ERROR ANALYSIS IN PRONUNCIATION MADE BY SECOND SEMESTER STUDENTS IKIP PGRI BOJONEGORO

Puji lestari,Chyntia Heru Woro P.,M.Pd , Okhta Ika Rahmawati,M.Pd.
[1]Faculty Languages and Arts, IKIP PGRI Bojonegoro
Email: lestaripuji@gmail.com
[2]Faculty Languages and Arts, IKIP PGRI Bojonegoro
Email: Chyntia_heru@ikippgribojonegoro.ac.id
[3]Faculty Languages and Arts,IKIP PGRI Bojonegoro
Email: okhta_ika@ikippgribojonegoro.ac.id

Abstract : Pronunciation is one of the important abilities that must be mastered by students, especially second semester students majoring in English. The error finding when saying a word in research is very useful for students to know their ability to pronounce English according to the rules and is useful for teachers to make strategies or methods to overcome problems students are facing. The formulation of the problem in this study are: 1) what kinds of segmental aspects of pronunciation are made by the second English Departement students at IKIP PGRI Bojonegoro 2) what are the causes of errors made by second semester student of English. The research methods applied in this study include: 1) qualitative research analysis, 2) second semester students majoring in English at Ikip PGRI Bojonegoro as research subjects, 3) data analysis as data collection instruments 4) truth analysis (error analysis) as a method of analysis data.

This research succeeded in finding pronunciation mistakes made by students. There were errors of omission, errors of addition. These mistakes are dug deeper to get the pronunciation aspects of words that have been violated. This research also found that the mistakes   came from various sources. The first source is the ignorance of the phonemes in the words that are supposed to be spoken in order to be understood by the listener, the second is the limitations of understanding, knowledge, substitution of language. It can be concluded that students experience more difficulties in pronouncing vowel sounds than consonant sounds.

Keywords: pronunciation, error analysis, phoneme errors, phonemes

Abstract : Pengucapan adalah salah satu kemampuan penting yang harus dikuasai oleh siswa, terutama siswa semester kedua jurusan bahasa Inggris. Temuan kesalahan ketika mengucapkan sepatah kata pun dalam penelitian sangat berguna bagi siswa untuk mengetahui kemampuan mereka mengucapkan bahasa Inggris sesuai dengan aturan dan berguna bagi guru untuk membuat strategi atau metode untuk mengatasi masalah yang dihadapi siswa. Rumusan masalah dalam penelitian ini adalah: 1) apa saja aspek segmental pelafalan yang dibuat oleh siswa Departemen Bahasa Inggris kedua di IKIP PGRI Bojonegoro 2) apa penyebab kesalahan yang dilakukan oleh siswa semester kedua bahasa Inggris. Metode penelitian yang digunakan dalam penelitian ini meliputi: 1) analisis penelitian kualitatif, 2) mahasiswa semester dua jurusan Bahasa Inggris di Ikip PGRI Bojonegoro sebagai subjek penelitian, 3) analisis data sebagai instrumen

pengumpulan data 4) analisis kebenaran (analisis kesalahan) sebagai metode data analisis.

Penelitian ini berhasil menemukan kesalahan pengucapan yang dilakukan oleh siswa. Ada kesalahan kelalaian, kesalahan penambahan. Kesalahan-kesalahan ini digali lebih dalam untuk mendapatkan aspek pengucapan kata-kata yang telah dilanggar. Penelitian ini juga menemukan bahwa kesalahan berasal dari berbagai sumber. Sumber pertama adalah ketidaktahuan fonem dalam kata-kata yang seharusnya diucapkan agar dipahami oleh pendengar, yang kedua adalah keterbatasan pemahaman, pengetahuan, substitusi bahasa. Dapat disimpulkan bahwa siswa mengalami lebih banyak kesulitan dalam mengucapkan suara vokal daripada suara konsonan.

Kata kunci: pengucapan, analisis kesalahan, kesalahan fonem, fonem

CHAPTER I

INTRODUCTION

This introductory chapter cover the background of the research, the statement of the research problem, the purpose of the research, the importance of the research problem, the scope and limitations of the study, and the definition of key terms.

A. Background of the study

Language is a tool for communication in everyday life. It is used as a tool for expressing oneself, a means of communication, and a means for social control among people. People can share ideas, opinions, interests, and many other things through language. One of the languages most widely used in this global word is English. The role of English as a mandatory foreign language that must be learned by students from elementary schools, junior high schools, senior high schools, even in college. It can be seen that English has become part of the curriculum, especially in high school.

