

CHAPTER IV

FINDINGS

This chapter presents findings of the research which include types of errors, tabulation of the errors, and source of errors.

A. Types of Errors

Identification towards students' speaking done had resulted the finding of various errors. Surface strategy taxonomy highlights the ways surface structure are altered Dulay, Burt, Karshen (1982: 150). This taxonomy classified into four types: omission, addition, misformation, and misordering. In this study the researcher will presents some errors which are found were classified into omission, addition, misformatting, and misordering.

1. Errors of Omission

This kind of error was any form of the absence of an item that must appear in a well-formed utterance. Those included:

- a. Omission of unvoiced (sometimes referred to as voiceless) sounds.

The word below is the example of the omission.

Example: 1) question /'kwes. n/

2) Impact /'im.pæk/

3) Rapist /'reɪ.pɪs/

In the example found, { tʃ } ~ /'kwes. n/ ; { t } /'ɪm.pæk/;

{ s } / re .p t should be attached to the phonetic transcription to show intelligibility of sound. Thus, the reconstructed phonemic transcription should be:

Question / kwes.t n/

Impact / m.pækt/

Rapist / re .p st

b. Omission of consonant sounds

The word below is the example of such omission.

Example: 1) Performed /p f r .m t s/

2) Government / g v. .m nt/

3) Argument / rg. .m nt /

In the example found, { n } ~ /p f r .m t s/;

{ n } ~ / g v. .m nt/; { j } ~ / rg. .m nt / { s } ~

/ re .p st/ should be attached to the phonetic transcription to show intelligibility of sound. Thus, the correct phonemic transcriptions are:

Performed /p f r .m n t s/

Government / g v. n.m nt/

Argument / rg.i .m nt /

c. Omission of vowel sounds

The word below is the example of such omission.

Example: 1) Also / l.so /

2) Plastic / pls.t k /

3) Save / sev /

In the example found, { } ~ / l.so /; {æ} ~ / pls.t k /; { } ~ / sev / should attached to the phonetic transcription to show intelligibility of sound. Thus, the correct one phonemic transcription are:

Also / l.so /

Plastic / plæs.t k /

Save / se v /

2. Errors of Addition

Any unnecessary items or morphemes which appeared in an utterance were then classified into addition error. Below are types and examples of addition errors found in the students' pronouncing:

a. Addition of vowel sounds

The following word below is the example of such addition error.

1) Addition "e" sound (short vowel)

Example: (a) money /'mne.i/

The fact is that {e} sound is not necessary to pronounce. The correct one should be:

Money /'mn.i/

2) Addition {__} sound (short vowel)

Example: (a) country / k n.tri/

(b) murder / m .d /

In this word, {u} phoneme is unnecessary because not each phoneme pronounce in target language. The correct one is then:

Country / k n.tri/

Murder / m .d /

3) Addition {ɪ} sound (short vowel)

Example: (a) talk /t lk/

Such pronunciation is not allowed in English. Thus correct one is:

Talk /t k/

4) Addition { i } sound (long vowel)

Example: (a) Social / so . i l/

(b) Said /sei d/

as individual sounds unnecessary to be pronounced because it doesn't accept in Received Pronunciation (RP) in the case of British English and General American (GA) in the case of American English. The correct one is then:

Social /so . l/

Said /sed/

b. Addition of consonant sounds

The following word below is the example of such addition error

1) Addition “ ” sound (consonant sounds)

Example: (a) conclude /k klu d /

The fact is that { } sound is not necessary to pronounce.

Such pronunciation is not allowed in English. Thus correct one is:

Conclude /k n klu d /

3. Errors of Misformation

It was identified by the use of the use of wrong form of the morpheme or the structure. Some substitutive or misformation which found in the students pronunciation included misformation of:

- a. Misformation of unvoiced (sometimes referred to as voiceless) sounds (consonant sound)

The word below is the example of the misformation.

