

**AN ANALYSIS STUDENTS PRONUNCIATION ERROR  
IN READING CLASS AT ENGLISH DEPARTMENT IAIN ZAWIYAH  
COT KALA LANGSA**

**SKRIPSI**

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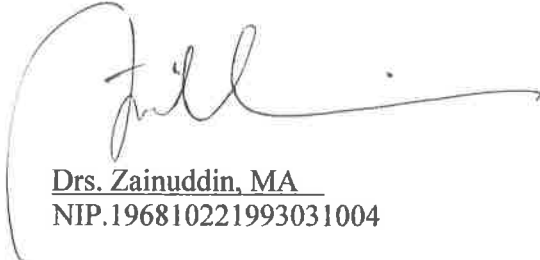
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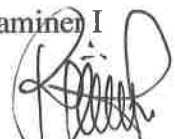
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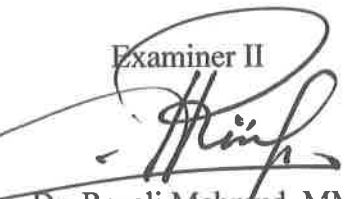
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The writer

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## TABLE OF CONTENTS

	<b>PAGE</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>TABLE OF CONTENT</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Backgroud of Study .....	1
B. Research Question .....	4
C. Purpose of Study .....	4
D. Significant of Study .....	4
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>7</b>
A. Definition of Pronounciation .....	7
1. Pronounciation .....	7
2. The difficulties of Pronounciation .....	9
3. Pronounciation Model .....	9
4. Factor Affecting Pronounciation .....	10
5. Criteria for Good Pronounciation .....	12
6. Problem in Pronounciation .....	14
7. Error Analysis .....	16
8. The Difference Between Error and Mistake .....	17
B. Pronounciation Error .....	21
1. Pronounciation Problem .....	22
2. Suprasegmental .....	24
3. Teaching Pronounciation .....	28
C. Definition of Reading .....	30
1. Reading Purpose .....	31
a. p[Onstrumental .....	32
b. Pleasurable .....	32
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>35</b>
A. Time and Place of Research .....	35

B. Research Design .....	35
C. Subject of the Research .....	36
D. Data Collecting Technique.....	37
E. Technique of Analysis Data .....	37
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>41</b>
A. Findings.....	41
B. Discussion .....	45
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>46</b>
A. Conclusion .....	46
B. Suggestion .....	47
<b>BIBLIOGRAPHY .....</b>	<b>50</b>
<b>APPENDICES .....</b>	<b>51</b>



## ABSTRACT

Nuraini, 2018. An analysis Students Pronunciation Error in Reading Class at English Department IAIN Zawiyah Cotkala Langsa. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

**Supervisor (1).** Zainuddin, MA **(2).** Shafrida Wati, MA

The main objective of the study was to find the kinds of errors made by the students in pronouncing English reading text at the third semester English Department IAIN Langsa. The design used in this study was qualitative descriptive research. The subject was the third semester students at IAIN Langsa which was selected purposively. The instrument was reading aloud. The result of students pronunciation test categorized as intermediate mid level, most errors made in suprasegmental features. Then, the students made this mistake as this sounds were unfamiliar and lack of practice. From this finding, language instructors should then be aware of the need to focus their attention on the teaching of these sounds to English learners.

**Keywords:** *Pronunciation error, and reading class*



## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

languages is used as a tool for communication in society in Regional, National and International level. In daily communication, traditional language becomes the first language or called as mother tongue because it is the first language that people get from their parents. This language gain naturally without learning and without premediated. Therefore, everybody can speak it fluently. In addition somebody acquire, mother tongue since they were childhood and becomes their daily language.

National language (Indonesia) is the second language for some of students which is studied intentionally, in formal or informal process. Those process are called as a language learning because there are some activities or training to get new language. Informal proces may occur in general society without a teacher, but people it intentionally. Whereas, formal process usually occurs in educational system such as in schools or in a community with the teacher, material, media and other things that has prepared.

In learning English, pronunciation is one of the skills that should be mastered by the English language learners. As it is known that the primary purpose of language is communication, so that using language to communicate which involves pronunciation should be central in all classroom language instruction.

Pronunciation is the choice of sounds used in forming words.<sup>1</sup> The different pronunciation or different sounds will cause different meanings.<sup>2</sup> Our voice is produced by vibration of our vocals cords. According to sahalata “sounds are vibrations with characteristic of frequency, intensity and duration which produce certain sensation audibility when striking the ear”. The sounds of speech can be studied from various point of view. One can investigate the physical of speech sounds as they are transmitted through the air, measuring the amount of energy present in the acoustic signal, its distribution over the frequency spectrum, how this measurement change in the course of an utterance. In this case the writer would like to explain how english is pronouced in the accent normally chosen as the standard for people learning the spoken English.

It is aimed to give the information in the context to a general theory about specch sounds and how they are used in language. The teaching pronunciation for the indonesian students is quite difficult. The difficulties are due to the fact that irregular spelling of the english offers poor guidance to its pronunciation, the another due to interference or negative transfer from the mother tongue of the students to the target language. Many factors influence English language pronunciation of non-native speakers when they try to make on excellent pronunciation. Locality, social surrounding, early influence and

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<sup>1</sup> Tiffany and, Carrel, J. W.R. *Phonetics: Theory and Application to Speech Improvement*. (New York: Mc. Graw-Hill Book Company,1960),P.4

<sup>2</sup> Daniel Sahulata. *An Introduction to Sound and Sound System of English*. ( Jakarta; departemen Pendidikan dan kebudayaan,1988),P.7.

some individual peculiarities will affect pronunciation. Reading can be used as a tool of practicing pronunciation.

Reading is oral matter and need full understanding letter to produce the right voice which has meaning and sense of context in the text. In teaching reading class, the one thing that has to be concerned by teacher is a good pronunciation because a teacher is a model for the students. Pronunciation has close connecting with listening, writing, speaking and reading. So, the pronunciation is important in communication process.

Dulay et all state that in reading class non-native speakers tend to make errors in acquiring pronouciation process is unavoidable and making errors is part of learning.<sup>3</sup> One of the factors which cause the error is the influence by the first language (L1). For example, many students reading cannot pronounce the text correctly. Mostly it is because of several differences between Indonesian and English sounds. Students of English department IAIN Zawiyah Langsa also experience problem in pronunciation. They often made errors in reading English text.

