

**PRONUNCIATION ERROR IN RETELLING PROCEDURE TEXT MADE
BY 7TH GRADE STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA
IN 2013/2014 ACADEMIC YEAR: A CASE STUDY**



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Naskah artikel tersebut layak dan dapat disetujui untuk dipublikasikan.

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Surakarta, Juli 2014

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ABSTRACT

The research paper aims at describing the type of pronunciation errors, the dominant word of pronunciation errors, and to reveal the cause of pronunciation error.

The researcher uses descriptive qualitative research. The data are collected using observation, documents. The technique of analyzing the data is documentation.

From the data taken from grade 7th it is concluded that from the total 30 students, the writer found many pronunciation errors, they are: pronunciation that have 47 errors data, and the dominant word of pronunciation errors have 8 data. The writer also found the cause of pronunciation error, they are: 1) cognitive reason, 2) psychological reason, 3) social reason, 4) pronunciation interference

Keywords: pronunciation error, cause of errors,

A. INTRODUCTION

Foreign language learning process cannot be separated from the errors. That's why the error does not give negative effect to the learners because an error can be indicator of the learner stages in their target language development. Even the teaching learning process is better as errors exist because the teacher and the learners will know the lack of the mastery and make the appropriate remedial teaching to the learners

A variety of demands are in place at once; monitoring and understanding the other speaker, thinking about one's own contribution, producing that contribution, monitoring its effect and so on" (Lazaraton, 2002:103). This is the reason why speaking in foreign language is not an easy task for language learners. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands.

As a speaker, we are usually not aware of how we produce a speech. This result in the mismatch between what speaker wish to say and speaker actually do say. In the notion of speech errors there are two topic: execution of speech plan and common speech error. According to Fromkin (1968) and Green (1969) in Fromkin (1973:215) "*Speech error have been investigated in attempts to show the reality of phonological units and rules and the relationship between linguistic competence and performance*". The linguistic units such as phonemes, segment, features. Frichs and Wright (2002:140) stated that, "*In many speech error, it appears that portions of the intended utterance are produce in an unintended order.* Endang Fauziati (2009:74) explained the other types of speech error are the result of difficulties the speakers have informing the articulatory program to guide the articulatory muscles in executing sound. For example slips of tongue occur when the speakers are tired, in hurry or under pressure.

Pronunciation has always been perceived as a difficult area by teachers and learners. like listening, pronunciation is sometimes neglected in the process of language teaching in favour of reading and writing. As stated

by Hewing 2004 *pronunciation is often neglected in language teaching classrooms, and perceived as difficult by teacher and learners.*

Pronunciation has a long and distinguished history in second language teaching. As is pointed out by Seidlhofer (2001:56) it “ *stoo at the very beginning of language teaching methodology as a principled.* From American English the students is able to choose any speech sound from that language and see not only an animation of the vocal tract when that sound is made but also a step by step description of the production of the sound.

Hewing (2004) *starts with a short introduction to the area of phonetic phonology pronunciation for the teacher as background for the activities which follow.* Parashchuk (2002 : 2) stated *one of the condition for successful intercultural communication is a certain basic degree of similarity in different varieties of English*

According to Lingua Franca: *feature of English pronunciation make a difference in communication in international situation using English.* Besides, *Pronunciation is making sound of a word or letter in pronunciation learning conclude to the phonology learning because phonology is the study of the sound system of language and of general or universal properties displayed by these system.* (Crystal, 1992:300) in (Srijono, 2001:35). So the pronunciation is ine of difficult parts in speaking. Actually in pronunciation.

Based on explanation above the writer interested in studying the phenomena using the topic PRONUNCIATION ERROR IN RETELLING PROCEDURE TEXT MADE BY 7TH GRADE STUDENTS OF SMP MUHAMMADIYAH 5 SURAKARTA There are two problem statements: 1) What are errors the pronunciation errors in retelling procedure text made by the students? 2) What are the causes of the pronunciation errors in retelling procedure text by the students?

Compared with Hien (VNU: 2009). Who conducted study on Common Speaking Error Made by First Year Students in English Deparment, HULIS, VNU, and Their Possible Causes. The aim of Hien’s research are to 1) identify common errors in oral performanceof the first year students in

English department, HULIS, VNU, 2) to classify errors into different categories, 3) to describe causes of error.