1) Misformation “ ” sound

Healthy / hel.ti/

Death /det/

Fourth /f rt/

Thus the correct pronunciation is:

Healthy / hel. i/

Death /de /

Fourth /f r /

b. Misformation of voiced sounds

The type word below is the example of the misformation found in the students’ pronunciation included of:

The word below is the example of the misformation.

1) Misformation “s” sound

Opposite / .p .s t/

Example / g sæm .pl/

Phoneme “s” should be change in English to be “z” sound. The correct one should be:

Opposite / .p .z t/

Example / g zæm .pl/

2) Misformation “ð” sound

Without /w ta t/

Phoneme “ð” sound should be pronouncing as voiced sounds but change to be unvoiced sound such as “t” sound..

Thus, the correct right pronouncing is:

Without /w ða t/

3) Misformation “d ” sound

Legislation / leg. sle . n/

Change /t e /

“g” letter sometimes make speaker doubt to pronounce so they pronounce as first language. The correct pronunciation is then:

Legislation / led . sle . n/

Change /t e nd /

4) Misformation of short vowel (single vowel)

Misformation “ ” sound

Rebuttal /r bt. l/

Sum /s m/

Government / gov. n.m nt/

In the example found, { } ~ /r bt. l/ ; { } /s m/ ; { } / gov. n.m nt/ should be changed according to phonemic transcription to show intelligibility of sound.

Thus, the reconstructed phonemic transcription should be:

Thus re-pronunciation words are:

Rebuttal /r b t.l/

Sum /s m/

Government / g v. n.m nt/

5) Misformation “ ” sound (long vowel)

Murder / mur.d /

Certain / sir .tan/

From above we found, { } ~ / m .d /; { }

/ s .t n those, false pronouncing. The correct pronunciation should be:

Murder / m r.d /

Certain / s r .tan/

6) Misformation “ ” sound (short vowel)

Today /tu de /

Support /su' 'p :rt/

Indonesia /, ndoni:. /

Thus the correct pronouncing is:

Today /tə de /

Support /s ' 'p :rt/

Indonesia /, n.də'ni:. /

7) Misformation “ ” sound (short vowel)

Today /tu de /

Support /su p rt/

Indonesia / n.doni . ə/

Thus the correct pronouncing is:

Today /t de /

Support /s p rt/

Indonesia /, n.də'ni:. /

4. Errors of Misordering

Identified by the incorrect placement of a morpheme or group of morphemes in an utterance were then classified into misordering error. Below is example of misordering errors found in the students' speaking.

a. Misordering of vowel sounds

The following word below is the example of such misordering errors found in students' speaking included misordering of:

The following example shows this kind of error

Example: focus / fo.ky s/

The construction pronunciation should be as below:

Individual sound of “ ” should be pronounce after “o” sound. Thus correct one is:

Focus / fo .k s /

B. Tabulation of The Errors

After the researcher categorized error in some specific types then, tabulated the founding into the table to understand, interpret the data, and to make draw some reasonable conclusion or inferences easily. The tabulation was presented in the form of percentage. The tabulation of errors can be seen on the following tables.

