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## Pronunciation Errors Committed by First Year English Students at Tadulako University

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***Abstract:** The research investigates errors in the pronunciation of words containing fricative sound among first-year English education students at Tadulako University. The researcher utilized a quantitative descriptive design in this research. There were twenty five first year English department students participated in this research. The data analysis reveals 678 errors out of 1500 content, with a 45.2% error rate. The most dominant errors is identified in 'final' position with 66.2% error rate, it also revealed that consonant 'ʒ' is the most difficult sound to be pronounced by the students with 63.7% error rate.*

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### INTRODUCTION

The pronunciation system of English words is unique. According to Kurniawan (2016), pronunciation is one of the main aspects of language that help students in communication in English, that is the reason many people say pronunciation in English is very difficult for non-native speaker of English. The way people pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English.

Errors in pronunciation of sounds in one word can eventually lead to misunderstandings. The different pronunciation or different sounds will cause different meanings. Analyzing students errors are very important because students will know their difficulty to pronounce words correctly. They also will earlier realize their mistake. Thus, they will not do the mistake in pronouncing English words again.

Many English students pronounce certain consonants incorrectly. Fraser (2000) states that many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. They rarely pronounce these consonants correctly, and do not know how to spell English sounds or specific sounds in speech patterns, also with, or placing specific sounds in a specific location. Students may even have trouble distinguishing between two words that sound similar. The difficulties that students faced are also what cause mistakes or errors. For instance, students may mispronounce the labiodentals-fricatives /v/ sound is replaced with /f/ sound for those who can pronounce it, though the letter v may be written, as in e.g. 'television', and victory becomes 'tɛləvɪʃən, 'fɪktəri. When a person uses a word that is not pronounced correctly, someone will not be able to comprehend its meaning.

For this reason, the researcher is interested in conducting a study entitled Pronunciation Errors Committed by First Year English Students at Tadulako University. To support the study,

the researcher has reviewed several previous studies and found, first, Improving Students' Pronunciation through English Song correlates with pronunciation skill. Second, there is an Analysis of Students' Pronunciation Error on English consonant relates with pronunciation errors. Last, there is a significant correlation between the frequency of watching English movies and vocabulary mastery (Wulandari et al., 2021; Saadah and Ardi et al., 2020)

## METHOD

This research use descriptive quantitative method consist one variable that is student" errors in pronouncing words contain silent letter. According to the W. Creswell (2012) that quantitative is describing a research problem through a description of trends or a need for an explanation of the relationship among variables.

The method that used in this research is descriptive study. Typical descriptive research is to gather information about the present existing condition. Subsequently according Nuardi (2013) that typical descriptive research is the researcher must know how to conduct surveys and fact-finding inquiries of different kinds it describes the state of affairs as it exists at present.

The researcher focused on component English skill of students especially on pronunciation at Tadulako University. The purpose of this method involved the collection of data for the purpose of describing existing condition.

## RESULT AND DISCUSSION

As the researcher explained in the previous chapter, this research used 25 students as samples to this test formed as audio recording. the audio recording were used to take the data and transcript it to the sounds sequences of (IPA) to be analyzed by the researcher, the findings of this research are to know the kinds of errors, and the most dominant errors in pronouncing English fricative sounds.

After the research, the researcher found the result of students' errors in pronouncing words contain silent letter. The result of the study was analyzed by transcribing the data of audio recording of the student's pronunciation, the finding are presented below.

### A. The errors in pronouncing fricatives words

The researcher found out that almost all of the words are errors in pronouncing words containing fricative, the data of students' transcriptions was obtained from audio recording. In quantifying the percentage of errors, the researcher calculated the amount in each word of errors and the position of error that pronounced by 25 students.

**Table 1. The errors in pronouncing words containing fricative**

Consonant	Position	Percentage of error in each position	Words	Number of error	Percentage of error in each word
	Initial	30.4%	thirsty	8	32%
			thank	8	32%
			theory	6	24%
			think	7	28%

θ	Medial	49.6%	thief	9	36%
			author	13	52%
			authentic	14	56%
			authorize	14	56%
			cathedral	13	52%
			mathematic	8	32%
	Final	43.2%	health	17	68%
			worth	13	52%
			faith	12	48%
			wrath	9	36%
south			12	48%	
ð	Initial	35.2%	they	9	36%
			that	6	24%
			those	8	32%
			though	17	68%
			them	4	16%
	Medial	29.6%	breathing	6	24%
			another	8	32%
			further	9	36%
			brother	9	36%
			rather	5	20%
Final	75.2%	smooth	17	68%	
		breathe	18	72%	
		clothe	21	84%	
		bathe	19	76%	
		lithe	19	76%	
v	Initial	20%	vest	7	28%
			vehicle	6	24%