Hien uses questionnaires, interviews and class observation. She put three phrase as procedure of data collection: 1) the preparation for the data collection process, 2) carrying out the instrument, 3) observing classes and carrying out the questionnaires and interviews to the students, 4) procedure data analysis, 5) get conclusion

The result are pronunciation error are on the top list of oral error, especially error in mispronouncing /s/ and /z/ (10%) using ending and linking sound (10%), little use of stress (9%), wrong intonation (55%), etc. grammatical and vocabulary error still appear in speaking participant but with less frequency. Error in grammar is inaccurate use of prepositions (17%). Also language transference of some elements from mother tongue has great influence on students foreign language learning.

Compared with other Saputri (UMS, 2010). The research entitles Speech Error in Oral Production Made by English Department of Muhammadiyah University of Surakarta: A psycholinguistic Study. The objectives of Saputri's work are: 1) to describe speech error in the oral production, 2) to reveal the sources of error during the oral production made by English Department students of UMS.

The type of the study is descriptive qualitative research. The subject is the students of English department of UMS , also Saputri takes 12 students from various semester as a sample. To gets the information, Saputri used technique for data collection, they are: 1) recording the English utterances spoken by students, 2) listening the data attentively, 3) transcribing the data into conversational text, 4) selecting the utterances containing speech error, 5) arranging the data into a list make it easier to be analyzed

The finding by Saputri's work are silent pause (25.5%), filled pause (29.4%), retraced false start (5%) , unretraced false start (3.5%), repeats (13.5%), correction (1.3%), interjection (0.4%), stutters (2.2%), slip of tongue (2.1%) and the last lengthening the word pronunciation (17.1%). In her

research finding explained that errors are caused by difficulties in planning and executing speech in the same times because of low ability in speaking English language and the rarely use of English language.

Related to the previous research which analyze about the speech errors and pronunciation errors, the writer analyze the pronunciation error in the spoken performance, especially in spoken English.

In this study, the researcher decrease discussion on the pronunciation error on the speaking in English by grade 7th students of SMP Muhammadiyah 5 Surakarta. This study is focused on pronunciation error on speaking for grade 7th in spoken English, especially on spoken English.

B. RESEARCH METHOD

The method of this research is Qualitative Research. The goal of Qualitative research is to improve your own teaching in your own classroom, department, or school. The object of research is the strategy of teaching-learning English for students. The subject of this research are the leader of SMP Muhammadiyah 5 Surakarta, the English teacher of the 7th grade students of SMP Muhammadiyah 5 Surakarta and all students of 7th grade of SMP Muhammadiyah 5 Surakarta 2013/2014 academic year. The source of data in this research includes by documents. One way to collect the data is observation. Observation is an important way to collect information about people because people do not always do what they say.

C. RESEARCH FINDING AND DISCUSSION.

1. Research Finding

In this chapter, the researcher is presented as the answer to the problem statement. The researcher took the data from the teachers and students in the English speaking classroom of seven year students of SMP Muhammadiyah 5 Surakarta 2013/2014.

a. The Pronunciation Error in Retelling Procedure Text Made by the Students in Spoken English.

1) Pronunciation Error

Pronunciation error is the type of errors that is caused by the miss pronouncing of English word when the students speaks English. There are many errors in pronouncing especially in spoken English. According to the data, there are many wrong pronunciation in speaking class with materials of procedure text, they are:

a) Put some 2 spoon of **sugar**

Data: 5

/ put / s m / tu / spu:n / ev / **sugar** /

In here the students have same pronunciation in each students. There are 12 students have incorrect pronunciation. The word **sugar** is pronounced by **sugar** [sugar] Indonesian pronunciation. Actually the correct pronunciation is ['s ug].

/ put / s m / tu / spu:n / ev / 's ug /

b) Add some ice **cubes**

Data: 6

/ d / s m / ais / **kap** /

According the observation, there are 10 students that have incorrect pronunciation and the students have the same pronunciation about the word **cube**. The word **cube** is pronounced by **kap** [kap]. Actually the correct pronunciation is [kju:b].

/ d / s m / ais / **kju:b** /

c) Finally, orange ice ready to **serve**

Data: 27

/ 'fain li / 'erind / ais / 'redI / tu / **ser'pe** /

According to the observation, there are 17 students wrong when presenting the word *serve*, it is most difficult to presenting or to pronounce by the students and mostly the students pronounced by *serpe* [ser'pe] Indonesian pronunciation. Actually the correct pronunciation is ['s3:v].

/ 'fain li / 'erind / ais / 'redI / tu / 's :v /

d) Add one sachet of *coffee*.

