

AN ANALYSIS OF STUDENTS' ERROR IN PRONUNCIATION PRACTICE (A STUDY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT INSTITUT PENDIDIKAN**TAPANULI SELATAN 2018/2019****ACADEMIC YEAR)****Eriska Oktaviani Nasution¹, Nelda², Srimaharani Tanjung³**

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: eriskaoktavianinasution@gmail.com

Abstract: *This study aims to know the students' errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan and to know why the students' made errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan. The research was conducted by using qualitative research with 6 students as the informants. The observation, documentation and interview were used in collecting the data. Based on data analysis, it could be found (a) the average or their error in pronunciation practice based on indicators of pronunciation stress, rhythm and intonation is still low. The average all of the participants just in low category score. Meanwhile, they demanded that they must get the score on the average of good criteria. b) The students made errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan because the lack of the students' vocabulary, they don't understand about the stress, rhythm, and intonation. The last, they seldom practice in pronunciation because the facilities in English department Institut Pendidikan Tapanuli Selatan is not available. and c) Based on the writer's interview to the 6 informants, Most of the students feel difficult to improve their pronunciation practice especially about intonation when they are speaking. The students also don't know when they use rising and falling intonation. They don't know the example of about the stress, rhythm, and intonation.*

Keywords: *Students' Error, Pronunciation Practice*

Abstrak: Penelitian ini bertujuan untuk mengetahui kesalahan mahasiswa dalam menulis praktik pengucapan di semester lima jurusan Bahasa Inggris Institut Pendidikan Tapanuli Selatan dan untuk mengetahui mengapa kesalahan yang dilakukan mahasiswa dalam praktik pengucapan di semester lima Jurusan Bahasa Inggris Institut Pendidikan Tapanuli Selatan. Penelitian ini dilakukan dengan menggunakan penelitian kualitatif dengan 6 mahasiswa sebagai informan. Observasi, dokumentasi dan wawancara digunakan dalam mengumpulkan data. Berdasarkan analisis data, dapat ditemukan (a) rata-rata atau kesalahan mereka dalam praktik pengucapan berdasarkan indikator stres pengucapan, ritme dan intonasi masih rendah. Rata-rata semua peserta hanya dalam skor kategori rendah. Sementara itu, mereka menuntut bahwa mereka harus mendapatkan skor rata-rata dari kriteria yang baik. b) Para mahasiswa membuat kesalahan dalam latihan pengucapan pada semester lima departemen bahasa Inggris Institut Pendidikan Tapanuli Selatan karena kurangnya kosakata mahasiswa, mereka tidak mengerti tentang stres, ritme, dan intonasi. Terakhir, mereka jarang berlatih dalam pelafalan karena fasilitas di departemen bahasa Inggris Institut Pendidikan Tapanuli Selatan tidak tersedia. dan c) Berdasarkan wawancara penulis dengan 6 informan, Sebagian besar mahasiswa merasa sulit untuk meningkatkan praktik pengucapan mereka terutama tentang intonasi ketika mereka berbicara. Para mahasiswa juga tidak tahu kapan mereka menggunakan intonasi naik dan turun. Mereka tidak tahu contoh tentang stres, ritme, dan intonasi.

Kata Kunci: Kesalahan Pelajar, Praktik Pengucapan

I. INTRODUCTION

Speaking is a skill and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is the applications of language to deliver the message to other people, it also the expressions of feeling or oral interactions producing sounds. The purpose of speaking, for example, to inform, to convince, to consult, to provide feedback, to review, to agree a course of action, to instruct, to introduce a discussion, to question, to find fault, or praise. Speaking is a productive skill that can be directly and empirically observed those observation are in variably colored by the accuracy and effectiveness of a test takers listening skills, which necessarily compromises the reliability and validity of and oral production text. Speaking as tool of communication between two people, as a listener and speaker. So, in speaking there are receive producing and processing information. But an information can not receive by listener when the speaker had a problem with pronunciation. To determine a person's speaking skills, pronunciation is usually highly observed in the fluency to communicate.

Pronunciation is essential for speaking and understanding spoken English well. Pronunciation is largely identified with the articulation of individual sounds and to a lesser extent, with the stress, and intonation patterns of the target language. In accordance with this statement in this research analysis will be done in the same order.

In pronunciation there are three indicator must be discussed, such as stress, rhythm, and intonation. The students have problem in pronunciation especially stress, rhythm, and intonation. Clearly seen that from one of the case above most of students find difficulties in mastering pronunciation. Therefore, the students are expected to be able to master in pronunciation so that they can produce a good speaking.

