

CHAPTER 4

THE RESULT OF THE RESEARCH

In this chapter, the result of the research analysis is presented, the data being analyzed are dealing the English oral reading among English department undergraduates. The analysis of the data is done for answering the three of problems by the research. First, the analysis is describing the problem consist of the mispronunciations in English oral communication among English department students undergraduates at Muhammadiyah University of Surabaya. Second, the analysis for answering the type of mispronunciations. Third, the analysis is for answering linguistics factors contributing to the mispronunciations in English oral communications used by English department students.

4.1 What are the mispronunciations in English oral communications among English department undergraduates at Muhammadiyah University of Surabaya?

The Indonesian people have many culture who lived in East Java with the different races. In Muhammadiyah University of Surabaya, their English department students not only came from Surabaya. Their English department students not only from Surabaya it is also came from Madura island, Gresik, Tuban, Magelang and Mojokerto. They bring their mother language (L1) to study second language (L2) which mean that English language. The students need oral communication to knowing each other. Oral communication is necessary for people to function in an efficient manner in their environment. Due to this need courses which incorporate oral communication activities are included in

University programme studies, which mean that students of English department undergraduates are more prepared for the world of work as a teacher. Although their studied on English department, with or without conscious they always doing slipped of tongue in their oral reading English text or their communication. Generally in phonetic and phonology is individual, local, or national way of speaking.

The data of reading text was taken from some school books in different stage. The researcher was started on junior high school book, senior high school book, and college book. For researching the evidence of mispronunciation, the researcher was distributing some reading text to Eighth semester of English department students and analyzed their mispronunciation with the complication different stages.

4.1.1 The table are listed of English words in oral reading texts for Junior high school by 8th semester English department students.

The table is list of English text book for junior high school with the title is “*Cold Noodles? Say What?*”. The reading text has one hundred and seventy words. There are 22 words mispronunciation doing by English department students when they read English of mispronouncing done by English department students.

No.	English Words	Mispronunciations	Correct Pronunciations
1	During	/’d rɪ /	/’dj rɪ /
2	Jam-packed	/dʒæm/ - /pæk/	/dʒæm - pækt/
3	Arrived	/ ’raɪv/ and /a’rɪ v/	/ ’raɪvd/

4	Broth	/brɒv/	/brɒ /
5	Flavour	/ˈfleɪvər/ and /ˈflav (r)/	/ˈfleɪv (r)/
6	Ran	/rʌn/	/ræn/
7	Appetizers	/ˈ pɪtaɪz (r)s/	/ˈæpɪtaɪz (r)s/
8	Also	/ˈ ls /	/ˈɔ:ls /
9	Mouth	/mɒ /	/ma /
10	Down	/d nt/	/da n/
11	Weird	/w ɪd/	/wɪ d/
12	Shreds	/ rɪds/	/ reds/
13	Rather	/ˈr :ð (r)/	/ˈr :ð (r)/
14	Place	/ ples/	/pleɪs/
15	Spoonful	/spo:nf l/	/ˈspu:nf l/
16	Add	/ t:/ and / nd/	/æd/
17	Were	/we (r)/	/w (r);/
18	enthusiastically	/ en,tu:ziˈæstɪkli/	/ɪn, ju:ziˈæstɪkli/
19	Seat	/set/	/si:t/
20	Served	/se:vt/	/s :vt/
21	Legendary	/ˈlege ndri/	/ˈledʒ ndri/
22	Slurped	/ slʌ:pt/	/sl :pt/

“Cold Noodles? Say What?” Is consider as a simple and easy one reading text for junior high school students. But if done read by college students, there is

22 words mispronunciations, some stutter and slip of tongue. For example, *During* they spoke /'d rɪ / unfortunately the correct pronunciation is /'dʒ rɪ /. Another example, *Jam-packed* they called /dʒæm/ - /pæk/, but the correct pronunciation is /dʒæm - pækt/. The other mispronunciations is *Arrived* but they said / 'raɪv/ and /a'rɪ v/, the correct pronunciation is / 'raɪvd/. Some students think that the first reading texts was easy, but the researcher was found the mispronunciations, stutter when they read the text and slip of tongue.

