

**Errors Analysis of Students' Pronunciation in Pronouncing English Vowels and Consonants at Second Semester Class A2 of Batanghari University**

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**ABSTRACT**

This research aimed to find out what vowel and consonant sound are difficult to be pronounced by the students at the second semester class A2 of Batanghari University. This research is done in the form of sound recording. It employed a qualitative method that consisted of two kinds of test, there were text that consisted one paragraph and word list that include 86 items. The subject of the research was the second semester class of Batanghari University in academic year 2020 namely class A2 that consisted of 17 students. The data were collected through text and word list, and were analyzed qualitatively. The result of the research showed that the students at second semester class A2 of Batanghari University got some English vowel and consonant difficult to pronounce. The result showed that, the English vowel sound which difficult to pronounce by the students are: /ɪ/, /e/, /ʌ/, /ʊ/, /ɜ:/, /ə/, /i:/, /u:/, /ɔ:/, /eə/, /eɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/ and /ʊə/. There were ninety occurrences of errors in pronouncing vowels made by the students by listen their sound record. And the English consonant sound which difficult to pronounce by the students are: /k/, /tʃ/, /f/, /s/, /ʃ/, /h/, /d/, /dʒ/, /v/, /ʒ/, /m/, /n/, /ŋ/ and /w/. It was known that there were thirty-eight occurrences of error in pronouncing consonants made by the students. The higher percentage in symbol /ɪ/ with 13,28%, the errors happened in seventeen times. And the lower percentage is 0,78%, the errors happened in once in each symbol. It seen in symbol /ɜ:/, /eə/, /eɪ/, /ɪə/, /f/, /s/, /ʃ/, /d/, /ʒ/, and /w/. The students still make errors that caused by their first language or their mothertongue, language background of the students and learning process.

**Key Words:** *Error Analysis, Pronunciation, English Vowels and Consonants*

**INTRODUCTION**

One of the aspect in speaking is pronunciation. And the one of the difficulties in pronunciation in pronouncing English vowels and consonants. Many students find difficulties in learning some English sounds, because the not find in their language. Pronunciation is one of the language components which are very important for the students to know. In fact, we can still find many difficulties for students to express everything in English because they lack of practicing and feel ashamed to pronounced.

Pronunciation is the choice of sounds used in froming words (Carrel & Tiffany, 1960:4). In the different meaning will cause different sounds or different pronunciation. In English Education Department have learn the subject of pronunciation in second semester. At the end of the learniong the students are expected their able to pronounce

words, the intonation and phrase. Pronunciation also is the way a word or a language is spoken. This can refer to generally agreed sequences of sounds used in speaking a given word org language in a particular dialect ("correct pronunciation"), or simply how a particular person speaks a word or language. Various individuals or groups can speak a word in different ways, depending on many factors, such as: education or social class, the duration of their chillhood's cultural exposure, speech or voice disorders, the location of their current residence and their ethnic group.

Vowel and consonant are the interesting object to be analyzed since in pronouncing vowel and consonant even it in the same word and the same spelling auch as the word "persent" /prɛzənt/ and "present" /prɪzənt/; how to pronounce those words are different depending on the context. The most basic lesson you need to understand in

learning a language is to learn the sounds of vowel and consonant. There is no way we can speak English fluently without understanding how to pronounce vowel and consonant properly. Both English and bahasa Indonesia have 26 letters in representing written language but both have distinctive way to pronunciation.

Phonology is the important thing in learn about language system. Phonology is often said to be concerned with the organization of speech within specific language, or within the system and pattern of sounds that occur in particular language (Ramelan 1994:1). Phonology is related with pronunciation because that will concern about the sound in some language that will we use to communicate. According to Brown (2007:87) argues that communicative competence as the goal of a language classroom comprises organizational competence, which includes grammatical and discourse competence; pragmatic competence, which includes functional and sociolinguistic competence; strategic competence; and psychomotor skills (pronunciation).

## **ERROR**

Error is a mistake or ignorance of someone against something that can cause it to occur miscommunication in conversation. Error more formal than mistake they are synonym. Errors are considered to signify incomplete learning, and therefore the linguistic knowledge of the speaker or hearer is still lacking, which may prevent them from being missed in linguistic terms. The relation between information and ability was important enough to show, however, that the competence of the speaker is measured by way of mistakes concerning the quantity of language data to which he or she has been exposed. The actual use of language does not reflect a speaker's knowledge of language.