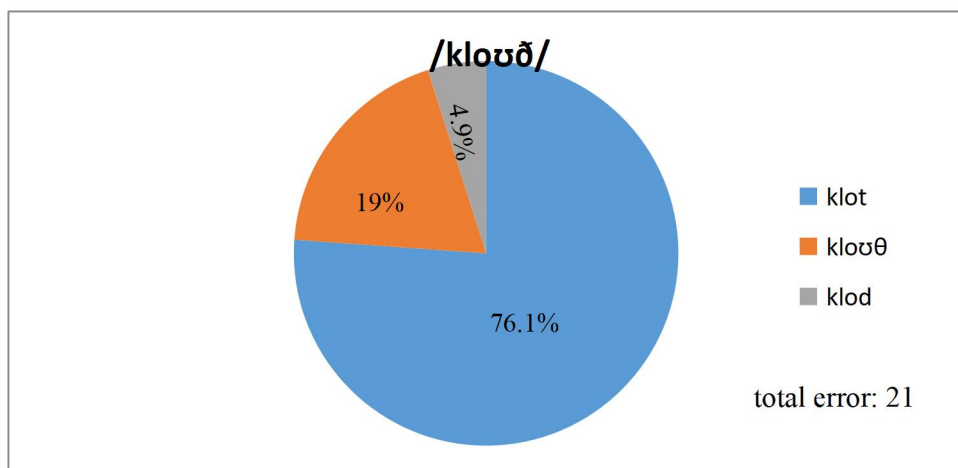
			vanilla	2	8%	
			victory	2	8%	
			value	8	32%	
	Medial	22.4%	evolve	7	28%	
			clover	8	32%	
			lavender	4	16%	
			river	3	12%	
			convert	6	24%	
	Final	39.2%	live	9	36%	
			reserve	11	44%	
			collective	13	52%	
			have	8	36%	
			love	7	28%	
	3	Medial	56.5%	decision	14	44%
				measure	14	54%
conclusion				15	60%	
vision				7	28%	
pleasure				14	56%	
unusual				16	64%	
treasure				17	68%	
explosion				16	64%	
Final		72%	barrage	16	64%	
			entourage	13	52%	
			camouflage	19	76%	
			sabotage	17	68%	
			beige	22	88%	
			mirage	18	72%	
			corsage	21	84%	
Total errors				<b>678</b>	45.2%	
Total opportunities				<b>1500</b>	100%	

From the data list in table, the researcher find that the students made 678 errors from 1500 data with the 45.2 percentages of error, there are fricatives ( $\theta$ ,  $\delta$ ,  $v$ ,  $ʒ$ ) identified as error within the position (initial, medial, final) with the primary finding objective of this research, reveal the error words ; thirsty, thank, theory, think, thief, author, authentic, authorize, cathedral, mathematic, health, worth, faith, wrath, south, they, that, those, though, them, breathing, another, further, brother, rather, smooth, breathe, clothe, bathe, lithe, vest, vehicle, vanilla, victory, value, evolve, clover, lavender, river, convert, live, reserve, collective, have, love, decision, measure, conclusion, vision, pleasure, unusual, treasure, explosion, barrage, entourage, camouflage, sabotage, beige, mirage, and corsage.

### B. The dominant position errors produced by the students

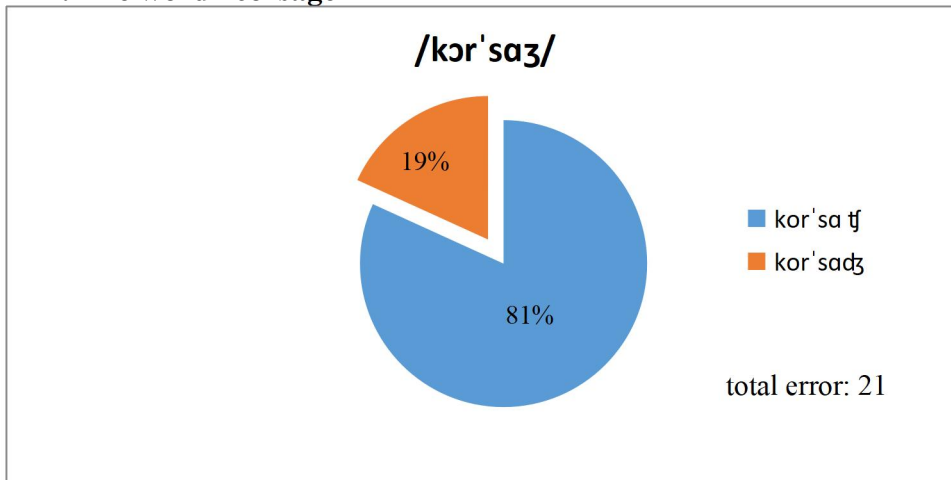
Based on the previous table, it shown that the most dominant position of fricative is in final position. Further the researcher conducted an deeper analysis about the main content. Further the researcher conducted a deeper analysis about three words with the most error.

