THE VIOLATION OF ENGLISH PRONUNCIATION PRACTICED BY THE GRADE NINTH STUDENTS OF SLUB SARASWATI DENPASAR

I Wayan Eka Dian Rahmanu

UNMAS Saraswati Denpasar

ekadianrahmanu@yahoo.com

ABSTRACT

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have correct pronunciation, then it refers to both within a particular mispronunciation. Many students usually make the mistake in pronouncing even the simple words. The researchers choose the students of SLUB Saraswati Denpasar as the research objects because they are in bilingual class that should use English better than others. The title of this research is 'The violation of English pronunciation practiced by the grade ninth students of SLUB Saraswati Denpasar'.

Based on the background of the study, the problem of the research can be formulated as follows: (1) how do the students pronounce selected words in English? (2) how do the students violate the pronunciation of English words? (3) What is the cause of their miss-pronunciation? In this research we use the main theory English phonology by April McMahon and Gerald Kelly.

The method of this research is qualitative research which explains the analysis in description. The data of this research had been taken from 10 students of grade ninth SLUB Saraswati Denpasar. The researchers used the classroom action research to collect the data. They are collected by recording the pronunciation of the students.

In general, the results are: 75% students miss-pronounced the selected words, meanwhile 25% students pronounced almost correctly. From 13 selected words, 30% words among those words were miss-pronounced by the students and 70% were pronounced correctly. The students do the miss-pronunciation mainly because the lack of knowledge in pronouncing the words.

Keywords: violation, pronunciation and students

1. INTRODUCTION

In learning English there are four skills should be mastered by the students. Those skills including: speaking, listening, reading, and writing. Speaking and writing are categorized as productive skills, while reading and listening are as receptive skills. Each of these skills has different way in mastering and expressing. Productive skills which include speaking and writing are two important components of communication process. Speaking is considered as a very crucial skill because it is one of the basic keys of communication. By mastering speaking skills, we can carry out communication, express ideas, purpose, and persuade to other people. *Speaking is the first way to interact with others in the social community. Furthermore, the success in learning a language at first can be seen from the ability of the learner's speaking. However, it is very hard for the beginners to speak the foreign language, especially English. Different pronunciation has different meaning.*

Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning. A linguist who specializes in phonology is known as a phonologist. Etymologically, Phonology from the Greek means "sound, voice". The aim of phonology is to discover the

principles that govern the way sounds are organized in languages and to explain the variations that occur. We begin by analyzing an individual language to determine which sound units are used and which patterns they form--the language's sound system. We then compare the properties of different sound systems and work out hypotheses about the rules underlying the use of sounds in particular groups of languages. Ultimately, phonologists want to make statements that apply to all languages.

Whereas phonetics is the study of all possible speech sounds, phonology studies the way in which a language's speakers systematically use a selection of these sounds in order to express meaning. There is a further way of drawing the distinction. No two speakers have anatomically identical vocal tracts, and thus no one produces sounds in exactly the same way as anyone else. Yet when using our language, we are able to discount much of this variation, and focus on only those sounds, or properties of sound, those are important for the communication of meaning.

There are many valuations that employed by students' pronunciation when they do in speaking practice. Those valuations will make different meaning in English. The varieties

meaning in speaking is caused by the different sound when they pronounce the words. Pronunciation is the way the sound or language is spoken, or the manner in which someone utters a word. If one is said to have correct pronunciation, then it refers to both within a particular mispronunciation. Many students usually make the mistakes in pronouncing even the simple words. The object of research is the students of SLUB Saraswati Denpasar because they are a bilingual class that should use English better than others.

Based on the background of the study, the problems of this research are: (1) how do the students pronounce selected words in English, (2) how do the students violate the pronunciation of English words? (3) what are the cause of their mispronunciation?

2. MATERY AND METHOD OF RESEARCH

2.1 PHONOLOGY

Phonology is a huge area of language theory and it is difficult to do more on a general language course than have outline knowledge of what it includes. In an exam, you may be asked to comment on a text that you are seeing for the first time in terms of various language descriptions, of which phonology may be one. At one extreme, phonology is concerned with

anatomy and physiology – the organs of speech and how we learn to use them. Furthermore, phonology shades into socio-linguistics as we consider social attitudes to features of sound such as accent and intonation. And part of the subject is concerned with finding objective standard ways of recording speech and representing this symbolically.

There are some factors affecting the learning of pronunciation, these could influence a person in using the language. In this section, the researchers mention some of the important factors that affect the learning of pronunciation. They are as follows:

1. Accent

An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (Crystal, 2003, p. 3). Accentedness, a “normal consequence of second language learning” (Derwing & Munro, 2005, p. 383), is a “listener’s perception of how different a speaker’s accent is from that of the

2. Stress, intonation, and rhythm
Munro and Derwing (1997) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1997).

3. Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005;

Marinova-Todd et al., 2000; Masgoret & Gardner, 2003).

4. Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important (Elliot, 1995).

5. Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. According to the "Critical Period Hypothesis" proposed by (Lenneberg, 1967) there is a biological or neurological period which ends around the age of 12; after this period, it becomes

extremely difficult to attain the complete mastery of a second language especially pronunciation.

6. Mother tongue influence

Avery and Ehrlich in 1992 claim that the sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. For example, nonnative speakers' production of English rhythm was investigated in several studies (Wenk, 1985; Machizuki-Sudo, Kiritani, 1991).

2.2 METHOD OF RESEARCH

The data were taken by note – taking and recording. The subjects were seated in a classroom with their lips a few centimeters away from a head-mounted close-talking to the recorder and were asked to read a list of English words which included all the target English vowels. The mispronunciations made by the students were listened and noted carefully. A table is drawn to show the list of words which being pronounced, the correct pronunciation, and the students' mispronunciation.

3. RESULT AND DISCUSSION

3.1 The students' pronunciation selected words in English

ENGLISH WORDS	PRONUNCIATION	STUDENTS' PRONUNCIATION
Daughter	[dɒtər]	[daktər] [dauter] [dakter]
Doctor	[dɒktə]	[dakter] [dokter] [dauter]
Hour	[aʊə]	[haʊ] [ho:ʊə]
House	[haʊs]	[ho:ʊ] [ho:] [ha:ʊs]
Quite	[kwɪt]	[kwɪtə] [kwɪt] [kwɪtə]
Quit	[kwɪt]	[kwɪtə] [kwɪt] [kwɪt]
See	[si]	[si] [ʃi] [shi]
She	[ʃi]	[ʃi] [si] [zi]
Six	[sɪks]	[sɪk] [sɪk] [sɪks]
Sick	[sɪk]	[sɪks] [sɪk] [sɪk]
Sheet	[ʃi:t]	[ʃi:t] [sɪt] [sɪt]

3.2 How the students violate the pronunciation of English words

When pronounce a word “Daughter”, the students express [daktər] [dauter] and [dakter]. Based on April Mc Mahon, there are basic vowels and consonants could be a pattern in pronouncing and expressing the English words. The vowels such as /ɪ/, /a/, /ə/, /ɑ/, /ɔ/, /ʊ/ and consonants such as /ʃ/, /s/, /h/, /s/, // The first sample of the words, students expressed wrong vowel in English based on Mc Mahon, “Daughter” should be pronounced [dɒtər] short vowel which are /ɔ/ and /ə/ and use three consonants /d/, /t/ and /r/. There are 12 words left which were analyzed by the researchers; “Doctor”, the word of “Doctor” has 2

vowels such as /a/ and /ə/, other side there are /d/, /k/ and /t/ as consonants in the word of “Doctor”. In this sample of words, students express [dækter] [doter] dan [dauter] but the word should be pronounced [daktə].

The other sample such as “Hour”, still difficult to the students to express, the sample of the students express [har] [ho:ur] and [hawər], all of the students still use /h/ and /r/ to pronounce the word. Consonant /w/, /h/ and /r/ are not needed in pronouncing “Hour”. Besides that, students also use example of vowels /o:/ which means long vowel and /u/ where both of the vowels should not be used in pronouncing the word, the word should be pronounced [aʊə]; “House” the students express [həʊz] [hos] and [ha:us], in this example of word, there were 2 vowels such as /a/ and /ʊ/ and 2 consonant such as /h/ and /s/. Students used /ɔ/ and /o/ which were wrong vowels in pronouncing this word. It should be pronounced [haʊs].

The word “Quite” is very familiar of the learner, here the researcher gave the sample of words but the students expressed [kwajət] [kuwit] and [kuayet], in this word some students used some consonants such as /j/ and /y/; some vowels such as /u/ and /e/ which were misspoken and the word should be pronounced [kwat]; The word “Quit” made

students misspoken in how to pronounce the sample of the word given by the researcher, could be seen from the sample, the students expressed [kuwit] [ku;it] and [kuit], from the expression, students used short vowel /u/ and long vowel /u:/ but the fact, the word should be pronounced [kwit].

The other familiar word is “See”, when the researcher showed this word, the students expressed [si] [ʃi] and [shi], the student is correct to pronounce the word except the 2 left of the students did not express the word clearly. The students were still confused to use /ʃ/ or /s/. The word “See” should use a consonant /s/ not /ʃ/ and should be pronounced [si]. The other example is “She”, the students expressed or pronounced [ʃi] [si] and [zi], in pronouncing the word, consonant /s/ and /z/ are not needed, these consonants were used and expressed by the students but this word should be pronounced [ʃi].

