

**ANALYSIS ON PRONUNCIATION ERRORS MADE BY FIRST SEMESTER
STUDENTS OF SMA SWASTA
RUMAH HARAPAN GRADE XI**

Gifto Sitanggang^a, Ratna Gea^b, Frans Lister Waruwu^c, Nurhayati^d

^a. SMA Katolik Cinta Kasih

^{b,c} SMA Negeri 1 NIAS

^d. SMA 3 Pematang Siantar

email: Gifto.Sitanggang@gmail.com

Abstrak

Studi ini menyelidiki kesalahan pengucapan yang dilakukan oleh siswa Kelas XI semester pertama di SMA Swasta Rumah Harapan (HOPE SCHOOL) dalam pembelajaran bahasa Inggris mereka. Studi ini bertujuan untuk mengidentifikasi, mengkategorikan, dan menganalisis kesalahan pengucapan yang umum, mengeksplorasi kemungkinan penyebab dan implikasinya terhadap pembelajaran bahasa. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan dari 20 siswa melalui tes pengucapan, wawancara terekam, dan observasi terstruktur. Hasilnya menyoroti bahwa kesalahan pengucapan berasal dari perbedaan fonologis antara bahasa pertama siswa dan bahasa Inggris, keterbatasan paparan terhadap model pengucapan autentik, dan kurangnya fokus pada fonetik dalam kurikulum. Banyak siswa bergantung pada pembelajaran berbasis teks tertulis, yang tidak mengembangkan keterampilan pengucapan mereka secara memadai. Temuan ini berkontribusi pada pengembangan kurikulum, pelatihan guru, dan penelitian masa depan tentang kesulitan pengucapan bahasa kedua, yang pada akhirnya mendukung penguasaan bahasa Inggris yang lebih baik bagi siswa Indonesia.

Kata kunci: Pengucapan, bahasa, penguasaan, fonetik, interferensi fonologis.

Abstract

This study investigates pronunciation errors made by first-semester Grade XI students at SMA Swasta Rumah Harapan (HOPE SCHOOL) in their English language learning. The study aims to identify, categorize, and analyze common pronunciation errors, exploring their possible causes and implications for language learning. Using a descriptive qualitative research design, data was collected from 20 students through pronunciation tests, recorded interviews, and structured observations. The results highlight that pronunciation errors stem from phonological differences between the students' first language and English, limited exposure to authentic pronunciation models, and insufficient focus on phonetics in the curriculum. Many students rely on written text-based learning, which does not adequately develop their pronunciation skills. The findings contribute to curriculum development, teacher training, and future research on second-language pronunciation difficulties, ultimately supporting better English language acquisition for Indonesian students.

Keywords: Pronunciation, language, acquisition, phonetics, phonological interference.

INTRODUCTION

Pronunciation plays a crucial role in effective communication, particularly in second language acquisition. Many students learning English as a foreign language struggle with pronunciation, which can lead to misunderstandings and hinder their speaking confidence. In Indonesia, English pronunciation is often influenced by the students' first language, resulting in specific phonetic errors. These errors can be attributed to differences in phonological systems between English and Bahasa Indonesia, as well as the lack of emphasis on pronunciation in the language learning curriculum. According to Kenworthy (1987), pronunciation errors are common among second-language learners due to factors such as native language interference, lack of exposure to authentic pronunciation models, and insufficient phonetic training. Brown (2000) also argues that the differences in phonetic structures between a learner's first language and the target language contribute significantly to pronunciation errors. Lado (1957) emphasizes that learners tend to transfer phonological features from their mother tongue, leading to mispronunciations in English.

Students frequently mispronounce certain vowel and consonant sounds that do not exist in their native language. For instance, English phonemes such as /θ/ and /ð/ (as in "think" and "this") often get substituted with /t/ or /d/, while vowel distinctions such as /i:/ and /ɪ/ (as in "sheep" and "ship") are commonly confused. Additionally, suprasegmentally features like stress, rhythm, and intonation tend to be overlooked, further affecting students' intelligibility in spoken English. These errors not only create communication barriers but also decrease students' confidence in speaking English, making them hesitant to engage in verbal interactions. There are several reasons why pronunciation errors frequently occur among students. First, the phonetic system of Bahasa Indonesia differs significantly from English, causing learners to substitute unfamiliar sounds with the closest equivalents in their native language. Second, limited exposure to native English speakers prevents students from developing an intuitive sense of pronunciation. Without regular interaction with native speakers, students rely on incorrect models or inconsistent pronunciation patterns. Third, traditional English learning methods in schools focus more on grammar and vocabulary rather than pronunciation. Many teachers may not have specialized training in phonetics, leading to minimal correction of pronunciation errors. Finally, students may lack

confidence in practicing pronunciation due to fear of making mistakes, further reinforcing incorrect speech habits.