In fact, most of students do not pay attention the pronunciation. They often make errors in pronunciation such as in stress, intonation, and rhythm. It can be seen from the observation at the time the writer gives the words about English and then the writer order students one by one to pronounce the words who given by the writer. So that they still make mistake in their pronunciation. They also can't pronounce well mispronunciation, especially in stress, intonation, rhythm. So, the students must be mastery all of that in pronunciation. If the problem is not solved, so the writer offers to the students in improving their pronunciation by watching English movie, listening English song, speaking more by using English.

Many efforts have been done by the teacher of English to solve this problem, for example giving the English course, giving task or homework to the students and having remedial teaching to the students who have not understood yet and asking the students to study hard. If this problem is still happened in future, the students can't pronounce the words well.

1. The Definition of Error Analysis

The errors is natural for the students in learning the second language because English is the second language for them. There are many definitions of errors. Some expects give their opinions about error. First, according to Brown in Siswoyo (2016:468), "Error Analysis is the fact that learners do make error, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learner's errors."

Second, according to Sharman in Irawati (2015:10), "Error Analysis is a process based on analysis of learner's error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language."

Based on previous explanation of the expects, the writer concludes that errors analysis is process based on analysis of learners' error with clear objective involving

a suitable effective teaching learning strategy. Error Analysis is also a study of errors to see what process gave rise to them.

2. Pronunciation

Pronunciation is the way how to express the words which are produced by sounds which consist of vowel and consonant. Pronunciation drills vowels and sounds or individual sound that hard to be pronounced. Pronunciation is the way how to utter or to produce the individual sound or word with focuses on vowel and consonant sound, so the sounds can be easier to pronounced and recognize fluently.

According to Carmen (2010:25), "Pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English and easy to pronounce for oneself." It means that pronunciation is easy to understand by advanced users of English. Then, according to Nation and Newton (2009:93), "Pronunciation is focused on occasionally, perhaps to set goals and activities for individual work". It means that pronunciation is the way in which a word or a language is spoken.

Based on the explanation above, the writer concludes that pronunciation can be distinguished from other skills as the most difficult one. Pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English and easy to pronounce for oneself.

3. The indicator of pronunciation

Avery (2008:106) said that these are indicator of English pronunciation : stress, rhythm, and intonation.

a) Stress

Stress is one of the most important speech strategies used by English speakers to communicate meaning. English speakers use stress to highlight information they think is important. English stress is as important as English sound. First, according to Dale and Poms (2005:83), "Stress is the first vocal feature we will

deal with. Speakers must stress certain syllables in words, otherwise the words would be misunderstood or sound strange". Second, according to Avery and Ehrlich (2008:163), "Stress is one that is more prominent than the surrounding syllables". It is generally agreed that stress (or prominence) may be marked by three variables: length, pitch, and loudness.

Based on the explanation above, the writer concludes that Stress is the first vocal feature we will deal with. Speakers must stress certain syllables in words, otherwise the words would be misunderstood or sound strange.

b) Rhythm

Rhythm is about how we use a combination of stressed and unstressed words in sentences. Sentences have strong beats (the stressed words) and weak beats (the unstressed words). Rhythm is closely bound up with the correct pronunciation of stressed and unstressed syllables.

According to Dale and Poms (2005:83), "Rhythm is created by the strong stresses or beats in a sentence. In many languages, the rhythm is syllables timed." It means that rhythm is the strong stresses or beats in a sentence. Means that all vowels in a syllable are pronounced almost equally. Syllables are rarely lost or reduced as they are in English.

c) Intonation

Intonation is responsible for the melody of the language. Speakers frequently depend more on the intonation patterns to convey their meaning than on the pronunciation of the individual vowels and consonants. According to Dale and Poms (2005:83), "Intonation is the final vocal feature you will learn about, intonation patterns involve pitch and are responsible for the melody of the language."

Based on explanation above the indicator of pronunciation there are three: stress, rhythm and intonation important elements which must be mastered to have good pronunciation.

II. METHODOLOGY OF RESEARCH

The writer takes the place of this reseach in Institut Pendidikan Tapanuli Selatan (IPTS). It is located in Jl. Sutan Muhammad Arif Padangsidimpuan. The informants of this research is 6 students. This research used qualitative method.

The research used observation, interview and documentation as the instrument. The observation used to observe the students when they practiced pronunciation, interview is the process of the data collection or information through face to face between interviewer and interviewee which use question and answer in orally form between the researcher and the informant. The documentation is used to to get the photo, facts from the students. Through this interview also researchers dig deep information from informants about students' error in pronunciation practice.

In qualitative research, there are is a trustworthiness of the data that aims to test the validity and reliability of the data. The technique that is used to check the validity of the data is by the criterion of degree of trust using triangulation technique. In research using triangulation method, the researcher will emphasize on qualitative method. It means that the way that use in analysis data in qualitative research consist of three, they are: data reduction, data display, and conclusion drawing or verification.

