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PHONOLOGICAL ERRORS IN READING NEWS BY UNDERGRADUATE STUDENTS

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Abstract

Phonology is one of the important branches of linguistics study that needs to master by English learner. Phonology deals with the study of sounds and their relationships with each other. This research aims to analyze phonological errors in reading news done by undergraduate students. The errors were categorized into three; vowel errors, diphthong errors, and consonant errors. The data were taken from the transcription of students' recording. This research used qualitative descriptive method to analyze and applied error analysis procedure as suggested by Corder, includes: 1) collecting of sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of errors, and (5) evaluation of errors. The result of this research showed that the participants made 4.1 % vowel errors, 12,2 % diphthong errors and 1,6 % consonant errors.

Keywords: Phonology; Pronunciation; Error Analysis

Abstrak

Fonologi adalah salah satu ilmu pengetahuan yang penting untuk dikuasai oleh pembelajar Bahasa Inggris. Fonologi membahas tentang suara bahasa dan hubungannya antara satu dengan yang lain. Dalam mempelajari Bahasa Inggris, penting untuk si pembelajar menguasai fonologi khususnya bagaimana harus melafalkan kata dengan baik. Berdasarkan alasan tersebut, peneliti melakukan penelitian tentang analisis kesalahan fonologis mahasiswa dalam melafalkan dan membaca teks berita. Data penelitian diambil dari transkrip hasil rekaman suara mahasiswa. Penelitian ini menggunakan metode kualitatif deskriptif untuk menganalisis hasil temuan yang dibagi menjadi tiga ranah kesalahan, yakni kesalahan vokal, kesalahan diftong dan kesalahan konsonan. Prosedur analisis kesalahan dilakukan merujuk pada teori Corder tentang analisis kesalahan, meliputi: mengumpulkan data kesalahan, (2) identifikasi kesalahan, (3) deskripsi kesalahan, (4) menjelaskan kesalahan, dan (5) evaluasi kesalahan. Hasil penelitian menunjukkan bahwa mahasiswa membuat 4.1% kesalahan vowel, 12.2% kesalahan diftong dan 1.6% kesalahan konsonan.

Kata kunci: Fonologi; Pelafalan; Analisis Kesalahan

INTRODUCTION

Pronunciation is one of the problems for many Indonesian English learners (see Putra & Rochsantiningsih, 2018; Suprihatin & Misrohmawati, 2021; Putra, 2021). It is an important language aspect to master, as good pronunciation is the basis of good communication (Gimson, 1980:4). In English pronunciation, some aspects should be mastered such as, the sound of the language, stress, rhythm and intonation.

In non-native context, the process of mastering English pronunciation is a process of making errors, correcting errors and promoting the acquisition level (see Arifin, 2015; Wulandari & Harida, 2021; Saputra et al, 2022). Ellis (1994:49) stated the process of making errors can be influenced by a variety of factors, such as the learners' mother tongue, lack of vocabulary, lack of target language knowledge and so on. Those factors will guide and influence the second language/foreign language learners in making the mistakes and errors.

Based on this fact, Corder (in Ellis, 1994: 48) in the 1960s has developed the model to analyze the second language learners' error, and it is called error analysis. Error analysis is actually one of the major topics in second language acquisition (SLA) research. It studies about the type and causes of language error. Language errors usually exist in both language skills (performance) and also language knowledge (see Arifin et al, 2014, Dhamina & Wanti, 2022). As we know language skills are: Listening, Speaking, Reading and writing while language knowledge are: Pronunciation, Grammar and Vocabulary. We can understand where the part of learners' difficulty by collecting and analyzing pronunciation is one of the problems in teaching English.

Error analysis is an effective way in developing self-correcting skills (see Arifin, 2016; Saputra et al, 2022). It is helpful for those who have difficulties seeing their error. Error analysis refers to observe, analyze and classify the problems caused by error or mistakes. According to Brown (2000:218), "The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called Error analysis". Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native languages".

Ellis (1994: 47) defined error analysis as the study of errors, especially in the second/ foreign language learning. Brown (2000: 218) characterized error analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language. Corder (as cited in Ellis, 1994: 48) defined error analysis as an attempt to analyze the errors learners in using the target language, both in spoken and written form. In this study, the researcher chooses errors in spoken.

