AN ERROR ANALYSIS IN ENGLISH PRONUNCIATION OF SEGMENTAL PHONEMES PRODUCED BY JAPANESE SPEAKER (ADOPTED BY THEIR OWN LANGUAGE)

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Abstract

Over recent decades increasing importance has come to be placed upon English as a means of international communication. The expansion of the use of English in an internationalized world means that the opportunity for L2 speakers of English from different L1 backgrounds to interact in English has increased, and with it the potential for misunderstanding has also increased. By identifying the dominant error in English pronunciation of segmental phonemes produced by Japanese speaker, this data set could be developed to provide information on features of English articulation and pronunciation. This research conducted by using descriptive qualitative research design which take from YouTube video by Yuta Aoki entitled "Do Japanese people speak English? (2017 interview)" published on March 23rd, 2017. Meanwhile, the data in this study will be transcript of the conversation consisting error pronunciation of segmental phonemes produced by Japanese speaker. The data result showed that the dominant error which Japanese speaker tends to pronounce was in /æ/ sound 31%, /l/ sound 22%, /t/ sound 14%, /θ/ sound 6%, and /ʃ/ sound 3%. The error pronunciation types occur in Japanese speaker made were substitution and insertion, which means there are some language they could not recognized and distinguish sounds which has two similarities which make them confuse to pronounce. It can be concluded that an error in pronunciation can be happened when in their mother language never been teach about it or there are no similar sounds in their language inventories.

Keywords: error analysis, error pronunciation, segmental phonemes

Abstrak

Selama beberapa dekade terakhir, semakin pentingnya untuk menempatkan bahasa Inggris sebagai sarana komunikasi internasional. Perluasan penggunaan bahasa Inggris di dunia internasional berarti memberikan kesempatan bagi penutur kedua bahasa Inggris (L2) dari penutur bahasa dengan latar belakang yang berbeda (L1) untuk berinteraksi dalam bahasa Inggris telah meningkat, dan dengan itu, potensi kesalahpahaman juga meningkat. Dengan mengidentifikasi kesalahan dominan dalam pelafalan fonem segmental bahasa Inggris yang dihasilkan oleh penutur Jepang, kumpulan data ini dapat dikembangkan untuk memberikan informasi tentang fitur artikulasi dan pengucapan bahasa Inggris. Penelitian ini dilakukan dengan menggunakan desain penelitian deskriptif kualitatif yang diambil dari video YouTube oleh Yuta Aoki berjudul "*Do Japanese speak English? (2017 interview)*" yang diterbitkan pada 23 Maret 2017. Sementara itu, data dalam penelitian ini akan berupa transkrip percakapan yang terdiri dari kesalahan pengucapan fonem segmental yang dihasilkan oleh penutur Jepang. Hasil data menunjukkan bahwa kesalahan dominan yang cenderung diucapkan oleh penutur Jepang di bunyi /æ/ adalah 31%, bunyi /l/ adalah 22%, bunyi /t/ adalah 14%, bunyi /θ/ adalah 6%, dan bunyi /ʃ/ adalah 3%. Jenis kesalahan pengucapan yang terjadi pada penutur Jepang adalah subtitusi dan penyisipan bunyi, yang berarti ada beberapa bahasa yang tidak dapat mereka kenali dan mereka tidak dapat membedakan bunyi yang memiliki dua kesamaan yang membuat mereka bingung mengucapkannya. Dapat disimpulkan bahwa kesalahan dalam pengucapan dapat terjadi ketika dalam bahasa ibu mereka tidak pernah diajarkan tentang hal itu atau tidak ada bunyi yang serupa dalam inventaris bahasa mereka.

