

**AN ERROR ANALYSIS OF ENGLISH PRONUNCIATION  
ENCOUNTERED BY THE FIRST YEAR STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM  
IN UIN RADEN INTAN LAMPUNG**



**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S1 Degree**

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## ABSTRACT

This research was conducted based on the phenomenon happened in the university. The students have low ability in pronunciation. They got difficulty in pronouncing English words in the segmental features of English phonemes containing consonants and vowels. In consonant, the researcher concern on [v], [f],[θ] and [ð]. In vowel, the researcher was concern on [ɪ] and [i:]. Therefore, this thesis discussed the error analysis in pronouncing English words in the segmental features. The purposes of this research was to classify the types of error made by the students which students made in pronouncing in the segmental features, to count the total of errors that students made and to know the source of errors.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the first semester of English Education Raden Intan State Islamic University of Lampung, while as the sample was c class which consisted of 15 students, it was considered by using purposive sampling technique.

In collecting the data, this research asked the students to pronounce some words including silent letter while the researcher asked them to record their voice by voice note via Whatsapp message by online, because this research was done during the Covid-19 pandemic. Then, the researcher made transcription of their recording to be analyzed of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory. The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering.

The total of errors were 142 errors' items which made by the students. The most common errors were addition which was 116 items or 81,69% made by the students, misformation was 0 items or 0%, omission was 26 items or 18,31% and misordering was 0 items or 0%, which meant it was the lowest while other error classification based on surface strategy taxonomy.

***Keyword: Analysis, Pronunciation, Segmental Feature, Surface Taxonomy.***

## DECLARATION

Hereby, I state this thesis entitled “An Error Analysis of English Pronunciation Encountered By The First Year Students of English Education Study Program in UIN Raden Intan Lampung 2020/2021” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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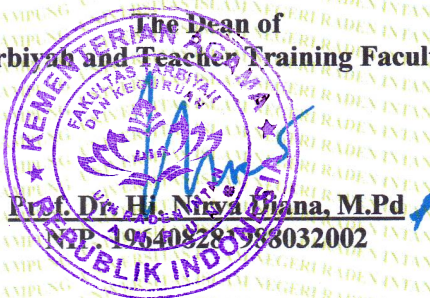
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## MOTTO

وَأَجْعَلْ لِي لِسَانَ صِدْقٍ فِي الْآخِرِينَ

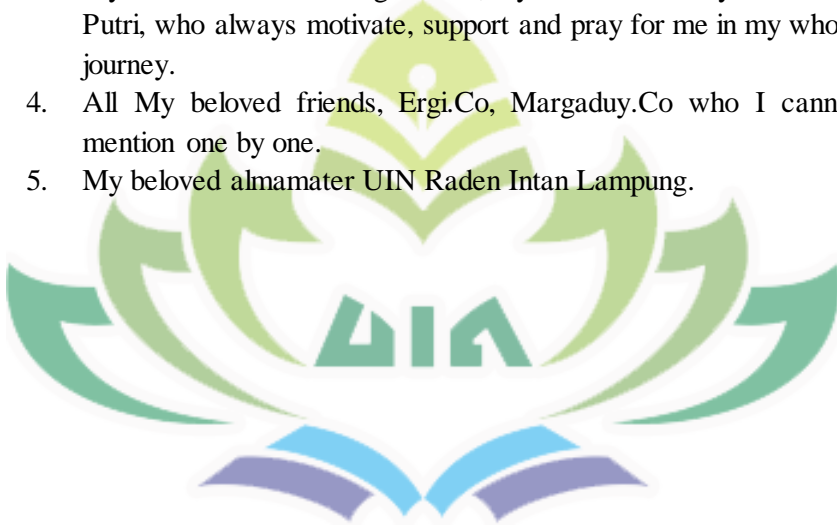
“And make me the fruit of good speech for people (who come) later.”  
QS. As-Syuara’ : 84



## DEDICATION

This thesis is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah SWT who always give His full of rohmah and blessing and My Prophet Muhammad SAW who always guide me and take care of me to be a good person.
2. My beloved parents, my father and my mother who always has honestly sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
3. My beloved sister and girlfriend, Laya Nazila and Syara Gestia Putri, who always motivate, support and pray for me in my whole journey.
4. All My beloved friends, Ergi.Co, Margaduy.Co who I cannot mention one by one.
5. My beloved almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

The name of the researcher is Ahmad Zikrullah. His families and friends always call his name Zikri. He was born in Kotabumi on January 27th, 1998. He is the second Son of five children from his beloved parents, his late father Mr. Hamka and her mother Mrs. Meri Rozanti. He have three little brother and sister named, Salahudin Qoyyim, Kurnia Oktaviola and Mahmud Ahmadi Nejad. He Started his education in TK Dharma Wanita, then continue to SD Xaverius Kotabumi and SMP Xaverius Kotabumi. Before He Started to take UIN as his college he end his Senior High School in SMAN 1 Kotabumi. His Hobby is Watching Movie, Listening a foreign song and learning a new languages from them.





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First and foremost, the researcher would like to extend his gratitude to the Almighty Allah SWT, the Lord the universe, for blessing me every time, so this final project can be finished. Peace upon the great messenger prophet Muhammad SAW, his Families, companies, and followers until the end of life. In accomplishing of this thesis, the researcher would like to deliver his sincerest gratitude to the following people:

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Bandar Lampung,  
The Reasercher

Ahmad Zikrullah  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

When learning a language, there are many things to study including vocabulary, grammar, reading, writing and speaking. A key to good speaking is good pronunciation.<sup>1</sup> Knowing grammar and vocabulary is important for students, but they need to pronounce those structures or words correctly. Besides, achieving good pronunciation should be the first goal of students. Gilakjani points out that if the speakers have unacceptable pronunciation, their utterances were not be comprehensible to listeners and as a result they were not be successful in their communication.<sup>2</sup> According to Garrigues, the foundation of effective spoken communication is good pronunciation.<sup>3</sup> It means that pronunciation has the important role in speaking term. If speakers pronounce clearly and correctly, their audience should be able to understand easily what they are trying to express. On the other hand, misunderstandings, in many cases, may occur when words are inaccurately pronounced or stressed

It is generally recognized in English Education Department at UIN Raden Intan Lampung that pronunciation is taught in speaking subject from the first semester to the third semester. In the first semester, it calls Speaking for General Purposes, in the second semester, it calls with Speaking for Specific Purposes and the last is Speaking for Academic purposes in the third semester. Students in English Education Department learn pronunciation in speaking subject for more than one semester, but most of them cannot use English to convey their ideas effectively or even to communicate on a daily basis.

