



**Students' Pronunciation Errors:  
A Case Study of Universitas Negeri Semarang's Students of  
English Debate Course 2015**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *sarjana pendidikan*  
in English

by  
Nur Fitriyanti  
2201413174

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

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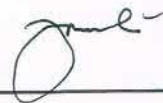
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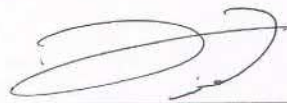


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NIP. 198306102010121002




---

3. **First Examiner**

Zulfa Sakhiyya, S.Pd., M.TESOL, Ph.D.

NIP. 198404292012122002



---

4. **Second Examiner**

Puji Astuti, S.Pd., M.Pd., Ph.D.

NIP. 197806252008122001



---

5. **Third Examiner**

Dr. Issy Yuliasri, M.Pd.

NIP. 196207131990032001



---

Approved by

Dean of Languages and Arts Faculty



---



Dr. Sri-Rejeki Urip, M.Hum.

NIP. 196202211989012001

### DECLARATION OF ORIGINALITY

Hereby, I

Name : Nur Fitriyanti

SRN : 2201413174

Department/major : English Language and Literature/ English Education

Faculty : Languages and Arts

Declare that the final project entitled "STUDENTS' PRONUNCIATION ERRORS: A CASE STUDY OF UNIVERSITAS NEGERI SEMARANG'S STUDENTS OF ENGLISH DEBATE COURSE 2015" is my own work and has not been submitted in any form of another degree or diploma at any university or other institute of territory education. Information derived from the published and unpublished work of others have been acknowledged in this text and a list of references are given in the bibliography.

Semarang, 30 July 2019



Nur Fitriyanti

## **MOTTO AND DEDICATION**

Great things never came from comfort zones

(Neil Strauss)

With the name of love, I dedicate this  
final project to:

- 1) My beloved parents, Madi and  
Sopiatun
- 2) My beloved husband, Joko  
Ardiyanto
- 3) My beloved brother and sisters,  
Wasilah, Nasiroh, Fahrudin
- 4) My beloved friends.

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Finally, I realizes that this final project is still far from perfect and still has so many weakness. Therefore, I would welcome any comments, criticisms, and suggestions for its improvement. Hopefully, this final project will be beneficial and useful for all readers.

Nur Fitriyanti

## ABSTRACT

**Fitriyanti, Nur.** 2019. *Students' Pronunciation Errors: The Case Study of Universitas Negeri Semarang's Students of English Debate Course 2015*. Final Project. English Department, Faculty of Language and Arts, Semarang State University. Advisor 1: Dr. Issy Yuliasri, M.Pd. Advidor 2: Puji Astuti, S.Pd., M.Pd., Ph.D.

**Keywords:** pronunciation errors, vowel, consonant

This study was conducted among students of English debate course in English Department of Universitas Negeri Semarang. The objectives of this study were to describe the pronunciation errors made by students of English debate course of English Department of Universitas Negeri Semarang 2015 and to know the relation between pronunciation errors and the students' dialect. The method of this study was case study method to know the unclear phenomena of the students pronunciation errors and the relation between students' erros and students' dialect. The subjects of this study were 25 students from debate class. The way they delivered their arguments were more natural because they more focus on their content of argument, agreement, or disagreement rather than their accuracy in pronunciation. The errors were identified during their performance. The questionnaire was used to know the students' language background. The result of the analysis data showed that: 59% vowels such as vowels /ɪ/, /ə/, /æ/, /i:/, /ɒ/, /e/, /ʌ/, /ɜ:/, /ɔ:/, /u:/, /eə/, /eɪ/, /oʊ/, /ɪə/, /aʊ/, /aɪ/, /ʊ/ and 41% consonants such as consonants /dʒ/, /ʃ/, /ð/, /θ/, /z/, /w/, /h/, /d/, /v/, /g/, /tʃ/, /ʒ/ were mispronounced by the students. There was a tendency of student's mother tongue interference in their English pronunciation. It is suggested that more drills are given in pronouncing the English words for accuracy, especially on the sounds that are commonly mispronounced.

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# **CHAPTER 1**

## **INTRODUCTION**

Chapter 1 deals with the introduction of the study. This chapter includes background of the study, reasons for choosing topic, research questions, purposes of the study, significance of the study, and limitations of the study.

### **1.1 Background of the Study**

Indonesia consists of more than six hundred local languages and one national language. Every local language has their own dialect and has become the characteristic of each region of Indonesia. Based on Roach (2009),” Dialect is refers to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word order” (p.14). For instance, the dialect of East Java is rather different with the dialect of Central Java. Sumarlam (2001) in Widodo (2013) states, “Javanese language that is used in Surabaya dominant with vowel a [ɔ]”.Meanwhile, the western region of Central Java is dominant with the vowel a [a]. Different regions of Java have different accent and dialect. Javanese people prefer speak local language as their first language in spite of their national language. Although some of them use Indonesia Language since they were children. As a matter of fact, Javanese people still keep their local language and use it for daily conversation until now. We know that English language is an important language used for international affairs. In fact, English language is chosen by the Indonesian government as first foreign language in Indonesia. English language is also one of the subjects of

national exam for Junior High School and senior high school. It has been taught to the students in Indonesia since Junior High School up to University. More than 100 universities in Indonesia have English Language Department. The English Department of Universitas Negeri Semarang is one of them. It has two study programs they are: English Education and English Literature.

The subjects of this study are 25 English Debate Course students of English Education of Universitas Negeri Semarang 2015. I intentionally chose the Universitas Negeri Semarang's students which most of them are Javanese because she was curious to find out how Javanese students pronunciation when they are speaking English language.

Learning English as a second language is not an easy thing for Indonesian students especially from Java. Fakhrunnisa (2015) states that Indonesian-Javanese may have problems in pronouncing the English words especially when their native languages do not have the same vowel inventories. English Language has 12 vowels and Indonesia has 6 vowels. Not only different number of vowel but also consonants. It is because English and Javanese language are from different language and not in the same families. Ramelan (1994) states, "The degree of difficulty in learning is also determined by the degree of difference between the two languages" (p. 4). The differences between two languages make the students face some difficulties which make some errors especially in pronunciation. O'Connor (2003) in Hassan (2014) notes that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. The way Indonesian students speak English sometimes are

different with the native English. Maybe it because some aspects. This study discussed whether they related to local dialect interference or not. However, I is interested in doing research about pronunciation. In this study I wants to know kind of students' pronunciation errors and correlation between students' dialect and the errors which students made.