Kata Kunci: *kesalahan analisis, kesalahan pengucapan, fonem segmental*

INTRODUCTION

Every nation has different characteristics. These characteristics can be a food, a culture,

or a language. But the most significant that the researcher can see are culture and language which determine an identity of the nation. The researcher can take more attention to understand a culture without having some form of understanding of its language. According to (Scarcella & Oxford, 1992) stated that language and culture are so close that are being identified as synonyms. It's mean, both are always connected. Because a language is part of a culture and a culture is a part of language as stated in (Brown H. , 2000, p. 177). According to (McCarthy & Carter, 1994, pp. 151-152) look at culture from a social discourse perspective it refers to "social knowledge and interactive skills which are required in addition to knowledge of the language system". It's mean, when someone love the culture they also love the language. Because something that they are love the most, it will bring them to a passion to knowing more.

According to (Brooks, 1964) stated that on the other hand, language carries syntactic, semantic, and pragmatic meanings for language users to communicate. For example Malay is different from Indonesian. Chinese mandarin different with Hong Kong, Korea different with Japanese and German language is different from English language and so on. Both of language and culture have a function of communication because they both carry meanings and it becomes a differentiator between nations to another. It can be the pronunciation nor the grammar. Being a learner whom learn about human language can help them to learn more about the world and humans' characteristic. It can be so much interesting to know how others can be unity in diversity.

In the modern century nowadays, the researcher can take concern that English language are more become an international language in the communication to unite people in the world. Without having skills in English, people may build a barrier to themself to communication with others. Thus, it is important to learn. According to (Crystal, English as a Global Language: Second Edition, 2003, p. 5) stated that "English is now the language most widely taught as a foreign language –in over 100 countries–, and in most of these countries it is emerging as the main foreign language to be encountered in school, often displacing other

language". So it is no surprise if our children in school get English material as the main language.

In addition, many schools in this world especially in Indonesia and Japan, in the process of teaching or learning English pronunciation, teacher will give a knowledge about the advantages that learners can have if they are learning English pronunciation. The first is that it can make us reduce a barrier for native speakers to understand based on the stated of Basson as cited in (Wei & Zhou, 2002, p. 3). Being intelligible in pronunciation helps us to understand others' English. When the researcher listen to others' speech, the researcher expect the pronunciation (including intonation) of the same word or of the same sentence will be the same or quite close. Just imagine it is very difficult to believe Japanese can understand the word "ruler" (pronunciation without /r/ and changing /l/ with /r/) because this pronunciation is different from theirs. Therefore, there is one of the advantages that the researcher can have if the researcher learn pronunciation. The second is learning pronunciation instruction may facilitate listening comprehension ability according to Ueno (1995) as cited in (Wei & Zhou, 2002, p. 2). According to Duncan (1983) as cited in (Wei & Zhou, 2002, p. 2) stated that when, for whatever reason, the encoded speech is nonstandard or different from what the decoder is expecting or accustomed to, communication can be limited, confused, or lost completely. For the same reason, it will not make any sense if Japanese thinks "ruler" should be pronounced "ruraa" when they talk to native or non-native speakers.

According to previous research, in Japanese formal L2 learning of English, teaching pronunciation still appears to be a minor component of English class at the junior/senior high school levels and is rarely taught in an organized way although many teachers and students are aware of the necessity of teaching/learning English pronunciation. (Arimoto, 2005) published the results of a survey of junior and senior high school teachers. It shows that 30% of the teachers have not practiced pronunciation teaching in class at all, and that most of the teachers have not referred to parts of pronunciation teaching in textbooks. In fact, the teaching

of L2 pronunciation Japan and elsewhere has traditionally focused on an articulatory phonetics approach as stated in Fries as cited in (Riney & Anderson-Hsieh, 1993, p. 21) according to contrastive analysis of the native language and the target language. However, in today's globalization, the course of study positions of English language as a tool of international communication and encourages cultivating the practical communication ability in English. In order to achieve this goal, it is a fundamental to lay emphasis on pronunciation in teaching English (Tominaga, 2011, p. 46).