Nowadays, lecturers who are teaching pronunciation in English education department are trying hard to stimulate students to use English effectively. Beside that, many students in English education department are very prone to encounter difficulties in speaking English, especially in pronunciation. This is because the sound system of the Indonesian

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<sup>1</sup>Ellis, R. *Second language acquisition*. (New York: Oxford University Press, 1997) p.87

<sup>2</sup>Gilakjani, P.H. *A study on the situation of pronunciation instruction in ESL/EFL classrooms journal of studies in education*. ( Journal of Studies in Education, 2011) p. 73-83.

<sup>3</sup>Garrigues, S. *Overcoming pronunciation problems of English teachers in Asia*. [On-line]. Available: <http://asianbridges.com/pac2/presentations/garrigues.html>



language is totally different from that of English. Where Indonesia itself is a country with many regional languages. Each regional language has a different pronunciation system.

After having interviewed with students in the first semester in English Education Department at UIN Raden Intan Lampung twice, the researcher has observed that the English pronunciation problems affected students in English Education Department who were studying Pronunciation in speaking subject.<sup>4</sup> The English pronunciation problems also impacted students' performance in classroom activities, their midterm and final tests, and grades.

As a student who learns the Pronunciation too, the researcher was found out the causes and factors affecting English pronunciation problems of students. The researcher would also like to meet the suitable solution or materials for solving problems as proposed by Yangklang that there are many methods and authentic teaching materials to improve students' pronunciation such as textbooks, tape recorders, televisions, exercises, drills, multimedia e.t.c.<sup>5</sup>

In addition, in the first semester, speaking for general purposes is the first level of speaking subject. In this phase, the students are expected to had speaking skill about the general scale and general vocabularies that they had learned in the senior high school. For the example is the students can speak about the general things like introduce theirself, describe something and the end of the course they are expected to read a news as the final task. Beside that, in speaking terms there is one part of the speaking become more important. We called it as pronunciation. Pronunciation becomes more crucial in speaking because it will determine the correct and incorrect of the word's meaning that students speak.

Despite all those courses which assisted them in speaking practices given through those classes, the students, however, were still assumed to encounter some English pronunciation problems in their task, it prove with the output of their process in doing the final project, they keep doing the mispronounced in some words, even though they have learned it in the senior high school and in some meeting in the speaking class.

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<sup>4</sup>Students' Interview in preliminary research, April, 15th 2021. Unpublished.

<sup>5</sup>Yangklang, W. *Improving English final /-l/ pronunciation of Thai students through Computer-Assisted Instruction program*. (Doctoral dissertation, Suranaree University of Technology. Thailand, 2009)

These are the examples of several words that students commonly made a mistake.<sup>6</sup>

Position	Word	The correct pronunciation	The students' pronunciation
Initial	View	/vju:/	/fju:/
	Very	/'veri/	/'fəri/
Medial	Investigate	/ɪn'vestɪgeɪt/	/ɪn'fɛstɪgeɪt/
	Seven Divide	/'sɛv(ə)n/	/'sɛfən/
	Level	/dɪ'vaɪd/	/dɪ'faɪd/
	Convey	/'leɪv(ə)l/	/'ləfəl/
Final	Of Five	/ɒv/, /(ə)v/	/ɒf/
	Solve	/faɪv/	/faɪf/
		/sɒlv/	/sɒlf/

The problems of pronunciation needs to investigate in English departement study program because in this major the students are speak English. In indonesia, English is a foreign language. That is why English foreign language students find some difficulties in pronouncing English pronunciation. This is due to the assumption that mispronunciations were still frequently performed by the first year students of English Department in their speaking practices.

The speaking practices in the first semester was chosen to take into account because it obliged the students to perform their abilities, which to know their problem and it will be fixed in the next level of speaking class that is in the second semester and third semester that are expected to have good speaking skill.

Studies in this field have been conducted several times nowadays. For instances, the research was done by Wildan with the title English pronunciation problems encountered by Indonesian advanced students.<sup>7</sup> Next, Alimemaj has investigated the English phonological problems encountered by Albanian learners.<sup>8</sup> After that, Malah and Rashid have analyzed the contrast of the segmental phonemes between English and

<sup>6</sup>Students' Interview in preliminary research, April, 20th2021. Unpublished.

<sup>7</sup>M, Wildan Habibi. *English pronunciation problems encountered by Indonesian advanced students*, UIN Maulana Malik Ibrahim Malang, 2015), p.9

<sup>8</sup>Alimemaj, Z. M. *European Scientific Journal. English Phonological Problem Encountered By Albanian Learners*, (2014), p.159-164.

Hausa Language.<sup>9</sup> Then, a research on such fields also needs conducting among Indonesia learners to investigated what pronunciation problems encountered by Indonesian learners. Rosyidah has examined the pronunciation problems in Language Morning Program held in Islamic Boarding School of UIN Maulana Malik Ibrahim Malang.<sup>10</sup> Andi-Pallawa also has done a research of pronunciation problems encountered by Indonesian learners by doing a comparative analysis between both languages.<sup>11</sup>In harmony with the statements above, it can be concluded that many studies of pronunciation has done. The differences between previous studies and the researcher's study is the level of students. where, most of the fields studied are on advanced level. Meanwhile, the level of student in this research is student in basic level (first semester). Furthermore, the similarity between the researcher's study and previous studies is the analyzed pronunciation problems.

Further, this study also aimed to discover the very problematic English sounds so that the subject had to be those who were really trained to has good English pronunciations. Finally, the students'presentation of their final projects are chosen because they should pass the courses to continue to the next level of speaking subject which they are expected to have a good English speaking skill with a good pronunciation. Thus, the discovery of this study would be the English sounds which were very problematic since they has performed by those who has trained for English speaking through those courses.

In this research, the researcher tried to found out the English sounds often mispronounced by the English departement first year students of UIN Raden Intan Lampung so that such pronunciation problems could be taken into account. This will help Indonesians who are teaching or and studying English pronunciation as the English sounds often mispronounced have already been identified so that they will be more aware of those mispronunciations.

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<sup>9</sup>Malah, Z., & Rashid S. M. International Journal of Languages, Literature and Linguistics. *Contrastive Analysis of the Segmental Phonemes of English and Hausa Languages*, (2015), p.106-112

<sup>10</sup>Rosyidah, R. U. *An Analysis of Phonetic Interferences on Students' English Pronunciation in Shobahul Lughoh Program of Ma'had Sunan Ampel Al Aly* ( Unpublished thesis), UIN Maulana Malik Ibrahim Malang, 2015), p.2

<sup>11</sup>Andi-Pallawa, B. International Journal of English Language Education. *A Comparative Analysis between English and Indonesian Phonological Systems*. (2013). p.103-129.

## **B. Identification of the Problem**

Based on the background of this study, the research problem are:

1. First year students of English study program in UIN Raden Intan Lampung still find difficulties in pronouncing English words especially in consonants.
2. First year students of English study program in UIN Raden Intan Lampung often make errors in pronouncing English words in vowels.