### **1.2 Reasons for Choosing the Topic**

Spoken English is very important to be learned by the Indonesian-Javanese students to prevent misunderstanding with the foreigners when they are transferring information in the communication. But in reality, spoken English is difficult to be learned by them. Indonesian words are pronounced based on they are spelled while many English words are not pronounced the way they are spelled. For example, /das/ for does, /saikologi/ for psychology, and /*buku*/ for *buku*. Sometimes it makes Indonesian students confused to pronounce English words. It makes them anxious to pronounce English words because they are afraid for making some errors or mistakes. The learner of English as a second language is unaware of the existence of the particular system or rule in English language Khansir (2012). English language has many rules they are syntax, word formation, pronunciation, and other features of English language. While this study takes one of those rules that is pronunciation. Although some Indonesian-Javanese students are able in written English grammatically correct it does not mean that they are intelligible in spoken English. Pronunciation has a positive effect on learning a second language and learners can gain the skills they need for effective

communication in English Gilakjani and Ahmadi (2011). Indonesian-Javanese students should pay attention in pronunciation.

The way Indonesian pronounces the letter is different with native English. For example, Indonesian people pronounce the word read, it could be /reʌd/ while native English pronounce it /ri:d/. Then, the English words sometime have similar letters with the different sounds such as the word read in the present form and in the past form. The sounds could be /ri:d/ and /red/. While Indonesian language has the same sounds in the same words of different forms (present or past). It is Not only Indonesian language which is different with English language but also Javanese language. Though, they have similarity in phonology, semantics, morphology, etc. But, there are English sounds which cannot be found in Javanese sounds. Such as [æ], [i:], [ə:], [a:], [ɒ:], [u:], [eɪ], [aɪ], [ɒɪ], [eə], [oʊ], [ɪə], [ʊə], [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. They are vowels, diphthongs, and consonants. However, producing the sounds which do not exist in our native or national language is quite difficult. Those sounds do not exist in either Javanese or Indonesian and it could be difficult for Javanese students to produce those sounds. The ability of speaking English embodies the correctness of pronunciation and intonation and directly affects the appropriate communication in conversation Zang & Yin (2009). Having good pronunciation encourages the students to have good communication. In addition, having less in pronunciation makes the students anxious to communicate using English language. It makes I curious with the kinds of errors that debate students did in pronouncing English words. Especially the students of English Debate Course of English Department of Universitas Negeri

Semarang. In which those students have the same language background that is Indonesian-Javanese language but still they have their own dialect. In English Debate Course, the students must delivered their opinions using English language whether they have good pronunciation or not. So, they delivered the words they were used to pronounce whether it was right or not.

So, I chose the topic in this study not only because this study were suggested by the previous researcher but also I am interested in investigating the kinds of errors and the relation between those errors and the local dialect interference of the English Debate Course students of Universitas Negeri Semarang. Based on discussion above I had the following research entitled “Students’ Pronunciation Errors: The Case Study of Universitas Negeri Semarang’s Students of English Debate Course Year 2015”.

### **1.3 Research Questions**

The problems that are discussed in this research can be stated as follows:

1. What kinds of pronunciation errors are made by English Debate Course students of English Department of Universitas Negeri Semarang 2015?
2. Is there any relation between pronunciation errors and the students’ dialect?

### **1.4 Purposes of the Study**

The purposes of the study are:

1. To describe the pronunciation errors are made by English Debate Course students of English Department of Universitas Negeri Semarang 2015.

2. To know the relation between pronunciation errors and the students' dialect

### **1.5 Significance of the Study**

This study could be useful in giving information to the students or people who are learning English language that pronunciation is important. They will realize that error pronunciations can influence the meaning of language and made miscommunication between the speakers. Good communication can be achieved if the speakers have good pronunciation. By this study the reader will know is there any relation between the students' dialect and the errors they made. By looking the result of this research they will know the errors pronunciation of UNNES's English Debate Course students did. After they know the errors, the students can pay attention how to correct pronounce when they are speaking English. It can improve their speaking skills a lot. The result of this study can be used to conduct the similar research. I hope this study will be continued by the other researchers. The other researchers can conduct the research with the same themes in different topic.

### **1.6 Scope of the Study**

In this study, I only discuss the vowel and the consonant errors that were pronounced by the students. The students were 25 English Debate Course students of English Department, Universitas Negeri Semarang 2015. The language that was used by the students was English language.

## **1.7 The Outline of the Study**

This final project consists of five chapters. The organization of this final project is as follows:

Chapter I is Introduction. This chapter presents background of the study, reason for choosing topic, statement of the problems, objectives of the study, significance of the study, limitation of the problems, and outline of the study; in addition, chapter II is Review of the Related Literature. In this chapter, we can see the theories that support this study. There are three main sub chapters discussed here. They are the previous studies, the theoretical background, and the framework of the present study.

Chapter III is Research Methodology. This chapter describes the research subject of the study, role of the researcher, type of data, instrument for collecting data, procedures of collecting data, and procedures of analyzing data; moreover, Chapter IV is the Finding and Discussion. It contains the result of study and discussion; as a result, Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter discusses about the review of related literature. The review of related literature contains of theoretical analysis about the research topic. There are three main sub chapters discussed here. They are review of the previous studies, review of the theoretical studies, and theoretical framework.

#### 2.1 Review of the Previous Studies

Here are the reviews of some previous studies that are related to this study. The following previous researchers have conducted the study that concern with pronunciation, vowel, and consonant.

##### 2.1.1 Studies on Error in English Consonants

Ahmad and Muhiburrahman (2013) focuses on the teachers' perspectives regarding the errors Saudi EFL learners encounter when they pronounce English consonant sounds. The lack of proper attention towards teaching pronunciation and the lack of motivation among the EFL learners towards learning pronunciation, leads them into such pronunciation errors. The Saudi EFL learners generally encounter errors while pronouncing some consonant sounds like /p/, /d/, /v/, /f/, /z/, /ŋ/ etc.