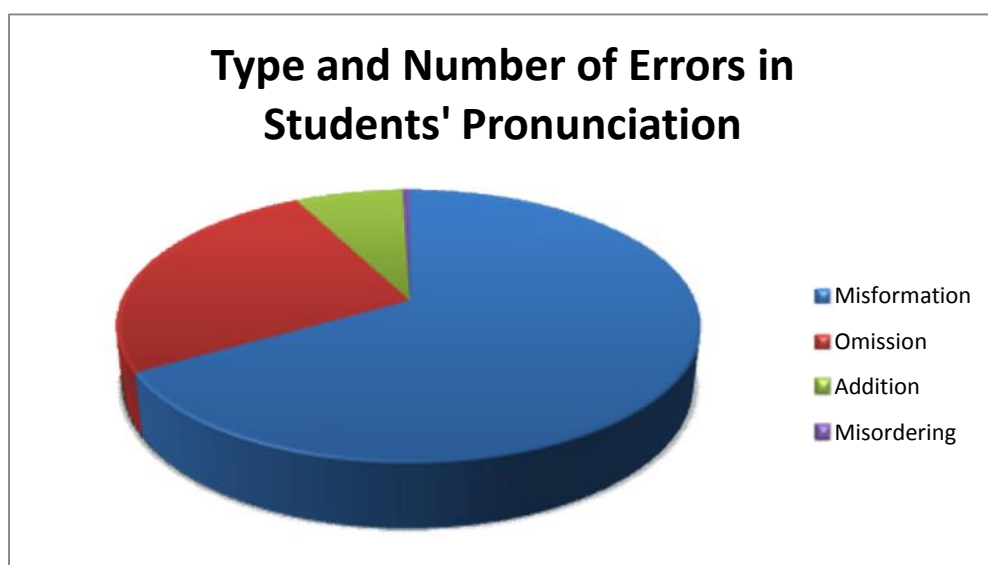
Table 4.1. Types and Number of Errors Found in The Students' Pronunciation and Its Frequency of Occurrence

No.	Types of Errors	Frequency	Percentage
1.	Omission	54	25.7 %
2.	Addition	15	7.1 %
3.	Misfiormation	140	66.7 %
4.	Misordering	1	0.5 %
Total		210	100 %

Table 4.1 was presented to show the distribution of any possible properties of pronunciation errors found in the students' speaking class of fourth semester students of English Department at IAIN Tulungagung. After the errors were calculated by tabulating them, researcher found various types of errors which total were 210 errors. From the table as the result of tabulation, it can be seen that the fourth semester students of English Department at IAIN Tulungagung made most error in error of misformation that was 140 times which means 66.7% of error total. The next most error made by students was in error of omission with 54 times or 25.7%. The students made 15 times or 7.1% of error of addition. They also

made 1 time or 0.5% of error of misordering. Further, comparison can be seen in figure 4.1 below.

Figure 4.1. Types of Errors Found in The Students' Pronunciation and Its Frequency of Occurrence



Four types of errors found in this research include some categories of sounds or phoneme features. In this part, those categories were counted based on each type of errors. The occurrence frequency of each phoneme sound which influenced each type of errors was also counted here.

Table 4.2. Frequency and Percentage of Aspect of Pronunciation Error in Omission Error

No.	Phoneme type	Frequency	Percentage
1.	Single Vowel	38	70.4 %
2.	Unvoiced sound (consonant)	11	20.4 %
3.	Consonant sound	5	9.2 %
Total		54	100 %

Figure 4.2. Types of Omission Errors Found in The Students' Pronunciation and Its Frequency of Occurrence

