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 Pronunciation Errors

Dulay, et. al. (1982: 146) has distributed pronunciation errors into omission, addition, misformation, and misordering. Begun with the basis, researcher had discovered various kinds of pronunciation errors in the speaking of fourth semester students of English Department at IAIN Tulungagung. The data are obtained from some speakers in the class speaking. Those were, then, also distributed the same way into those four types of errors. The quality of each type of error was diverse. Some were majority, some were minority.

As one of the objective of this study which was to uncover common pronunciation errors made by fourth semester students of English Department at IAIN Tulungagung, the findings of the errors found were, then, described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

1. Types of pronunciation errors

   Types of pronunciation errors found were classified based and on the division proposed by Dulay. Those four types are: misformation, omission, addition, and misordering

   a. Misformation

      Error of misformation was the most frequent for its quantity which was 140 occurrences. From the analysis, it was found that this type of errors had many distributions (4 features of pronunciation error), and that distribution was what made this misformation errors seemed to be much. It, then, could be concluded that actually each type of error play significant role to the whole total of errors. From the most to the least, the aspects of grammar error in misformation error found in the students' pronouncing of speaking class were *voice sound (consonant), unvoiced sound (consonant), short vowel, and long vowel*. In detail (see table 4. 4)

   b. Omission

      54 times of occurrences showed that omission was ranked two type of errors which was made by the fourth semester students of English Department at IAIN Tulungagung. This omission error consisted of various pronunciation aspects. The

findings also showed that omission of single vowel had been the biggest contributor in making the error of omission which were then ranked first and second in the most common errors (look at table 4.2.). The least omission of pronunciation aspect is consonant sound in this type of error. In simple, from the most frequent to the rare, pronunciation feature found that related to this omission error were omission of *single vowel, unvoiced sound which include in consonant sound, and consonant sound.*

c. Addition

Total of this error is 15 times. The features of pronunciation error in addition error which were found in the students speaking were *consonant sound, short vowel, and long vowel*, if it was seen separately, each feature of this error was categorized into minority because the number of occurrence of each aspect was few.

d. Misordering

1 errors might be seen few if it was compared to the number of the whole errors. However, this error consisted only of one aspect of pronunciation error, misordering of *single vowel*. Misordering of *single vowel* itself was ranked the only cause of the error.

B. Discussion of The Sources of The Errors

This study also tried to find out the sources of the errors made by the fourth semester students of English Department at IAIN Tulungagung in their speaking class especially focus on their pronunciation from the communication strategies. Brown (1980:173-181) was defined obviously that communicative strategies is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. There are five main communication strategies, they are avoidance, prefabricated patterns, personality style, appeal to authority. That was the basis idea for researcher indentifying and classifying possible source of errors. The researcher had uncovered the various kinds of errors and as the second objective of the research the researcher than defined the sources of those errors. The researcher distinguished the sources of communicative strategy, from the most to the least. Below the researcher elaborate the finding.

1. Prefabricated patterns

Learners may avoid a problematic phoneme by using a different one, for example substituting the short vowel (single vowel) " " with phoneme " u ", it easier used by speaker (Ellis, 1997: 60–61). Based on her explain, in this study the researcher discover 140 errors which were caused by the substitutive the phonemes made by the fourth semester students of English department at IAIN Tulungagung.

2. **Avoidance**

Learners of a second language may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language. Also, language learners sometimes start to try to talk about a topic, but abandon the effort in mid-utterance after discovering that they lack the language resources needed to complete their message (Tarone, 1981: 285–295). The example based on theory is:

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

Healthy / hel.ti/ instead, Healthy / hel. i/

In this study, it was covered that 54 errors came from omitting or avoidance the phonemes occur. It can be found in the students speaking class because of the students had lack of knowledge and they do not know how to pronounce word properly.

3. **Language Switch**

Learners may insert a word from their first language into a sentence, and hope that their interlocutor will understand (Selinker, 1972: 209–241) & (Tarone, 1981: 285–295). It was true since the researcher find it in when the fourth semester students of English department at IAIN Tulungagung hace speaking class.

4. **Appeal to authority**

   The fourth source of errors that make by the student are Appeal to authority. It is also supported by Brown (1980: 173-181) who states that 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.