#### 1. The word “clothe”



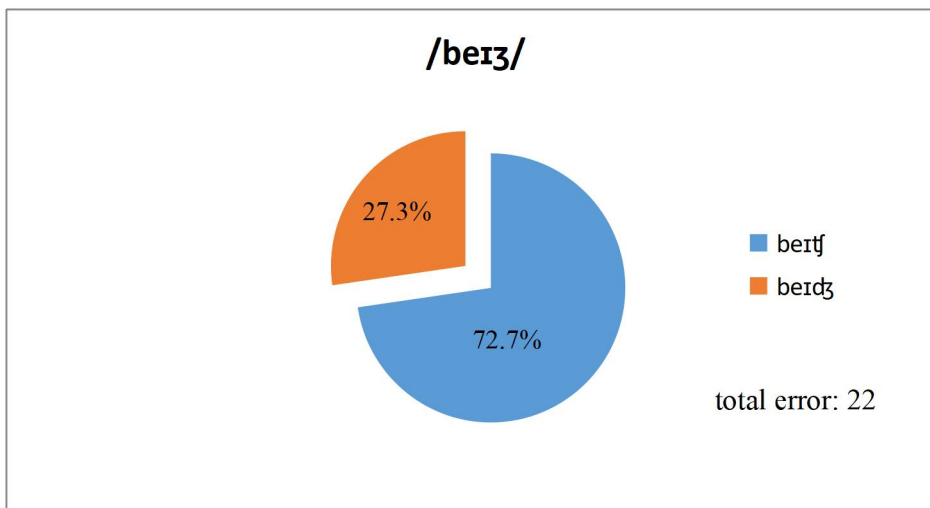
Based on the transcription of audio recording, the researcher found the error 3 patterns in pronouncing the word clothe, there are ; 16 mispronounced /klot/, 4 mispronounced /kloʊθ/ & 1 mispronounced /klod/.

## 2. The word “corsage”



Based on the transcription of audio recording, the researcher found the error 2 patterns in pronouncing the word corsage, there are ; 17 mispronounced /kər'saʃ/, and 4 mispronounced /kər'saɟ/.

## 3. The word “beige”



Based on the transcription of audio recording, the researcher found the error 2 patterns in pronouncing the word corsage, there are ; 16 mispronounced /berʃ/, and 6 mispronounced /berɟ/.

### C. The most difficult consonant sounds produced by the students.

Based on the previous table, it shown that the most difficult consonant to be pronounced by the students was 3. Further the researcher conducted a deeper analysis about the most difficult consonant to be pronounced by the students. There were 63.7% errors made by students.

## Discussion

This study investigated the pronunciation errors made by first-semester English education students at Tadulako University regarding words containing fricative. In general, the research identified 678 errors across 1500 content. The findings revealed a significant number of errors across various fricatives ( $\theta$ ,  $\delta$ ,  $v$ ,  $z$ ). Notably, the environment "z" emerged as the most prone to mispronunciations.

The finding of this research was related with research that had been conducted by Maiza (2020) which found that the most error that the students made was consonants /z/ which had 506 error and the causes of mispronounced were unfamiliarity words, lack of practice, and lack of understanding phonetics subject.

However, the findings in this research were different from the research conducted by Sumarniati (2017), where the most difficult consonant to be pronounced were sound /v/, with 89 out of 130 errors. He also found that the causes of error were because students still unfamiliar with the words which made errors in pronunciation

## CONCLUSION

This study investigates the pronunciation errors made by first semester English education students at Tadulako University regarding words containing fricatives. The analysis reveals a significant number of errors across fricatives in various positions, with the "final" position being particularly prone to mispronunciations.

The errors of English fricative consonant error made by the students are in initial position (107), medial position (240), and final position (331). It indicates that the most dominant position error made by the students is in final position (331), and for the most difficult consonant to be pronounced by the students is sound z which has the most errors (239).

The researchers discover that the primary cause of students' pronunciation error is that the sound  $\theta$ ,  $\delta$ , and  $z$  are not found in their mother tongue, while the sound "v" is rarely used. Additionally, students make errors because the lack of practice in pronouncing English words.

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