## **C. Limitation of the problem**

In this research, the researcher was focus on analyzed mispronounced of the segmental features of English phonemes containing consonants and vowels. In consonant, the researcher concern on [v], [f],[θ] and [ð] In vowel, the researcher concern on [ɪ] and [i:].The researcher chose the sound of the letters because there were many students who often mispronounced them.

## **D. Formulation of the problem**

The formulation the problems as followed:

1. How are the students's error in pronouncing of English sounds containing consonants ([v], [f],[θ] and [ð]) and vowels ([ɪ] and [i:]) mispronounced by the first year students of English Departement Study Program in UIN RIL?
2. How are the sources of the students's error in pronouncing of English sounds containing consonants ([v], [f],[θ] and [ð]) and vowels ([ɪ] and [i:]) mispronounced by the first year students of English Departement Study Program in UIN RIL ?

## **E. Objective of the problem**

The purpose of this research is to find out how the segmental features of English sounds containing consonants and vowels mispronounced by first year students of English Departement Study Program of UIN RIL.

## **F. Significance of the Research**

The significance of the research is described in three parts. Those parts are theoretically, practically and pedagogically:

1. Theoretically, the result of the research are expected to be used to support the theory which would be explained in the next chapter



and expected to provide information about Analysis Of English Pronunciation Problem Encountered By First Year Students Of English Study Program in UIN RIL

2. Practically, to make first year students aware their ways in pronouncing English. It is used to reduce the errors made in pronouncing English in segmental feature.

### **G. Scope of the Research**

The researcher limits the research as follow:

1. Research Subject

The subject of this research is the first year students of English Study Program of Teacher and Training Faculty of UIN Raden Intan Lampung

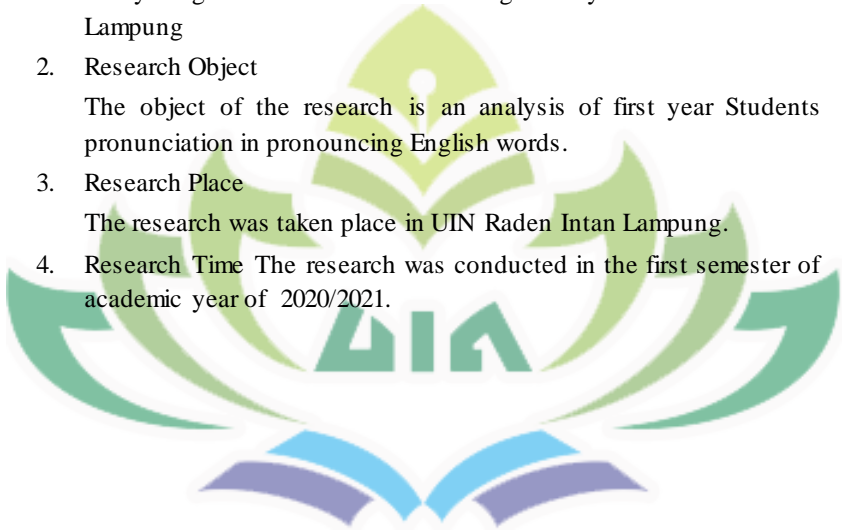
2. Research Object

The object of the research is an analysis of first year Students pronunciation in pronouncing English words.

3. Research Place

The research was taken place in UIN Raden Intan Lampung.

4. Research Time The research was conducted in the first semester of academic year of 2020/2021.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Error

Explaining about definition of errors, Erdogan says that “An error is the use of linguistic item in a way that fluent or native speaker of the language regards it as showing faulty or incomplete learning”.<sup>12</sup> It means error can be happen because the learner does not know what is correct and cannot correct by himself. An error has a different with a mistake, where the mistake is the learner make mistake in learning writing or speaking because less of attention, exhausted, carelessness or some aspect of performance. To different between error and mistake the writer suggest to ask the learner to try to correct his own faulty statement, if he is cannot to correct it the it call by an error, but where he is successful, they are a mistake. The error in pronouncing English may be viewed as a part of learning English process to the people whospeak English as a foreign language. Because by the errors, they will learn how to correct pronounce in English.

#### B. Error Analysis

According to Claire error analysis is one of the first methods used to investigate student languages.<sup>13</sup> It analyzes or investigates, classifies, and interprets the language errors of students made by students. In language study phases, students will not always use correct English. They will make mistakes too, when writing or speaking more freely the they will make an error. Therefore here the writer will explain about the definition of error analysis. There are many importance of error analysis in the teaching of English as a foreign language, although errors are bad things in learning English as a foreign language.

According to Sunardi Hasyim “error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, where as for teachers, it is required to evaluate themselves whether they are

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<sup>12</sup>Erdogan, V. *Contribution of Error Analysis to Foreign Language Teaching* (Mersin University, 2000) P. 263

<sup>13</sup>Burns, A. and Claire S. *Clearly speaking Pronunciations in actionforters*, (Sydney: National Center for English Language Teaching and Research, 1994), P.68

successful or not in teaching English”.<sup>14</sup>And from other expert, according to Ellis “Error analysis is a procedure used by both researcher and teachers, it involves data collection data, identification, description, classification, and evaluation of error”.<sup>15</sup>

After talking much about error analysis in language learning, the writer then conclude that error analysis is required in developing or increasing the techniques in teaching English. By doing the error analysis, a teacher can concentrate on the materials in which most learners made error, a teacher can also evaluate himself whether he succeeds in teaching or not, and finally he can improve his techniques in teaching by preparing systematic materials.

### C. Step of Error Analysis

From statement Ellis above conclude that error analysis has methodology involving some procedure to do. There are number of steps taken in conducting an error analysis :

1. Collecting data: the first stage of error analysis is „collecting data, it must to collect the relevant data at this stage. Data may be written or spoken, general or specific.
2. Identification Error: then the existing errors the collecting data are identified. it means distinguish or different errors . For this errors are distinguished from mistake in general.
3. Description error: after all the errors have been identified, they can be described.
4. Explanation of errors: while explaining the error try to find out the different sources of errors. the sources of errors are classified as intralingual ( the negative transfer of items within the target language) and interlingual (negative influence of the mother tongue of learners.
5. Remediation or correction of errors: in the remediation and correction of errors, the teachers correct the errors or the learners made correct themselves.

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<sup>14</sup>Sunardi Hasyim. *Error Analysis In The Teaching Of English*, (Universitas Kristen Petra 2002).p.42. ([Http://Puslit.Petra.Ac.Id/Journals/Letters/](http://Puslit.Petra.Ac.Id/Journals/Letters/)).

<sup>15</sup>Ellis Rod, *Error And Errors Analysis In Second Language Acquisition*.( New York: Oxford University Press) p. 15-18

## D. Pronunciation

According to Oxford Advanced Learners' Dictionary, pronunciation is defined as the way of how a language is spoken.<sup>16</sup> It means that by pronouncing some words, people are utilizing a language that they can communicate with others as pronunciation is the way of the language is spoken. Pronunciation is the first and most important thing for native speakers notice during a conversation.<sup>17</sup> This means that pronunciation is the speech production that creates meanings. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly.<sup>18</sup>

When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other by means that in order that the listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo misunderstanding caused by the incorrect pronunciation. This is because speech sounds, in a language is distinctive units that different sounds can lead to different meanings.<sup>19</sup> The sound of language is studied in the so-called phonology.