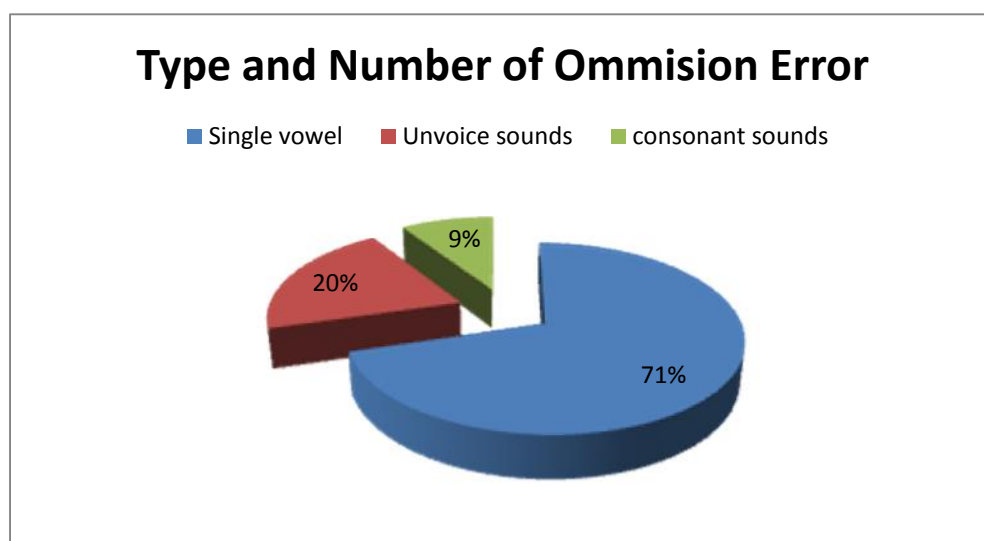


Table 4.2. explains any points of phonemes error which had caused of omission. The table shows that the students of fourth semester of English Department of IAIN Tulungagung made 54 errors of omission of pronouncing. The students made error of omission of *single vowel* 38 times or 70.4%. They also

made error of *unvoiced sound* (consonant) 11 times or 20.4%. The last type of errors omission found in the students speaking particularly in pronouncing word, was omission of consonant sounds 5 times occurrence or 9.2%.

Table 4.3. Frequency and Percentage of Aspect of Pronunciation Error in Addition Error

No.	Phoneme type	Frequency	Percentage
1.	Consonant sound	1	6.7 %
2.	Long Vowel	4	26.7 %
3.	Short Vowel	10	66.7 %
Total		15	100 %

Figure 4.3. Types of Addition Errors Found in the Students' Pronunciation and Its Frequency of Occurrence

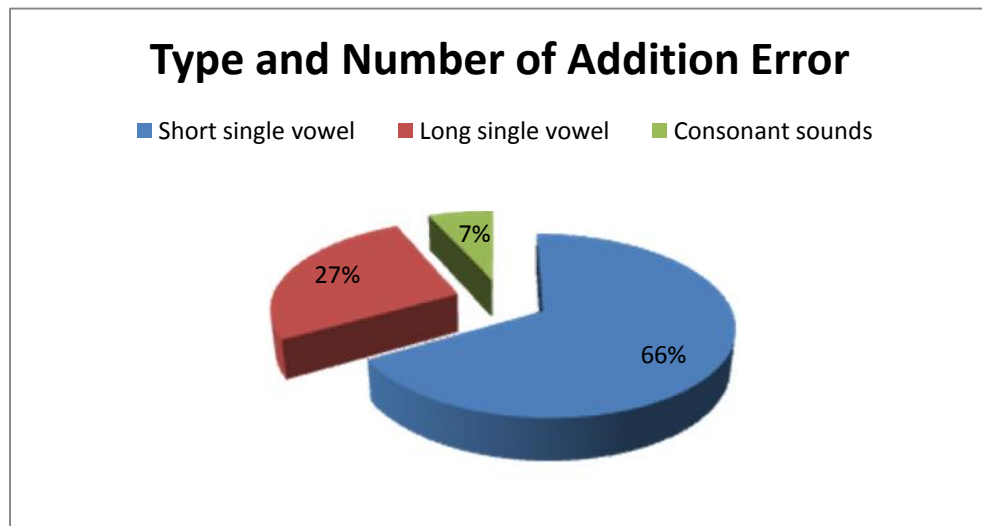


Table 4.3. explains some points of pronunciation error which had caused of addition. The table shows that the fourth semester students of English Department of IAIN Tulungagung made 15 errors of addition. The addition errors were contributed most by the addition of “e” sounds especially after/on short vowel which was made by the students 10 times or 66.7 %. They also made error of addition after/on *long vowel or long sounds* 4 times or 26.7 %. Also, the students made addition after/on consonant sounds 1 time or 1 %.

