



**SEGMENTAL ERROR ANALYSIS OF THE  
ENGLISH LANGUAGE BY FRESHMEN OF  
ENGLISH STUDY PROGRAM OF  
DIPONEGORO UNIVERSITY**

**A THESIS**

**In Partial Fulfillment of the Requirements for  
the Sarjana Degree Majoring Linguistics in English Department  
Faculty of Humanities Diponegoro University**

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## **PRONOUNCEMENT**

The author affirms that he composes this thesis by himself. All the data used in this study is the result of his own observation. There is no profiteering from any studies or references except those that have been included in the references mentioned.

Semarang, December 2019

Raihan Janitra Zaky

## MOTTO AND DEDICATION

*Sometimes you've got to be wrong,  
and learn from mistakes.*

**Mike Portnoy**

*Carpe Diem.*

**Horatius**

*This thesis is dedicated to  
my beloved family, my friends,  
my future love and child.*

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Semarang, December 2019

**Raihan Janitra Zaky**

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## ABSTRACT

English language as the most widely used language in the world today, is learned by Indonesian students as a foreign language. In the Faculty of Humanities Diponegoro University, English Department is one of majors that learns about foreign language. Freshmen or the first semester students of English Department tend to produce English language with the influence of their mother tongue. Based on the background, this study aims to explain and find out what kind of segmental errors that occur in English language learning process by the freshmen. This study uses the descriptive qualitative method. The data collection method is observation assisted with note-taking technique. An article written in English was given to eleven freshmen. They were asked to read the article and were being recorded on the process. The data were gathered from listening to the audio recording. After the data consist of words mispronunciation were gathered, the data were transcribed into phonetic representation using IPA symbols and compared with English phonetic transcription. The data were analyzed using theory of Segmentals and Suprasegmentals by Cutler (1997), Segmental Errors by Moulton (1961). The study finds that there are two kind of segmental errors occurred in the language learning process, which are phonemic error and phonetic error. The errors were mainly caused by interference of Indonesian language and also because students were unfamiliar with the English language sound system.

**Keywords:** English language learning, segmentals and suprasegmentals, segmental errors, error analysis

## ABSTRAK

Bahasa Inggris sebagai bahasa yang paling banyak digunakan di dunia saat ini dipelajari juga oleh mahasiswa di Indonesia sebagai bahasa asing. Sastra Inggris merupakan salah satu jurusan yang mempelajari bahasa dan budaya asing di Fakultas Ilmu Budaya Universitas Diponegoro. Mahasiswa baru jurusan Sastra Inggris akan cenderung memproduksi bahasa Inggris dengan pengaruh dari bahasa ibu mereka. Berdasarkan latar belakang masalah tersebut, skripsi ini bertujuan untuk menjelaskan dan mencari jenis kesalahan segmental yang terjadi saat mahasiswa baru Sastra Inggris mempelajari bahasa Inggris. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Metode pengumpulan data yang digunakan adalah observasi dengan teknik pencatatan. Sebuah artikel dalam bahasa Inggris diberikan kepada sebelas mahasiswa baru dan diminta untuk membaca artikel tersebut. Perekaman suara dilakukan saat mahasiswa baru membaca artikel tersebut. Setelah data yang berisi kesalahan pengucapan kata terkumpul, data kemudian ditranskripsi kedalam bentuk representasi fonetis menggunakan simbol IPA dan dibandingkan dengan transkripsi fonetis bahasa Inggris. Kemudian data dianalisis menggunakan teori Segmental dan Suprasegmental dari Cutler (1997), Kesalahan Segmental dari Moulton (1961). Hasil dari penelitian ini menunjukkan terdapat dua jenis kesalahan segmental, yaitu kesalahan fonemik dan kesalahan fonetik. Kesalahan yang ditemukan sebagian besar disebabkan oleh interferensi dari sistem bahasa Indonesia dan dikarenakan juga ketidak biasaan mahasiswa dengan system bunyi bahasa Inggris.

**Kata kunci:** Pembelajaran bahasa Inggris, segmental dan suprasegmental, kesalahan segmental, analisis kesalahan

# CHAPTER I

## INTRODUCTION

This chapter contains background of the study, scope of the study, research problem, objectives, previous studies and writing organization.

### **1.1 Background of the Study**

Humans are exposed to language from the beginning of their lives. At first, humans are exposed to first language, or “mother language”. They use mother language to communicate with their closest relations and family. Humans also have the capability to learn other languages, which are called “second language” and “foreign language”. In Indonesia, English is a foreign language since Indonesian’s first language are mostly their vernacular language. English language is mostly taught to students across level or grades in schools.

English Department as a department in Faculty of Humanities of Diponegoro University, is one of two departments that studies foreign languages. In English Department, students are required to be able to learn English from the basics such as listening, speaking, reading, writing and grammatical structure. In this study, the author focuses on speaking aspect since this study will be focusing on segmental error analysis by transcribing the obtained data.

The respondents for this study are freshmen because in earlier years of English Department study they tend to speak English with influence of their mother tongue. In learning a new foreign language, students would face many kinds of learning problems related to foreign language’s sound system, structure and

vocabulary. Freshmen of English Department, as the learners of English as a second language, is unaware of the particular systems in English language so they tend to make errors. Also, in the first semester of English Department, the students are not exposed to Phonetics courses yet, which is a course with one of the focuses is to teach a learner or student in pronouncing utterances in English more correctly.

In the learning stage, errors are the proof that students are learning a new language. Errors occur when the learners have spoken their native language for their whole life and has implanted in them deeply as a habit. Thus, they tend to transfer their first language habit into the target language they learn. Error analysis has the basic task of showing the learning process that occurs by examining the learners' output, including the correct and incorrect utterances. In this study, the author focuses on segmental features to analyze the errors of utterances that is produced by the respondents. The reason for segmental focus is because this feature are easier to be analyzed than suprasegmental features since it does not need any expensive electronic data collecting tools.

In this study, the respondents would be asked to speak in English and then will be recorded as the data. After the data is obtained, the author transcribes the recordings to a phonetic representation and compare it to a correct English phonetic transcription.

## **1.2 Research Problems**

This research problems are elaborated as follows.

1. What are the types of segmental errors that frequently occurred in English language learning process?
2. What are the factors causing a segmental errors in English language learning process?

### **1.3 Purpose of the Study**

According to the problem statement above, the objectives of this research are explained as follows.

1. To identify and categorize the kinds of segmental errors that occur in English language learning process.
2. To identify the factors that cause the segmental errors.

### **1.4 Scope of the Study**

This research focuses on error analysis of segmental features produced in English learning process by the freshmen of English Department Diponegoro University.

### **1.5 Previous Studies**

There are some studies that have been done which have the same topic in Phonetical Errors. These studies are helpful in comparison between this study and the previous studies that have been conducted before.

A study entitled *An Error Analysis of Phonetic Transcription: Results from A Pilot Study* by Pekka Lintunen (1999) finds the errors in phonetic transcription produced by first-year university students of English language. This research is focused on phonemic or board transcription where only the phonemes are

transcribed. The data were collected from a spoken English course for first year students. The result of the study shows that the students improved a lot in their transcription skills during 14 weeks of courses. The most common error types are in pronunciation. In this paper, there is no clear chapter of discussion. There is also no example of the problems are shown. Also in this paper, it doesn't exposing the methodological chapter and what method that used.

The next study is *An Analysis of Phonetic, Morphological and Syntactic Errors in English: A Case Study of Saudi BA Students at King Khalid University* by Khalid A-Badawi (2012). The research is aimed to identify common phonetic, morphological and syntactic errors that have been made by native Arabic-speaking learners of English in a speaking task. The method used in this paper is qualitative interview approach with audio-recorded field interviews. In Phonetic errors, it shows that there are some substitution in some bilabial voiceless voice and labiodentals fricative voice. In Morphological error, there is a large percentages of plural expressions usage failures. There is also failures in past tense usage and in addition in the third-person singular to indicate verbs, also failure in comparative expression marker usage. In Syntactic errors, most of the errors were made by the samples due to lack of L2 or English language knowledge. There are errors in subject-verb agreement in noun phrases, cause-effect adverbial clauses and failure in indefinite article usage. There are no sentence examples shown and the result only shows the percentage of errors and the type of errors.

*Error Analysis of The Pronunciation of English Consonants by Faroese-speaking Learners* by Elsa Í Hjøllum and Inger M. Mees (2012) aims to find the

most significant errors of Faroese speakers in production of English consonants. This paper also has a purpose to give advices on how these errors can be remedied. The author uses audio recordings analysed in recording software to conduct the data. The recordings are containing six informants that asked to read aloud a text to make a corpus containing all the sounds. The result of the study shows that Faroese speakers have problems with some certain phonemic contrasts that are very similar to other non-native speakers of English language that also learning English. There are also errors that are uncommon or only occurred in Faroese learners.

*In Error Analysis of Sundanese English Pronunciation on Fricatives Sound* by Fakhri Fauzi (2014), the study aims to find out the common errors made by Sundanese students of English Letters Department in year 2013 who have taken a pronunciation class. The author focused on fricative sound pronunciation. This research uses descriptive qualitative approach. The author has done direct observation to Sundanese students such as recording and note taking of pronunciation ways and analyze the errors based on Error Analysis concepts. The result shows that Sundanese students of English Letters Department are made some error on their pronunciation, such as error of omission and error of addition were found on the vowels and consonant sound except the fricative sounds. Error of selection is found on the fricative sound and the rest of the sound. The study doesn't really show the result chapter. The division of sub chapter of the result is also doesn't clearly visible.

*In Error Analysis of Phonetic Fossilization Uttered by English Department Students University of PGRI Semarang* by Sukma Nur Adini, Maria Yosephin WL



and Nicolas Lodawik Ouwpoly (2016). This research is aimed to define the types and background of phonetic fossilization that committed by 5th semester students of English Department in University of PGRI Semarang. This study used a qualitative descriptive approach to analyse the data. The data are in form of word-formed utterances produced by 40 students of class 5E. The author uses observation, questionnaires, distribution, personal interviews and documentation. The result shows that only 15% of words in the questionnaire given were correctly uttered by the respondents. It means that phonetic fossilization are done by more than 75% of respondents. The type of errors occurred is phonetical fossilization and the reasons of the errors are; phonetic symbols that the students are not familiar with, habituation and behaviours that refers to internal and external factors and the method that used by lecturers of English Phonology and Pronunciation.

Another study is titled *The Phonetics Errors of Bahasa Indonesia in Kelas Internasional TV Series* by Eva Nurul Candra and Asti Ramadhani E. Lestari (2017). This research is aimed to see the phonological errors in the TV series because of the importance to know and speak the right phonemes. The difference in way of pronouncing phonemes in English will cause different meanings of words. While in Bahasa Indonesia, any error or mistake in pronunciation may lead to audiences' misunderstanding of the message delivered. This research uses a qualitative descriptive research. The data were collected from Kelas Internasional TV series episode 1 and 2. There are some erroneous utterances in episode 1 and 2 produced by the students in the TV series who were learning Indonesian as foreign

language. Most of the students produced errors in utterances influenced by their mother tongue.

Based on the previous studies above there has not been any research that focuses on segmental features especially on segmental errors. The author will conduct a study focused on segmental errors and the classification of the errors on freshmen of English study program.

### **1.6 Writing Organization**

The writing organization is made to achieve systematic research. This study is constructed in five chapters. Those chapters are briefly explained as follows:

#### **CHAPTER I : INTRODUCTION**

This chapter describes background of the research and problems occurring from the background. This chapter contains background of the study, problem statement, objectives, scope of the study, and brief review of several previous studies to show novelty of this research.

#### **CHAPTER II : THEORETICAL FRAMEWORK**

This chapter elaborates the related theories that underlying this research. Furthermore, the theories provided in this chapter are the basis of the data analysis and examination.

#### **CHAPTER III : RESEARCH METHOD**

This chapter describes the research methods and the ways of data collecting and data analysis.

#### CHAPTER IV : FINDING AND DISCUSSION

This chapter contains the analysis of the data obtained. This chapter is the step where the research problems are discovered and objectives of the study are obtained.

#### CHAPTER V : CONCLUSION

This chapter is the final step of the research. This chapter consists of conclusion of the data findings in chapter IV and suggestion where the author gives suggestion related to this research.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This chapter elaborates the relevant theories that underlying this research related to the background of the study in Chapter I. Those theories are namely segmental and suprasegmental features, segmental errors and error analysis.

#### **2.1 Segmentals and Suprasegmentals**

When a person as a speaker produces an utterance or sounds, there are two speech features that can be distinguished; segmentals and suprasegmentals. Those speech features are divided for scientific purpose of speech sound analysis, but in the field, it can be said that those speech features are indivisible since both features are related to each other.

According to Cutler (1997:142), segmentals is the study about consonants and vowels of target language that could be studied independently and separated as a single unit of feature. In the other hand, suprasegmentals is study about the structure that organizes sound beyond segmentals, including word stress, intonation and length.

#### **2.2 Reasons that Cause Errors**

Errors are common while a person is learning a new language because a learner is unfamiliar with the sound system of the target language. There are some reasons that creates error while learning a new language in general. The reasons could be

the obstacles against a learner's competence in pronunciation of target language utterances, thus a learner creates some errors.

The first reason is the lack of knowledge of the target language's sound system. It is the most reasonable and common reason of creating errors in learning stage. The example of this error is when a learner does not know what phoneme he or she should produce. This reason also create a failure in sound producing in learners.

The second reason is the former language influence. According to Brown (2002) difficulties that have to be faced by language learners are caused by their former language affects his target language especially in adulthood. Ladefoged (2001) states that mother tongue has a significant influence on language learning especially in target language pronunciation.

The third reason is the difference of sound system between former and target language. Alkhuli (1983) states that one of problems that cause pronunciation problem in language learning is the differences in the sound system of former and target language. In this case, the organs of speech of learners are not trained to produce such sounds in target language because they are unfamiliar to the new sound system. The reasons that have already mentioned above are related to segmental errors later on.

### **2.3 Segmental Errors**

According to Moulton (1961:101) in *Toward a Classification of Pronunciation Errors*, there are some classification of segmental errors related to the study that the author is working on. These classifications could simplify the analysis of the data.

#### **a. Phonemic Errors**

Phonemic error is an error that occurs when a learner carries his or her former language phonemic habits into the target language and produces a different or wrong phoneme as a substitution in the target language. Those habits that soon will lead to a change in word meaning from the target language. This error is inevitably lead to a misconceptions in word meanings. Phonemic error also occurs when a learner produces a random sounds as a substitute of the target sound leads to meaningless word.

#### **b. Phonetic Errors**

Phonetic error is an error that occurs when a learner carries his or her former language phonetic habits into the target language and produces a wrong or different phone to substitute the phone in target language. This error shows an incomprehensibility of a learner when in the language learning process. Although the substitution of phone in this error will not change the word meanings, this error will result to a foreign and strange sound in target language.

#### **c. Allophonic Errors**

In this class of error, the student or learner is carrying over its former language allophonic habits into English. Because of it, a student would produce a

wrong English phone or even phoneme. It is caused by similar sounds are found in both former and target languages but have different variants or allophones. Their phonetic features are remain unchanged no matter when or where they occur in former language, but have different phonetic features in target language depends on the position they belong. An example for this case is ‘voiceless stop consonants’ /p, t, k/; both Indonesian and English language have ‘voiceless stop consonants’ in their sounds. In Indonesian, the stops have one variant only, whether it is in initial, medial or final positions; for instance /p/ in *padi*, *lupa*, *gelap*, Meanwhile in English, those stop consonants could be aspirated or pronounced with a slight breath puff or could be un-aspirated in other environment; for instance word /p<sup>h</sup>il/ and *upper*, respectively.

#### d. Distributional Errors

This problem is caused by sounds that have same phonetic features in both target and learner’s native or former language but have a distinctive distribution in position of the sounds. In this case, it can be showed by ‘voiced stop consonants’ as an example. The sounds /b, d, g/ could be found both in Indonesian and English language but have different distributions. In English, those stop sounds could be found in initial, medial or final position; for example in *bear*, *agile*, *dead*. In the other hand, Indonesian words shows that they usually occur in initial and medial positions; for example in *buku*, *jagat*, *dadar*. If they appear in the final position, /b, d, g/ tend to be pronounced as /p, t, k/ and become ‘voiceless stops’; for example in *abad*, *adab*, *gudeg*, will be pronounced as *abat*, *adap*, *gudek*. Thus, Indonesian learners have problems in pronouncing final voiced stops and usually do not have

distinction between pronouncing voiced and voiceless stops. In this case, it could be much more problematic since it may cause some misunderstanding in communication.

#### **2.4 Error Analysis**

As quoted from James (1998:1), error analysis is an analysis process of the occurrence, nature, reasons and effects of unsuccessful language. The errors which have been identified and analyzed are aimed to make the language learners aware of not doing the same errors. Furthermore, error analysis is a concerned explanation of how grammatical structures of a language are being violated. Error analysis towards language learners is important because those errors will encourage learners to learn in better ways. According to Brown (2002:220), error analysis is observing, analyzing and classifying errors to uncover something of the system operating within the learner. Error analysis also can be defined as studying the learner errors.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter explains about how the data obtained and the methods used in obtaining and analyzing the data. This chapter consists of data, type of the research, data collecting method and method in analyzing data.

#### **3.1 Types of Research**

This research is about to find segmental errors in English language learning by students. The method that the author uses is descriptive qualitative method because the study is about to find facts and characteristics from the acquired data accurately.

#### **3.2 Data, Population, Sample, and Sampling Technique**

The data used in this research are English mispronounced words that uttered by the freshmen. The source from the data are recorded spoken data by the freshmen. There are eleven freshmen of English Department were asked to read an article written in English. The data that will be analyzed is taken from errors that found from the audio recordings and will be transcribed into phonetic transcription

According to Sugiyono (2011:117), population is a generalized region determined by the author that consists of subjects that share the same quality and certain characteristics to be discussed in the study. In short, population is the subject of the study. The population of this research is words that uttered by freshmen of English Department. Freshmen are the students who just started their study in a major, in this case is English Department. The author focused on freshmen because

they are not exposed to Phonetics courses yet, so they will tend to create some errors in producing English utterances.

In finding the sample of the data, the author uses purposive sampling technique that have the relevancy to the theories explained in Chapter II. The technique used in this study is only to choose every mispronounced word uttered by students to find the segmental errors in English language learning process. The segmental errors can be influenced by the students' mother tongue.

### **3.3 Method of Collecting Data**

In collecting the data for the research, the author uses observation. According to Sudaryanto (2015:203), the definition of observation is a way in data collection conducted by researchers with listening or observing the usage of language. The data was collected with a non-participant observing method. The observation was conducted by asking the freshmen English Department students to speak in English language by reading an article written in English and recorded during they read the article.

The author uses note taking technique to catch information which are desired from the audio recording. Note taking is a technique to catch information related to the data. In this study, note taking is used to list the words that incorrectly produced by the students from the audio recording before being transcribed into a phonetic representation. While taking a note contains of errors, the author listens to the audio recording carefully to get an accurate data.

After the data were acquired from the note taking process, the author then transcribed the data into phonetic transcription using IPA symbols based from [www.ipachart.com](http://www.ipachart.com) to find the sound mispronunciation.

### **3.4 Method of Analyzing Data**

To help analyzing the data, the author uses the distributional method because the author puts the acquired data into orders based on types of segmental errors. From the transcribed data of words uttered from the students, the author compares the students' phonetic representation with English phonetic transcription. The next step is to find errors by looking at the sounds difference between phonetic representation and English phonetic transcription. After the sound errors were found, the author determines whether it is consonant or vowel mispronunciation errors, the position where the error happens and phoneme comparison of both phonetic representation and English phonetic transcription. The final step before determining what type of segmental error of the data, the author determines what problem that causes an error to happen by looking at the phonetic representation comparison.

After all the steps above been done, the data were classified into several categories based on group of types of segmental errors, which are phonemic errors, phonetic errors, allophonic errors and distributional errors. The purpose of transcribing mispronounced word utterance from the students and comparing the phonetic representation with correct English phonetic transcription is to find whether it is consonants or vowel, the position, the problem that caused the error and finally to determine the type of segmental error.

## CHAPTER IV

### RESULT & DISCUSSION

In this chapter, the author attempts to analyze the phenomena found in English Department freshmen when pronouncing English words. The author discusses the kinds of segmental errors occurring in the data that have been transcribed into groups based on the type of errors. There are 51 errors found in the data, varies from errors in consonant and vowels. It also shows that the errors happen in different position of phones such as initial, medial and final position. The errors are also will be accompanied with information that emphasize the problem that later will determine what kind of error experienced by the students.

#### 4.1 Result

Summarized from Moulton (1961:101), there are four segmental errors that occur in language learning process, those are phonemic errors, phonetic errors, allophonic errors and distributional errors. From the data analysis, there are two types of errors found in English learning process in English Department freshmen, those are phonemic errors and phonetic errors. Those errors found in the data are presented in the table below;

**Table 1 Kinds of Segmental Errors**

| Kinds of Segmental Errors | Frequency | Percentage  |
|---------------------------|-----------|-------------|
| Phonemic Errors           | 8         | 16%         |
| Phonetic Errors           | 42        | 84%         |
|                           | Total: 50 | Total: 100% |

From table 1, it can be concluded that phonetic errors has the highest frequency with 42 cases found, followed by phonemic with 8 cases. The table also shows that there is no allophonic errors and distributional errors found in the data.

## **4.2 Discussion**

### **4.2.1 Phonemic Errors**

According to Moulton (1961:101), phonemic error is an error that occurs when a learner carries his or her former language phonemic habits into the target language and produces a different or wrong phoneme in the target language to substitute the phoneme that initially intended. That substitution then leads to a different meaning of a word in target language. Another problem that causes a phonemic error is when a phoneme is replaced or substituted with another phoneme that resulted into random meaningless word.

The table following shows the data of phonemic errors. The bold and underlined phonemes in ‘English phonetic transcription’ and ‘freshmen phonetic representation’ shows between the phoneme that should be produced but instead the freshmen produces another phoneme. The table also shows problems that cause the errors to be phonemic error.

**Table 2 Phonemic Errors**

| Word      | English Phonetic Transcription | Freshmen Phonetic Representation | Position | Phoneme  | Problems                                           |
|-----------|--------------------------------|----------------------------------|----------|----------|----------------------------------------------------|
| Three     | /θri:/                         | /tri:/                           | Initial  | /θ/-/t/  | dental -> alveolar, leads to different meaning     |
| Thing     | /θɪŋ/                          | /tɪŋ/                            | Initial  | /θ/-/t/  | dental -> alveolar, leads to different meaning     |
| Should    | /ʃʊd/                          | /ʃɔd/                            | Medial   | /ʊ/-/o/  | Confusion over phoneme, leads to meaningless word  |
| There     | /ðeɪ/                          | /ðɪr/                            | Medial   | /e/-/i/  | confusion over phoneme, leads to meaningless word  |
| Would     | /wɒd/                          | /wɒl/                            | Final    | /d/-/l/  | Confusion over phoneme, leads to different meaning |
| Would     | /wʊd/                          | /wɒd/                            | Medial   | /ʊ/-/o/  | Confusion over phoneme, leads to meaningless word  |
| Unless    | /ən'les/                       | /jʌn'les/                        | Initial  | /ə/-/ju/ | confusion over phoneme, leads to meaningless word  |
| Uncertain | /ʌn'sɜ:.tən/                   | /ʌn'kɜ:.tən/                     | Medial   | /s/-/k/  | confusion over phoneme, leads to meaningless word  |

From the table above, it can be concluded that from 50 cases of pronunciation errors, there are 8 cases of phonemic errors. Those errors consisted of 4 errors in consonant pronunciation and 4 errors in vowel pronunciation. The position of the occurring errors are found in initial, medial and final positions.

The author concludes that there are two main causes of phonemic errors in English Department freshmen; confusion over phonemes and failure in sound producing. All of the errors lead to change in meaning and meaningless words.

#### **4.2.1.1 Failure in Sound Producing**

The problem happens when a learner produces a sound which should be dental sound into alveolar sound. There are two cases from this problem. The errors caused because learners produce alveolar fricative sounds instead of dental fricative sound that is in the target language.

The word 'three' with American phonetic transcription /θri:/ is produced as /tri:/ by the learner. The consonant cluster of 'th' is pronounced as [t]. Instead of producing phoneme [θ], the learner produces [t], which leads into change of meaning from initially word 'three' that means 'tiga' in Indonesian into 'tree' that means 'pohon' in Indonesian. The problem is a consonant mispronunciation problem in medial position.

The word 'thing' with American phonetic transcription /θɪŋ/ is produced as /tɪŋ/ by the learner. The consonant cluster of 'th' is pronounced as [t]. Instead of producing phoneme [θ], the learner produces [t], which leads into change of meaning from initially intended word 'thing' that means 'benda' in Indonesian into 'ting' that means a kind of ringing sound. The problem is a consonant mispronunciation problem in initial position.

#### 4.2.1.2 Confusion over Phonemes

Interference of Indonesian language occurs when a learner are still producing sounds from Indonesian language and bring those sounds while learning English, so that they produce a different phoneme for a word or utterance in English and leads into change in meaning or meaningless words. There are four cases of confusion over phonemes.

The word ‘should’ with American phonetic transcription /ʃʊd/ is produced as /ʃod/ by the learner. The diphthong ‘ou’ is pronounced as [o], because the learner does not know how to pronounce diphthong ‘ou’ in English sound system in certain position. Instead of producing phoneme [ʊ], the learner produces [o]. The problem is vowel mispronunciation in medial position. The word produced by the learner becomes meaningless.

The word ‘there’ with American phonetic transcription /ðer/, is produced as /ðir/ by the learner. The grapheme ‘e’ is pronounced ‘[i]’. Instead of producing phoneme [e], the learner produces [i]. The learner does not know the phoneme that should be produced in the certain position in the word. The problem is vowel mispronunciation in medial position. The word produced by the learner becomes meaningless.

The word ‘would’ with American phonetic transcription /wʊd/, is produced as /wod/ by the learner. The diphthong ‘ou’ is pronounced as [o], because the learner does not know how to pronounce diphthong ‘ou’ in English sound system in certain position. Instead of producing phoneme [ʊ], the learner produces [o]. The problem



is vowel mispronunciation problem in medial position. The word produced by the learner becomes meaningless.

The word ‘unless’, the American phonetic transcription /ən'les/ is produced as /**ju**n'les/ by the learner. The grapheme ‘u’ is pronounced as [ju]. The learner does not know the phoneme that should be produced in the certain position in the word. Instead of producing phoneme [ə], the learner produces [**ju**]. The problem is a consonant mispronunciation in initial position. The word produced by the learner becomes meaningless.

The word ‘would’ with American phonetic transcription /wʊd/ is produced as /wʊl/ by the learner. The consonant cluster of ‘ld’ is transcribed as phoneme /d/, but the learner substitute the sound with /l/. The learner are unfamiliar with voiced plosive alveolar stops [**d**], thus instead of producing sound [**d**], the learner produces the [**l**] sound. This leads into change of meaning, where /wʊl/ is the English phonetic transcription of word ‘wool’.

The word ‘uncertain’ with American phonetic transcription /ʌn'sɜ:.tən/ is produced as /ʌn'kɜ:.tən/ by the learner. The grapheme ‘c’ is pronounced as [k]. Instead of producing phoneme [s], the learner produces [**k**]. The problem is a consonant mispronunciation in initial position. The word produced by the learner becomes meaningless.

#### **4.2.2 Phonetic Errors**

According to Moulton (1961:101), it can be concluded that phonetic error an error that occurs when a learner carries his or her former language phonetic habits into

the target language and produces a wrong or different phone or even phoneme to substitute the phone in target language. But in this case of error, the meaning of words in target language do not shifted like in phonemic error.

The table following shows phonetic errors found in the data and its properties. The bold and underlined phonemes in ‘English phonetic transcription’ and ‘freshmen phonetic representation’ shows between the phoneme that should be produced but instead the freshmen produces another phoneme. The table also shows problems that cause the errors to be phonemic error.

**Table 3 Phonetic Errors**

| Word              | English Phonetic Transcription | Freshmen Phonetic Representation | Position | Phoneme  | Problems                                      |
|-------------------|--------------------------------|----------------------------------|----------|----------|-----------------------------------------------|
| Phonology         | /fə'na:lə.dʒi/                 | /pə'na:lə.dʒi/                   | Initial  | /f/-/p/  | labiodental -> bilabial, lack of knowledge    |
| Unintelligibility | /ʌnɪn'telɪdʒəbɪləti/           | /ʌnɪn'telɪgəbɪləti/              | Medial   | /dʒ/-/g/ | interference of Indonesian Language           |
| Initial           | /ɪ'nɪf.əl/                     | /ɪ'nɪt.əl/                       | Medial   | /f/-/t/  | interference of Indonesian Language           |
| Present           | /'prez.ənt/                    | /'pres.ənt/                      | Medial   | /z/-/s/  | voiced -> voiceless, lack of knowledge        |
| Result            | /ɪ'zʌlt/                       | /ɪ'sʌlt/                         | Medial   | /z/-/s/  | voiced -> voiceless, lack of knowledge        |
| Exhibited         | /ɪg'zɪb.ɪtɪd/                  | /ɪg'zɪb.ɪtɪd/                    | Medial   | / /-/h/  | Addition, interference of Indonesian language |
| Exhibited         | /ɪg'zɪb.ɪtɪd/                  | /ɪg'zɪb.ɪtɪd/                    | Medial   | / /-/ɑ/  | Addition                                      |

|             |                           |                          |        |           |                                               |
|-------------|---------------------------|--------------------------|--------|-----------|-----------------------------------------------|
| Child       | /tʃaɪ <u>ld</u> /         | /tʃaɪl/                  | Final  | /ld/-l/   | Omission, interference of Indonesian language |
| Development | /dɪ'vel.əp.mə <u>nt</u> / | /dɪ'vel.əp.mə <u>n</u> / | Final  | /nt/-n/   | Omission, interference of Indonesian language |
| Highly      | /'haɪ.li/                 | /'haɪ.kli/               | Medial | /-/k/     | Addition, lack of knowledge                   |
| Uncertain   | /ʌn'sɜ:.t <u>ən</u> /     | /ʌn'sɜ:.t <u>ə</u> n/    | Medial | /ə/-aɪ/   | interference of Indonesian Language           |
| Considered  | /kən'sɪd.ə <u>d</u> /     | /kən'sɪd.ə <u>r</u> /    | Final  | /d/-r/    | Omission, interference of Indonesian Language |
| Understand  | /,ʌn.də'stæ <u>nd</u> /   | /,ʌn.də'stæ <u>n</u> /   | Final  | /nd/-n/   | Omission, interference of Indonesian Language |
| Listener    | /'lɪs.ən.ə/               | /'lɪ <u>st</u> .ən.ə/    | Medial | /s/-st/   | Addition, interference of Indonesian Language |
| Persist     | /pə'sɪ <u>st</u> /        | /pə'sɪs/                 | Final  | /st/-s/   | Omission, interference of Indonesian Language |
| Guideline   | /'g <u>a</u> ɪd.laɪn/     | /'g <u>u</u> aɪd.laɪn/   | Medial | /aɪ/-uaɪ/ | interference of Indonesian Language           |
| Sound       | /s <u>a</u> ʊnd/          | /s <u>o</u> nd/          | Medial | /aʊ/-o/   | Confusion over phonemes                       |
| Standard    | /'stæn.də <u>d</u> /      | /'stæn.d <u>a</u> d/     | Medial | /ə/-a/    | Confusion over phoneme                        |
| Normal      | /'nɔ:r.m <u>ə</u> l/      | /'nɔ:r.m <u>a</u> l/     | Medial | /ə/-a/    | interference of Indonesian Language           |
| Water       | /'wɑ:.t <u>ə</u> /        | /'wɑ:.t <u>e</u> /       | Medial | /ə/-e/    | Confusion over phoneme                        |
| Increases   | /ɪn'kri:s <u>ə</u> s/     | /ɪn'kre:s <u>e</u> s/    | Medial | /i/-e/    | Confusion over phoneme                        |

|           |                |                |         |          |                                                          |
|-----------|----------------|----------------|---------|----------|----------------------------------------------------------|
| Years     | /jɪ̣rs/        | /jɛ̣rs/        | Medial  | /ɪ/-/e/  | Confusion over phoneme                                   |
| Because   | /br'kɔ̣:z/     | /br'kɔ̣u:z/    | Medial  | /ɑ/-/au/ | interference of Indonesian Language                      |
| Example   | /ɪg'zæ̣m.pəl/  | /ɪg'sæ̣m.pəl/  | Medial  | /z/-/s/  | front -> back, lack of knowledge                         |
| Together  | /tə'gẹð.ə/    | /tə'gẹd.ə/    | Medial  | /ð/-/d/  | voiced -> voiceless, lack of knowledge                   |
| Them      | /ð̣əm/         | /ḍəm/         | Initial | /ð/-/d/  | dental -> alveolar, confusion over phoneme               |
| Use       | /ju:ẓ/        | /ju:ṣ/        | Medial  | /z/-/s/  | dental -> alveolar, confusion over phoneme               |
| Result    | /rɪ'zɔ̣lt/     | /rɪ'zɔ̣lt/     | Medial  | /ʌ/-/ə/  | voiced -> voiceless, lack of knowledge                   |
| Exhibited | /ɪg'zɪ̣b.ɪtɪd/ | /ɪg'sɪ̣b.ɪtɪd/ | Medial  | /z/-/s/  | confusion over phoneme                                   |
| Even      | /'i:ṿən/      | /'i:f̣ən/      | Medial  | /v/-/f/  | voiced -> voiceless, lack of knowledge                   |
| Using     | /ju:ẓɪŋ/      | /ju:f̣ɪŋ/      | Medial  | /z/-/ʃ/  | voiced -> voiceless, interference of Indonesian language |
| Deletion  | /dɪ'li:̣.fən/  | /dɪ'le:̣.fən/  | Medial  | /i/-/e/  | alveolar -> postalveolar, confusion over phoneme         |
| Excessive | /ek'ses.ɪ̣v/   | /ek'ses.ɔ̣ɪv/  | Medial  | /ɪ/-/aɪ/ | interference of Indonesian Language                      |
| Indicate  | /'ɪn.də.kɛ̣ɪt/ | /'ɪn.də.kɛ̣t/  | Medial  | /eɪ/-/e/ | confusion over phoneme                                   |
| An        | /ə̣n/          | /ɔ̣n/          | Initial | /ə/-/a/  | confusion over phoneme                                   |

|               |                               |                              |        |          |                                     |
|---------------|-------------------------------|------------------------------|--------|----------|-------------------------------------|
| Reduplication | /,ri:'du:plɪk <u>eɪ</u> .ʃən/ | /,ri:'du:plɪk <u>e</u> .ʃən/ | Medial | /eɪ/-/e/ | interference of Indonesian Language |
| Plan          | /pl <u>æ</u> n/               | /pl <u>e</u> n/              | Medial | /æ/-/e/  | confusion over phoneme              |
| Common        | /'k <u>ɑ</u> :.mən/           | /'k <u>e</u> :.mən/          | Medial | /ɑ/-/e/  | confusion over phoneme              |
| Common        | /'k <u>ɑ</u> :.m <u>ə</u> n/  | /'k <u>ɑ</u> :.m <u>ʊ</u> n/ | Medial | /ɑ/-/ʊ/  | confusion over phoneme              |
| Indicate      | /'ɪn.də.k <u>eɪ</u> t/        | /'ɪn.də.k <u>e</u> t/        | Medial | /eɪ/-/e/ | confusion over phoneme              |
| Familiar      | /fə'm <u>ɪ</u> .i.jə/         | /fə'm <u>ə</u> .i.jə/        | Medial | /ɪ/-/ə/  | confusion over phoneme              |

From 50 cases of pronunciation errors, there are 42 errors that is included into phonetic errors. There are 21 errors in consonant pronunciation and 21 errors in vowel pronunciation. In this error there are errors found in initial, medial and final position.

The author concludes that there are at least five main causes that leads to a phonetic error; interference of Indonesian language, failure in sound producing, confusion over phonemes, addition and omission.

#### 4.2.2.1 Interference of the Indonesian Language

In phonetic errors, interference of Indonesian language occurs when a learner are still bringing Indonesian phonetics and produce English sounds that are similar with Indonesian sounds and replace it with Indonesian sounds. In this case, the graphemes are pronounced as it is in Indonesian language. From the table, these are the cases where interference of Indonesian language are the causes;

The word ‘unintelligibility’ with American phonetic transcription /ʌnɪn'telɪdʒəbɪləti/ is produced as /ʌnɪn'telɪgəbɪləti/ by the learner. The grapheme ‘g’ is pronounced as it is [g] as in Indonesian phonetics. Instead of producing phoneme [dʒ], the learner produces [g]. The problem is consonant mispronunciation problem in medial position.

The word ‘initial’ with American phonetic transcription /ɪ'nɪʃ.əl/ is produced as /ɪ'nɪt.əl/ by the learner. The grapheme ‘t’ is pronounced as it is [t] in Indonesian phonetics. Instead of producing phoneme [ʃ], the learner produces [t]. The problem is consonant mispronunciation problem in medial position.

The word ‘uncertain’ with American phonetic transcription /ʌn'sɜ:.tən/ is produced as /ʌn'sɜ:.tən/ by the learner. The diphthong ‘ai’ is pronounced as [aɪ], because there is a similar diphthong pronunciation in Indonesian language. Instead of producing phoneme [ə], the learner produces diphthong [aɪ]. The problem is vowel mispronunciation problem in medial position.

The word ‘normal’ with American phonetic transcription /'nɔ:r.məl/ is produced as /'nɔ:r.məl/ by the learner. The grapheme ‘a’ is pronounced as it is [a] as in Indonesian phonetics. Instead of producing phoneme [ə], the learner produces [a]. The problem is vowel mispronunciation problem in medial position.

The word ‘because’ with American phonetic transcription /bɪ'kɑ:z/ is produced as /bɪ'kau:z/ by the learner. The diphthong ‘au’ should be pronounced as [aɪ], but the learner produces [au] instead. It is because there is a similar diphthong

pronunciation in Indonesian language. The problem is vowel mispronunciation problem in medial position.

The word ‘deletion’ with American phonetic transcription /dɪ'li:ʃən/ is produced as /dɪ'le:ʃən/ by the learner. The grapheme ‘e’ is pronounced as it is [e] as in Indonesian phonetics. Instead of producing phoneme [ɪ], the learner produces [e]. The problem is a vowel mispronunciation in medial position.

The word ‘an’ with American phonetic transcription /ən/ is produced as /an/ by the learner. The grapheme ‘a’ is pronounced as it is [a] as in Indonesian phonetics. Instead of producing phoneme [ə], the learner produces [a]. The problem is a vowel mispronunciation problem in initial position.

#### **4.2.2.2 Failure in Sound Producing**

Failure in sound producing occurs when a learner fails to produce a sound in target language. The failure happens when there is an error in the place of articulation and voicing problems. When the error happens, learners tend to produce a different sound from the target sound they want to produce. The errors is also caused because the learner are lack of knowledge about English sound system. From the table, these are the cases where failure in sound producing are the causes, grouped by the cause;

##### **1. Labiodental into Bilabial Sounds**

The problem happens when a learner produces a sound which should be labiodental sound into bilabial sound. The word ‘phonology’ with American phonetic transcription of /fə' nɑ: .lə.dʒi/, is produced as /pə' nɑ: .lə.dʒi/ by the learner. The grapheme ‘p’ is pronounced as it is [p] as in Indonesian

phonetics. Instead of producing phoneme [f], the learner produces [p]. The learner does not know how to produce “ph” in initial position. The problem is a consonant mispronunciation problem in initial position.

## 2. Devoicing and Voicing Sounds

Devoicing happens when a learner produces a sound which should be voiced sound into voiceless sound. There are seven cases from this problem. All the cases are caused because learners do not know how to produce such sounds in different positions.

The word ‘present’ with American phonetic transcription of /'prez.ənt/ is produced as /'pres.ənt/ by the learner. The grapheme ‘s’ is pronounced as it is [s] as in Indonesian phonetics. Instead of producing phoneme [z], the learner produces [s]. The problem is a consonant mispronunciation problem in medial position.

The word ‘result’ with American phonetic transcription of /rɪ'zʌlt/ is produced as /rɪ'sʌlt/ by the learner. The grapheme ‘s’ is pronounced as it is [s] as in Indonesian phonetics. Instead of producing phoneme [z], the learner produces [s]. The problem is a consonant mispronunciation problem in medial position.

The word ‘example’ with American phonetic transcription /ɪg'zæm.pəl/ is produced as /ɪg'sæm.pəl/ by the learner. The grapheme ‘x’ is pronounced as [g's]. Instead of producing [g'z] sound, the learner produces [g's]. The problem is a consonant mispronunciation problem in medial position.



The word 'use' with American phonetic transcription /ju:z/ is produced as /ju:s/ by the learner. The grapheme 's' is pronounced as it is [s]. Instead of producing phoneme [z], the learner produces [s]. The problem is a consonant mispronunciation problem in medial position.

The word 'exhibited' with American phonetic transcription /ɪg'zɪb.ɪtɪd/ is produced as /ɪg'sɪb.ɪtɪd/ by the learner. The grapheme 'x' is pronounced as [g's]. Instead of producing [g'z] sound, the learner produces [g's]. The problem is a consonant mispronunciation problem in medial position.

The word 'even' with American phonetic transcription /'i:vən/ is produced as /'i:fən/ by the learner. The grapheme 'v' is pronounced as [f]. Instead of producing phoneme [v], the learner produces [f]. The problem is a consonant mispronunciation problem in medial position.

The word 'unless' with American phonetic transcription /ən'les/ is produced as /ən'lez/ by the learner. The grapheme 's' pronounced as it is [s]. Instead of producing phoneme [s], the learner produces [z]. It is called the voicing problems due to changes from voiceless sound into voiced sound. The problem is a consonant mispronunciation problem in final position.

### 3. Front -> Back

There is one case from this problem. From the word 'phonology' with American phonetic transcription /fə'nɑ:lə.dʒi/, the learner produces /pə'nɑ:lə.dʒi/. The grapheme 'o' is pronounced as it is [o]. Instead of producing phoneme [ə], the learner produces [o]. The learner does not know

how to produce such sound in certain position. The problem is a vowel mispronunciation problem in medial position.

#### 4. Alveolar into Postalveolar Sounds

The problem happens when a learner produces a sound which should be alveolar sound into postalveolar sound. The learner does not know how to produce such sound in certain position. There are one case from this problem. The word ‘using’ with American phonetic transcription /ju:zɪŋ/ is produced as /ju:ʃɪŋ/ by the learner. The grapheme ‘s’ is pronounced as [ʃ]. Instead of producing phoneme [z], the learner produces [ʃ]. The problem is a consonant mispronunciation problem in medial position.

#### 5. Dental into Alveolar Sounds

The problem happens when a learner produces a sound which should be dental sound into alveolar sound. The learner does not know how to produce such sound in certain position. There are four cases from this problem.

The word ‘three’ with American phonetic transcription /θri:/ is produced as /tri:/ by the learner. The consonant cluster of ‘th’ is pronounced as [t]. Instead of producing phoneme [θ], the learner produces [t]. The problem is a consonant mispronunciation problem in medial position.

The word ‘thing’ with American phonetic transcription /θɪŋ/ is produced as /tɪŋ/ by the learner. The consonant cluster of ‘th’ is pronounced as [t]. Instead of producing phoneme [θ], the learner produces [t]. The problem is a consonant mispronunciation problem in initial position.

The word ‘together’ with American phonetic transcription /tə'geð.ə/ is produced as /tə'ged.ə/ by the learner. The consonant cluster of ‘th’ is pronounced as [d]. Instead of producing phoneme [ð], the learner produces [t]. The problem is a consonant mispronunciation problem in medial position.

The word ‘them’ with American phonetic transcription /ðəm/ is produced as /dəm/ by the learner. The consonant cluster of ‘th’ is pronounced as [d]. Instead of producing phoneme [ð], the learner produces [t]. The problem is a consonant mispronunciation problem in initial position.

#### **4.2.2.3 Confusion over Phoneme**

Confusion over phonemes is a problem where learners are not aware or unfamiliar with what phoneme they should produce in a word. It also could be said that a grapheme is not pronounced as it is in English phonemics. From the table, these are the cases where confusion over phonemes become the causes;

The word ‘sound’ with American phonetic transcription /saʊnd/ is produced as /sɒnd/ by the learner. The diphthong ‘ou’ is pronounced as [o], because there is no similar diphthong pronunciation in Indonesian language. Instead of producing phoneme [aʊ], the learner produces [o]. The problem is vowel mispronunciation problem in medial position.

The word ‘standard’ with American phonetic transcription /'stænd.əd/ is produced as /'stænd.dəd/ by the learner. The grapheme ‘r’ in medial position is emerging into a phoneme [ə], but the learner omits the [r] in its pronunciation.

The word 'water' with American phonetic transcription /'wɑ:.tə/ is produced as /'wɑ:.tɛ/ by the learner. The phoneme [ə] is pronounced as [ɛ] by the learner. The problem is vowel mispronunciation problem in medial position.

The word 'increases' with American phonetic transcription /ɪn'kri:səs/ is pronounced as /ɪn'kre:səs/ by the learner. The diphthong 'ea' should be pronounced as [i], but the learner produces [e] instead. It is because there is no similar diphthong pronunciation in Indonesian language. The problem is vowel mispronunciation problem in medial position.

The word 'years' with American phonetic transcription /jɪrs/ is produced as /jɛrs/ by the learner. The diphthong 'ea' should be pronounced as [i], but the learner produces [ɛ] instead. It is because there is no similar diphthong pronunciation in Indonesian language. The problem is vowel mispronunciation problem in medial position.

The word 'result' with American phonetic transcription /rɪ'zʌlt/ is produced as /rɪ'zəlt/ by the learner. The grapheme 'u' is pronounced as [ʌ]. Instead of producing phoneme [ʌ], the learner produces [ə]. The problem is a vowel mispronunciation in medial position.

The word 'excessive' with American phonetic transcription /ɪk'ses.ɪv/ is produced as /ɪk'ses.ɑɪv/ by the learner. The grapheme 'i' is pronounced as [ɑɪ]. Instead of producing phoneme [i], the learner produces [ɑɪ]. The problem is a vowel mispronunciation in medial position.

The word ‘indicate’ has the American phonetic transcription of /'ɪn.də.keɪt/. There are two cases of this word. Both cases are vowel mispronunciation problems in medial position. The first case, the learner produces /'ɪn.də.keɪt/. Instead of producing phoneme [eɪ], the learner produces [e]. The grapheme ‘a’ is produced as [e]. The second case, the learner produces /'ɪn.də.keɪt/. Instead of producing phoneme [eɪ], the learner produces [ɛ]. The grapheme ‘a’ is produced as [ɛ].

The word ‘reduplication’ with the American phonetic transcription /,ri:'du:plɪkeɪ.ʃən/ is produced as /,ri:'du:plɪke.ʃən/ by the learner. The grapheme ‘a’ is pronounced as [e]. Instead of producing phoneme [eɪ], the learner produces [e]. The problem is a vowel mispronunciation in medial position.

The word ‘plan’, the American phonetic transcription is /plæn/ is produced as /plen/ by the learner. The grapheme ‘a’ is pronounced as [e]. Instead of producing phoneme [æ], the learner produces [e]. The problem is a vowel mispronunciation in medial position.

The word ‘common’ has American phonetic transcription of /'kɑ:mən/. There are two cases of this word. Both cases are vowel mispronunciation problems in medial position. The first case, the learner produces /'ke:mən/. Instead of producing phoneme [ɑ], the learner produces [e]. The grapheme ‘o’ is pronounced as [e]. The second case, the learner produces /'kɑ:mən/. Instead of producing phoneme [ɑ], the learner produces [ʊ]. The grapheme ‘o’ is pronounced as [ʊ].

The word ‘familiar’ with American phonetic transcription /fə'mɪl.i.jə/ is produced as /fə'məl.i.jə/ by the learner. The grapheme ‘i’ is pronounced as [ə]

Instead of producing phoneme [ɪ], the learner produces [ə]. The problem is vowel mispronunciation in medial position.

The word ‘indicate’ has American phonetic transcription of /'ɪn.də.keɪt/. There are two cases of this word. Both cases are vowel mispronunciation problems in medial position. The first case, the learner produces /'ɪn.də.keɪt/. Instead of producing [eɪ], the learner produces [e]. The grapheme ‘a’ is produced as [e]. The second case, the learner produces /'ɪn.də.keɪt/. Instead of producing [eɪ], the learner produces [ɛ]. The grapheme ‘a’ is produced as [ɛ].

#### 4.2.2.4 Addition

Addition is a process of adding a sound into an utterance. In this case, the learners commit an addition of a sound due to their unfamiliarity to a certain sound where those sounds are not uttered in English but uttered in Indonesian language. These are the cases of addition;

The word ‘exhibited’ has American phonetic transcription of /ɪg'zɪb.ɪtɪd/. There are two cases of this word. The first case, the learner produces /ɪg'zɪb.ɪtɪd/. The grapheme ‘h’ should be omitted, but the learner still produces the [h] sound. This is a consonant pronunciation problem in medial position. The second case, the learner produces /ɪg'zɪb.ɪtɪd/. The grapheme ‘i’ should be pronounced as [ɪ], but the learner produces [aɪ] instead. The learner adds a [a] sound. The problem is a vowel pronunciation problem in medial position.

The word ‘highly’ with American phonetic transcription /'haɪ.li/ is produced as /'haɪ.kli/ by the learner. The consonant cluster ‘gh’ should not be uttered, but the

learner produces [k] sound. It is caused by unfamiliarity of the learner to 'gh' sound in English and the learner tends to produce [k] to mimic a [g] sound. But, Indonesian language is also unfamiliar with voiced plosive velar stops like [g] sound. The problem is consonant pronunciation problem in medial position.

The word 'listener' with American phonetic transcription /'lɪs.ən.ə/ is produced as /'lɪts.ən.ə/ by the learner. The grapheme 't' should be omitted, but the learner still produces the [t] sound. This is a consonant pronunciation error in medial position.

The word 'guideline' with American phonetic transcription /'gaɪd.laɪn/ is produced as /'gʌɪd.laɪn/ by the learner. The triphthong 'uai' should be produced as a diphthong [aɪ], but the learner produces a triphthong [uɑɪ]. This is due to unfamiliarity of the learner to such diphthong in English. The problem is vowel pronunciation error in medial position.

#### **4.2.2.5 Omission**

Omission or deletion, is a process of sound deletion. In this case, there are few cases where learners do not produce sounds that should be produced in a word. That is because there is no such similar sounds in Indonesian language and the learners are unfamiliar with those sounds. These are the cases of omission;

The word 'child' with American phonetic transcription /tʃaɪld/ is produced as /tʃaɪl/ by the learner. The grapheme 'd' in final position should be pronounced as well, but due to unfamiliarity of learners to sound [d] in final position, the [d] is not pronounced.

The word ‘development’ with American phonetic transcription /dɪ'vel.əp.mənt/ is produced as /dɪ'vel.əp.mən/ by the learner. The grapheme ‘t’ in final position should be pronounced as well, but due to unfamiliarity of learners to phoneme [t] in final position, the [t] is not pronounced.

The word ‘considered’ with American phonetic transcription /kən'sɪd.əɪd/ is produced as /kən'sɪd.ər/ by the learner. The grapheme ‘d’ in final position should be pronounced as well, but due to unfamiliarity of learners to phoneme [d] in final position, the [d] is not pronounced.

The word ‘understand’ with American phonetic transcription /ˌʌn.də'stænd/ is produced as /ˌʌn.də'stæn/ by the learner. The grapheme ‘d’ in final position should be pronounced as well, but due to unfamiliarity of learners to phoneme [d] in final position, the [d] is not pronounced.

The word ‘persist’ with American phonetic transcription /pə'sɪst/ is produced as /pə'sɪs/ by the learner. The grapheme ‘t’ in final position should be pronounced as well, but due to unfamiliarity of learners to phoneme [t] in final position, the [t] is not pronounced.

The word ‘standard’ with American phonetic transcription /'stæn.dəɪd/ is produced as /'stæn.dad/ by the learner. The grapheme ‘r’ in medial position is emerging into a phoneme [ə], but the learner omits the [r] in its pronunciation



## **CHAPTER V**

### **CONCLUSION**

The chapter consists of the conclusion of the research. There are two subchapters of this chapter; conclusion and suggestion. The subchapter conclusion is to conclude the whole research refers to data analysis in chapter IV. The subchapter suggestion is to give suggestion to another researches and researchers related to this theme of research. The subchapters will elaborated below;

#### **5.1 Conclusion**

From the research, the author concludes that from four types of segmental errors defined from the theory above; phonemic errors, phonetic errors, allophonic errors and distributional errors, there are two most common errors that occur when a learner is in the process of learning a new language. Those two types of segmental errors are phonemic error and phonetic error.

Phonemic error happens occurs when a learner carries his or her former language phonemic habits into the target language and produces a different or wrong phoneme in the target language to substitute the phoneme that initially intended. That substitution then leads to a different meaning of a word in target language. Phonetic error happens when a learner carries his or her former language phonetic habits into the target language and produces a wrong or different phone or

even phoneme to substitute the phone in target language. But in this case of error, the meaning of words in target language do not shifted like in phonemic error.

In phonemic error, there are some problems that could cause the error to occur. Those problems are confusion over phonemes and failure in sound producing. In phonetic error, there are some problems that could cause the error to occur. Those problems are interference of Indonesian language, failure in sound producing, confusion over phonemes, addition and omission.

To close the conclusion, while learning a new language, a student would face many kinds of learning problems related to foreign language's sound system, structure and vocabulary. Error is a sign that a student learns a new language and it could be such a constructive input and encouragement for learners to learn in better ways.

## **5.2 Suggestion**

According to the research conducted, the author suggest that in the future, researchers can develop a segmental error research related to phonological process, since phonological process are common in English language learning and related to segmental features. Another suggestion is, the future researches could conduct a study about suprasegmental features. The author also suggests the freshmen of English Department in particular and English language learners in general to raise their awareness when they make errors in learning English language. From the error we produce, we could learn to speak English better.

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## APPENDIX

### 1. English words list

1. Phonology
2. Example
3. Unintelligibility
4. Three
5. Thing
6. Together
7. Them
8. Initial
9. Present
10. Use
11. Result
12. Exhibited
13. Even
14. Using
15. Unless
16. Would
17. Child
18. Development
19. Highly
20. Uncertain
21. Considered
22. Understand
23. Listener
24. Persist
25. Guideline
26. Deletion
27. Excessive
28. Indicate
29. Should
30. Sound
31. Standard
32. Normal
33. An
34. Water
35. Reduplication
36. Increases
37. Plan
38. Years
39. Common
40. Indicate
41. Because
42. Familiar
43. There

## **2. Freshmen English Department names**

1. Adinda Ayu Azzahra
2. Amalia Nurul Khasanah
3. Aqilla Fadia
4. Asif Rozali
5. Mazida Izzatul Azka
6. Meylia Vona Assyifa
7. Mukhlas Adi Permana
8. Panca Dewinta Primanti
9. Rizki Oktafianti Amar
10. Trian Afriyan Noor
11. Witri Anggraeni