Referring to Corder (in Ellis 1994:48) errors could be significant in three ways, as follows: (1) provides the teacher with information about how much the learners had learnt; (2) provides the researcher with evidence of how language was learnt; and (3) serves as devices by which the learner discovered the rules of the target language. The error analysis itself is applicable for native or non-native learners of certain language.

He further suggests the procedures of error analysis in the following ways: (1) collecting of sample of learner language, the first step, the teachers determine the sample

of the research and collecting the tasks that are given to the learners; (2) identification of errors, the second step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task give by the teachers; (3) description of errors, the next step is the describing errors. It begins when an identification stage has taken place; (4) explanation of errors, the third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors happen; and (5) evaluation of errors, in this step, the teacher gives evaluation from the task done by the students depends on the task that teacher will be giving to the students.

Pronunciation is included in any language learning. It is a study about the way a word or a language is usually spoken and the manner in which someone utters a word. If the students master the standard pronunciation namely: Received Pronunciation of General America automatically their speaking is better. People understand what they pronounce and their language is pleasant to listen too. Therefore, pronunciation influences the speaking skill. As argued by Pennington (2013:1):

> "English phonology is a description of the sounds of English and their relationships and contrasts with each other. More concretely, we can view the phonology of English or of any language or language variety as the pronunciation patterns of those who speak it. Additionally phonology can be described as the study of sound patterns of languages or of the pronunciation patterns of speakers."

From the previous explanation, it can be concluded that phonology learn about the sound patterns of language and the pronunciation pattern of speakers. According to Ur (1996: 47), the concept of pronunciation includes the sound of language or phonology, the stress and rhythm and intonation. This research, focuses on the sound of language or phonology only in analyzing errors, because the researcher thinks that it is fundamental for learning English as foreign language.

Sound is one of the pronunciation aspects. It is included in phonology study and consists of an alternation of two major sound-type, consonant and vowel (Ashby,2011: 4). Consonant sounds usually are usually breathed and others are voiced. Consonants can be distinguished from: voice, tongue shape, and articulator (Kreidler, 2004:40). Other elements in pronunciation cover voice, tongue shape and articulator. Voice means vocal cords can be narrowed along their entire length so that they vibrate as the air passes through them. Tongue shape refers to the movement of tongue and can take up many positions to change the size and shape of the mouth, thus affecting sounds. Another element is articulator, which refers to any vocal organ that takes part in the production of speech sound. Such as: tongue, lips, etc; those that can move, and teeth, the hard palate, etc;

Consonant includes: all breathed sounds, all sounds formed by means of an obstruction in the mouth, all those in which there is a narrowing of the air passage giving rise to a frictional noise, and certain sounds which are gliding. There are 24 consonants in English, as follows: p (pen), b (book), t (tea), d (date), k (key), g (go), f (fine), v (very), s (sea), z (zoo), ʃ (she), ʒ (azure), tʃ (chair), dʒ (jail), θ (thin), ð (this), m (man), n (now), ŋ (sing), h (how), l (low), r (right), w (wait), and y (you).

Different with consonants, vowels in general terms voiced sounds in which the mouth relatively opens, allowing air to flow out freely (Ashby, 2005:25). Sometimes the mouth is wide open, as in [ɑ], sometimes less

open in [e] or [i]. The lips, too, have a part to play: in the [u] of [mu in (moon)] the lips make a rounded opening to the mouth. So, different vowel sounds are influenced by positions of the tongue, jaw and lips.

In realization of vowel sounds, there are two reasons different analyses of English vowel as points out by Kreidler (2004:4). It is due to the existence of different dialect and feature. The dialect influences in system of vowel. The different of dialect is not a big problem in communication with English speakers, but it can be noticeable. While the different feature is characterized by the physical feature which also affects the vowel's pronunciation.

In English, there are also similar sounds which are based on vowel sounds. They called diphthong. Diphthong is a sound that occurs by the movement of one vowel to another (Kelly, 2000: 2). This table will show the examples of vowels and diphthongs. There are 12 vowels in English and 8 diphthongs, they are: iː (tea), ɪ (sit), e (pen), æ (sad), ɜː (bird), ə (ago), ɑː (art), ʌ (up), uː (food), ʊ (foot), ɔː (war), and ɒ (not). In case of diphthongs, English includes the following realization: aɪ (like), eɪ (day), ɔɪ (boy), ɪə (hear), ʊə (door), aʊ (now) oʊ (down) and əʊ (show).

