

Students Error in Pronouncing English Post Alveolar Consonants at The Eleventh Grade of Senior High School 1 Jambi City

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ABSTRACT

This research was aimed to find out the student error in pronouncing English post alveolar consonants sound at the eleventh grade of Senior High School 1 Jambi City. The research methodology of this study was qualitative descriptive research which involved the subject. The subject of this research is XI MIPA 2 of Senior High School 1 Jambi City which contains of 36 students. In collecting the data, the researcher gave test and collected the student transcript. The result of the research showed that the eleventh grade students of Senior High School 1 Jambi City got a high percentage of error in pronouncing English post alveolar consonant sounds. The type of error that have very high significance to pronounce by the students is /ʒ/ sound which is 86%. In contrast with /ʃ/ sound where the students just made low percentage of an error pronunciation in 14%. From four categories of errors which is addition, Omission, substitution and ordering, the most dominant error made by the students are substitution with percentage 97,7%.

Keywords: Student error, Pronouncing, Post Alveolar Consonants

INTRODUCTION

English at present is an international language which is used by many people around the world. Almost all countries apply English as a tool for communication in many fields such as economy, politics, social, and education. In education itself, the English language is really important. It plays an important role in the development of a nation. A nation will be considered as a respectable one because of its education. Education on the basis of local and global quality is education that knows how to exploit local quality and the needs of global competitive ability in language, information and communication technology that are useful for developing students' competence. As an English for Foreign Language (EFL), the English language in Indonesia is really important and needs to be mastered. So, having a good ability in English, people can get many advantages and eases in this globalization era. For instance, English can help people to connect with others around the world, English helps people to get a better education and English eases people in pursuing a promising career.

As an English for Foreign Language (EFL), students in Indonesia need to have a good ability in communicative competence using English. Brown (2001) states that

communicative competence is the ability, which is the combination organizational, pragmatic, strategic and psychomotor skills (pronunciation), to send a perfect transaction of a message from a sender to a receiver. One of the competences that the researcher notices is pronunciation. Pronunciation in speaking is the important component in language. It is used to help people understand easily what they are talking about and it will also make people easier to understand them. People are able to communicate without advanced grammar, but people can hardly understand if the pronunciation is error.

Pronunciation can also create first impression between speaker and listener. The people tend to enjoy talking to those who have good pronunciation. Error pronunciation may lead to communication breakdown easily. There is even an opinion in society which states that people who cannot pronounce English properly are often thought of as less literate or intelligent. However, it is not easy for Indonesian to learn pronunciation because there are some vowels and consonant sounds in English pronunciation which do not exist in Indonesian language.

Pronunciation is one of the topics which need to talk in the field of English language teaching as an English for Foreign

Language (EFL). Syafei (1998) states that pronunciation teaching is very important because if a non-native speaker has a very bad pronunciation, the students will not be able to communicate orally no matter how good the students control of English grammar and vocabulary. According to Brown (2005), 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. Pronunciation teaching is a significant part of foreign language teaching. Since sounds play an important role in communication, foreign language teachers must attribute proper importance to teaching pronunciation in their classes. However, this fact is very neglected by foreign language teacher in our country.

Pronunciation itself includes many features for instance, supra-segmental aspects which consist of stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, consonants, manner of articulation, and place of articulation. There are some elements in manner of articulation. One of them is post alveolar fricative. Kelly (2000) says that post alveolar fricative is a sound that can occur when the movement of the air attracts to the mouth and lips come close together at the end. It means that fricative consonants are made by squeezing air in a small gap of a throat and leaves it in the front mouth. The sounds are articulated by forming a nearly complete stoppage of the airstream. In short, English post alveolar fricative consonants are the sound that is articulated by hissing the voice that attract to the mouth and lips simultaneously.

According to Azizah (2017), the EFL students in Indonesia have difficulty in pronouncing English fricative especially sounds /ʃ/, /ʒ/, /θ/, /ð/, /dʒ/, and /tʃ/. /ʃ/ and /ʒ/ are part of post alveolar. In phonetics, post alveolar is a place of articulation where the passive articulator is the region of the roof of the mouth immediately behind the alveolar ridge. Moving

the tongue to the ridge above and behind the top teeth and make [s] and move the tongue farther back, not quite to the soft palate, the sound turns into a [ʃ] is post-alveolar consonants is called post- alveolar Kirchnern (2010) . It means that when the students want to speak that include of post alveolar consonant sounds, the students have to block the air first and hold it a little bit, flow then the air with explosion. However, when students want to say something faster, most of them speak rather unclear than what should it be.

