

CHAPTER V

DISCUSSION

This chapter deals with some discussion of the types of pronunciation errors and the sources of the errors

A. Discussion of The Types of Vowel Error

In language learning, learner will always produce error whether in spoken or written language. It is due to mother tongue, intralingual, context of learning (Brown, 2007:263). In this research there are many errors produced by the participants in pronouncing English vowel. James in Fauziati (2000:139) noted that an error arises only when there was no intention to commit one. Errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning. As presented in previous section in the findings, the participants perform error in all of the 25 English vowel but each with the different percentage. It is due to several factor. The vowel that most commonly error are /ʊə/, /Iə/. / aIə/, /aʊə/, /ɔI/, /eə/, /u:/, /əʊ/, and /æ/. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly, 2000:29).

Realize that English has complex vowel spelling, generally, English speakers use 12 vowels, 8 diphthongs and 5 triphthongs (Crystal, 2003:237). the participants choose a possible pronunciation but most of them are in an inappropriate application. For a case, the word Poor /pʊə(r)/, most of them pronounce as /pɔ:(r)/, found in pronunciation performance recording of P08,

P011, P17, P32, P42, P12, etc and some pronounce as /pu:(r)/, found in pronunciation performance recording of P25. They may refer to the combination of two vowel letter “oo” which has 3 pronunciation possibilities, /ʊ/ as in book /bʊk/, /u:/ as in food /fu:d/, and /ʌ/ as in blood /blʌd/. Some participants who pronounce /pɔ:(r)/ could refer to /ɔ:/ as in floor /flɔ:(r)/ due to the similar combination letter of oo. The vowel /ɔ:/ in the word floor is exactly formed of 3 combination letter oor.

Moreover, the absence of some English vowel of L1, e.g. Bahasa Indonesia which has no all long vowels. There are 6 vowels and 4 diphthong in Bahasa Indonesia (Panitia Pengembangan Bahasa Indonesia, 2016: 4). The monophthong /u:/ the diphthong /ʊə/, /Iə/, /eə/, /ɔI/, /əʊ/ and triphthong /aʊə/, /aIə/, /eIə/, /ɔIə/ lead to articulation difficulty seen from those kind of vowel which the most occur error. The problem is not only in recognizing and discriminating the sound but also in producing the sound (Syafei, 1988:16). The participants tend to substitute it with similar sound of their L1, most cases arise in the vowel /Iə/. The word Beer /bIə(r)/ pronounce with /bIr/ or /ber/. Bahasa Indonesia which has no all long vowels make pronouncing the long vowel in English quite difficult especially the long vowel /u:/. Most participant pronounce the word ‘Shoe’ /ʃu:/ with /ʃʊ/ without long vowel pronunciation, it found in pronunciation performance recording P19, P41, P11, P37, P15, etc .

In addition the vowel /aʊə/ in the word ‘tower’ /taʊə(r)/ also pronouncing with /təʊə(r)/. It because of in Indonesian people also use the word ‘tower’ in Bahasa Indonesia dictionary and all Indonesian people

pronounce the word ‘tower’ with /təʊər/ so when they pronounce it in other language they may still apply the first language rule. It found in almost all 27% pronunciation performance recording. The participants also tend to give sound to every letter of English words.

English is second language for Indonesian students, so it is natural that every student made errors which English as their second language. (Saville-Troike in Fauziati, 2009:112). The table shows that 27,73% students made errors, and 72,27% students correct in pronouncing English vowel. The mean or the error proportion of 46 students is 4%. To know whether the students’ pronunciations of English vowels are excellent or good or fair or even poor, Brown (2007:213) proposed the categories below:

Table 5.1

Categories of errors percentage

Categories	Number of Correct in Precentage
Excellent	75% - 100%
Good	50% - 75%
Fair	25% - 50%
Poor	0 - 25%

According to the criterion above, the students’ pronunciations of English vowels are considered “good”. However, students and teachers must pay attention to the pronunciation of English vowels because there

are some students who still made errors in pronouncing /ʊə/, /Iə/. / aʊə/, /aIə/, /ɔI/, /eə/, /u:/, /əʊ/, /eIə/, and /ɔIə/

B. Discussion Types of error in the pronunciation of English vowel

As one of the objective of this study which was to uncover common pronunciation error made by fourth semester students of English Department in IAIN Tulungagung, the finding of the error finding were, then, described or exposed orderly from those which most frequently occurred to the most rarely common occurred. Below are classifications based on error arise in this research

a. Substitution

Substitution is a type of errors which are characterized by the replacement of an item (Crystal, 1985:295). A performance which the performer use the wrong form of pronunciation by replace the vowel sound into another vowel sound. As confirmed before, the participants perform substitutions in most of error cases. The substitution occurrence is 93% as of the total error or 597 errors. The finding shows that most of the vowels error are generalized by the participants. The vowel /ə/, /a/, /eI/, and /æ/ are generalized to /e/. By generalizing the spelling of letter 'a' in word such 'education' /edʊkeɪʃn/ and 'bad' /bæd/ as /edukeɪʃn/ and /bed/. The 'e' in word such 'there' /ðeə(r)/ pronounce as /ðer/. As well as the spelling combination of 'ai', in word such 'plaid' /plæd/ pronounced as /pled/ which is generalized in referring the 'ai' in word Player /plaɪə(r)/ pronounce by /pleɪə(r)/.