Supporting on the state above, (Thompson, Japanese Speakers In Mr. Swan & B. Smith (Eds.) Learner English: A Teachers' Guide to Interference and other problems (2nd ed), 2001, p. 297) observed that Japanese Speaker of English find the more complex (vowel and consonant) distinctions and sound combinations of English very hard to produce. For example, Japanese speaker is often transferred to the consonant cluster in English, such that Japanese speaker may insert either vowel to break up consonant cluster or add vowels after word final consonants. Additional vowels such as /o/ and /u/ are likely to be inserted after consonant that occur in the final position. Some examples of vowel insertion may include: /*map(u)*/ for 'map'; /*kad(o)*/ for 'card'; and /*s(u)p(a)geti*/ for 'spaghetti'. It is may imagine how will be in trouble when the researcher want to speak with them in English language without knowing what the mean at all.

Moreover, there are numerous phonological features on which English and Japanese different from each other. When pronouncing English, speakers of Japanese are likely to come across an array of difficulties stemming from differences in sound inventory, distribution of sounds among the categories of phonemes and allophones and syllable constraints.

RESEARCH METHODOLOGY

This research would be conducted by using descriptive qualitative research design, because the researcher would be give an identified characteristics of methods and findings

which reported in a data. According to Isaac and Michael in (Sugiarto, 2013, p. 30) "Qualitative method is a method describing systematically the facts and the characteristics of given phenomenon or area of interest, factually and accurately by involving the subject's experiences and perspectives in order to obtain the data of the study". This research would apply descriptive qualitative method because the research would conduct this research in order to describe the dominant error and the causes of error in English pronunciation produced by Japanese speaker.

This research will use a video from YouTube by "That Japanese Man Yuta" entitled *Do Japanese people speak English? (2017 interview)* published on March 23rd, 2017. This video is chosen because it is appropriate with this research. In addition, in this video there was a various kinds circle of society who had been interviewed by him and also it was chosen by consideration of making errors in English pronunciation. Further, they might have different causes of errors in English pronunciation regarding their first language which is Japanese language.

There were three instruments used in this research. They were the researcher; laptop; and video. Supporting instrument includes journal, paper, pen, and Oxford dictionary, it used to obtain the information or the data of the study. The supporting instrument is used by the researcher to collect data for finishing the research easily.

The source of data in this research will be all of the conversation recorded in English pronunciation of segmental phonemes produced by Japanese speaker. Meanwhile, the data of this study will be transcript of the conversation consisting pronunciation error of segmental phonemes, such as vowel (/æ/), approximants (/l/), fricatives (/θ/), assimilation (/ʃ/) and plosives (/t/) produced by Japanese speaker.

The technique of data collection in this research will be note-taking and classification. The data are collected from the sentences consisting the dominant error and the causes of error in English pronunciation produced by Japanese speaker. In gaining the data to be collected, the researcher will use the video recorded in the interview conducted. 1). The researcher downloads

the video and save into laptop and flash drive. 2). The researcher will watch and listen all of the videos as needs in order to observe the subjects when presenting the material using English pronunciation. 3). The researcher will start to transcribe all of the utterances consisting some pronunciation errors made by the Japanese speaker in order to make it easy in analyzing them then. The researcher will identify and classify all of the pronunciation errors uttered by Japanese speaker by took a note the words. 4). The researcher will give the conclusion according to the findings.

In analyzing the data, the researcher described the error in English pronunciation of segmental phonemes produced by Japanese speaker. The following table will be used to identify the types of errors in English pronunciation adopted from (Sugiarto, 2013).

Table 2.1 Types of Pronunciation Error

No.	Respondents	English Pronunciation Transcription		Types of Error
		Error Pronounced	Correct Ponounced	
1.				
2.				
3.				
4.				
5.				

(Sugiarto, 2013)

To identifying its dominant error produce by Japanese speaker, the researcher will use a formula and a table to collect its data below:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Symbol of percentage.

F = Number type of errors.

