Pronunciation Error of English Vowels in Reading Descriptive Texts of MI Rare Muchtary Students

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Abstract

This research aims to investigated error pronunciation vowel in reading text descriptive MI Rare Muchtary students. The purpose of this study aims to identify kind of error in students pronunciation when they read description text, analyzed the factor of error in pronunciation, and analyzed learning strategy to improve their pronunciation. This research conducted mixed method, there are qualitative and quantitative approach. The qualitative approach used descriptive analysis method, and for qualitative approach used data analysis statistic. The data drawn through sound recording students at the time read descriptive text, then the data transcribed phonetic students to know in error. The purpose of this study is students error pronunciation in vowel and diphthongs is 404. Error included the omission 11, addition 62 as substitution 335. Factors causing students derived from pronunciation is interlingual, intralingual and developmental error. Researchers used reading aloud strategy to increase students pronunciation. Result of this research can be seen from the pre test mean 75.70 and post test 78.39. Therefore, reading aloud is can increase students pronunciation significantly.

Key words: Pronunciation Error, Vowel, Descriptive Text

1. Introduction

Students who learn a second language are very concerned with pronunciation and spelling to improve fluency in spoken English. Odden (2006) stated that word pronunciation is included in the area of phonology which is a branch of linguistics in studying the sound structure of a language.

Every second language learner is never without mistakes. Brown (2001) stated that mistakes are part of the learning process. This also happens a lot in Indonesia. One of the mistakes that is often made by English learners is in the phonological aspect.

Errors at the phonological level are closely related to processes when they are in morphemes or words. One form of phonological error is an error in pronouncing certain phonemes which are generally not found in the mother tongue. Phonetics are the sounds of language that are produced in speech and have characteristics of speech sounds, namely articulatory phonetics, acoustic phonetics, and auditory phonetics.

This research discusses errors in vowel pronunciation in reading English descriptive texts of students at MI (Madrasah Ibtidaiyah) Rare Muchtary. According to IPA (International Phonetic Alphabet) the monophthong vowels are i:, I, ʊ, u:, e, ə, ɜ:, ɔ:, æ, ʌ, ɑ:, ɒ and the diphthong vowels are Iə, eI, ʊə, ɔI, əʊ, eə, aI, aʊ. There are still many pronunciation errors in elementary school students, especially when pronouncing English vowels, this is known because observations have been made for 2 months at the school. Madrasah Ibtidaiyah Rare Muchtary is equivalent to the level of elementary school education (Elementary School). There are 350

students from grades 1 to grade 6 at the school. Madrasah Ibtidaiyah Rare Muchtary uses the 2013 curriculum. Pronunciation in reading texts correctly is in the 2013 curriculum that students must master the pronunciation and spelling in the text, so that if there are some students who have not mastered it means that students have not been able to achieve the basic competences specified in the curriculum.

Dulay et al (1982: 78) stated that children acquiring both languages in a natural environment have a greater chance of later sounding like native speakers than adults. Children under ten years of age who learn a sufficient amount of a second language are almost always successful in achieving their goals. However, the MI Rare Muchtary students even though they study English starting from first grade, when viewed from the frequency of learning they only get 45 minutes of English lessons per week in class, so they feel they are lacking. In addition, the focus of learning is on working on problems, not on improving pronunciation or other abilities.

Errors regarding vowel pronunciation appear in students at the MI Rare Muchtary, as well as phenomena of English pronunciation errors that have occurred before outside this school. Therefore, research on pronunciation errors in reading texts really needs to be done to improve students' speaking skills in English subjects. The example in the word could has the pronunciation of [kʊd], students pronounce it [kɒld]. Students change the vowel [ʊ] to [ɒ]. Likewise with the replacement of the sound [ə] by the sound [ʌ] in the word adorable. The word should be pronounced [ə'dɔ:rəbl] but the students pronounced it [ʌdɒrʌble]. Students replace the sound [ə] with the sound [ʌ] because they are used to pronouncing the sound [ʌ] compared to the sound [ə].

Linguistic problems, especially in the phonetic aspect, are the subject of discussion, especially when students read and recite the vocabulary of descriptive texts contained in the LKS (Student Worksheet) book published by KKMI Denpasar City Workbook of English for Islamic Primary School for fifth Grade, published in 2022. Students are given texts descriptive text related to the material being studied, then asked to read and pronounce the vocabulary of the text correctly. Descriptive text is used because it contains a lot of basic vocabulary contained in worksheet books that are appropriate for the elementary level, then the data is recorded and analyzed for pronunciation errors in each student. The differences in this study used the findings from previous studies to become a reference and correct deficiencies in previous studies. After knowing the students' mistakes in pronouncing vowel sounds, as a follow-up, this study used the reading aloud method which is a strategy to improve students pronounciation. This activity is intended to train students to be able to read with correct pronunciation.

