

STUDENT'S PRONUNCIATION ERROR IN SPEAKING PERFORMANCE

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ABSTRACT

This research explores the importance of pronunciation during speaking performance. As well as what problems are naturally experienced by the students in English pronunciation. During the presentation, students experienced many obstacles in the pronunciation of both vowels and consonants. Pronunciation errors occur due to the strong influence of the mother tongue that students have and a lack of understanding in foreign language. The sample of this research is 4th semester students of Universitas Muhammadiyah Tangerang-Indonesia. This study used qualitative analysis that contains data comparison, verification, and data presentation. The documentation method is used to obtain primary data. Primary data obtained from the results of student documentation when performed in classroom activity.

Key Words: Speaking skill, Error Pronunciation, speaking performance.

INTRODUCTION

Speaking is a language skill that develops in a person. Speaking is one of four aspects of language, the other aspects of language are: reading, listening and writing. Humans as social beings who cannot live alone and need language skills to communicate with each other. The ability to speak English well and fluently is what everyone wants. Moreover, the position of English nowadays is very important and it has become an international language (Hasselgren, 2002). This will make it easier for him or her to communicate and get broader insights. Many people think that the ability to speak English fluently will make it easier to pursue a good career. English is not only used as a means of communication and interacting with the environment in daily activities, but also used in higher education environments. However, English is also used as a medium of learning, including in the form of books, e-books, and international journals.

English skill capability will be seen when people are able to speak English, meanwhile people who can speak English well will represent their language skill accurately (Dewanti & Iskandar, 2012). For English education students, speaking English well and fluently becomes very important. Students majoring in English education are educated to become future English teachers. In addition to pedagogical abilities, the ability to speak English is also an ability that must be possessed by English teachers. Teaching and learning in class will be hampered and become ineffective if the English teacher cannot speak English fluently and well. This is because teachers will later have difficulty interacting with their students, explaining learning material, and giving instructions to students. If candidates cannot speak fluently then in will directly

almost the effectiveness of the teaching and learning process. Moreover, it also can be considered as not professional as what Afrianto (2015) said about Professional Identity of English Teachers.

Pronunciation is a part of speaking skill that is very important so that communication runs well. Pronunciation is very important because how words or phrases are spoken is a condition for successful speaking skills. If words or phrases are pronounced wrongly, misunderstanding will arise. Although grammar and vocabulary is good, according to Kelly (2001) inaccurate phoneme production can cause misunderstandings and this foam becomes a serious problem in communication.

THEORITICAL FRAMEWORK

Understanding of Speaking Fluency

Some experts have defined the notion of speaking, according to (Márquez & Arjulayana, 2021) speaking is the ability to say words to express, and convey ideas, thoughts and feelings. According to Harmer (Cooke et al., 2017) speaking is the ability to speak fluently and the ability to process language information "on the spot". According to (Fulcher 2003), speaking is the use of language to communicate with others. From the statements of the experts, it can be concluded that speaking is the ability to produce language in the form of words to express ideas and thoughts.

Fluency is an ability in language related to the speed and ease possessed by someone in four core language skills (speaking, listening, reading and writing). Fluency is characterized by automaticity, speed, and coherence in their language use (Jackson, 2020). According to González, Josué M. (2008) fluency, accuracy, and difficulty are different components but are interrelated in language mastery and proficiency.

From previous statements, it can be concluded that speaking fluency is the ability to express ideas, thoughts, and feelings smoothly and without pause. In line with those speaking fluency is the ability to combine units of conversation without tension, doubt, and delay (Paul, 2011). Speaking fluency is very important to note because it will become a problem when someone does not speak fluently such as repeating their pronunciation, pausing, and correcting their grammatical mistakes. This will cause the listener to misunderstand or not understand the words spoken.

Definition of Pronunciation

Pronunciation as the production of English sounds used to make a meaning in language spoken (Gilakjani, 2012; Yürük, 2020). In short, we can state that Pronunciation is sound production which facilitates communication from both the speaker and the listener. Furthermore, Richard and Schmidt (2002) define pronunciation as the process of creating certain sounds.

