MISPRONOUNCING DALAM PENGUCAPAN MONOPTHONG OLEH SISWA BASIC ENGLISH STATION (BEST)

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Abstract

This articlde aims to reveal do the students of BEST pronounce monophthong words correctly or not and the reasons their mispronounced. Monophthong is one type of vocal sound that is often found in English and it is commonly used in communication also. It is a single sound within a single syllable. The objects of this study were the students of Basic English Station or well-known as BEST. It is an English course located in Jombang, East Java, which is focused on students' speaking skill taught from the basic to master it. However, the researcher only chose the last stage students, namely the advanced level / TC because the researcher considered they were longer studying English, theoretically their abilities were considered better. This article used case study method to answer the issues addressed by the researcher. In other hand, this method is very suitable for this research. Case study method examines a particular case or phenomenon that exists in society carried out in depth to study the background, circumstances, and interactions that occur. Based on the data that has been collected, it can be concluded that the words instead and cost are the words most mispronounced. Incorrect pronunciation in words instead is caused by incorrect pronunciation habits, namely /ɪn'stɪd /, as for the word cost students do not read it longer. As for the second question, about what causes them to mispronounce the words of the monophthong, this is because they are lazy to learn the pronunciation, including monophthongs. This finding was improved by a questionnaire answered by their tutor using the member check method to validate the findings.

Key words: *Mispronunciation, Monophthong*

Abstrak

Artikel ini bertujuan untuk mengungkap apakah siswa dari BEST mengucapkan kata-kata monophthong dengan benar atau tidak dan alasan mengapa mereka salah pengucapan. Monophthong adalah salah satu jenis suara vokal yang sering ditemukan dalam bahasa Inggris dan biasanya juga digunakan dalam komunikasi. Ini adalah suara tunggal dalam satu suku kata. Objek penelitian ini adalah siswa-siswi Basic English Station atau yang lebih dikenal dengan BEST. Kursus Bahasa Inggris yang berlokasi di Jombang, Jawa Timur ini difokuskan pada keterampilan berbicara siswa yang diajarkan dari dasar hingga menguasainya. Namun peneliti hanya memilih siswa tahap

terakhir yaitu tingkat mahir / TC karena peneliti menganggap mereka lebih lama belajar bahasa Inggris, secara teoritis kemampuannya dianggap lebih baik. Artikel ini menggunakan metode studi kasus untuk menjawab permasalahan yang diangkat oleh peneliti. Selain itu, metode ini sangat cocok untuk penelitian ini. Metode studi kasus mengkaji suatu kasus atau fenomena tertentu yang ada dalam masyarakat dilakukan secara mendalam untuk mempelajari latar belakang, keadaan, dan interaksi yang terjadi. Berdasarkan data yang telah dikumpulkan, dapat disimpulkan bahwa kata instead dan cost adalah kata yang paling salah diucapkan. Salah pengucapan pada kata justru disebabkan oleh kebiasaan pengucapan yang salah yaitu / m'stɪd /, adapun kata cost siswa tidak membacanya lagi. Adapun pertanyaan kedua, tentang apa yang menyebabkan mereka salah melafalkan kata-kata monophthong, hal ini karena mereka malas mempelajari pengucapannya, termasuk monophthong. Temuan ini diperkuat dengan kuesioner yang dijawab oleh tutor mereka menggunakan metode member check untuk memvalidasi temuan.

Kata kunci *: Mispronunciation, Monophthong*

INTRODUCTION

Language as a mean of communication with other people, it is used as a tool to express ideas and wishes. A language is a system of conventional signal used for communication by whole community. It means that human used language as signal or tool to share anything what they need to speak or tell to others. By using language, people can express their ideas or their desirability with other. But people not only use language to communicate. Without language it is hard to imagine how people can cooperate and get along with another. The smallest unites of language or the sound of which it is composed is pronunciation.