Based on the description of the background of the problem above, the problem can be formulated as follows.

1. What are the types of English vowel pronunciation errors in the reading and pronunciation of descriptive texts by MI Rare Muchtary students?

2. What are the factors that cause errors in reading and pronouncing English vowels in the reading of descriptive texts by MI Rare Muchtary students?

3. What are the learning strategies to minimize pronunciation errors when reading descriptive texts for MI Rare Muchtary students?

2. Theoretical framework

A research really needs a theory to solve the problem formulation. The theory used is phonetic theory, error analysis, language error theory, cognitive learning theory, and Reading Aloud method.

A. Phonetics

Ladefoged (1982:1) states that phonetics is a field of linguistics which studies the production, delivery, and reception of speech sounds regardless of whether these sounds distinguish meaning or not.

B. Error Analysis

In Dulay et al's (1982) taxonomy of surface strategies, the types of mistakes learners make reflect different forms of what one might expect about the target language. This taxonomy shows how the surface structure changes or deviates. There are four ways in which the learner changes the form or arrangement of the target language, namely omission, addition, misinformation, and misordering.

C. Language Error Theory

Broadly speaking, Richards (1985) states that the factors that cause language errors that often occur by language learners are distinguished from interlanguage errors, intralingual errors, and developmental errors.

D. Cognitive Theory

Piaget (2002) stated that learning is a process of qualitative change in cognitive structure. This discussion can occur when new information or experience is received, modified in such a way that it fits the cognitive structure that has been previously owned.

E. Reading aloud

Stated by Suyanto (2010:49-50) reading aloud is a method of train students to be able to read with correct pronunciation. In addition to pronunciation, the teacher also needs to practice stress and intonation, and master difficult sounds.

3. Method

This study is a mixed methods research design was used, namely a research step by combining two approaches in research, namely qualitative and quantitative. Creswell (2010: 5) states that mixed research is a research approach that combines qualitative research with quantitative research. According to Sugiyono (2011: 18), mix methods are research methods by combining two research methods at once in a research activity, so that more comprehensive, valid, reliable, and objective data will be obtained.

The type of data in this study is in the form of oral data from students while reading descriptive texts. The data source was obtained from participants who were 5th grade students of MI Rare Muchtary with a population of 58 students in grades 5A and 5B consisting of 23 male students and 33 female students. This study used a purposive sampling technique.This reseach use 5B for the sampling of the data.

The instrument in this study consisted of the LKS (Student Work Sheet) published by KKMI Denpasar City Workbook of English for Islamic Primary Schools for fifth Grade, 2022 as a reference when students read descriptive texts. This study uses the listening method, namely when students read descriptive texts the researcher listens directly to the learning activities. The data collected is in the form of oral data because it relates to pronunciation. To obtain the oral data, the researcher used audio data collection procedures. The pronunciation activities carried out by students were recorded using the help of mobile phones during pre-test and post-test data collection. Analysis of the data obtained from the research results using descriptive statistical analysis, namely to analyze data by describing or describing the data that has been collected during the research process and is quantitative in nature. The data collected is in the form of values pre test and post test then compare. The statistical formula used is as follows.

1. Average formula (Mean)

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \cdots + x_n}{n} = \frac{\sum_{i=1}^{n} x_i}{n}$$

Information:

      $\bar{x}$: average value

      x_i : data value i-th

      n : amount of data

2. Median formula

$$Md = Tb + \left(\frac{\frac{1}{2}n - fkk}{fi} \right) \ell$$

Information:
Md : median
Tb : lower limit of the median class
n : lots of data
fkk : cumulative frequency less than median class
fi : median class frequency
l : the length of the median class

3. Mode
Modus (M0) is data with the highest frequency (which appears most often)

4. Discussion

4.1 Types of pronunciation error

After conducting a post test related to errors in students' English vowel pronunciation, it was found that there were several errors in students reading descriptive texts.

A. Ommision

(4.1) Tracks ->[will provide]

(Fathan, 2022)

Omission is the removal of elements that should appear in a speech (Dulay, et al. 1981: 154). The students make mistakes in the –s affix very often. Whether it's the omission of –s as a plural maker or the omission of –s in the verb of the third singular person of the present tense, after the subject she and he, the verb must be attached with an -s phoneme. This happens when students pronounce the word teiks which should be pronounced [tedik] but students pronounce [tedik].