Even made by the national government as one of the national final exams. At school, English is taught so students can write, speak, read and listen where pronunciation is needed to be a good speaker for listeners. Pennington (1996: 12) argues that English has two functions in so-called 'no-languages' called contexts that cover a very wide area, and are used in various domains such as social, cultural, educational, mediated, administrative and literary.

Indonesia is one of the countries learning and using English as a compulsory subject in schools. Hopefully students can understand or share information with others who come from different countries without being awkward. In addition, students majoring in English, they will have many opportunities and options to study abroad or to find work in their country. However, because English is a foreign language, students face many difficulties, because they have to transfer their ideas from their first language to a foreign language.

In fact, many learners of English as a second language have great difficulty with English pronunciation, often even after years of language learning. Fraser (2000: 11) states "many adult students find pronunciation one of the most difficult to learn in English, and need explicit help from the teacher". In addition, many institutions do not provide enough time and space for students to learn pronunciation widely, so they gather between learning to speak and pronunciation in one class. Sometimes, it is applied interchangeably. Actually both are different problems. This often results in them facing difficulties in areas such as communication gaps, low self-confidence (later experiencing socialization), work difficulties, limited opportunities for further study, and

prefer silence than many exercises to speak English or perhaps avoid speak English.

Difficulties for example, students may not know how to pronounce certain sound or sounds in English in their natural speech, the sounds of combinations by putting certain sounds in certain positions. They also may not be able to distinguish two words that have a slightly similar sound. Difficulties faced by students are what become Error or mistakes.

In the learning process, making mistakes is a natural thing. Teachers do not have adult language skills. This may occur when students do not obtain foreign language rules. Student mistakes are very important, students will know their difficulties to pronounce words correctly, they will also realize their shortcomings, furthermore they will not make mistakes again to say the same teaching

and learning process, so he / she must pursue good methods to teach and improve their students' abilities especially focus on less students.

In special cases, problems also occurred in the second semester of the English department in Ikip Pgri Bojonegoro. Learners have a speaking class but they don't have a pronunciation class, therefore asking big to make mistakes. In fact, not all students can speak well, sometimes in one of the presentations, answering, or giving an opinion about the mistakes that occur in the conversation of words, and in other places they also make the same mistakes. It makes them not confident in other words. This requirement needs attention from the teacher, because they are English learners, furthermore they will become English teachers, so if they install it, what they say cannot be understood by the listener because it cannot be helped

and cannot be accessed, or can they will teach their students the wrong utterances.

Researcher recognize that pronunciation is important to improve their ability to be good speakers with proper pronunciation because it is a major component in their profession and for further education. Therefore, we made a study to analyze the pronunciation of these second semester students in the English-speaking class and identify their mistakes in order to develop teaching strategies and correction guidelines to improve students' abilities. The author is interested in researching Error Analysis In Prounounciation Made By second semester students IKIP PGRI Bojonegoro.

B. Research Problems

Here, there are several research problems that are formulated by researchers as follows:

1. What kinds of errors in the segmental aspect of pronunciation are made by the second semerster students of English department at IKIP PGRI Bojonegoro?

2. What are the source of errors made by second semester students of English departement at IKIP PGRI Bojonegoro?

C. Objectives of the research

In line with the research problem above, the purpose of this study is explained as follows:

1.Identifying the types of errors in the segmental aspects of pronunciation made by second semester of the English department.

2.To analyze the source of errors in the segmental aspects of pronunciation made by second semester students of the English department.

D. The Significance of Research

1. Students

By reviewing this study, students are expected to recognize their pronunciation errors, so they will be careful with those words and will not practice anymore. In addition, students will realize their ability or achievement in pronunciation, because they will be able to pronounce words correctly and confidently.

2. Teacher

This result is useful for English teachers to improve their language teaching, and even more by knowing students' mistakes, they can help their students to solve their problems especially in the segmental aspects of communication language. The teacher can determine the right strategic techniques in teaching pronunciation especially where students dominate.

3. Other researcher

It is also hoped that other researchers will increase their knowledge as a useful and useful reference for further research.

E. Scope and Limitations

This study limits the frequent analysis of pronunciation errors conducted by the second semester of the English Department. In addition, errors are limited to every segmental aspect of pronunciation made by second semester students. Researchers use students' pronunciation errors.