Table 4.4. Frequency and Percentage of Aspect of Pronunciation Error in Misformation Error

No.	Phoneme type	Frequency	Percentage
1.	Voice Sound (Consonant)	12	8.6 %
2.	Unvoiced Sound (Consonant)	25	17.9 %
3.	Short Vowel	79	56.4 %
4.	Long Vowel	24	17.1 %
Total		140	100 %

Figure 4.4. Types of Misformation Errors Found in the Students' Pronunciation and Its Frequency of Occurrence

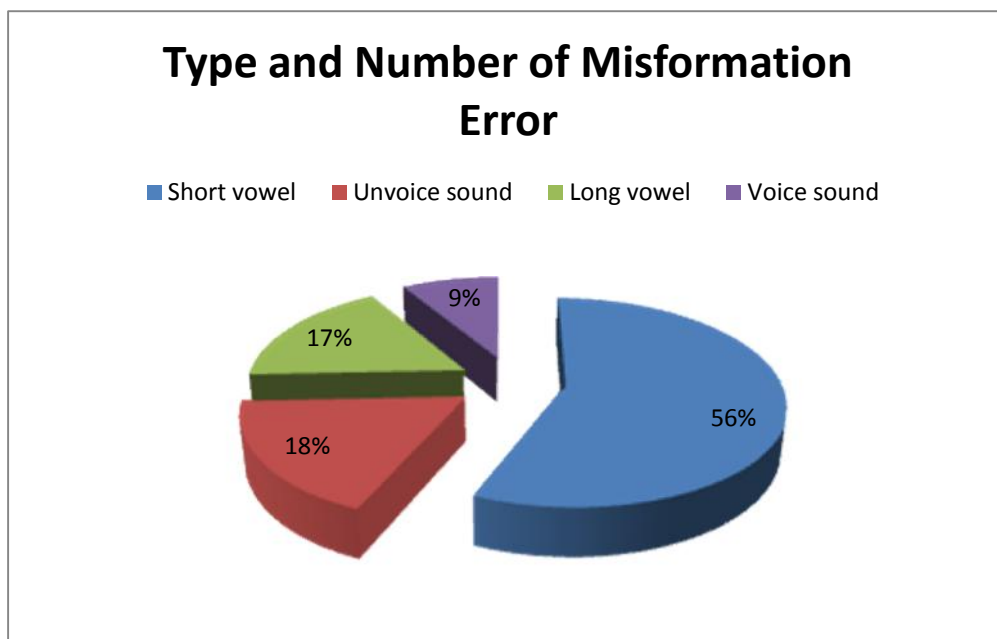


Table 4.4 above explains some points of grammar error which had caused error of misformatting. The total of 140 errors of misformation had been made by the fourth semester students of English Department of IAIN Tulungagung. The

table shows that students made a lot of misformation errors on *short vowel sounds* which meant they formed the misformation error in pronunciation of word, for example they pronouncing rice /re s/ instead /ra s/, Indonesia / n.ɒ ni . a/ instead / n.də ni . ,ə/others example is pronouncing country / koun.tri/ instead / k n.tri/. The students made error of misformation of short single vowel 79 times. The students also made misformatting of unvoice sounds which include in consonant sounds 25 times or 17.9 %. The students of the fourth semester students of English Department of IAIN Tulungagung also made misformation of long single vowel sounds 24 times or 17.1 % for each. They also made error in forming voice sounds which include in consonant sounds 12 times or 8.6%.

Table 4.5. Frequency and Percentage of Aspect of Pronunciation Error in Misordering Error

No.	Phoneme type	Frequency	Percentage
1.	Single vowel	1	1 %
Total		1	1 %

Table 4.5 explains some aspects of grammar error which were the basis of error of misordering. The table shows that in ordering the target language, the students of the fourth semester students of English Department of IAIN Tulungagung faced serious difficulty in constructing pronouncing words which

include single vowel sounds so the words can be intelligibility means the speaker produces sound patterns that are recognizable as English. It was proved by the fact that the students made error of misordering single vowel 1 time.

