SEGMENTAL AND SELECTED SUPRASEGMENTAL MISPRONUNCIATIONS AMONG ENGLISH DEPARTMENT GRADUATES OF UINSA

THESIS



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ABSTRACT

Firdaus, M. R. (2019). Segmental and Selected Suprasegmental Mispronunciations Among English Department Graduates Of UINSA. English Department, UIN Sunan Ampel Surabaya. Advisor: Dr. A. Dzo'ulMilal, M. Pd.

Keywords: segmental, suprasegmental, mispronunciations, phonology, phonetics.

Mispronunciations are inevitable among English learners, and English department graduates are no exception. Therefore, the writer conducted a study on segmental and selected suprasegmental mispronunciations among English graduates of UINSA. There are (3) problems of the study such as; 1) what errors do English department graduates of UINSA make in term of segmental pronunciations (vowels, diphthongs, consonants, and silent letters), 2) what errors do English department graduates of UINSA make in term of suprasegmental pronunciations (limited to word stress), 3) what are possible causes that influence them to commit such errors.

A descriptive qualitative approach is employed in this study to present a clear and systematic description of the topic discussed. The data of the research were collected by transcribing the pronunciations which had been recorded previously from (10) English department graduates of UINSA. The analysis was then carried out by classifying the mispronunciations made by the subjects into segmental and suprasegmental mispronunciations. Finally, the possible causes that might have influenced the subjects were identified by relating and connecting the errors to relevant theories from previous studies' findings and psycholinguistic related.

The study reveals that English department graduates made mispronunciations in segmental and suprasegmental features in reading the passage given. For instance, vowels and diphthongs /i:/, /ɑ:/, /eɪ/, /oʊ/, etc., consonants /z/, /v/, /ð/, etc. and silent letters w, l and s. While the suprasegmental mispronunciations committed were, for example, stressing on a syllable which should not be such as word stress mispronunciation in word *ordinary*, *substantial*, *atmosphere*, etc. The words were mispronounced by either pronounced on the syllable it was not supposed to be or pronounced on every syllable a word had. At last, this study formulates possible causes that made these errors happen such as mother tongue intervention, the inconsistency of English and fossilisation.

ABSTRAK

Firdaus, M. R. (2019). Kesalahan Pelafalan Segmental dan Suprasegmental Pilihan Diantara Lulusan Sastra Inggris UINSA. Program Studi Sastra Inggris, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. A. Dzo'ul Milal, M. Pd.

Kata Kunci: segmental, suprasegmental, Kesalahan Pelafanan, fonologi, fonetik.

Kesalahan dalam pelafalan tidak dapat terhindarkan dari pelajar Bahasa Inggris, tidak terkecuali lulusan sastra Inggris. Oleh karena itu, penulis melakukan penelitian berkaitan dengan kesalahan pelafalan *segmental* dan *suprasegmental* terpilih diantara lulusan Sastra Inggris dari UINSA. Ada (3) rumusan masalah di penelitian ini, antara lain; 1) kesalahan apa yang dilakukan oleh lulusan sastra Inggris dari UINSA ketika melakukan pelafalan dalam lingkup *segmental* (vokal, diftong, konsonan, dan huruf diam), 2) kesalahan apa yang dilakukan oleh lulusan sastra Inggris dari UINSA ketika melakukan pelafalan dalam lingkup *suprasegmental* (dibatasi hanya tekanan kata), 3) apa faktor yang mungkin menyebabkan mereka melakukan kesalahan tersebut.

Pendekatan deskriptif kualitatif digunakan dalam penelitian ini untuk membeberkan deskripsi yang jelas dan sistematis tentang topik yang di diskusikan. Data penelitian ini di dapatkan dari mentraskrip rekaman pelafalan yang telah diambil dari (10) lulusan sastra Inggris dari UINSA sebelumnya. Analisa kemudian dilakukan dengan cara mengklasifikasikan kesalahan yang dilakukan subjek kedalam kesalahan pelafalan segmental dan suprasegmental. Akhirnya, factor-faktor yang mungkin mempengaruhi subjek dalam membuat kesalahan saat pelafalan kemudian diidentifikasi dengan cara menghubungkan dan mengkaitkan teori relevan dari penelitian sebelumnya dan dari teori psikolinguistik.

Penelitian ini menjabarkan bahwa lulusan sastra Inggris tersebut melakukan kesalahan pelafalan dalam aspek *segmental* dan *suprasegmental* pada saat membaca teks yang diberikan. Contohnya, vokal /i:/, /ɑ:/, /eɪ/, /oʊ/, etc., konsonan /z/, /v/, /ð/, etc. and huruf diam w, l and s. Sementara itu, kesalahan pelafalan dalam aspek *suprasegmental* adalah, sebagai contoh, menekan suku kata yang tidak seharusnya ditekan seperti kata *ordinary*, *substantial*, *atmosphere*, dll. Kata tersebut salah difalakan dengan cara ditekan pada suku kata yang salah atau pada semua suku kata. Lalu, penelitian ini merumuskan penyebab yang mungkin menyebabkan kesalahan ini bias terjadi di antara lain seperti intervensi Bahasa ibu, ketidakkonsistenan Bahasa Inggris dan fosilisasi.

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CHAPTER I

INTRODUCTION

The initial chapter of this research discusses the background of the study, the problems of the research, the objectives of the research, the significances of the research, the scope and limitations of the research and finally the description of key terms related to the research.

1.1 Background of Study

Language is an instrument for communication among mankind. Across the world, there are vast numbers of languages including English. As lingua franca which bridges people with different language background to communicate, not only has English absorbed people's interest, but also enforces people to learn the language.

However, learning English pronunciation as a foreign language could be challenging, especially when there are a lot of differences between the sound system of the first language and that of the target language- making it inevitable to evade incorrect pronunciations when learning the language.

Some studies have confirmed that the speakers of other languages who learn English tend to make mistakes. Moosa (1972) and Homidan (1984) proved that Arab learners encounter problem in the pronunciation of sounds which the students are not familiar with. In this case, they simply shift the pronunciation of, for example, consonants in English to the consonant sound in their native

language that is close inpronunciation, e.g. they substitute /p/ with /b/, θ / with /s/ etc(Ronald Carter and David Nunan, 2001;O'Connor, 2003).

Similarly, Indonesian learnersalso make errors by creating substituted sounds to the language they are accustomed to. They have a tendency to commit replacement of the sound /v/ with /f/, / θ / with /t/, etc (Habibi, 2016). This is because Indonesian, like Arabic-English case, does not necessarily have some of the sounds English has such as / θ / (/p/ sound in Arabic case). Even though Indonesian has the letter 'v' in its words, it still normally pronounces as /f/. It is also worth mentioning that English pronunciation includes the production of consonant and vowel sounds as well as stressing syllable(s) at the correct and appropriate place.

A syllable is thebasic unit of a wordthat contains stress. Length, pitch, and volume are the components of stress (Crane, 1981). A syllable commonlycontains avowel accompanied by one or more consonants, (e.g. /m'ba:k/, /satis'fakf(ə)n/). The most common syllable formin English is a consonant plus a vowel, though there are words that have a syllable consisting only a vowel (e.g. /ə'fɛkt/). In real pronunciation, one may stresssyllable by giving it a higher pitch, making it louder or making it longer orperhaps by a combination of all three (Algifari, 2017).

Nonetheless, all those errors can surely be minimalized by giving full consideration or committing the besteffortto learn English. One can major in the English department at university for instance.

In a university that facilitates Englishcentred major such as Sunan Ampel State Islamic University of Surabaya (UINSA), students are taught English from the very elementary level. They are given lessons focused in not only linguistics and literature (in English Linguistics and Letter or so-called as *Bahasa dan Sastra Inggris*) but also basic skill classes including writing, reading, speaking, listening, pronunciation, grammar--all taught with continuity of levels (writing 1, writing 2, reading 1 reading 2, etc.) for students' respective year or semester. That being said, therefore, students who graduated from such a major are expected to stand out better in term of English pronunciations. That is the reason why the researcher approached UINSA's English department graduates and requested them to willingly become the subject of the study.

Studies focused on the field of pronunciation have been conducted numerous times. For examples, Habibi (2016) conducted a study concerned on mispronunciations made by advanced students of Maulana Malik Ibrahim State Islamic University in which the study revealed that the research subjects faced segmental pronunciation problems including vowels, consonants, and diphthongs. This study, however, brought the focus on mispronunciation in terms of vowels, consonants, and diphthongs.

Unlike the earlier study, research conducted by Algifari (2017) concerned on stressing errors, analysing the mistakes made by the students of Cambridge English College in Makassar. The result revealed that the students stressed syllables incorrectly in two-syllable words, there-syllable and four-syllable words.

In another part of Indonesia, Anindita (2017) also directed a study focusing on English mispronunciation by *Radio Masdha* announcers in Yogyakarta. The study mentioned that the radio station always makes renewal for their announcer every academic year to give freshmen the chance to test out their English, meaning that they only select those who are capable. The result showed that the announcers examined made frequent mispronunciations in pronouncing $\langle v \rangle$, $\langle \delta \rangle$, $\langle \theta \rangle$, $\langle z \rangle$, etc.

