PRONUNCIATION ERROR IN SPEAKING PERFORMANCE OF SEAFARER STUDENTS

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Info Articles	Abstrak
	Pengucapan dapat menjadi salah satu aspek penting dalam belajar berbicara. Ketika pelafalan salah, hal tersebut mungkin mengganggu pemahaman pendengar terhadap pesan. Para mahasiswa juga mengalami beberapa kesulitan dalam pengucapan beberapa kata terutama dalam vokal dan konsonan. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan pengucapan mahasiswa pelaut Politeknik Bumi Akpelni Semarang, dan mengetahui kesalahan yang paling dominan. Penulis mengklasifikasikan kesalahan pengucapan menjadi empat kategori berdasarkan teori Dulay, Burt & Karshen. Penelitian ini menggunakan penelitian kualitatif, dan konten analisis sebagai metode dalam menganalisa dan mengintrepetasi data dari transkrip berbicara mahasiswa KPN Politeknik Bumi Akpelni Semarang. Ada 16 siswa yang dijadikan subjek penelitian. Penulis menganalisis pengucapan kesalahan mahasiswa dari transkrip ucapan mereka. Hasil dari penelitian ini adalah, ada 46 data yang terdiri dari 28 (60%) *misformation*, 12 (26.1%) tambahan, 6 (13%) kelalaian dan 0 (0%) *misordering*. Kesalahan yang paling dominan adalah kesalahan *misformation* dan tidak ada kesalahan *misordering* dalam penelitian ini. Pada kenyataannya, mahasiswa kadang-kadang melafalkan kata kata dalam bahasa Inggris dengan benar dan spontan, walaupun mereka tidak tahu bagaimana pengucapan yang benar dan hanya menggunakan perasaan mereka saja.
	Abstract *Pronunciation can be an important aspect of learning to speak. When the pronunciation is wrong, it may interfere with the listener's understanding of the message. The students also experienced some difficulties in pronouncing some words, especially in vowels and consonants. The purpose of this study was to determine the pronunciation errors of seafaring students of Polytechnic Bumi Akpelni Semarang, and to find out the most dominant error. The author classifies pronunciation errors into four categories based on Dulay, Burt & Karshen's theory. This study uses qualitative research, and content analysis as a method of analyzing and interpreting data from speaking transcripts of KPN Polytechnic Bumi Akpelni Semarang students. There were 16 students who were the research subjects. The author analyzes the pronunciation of students' mistakes from their transcript of their speech. The results of this study are, there are 46 data consisting of 28 (60%) misformation, 12 (26.1%) additional, 6 (13%) negligence and 0 (0%) misordering. The most dominant error is misformation error and there is no misordering error in this study. In fact, students sometimes pronounce English words correctly spontaneously, even though they don't know how to pronounce correctly and only use their feelings.*

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INTRODUCTION

Communication is an activity to make interaction with each other. There are two ways of communication. They are speaking and writing. Speaking has several components in which one of them is pronunciation. Pronunciation can be one of the important aspects in learning speaking. Chootharat, et al. (2016) stated that pronunciation is one of the aspects to be comprehended in speaking in order to have good and effective communication. When the pronunciation wrong it might disturb listeners' the understanding toward the messages.

In learning English, the speakers not only understand the words and use the words but also they have to pronounce the words correctly. Sometimes, non-native speakers make errors in pronunciation. One of the non-native speakers is seafarer students. They have to learn English especially speaking to cover their occupation in shipping industries in the future.

Pronunciation is one of the aspects of speaking skills required when people speak (Brown: 2003:69). Kenworthy (1987:9), explained that there are some important issues related to pronunciation such as pronouncing sounds, vowels, consonants, word stress, weak form, rhythm, intonation and sentence stress. Based on Hudson (2000), Dobrovolsky and Higgins (2001), Ladefoged (2006) cited in Chootharat, et al.(2016), pronunciation can break down into supra-segmental and segmental. In the segmental features, there are vowel, consonant, diphthong, triphthong and cluster.