Considering the significant of the pronunciation in English learning, this present study focuses on exploring the phonological error made by undergraduate students of English Department at STKIP PGRI Ponorogo.

METHOD

In this research, the researcher would like to find empirical evidence of errors in reading news item. Considering the objective and the nature of the problem, the research approach was descriptive qualitative research, while the research design of this research was discourse analysis.

It belonged to discourse analysis because this study analyzed the pronunciation that was produced by foreign language learner. Widdowson (2007:7) defined discourse analysis as the analysis about language (either spoken or written) as the act of communication. The subjects of the research were the freshmen students of undergraduate English program. They were the 10 students of English Department of STKIP PGRI Ponorogo. They were asked to read aloud the 3.34-minute news excerpt from ABC news entitled Joe Biden apparent winner of presidency which was then recorded.

FINDING AND DISCUSSION

The researcher found 3 kinds of errors that made by the participants in reading news item. They are vowel, diphthong and consonant errors. The following subchapters present the findings and discussion on those three error areas.

Vowel Errors

From the data there are 132 vowel errors and classified into 9 pronunciation areas. In sound/iː/there are 13 errors; sound/ɪ/there are 16 errors; sound/e/there are 20 errors; sound/æ/there are 5 errors; sound/ə/there are 45 errors; sound/ɑː/there are 13 errors; sound/ʌ/there are 13 errors; sound/ʊ/there are 5 errors and sound/ɒ/there are 2 errors. Based on the data, the researcher made percentage of vowels error. This following table showed the frequency of vowels error that made by the students. Therefore, the reader would be easy to know where the most error in vowel sound was.

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Table 1: The findings on vowel errors

No	Vowel sound	Number Vowel Sound (number x 10 students)	Errors	Percentage
1	Sound iː	190	13	6,8%
2	Sound ɪ	870	16	1,8%
3	Sound e	310	20	6,5%
4	Sound æ	360	5	1,4%
5	Sound ə	970	45	4,6%
6	Sound ɑː	190	13	6,8%
7	Sound ʌ	70	13	18,6%
8	Sound ʊ	150	5	3,3%
9	Sound ɒ	20	2	10,0%
10	Sound ɜː	40	0	0,0%
11	Sound uː	30	0	0,0%
12	Sound ɔː	10	0	0,0%
	Total	**3210**	**132**	
	Frequency Vowel Errors		=132/3210	4,1%

Here are the examples of the vowel error analysis in this research:

Error in sound (iː)

The word was (the) followed the word (end), the student read/ðə/.)

Analysis : The student made a mistake in pronouncing the word (the). The data could be explained that the word (the) followed by vowel sound/e/. In Phonology when word (the) followed by consonant sound, it must be pronounced/ðə/ but when word (the) followed by vowel sound it must be read/ðiː/. So, the correct pronounce is/ðiː/.

Error in Sound (ɪ)

The word was (election) and the student read/elekʃən/.

Analysis : In English language, letter (e) could be read in three ways. There were vowels sound/e/,/ɪ/and/ə/. In this word, letter (e) should be pronounced/ɪ/. So, the correct pronounciation was/ɪˈlekʃən/.

Diphthong Errors

There are 55 diphthong errors and classified into 6 pronunciation areas. In sound/aɪ/there are 18 errors, sound/eɪ/there are 22 errors, sound/ɪə/there is one error, sound/aʊ/there are 4 errors and sound/oʊ/ there are 10 errors. Example error analysis in diphthongs sound:

Error in sound (aɪ)

The word was (while), the student read/ wɪl/. (S1/E13).

Analysis : The correct pronounce was/waɪl/. Since vowels and diphthongs sound there has more general pronunciation theory, the learners have to enlarge their pronunciation

knowledge to improve their ability in pronunciation though dictionary reading or listening to native English text.

Error in sound (eɪ):

The word was (claimed), the student read/klaem/.

Analysis : The correct pronounciation is/kleɪmd/. Since vowels and diphthongs sound there has more general pronunciation theory, the learners have to enlarge their pronunciation knowledge to improve their ability in pronunciation though dictionary reading or listening to native English text..

