

**SEGMENTAL AND SELECTED SUPRASEGMENTAL
MISPRONUNCIATIONS AMONG ENGLISH DEPARTMENT
GRADUATES OF UINSA**

THESIS



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SEGMENTAL AND SELECTED SUPRASEGMENTAL
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OF UINSA

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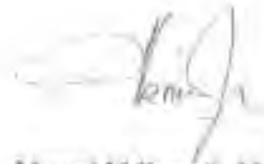
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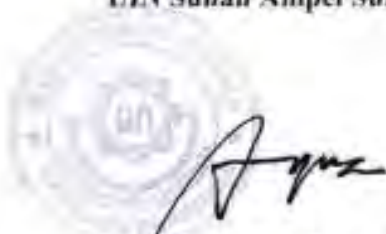
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ABSTRACT

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.

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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

Similarly, Indonesian learners also 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.

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

But also some small classes including writing, reading, pronunciation, grammar--all taught with continuity of content (e.g., reading 1 reading 2, etc.) for students' retention. It being said, therefore, students who graduated from UINSA are able to stand out better in term of English pronunciation. In this study, the researcher approached UINSA's English teachers and requested them to willingly become the subject of the study. The studies focused on the field of pronunciation have been conducted by many examples, Habibi (2016) conducted a study on the pronunciation made by advanced students of Maulana Malik Ibrahim University in which the study revealed that the research on English pronunciation problems including vowels, consonants, and

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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 /v/, /ð/, /θ/, /z/, 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 /ð/, /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

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 whose major 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).

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.

2.2.1 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 /ʌ/ rather than /ɒ/, and of consonant /s/ rather than /ʃ/ in a word *wash* (Indonesian learners have a tendency of pronouncing the word as /wʌs/ instead of /wɒʃ/ 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.

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

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
<i>Stop</i>	p b			t d		k g	ʔ
<i>Nasal</i>	m			n		ŋ	
<i>Affricate</i>					tʃ dʒ		
<i>Fricative</i>		f v	θ ð	s z	ʃ ʒ		h
<i>Liquid</i>				l, ɹ			
<i>Glide</i>	w				j	w	

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

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; Kenstowicz & 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 /ɜ:/, /l/ and /i/ sound which is the pronunciation of the word *early*. This

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 /θ/ and /ð/. In **Alveolar**, consonant 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 /ʃ/, /ʒ/, /tʃ/ and /dʒ/. 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

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 whole termination 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. **Fricatives** sounds are articulated as the airflow is partly obstructed and hissing sound then is produced. This includes /f/, /v/, /θ/, /ð/, /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/.

sound /j/ and /w/ to produce.

Second Language Acquisition Problems

Some studies (Hassan, 2014; Al-Sharif, 2012) have proven factors that stand as a hindrance for second language learners. Factors that hinder SLA learners are the way the second language is taught, which is the pedagogic factor, the inconsistency of English as a mother tongue intervention. While the main topic of this research is to discuss 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 spelling is not. This is because English spelling is based on the Latin alphabet, which has a fixed set of letters and combinations of letters. However, English spelling is not consistent with the sound of the word. For example, the word "color" is spelled with a 'c' but pronounced with a 'k' sound. This inconsistency can be a problem for second language learners who are trying to learn English spelling and pronunciation.

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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:/, /ʌ/, /ɪ/ and /əʊ/, so Indonesian learners who are not familiar with the pronunciation of such words will meet problems. On the other hand, many words such as *could*, *butcher*, *book*, *wolf* have letters *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/, /ɔ:/, /æ/.

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/.

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 /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /v/, /z/ and the omission of sound /k/, /g/, /t/ and /s/. Vowel mispronunciations were also pointed out such as /i:/, /ɪ/, /ɛ/, /ʊ/, /ɔ/, /ʊ/, /ʌ/, /ɜ:/ and monophthongisation of /eɪ/, /aɪ/, /aʊ/, /ɪə/, etc.

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 /θ/, /ð/, /ʃ/, /ʒ/, etc. It was found as well that the subjects often substitute labiodental voiced fricative /v/ to labiodental voiceless fricative /f/, interdental voiced fricative /ð/ 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

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 ($\alpha \leq 0.05$) existed between the means scores of female students who had attended 'Phonetics 1' and who had not, 3) examine if significant difference at ($\alpha \leq 0.05$) existed between female students' mean scores of segmental and suprasegmental words, 4) examine if significant difference at ($\alpha \leq 0.05$) existed among female students' mean scores on the test based on academic level and finally 5) examine if significant difference at ($\alpha \leq 0.05$) 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 ($\alpha \leq 0.05$) between the mean scores the female students who had attended and who had not, 3) significant differences at ($\alpha \leq 0.05$) were also

found between female students' mean scores of segmental and suprasegmental words, 4) significant differences at ($\alpha \leq 0.05$) were found as well among female students' mean scores on the test due to academic level, and lastly 5) significant differences at ($\alpha \leq 0.01$) 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 objectives 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.
2. 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. When the 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 recordings were 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 analysed were 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. After assembling the data, the researcher analysed them by classifying the data into (2) types of classification; segmental mispronunciations and suprasegmental pronunciations (limited to word stress).
2. 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. *impactis* 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.