4.1.2 The table are listed of English words in oral reading texts for Senior high school by 8th semester English department students.

The table is list of English text book for senior high school with the title is “*How To Find Unusual Gifts*”. The reading text has one hundreds and eighty one words. There are 23 words mispronunciations doing by English department students when they read English of mispronouncing done by English department students.

No.	English Words	Mispronunciations	Correct Pronunciations
1	Weird	/w ɪd/	/wɪ d/
2	As	/ s;/	/ z;/
3	Massage	/'mesɪdʒ/	/'mæs :ʒ/
4	Spectacular	/ spek'tækjʊl /	/spek'tækj l /
5	Shops	/sɒp/	/ ɒps/
6	Show / Showing	/s /	/' / - /' ɪ /
7	Sale	/sel/	/seɪl/

8	Track	/trʌk/	/træk/
9	Factory	/ˈfʌktri:/	/ˈfæktri:/
10	Tag	/tʌg/	/tæg/
11	Romantic	/r ˈm ntɪk/	/r ˈmæntɪk/
12	Talk	/tʌ:k/	/tɔ:k/
13	Recipient	/r ˈsɪpi nt/	/rɪˈsɪpi nt/
14	Effect	/eˈfekt/	/ɪˈfekt/
15	Handicrafts	/ˈhʌndɪkr :fts/	/ˈhændɪkr :fts/
16	Known	/nɒ n/	/n n/
17	Antiques	/ʌnˈti:kz/	/ænˈti:kz/
18	Auction	/ˈæk n/	/ˈɔ:k n/
19	Costume	/kɒstju:m/	/kɒstju:m/
20	Might	/meɪt/	/maɪt/
21	Provide	/proˈvaɪd/	/pr ˈvaɪd/
22	Certain	/ˈs :tn/	/ˈsɜ:tn/
23	Frame	/frem/	/freɪ m/

“*How To Find Unusual Gifts*” has higher difficulty reading text for senior high school then text “*Cold Noodles? Say What?*” for junior high school students. But if done read by college students, there is 23 words mispronunciations, some stutter and slip of tongue. For example, *Weird* they spoke /w ɪd/ unfortunately the correct pronunciation is /wɪ d/. Another example word *As* they called / s:/, but the correct

pronunciation is / z;/. The other mispronunciation is *Massage* but they said /'mesɪdʒ/ like word *message*, the correct pronunciation is /'mæs :ʒ/. Some college students think that the second reading texts was the same difficulties, but the researcher has found the mispronunciations, stutter when they read the text and slip of tongue.

4.1.3 The table are listed of English words in oral reading texts for College student by 8th semester English department students.

The table is list of English text book for college students with the title is “*Discovering Australia*”. The reading text has two hundreds and eighteen words. They was doing 19 word mispronunciations when they read English and the researcher was made the table of mispronouncing doing by English department students for easily analysis.

No.	English words	Mispronunciations	Correct Pronunciations
1	Mainland	/meɪnl nd/	/meɪnlænd/
2	Populated	/'pɒpyuleɪt/	/'pɒpjuleɪtet/
3	Descent	/dɪ'send/	/dɪ'sent/
4	Pastures	/'p :styʊ(r)z/	/'p :st (r)z/
5	Particularly	/pɑ:tɪkj l (r)lɪ/	/p 'tɪkj l (r)lɪ/
6	Arid	/' rɪd/ - / raɪd/	/'æɪd/
7	Fifty (50)	/fɪf'ti:n/	/'fɪfti/
8	Majority	/m 'y r ti/	/m 'dʒ r ti/
9	Urbanized	/' :b nized/	/' :b nised/