Ladefoged explains that suprasegmental features are aspects of speech that involve more than single consonants or vowels. The principal suprasegmental features are stress, length, tone, and intonation.<sup>4</sup> Based on the statement, to know students error pronunciation in reading text for the third

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<sup>3</sup> Burt, M. Dulay Heidi, & Krashen, S. *Language Two*. (New York: Oxford University Press. . 1982), P, 54.

<sup>4</sup> Ladefoged, *A Course in Phonetics (5th ed)*. ( Boston: Thomson Wadsworth, 2006), P, 89.

semester very important for the researcher to know students in stress, length, tone, and intonation when they are read a text.

Therefore, the researcher is interested in conducting a research at the third semester students' to find out the kinds of error that students made in reading English text, particularly the suprasegmental aspect. Therefore, the writer under the title: "*An Analysis of Students Pronunciation Error In Reading Class at English Department IAIN Zawiyah Cotkala Langsa*"

## **B. Research Question**

Based on the basic consideration above, the main problems that will be investigated in this research is follow: What kinds of errors made by the students in pronouncing English reading texts at the third semester of English department IAIN Zawiyah Cotkala Langsa?

## **C. Purpose of Study**

The objectives of this research is : To find out the kinds of errors made by the students in pronouncing English reading texts at the third semester of English department IAIN Zawiyah Cotkala Langsa.

## **D. Significances of Study**

The significances of this research are as following:

1. It can be a contribution to the students who learn English as a foreign language.
2. To inform the people who learning English that, the errors in pronouncing sounds of English phonetically will influence the meaning of language.

3. To remind all people who are learning English about the important to learn phonetic and sound symbol in English and try to pronounce it well and correctly.
4. It could be useful in giving information to Iain Langsa students about the errors of students in pronouncing English. Therefore, they can pay attention how to correct pronounce when they are speaking English.

### **E. Terminology**

1. Definition Error in English

Lado states, “common errors in English is usually occur in every linguistics aspect namely; syntax, lexicon, phonology and morphological errors.”<sup>5</sup>

2. Definition of Pronunciation

According to Kelly “the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way”.<sup>6</sup>

### **F. Limitation of Study**

The researcher limits the problem into the analysis of suprasegmental features of pronunciation, which include sentence stresses. Based on the Henrichsen rubric, resulting in five rating scale categories in the pronunciation rubric used in the current study, a five scale categories: they are

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<sup>5</sup> Lado R. *Linguistics Across Cultures: Applied linguistics for language teachers.* (Ann Arbor, MI: University of Michigan Press, 1996). P,7.

<sup>6</sup> Kelly. *How to teach pronunciation.* (Essex: Longman, 2000). P,4.

vowel, intonation, consonant, intonation, word stress, rhythm, and sentence stress, in this study the writer focus in word stress.

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Pronunciation

##### 1. Pronunciation

To learn English language, we should attention about pronunciation. Pronunciation is one of the important things in learning english in order to make a good communication. To make a good communication needs to pronounced the words correctly. According to Kelly, “the pronunciation is when we use all the same organs of specch to produce the sounds in particular a way”.<sup>7</sup> Furthermore, Corder stated that“ Pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language”.<sup>8</sup>

Meanwhile, Goodwin as cited in Celce-Murcia states that pronunciation is the language feature that most readily identifies speakers as nonnative. <sup>9</sup> Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation Seidlhofer as cited in Celce-Murcia says “Pronunciation is never an end in itself but a means of

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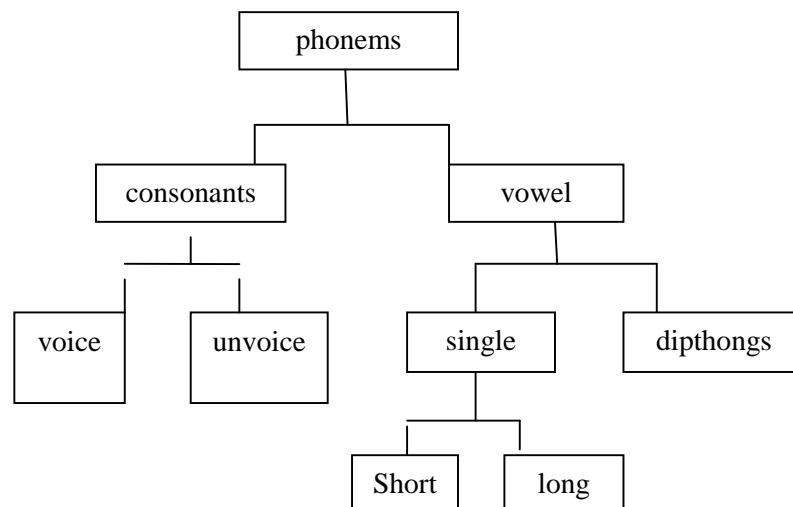
<sup>7</sup> Kelly, Gerald. *How to Teach Pronunciation*. (Essex: Pearson Education,2004),P.37.

<sup>8</sup> Corder, S. Pit. *research of second language errors*. (Oxford; Oxford university Press,1980),P.1.

<sup>9</sup> Celce-Murcia, M.; Brinton, M. D.; & Goodwin, M.J. *Teaching Pronunciation; A Reference for Teachers of English to Speakers of Other Languages*. (USA: Cambridge University Press, 2008), P.117.

negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts.” Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

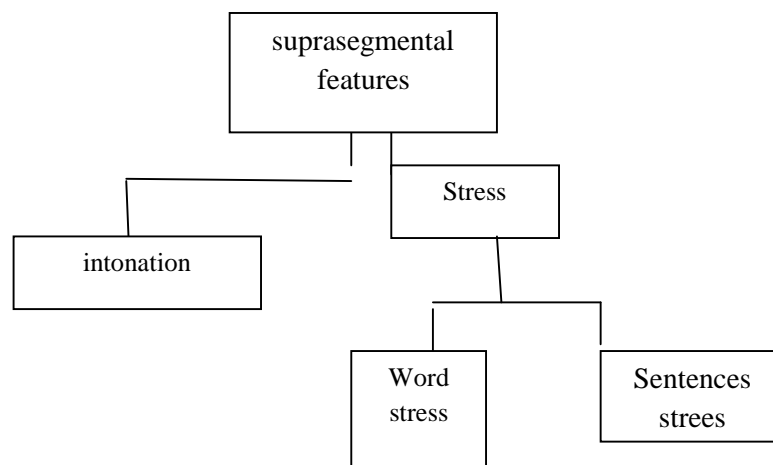
There are many experts that have views what pronunciation in language teaching is. Kelly is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and suprasegmental features.<sup>10</sup> He has broken down the main features of pronunciation and explains it by showing a diagram below.