N = Total number of type errors.

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency
Total Errors of Pronunciation				
Percentage of Errors				

(Tiono & Yostanto, 2008)

FINDING AND DISCUSSIONS

The finding and discussions of Japanese speaker errors on segmental phonemes pronunciation were classified into five sounds. The researcher presented those errors into a table. The table included the types of errors and the correction of errors pronunciation.

A. THE PRONOUNCIATION ERROR OF /æ/

Table 3.1 English Pronunciation Error Produced by Japanese Speaker

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency
Happy	/ˈhæpi/	/ˈhɑpi/	/æ/ → /a/	1
Japan	/dʒəˈpæn/	/japan/		3
Black	/blæk/	/blak/		1
Manga	/ˈmæŋgə/	/manga/		1

Alcohol	/ˈælkəhɒl/	/ar(u)kohoru/		1
Graduate	/ˈgrædʒueɪt/	/guradueto/		1
Actually	/ˈæktʃuəlɪ/	/a(k)suari/		1
Faster	/fæst(r)/	/fastiʃ/		1
Bag	/bæg/	/baku/		1
Total errors of pronunciation /æ/				**11**
Percentage of errors				**31%**

Total percentage errors of pronunciation /æ/ have been 31%, the common error pronunciation of the first made by Japanese speakers in the Yuta Aoki's YouTube video. They are almost substitution /æ/ to /ʌ/ or /a/ sound. The researcher found not /æ/ to /ʌ/ or /a/ sound only, but in another sound like /ə/ to /a/ occurred in words *actually, manga, and Japan* as they were substituted as well.

This refers to (Anderson-Hsieh & Tim Riney, 1993) describe that Japanese having only five short vowels, such as: /a/, /i/, /u/, /e/, and /o/. It is made Japanese speakers automatically transfer its sound in how the words actually pronounce. This is because vowel inventories give the biggest difference between regional dialects of English, and mispronunciation in vowel quality tends to interfere with successful L2 communication less directly than do consonant pronunciation errors (Jenkins, 2000).

Basically, the vowel sound /æ/ is categorized as central vowels (Jones, 1985). But most of Japanese speaker substitution the sound with open vowel /a/ rather than as central vowel /æ/, which their tongue was held as low as possible (Jones, 1985). For example, the word *"happy"*, *"black"*, *"bag"*. These words clearly said with Japanese speakers as *"happy"* as /hapi/, *"black"* as /blak/, and *"bag"* as /baku/ with the additional vowel /u/ in the end of consonant word. In fact, these sounds should be pronounced when the front of the tongue on the highest part, but the tongue itself is low in the mouth instead of the tongue

in the low part (Kelly, 2000). For that reason, it is true that Japanese speaker made errors by deviated /æ/ sound with /a/ sound.

B. THE PRONUNCIATION ERROR OF /l/

Table 4.1 English Pronunciation Error Produced by Japanese Speaker

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency
Clothes	/kləʊðz/	/kurosi(t)s/		1
Chocolate	/'tʃɒklət/	/cokorēto/		1
Alcohol	/'ælkəhɒl/	/ar(u)kohoru/		1
Living	/lɪvɪŋ/	/riviŋ/	/l/ → /r/	1
Actually	/'æktʃuəlɪ/	/a(k)suari/		1
English	/'ɪŋglɪʃ/	/engriʃ/		2
Fool	/fu:l/	/fūra/		1
Total errors of pronunciation /l/				**8**
Percentage of errors				**22%**

Total percentage error of pronunciation /l/ has been 22%, the second error who is Japanese speaker made. Almost of the words which they pronounce was substituted into /l/ in /r/ sound, the closest sound that they have in consonant inventory.

According to (Syarifah, Phonological Interference in the Spoken English Performed by Japanese Spaeker in Teaching Process of Mind Your Language Video, 2017) Japanese language has no /l/ and /r/ sound in the phonetic system, but Japanese has /ɾ/ sound, sometimes it could make the Japanese confused to distinguish /l/ and /r/ sound, because Japanese think that there is no difference between those sounds.