Data: 1

/ t / wan / sasyei / ev/ *kopi* /

The data number 1 shows that a student has incorrect pronunciation. The word *coffee* is pronounced by *kopi* [kopi]. Actually the correct pronunciation is ['k.efi].

/ t / wan / sasyei / ev / 'k.efi /

e) Chocolate ice *cream*.

Data: 2

/ 't k lIt / ais / *kram* /

From the sentence above that a student has incorrect pronunciation. The word *cream* is pronounced by *kram* [kram]. Actually the correct pronunciation is [kri:m].

/ 't k lIt / ais / *kram* /

2) The Dominant of Pronunciation Error

After classifying and analyzing the data that containing with procedure text in speaking, the writer can conclude that there are many dominant word are pronounced incorrectly in the students presentation during speaking class using procedure text:

1. Mango (3 errors or 6,38 %)
2. Cube (10 errors or 21,27%)

3. Sugar (12 errors or 25,53%)
4. Until (3 errors or 6.38 %)
5. Pour (3 errors or 6,38 %)
6. Finally (4 errors or 8,51%)
7. Serve (15 errors or 31,91 %)
8. Put (5 errors or 10,63%)

b. The Cause of Pronunciation Error made by the Students in Spoken English

1) Cognitive Reason

Cognitive is concerned with internal mental states. It is the field that studies mental process including how people think, perceive, remember, and learn

2) Psychological Reason

This certain condition such as anxious, nervous, or other can affected the speakers to be confidence or un-confidence that makes them difficult to produce speech.

3) Social Reason

Social relationship in environment, between speaker and listener can interference the speaker in delivering their ideas. The speakers who have low position when delivering their speech in front of class who have high position usually get interference felling.

4) Pronunciation Interference

Pronunciation interference occurs with high frequency in learning English as foreign language. The dialect of mother tongue also can give contribution the pronunciation error.

2. Discussion

After analyzing the data, from the observation data the writer found 47 errors from grade 7th in SMP Muhammadiyah 5 Surakarta. Here the writer divides into three, they are: miss pronunciation, the dominant of wrong pronunciation and the last is problem faced by the students in speaking class especially in spoken English. In the first is wrong pronunciation, the students make 47 errors in spoken English with different kinds of word and almost all of students make the similar mistake when spoken English with each word that the students say.

In the dominant of wrong pronunciation, there are 8 words that often by the students with wrong spoken in English, they are: *mango*, *cube*, *sugar*, *until*, *pour*, *finally*, *serve*, *put*. And there are some problem faced made by the students. Both of them have relations of each other.

In here speaking need more attention to reduce frequency of errors. The other that, to increase the quality of speaking class especially in spoken English is need to find away to solve the problem in speaking class for the students.

D. CONCLUSION

After analyzing the data, the writer arrange some conclusion based on the result of the analysis data. The writer also arrange some suggestion for the students and for teacher dealing with pronunciation error in spoken English that made by the students.

1. The writer finds many pronunciation errors, there are 47 errors data that made by the students.
2. The writer also finds the dominant of pronunciation errors by the students, there are 8 words, they are: Mango (3 errors or 6,38 %), Cube (10 errors or 21,27%), Sugar (12 errors or 25,53%), Until (3

errors or 6.38 %), Pour (3 errors or 6,38 %), Finally (4 errors or 8,51%), Serve (15 errors or 31,91 %), Put (5 errors or 10,63%)

3. The last the writer detects there are a lot of causes that make the utterances become error, they are: 1) cognitive reason, 2) psychological reason, 3) social reason, 4) pronunciation interference

E. SUGGESTION

After analyzing data and making conclusion, the writer propose some suggestion for the students and the teachers in order to improve the quality of speaking skill for the students. The suggestion are as follows:

1. For the students
 - a. The students should be more diligent to train her pronunciation and try to practice it.
 - b. The students should improve her/his skill, especially in pronunciation
 - c. The students should try to practice their pronunciation with their friend.
2. For the teacher
 - a. The teacher should decrease the pronunciation errors and give more attention for the pronunciation from the students
 - b. The teacher should create the comfortable class
 - c. The teacher give more motivation to the students in order to make the students have more spirit to learn English, actually in speaking skill.
 - d. The teacher should drill the pronunciation of the students in every teaching learning process

The writer knows that the this research paper is still far from being perfect. But the writer gives some suggestion in order to make the students not to make more error or mistake in English lesson, especially inpronunciation. And the writer hopes that this research paper can be used for references to other researcher to conduct a better research paper.

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