Errors is different from mistakes. Therefore, it is crucial to make a distinction between them in order to analyze learners' language in proper perspective. According to Corder (1973:56) Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned, that the mistakes are

structural aviation, which occurs because the learners cannot determine the choice of expression in proper accordance the situation.

## **MISTAKE**

Mistake use in informal. And in other hands mistake is usually accidental, and mistake usually used in daily speech. According to Brown (2007:257-258) mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly. All people make mistakes in both native speakers and second language situation. Native speakers are normally capable of recognizing and correcting the mistakes. As such, it is an error, most likely not a mistake and an error that reveals a portion of the learner's competence in the large language.

## **ERRORS ANALYSIS**

Errors analysis, errors were attributed not only to the native language of the learner, but also to certain universal strategies. An errors analysis is the study and the analysis of error made by language learners which function as to give the information on how they learn a language and what difficulties faced by them in achieving the objective. According to Brown (2007:260-263) suggest two steps in the process of error analysis, they are identification and the description error. In carrying out the task of performance analysis, the researcher are called upon to conclude order and logic in this unstable and variable system. The fact that learners do ake errors and that these can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study or learners' errors, called error analysis (Brown,2007:259).

According to linguist Corder, the following are the steps in any typical EA research:

1. Collecting sampels of the learner language

According to Ellis (1994:49) The starting point for EA is to determine the samples of learning language can be used for the study and how such samples can be obtained. Ellis also reported in 1994 that the size of samples is three kinds. They are big

tests, tests and by-products. A specific sample consist of one sample of language use collected from a limited number of learners, while an incidental sample involves only one sample of language use produced by a single laerner.

## 2. Identifying the errors

Errors are detected after all samples have been taken. The first step in defining the target language must be determined (Ellis 1994). In first phase the researcher should also consider the mother tongue and the target language of the students throughout this point. The researcher must differentiate between errors and errors in second phase. In phase three, the researcher will also decide to analyze deviations in correctness or also in appropriateness. These are steps to identification errors.

## 3. Describing the errors

Ellis (1994:54) stated that “the description of learner errors involves a comparison of the learner’s idiosyncratic utterances with a reconstruction of those utterances in the target language”. The researcher will use error taxonomy in the analysis of errors to identify the student mistake in detail. Politzer and Ramirez (1973) as cited by Ellis (1994) set their taxonomy with more general categories: morphology, syntax and vocabulary.

## 4. Explaining the errors

Ellis (1994) stated the error clarification involves the source of the error. The researcher is required to seek out the sources of the students’ errors based on the collected errors. Taylor (1986) as cited by Ellis (1994) discovers three sources of errors. They are psycholinguistic, sociolinguistic, epistemic and discourses. Psycholinguistic sources deal with the nature of the L2 knowledge system and the learners difficulties in using the L2 knowledge system. Sociolinguistic sources deal with learners ability in adjusting their language in accordance with the social context. epistemic sources deal with learners of world knowledge. Discourse sources deal with problems in organization of information into a coherents text.

## 5. Evaluating/correcting the errors

The last step in error analysis is evaluating/correcting the errors. Ellis (1994)

also stated the design of error evaluation. Error evaluation involves addressees, judges, errors to be judged and hpw to judge. The error judgment covers semantic or lexical aspects of English, grammatical features and spelling. Many studies do not include this steps, it is seen as separate issues with its own methods of enquiry.

## PRONUNCIATION

Pronunciation is how we spell the word that it will be produced a sound from word. We as the English learners we should know to pronounce the word with correctly and clear. And we should practice spell the words. Beside some aspect in speaking like vocabularies and grammar, we must mastery in pronunciation also. and know how the words spell by the native.

Different of accent, on the other hands are pronunciation differences only, Roach Peter (2000:4). On the hands, according to Hornby (2000:64) states that pronunciation as a way in which a language spoken. It means that the basis of pronunciation is not only vowel and consonant, but also accent, intonation and inflection. Without knowing or mastery pronunciation it is impossible to learners can make a good conversation and good communication. That can caused misunderstanding and misinformation. Because different sound can make a different meaning. In Indonesia this still often happened.

In pronunciation there are two different kinds of sounds in English there are voiced and voiceless.