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<sup>10</sup> Gerald Kelly. *How to Teach Pronunciation*. (Essex: Pearson Education, 2000),P.1





## 2. The difficulties of Pronunciation

According to Jones the students of spoken English or any other spoken language is faced at the out-set with difficulties of five kinds in the matter of pronunciation. They are as following:<sup>11</sup>

- a. Students must learn to recognize readily and with certainly the various speech-sound occurring in the language, when they hears them pronounced, they must moreover learn to remember the acoustic qualities.
- b. Students must learn to make the foreign sounds which their own organs of speech.
- c. Students must learn to use those sounds in their proper places in connected speech.
- d. Students must learn the proper usage in the matter of ‘sounds attributes’ or ‘prosodies’ as they often called (especially length, stress, and voice-pitch).

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<sup>11</sup> Daniel Jones, *An outline of English Phonetics*. (Cambridge; Cambridge University Press,1975),P,2.

- e. Students must learn to connect sounds, i.e. to join each sound of sequence on to the next, and pronounce the complete sequence rapidly and without stumbling.

### 3. Pronunciation Model

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model we use. We can pronounce /græs/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly states "in the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP)."<sup>12</sup> However, this model is not often used by teachers since the's English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world The teacher's first language makes them modify their accent in the lassroom for the benefit of students.

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<sup>12</sup>Gerald. Kelly. *How to Teach Pronunciation*. (Essex: Pearson Education, 2004),P,14.

#### **4. Factors Affecting Pronunciation**

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the of the factors that should be considered by teachers:<sup>13</sup>

##### **a. Native language.**

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

##### **b. Age.**

Generally speaking, children under the age of puberty stand an excellent change of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-yearold can be as successful as an eighteen-year-old if all other factors are equal.

##### **c. Exposure.**

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more

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<sup>13</sup> Brown, D.H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd. ed. (New York: Pearson Education, 2001).P,284.

length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

**d. Innate phonetic ability.**

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this knack is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

**e. Identity and language ego.**

Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

**f. Motivation and concern.**

for good pronunciation Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners’ intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learner’s willing to improve their pronunciation. Teachers can assist learners toward these factors.

**5. Criteria for Good Pronunciation.**

There is a good quotation from Celce Murcia that can make us realize the importance of pronunciation teaching in a language classroom. The quotation is

taken from an undergraduate student in an ESL pronunciation course.<sup>14</sup> He says “I feel that I am judged by my way of talking English. In other classes, teacher often treats me as inferior or academic disability because of my muttering English.” Someone’s way of talking will be judged by other persons. It seems that we need to know how our way of speaking can easily be recognized by people to whom we talk. So, in terms of how our speaking can be understood by people, there are some criteria.

These criterias are taken from goals of pronunciatio teaching that will be discussed later. Firstly, our way of speech should be intelligible People must have an accent from their first language and they do not need to be native-like speaker in speaking.<sup>15</sup> By accent that we possess, people can identify us. However, we need to realize that our accent should not be distracting when we speak. We need to know rules in speaking so that people can understand what we actually mean. Secondly, when we speak we need to know the function or condition when we have conversation within the specific communicative situations. Knowing the discourse, we can use appropriate pronunciation features.

Dalton and Seidlhofer aslist six important communicative abilities related to pronunciation:<sup>16</sup>

- a. Prominence: how to make salient the important points we make

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<sup>14</sup> Celce-Murcia, M. *Teaching English as a Second or Foreign Language*. 3rd ed. (Singapore: Heinle & Heinle, 2006),P,27.

<sup>15</sup> Morley, J. “*New developments in Speech Pronunciation Instruction*”. *As We Speak. Newsletter of the TESOL Speech, Pronunciation, and Listening Interest Section*, 1999. 2, I, p. 1-5.

<sup>16</sup> Dalton, C., and Seidlhofer, B. *Pronunciation*. (Oxford: Oxford University Press, 1994), P,52.

- b. Topic management: how to signal and recognize where one topic ends and another begins
- c. Information status: how to mark what we assume to be shared knowledge as opposed to something new
- d. Turn-taking: when to speak and when to be silent, how (not) yield the floor to somebody else
- e. Social meanings and roles: how to position ourselves *vis-a-vis* our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness
- f. Degree of involvement: how to convey our attitudes, emotions, etc.

## 6. Problems in Pronunciation

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used by people as medium of communication, students may find many difficulties in pronunciation of English. there are two common mistakes that a learner makes. First, they fail to make long vowels or diphthongs when it is followed by voiced consonants. Second, they fail to shorten long vowels or diphthongs when it is followed by voiceless consonants.<sup>17</sup> She adds that there are other problems or difficulties related to pronunciation. One of them is hearing problem. People have different hearing ability. It affects people to make mistakes when pronouncing words.

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<sup>17</sup> Arini, Y. "Masalah-Masalah Pelafalan (Pronunciation) yang Dihadapi Penutur Bahasa Indonesia yang Mempelajari Bahasa Inggris", <http://yustiarini.blogspot.com>. downloaded on 8 February 2013.

Kelly makes a brief and clear explanation related to difficulties may be faced by individual learners. They are: <sup>18</sup>

- a. The learner's first language may have a one-to-one relationship between sounds and spelling. The concept of there not being such a relationship may be new.
- b. Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.
- c. There may be sounds, and combinations of sounds in L1, which do not occur in English.
- d. There may be sounds, and combinations of sounds, used in English which do not occur in L1.
- e. English may use stress and intonation patterns which feel strange to the learner.

The learners may have problems related to learning English pronunciation. However, we as teacher need to offer help to overcome their problems. The solution to the problems will be discussed later.

