Error Analysis on English Pronunciation
of Sundanese Students at SMA Negeri 1 Sajira Banten

Nida Nabillah, Aisyah Hamidiyah, Siti Aisah

nidanabillah26@gmail.com
University of Sultan Ageng Tirtayasa, Serang, Indonesia

aisyah.hamidiyah@untirta.ac.id
University of Sultan Ageng Tirtayasa, Serang, Indonesia

aisamia@untirta.ac.id
University of Sultan Ageng Tirtayasa, Serang, Indonesia

Abstract

The study aims to analyse the students' English pronunciation which their dialects are Sundanese dialects. Their Sundanese dialects influence their English pronunciation. The students cannot pronounce Particular vowel sounds correctly, such as ''hand'' /hænd/. The research method is case study of senior high schools in the Lebak - Banten. The research was conducted at X MIPA 2 students of SMA Negeri 1 Sajira. The data were collected through sounds recording, interviews and questionnaire. The result of the study showed that the students find difficulties and made some mistakes in pronouncing short vowels such as in the words ''nap'' /næp/. The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. Based on the results described in the previous section, it was determined that the majority of students mispronounce the short vowel [e]. On the long vowels, students of SMA Negeri 1 Sajira made errors on the vowel [ɜː], [ɔː], [uː], [iː], and [ɑː] with the highest number errors on long vowel [ɑː]. Based on the questionnaire, it can be concluded that all of the students difficult to accept or learn English. The highest students make error in pronunciation on short vowels æ with percentage 68,8% and correct pronounce 31,2%. It can be concluded that Sundanese students made some error in pronouncing English words such as sounds /æ/.

Keywords: Error Analysis; English Pronunciation; Sundanese Students

1. Introduction

Indonesian students whose mother language is Sundanese sometimes find difficulties in pronouncing particular English vowels. This is related to what Brown (1980) states that making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Pronunciation errors contains of slip of the tongue and pronunciation problems. Fromkin (2017:273) states, "slip of the tongue occurs when the speaker's actual utterance differs in some way from the intended utterance".

The are some reasons why students tend to do mistakes in pronunciation. One of the most reasons is mother tongue which influence student pronunciation. According to Yiing (2011) and Islamiah (2012) the influence of their mother tongue is one of the most problems, because, in pronouncing foreign language, their mother tongue takes the important role in learning, therefore, learners sometimes make mistakes and confused to pronounce English words. In facts in Indonesian

language there are only five vowels and plural three diphthong sound. Mustikareni (2017) states that the difficulties in English pronunciation is also influenced by home environment usually uses Sundanese.

Then there is the issue of the Sundanese student's ability to pronounce their mother tongue. As stated by Setyaningsih (2019:571-572) "Sundanese students have difficulty pronouncing English words". According to Sudaryat (2013:13-14) "Sundanese language is mother tongue for Sundanese in West Java who lived in West Java and other region in Indonesia". The students first language (Sundanese) often interferes with English pronunciation. For example, the students get difficulties in distinguishing and pronouncing certain vowel sounds of vowels such as between /e/ in 'beg' and /æ/ in 'bag', /ei/ in 'wait' and /e/ in 'wet', (Octaviana, 2019). There are consonants that are often mispronounced in Sundanese students for example /f/ and /v/. As stated by Raharjo (2010) that there are nine English consonants that are usually mispronounced after comparing English and Sundanese consonants [f v θ ð ʧ ʤ ʃ ʒ z] such as 'café' /kæfeɪ/ as [kape], 'vase' /veɪz/ as [pas] and many others.

Based on the preliminary observations on Monday 17 January, 2022 the researcher interviewed one of the English teachers at SMA Negeri 1 Sajira, the teacher said that there are 35 Students of Sundanese students who had difficulty in pronouncing because they usually Sundanese language daily. The students still need teacher to help them in pronunciation. The researcher interviewed English teacher that the students still get error in pronouncing English words. The teacher said students did not have enough knowledge about it and were still confused how to pronounce because teachers teach only 4 hours per week, students mispronounce when pronouncing English language, students mother tongue Sundanese language because the teachers rarely train the students' pronunciation in the class, students lacked of knowledge in pronouncing, and some of students were confused to pronounce English.