### 1. Voiced

Voiced is sounds of vocal chord vibration are voiced. The air flow from the lungs continously moves through the trachea or trunk of the throat and passes through the vocal cord hole/cavity called the voice gap. This is an simple way to tell whether the finger is voiced or not. When you pronounce a letter, feel your vocal cord vibration. It’s a voiced one if you feel a vibration. These are voiced consonants: B, D, G, J, L, M, N, Ng, Sz, Th (as in the word “then”), V, W, Y, Z and all vowels.

### 2. Voiceless

Voiceless is without vocal chord

vibration. Voiceless consonants do not make their loud, percussive sounds of vocal cords. They are loose, instead, so that air can travel freely from your lungs to your mouth, where your tongue, teeth and lips modulate your speech. The voiceless sounds in English: ch, f, h, k, p, s, sh, t, θ (th in thing).

Pronunciation can always be studied from two points of view: the phonetic and the phonology (Crystal, 2003:236).

#### 1. Phonetics

Phonetics is the study of the way human make, transmit and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions:

- a. Articulatory phonetics is the study of the way the vocal organs are used to produce speech sounds.
- b. Acoustic phonetics is the study of the physical properties of speech sounds.
- c. Auditory phonetics is the study of the way people perceive speech sound.

#### 2. Phonology

Phonology is the study of the system of languages and of the general properties displayed by these systems. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrast in sound (the phonemes) which make differences of meaning within language. When we listen carefully to the way people speak English, we will hear hundreds of slight differences in the way individuals pronounce particular sound.

The main characteristics of pronunciation are segmental features (including phoneme) and suprasegmental features (including stress, intonation and related speech). Segmental features of pronunciation also called phonemes, are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how each sound rather than another can change the meaning of the word. This principle which give us the total number of phonemes in particular language. The set of phonemes consists of two categories: vowel

sounds and consonant sounds (Kelly, 2000).

One of speech sound that is always produced by people is vowel. Vowel is sounds which are made without any kind of closure to the escape of air through the mouth. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly, 2000:29). Vowels are those units which functions at the center of syllable (Crystal, 1985:330). English vowels are split into two groups of vowels, long vowels and short vowels. Long vowels consist of /i:/, /a:/, /u:/ and /o:/, while short vowels consist of /i/, /e/, /æ/, /ɒ/, /ʌ/, /ʊ/ and /o/. The basic unchanged vowels are short vowel sounds. Typically they occur when a single consonants is preceded by a single vowel. The five basic vowel sounds are pronounced as shown in the following example: sound /æ/ in (mat, pat, lap); /e/ in (met, let); /i/ in (bin, pit); /o/ in (pot, lot); /u/ in (fun, sun). In a massive variety of spelling, long vowels can be formed. The rules only apply about half the time, so these examples represent possible spellings rather than certain rules. /ɑ/ in (far, car); /i/ in (sheep, meat); /ɜ:/ in (her, word).

Generally, English speaker use 12 vowels, 8 diphthongs and 5 triphthongs (Crystal, 2003:237).

#### 1. Pure Vowel

Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth. When listening to the 12 pure vowels, it is evident that five of them are relatively long in duration, and seven are relatively short. Moreover, in several cases length seems to relate pairs of vowels which are articulated in roughly the same part of the mouth. The contrast between long and short vowels is not only due to length but also involved a different place of articulation. Here are the descriptions the feature of the pure vowels (Crystal, 2003:240-241)

- a. Vowel /i:/ the sound is as in key, scene, and people.
- b. Vowel /ɪ/ the sound is as in hit, bus, and rhythm.
- c. Vowel /e/ the sound is as in egg, said, and

read.

- d. Vowel /æ/ the sound is as in hat, attack, and antique.
- e. Vowel /ʌ/ the sound is as in run, flood, and front.
- f. Vowel /ɑ:/ the sound is as in far, half, and class.
- g. Vowel /ɒ/ the sound is as in dog, want, and knowledge.
- h. Vowel /ɔ:/ the sound is as in call, pour, and taught.
- i. Vowel /ʊ/ the sound is as in book, pull, and woman.
- j. Vowel /u:/ the sound is as in food, true, and soup.
- k. Vowel /ɜ:/ the sound is as in word, serve, and pearl.
- l. Vowel /ə/ the sound is as in the (before consonant), paper, and nation.