## E. The Importance of Pronunciation

Pronunciation is very much a “must” skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are 3 very important ones.<sup>20</sup>

1. **Perceived Competence.** Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost a job, a relationship or just be plain frustrating.

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<sup>16</sup>Hornby, A. S. *Oxford Advanced Learner's Dictionary 7<sup>th</sup> Edition*. (New York: Oxford University Press, 2005).

<sup>17</sup>Sunai Kwandee, Journal, *Building Up Awareness Of Pronunciation And Connected Speech For The Improvement Of Thai Students' Accent When Speaking English*. (Rajamangala University of Technology Srivijaya, Rattaphum College, Songkhla, Thailand, 2012)., p. 3 accessed on 13th Mar 2018.

<sup>18</sup>Szynalski, T. P. (n.d.). *Learning English Pronunciation*. Retrieved March 3, 2016 from <http://www.antimoon.com/how/pronunc.html>

<sup>19</sup>Yule, G. *The Study of Language*. (New York: Cambridge University Press, 2010)

<sup>20</sup>English Central The Official Blog. (<https://Blog.Englishcentral.Com/2015/02/22/The-Importance-Of-Pronunciation-For-Language-Learners/>)



2. **Clarity & Intelligibility being understood.** Communication, especially in today's international world of school and business is so important. Pronunciation mistakes may impact from being understood and affect your results at school and in business.
3. **Pronunciation helps acquire English faster.** The earlier people focus and master the basics of English pronunciation, the faster they become fluent. The ear is so important in this process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on. There are some reasons above why pronunciation is important. Besides that, pronunciation also increasing pronunciation shows that students have become more like native in their categories perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them example like improved reading aloud. According to AMEP research center "The importance of pronunciation is the way we speak immediately conveys something about ourselves to the people around us".<sup>21</sup> In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Therefore more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill.

Pronunciation is generally much easier to learn at early age, but some people are not naturally learn pronunciation as they go along. According to Cruz Ferreira in Judi B Gilbert says "Anyone who has had close daily contact with young children along their first years of life knows that language does not come easy to the them, because there is motivation with a clear purpose behind it".<sup>22</sup> It means if pronunciation learning in early age the child so easy to accept the new language from people around him like his parent and family, but in student the longer a teacher ignores the subject, the less his/her students will ever be able to learn about it.

The conclusion from the importance of pronunciation is understanding what the students mean to communicate is much more important than the accent they use when communicating between people around and also giving facility to people when looking for job in outside of the country.

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<sup>21</sup>AMEP Research Center. *Pronunciation 1*, (Australia:, 2002) P.1. (<http://www.nceltr.mq.edu.au/pdamep> )

<sup>22</sup>Judi B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press,2008), p.43.

## F. Factors that Effect pronunciation in learning

Many students have difficulty in pronunciation of the English Language, most likely to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them.

According to Joanne Kenworthy, factors that affect pronunciation learning there are:<sup>23</sup>

1. The native language: the more differences native language, the more difficulties the learner will learn English pronunciation. People from many different language background can and do will get a near-native pronunciation in English and to deny the role of other factors.
2. The age factor: many cases of adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they lived in the foreign country for many years.
3. Amount of exposure: amount of exposure to English the learner receives the pronunciation skill. If the learner is surrounded by English this should affect pronunciation skill. But when learner is not living in an English-speaking environment then there is no advantage.
4. Phonetic ability: one study has indicated that those with good phonetic abilities benefit from pronunciation exercise, tasks in which particular sounds are heard and the learner has to imitate again and again.
5. Attitude and identity: it has been claimed that factors such as a person's sense of identify and feelings of group affiliation (branch) are strong determiners of the acquisition of accurate pronunciation of a foreign language.
6. Motivation and concern for good pronunciation: if people do not care about particular task or don't see the value of it, they won't be motivated to do well. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty or misunderstanding for the listener.

From the above statement states that if someone want to learn about English pronunciation they must needs a lot of „aim“ for give themselves motivation to learn this skill.

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<sup>23</sup>Ken Worthy, Joanne, *Teaching English Pronunciation*. (New York Longman Group, 2002). P.4-8.

## G. Aspect of Pronunciation

According to Joanne Ken worthy the aspects of pronunciation are:<sup>24</sup>

1. Combinations of sounds: some sounds occur in group. Example two consonant occur at the end of word „salt“. When this happen within a word it is called by a consonant clusters.
2. Linkage sounds: when people speak, they generally do not pause between each word, but move smoothly from one word to the next. Example: the sentence “not at all”, when said in this natural way, speakers don’t pause between the words, but move smoothly from the „t“ sounds at the end of „not“ and „at“ to the vowel sounds at the beginning of „at“ and „all“. In fact, when most speakers say the last word of the phrase it sound like the word “tall”.
3. Word stress: when an English word has more than one syllable, one of these is made to stand out more that the other. Example: in word „table“, „isn’t“, and „any“ the first syllables are stressed.
4. Rhythm: English speech resembles music in that is has a beat. There are groups of syllables, just like bars of music and within each group there are strong and weak beats. Strong beats fall on nouns, verbs, adjectives and adverb. Weak beats fall on prepositions, articles an pronouns.

Example:

‘What do you think of it?’

DA da da DA da da

5. Weak forms: when a word has special pronunciation in unstressed position. Example: the article „The“, when said by itself or stressed the vowel will sound like the word „me“, but when it unstressed the vowel made with the lips and tongue in neutral.
6. Sentences stress: giving an extra stress word in the sentence. Example in this conversation:

A: there’s plenty of salt

B; there isn’t any salt on the table

In above conversation, B give extra stress to „table“, the meaning: „there may well be salt, but I want to point out to you that there isn’t any in particular place –on the table“. This aspect called by sentence stressed.

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<sup>24</sup>Ken Worthy, Joanne, *Teaching English Pronunciation*. (New York Longman Group, 2002.) P.9-11.

7. Intonation: speech is also like music in that it uses changes in pitch. Speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. So speech has a melody called by intonation.

From the statements above that the voice has a different character. Moreover, when we speak English it would sound with a kind word to follow what the word.