## **6. Error**

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with a mistakes. According to Brown error is noticeable deviation from adult grammar or native speaker reflecting their language competence of learner, while mistake refers to a performance factor such as:

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<sup>18</sup> Gerald Kelly. How to Teach Pronunciation. (Essex: Pearson Education. 2000),P,8

memory, spelling fatigue, and emotional strain. Errors are typically produced by learners who do not yet fully command some institutionalized language system.

In other words, errors arise due to the imperfect competence in the target language. If the learners do not understand about system of language, it will make them doing many errors in their learning. It can be concluded that errors are actually ungrammatical utterance which refers to the language competence refer to the implicit knowledge of the rules of the language. They are made when language users are lack of knowledge of the language rules. An error relates to students' systematic errors from being capable of reconstructing his knowledge of the language so far (It is dangerous for students to have error in understanding the tenses of English as a Foreign language).

Meanwhile, as explained by Dulay, Burt, and putting another way, errors deviate from some selected norm of mature performance. Brown also acknowledges "error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the students". Corder also suggests that errors can be identified or detected by comparing what the learner actually said with what he ought to have said to express what he intended to express. In other words, his erroneous utterances are compared with what a native speaker would have said to express that meaning. Thus, errors can be identified by comparing original utterances with reconstructed utterances, that is, correct sentences having the meaning intended by the learner.



## **7. Errors Analysis**

Human learning is fundamentally a process that involves the making of mistake or error. Mistake, misjudgements, miscalculation, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Errors in learning process, especially in foreign or second language learning are natural in the sense that one cannot avoid them. In other words, errors should be analyzed for educational benefits.

## **8. The differences between Error and Mistake**

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are generally one-time only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular errors form from the perspective of the target language into his or her system.

Hubbard et. Al also make differences between error and mistake. Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by temporary lapse of memory, confusion, slip of the tongue and so on. In other words, Ellis stated that

Error is a lack of knowledge and mistake is the students' poses knowledge of

the correct form and it is just slipping up. Brown also gave the similar opinion about error and mistake. According to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker. Based on the opinions above the writer concluded that error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and

Errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a lanuage.<sup>19</sup> One of the most important findings of errors analysis is that most errors occur by learners drawing incorrect conclusion about the rules of the second language, which can even be related to phonological errors as researched in this study. According to Chomsky quoted by kaswan there are two kinds of errors are competence error to the ability all native speakers have being able to understand and produce sentences which have never heard before, Performance error refer to the actual use of the language by individuals in speech and in writing”.<sup>20</sup> The distribution of Speech Sounds Every speech sound belong to one or other of the four main classes known as vowels, consonants, diphtongs and triphthongs.

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<sup>19</sup> S. Pit Corder. *Research of Second Language Errors*. (Oxford; Oxford university Press. 1980),P,223.

<sup>20</sup> Kaswan. *A Brief Introduction to Language in Society*, ( Bandung:Rineka Cipta 2010),P.11

### a. Vowels

Vowel is one of a set voiced sounds in which air leaves the mouth with no interference and which occur in similar position". Furthermore, Daniel Jones:"<sup>21</sup>A vowel (in normal speech) is defined as a voiced sound in forming which the air issues in continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction". It means that vowel in which the highest point of the tongue is in the center part of the vowel figure are called central vowel.

### b. Consonants

According to Suparman "the consonant is a sound, voiced and voiceless, in which the air stream is obstructed through a narrowing or complete closure of the mouth passage". <sup>22</sup>The consonant sounds are produced by closing off completely the flow of the air, letting pressure build up behind the closure, and then releasing it suddenly in a burst.

### c. Diphthongs

A diphthong is defined as an independent vowel glide not containing within itself either a 'peak' or a 'trough' of prominence. It means that the speech organs start in the position of one vowel and move in the direction of another vowel. The sound is not heard to be essentially different if the movement falls

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<sup>21</sup> Daniel Jones. *An Outline English Phonetics*, (B.G. Teubner, 1922), P.23.

<sup>22</sup> Suparman, U.. *Understanding and Developing Pronunciation*. (Bandar Lampung: University of Lampung, 2002), P.24.

some what short or limit, in fact, in the pronun ciation of most English speakers, the limit is not nearly reached.

#### **d. Triptong**

The most complex English sounds of the vowel types are the triptongs. According to Roach “A triptongs is a glide from one vowel to another and then to a i third, all produce rapidly and without interruption.”<sup>23</sup>

#### **e.Stress**

Stress has been mentioned several times already in course without any attempt to define what the word mean.Stress is the degree of loudness or force with which syllables are spoken in English.Every words in English is made up of one or more syllables. Here are a few examples :

<b>One syllable</b>	<b>Two syllables</b>	<b>Three syllables</b>
go	Go-ing	Re-mem-ber
come	Com-ing	Con-ti-nue
book	Pa-per	Cal-en-der
see	Vis-it	Vis-it-ing

Daniel Jones“ A good way of representing for practical teaching purposes is a system of dots (denoting approximately level pitches) and curves (denoting

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<sup>23</sup> Peter Roach. *English Phonetics and Phonology*. (Cambridge; Cambridge University Press, 1984),P.22.

rising and falling intonations) placed above each syllable of a phonetic transcription.”<sup>24</sup>

## **B. Pronunciation Error**

English pronunciation errors are sometimes specific to speakers of a certain language. However, many pronunciation errors are made by English language learners from different countries, include Indonesian students. Also, it is important to be aware that what may be considered a pronunciation error in an English-speaking country may not be so in another country where the main language is English. Even within different regions of a country, pronunciation of the same word in English may be very different. In this research, the research observed the pronunciation errors such as pronunciation problems and slips of the tongue. They will be discussed in the following section.

### **1. Types of Error**

There are four descriptive taxonomies most useful and commonly used as the basis for error classification; they are (1) Linguistic Category Taxonomy, (2) Surface Strategy Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Effect Taxonomy. However, the errors would be classified based on Surface Strategy Taxonomy because analyzing errors from surface strategy perspective holds much promise for researcher concerning with identifying cognitive processes that underlies the learner reconstruction of the language.

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<sup>24</sup> Daniel Jhones. *An Outline English Phonetic*,( B.G. Teubner, 1922),P,276.