The issue of pronunciation errors among Indonesian students has been widely discussed in linguistic studies. However, there remains a need for more research focusing on specific educational institutions to tailor effective teaching strategies. At HOPE SCHOOL, Grade XI students exhibit various pronunciation difficulties, which impact their communication skills in both academic and social settings. Some students struggle with consonant clusters, leading to the omission or incorrect articulation of sounds, while others face difficulties in distinguishing between voiced and voiceless consonants. Furthermore, stress misplacement and incorrect intonation patterns often result in unnatural speech patterns, making comprehension challenging for listeners. Another contributing factor to pronunciation difficulties is the limited exposure to native English speakers. Many students primarily learn English through textbooks and classroom instruction, which may not provide adequate practice in natural pronunciation. Listening activities and speaking exercises often focus on grammar and vocabulary, with less emphasis on phonetic accuracy. Moreover, teachers may not always have specialized training in phonetics, making it challenging to address students' pronunciation errors effectively.

This study aims to analyze the pronunciation errors made by Grade XI students in HOPE SCHOOL, identifying the most common errors and their possible causes. By investigating these issues, the research seeks to provide insights into how pronunciation instruction can be improved to help students develop clearer and more confident spoken English. It is hoped that the findings of this study will contribute to the development of better pronunciation teaching methods, ultimately enhancing students' ability to communicate effectively in English.

THEORETICAL FRAMEWORK

Pronunciation refers to how speech sounds are produced and used in communication. According to Kelly (2000), pronunciation involves two main aspects: **segmental features** (vowel and consonant sounds) and **suprasegmental features** (intonation, word stress, and rhythm). According to Corder (1967), Error Analysis is a method in applied linguistics used to identify, classify, and analyze errors made by language learners. This theory replaced the **Contrastive Analysis Hypothesis** proposed by Lado (1957), which suggested that language learning errors

occur due to differences between the native language and the target language. Corder proposed that Error Analysis involves five main stages:

1. **Collection of data:** Gathering data from students' speaking or reading performances.
2. **Identification of errors:** Identifying pronunciation errors by comparing them with pronunciation standards from dictionaries.
3. **Classification of errors:** Categorizing pronunciation errors, such as vowel sound errors, consonant sound errors, and stress placement errors.
4. **Explanation of errors:** Explaining the causes of errors based on linguistic or non-linguistic factors.
5. **Evaluation of errors:** Assessing the impact of pronunciation errors on communication comprehension.

Based on **Error Analysis** theory by Corder, this research applies the following approach to analyzing pronunciation errors:

- **Identification of pronunciation errors** based on students' recorded videos reading a paragraph.
- **Classification of pronunciation errors** into several categories:
 1. **Vowel mispronunciation:** Errors in vowel pronunciation, such as /i:/ vs. /ɪ/ in "sheep" vs. "ship" (Celce-Murcia et al., 2010).
 2. **Consonant mispronunciation:** Errors in consonant pronunciation, such as /θ/ pronounced as /t/ in "think" (Avery & Ehrlich, 1992).
 3. **Stress misplacement:** Errors in word stress, such as "PREsent" incorrectly pronounced as "preSENT" (Gilbert, 2008).

Additionally, Corder distinguished between **errors** and **mistakes**:

- **Errors** are systematic mistakes that occur due to a lack of understanding of language rules.
- **Mistakes** are non-systematic and can be corrected by learners themselves if given the opportunity. According to Ellis (1994), error analysis also helps in understanding interlanguage, which refers to the temporary language system used by learners during second language acquisition.