Hakim (2012) analyzed the Java students in pronouncing /b/, /d/, /g/, /j/, /dʒ/ and ð sounds. The result shows that the Java students still did stressing in those phonetic sounds. From 6 phonetics that researched, there were 2 phonetics that are difficult to be lost by Java students, such as: /d/ and /ð/.

Then, Hassan (2014) stated that Sudanese Students of English whose language background was Sudanese Spoken Arabic, had problems with the pronunciation of English vowels which have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. He concluded the factors are the interferences; the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

Rungruang (2017) stated consonant cluster acquisition is always made into two aspects. One is transfer of the first language (L1), and another is markedness effects on the developmental processes in second language acquisition. Keshavars (2017) noted that the influences of L1's mother tongue and other factors such as the role of modeling, and lack of sufficient exposure to the TL. may have contributed to the participants' pronunciation problems.

Tiono and Yostanto (2008) showed that the students produced thirty-four kinds of phonological errors. The students made errors in pronouncing the consonants. Particularly English consonantal sounds that do not exist in Indonesian phonetics system such as: [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. The deviations occurred most frequently before, after, or in between vowels.

### **2.1.2 Studies on Error in English Vowel**

Ardi (2015) stated there are three kinds of errors made by the students such as shortening, lengthening and substitutions. He found that the pronunciation errors were caused by the interlingual transfer which is related to the first language interferences and the intralingual transfer which is caused by unsuccessfulness in

learning second language and the lack of awareness of English phonetics. He focused on four vowels (/æ/, /ɜ/, /ə/ and /ɔ/).

Fakhrunnisa (2015) analyzed how Indonesian-Javanese students of SMKN 7 Yogyakarta pronounce English monophthong vowel. She found that the sound changes found in their pronunciation were long vowel shortening, the lowering, centralizing, and heightening of vowels, and anataxis. The factor for the correct pronunciation was the influence of familiarity of English borrowing words and the frequency of using English words in class whereas the factors of the incorrect pronunciation were the rapid speech, unawareness of correct pronunciation, the influence of Indonesian allophonic rules, the influence of the familiar Indonesian words, lost of stress, stress displacement, and the confusion in differentiating between British and American accents.

Hartoto (2010) analyzes the pronunciation errors on vowels and diphthong made by the students. He found the sources of errors were interlingual and intralingua errors. In interlingual there were 5 kinds of errors, they were pronouncing word as written, pronouncing word as the students' native language or first language, errors of substituting short vowels for English diphthong. In intralingua there were kinds of errors, they are over generalization and spelling rule confusion.

Mustikareni (2013) showed that the errors were affected by two factors. The first factor was the debate participants' habit of pronouncing the word that contains of diphthongs. The second was the debate participants pronounced the word as it was written in the orthographic writing. The debate participants mispronounced the diphthong [eɪ], [oʊ], [aɪ], [aʊ], [ɪ ə], [ɛ ə], and [ʊ ə].

Puspita (2007) conducted the study of students' errors in pronouncing English vowel. The object of her research was the eleventh grade of SMA Negeri I Sigaluh Banjarnegara in the Academic year of 2006/2007. She investigated the pronunciation errors and the reasons of pronunciation error that made by the students. The result of the analysis shows that students are considered "Excellent" in pronouncing English vowels.

### **2.1.3 Studies on Error in English Intonation**

Beltran (2015) noted that the student teachers' mother tongue (Filipino) was commonly used in most of their verbal exchange activities. It is worthy to note that the utterances of the student teachers displayed evidence of intonation patterns variation on WH-questions and yes/no questions. She implies that there is an interference of first language (Filipino) in the production of the student teachers' intonation patterns which describes the Philippine English intonation pattern for WH- questions and yes/no questions.

Chen (2013) described that the acquisition of English intonation by Chinese EFL learners is far from being satisfactory. It is found by empirical study that the main problems existing in acquiring English rising tone are improper placement of nucleus stress, failure to control the contour of pitch of nucleus, replacement of rising tone by falling one, epenthesis of extra central vowel after the consonant with which the nucleus or tail ends. The acquisition of rising tone is influenced by lack of intonation knowledge, poor acquisition of stress, differences between English and Chinese tone patterns, etc. One key solution is to imbue the learners with knowledge of intonation by utilizing modern phonological technologies to

make possible the multimodal phonological acquisition of intonation so as to improve the learners' ability of perceiving and producing rising tone.

Rajabi et al. (2015) stated that intonation as a suprasegmental feature of speech is affected by the gender of Ilami EFL teachers. Kang (2013) states that the Korean group who had been immersed in the English language as children would have intonation patterns more similar to native English speakers than a non-immersed group of Korean speakers, who shared otherwise similar experience and proficiency with English. The acquisition of second language (L2) intonation is affected by early immersion in an L2 environment.

The previous studies focused on analyzing the English pronunciation made by the learners. Most of them used the qualitative research method. They found that one of the cause of pronunciation problems was learners' first language interference. While this study was also analyzed the learners' English pronunciation. It analyzed the consonant and vowel errors made by the fourth semester students of English Debate Course of Universitas Negeri Semarang. The researcher wanted to know whether the first language interference occur in this study or not.

## **2.2 Review of the Theoretical Studies**

In this section, I would like to discuss about the theoretical study relevant to the topic which consists of the problem of pronunciation, English diphtong, English vowel, English intonation, dialect, and language errors analysis.

### 2.2.1 Error Analysis

Error and mistake are something inevitable in language learning process especially for English for foreign learners. Both of them are unavoidable for some learners who study foreign language. Some learners might think that error and mistake have the same meaning. In fact, they have different meaning which involve in the language learning process. Based on Edorgan (2005), “Mistake can be self-corrected when attention is called. Therefore the learners made mistake because their lack of attention, after they realized that they did some mistakes they could correct it properly by themselves” (p. 3). Error was something that cannot be self-corrected because the learners did not know if they did error. Ellis (1997),” Indicated two ways to distinguish between error and mistake. The first one was to check the consistency of learner’s performance” (p.17). The error happened if the learner did some mistakes consistently; it would be lack of knowledge of the learner. Meanwhile the mistake happened if the learner sometimes did a mistake and sometimes did not. The other way was to ask the learner to check his deviant utterance. It could be the error when he could not correct it and it could be the mistake when he could correct it.