REVIEW OF RELATED LITERATURE

Error

Richard (1977) states that error would be meaningless to state rules for making mistakes. Stevens (1969) states that error should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. The students are not aware of the mistakes. The students do not recognize the mistakes. The students think what the students say is grammatically correct. The students are not able to correct the mistakes.

Pronunciation

Pronunciation is the production of speech sound for a better improvement in communication. However, communication take place the sound must be comprehend by the other person. Syukri (2013) states that pronunciation refer to the way a word or a language is usually spoken and the manner in which someone utters a word.

Phonetics

Phonetics is the study of the articulatory and acoustic properties of the sounds of human language. Kelly (2000) states that phonetic refer to the study of speech sound. Phonetics is a branch of linguistics that comprises the study of the sounds of human speech, or in the case of sign language the equivalent aspects of sign.

Consonant

Consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Jones (1986) states that some consonants are breathed and others are voiced. To every breathed consonant there corresponds a voiced consonant, one produce with the same position or movement of the articulating organs, but with voice substituted for breath or vice versa.

Place of Articulation

According to Pennington (1996), place articulation is a location of an active articulator functioning itself or in concert with others articulator. It means that the place of articulation concern with the position of sound is made and produced.

Manner of Articulation

Aronoff, et al. (2005) say that manner of articulation is a kind of configurations between lips, tongue, and glottis in order to produce the types of different sound by positioning in different ways. Manner of articulation simply means the way the consonants are produced. It refers to the interaction between the various articulators and the air steam like the air is temporally trapped and then released.

Post Alveolar

According to Kelly (2006), Post alveolar is the hard part at the top of the mouth behind the teeth. An alveolar consonant sound is produced when the obstruction to airflow takes place at the alveolar ridge. The airflow obstruction is caused by the tongue and the way it makes contact with the alveolar ridge.

METHODOLOGY

This research used descriptive qualitative as a research design. The use of descriptive qualitative method in this research was to answer the objective of this study that is to describe what post alveolar consonants sounds were being mispronounced and what is the dominant error categories pronounced by the Eleventh Grade of Senior High School 1 Jambi City.

According to Jack (2012), qualitative descriptive is a research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research. Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject point of view (Robert, 2004). The Qualitative Research Unit is a specialist in the conduct of in-depth research, primarily involving individual interviews and focus groups, for explanatory, evaluative or strategic purposes.

Creswell (2014) states that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

This research took the population of this research in XI MIPA of Senior High School 1 Jambi City because each class have same characteristics such as using a same book, taught by a same teacher and taught in a same time. In addition, there are six classes with almost same total number of students. Hence, the researcher took XI MIPA of Senior High School 1 Jambi City as subject of the research. The test is narrative text writing test.

The technique of data collection for this research was phonetic transcript. The researcher measured the students' transcript pronunciation by using phonetic transcript. This research, the researcher prepares pronunciation test for phonetic transcript such a list of words which contained of English post alveolar consonant sound. The test contained of 20 words. Each 10 words for post alveolar /ʃ/ and /ʒ/. These words were randomly taken by the researcher based on the initial, middle and final sounds in Longman Dictionary and online phonetic dictionary.

In analyzing the data, the researcher used the five steps suggested by Ellis (1999: 48), they are: collection of samples of students,

identification of errors, description of errors, explanation of errors and evaluation of errors. This research used the procedure error analysis through the following steps:

1. Collecting the Data from the Result of the Students' Error Pronunciation

The researcher collected the students' recordings to be analyzed. They have been giving a descriptive text to read 20 words which was given by the researcher. The researcher tried to determine the data that would be treated, like finding mispronounced words which include post alveolar sounds.

2. Identifying the Students' Errors

After collecting the students' voice recordings, the researcher listened the recording repeatedly in order to know the speech then transcript the recordings. The researcher identified the words on transcription which produced an error. The researcher identified the students' errors by using surface strategy taxonomy and has been compared the result of the research with others observer.