III. RESULT

This research is to know the students' errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan and to know why the students' made errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan. In collecting the data the writer used observation, interview and documentation. The data was formed in qualitative method. For more details the data analysis of the research will be presented as follows:

Table 1. The Result of the Students' Error in Pronunciation Practice

No	Name	Score Score Result			Total Score
		Stress	Rhythm	Intonation	
1	Elyana Sari	20	20	25	65
2	UmmiKhoiriyah	15	18	15	48
3	RotuaPurba	16	19	15	50
4	Qori Indah PutriNasution	18	20	20	58
5	Edo ZerrosenSihombing	15	17	18	50
6	EvriGriesWau	25	25	25	75

Based on the calculation tabel above, it can be known that the students who got the good criteria is only one student, it can be seen from the EvriGriesWau' score, that is 75. Students who got the enough criteria is one student, it can be seen from the Elyana Sari' score, that is 65. Where the others got the low score, that is 50, 50 and 58 by category of "low". The students who got the bad criteria is one student, it can be seen from the UmmiKhoiriyah' score, that is 48. So it can be concluded that the highest score that achieved by the students is 75, while the lowest achievement, that is 48.

So, the writer can be concluded that the students' error in pronunciation practice still category of low. It means that the students' ability in pronunciation need to learn more about the stress, rhythm, and intonation.

The writer uses interview to the students to get the data and to find out why the students' error in pronunciation practice is low, especially in stress, rhythm, and intonation. And based on the interview with the 6 students, so the writer got some points as follows: a). Based on stress aspect, the students still have many problem in pronunciation practice because they are low in mastery pronunciation includes: the lack of vocabulary, they don't understand about the stress, and the last, they seldom practice in pronunciation. b) Based on rhythm aspect, most of the students don't know and don't understand the important things in pronunciation especially about the

rhythm. It proved when the writer asked them to pronunciation practice in the class.

c) Based on intonation aspect, the students have limited vocabulary and of course they feel difficult to improve their pronunciation practice especially about intonation when they are speaking. The students also don't know when they use rising and falling intonation. d) The students also recognize that most of them don't know the example of about the stress, rhythm, and intonation..

IV. DISCUSSION

Based on the interview has done to the 6 students, it can be concluded that The students still have many problem in pronunciation practice especially in stress, rhythm, and intonation because they are low in mastery pronunciation includes: the lack of vocabulary, they don't understand about the stress, rhythm, and intonation. The last, they seldom practice in pronunciation, Most of the students don't know and don't understand the important things in pronunciation especially about the stress, rhythm, and intonation. It proved when the writer asked them to pronunciation practice in the class, The students also recognize that they don't know the example of about the stress, rhythm, and intonation, And the last the students have limited vocabulary and of course they feel difficult to improve their pronunciation practice especially about the stress, rhythm, and intonation when they are speaking.

One of the research result the writer found enough relevant research to what will be discussed is research conducted by byRiyawi which the title is "An Analysis on Student's Errors In Using Direct and Indirect Speech In Sentences At Sixth Semester Students of StaiHubbulwathanDuri". Based on the research result, this research used qualitative method, aims of this study is to measure the ability, and knowledge. The objectives of his study was to analyze the common errors on students' pronunciation.

In contrast to the previous research, there are some similarities in methodology. But, in this research, the writer only focus to analyze the students'

errors in pronunciation. That is the different part with the previous research. So, the writer can continue this research because there is differences with the previous research.

CONCLUSION

Based on the results of the data analysis in chapter IV, the writer can be concluded some conclusions from this research as follows: 1) The result of the data finding showed that to know the student's error in pronunciation practice based on indicators of pronunciation stress, rhythm and intonation at the fifth semester students of English department Institut Pendidikan Tapanuli Selatan. So, the average or their error in pronunciation practice based on indicators of pronunciation stress, rhythm and intonation is still low. The average all of the participants just in low category score. Meanwhile, they demanded that they must get the score on the average of good criteria.

2) The students made errors in pronunciation practice at the fifth semester of English department Institut Pendidikan Tapanuli Selatan because the lack of the students' vocabulary, they don't understand about the stress, rhythm, and intonation. The last, they seldom practice in pronunciation because the facilities in English department Institut Pendidikan Tapanuli Selatan is not available.

3) Based on the writer's interview to the 6 informants, Most of the students don't know and don't understand the important things in pronunciation especially about the stress, rhythm, and intonation because they are low in mastery pronunciation includes: they feel difficult to improve their pronunciation practice especially about intonation when they are speaking. The students also don't know when they use rising and falling intonation. They don't know the example of about the stress, rhythm, and intonation.

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