B. Addition

Adorable -> [ə'love:rəbl]

(Ro'uf, 2022)

The form of addition error is an error that adds an item that should not be in an utterance (Dulay et al, 1981: 154). Addition is a higher level stage than omission errors in second language acquisition. At this level, learners have acquired the grammatical rules of the second language, but they often misunderstand them. So, they then made the mistake. This happens when students make mistakes in the word adorable which should be pronounced [ə'dɔ:rəbl] to [ʌdɒrble].

C. Substitution

Immediately -> [Imi:diətli]

(Ehan, 2022)

The form of a substitution error is an error that replaces a letter with another letter (Dulay et al, 1981: 154). The students made a mistake on the word Immediately which should have been pronounced [Imi:diətli] however, the students pronounced [ImɛdIʌteli].

Based on the research findings, it is known that students tend to pronounce the vowel sound according to the letter. In fact, in English, one letter can have many different pronunciations. Meanwhile, only

sounds and sound symbols have a correspondence relationship with one another. For example, in the word too, students tend to pronounce the vowel [tɔ:], while the correct pronunciation is [tu:]. In this case, there is an error in replacing the vowel [u:] by the vowel [ɔ:]. Likewise in the word but many students pronounce it with [bʊt], while the correct pronunciation is [bʌt].

In addition, students tend to add another vowel in the middle of the word. The addition of this vowel results in the formation of a new syllable. This is consistent with the previous statement that vowels are very important sounds in the formation of syllables. The addition of new vowels results in the formation of new syllables as well. For example in the word interesting, this word should be pronounced [Intrəstɪŋ], but the students pronounce it with [Intərəstɪŋ], or in the word possible, many students pronounce it with [pɒsIbəl], while the correct pronunciation is [pɒsəbl]. The addition of the vowel [ə] in the two words causes a change in the number of syllables. In the word interesting, which originally had 3 syllables became 4 syllables. Furthermore, in the word recently there is also the addition of syllables, which originally numbered 2 syllables to 3 syllables.

This vowel replacement is very varied in nature so that one vowel sound can be replaced by different vowel sounds. For example, the word could has the pronunciation of [kʊd], students pronounce it [kɒld]. Students change the vowel [ʊ] to [ɒ]. This also happens with other vowel sounds. Based on Dulay's taxonomy of surface strategies (1982), which became the basis for the classification of errors in this study, students made 8 pronunciation mistakes in the form of omissions of certain vowels. The total pronunciation errors of vowels and diphthongs in MI Rare Muchtary class 5B students were 404 mistakes. The errors consisted of 11 omissions, 62 additions, and 335 substitutions. The pronunciation of the letter [ɔ:] is the letter that has the most pronunciation errors, namely 60 errors.

Substitution error is the most common error made by students, namely on vowel [ə]. The sound [ə] is a weak vowel sound because it appears in syllables that have a weak or no stress at all. According to O'Grady (1989), the sound [ə] is marked by a short pronunciation with the position of the speech organ that is not tense (lax). We can find an example of the sound [ə] in the word again [ə'gen]. Some examples of vowel pronunciation errors can be seen in the table below.

Table 1
Classification of Vowel Pronunciation Errors

Classification	Word	Phonetic Transcription	Students Pronunciation
Ommision	Not	[nɒt]	[nt]
	Looks	[lʊks]	[lɒk]
	Takes	[teIks]	[tʌkə]
	Sleeps	[sli:ps]	[slep]
	Male	[meIl]	[mʌl]
	Adorable	[ə'dɔ:rəbl]	[ʌdɒrbl]
			[ʌdɒrble]
	Wake	[weIk]	[wek]
	Night	[naIt]	[nIt]
Addition	Have	[hæv]	[hʌvɛ]
			[hIvɛ]
			[hɛvɛ]
	Name	[neIm]	[nʌmɛ]
	Male	[meIl]	[mʌlɛ]
	Persian	['pɛ:ʃən]	[pərʃIən]
			[perʃIʌn]