Apart from Indonesian native speakers, Hassan (2014) studied the same pronunciation problems encountered by the students of the University of Science and Technology in Sudan which Sudanese Spoken Arabic is their first language. It can be learnt from the results of the study that Sudanese students had problems in pronouncing /s/ and / θ /, /z/ and / θ /, /b/ and /p/, etc. It was also concluded that the factors that made these errors possible were due to diversities in the sound systems in two languages such as the inconsistency of English sound-spelling.

Finally, the prior studies have enlightened this research to fill in the niche among them. None of the studies mentioned combines more than one parts of pronunciation (i.e. combining segmental and suprasegmental feature). Therefore, this present research aims and focuses to fill in the gap by focusing on mispronunciation on segmental mispronunciation such as; vowels (including diphthongs), consonants and silent letters as well as incorrect suprasegmental mispronunciations which is limited to word stress. With the subjects of the study of 10 random students who have graduated from the Sunan Ampel State Islamic

University of Surabaya that majored in English department, it is expected that they do better in term of English pronunciation.

1.2 Research Problems

Based on the background of the study, the following research problems are formulated to ease the research:

- 1. What errors do English major graduated students from Sunan Ampel State Islamic University of Surabayamake in segmental pronunciations (vowels including diphthong, consonants, and silent letters) from the given passage?
- 2. What errors do English major graduated students from Sunan Ampel
 State Islamic University of Surabaya incorrectly make in the selected suprasegmental pronunciations (i.e.word stress) from the given passage?
- 3. What are the possible factors that cause the subjects of the research to commit errors in pronunciations?

1.3 Research Objectives

According to the research problems formulated above, it can be drawn that the objectives of this research are:

 To describe pronunciation errors made by English major graduated students from Sunan Ampel State Islamic University of Surabaya in terms of segmental mispronunciations (vowels including diphthong, consonants, and silent letters).

- 2. To describe pronunciation errors made by English major graduated students from Sunan Ampel State Islamic University of Surabaya in terms of selected suprasegmental mispronunciations (word stress).
- To describe possible causes that influenced the subjects to commit mispronunciations.

1.4 Research Significances

The researcher believes this research to be significant as it is expected to be able to give benefitsto people as follows:

1. Researcher

The findings of the research are hopefully able to provide empirical data for further researches in the field of linguistics specifically researches the focus on phonology. Moreover, the research is hopefully able to be a decent and reliable reference for further researches to come as well as to give more inspiration for future researchers.

2. English Learners

English learners who read this study are hopefully able to learn and avoid the common mistakes made by fellow English learners. It is also worth saying that pronunciation, especially in English, is very important yet so tricky. Therefore, by discovering the fact that there are still many mispronunciations made by fellow learners, it will affect nothing but motivate the readers, even more, to practice English more frequently.

3. Teacher

This research hopefully helps teachers to take into account the importance of pronunciation especially English pronunciation as English has become a compulsory language for Indonesian students.

1.5 Research Limitations

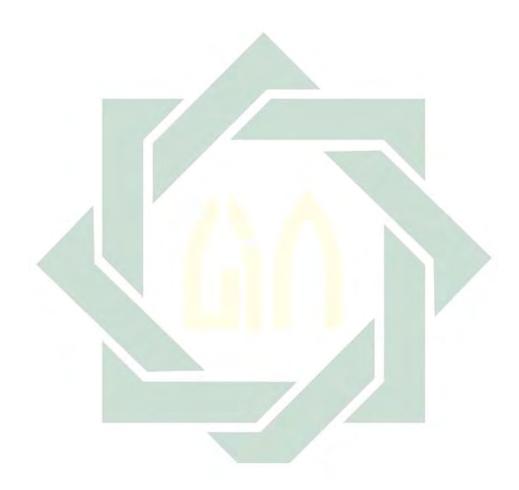
In order to conduct a focused, clear and specific research, the researcher limits this research to analysing mispronunciation in the scope of vowels, consonants, diphthongs and incorrectly stressed words. The subjects are limited to students who graduated from Sunan Ampel State Islamic University of Surabaya whosemajor was English department i.e. English Linguistics and Letters (*Sastra Inggris*).

1.6 Definition of Terms

To evade misunderstanding, some definition of the terms mentioned earlier are explained in this section.

- a. Pronunciation is the process of producing comprehensible sound by articulating speech organs such as lips, teeth, lungs, vocal tracts and tongue. (Kreidler, 2004).
- b. **Mispronunciation** is an error(s) made in the process of producing speech sounds, be it in segmental, suprasegmental pronunciation or both.
- c. Segmental mispronunciations are mispronunciations which occur in segmental phenomena such as vowel (including diphthongs) and consonant allophones (Carr, 2008; Fraser, 2001).

d. Suprasegmentalmispronunciations relate to the aspects of pronunciation that lies ahead of the construction of individual (segmental) sounds (Fraser, 2001).



CHAPTER II

REVIEW OF LITERATURE

This part of the research discusses the related theories of the research including pronunciation, phonology, phonetics, English speech sounds and the factors influencing the problems.

2.1 Pronunciation

Pronunciation is one of the most substantial aspects of communication. It is clearly described as the way of how language is uttered (Hornby, 2005). It implies that as the means of conveying nuance within words and sentences, it is therefore necessary for people to compose as clearly as possible in producing sounds in pronunciation (Seidhofer, 1994). Pronunciation may differ from a language to another. Some languages may have identical pronunciation on specific vowels and consonants, some others may do not at all. This is why pronunciation might be considered as one of the most complicated skill to learn in a language and English pronunciation is no exception (Habibi, 2016).

Pronunciation is indispensable when learning foreign languages. Wrong pronunciation is also a common thing and is unavoidable when learning them, especially when there are numbers of diversity in the sound system of the native language and the foreign language. This is also known as a mispronunciation.

2.2 Mispronunciation

Mispronunciation can be basicallywell-defined as the incorrect sound produced in pronouncing words. The problem of mispronunciation might be a major hindrance that could lead to misunderstanding when someone is trying to understand other's speech. In mispronunciation itself, however, there are kinds of mispronunciation such as follows and an additional silent letter mispronunciation (Halimah, 2018).

2.2.1 Segmental Mispronunciations

Segmental mispronunciation is mispronunciations which occur in segmental phenomena such as vowel and consonant allophones, it is made up of phonemes or individual sound that brings the ability to create meaning (Carr, 2008; Fraser, 2001). This kind of mispronunciation includes mispronunciation of vowel such as /n/ rather than /p/, and of consonant /s/ rather than /f/ in a word *wash* (Indonesian leaners have a tendency of pronouncing the word as /wns/ instead of /wpf/ as it is closer in pronunciation to their native language). In conclusion, segmental mispronunciation covers those errors in vowels (including diphthongs), consonants and silent letters.

2.2.1.1 Vowels

Vowels are sound which in their production a hindrance to the airstream is not found which makes the air goes freely from the larynx to the mouths (Roach, 2009). All in all, a vowel is a sound produced without any significant obstruction, interruption, or constriction which lets the airflow

from the lung smoothly passes through the oral cavity or possibly the nasal cavity. Vowel, especially in English, maybe monophthongs or diphthongs, and in some cases, it may be triphthongs.

Monophthongs are a single and pure sound of a vowel. It is a single vowel which its quality does not alter the duration of the vowel. It might be short such as /e/ in /let/ or long as in /b3:d/.

Diphthong, however, is vowel sound that shifts from one vowel to another, one that occurs by the movement of tongue from a manner to another (Al-Sharif, 2012). To put it simply, a diphthong is a (2) vowels in one. For example, a diphthong /ɔɪ/ may be found in word *boy* as it is pronounced /bɔɪ/.

Even further, triphthong is a three-combination vowel; a vowel that includes three vowels all in one. An example of triphthong may be noticed in word *player* as it is pronounced / pleig/.

ACTION OF THE PROPERTY OF THE	I Broken and the second			7		1
i:	I	ឋ	u:	ΙƏ	еі	
sh <u>ee</u> p	sh <u>i</u> p	<u>goo</u> d	sh <u>oo</u> t	h <u>ere</u>	w <u>ai</u> t	
е	Э	3:	ɔ :	υə	OI	əυ
b <u>e</u> d	teach <u>er</u>	b <u>ir</u> d	d <u>oor</u>	t <u>ou</u> rist	b <u>oy</u>	sh <u>ow</u>
æ	٨	a:	a	еә	aı	aʊ
c <u>a</u> t	<u>u</u> p	f <u>ar</u>	<u>o</u> n	h <u>air</u>	my	c <u>ow</u>

Figure 1. English Vowels and Diphthongs.