## 2. Diphthong

Diphthong is a sound that can be said to like moving from one vocal position to another vocal position. Diphthongs are vowels where it is possible to perceive two vowel qualities. From a length perspective, the diphthongs are like long vowels, but in English the first part of a diphthong is much longer and louder than the second.

- a. Diphthong /eɪ/ the sound is as in way, cake, and pain.
- b. Diphthong /aɪ/ the sound is as in eye, cry, and high.
- c. Diphthong /ɔɪ/ the sound is as in boy, voice, and enjoy.
- d. Diphthong /əʊ/ the sound is as in go, snow, and although.
- e. Diphthong /aʊ/ the sound is as in bow, down, and house.
- f. Diphthong /ɪə/ the sound is as in here, fear, and idea.
- g. Diphthong /ɛə/ the sound is as in dare, chair, and there.
- h. Diphthong /ʊə/ the sound is as in sure, tour, and obscure.

## 3. Triphthong

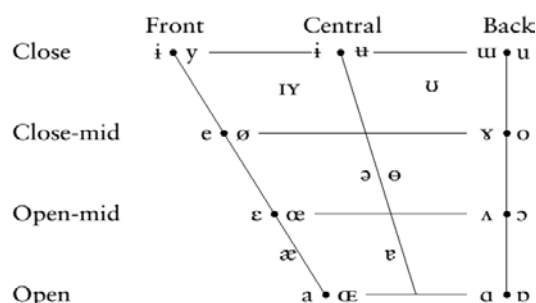
Here is the description of the triphthongs (Cruttenden, 2008:145-146:

- a. Triphthong /eɪə/, formed by [eɪ] + [ə], [e:ə] smoothing in General RP, found in word player.
- b. Triphthong /aɪə/, formed by [aɪ] + [ə], [a:ə] smoothing in General RP, found in word fire.

- c. Triphthong /ɔɪə/, formed by [ɔɪ] + [ə], [ɔ:ə] smoothing in general RP, found in word royal.
- d. Triphthong /əʊə/, formed by [əʊ] + [ə], [ə:ə] or /ɜ:/ smoothing in general RP, found in word lower.
- e. Triphthong /aʊə/, formed by [aʊ] + [ə], [a:ə] smoothing in general RP, found in word tower.

The position of the front, center and back of the tongue, are represented by vertical lines (Crystal, 2003:238).

**Figure 1 Cardinal Vowel Scale**



Source: Crystal, 2008, p. 66

At the front of the mouth, [a] represents the lowest point that it is theoretically possible for the body of the tongue to reach, and [ɶ] represents the correspondingly lowest point at the back of the mouth. Vowels in the region of [a] or [ɶ] are called open or low vowels. [i] represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that the consonants would result). [u] similarly, represents the highest point at the back of the mouth. Vowels in the region of [i] and [u] are called close or high vowels.

Two horizontal lines are divided the space between [i] and [a] into equal areas. Vowels made in the region of the higher of these lines, represented by [e] and [ø], are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by [ε] and [ɔ] are mid-open or half-open. The term mid is often used to describe the whole of the area between these

two lines (Crystal, 2003:238).

Lip position is an important factor in the description of vowels and three main types are recognized (Kelly, 2000:30, Crystal, 2003:238). First is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeably rounded or spread.

#### b. Consonant

A consonant is characterized mainly by some obstruction above the larynx, especially in the mouth cavity. Consonant may come singly or in clusters, but must be connected to a vowel to form a syllable. From example /p/-pip,pot;

/b/-bat,bug; /t/-tell, table; /d/-dog,dig; /k/-cat, key; /g/-get, gum; /f/-fish, phone;/ /v/-van, vat; /θ/-thick, thump; /ð/-these, there, smooth; /s/-sat, sit; /z/-zebra, zap; /ʃ/-ship; /ʒ/-treasure, leisure; /h/-hop, hut; /tʃ/-chip; /dʒ/-lodge, judge; /m/-man, mummy; /n/-man, pan; /ŋ/-sing, wrong; /l/-let, lips; /r/-rub, ran; /w/-wait, worm; and /j/-yet,yacht.

There are three ways of describing the consonants sound; the maner of articulation, refer to the intearction between the various articulators and the airstream; the place of articulation, gives more information about what the various

articulators actually do; and force of articulation, the following terms are used: fortis or strong and lenis or weak (Kelly, 2000:47).