Mistake and error could be analyzed by using error analysis studies. It was a part of applied linguistics which focused on the error which learners’ made. By focusing on learners’ error Ellis (1997),” Stated that it raising the important question of ‘Why did learners make error?’, it is useful for the teacher to know what errors learners made, and it helps learners to learn when they self-correct the error they made. Error analysis is important both for teachers and students” (p.15).

By knowing the students' error, teachers could do some strategies to solve the error in the correct place. Error analysis study reveals that learners' errors are not only caused by the learner's local language or first language interference but also include the whole process of learning target language. According to Richards (1974) the second-language deficiencies maybe the results of interference, strategies of learning, strategies of assimilation, and strategies of communication. Here are the procedures of error analysis by Allen & Corder (1971) in Kuntjara (2013):

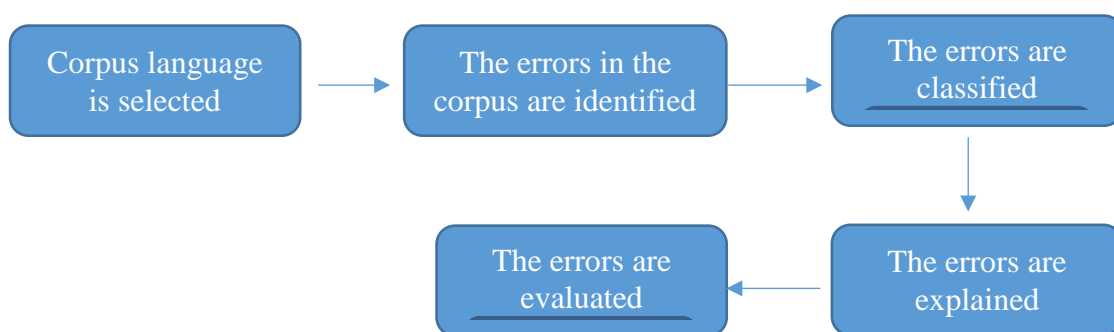


Figure 2.1 Procedures of Error Analysis

The researcher selected the vowels and consonants error words based on debate students' performance. Then, she identified why those words became error. After that, she classified it into the types of vowels and consonants. Then, she explained the error words whether it has correlation with the students' dialect or not. Therefore, the errors could be evaluated.

### 2.2.2 Pronunciation Problems

Pronunciation is the way people produce some sound to get the meaning and exchange the information. It is easier to understand people with good pronunciation, even though they make different kinds of errors, than people with

bad pronunciation but correct in grammar. Pronunciation is a part of speaking skills. Learning pronunciation is not as easy as it might seem. Moreover, the learners will clearly meet with all kinds of pronunciation learning problems. According to Ramelan (1994), “ Like walking or cycling, speaking is a matter of habit” (p. 4). It means that using language in everyday life is affected by the learner’s language learning process. The learners need to practice every day to master the difficult thing like speaking. Richards (1974) suggested that “...speaking was simply the exercise of our individual verbal habits, and that these were acquired through repetition, reinforcement, and conditioning...” (p. 4). This thing seems to be familiar with learning first language. People can speak their first language fluently because they assimilated it since childhood. Their organs of speech had been set to produce the sound in their language because they used it everyday until they grew up. If the Indonesian learners used English language as their habit since childhood it would have been easier for them to learn English pronunciation because their speech organ would have been used every day. However, most of Indonesian learners learned English language only as the subject material in the Course. They used their mother tongue and/or Indonesian language as their media to communicate with the others. It would be difficult to change the habit of their speech organs to produce the foreign language sounds like as in English language. Actually everyone could master some foreign languages just if he wanted to learn and he were ready to try a new set of habit in speaking.



The difference between organ of speech setting is caused by different sound of languages. Ramelan (1994), “Stated that the degree of difficulty in learning is also determined by the degree of difference between two languages” (p. 5). English language is different with Indonesian language. There are some English sounds which do not exist in Indonesia, such as [æ], [i:], [ə:], [a:], [ɒ:], [u:], [eɪ], [aɪ], [ɒɪ], [eə], [oʊ], [ɪə], [ʊə], [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. Some Indonesian learners might have difficulty in pronouncing English word like ‘through’ because in Indonesian language there is no sound like /θ/. Therefore, Indonesian learners might change it with Indonesian sound which is rather similar like /d/ sound. There are three kinds of pronunciation problems state by Ramelan (1994). The first is that sounds which have the same phonetic features between languages but different in their distributions. Such as Indonesian and English language both of them have close similar phonetic sounds such as /b/, /d/, and /g/. But, those phonetic sounds are voiced stop in English language and voiceless stop (final position) in Indonesian language. /b/, /d/, and /g/ are used to be initial, medial, and final position of an English utterance such as the words: ball, undo, and bug. While Indonesian utterance used them for initial and medial position such as the word: *bagus*, *gaduh*, and *bedah*. Sometimes those words could be find in final position of the utterance, such as the words: *warteg*, *adab*, and *sujud* and those are pronounced as voiceless stop. Then, the second is similar sounds of the two languages that have different allophones. Indonesian and English language have similar sounds such as voiceless stop consonants /p/, /t/, and /k/. The thing that makes them different is that the English stop consonant has more than one variant.

Stress syllable of stop consonants are aspirated while in another situation they are unaspirated. The third is similar sounds in the two languages which differ only slightly in their phonetic features. Unlike Indonesian language, English language has many form of cluster in their utterance. Although both of them have quite similar sound such as /p/, /s/, /t/, and so on, it could be difficult for some Indonesian learners to pronounce the cluster form.

Those problems made the researcher realized that Indonesian language and foreign language have some differences and similarities. Thus, Indonesian learners should be concerned with the identification of foreign language sounds. Learning about how is the sound of some utterances or allophones delivered is part of segmental aspect of the pronunciation. Beside of segmental problems there is still another problem which plays an important role in the production of sounds that is suprasegmental aspect like stress, intonation, pitch, and length. The learners which could produce the foreign sounds correctly would be stamped as foreign by the native speaker if the stress or intonation pattern of their mother tongue were transferred to the foreign language. It was quite difficult because the suprasegmental features were almost different in different languages. That was the reason practice a lot would be a great helped for the learners to produce both segmental and suprasegmental features correctly.