It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learners' use of interim principles to produce a new language. Through communicative effect taxonomy it would see the errors from the perspective of their effect to the reader. So, in this research the researcher will use Surface Strategy Taxonomy and Communicative Effect Taxonomy. Below is the explanation for Surface Strategy Taxonomy and Communicative Effect Taxonomy.

#### **a. Surface Strategy Taxonomy**

Surface strategy taxonomy highlights the ways surface structures are altered: "learners may omit necessary items or add unnecessary, they may misform items or misorder them". Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. It also makes us aware that learner's errors are the result of their active way in using the temporary principles to produce the target language. Below is the detailed description of each category used in surface strategy taxonomy.

##### **1. Pronunciation Problems**

For the non-native speakers, pronunciation is one of the most important parts in English communication because by using good pronunciation, we can avoid misunderstanding between the speakers. Therefore, it is important to teach pronunciation. that for all these people, being made aware of pronunciation issues

will be of immense benefit not only to their own production but also to their own understanding of spoken English.<sup>25</sup>

Dalton also states about the importance of the students to be aware of pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning and what is presented as an attainable behavioral target.<sup>26</sup> The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these terms) to establish models for guidance, not norms for imitation. If someone wants to learn a foreign language he will obviously meet with all kinds of learning problems.

These difficulties have to do with the learning of the new sound system, the learning of the new vocabulary items, and the learning of the unfamiliar ways of arranging the foreign words into sentences. A foreign language student will meet with difficulties in his learning process.

Since childhood he has been speaking his mother tongue, which has been deeply implanted in him as part of his habits. The movements of his speech organs have been set to produce the speech sounds of his own language; it will, of course, be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds. If the foreign language were exactly the same in its sound system and in its grammatical system as the student's own

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<sup>25</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman Group Ltd, 2000), p.183

<sup>26</sup> Dalton, *Teaching Pronunciation*. (London: Longman Group Ltd, 1998), P.16.

language- which is, of course, impossible, there would be no learning problem at all.

The degree of difficulty in learning is also determined by the degree of difference between the two languages. An Indonesian student will find it more difficult to learn English than a Dutch student to learn the same language, for instance, because the degree of similarity between Indonesian and English is lower than that found between Dutch and English.

## 2. Suprasegmentals

According to Longman Dictionary of Applied Linguistic, suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone.<sup>27</sup> Similarly, Ladefoged explains that suprasegmental features are aspects of speech that involve more than single consonants or vowels.<sup>28</sup> The principal suprasegmental features are stress, length, tone, and intonation. Clark, Yallop and Fletcher inform that suprasegmentals can be referred as prosodic features or nonsegmental features.<sup>29</sup> They are features of spoken language such as pitch, rhythm, and tempo which are not easily identified as discrete segments. Fromkin, Rodman, and Hyams indicate that prosodic or suprasegmental features are over and above the segmental value since the word “supra” means above or beyond. Therefore, suprasegmentals are units which govern more than one sound in an

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<sup>27</sup> Richard, Platt J and Weber H. *Longman Dictionary of Applied Linguistics*. (Essex: Longman House, 1985),P.281

<sup>28</sup> Ladefoged. *A Course in Phonetics (5th ed)*. (Boston: Thomson Wadsworth.,2006).P,54.

<sup>29</sup> Yallop, C Clark, J and Fletcher, J. *An Introduction to Phonetics and Phonology (3rd ed)*. (Victoria: Blackwell,2007).P,76.



utterance.<sup>30</sup> They cannot occur by themselves but they extend over the segments in words, phrases, and sentences. In spoken language, not only the segmental elements but also the other units known as suprasegmentals are involved. If learners know features from the smallest component of spoken language or segments to the larger one or suprasegmental units, they are likely to achieve their listening. Therefore, the researcher plans the lessons for teaching each feature of suprasegmentals apart from individual sounds of English words. Each of them is informed as follows.

#### **a. Stress**

Ladefoged states that stress is a suprasegmental feature of utterances.<sup>31</sup> It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that stressed syllable in a word louder, stronger, and slightly higher than the rest or the unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable. However, in our daily life, we listen to speech with more than one isolated word, and it is not natural for English native speakers to emphasize the stress on each word in an utterance. Therefore, the stresses will be given only on content words which carry the important meaning in that connected speech. On the other hand, the function words which show only the grammatical relationship in the utterance are not stressed. The learners have to notice the stress placement in sentences when

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<sup>30</sup> Fromkin, V Rodman, R and Hyams N. *An Introduction to Language (8 th ed.)*.( Boston, MA: Thomson Wadsworth,2007).P,34.

<sup>31</sup> Ladefoged. *A Course in Phonetics (5th ed.)*.P,56.

listening because the stress placement is important in conveying the meaning in spoken language.

### **b. Rhythm**

Since stress plays an important role in English language. Roach indicates that English speech has a rhythm that allows us to divide it up into more or less equal intervals of time called feet.<sup>32</sup> Each foot begins with a stressed syllable; however, the number of unstressed syllables between each stressed one or in each foot varies. As a result, spoken English has stress-timed rhythm; that is the time from each stressed syllable to the next tends to be equal. Learners of English can practice to divide utterances into feet while listening.

### **c. Assimilation**

In speech, the sounds do not occur in isolation, but they come in sequences. Kuiper and Allan state that assimilation is one of the processes which affects individual segments.<sup>33</sup> This means one segment become more like another, or two segments become more like each other. The sound is assimilated because it is influenced by the place or the manner of articulation from the sound neighboring. If learners know assimilation and understand how it happens, listening will not be difficult for them.

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<sup>32</sup> Roach, P. *English Phonetics and Phonology (4 th ed)*. ( Cambridge: Cambridge University Press, 2010).P,78.

<sup>33</sup> Allen W.C. and Kuiper, K. *An Introduction to English Language*. (New York: Palgrave Macmillan,2004).P,201.

#### **d. Elision**

Roach indicates that when native speakers of English talk to each other, a number of phonemes or segments are not pronounced.<sup>34</sup> Elision always occurs in less formal speech. Therefore learners of English should not expect to hear every segment. Both consonant and vowel elision are common in spoken language.