The pronunciation aspects that will be discussed in this thesis include two main aspects such as consonant sounds and vowel sounds. Consonant sounds include voiced and not voiced, while vowels including singular consist of short and long, and also diphthongs.

F. Definition of Main Terms

Some key terms used in the research title are provided below:

1. Error analysis

Error analysis is one of the first methods used to investigate student

languages (Corder, 1994: 68). It analyzes or investigates, classifies, and interprets the language errors of students made by students.

3. Pronunciation

Pronounciation refers to language phonology - or meaningful perception and production of the sound of that language and how it affects the listener (Burns. A, 2003: 5).

CHAPTER II
REVIEW OF RELATED LITERATURE

The chapter in this section discusses related literature reviews, including the nature of pronunciation in language learning, some errors in pronunciation, and the role of errors.

1. Pronounciation

Brown (2000: 5) states that language is an arbitrary-conventional system of vocal, written, or gesture symbols, which allows eager community members to communicate intelligently with one another. "In addition, learning English as a second language is a long and complex work. Someone needs total commitment, total involvement, total physical, intellectual, and emotional response to successfully send and receive messages in a second language.

Describes that the Eng...... graduate made a pronunciation error in the segmental and suprasegmental aspects when reading the given text. For example, vowels / i: /, / ɑ: /, / eɪ /, / oʊ /, etc., consonants / z /, / v /, / ð /, etc. and still letters w, l and s. Meanwhile, the pronunciation error in the suprasegmental aspect is, for example, suppressing syllables that should not be suppressed such as ordinary, substantial, atmosphere, etc. The word is lit wrong by pressing it on the wrong syllable or on all syllables.

Drawing on a developing learning field that can be the focus of a lesson or from any component of the lesson is pronunciation. and how they impact the listener. Pronunciation (also known as phonology), refers to the sound production we use to make papers. This includes attention to the specific sounds of a language (segment), which are various features that make sound production in English a segmental level, aspects of speech outside the individual level that sound like intonation, expression, pressure, time, rhythm (as well as suprasegmental features), how sound is projected (sound quality) and, in a broad definition, attention to movement and expression are closely related to the way we speak language (Gilakjani, 2012: 118).

Learning to pronounce English sounds naturally and correcting speech is an important part of learning pronunciation in English. This is also supported by Burnsand Claire (1994: 7) stating "consonant, vocal or combination sound systems are called phonemes. A phoneme is a sound that, when spoken incorrectly, can change the meaning of the word. For example comparing changes in meaning in: empesis - empasaiz; lamp-ramp; about-abort ". In fact, many students may have difficulty with certain sounds, combinations of sounds or cutting certain sounds in certain positions.

Underhill (1994: 24) sees an English sound system consisting of themes, or individual voices that carry the potential to make meaning, and these may be vowels, diphthongs (a combination of two vowelsounds), triphthong (a combination of three vowelsounds) or consonants. These sounds are made using our tongue in various parts of the mouth.

Consonants are made by causing partial blockages in their mouths, many students will only say their voices intelligently through practice and careful checklists. Consonants can be classified into sound consonants and silent consonants. Voice consonants are sounds produced when the vocal cords vibrate. Meanwhile, voiced consonants are sounds made with the intonation of the Dale and Poetry vocal chords (2005: 116). The difference between voiceless and voiceless is often more clearly heard in the amount of binding or strength being heard (greater for voiceless sounds) and the length of the vowels. (longer before a voice is voiced) than in the presence or absence of a voice. Consonant sounds can occur together in English clusters, which can cause special difficulties for students. According to Baker (2005: 24) consonants are sounds, voices and noiseless, in which the flow of air is blocked through the closing of a narrowed mouth or complete with other words. Consonant sound depends on whether the vocal cords sound or not, where and how the sound is formed.

Vowels in the phonemic chart are ordered according to where they are made in the mouth. Thus, a row of vowels is made high in his mouth, rows of puzzles are made in the middle, and a lower row is made low in his mouth. Likewise, lighted up vocals on the left side of the chart are made at the front of the mouth, the right line of the vocal part is made at the back of his mouth, and between them are made in between. Thus the chart can serve as a useful reminder for English teachers and learners may have more vowels or longer vowels than are commonly used by students in their first language, and students who learn may need to carefully listen to the vowel sounds , and to think about how to distinguish