Vowel is a speech sound which is produced free passage or there is no block. There are some processes of vowel production such as the position of palate, the shape of tongue, and the shape of the lips. In English there are 12 vowels. they are /iː/; /ɪ/ uː/; /ʊ/; /e/; /ɜː/; /ə/; /ɔː/;/æ/; /ʌ/;*/ɑː/; /ɒ/. Consonant is a speech sound that is produced blocked. The examples of the consonant are /r/,/t/./k/./d3/,etc. Based on the position of the vocal cord, there are voiced consonant and voiceless consonants. Voiced consonant is produced when the vocal cord vibrated, for example,/g/ and /z/. on the other hand, the voiceless consonant is produced when the vocal cord is not vibrated, for example,/t/ and /k/. Diphthong is the combination of two vowel sounds. The two vowels of the speech sound composed with the same syllable. The example of diphthongs is: right /rait/. Triphthong is the combination of three vowels sounds. The three vowels of the speech are combined with the same syllable, for example, fire/ faɪə(r)/. Cluster is a combination of consonants. Cluster is produced more than one consonant which is combined, For example, Pray /prei/.

From the statements are mentioned above, the function of the segmental feature in pronunciation is the manner of how to pronouncing a good sound. The speakers have accurate good sounds if the speaker pronounces correct sounds based on the segmental features. In this research, the writers focused on segmental features included vowels and consonants.

The students also have some difficulties in pronouncing some words, especially in vowels and consonants. The students have to master some aspects of speaking which one of them is pronunciation. Paul (2013) stated that there are some causes that make Pronunciation error. One of the pronunciation errors in speaking is slip of tongue. It was a mistaking while speaking. The writers agreed with Paul states that the speakers should have a plan to speak. Another problem comes when the speakers are not able to spell English words then read the words because the script and the pronunciation in English are different. The last problems come from negative transfer from speakers' mother tongue that speakers speak.

Error is a process of making mistakes. In a foreign language, the learners sometimes make a mistake. However, an error has to analyze to solve the problems of the error. Based on Erdogan (2005:5) stated that Error is the resulting process of incomplete learning. Sometimes, language learners make grammar and pronunciation errors in speaking skills. Learners make pronunciation errors such as incorrect pronounce words or sentences. The example is explained as follow:

I Invite you :aiɪn'fɪt/ju: (incorrect)

I invite you :aɪ ɪnɪvaɪt ju: (correct)

Based on Dulay, Burt &Karshen (1982: 150) there are four types error of pronunciation in a segmental future. They are omission, addition, Misformation, and Misordering. The first is omission. Omission is the learners do not omit vowel or consonant that words or sentences should be pronounced. For example: 'You' : [jəu]. (Incorrect) it should be 'you' : [juː] (correct). The second is addition. Addition is the learners do not add vowel or consonant that words or sentences should be pronounced. For example: 'car': [kar]. (incorrect) it should be'car' : [kaːr] (correct) the third is misformation. Misformation is the learners change vowels or consonant that should be pronounced. For example: 'thin' : [tin] (incorrect) . it should be 'thin' : [θin] (correct). The last

is misordering. Misordering is the learner's misplace vowels or consonants that should be pronounced. For example : 'Ask' : [a:sk] (incorrect) it should be 'Ask' : [a:ks] (correct).

The previous study in this research was conducted by Betty et al (2018). She conducted the research using 40 data of pronunciation error from senior high School students. The result was misformation as the dominance error. The other results were such as misformation 57,5%, omission 8%, addition 20% and misordering 2,5%.

Based on the explanation above, pronunciation is important in speaking skills. In this research, the writers want to identify kinds of Error of pronunciation especially in vowels and consonants for seafarer students of port of shipping Management Study Program of Politeknik BumiAkpelni Semarang.

METHODOLOGY

This research used qualitative research. Qualitative research was a kind of research in which the data was statement. The writers used content analysis as a method. Ary, Jacob & Sorensen (2010: 457) explained that content analysis is a research method that can be applied in written and virtual material as the source data of the research. The source that can be analyzed using this method such as television programs, newspapers, magazines, textbooks, and many other documents.

The data was the speaking transcripts of KPN students in Politeknik Bumi Akpelni Semarang. There are 16 students used as subjects of the research, and the writers analyzed the students' error pronunciation from their utterance transcript.

RESULT AND DISCUSSION

After the writers collecting the data, the writers analyzed the data by using Dulay, Burt &Karshen'theory. Based on the result; the writers categorized the students' pronunciation error into four categories. They are omission, addition, information, and misordering. The writers gave the error frequency on the table and also showed the percentage of its errors in order to ease in reading the data. The result of the pronunciations errors as explained in table 1.

Based on the result, there were no misordering errors in this mistake. The students made other errors such as misformation, addition, and omission. According to the table, there were 46 data. They were consisted of 28 (60%) misformation, 12 (26.1%) addition, 6 (13%) omission and 0 (0%) misordering.