#### **e. Linking**

we have known that there are differences between pronunciation of words in isolation and in connected speech. British Council indicates that linking happens when the last sound of a word is a consonant and the next word begins with a vowel sound.<sup>35</sup> Therefore, linking is very common in spoken English. Learners of English need to be aware of linking that they will meet in listening.

#### **f. Intonation**

Intonation can be defined as pitch movement in spoken utterances.<sup>36</sup> Intonation is a crucial factor for spoken English. It is not related to differences in word meaning, but the changing tune affects the range of meaning. English intonation can change grammatical function in that phrase or sentence. In addition, the intonation pattern: a rise-fall and a fall-rise is used with different intention and feeling. Learners must notice intonation pattern when listening.

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<sup>34</sup> Roach, P. *English Phonetics and Phonology (4th ed)*. P.80.

<sup>35</sup> Council British. *Practise Your Pronunciation* ( Bangkok: Media Active Co., Ltd, 2006), (Vol.2, p.22).

<sup>36</sup> Higgins E.C. & Dobrovolsky, M. *Phonology: The Function and Patterning of Sounds*. In O'Grady, W., & Archibald, J., *Contemporary Linguistics*, (Boston: Bedford/St. Martin's. 2001), P.63.

### **g. Pitch**

When people speak, the pitch of their voice is changed all the time. Fromkin et al explain that the pitch depends on how fast the vocal cords vibrate.<sup>37</sup> The faster they vibrate, the higher the pitch. Kuiper and Allan indicated that the pressure of the air coming out of the lungs and the tension of the vocal cords affect the pitch of the voice.<sup>38</sup> Pitch is varied; people sometimes speak with their normal pitch, a low pitch, a high pitch, a rising pitch, or a falling pitch. The pitch is altered appropriately from the lowest note to the highest not depending on each kind of situation.

In conclusion, the concept of suprasegmentals can help foreign learners of English to listen and understand English in an effective way. How the teacher designs the lesson for teaching suprasegmentals is a challenging task.

## **3. Teaching Pronunciation**

### **a. The Importance of Teaching Pronunciation**

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility.<sup>39</sup> However, Nation and Newton argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners' phonological loop affect learners gain stable pronunciation. Nation and Newton

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<sup>37</sup> Fromkin,et all. *An Introduction to Language (8 th ed.)*. (Boston, MA: Thomson Wadsworth,2007).P,90.

<sup>38</sup> Allen W.C. and Kuiper, K. *An Introduction to English Language*,P.205.

<sup>39</sup> Derwing, T. and Munro, M. "Second Language Accent and Pronunciation Teaching: a Research-based Approach". ( *TESOL Quarterly* 39, III, 2005) p. 379– 398.

explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word.<sup>40</sup>

### **b. The Goals in Teaching Pronunciation**

There are four realistic goals in pronunciation teaching. They are:

#### 1) Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

#### 2) Functional communicability

It is the learners ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of “functional communicability.”

#### 3) Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

#### 4) Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

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<sup>40</sup> Nation, I.S.P. & Newton, Jonathan. *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009), p.75

### C. Definition of Reading

Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.<sup>41</sup> In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets two people in action together—an author and a reader.<sup>42</sup> To read is to develop relationships among ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading, you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading. Reading is an active process in which people attempt to extract idea, concept, or image from the pattern words set forth on the printed page.<sup>43</sup>

From those definition, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. It other words,

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<sup>41</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson Education Ltd., 2001), 3rd ed., p. 199.

<sup>42</sup> Dorothy Grant Hennings, *Reading with Meaning, Strategies for College Reading*, 4th ed, (New Jersey: Prentice-Hall, 1990), p.2.

<sup>43</sup> Callahan F and L.H. Clark, *Teaching in the Middle and Secondary School. Planning for Competence*. (USA: Mc Millan po.co.inc, 1982), p. 60.

reading is interpreting graphic symbols, which involves an interaction between the writer and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

### **1. Reading Purpose**

There is possible cause of the variation between readers and reading which we need to consider that is readers' different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.<sup>44</sup>

While reading, presumably, many things can be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure. Many different things can be

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<sup>44</sup> Dorothy Grant Hennings, Reading with Meaning, p. 2.

going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories:<sup>45</sup>

- a. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- b. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you.<sup>46</sup> For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn new knowledge, but also abilities to process information. In more specific, there are some reading skills which are affected by the purposes in reading, they are as follows:<sup>47</sup>

1. Identifying the topic: good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows the readers to process the text more effectively as it progress.

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<sup>45</sup> Dorothy Grant Hennings, *Reading with Meaning*, p.2.

<sup>46</sup> Sven Birkets, *Readings*, (Minnesota: Graywolf Press, 1999), p.101.

<sup>47</sup> Jeremy Harmer, *The Practice of.*, p.201-202.



2. Predicting and guessing: readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumption or guess the content from their initial glance or half-reading.
3. Reading for general understanding: it means, not stopping for every word, not analysing everything that the writer includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.
4. Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.
5. Reading for detailed information: sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.
6. Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the

writers implying or suggesting. Readers get more from reading text than the words alone suggest because, as active participants, readers use their schemata together with their knowledge of the world to expand the pictures that have been given.

## CHAPTER III

### RESEARCH METHOD

#### A. Time and Place of Research

Location of research is a place where a research is done at IAIN Zawiyah Cot Kala Langsa, which is located on Meurandeh Kec. Langsa Lama. The writer chose this setting because the geographical location is easy to reach. The research carried out from October 2017.

#### B. Research Design

As stated in problems of the research, this research is conducted to describe error pronunciation made by students in reading text. Thus, in this study, the researcher uses descriptive research. Ary et.all explained “Descriptive research method is used to obtain information about existing conditions and have been widely used in educational research.”<sup>48</sup>

Ary et.al ddefines that research is be defined as the application of the scientific approach to the study of a problem, problem is something which has to be solved.<sup>49</sup>

The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in

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<sup>48</sup> Ary, et al. *Introduction to Research in Education*,P,322.

<sup>49</sup>Ary, et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning,1985),P.21.

descriptive research, the information is obtained by in-depth interview with the participants.

