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THE ERROR ANALYSIS OF PRONUNCIATION OF NOUN AND VERB IN READING ALOUD AT THE SECOND SEMESTER OF STIA BALA PUTRA DEWA PALEMBANG

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ABSTRACT

This study aimed to identify students' pronunciation errors in reading aloud by finding out how far the students' pronunciation errors in reading aloud in plural nouns, singular verb, and the three sounds of -ed form by the students through reading aloud second level learners in the administration class of STIA Bala Putra Dewa Palembang, in the academic year 2021-2022 and also to find out the reasons of producing mispronounced in noun and verb when reading aloud. This research is descriptive qualitative. The main instrument is researcher herself. The subject of this research is the students of second-level learners of S1 Administration class. A qualitative method was used to find out the fact and the evidence of students' pronunciation errors in reading aloud. For gathering the data, an interview and reading aloud test were conducted. This study applied descriptive analysis in analyzing the data. Based on the findings, she found the students' pronunciation errors occured in -ed sounds (85.21%), and present tense (70.58%). The students have difficulties in pronouncing and spelling the words with -s,-es in plural noun and singular Verb, the -ed sound in regular past tense form. There are three reasons why the students often ignore the endings; 1). they want to read the text quickly, so that they are assumed able reading English text, 2) the students are often forget what the teacher taught about the tenses, 3) the students' still had interference from the mother tongue.

Keywords*: *error analysis, pronunciation, reading aloud.

INTRODUCTION

Reading is one from 4 skills in learning English. Reading is also another way to acquire the language. It simultaneously enhance vocabulary and pronunciation. Acquiring language means learning how the principle of language acquisitions applies to a particular language of which the value is appropriate for each parameter. Each principle of language that is proposed is a substantive claim about the mind of the speaker and the nature acquisition.

According to Brown (2001), reading is the process of constructing meaning from a written text, from reading the students can acquire a valuable source of information that can improve their thinking to generate the ideas from the written text they read. Furthermore, Klingner (2007) claimed that reading is an activity had a purpose to comprehend the text and gain the information and knowledge. Pang (2003), adds that reading is about understanding written texts. It is a complex activity that involves both perception and thought that consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Reading activity consists of word recognition and comprehension processes. It refers to interactive process

between reader and text to comprehend the writer's message.

One of the essential language learning skills is pronunciation because it makes communication possible. Derwing and Rossiter (2002) stated that the majority of English second language learners' main difficulty is learning how to pronounce; generally, learners consider pronunciation as the main cause for their communication problems (Ababneh, 2018).

It cannot be denied that many students often make errors or mistakes in the use of English as a foreign language (EFL) in Indonesia. Making errors are inevitable in a teaching- learning process. Many kinds of errors occur when students learn a foreign language (Irawansyah, 2017). In oxford dictionary error is a mistake, especially one that causes problems or affects the result of something. It means that error is a mistake that causes a problem in the result of something. A different view on errors by second language students called the error analysis perspective. Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language. The learner's errors have long been interested for second and foreign language researchers. The basic task of error analysis is to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances.

Learners should receive emphasized pronunciation proficiency input so as to improve and avoid errors while speaking. Szpyra-Kozłowska (2005) sees that no matter how good someone's general command of foreign language is. If their pronunciation is poor, it might negatively influence the perception of such a person. That does not mean that a native-like pronunciation is sought in the process,rather, it is fluency and appropriateness of speech to reach reasonable intelligibility. The better the person's pronunciation is, the more confident s/he will be. It affects one's self-esteem as it shows a side of identity. Therefore, teaching pronunciation is indispensable in language classrooms for effective language learning.

Pronunciationerrorsthatoccurredwere not exclusively intended doe by learners. Some reasons may be could explain why learners make a lot of errors in pronouncing a sound. Based on the previous research findings, there are five aspects became the factors' students did the pronunciation error in speaking performance. The students' still had interference from the mother tongue particularly in pronunciation. Second, the students still lack of opportunity to use English in daily lives. Third unchallenging English lessons, because the lessons in class are rarely fun and students become less enthusiastic in speaking English. Fourth, being passive learners. Some students still being responsive and didn't focused on English lessons in the class. Last, students feel shy to speak English with classmates, because they feel nervous and afraid to pronounce the consonant sounds in front of the class (Adila & Refnaldi, 2019).