It can be concluded that the definition of pronunciation as the process of producing certain sounds that are used to make meaning in order to facilitate communication between speakers and listeners. English pronunciation skills have difficulties for students and require a lot of time to improve their pronunciation skills (Gilakjani, 2012; Samawiyah & Saifuddin, 2016) Poor pronunciation will cause problems in language learning (Gilakjani, 2012). Actually, the purpose of pronunciation skills is not to require students to speak as native speakers. Conversely, pronunciation

that can be understood is the main goal to avoid misunderstanding between listeners and speakers in verbal communication.

Criteria of English Pronunciation Error

Please note that errors are different from mistakes. When a learner cannot correct his own mistake, it is called an error. While someone can correct their own mistakes are called mistakes (Brown, 2007) states there are four parts that cause errors.

a. Interlingual transfer

This error is translated into the interference factor of the student's mothertongue or first language. Students who use foreign languages will use the mother tongue system.

b. Intralingual transfer

An error occurred because of the language system being studied. This error occurs because the learner generalizes the rules in the language he is learning

c. Learning context

Errors occur due to word structure in textbooks or errors because the learning module is used.

d. Communication strategy

Mistakes that occur because they use the wrong strategy when getting a message causing errors.

Meanwhile, according to Ur (1996 as quoted in Wenanda, Dva & Suryani, Suci 2016) states several things that cause these errors are;

- a. Certain sounds in English do not need to be in Indonesian so learners need to replace them with other sounds that are similar
- b. Certain sounds which are separate phonemes in English but it is not a separate phoneme in Indonesian, such as the sounds / I / and / i: /. Only English is available in one sound type

RESEARCH METHOD

The research method becomes the foundation in every research that is why the research method becomes the main thing that needs to be considered. According to (Arjulayana et al., 2018; Kothari, 2004) the research method is a structured way of solving research problems, for example scientific or objective understanding of how research is conducted. The research method becomes a stage carried out in research to provide a research design that includes procedures, strategies, stages that must be passed, research time, sources of information or data on the purpose of conducting research and then analyzed.

Qualitative research methods applied in this study. According to Gunawan and Imam (2013) a qualitative research method is a method whose procedures do not take the form of a calculation or statistics but by understanding and explaining the meaning of an event, interaction, and human behavior in a particular event then describing it according to the researchers' own point of view (Cirgin Ellett & Beausang, 2002). The

sample was 4th semester students of university of Muhammadiyah Tangerang majoring of English department with data collection techniques through speaking performance, interview and documents study.

This qualitative research method is used to determine students' speaking ability in pronunciation. Qualitative data in this study were obtained through documentation of the learning process in class. The data was obtained from the documentation of the recording of the presentation of one of the 4th semester students majoring in English education from the University of Muhammadiyah Tangerang while making a class presentation for the academic speaking course. When making those presentations students were required to make a maximum of 6 presentation slides. Students explained the material to the audience in class related to the material that had been determined. During students' presentation were not allowed from focusing on notes or on the reading in the presentation slides.

The recording of the presentation was 12 minutes 29 duration. The documentation record was approved by the speaker and also the teaching lecturer in the course. Then the researchers conducted an analysis of the recorded documentation for approximately two months.

Data Analysis

Researchers used the phonetic theory proposed by Chaer (2012) to find out the problems experienced by one of the English language majoring students from the Muhammadiyah University of Tangerang in English pronunciation. Based on the results of the recorded documentation taken on February 24, 2020. The theory used to find out English pronunciation errors is from Ellis (2009) theory, namely "collecting error samples, error descriptions, error classifications and error evaluations". Here is a table of results obtained by researchers.

