) that a particular sound which does not exist in the native language can therefore pose difficulty for the second language learners to produce or sometimes try to substitute those sounds with similar ones in their mother tongue.

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