Therefore, it is necessary for the students to have it is necessary for students to pay attention while listening to English words and sounds in order to avoid those difficulties. They can establish practice; it can be conducted in class which the teacher pronounces a word and then the students must listen to intensively. Then they can repeat the sound several times until they can pronounce correctly. Based on this phenomenon, researcher interested in conducting research on errors pronunciation on vowels in Sundanese students.

Dealing with the problems above, there are some studies about error analysis in pronunciation that had been conducted by some researchers. First, research is authored by Kalaldeh (2016), the goal of this study is to classify learners' pronunciation errors before they pronounce English words, as well as the most prevalent errors pupils make while pronouncing English words. This research was conducted at Jordanian University. Six adolescent boys from Jordan's University have been chosen to participate in the research. The typical age is between the ages of 20 and 26. The informants are a relatively homogeneous group. All of the informants are natives of Madaba, which is located 30 kilometres south-west of Amman, Jordan's capital city. Second, Geylaniolu and Dikilitaş (2016) are the authors of the second study. They wrote in their dissertation. The goal of this research is to Start preparing a public

body of evidence of phrases that cause 50-100 phonetics and strands, ascertain these same words in sentences in contrastive analysis, and develop nonsense syllables, assertion of catchphrases, minimal sentences, contextual clues, and speech focused paragraphs for classroom practice. Third, the study about pronunciation entitled "An Analysis of Pronunciation Errors made by The Fourth Semester Students of English Education Study Program at Unika" conducted by Sembiring and Ginting (2016) described about pronunciation errors. They wrote in their journal. The participants in this study were fourth-semester English Education Study Program students. The total number of students in both classes who made up the sample for this study was 24 students. Since the researchers have been teaching and teaching pronounciation I and II semester students, the samples were gathered from students in the English Education Study Program. However, from those researches there is no research that has studied about vowel pronunciation. Hence, the significant of this research is decent to evaluate the students' error in pronouncing vowel sounds.

1.1 Purpose of The Study

This study aims to analyse students' pronunciation of particular sounds and to investigate the caused factors of the vowel pronunciation errors made by Sundanese students in SMA Negeri 1 Sajira, Banten.

2. Research Methodology

This study is to look at how students pronounce vowel sounds in English words. Settled on a descriptive qualitative strategy for researcher suggest study research. Descriptive research, according to Mardalis (1995), is used to describe or get information. Information on the current state of several items. As a result, will involve describing, noting, evaluating, and interpreting what will already there. Facts the goal of this study is to figure out what kind of vowels sound like. Spoken errors and the causes of vowels are mistakenly pronounce by the college students.

2.1 Participants

The researcher was chosen some subjects of this research are students and teachers at SMA Negeri 1 Sajira. The ten class students of SMA Negeri 1 Sajira, Lebak Sundanese students, and the English teacher will the subjects of the study. In the ten classes, there are four; however, only one class is choose at random by the researcher as a sample for observation. The researcher will use data from the field of actual setting, English class X MIPA 2 to improve the validity and reliability of the findings. It has a total of 35 students at X MIPA 2 in SMA Negeri 1 Sajira in the 2021/2022 academic year. SMA Negeri 1 Sajira was located in Banten Province, Lebak Regency, and the exact location is in Jl. Raya Cipanas KM. 17, Mekarsari, Sajira, Lebak-Banten. The researcher was conducted from May 2022 to June 2022, including the 2021/2022 school year when English learning takes place.

2.2 Data Collection and Analysis

Data collection techniques are used to collect data to get the data that Researcher needs. This technique is required in Research. In this study, the researcher supported three instruments: observation, interview and making recording. This research instrument was chosen so that the Researcher collects and obtains appropriate data and makes it easier to work on to get reasonable, systematic, and complete results so that the data is easy to process. This Research consisted of three activities. The first activity is to observe students the researcher investigated to the class for more information about Sundanese students. This observation activity was carried out repeatedly until all the necessary data were obtained. In this study, researchers made observations at SMA Negeri 1 Sajira. The second was like observation, interviews also have several types. Interviews that will be conducted are semi-structured interviews or interviews with the type of in-depth interview. This is because, this interview aims to find problems more openly, where the parties invited to the interview are asked for their opinions and ideas (Sugiyono, 2014: 233).

