

JEELL_STKIPJB_2020

by Rosi Anjarwati

Submission date: 15-May-2024 10:02AM (UTC+0700)

Submission ID: 2379713013

File name: JEELL_STKIPJB_2020.pdf (1.15M)

Word count: 3336

Character count: 18188

Article History:

Submitted:
08-01-2020
Accepted:
27-02-2020
Published:
27-02-2020



ENGLISH SUPRASEGMENTAL FEATURES IN SPEECH SOUND ERRORS PRODUCED BY EFL ELEMNETARY STUDENTS

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URL: <https://doi.org/10.32682/jeell.v6i2.1415> DOI: doi.org/10.32682/jeell.v6i2.1415

Abstract

This study concerns on a phonological analysis on EFL Students' speech sound errors. The writer identified kinds of waveforms pronunciation made by EFL Students of SDN Pesanggrahan in vowels, diphthongs, and consonants, the differences of waveforms pronunciation between EFL Students' and British English and Emerican English based on CALD to find kinds of speech sound errors. In the process of data collection, the writer used descriptive qualitative. The subject of the research is the 30 EFL students of SDN Pesanggrahan Jombang in academic year 2009-2010. The writer recorded the EFL Students speech sound by using Adobe Audition then analysed it by using Speech Analyzer.

The results can generally namely, (1) English-speaking habit, (2) learning method, (3) Students' interest in learning English, (4) the role of teacher of English in school, (5) The role of parents in accompanying the student to learn at home. Based on the result most of the EFL students only speak English in the school. There are several categories that are the reasons of EFL students. There is only one EFL student who has sound production problem in which he cannot produce letter r /r/ correctly. 40% of 30 EFL students claim that they feel lack of self-confidence at the time of recording so that there are several errors in pronouncing several words, whereas 20% of EFL students feel that they do not know how to pronounce certain words. 40% other EFL students do not declare themselves as having psychic problems experienced by other students.

Keyword: *Phonological Analysis, EFL Students' Speech Sound Errors*



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Abstract

Penelitian ini berkaitan dengan analisis fonologis tentang kesalahan suara ucapan Siswa EFL. Penulis mengidentifikasi jenis pengucapan bentuk gelombang yang dibuat oleh Siswa EFL dari SDN Pesanggrahan dalam bentuk vokal, diftong, dan konsonan, perbedaan pengucapan bentuk gelombang antara Siswa EFL 'dan Bahasa Inggris Inggris dan Bahasa Inggris Emerican berdasarkan CALD untuk menemukan jenis-jenis kesalahan suara ucapan. Dalam proses pengumpulan data, penulis menggunakan deskriptif kualitatif. Subjek penelitian adalah 30 siswa EFL SDN Pesanggrahan Jombang pada tahun akademik 2009-2010. Penulis merekam suara pidato Siswa EFL dengan menggunakan Adobe Audition kemudian menganalisisnya dengan menggunakan Speech Analyzer. Hasil umumnya dapat yaitu, (1) kebiasaan berbahasa Inggris, (2) metode pembelajaran, (3) minat siswa dalam belajar bahasa Inggris, (4) peran guru bahasa Inggris di sekolah, (5) Peran orang tua dalam menemani siswa untuk belajar di rumah. Berdasarkan hasil sebagian besar siswa EFL hanya berbicara bahasa Inggris di sekolah. Ada beberapa kategori yang menjadi alasan siswa EFL. Hanya ada satu siswa EFL yang memiliki masalah produksi suara di mana ia tidak dapat menghasilkan huruf r / r / dengan benar. 40% dari 30 siswa EFL mengklaim bahwa mereka merasa kurang percaya diri pada saat merekam sehingga ada beberapa kesalahan dalam mengucapkan beberapa kata, sedangkan 20% siswa EFL merasa bahwa mereka tidak tahu bagaimana cara mengucapkan kata-kata tertentu. 40% siswa EFL lainnya tidak menyatakan diri mereka memiliki masalah psikis yang dialami oleh siswa lain.