Reading on text or book in English language form, is so hard for the students in Indonesia. Many of them distracted with its pronunciation. Observed at a glance, however, students today are believed to behaving low ability in pronunciation. Their pronunciation are still unfulfilled the standard of English pronunciation yet and still far from what the teacher expectation as something satisfied. A lot errors are made especially when they read aloud passage or speak English, for example, students are hard to pronounce the three sounds of -ed form in past form.. Even there are some students still couldn't differ how to pronounce the words that having quite the same pronunciation like the words an, end and ant. They hard to utter the words with the same pronunciation [n, end, ænt] with [n]. They are also often omitting the -s and -es in Plural Noun and Singular Verb. Identifying errors in reading is by asking the students read the text loudly. In fact, teaching reading by using reading aloud technique was interesting (Sahara et al., 2018).

Jones in Afifah (2012:2) explain that teaching pronunciation for Indonesian students is quite difficult. The difficulties are due to the fact that irregular spelling of the English offers poor guidance to its pronunciation, and due to interference or negative transfer from the mother tongue of the students to the target language. Many factors influence language pronunciation of non-native speakers when they try to make excellent pronunciation. There are accent, stress, intonation andrhythm, motivation and exposure, attitude, instruction, age, personality, and mother tongue that will affect pronunciation.

Error analysis is an attempts to study the learner's errors. The fact that the learners do many errors and the errors can be observed, analyzed and classified to reveal something of the system operating within the learner, and it is called as error analysis. According to Carl James (1998:62) in Yenni (2007) "Error analysis is on the other side of the question, being the study of linguistic ignorance, the investigation, being the study of linguistic ignorance the investigation of what people do not know and how the attempt to cope with their ignorance."

Errors haveplayedon important role in the study of language acquisition in general and in examining second and foreign language acquisition on particular. Errors are believed to contain valuable information on the strategies associated with strategies that people employ to communicate in a language.

According to the facts, errors analysis has become an important thing to do. Error analysis is a type of linguistic analysis that focuses on errors learners make. By doing error analysis, one can determine the learners mastery level of language system from the errors that learners commit, besides determining the kinds of errors and construct for remedial teaching. This statement is suitable to Richard and Sampson's (1974:15): "At the level of pragmatic classroom experience, error analysis will continue to provide one means by the teachers assesses learning and teaching and determine priorities for future effort.

Besides this, based on the author's experience learning and teaching English, pronunciation is one of the most challenging aspects of EFL instruction. It may be assumed that this issue is due to the marked difference between L1 and L2. This is a well- observed phenomenon; Papachristou (2001: 1), for instance, notes that "the account of this initial mapping of the perceptual space into categories, learning / mastery of a second languageis difficult to attain, particularly, with reference to phonetic contrasts"

Additionally, some researchers have conducted studies on the errors most frequently made by Indonesian EFL learners in English pronunciation, and most of these studies show that Indonesian learners have difficulty in pronouncing final consonants. Mathew (1997), for instance, revealed that most voiceless final stops were unreleased (for complete study results, see *Error in Pronunciation of Consonants by Indonesian, Gayo and Acehnese learners of English as Foreign Language*).

Another pronunciation error frequently made by Indonesian EFL learners regards the pronunciation of *-s* and *-es* suffixes. Khairy's study ("Pronunciation Errors of Plural Sound (S/ES) at Students at one the Universities of Surabaya, Indonesia", 2015) reported that the learners in question pronounced the /s/ sound properly one hundred percent of the time and the /z/ sound properly ninety-five percent of the time. However, they pronounced the /əz/ sound incorrectly for one hundred per cent of the time. The result of the study illustrated that these learners could pronounce words with a voiceless non-sibilant segment well, e.g. *things,students, groups* and *persons*. On the other hand, EFL learners had difficulties in pronouncing words with voiced non-sibilant segment, such as *questions*, *values*, and *names.* Besides this, the learners also mispronounced words with a sibilant segment, such as *sentences*, *paraphrases* and *places*. These findings concerning Indonesian learners in particular correlate with those ofMathew (1997), when taken in the context of general English pronunciation.