### **2.2.3 Segmental Feature and Suprasegmental Feature**

There are two aspects of pronunciation including Segmental and Suprasegmental features. Both of them are different but they work in combination when we speak. Segmental feature is individual sound which is known as

phonemes. It is about how English sounds are made or produced. This feature is dealt with the way organ of speech produces the speech sound. Organ of speech refers to all those parts of human body which are concerned in various ways with the production of speech Clark and Yallop (1994). They are nasal cavity, nostril, soft palate, oral cavity, lips, tongue, pharyngeal cavity, vocal folds, and lungs. The Segmental feature includes vowel, diphthong (combination of two vowels), triphthong (combination of three vowels) and consonant. While, Suprasegmental feature is like attributes of someone speech which include stress, intonation, and voice quality.

#### **2.2.4 Phonetics**

Talking about pronunciation cannot be separated from phonetics. Ramelan (1994:1) said that when we study speech sounds as sounds, without regard to their function as signaling units of language, the science is called “Phonetics”. Phonetics is divided into two kinds, there are ‘Articulatory Phonetics’ and ‘Acoustic Phonetics’. Articulatory phonetics explains how sounds are produced by organs of speech. While, acoustics phonetics explains about their physical attributes, and deals with measuring loudness, pitches, and other natural characteristics of sounds. Phonetics studies which are used in all possible speech sounds that may be produced by human beings in general are called general phonetics. The researcher used English phonetic in this study. Sanderson (1966), “Stated that for sounds found only in standardized British or American speech, the symbols will be found only under the column allotted to the concerned area” (p. 2). Where phonetic symbols differ (UK and USA), UK practice may be used and

recognized in the USA, and vice versa. Then, the researcher use IPA (International Phonetics Alphabet) with British dialect in this study. The basic unit which learners have to know to learn phonetics is phoneme. They must be able to identify the phoneme yet differentiate between sounds. Phoneme is the smallest unit of language which has no meaning Such as: a, b,c, d, e, f, g, h, i, j, k, z. “In any language we can identify a small number of regularly used sounds (vowels and consonants) that we call phonemes...” Roach (2009, p. 13). Vowels and consonants are component of phonemes. Indonesia has 26 phonemes. Five of them are vowels and the other are consonants. Meanwhile, English has 12 vowels and 24 consonants.

### **2.2.5 English Consonants**

We had already known that English consonants and Indonesian consonants were little bit different. It could be said that English consonants were more complex than Indonesian consonants. Many theories discussed about consonants. Sanderson (1965), “Stated that consonant is the breath comes through the mouth with some rubbing or hissing or clicking or trilling or stoppage, done with the action of the tongue against, or nearly against, the linings or the teeth or the lips which make up the mouth passage” (p. 1). Based on the theory, the researcher assumed that consonant is speech sound which is made by blockage of the mouth cavity. According to O’connor (1980), “Consonants are generally made by a definite interference of vocal organs with the air stream, and so it is easier to describe or understand them” (p. 24).

English consonants are different from each other according to the way they are made by organ of speech. However, it has been grouped by the type of sound and the place which they are made from. Table 2.1 presents the English consonants by the process and the places they are made.

Table 2.1 English Consonants.

	Lips <i>bilabial</i>	Lips + teeth <i>labiodental</i>	Teeth <i>dental</i>	Alveolar ridge <i>alveolar</i>	Alveolar/ palate <i>palato- alveolar</i>	Hard palate <i>palatal</i>	Velum <i>velar</i>	Glottis <i>glottal</i>
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Nasal	m			n			ŋ	
Lateral				l				
Approximant	w				r	j		

Adapted from Roach (1991:26)

The table 2.1 shows the consonants by the process they are made. They are divided into five parts there are Plosive, Fricative, Affricative, Nasal, Lateral, and Approximant. Plosive or stop according to Ramelan(1994, p. 109) is a complete obstruction somewhere along the speech tract, and after which the air is suddenly released. There is a brief blockage of the airflow. The sound /p/ and /b/ are bilabial plosive or bilabial stop consonants. However, both them are different. There is no vibration in the way organ of speech produce the sound /p/ (voiceless bilabial stop) and there is vibration in the sound /b/ (voiced bilabial stop). It is called bilabial because the blockage position before airflow is in the lips. The sound /t/ is a voiceless alveolar stop and /d/ is a voiced alveolar stop. It is called alveolar because the blockage position before airflow is in the ridge. The sound in

which the blockage position is made by the back of the tongue and the velum (soft palate) is called velar stop or velar plosive. Those sounds are /k/ (voiceless velar stop) and /g/ (voiced velar stop).

Plosive sound occurs because the air flow meets the blockage in the mouth cavity. While if the air meets with turbulence in some point and the frictional sound can be heard it is called fricative consonants. Fricative consonants based on Clark (1994) is when turbulence occurs both at the opening of the vocal folds and throughout the remainder of the airways and cavities through which air flows. The sounds which include the fricative sound are /f/ (voiceless labiodental fricative), /v/ (voiced labiodental fricative), /θ/ (voiceless dental fricative), /ð/ (voiced dental fricative), /s/ (voiceless blade alveolar fricative), /z/ (voiced blade alveolar fricative), /ʃ/ (voiceless palato alveolar fricative), /ʒ/ (voiced blade alveolar fricative), and /h/ (voiceless glottal fricative). It is called labiodental because the turbulence exists between lower lips and upper teeth. It is called dental because the turbulence occurs between the tip of the tongue and the upper teeth. The turbulence which occurs between the tip and the blade of the tongue against close to teethridge is called blade alveolar. While it is called palato alveolar because the turbulence is occurs between the blade of the tongue, the point between teethridge and hard palate. Then, the turbulence which occurs between two vocal cords and produce glottal sound is called glottal. The sound of fricative consonant can be voiced and voiceless.

Affricative consonant is rather similar with the plosive consonant. The similarity is the air flow meet the blockage somewhere in mouth cavity. However,

the air of the plosive consonant is suddenly released and the air of affricative consonants is gradually released. The affricative consonant sounds include the sound /tʃ/ (voiceless palato alveolar affricate) and the sound /dʒ/ (voiced palato alveolar affricate). Both of them are called palato alveolar because the position of the blockage is made by the tip of the tongue which is touching the back of teethridge.