2.2.1.2 Consonants

McCabe (2011) and Cook (1997) state that the interruption in the airflow in some ways is what characterizes a consonant in language. A consonant sound is produced by obstructing (s, z; f, v), occluding (t, d; k, g; p, b) or diverting (m, n, ng) the airflow from lungs (Kelly, 2000). Thus, a consonant is the speech sounds which are formed by troubling the airflow somewhere along the way from the lungs to the oral or nasal. Consonants are classified based on their manners and places of articulation. There are also voiced consonants and voiceless consonants. Voiced consonants are consonant sounds made when aside vocal cord is close to another, obstructing the airstream. While voiceless consonants are made by letting the airflow freely through the vocal tract (Fromkin et al, 2003). One can differentiate a voiced consonant and a voiceless consonant by touching his neck or throat. A voiced consonant always makes a vibration in the vocal cord while a voiceless consonant does not. (The description of the place, as well as manner of articulation, are presented in point 3.5 below).

Place/ Manner	Bilabial	Labio- dental	Inter- dental	Alveolar	Palatal	Velar	Glottal
Stop	рb			t d		k g	7
Nasal	m			n		ŋ	
Affricate					tʃ dʒ		
Fricative		fv	θδ	s z	J 3		h
Liquid				l,a			
Glide	w				j	w	

Figure2. English Consonants, Manner and Place of Articulation. (Ifphonetic alphabets appear in pairs, the one on the leftcharacterises a voiceless consonant.)

2.2.1.3 Silent Letters

Silent letters are letters in the spelling of a word which are left ignored and unpronounced at all (Cambridge, 2019). In English, there are countless words that have silent letters written in their spelling. Silent letters in English sound systems vary from vowel silent letters to consonants. For example, the vowel silent letter is noticeable in word *aesthetic* (pronounced /es'θetik/) and *imagine* (pronounced /ɪˈmædʒ. ɪn/). While consonant silent letters can be found in word *through* (pronounced /θruː/) and *palm* (pronounced /pɑːm/).

2.2.2 Suprasegmental Mispronunciations

Unlike segmental, suprasegmental relates to the aspects of pronunciation that lies ahead of the construction of individual (segmental) sounds. Suprasegmental covers the aspect of stress, intonation, phrasing, timing, pitch, length, and rhythm (Fraser, 2001; Nasr as cited in Fitria, 2014). As this research is limited to word stress mispronunciation, hence only stress is discussed. The suprasegmental is limited to word stress because the researcher considers word stress as one of the most frequent mistakes English learners in Indonesia make based on his observation.

Stress relates to that of the emphasis committed to particular syllables within a word or particular words within an utterance. When a syllable is stressed, it is distinguishable by the loudness, length or pitch given to the

syllable. For example, the word *substantial* is supposed to be stressed on the opening syllable as it should be pronounced as /səb'stæntʃəl/. It then would be considered as a mispronunciation if it was pronounced as /'səbstæntʃəl/.

2.3 Phonology

Phonology is the study of sound patterns in languages in the world, the study on the uniqueness of sounds, patterns and rules of languages in the world (Roach, 2009; Kenstowics&Kisseberth, 1979). In addition, Yule (1985) argues that it is a focused study on the abstract or mental aspect in the systems and patterns of speech sounds. This branch of linguistic studies with how speech sounds are made. Also, Crystal (2008) adds that phonology also focuses on the rules in a specific language which can show phonetic relationships that relate and contrast words and other units of linguistic. All things considered, phonology can be concluded as the branch of linguistics that concerns and focuses on the occurrence of sounds, the patterns, rules, and uniqueness of it in certain language. Phonology, English phonology, in this case, is further branched into three main points as follows (Odden, 2013).

2.3.1 Combination of Sound

A particular combination of sounds is allowed in English but one cannot combine any given sound as he wishes (Odden, 2013). This implies that large numbers of combinations are possible in English but they have to follow a certain condition; it has to be in English vocabulary or in other words, it has to have a meaning in English. For example, English has a combination of /3:/, /1/ and /i/ sound which is the pronunciation of the word *early*. This

combination of sounds can be tweaked and added additional sounds such as adding sound /k/ and /l/ in front of them, making it create the word *clearly*. This combination follows the rule of English and the new word has meaning, hence the combination works. However, if the additional sounds are changed to sound /tf/, making into sound /tf3:li/. It follows the rule of English but it is nowhere in English, therefore, it does not work.

2.3.2 Pronunciation Varieties

The variations of English pronunciation vary in certain sounds. One of the simplest examples can be found in English suffix -s/-es. The suffix is usually found in the plural form of a noun or in a *simple present tense* with the subject he/she/it. This suffix has a variation when it comes to pronouncing it. For instance, it is pronounced as /z/ in certain words and is pronounced /s/ in other words (e.g. /z/ as pronounced in/'kɔ:zɪz/, /s/ as pronounced in /stri:ks/). This part of phonology is also known as allomorph.

2.3.3 Orthography

English pronunciation of a word might completely different from how the word is actually spelled or written. This is caused by no other than the morphophonemic system of English (Anindita, 2017). This issue certainly can lead English learners to misunderstand or even mispronunciation. English orthography is branched into (5) different groups; 1) same spelling-different pronunciation, 2) different spelling-same vowel pronunciation, 3) different

spelling-same pronunciation, 4) same spelling and pronunciation-different meaning, 5) silent letters.

First, there are words that have the **same spelling but pronounced differently**. For example, *ch* in word *cheat*, *chemical* and in *champagne* is pronounced variously. It sounds /f/ as pronounced in *cheat*, it sounds /k/ as pronounced it *chemical*, and it sounds /f/ as pronounced in *champagne*.

Second, words which are **spelled differently but the vowels are pronounced similarly** also exist in English. For example, vowel sound of $/\epsilon/$ is represented by different letters in *bury*, *any*, *said and heavy* as spelled *u* in *bury*, *a* in *any*, *ai* in *said* and *ea* in *heavy*.

Third, the case of English words which they are **spelled differently but** have similar pronunciation is found as well. For example, the difference in spelling is clear between the words *here* and *hear*, *right* and *write*, *see* and *sea*. They all have completely different spelling but nevertheless pronounced the same respectively (/hɪə/, /raɪt/, /siː/).

Fourth is the case in which words in English are **spelled and pronounced alike**, however it is dissimilar in term of meaning within the words. For example, the words *tear*, *left*, *right* and *bow* have at least (2) meanings for each one of them. *Tear* can mean the thing in the eye people normally make when they are sad, or otherwise, it can mean to rip something. *Left* may have the meaning of a 'side', or it may have a meaning of the past participle of *leave*. The same thing goes with *right* as it may suggest the opposite side of

left, or the word *right* can also mean correct. Last but not least, *bow* can either mean as a bow tie, or as a weapon for shooting arrows.

The fifth is the case when a letter is fully omitted and ignored at all in English or so-called as a silent letter. Silent letters are those which are completely ignored and left unpronounced (Digby and Myer, 1993). In other words, it is a noncorresponding letter that is still spelled but rather remains unpronounced (Awad, 2010). For example, these bold and underlined letters in the following model words are not pronounced; <u>know</u>, <u>wrong</u>, <u>listen</u>, <u>debris</u>, <u>island</u>.

2.4 Phonetics

Themethodical study of the sounds of speech, which is physical and noticeable is something that is termed as phonetics (Ogden, 2009). Phonetics also covers human's vocal sounds that it provides the ability to analyse and describe the sounds in human's language (Kenstowics&Kissberth, 1979; McMahon, 2002). Moreover, phonetics involves the precise identification of human speech organs and muscles which are engaged in sound productions. In phonetic, one alphabet symbol only represents one sound and exactly vice versa. Phonetics deals with languages' speech sound in the world.

2.5 Speech Sounds

Human speech organs are so flexible that it can create a huge number of unique speech sounds which no language in the world contains all speech sounds all in one. Speech sounds are classified by researchers (McGregor, 2009; Ashby,

1995; Cruttenden, 2008) into (2) separate sounds namely vowels and consonants. Consonant sounds have ways of articulation, meaning that each consonant may have a distinct way of manner and place of articulation.

2.5.1 Place of Articulation

Previously, some researchers (Ladefoged&Johson, 2011; Fromkin, Rodman and Hyams, 2014) group consonants into bilabial, labiodental, dental (or interdental), alveolar, palatal, velar and glottal. First of all, bilabial means two (bi) lips (labial). **Bilabial** sounds are those of consonants articulated by two lips. It consists of /p/, /b/, /m/ and /w/ sound. While labiodental is the consonants articulated by the upper lip and lower teeth. **Labiodental** consists of /f/, /v/.

Further, **interdental**consonants are voiced by placing the tongue between upper and lower teeth. Interdental includes the sound $/\theta$ / and $/\delta$ /.In **Alveolar**, consonants sounds are uttered by placing the tip of the tongue to the alveolar ridge which is just around behind the upper teeth. Consonant sounds with alveolar place of articulation are /t/, /d/, /n/, /l/, /r/, /s/, /z/. **Palatal**place of articulation articulates the sound $/\int$ /, /3/, /t \int /, /d3/ and /j/. This is where sounds are articulated by raising the tongue to the hard palate. Palatal is also termed as postalveolar(Ogden, 2009).