10	Largest	/l :gʒzt/	/l :dʒzt/
11	Sheep	/si:p/	/ i:p/
12	Aborigine	/ʌb 'rɪdʒɪn/	/æb 'rɪdʒ ni/
13	Although	/ɔ:l'ð f/	/ɔ:l'ð /
14	Least	/le:s/	/li:st/
15	Unable	/ n'eɪbl/	/ʌn'eɪbl/
16	Came	/kʌm/	/keɪm/
17	Being	/be:ɪ /	/bi:ɪ /
18	Driest	/draɪst/	/draɪ st/
19	Land	/l nd/	/lənd/

“*Discovering Australia*” has highest difficulty reading text for college students or English department students then text “*How To Find Unusual Gifts*” for senior high school students. But if done read by college students, there is 19 words mispronunciations, some stutter and slip of tongue on called the numbers. For example, *Mainland* they spoke /meɪnl nd/ unfortunately the correct pronunciation is /meɪnlænd/. Another example word *Populated* they called /'pɒpyuleɪt/ but the correct pronunciation is /'pɒpjuleɪt/. Other example slip of tongue is when they spoke about the number like *fifty* (50) they said /fɪf'ti:n/ like word *fifteen*, but the correct pronunciation is /'fɪfti/. Some college students think that the third reading texts was the same difficulties like another texts, but the researcher was found the

mispronunciations, stutter when they read the text and slip of tongue when they spoke the numbers.

The researcher know other than those words that were pronounced wrongly by different students frequently, there were a few unusual cases of mispronunciation that only occurred once. Since they only occurred once per word, it is safe to assume that those words were articulated wrongly unintentionally and the student probably did not even realise that the error was made by nervous and slip of tongue.

4.2 What are the type of mispronunciations contributing to the mispronunciations in English oral communications among English department undergraduates at Muhammadiyah University of Surabaya?

Researchers have carried out various studies to attempt to categorize the types of mispronunciations. Bonaventura, Herron, and Menzel (2000:225-230). From the data of mispronouncing they can classified into 3 types. The first type of mispronunciations which is the problem in the pronunciations of non-native sound. Speakers will replace phonemes that do not exist in their original mother tongue (L1) with the closest sounding phoneme from their native language.

The table are listed from first type:

No.	English Words	Mispronunciations	Correct Pronunciations
1	During	/ˈd rɪ /	/ˈdj rɪ /
2	Broth	/brɒv/	/brɒ /

3	Ran	/rʌn/	/ræn/
4	Appetizers	/ˈ pɪtaɪz (r)s/	/ˈæpɪtaɪz (r)s/
5	Add	/ t:/ and / nd/	/æd/
6	Enthusiastically	/ en,tu:ziˈæstɪkli/	/ɪn, ju:ziˈæstɪkli/
7	Legendary	/ˈlege ndri/	/ˈledʒ ndri/
8	Spectacular	/spekˈtækyul /	/spekˈtækj l /
9	Track	/trʌk/	/træk/
10	Factory	/ˈfʌktri:/	/ˈfæktri:/
11	Tag	/ tʌg/	/tæg/
12	Handicrafts	/ˈhʌndɪkr :fts/	/ˈhændɪkr :fts/
13	Known	/nɒ n/	/n n/
14	Antiques	/ʌnˈti:kz/	/ænˈti:kz/
15	Auction	/ˈæk n/	/ˈɔ:k n/
16	Mainland	/meɪnl nd/	/meɪnlænd/
17	Populated	/ˈpɒpyuleɪt/	/ˈpɒpjuleɪtet/
18	Arid	/ˈ rɪd/ - / raɪd/	/ˈæɪd/
19	Majority	/m ˈy r ti/	/m ˈdʒ r ti/
20	Sheep	/si:p/	/ i:p/
21	Unable	/ nˈeɪbl/	/ʌnˈeɪbl/
22	Driest	/draɪst/	/draɪ st/
23	Land	/l nd/	/lænd/

The second type of mispronunciations which is the carry-over of pronunciation regularities, involves mostly phonological changes, such as the devoicing of final voiced stop consonants or the spelling to sound mapping of the mother tongue.