## H. Problem of Pronunciation

Mispronunciation is defined as the act or habit of pronouncing a word in a way that is considered as nonstandard, unconventional, or faulty. In addition, Lems, Miller and Soro explained that students may mispronounce the words because there are some sounds that do not really exist in the students' first language or it can be caused by the letters they are trying to pronounce have different sounds in their foreign language, which is English.<sup>25</sup>

## I. Phonology

Linguists have promoted various definitions of the term phonology.<sup>26</sup> Remarks that phonology is the study that focuses on how the sound units in a language can be distinctive, the pattern which is formed, and the regulation ruling their use. According to David Odden, Phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of language structure.<sup>27</sup> It is basically the description of the systems and patterns of speech sounds in a language concerning with the abstract or mental aspect of the sounds in language instead of actual physical articulation of speech sound.<sup>28</sup> Phonology deals with how sounds function in relation to each other in a language.<sup>29</sup> Besides, phonology is concerned with the range and function of sounds in specific languages and with the rules

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<sup>25</sup>Lems, Kristin, Leah, D. Miller, Tenena M. Soro. *Teaching Reading to English Language Learners: Insights from Linguistics*. Guilford Press, 2010)

<sup>26</sup>Roach, P. *English Phonetic and Phonology: A Practical Course (4th Edition)*, (New York: Cambridge University Press, 2009).

<sup>27</sup>David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005), p.2

<sup>28</sup>Yule, G. (1985). *Introduction to Linguistics*. Cambridge: Cambridge University Press.

<sup>29</sup>Szynalski, T. P. (n.d.). *Learning English Pronunciation*. Retrieved March 3, 2016 from <http://www.antimoon.com/how/pronunc.htm>

which can be written to show the types of phonetic relationships that relate and contrast words and other linguistic units.<sup>30</sup> On the whole, phonology is one of the branches of linguistics that studies about how sounds occur together with other sound in a certain language.

As phonology deals with the occurrence of some sounds, there always appears a condition when a sound is surrounded by other sound. It is so-called phonological environment. Phonological environment is described as the sounds which are surrounding a target sound in a word.<sup>31</sup> For instance, the vowel [ɪ] in the word “with”/wɪð/ is surrounded by two consonants. The vowel [ɪ] is preceded by the consonant [w] and is followed by the consonant [ð]. In simplicity, phonological environment is the preceding and the following sounds of a target sound.

## J. Phonetics

Phonetics is the study of full range of human beings’ vocal sounds.<sup>32</sup> McMahon stated that phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages.<sup>33</sup> More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world’s languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearers’ ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology.

## K. Segmental Feature

According to Carr segmental phonology is the study of segmental phenomena such as vowel and consonant allophones.<sup>34</sup> Some phonologists argue that segments are an artifact stemming from our knowledge of alphabetic writing systems. Others argue that the idea of

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<sup>30</sup>Crystal, D.A *Dictionary of Linguistics and Phonetics sixth edition.*(Oxford: Blackwell Publishing,2008)

<sup>31</sup>Hayes, B*Introductory Phonology.*( Malden: Wiley Black-Bell,2009)

<sup>32</sup>Kenstowics, M., & Kisseberth, C. *Generative Phonology: Description and Theory* New York: Academic Press.

<sup>33</sup>MacMahon, A.*An Introduction to English Phonology.*(Edinburgh: Edinburgh University Press,2002)

<sup>34</sup>Carr, P. *A Glossary of Phonology.*(Edinburg: Edinburg University Press,2008)

segments is not a mere artifact, but that segments are psychologically real objects which enter into the speech planning process, and are reflected in slip of the tongue phenomena.

## L. Suprasegmentals

In pronunciation, learners also need to understand about suprasegmental features in enhancing the quality of pronunciation mastery. It is not only developing the correctness of pronunciation but more about understanding the meaning of speakers. The emphasis on one word in the English conversation sentence certainly has a strong meaning to be conveyed. While intonation will determine whether the sentence has the meaning of the question, command or statement. Stress and intonation in English are part of suprasegmental features. Clark, Yallop and Fletcher inform that suprasegmentals can be referred as prosodic features or nonsegmental features.<sup>35</sup> They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments.

According to Longman Dictionary of Applied Linguistic, suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Stress is the emphasis on a particular syllable in one word.<sup>36</sup> Every word that has two or more syllables always has stress when reading it in one of its syllables. Not only in words is stress but also in sentences. It would sound strange if in one sentence there is no stress in one or several words in it. Because the stress on certain words in a sentence can make others more easily understand what is being said.

Suprasegmental features usually are listed either as the set of features consisting of speech, stress and quantity or defined as features whose domain extends over more than one segment.<sup>37</sup> Neither definition is completely adequate. If suprasegmental to be defined with reference to their domain, then pitch, stress, and quantity would not qualify as suprasegmentals when they happen to be manifested over a single segment. On other hand, there are other features whose domain is larger than a single segment, that do not function in the same way as do the

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<sup>35</sup>Clark, J., Yallop, C. and Fletcher J. *An Introduction to Phonetics and Phonology* 3rd ed, (Victoria: Blackwell, 2007) P.39

<sup>36</sup>Richard, J., Platt, J., and Weber, H. *Longman Dictionary of Applied Linguistics*. (Essex: Longman House, 1985) P.281

<sup>37</sup>Norman, J. Lass. *Contemporary issues in experimental phonetics* (London: Academic Press, 1976) p.225



suprasegmentals (cf., for example, the palatalization of a consonant cluster in such a manner that the palatalization extends over all segments constituting the cluster). If it is true that stress, pitch, and quantity behave in a way that sets them apart from features determining segmental phonetic quality, the definition should be revised.

It appears that suprasegmental features relate to segmental features by constituting an overlaid function of the inherent features. *Inherent features* can be defined with reference to a segment itself.<sup>38</sup> The fundamental frequency of an inherently voiced segment, besides characterizing the segment as voiced, also may serve to signal a tonal or international pattern. To be recognizable as a segment, every segment has certain duration in the time domain; at the same time, that duration may be contrastive (e.g., characterize the segment as being distinctively short rather than long). Every segment also has a certain amount of intensity; whatever the acoustic and psychological correlates of stress, they consist in intensifying phonetic factors already present in a lesser degree.

Furthermore, suprasegmental features differ from segmental features by the fact that suprasegmental features are established by a comparison items in sequence, whereas segmental features are identifiable by inspection of the segment itself. For example, the rounding of a vowel in a sequence of rounded vowels can be established for each vowel without comparing that vowel with preceding or following vowels; the stressiness of a vowel cannot be established without reference to other vowels that carry relatively weaker stress. Thus the differences between suprasegmental features and segmental features are simultaneously differences of kind and differences in degree.

### 1. English Consonants

Crystal defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produced.<sup>39</sup> Humans employ speech organs in producing consonants that the term “articulation” is used to most to address consonant production.<sup>40</sup>

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<sup>38</sup>*Ibid*

<sup>39</sup>Crystal, D.A *Dictionary of Linguistics and Phonetics sixth edition.*(Oxford: Blackwell Publishing,2008)

<sup>40</sup>Daniel, A., Dawson, O., Dilip, A., Kahanda, I., Kris, G., & Ragel, R. (2014).*Difference Between Articulation and Pronunciation.* Retrieved March 3, 2016

Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [ʔ], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and [j].