RESEACH METHODOLOGY

This study employs a descriptive qualitative research design to analyze pronunciation errors made by Grade XI students in HOPE SCHOOL. According to Creswell (2014), qualitative research aims to explore and understand meanings ascribed by individuals to a particular phenomenon. This approach allows for an in-depth analysis of students' pronunciation errors and their underlying causes. Descriptive analysis, as stated by Fraenkel & Wallen (2006), helps in systematically describing the nature of the errors without manipulating any variables. The

population of this study consists of all Grade XI students in HOPE SCHOOL. The sample consists of 20 students selected randomly from the Grade XI population. To collect data for this study, the following instruments are used: Pronunciation Test, Recorded Interviews and Observation Checklist. Data Collection Procedure The data collection process consists of the following steps: The researcher administers the pronunciation test, instructing students to read aloud selected texts while being recorded. Students participate in recorded interviews where they answer general questions in English to evaluate their natural speech, The researcher listens to the recordings and identifies pronunciation errors using the observation checklist. The collected data are analyzed using the following steps: Transcription, Error Identification. Error Classification. Error Analysis

DISCUSSION

The findings indicate that students' pronunciation errors largely stem from difficulties in differentiating vowel and consonant sounds, stress patterns, and phonetic reductions. The most common errors include:

1. **Vowel substitution** (e.g., "Occur" pronounced as "Oh-cur").
2. **Consonant substitution** (e.g., "Generated" pronounced as "Gain-erated").
3. **Stress shift** (e.g., "Events" pronounced with the wrong stress pattern).
4. **Consonant deletion** (e.g., "Largest" pronounced without the unstressed vowel).
5. **Mispronunciation** (e.g., "Deformation" pronounced as "Defor-mushun").

No.	Word	Transcription		Subjects	Description of Pronunciation Errors
		Dictionary	As Recorded		
1	Generated	/ˈdʒenəreɪtɪd/	/ˈgeɪnəreɪtɪd/	1,2,3,4,5,6,7,8,9,10,12,14,16,17,19	Consonant substitution and vowel substitution. The initial /dʒ/ (as in "jump") is replaced with /g/ (as in "go"), which is an incorrect consonant substitution.
2	Occur	/əˈkɜːr/	/ˈoʊkər/	1, 2,3,4,5,6,7,8,9,10,11,12,13,14, 16, 17,18,20	Vowel substitution and stress

					shift. The schwa /ə/ (as in "sofa") is replaced with the diphthong /ou/ (as in "go"), changing "occur" to "oh-cur."
3	Beneath	/bɪ'ni:θ/	/'bɛnɪθ/	2,3,4,7,8,9,10,12,14,17,20	Vowel substitution and stress shift. The vowel /ɪ/ (as in "bit") is replaced with /ɛ/ (as in "bet"), changing "be-" to "ben-".
4	Seabed	/'si:bɛd/	/'seɪbɛd/	3,4,5,7,8,10,11,12,13,14,19	Vowel substitution and stress shift. The vowel /i:/ (as in "see") is replaced with /eɪ/ (as in "say"), making "sea-" sound like "say-".
5	Equilibrium	/,i:kwrɪ'libri əm/ or /,ɛkwrɪ'libri əm/	/'ɛkʊlibriə m/	1,2,3,4,5,6,7,10,17,19	The unstressed vowel /ɪ/ in "qui" is replaced with /ʊ/ (as in "put"), altering the pronunciation.
6	Events	/ɪ'vents/	/'ɛvents/	4,16,17,18,19,20	The stress is incorrectly

					moved from the second syllable to the first.
7	Overlying	/ˌoʊvərˈlaɪŋ/	/ˈoʊvərliŋ/	2,4,5,8,9, 17,18,19,10	Vowel substitution. The diphthong /laɪ/ (as in "lie") is replaced with /li/ (as in "lee"), changing "ly-" to "lee-".
8	Abruptly	/əˈbrʌptli/	/ˈæbrʌptli/	4,6,10,11,13,14,18,19,20	Vowel substitution. The schwa /ə/ (as in "sofa") is replaced with /æ/ (as in "cat"), making "a-" sound more open.
9	Earthquakes	/ˈɜːrθkweɪks/	/ˈɜːθkwaːks/	4,7,8,9,10,11,12,13,16,20	Vowel substitution. The diphthong /eɪ/ (as in "way") is replaced with /ɑː/ (as in "car"), making "quakes" sound like "quawks."
10	Deformed	/dɪˈfɔːrmd/	/ˈdeɪfɔːrmd/	4,6,7,8,10,11,12,13,19,20	Vowel substitution and stress shift. The unstressed /dɪ/ (as in "divide") is replaced with