The most dominant error was misformation which had 28 (60.9%). The students made many mistakes in the misformation category. They could not pronounce some words correctly and did not know how to pronounce them correctly. They only pronounced them spontaneously for example:

Error 1: We are as student /stʌdənt /
Error 2: I am not agree with that statement stʌɪtmənt/
Error 3: yes because I have fun /fun/)

Based on the example, in error 1, The student pronounced /stʌdən/. It must be pronounced /studən/. Secondly, the student pronounced 'statement' into /stʌɪtmənt/. The pronunciation must be '/steɪtmənt/. The last example of misformation, the student pronounced 'fun' into /fun/. It should be /fʌn/. The writers assumed that the students pronounced the words spontaneously. They did not know the correct pronunciation.

The second error from the students was addition error. The writers gave the example of error below:
Error 1: I want to find work /wɜk/, Error 2 : yes I am fine too /tu/
Error 3 :I heard /hɜr /

According to the example, in error 1, The student pronounced /werk /. it must be pronounced /wɜ:k/. In the next addition error, the student pronounced 'too' into /tu/. The pronunciation must be '/tu:/. The last example of addition, the student pronounced heard into /hɜr/ It should be /hɜrd /. The third error of the students' pronunciation was omission. The writers gave example such as:

Error 1: I think is not problem can make the time /taɪmə/
Error 2 : I hate promotion /prəˈmoʊʃiən/
Error 3 : You must Know /knoʊ/

In the example, in error 1, The student pronounced /taɪmə/. It must be pronounced /taɪm/. the students must omit 'ə'. On the second error, the student pronounced 'promotion' into / prəˈmoʊʃiən /. The pronunciation must be /prəˈmoʃiən/. In the last example of omission, the student pronounced know into /knoʊ / It should be /noʊ /. The students have to omit 'k'.

Based on the result, the errors were consisted of 28 (60%) was misformation, 12 (26.1%) was addition, 6 (13%) was omission and 0 (0%) was misordering. It could be revealed that the most dominant was misformation. Moreover, the writers counted the result of the data percentage and formulated it by using Microsoft excel.

The students were still not able to pronounced correct words. They pronounced using their feeling. Theydidn't know how to correct the appropriate pronunciation. Besides, the students still unfamiliar with the words which made error pronunciation. It was in line with Sembiring and Ginting (2016) that unfamiliar words

made pronunciation error. They still had incorrect both vowel and consonants. The students also had pronunciation problems because of lack of consciousness rising. The students were still lazy to read dictionary to check the correct pronunciation.Azienadi&Latief (2019) stated that lack of consciousness made students lazy to check the appropriate pronouncing words in dictionary in fact pronunciation errors.

The writers also assumed there was no misordering error because the students level were collages students who had the basic understanding of pronunciation in case they still had error pronunciation in the other errors. It could be the reason why there was no misordering error in this research.

The writers gave solutions to the students that they have to practice pronunciation by imitating native speakers. It was in line with Chootharat, et al.(2016) that the students have to try to imitate native speakers as a model of pronunciation to avoid error of pronunciation.

CONCLUSION AND SUGGESTIONS

The aim of this research was to find out pronunciation error of seafarer students of Politeknik Bumi Akpelni Semarang. The writers used 16 students as the subject of the research from port and shipping management department Politeknik Bumi Akpelni Semarang. The writer then made transcripts from students' conversation videos which ranged two until seven minutes. The writers classified pronunciation error into four categories based on Dulay, Burt &Karshen's theory

The result of the research, there were 46 data. They are consisted 28 (60%) misformation, 12 (26.1%) addition, 6 (13%) omission and 0 (0%) misordering. The most dominant error was misformation error. The least pronunciation error in this research was misordering.

The students sometimes pronounced words spontaneously without knowing how to pronouncethem correctly. The research gives another opportunity to the next researchers. It can be developed to find out the pronunciation error that is focusing on supra-segmental features of pronunciation including word stress, sentence stress, intonation, pitch, and juncture. The next researcher can analyze the error of supra-segmental features based on those aspects.

Another probably research from the result was, the other teachers, lecturers or the researchers could use appropriate approaches, methods, techniques to solve the problems of students' pronunciation by focusing pronouncing words. The students have to try to imitate the native speakers as a model of pronunciation to avoid error in pronouncing English words. This could be done by using "You Tube" Channel or other suitable URLfrom internet like https://www.oxfordlearnersdictionaries.com/.

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