The table are listed from second type:

No.	English Words	Mispronunciation	Correct Pronunciation
1	During	/ˈd rɪ /	/ˈdj rɪ /
2	Jam-packed	/dʒæm/ - /pæk/	/dʒæm - pækt/
3	Arrived	/ ˈraɪv/ and /aˈrɪ v/	/ ˈraɪvd/
4	Broth	/brɒv/	/brɒ /
5	Ran	/rʌn/	/ræn/
6	Mouth	/mɒ /	/ma /
7	Down	/d nt/	/da n/
8	Weird	/w ɪd/	/wɪ d/
9	Shreds	/ rɪds/	/ reds/
10	Rather	/ˈr :ð (r)/	/ˈr :ð (r)/
11	Spoonful	/spo:nf l/	/ˈspu:nf l/
12	Add	/ t:/ and / nd/	/æd/
13	Seat	/set/	/si:t/
14	Served	/se:vt/	/s :vt/
15	Slurped	/slʌ:pt/	/sl :pt/
16	As	/ s:/	/ z:/

17	Spectacular	/spek'tækyul /	/spek'tækj l /
18	Shops	/sɒp/	/ ɒps/
19	Track	/trʌk/	/træk/
20	Tag	/ tʌg/	/tæg/
21	Romantic	/r 'm ntɪk/	/r 'mæntɪk/
22	Talk	/tʌ:k/	/tɔ:k/
23	Recipient	/r 'sɪpi nt/	/rɪ'sɪpi nt/
24	Effect	/ e'fekt/	/ɪ'fekt/
25	Handicrafts	/'hʌndɪkr :fts/	/'hændɪkr :fts/
26	Known	/ nɒ n/	/n n/
27	Antiques	/ʌn'ti:kz/	/æn'ti:kz/
28	Auction	/'æk n/	/'ɔ:k n/
29	Costume	/kɒstju:m/	/kɒstju:m/
30	Might	/meɪt/	/maɪt/
31	Certain	/'s :tɪn/	/'sɜ:tɪn/
32	Frame	/frem/	/freɪm/
33	Mainland	/meɪnl nd/	/meɪnlænd/
34	Populated	/'pɒpyuleɪt/	/'pɒpjuleɪtet/
35	Descent	/dɪ'send/	/dɪ'sent/
36	Pastures	/'p :styu(r)z/	/'p :st (r)z/
37	Arid	/' rɪd/ - / raɪd/	/'æɪd/
38	Urbanized	/' :b nɪzɪd/	/' :b nɪsɪd/

39	Sheep	/si:p/	/ i:p/
40	Least	/le:s/	/li:st/
41	Came	/kʌm/	/keɪm/
42	Being	/be:ɪ /	/bi:ɪ /
43	Land	/l ɒnd/	/lənd/

The third type of mispronunciations is when a speaker applies a possible pronunciation in an unsuitable word or slipped of tongue.

The table are listed from third type:

No.	English Words	Mispronunciations	Correct Pronunciations
1	Ran	/rʌn/	/ræn/
2	Add	/ t:/ and / ɒnd/	/æd/
3	Seat	/set/	/si:t/
4	As	/ s:/	/ z:/
5	Massage	/ˈmesɪdʒ/	/ˈmæs :ʒ/
6	Shops	/sɒp/	/ ɒps/
7	Sale	/sel/	/seɪl/
8	Track	/trʌk/	/træk/
9	Tag	/ tʌg/	/tæg/
10	Fifty (50)	/fɪfˈti:n/	/ˈfɪfti/
11	Came	/kʌm/	/keɪm/

Bonaventura, Herron, and Menzel did not include co-articulation errors in the research. Co-articulation errors include deletions or assimilations of initial and final consonants or vowels when the adjacent phones influence each other. However, these sorts of error are looked at in this paper.