### C. Subject of the Research

Subjects in a study are required to get the needed information. Lodico et.al revealed “depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”.<sup>50</sup> It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

In this research, the researcher chose the subjects by purposively, purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money.<sup>51</sup>

the researcher have observed the subjects’ daily in the class. From the observation, the subjects are students at the third semester class in English department of IAIN Zawiyah Langsa in the academic year 2017-2018. From the statement above, the research takes one classes they are third semester unit 1 to observation of the research.

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<sup>50</sup> Lo Dico et al. *Validation of an engineered cell model for in vitro and in vivo HIF-1alpha evaluation by different imaging modalities.* ( Mol Imaging Biol, 2014),P,16

<sup>51</sup> K Black, “*Business Statistics: Contemporary Decision Making*” 6<sup>th</sup> edition, ( John Wiley & Sons,2010),P.78

#### D. Data Collecting Technique

Instrument is tools that are required to get information. Gay and Airasian stated that instrument is a tool that is used in collecting data.<sup>52</sup> While, Arikunto revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy.<sup>53</sup> Here, the instrument is researcher herself.

Sugiyono stated that in qualitative research, the instrument is the researcher themselves.<sup>54</sup> Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do reading pronunciation test to know students error pronunciation in suprasegmental features. Data collecting technique is an important step in research, because the aim of the research is to get the data. In this study the writer use reading text and tape recorder to analysis students word stress. Then to see error of word stress of students the writer asked for them to read reading text as instrument.

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<sup>52</sup> Gay, L. R. *Educational research: Competencies for analysis and application* (5th ed.). (New York: Macmillan, 1996).P.145.

<sup>53</sup> S Arikunto. *Prosedur penelitian : Suatu Pendekatan Praktik*. (Edisi Revisi). (Jakarta : Rineka Cipta,2010),P.134.

<sup>54</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2008).P.222.

## E. Technique of Analysis Data

The data that been collected need to be analyzed. The researcher will analyze this data by some steps. Some formulas were applied in this research to process the data as follows:

### 1. Analyzing students score

Based on the scores which were gotten from the test, the research calculated the scores so that the finding of the research was be revealed in form of the information related to the nalysis of students' error pronunciation in reading class for the thirs semester of english department student. Then, the scores were analyzed acording to the central tendency (mean, mode, and median) and standard deviation for the each aspects and hole aspect.

**Table 3.1**  
**The Scale of suprasegmental features**

<b>Category</b>	<b>Vowels</b>	<b>Consonants</b>	<b>Intonation</b>	<b>Word stress</b>	<b>Rhythm</b>	<b>Sentence stress</b>
<b>5</b>	Pronounces vowels correctly all the time	Pronounces consonants correctly all the time.	Uses rising or falling intonation appropriately all the time. Uses intonation to express a variety of meanings, such as ] apology, sarcasm, etc.	Places stress on the right syllable of Multisyllab c words all the time.	Uses stress-timed rhythm naturally all the time.	Places stress on Focus words and other key words all the time.

<b>4</b>	Pronounces vowels correctly most of the time.	Pronounces consonants correctly most of the time	Uses rising or falling intonation appropriately most of the time but sometimes ineffectively .	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a few words	Uses stress-timed rhythm naturally most of the time	Places stress on focus words and other key words most of the time.
<b>3</b>	Makes inconsistent vowel errors. Common errors: /i:, ɪ/	Makes inconsistent consonant errors. Common errors: /w, v/ /s, z/	Uses rising or falling intonation appropriately most of the time, but intonation impedes understanding.	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on certain words.	Uses stress-timed rhythm sometimes and syllable-timed rhythm other times.	Places stress on focus words and other key words sometimes.
<b>2</b>	Pronounces some vowels incorrectly consistently. Common errors: /e, ɪ/, /e, eɪ/ / , aɪ/	Pronounces some consonants incorrectly consistently. Common errors: /f, h/, /t, d/, /k, g/	Uses intonation appropriately sometimes to express emotion, but uses up-rising intonation for both whquestions and yes/no questions.	Places stress on the right syllable of multisyllabic words most of the time, but misplaces it on a large number of words.	Rhythm is frequently syllable-timed.	Frequently misplaces stress on focus words and other key words.
<b>1</b>	Vowel errors are frequent.	Consonant errors are frequent.	Uses rising or falling intonation	Frequently misplaces stress on	Rhythm is not demonstrat	Sentence stress is rarely

	<p>Common errors:          /e, æ/, /æ, /          /æ, /, / , /          / , /</p>	<p>Common errors:          /p, b/, /p, f/          /m, n/, /n, l/          /l, r/</p>	<p>inappropriately frequently.</p>	<p>multisyllabic words</p>	<p>ed.</p>	<p>identified.</p>
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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

In this chapter, the writer presented my data finding descriptively. This research is a study of errors in word stress that related with pronunciation. Futhermore, this study is describe the errors in misplaced word stress is rare and causes no distraction and miscommunication in suprasegmental features . The subject of this research are 10 students who study in English department IAIN Langsa. The data of this study were taken from 6 students errors in pronouncing in reading text. Thus, the writer used the qualitative method by collecting empirical data which were actually the resposes of the subject. Their responses were then analysed for occurance of phonology and morphological errors in pronunciation.

Then, the writer gave the subject a list of text and asked them to pronounce it individually. Before recording process, the writer asked the subject to familiarize themselves with the word to avoid some mistakes because in this research just analyze the errors. In pronouncing those words, the subject made various errors depending on their knowledge and ability in pronouncing English reading text. Some of students made the same errors in pronouncing a word and the others are do differences errors. Therefore, their errors in pronouncing those word stress can be classified in some different categories.

Before discussing those different categories, the writer presented all kinds of errors made by the subject in pronouncing word stress. Futhermore, The

several suprasegmental components of a sentence are not independent in their effects. The syllable that takes the brunt of the primary sentence stress is that which happens to carry lexical stress in the focused word. Since a primary correlate of assigned stress is pitch movement, the fundamental frequency contour of an utterance is a function not only of the intonation contour assigned but also of the lexical and sentential stress. They must, however, be considered to be independent in production, and the speech error evidence supports this independence. In the following discussion, errors of lexical stress, of higher level stress, and of intonation will be treated separately. In addition the data collection collection of such errors and a number gleaned from the extensive error from students for Examples :

(1)-(4) are representative of this kind of error:

(1) *Pour eight cups of milk into a large **cooking** pot.*

(2) *Heat the milk to **eighty**-five degrees Celsius*

(3) *Keep the **yogurt** at **forty**-three degrees and add one-half cup of the **starter***

(4) *After that, your **homemade yogurt** is ready*

Furthermore, In (3) and (4) the erroneous stress has been detected and the students error corrected before utterance of the word is complete, whereas in (1) and (2) the whole word has been spoken with incorrect stress.