According to Clark (1994) Nasal consonants are produced with the soft palate lowered to allowed air flow through the nasal passage and the mouth of the cavity blocked for the duration of the consonant. So, there is complete blockage in the mouth cavity just like plosive consonant. However the soft palate of plosive consonants are raised while the nasal consonants are lowered. There are the sounds of the nasal consonants /m/ (voiced bilabial nasal) within which the blockage is occurred between two lips, /n/ (voiced alveolar nasal) within which the blockage is occurred between the tip of the tongue and teeth ridge, and /ŋ/ (voiced velar nasal) within which the blockage is occurred between the back of the tongue and the soft palate.

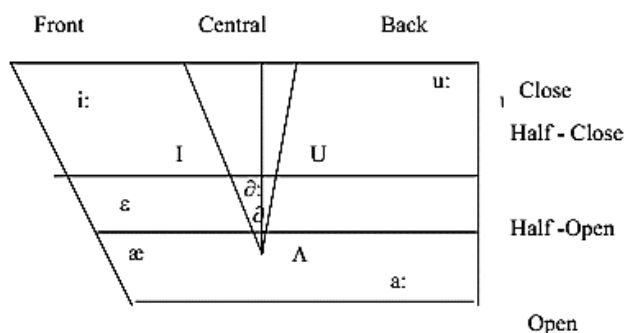
Another consonantal sound is lateral. Ramelan (1994, p. 156) stated that lateral is side consonant because the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teeth ridge. The airflow passes the blockage by through the side of the tongue. There is the only one sound of lateral consonant. That is the sound /l/ (voiced alveolar lateral consonant).

There is also consonant sound which is close to vowel sounds that is glide consonants, it is called semi vowel. It is classified into two classes, vowel and consonant. These sounds include the sound /w/ (voiced labio velar semivowel) and /y/ (voiced palatal semivowel). It becomes semivowel based on the explanation of Ramelan (1994, p. 159) that their organic formation shows they are vowel, but acoustically they do not function as syllable bearers. The sound /w/ begins with the sound /u/ while the back of the tongue is close to the soft palate. Then, the sound /y/ begins with the sound /i/ while the tip of the tongue is close to the hard palate.

#### **2.2.6 English Vowels**

English vowels are also more complex than Indonesian vowels. There are short and long vowels in English. The short vowel will seem rather long when it is stressed. The production of the vowels depend on the position of the mouth and the tongue. The most common view is that vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips; based on (Roach, 2009, p. 21). However there is no blockage like consonant in producing vowel, so the air flows spontaneously. When someone says “a”, the outgoing air passes freely from the mouth. (Ramelan, 1994, p. 50) a vowel way is defined as ‘a voiced sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any audible friction’.





(Ramclan, 2003:56)

Figure 2.2 English Vowels

Front, central, and back, are the parts of the tongue or tongue position where they are made. While close, half close, half open, and open are the positions of the mouth movement. Here are the descriptions of the English short and long vowels sound:

- The sound /i:/ (unrounded close front vowel) in which the front of the tongue raised and the lips spread slightly. It is defined as a long vowel.
- The sound /I/ (unrounded half-close to close front vowel) in which the front of the tongue is raised in half-close position and the lips spread slightly. It is defined as a short vowel.
- The sound /e/ (unrounded half-close to half-open front vowel) in which the front of the tongue is raised in the position between half-open and half-close and the sound /æ/ (unrounded open to half open front vowel) in which the front of the tongue is raised between the open and half open position. They are defined as a short vowel.

- The sound /ɑ:/ (unrounded open back vowel) in which the back of the tongue is raised from the back at the open position and the lips is neutral. It is define as a long vowel.
- The sound /ɒ/ (rounded open back vowel) which the back of the tongue is raised in the open position and the lips are rounded. It is define as a short vowel.
- The sound /ɔ:/ (rounded half-open back vowel) in which the back of the tongue is raised in the half-open position and the lips more rounded than the sound /ɒ/. It is defined as a long vowel.
- The sound /ʊ/ (rounded half-close to close back vowel) in which the back of the tongue is raised from back position to the above of the half-close position and lips are rounded. It is defined as a short vowel.
- The sound /u:/ (rounded close back vowel) in which the back of the tongue is raised to the close position and the lips are rounded. It is defined as long vowel.
- The sound /ʌ/ (unrounded half-open centro back vowel) in which the central of the tongue (between front and back) is raised to the position between half open and open. It is defined as a short vowel.
- The sound /ɜ:/ (unrounded half close to half open central vowel) in which the central of the tongue is raised to the position between half open and half close where the lips are neutral. It is defined as a long vowel.
- The sound /ə/ (unrounded half-open central vowel) in which the central of the tongue is raised to half position and the lips are neutral. It is defined as a short vowel.

### 2.2.7 Intonation

Bradford(1988:1) writes the theory of intonation in her book. She claimed that Intonation is an aspect of language not usually brought to the level of consciousness. Only in very unusual situation we speak with fixed, unvarying pitch, and when we speak normally the pitch of our voice is constantly changing (Roach, 1991, p. 130). People sometimes spoke spontaneously without regard to their intonation. But, it would be different when they were doing speech, they would concern to their intonation pattern. Their plans about the word or pitch were being mapped out in their mind. Cheng (2008) states that traditionally, intonation is perceived as a speaker's pitch variation on a continuous scale Pitch of the voice is the most important part in the speaking which should be realized by the speaker. According to (Roach, 1991, p. 130) described that pitch in terms of high and low, and some people find it difficult to relate what they hear in someone's voice to scale ranging from low to high. Then, high or low of pitch are used for end points of the pitch scale.

There are three simple possibilities for the intonation used in pronouncing the one-word utterances 'yes' and 'no'. Based on (Roach, 1991, p. 133) there are three simple systems for tone transcription: level \_yes \_no, this tone is certainly used on single-syllable utterances which deliver a feeling of saying something routine, uninteresting or boring. Fall-rise /yes /nois used a lot in English and has some rather special functions . (Roach, 1991, p. 134) Stated that fall rise could perhaps be described as "limited agreement" or "response with reservation", fall-rise in such context almost always indicates both something "given" or

“conceded” and at the same time some reservation or hesitation. Rise-fall \yes \no is used to show a strong feelings like surprise or approval, or disapproval. It contains a higher emotion and more interest.