Kata kunci: Analisis Fonologis, Kesalahan Suara Pidato Siswa EFL

Introduction

Language is very important for human life. People use language to share with others, to make dialogue and communication. With language, people can explain their ideas or arguments to others. Language also has main role in intellectual growth, social, and emotional of educative participant.

Language is a system of sounds used to communicate. In other words, all of the language sounds are important in doing communication. It will be next to impossible for everyone to communicate without sounds. Those sounds are certainly different between one another. One sound will have different meaning from other sounds. It is why language sounds have an important rule in the success of oral communication.

Since English is as foreign language for communication, therefore, in the learning process, the student needs to understand deeply about the meaning

and the function of many words in this language. According to Taylor, D.S. (1988), to reach communicative competence there are some components should be mastered. One part of them is phonological competence. So, it is clear that gaining phonological competence is very important for the students in order to master English. And the complete components are explained in the following diagram.

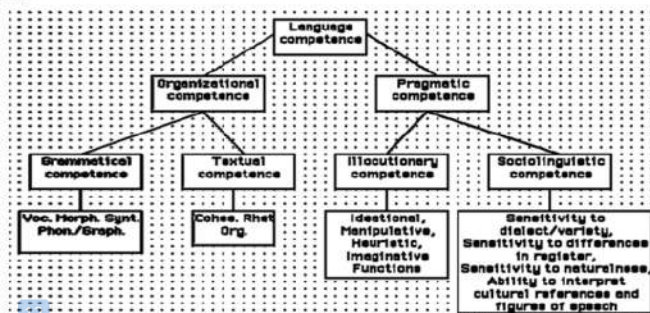
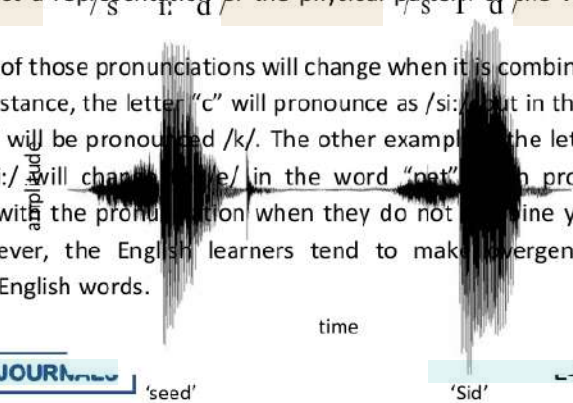


Figure 1 The Meaning and Use of the Term "Competence" In Linguistics and Applied Linguistics (Taylor, D.S, 1988: 148-f.68)

Phonology is the study of the sound system of language. Phonetics is the study of the aspect of speech. According to Lyons (1968: 102), there are three points of view to study of phonic medium, mainly articulatory phonetics, acoustic phonetics, and auditory phonetics. But for this study is only concern in acoustics phonetics as the main attention on the sound waves produced by speaking.

Acoustics is the scientific study of sound. A "sound" is a complex pattern of rapid variations in air pressure, traveling from a sound source and striking the ear, which causes a series of neural signals to be received in the brain: this is true of speech, music and random noises (Odden, 2005: 5). To visually represent a sound is with an acoustic waveform and used computer programs allow one to record sound into a file and display the result on the screen. This means one can visually inspect a representation of the physical pattern of the variation in air pressure.

Some of those pronunciations will change when it is combined with other letters. For instance, the letter "c" will pronounce as /s/ but in the word "can", the letter "c" will be pronounced /k/. The other example is the letter "e" which pronounce /i:/ will change to /e/ in the word "net". This pronunciation is inconsistent with the pronunciation when they do not combine yet with other letters. However, the English learners tend to make overgeneralization in pronouncing English words.



Errors in pronunciation are inevitable thing made by the English learners in the learning process of L2. For this case, Yule (1999:194) states that some errors may be due to the transfer of expressions or structures from L1. However, there will be benefit when the L1 and L2 have similar features, whereas, the errors will occur due to the transferring of different features of L1 and L2. Therefore, the teacher of the second language should realize what errors frequently made by students when they read or communicate. And for this matter, teacher needs to use an appropriate instrument to know those kinds of errors.