According to (Hayes, 2009) sound of /l/ was a voiced alveolar lateral approximant and sound of /r/ was a voiced alveolar central approximant or in general it called with liquid sound. Although in the Japanese language has a sound similar to both the English /l/ and /r/ sounds in (Ohata, 2014), moreover (Kavanagh, 2007) explains this liquid does not exactly correspond to the English liquid /l/ or /r/ but is regarded as something that is between the two sounds. Therefore, Japanese speakers tend to change /l/ for /r/ on one occasion and /r/ for /l/ on another. Sound of /r/ should be pronounced when the air channel is in the middle of the mouth while the sound of /l/ is pronounced with the tongue touching the alveolar ridge. But when a Japanese speaker tends to pronounced /l/ sound, it comes with the tip of the tongue turned back. However, both those sounds are voiced (Kavanagh, 2007). For example the word *"living"* was pronounced as /riviŋ/ and *"actually"* was pronounced as /a(k)suari/. The researcher analyzed, there are flip between pronounce those sounds. It seemed /l/ sound, but finally they flip it into /r/sound. In fact, both sounds they pronounced is incorrect, but still understandable, even if the Japanese could pronounce /l/ sound of English words. From the explanation above, Japanese speakers was made errors in pronounce /l/ sound.

C. THE PRONUNCIATION ERROR OF /θ/

Table 5.1 English Pronunciation Error Produced by Japanese Speaker

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency
Three	/θriː/	/tri/	/θ/ → /t/	1
Think	/θɪŋk/	/sink/	/θ/ → /s/	1
Total errors of pronunciation /θ/				**2**
Percentage of errors				**6%**

Total percentage error of pronunciation /θ/ have been 6%. There were two deviations made by Japanese speakers. They were the substitution of /θ/ to /t/ and /θ/ to /s/ sound. The substitution of sound /θ/ to /t/ occurred into word *three*, and the substitution of sound /θ/ to /s/ occurred into word *think*. Japanese speakers actually knew that the target was /θ/ but because of their mother tongue does not recognize /θ/sound it makes they replace with familiar sound which closest to their inventory sound like /s/ and /t/. In addition, (Kavanagh, 2007) explains other fricatives that are not found in Japanese are the two English inter dental fricatives /θ/ and /ð/ which are often substituted with the English alveolar /t/ and /d/.

According to (Hayes, 2009) sound of /θ/ is categorized as fricative in manner of articulation (MoA) when a tight constriction is made, the air passing through constriction flows turbulently and making a hissing noise. From the finding table Japanese speakers' substitution of /θ/ to /t/ or /s/ sound. The sound of /θ/ should be pronounced by the tongue touching the upper teeth *(dental sound)* and the air stream is not obstructed firmly but there is a hissing sound or *fricative sound* (Rogers, 2000, p. 20). However, Japanese speakers pronounced the sound /θ/ as /t/ by the tongue coming into contact with the alveolar ridge *(alveolar sound)* and the airstream is stopped firmly when it is released there is a plausible *(stop sound)*. In addition, Japanese speakers tend to pronounce the sound /θ/ as /s/ by the stream of air is directed at the upper teeth, creating noisy turbulent flow. For that reason, it is true that Japanese speakers was error in pronounced sound of /θ/.

D. THE PRONUNCIATION ERROR OF /ʃ/

Table 6.1 English Pronunciation Error Produced by Japanese Speaker

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency

Shopping	/ʃɒpɪŋ/	/soping/	/ʃ/ → /s/	1
Total errors of pronunciation /ʃ/				**1**
Percentage of errors				**3%**

Total percentage error of pronunciation /ʃ/ has been 3%. Japanese speakers were substitution /ʃ/ to /s/ sound. The substitution of sound /ʃ/ to /s/ occurred in word *shopping*. As the researcher can see, Japanese speakers always tend to produce English sounds where it is closed with their language inventories. In addition, Japanese speakers have difficulties in producing lip-rounding features, except /ʃ/ sound (Tsujimura, 1996).