FINDINGS AND DISCUSSIONS

4.1 Research Findings

4.1.1 Segmental Mispronunciations

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Call Called	/kɑ:l/ /kɑ:ld/	/kɒl/ /kɑ:ld/	6) ... we <u>call</u> these shooting stars 7) ... on the surface is <u>called</u> a meteorite.
Rock	/rɑ:k/	/rɒk/	8) ... chunks of <u>rock</u> ...
Small	/sma:l/	/smɒl/ /smo:l/	9) Most are so <u>small</u> ...
Cause	/'kɑ:zəz/	/'kɒsəs/ /'kaʊsəs/'/'kəsəs/	10) ... the impact <u>causes</u> a crater.

Figure3. Vowel /ɑ:/ Mispronunciations.

Vowel /ɜ:/ mispronunciation was found only in word *early* in the passage. The word *early* (which was supposed to be pronounced as /ɜ:rlɪ/) was pronounced /i:rlɪ/ 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 /'meteɔrz/ (supposedly /'mitiɔ:rz/) and /hæt/ (supposedly /hi:t/).

Vowel	Word(s)	Correct Pronunciation(s)	Mis pronunciation(s)	Word(s) in Sentence
/ɜ:/	Early	/ɜ:rlɪ/	/i:rlɪ/	1) When <u>early</u> people...
/i/	Streaks	/stri:ks/	/streks/ / streks/ /streik/	2) ... <u>streaks</u> of light...
	Heat	/hi:t/	/hæt/	5) ...to <u>heat</u> up and glow.
	Meteoroids	/'mi:tɪəˌrɔɪdz/	/'meterɔɪds/	6) Meteors begin as <u>meteoroids</u> ...
	Debris	/də'bri:/	/də'bre/	7) <u>debris</u> from space...

Figure4. Vowel /ɜ/ 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	/də'brɪ:/	/de'brɪs/ /de'brɪ/	1) <u>debris</u> from space...
	Atmosphere	/'ætmoʊs'fɪr/	/'ætmoʊs'fɪr/	2) ... the earth's <u>atmosphere</u> .
	Metal	/'met(ə)l/	/'metal/ /'metalʌ/	3) ... chunks of rock or <u>metal</u>
	Meteoroids	/'mɪtiə'roɪdz/	/'meteroids/	4) Meteors begin as <u>meteoroids</u> ...
	Surface	/'sɜrfəs/	/'sɜr'feɪs/	5) ... meteor that lands on the <u>surface</u> ...
	Substantial	/səb'stæntʃəl/	/'səbstænsɪəl/ /sʌbs'tæntʃ(ə)l/	6) ... a <u>substantial</u> meteorite strikes.
	Meteorite	/'mɪtiə'reɪt/	/'meteɔ'reɪt/	7) ... a substantial <u>meteorite</u> strikes.
	Ordinary	/'ɔrdə'neri/	/'ɔrdineri/	8) ... ordinary rocks

Figure 5. Vowel /ə/ mispronunciations

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

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.

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	/ˈɜːr.li/	/ɜːr.ˈli/
People	/ˈpi.p(ə)l/	/ˈpi.p(ə)l/
Friction	/ˈfriɪk.ʃ(ə)n/	/friɪk.ˈʃ(ə)n/ /friɪk.ˈʃ(ə)n/

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'brɪ:s/ (the correct way is /də'brɪ:/).

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.

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/'ʃu:tɪŋ/). The

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.

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 extralinguistic causes that influenced the subjects in pronunciation. The finding reveals

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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 /ɜ/ in word *early*, vowel /ə/ in word *substantial*, vowel /ɪ/ in word *it*, vowel /ɑ:/ in word *rock*, vowel /i/ in word *streaks*, vowel /æ/ in word *atmosphere*, vowel /ʌ/ in word *sun*. While diphthongs mispronunciations were found, for instance, diphthong /eɪ/ in word *gazed*, diphthong /oo/ in word *know*, diphthong /aɪ/ 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 /ɪ/, /ɜ/, /ʌ/, /i:/, /ə/ and monophthongisation of /eɪ/, /aɪ/.

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

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 four-syllable 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.

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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