Referring to the data, the researcher made percentage of diphthongs error. This following table showed the frequency of diphthongs error that occur by student's pronunciation. Therefore, the reader would be easy to know where the most error in diphthong sound was.

are 6 errors, sound/k/there are 6 errors, sound/n/there is 1 error, sound/s/there are 4 errors, sound/t/there are 16 errors, sound/z/ there are 6 errors, sound/θ/there is 1 error and Sound/v/there are 26 errors. Examples of consonants error:

Error in Sound (z)

The word was (strengths), the student read/streŋ/.

Analysis : Final -s should be pronounced/z/, due to the theory if there is voiced voice after–s, the letter s should be pronounced/z/. So, the correct pronounce was/streŋθz/

Error in Sound (v)

The word (reveals), the student reads/rɪˈfils/. (S4/E9).

Analysis : Letter (v) usually pronounced as (f). It happened in this word too. The student pronounced/rɪˈfils/. Consonant/v/included voiced sound. So, when it is read, there is vibration in your vocal cord. The correct pronounce was/rɪˈviːls/.

Table 2: Frequency errors of diphthong sounds

No	Vowel sound	Number Vowel Sound (number x 10 students)	Errors	Percentage
1	Sound aɪ	60	18	30%
2	Sound eɪ	240	22	9%
3	Sound ɪə	20	1	5%
4	Sound aʊ	20	4	20%
5	Sound oʊ	100	10	10%
6	Sound ɔɪ	10	0	0%
	Total	**450**	**55**	
	Frequency Diphthong Errors		=55/450	12,2%

Consonants Error

There are 88 consonant errors and classified into 9 pronunciation areas. In sound/d/there are 22 errors, sound/j/there

Based on the data, the researcher made percentage of consonants error. This following

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table showed the frequency of consonants error that occur by student's pronunciation. Therefore, the reader would be easy to know where the most error in consonant sound was.

From the data of students' pronunciation errors in reading the news, the researcher found out three kinds of error that found in this research. They happened in vowel, diphthong and consonant area. The students

Table 3: Frequency errors of consonant sounds

No	Vowel sound	Number Vowel Sound (number x 10 students)	Errors	Percentage
1	Sound p	260	0	0,0%
2	Sound b	90	0	0,0%
3	Sound t	670	16	2,4%
4	Sound d	460	22	4,8%
5	Sound k	420	6	1,4%
6	Sound g	80	0	0,0%
7	Sound f	70	0	0,0%
8	Sound v	240	26	10,8%
9	Sound s	540	4	0,7%
10	Sound z	130	6	4,6%
11	Sound ʃ	70	0	0,0%
12	Sound ʒ	10	0	0,0%
13	Sound tʃ	30	0	0,0%
14	Sound dʒ	10	0	0,0%
15	Sound θ	30	1	3,3%
16	Sound ð	350	0	0,0%
17	Sound m	230	0	0,0%
18	Sound n	780	1	0,1%
19	Sound ŋ	130	0	0,0%
20	Sound h	50	0	0,0%
21	Sound l	280	0	0,0%
22	Sound r	420	0	0,0%
23	Sound w	110	0	0,0%
24	Sound j	30	6	20,0%
Total		**5490**	**88**	
Frequent of Consonants Error			88/5490	1,6%

made vowel errors 4.1 % of all vowel sounds which occured in the text, diphtong errors 12,2 % of all diphtong sounds which occured, and consnant errors, 1,6 % errors of all consonant sounds which occured in the text.

CONCLUSION

In this study, the researcher found three kinds of error in phonological aspect made by freshmen of PBI 2021 STKIP PGRI Ponorogo. They were vowel, diphthong and consonant errors. The students made vowel errors 4.1 % of all vowel sounds which occurred in the text, diphthong errors 12,2 % of all diphthong sounds which occurred, and consonant errors 1,6 % errors of all consonant sounds which occurred in the text.

Since this research was done on a limited setting, wider research on the pronunciation errors should be done to get more general data. Further research on the same object should also be done to find out the reason of the errors as well as the ways to overcome it. Having more generalized and wholistic research on pronunciation will help teachers to find more effective and efficient ways to teach correct English pronunciation. It also helps the non-native students to be more proficient English speaker.

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