

# ERRORS IN ENGLISH PRONUNCIATION MADE BY STUDENTS OF ESA UNGGUL UNIVERSITY

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## ABSTRACT

This study aims to determine students' pronunciation errors in pronouncing English sounds made by students of the English Language Education Program at Esa Unggul University. This research is descriptive and qualitative with purposive sampling data. Data has been collected and analyzed from Esa Unggul University students in sophomore year. As a result of the errors in the students' pronunciation, there were variations in their ability to speak based on vowels, which could have been caused by the first language which is Indonesian and dialects in which the students spoke. It is therefore reasonable to conclude that there are still a lot of numbers of Indonesian students who have difficulty pronouncing some English words due to consonant combinations, vowel combinations, silences, and the sound of two or three consonants combined together. It is intended that this study will prove extremely beneficial for English students, regardless of whether they are Esa Unggul Students or Indonesian Students, who lack the ability to pronounce English words correctly, so they make mistakes constantly and gradually as they develop their comprehension and pronunciation skills in English. Also it could make students increase their concern about the awareness, the right way, the and ease their pronunciation errors and problems.

**Keywords:** Pronunciation errors, vowels, dialect, students

## Introduction

In Indonesia, English is regarded as a foreign language. This affects how challenging it is to practice speaking English. English language learners need to have their pronunciation down, especially while speaking. Being able to pronounce words clearly and accurately is crucial for effective communication since it impacts how meaning is understood. Unfortunately, learning it is challenging due to the obvious differences between English and Indonesian phonology. Due to the complicated vowel system and many dialects, English pronunciation is difficult to understand. Even while such is the case for second language learners, it is obvious that learners of foreign languages will face more challenges. Numerous factors might contribute to pronunciation issues, and most students will likely make errors.

Communication is crucial in our lives. It will be challenging to adapt and even get to know each other in this existence without communication. We can share our ideas with others through communication for a variety of goals. Through communication, we can also express our feelings and thoughts to others. It

will benefit us as humans to prevent misunderstandings when conveying instructions, directives, or judgments to others. Although Indonesian students only utilize English as a second language, they find and use it in their daily lives. In Indonesia, English is regarded as a foreign language. This affects how challenging it is to practice speaking. English language learners need to have their pronunciation down, especially while speaking. Being able to pronounce words clearly and accurately is crucial for effective communication since it impacts how meaning is understood. Unfortunately, learning it is challenging due to the obvious differences between English and Indonesian phonology. Due to the complicated vowel system and many dialects, English pronunciation is difficult to understand. Even while such is the case for second language learners, it is obvious that learners of foreign languages will face more challenges. Numerous factors might contribute to pronunciation issues, and most students will likely make errors.

## Method

In this article, the researcher uses a descriptive qualitative method to collect some information about errors in English pronunciation at Esa Unggul University. In order to obtain accurate data in research, appropriate data collection tools are needed with the problems in this study, such as youtube videos, and recordings that have been used for speaking assignments. This youtube videos and recordings contains the students' speaking and pronunciation that has been prepared by the researcher to find out something. The researcher used a mixed method for this study, testing students on their pronunciation of English and using observation to describe the factors that led to pronunciation problems and errors among students. Several English department students of Esa Unggul university took involved in this investigation.

The research's conclusions were acquired by watching and listening to students as they learned to read English-language books aloud. The researcher identified the terms with pronunciation faults and then categorized them using the various categories of English pronunciation. To ascertain the students' proficiency with English faults, the data were qualitatively analyzed.

## Result And Discussion

Findings from the Study There were numerous errors discovered by students of Esa Unggul University's English Language Education Program. From all of the errors, it was discovered that the most frequently mispronounced sounds were [ae], [I], and [e].

The phonetic differences between Indonesian and English can be analyzed by listening to English words spoken by Esa Unggul University's English department students. We attempted to understand how vowels and consonants were pronounced by Esa Unggul University students by assessing how well they could pronounce English words and outlining the pronunciation challenges in the form of phonetic characteristics. We discovered that vowels like "ae" and "o" are difficult to pronounce because they do not exist in the Indonesian sound system. When combined into words, however, English vowels and Indonesian vowels have different phoneme locations. For

instance, in English, the phoneme /u/ is primarily found in the medial and final positions, but in Indonesian, it is frequently found in the starting, medial, and final positions. Despite appearing in the Indonesian vowel chart, the phoneme / is not found in the final position of any Indonesian words, but it is found in the final position of English words.

Feature between long and short vowels is not realized, i.e., long vowels are shortened. [i:] was shortened to [ɪ], [ɔ:] to [ɒ], [u:] to [ʊ], and [ɑ:] to [ɑ]. Except that the long vowel [ɑ:] was realized as the Indonesian vowel [a] in the current study, this point is having a mutual connection well with the results of this study. This study shows that students are not represented from the mother tongue vowel catalog leading to long vowel errors.

Furthermore, earlier research on Indonesian speakers' pronunciation errors with diphthongs did not indicate that [e] was problematic for Indonesian speakers. Our research noted that the letter "e" was one of the simpler diphthongs to pronounce. But this study hasn't been able to back that up. For the most part, [eɪ] was used instead of [e] in this investigation. One can speculate that this disease is less likely to manifest itself in individual sound testing. It is hypothesized that the students may not have fully grasped how to pronounce the sound [eɪ], which allowed them to say it in isolation but not in conversation.

## Conclusion

From our research, it can be concluded that there are many pronunciation error made by students of Esa Unggul University who excel in the pronunciation of English words. It was revealed that there were three types of students' pronunciation errors, namely, consonant errors, vowel errors, and diphthong errors. That's because the phonological system is different, especially in the plural of the first and second languages. Errors potentially occur due to the influence of the first language. The first possibility is the difference in phonological systems between Indonesian as the first language and English as a foreign language. Our researchers have provided a complete explanation of the various ways to pronounce consonants, vowels, and diphthongs in English. The second cause of errors is the students'

knowledge of English. It is because student have limited knowledge of vocabulary. Therefore, students often generalize in their pronunciation errors.

### **Suggestion**

Our research suggests that students pay more attention to their pronunciation. Students are expected to practice more with the pronunciation component. Students must enrich their vocabulary by reading a lot, realize their mistakes, and try to solve their problems. Especially in this era, using social media can also help students learn English pronunciation.

### **References**

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