Speech sound errors include problems with articulation (making sounds) and phonological processes (sound patterns). Young children often make speech errors. For instance, many young children sound like they are making a "w" sound for an "r" sound (e.g., "wabbit" for "rabbit") or may leave sounds out of words, such as "nana" for "banana." The child may have articulation errors if these errors continue past the expected age.

Errors produced by children with speech sound errors are typically classified into four categories:

- a. Omissions: Certain sounds are not produced -- entire syllables or classes of sounds may be deleted; e.g., fi' for fish or 'at for cat.
- b. Additions (or Commissions): an extra sound or sounds are added to the intended word.
- c. Distortions: Sounds are changed slightly so that the intended sound may be recognized but sound "wrong," or may not sound like any sound in the language. The best known example of a distortion is the lisp.
- d. Substitutions: One or more sounds are substituted for another; e.g., wabbit for rabbit or tow for cow.

According to the theory, in this study try to describing the entire category above based on English suprasegmental phonemes speech sound produced by student of SDN Pesanggrahan. It is need to answer the second question on statement of the problems.

And for this reason, the study more emphasizes in phonological analysis by using adobe audition 1.5. And considering to this importance, the research entitle "The Phonological Analysis of Speech Sound errors by Student of SDN Pesanggrahan" will be conducted.

Research Methods

The best research design to apply on this study is descriptive qualitative research approach to phenomenology study. It is related with some

characteristics of qualitative design as states by Nunan (1992:4). First, this study has an emphasis on naturalistic and uncontrolled observation. Second, the researcher is the instrument (human instrument) because the nature of this study is close to the data: the 'insider' perspective. Third, this study reveals descriptive data. It means the data are those of a description of English speech sounds produced by SDN Pesanggrahan Jombang. The data are in the waveforms of phonemic transcription of English segmental phonemes. Fourth, this study is inductive. It means this study does not test any hypotheses and this study will not provide any statistical data. The object of the research is the SDN Pesanggrahan students' production of English speech sounds. The object is obtained from their waveforms production of English suprasegmental phonemes. And this is done through comprehensive observation in order to get a detailed description of such speech production. The subject of the research is the EFL students of SDN Pesanggrahan Jombang in academic year 2018-2019.

The data analysis technique is processed by using phonetic analysis, which is structurally performed to refer to speech sound analysis. According to Lyons, there are three points of view to study of phonic medium, mainly articulatory phonetics, acoustic phonetics, and auditory phonetics. But for this study is only concern in acoustics phonetics as the main attention on the sound waves produced by speaking.

The procedure of data analysis in this study is an analysis which based on phonological aspects of one certain language speech sound. The focuses of this study are intonation, stressing, and pitch. The ultimate object of phonological analysis is to derive a complete list of phoneme in the language. The following procedure is applied:

- a. After getting all of digital data, the researcher will divided the data into two; the first is called pre-data; it is will recorded by using adobe audition before any analysis.
- b. The second data is called post-data. The data will be analyzed of the differences between the spectrogram of students' English speech sound and Cambridge dictionary based on adobe audition 1.5 and Speech Analyzer. This analyzes only focus in pitch and syllable stress based on the digital spectrograms or waveforms. It used to answer the first statements.

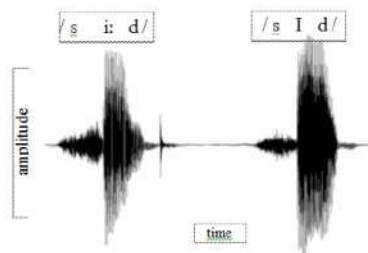


Figure 2 gives the waveforms of a particular instance of the English words seed and Sid.

- c. The length of time of data collecting depends on the sufficiency of representative data. It means when the researcher thinks the data is sufficiently met he will stop the procedure.
- d. The digital audio data save in laptop using Waveform formats (wav) and will analyze deeply used Speech Sound Analyzer. From this step, the researcher will find the kinds of speech sound errors produced by EFL students in SDN Pesangrahan.