From phonetic point of view, consonants are articulated in one of two ways; either there is a closing movement of one of the vocal organs, forming such a narrow construction that it is possible to hear the sound of the air passing through; or the closing movement is complete, giving a total blockage. The closing movement may involve the lips, the tongue, or the throat, but in each case the overall effect is very different from the relatively open and unimpeded articulation found in vowels (Crystal, 2003:242).

An alternative way to capture the difference between consonant pair such as /p/ and /b/ is to compare the strength with that

articulates them. Voiceless consonants are produced with much greater force than their voiced counterparts, and the term fortis (strong) and lenis (weak) have come to be used to identify the two types. Thus, /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/ are all fortis consonants; /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, and /dʒ/ are all lenis.

Certain other consonants are also somewhat vowel-like, in that they can be sounded continously without any audible friction: the three nasals, /m/, /n/, and /ŋ/, /l/ as in lie, and /r/ as in red. These can all be classed together as (fricationless) continuants or sonorants, within which the four oral items (/l/, /r/, /w/, /j/) are often recognized as forming a distrint group (Crystal,2003:242).

#### 2. Suprasegmental features

Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech (Kelly, 2000).

##### a. Stress

All of words have each identifiable syllable, and one of the syllables in each word will sound louder than one others. The syllable indicated with louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable lenthened. Stress can fall on the first, middle or last syllable of words (Kelly, 200:66-67).

##### b. Intonation

The term intonation, refer to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level (Kelly, 2000:86).

#### RESEARCH METHODOLOGY

The method used to analyze the data is the qualitative method. This research is designed to identify the kinds of errors occur

in pronouncing vowel and consonant incorrectly by the students class A2 at the second semester students of Batanghari University using the theory proposed by Roach (1984: 10-35). Qualitative approaches only clarify common cases analyzed in the traditional view of satisfaction. In contrast, a qualitative researcher might argue, in the analysis of all things (eg phenomenology, symbolic interactionism), frequently

collecting vast quantities of non-numeric “hard data”, the perception of a phenomenon or circumstance or occurrence. This research may argue. The population of the research is the students of class A2. There are 17 students of second semester students in Batanghari University in academic year 2019/2020. The researcher chose students that there they from same field who are studying in English Education of Batanghari University. We will call the students with participant 1, participant 2, and so on.

The test is oral test. And the researcher asked participants to read two English Test. The first text is in paragraph form. And the second text is in words list that contain vowel and consonant letters. The researcher will record the student’s voice.

In analyzing the data, use the following procedure according to Brown (1994):

1. Identifying the errors.
2. Classifying Errors
3. Describing the errors.
4. Calculate the percentage

## FINDINGS

Every incorrect pronunciation would be characterized and listed in the error distribution table. The researcher transcribed the pronunciation of the students into phonetic transcription, based on the Current English dictionary of Hornsby's Oxford Advance Learner. The researcher found the errors pronouncing by listen students’s voice record.

## ERRORS IN PRONOUNCING VOWEL

According to the research, the researcher found some errors made by the

second semester students class A2 at Batanghari University, in pronouncing English vowels. There were ninety occurrences of errors in pronouncing vowels made by the students by listen their sound record. And the errors were calssified into eighteen vowel sounds: /ɪ/, /e/, /ɒ/, /ʌ/, /ʊ/, /ɜ:/, /ə/, /i:/, /u:/, /ɔ:/, /eə/, /eɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/ and /ʊə/.

The students still made an errors in some English vowel. The researcher found some errors that made by the students in some words. The examples of the errors found that could produced by the students were the words “opposite” /ɑ:pəzaɪ/, “blood” /blʊd/, “common” /kemən/, “fleece” /fles/, “goose” /gɔ:s/ and “goat” /gɔ:t/.

Seen there are the letters “o” in “goose” and “goat”, they are differently pronounced even they have similiar. However, there are the letters “ow” in “bowl” and “oa” in “goat” even they are different but they have same pronunciation as /ʊ/.

We can seen from the table on below. The table explain the occurrences of errors in pronouncing English vowels. And total of the errors. And the most error occurrences is /ɪ/ with total error occurrences 15 times. And the lower error occurrences is /ɜ:/, /eə/, /eɪ/, /ɔɪ/ and /ɪə/ with total error occurrences once to each symbol.