Based on the problems above, the writer is interested in doing research about how far the students' pronunciation errors in reading aloud are, thus the writer entities the research "The Error Analysis of Students' Pronunciation in Reading at the

second semester of STIA Bala Putra Dewa Palembang. The objectives of this study were to find out the students' errors in pronouncing noun and verb and also to find out some factors behind the errors.

METHOD

This research employed qualitative method. The writer involved herself as the human instrument for collecting data. In this case, the writer conducted the research at the regular A class of the second semester students of STIA BALA PUTRA DEWA PALEMBANG year 2022. The populations are the students of second semester regular A and Regular B year 2021/2022.

Purposive sampling was applied in this research. Purposive sampling is a technique that it allows the researcher to decide the sample size from the population. The writer chose the sample based on her consideration. In brief, the researcher determined the sample size based on McMillan and Schumacher (2001) who clarified the purposeful samples can range from an n= 40 or more. Consequently, this research took regular A students which consist of 23 students for her research approach.

FINDING AND DISCUSSIONS

The Students' Pronunciation Errors

Based on the research finding, the kinds of errors in student's pronunciation in reading descriptive text at the second semester of STIA Bala Putra Dewa Palembang are;

The Three sounds of -ed form

The three sounds of -ed form are taught in Simple past tense. Very often students make error in this pronunciation. They tend to produce -id sound in every past form. Even they are already know how to say it, but when they are asked to read the text loudly, they do the same error many times. Some words in the text like; changed, used, delivered, showed, returned, released, cleaned, and damaged. Other words which is ended with -t and -d sound are correctly pronounced with -id sound. This simplification was a form of the subject's attempt to fit the confusing linguistic data into a framework of categories that she has already processed. Besides, the subject made this confusing rule to the more manageable one (Littlewood, 1984).

Items	Transcription student's pronunciation	Correct pron.	Errors	Proc.
Changed	**ʧeindʒid**	**ʧeindʒd**	id	7.14%
used	yusid	yu:sd	id	85.21%
delivered	de`livə(d)	di`livə(r)d	ed	57.14%
showed	ʃəʊwid	ʃəʊd	id	35.71%
returned	ri'tʒ:nd	ritʒ(r)nid	id	14.43%
cleaned	Kli:ned	Kli:n	ed	35.71%
damaged	damadʒid	dæmidʒ	id	75.21%

The -s and -es in Plural Nouns

Reading aloud a text arises some clear errors in pronunciation, especially in the plural form of nouns. Students commonly omitted the -s and -es and only pronounce the singular noun. Even after the teacher corrects their pronunciation, they do the same error on the next words. Some words in the text like; goods, shops, stores, items, deliveries, places, items, purchases, sizes, colors, cases, clothes, etc.

Items	Transcription students' pronunciation	Correct pron.	Errors	Proc.
homes	hom	həʊms	s	7.14%
customers	kʌstəmər	kʌstəmə(r)s	s	7.14%%
colours	kʌlʒr	kʌlʒ(r)s	s	28.57%
sizes	saiz	Saizis	is	7.14%
groups	gru:p	gru:ps	s	57.14%
returns	ri'tʒn	ri'tʒnz'	z	42.86
ones	wʌn	wʌns	s	35.71%
cases	keis	Keisis	is	7.14%
retailers	ritaeil	Ritaeils	s	35.71%
items	'aitəm	'aitəms	s	14.21%

The -s and -es in singular Verb

Error pronunciation occurs when the students meet the -s and -es in singular verb. The students only pronounce the infinitive verb and omit the-s and -es. This common error often do repeatedly many times by them.