### **2.2.8 Stress**

When we listened to the native speaker’s speech word by word, we heard the word or syllable with greater force than the other words in the same sentences or other syllables in the same words. That great force was called stress. The nature of stress is quite simple. Practically everyone would agree that the first syllable of words like 'father', 'open', 'camera' is stressed, that the middle syllable is stressed in 'potato', 'apartment', 'relation', and that the final syllable is stressed in 'about', 'receive', 'perhaps' (Roach, 1991, p. 84). The stress could be in the first, middle, or end of the word’s syllable. The stressed syllables are longer, louder, more forceful and at a different pitch.

### **2.2.9 Dialect**

Most of people are often confused between accent and dialect. It seems both of them are the same but, they are different. However, the differences of accent are pronunciation differences only. Based on Cambridge Dictionary accent is the way in which people in a particular area, country or social group pronounce words. While dialect is a form of a language that people speak in a particular part of a country, containing some different words and grammar, etc. Based on (Roach, 2009, p. 14) dialect is refers to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word order. The dialect of a language is different with the other

likewise Javanese language. Although the language is called the Javanese language, it has different dialect in each regions of using it. For example, the Javanese language in Semarang has different dialect with the Javanese language of Kebumen. The sound of /b/, /d/, and /g/ in Kebumen are bolder than in Semarang.

Uhlenbeck (1982) in Zulaeha (2010) divided Javanese language in Yogyakarta and Solo into 4 dialects and 13 sub dialects. Those dialects are Banyumas dialect, Surakarta dialect, Pesisir dialect and Jawatimur dialect and the sub dialects are Purwokerto, Kebumen, Pemalang, Banten Utara, Tegal, Semarang, Rembang, Surakarta (Solo), Yogyakarta, Madiun, Surabaya, Banyuwangi, dan Cirebon sub dialects (Zulaeha, 2010, p. 74). Balai bahasa Prov. Jateng (2008) determined Javanese language into five dialects. There are Semarsuradupati dialect (Semarang ex-residence, Surakarta ex-residence, Kedu ex-residence, and Pati ex-residence), Pekalongan dialect (Pekalongan, Batang, and Pemalang), Wonosobo dialect, Banyumas dialect (Banyumas, Cilacap, Kebumen), and Tegal dialect (Tegal and Brebes).

Many students of Universitas Negeri Semarang use Banyumasan dialect. Based on Banyumasan dialect the sound 'a' is similar with the sound 'a' in duck /dʌk/. Meanwhile the other dialect may sound it slightly. Then, the sound /k/ at the end of the word is like sound /g/ (*badhek* /badəg/ same with the sound /g/ in dog /dɔg/), the sound /p/ is like the sound /b/ (*nglayap* /nglayab/), and the sound /l/ is pronounced bolder than in the other dialects. Banyumas dialect includes Banyumas, Purbalingga, Cilacap, Banjarnegara, Purwokerto and some border

areas such as Kebumen, Wonosobo, Pemalang, Bumiayu, Pangandaran, Tegal, and Cirebon.

### **2.2.10 Summary**

Pronunciation is the way people produce the sound to get the meaning and to exchange information. It divided into segmental and supra-segmental features. Segmental features are known as phonemes. It dealt with the way organ of speech produce the speech sound. It includes vowel, diphthong, and consonant.

In this research, I only analyzed the English pronunciation errors includes vowel, diphthong, and consonant that made by the English Debate Course participants by using the error analysis study.

### **2.3 Theoretical Frameworks**

Consonant and vowel are the important parts of the pronunciation. Mispronunciation in one allophone of consonant or vowel can change the meaning of the words. It might cause communication problems. In this case, pronunciation errors happened in the English debate class students. To help me to do this study, I used some theories which had been written by the professional researchers.

Based on the title of this study, I used the theory of Ramelan (1994) about pronunciation problems, classification of English consonants, and classifications of English vowel. Based on Ramelan, the problems of pronunciation happened because the difference between two languages.

In this study, I identified which consonants and vowels were mispronounced by the students. Then, I identified the students' background language. Finally, I analyzed how many errors and what kinds of errors which students made, and the

relation between the errors and students' local dialects. The error analysis was focusing on consonants and vowels pronunciation. In analyzing errors on consonants and vowels pronunciation, phonetic transcription was needed. To help I transcribed the transcription into phonetic transcription; she used the Cambridge Advanced Learner's Dictionary and IPA transcription application from the internet. To get clear understanding about this theoretical framework, let's see the figure below.

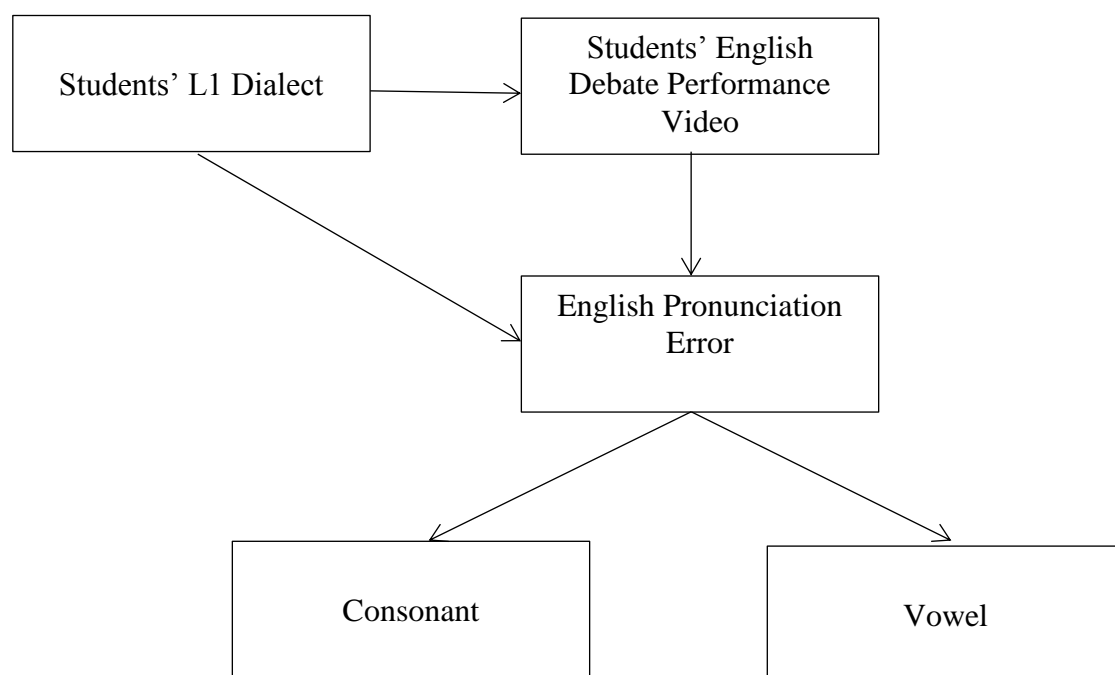


Figure 2.3 Framework of the Study

First, from the Javanese students Debate performance video I got the data by transcribing the video. I also identified the errors by underlying the errors that the learners made. Then, analyzed the errors by classified it into consonant and vowel

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion based on the problems of this study.

