

Pronunciation Error Made During English Presentation by English Department Students at FKIP UNSULBAR

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ABSTRACT

Learning a second or foreign language (L2), students ought to be capable in the capabilities. Most of the time, learners of L2 should first learn linguistic competence, which includes knowing how to speak, use words, and grammar. Pronunciation issues, particularly when it comes to articulating diphthong sounds, may be a problem for the majority of undergraduate students. Despite the fact that the lesson was covered in class, some students struggle to pronounce it correctly. The researcher analyzed which pronunciation errors students make when speaking in presentation class, the subsequent research of this study focuses on the analysis of the words that undergraduate students from Universitas Sulawesi Barat pronounce. This study was aimed to examine students' mispronunciation of various English words in recognition of the significance of improving pronunciation. Descriptive methods were used in this study, which took a qualitative approach. The researchers described the outcomes of their data collection using this descriptive approach. Enlightening technique picked by the researcher since this strategy gave a detail image of the individual, the condition of language, side effects or gatherings contemplated. Universitas Sulawesi Barat because the researcher wants to know which pronunciation mistakes students make when speaking in presentation class. English pronunciation errors pronounced by students such as, presentation (/ˌprez.ənˈteɪ.ʃən/), communication (/kəˌmjuː.nəˈkeɪ.ʃən/), made (/meɪd/). Those words have mispronounce that were made by the students. Besides, there were some difficulties that students had. They were Paucity words, a lack of confidence in pronunciation, never practice, lack of English grammar and others.

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English Learning; Difficulty; Pronunciation.

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1. Introduction

When learning a second or foreign language (L2), students should be proficient in the competencies. Typically, L2 learners should first master linguistic competence, which includes mastering grammar, vocabularies, and pronunciation. One of the speaking skills that students must master is pronunciation. Place articulation, manner of articulation, visual transcriptions, and all supra segmental features in the sounds have already been taught and introduced to pronunciation (Hartoto, 2010). However, undergraduate in English Language Program accept that the vast majority of them may have low capacity in pronunciation. The pronunciation might still far from being correct English, and it is inconsistent with standard English. The majority of the undergraduate students might have issues in articulation, particularly in articulating diphthong sounds. Even though the lesson was covered in the class, some students are unable to properly pronounce it.

The act of pronouncing linguistic expression in ways that are thought to be wrong, incorrect, or unconventional is known as mispronunciation (Aswad et al., 2019; Rahman, 2018). Mispronunciations can result in miscommunication, misunderstanding, and misperception among participants in communication, which is why it has become a major concern in EFL (English as a Foreign Language) (Weda et al., 2021). Hence, in Indonesian academic setting, further developing EFL learners mindfulness about their error is totally significant (Rustamov, 2022; Hasnia et al., 2022).

Here were a few errors in way to express words from English that are frequently tracked down in regular day to day existence. Take the word (delet) which many people pronounce as (dELEt) when it should be pronounced (dilit). Both the words (sweat) and (sweater) were frequently pronounced (swit) and (switer). The correct spellings were (swEt)

and (swEter). Steak was pronounced as (stik). (stEik) was the correct pronunciation. The word (single) was frequently spelled (singel). [singgel] was the correct pronunciation. What's more, there were as yet a large number instances of other articulation blunders. Theoretically, students of English language education should not make many pronunciation errors.

In the context of Indonesian education, English as a foreign language (ELT) instruction places more of an emphasis on enhancing students' mastery of grammar than it does on fundamentally considering their pronunciation. It implies that Indonesian-English language learners must improve their ability to correctly or flawlessly construct linguistic structure, but not their pronunciation of English expressions. This study aims to examine students' mispronunciation of various English words in recognition of the significance of improving pronunciation.

The following are possible formulations of the problems in this study based on the preceding research are about the students' mistakes in English pronunciation and obstacles are found by students in English pronunciation. Because mistakes in pronunciation can affect a speaker's ability to deliver their message clearly, pronunciation plays a crucial role in communication.

Harmer (2007) stated that many teachers waste time by not teaching their students how to pronounce words correctly. When someone studied the language, they said, being able to communicate and understand was sufficient. Harmer emphasized that students' ability to communicate in the target language is the primary objective of language learning. Correspondence can be deciphered to comprehend and be perceived.

Many language learners believe that speaking English fluently is sufficient. Their perspectives are wrong because of multiple factors proposed by Harmer (2007), specifically: 1) The students' ears are accustomed to poor English, so the teacher is able to easily understand their speech; 2) the other students are native English speakers, and 3) the class is not a real-world language environment because the students are not communicating with native English speakers.

