



Pronunciation Errors Made by the Fourth Semester Students of English Department of Islamic University of Sumatera Utara

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Abstract

This research entitled “Pronunciation Errors Made by the Fourth Semester Students of English Department of UINSU”. The aims of this research is to find out the characteristics of errors commonly occur in English pronunciation errors and the causes of errors made by the fourth semester students of English Department at FKIP of Universitas Riau commonly. This is a descriptive qualitative that analyzed about pronunciation errors include vowels, consonants, diphthongs, which pronounced by the fourth semester students of English Department of F. In conducting this research, the group of population was selected to be a participant by using purposive sampling. There were 78 population and only 39 students as the participants. The test was taken in audio recording. After analysing the data, from the three aspects that writer analyzed it was found some data and concluded that pronunciation error were made by the fourth semester students of English department of Universitas Riau in high error. There were was error in vowel 82.05 %, consonants with 41.02 % and diphthong 38.46 %.

Keywords: Pronunciation, Errors, Analysis and Students.

Abstrak

Penelitian ini berjudul kesalahan pengucapan mahasiswa semester empat program study bahasa inggris uinsu. Tujuan dari penelitian ini adalah untuk menemukan jenis – jenis kesalahan pengucapan yang sering terjadi pada umumnya dan juga sumber dari kesalahan pengucapan oleh mahasiswa semester empat program study bahasa Inggris uinsu. Penelitian ini adalah penelitian kualitatif deskriptif yang menganalisis kesalahan pengucapan pada huruf – huruf vocal, huruf-huruf mati serta huruf-huruf diptong yang diucapkan oleh mahasiswa semester empat program study bahasa Inggris uinsu. Pada penelitian ini, keolompok dari populasi dipih menjadi peserta dengan cara purposive sampling. Sehingga terpilihlah 39 peserta dari 78 populasi. Test pada penelitian ini adalah diambil dari rekaman suara. Setelah menganalisis data, dari tiga aspek yang penulis teliti, maka ditemukanlah beberapa data dan disimpulkanlah bahwa kesalahan pengucapan mahasiswa semester empat program study bahasa Inggris uinsu adalah berada pada level tinggi. Kesalahan pada huruf hidup adalah 82,05 %, huruf mati adalah 41,02 % dan huruf diptong adalah 38,46 %.

Kata kunci: pengucapan ,Kesalahan, Analisis, dan Mahasiswa

INTRODUCTION

In learning activities or teaching learning process, it has been known that language has function as a tool for communication. For example, when students have comprehended English very well, they can communicate with people around the world. One aspect that is important when students want to communicate by using English very well is they have to be good at pronunciation. By listening the pronunciation, it can be known that the speaker is native or nonnative speaker. Celce-Murcia (2006), states that pronunciation is the language feature that most readily identifies speakers as nonnative. If speakers make an error when pronouncing a word, the communication will not run well, it will make a misunderstanding. To assess pronunciation, it may be quite difficult. Because, there are many style of pronunciation. Here, the writer focused with British style. Because British is one of the native and it is the old English. It can be seen in Kachru's theory.



Kachru, B. B. (1986).

The main point in this research is the knowing about what is the advantages of doing an error analysis. Error analysis corrects directly for the pronouncer or students by checking or pointing out the errors in the pronunciation yet, and they will know what errors that they usually made. It will become a new understanding for them. For the teachers, error analysis is a tool for them to know the success of their teaching. They will know what aspect that still need an improvement.

The research question of this research was as in the following: What are the characteristics of pronunciation errors made by the fourth semester students of English Department at FITK of UINSU And what are the saurces of errors made by fourth semester students of English Department at FITK of UINSU?

METHODOLOGY

The type of the research is descriptive qualitative method. It means that in this research the writer analyzed the data were collected in the form of utterances which contain pronunciation errors including vowel, consonant and diphthong were spoken by the fourth semester students of English Department of FITK UINSU.

As the technique of data collecting, the writer used class research. To get the data, the writer got in touch directly with the students of English Department UINSU. A pronunciation test and record were given by using and saving the data to be analyzed as the

way to know the students' errors. The writer chose a text, TOEFL reading text. (Adopted from UR Language Center: 2012). The population of the research is the fourth semester students of English study Program FTIK-UR in the academic year 2016/2017. There are total three classes and the number of population is 78 students.

The writer took the participants by using Purposive sampling. According to Gay (2000) is the process of selecting a participant that is believed to be representative of a given population, since the number of the students is large. The population for this paper was the fourth semester students of class IV.A, IV.B, IV.C of English Department of UINSU. The population was 78 students and it means less than 100%. According to Gay (1990) in Gebrina (2016) states that if number the population is less than 100, the participant used is 50% and if the numbers of population are more than 100, the participant used is minimally 15%. So, the total of participant of this research was taken 50%, 39 students.

To classify the frequency of errors, the writer classified it based on the criteria proposed by Depdikbud (1994) as follows:

Table 1 Classification of Percentage

No.	Percentage	Classification
1.	66 – 100 %	High Error
2.	36 – 65%	Moderate Error
3.	0 – 35 %	Low Error

RESEARCH FINDINGS

This research described the errors in pronouncing words from the text that consists of three paragraphs and to find out the sources of errors. For each paragraph, the writer analyzed error in vowels, consonants and diphthongs. The subjects of this research were 48 students who study in English department Uinsu in fourth semester. The data of this research were taken from 39 students' errors in pronouncing the text.

Table 2. Errors Percentage

NO	Aspects	Percentage
1.	Vowel	82.05 %
2.	Consonant	41.02 %
3.	Diphthong	38.46 %

- Vowel: $32/39 \times 100 \% = 82.05 \%$. □ Consonant: $16/89 \times 100 \% = 41.02$
- Diphthong: $15/39 \times 100 \% = 38.46 \%$

Table 3. Source of Errors Percentage

NO	Sources	Percentage
1.	Interlingual Transfer	25.64 %.
2.	Interlingual Transfer	33.33%

- Interlingual Transfer: (ʌ), (ɒ), (ɔ), (ɜ), (æ), (oʊ), (j), (eɪ), (ə), (i:):
 $10/39 \times 100 \% = 25.64 \%$.
- Interlingual Transfer: /ɪ/, /d/, /h/, /k/, /s/, /f/, /aɪ/, /z/, /aʊ/, /ə/, /t/, (j), /ð/:
 $16/89 \times 100 \% = 41.02$

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The writer draws some conclusions related to the research of pronunciation errors conducted in the fourth semester students of English Department of UINSU.

This chapter also presents the relevant recommendation related to this research. The students' errors were categorized into error of vowel, consonant, and diphthong. The students made the total of 61 errors of 185 words. The most type of errors that appeared in the students' pronunciation was error in vowel. It was 82.05 %. The next type of error which occurred in the students' pronunciation was error in consonants with 41.02 %.

The third type of error made by the fourth semester students of English Department of Universitas Riau was error in diphthong. It was and 38.46 %.

Recommendations

The writer would like to propose some recommendations as follows: The first, Students should know the error and have question about that. It means that when pronunciation class is going, the students feel shy to ask the lecturer if they did not know how to pronounce the words. The more students realize of making errors, the more students will solve it. The second, For lecturers, it will be better if the error can be discussed directly when the pronunciation class still on going. The last is For other researchers, because the writer focused only three aspects, vowel, consonant, and diphthong, it is hoped the other researchers can do more. Such as, intonation, stress, and rhythm.

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SUBLIM: Jurnal Pendidikan
E-ISSN : 2985-5357
Volume 02, Issue 01 April 2023
<https://ummaspul.e-journal.id/Sublim>

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