					/deɪ/ (as in "day"), making "de-" sound too strong.
11	Faults	/fɔ:ltz/	/fæltz/	5,6,8,9,20	Vowel substitution. The vowel /ɔ:/ (as in "law") is replaced with /æ/ (as in "cat"), making "faults" sound like "falts."
12	largest	/'lɑ:rdʒɪst/	/'lærdʒst/	4,6,8,10,19,20	Vowel substitution and consonant deletion. The vowel /ɑ:/ (as in "car") is replaced with /æ/ (as in "cat").
13	Displacement	/dɪs'pleɪsmənt/	/dɪs'plæksmənt/	4,6,7,8,10	Consonant substitution and vowel substitution.
14	Deformation	/,di:fɔ:r'meɪʃən/ or /,dɛfɔ:r'meɪʃən/	/dɪ'fɔ:rmʌʃən/	4,5,6,7,8,9,10,11,12,13,14,16,17.	Vowel substitution and mispronunciation.
15	Associated	/ə'səʊsiətɪd/ or /ə'souʃiətɪd/	/'æsoʊsi,etɪd/	1,2,3,4,5,6,7,8,9,10,11,12,13,14,17,18,20	Vowel substitution and stress shift.

1. Generated (/ˈdʒɛnəreɪtɪd/ → /ˈɡenəreɪtɪd/)

➤ **Error Type:** Consonant substitution and vowel substitution.

➤ **Error Details:**

- The initial /dʒ/ (as in "jump") is replaced with /g/ (as in "go"), which is an incorrect consonant substitution.

- The vowel /ɛ/ (as in "bet") in the first syllable is substituted with /eɪ/ (as in "say"), changing "gen-" to "gain-".
- **Effect:** The word sounds unnatural, resembling "gain-erated" instead of "generated."

2. Occur (/ə'kʌ:r/ → /'oʊkər/)

- **Error Type:** Vowel substitution and stress shift.
- **Error Details:**
 - The schwa /ə/ (as in "sofa") is replaced with the diphthong /oʊ/ (as in "go"), changing "occur" to "oh-cur."
 - The stress is incorrectly moved from the second syllable to the first.
- **Effect:** The misplacement of stress and incorrect vowel sound make the word harder to recognize.

3. Beneath (/bɪ'ni:θ/ → /'bɛnɪθ/)

- **Error Type:** Vowel substitution and stress shift.
- **Error Details:**
 - The vowel /ɪ/ (as in "bit") is replaced with /ɛ/ (as in "bet"), changing "be-" to "ben-".
 - The stress is incorrectly moved from the second syllable to the first.
- **Effect:** The natural rhythm of the word is disrupted, making it sound unnatural.

4. Seabed (/ˈsi:bɛd/ → /ˈseɪbɛd/)

- **Error Type:** Vowel substitution.
- **Error Details:**
 - The vowel /i:/ (as in "see") is replaced with /eɪ/ (as in "say"), making "sea-" sound like "say-".
- **Effect:** The pronunciation becomes incorrect and the meaning may be confused.

5. Equilibrium (/ˌi:kwɪˈlɪbriəm/ or /ˌɛkwɪˈlɪbriəm/ → /ˌɛkɒlɪbriəm/)

- **Error Type:** Vowel substitution and stress shift.
- **Error Details:**
 - The unstressed vowel /ɪ/ in "qui" is replaced with /ʊ/ (as in "put"), altering the pronunciation.
 - The stress is incorrectly placed on the first syllable instead of "-lib-".
- **Effect:** The word becomes difficult to understand due to both stress and vowel changes.

6. Events (/ɪˈvɛnts/ → /ˈɛvɛnts/)

- **Error Type:** Stress shift.
- **Error Details:**
 - The stress is incorrectly moved from the second syllable to the first.
- **Effect:** The word sounds unnatural and harder to recognize.

7. Overlying (/ˌoʊvərˈlaɪŋ/ → /ˈoʊvərliŋ/)

- **Error Type:** Vowel substitution.
- **Error Details:**

- The diphthong /laɪ/ (as in "lie") is replaced with /li/ (as in "lee"), changing "ly-" to "lee-".

➤ **Effect:** The pronunciation changes significantly, making the word sound unnatural.

8. Abruptly (/ə'brʌptli/ → /'æbrʌptli/)

➤ **Error Type:** Vowel substitution.

➤ **Error Details:**

- The schwa /ə/ (as in "sofa") is replaced with /æ/ (as in "cat"), making "a-" sound more open.

➤ **Effect:** The pronunciation sounds unnatural and disrupts the flow of speech.