Discussing about consonant classification will lead to three questions: voicing, place of articulation and manner of articulation.

## 2. Voiced and Voiceless consonants

According to Yule, inside the larynx are the vocal cords, which take two basic positions.<sup>41</sup>

- a. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as **voiceless**. Voiceless consonants will not give a vibration on the Adam's apple.
- b. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as **voiced**. Voiced consonants will give a vibration on the Adam's apple.

## 3. Place of articulation

Regarding the place of articulation occupied to produce the consonants, Yule classifies consonants into<sup>42</sup>:

- a. Bilabials  
These consonants are produced through upper (bi) and lower (labia) lips. The consonants which are categorized bilabial are [p], [b], [m] and [w].
- b. Labiodentals  
These consonants are produced through the upper teeth and the lower lip. The consonants which are categorized labiodental are [f] and [v].
- c. Dentals  
Dental consonants are produced by placing the tongue tip behind the upper front teeth. The consonants which are categorized dental are [θ] and [ð].

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available on <http://www.differencebetween.com/difference-between-articulation-and-vs-pronunciation/>

<sup>41</sup>Yule, G. *The Study of Language*. (New York: Cambridge University Press, 2010)

<sup>42</sup>*Ibid.*, p. 27-30

## d. Alveolars

Alveolar consonants are produced through the front part of the tongue placed on the alveolar ridge. The consonants which are categorized alveolar are [t], [d], [s], [z], [n], [l] and [r].

## e. Palatals

These are produced by placing the tongue at the very front of the palate, which is near the alveolar ridge. The consonants which are categorized palatal are [tʃ], [dʒ], [j], [ç] and [j].

## f. Velars

The production of velar consonants is done by placing the back of the tongue against the velum. The consonants which are categorized velar are [k], [g] and [ŋ].

## g. Glottal

This is produced without the active of the tongue and other parts of the mouth. This sound is produced in the glottis - a space between the vocal cords and the larynx. [h] is the glottal consonant.

#### 4. Manner of Articulation

Based on the manner of articulation, Yule divides consonants into<sup>43</sup>:

## a. Stops or plosives

Of the sounds which have already been mentioned, the set [p], [b], [t], [d], [k], [g] are all produced by some form of “stopping” of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from a blocking or stopping effect on the air stream, is called a stop (or a “plosive”). A full description of the [t] sound at the beginning of a word like ten is as a voiceless alveolar stop. In some discussions, only the manner of articulation is mentioned, as when it is said that the word bed, for example, begins and ends with voiced stops.

## b. Fricatives

The manner of articulation used in producing the set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and the resulting sounds are called fricatives. The

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<sup>43</sup>Yule, G. *The Study of Language*. (New York: Cambridge University Press, 2010) p. 31-33

usual pronunciation of the word *fish* begins and ends with the voiceless fricatives [f] and [ʃ]. The word *those* begins and ends with the voiced fricatives [ð] and [z]. The sound [h], as in *Hi* or *Hello*, is voiceless and also usually included in the set of fricatives.

c. Affricates

If a brief stopping of the air stream and an obstructed release are combined which causes some friction, it will be the way to produce the sounds [tʃ] and [dʒ]. These are called affricates and occur at the beginning of the words *cheap* and *jeep*. In the first of these, there is a voiceless affricate [tʃ], and in the second, a voiced affricate [dʒ].

d. Nasals

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce [m], [n] and [ŋ], the sounds are described as nasals. These three sounds are all voiced. The words *morning*, *knitting* and *name* begin and end with nasals.

e. Liquids

The initial sounds in *led* and *red* are described as liquids. They are both voiced. The /l/ sound is called a lateral liquid and is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The [r] sound at the beginning of *red* is formed with the tongue tip raised and curled back near the alveolar ridge.

f. Glides

The sounds [w] and [j] are described as glides. They are both voiced and occur at the beginning of *we*, *wet*, *you* and *yes*. These sounds are typically produced with the tongue in motion (or “gliding”) to or from the position of a vowel and are sometimes called semi-vowels.

g. Glottal Stops and Flaps

There are two common terms used to describe ways of pronouncing consonants which are not included in the chart presented earlier. The glottal stop, represented by the symbol [ʔ], occurs when the space between the vocal folds (the glottis)

is closed completely (very briefly), then released. When someone says the expression Oh oh!. Between the first Oh and the second oh, he typically produces a glottal stop. Some people do it in the middle of Uh-uh (meaning “no”), and others put one in place of “t” when they pronounce Batman quickly. A glottal stop can also be produced when saying the words butter or bottle without pronouncing the “-tt-” part in the middle.

If, however, someone pronounces the word butter in a way that is close to “budder,” then he is making a flap. It is represented by [d] or sometimes [ɾ]. This sound is produced by the tongue tip tapping the alveolar ridge briefly. Many American English speakers have a tendency to “flap” the [t] and [d] consonants between vowels so that, in casual speech, the pairs ladder and ladder do not have distinct middle consonants. Nor do writer and rider, metal and medal. They all have flaps. The student who was told about the importance of Plato in class and wrote it in his notes as playdough was clearly a victim of a misinterpreted flap.

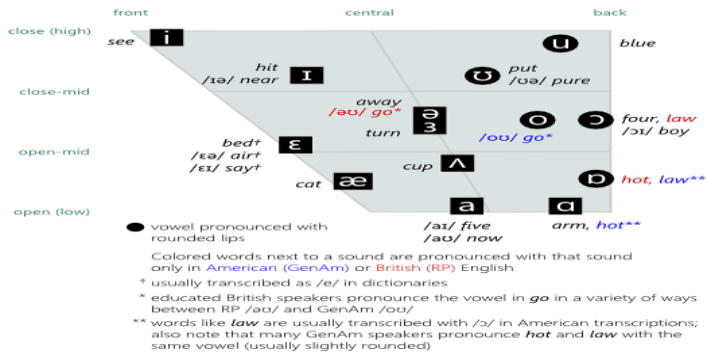
### 5. English Vowels

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels.<sup>44</sup> As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowels.

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<sup>44</sup>Jones, Daniel. *An Outline of English Phonetics*. (Cambridge: Cambridge University Press, 1978), p. 12

**Figure 1**  
**Vowel Chart (Szynalski, n.d.)**



The vowel classifications, based on the parts of the tongue are<sup>45</sup>:

- Front vowels: the vowels produced by raising the front part of the tongue to the hard palate.
- Back vowels: the vowels produced by raising the back part of the tongue to the soft palate.
- Central vowel: the vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

Based on the height of the tongue, vowels fall under four classifications (Jones, 1983, p. 32):

- Close vowels are those produced by which the tongue is raised as high as possible consistently with the sound remaining vowels.
- Open vowels are those produced by which the tongue is positioned as low as possible.
- Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.
- Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

Based on the length, vowels are classified into two categories:<sup>46</sup>

<sup>45</sup>*Ibid.* p. 32

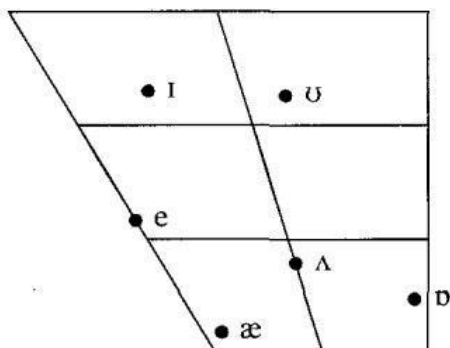
<sup>46</sup>Roach, P. *English Phonetic and Phonology: A Practical Course (4th Edition)*, (New York: Cambridge University Press, 2009).



## a. Short Vowels

There are six vowels. It can be seen in this following figure.

**Figure 2**  
**Short Vowels**



The vowel [ɪ], as in the words 'bit', 'pin' and 'fish' is in the close front area and is more open, and nearer in to the centre. The lips are slightly spread. The vowel [e], as in the words 'bet', 'men', and 'yes', is a front vowel between. The lips are slightly spread. The vowel [æ], as in the words 'bat', 'man', and 'gas', is a front vowel. The lips are slightly spread. The vowel [ʌ], as in the words 'cut', 'come', and 'rush', is a central vowel and is more open than the open-mid tongue height. The lip position is neutral.

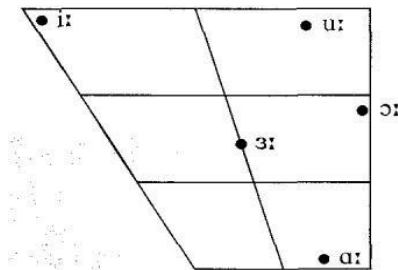
The vowel [ɒ], as in the words 'pot', 'gone', and 'cross', is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded. The vowel [ʊ], as in the words 'put', 'pull', and 'push', is slightly open and near to central. The lips are rounded. There is one other short vowel, for which the symbol is [ə]. This central vowel is heard in the first syllable of the words 'about', 'oppose', and 'perhaps', for instance.

## b. Long vowels

Long vowels tend to be pronounced a bit longer than the short vowels.<sup>47</sup> There are five long vowels as seen in the following figure

<sup>47</sup>Roach, P. *English Phonetic and Phonology: A Practical Course (4th Edition)*, (New York: Cambridge University Press,2009)

**Figure 3**  
**Long Vowels**



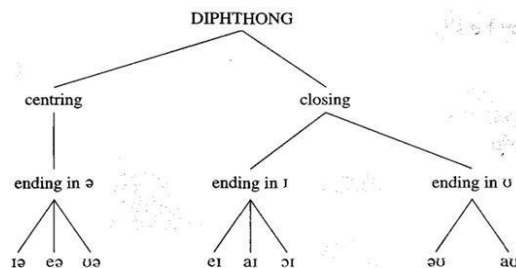
The vowel [i:], as in the words 'beat', 'mean', and 'peace', is closer and more front than is the short vowel [ɪ]. Although the tongue position is not much different from the short vowel [ɪ], the lips are only slightly spread and this results in a rather different vowel quality. The vowel [ɜ:], as in the words 'bird', 'fern', and 'purse', is a mid-central vowel. The lip position is neutral.

The vowel [ɑ:], as in the words 'card', 'half', and 'pass', is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral. The vowel [ɔ:], as in the words 'board', 'tom', and 'horse', is almost fully back and it has quite strong lip - rounding. The vowel [u:], as in the words 'food', 'soon', and 'loose', is less back and less close compared to the vowel [ɔ:]. The lips are only moderately rounded.

## 6. English Diphthong

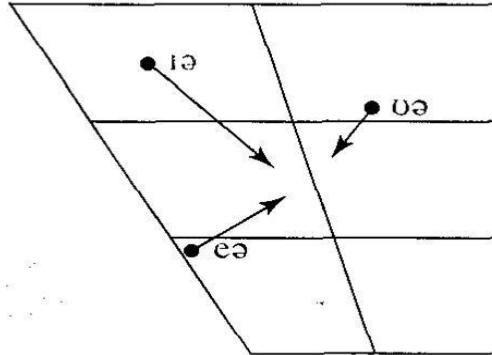
Jones (defines diphthong as another branch of vowel produced gliding from one position of vowel to another. According to Roach (2009), there are eight diphthongs. It can be seen in the following figure.

**Figure 4**  
**Diphthong**



The centering diphthongs glide towards the [ə] vowel. It can be seen in the following figure.

**Figure 6**  
**Centering Diphthong**

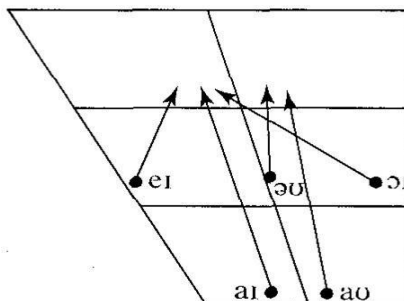


The diphthong [ɪə], as in the words 'beard', 'weird', and 'fierce', starts the point in a little closer position than [ɪ], as in the words 'bit' and 'bin'. The Diphthong [eə], as in the words 'aired', 'cairn', and 'scarce', begins with a vowel sound that is more open than the [e], as in the words 'get' and 'men'. The Diphthong [ʊə], as in the words 'moored', 'tour' and 'lure', starts the point in a similar position to [ʊ], as in the words 'put' and 'pull'. Many speakers pronounce /ɔ:/ instead.

Roach remarks that the closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

Three of the diphthongs glide towards [ɪ], as described below:

**Figure 7**  
**Closing Diphthong**



The diphthong [eɪ], as in the words 'paid', 'pain' and 'face', starts the point in the same as the [e] of 'get' and 'men'. The diphthong [aɪ], as in the words 'tide', 'time', 'nice') begins with an open vowel which is between front and back; it is quite similar to the [ʌ] of the words 'cut' and 'bun'. The diphthong [ɔɪ], as in the words 'void', 'loin', 'voice', begins with is slightly more open than [ɔ:] in 'ought' and 'born'.

Two diphthongs glide towards [ʊ], so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

The diphthong [əʊ], as in the words 'load', 'home' and 'most', begins in the same as the "schwa" vowel [ə], as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards [ʊ], for which there is quite noticeable lip-rounding.

The diphthong [aʊ], as in the words 'loud', 'gown' and 'house', begins with a vowel similar to [ʌ]. Since this is an open vowel, a glide to [ʊ] would necessitate a large movement, and the tongue often does not reach the u position. There is only slight lip-rounding.

## 7. English Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.<sup>48</sup> For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /ɑ:/, goes onto a glide towards the back closer rounded area [ʊ], the ends with amid-central vowel [ə]. The symbol [ɑʊə] is used to represent the pronunciation of 'hour', but this is not always an accurate representation of the pronunciation.

### Phonetic Symbols in Oxford Dictionary English Consonants

Phonetic symbol is the alphabetic system of phonetic notation based primarily on Latin alphabet standardized by the International Phonetic Association as the representation of sounds of oral language (International Phonetic Association, 2015). The standardized phonetic symbol is so-called International Phonetic Alphabet (IPA). Roach states that the IPA is now used by many British dictionaries, including the Oxford English Dictionary and some learner's dictionaries such as the Oxford Advanced Learner's Dictionary and the Cambridge Advanced Learner's

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<sup>48</sup>Roach, P. *English Phonetic and Phonology: A Practical Course (4th Edition)*, New York: Cambridge University Press, 2009) p.29.

Dictionary to represent the pronunciation of words.<sup>49</sup> However, most American and some British dictionaries use some phonetic symbols which are different from the IPA to ease the users of English dictionaries.

[sh]for the IPA [ʃ] to reflect common representations of those sounds in. For example, Merriam-Webster, an American Dictionary, uses [y] for the IPA [j] and [sh]for the IPA [ʃ] to reflect common representations of those sounds in written English. This research, therefore, employs the phonetic symbols provided by the Oxford Advanced Learner's Dictionary as it preserves the IPA and that it is the commonly used dictionary among the BSI students. The following is the phonetic symbols of English consonants with example in words.

**Table 1**  
**English Consonants<sup>50</sup>**

p	Pen	/pen/
b	Bad	/bæd/
t	Tea	/ti:/
d	Did	/dɪd/
k	Cat	/kæt/
g	Get	/get/
tʃ	Chain	/tʃeɪn/
dʒ	Jam	/dʒæm/
f	Fall	/fɔ:l/
v	Van	/væn/
θ	Thin	/θɪn/
ð	This	/ðɪs/
s	See	/si:/
z	Zoo	/zu:/
ʃ	Shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	Hat	/hæt/
m	Man	/mæn/

<sup>49</sup>*Ibid*

<sup>50</sup>Hornby, A. S. *Oxford Advanced Learner's Dictionary 7<sup>th</sup> Edition*.(New York: Oxford University Press,2005) p.118

n	Now	/naʊ/
ŋ	Sing	/sɪŋ/
l	Leg	/leg/
r	Red	/red/
j	Yes	/jes/
w	Wet	/wet/

### English Vowels and Diphthongs

The following is the phonetic symbols of English vowels and diphthongs with example in words.

i:	See	/si:/
ɪ	Happy	/'hæpi/
ɪ	Sit	/sɪt/
E	Ten	/ten/
Æ	Cat	/kæt/
ɑ:	Father	/'fɑ:ðə(r)/
ɒ	Got	/gɒt/ (british english)
ɔ:	Saw	/sɔ:/
ʊ	Put	/pʊt/
U	Actual	/'æktʃʊəl/
u:	Too	/tu:/
ʌ	Cup	/kʌp/
ɜ:	Fur	/'fɜ:(r)/
ə	About	/'ə'baʊt/
eɪ	Say	/seɪ/
əʊ	Go	/gəʊ/ (british english)
oʊ	Go	/goʊ/ (american english)
aɪ	My	/maɪ/
ɔɪ	Boy	/bɔɪ/
aʊ	Now	/naʊ/
ɪə	Near	/'niə(r)/(britishenglish)
eə	Hair	/'heə(r)/ (british english)
ʊə	Pure	/'pjʊə(r)/(britishenglish)



### M. Communicative effect taxonomy

According to Dulay, Burt, and Krashen, there are four types of error: linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy.<sup>51</sup> This study is carried out to describe the types of pronunciation error in the term of segmental features on the communicative effect taxonomy by giving task.

The procedure of analysis of English pronunciation problems proposed by Corder includes collecting the data, identifying students' mistakes, classifying mistakes, explaining mistakes, and the last is evaluating mistakes.<sup>52</sup> The data are collected from the task that were given to the students. Then, it was identified and classified by used communicative effect taxonomy.

### N. Conceptual Framework

Talking about speaking cannot be separated from one aspect called pronunciation. Pronunciation becomes important when all students pronounce a word. when there is a pronunciation error, it will cause misunderstanding of the meaning of the word. This research is carried out at UIN Raden Intan Lampung. The students in English Education Department are demanded to study and improve their English especially in speaking skill in the aspect of pronunciation. Speaking subject is taught gradually. Students start studying speaking subjects from the first year students until the third semester students. In the first semester, it calls Speaking for General Purposes, in the second semester, it calls with Speaking for Specific Purposes and the last is Speaking for Academic purposes in the third semester. The students who passed and fulfilled the criteria of the speaking class in the first semester can continue to the speaking class in the second semester and so on.

The time for conducting the research is in the first semester. In the first semester, speaking for general purposes is the first level of speaking subject. Usually, at this level there are still many mistakes in the pronunciation of letters and words. Further, the students are expected to have a good pronunciation skill about the general scale and general vocabularies that they have learned in senior high school. For the example is the students can pronounce about the general words like verbs, noun,

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<sup>51</sup>Dulay, H., Burt, & Krashen, S. *Language Two*. (Oxford: Oxford University Press, 1982) P.146

<sup>52</sup>Ellis, Rod. *The Study of Second Language Acquisition*. (Oxford: Oxford University Press, 1994) P.48

adjective and the end of the course they are expected to read a news as the final task. As long as in the university based curriculum, students in the first semester need to achieve the basic competence of which is pronunciation inspeaking skill as the requirement to continue to the next level to the second years students of English Department Students.

Despite all those courses which assisted them in pronunciation practices given through those classes, the students, however, were still assumed to encounter some English pronunciation problems in their task, it prove with the output of their process in doing the final project, they keep doing the mispronounced in some words, even though they have learned it in the senior high school and in some meeting in the speaking class. The problems of pronunciation need to investigate in the English department study program because in this major the students speak English. In Indonesia, English is a foreign language. That is why English foreign language students find some difficulties in pronouncing English pronunciation. This is due to the assumption that mispronunciations were still frequently performed by the first year students of the English Department in their speaking practices.

Based on the previous research the study about phonological and pronunciation problems that encontered by Hausa students are so many factors as the problems, then the research on such fields also needs conducting among Indonesian learners to investigate what pronunciation problems encountered by Indonesian learners. The subjects of their researches were those who were mostly not demanded to have a good mastery in English speaking that they were not encouraged to have a good English pronunciation. Thus, every single sound of English would tend to be problematic. Then, the study aimed to discover the very problematic English sounds so that the subject had to be those who were trained to have good English pronunciations.

In this research, the researcher was tried to find out the English sounds often mispronounced by the English department first year students of Uin Raden Intan Lampungso that such pronunciation problems could be taken into account. This will help Indonesians who are teaching or and studying English pronunciation as the English sounds often mispronounced have already been identified so that they will be more aware of those mispronunciations.



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