them, and where in the mouth they have to make them. According to Jones (2002: 12) vocals are when the tongue takes a vocal position, a resonant space is formed which modifies the quality of the product with sound, and give rise to different qualities or wood. He defines vowels (abnormal speech) as voiceless sounds in the formation which emit air in a continuous flow through the pharynx and mouth, such constriction will cause friction that can be heard. According to the position of the highest point of this language, vowels can be classified into front vowels, central vowels, and back vowels. Besides diphthongs as part of the vocal sound diphthong is when the sound is made by sliding from one vocal position to another. Diphong is represented phonetically in the order of two letters, the first indicating the starting point and the second in dicating the direction of movement. He defines a diphthong as an independent vocal chute that does not contain in itself 'speech' or 'trough' excellence. What is meant by a vocal glide is that the speech organs start at the position of one vowel and move towards another vowel. What is meant by 'independent' is that a slide is made expressly, and not only cannot be avoided together with the sound that precedes and follows. Digtong is classified into three, namely raising / closing diphthongs, falling students and centered diphthongs.

The fact that some second language learners can speak a second language without showing proof of the transfer of their native language pronunciation features is evidence of the difficulty of obtaining the native language, more beginner students will 'draw a line' of what is considered part of the slight difference. different places or ways in their first language.

B. Source of Error

Kasper and Faerch propose a speech production model that involves the planning phase and the production phase. The communication strategy is seen as a planning phase; its use becomes necessary if the person learning has problems with the initial plan they made. In addition to the strategies outlined above, Kasper and Faerch also demonstrated the possibility of using reductive strategies such as switching to a completely different topic. Ellis (1997: 60-61).

The orrors can be seen from several perspectives. Richard, et.al. (2009: 56) communication strategy is a strategy used by students to overcome problems in order to convey their intended goals. Brown (1980: 173-181) based on the communication strategy determines whether it is the conscious work of verbal mechanisms to communicate ideas when language forms are not available to students for several reasons, he also classifies errors into five numbers, namely:

C. Roles of Error in Pronunciation

The main purpose of this discussion is to explain how mistakes can be useful in language teaching. Basically, mistakes make the same important contribution, although points are seen differently. Bartarm and Walton (1991: 17) aim "mistakes are proof of learning. Learning is a progressive stage and students do many things including making mistakes. At this stage, students tend to make generalizations with correction of errors". Corder in Richard (1997: 25) adds that students' mistakes can provide evidence of a language system that is learned at a certain point in the course. Students make progress, for example by being able to recite what they have made.

1.Circumstance / ˈsir:.kum.ten /

(students make mistakes)

2. Circumstance / ˈsɝː.kəm.stænt s / (students revise)

3. Death / det / (students make other people's mistakes)

4. Dead / deθ / (students revise)

Progress made by students can, then, be seen by looking at the pronunciation of the language construction they have made, especially on mistakes. If, then the fact is connected with the role of English transcription, then it can be concluded that any errors in pronunciation are very significant for the needs of students' pronunciation progress.

Nunan (1999: 58) also puts "making mistakes in language activities" as one of the characteristics of good language learners. This is based on the fact that students who make mistakes and receive treatment (of their mistakes) may be able to make an understanding in certain areas.

Bartarm and Walton (1991: 19) again add that it is the teacher's job to help the process, including making mistakes.

D. Previous Studies

Here the researcher presents two studies. They served blows: The first study was conducted by Sanjaya (2014) at theNHK World The Newsline Reporters. This research is titled "Pronunciations By NHK World TheNewsline Reporters". The research problems of this study are: 1. What are the pronunciation mistakes in vowels and consonants? is the cause of pronunciation errors in vowels and consonants made by NHK WORLD TV Newsline Reporters? Sanjaya (2014: 3).

This study study employed descriptive qualitative approach and document analysis, moreover the researcher found 76 errors made by reporters in pronouncesome words. The

result in this study found that in vowels, there are 20 kinds of substitution, 6 kinds of addition and 1 omission and the vowel errors committed most are the substitution of vowel / ə / to / a / that reaches 10 errors. Meanwhile, the consonant errors have 11 kinds of substitution, 4 kinds of omission and 1addition and the error committed mostly is the substitution of / l / to / r / which has at total of 10 errors. In depth, the writer elaborates two possible causes of errorsmade by the reporters which the first is the Japanese language characteristic and the second is the aptitudes of the learner.

The second research was conducted by Puspita (2014) at the eleventhgrade students of SMA NegeriI Sigaluh Banjarnegara in the Academic Year 2006/2007. The research entitles "An Analysis of Students' Errors in Pronouncing the Academic Year 2006/2007) ". Research problems of this research were: 1. What kinds of errors are made by students in pronouncing English Vowels? 2. Why do these errors happen / occur? Puspita (2007: 4).