**Tabel 5**  
**Table of Errors in Pronouncing Vowel**

No	Classific ation (vowels)	Error Occurran ces
1.	/ɪ/	15
2.	/ʌ/	9
3.	/əʊ/	9
4.	/ə/	8
5.	/i:/	7
6.	/u:/	6
7.	/e/	4
8.	/ʊ/	4
9.	/ɔɪ/	4
10.	/ʊə/	4
11.	/aʊ/	3
12.	/ɒ/	2
13.	/eə/	2

14.	/ʒ:/	1
15.	/eə/	1
16.	/eɪ/	1
17.	/ɔɪ/	1
18.	/ɪə/	1
Total		82

### ERRORS IN PRONOUNCING CONSONANTS

According to the research, the researcher found some errors made by the second semester students class A2 at Batanghari University, in pronouncing English consonants. It was known that there were thirty-eight occurrences of error in pronouncing consonants made by the students by listen their sound record. Which could be classified into thirty-eight consonants: /k/, /tʃ/, /f/, /ʃ/, /h/, /dʒ/, /v/, /ʒ/, /m/, /n/, /ŋ/ and /w/.

The students still made an errors in some English vowel. The researcher found some errors that made by the students in some words. The examples of possible errors, the errors that could be produced by students were in the words “clock” /klɒ:k/, “whole” /hə:l/, “age” /eg/, “furniture” /fɜ:rnɪtʃu:r/, “know” /nə:ʊ/ and “heavy” /hi:vi/ and “curtain” /tʃrɪn/.

There is the letter “ge” in the words “large” and “anger” however, they are differently pronounced although have same structure. There is the letter “er” in the word “dishwasher” and “ur” in the word “pleasure”, even they are different, but have same pronounce as “ər”.

**Tabel 6**  
**Table of Errors in Pronouncing Consonant**

No	Classification (Consonant)	Error Occurrences
1	/m/	6
2	/tʃ/	5
3	/dʒ/	5
4	/n/	5

5	/k/	4
6	/h/	4
7	/v/	3
8	/ŋ/	2
9	/f/	1
10	/ʃ/	1
11	/ʒ/	1
12	/w/	1
Total		38

We can seen from the table above. The table explain the occurrences of errors in pronouncing English consonants. And total of the errors. The most error occurrences is /m/ with total occurrences 6 times, /tʃ/, /dʒ/, /n/ with total error

occurrences is 5 times. And the lower error occurrences is /f/, /ʃ/, /ʒ/ and /w/ with total error occurrences once time in each symbol.

### DISCUSSION

The result of the research showed that the second semester students class A2 of Batanghary University got some English vowels and consonants is difficult to pronounce, this case could be seen on data analysis by oral test. And the English vowel sound which difficult to pronounce by the students are: /ɪ/ (total 15), /e/ (total 4), /ə/ (total 2), /ʊ/ (total 4), /ʌ/ (total 9), /ʒ:/ (total 1), /ə/ (total 8), /i:/ (total 7), /u:/ (total 6), /ɔ:/ (total 4), /eə/ (total 1), /eɪ/ (total 1), /əʊ/ (total 9), /aʊ/ (total 3), /ɔɪ/ (total 1), /ɪə/ (total 1), /eə/ (total 2) and /ʊə/ (total 4). And the English consonants sound which difficult to pronounce by the students are: /k/ (total 3), /tʃ/ (total 5), /f/ (total 1), /ʃ/ (total 1), /h/ (total 4), /dʒ/ total 5), /v/ (total 3), /ʒ/ (total 1), /m/ (total 6), /n/ (total 5), /ŋ/ (total 2), and /w/ (total 1).