The vowel /ʌ/, /əʊ/ and /aʊ/ are generalized to /ʊ/. Words such ‘blood’ /blʌd/ and ‘note’ /nəʊt/ pronounced as /blʊd/ and /nʊt/ which generalize the spelling of letter ‘o’ in referring the word such ‘pot’ /pʊt/ and the spelling combination of ‘ou’ in ‘Spout’ /spʊt/ pronounced as /spʊt/. The /eə/ and /aɪə/ are generalized to /ɪə/. Word such ‘bear’ /beə(r)/ pronounced as /bɪə(r)/ which generalize the spelling combination of ‘ea’ in word such ‘idea’ /aɪdɪə/.

Some substitution also has influenced by the participant’s first language Indonesia or Java. The participants seem to substitute the English vowels which don’t exist in the Indonesian. Those have similarity on its pronunciation. The inexistence vowels as served on the table above are /æ/, /ʌ/, all long vowels, some diphthong and most triphthong.

Because in Indonesia there is no long vowel, so most of participant pronounce long vowel by short vowel or reduce long vowel such as ‘sheep’ /ʃi:p/ pronounce by /ʃɪp/, ‘father’ /fa:ðə(r)/ pronounce with /fʌðə(r)/. The English /æ/ is substituted by /a/ and /e/ in word such ‘bad’ /bæd/ which pronounce as /bed/. The /æ/ has close quality to both /a/ and /e/. The diphthong /əʊ/ is substituted by /ɔ/ in word such ‘note’ /nəʊt/ which pronounced as /nɔt/. The /əʊ/ is just about similar to /ɔ/, the Indonesian vowel, on its pronunciation.

In addition there are some English words that also exist in Indonesia such as ‘actor’, ‘tower’ and ‘steak’. Most of participant

pronounce those words just like Indonesian pronunciation way.
 ‘actor’ /æktə(r)/ pronounce as /ʌktə(r)/, ‘tower’ /taʊə(r)/ pronounce
 as /təʊə(r)/ and ‘steak’ /steɪk/ pronounce as /stɪk/.

Table 5.2

Substitute Error

Vowel	Substitute	Error Instance	Corect	Spelling
i:	:ɪ, e, e:	[ʃɪp]	[ʃi:p]	Sheep
ɪ	e, i:, ey	[sævedʒ]	[sævɪdʒ]	Savage
e	ə, æ, ə:, ɪ, i:	[bri:d]	[bred]	Bread
æ	: ai, e, ei	[plaid]	[plæd]	Plaid
a:	ʌ	[fʌðə(r)]	[fa:ðə(r)]	Father
ɒ	ʊ, ɔ	[pɒt]	[pɒt]	Pot
ɔ:	ɔ, u	[æktə(r)]	[æktə(r)]	Actor
ʊ	u: ,o	[wɒd]	[wɒd]	Wood
u:	ɔ, ʊ	[ʃʊ]	[ʃu:]	Shoe
ʌ	ɔ:, ʊ, u: æ	[blu:d}	[blʌd}	Blood
ɜ:	ə, ie, ea	[ean]	[ɜ:n]	Earn
ə	oo, u, au	[kɒt]	[kɔ:t]	Caught
eɪ	æ, e	[edukesən]	[edukeɪfn]	Education
əʊ	ɔ, oo, ɒ	[nɒt]	[nəʊt]	Note
aɪ	ɪ, ei	[bɪt]	[baɪt]	Bite
aʊ	ɔʊ, ɔ, ɒ	[spɒʊt]	[spaut]	Spout