English is the most important language that has to be mastered by Indonesian learners in order to face the globalization nowadays. English as one of the International Language is used almost in every part of the world, and also in Indonesia. That is why, English is very important to be mastered by the people. Furthermore, English can give many advantages for people who mastered it. Mastering English orally and written is useful in participating in the global community era.

People are expected to be fluent in their speaking ability. Moreover, government has tried to popularize English in Indonesia by introducing it earlier. As the result, English has been put in the national curriculum of education. The government introduced English ever since at elementary school moreover in kindergarten students. The expectation is the earlier learning and

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longer period theoretically they will achieve better result. In fact, there is no warranty that someone will be able to speak English fluently although he / she receive an English lesson from the lowest grade of education.

In learning English, people have to master all the skills in English namely: speaking, listening, reading, and writing. And in learning those skills, people should learn in a formal education (in the classroom) or learn in an informal education (course). In term of communication, it is likely that speaking is the most important skill that has to be mastered. Most people think that the intention of learning a foreign language is to be able to use it in communication. In order to speak English fluently and correctly, the students have to pay attention how to pronounce English words.

A good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation even can make a trouble. For Indonesian learners, English is the first foreign language they learn and is likely very different with Indonesian language. Moreover, commonly English words have different way in pronouncing. So it is more confusing for students who are not familiar with English pronunciation. Furthermore, it seems that they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation. It will become a problem if it is not resolved immediately.

In other hand, Indonesian learners often have difficulty in pronouncing some English words that are different or even not possessed by Indonesian. English is the first foreign language learnt by the Indonesian students. Surely, learning a foreign language is not as easy as learning mother tongue, though the Indonesian students have learnt English since Elementary School until University. However, it doesn't mean that their English is perfect already, they often make mistake in using English. It's probably caused by their mother tongue. As stated by Lado (1974; 4) students who come into contact with foreign language will face some feature of it quite easy if they are similar to their native language and other extremely difficult if they are different.

However, an Indonesian student will find it more difficult to learn English because the degree of similarity between Indonesian and English is low. The difference in pronunciation between one speaker and another are caused by geographical, social, and historical factors, or they may also be caused by individual peculiarities such as stuttering, lisping or other speech deficiencies. On other hand, elements of the foreign language which are similar to those found in one's native language will not over any problem.

For those reasons, as a non-native speaker, Indonesian students often make

errors in pronunciation. The first reason is the different elements between target language and native language and of course because English pronunciation is different from the writing form, so students must be familiar with English words and how to pronounce them. According to Harris in Ninik (2015: 4) says that pronunciation includes segmental features-vowel and consonant, the stress and intonation patterns.

Some of the difficulties experienced by English learners are as follows: English has long and short vowel sounds such as /I/ and /i:/ in the words bit and beat, but English learners in Indonesia often say the two vowels in the same way, English learners in Indonesia say the same /æ/ and /e/ sounds, like a hat that should be pronounced /hæt/ but pronounced /het/.

Monophthong is one type of vocal sound that is often found in English and it is commonly used in communication also. Monophthong itself is simply a vowel. It is a single sound within a single syllable. The word monophthong comes from the old Greek language. Mono means one or single, and the -phthong means sound or tone. The word monophthong shows that a vowel is spoken with exactly one tone and one mouth position, for example, when you say "teeth", then while you are creating the sound of the "ee", nothing changes for that sound. However, if students do not notice how to read monophthong words correctly, it will give the wrong meaning as well. As in that word, "ee" is read as "i:" which is longer, not fixed "ee."

There are some previous studies which were also analyzed in the same field of students' mispronounce in pronouncing monophthong words. The first research conducted by Stefanie Pillai (2012), it is an International journal entitled An Instrumental Analysis of English Monophthongs Produced by Thai EFL Learners. This study examined the production of English monophthong vowels of native speakers of Thai. The results of the acoustic analysis of the ThaiE monophthong points towards the influence of Thai on ThaiE in the maintenance of length contrast between the vowel pairs. The researcher found a number of errors because of how to read words that were read shorter and longer.