Table 4.6. Top Five Errors

No.	Phoneme type	Frequency	Percentage
1.	Misformation of Short Vowel	79	56.4 %
2.	Ommision of Single Vowel	38	70.4 %
3.	Misformation of Unvoiced Sound (Consonant)	25	17.9 %
4.	Misformation of Long Vowel	24	17.1 %
5.	Misformation of Voice Sound (Consonant)	12	8.6 %
Total		178	170.4 %

Table 4.6. lead that almost a half of 210 errors total was contributed by these five errors; *Misformation of Short Vowel*, *Ommision of Single Vowel*, *Misformation of Unvoiced Sound (Consonant)*, *Misformation of Long Vowel*, and *Misformation of Voice Sound (Consonant)*. It prove how important and need attention to these five errors are

C. Source of The Error

Brown in Hasyim (2002: 45) classifies source of errors based on communication strategies to be 5 categories. They are Avoidance, Prefabricated patterns, cognitive and personality style, appeal to authority, language switch. It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. Based on the finding the researcher just shows some categories which found in research, they are:

1. Avoidance

Avoidance can be broken down into several subcategories, and thus distinguished from other types of strategies. The most common type of avoidance strategy is “Phonological avoidance as in the case of a learner of English who finds initial such a letter difficult to pronounce and wants to say it may choose to say those word but omit a phoneme or phonemes.

Omission of unvoiced (voiceless) sounds. The example of the omission:

Know /no/ omit / / phoneme, instead Know /no /

Save /sev/ omit / / phoneme, instead Save /se v/

Those examples above are some avoidance which happened in the students speaking class. The students tend to pronounce those word even thought they do not know how to pronounce correctly. Those words continuously used by students with omitting a phoneme.

Avoidance can be called as omission frequently occur each of students pronunciation, it also supported by the data, mostly 38 omission errors occur and its' include in the top five errors. The avoidance single vowel to be highly can be seen as the error pronunciation. For the example:

Plastic	/ plæs.t k/	instead,	Plastic	/ plæs.t k
Save	/se v/	instead,	Save	/se v/

2. Prefabricated patterns

Another common communication strategy is to memorize certain stock phrases, sentences and phonemes without understanding the components of the phrases, sentences and phonemes. For example

Misformation of unvoiced (voiceless) which include in consonant sound misformation “ ” sound

Healthy	/ <u>hel</u> .ti/	instead,	Healthy	/ <u>hel</u> . i/
Death	/ <u>de</u> t/	instead,	Death	/ <u>de</u> /

Based on interview and supported by finding of research the researcher found the students error pronunciation such as those words, which pronounce more than twice improperly. The students said that one of source of errors is memorizing which can seen from their face especially from their eyes. The researcher can seen clearly when they pronounce those words they look up, sometimes down and in one occasion stair their friends to certain whatthey said is intelligibility (the speaker produces sound patterns that are

recognizable as English). Those indicate if the students memorize certain word to produce obvious English sounds beside they have lack of knowledge to pronounce those word.

3. Personality style

One's own personality style can be a source of error, highlighting the idiosyncratic nature of many learner errors. Personality style seems Non-verbal strategies this can refer to strategies such as the use of gesture and mime to augment or replace verbal communication.

For example, in one of occasion when a student is giving argument, one of his friends rise his hand and said POI, the speaker said no /n / instead, /no /.

4. Appeal to authority

Another common strategy of communication is a direct appeal authority. The learner may directly ask a native speaker (the authority) if he gets stuck by saying, for, or he might guess and then ask for verification from the comprehend speaker of the correctness of the attempt

For example one of students said lung / l / instead, /l / because of he/she looks his/her friends and said so his/her friends “apa ya?” to ask to help, so his/her correct what his/her pronounce.

5. Language Switch

Finally, when all other strategies fail to produce a meaningful utterance, a learner may switch to the so-called language switch. That is, he may simply use his native language whether the hearer knows that native language or not. Usually, just a word or two are slipped in.

For example, the students said

- | | | |
|-------------|--------------------|-------------|
| 1. Pendapat | instead, “opinion” | /ə p n.jən/ |
| 2. Tipe | instead, “type” | /ta p/ |
| 3. Melayani | instead, “serve” | /s v/ |

It happened in the middle of giving opinion absolutely in English class. It also happened directly when they want to express their opinion or idea as fast as possible. They look choose to said in their language (first language) L1 and continued their word to keep their idea deliver completely.