Na'ama (2011) stated that there are a few reasons why students frequently mispronounce sounds. According to Na'ama (2011) the impact of first language is perhaps of the most issue, in light of the fact that, in learning an unknown dialect, the principal language of the student will impact their unknown dialect elocution, consequently, students at times feel befuddled to articulate the English word particularly creating English consonants sound. Alimemaj (2014) stated that because there is not enough time in class to practice pronouncing the English sound, students do not practice it at home. Due to the distinct sound systems of the English and Indonesian languages, students find it challenging to pronounce English. At school, there is less time segment in instructing articulation to the understudies. Because they believe English to be a difficult subject, the students lack motivation to learn it. Last, Hassan (2014) states that a few undergraduate students got challenges to recall how to articulate English consonant sounds. The reason for this is that English languages have 25 consonant sounds, whereas Indonesian languages have 21 consonant sounds.

There are some studies focusing on the error in pronunciation. The production of vowels is the subject of a few studies (Yiing, 2011, Riadi et al., 2013, Fitria, 2014, Aktug, 2015, and Sembiring & Ginting, 2016). Yiing (2011) used contrastive analysis to examine the English pronunciation mistakes made by six undergraduates studying Chinese studies. According to the results of the error analysis, the pronunciation mistakes were neither accidental nor made at random. Riadi (2013) looks into how students at SMPN 2 Menganti, Gresik, misspelled the English vowel. In the second semester of the English education study program at FKIP Untan in the academic year 2012/2013, Fitria (2014) examined the quality—or how well—of the students' pronouncing of short and long vowels. She also examined the factors that contributed to the students' difficulties in pronouncing these vowels. The frequent vowel-related English pronunciation mistakes made by seventh-grade Turkish students are examined by Aktug (2015). An Analysis of Pronunciation Errors by the Fourth Semester Students of the English Education Study Program at UNIKA is the subject of Novalina's (2016) analysis of the research. as a result, the issues about zeroing in on vowel creations are as yet fascinating to be concentrated up to this point.

There are likewise many investigations focusing on the consonant production (Riyani, 2013, Astuti, 2014, Hassan, 2014). Riyani (2013) looks at how students at Stamford International Community School (SICS) who are learning English as a Second Language (ESL) pronounce consonants, particularly those in Kindergarten 2. Astuti (2014) examines the factors and pronunciation issues; a few methods that assist the Sudanese undergraduate students of English with working on their pronunciation. Hassan (2014) examines Indonesian singers' pronunciation mistakes while singing English songs in Malang In conclusion, the issues surrounding focusing on consonant productions have remained intriguing research topics up until this point.

The greater part of these analysts did the examination focusing on kinds of pronunciation and its variables. Also, there has not been any researcher who concentrated on pronunciation in the speaking performance in this case the way of the students presentation in the class, so this current review fills this gap by analyzing the pronunciation mistakes in undergraduate students and proceeding with the conversation of pronunciation comprehensively. As a result, this study's subsequent research focuses on the analysis of the words that pronounce by undergraduate students from Universitas Sulawesi Barat because the researcher wants to know which pronunciation mistakes students make when speaking in presentation class.

2. Methodology

A. Research Design

The purpose of this study is to investigate the impact of pronunciation mistakes on undergraduate students' presentation skills. The descriptive qualitative design was used in this study. Using descriptive qualitative methods, the undergraduate English Department students at Sulawesi Barat State University will be studied to determine the effects of pronunciation mistakes and other factors on their speaking performance. This study's sample consisted of undergraduate students at Sulawesi Barat State University.

Descriptive methods were used in this study, which took a qualitative approach. The researchers described the outcomes of their data collection using this descriptive approach. Enlightening technique was picked by the researcher since this strategy gave a detail image of the individual, the condition of language, side effects or gatherings contemplated.

B. Data Collection Method

Data collection in this study was led in two ways, specifically by recording and interview techniques. Data on the pronunciation of English by students was gathered through recording. Students' readings of English texts were recorded by the researcher. In contrast, students were interviewed to learn about their difficulties with English pronunciation.

C. Subject of the research

The subject of the research were the 4th semester students of English Education Department of FKIP Universitas Sulawesi Barat which consists of 136 students. the sample of the research used purposive sampling to gather the information about this research. The best way to use purposive sampling is to concentrate in depth on relatively small samples. Perhaps it might want to get to a specific subset of the population that shares specific characteristics. The sample of the research was two students in the 4th semester.

D. Data collection procedures

The data collection process consisted of three steps: first, taking notes on how the students pronounce words. Second, interpreted the students expressions which contain some pronunciation errors. Third, the errors were analyzed.

Identifying Errors

This stage of the study identifies error pronunciation that may have been present in the students' speaking.

b. Classifying the errors

The step that divided the error that had been identified into a few categories was called classification.

c. Interpreting the errors

In this step, the errors found are examined in greater depth. This study attempted to identify the types of errors that surface strategy taxonomy identified.

d. Determining the errors

The evaluation of the percentage of pronunciation errors in the students' speaking performance is the final step.