Velar sounds are created by lifting the rearside of the tongue to the soft palate (it is located at the back of the roof of the mouth). Consonant

sounds articulated by this place of articulation are /k/, /g/ and /ŋ/. Last but not very least, it is **glottal** sounds in which sounds are made at the glottis that is the space amid the vocal folds located at the larynx. Glottal covers sounds /ʔ/ and /h/.

2.5.2 Manner of Articulation

Consonants are as well classified based on the manner they are articulated that is the way sounds are produced, be it by closing the oral tract for certain period of time, narrowing the space or just modifying the shape of the tract. English manners of articulations are classified to stop, nasal, affricate, fricative, liquid and glide (Ladefoged&Johson, 2011; Fromkin, Rodman and Hyams, 2014).

Stop in the manner of articulation means that there is a wholetermination of the air tract hence no air may come out through the mouth or nasal. Stop includes sound /k/, /t/, /b/,/d/, /p/ and /g/. Where in **nasal**, the oral cavity remains closed while the soft palate is lowered letting the airstream go through the nasal cavity. /m/, /n/ and /ŋ/ are created in nasal manner of articulation. **Fricative**sounds are articulated as the airflow is partly obstructed and hissing sound then is produced. This includes /f/, /v/, / θ /, / θ /, /s/, /z/, /ʃ/ and /ʒ/. **Affricates**, on the other hand, refer to the sounds produced by stop closure that is instantly followed by continual release. This manner of articulation consists of /tʃ/ and /dʒ/.

Further, **liquid** stands for the sounds produced by a hindrance to the airstream which the obstruction hardly causes friction. This manner of articulation consists of /l/ and retroflex /r/. Lastly, the **glide** is the manner of pronouncing sounds by gliding the tongue in movement, resulting in sound /j/ and /w/ to produce.

2.6 Second Language Acquisition Problems

Some studies (Hassan, 2014; Al-Sharif, 2012) have proven that there are factors that stand as a hindrance for second language learners. Some of the factors that hinder SLA learners are the way the second language is learnt which is the pedagogic factor, the inconsistency of English sounds and mother tongue intervention. While the main topic of this research is linguistic, hence all factors are covered but the pedagogical factor.

2.6.1 The Inconsistency of English Sounds (L2)

While Indonesian spelling is consistent and fixed, English's is not. Indonesian leaners mostly rely on the written representation of English sounds when they pronounce English words, consequently, they mispronounce through wrong analogy. There is no definite connection between sounds and letters in English (Hewings, 2004). It is noticeable that the word *through* has (7) letters but only represents (3) sounds i.e. /θru:/. Moreover, *brother* and *both* include the same *oth* but they are pronounced dissimilarly i.e. /'brʌðə/ and /bəʊð/ respectively. In

Indonesian, though, the word *melalui* also has (6) different letters hence represents exactly (6) sounds as well i.e. /məlʌlui/.

Another example of this inconsistency of English sound system is, for instance, letter o in words like home, move, some, women. Each word pronounces the word differently as/u:/, / Λ /, /I/ and/ Θ 0/, so Indonesian learners who are not familiar with the pronunciation of such words will meet problems. On theother hand, many words such as *could*, *butcher*, *book*, *wolf* haveletters u, oo, ou, o are all uttered in a similar way /u:/. Even more, recognise that the words *same*, *water*, *fat* are spelled with the identical letter a. But each letter a in each word is pronounced differently i.e. /ei/, / Θ /.

2.6.2 The Intervention of Mother Tongue (L1)

Mother tongue (L1) gives an undeniable influence when someone is learning a new language (L2) particularly in learning the pronunciation, especially in their adulthood (Ladefoegd, 2001; Brown, 2000; Carter & Nunan, 2001). Kailani and Maqattash (1995) revealed that Arab students found difficulties in pronouncing the sound /p/, /ŋ/, /v/, /r/,/t/, /θ/, and /ð/ as there is no manner or place of articulation of such sounds to be found in Arabic sound systems. Similar issues are found in Indonesian learners. The manner or place of articulation of sounds /θ/,/ð/, /ʃ/, /ʒ/is not present in Indonesian sound systems. So Indonesian learners shift the supposedly pronounced sounds of English to their mother tongue sound systems i.e. they tend to pronounce /t/ for /θ/, /d/ for /ð/, /s/ for /ʃ/, and /z/ for /ʒ/.

This problem exists not only because of the intrusion of the mother tongue but also because of the lack of practice. Learners tongue got stiff and hard to articulate the way sounds in English are articulated (Alkhuli, 1983). That is the reason why learners who hardly practice and get their tongue familiar with English manner and place of articulation will likely mispronounce poorly.

2.6.3 Fossilisation

The second language learning process may slow down at a certain point, be it because of a motivation someone has or any kind of reason one may have. The cease of this learning process obstructs someone's ability to acquire new language proficiency except for vocabulary. This is termed as fossilisation (Finegan, 2008). This fossilisation term refers to the characteristic of a non-native speech of somebody who may have learnt or spoken target language for quite some time but then has stopped the process of learning or speaking.

2.7 Review of Previous Studies

Numbers of studies related to mispronunciation have been conducted several times. Some of them are researches conducted by HabibiWildan (2016), Luviya Susi (2016), Hassan Elkhair (2014), Al-Sharif Mai (2012) and AlgifariMeidy (2017). First of all, Habibi (2016) examined segmental mispronunciations faced by advanced students of Maulana Malik Ibrahim State Islamic University of Malang. The segmental mispronunciations in the research referred to

mispronunciations of vowels and consonants in English. In addition, the researcher chose the subjects of the research based on the criteria of advanced students stated by Cotter (cited in Habibi, 2016). Employing descriptive qualitative approach, the study found that the subjects encountered segmental pronunciation problems such as substitution of consonant sound $/\theta/$, $/\delta/$, /J/, /J/,

Second, Luviya (2016) studied mispronunciations of English consonant sounds by, specifically, Javanese students of Sanata Dharma University of Yogyakarta. The research led by Luviya discussed two major issues namely 1) the comparison between English consonant and Javanese consonant sounds and, 2) the consonant feature changes. In the result, the researcher found (7) consonants which previously predicted to be pronounced falsely by the subjects such as $/\theta/$, $/\delta/$, /J/, atc. It was found as well that the subjects often substitute labiodental voiced fricative /v/ to labiodental voiceless fricative /f/, interdental voiced fricative $/\delta/$ to palatal voiced stop /d/, etc. It is pointed out that the reasons this was possible were because of the absence of the sounds in Javanese.

While Hassan (2014) examined difficulties in English pronunciation met by Sudanese spoken Arabic native speaker. The research focused on finding out the real tricky sounds and factors causing the problems while also seeking the solution to solve the problems. Fifty students of Science and Technology in the University of Sudan and thirty teachers from the university were assigned as the

subjects of the study. The findings showed that the learners whose mother tongue was Sudanese spoken Arabic experienced problems in pronouncing English vowels that had more than one exact way to pronounce. The researcher also concluded that mother tongue intrusion, the difference between their sound systems, the inconsistency of English sounds and the spelling were the major factors resulting in the problems.

Having similar subjects of native Arabic speakers, Al-Sharif (2012) conducted a diagnostic study of mispronunciation among Al-Aqsa University English majors. The study aimed to 1) identify the most occurring mispronunciations among female Al-Aqsa University English majors, 2) examine if significant differences at $(\alpha \le 0.05)$ existed between the means scores of female students who had attended 'Phonetics 1' and who had not, 3) examine if significant difference at $(\alpha \le 0.05)$ existed between female students' mean scores of segmental and suprasegmental words, 4) examine if significant difference at $(\alpha \le 0.05)$ existed among female students' mean scores on the test based on academic level and finally 5) examine if significant difference at ($\alpha \le$ 0.05) existed among female students' mean score on the test based on accumulative average. In achieving the aims, the descriptive method was adopted by the researcher. The sample of the research consisted (63) female student who were randomly chosen. The findings concluded that 1) syllabic consonant mispronunciations occurred the most among the sample, 2) significant differences at $(\alpha \le 0.05)$ between the mean scores the female students who had attended and who had not, 3) significant differences at ($\alpha \le 0.05$) were also

found between female students' mean scores of segmental and suprasegmental words, 4) significant differences at ($\alpha \le 0.05$) were found as well among female students' mean scores on the test due to academic level, and lastly 5) significant differences at ($\alpha \le 0.01$) were not found however among female students mean scores on the test due to accumulative average.

Finally, research conducted Algifari (2017) that concerned on the analysis of pronunciation skill of IET 7 Cambridge English College students. Specifically, the study aimed to study the students' word stress awareness. The descriptive qualitative approach was applied in the research. It is found that students stressed words incorrectly such as two to four-syllable words. Also, it is discovered that the mispronunciations of word stress were made in the same words by different students.

CHAPTER III

RESEARCH METHOD

This chapter of the research discusses how the researcher conducted the research by describing the design of the research, the instruments of the study, the data and data source of the research, the collecting of the data, and how the data were analysed by the researcher.