In this researcher found the result of the analysis which show students areconsidered "Excellent" in pronouncing English vowels. The total percentage of various errorsin pronouncing English vowels is 23.33%. There are five types ofdominanterrors. There are vowel [i:] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [_:] (6.67%), and vowel [_] (0.76%) .

CHAPTER III
RESEARCH METHOD

This chapter attaches descriptions of research designs, data and data sources, data collection techniques, data verification techniques, and data analysis.

A. Research Design

First of all, this research was conducted to answer the research submitted in which the data is in the form of student pronunciation that is recorded and transcribed in written form (in more general terms classified into documents). Such data types are classified into qualitative data (cited in Arifin 2012: 16). Research is a systematic effort to provide answers to questions. To find the answer, of course, research must follow research procedures. Applying the procedure to organize research, research design is needed. Cresweel (2009: 3) states "research designs are plans and procedures for research that include decisions ranging from broad assumptions to detailed methods of data collection and analysis". Arikunto (2006: 51) explains "the research design is a plan or arrangement made by the researcher, as an orientation to be carried out". So, a research design is a plan and procedure for collecting data based on a method and then analyzing it.

Researcher used qualitative methods which are a means to explore and understand the meaning of individuals or groups relating to social or human problems Cresweel (2009: 4) and outlined in content analysis. Qualitative methods are used because the analyzed data are categorized into qualitative data.

Descriptive research was chosen because, in accordance with the objectives of this study. The selection of this methodology was also strengthened by Ary (2009: 29) defining descriptive studies as research designs that are applied to understand phenomena using data such as interviews, observations, and document reviews for the purpose of identifying and interpreting certain characteristics of material to study human behavior.

In this study, researcher investigated, analyzed, and categorized translation errors made by second semester students from the British Department of Education. This study only classifies errors and determines where their types of mistakes are based on the surface taxonomic strategy proposed by Dulay et al. (1982: 150).

B. Data Instrument

In accordance with qualitative research and the types of data sources used, the data collection techniques used in this study are as follows. Researchers use sound recordings as instruments. The task that has been given is to record sound by reading free text sentences. A simple definition of random education and Indonesia is very good. But stress and younger sister still associate that interest.

C. Data and Data Sources

The data source in this study is the pronunciation of second semester students from the English Department IKIP PGRI Bojonegoro. Data is the result of facts and figures that can be material to organize information (Arikunto, 2006: 118). So that the data becomes information obtained from research subjects. The data is qualitative data which is the result of pronunciation of student voice recordings and interviews. Recordings taken from their class are used as data. What is used by researchers is that any information found in their lectures is recorded or called documents.

D. Data Collection Techniques

Data collection techniques and instruments are needed to obtain data in research. The purpose of collecting data in conducting scientific research is to obtain the materials needed. However, researchers used the following method.

Researcher looked for some references related to research topics from significant authors or authors by exploring the core of various types of books. Researcher collected data by collecting student voice recordings one by one. Each student has been given a test to make short sentences to record by using intonation. According to Arikunto (1998: 144), the source of data is the subject of where a data can be obtained. According to Sutopo (2006: 56-57), Data source is where data is obtained using certain methods in the form of humans, artifacts, or documents. According to Moleong (2001: 112), recording data sources through interviews or observations is a combined result of seeing, hearing and asking questions. In qualitative research, these activities are carried out consciously, directed and always aiming to obtain the necessary information.

Based on the two opinions of experts, it can be concluded that the collection of data by means of documentation is something done by researchers in order to collect data from various matters of print media discussing the sources to be examined. This study uses the documentation method to look for data about the results of the analysis task in the form of recorded sound recordings.

After determining the method for collecting data, the researcher took these three steps to collect data needs related to the pronunciation errors of the teaching class, namely: first, recording the second semester students' pronunciation. Second, transcribe the students' word for word pronunciation, in other words. Third, note the pronunciation errors that are available in the voice recording to make it easier for researcher to analyze the types of errors.