Results and Discussion

Speech Sound Errors for Vowel and Diphthongs Production

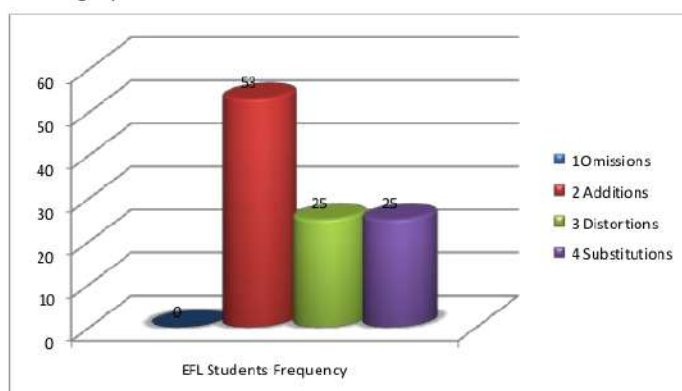
Based on the result, the majority EFL students make speech sound errors for vowel and diphthongs production in the additions category, the most common errors found are in vowel [ɪ] in *hat*. 18 EFL students make error in the production of vowel [ɪ] in *hat*, the errors are in the form of the addition of letter [e] so that the transcription that should be /hæt/ is changed into /hæte/.

Another error deals with the production of vowel [ɪ] in *saw*. There are 9 EFL students who add [e] so that the transcription that should be /sɔ:/ is changed into /sɔ:te/. Vowel /ɜ:/ in *fur*. There are 13 EFL students who add [e] so that the transcription that should be /fɜ:r/ is changed into /fɜ:te/. Vowel /ɜ:/ in *ago*. there are 23 EFL students who add [e] so that the transcription that should be /ə'go/ is changed into /e'go/. From the produced errors, it can be said that those errors could not be categorized as unintelligible because most EFL Students understand the word in question so it does not change the meaning of the intended word.

Another error deals with distortion category, the production of diphthongs /eɪ/ in *page*. There are 5 EFL students who changed slightly [dʒ] with /g/ so that the transcription that should be /peɪdʒ/ is changed into /peɪg/. Diphthongs /ɛɪ/ in *home*. there are 4 EFL students who changed slightly [ɛɪ] with /ɛɪ/.

with /ɪ/ so that the transcription that should be /hɛɪm/ is changed into /hɪm/. Diphthongs /eɪ/ in *hair*. there are 4 EFL students who changed slightly /eɪ/ with /ai/ so that the transcription that should be /heɪr/ is changed into /hair/.

Another error deals with substitution category; there are 25 errors in the production of diphthongs /eɪ/ in *page*. There are 25 EFL students who substitutes /dʒ/ with /d/ so that the transcription that should be /peɪdʒ/ is changed into /peɪd/. The frequency kinds of EFL students' speech sound errors can be seen in the Figure and graphic below.



Graphic 1 The Frequency of EFL Students' Speech Sound Errors in Vowels and Diphthongs Production

Speech Sound Errors for Vowel and Diphthongs Production Discussion

Majority EFL students make speech sound errors in the distortion category. There are 45 errors are found in distortion category. And 33 errors belong to Addition, whereas no error is found in Omission category and substitution category.

The most common errors in distortion category. there are 25 EFL students make error in the production of consonant /t/ in *ten*, the errors is in changed slightly the form of phonemes /t/ so that the transcription that should be /θɛn/ is changed into /tɛn/.

Another error deals with distortion category, the production of consonant in /dʒ/ in *june*. There are 16 EFL students who changed slightly /dʒ/ with /j/ so that the transcription that should be /dʒu:n/ is changed into /ju:n/. Consonant in /v/ in *voice*. there are 6 EFL students who changed slightly /v/ with /f/ so that the transcription that should be /vɔɪs/ is changed into /fɔɪs/. Consonant in /ð/ in *then*. there are 10 EFL students who changed slightly /ð/ with /t/ so that the

transcription that should be /ðen/ is changed into /ten/. Another error deals with the production of consonant in /ʃ/ in *she*. There are 8 EFL students who add /i/ so that the transcription that should be /ʃi:/ is changed into /ʃi:/. There are 15 EFL students who changed slightly /ʃ/ with /s/ so that the transcription that should be /ʃi:/ is changed into /si:/. Consonant in /z/ in *vision*. there are 13 EFL students who changed slightly /z/ with /s/ so that the transcription that should be /viʒion/ is changed into /vision/. Consonant in /ð/ in *then*. there are 13 EFL students who changed slightly /ð/ with /t/ so that the transcription that should be /ðen/ is changed into /ten/.