3. Findings

The data for this study came from a pronunciation test that revealed the pronunciation errors made by X MIPA 2 students. The data comes from the students. This test is used to determine how well a sound is produced. The features that students mispronounced are the ones that were investigated in this study. Every error pronunciation would be identified and categorized into a table of error distribution. Hornby's Oxford Advanced Learner's Dictionary of Current English provided the correct pronunciation.

3.1 The Calculation Based on The Students Errors

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Table 4.1

No.	Code	Errors	Errors Percentage
1.	S1	7	19,4 %
2.	S2	11	30,5 %
3.	S3	8	22,2%
4.	S4	14	38,8%
5.	S5	15	41,6%

6.	S6	15	41,6%
7.	S7	9	25%
8.	S8	11	30,5 %
9.	S9	11	30,5%
10.	S10	5	13,8%
11.	S11	21	58,3%
12.	S12	20	55,5%
13.	S13	11	30,5%
14.	S14	13	36,1%
15.	S15	8	22,2%
		179	

Table 4.1 shows the errors made by students of SMA Negeri 1 Sajira in pronounce vowels. The problem that needs more attention is S11 students, where these students have a high percentage of pronunciation errors compared to other students, with a percentage of 58.3%. Second of these tables also show that S12 students have difficulty in pronouncing vowels with a percentage of 55.5%. Third, 41.6%, there are 2 students who experience errors in vocal pronunciation as much as 41.1%, namely S5 and S6 students. The percentage of the population who made a mistake is 38.8% as much as 1 person is S4.

3.2 Description and Interpretation of The Sources of The Students Pronunciation Errors

The second goal of this study, as stated in the previous chapter, was to determine the various causes of the young learner's pronunciation problems. The researcher compared the students English pronunciation to their first language, which in this case was Sundanese. The researcher discovered five types of errors: speaking English words as written, swapping short vowels for long vowels, exchanging long vowels for short vowels, overgeneralization, and confusion over spelling rules.

4. Conclusion and Suggestion

The preceding chapter's analysis has been completed, and the researcher has sought to present some essential points related to the discussion of this thesis. These proposals are thought to be significant for everyone, particularly teachers and other researchers who will be conducting research in the same topic.

4.1 Conclusion

According to the findings of the preceding chapter's data analysis, the researcher determines that the X MIPA 2 students of SMA Negeri 1 Sajira make several errors in their English vowel

pronunciation. In the students' utterance, there are two types of vowel pronunciation faults. Short vowel, and long vowel errors are all present. The students made errors highest on the short vowel /æ/, /ə/, /ʊ/, /ɒ/, /e/, /ʌ/, and /I/. Based on the results described in the previous section, it was determined that the majority of students mispronounce the short vowel /æ/. On the long vowels, students of SMA Negeri 1 Sajira made errors on the vowel /ɔː/, /ɜː/, /uː/, /ɑː/, and /iː/with the highest number errors on long vowel /ɔː/. There are a number of sources that explain why people make mistakes when learning a language. The study discovered five sources of errors: speaking English words as written, swapping short vowels for long vowels, exchanging long vowels for short vowels, overgeneralization, and confusion with spelling rules. The trainee's native language, in this case Sundanese, influences whether they speak English as written or substitute vowels. In other words, there is no long vowel in the Sundanese sound, such as vowel /ɔː/. Furthermore, students who overgeneralize the rules and misunderstand the spelling rule are other sources of students' errors. Errors of the student to adapt the target language system. They translated their first language's rules into the target language.

4.2 Suggestion

In the end, the researcher gives some suggestion related to the result of this study. The teacher should provide many drills and practices connected to pronunciation so that students can develop the habit of pronouncing English words containing English vowels correctly, regardless of the language skill they are working with. As a result, it can assist students in improving their pronounciation skills. The students must learn from their mistakes and increase their practice in pronouncing English. To avoid misunderstandings among speakers or listeners, they should pay attention to the English words that they enunciate. They should also enhance their drive to learn English, such as motivation to speak English even a little, study about pronunciation, and always consult a dictionary if they don't know how to pronounce something correctly. The researcher recognizes that this study is insufficient to address the problem of pupils mispronouncing vowels in English words. She hopes that future research will be able to apply a suitable strategy to deal with students' difficulty pronouncing vowels in English words, allowing them to accurately pronounce English words.

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