E. Data analysis

Data analysis refers to the systematic process of finding and organizing data sources and other materials that have been collected to enable researchers to resolve the findings. In this study, error analysis is a methodology used in analyzing data. Corder (1967: 160-170) states that error analysis can be dealeffective only with student production; speak or write not by acceptance of students; read and listen. Its compatibility is strengthened by the fact that this research attempts to uncover errors that occur in language construction where specific groups of students and the analysis of errors themselves are based on Gass and Selinker (199: 67) is a type of linguistic analysis that focuses on the level of learning errors. There are several steps in applying error analysis to analyzing data. The following steps are based on the procedure:

1. Error Identification

At this stage, researchers identify pronunciation deviations that might be ᴉd in students' conversations. That can be, for example substitution, addition, and neglect.

2. Classification of Errors

This is the step of the researcher classifying the errors that have been found through identification into several types of errors including; this one weather is a consonant sound error including voiced and not voiced, also in vowelsounds including single and diphthong etc.

3. Determine Error

The researcher, then, calculates the error. For example, determining to calculate the frequency in the use of segmental features such as consonant sounds consists of voiced and not voiced, while vocal sounds include single and diphthong and so on.

4. Explain Errors

This step deals with a deeper analysis of the errors found. The researcher tries to uncover the source of the error, which is seen from the surface strategy of the strategy.

CHAPTER IV
FINDINGS AND DISCUSION

This chapter presents research findings that include types of errors, error tabulations, and sources of errors.

A. Data Exposure

Data verification is needed in qualitative research to ensure that the research data obtained are valid. This research is in the form of student voice recordings collected to fulfill the assignments of the lecturers. this data is about recording sounds about pronunciation. Research got this data from the lecturer of IKIP PGRI Bojonegoro, the pronunciation course. Researcher took data from assignments when learning took place in class, from 35 student researcher took 5 randomly by collecting data in the form of sound recordings. To make an in-depth analysis to correct mistakes, researcher need help from several experts such as English lectures and one English language graduate at IKIP PGRI Bojonegoro. The next important step is the process of evaluating the data. After that the researcher collects the recording of students 'pronunciations, so that the researcher can re-examine the students' pronunciations and transcripts. After finding several errors, the researcher re-examined the findings of the errors that had been found from the pronunciation of students. After determining the method for collecting data, researchers took these three steps to collect data needs related to pronunciation errors, namely: first, recording fourth semester students' warnings. Second, transcribe the students' word for word pronunciation, in other words. Third, note the

pronunciation errors available in transcription papers to make it easier for researchers to analyze this type of error.

B. Findings

a. Type of Error

The identification of students' conversations conducted has resulted in the discovery of various errors. The surface strategy taxonomy highlights how the surface structure is altered Dulay, Burt, Karshen (1982: 150). This taxonomy is classified into four types: neglect, summation, misinformation, and misunderstanding. In this study, researchers will present some of the errors found are reconnaissance, additions, misformations, and misordering.

1. Negligence Error

This type of error is any form of absence of items that must appear in well-formed speech. That includes:

a. Sound voicemails (sometimes referred to as voiceless). The word below is an of omission.

1) question / kwes.ən /
This error
Recording Voice by
2) Impact / ɪm.pæk /
3) emphize / emfəˌsīz /

In the words found, Question / wkwes.ən /; Impact /ˈɪm.pæk /; Emphize / emfəˌsīz / must be attached to phonetic transcription to show the intelligence of the intelligence of the sound. Thus, the transcription of the reconstructed phoneme translation must be: Question / wkwes.tʃən / Impact / ˈɪm.pækt / emphize / emfəˌsīz /

b. Receiving consonant sounds

The word below is an example of such negligence.

: 1) Performed / pɚˈfɔːr.mət s /   This error Recording by made

2) Government / ˈgʌv.ɚ.mənt /

3) Arguments / ˈɑːrg.ʊ .mənt /

In the found, Performed ~ / pɚˈfɔːr.mət s /; Government ~ / ˈgʌv.ɚ.mənt /; Arguments ~ / ˈɑːrg.ʊ .mənt / {s} ~ / ˈreɪ.pɪst / must be attached for phonetic transcription to show voice clarity. Thus, the correct telephone translation is: Performed / pɚˈfɔːr.mənt s / Government / ˈgʌv. ɚ-n.mənt / Argument/ˈɑːrg.jʊ .mənt/

c.Omission of vowel sounds

The word below is an of such negligence.