#### 5.1 Conclusion

The conclusion presented based on the analysis of debate performance of 25 English debate student of English Department of Universitas Negeri Semarang. There were two main findings of the analysis based on the questions of this study.

The English debate students made 29 kinds of sound errors include vowels and consonants. The mispronounced vowels amount 59% they are ; /ɪ/, /ə/, /æ/, /i:/, /ɒ/, /e/, /ʌ/, /ɜ:/, /ɔ:/, /u:/, /eə/, /eɪ/, /oʊ/, /ɪə/, /aʊ/, /aɪ/, and /ʊ/. Meanwhile, the mispronounced consonants amount 41% they are; /dʒ/, /ʃ/, /ð/, /θ/, /z/, /w/, /h/, /d/, /v/, /g/, /tʃ/, /ʒ/. Some of the errors were interfered by student's local language.

All of 25 debate students mispronounced the vowel /ɪ/ as vowels /e/, /ə/, /i:/, /aɪ/, /æ/, /ɔ/, and /uɪ/. They also mispronounced vowel /ə/ into some sounds such as vowels /u/, /ɪə/, /ɛ/, /ɪ/, /ɔ/, /u:/, /ʌ/, /æ/, /oʊ/, and /i:/. The vowel /æ/ had been mispronounced as vowels /ə/, /ʌ/, /a:/, and /ua/ and the vowel /i:/ had been mispronounced as vowels /ɪ/ and /e/. The vowel /ɒ/ was mispronounced as vowels /o/, /ə/, /ou/, and /ʌ/. Then, the vowel /e/ was mispronounced as vowels /ə/, /aɪ/, /eɪ/, /uɛ/, /ʌ/, and /ɪ/. The vowel / ʌ / was mispronounced as vowels /ɔ/, /eɪ/, /oʊ/, /u/, and /ə/. The vowel /ɜ:/ was mispronounced as vowels /e/, /i:/, /u:/, /ɔ:/, and /ɪ/. The vowel /ɔ:/ was mispronounced into some vowels such as /oʊ/, /ʌ/, / o/, /ə/, and /au/. The vowel /u:/ was mispronounced as the diphtong /oʊ/. The vowel /ʊ/ was



mispronounced as vowels /ə/ and /ɔ/. Beside the monophthong, the debate students also mispronounced the diphtong such as the diphtong /eə/ was mispronounced as vowels /eɪ/, /ʌ/, /æ/, /ɛ/, and /aɪ/. The diphtong /eɪ/ was mispronounced as vowels /e/, /æ/, /aɪ/, /i:/, /a:/, /ʌ/, and /ɪ/. The diphtong /oo/ was mispronounced as vowels /ɔ/, /o/, /u:/, /ə/, and /eo/. The diphtong /ɪə/ was mispronounced as vowels /eə/, /i:/, /ə/, /ɪa/, /ɪ/, and /e/. The diphtong /aɪ/ was mispronounced as vowels /i:/, /ʌ/, /e/, /a:/, /eɪ/, /ɪ/, and /ea/.

The mispronounced consonants were not as many as mispronounced vowels. The consonant /dʒ/ had been mispronounced as the consonants /d/ and /g/ while the consonant /f/ had been mispronounced as the consonant /s/. The debate students also mispronounced the consonant /ð/ as the consonant /θ/ and the consonant / θ / was mispronounced as consonant /t/. The consonant /z/ was mispronounced as the consonant /s/ and the consonant /w/ was mispronounced as sounds /u/ and /ww/. The debate students mispronounced the consonant /h/ as sounds /w/ and /hh/. They also mispronounced the consonant /d/ as sound /dd/ and the consonant /v/ as the consonant /f/. The consonant /g/ was mispronounced as the consonant /k/ and the consonant /tʃ/ as the consonant /t/. The last, the debate student mispronounced the consonant /ʒ/ as the consonant /ʃ/.

The students' errors were affected by first language interference and the unawareness of correct pronunciation. The students often pronounced the words based on the way Indonesian read although they had taken phonetics in previous semester. Some students seemed like they still used their dialect in pronouncing the consonants /b/, /d/, /g/, /w/, and /t/ when they delivered their argument in

English. The students that still used their dialect are from Javanese-Tegal, Javanese-Rembang, Javanese-Blora, Javanese-Semarang, Javanese-Banyumas. So, there is relationship between students' pronunciation errors and students' dialect.

## **5.2 Limitation**

There are some limitations in my study. First of all, I conducted this study from English debate course assignment video, so I did not observe the students directly when they recorded their performance. I just observed them by the video and I did not know if they had re-recorded the video before handing it in to the lecturer. So, it was not spontaneous.

## **5.3 Suggestions**

### **5.2.1 For the teacher**

Students' dialect affects their pronunciation, so the researcher suggests the teachers or the lecturers give their students more drills in pronouncing the English words. Especially in pronouncing vowel sounds and most commonly mispronounced sounds, so that the students will pronounce English intelligibly.

### **5.2.2 For the next researcher**

The next researchers are suggested to conduct research by providing the words that are potentially mispronounced by the Javanese students, like word with the sounds /b/, /d/, and /g/ in the final position. The next researchers are also suggested to conduct research further about the suprasegmental features like stress, intonation, rhythm, pitch, and so on. Based on the limitation of the study,

it is suggested that the next researchers record the students' speech directly when they are performing for more accurate transcription.

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