3.1 Research Design

A research method is defined as a way to collect data with specific objective and utility in a scientific way, be it qualitatively, quantitatively or even both (Sugiyono, 2010). Meanwhile, this research is designed to apply a descriptive qualitative design. Descriptive research is a research which is intended to gather information about something in someplace according to the naturalistic occasion (Arikunto, 2005). In addition, Mason (2002) states that qualitative approach can reveal an extensive range of social world such as experiences, a weave of daily life, the ways that social processes, etc. To put it simply, it is a way to reach the basic understanding through researcher's experience that is actually integrated with the subject or location in the form of actual report as it is (Moleong, 2001).

3.2 Research Instruments

In achieving and analysing the data, some research instruments were employed by the researcher such as the researcher himself, audio recorder, observation and a text taken from reading comprehension book. The particular text was chosen because it contained many varieties of pronunciation such as a variety of vowels, consonants, diphthongs, silent letters and variation of word stress.

3.3 Data and Data Source

The data of this research was utterance and pronunciation from the graduate students in the form of recorded audio. The data was taken from the data source which is termed subjects for this research. Ten (10) people were assigned as the subject of this research, including (5) males and(5) female students. Such selection was purposed to get a proportional quantity of subject. In selecting the subjects for the research, the researcher set some criteria such as; 1) students who graduated at a maximum of 1 year prior to the date this research was conducted (i.e.2018 graduates to present). This criterion was determined in order to pick fresh graduates (graduates who still remember what they learnt in university). 2) students who graduated from the Sunan Ampel State Islamic University of Surabaya. 3) students whose final GPA is or more than (3.00). This was in order to obtain the data from an adequate capacity of graduates.

3.4 Data Collection

In collecting and gathering the required data, the researcher had to get in touch with the subjects and meet them in person. In the process of data collection, however, the circumstance was nearly impossible for the researcher and the subjects to greet each other directly due to subjects' individual business and personal concern, resulting only one subject to be able to meet up. For the detailed procedure, refer to the following steps taken.

- 1. The researcher approached the potential subjects (by messenger application i.e. WhatsApp) and asked them respectfully to consider volunteering as the subject of the research. The researcher made sure that the subjects were not forced so that a good mutual relationship was achieved.
- If the potential subjects rejected or refused the proposal, the researcher would not mind and thank them for the consideration. If the subjects accepted, the researcher would also thank them and further provide the text necessary.
- 3. After giving the text, the researcher gave the subjects time for them to prepare or to relax (the time given ranged from minutes to days depending on the subject). Giving time for the subjects was intended to avoid nervousness when reading the text.
- 4. Whenthe subjects were ready, the researcher then allowed them to read the text while being recorded. There was only (1) subject that was able to record with the researcher. Due to technical issues, the other (9) subjects did the recording via WhatsApp messenger.
- 5. The researcher made sure that each voice recorded was as of their own voice. This was possible since the researcher has known the subjects as an acquaintance for years, therefore familiar with each of their voice.
- 6. The recordingswere then transcribed to the written phonetic alphabet for each word based on how every subject pronounced them. The researcher used the Cambridge dictionary to help determine the spelling and the

phonetic transcription for the data. Cambridge online dictionary (dictionary.cambridge.org) was chosen because it is updated frequently and easy to access. As for the standard of spelling, American spelling was chosen considering all (10) subjects adopted and followed the rule of the spelling.

7. Finally, the data needed (in the form of phonetic transcriptions) were achieved.

3.5 Data Analysis

In order to achieve a systematic analysis of the data, the data analysis is arranged to cover (2) sections. The **first** section was classifying mispronunciations. The data which previously had been transcribed and analysedwere classified based on their type of mispronunciation. Such types of mispronunciation cover 1) segmental mispronunciations and 2) suprasegmental mispronunciations. Segmental mispronunciations include mispronunciations in vowels (including diphthongs), consonants and silent letters. While suprasegmental mispronunciations include and limited to word stress mispronunciations.

On the other hand, the second **segment** discusses the factors which affect subjects' pronunciation. This was done by initially observe or conclude the mispronunciation frequency of certain sounds committed (i.e. which speech sound was commonly mispronounced) by the subjects and further relate the issue to their native language i.e. Indonesian. The detailed procedure is as follows.

- 1. Afterassembling the data, the researcher analysed them by classifying the data into (2) types of classification; segmental mispronunciations and suprasegmental pronunciations (limited to word stress).
- In segmental mispronunciations, the researcher grouped the analysed data to further classifications; vowels (including diphthongs), consonants, and silent letter mispronunciations.
- 3. In suprasegmental mispronunciations were the word stress mispronunciations classified. Only word stresses were analysed as the research only focused on word stress. Word stress was focused because based on the researcher observation, there were still a lot of word stress mispronunciations among graduates. Also, word stress mispronunciation determines the word which was considered very important by the researcher (e.g. *impact* is stressed on both depends on the word class).
- 4. The researcher related the errors made by the subjects to the possible causes in terms of linguistics aspect such as the intervention of the mother tongue and the inconsistency of English sound systems.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The fourth chapter of the research discusses the findings of the research including the findings on the mispronunciations and the analysis of possible causes influencing the errors.

4.1 Research Findings

After the researcher had finished collecting the data and turned them to phonetic transcription previously, the data were then being analysed until the results of the research were finally achieved fully. Further, the analysed data were arranged based on their type of mispronunciation and are to be discussed in the following. In order to answer research problems number one to number three, the findings on mispronunciations are grouped to 1) segmental mispronunciations, 2) suprasegmental mispronunciations (limited to word stress) and 3) possible causes of mispronunciations. Hence, subchapter (4.1.1) is intended to answer research question number one, subchapter (4.1.2) is intended to answer research question number two and subchapter (4.1.3) is intended to answer research question number three. Finally, the chapter is finished with the discussion on the findings.

4.1.1 Segmental Mispronunciations

After analysing the data collected by the researcher, there were found numerous mispronunciations. In segmental mispronunciations, the data were further classified into vowel mispronunciations (including diphthongs), consonant mispronunciations and silent letter mispronunciations. The detailed results of the research are described in the next paragraphs.

4.1.1.1 Vowel Mispronunciations (including Diphthongs)

It is found that vowel mispronunciations were committed by the subjects several times when the subjects reading the passage. The errors in pronunciation are detailed in the descriptive summary in the following passages such as mispronunciations on several vowels (including diphthongs) such as $/\alpha$:/, /3/, /i/, /9/, /1/, /8/, /4/,

Vowel /a:/ mispronunciations were found especially in the word *saw*, *across*, *not*, *all*, *from*, *call/called*, *rock*, *small* and *cause* in the passage. Almost all subjects mispronounced vowel /a:/ and substituted to sound /ɔ/. This substitution was found nearly in every word in which /a:/ is pronounced.

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/a:/	Saw	/sa:/	/sɔ/ /so:/ /ʃoʊ/ /saʊ/ /sɔʊ/ /soʊ/	1)	they <u>saw</u> the same things Sometimes they <u>saw</u>
	Across	/əˈkra:s/	/əˈkrɔs/	3)	shooting across the sky.
	Not	/na:t	/nɔt/	4)	they are not stars at
	A11	/a:1/	/51/		<u>all</u> .
	From	/fra:m/	/from/	5)	Where do meteors come <u>from</u> ?

Call Called	/ka:1/ /ka:1d/	/ka1/ /ka:1d/	6) we <u>call</u> these shooting stars
			7) on the surface is called a meteorite.
Rock	/ra:k/	/rok/	8) chunks of rock
Small	/sma:1/	/smo1/ /smo:1/	9) Most are so small
Cause	/"ka:zəz/	/'kosəs/ /'kausəs//'kəsəs/	10) the impact causes a crater.

Figure3. Vowel /a:/ Mispronunciations.

Vowel /3/mispronunciation was found only in word early in the passage.

The word early (which was supposed to be pronounced as /3:rli/) was

pronounced /i:rli/ by the subject rather than it was supposed to be.

Vowel /i:/ mispronunciations were found especially in word *streaks*, *meteors*, *the*, *heat*, *meteoroids*, *debris* in the passage. The mispronunciations of vowel /i:/ made by some of the subjects varied for instance, some subjects mispronounced the vowel to /e/ as in /'meteorz/ (supposedly /'mitio:rz/) and /hæt/ (supposedly /hi:t/).

	Vowel	Word(s)	Correct	Mis	Word(s) in
	vowei	word(s)	Pronunciation(s)	pronunciation(s)	Sentence
$\ $	/3/	Early	/3:rli/	/i:rli/	1) When early
Ц					people
	/i/	Streaks	/stri:ks/	/streks/ / streks/	2)streaks of
				/streik/	light
$\ $					
		Heat	/hi:t/	/hæt/	5)to <u>heat</u> up
					and glow.
		Meteoroids	/ˈmiţiəˌrɔɪdz/	/'meteroids/	6) Meteors begin
					as
					meteoroids
		Debris	/dəˈbri:/	/dəˈbre/	7) <u>debris</u> from
L					space

Figure 4. Vowel/3/ and /i/ Mispronunciations.

Vowel /ə/mispronunciations were found especially in word *debris*, *atmosphere*, *metal*, *meteoroids*, *surface*, *substantial*, *meteorite*, *ordinary* in the passage. Some of the subjects mispronounced vowel /ə/ and pronounced /e/, /ɔ/, /ʌ/, /ei/, /æ/, /a/ and /i/ rather than it was supposed to be.