Some words in the text like; decades, returns, chooses, ends.

Items	Transcription student's pron	Correct pron.	Errors	Proc.
chooses	tʃu:s	tʃu:zeis	iz	60.25%
ends	end	endz	z	70.58%
returns	ri'tʒ:n	ri'tʒ:ns	s	35.71%

Simplification by Omission

Generally the subject omitted morphemes including past tense (–ed) and suffixes (–s) or (–es) in verb for third-person-singular subjects. Besides, (-s) or (–es) to show plural form and (-_s) to show procession were also excluded. These omissions were categorized into redundancy reduction since the subject eliminated many items which were redundant to convey the intended message.

The Result of the Interview

Interview was done by the researcher by asking five questions to 25 students. From the sample students, the researcher analyzed the interview result and concluded some error findings in students' pronunciation. From the descriptive text "Online Shopping", the researcher delivered some related questions and based on the interview, most of them have difficulties in pronouncing and spelling the words which were ended by plural Noun and Singular Verb. The students tend to say the infinitive word and left the -s and -es both in Plural Noun and Singular Verb. They want to say the word quickly and ignore the ending -s and -es.

Other errors occurred in the three sounds of -ed form in past tense. The students stated that what was recorded in their mind is only -id sound, hence they produced only -id for regular verb 2. They said that they have already taught about the rules, but again they forgot about it and wanted to read the text quickly. Moreover, the students stated that the interference of their mother tongue was the strongest factors when they read the text loudly.

The interview result showed that in the subject's knowledge (–s) and (–es) inflectional morphemes only indicated plural form. If it was attached to a verb, she meant it by reduplication. Besides, she thought that with or without those inflectional morphemes, the meaning of the words was similar. As a result, she did not pay attention to them.

The sample is concerning simplification that occurred together with Transfer. This is the evidence of overlapping strategies done by the subject. She directly transferred pronunciation of 'violins' from her L1 and omitted suffix –s in the word. Therefore, this sample was categorized into transfer and simplification. In connection with the intelligibility of the utterance produced by the subject in her attempt to simplify, the observable errors are still comprehensible.

Pronunciation errors that occurred werenot exclusively intendeddoebylearners. Some reasons may be could explain why learners make a lot of errors in pronouncing a sound. First of all, English is not our first language, therefore, learners sometime feel strange to pronounce the English word. Secondly, learners rarely practice in pronounce the English sound because there is limited time to do in theclass, and thenthey do not practice it at home. Thirdly, learners find that English is difficult to pronounce because there are different sound system between English and their language. Finally, the learners have low motivation in learning English because they think that English is a difficult subject.The Three Sounds of -ed Form

CONCLUSIONS

Indonesian EFL learners routinely find difficulties in learning English, especially concerning English pronunciation. It cannot be denied that English pronunciation is difficult for some learners. In this paper, the author reviews the difficulties faced by Indonesian learners in pronouncing *-s* and *-es* suffixes in the present tense of verbs and plural form of nouns. It is

suggested that Indonesian EFL learners find difficult these suffixes because of the influence ofthe mother tongue, the difference between the Indonesia and English phonological systems, and a lack of knowledge regarding English phonological rules.

Based on the findings, she found the students' pronunciation errors occured in -ed sounds (85.21%), and present tense (70.58%). The students have difficulties in pronouncing and spelling the words with -s,-es in plural noun and singular Verb, the -ed sound in regular past tense form. In conclusion, the students often make errors in that two tenses even though they have already taught about them.

The writer interviewed 25 students who had been asked to read the text loudly. She asked four questions to them so that she found some important points. First, the students like English because English is an international language. Second, they think that mastering English is essential for their work in the future especially in administration work field. The last, there are three reasons why the students often ignore the endings; 1). they want to read the text quickly, so that they are assumed able reading English text, 2) the students are often forget what the teacher taught about the tenses, 3) the students tend to neglect to apply the grammar rules in reading.

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