The strong similarity between such errors as those in (1)-(4) however, argues for the reverse explanation: that omission or addition of a syllable can be caused by an initial error involving the misplacement of stress. The location of the misplaced stress in these and similar examples appears to be not at all random;

it is immediately noticeable in that the stress placement in each case suggests another existing word, moreover, a word that is closely related to the target word in both form and content. being a different derivative from the same root morpheme. Thus, in In each of the sentences in Section the writer text, the students should have no difficulty in supplying a related word in which the syllable bearing primary word stress is that which carries the misplaced stress in the erroneous utterance always providing, of course, that the reader is as familiar with the word.

The next errors, however, do not seem to have close relations of this kind, and they present potential counter examples to the analysis to be presented in the following discussion; but they are very few in number in comparison with the errors in Section, so that a common source for the latter still seems a fair bet.

The error, in which the initial [ae] is stressed, is almost immediately preceded by a word beginning with a stressed initial [ae], and may therefore simply be a case of perseveration of an initial sound. One possible explanation for stress misplacement is that it results from a metathesis of stress markings (for example, ' with ` ) analogous to the metathesis of other elements. However, the strong tendency for the erroneously chosen stress pattern to be that of a related word speaks against this suggestion; no such principles appear to be at work in the metathesis of features, phonetic segments, or syllables. No is there a preference for the primary stress in the error to have moved to the left or right of the target stress in reading made by students at the third semester . An explanation the supposed preference for initial stress in English can therefore also be discounted.

Another possible explanation for such errors is that the students arise at the point at which the motor programs for the articulators are activated, not by selection of the wrong program, as that would result in utterance of the wrong word rather than the right word with the wrong stress pattern, but rather as a blend between adjacent forms, with the overwhelming tendency to semantic relatedness of the blended.

Furthermore, the relatedness of target and distractor suggests that stress errors students arise at a fairly early level in the production process, at a point at which words related in the way that, for instance are situated close enough to each other to be confused. However, the present problem of study, if correct, would necessarily involve a revision of this text.

Besides, In contrast to students stress errors, misplacement of sentence stress is rarely detected by the hearer. There is a common-sense reason for this: Practically any word in a sentence can carry the primary stress, a fact well known to children who will play at stressing each word in a sentence in turn. A change in the location of the primary stress will lead to a change in the sentence's focus, and depending on the context may have considerable pragmatic effects, but it will not produce an anomalous sentence. Hence, it is possible that primary word stress is often misplaced, and that what the hearer understands is in consequence not what the speaker intended; but unless the misplacement is corrected, there is no way of knowing that an error has occurred.

Based on the writer analysis students error in word stress in pronunciation with asked for students read the text. Then, the writer record sound of students at

the unit 1 semester 3 in reading text. After that, the writer listen to one by one of the students' voices as they read the text and analyze the stresses that students make in reading task.

Based on the writer observation students error pronunciation in suprasegmental features, especially in word stress classification students of IAIN Langsa at the third semester as the intermediate mid level in English reading pronunciation test. Then, the students rating were elicited to analyze the weight of perceived pronunciation in reading text. The writer collect the student error in word stress using tape record sound of student in reading class.

## **B. Discussion**

From the data presented earlier, it is found that participants are more likely to make mistakes in pronouncing suprasegmental features Analysis of the errors indicated that among the problematic word stress. Hence, the participants made these mistakes as these sounds were unfamiliar, and they therefore faced problems when they were asked to pronounce these unfamiliar sounds. From this finding, language instructors should then be aware of the need to focus their attention on the teaching of these sounds to English learners.

Nevertheless, one possible reason as to what makes these sounds problematic for the students may be that in IAIN Langsa, these plosive word stress usually appear in the beginning and middle of a word.

Moreover, pointed out that pronunciation problems often are reasons for unsuccessful communications. The subsequent discussion of this study will focus

on pronunciation errors that may affect intelligibility; and in other words, they may affect the actual meaning of the words. The mispronunciation of a word could make it sound like another word altogether. Furthermore, after the researcher observed students pronunciation error especially in reading class, the researcher given conclusion more specific toward students error in reading class especially in suprasegmental features. In this study, the researcher only focused for word stress, and after record students reading task through audio record the researcher found that students reading class at the third semester of English Department as the mid level categories because all of the student in class had good pronunciation and word stress in reading task.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, the researcher will draw some conclusions related to the study of pronunciation errors conducted in the third semester of students of English Department in IAIN Langsa. This chapter also will present the relevant suggestions related to this research.

#### **A. Conclusions**

According to the results of analysis which are presented in previous chapter, it can be concluded as follows: Kinds of pronunciation error found in English Department in the academic year of 2018/ 2019 . Students pronounced the English words in hurry and monitoring condition which make them substituted some English words to others.

The five students also produce four kinds of pronunciation problems such as the existence of the foreign sounds, two languages with similar sounds which differ only slightly in their phonetic features, a cluster of sounds in some English words, other cases. Two languages with similar sounds which differ only slightly in their phonetic features are dominantly occurred than the other types. It is happened because in Indonesian language usually apply one letter- one sound, although there is a letter that has two sounds, in this case letter 'e'. It can be written [e] and [ɛ]. Sound variety scarcely exists in Indonesian language.

## **B. Suggestions**

Based on the results achieved of the study, the following suggestions can be stated:

1. After reading this thesis, certainly the readers gain more or less knowledge and new insights on pronunciation especially about suprasegmental features. So, for the readers of this thesis are suggested to be more careful and give more attention when he or she gives information orally.
2. It is suggested that the next researchers can develop this further research because this research is still rarely discussed in language research especially in the field of linguistics. For example, in terms of determining the object of research. The next researchers are suggested to use the object of research not only on the students of IAIN Langsa.



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