PRONUNCIATION ERRORS IN VOWELS BY VOCATIONAL SCHOOL STUDENTS

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By:

RATNA DEWI BR GINTING
Registration Number: 2123121042

ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF MEDAN
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ARTIKEL

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Disusun dan Diajukan oleh:

Ratna Dewi Br Ginting
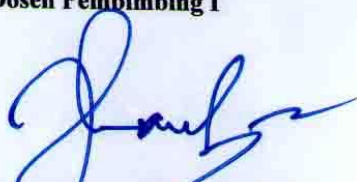
NIM. 2123121042

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Menyetujui

Dosen Pembimbing I

Drs. Johan Sinulingga, M. Pd
NIP. 19530707 198211 1 002

Dosen Pembimbing II

Dra. Sortha Silitonga, M. Pd.
NIP. 19530924 197911 2 001

Ka. Prodi Studi
Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003

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*Ratna Dewi Br Ginting

**Drs. Johan Sinulingga, M. Pd.

**Dra. Sortha Silitonga, M.Pd.

ABSTRACT

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The aim of this study was to find out the pronunciation errors in long vowels in speaking test that have been made by the office administration and travel agency students SMK Negeri 1 Binjai. It was conducted by using qualitative research. The sample of this stufy is 30 students which is from office administration and travel agency students. The instrument of this research is speaking test that recorded in each student. The results shown the total errors in office administration students are 103 while in travel agency students are 118. The percentage of the error of office administration class is 47% and the percentage of the error of travel agency class is 53%. It shown that their ability in speaking test is still low. It was concluded that office administration students are better than travel agency students in speaking.

Keywords: *pronunciation error, long vowels, speaking test*

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*Graduate Status
**Lecturer Status

INTRODUCTION

Background of the Study

Nowadays, the use of English has increased in our country Indonesia, especially to face the globalization era that motivates every people learning English with the aim that Indonesian people can communicate with other people from overseas by using international language. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5)

English is important in curriculum because it is one of the major languages in the world which used as the common language in many aspects of human activities. In Indonesia the status of English language is very important for students of all levels, for example, to master speaking skill, the teacher must train and equip the learner with a certain degree of accuracy and fluency in understanding, responding, and in expressing himself in the language in speech.

Pronunciation is important for second learner because in curriculum 2013, the students have to master pronunciation. They have to practice some words before they read the reading aloud.

Students also have to know the pronounce the words correctly in order can communicate fluently with others. Learning English in speaking is not only knowing the meaning of words and the structures but also knowing how

to pronounce the words correctly and clearly. To pronounce the words correctly, the students should know how the sounds are produced.

Vocational School is an educational unit that aimed to be a medium to improve the students' ability in a particular major which is targeted to improve the human resources in their work field. Vocational school trains the students in improving their skills so they will be able competing after they finished their study. This skill supported by English ability will have more value than others who doesn't master English (UU Sistem Pendidikan Nasional No. 20 Tahun 2003).

Vocational school majoring in office administration and travel agency is chosen because there is perspective stated by the society that students of travel agency have more ability in speak English because they have job opportunities to speak English more. Speaking skill is important for them because after they graduate from the school and want to get job, do the interview, and speak with overseas people, they must have skill in speaking skill in order communicate in good communication.

Pronunciation is one of the most important parts of languages to speak with other people. Pronunciation is the way a certain sounds or sounds are produced to make pronunciation correctly (Richards 2010:469). It is important to teach and analyses the students' pronunciation to avoid the misunderstanding with other when we are speaking. As stated by Harmer (2000:183) that for all people, being made aware of pronunciation issues will

be of immense benefit not only to their own pronunciation but also their understanding of spoken English.

The teaching of pronunciation for the Indonesian students is quite difficult. (Palawa, 2013). For example, students feel confused when the teacher ask them to speak with others and reading aloud. They don't know whether the words they said is same with the symbols in long and short vowels. So, Erdogan (2005) states that they always make error when they are speaking and it is inevitable that learners make mistakes in the process of foreign language learning, as Hasyim (2002) states that errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors, for example, the learners' mother tongue and the lack of teacher's correction

Therefore, teachers have responsibility to check the students' error in speaking and to give feedback, but most of them do not it. Few teachers could not tolerate to the student error. They think that the error correction wasting their time. However, the students feel upset, and makes a distinction between them and their teacher in dealing with errors and understanding of error correction (Fang and Mei, 2007). Whereas, when we give feedback in correct pronunciation, may discourage the students and disturb they recitation in pronunciation (Syafei,1988).

Error is an activity to identify, classify or describe the errors made by second language or foreign language in speaking and reading (Brown, 2000)

The purpose of this research is to find out the ability of the office administration and travel agency students in pronounce vowels in reading aloud. So, it is important to know the error of students' pronunciation. The analysis of students' pronunciation errors is important in order to know students' needs then to know the solution of it. The researcher hopes that the findings in the analysis of students' pronunciation errors in vowels at SMK Negeri 1 Binjai can be useful for education progress to improve the students' ability in pronunciation which is still low in speaking skill, especially when the students want to get job, do the interview, and speak with overseas people, they can communicate in good communication.

REVIEW OF LITERATURE

To learn English language, we should pay attention on pronunciation. Pronunciation is one of the important things in learning English in order to make a good sound is produced. To make a good sound, someone needs to pronounced the words correctly. Richards (2010:469) states that pronunciation is the way a certain sound or sounds are produced.

Kelly (2000) states that the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way. The students often made error while the teaching learning process in second languages.