The second International journal that found by the researcher is conducted by David Deterding (2003) by the tittle An Instrumental Study of the Monophthong vowels of Singapore English. The study aimed to determine which of the vowel distinctions of BrE are not maintained in SgE. In this term, the researcher found that the distinctions between /i:/ and /I/ and also /e/ and /æ/ are not maintained in SgE, and any distinction between /f:/ and /F/ is small. It is also found that SgE /u:/ is more back than BrE /u:/.

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From the two research results above, it can be concluded that the most common pronunciation mistakes are found in short and length vowel sounds. The difficulty of distinguishing the short length of an English word is also faced by Indonesian students. That also becomes the similarity in this research. Anyhow, vowel sounds are an especially tricky part of English pronunciation because of how flexible and malleable they can be. Unfortunately, if the pronunciation is wrong, or the short and length of the pronunciation is wrong, it will change the meaning too. Therefore, the researcher was interested in analyzing mispronunciation in Indonesian students in pronouncing monophthong words and what causes them to make these mistakes.

Besides, there was also a difference between those two previous studies with current study. The difference between the two previous studies with this research is that those previous researchers did not use the interview method to find out why the objects of the study made mistakes in the pronouncing of monophthong words. So, in this study, the researcher conducted interviews about what are the causes that make them mispronounce. So that solutions will be found to overcome these problems.

The objects of this study were the students of Basic English Station or well-known as BEST. It is an English course located in Jombang, East Java, which is focused on students' speaking skill taught from the basic to master it. In this course the class divides into three major parts, namely beginner, intermediate and advance level. However, the researcher chose only the last stage students, namely advanced/TC level because the researcher expected that is the earlier study and longer period they learn, theoretically better result will be achieved.

RESEARCH METHODOLOGY

This research used qualitative design in which the data is in the form of document. Qualitative itself is concerned with the opinion, expression and feeling of individuals producing subject data. As stated by Arikunto (in Ninik, 2015: 6-7), a qualitative research does not test the hypothesis but only describes what is being seen, faced, observed and known. Specifically, it used case study. the researcher used documentation by recording the students' speaking and making a questionnaire to look for what causes the students' mispronounce monophthong words. The step of analysis were identifying, categorizing and validiting and evaluating.

FINDING AND DISCUSSION

In finding, the researcher presented the result conducted in detail that is about what kind of monophthong words are mispronounced by the students and the questionnaire about their incorrect pronunciation.

The table below is the transcription of students' mispronounced monophthong words. The researcher only noted mispronunciation and did not write words that are pronounced correctly. The following is a mispronounce transcription classification and how students pronounce these words incorrectly.

No.	Symbol	Word	Transcription	Participants	Mispronounce
		Short vowels			
1.	/ə/	Fisherman	/ˈfɪʃərmən/	P4	/ˈfɪʃərmen/
		Were	/wər/	P1	/wer/
		At	/ət/	P1	/et/
2.	/æ/	Catch	/kæt☐/	P4	/k☐☐/
3.	/e/	Ten	/ten/	P11	/thə/
				P12, P19	/Đen/
		Letter	/ˈletər/	P1	/ˈlɪter/
		Instead	/ɪnˈsted/	All the participants expect participant 8	/ɪnˈstɪd/
				P16	/ɪnˈsteɪd/
4.	/ɪ/	River	/ˈrɪvər/	P3, 6, 12, 13, 15, 16, 17, 18	/rʌɪver/
		Long vowels			
5.	/ɔ:/	Cost	/kɔ:st/	All the partisipants	/ko☐st/
6.	/u:/	Boot	/bu:t/	P1, 4, 7, 8, 9, 10, 11, 12, 14, 15, 17, 19, 20	/but/
		Threw	/☐ru:/	P1, 2, 4, 8, 9, 10, 14, 19, 20	/☐rew/
				P11	/☐ru/
7.	/i:/	Dreamed	/dri:md/	P1, 10, 13, 14, 15, 20	/drimd/
				P11	/dremd/

