

ENGLISH PRONUNCIATION ERRORS MADE BY ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SUMATERA BARAT

THESIS



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Here by, the researcher makes a statement that this thesis is made by the researcher herself entitled "English Pronunciation Errors Made By English Department Students Of Sumatera Barat" This thesis is true researcher's knowledge and contains no plagiarized material or has been published by the other researcher expect the information from reference

Padang Panjang, Agustus 2024

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ABSTRACT

Fizi Anjelina .2024. English Pronunciation Errors Made by English Department Students of Muhammadiyah University of Sumatera Barat.

This research aimed, to find out and analyze the type of errors english pronunciation made by students and to find out the reasons for pronunciation errors.

The research conducted at English Department Students of Muhammadiyah University Of Sumatera Barat, involved 15 students including 4th, 6th and 8th semester. This study collects data through tests and interviews, generating qualitative information. This data is analyzed using percentages, 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 are divided into 3 types, namely, substitution, omission and insertion. Pronunciation errors are divided into two indicators, namely consonant sounds and vowel sounds. In 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 is omission 50 (57%), followed by substitution 38 (43%) and the lowest is insertion 0 (0%). On the other hand, the reason for making the highest error is interference as many as 8 students, followed by fosizilation as many as 2 students, CA as many as 3 students and finally Markedness differential as many as 2 students.

Keyword : analysis errors, pronunciation

ABSTRAK

Fizi Anjelina .2024. Kesalahan Pengucapan Bahasa Inggris yang Dilakukan oleh Mahasiswa Program Studi Bahasa Inggris Universitas Muhammadiyah Sumatera Barat.

Penelitian ini bertujuan, untuk mengetahui dan menganalisis jenis kesalahan pelafalan bahasa Inggris yang dilakukan oleh mahasiswa, dan untuk mengetahui alasan terjadinya kesalahan pelafalan.

Penelitian ini dilakukan pada mahasiswa Jurusan Bahasa Inggris Universitas Muhammadiyah Sumatera Barat, melibatkan 15 orang mahasiswa yang terdiri dari semester 4, 6 dan 8. Penelitian ini mengumpulkan data melalui tes dan wawancara, menghasilkan informasi kualitatif. Data ini dianalisis dengan menggunakan persentase, frekuensi untuk mendapatkan hasil data.

Hasil penelitian menunjukkan bahwa mahasiswa jurusan bahasa Inggris Universitas Muhammadiyah Sumatera Barat melakukan 149 kesalahan. Jenis kesalahan pengucapan dibagi menjadi 3 jenis yaitu, substitusi, penghilangan dan penyisipan. Kesalahan pengucapan dibagi menjadi dua indikator, yaitu bunyi konsonan dan bunyi vokal. Pada konsonan memiliki frekuensi tertinggi yaitu substitusi 56 (92%), diikuti oleh penghilangan 4 (6%) dan terendah adalah penyisipan 1 (2%). Kemudian pada bunyi vokal frekuensi kesalahan tertinggi adalah penghilangan 50 (57%), diikuti oleh substitusi 38 (43%) dan terendah adalah penyisipan 0 (0%). Di sisi lain, alasan melakukan kesalahan tertinggi adalah interferensi sebanyak 8 siswa, diikuti oleh fosilisasi sebanyak 2 siswa, CA sebanyak 3 siswa dan terakhir adalah perbedaan penandaan sebanyak 2 siswa.

Kata kunci : analisis kesalahan, pengucapan

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Pronunciation is utterance of important communication part when speaking English, which refers to how a word or language is uttered. The accurate pronunciation help 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'nomik / and / *Economy* / The word is pronounced as / I'kanəmi /. 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

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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/.

In education, in college, 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). Especially in English education students, pronunciation is a 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...

Although pronunciation is a subject studied by students, but many students have difficulty with pronunciation, for example; when pronouncing the sillent letter 'b' in the word “climb”, the “b” should be omitted when pronounced, but many students find it difficult to distinguish. This difficulty makes communication not smooth because of differences in meaning, not because of a lack of vocabulary but a lack of clear pronunciation. There are several factors make students have pronunciation difficulties, one of which is that students generally still experience confusion in the correct pronunciation of words due to differences between their mother tongue and English. Also the lack of practice or re-training the pronunciation that has been learned, so that is what makes students have difficulty in pronunciation.

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

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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 to 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/.

Based on the reasons above, the research can be entitled, **“English pronunciation errors made by English department students of Muhammadiyah University of Sumatera Barat”**

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B. The Identification of the Problem

Based on the background above, there are some problems in pronunciation. The first one is there are differences between English and Indonesian that make students have difficulty in pronouncing English and make error, such as in to distinguishing between consonants and vowel in the word . The second is The difference between the first language and the second language makes it difficult for students to pronounce, as well as the lack of vocabulary that is not sharpened daily.

C. The Limitation of the Problem

In this research, the researcher focused on students' pronunciation errors, differences between English and Indonesian that make students have difficulty in pronouncing English and make error, such as in to distinguishing between consonants and vowel in the word

D. Research Questions

The research questions of the study are as follows:

1. What are types of english pronunciation errors made by students ?
2. What are the reasons of the pronunciation errors?

E. The Purpose of the Research

The purposes of this research is to find out :

1. The types of errors english pronunciation made by students
2. The reasons for pronunciation errors

F. Significances of The Research

This study findings will be intended to be useful in both academic and pratical contributions ; for

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1. Theoretically

This research provides an understanding of the pronunciation errors made by English language students.

2. Practically

- Teachers can identify students' Pronunciation errors in English students.
- The students consideration and input for the students especially for improving the pronunciation.
- For researchers, it can be used as a reference for the future and can contribute to improving English.

G. Definition of The Key Terms

1. Errors

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong "Cunningworth (1987) remarks: "Errors are systematic deviations from the norms of the language being learned."

2. Pronunciation

In general, pronunciation is say or recite something by the provisions that have been applied. The pronunciation as production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use (Dalton in Hassan, 2014)

3. Utterance

Based on the Cambridge Learner's Dictionary, utterance is something that you say. So pronunciation is the way person utters a word or language.