ɔɪ	əe	[pœzn]	[pɔɪzn]	Poison
ɪə	I, i:, e	[bi:(r)]	[bɪə(r)]	Beer
eə	e, æ, ea	[ðe(r)]	[ðeə(r)]	There
ʊə	ɔ, u:	[pʊ:(r)]	[pʊə(r)]	Poor
eɪə	aɪə, æɪə	[plaɪə(r)]	[pleɪə(r)]	Player
əʊə	ɔʊə	[θrɔʊə(r)]	[θrəʊə(r)]	Thrower
aɪə	eɪə	[dreɪə(r)]	[draɪə(r)]	Dryer
aʊə	ɔʊə, aʊə	[caʊəd]	[caʊəd]	Coward

b. Insertion

Insertion or addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in well-formed utterance (Fauziati, 2000:146). In this context, one or more extra sounds are added or inserted to a word. The vowel shown on the finding is being most inserted by the participants. The error number of insertion is 30 or 5%. The insertions mostly affected by previous language of the participants. The language system that recognize spelling to sound and denying one or more consonant in a time, are put them difficulty to pronounce. They seem to insert assist vowel to help them to pronounce. For example, the insertion of /uə/ in the word 'anusual' pronounced /ʌn'ju:ʒl/ as instead of /ʌn'jusəəl/

As well as, the words poison /pɔɪzn/, most participant pronounce as /pɔɪzən/ this is cases where all of them try to do

one-to-one spelling. Sometimes it creates an additional sound, as in ‘departement’. The vowel /ə/ is commonly used to add or insert by the participants and department /dIpa:tmənt/ are pronounced and /də'partəmənt/. The vowel /ə/ is commonly used to add or insert by the participants.

Table 5.3

Insertion Error

Inserted Vowel	Error Instance	Corect	Spelling
ʊə	/ʌn'jusʊəl/	/ʌn'ju:zɪ/	Anusual
ə	/pɔɪzən/	/pɔɪzn/	Poison
ə	/də'partəmənt/	/dIpa:tmənt/	Departement

c. Omission

Omission is a type of errors which are characterized by the absence of an item that must appear in well-formed utterance (Fauziati, 2000:151). Certain sounds are not produce – entire syllable or classes of sounds may be deleted. The omission occurrence is 11 errors or 2%. The participants seem to omit /I/ in word ‘semester’ /sImestə(r)/ which pronounced as /smestər/. It is happen due to interference the word ‘semester’ /séméster/ in bahasa but has been have, what Muslich calls, zeroisasi and pronounced as /smestər/ or /smester/. The term used for diasappearance of sound as a result of an effort of saving or economizing pronunciation (Muslich, 2008:61).

Table 5.4

Omission Error

Vowel Omitted	Error Instance	Correct Use	Spelling
I	/smestər/	/sImestə(r)/	semester

C. Discussion of Cause of Error

Ellis (1994:58) identifies the sources or causes of pronunciation errors into three categories: interference errors, intralingual interference and developmental error. That was the basis idea for researcher indentifying and classifying possible source of errors. Below the researcher elaborate the finding.

1. Interference errors occur as a result of the use of elements from one language while speaking another. Besides, interference errors was caused by transfer. Transfer is an error made by students' because the two language. The students' are often made errors because they are non-active English speaker. This types of errors occurs on each kinds of vowel produced by the students. For example, in English vowels /aʊə/ as found in the word *Tower*, and /a:/ in the word *Departement*. This is a matter caused by differences found between the learners' language and the target language. There are many words in Indonesian

and in English that have the same sound or same spelling such as the words '*semester, departement, steak* etc. most of participant pronounce those words like how they pronounce in their first language. From the interview transcription the researcher conclude that all participant realize that their English pronunciation are influence by their first Language that is Indonesian Language. So the main cause of pronunciation Error is Interference consider that all the participant are non-active English Speaker. To solve this problem the participants need to practice speak in English and listening to the native speaker from any sources more often.

2. Intralingual interference refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. There are four systematic intralingual errors to involve overgeneralization, ignorance of rule restrictions, incomplete application of rules, and semantic errors. The first category of intralingual error is overgeneralization. Studentss still have low ability in deciding correct pronunciation. The second is the error is spelling rule confusion. The student are confused in choosing the correct pronunciation. For example, in English vowels /ʊ/ as found in the words blood, tour and poor the students pronounce /blo/, /tur/ and /pur/. This is a matter of students still have low ability in deciding correct pronunciation and confuse in spelling rule. The interview transcription conclude that there are 25 participant who feel

difficult in learning English Pronunciation and confusing in apply Phonology rule, thus, they often doing generalization. . In this case the participant have to read and learn phonology symbol more often to avoid doing generalize in pronunciation.

3. Developmental errors Developmental errors occur when the learner attempts to build up hypotheses about the target language of the basis of limited experience. For example, in English vowels /ə:/ is found in the words 'Bird and Earn', students pronounce /bəd/, and /ə(r)n/. This is a matter caused by the students' lack of experience in reading English words. In the Interview transcription the researcher find 6 participant who realize that they are less in reading English words, with various reason they are not like in reading English words especially English Phonology.