AN ANALYSIS OF PRONUNCIATION ERRORS
OF ENGLISH CONSONANTS SOUNDS PRODUCED BY
ENGLISH DEPARTMENT STUDENTS

oleh
Natalia Anggrarini[1] Lulu Istiqomah[2]
[1,2,)] Universitas Wiralodra, Jln.Ir.H.Juanda Km 3, Indramayu,
natalia.anggrarini@unwir.ac.id , istiqomahlulu95@gmail.com

ABSTRAK

In communication, they not only can understand what other people say, but they also should be understood by other people when they do communication. This study is aimed to analyze pronunciation errors of English consonants sounds produced by English department students. This research is conducted by using the Descriptive Qualitative Research. The data is in the form of audio recording and the writer makes the transcription of the data. After getting the transcription of the students, the writer analyses the data to identify the error that occur with the correct transcription as the standard of assessment. The next step is the writer describes the error in a descriptive form.

The result showed that the student still made some mistakes in producing some consonants sounds. From the total number of errors, there are some consonants that the students mostly pronounce them incorrectly as follow: consonant [v] is 21.4%, [θ] is 19.0%, [ð] is 26.2%, [ʃ] is 4.8%, [ʒ] 26.2% and [ŋ] is 2.4%. The errors occurred because those consonants do not exist in Indonesian language, so that they are not familiar with those sounds. Keywords: pronunciation, consonants, errors

Keywords: **Consonant Sounds, Pronunciation Error, Phonology**

INTRODUCTION

As English become an international language, there are some people learn and speak English. In this global era, they can easily communicate with people around the world by using internet that becomes one reason they have to master English as a tool that can make them to communicate easier.

According to Brown (2005) as citied in Yostanto (2007), the goal of the language learners is to make sure that they can communicate what they have in mind effectively; they have to be understood when they uttering the words. From that statement we know that pronouncing the words become one of the important things for speakers to be understood by other people when the communication occurs. In this case, pronunciation is a crucial thing.

Islamiyah (2012) found that there are some errors made by the learners while producing English sounds. Islamiyah added that those errors may cause by two reasons. The first reason is caused by the effect of their

first language and the other reason is that the students have no complete understanding in the variation of English sounds. Furthermore, the way of pronouncing one of particular sound may be different based on "the position of the sound in the word" (Prator and Robinett, 1972, pp. 86-88). As an illustration, [t] in 'taking' [theykɪŋ] and in 'atom' [ætəm] is pronounced in different way, it should be note that when [t] is positioned in the initial position, it is aspirated. However, if it is put in the medial position, it is no longer aspirated. Based on the background of study, this research is formulated in a reseach question: "What pronunciation errors of consonants sound that mostly occurred made by English students"?.

The purpose in this study is one of the important in order the study will reach the target of this paper. So, the specific purpose of this study is to analyze the pronunciation errors of consonants sounds that mostly occurred made by English department students of Wiralodra University as well as the causes of English pronunciation errors.

LITERATURE REVIEW

According to Allen (as cited in Hakim, 2012) stated that pronunciation is one of element of the language that has big contribution for better English speaking. That's very important to learn, because with good pronunciation, our English can more clearly and easily to understand. Kelly (2000: 9) explained that the study of pronunciation consists of two fields, which are phonetics and phonology.

Phonetics and phonology are related, dependent fields for studying aspects of language. Phonetics is the study of sound in speech; phonology is the study (and use) of sound patterns to create meaning. Phonetic represent the sounds and other phenomena of speech.

Phonetics focuses on how speech is physically created and received, including the study of the human vocal and auditory tracts, acoustics, and neurology. Phonology relies on phonetic information for its practice, but focuses on how patterns in both speech and non-verbal communication create meaning, and how such patterns are interpreted. According to Harmer (2000: 7) there is a difference between writing English and speaking English. When writing English, we use 5 vowel and 21 consonant letters, but when we speaking English we typically use 20 different vowel sounds (including 12 diphthongs), and 24 consonant sounds. This causes some difficulties that learners faced in learning English.

RESEARCH METHOD

This research used the qualitative approach. The purpose of the study is to analyze pronunciation errors of English consonants sounds produced by English

Department students. This research is conducted by using the Descriptive Qualitative Research. Mardalis (1995) explains that descriptive research is to describe or to get information about the current condition of certain objects. This research is designed to identify the kind of consonants sound that mostly pronounce incorrectly by the students.

FINDING AND DISCUSSION

In this research, the writer focused on the student's English consonant pronunciation. The writer used the student's exercises in pronouncing list of English words as an instrument of the research. Those English words were contained by some vowels and consonants, but the writer focused in the consonants errors.

Table 1.

Types of errors in pronouncing consonants sound.

