IDENTIFYING COMMON MISTAKES IN PRONUNCIATION ENGLISH WORDS FOR 9TH CLASS STUDENTS: (A CASE STUDY IN SMP BENTENG GADING, WEST JAKARTA, ACADEMIC YEAR 2022/2023)

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ABSTRACT

This article identifies the common mistakes of pronunciation in English words with one, two, and three syllables. The participants for this research are five students from 9th grade students of SMP Benteng Gading, West Jakarta, Academic Year 2022/2023. (Case Study of Class IX Students of SMP Benteng Gading, West Jakarta, Academic Year 2022/2023). In this research used descriptive qualitative analysis in describing and interpreting the result of qualitative data. The result of this research is that most students may have problems pronouncing words with three syllables and also the common mistakes that occur between vowel and consonant sounds appear in vowel sounds. In analyzing the data, mistakes analysis was used where there were transcribing students' pronunciation into articulations, problems in pronouncing English words with one, two, and three syllables, and also problems in pronouncing words between vowels and consonant words. The researchers found that the causes of learner's mistakes came from linguistic factors, including the differences between the English and Indonesian sound systems, the impact of spelling on pronunciation, the influence of the first language (L1) on the second language (L2), and the inconsistent vowel structure in English are to blame for learners' mistakes. Finally the solutions to some of the pronunciation issues are offered.

Keywords: Phonology, Phonetic, Phonetic Symbols, & Pronunciation Mistakes.

Introduction

Pronunciation mistakes in reading activities are often found in junior high school children, especially among beginners. English learners generally use English as a second language which is used in formal situations. This study aims to identify common mistakes in students' pronunciation found when pronouncing some English words, and identify the difficulties of words with one, two and three syllables

According to Rabiah (2018), phonology is part of the language subsystem. It explains that learning a language is inseparable from learning phonology, because it is separate from language. Phonology is the study of sound systems, that is about how the sound in a language can be produced, patterned, and functioned (Hyman, 1975; Catford, cited in Fikry, 1988; Collins et al., 2008). And according to Verhaar (1984), phonetics is a study of how phonemes are recognized in relation to language and how human speech is working related to the use and pronunciation of language. Nowadays students can learn pronunciation through phonetics.

Phonetic symbols can be used for pho netic notation (i.e. to represent sounds or sound features in some conventional way), and for phonetic transcription (i.e. to represent word-sized or, typically, longer stretches of speech in writing other than the ordinary spelling). Phonetic symbols present linguistic features to recognize how the words are pronounced or even spelled. While learning English, difficult words are sometimes found because English is a foreign language with which students often face. In that case, these words might bother the students' understanding. Obviously, the students were expected to develop their speaking skill. It is because speaking is one of the English language skills. To enhance the students' speaking skill needs an appropriate and effective way. Phonetic symbols were applied in this research to give the students clear input and understanding toward English words.

Pronunciation is one of the most neglected aspects of English language teaching. The students said that the problem that often faced him in pronunciation is the mother tongue interface. The adults vocal musculature is set to pronounce foreign sounds with an accent (Yule;

O'Connor, 2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up. And that means we use new ways of hearing and new ways of using our organs of speech. So it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also very long time and regular practice, and all that is linked to a certain age of the learner. So the points mentioned above all together share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them (O'Connor, 2003).

Pronunciation plays an important role in learning a second or a foreign language. Although students have English subjects at school, most of them often make mistakes, for example: in listening, speaking, reading, and writing. The writer explained previously that language has three major components including phonology, vocabulary, and grammar. Among these components, phonology plays an important role. Automatically, phonology is related to pronunciation. So the writer is interested in doing research about pronunciation

Carter and Nunan (2001) concluded that most of the pronunciation errors occur because of the L1 transfer. According to them, L1 speakers apply their language's phonological rules on L2 producing various pronunciation errors. Deliana and Hilman (2018) Pronunciation plays an important role in learning a second or a foreign language. Although students have English subjects at school, most of them often make mistakes, for example: in listening, speaking, reading, and writing.

Method
A. Design of Research
To collect the data that is related to the mispronunciation in pronouncing verbs with one, two, and three syllables, the researcher used the technique to collect the data by using a tape recorder. Firstly , the researcher used fifteen words of verbs which correlated with the problem of mistakes in pronouncing English. Those words are:

1. 1st Table as The Words with one syllable

One Syllable	
Word	Articulations
Kick	/kɪk/
Write	/raɪt/
Push	/pʊʃ/
Learn	/lɝːn/
Take	/teɪk/

2. 2ⁿᵈ Table as The Words with two syllables

Two Syllables	
Word	Articulations
Provide	/prəˈvaɪd/
Believe	/bɪˈliːv/
Reject	/rɪˈdʒekt/
Enjoy	/ɪnˈdʒɔɪ/
Invite	/ɪnˈvaɪt/

1. 3ʳᵈ 1ˢᵗ Table as The Words with three syllables

Two Syllables	
Word	Articulations
Introduce	/ˌɪn.trəˈduːs/
Understand	/ˌʌn.dɚˈstænd/
Entertain	/ˌentəˈteɪn/
Celebrate	/ˈsel.ə.breɪt/
Calculate	/ˈkæl.kjə.leɪt/

In this research, the researcher used descriptive qualitative analysis in describing and interpreting the result of qualitative data. The researcher made fifteen words of verbs based on one, two, and three syllables. The researcher collected the data with fifteen words that were pronounced by them. Then, the writer made their phonemic transcription of their pronunciation and made the correct pronunciation based on a Cambridge dictionary then the researcher looked for the common mistakes word from the students' pronunciation. The participants of this research are students from 9th grade of SMP Benteng Gading West Jakarta. There were 5 students representing their class.

B. Research Question

In this research. Researchers have fundamental studies questions for seeking to get the answers, each are:

1. What are the common mistakes in students' pronunciation based on syllables in pronouncing some words?
2. What is the most common mistake between vowel and consonant?

C. The Purpose of Research
1. Based on the research questions, The present study aimed at investigating:
2. The common mistakes in students' pronunciation based on syllables.
3. Identified the common mistake between vowel and consonant.

Result Aand Discussion
  A. Result Findings
Regarding on our data analysis in this research shown that the most common mistakes in pronunciation of those words appears on three syllables, the words are: Calculate as /calculet/ instead of /ˈkæl.kjə.leɪt/, Understand as /understen/ instead of /ˌʌn.dɚˈstænd/, and the last Introduce as /introdus/ instead of

/ˌɪn.trəˈduːs/. The problems occured when the students are influenced by the first language in using the target language and first language interference.

The next common mistakes that occurred between vowel and consonant sounds appear in vowel sounds. Regarding the data analysis indicate the students have difficulties in pronouncing vowel sounds, there are: Reject as /rejek/ instead of /rɪˈdʒekt/, Entertain as /entertain/ instead of /en.t̬əˈteɪn/, Invite as /invit/ instead of /ɪnˈvaɪt/. The problems occurred when students pronounced the vowels /aɪ/ and /eɪ/.

Conclusion

Based on the researches and description of research finding, the researcher draws some conclusion as follows:

1. Knowing the correct transcription is one of the ways to minimize the mistakes on student pronunciation.
2. The most common mistakes occurred in the words with three syllables.
3. The most common mistakes between vowel and consonant words occurred in vowel sound.

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