CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the most essential abilities for learning a foreign language. It appears to be not only the most crucial skill for non-native learners to acquire when learning a foreign language, but also the most essential skill for those learning a foreign language. According to the research conducted by Brown and Yule (1983), speaking effectively is considered the most crucial skill for students to be assessed on in real-world settings. The act of speaking is often recognized as the most fundamental among the four primary skills in the English language. Even students who have studied the language for a long time find it difficult to speak, when necessary, in everyday situations. Foreign languages, especially English, are developing and spreading quickly due to globalization in many countries. English language has now established itself as the most spoken language worldwide. As a result, a foreign language, particularly an English lesson is added to the school curriculum as an additional subject. English has been taught at various levels of education, including primary school.

In English, there are two kinds of abilities to maintain communication, namely oral and written ability. One of the oral communications is pronunciation. English pronunciation is one of the most essential sub-skills of speaking ability. The concept of pronunciation refers to the manner in which words are articulated

or the process by which sounds are generated (Kelly, 2000). Every word people produce must be understandable and acceptable to other speakers. It indicates that individuals are able to understand what people are saying. Speaking without considering pronunciation will result in varied interpretations of meaning among both speakers and listeners. According to Nunan (1999, p. 105), it is proposed that the optimal period for language acquisition, with the aim of achieving native-like pronunciation, occurs before the first phase of puberty. During this particular time span, the impact of the mother tongue on pronunciation is reduced.

In Indonesia, especially in Jatiluwih, students learn the English subject for understanding only. They thereby lack the accurate pronunciation of every English word, yet it is expected of them to speak the language fluently outside of the classroom. Students had difficulties in learning English since it is concerned with the ears, the matter of making foreign sounds, the distribution of the sounds, fluency, and the relation between pronunciation and conventional spelling. Pronunciation is probably one of the hardest sub skills in English to learn. It takes a lot of time and effort to improve the pronunciation. There are many words and phrases in the English language that, when spoken, do not actually sound like they appear when written. Some non-native speakers live for a long time in an English-speaking country but still have poor pronunciation.

According Lo & Li (1998) (as cited in Muangphruek (2017), it has been noted that songs have played an important part when it comes to improving the English language acquisition process among students. The use of songs has been a prevalent practice within language learning classrooms for a long time. Songs

provide examples of language that is genuine, memorable, and rhythmic. They can encourage students to continue listening to and imitating their musical idols. In addition to fundamental language abilities such as auditory comprehension, oral communication, textual interpretation, and written expression, songs have the potential to enhance sentence patterns, vocabulary acquisition, rhythm, word functions, and pronunciation. Students who regularly listen to the song may begin to hum, and then unconsciously absorb some of the vocabulary. If they continue to listen, they will eventually be able to sing the song and learn how to correctly pronounce the words.

1.2 Problems of the Study

Based on the background of the study, there were two problems formulated. The problems were:

1) What kinds of errors were made by the sixth-grade students at SDN 1 Jatiluwih in pronouncing kids' songs?

2) What are the causes of error made by the sixth-grade students at SDN 1 Jatiluwih in pronouncing kids' songs?

1.3 Objectives of the Study

In order to address both of the study's problems, the following two study objectives were listed:

1) To find out the types of errors made by the sixth-grade students at SDN 1 Jatiluwih in pronouncing kids' songs.

2) To analyze the causes of errors made by the sixth-grade students at SDN 1 Jatiluwih in pronouncing kids' songs.

1.4 Limitation of the Study

Due to the breadth of the problem and the number of factors that influence the problem under study, this study focused on investigating on pronunciation errors in kids' songs, especially regarding to consonant and vowel sounds made by the sixth-grade students at SDN 1 Jatiluwih in pronouncing kids' songs. This study has been done on a sample of sixth-grade students at SDN 1 Jatiluwih. This study adopts two theoretical frameworks: the type of Error proposed by Kenworthy (1987) and the causes of Error proposed by Ladefoged (2001).

1.5 Significance of the Study

This study provided new insights into the types of error pronunciation, specifically those found in the sixth-grade students at SDN 1 Jatiluwih. In this study, there are two significances. The first one is theoretical significance which describes the benefits of research for the development of science that can be used by other researchers to develop science. The second one is the practical significance which outlines the benefits of research for society. The two significances are explained as follows:

1.5.1 Theoretical Significance

The analysis presented in this study was hopeful to be able to provide a valuable information for further research on the types of error and the causes of errors made by students in English pronunciation and to enhance students' abilities to communicate verbally. This study might serve as a valuable reference for individuals who are interested in the learning process, particularly in the field of pronunciation.

1.5.2 Practical Significance

The findings of this investigation are anticipated to be beneficial and advantageous to education.

1) Through this study, people can increase their knowledge about pronunciation errors, especially the students as a reference and motivation to study about English pronunciation, specifically the elements of pronunciation namely: consonant and vowel correctly.

2) This study is hoped to become a source of knowledge and a reference for developing and enhancing the quality of education, particularly English learning.

3) This study is expected to furnish English teachers with comprehensive insights regarding the development and enhancement of various approaches in the area of teaching pronunciation.

4) Furthermore, it is expected that this study offers students with knowledge regarding their pronunciation problems, which they will attempt to minimize in order to enhance their ability to pronounce English words.

5) In order to create scientific references and improve scientific writing, it is expected that this study can likely be used as a guide by other researchers to do future work on connected or unrelated topic.

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CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This second chapter consists of three parts that become references which had been conducted relating to pronunciation error. Here, the similarities and the differences have been described in order to highlight the specific distinction of this study to the previous studies.

2.1 Review of Related Literature

To support this study, there were five previous studies related to this topic. The first study is an undergraduate thesis entitled "Error on English Sounds Made by Students of SMPN Minasate'ne Pangkep" by Inayah (2020). This thesis focuses on the different kind of pronunciation errors that students make, notably when using long vowels, short vowels, and diphthong sounds. Inayah's study was analyzed with the theory proposed by Dulay, Burt, and Krashen (1982:146-190) to identify the errors. As a result, there were two types of vowel pronunciation problems made by eighth-grade students at SMPN 1 Minasate'ne Pangkep. The data collection of this study become the similarity between this study and Inayah's study because both studies used audio recording to obtain data where both studies recorded the students' voices and subsequently transcribed them into Hornby's Oxford Advanced Learner's Dictionary 9th edition of Current English to assess accuracy. However, the differences between this study and Inayah's study is the data source. The previous study concentrated on vocabulary between eighth-grade students, whereas the current study evaluated songs as the primary data source in sixth-grade students

at the elementary level. The second dissimilarity is the theory that was used in evaluating the study. Inayah used the theory proposed by Dulay, Burt, and Krashen (1982:146-190) to identify the errors.

The second review was taken from an article entitled "Kesalahan Pengucapan Vokal Bahasa Inggris Mahasiswa 'Kelas Berbicara' UIN Sunan Gunung Djati" Munandar et al (2021). The study employed the descriptive qualitative approach as its primary methodology. This study used a synthesis of vowel theories proposed by Roach, McMahon, and Kelly (1991), along with the error analysis theory put out by Brown (1980:166) and Crystal (1987:112). The study revealed that there were three different types of English pronunciation errors produced by students. The similarities between the previous study and current study are both studies analyzing the types of error pronunciation. The following are the differences between previous and current studies: the current study used kids' songs as the data source, whereas the previous one used a student's video. The second dissimilarity is the theory that was used in evaluating the study. Munandar, Indira, and Darmayanti used a synthesis of vowel theories proposed by Roach, McMahon, and Kelly (1991), as well as error analysis theory developed by Brown (1980:166) and Crystal (1987:112).

The third study was an article entitled "Analysis on Pronunciation Errors Made by First Semester Students of English Department STKIP CBN" conducted by Rafael (2018). The interview was conducted to collect secondary data. Rafael's study was analyzed with the theories proposed by Brown (2000) to identify the errors. According to the survey, there are nine main types of errors that students

participating in the English Education Department at STKIP CBN usually commit. The following are the similarities between previous and current studies: First, both studies analyse the different types of errors and determine the causes of the students' pronunciation errors. Second, both investigations collected data by audio recording, with recording the voices and transcribing the recording into Hornby's Oxford Advanced Learner's Dictionary 9th edition of Current English. The following are the differences between previous and current studies: First, the earlier study utilized eighth-grade students, as the subject, whereas the current study used sixth-grade students, as the subject. Second, the theory that was used in evaluating the study, Rafael used the theories proposed by Brown (2000) to identify errors.

The fourth review was based on Rahmi's (2020) thesis, "An Analysis of Student Pronunciation Errors in Reading Aloud at SMA Negeri 8 Pekanbaru" The primary purpose of this study is to determine the most common types of errors within the linguistic category and surface strategy taxonomy (Dulay, Burt & Krashen,1982, p.146). The information was gathered from tenth-grade social studies students at SMA Negeri 8 Pekanbaru. The descriptive quantitative method was used to analyze the data. The study found that vowel errors in the linguistic category and misordering errors in the surface strategy taxonomy were the most common types of pronunciation problems among tenth-grade social students at SMA Negeri 8 Pekanbaru. The similarities between previous and current studies are studying the types of pronunciation errors. The following are the differences between previous and current studies: First, the earlier study utilized tenth-grade students, as the subject, whereas the current study used sixth-grade students, as the

subject. Second, the current study used kids' songs as data, whereas the prior study used to read text as data. Third, Rahmi used the theory proposed by (Dulay, Burt & Krashen,1982, p.146) to identify errors.

The fifth review was taken from an article entitled "Pronunciation Error Produced by the Third Semester Students of STKIP PGRI Sidoarjo" by Arbi (2019). The aims of this study are to find out the different types of pronunciation errors and to determine the underlying factors leading to these errors in pronunciation. This study was a descriptive qualitative study because this study aimed to describe the findings. The finding showed there are 2 types of pronunciation errors and also showed there are 3 factors that caused pronunciation error were found. The similarities between the previous study and the current study are: both study analyzing the types of error and to find out the causes of the errors pronunciation made by the students. The differences between the previous study and current study are: First, the previous used the third semester students as the subject, whereas the current study used students at elementary level. Second, the current study used kids' songs as the data source, while the previous study used videos of students' pronunciation as the data source. Third, the theory that was used in evaluating the study, Arbi used the theory of English diphthong by Gerald Kelly and Yuliyanto Sabat (2000).

2.2 Concepts

In this study there are several topics that will be discussed as a concept. There are Definition of Error, Error Analysis, Pronunciation, and Song. In providing a better understanding of the types and causes that made by the sixth-grade students in pronouncing kids' songs, the keywords need to be explained further, namely:

2.2.1 Error

According to Hornby (1987:29), the term "error" can be defined as an action or behavior that is incorrect, or the state of being incorrect in one's views or actions. The term "error" also encompasses the incorrect aspects of learners' oral or written language production. According to Dulay, Burt, and Krashen (1982:138), these refer to the elements within a conversation or written piece that depart from the established norms of adult language performance. Errors in speech or writing made by learners of a second or foreign language are seen as indications of inadequate or incomplete acquisition of the language.

Error and mistakes are two distinct concepts. Hence, it is imperative to differentiate between these two entities in order to examine the linguistic abilities of learners within the suitable environment. Error refers to a deviation from the expected linguistic structure resulting from the learner's inability to comprehend all of the rules of the language they have been studying (Corder, as cited in Roeckhan, 1990:56). According to the author, mistakes can be attributed to situations of

structural deviation, when learners have difficulties in using the suitable language for a given context.

Errors in pronunciation cannot be separated from errors in sound creation. When students pronounce some words incorrectly, it results in disparities with the proper pronunciation. Error, however, is a crucial tool in the teaching and learning process. Knowing the students' mistakes enables the teacher to identify areas in pronunciation instruction that require reinforcement (Corder, 1967:160–170). Additionally, it is crucial for learners to understand the distinctions between their native language and second language as they progress through the learning process. Therefore, it is important to examine errors in order to understand how a learner picks up language norms.

2.2.2 Error Analysis

Errors are an inherent aspect of the process of acquiring and learning a language, but they must be corrected. Teachers are required to conduct investigations into the errors produced by their students as a way to obtain valuable insights into their students' language acquisition process. According to Brown (1980:166), Error analysis involves the investigation of second language learners' language. This indicates that error analysis is concerned with the description and investigation of errors made by second language learners, regardless of whether they are caused by the mother tongue or other sources. Therefore, error analysis is beneficial for assessing second language learners' comprehension.

Error analysis is carried out:

- To identify the strategies applied by language learners.

- Determine the reasons for student errors.

- Gather information on frequent language learning obstacles to use as a teaching aid or to prepare teaching materials.

Corder (1967, p. 167) discusses three aspects of the significance of error analysis. The error analysis first informs the teacher of the student's progress toward his or her goal and what the student needs to learn as a result. Second, it offers proof of how languages are taught or learned, as well as the methods language learners use to learn new languages. Third, because the mistakes committed are considered as a tool utilized by the student to acquire the language, the language is essential to the learner himself. It gives the students a chance to put their theories about the nature of the language they are learning to children who are learning their native language and those learning a second language both employ the strategy of making errors. It is possible for the teacher to identify pronunciation skills that require reinforcement when they are aware of the students' mistakes (Corder, 1967:160–170). And during the learning process, it is crucial for the students to develop a comprehensive understanding of the distinctions that exist between their primary language and the secondary language they are studying. In order to obtain a deeper understanding of the learner's acquisition of language rules, it is necessary to analyze and evaluate errors.

Here are some comparisons between the pronunciation of English language with Indonesian language.

Table 2.2

Comparison between English and Indonesian Sounds

No	Comparison	English Language	Indonesian Language
1	Consonant	/ʃ/	/s/
		/tʃ/	/c/
2	Vowel	/ɔ:/	/o/
		/i:/	/i/
3	Diphthong	/əʊ/	/o/
		/aɪ/	/ɪ/

2.2.3 Pronunciation

Pronunciation refers to the act or result of articulating speech sounds. The functions of the subject encompass both segmental and suprasegmental attributes. The term "segmental unit" refers to the individual sounds inside a language, while the term "suprasegmental unit" encompasses aspects such as intonation, phraseology, stress, time, and rhythm (AMEP, 2002).

The fundamental elements of pronunciation include intonation, stress and rhythm, vowels, consonants, diphthong, as well as voiced and voiceless articulation.

1. Intonation: refers to the melodic contour of speech, encompassing the modulation of pitch that occurs as the voice rises and falls during verbal communication.

2. Stress and rhythm: Stress are linguistic phenomena in English whereby specific syllables are pronounced with greater energy or effort, serving as indicators of salient information inside a sentence. Rhythm refers to the

consistent and prominent emphasis on certain syllables or stresses inside a sentence.

3. Vowel: According to Roach (1998, p.10), vowels can be defined as a speech sound produced by humans wherein exhaled breath passes through the oral cavity without being blocked by the teeth, tongue, or lips. English consists of five vowels (a, e, i, o, and u).

4. Diphthongs: The combination of vowels in the English language. A long vowel sound that starts in one position of the mouth and end in another within the same syllable. There are eight different diphthongs in the English language. They are: (/eɪ/, /ɪə/, /eə/, /ʊə/, /əʊ/, /ɔɪ/, /aɪ/, /aʊ/).

5. Consonant: Consonants are classified as a type of speech sound that is produced by either fully or partially obstructing the airflow in the upper vocal tract.

6. Voiced and Voiceless: In the English language, sounds can be categorized as either voiced or voiceless. All vowel sounds are produced with vocal cord vibration, indicating voicing, although certain consonant sounds can be either voiced or voiceless.

2.2.4 Song

Songs can be particularly useful as intelligible input for students since they help them understand the language better and learn new rules, as well as motivating and relaxing students. Songs are an excellent tool for teachers when working with language since they produce a low affective filter and an interest in the subject matter. Songs have long been used as a teaching tool in language classrooms due to

their proven ability to motivate students to study English (Lo & Li, 1998). It is one of the most exciting ways for children to learn how to pronounce words. It shows that motivation has an effect on the pronunciation of English learners when using songs to learn the language. Several studies have demonstrated the correlation between the use of songs and their impact on motivation and performance in English language schools (Bake, 2007; Luo, 2008). Therefore, it appears that motivation plays a significant role in influencing the pronunciation of English learners in the context of learning English through songs.

2.3 Theories

This section focuses on discussing the theories used to analyze the formulation of the specified problems. This study adopts two theoretical frameworks for data analysis. The first problem is about types of error which has been analyzed using the theory proposed by Kenworthy (1987) and the causes of error proposed by Ladefoged (2001). Those theories are:

2.3.1 Types of Error in Pronunciation

Kenworthy (1987) proposes a framework consisting of four types of errors. These types include sound substitutions, sound deletions, sound insertions, and links between words. The details are as follows:

2.3.1.1 Sound substitutions

Substitution error occurs when one thing in a sentence, strategy, word, or phoneme is automatically replaced when the exact data is forgotten or unknown (Kenworthy, 1987). When a speaker substitutes one sound for another, the listener may experience difficulty. For example, many speakers whose native languages do not have the "th' sound as in "thick" will substitute the sound /s/ as in "sick" instead. The words "sick" and "thick" will be pronounced exactly the same. Unless context assists the listener or this feature of non-native speech is familiar, the listener must decide whether the speaker said "My friend is sick:" or "My friend is thick."

2.3.1.2 Sound deletions

The term "deletion" refers to when a speaker leaves out a sound. In the case of consonants, a single consonant may be deleted at the beginning, middle, or end of a word, or one or two consonants in a group or cluster may be deleted (Kenworthy, 1987). An example would be the word "hold" pronounced without the final /d/ it would sound like "hole".

2.3.1.3 Sound insertions

Insertion, also known as addition, is a type of error distinguished by the presentation of an inappropriate item in the form (Kenworthy, 1987). In this case, one or more additional sounds are added to the words. For example, the word 'learned' should be pronounced /ˈlɜːnɪd/, but speaker pronounces /ˈlɜːnɪəd/. It means that there is an addition of vowel /ə/.

2.3.1.4 Links between words

All the above problems concern sounds within a word, but there may also be problems at the borders of words. In English, word boundaries are 'negotiated' in certain ways: sometimes a linking sound is used, sometimes one sound merges with another, and sometimes a composite sound is used. Here are examples of each of these types of links (Kenworthy, 1987): A linking word is when saying "go in", speakers add the consonant /w/ as in "will". It sounds like "go win". A sound merger is when saying "nice shoe" the final consonant of "nice" merges with the first consonant of "shoe". The result sounds like "ny shoe". A composite sound is when saying "this year" English speakers may use the consonant /ʃ/ as in "shoe" at the border between the two words. They will not pronounce the /s/ followed by /j/ as in 'yes' but use this "composite" sound. The phrase will sound quite like "the shear".

2.3.2 Causes of Error in Pronunciation

It's necessary to know the causes of error in order to identify the difficulties that faced by students in language learning process. Ladefoged (2001) points out the causes of error into four categories, they are:

2.3.2.1 Mother Tongue Interference

Mother tongue interference is referring to the influence of the native language of the learner on her/his acquisition of the target language (Ladefoged, 2001). It means that we apply new way of the use of our organs of speech and it is difficult because speakers should change their habit. This can include the inability

to speak certain words clearly, facing difficulties in pronunciation of certain words, speaking with a certain rhythm to name a few.

2.3.2.2 Sound System Difference between L1 and L2

The term "sound system differences between L1 and L2" refers to the problem with pronunciation caused by differences in the sound systems of English and native language, which means that the organs of speech are not trained to produce due to unfamiliar pronunciation by using the closest sounds. For example, the consonant /v/ can be found in English but not in other languages such as Indonesia.

2.3.2.3 Inconsistency of English Vowel

English vowel inconsistency refers to the fact that some English vowels have more than one pronunciation. Because of this inconsistency, English vowels are difficult to pronounce. The /o/ in the words "more" and "home" has a different pronunciation in each word.

2.3.2.4 Influence of Spelling on Pronunciation

Influence of spelling English pronunciation refers to the sounds of spoken English that do not match up with written English to be pronounced (Ladefoged, 2001). The difference between spelling and pronunciation makes it difficult. In fact, some words that are spelled the same way have different pronunciations. For example, the word "lead" is pronounced /li:d/ in the phrase lead the way, but /led/ in another phrase lead pipe.