The replacement of / / with /t/ is expected from speakers who speak Javanese as their first language. According to the Theory of Language Transfer from Gass & Selinker (1995:Vol.1), since there is no / / in both of these languages, negative transfer occurs and another sound from the speakers' native language is used to substitute the / /. In the Javanese languages, the closest sound to / / would be /t/ because / / is a voiceless sound like /t/. Therefore, for example, *through* is pronounced as /truː/ instead of / ruː/. In the same way, the voiced /ð/ is also non-existent in both of these languages and it is replaced with another voiced sound /d/.

4.3 Why the mispronunciations in English oral reading among English departments undergraduates at Muhammadiyah University of Surabaya has been made?

The detection of mispronunciations is often influenced by the number of errors that are present in a word or phrase. Another factor from Enxhi, Tan & Yong (2012:23) that influences the detection of a mispronunciation is the position of the mispronunciation. It was noticed that when the mispronunciation occurred in the first syllable of the word, the listener took a longer time to detect the error. Donselaar (1996:621-628) makes similar findings whereby initial deviations in a word are detected less often compared to deviations located in the middle or at the

end of a word. Besides that, listeners finding that accented deviations are easier to detect than unaccented deviations. This might suggest that the mispronunciations by a non-native speaker may be more obvious than mistakes done by a native speaker and therefore, non-native speakers will have to put in extra efforts to communicate effectively with native speakers.

Unfortunately, even with so many researches and surveys done to increase awareness regarding the importance of effective and accurate oral communication, not much has been done by colleges and universities to reduce the problem. In fact, it is the alumni, employers, and graduates themselves who are more aware of this problem as compared to how much the college faculties and administration staff are. Fresh graduates are still facing unemployment due to their lack of competence in oral communication. It has already been established that oral communication is important, it should be noted that spoken words never involve spelling, instead they involve pronunciation. It is possible that the occurrence of mispronunciations may have emerged from the students' lack of interest. They probably feel that pronunciation is not as important as other linguistics elements of a language such as grammar and vocabulary.

Based from interview questions, the biggest problem of several students in pronunciation of English words is did not know the correct pronunciation. Because sometimes in pronouncing English the sound is not like the written word. Maybe social background of many students that coming from Javanese and madurese makes accent still dominant and looks weird to pronouncing English words, then it is difficult when pronouncing English word like someone who is

from America or British. Reading skill is another factor that implies the pronunciation. For other students, the biggest problem is when facing unusual word that we rarely use in speaks or read. Unidentified word will make the pronouncing becoming wrong, or for worst, it makes misunderstanding between speakers. Also a new vocabulary that unknown is another problem in pronunciation, or sometimes it called unusual word or unfamiliar as explained before. Different problem for students in pronunciation, for some of them, they missing and forget how to pronounce the word. This is may the biggest not only for students, but also for many non-native English speakers. Because the language were learned so the words will not automatically appears in speakers mind. Sometimes it takes too long to make it clear.

From explanation before, the biggest problem of is when pronouncing English language is the knowledge of the meaning about the text or words. So it makes difficult in pronouncing. The way to pronouncing language well also problems in pronunciation. Sometimes students got stuck when want to pronounced and when want to say something but cannot say it very well. Many of them think that always got studied, especially when found the new words, when students never met and red before and feels difficult to pronounced. So sometimes get stuttered when red that words. Another reason is about nervously. Sometime students will nervous when some text reads and cannot pronounce it very well, then students becoming nervous. So, reading the text is not good especially when make a conversation with someone. The problems also appeared when students reading quickly because reading quickly will get them in stutter.

From the data analysis above can be conclude that mispronunciations in English oral reading among English department undergraduates at Muhammadiyah University of Surabaya, Bahasa Indonesia and Javanese language still dominant even they using English words in daily activity. They cannot leaving the Javanese and Madurece cultural in their daily language even in formal or informal situation. However, social background and first language on English department students are factors that cannot be changed as the students because the first language is something that is learned at a young age. Linguistic factors from the data analysis, however, such as mispronunciation, stuttering, and other slips of the tongue, are factors that can be identified in order to improve the level of English oral reading among university students.