3. Describing of Errors

After identifying the data, the researcher classified the errors based on surface strategy taxonomy. In this way, the researcher determined the types of error that belong to each type of error. Then, the errors that committed by the students put into the distribution table of error to find out the number of errors each of the students committee.

4. Explaining the Students' Errors

This step attempted to explain for how and why the students' errors happen.

5. Evaluating Students' Errors

After classifying the data, then, the researcher calculated the students' errors and made the total for each error by counting the errors to get the total of each error.

To get qualitative result, the data would calculate and draw up in the table as follow:

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

P: Percentage

F: The total number of subjects made errors

N: The total number of the subjects

FINDINGS AND DISCUSSIONS

To find out the results of the tests that have been carried out, the researcher made a table containing students' errors that had been taken from data analysis. The results obtained from the results of data calculations, the errors that most often occur in class XI MIPA 2 are substitution errors. With the number of substitution 380 errors from (N) 389 errors. It is 97,7% percentage of errors which enter to the very high error percentage. Based on the findings, it is shown that there is one kind of English post alveolar consonant error that high significance made by the students. According to the result of the pronunciation test, it is found that the sound which occupies the highest encountered error in students' pronunciation is the / ʒ / sound. The total of students who made an error in pronouncing these sounds is about 91,8% students, where almost all of the students' error pronouncing this sound. The students did the error categories in substitution, addition and emission. The highest categories that students did the error is on substitution category in 97,7%. The students substituted the / ʒ / sound into z, s or ʃ sound. In order to that, it can be seen that the deviation is substituted according to the lack of their knowledge about how the way to pronounce word in English correctly based on International Phonetic Alphabet (IPA).

There are some reason why /ʒ/ sounds is got high percentage in error pronouncing. It is caused of the less learning about productive skill in school. The teacher focuses on the receptive skill in every learning process so that the students' productive skill especially pronunciation is still in a low category which made much error in pronouncing. However, many teachers still are not aware of the importance of pronunciation. Mostly teachers only pay enough attention to grammar and vocabulary in learning a foreign language or only help learners to become skill full in listening and reading. Another caused of this case is because of the less of students' practice. The students should practice pronunciation by themselves not only just in a classroom but also in out of the classroom. Usually, the students are lazy to learn in out of the classroom

especially for the productive skill, so their ability in pronouncing word is low and often made an error.

The next caused is also can be from of their mother language. The students are non-native speaker in English which using their mother language like Indonesia Language, Language Jambi, Language, Malay Language, Java Language, or Minang Language. So, the students place of articulation and manner of articulation is not familiar with the sound in English especially post alveolar sounds which is not include in Indonesia Language alphabet. In other words, comparing the language system that exists in students mother tongue and apply them in the foreign language which has been learning already becomes a common fact.

Meanwhile, the /ʃ/ sound is got a low percentage in students' error pronunciation. The percentage of students who did an error in pronouncing it was just 16,7%. It has very far significance percentage with / ʒ / sound. It happened because of the word in English in /ʃ / sound is familiar with the students and there are also almost same sound in Indonesia Language alphabet which is the collaboration of "s" and "h". So that, the students not faced the highest percentage of error pronunciation. In conclusion of all post alveolar error pronunciation, both teachers and students have important role in developing student pronunciation skill. The teachers expected to give more attention on this subject because expert guidance is extremely needed in this case. Likewise, the students also have to be more confident with their ability and most importantly they should take care with their self-talk because the way they can make effect of their ability.

CONCLUSIONS

After doing the research, the researcher concluded that the students' errors in pronouncing English post alveolar at the Eleventh Grade of Senior High School 1 Jambi City as follows:

The students in Eleven Grade of Senior High School 1 Jambi City made an error pronunciation of post alveolar sound in high percentage category which is on 61%. The type

of error that have very high significance to pronounce by the students is /ʒ/ sound which is 86%. In contrast with /ʃ/ sound where the students just made low percentage of an error pronunciation in 14%.

There are three types of error categories that made by the students Eleven Grade of Senior High School 1 Jambi City in pronouncing post alveolar sound. These are addition, emission and substitution. The dominant category that students error pronouncing is substitution with 97,7%.

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