			[preʃIan]
	Fur	[fɛ:]	[fʊr]
	White	[waIt]	[wIte]
	Cute	[kju:t]	[cʊte]
	Adorable	[ə'dɔ:rəbl]	[ʌdɒrʌble]
			[ʌdɒrəble]
	Would	[wʊd]	[wɒʊld]
			[wʊld]
	Every	['ɛvri]	[ɛveri]
2. Substitution 3. (Penggantian)	A	[ə]	[ʌ]
	I	[aI]	[I]
	Have	[hæv]	[hɛv]
	Cat	[kæt]	[cʌt]
			[kʌt]
			[ket]
	Persian	['pɛ:ʃən]	[pərʃIən]
			[perʃIʌn]
			[preʃIan]
	Fur	[fɛ:]	[fʊr]
	Gray	[greI]	[grʌI]
	And	[ænd]	[ʌnd]
			[end]
	White	[waIt]	[wIte]
	He	[hi:]	[he]
	Looks	[lʊks]	[lɒks]
	Cute	[kju:t]	[cʊte]
			[cʊt]
			[kIʊt]
	Adorable	[ə'dɔ:rəbl]	[ʌdɒrʌble]
			[ʌdɒrəble]
			[ʌdɒrbl]
	Body	['bɒdi]	[bʌdi]
	Fat	[fæt]	[fʌt]
	Like	[laIk]	[lIkɛ]
	Sleeping	['sli:pIŋ]	[slepIŋ]
			[slIpIŋ]
	Wake	[weIk]	[wʌkɛ]
			[wek]
	Up	[ʌp]	[ʊp]
	Would	[wʊd]	[wɒʊld]
			[wʊld]
	Immediately	[Imi:diətli]	[ImɛdIʌteli]
			[ImɛdIteli]
	Food	[fu:d]	[fʊd]
			[fɒ:d]
	Always	[ɔ:lweIz]	[ʌlweIs]

	Takes	[teIks]	[tʌkɛs]
	Bath	[bɑ:θ]	[bʌt]
	Once	[wʌns]	[ɒncɛ]
	Week	[wi:k]	[wek]
			[wIk]
	Me	[mi:]	[me]
			[mI]
	Love	[lʌf]	[lɒf]
			[lɒvɛ]
	Much	[mʌʧ]	[mʊʧ]

The data above shows that the mistakes of students in class 5B at MI Rare Muchtary are still very numerous and varied. In general, there are various errors in the pronunciation of [i:], [ʌ], [ɑ:], [u:], [ʊ], [ɔ:], [ɒ], [ɜ:], [ə], [æ]. For example in ommission, the word looks many students pronounce [lɒk], the correct pronunciation should be [lʊks]. This also occurs in the addition type of error, the word Name students pronounce with [nʌmɛ], the correct pronunciation is [neIm].

4.2 Factors that cause pronunciation errors.

The discussion on the factors that cause pronunciation errors in this study is based on the categorization stated by Richard (1987). Based on the research findings, it can be seen that some phonemes are pronounced incorrectly by students due to the absence of these phonemes in their first language. The majority of students come from the area of Java, and Javanese and Indonesian do not have some of the vowel sounds that English does, so many students' pronunciations are wrong due to this. Students then tend to replace the sound with a sound that is similar to the vowel sound of the student's first language, for example the sound [i:] is replaced by the sound [i] as in the word week. The sound [i] that should be pronounced long by students is pronounced short. This system of long and short vowels does not exist in the sound system of the Indonesian language. Likewise with the replacement of the sound [ə] by the sound [ʌ] in the word adorable. The word should be pronounced [ə'dɔ:rəbl], but the student pronounced it [ʌdɒrʌble]. Students replace the sound [ə] with the sound [ʌ] because they are used to pronouncing the sound [ʌ] compared to the sound [ə].

Errors made by learners are not only caused by interference from the first language, but also from the target language that is being studied. As new knowledge about the target language system increases, the influence of the target language will also be greater. This is in line with Richard's theory (1978) regarding categories of errors which are divided into several categories, namely overgeneralization, incomplete application of rules, and failure to understand the conditions under which these rules should be applied. According to Richard (1978:59) overgeneralization is an intralingual error that is often made by students and is the most clearly observable. In this study, overgeneralization occurs when the learner deviates from one rule and is also based on other rules contained in the target language. For example, the sound [ʌ] in the word much is pronounced as [mʊʧ]. This happens because students think that the vowel [ʊ] is still read properly according to the writing, as in Indonesian, while in English not all vowels are read according to the writing.

Developmental errors are one of the causes of students making mistakes. Developmental errors arise when students try to answer or build assumptions about the target language based on the limited knowledge they have acquired, either through learning activities in the classroom or through textbooks. Developmental errors arise because students are still in the process of building an understanding of the target language. Some examples of developmental errors, for example, can be found in the word would [wʊd], students have difficulty pronouncing two vowel sounds so that their pronunciation becomes [wɒʊld]. Students also insert the sound [l] in the middle of the word which is evidence that students have not or do not understand the

actual way of pronunciation.