Richards (2010:201) states that error is the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Brown (2000) defines that errors is a

noticeable deviation from the adults' grammar of a native speaker, reflecting the interlanguage competence of the learner. It means that there is something wrong in norms of language performance, the making errors is so unavoidable in learning process. Besides, the making of error is one part of learning and no one can learn without making errors in native speaker of second language.

Vowel is one of the classification of the differences in their function in an utterance and their ways of production that called as segmental features. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Vowels can be classified into two kinds (Kelly 2000:29). According to Richard (2010:632) vowel is a speech sound produced without significant constriction of the air flowing through the mouth.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

The research was conducted using descriptive qualitative design to describe the errors in pronunciation by students. According to Ary et al (2010:421) states that qualitative inquiry relies on a different model of explanation and argues for a different goal of inquiry. In general, its practitioners hold that the search for generalizations is misguided. Human behaviour is always bound to a particular historical, social, temporal, and cultural context.

According to Fraenkel&Wallen (2009), qualitative research concerns on the quality of relationship, activities, situations or materials. The data of this research was analyzed by performing descriptive analysis to describe in detail all of what goes on in a particular activity or situation. There has been a rapid growth in qualitative research in recent years. More qualitative research studies appear in the literature, and the number of sessions devoted to qualitative research at meetings of educational research associations has greatly increased. It means that in recent years some researchers are found to conduct research in educational field by using qualitative design even it is normally used by researchers majoring in literature field.

This research was conducted in SMK Negeri 1 Binjai located at Jalan Samanhudi, Satria, Kota Binjai.

The population was all the eleventh grade of office administration and travel agency students in SMK Negeri 1 Binjai, which consists of two classes; they are XI AP1, XI AP2, XI UPW1, and XI UPW2. From each class, 15 students will be randomly taken as the sample. Thus, the total number of participants is 30 students. The instruments of the research was speaking test of reading aloud recoreded by the students that will be used as the data to be analysed. In each students have ±5 minutes to read the text.

The data in this study was collected from students' recordings of speaking test in eleventh grade students and was conducted by using documentation. According Gass and Selinker (2008) the procedure of collecting data were ask the students to read the text, the students' recording

were collected and be checked by listening the recordings and checked the error of long vowels and the errors were identified.

The Technique for Analysing Data

In analysing the data, the researcher will be doing some steps for getting errors occurred in students' pronunciation. Here are the steps of the errors procedure (Gass and Selinker, 2008:103):

1. Identifying errors.

   Hear the record and identify the error in the text. The data will be analysed as objective as possible.

2. Classifying the errors.

   Once the error have been identified, they will classified into types of long vowels. Is it an error of long vowels or not?

3. Calculating the errors.

   In this step the error will be calculated in order to know how frequent these error were made by the students. In the calculating the frequency of these each error, the following formula will be used:

$$P = \frac{F}{N} \times 100\%$$

   Where:

   P : percentage of error

   F : frequency of error

   N : total number of error

4. Describing the errors produced.

In this step , the error wil be described in order to know what type of long vowels error made by the students SMK Negeri 1 Binjai.

Findings

Based on the data analysis of research at eleventh grade of office administration and travel agency students at SMK Negeri 1 is still low.

1. The students made errors in pronouncing /ɑː/, /iː/, /ɜː/, /ɔː/, /uː/ in reading aloud that recorded by students. Researcher found that Office administration students make 21,4 % error in pronounce /ɑː/, 6,8 % error in pronounce /iː/, 13,6 % error in pronounce /uː/, 10,7 % error in pronounce /ɜː/, and 47,6 % error in pronounce /ɔː/. While, travel agency students make 21,2 % error in pronounce /ɑː/, 2,5 % error in pronounce /iː/, 2,6 % error in pronounce /uː/, 12,7 % error in pronounce /ɜː/, and 49,2 % error in pronounce /ɔː/.

2. The most dominant errors that students made is pronounce /ɔː/ with percentage 47,6% and 49,2%.

3. The percentage of the error of office administration class is 47% and the percentage of the error of travel agency class is 53%. This study shown that office administration students are better than travel agency students in speaking.

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CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data analysis it was found that the students made many errors in pronounce vowels.

Researcher found that Office administration students make 21,4 % error in pronounce /ɑː/, 6,8 % error in pronounce /iː/, 13,6 % error in pronounce /uː/, 10,7 % error in pronounce /ɜː/, and 47,6 % error in pronounce /ɔː/. While, travel agency students make 21,2 % error in pronounce /ɑː/, 2,5 % error in pronounce /iː/, 2,6 % error in pronounce /uː/, 12,7 % error in pronounce /ɜː/, and 49,2 % error in pronounce /ɔː/. The most dominant errors that students made is pronounce /ɔː/ with percentage 47,6% and 49,2%. The percentage of the error of office administration class is 47% and the percentage of the error of travel agency class is 53%. This study shown that office administration students are better than travel agency students in speaking.

Suggestions

After the researcher carried out the research, she would like to give suggestion related to the result of this research. Hopefully it can be applied easily in teaching and learning activity and decrease the errors.

1. For the teachers.

   The teachers are expected to give more explanation about pronunciation in vowels especially in long vowels to the students and expected to give more exercises continuously to the students about pronunciation in reading aloud and discuss it together if the pronunciation errors occur.

2. For the students.

   The students are expected to learn more about English vowels and to do more exercise and practice about the pronunciation in vowels to train their ability in order when they graduated from their school and when the students want to get job, do the interview, and speak with overseas people, they can communicate in good communication.

3. For readers.

   The readers can improve their knowledge about the types of long vowels and as a reference to analysed the pronunciation error.

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