There are 15 EFL students who changed slightly /ʃ/ with /s/ so that the transcription that should be /ʃi:/ is changed into /si:/. Consonant in /z/ in *vision*. there are 13 EFL students who changed slightly /z/ with /s/ so that the transcription that should be /viʒion/ is changed into /vision/. Consonant in /ð/ in *then*. there are 13 EFL students who changed slightly /ð/ with /t/ so that the transcription that should be /ðen/ is changed into /ten/.

The most common errors in addition category. there are 25 EFL students make error in the production of consonant /θ/ in *thin*, the error is adding the form of phonemes /t/ so that the transcription that should be /θn/ is changed into /tθn/. Another error deals with the production of consonant /ʃ/ in *she*. There are 8 EFL students who add /i/ so that the transcription that should be /ʃi:/ is changed into /ʃi:/. The detail information can be seen in the following Figure and graphic below.

EFL Students' Reason of Producing Speech Sound Errors

To answer the second and third statement of the problems in chapter I, there are several categories that are the reasons of EFL students in producing speech sound error. These results can generally be divided into five categories, namely, (1) English-speaking habit, (2) learning method, (3) Students' interest in learning English, (4) the role of teacher of English in school, (5) The role of parents in accompanying the student to learn at home. From those five categories the answer is based on direct interview and observation. The data collected from interview and observation analyzed by making use of processing stage based on the tables and graphs which shown the percentage of the 30 subjects in this study.

EFL Students' Causal Factors of Producing Speech Sound Errors

Based on the results of field observation, there are several categories that are the reasons of EFL students. These results can generally be divided into two categories, namely, (1) Internal factors, and (2) External Factors. In this study, what is meant by internal factors refers to the factors coming from the EFL students themselves. These factors may refer to physical factors such as problems in organ of speech and *psychic* factors such as feelings of fear or others, whereas external factor refers to the influence of *surrounding environment where the EFL Students live*.

Dealing with the internal factor, the writer comes to the following conclusion:

1. **Physical factors:** Based on the results of interview and observation, 99% of 30 EFL students claim to have no problem dealing with their organ of speech. There is only one EFL student who has sound production problem in which he cannot produce letter r /r/ correctly.
2. **Psychic factor:** Based on the results of interview and observation, 40% of 30 EFL students claim that they feel groggy and lack of self-confidence at the time of recording so that there are several errors in pronouncing several words, whereas 20% of EFL students feel that they do not know how to read or pronounce certain words, for those words are new vocabulary for them. 40% other EFL students do not declare themselves as having *psychic* problems experienced by other students.

Dealing with the external factor, the writer comes to a conclusion that most of EFL students declare that there is no English-speaking habit in their neighborhood. It is due to the fact that most of the students live in village in which the majority of the population and their parents are farmers. This fact can be seen from the observation and students' personal file at SDN Pesanggrahan and the direct information from the students. Besides, most of the EFL students declare that they speak English only during the English class at school.

Conclusion

From the results of the observation and information stated by the students, it can be concluded that external factor, in this case the neighborhood where the students live, has a great impact on language habituation process using multi languages (Javanese language and Indonesian) and the second language (English) acquisition process which is only carried out at school.

In Indonesia English is a foreign language. It is normally not spoken on daily basis, except in limited circles, such as foreign institutions (foreign companies and agencies), English educational institutions, and some bilingual schools. It is very seldom used in personal domains, such family life or friendship. However, for long English has been adopted as the most important foreign language because of its strategic functions in the international communication. It has recently been introduced at as early as elementary schools as a "local" content.

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