According to (Hayes, 2009) sound of /ʃ/ and /s/ are categorized as fricative sound. To pronounce they are different, but have the same in place of articulation (PoA) and manner of articulation (MoA). Sound of /ʃ/ produced by the tongue curled behind the alveolar ridge and produce a hissing sound, while sound of /s/ is same as /ʃ/ sound but without produce a hissing sound. The sound that was produced by Japanese speakers had not produced a hissing sound when speak *"shopping"* as the Hayes mention. Moreover, in Japanese language also did not have /ʃ/ sound. It is clear that sometime Japanese speakers tend to substitution /ʃ/ sound into /s/ sound and it makes an error pronunciation.

E. THE PRONUNCIATION ERROR OF /t/

Table 7.1 English Pronunciation Error Produced by Japanese Speaker

Words	Standard Phonetics Transcription	Japanese Actual Pronunciation	Deviation	Frequency
Eat	/i:t/	/i:to:/	/t/ → /t/+/o/	1
Meet	/mɪ:to/	/mi:t/		1
White	/waɪto/	/waɪt/		1
Chocolate	/cokore:to/	/'tʃɒklət/		1

Graduate	/gurʌdueto/	/ˈɡrædʒueɪt/		1
Total errors of pronunciation /t/				**5**
Percentage of errors				**14%**

From the table 4.1.1.5, total percentage error of pronunciation /t/ has been 14%. Almost all the words that Japanese speakers pronounce added with vowel /o/ sound. It is because naturally from the Japanese language system. According to (Thompson, 2001) Japanese speaker of English find the more complex [vowel and consonant] distinctions and sound combinations of English very hard to produce.

According to (Tamaoka, 1991), Japanese language has 14 consonants, such as: /p/, /t/, /k/, /b/, /d/, /g/, /s/, /z/, /h/, /m/, /n/, /r/ and two semivowels /w/ and /y/, which all of those sounds was added by a vowel sound /u/ and /o/ in the final consonant. Another expert, (Bada, 2001) said that for Japanese learners of English consonants may provide the biggest difficulty, as their various sounds, their placement within words and articulation are diverse.

However, Finch as cited in (Hayes, 2009) explains that the place of articulation (POA) in pronunciation, sound of /t/ is categorized as alveolar, where the sound are formed by the tongue coming into contact with the hard palate or alveolar ridge immediately behind the upper teeth.

According to (Kavanagh, 2007) states Japanese students of English would be inserted vowel /o/ after the English /t/ in the word initial and final consonant. It was proof from Japanese speakers tends to pronounce the sounds of /t/, there is no airstream stopped firmly and released a plausible (*stop sound*) instead changing it into /t/ + /o/ sound or adding vowels at the end of consonants. For that reason, it is true that Japanese speakers are made an error in pronouncing /t/ sound.

CONCLUSION

The error pronunciation types occur in Japanese speakers made were substitution and

insertion. Substitution happens when Japanese speakers could not distinguish sound on the error production between /æ/ and /ʌ/, /æ/ and /ə/, /æ/ and a/, /θ/ and /t/, /ʃ/ and /s/, /t/ and /s/. Several sounds in Japanese language may transfer its sound, include addition /o/ and /u/ sound after consonant. Japanese speakers also can not recognize and distinguish sounds which has two similarities which make them confused to pronounce between sound of /l/ and sound of /r/. In reality, Japanese speakers are understood English language but sometimes they replied it into Japanese language, then it makes them substitution those sound into the sound they known. It can be concluded that an error in pronunciation can be happened when in their mother language been never teach about it or there are no similar sounds in their language inventories.

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