1) Also / .l.so /

2) Plastics / ˈpls.tɪk /

3) Save / sev /

In the example found, {ʊ} Also ~ / ˈɑːl.so /; {æ} Plastics ~ / ˈpls.tɪk //; {ɪ} Save ~ / sev / must be attached to

phonetic transcription to show voice intelligence. Thus, (RER) correct phonemic transcription is: Also / ʊl.soʊ / Plastics / ˈplæs.tɪk / Save / seɪv /

2. Addition to Error

Any unnecessary items or morphemes that appear in speech are then classified as adding errors. Following are the types and examples of addition errors found in previous students:

C.DISCUSION

1.Discussion of The Types of Pronunciation Errors

Dulay, et. Al (1982: 146) have distributed pronunciation errors into error recording voice by made omission, addition, misformation, and misording. Starting with the basis, (RER) researcher had found various kinds of pronunciation errors in the second semester students' English Department utterances. Data were obtained from several speakers. That, then, is also

This error recording voice by made (RER)

distributed in the same way to the two types of errors. The quality of each type of error varies greatly. Some are large, some are minority.

One of the aims of this research is to uncover common pronunciation mistakes made by second semester students of the English Department, the findings of errors found are, then, explained or exposed in an orderly manner, from the most frequent to the most difficult.

1.Types ofpronunciation errors

The types of pronunciation errors found are grouped by and on the division proposed by Dulay. The four types are: misformation, neglect, addition, and misunderstanding.

a.Misformation

Misformation errors are the most common for the number of occurrences. From the analysis, it was found that this type of error has many distributions (4 features of pronunciation errors), and that distribution is what appears to be many misinformation errors. Then, it can be concluded that in fact each type of error plays an important role for all total errors. Of the smallest, grammatical errors in misinformation are found in students who pronounce speaking classes are voices (consonants), voices (consonants), short vowels, and long vowels.

b.Omission

Shows that negligence is a type of mistake made by the second semester of the English Department. This mission error consists of various aspects of pronunciation. The most omitting aspect of pronunciation is the sound of consonants in this type of error. Simply stated, from the rarest to

the rare, the pronunciation feature finds that what relates to this omission is the removal of a single vowel, the sound without the sound included in the consonant sound, and the consonant sound.

c.Addition

Mistake pronunciation features other than those found in students speaking non-consonant sounds, short vowels, and long vowels, if it is seen separately, each feature of this error is categorized into a minority because the number of occurrences of each aspect is small.

d.Misordering

Errors may look a little compared to the total number of errors. However, this error only consists of one aspect of pronunciation error, misordering. Misordering from a single vowel itself is ranked the only cause of error.

Moreover, The study also tried to find out the source of the mistakes made by the second semester students of the English Department. Brown (1980: 173-181) clearly defined that communication strategies are awareness of the use of verbal mechanisms to communicate ideas when forms of language are not available to students for several reasons. There are five main communication strategies, namely avoidance, prefabricated patterns, personality styles, attraction to authority. That is the basic idea for researchers to identify and classify possible sources of error. Researchers have revealed various kinds of errors and as the second goal of the study, researchers determine the source of the error. The researcher distinguishes the source of the communication strategy, from the most to the least. Under this

researcher elaborates Below the researcher elaborate the finding.

1. Discussion of The Sources of The Errors

This study also tries to find out the source of the mistakes made by second semester students from the English Department at. mainly focusing on their pronunciation of telecommunications strategies. Brown (1980: 173-181) clearly defined that communicative strategy is the conscious work of verbal mechanisms to communicate ideas when linguistic forms are not available for learning for several reasons. There are five main communication strategies, namely avoidance, prefabricated patterns, personality styles, attraction to authority. That is the basic idea for researchers to identify and classify possible sources of error. The researcher has revealed various types of errors and the second goal of this study is the researcher rather than defining the source of the error.

The researcher distinguishes the source of the communication strategy, randomly on the student's voice. Below, the researchers describe their findings.

1.Prefabricated patterns

The receiver can avoid problems by using different ones, for example replacing fast vowels (single vowel) "ə" with the phoneme "u", easier to use by the speaker (Ellis, 1997: 60-61). Based on his explanation, in this study the researcher found an error caused by the replacement of phonemes made by second semester students majoring in English.

2.Avoidance

Language learners may learn to avoid talking about topics for which they do not have the necessary vocabulary or other language skills in the language. Also, language learners sometimes start trying to talk about mathematics, but leave the effort in the midst of utterances after finding that they lack the language resources needed to complete their message (Tarone, 1981: 285-295). Examples based on theory are:

Misformation of unvoiced (voiceless) included in the consonant "" "consonant sound

Healthy /ˈhel.ti/instead,

Healthy /ˈhel.θi/

In this research, it is covered that the error comes from eliminating or eliminating the phonemes that occur. This can be found in students who speak because students have less knowledge and they do not know how to pronounce words correctly.