Consonants	Errors
[f]	This one is not getting a big problem actually. [f] sound may have familiar with the student's ear, so that most of the students are able to produce that sound properly. But there are still some students that mispronounce it, and most of them made a mistake in the word alphabet.
[v]	This consonant has an opposite situation with the [f]. From all of the students, none of them produced this sound correctly. They pronounce it as [f] instead of making a sound of [v].
[θ]	This consonant is hard to pronounce for some students. They mostly pronounce it as the sound of [t], but some others are able to pronounce it properly.
[ð]	This consonant also hard to pronounce for all the students. Almost all of them produce this sound incorrectly and pronounce it as [d].
[z]	This sound gets a contrast situation. The [z] sound is pronounced wrong by most of students. The pronunciation of [ð] Most of the student's errors occur in this consonant. Almost all the students pronounce it incorrectly and they pronounce it as a

	[d] sound.
[ʃ]	The majority of the students have pronounce the [ʃ] sound well, but there are some students that still got confused with this sound by producing the sound of [s].
[ʒ]	Most of the students made a mistake in pronouncing this consonant. The pronounciation of this consonant as the [ʃ] sound.
[p]	Generally, the consonant [p] is not getting any error. But in the [ph] (aspirated), most of students still not aware about it and pronounce it as a regular [p] without aspiration.
[t]	There is no any error for this consonant. The students are also able to produce this sound properly without any error.
[d]	The next consonant without any error is [d]. All of students are able to pronounce it clearly. Sometimes, the other sounds are often mispronounced as this consonant.

[tʃ]	The problem in this consonant is still related with the two previous consonant, [r] and [j]. Most of students produced this sound like the regular [c] sound in Indonesian language and only one student is able to pronounce it properly.
[dʒ]	The same issue is also happened in consonant [dʒ]. The majority of students produced this sound like the regular [d] sound in Indonesian language and only one student is able to pronounce it properly.
[r]	There is a little issue with this consonant. Actually the student did not do a serious error in this sound, but the problem more about the English accent. As we know that English has a more silent [r], but the student pronounced the sound of [r] more clearly.

Table 2.

The Dominant Errors

No	Consonants	Number of Errors	Percentage
1	/v/	9	21.4%
2	/θ/	8	19%
3	/ð/	11	26.2%
4	/ʃ/	2	4.8%
5	/ʒ/	11	26.2%
6	/ŋ/	1	2.4%

Based on the result of student's transcriptions above, the student still made some mistakes in producing some consonants sounds. From the total number of errors, there are some consonants that the students mostly pronounce them incorrectly as follow: consonant [v] 21.4%, [θ] 19.0%, [ð] 26.2%,[ʃ] 4.8%, [ʒ] 26.2%, and [ŋ] 2.4%.

CONCLUSION AND SUGGESTION

The students made an error in pronouncing consonant [v] 21.4%, consonant [θ] 19.0%, consonant [ð] 26.2%, consonant [ʃ] 4.8%, consonant [ʒ] 26.2%, and also consonant [ŋ] 2.4%. Consonants [ð] and [ʒ] are the consoants that mostly pronounce incorrectly by the students with 26.2%. The second place is consonant [v] with more then twenty percent. After that, there is consonant [θ] that almost reach twenty percent. And the last, there are consonants [ʃ] and [ŋ] with the number of errors less then five percent.

The writer would like to give some suggestions that related to the result of the research, which hopefully will be useful for students, teachers and other researchers.The teachers should give more attention to the student's pronunciation ability in teaching and learning process and the students have to learn and practice more to improve their pronunciation. And the last for researchers, the writer suggest to analyze deeper about the pronunciation errors of consonants sounds and find other errors on the production of consonants sounds.

REFFERENCES

O'Grady, William., Archibald, John., Aronoff, Mark., Rees-Miller, Janie. (2005). *Contemporary Linguistics (6th ed.)*. Boston: Bedford/St. Martine's

Kelly, Gerald. (2007). *How to Teach Pronunciation*. Essex: Longman.

O'connor, J. D. (1980). *Better English Pronounciation*. London: Cambridge University Press.

McMahon, April. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

Nunan, David.,& Bailee, K. M. (2009). *Exploring Second Language Classroom* Research. Boston: Heinle.

Cambridge University Press. (1999). *Handbook of the International Phonetic Association (3rd ed.)*. Edinburg: Author.

Marshall, Catherine. (2006). *Designing Qualitative Research (4th ed.)*. Thousand Oaks: Sage Publication.

Creswell, J., W. (1994). *Research Design: Quantitative & Qualitative Approaches*. Thousand Oaks: Sage Publication.

Tiono, N., I. &Yostanto, A., M. (2008). A Study of Phonological Error Produced by English Department Students, English Department, Faculty Letters, Petra Christian University, 10(1), 79-112.

Renaldi, A., Stefani, R. P., &Gulo, I. (2016). Phonological Difficulties Faced by Students in Learning English, Proceedings of the Fourth International Seminar on English Language and Teaching, 97-100.

Islamiyah, Muflihah. (2012). Error Analysis of English Sound Produced by English Learners: The Influence of Transfer, Leksika, 06(01), 1-9.