There were eighty-three occurrences of errors in pronouncing vowels made by the students by listen their voice record. And the errors were classified into eighteen vowel sounds: /ɪ/, /e/, /ɒ/, /ʌ/, /ʊ/, /ɜ:/, /ə/, /i:/, /u:/, /ɔ:/, /eə/, /eɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/ and /ʊə/. From the eighty-three errors, the students tended to produce errors in pronouncing vowels, there are: /ɪ/ (opposite) fifteen times, /e/ (head & painted) four times, /ɒ/ (wash) twice, /ʌ/ (mud, blood & cutlery) nine times, /ʊ/ (stove & bowl) four times, /ɜ:/ (refer) once, /ə/ (common) eight times, /i:/ (fleece) seven times, /u:/ (goose) six times, /ɔ:/ (bought) four times, /eə/ (square) once, /aɪ/ (price) once, /əʊ/ (show & goat) nine times, /aʊ/ (mouth) three times, /ɔɪ/ (choice) once, /ɪə/ (here) once, /eə/ (fair & neither) twice times and /ʊə/ (cure) four times. Those vowel sounds could be found in the words such as “opposite” /əˈpəzət/, “blood” /blʌd/, “common” /ˈkɑːmən/, “fleece” /fliːs/, “goose” /guːs/ “bowl” /boʊl/ and “goat” /goʊt/.

It was known that there were thirty-eight occurrences of error in pronouncing consonants made by the students by listen their voice record. Which could be classified into twelve consonants: /k/, /tʃ/, /f/, /ʃ/, /h/, /dʒ/, /v/, /ʒ/, /m/, /n/, /ŋ/ and /w/. From the thirty-eight errors, the students tended to produce errors in consonants, there are: /k/ (clock) four times, /tʃ/ (furniture) five times, /f/ (fat) once, /ʃ/ (dishwasher) once, /h/ (whole) four times, /dʒ/ (age, fridge & large) five times, /v/ (heavy) three times, /ʒ/ (pleasure) once, /m/ (hammer) six times, /n/ (know) five times, /ŋ/ (anger) twice and /w/ (wet) once. Those consonants were found in the words “clock” /klɒk/, “furniture” /fɜːnɪʃər/, “whole” /hoʊl/, “age” /eɪdʒ/, “heavy” /ˈhevi/, “knives” /naɪvz/, “curtain” /kɜːrtɪn/, “wash” /wɔːʃ/, “refer” /rɪˈfeər/, “square” /skwɪə/, “price” /preɪs/, “choice” /çɔɪs/, “fat” /fet/, “national” /ˈneɪʃnəl/, “dishwasher” /ˈdɪʃwɔːʃər/, “ladder” /ˈledər/, “pleasure” /ˈpleʃər/ “anger” /ˈæŋdər/ and “wet” /wɪt/.

Making errors cannot be separated from the learning process particularly of languages as stated by Thornbury, “error seems to be an inevitable part of learning a

language”. However, attempts should be made to eliminate errors that would otherwise fossilize the students' minds. In order to do that, it is important to learn why students make these error. Their first language rules were translated into the target language.

As stated by Richard, if these errors are similar to the error that are made by learner who learning his or her first language, they are called interlingual error. In contrast if these errors are caused by the target language and do not reflect the structure of the native language but usually due to the lack of target language skills, they are called intralingual errors.

## CONCLUSIONS AND SUGGESTIONS

The second year students class A2 of Batanghari University still make an errors in pronouncing several English vowels and consonants. With qualitative method. And the students do some test, with read paragraph text and word list. The analysis presents that students tended to produce the errors in pronouncing vowel eighty-three. There were eighty-three occurrences of errors in pronouncing vowels made by the students by listen their sound record. And the errors were calssified into eighteen vowel sounds: /ɪ/, /e/, /ɒ/, /ʌ/, /ʊ/, /ɜ:/, /ə/, /i:/, /u:/, /ɔ:/, /eə/, /eɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/ and /ʊə/. And students tended to produce the errors in pronouncing consonants thirty-eight. It was known that there were thirty-eight occurrences of error in pronouncing consonants made by the students by listen their sound record. Which could be classified into twelve consonants: /k/, /tʃ/, /f/, /ʃ/, /h/, /dʒ/, /v/, /ʒ/, /m/, /n/, /ŋ/ and /w/. The errors produced by students resulted from students' first language or mothertongue and competence in learning English language.

The result of this research shows that students in second semester class A2 of Batanghari University of Jambi in Academic Year 2020 have a good level in pronouncing English vowels and consonants although students still make the errors. Based on the conclusion above, the researcher would give suggest to:

1. The students, should to learn more about pronunciation to make us master in

speaking and give more attention to vocabulary, grammar and pronunciation through learning English.

2. The teachers, give more practice to the students in order to make them more fluent in speaking.
3. The next researcher, to can more investigate the other factors relating about this research that explain student's pronunciation.

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