The next sample of words is given; “Six”, students expressed [sik] [sɪk] and [sɪx], this other familiar word is still make students mispronounce, it could be proved that students still used consonant /k/ in the end of the word pronunciation but the word should be pronounced [sɪks]; in the word of “Sick”, students expressed [siks] [sɪk] and [sik], this friendly word should be pronounced [sɪk] but

one of the students still used consonant /s/ in pronouncing the word; the word of “Sheet” is kind a word that could make the students confused, when the researcher showed the word, students expressed [ʃit] [sit] and [sit], two of the students used consonant /s/ but actually should use /ʃ/ and the word should be pronounced [ʃit].

Other word such as “Think” also made students difficult to expressed and pronounced students express [θɪŋ] [tɪŋ] and [ting], only 1 student pronounced the correct way which used consonant /θ/, others were still using consonant /t/. In fact, the word should be pronounced [θɪŋk]; when the researcher showed a word “Thing” the students express [θɪŋ] [tɪŋ] and [ting], it proved that only 1 student was correct, others used consonant /t/and the word should be pronounced [θɪŋ]. From the data explained, the students were still difficult to pronounce the English Words given by the researcher.

3.3 The factors that cause mispronunciation

As mentioned in the method of research, questioners were also given in order to find out the problems faced by the students when pronouncing the selected words in English. This questioner helps to determine the causes of mispronunciation. The

questions for them are: (1) about the source that help them in learning pronunciation, (2) about the phonetics symbols that they are familiar with, (3) their opinions about letters in English words which pronounced in different ways as in their native language, and (4) their opinions about some sounds of pronouncing words in English which also exist in their native language.

The results of the questioner are as follow:

1.

2.

3.

4.

People often mispronounce words, saying them incorrectly or some way other than how they are intended to be pronounced. Although some words do have a bit of variety in their pronunciation, meaning two or more possibilities are still correct, there are definite ways to say words imperfectly. Some of the likely causes for mispronunciation are as shown in the diagrams above. First is related to the ways they learn pronouncing words in English. Most of the students copied the way their English teachers pronounce the words. The students do not take any more consideration whether their English teachers pronounce the words correctly or incorrectly. Second is that most of the students are not familiar with phonetic symbols. Phonetic symbols such as [ɔ], [æ], [ʌ], etc, are the ways to pronounce letters in the words. Having knowledge in phonetic symbols will guide the second language learners, in this case English language, to pronounce the words correctly. Third is some letters in English are pronounced differently as when they are in the words and when they are spelled. In Indonesian

language, letters in Indonesian words are pronounced as same as when they are spelled one by one. These differences influenced the students in producing correct pronunciation. They sometimes use their habits in pronouncing words in English as they pronounce words in Indonesian. The last reason is that the sounds of pronouncing words in English do not exist in these students' native language, in this case is in Indonesian language. Therefore, it is difficult for the students to produce the correct sounds for some words in English.

4. Conclusion

Most of the students of SLUB Saraswati Denpasar are still misunderstanding in pronounce the simple words given by the researcher such as **doctor** and **daughter**, **sea** and **she**, or **thing** and **think**. They also pronounce the letters which should be omitted, such as letter **H** in **hour** and letter **G** in **daughter**. The reasons of their mispronunciation are because they use their interpretation to pronounce English and they do not try to find how to pronounce the word correctly. Furthermore, they also are not familiar with the phonetic symbols which help producing correct sounds to pronounce the words. The other side, Bahasa Indonesia is also influence the students ability to pronounce the

English words, where sometimes there are no similar sounds in Bahasa Indonesia for some letters in English words. Their habits in pronouncing Bahasa Indonesia influenced their pronunciation of English words.

REFERENCES

Bernaus, M., Masgoret, A., Gardner, R., & Reyes, E. (2004). Motivation and attitudes towards learning language in multicultural classrooms. *International Journal of Multilingualism*, 1(2), 75-89.
doi:10.1080/14790710408668180,
<http://dx.doi.org/10.1080/14790710408668180>

Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.

Derwing, T. M., & Munro, M. J. (1997). Accent, intelligibility and comprehensibility: Evidence from four L1s. *Studies in Second Language Acquisition*, 19, 1-16.

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379-397. doi:10.2307/3588486,
<http://dx.doi.org/doi:10.2307/3588486>

Elliot, A. R. (1995). Foreign Language Phonology: Field independence, attitude, and the success of formal instruction in Spanish pronunciation. *The Modern Language Journal*, 79(iv), 530-542. doi:10.2307/330005,
<http://dx.doi.org/10.2307/330005>

Lenneberg, E. H. (1967). *The geological foundations of language*. New York: John Wiley and Sons.

Wenk, B. (1985). "Speech Rhythms in Second Language Acquisition." *Language and Speech*, 28, No. 2, 157-175.