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		Piece	/pi:s/	P1, 4, 7, 8, 9, 10, 14	/pis/
				P11, 16	/pɪtʃ/
		Sea	/si:/	P1	/seɪ/
				P4, 9	/si/
				P11	/ʃaɪ/
		Each	/i:tʃ/	P1, 2, 3, 4	/itʃ/
8.	/ɜ/	Girl	/gɜrl/	P1, 4, 5	/gɜl/
				P2, 12	/grɪl/
				P3	/gɪl/
				P6, 13	/gel/

However, compared to short vowels, the most mispronunciation in long vowels which is a total of 16 errors, whereas for short vowels there are only 10 pronunciation errors. Therefore, it can be concluded that the students of BEST still mispronounced in some monophthong words.

Therefore, the researcher arranged some questions to find out why students make pronunciation error of those monophthong words.

1) The teacher gives example of how to pronounce monophthong words clearly. All of the students answered yes, in other words the tutors gave them example in pronouncing English words, including how to pronounce some monophthong words correctly.

The teacher doing repetition drill in teaching vocabulary.

All students of BEST also answered the same on the second question. It means that the teachers/tutors doing drilling in teaching English vocabularies.

2) I feel hard to remember when learning how to pronounce English words. Almost students answered yes, it means that they really feel hard to remember an English word, about how to pronounce it correctly. While the two students admitted that they were not difficult to remember how to pronounce English word correctly.

3) Learning pronunciation is not too important in learning English. As many as 9 students said that learning pronunciation in English was not important. While the other said that learning how to pronounce English word is really important.

4) I feel lazy to learn pronunciation.

Half of students answered yes for the last question. It means that they really feel lazy about learning pronunciation. They are less motivated and it drove them of being lazy in learning pronunciation.

Based on those students' answers, it can be concluded that their error pronunciation caused by their laziness or less motivation in learning English, as mentioned in Ahmadi (2011:78) it is including to personality or self-motivation in learning pronunciation. Non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control (Miller in Ahmadi:2008:78)

Those answers strengthen by the tutors answer in the questionnaire given, as following:

1) Is teaching pronunciation the hardest thing to teach?

All the tutors answered no. That means all the BEST tutors have mastered pronunciation material well.

2) Are the students less interested in learning pronunciation?

for the 5 tutors given the questionnaire, 3 of them answered yes, and the rest answered no. That means the source of the cause of the mispronunciation is from the students themselves who are lazy to learn and do not have the motivation to be able to speak English properly and correctly.

3) What's BEST's method for teaching pronunciation?

All the tutors answered drilling/repeating. Drilling or repeating is the method most widely used to teach pronunciation, but if the drilling method is taught in a monotonous way, it will certainly make students bored and lazy.

4) What's BEST's goal to improve the students' ability at speaking?

Their goal in improving the students' ability in speaking is they could speak English correctly. Thus, BEST has prepared everything about teaching pronunciation very well because their output is that their students can speak English correctly and fluently.

5) Are the students' hard to remember how to pronounce monophthong words?

One tutor answered yes, two tutors answered no, and two others answered sometimes. This means that when students get vocabulary that is a little difficult, they tend to have difficulty remembering how to pronounce it correctly.

CONCLUSION AND SUGGESTION
CONCLUSION
Based on the result that has been conducted, the researcher concluded that the students of Basic English Station (BEST) are still doing mispronunciation in pronouncing monophthong words. In short vowels of monophthong, some students mispronounced to these words; fisherman, were, at, catch, ten, letter,

instead and river. While in the long vowel sounds, the students also mispronounced in these words namely cost, boot, threw, dreamed, piece, sea, each and girl. Meanwhile, among those mispronounced words collected, the words *instead* and *cost* are the most mispronounced word. Two of them belong to short and long vowel sounds. The mispronunciation in words *instead* is due to the wrong pronunciation habit being /ɪn'stɪd/ while for the word cost students don't read the word becomes longer

SUGGESTION
The next researcher could apply another perspective about how the students could be corrected in pronouncing words to avoid mispronouncing to much

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