3.Language Switch

Learners can enter words from their first language into sentences, and hope their interlocutors will understand (Selinker, 1972: 209-221) & (Tarone, 1981: 285-295). That's true because researchers found it in second semester students from the English department.

4.Appeal to authority

The fourth source of mistakes made by students is Appeal to authority. This is also supported by Brown (1980: 173-181) where another common communication strategy is the direct appeal authority. The student can immediately ask the native speaker (the authorities) whether he is helping by ﻳ, to, or he might guess and then ask for verification from the speaker who understands the right effort. For

example one of students said lung/ləŋ/ instead,/lʌŋ/because ofhe/she looks his/her friends and said so his/her friends"apa ya?" to ask tohelp, so his/her correct what his/her pronounce. The researcher identifies of any pronunciation deviationswhich possibly could be found in the speaking madeby the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on research.

A. Conclusion

Research shows that the second semester students of the English Department make a variety of errors that they make in sound recordings. There are two conclusions that can be presented based on the problem studied as follows:

1. Student errors are categorized into omissions, misinformation, sequence errors, and additions. Students make a total of mistakes out of words. In other words, it can be said to take a small portion of students who say, which is

a. The most types of errors that arise in students' pronunciation are misformation errors. This kind of error means that students use mistakes from

phonemes or structures in saying words to make language sounds understandable. Incorrect information or substitution found several times. Misinformation found in students speaking consists of sound errors (consonants), voiceless (consonants), short vowels, and long vowels.

b. Errors are the next type of error that occurs the most. Students make mistakes in forming the words they use in the language. In students speaking, the researcher found several features of pronunciation errors, namely the elimination of a single vowel sound acceleration (consonant) consonant sound removal. Aspects of pronunciation errors in neglect are ordered from the most frequent to the rare.

B. Suggestions

1. Students

Students, especially students in the 3rd semester of the Department of English in, now see related books that have been known to have mistranslations they made. Students must learn more of their mistakes and not do the same thing again. Learners must also be part of the learning process, actively involved in their own learning. Students must pay attention to mistakes, and, if necessary, find further information or explanations from the teacher or related books.

2. Teacher

According to Morley (1991: 488), "Smart pronunciation is an important component of communication competence". For this reason, teachers must include broadcasting in their courses and expect students to do well in it. Teachers must pay attention to assessing learning needs and learning objectives, teaching objectives, and learning / teaching methodologies. They must emphasize current direction

in language learning and teaching theory and pedagogy. They must be really concerned with how pronunciation matches the teaching of communicative language. There must be an emphasis on meaningful communication when teaching pronunciation to students. Without adequate translation skills, the ability of students to communicate is very limited. Morgan (1991: 489) states that not attending astudent recitation, "is the revocation of professional responsibility".

The teacher can then give treatment to students for their mistakes. The treatment can be made as the focus of developing weaknesses in students' pronunciation skills which can be seen by reviewing tabulations of communication errors. The weakest feature of his proficiency is shown by the most common pronunciation mistakes.

Furthermore, lecturers must focus more on giving the correct example in pronouncing diphthong / aU /, because as a result of this research, diphthong / aU / is a difficult diphthong for students. So, it is necessary for students to learn more ways to pronounce diphthong / aU / correctly. To make the learning process achieve maximum results, lecturers can use audio to help students more clearly listen and learn English words. So they will be able to pronounce those words correctly.

The term "error" is synonymous with "mistake". However, it is important to distinguish between error and mistakes in order to analyze students' error in a appropriate way. According to James cited by Brown (2007), student is not be able to self-correct the errors while mistakes can be corrected by the student themselves. In addition, James (2013) also stated that if the learners

are likely to be able to correct a fault in on the outcome that the form their selected are not the one intended, then it can be said that the fault is mistake. Nevertheless, if the learners are unable to make correction, then it is an error. Moreover, distinguishing between learner's errors and mistakes of learners is always problematic for teachers and researchers as Corder (1967) and Brown (1987) cited in Keshavarz (2008) maintained this problem too. However, many teacher use the frequency of occurrence as a general criterion for distinguishing between them. The faults which are low frequent are considered as mistakes and those which are in high frequent are systematic errors. Therefore, teachers should be more concerned with how to deal.

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