4.3 Learning Strategies to Minimize Students' Pronunciation Errors

A pre-test used before the reading aloud method was applied. Pre test is to find out the score before being given treatment. The researcher collected data in the form of transcribed student voice recordings, then assessed with a pronunciation accuracy score adapted from the University of Cambridge ESOL Examination (2009: 14). Then, the score is processed used to assess students' learning progress with the value calculation formula that is applied at the school.

After the reading aloud method was applied, students carried out a pre-test to find out student scores after being treated using the reading aloud method. The pre-test and post-test values that have been obtained are then processed again to find the average value (mean), median value (median), and the value that appears most often (mode), then given information according to what is used at school. Look at the following table.

Table 2
Comparison of Pre Test and Post Test Values

No	Name	Pre test	Statement	Post test	Statement
1	AZH	50	Deficient	75	Good
2	AFR	60	Below Average	85	Very Good
3	ATN	50	Deficient	75	Good
4	AR	65	Below Average	90	Very Good
5	AZF	45	Deficient	70	Average
6	ANM	60	Below Average	85	Very Good
7	AUH	50	Deficient	75	Good
8	DFR	55	Deficient	80	Very Good
9	EPAK	40	Deficient	65	Below Average
10	EP	50	Deficient	75	Good
11	HMA	45	Deficient	70	Average
12	MAB	65	Below Average	90	Very Good
13	MA	45	Deficient	70	Average
14	MF	50	Deficient	75	Good
15	MRY	55	Deficient	80	Very Good
16	MIP	50	Deficient	75	Good
17	NAA	45	Deficient	70	Average
18	NR	55	Deficient	80	Very Good
19	RM	45	Deficient	70	Average
20	SD	60	Below Average	85	Very Good
21	AL	50	Deficient	75	Good
22	AE	45	Deficient	70	Average
23	ZGR	55	Deficient	80	Very Good
	Mean	**75.70**	**Mean**	**78.39**	
	Median	**76**	**Median**	**78**	
	Mode	**76**	**Mode**	**78**	

Based on the table above, it can be compared the pre-test and post-test scores on students' pronunciation when reading descriptive texts. The highest pre test value was 65, while the lowest pre test value was 40. The mean value (mean) in the pre-test was 75.70, the median value and mode were 76.

The post test with the highest score was 90, while the lowest post test score was 65. The mean value (mean) in the pre test was 78.39, and the median and mode values are 78. In the table it can be seen that there is an increase in the pronunciation skills of MI Rare Muchtary students when reading descriptive texts.

5. Conclusion

Based on the results of the description and discussion on the pronunciation errors of English vowels in reading descriptive texts at MI Rare Muchtary, it can be concluded as follows.

Vowel pronunciation errors in MI Rare Muchtary students are found in the letters [iː], [ʌ], [ɑː], [uː], [ʊ], [ɔː], [ɒ], [ɜː] , [ə], [æ], [eI], [ɑI]. There were 404 errors in the total pronunciation of vowel and diphthong sounds in MI Rare Muchtary class 5B students. The errors consisted of 11 omissions, 62 additions, and 335 substitutions. The pronunciation of the vowel [ɔː] is the letter that has the most pronunciation errors, namely 60 errors. Furthermore, the vowel [eI] has 57 errors, and the vowel [ʊ] has 45 errors. In the vowel [ɔː], the most frequent change to vowel [ɒ].

Factors that cause students' pronunciation errors can come from various sources. Interference from the first language is one of the most observable phenomena in the speech of someone who is learning a second language. Apart from the influence of interference, also from the application of inappropriate rules regarding the second language itself and the influence of assumptions on learners of a second language that may be wrong.

The learning strategy that can be used to minimize students' pronunciation errors is to use the reading aloud method. Using the reading aloud method can train students to read with correct pronunciation. Improved student learning outcomes can be seen from the scores of students' pre-test and post-test results. The average value (mean) of students before using the reading aloud method was 75.70, the median value (median) was 76, and the value that occurs frequently (mode) was 76. After being given the reading aloud method there was an increase in student scores with an average value (mean). Researchers realize that the research conducted is not perfect. For this reason, the researcher really hopes that this research will become a reference for further research for development purposes by using the reading aloud method as an alternative in increasing student learning activities and outcomes in English subjects. It is hoped that future research can use errors in vowels and consonants.

In this study, the potential for mistakes made was errors not mistakes because the sample was elementary school students and their language skills had not been formed stably, moreover they only got 45 minutes per week in class. Moreover, English is their foreign language or second language. Future researchers are expected to further increase their knowledge by using models, approaches, strategies, methods, and higher levels of education.

Acknowledgment

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