9. Earthquakes (/ˈɜːrθkweɪks/ → /ˈɜːθkwɑːks/)

➤ **Error Type:** Vowel substitution.

➤ **Error Details:**

- The diphthong /eɪ/ (as in "way") is replaced with /ɑː/ (as in "car"), making "quakes" sound like "quawks."

➤ **Effect:** This pronunciation is incorrect and changes the word meaning.

10. Deformed (/dɪ'fɔːrmd/ → /'deɪfɔːrmd/)

➤ **Error Type:** Vowel substitution and stress shift.

➤ **Error Details:**

- The unstressed /dɪ/ (as in "divide") is replaced with /deɪ/ (as in "day"), making "de-" sound too strong.
- The stress is incorrectly placed on the first syllable instead of the second.

➤ **Effect:** The pronunciation sounds unnatural and incorrect.

11. Faults (/fɔːlts/ → /fæltz/)

➤ **Error Type:** Vowel substitution.

➤ **Error Details:**

- The vowel /ɔː/ (as in "law") is replaced with /æ/ (as in "cat"), making "faults" sound like "falts."

➤ **Effect:** The pronunciation changes significantly and may confuse listeners.

12. Largest (/ˈlɑːrdʒɪst/ → /'lærdʒst/)

➤ **Error Type:** Vowel substitution and consonant deletion.

➤ **Error Details:**

- The vowel /ɑː/ (as in "car") is replaced with /æ/ (as in "cat").
- The unstressed vowel /ɪ/ is deleted, making the second syllable less distinct.

➤ **Effect:** The pronunciation sounds unnatural.

13. Displacement (/dɪs'pleɪsmənt/ → /dɪs'plæksmənt/)

➤ **Error Type:** Consonant substitution and vowel substitution.

➤ **Error Details:**

- The /pleɪ/ sound is replaced with /plæk/, changing "place-" to "plax-".

➤ **Effect:** This creates an unrecognizable pronunciation.

14. Deformation (/di:fɔ:r'meɪʃən/ or /dɛfɔ:r'meɪʃən/ → /dɪ'fɔ:rmʌʃən/)

- **Error Type:** Vowel substitution and mispronunciation.
- **Error Details:**
 - The final syllable "-mation" is mispronounced as "-mushun" (/mʌʃən/ instead of /meɪʃən/).
- **Effect:** The meaning may be lost due to this mispronunciation.

15. Associated (/ə'soʊsiətiəd/ or /ə'soʊʃiətiəd/ → /'æsoʊsi,etiəd/)

- **Error Type:** Vowel substitution and stress shift.
- **Error Details:**
 - The schwa /ə/ is replaced with /æ/.
 - The stress is incorrectly placed on the first syllable instead of the second.
- **Effect:** The pronunciation is incorrect and less natural.

CONSLUSION

This study aimed to analyze pronunciation errors made by first-semester Grade XI students at SMA Swasta Rumah Harapan (HOPE SCHOOL) in their English language learning. Based on the findings, several common pronunciation errors were identified, including vowel and consonant substitutions, stress misplacement, mispronunciations, and consonant deletions. These errors significantly impact students' ability to communicate effectively in English. The analysis revealed that the primary causes of pronunciation errors are phonological interference from the students' first language (Bahasa Indonesia), limited exposure to native English pronunciation, inadequate phonetic training, and a lack of emphasis on pronunciation in the English curriculum. Many students substitute English sounds with their closest equivalents in Bahasa Indonesia, leading to difficulties in distinguishing certain phonemes such as /θ/ and /ð/. Additionally, stress misplacement and incorrect intonation patterns result in speech that sounds unnatural and harder to understand.

Furthermore, findings suggest that pronunciation errors negatively affect students' confidence in speaking English. Many students feel anxious about making mistakes, which further hinders their progress in oral communication. Teachers also face challenges in providing corrective feedback due to time constraints and the absence of specialized phonetics instruction in the school curriculum. Given these findings, there is a need for a more structured approach to pronunciation instruction, incorporating phonetic training, regular pronunciation practice, and increased exposure to native English models. The study highlights the importance of integrating

pronunciation-focused activities in the classroom to enhance students' spoken English skills and overall language competence

REFERENCES

- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Longman.
- Brown, J. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge University Press.
- Corder, S. P. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161–170.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education*. McGraw-Hill.
- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. Longman.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman.
- Lado, R. (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods*. SAGE Publications.
- Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta