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)	Word(s) in Sentence
/ə/	Debris	/dəˈbri:/	/deˈbris/ /deˈbri/	1) <u>debris</u> from space
	Atmosphere	/ˈætməˌsfɪr/	/ˈætmɔsˌfir/	2) the earth's atmosphere.
	Metal	/'met(ə)1/	/'metal/ /'metʌl/	3) chunks of rock or <u>metal</u>
	Meteoroids	/zbicr,eiţim'/	/'meteroids/	4) Meteors begin as meteoroids
	Surface	/ 'sarfəs/	/ˌsɜrˈfeis/	5) meteor that lands on the surface
	Substantial	/səbˈstæntʃəl/	/ˈsabstænsial/ /sʌbsˈtanʧ(ə)l/	6) a <u>substantial</u> meteorite strikes.
	Meteorite	/ˈmitiəˌraɪt/	/ 'meteoˌraɪt/	7) a substantial meteorite strikes.
	Ordinary	/ˈɔrdəˌneri/	/ˈɔrdineri/	8) ordinary rocks

Figure 5. Vowel /ə/ mispronunciations

Vowel /**I**/mispronunciations were found especially in the word *atmosphere*, *if*, *it*, *is* in the passage. Some of the subjects mispronounced vowel /**I**/ and pronounced /i/ rather than it was supposed to be.

Vowel/æ/ mispronunciations were found especially word *atmosphere*, *can't*, and *substantial*. Some of the subjects mispronounced vowel /æ/ and pronounced $/\Lambda$ /, $/\alpha$:/, /ea/, /a/ rather than it was supposed to be.

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/1/	Atmosphere	/ˈætməˌsfɪr/	/ˈætməˌsfir/	1)	the
					earth's
					atmosphere.
	If	/ rf /	/if/	2)	If it is large
	It	/rt/	/it/		enough
	Is	/IZ/	/is/		
/æ/	Atmosphere	/ˈætməˈsfɪr/	/ Atmos fir/	3)	the
					earth's
					atmosphere.
	Can't	/ kænt/	/keant/ /ka:nt/	4)	They can't
			/kʌn/ /kan/		be seen
	Substantial	/səbˈstæntʃəl/	/sabs'tantial/	5)	a
			/ˈsabsənˌʃəl/		substantial
					meteorite
					strikes.

Figure6. Vowel /I/ and /æ/ Mispronunciations.

Vowel /A/mispronunciations were found in one and only word *sun* in the passage. The word *sun* (which was supposed to be pronounced /sʌn/) was pronounced /sɔn/ rather than it was supposed to be.

Diphthong /ei/mispronunciations were found especially in word *gazed*, *same*, *they*, *today*, *space*, *crater* in the passage. Some of the subjects had a tendency to shorten the diphthong to monophthong. For instance, diphthong /ei/ was mispronounced as /e:/, /e/, /a/, /æ/, /i:/ rather than it was supposed to be.

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/Δ/	Sun	/san/	/son/	1)	\dots the <u>sun</u> , the moon
/eɪ/	Gazed	/geizd/	/ge:s/	2)	When early people gazed at the sky
	Same	/seɪm/	/sem/	3)	they saw the same
	They	/ðeɪ	/ðe/		things
	Today	/təˈdeɪ/	/tu'de/	4)	Even today we
	Space	/speis/	/spe:s/	5)	from <u>space</u> that
	Crater	/ˈkreɪtər/	/ˈkrʌtər/ /ˈkrætər/ /ˈkretər/ /ˈkri:tər/	6)	causes a crater.

Figure 7. Vowel /Λ/ and Diphthong /eɪ/ Mispronunciations.

Diphthong /oo/ mispronunciations were found especially in word *know*, *glow*, *most*, *so* in the passage. Some of the subjects had a tendency to shorten the diphthong to monophthong. For instance, diphthong /oo/ was pronounced /o/ and /o:/ rather than it was supposed to be.

Diphthong /ai/ mispronunciations were found especially in word *meteorite* in the passage. Some of the subjects had a tendency to shorten the diphthong to monophthong. For instance, diphthong /ai/ was pronounced /i:/ rather than it was supposed to be.

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/oʊ/	Know	/nou/	/nɔ/ /no:/	1)	but we know
	Glow	/gloʊ/	/glo:/	2)	…heat up and glow.
	Most	/moʊst/	/most/	3)	Most are so
	So	/soʊ/	/so:/		small
/aɪ/	Meteorite	/ˈmitiəˌraɪt/	/'meteɔ'rit/	4)	a substantial meteorite strikes.

Figure 8. Diphthong /ou/ and /aɪ/ Mispronunciations.

4.1.1.2 Consonant Mispronunciations

It is found that consonants mispronunciations were committed by the subjects several times when the subjects reading the passage. The errors in pronunciation are detailed in the descriptive summary in the following paragraphs such as mispronunciations on several consonants such as $\langle v/, /\theta/, /\delta/, /z/,$ and $\langle f/, \rangle$

Consonants /v/ mispronunciations were found especially in the word *of, moves, traveling, ever* and *every* in the passage. Almost every subject had a tendency to change the consonant and pronounced the consonant as /f/ rather it was supposed to be.

Consonant	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/v/	Of	/a:v/ /əv/	/ ɔf /	1)	streaks of light
	Moves	/mu:vz/	/mu:fz/	2)	As it moves
	Traveling	/ˈtræv(ə)lɪŋ/	/ˈtræf(ə)lɪŋ/	3)	traveling through space.
	Ever	/ˈevər/	/ˈefər/	4)	<u>ever</u> reach the Earth's
	Every	/*evri/	/ˈefri/	5)	But <u>every</u> so often

Figure9.Consonant /v/ Mispronunciations.

Consonant $/\theta$ /mispronunciations were found especially in word *things, earth's,* and *through* in the passage. Some of the subjects mispronounced the consonant and pronounced /t/ rather than it was supposed to be.

Consonant /ð/mispronunciations were found especially in word *the*, *they*, and *then* in the passage. Some of the subjects mispronounced the consonant and pronounced /d/ rather than it was supposed to be.

Consonant	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/θ/	Things	/θ ι ŋs/	/ tɪŋs/	1)	the same things we do
	Earth's	/3r 0 s/	/arts/	2)	ever reach the <u>Earth's</u>
	Through	/θru:/	/tru:/	3)	traveling through space.
/ð/	The	/ðə/	/ c b/	4)	_
	They	/ðeɪ/	/dei/	5)	Then they become

Figure 10. Consonant $/\theta$ / and $/\delta$ / Mispronunciations.

Consonant /z/ mispronunciations were found especially in the word these, has, causes, as, stars, meteors, moves, trails, lands, and is in the passage. Almost of the subjects had a tendency to mispronounce and substitute the consonant /z/ to consonant /s/.

Consonant	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)		Word(s) in Sentence
/z/	These	/ði:z/	/ði:s/	1)	we call
					these shooting
					stars
	Has	/hæz/	/hæs/	2)	that <u>has</u>
					entered
	Causes	/ˈkɑːzəz/	/ˈkɑːsəs/	3)	causes
					a crater.
	l				l

I	I A~ I	/æz/	/æs/	[4)
	As	/æz/	/æs/	4)we see
				it <u>as</u> a
	Stars	/sta:rz/	/sta:rs/	5) Shooting
				stars
				are
	Meteors	/'mitio:rz/	/"mitio:rs/	6) Meteors
				begin
				as
	Moves	/mu:vz/	/mu:fs/	7) As it
				moves
	Trails	/treɪlz/	/treils/	8) We can
				see their
				trails.
	Lands	/lændz/	/lænds/	9)that
				lands on
				the
	Is	/IZ/	/IS/	10) <u>is</u>
				called a
				meteorite.

Figure 11. Consonant /z/ Mispronunciations

Consonant /ʃ/mispronunciations were found especially in word substantial and word shooting. Some of the subjects mispronounced the consonant and pronounced /s/ rather that it was supposed to be.

Consonant	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)	Word(s) in Sentence
/ʃ/	Substantial	/səbˈstænʃəl/	/sabsˈtantial/ /ˈsabsənʧəl/	1) a <u>substantial</u> meteorite
	Shooting	/ˈʃutɪŋ/	/ˈsutɪŋ/	2) Shooting stars are

Figure 12. Consonant /ʃ/ Mispronunciations.

4.1.1.3 Silent Letter Mispronunciations

It is found that silent letter mispronunciations were committed by the subjects several times when the subjects reading the passage. The errors in pronunciation are detailed in the descriptive summary in the following paragraphs such as mispronunciations of letter W, S, and L.

Silent letter *W*mispronunciations were found several times in word *saw* in the passage. Some of the subjects had a tendency to pronounce the silent letter i.e. the word *saw* (which was supposed to be pronounced/sa:/) was pronounced/sav/instead.

Silent letter *S*mispronunciations were found several times in one and only word *debris* in the passage. A lot of the subjects had a tendency to pronounce the silent letter i.e. the word *debris* (which was supposed to be pronounced /də'bri:/) was pronounced /də'bri:s/ instead.

Silent letter *L*mispronunciations were found several times in one and the only word *could* in the passage. Some of the subjects had a tendency to pronounce the silent letter i.e. the word *could* (which was supposed to be pronounced /kod/) was pronounced /kod/ instead.

S. Letter	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)	Word(s) in Sentence
W	Saw	/sa:/	/∫oʊ/ /saʊ/	1)they saw
			/sou/ /sou/	the same
S	Debris	/də bri:/	/dəˈbri:s/	2)debris
				from
				space
L	Could	/kvd/	/kʊld/	3)you could
				mistake

Figure 13. Silent Letter W, S and L Mispronunciations.

4.1.2 Suprasegmental Mispronunciations

Based on the analysed data, there were found some suprasegmental mispronunciations. However, as the research is limited to word stress, therefore only word stress mispronunciations were taken as the data. Further explanation of suprasegmental mispronunciation findings is described in the following paragraphs.

4.1.2.1 Word Stress Mispronunciations

It is found that word stress mispronunciations were committed by the subjects several times when the subjects reading the passage. It is found that almost all of the subjects stressed word incorrectly in two-syllable word, three-syllable words, and four-syllable words. The errors in pronunciation are detailed in the descriptive summary in the following paragraphs such as word stress mispronunciations on several words such as early, people, until, ordinary, substantial, impact, begin, meteoroid, causes, debris, atmosphere, meteors, even, enter(ed), metal, surface, every, often, mistake and enough.

Word *early* was mispronounced by the subject in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable.

Word *people* was mispronounced by some of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable. In another case, the word was stressed on all syllable.

Word friction was mispronounced by the subject in reading the passage.

The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable. In another case, the word was also stressed on every syllable.

Word *until* was mispronounced by all the subject in reading the passage. The word which was supposed to be stressed on the last syllable was rather stressed on the initial syllable. In another case, the word was also stressed on each syllable.

Word *ordinary* was mispronounced by all of the subjects in reading the passage. The word which was supposed to be primarily stressed on the first syllable and secondarily stressed on the third syllable was rather stressed in various ways. Most of the subjects stressed all syllables, while some others stressed on the second syllable and the rest on the last syllable.

Word *substantial* was mispronounced by the majority of the subjects in reading the passage. The word which was supposed to be stressed on the second syllable was rather stressed on the first syllable. In another case, the word was stressed on the last syllable.

Word	Correct Stressing	Incorrect Stressing
Early	/ˈ ɜ: .rli/	/3:r.ˈ li /
People	/ˈ pi .p(ə)l/	/ˈ pi.p(ə)l /
Friction	/ˈ frɪk . ʃ(ə)n/	/frɪk.ˈʃ(ə)n/ /frɪk.ˈʃ(ə)n/

Until	/ ʌn. ˈtɪl /	/ `an .tɪl/
Ordinary	/ˈər.də.ˌne.ri/	/ ɔr.də.ne.ri/ /ɔr. ˈ də. ne.ri/ /ˈɔr.də.ne.ˌri/
Substantial	/səbs. ˈ tæn .ʃəl/	/ˈ səbs .tæn.ʃəl/ /səbs.tæn. ˈ ʃəl /

Figure 14 Word Stress Mispronunciations.

Word *impact* was mispronounced by all the subject in reading the passage. The word which was supposed to be stressed on the first syllable (because the word acted as a noun) was rather stressed on the last syllable, which made the word as a verb.

Word *begin* was mispronounced by some of the subjects in reading the passage. The word which was supposed to be stressed on the last syllable was rather stressed on the first syllable.

Word *meteoroids* was mispronounced by some of the subjects in reading the passage. While the word was supposed to be stressed primarily on the first and secondarily on the last syllable, some subjects stressed the word on the middle syllable and few others put the primary stress on the last syllable.

Word *causes* was mispronounced by some of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable.

Word *debris* was mispronounced by some of the subjects in reading the passage. The word which was supposed to be stressed on the last syllable was rather stressed on the first syllable.

Word	Correct Stressing	Incorrect Stressing
Impact	/ˈ m .pækt/	/ɪm .ˈpækt /
Begin	/bɪ. ˈ gɪn /	/ˈ bɪ. gɪn/
Meteoroids	/ˈ mi .ţiə. ˌrɔɪdz/	/mi.ˈ tiə . ˌrɔɪdz/ /ˌmi.tjiə. ˈ rɔɪdz /
Causes	/ˈkɑ:.zəz/	/'ka:. ' zəz /
Debris	/də.ˈ <mark>bri:</mark> /	/' də .bri:/

Figure 15Word Stress Mispronunciations.

Words *atmosphere* were mispronounced by some of the subjects in reading the passage several times. The word which was supposed to be stressed primarily on the first syllable and secondarily on the last syllable was rather stressed on the middle syllable.

Words *meteors* were mispronounced by some of the subjects in reading the passage several times. The word which was supposed to be stressed on the first syllable was rather stressed on the last syllable.

Word *even* was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable.

Word *entered* was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable.

Word *metal* was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on every syllable it had.

Word	Correct Stressing	Incorrect Stressing
Atmosphere	/ˈ æt .mə.ˌ sfɪr /	/æt.ˈ mə .ˌsfɪr/
Meteors	/ˈ mi .ti.ə:rz/	/mi.ti.' ɔ:rz /
Even	/ˈ i.v (ə) <mark>n/</mark>	/i.ˈ v (ə) n /
Entered	/ˈ en .tərd/	/en.ˈ tərd /
Metal	/' me .t(ə)l/	/ˌme. ˈt(ə)l/

Figure 16Word Stress Mispronunciations.

Word *surface* was mispronounced by a few of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable or on every syllable.

Word *every*was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on the second syllable.

Word *often* was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the first syllable was rather stressed on every syllable.

Word *mistake* was mispronounced by a minority of the subjects in reading the passage. The word which was supposed to be stressed on the final syllable was rather stressed on every syllable few times.

Word	Correct Stressing	Incorrect Stressing
Surface	/ˈsɜr.fəs/	/' s3r. ' fəs / /s3r. ' fəs /
Every	/ˈe.vri/	/e. ' vri /
Often	/ <mark>'af</mark> .t(ə)n/	/'əf. 't(ə)n/
Mistake	/mɪ.ˈ steɪk /	/ˈmɪ.ˈsteɪk/

Figure 17 Word Stress Mispronunciations.

4.1.3 Possible Causes of Mispronunciation

The researcher deduces possible root causes that influenced the subjects in mispronouncing the words from the passage given. The researcher comes up with the following arguable causes by relating and connect the research findings to relevant theories asserted by previous researchers and linguists especially psycholinguists. The probable root causes are detailed in the paragraphs below.

4.1.3.1 The Inconsistency of English Sound Systems

While Indonesian spelling is consistent and fixed, English's is not. Indonesian leaners mostly rely on the written representation of English sounds when they pronounce English words, consequently, they mispronounce through wrong analogy. There is no definite connection between sounds and letters in English (Hewings, 2004). It is noticeable that the word *through* has (7) letters but only represents (3) sounds i.e. $/\theta ru$:/

This inconsistency of English sound systems also impacted the subjects. One of the inconsistencies of English sound systems was found in, for instance, word *debris*, *early and streaks*. Letters in word *debris* are not all pronounced, leaving letter *s* as a silent letter. This has caused the majority of the subjects mispronounced the word by pronouncing /də'bri:s/ (the correct way is /də'bri:/).

Furthermore, a lot of the subjects mispronounced word *streaks* by possibly following a false analogy from word *early* pronunciation. Both words *early* and *streaks* carry the same letter *ea* in their spelling. However, the letters are pronounced differently (pronounced /3/ in *early* but /i:/ in *streaks*). This issue possibly influenced the subjects to mispronounced word *streaks*.

Hence, it is arguable that the inconsistency in English spellings and pronunciations have caused the subjects to mispronounce words in the passage provided by the researcher.

4.1.3.2 The Intervention of Mother Tongue

Mother tongue (L1) gives an undeniable influence when someone is learning a new language (L2) particularly in learning the pronunciation, especially in their adulthood (Brown, 2000; Carter &Nunan, 2001; Ladefoegd, 2001). Kailani and Maqattash (1995) revealed that Arab students found difficulties in pronouncing the sound /p/, /ŋ/, /v/, /r/,/t/, / θ /, and / δ / as there is no manner or place of articulation of such sounds to be found in Arabic sound systems. Similar issues are found in Indonesian learners. The manner or place of articulation of sounds / θ /,/ δ /, / β /, / β /, / β /, is not present in Indonesian sound systems. So Indonesian learners shift the supposedly pronounced sounds of English to their mother tongue sound systems e.g. they tend to pronounce /t/ for / θ /, /d/ for / δ /, /s/ for / β /, and /z/ for / δ /.

It is proven that Indonesian native speakers still have a tendency to shift and change English sounds to their native sounds that are close in pronunciation. There were still some of the subjects who mispronounced sound $/\theta$ /, $/\delta$ /, $/\alpha$:/, /z/, /v/ as in word *things*, *the*, *rocks*, *these*, and *meteors*. The subject substituted the sounds with /t/, /d/, $/\sigma$ /, /s/, /v/ respectively. Unlike the mispronunciations of sounds $/\theta$ /, $/\delta$ /, $/\alpha$:/ which are not in Indonesian sound systems in the first place, /z/ and /v/ are a little bit different. Sound /z/ is found in Indonesian words such as found in word *zona*, *zat*, *zakat*, etc. However, the sound always comes as initial sound which is much easier to utter than when it comes at the end. The

words that have a letter or sound /z/ in Indonesia are also adopted from other languages such as English and Arabic. Meanwhile, sound /v/ are rarely, even never, found in Indonesian vocabulary. Even though there are many words in Indonesia that are spelled with letter *v*, it is most likely still pronounced /f/ such as in words *vas*, *variasi*, *virus*, etc. Even more, letter *v* in Indonesian is pronounced /fe:/ not /ve:/.

All in all, it can be concluded then that the intervention or the influence of mother tongue (L1) of the subjects might have an impact on their pronunciations especially in those sounds which do not occur in Indonesian.

4.1.3.3 Fossilisation

The fossilisation term refers to the characteristic of a non-native speech of somebody who may have learnt or spoken target language for some time but then has stopped the practice of learning or speaking (Finegan, 2008). In other words, many of the subjects might possibly have stopped learning English pronunciation before they even learn certain sounds and fossilised their undeveloped articulatory organs.

For example, there were several times where some of the subjects failed to pronounce the word *the* (pronounced /ði:/ in strong form and /ðə/ in the weak form). The subjects mispronounced the word as /də/ or /di/, changing the sound /d/ while the word actually had to be pronounced with sound /ð/. Additionally, there were also parts where some of the subjects mispronounced the word shooting (pronounced/ˈʃutɪŋ/). The

subjects mispronounced the word as /sutɪŋ/, changing the sound to /s/ while the word actually had to be pronounced with sound /ʃ/. These phenomena may reflect fossilisation at a stage before the English sound /ð/ and /ʃ/ (which are not found anywhere in Indonesian sound system) had been acquired by the subjects.

The impediment or the pause in learning a second language affects the performance of articulators of speech, especially in adulthood. This is because as humans age, the ability to acquire new motor skills declines resulting in the ability to command articulators of speech to be affected negatively (Steinberg &Sciarini, 2006). In short, the articulators of speech become stiff as the muscle, tongue and other organs are unable to produce sound in the correct place and manner of articulation.

Thus, the case in which the subjects might have stopped or paused the process of learning English (i.e. fossilisation), specifically learning pronunciations, can be determined as the possible cause that affected the subjects in their pronunciations.

4.2 Discussion

According to the findings of the research presented above, the main objectives of the research have already been answered. The research objectives, in summary, are; 1) to describe segmental mispronunciations such as vowels (including diphthongs), consonants and silent letters, 2) to describe suprasegmental mispronunciations (limited to word stress), 3) to describe possible causes that influenced the subjects in pronunciation. The finding reveals

numbers of segmental mispronunciations and suprasegmental mispronunciations committed by the subjects and provides the most possible causes that impacted the subjects.

Segmental mispronunciations were found committed by the subjects in pronouncing the words in the passage given. Segmental mispronunciations cover vowels (including diphthongs), consonants and silent letters. Vowel mispronunciations were described in the findings, for instance, vowel /3/ in word early, vowel /9/ in word substantial, vowel /1/ in word it, vowel /0:/ in word rock, vowel /1/ in word streaks, vowel /2/ in word atmosphere, vowel /1/ in word sun. While diphthongs mispronunciations were found, for instance, diphthong /e1/ in word gazed, diphthong /00/ in word know, diphthong /a1/ in word meteorite. This finding matches with researches conducted by Habibi (2016) and Anindita (2017), which found that the advanced students of UIN Malang mispronounced sounds /1/, /3/, / Λ /, /i:/, /9/ and monophthongisation of /e1/, /a1/.

While consonant mispronunciations were described in the findings, for instance, consonant /v/ in word *traveling*, consonant /θ/ in word *earth's*, consonant /ð/ in the word *they*, consonant /z/ in the word *these*, consonant /ʃ/ in word *shooting*. Silent letter mispronunciations were also described in the findings, for instance, silent letter /w/ in word *saw*, silent letter /s/ in word *debris*, and silent letter /l/ in the word *could*. The description of these mispronunciations leads the research to achieve the first objective of the study which is to describe segmental mispronunciations made by English major graduated students from the Sunan Ampel State Islamic University of

Surabaya. A similar discovery was also stated in Habibi's (2016), Luviya's (2016) and Anindita's (2017) where $\langle v/, \theta/, \delta/, z/, f/\rangle$ were mispronounced happened some times.

Suprasegmental mispronunciations were found committed by the subjects in pronouncing the words in the passage given. Suprasegmental mispronunciations actually include stress, intonation, phrasing, timing, pitch, length, and rhythm. However, as this research is limited to word stress, therefore only data showing word stress mispronunciations are described in the findings above. Majority of the subjects mispronounced word stress in several words, for instance, word stress mispronunciation in word early, people, friction, ordinary, substantial, meteoroids, atmosphere, etc. The words were mispronounced by either pronounced on the syllable it was not supposed to be or pronounced on every syllable a word had. The latter case happened every so often in three-syllable word or more such as word *ordinary*. The description of these mispronunciations leads the research to achieve the second objective of the study which is to describe suprasegmental mispronunciations (limited to word stress) made by English major graduated students from Sunan Ampel State Islamic University of Surabaya. This finding correlates with the finding from Algifari (2017) who also found word stress mispronunciations in two-syllable, three-syllable, and foursyllable words. However, because the text given from this study and the other is different, therefore it is difficult to find the exact same words between the two except for word *people* which is mispronounced in both studies.

The researcher formulates some potential causes that obstruct subjects of the study in pronouncing the words in the passage. By connecting and relating the analysed data to relevant theories from linguists and previous researchers, the researcher then concluded that these mispronunciations made by the subjects were probably influenced by; 1) their mother tongue intervention such as the difference in their L1 and L2 (e.g. the absence of certain sounds in their L1), 2) the inconsistency of English sound systems such as the difference of pronunciations of particular individual or set of letter when it is put in words, and finally it was described that the subjects could also be possibly affected by 3) fossilisation which refers to the characteristic of non-native speech of somebody who may have learnt or spoken target language for some time but then has stopped the process of learning. By providing a detailed description of the possible hindrances, hence the final objective of the research is obtained. The mother tongue intervention and the inconsistency of English were also considered as the main obstacle in previous research (Hassan, 2014). This is because there are some English sounds that are not present in both Indonesian and Sudanese Spoken Arabic language which highly believed to be the cause.

CHAPTER V

CONCLUSION AND SUGGESTIONS

As the closing and final chapter, this chapter therefore concludes and summarises the whole research report and additionally describes the researcher's suggestions for future researches to come.

5.1 Conclusion

This study investigates pronunciation errors (mispronunciations) made by English graduates of Sunan Ampel State Islamic University. There are (2) classifications of mispronunciations analysed in the research namely 1) segmental mispronunciations and 2) suprasegmental mispronunciations. Segmental mispronunciations are those of vowel mispronunciations (including diphthongs), consonant mispronunciations and silent letter mispronunciations. On the other hand, suprasegmental mispronunciations include (i.e. limited to) mispronunciations. It is described word stress that in segmental mispronunciations, vowels (including diphthong), consonants and silent letters were mispronounced several times by the subjects for instance vowels and diphthongs /i:/,/a:/, /eɪ/, /ou/, etc., consonants /z/, /v/, /ð/, etc. and silent letters w, 1 and s.While the suprasegmental mispronunciations committed were, for example, stressing on a syllable which should not be such as word stress mispronunciation in word early, people, friction, ordinary, substantial, meteoroids, atmosphere, etc. The words were mispronounced by either

pronounced on the syllable it was not supposed to be or pronounced on every syllable a word had.

Nevertheless, having finished the data analysis is not the final objective of this research, however. This research further analyses the possible causes that led the subjects to mispronunciations. By relating and connecting the findings to relevant theories of second language acquisition in term of linguistics, hence it is formulated that the mispronunciations committed by the subjects might be caused by 1) mother tongue (L1) interventions, 2) the inconsistency of English sound systems and 3) the possible fossilisation experienced by the subjects.

5.2 Suggestions

The researcher suggests to future researchers to conduct similar researches in the field of phonology, phonetics or psycholinguistics for more. There are still countless things that this research is unable to achieve. For example, this research analyses the suprasegmental feature of mispronunciation. However, it is very limited to only one aspect which is the word stress. Therefore, it is suggested that further researchers are hopefully able to analyse all suprasegmental aspects. Such things like intonation and rhythm are really interesting and challenging to analyse. Likewise, accents in English such as British, American, Australian, etc. among Indonesian learners need more attention as well.

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