3. Result and Discussion

The research findings deconstructed in this section, the objectives in the introduction of the research were stated by this research findings, they were; 1) to identify the various types of pronunciation mistakes made by students and 2) to determine whether or not they were aware of the errors they were making.

A. English errors pronunciation by the 4th semester students of English Education Department of FKIP Universitas Sulawesi Barat.

In this part, a few types of English pronunciation errors pronounced by students were introduced.

Table 1 . Errors made 1st students

ERRORS PRONUNCIATION			
NO	WORDS	DICTIONARY TRANSCRIPTION	AS RECORDED
1.	Presentation	/,prez.ən'teɪ.ʃən/	/prisentasion/
2.	Well	/wel/	/wil/
3.	Communication	/kə,mju:.nə'keɪ.ʃən/	/komunikesyen/
4.	Made	/meɪd/	/mad/
5.	Britain	/'brɪt.ən/	/britten/
6.	Question	/'kwes.tʃən/	/question/
7.	Lessons	/'les.ən/	/lissens/
8.	College	/'kɑ:lɪdʒ/	/koleg/
9.	Case	/keɪs/	/kes/
10.	Make	/meɪk/	/me'/
11.	Confident	/'kɑ:n.fə.dənt/	/konfedin/
12.	Opponent	/ə'pəʊ.nənt/	/opunen/
13.	Familiar	/fə'mɪl.i.jə/	/femiyer/
14.	Useless	/'ju:s.ləs/	/yuslis/
15.	Require	/rɪ'kwaɪr/	/requer/
16.	Other	/'ʌð.ə/	/oder/

Table 2 . Errors made 2nd students

ERRORS PRONUNCIATION			
NO	WORDS	DICTIONARY TRANSCRIPTION	AS RECORDED
1.	Popular	/ 'pɑ: .pjə.lə/	/popular/
2.	Absorb	/əb'zɔ:rb/	/absur/
3.	Knowledge	/ 'nɑ: .lɪdʒ/	/noledge/
4.	Appropriate	/ə'prɒʊ.pri.ət/	/apropriet/
5.	Building	/ 'bɪl.dɪŋ/	/building/
6.	Three	/θri:/	/tri/
7.	Debate	/dɪ'beɪt/	/debat/
8.	Touch	/tʌtʃ/	/toch/
9.	Kinaesthetic	/ ,kɪn.əs'θet .ɪk/	/kainestetik/
10.	Grade	/greɪd/	/gret/
11.	Essential	/ɪ'sen.ʃəl/	/isential/
12.	Atmosphere	/ 'æt.mə.sfɪr/	/atmosper/

The majority, English words that had become Indonesian words were also mispronounced. They said these words like ordinary pronunciation. Because the Indonesian speakers' pronunciation of the words affected their English pronunciation, this error occurred. They were unaware that these words were pronounced differently in Indonesian and English.

B. The difficulties that students have in English pronunciation

In learning languages, every students tracked down specific difficulties. The challenges students faced in learning proper English pronunciation were listed below:

1. Paucity words

The most widely recognized impediment experienced by students as to English pronunciation was a paucity of English words. Because of the limited vocabulary, they were unable to pronounce words correctly, which they rarely encountered.

2. Less figuring out on English language structure

Another difficulty that the students have about their language syntax ability was not so good that it impacted their English pronunciation abilities.

3. A lack of confidence in pronunciation

Some students avoided speaking much because they were insecure about how they spoke English. They felt that what they said was generally awful.

4. Trouble in pronouncing the words that had recently been heard

A few students found it challenging to pronounce English words that was new to them, or words that they infrequently found.

5. Never practice

One more difficulty looked by students was never practice. They felt apathetic to really look at the right way to express each word in English.

6. There were no opponent to speaking with

In learning, we really need opponent to assist us with working on our capacities. A friend would help us in investigating the information. In practice, having no friends also made it difficult to learn proper English pronunciation.

4. Conclusion

Several conclusions were drawn from the above discussion and findings. There were three categories of opinion among the students regarding their English pronunciation skills. such as, they were satisfied with their English pronunciation skills, they thought that things had changed from before, and they were dissatisfied.

In the other hands, there are some of the methods that English education students at FKIP UNSULBAR used to improve their English pronunciation. they are; using YouTube and movies, hearing songs in English, practicing with friends, and utilizing the Google Voice and Translate applications.

The students' difficulties with English pronunciation were as follows: less familiarity with English grammar, not certain with their own pronunciation, they had no opponent to rehearse with, and unwilling to practice.

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