Table 1. English Pronunciation Error Analysis

Change consonant sound from /s / to / z /			
Word	English	Student Error	Evaluation
Listen	/lisn/	/lizn/	s / and / z / have the same articulation point that is fricative alveolar; the difference is in the type of consonant sound / s / is voiceless and / z /, is voiced. The error occurred because the student vibrated the tongue which made / s / changed to / z /
Change consonant sound from /a/ to /o/			
Word	English	Student Error	Evaluation

Consequently	/kansək wəntli/	/konsək wəntli/	The consonant /o/ in all three words should be pronounced /a/,
Follow	/falou/	/folou/	

Probably	/prəbəbli/	/prɒbəbli/	but students pronounce it with /o/
Change consonant sound from /ə/ to /o/			
Word	English	Student Error	Evaluation
Method	/mɛθəd/	/mɛθod/	Students make mistakes in the pronunciation of consonant /o/ which should be pronounced with the sound /ə/ but students pronounce it with /o /
Containing	/kəntenɪŋ/	/kontenɪŋ/	
Complete	/kəmplit/	/komplit/	
Change consonant sound from /æ/ to /e/			
Word	English	Student Error	Evaluation
Classroom	/klæsrum/	/klesrum/	An error occurred in the pronunciation of consonant /a/ which should be pronounced /æ/ but the student pronounced it with /e/
Change consonant sound from /ɪ/ to /i/			
Word	English	Student Error	Evaluation
Lyric	/lɪrɪk/	/lirik/	The pronunciation / ɪ / and / i / do have almost the same sound. The pronunciation of / i / high front sounds is not round while the pronunciation of / ɪ / front sounds of high open is not round.
Little	/lɪtəl/	/litəl/	
Change consonant sound from /i/ to /e/			
Word	English	Student Error	Evaluation
Mean	/mi:n/	/me:n/	An error occurred with the sound /i/ but the student pronounced it with /e/
Change consonant sound from /ɪ/ to /e/ and /ə/ to /ai/			
Word	English	Student Error	Evaluation

Determine	/dɪtərmən/	/detərmain/	Errors occur in the sound /ɪ/ which is pronounced to /e/ and also errors in the sound /ə/ which is pronounced to /ai/
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RESULT AND DISCUSSION

Result

The use of phonetic theory is also applied in this study which serves as a theoretical foundation for analyzing data and examining deeper English mastery, especially in pronunciation. Phonology has two branches of study, phonetic and phonemic. Phonetics is the science of linguistics that studies language sounds without observing whether they have meaning or not (Chaer, 2012)

From the research data above, researchers get answers to questions from this study clearly. The question is related to the error in English pronunciation in one student majoring in English education from the University of Muhammadiyah Tangerang. The results of the research analysis show that many students made mistakes in vowel consonant pronunciation. Students should pay more attention to vocabulary pronunciation which has a vowel consonant because 6/7 categories of pronunciation occur in vowels.

Discussion

Based on the results of the research conducted, the researchers stated that the student still had to improve his speaking fluency and the researchers elaborated it into several problems. The first is the number of pronunciation errors in vocabulary that have vowel consonants. This is evidenced by the results of 6/7 categories of pronunciation errors occurring in vocabulary that are vowels. The second error is most errors occur in pronunciation /ə/ and /a/. Students made the mistake of reciting /o/ in the sound. The third is errors also occurred in consonants /s/ and /z/ consonants that have the same articulation point. Students should pay more attention to using voiceless and voices.

Previous research with the title *An Analysis of the Students' Error in Pronouncing English Vowel* studied by Adawiyah, R. & Retnowati, N. (2016) states that students tend to pronounce the way spelled words and students find it difficult to pronounce the sounds because they are not familiar with the pronunciation and because of the influence of the mother tongue. Rafael (2019) in his research related to English pronunciation error also states that pronunciation errors occur because of the interference of the subject's mother tongue.

From these three problems the researchers and most of the research about English pronunciation error shows that the problems were caused by the influence of the mother tongue owned by the student. The researcher also found that lack of understanding of the pronunciation of a word in the English system also influences

CONCLUSION

Student's speaking performance mostly makes errors in pronunciation, this is because English in Indonesia still becomes English as a foreign language. Meanwhile, students' readiness to practice their English speaking in everyday life is quite seldom and automatically it impacts their pronunciation knowledge. Lack of understanding of the pronunciation of a word in the English system also affects the English Pronunciation error committed by the student.

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