Analysis Of Phonological Errors In First Semester Students In Performing Self Introduction *A Case Study in Institute Level*

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Abstract.
Some problems have emerged related to the phonological errors made by the first semester students in delivering their speaking performance. This research is intended to analyze the phonological error in the first semester students in performing self-introduction. This study used qualitative research method particularly in terms of English phonology that focus on observing and analyzing the observation of English-speaking skill. In this research, the collected data were in the form of transcripts of the video-recorded performance that performed by the subjects of research. It is concluded that most students showed several phonological errors in pronouncing some words. All students of the first semester have successfully performed their self-introduction fluently and accurately based on the basic self-introduction pattern. The result of the study showed that the emergence of various variations in the accuracy of phonology is mainly due to the previous educational background and the students' current efforts in learning language. However, most students of first semester did phonological errors in pronouncing several words. In order to speak English fluently and accurately, it is expected that the students learn about English phonology well by considering the appropriate place of articulation and manner of articulation.

Keywords: Analysis, Phonology, Language, Students.

A. BACKGROUND

It is undeniable that the existence of language as means of communication playing essential role in our everyday lives. Considering the role of the existence of language in life, it can be declared that there is no human without language (Program et al., n.d.)). In reference with the research conducted by (Amelia Banik, 2017) said that language as a means of communication serves as a tool to work together and convey one's intentions, desires, or feelings, in addition; language is an essential medium of communication both oral and written forms.

All languages adapt to meet the changing contexts and needs of their speech communities, moreover; often languages change as a result of contact with other languages and their cultures, so language change reflects the social, political, military history of a speech community. A language may experience little change for many generations and then undergo dramatic changes in the course of just a few lifetimes. Especially physiological, cognitive, and social forces motivate the language change (Fasold

& Connor-Linton, 2006). The ability to speak in any language is an essential skill because speaking is the most commonly used skill done during communication (Juliansyah, 2018). Faidah & Muyassaroh (2018) stated that language is one of the most critical aspects in communication and cannot be separated from our daily activities. Speaking is a two-way, active, creative, cooperative, communicative and interactive process of building and sharing meaning between speakers and listeners which involves thoughts, emotions, and surely productive and receptive skills. In reference with Hornby (2005) defines speaking as speaking about something and conversing with each other.

Based on what stated above, in order to communicate well, language must be learnt well, as speakers of the language must have two competencies: language competence and communicative competence (Andresti Wiladati et al., 2014). Furthermore, language competence is knowledge about something abstract, which consists of knowledge of rules, parameters or principles, and configurations of language systems (Bruce & Eriksson, 1998). Meanwhile, linguistic competence is grammatical knowledge that is in the mental structure behind the language. Communicative competence is the ability to apply the grammatical rules of a speech to form correct sentences and knows when, where, and to whom the sentences were spoken (Ulfa, 2017). Through communicative competence, a person can convey and interpret a message or negotiate to mean

interpersonal in a specific context (Sartini, 2012).

Languages have different accents; they are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. The word 'accent' is often confused with dialect. It refers to a variety of language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar, and word-order. Nevertheless, differences of accent, on the other hand, are pronunciation differences only (*Phonology Book.Peter Roach*, n.d.). Ladefoged (1975) defines phonology as a system and form of sound in a language. The branch of phonology that examines sound formation systems, the delivery and reception of language sounds is called phonetics (Kridalaksana, 2008). (Wayan et al., 2017) stated that generative phonology is a phonological development initiated by Chomsky and Halle in 1968. In reference with the research conducted by (Jenkins, 2000), this kind of phonology focuses on the phonological processes of a language. Simply, the important thing is this generative theory studied the language at the level of grammar. This theory can be applied at the phonological level in its development (Yuliati & Unsiah, 2018). Based on generative theory, which   is discussed in generative phonology, the system of rules related to sound   and   meaning,   the   phonetic representation of a language, the process of sound changes,   and   the   assumptions   that

underlie sound changes (Mulyaningsih, 2014). Some problems have emerged related to the phonological errors made by the first semester students in delivering their speaking performance, especially in delivering self-introduction. This research is intended to analyze the phonological error in the first semester students in performing self-introduction.

B. RESEARCH METHOD

This study used qualitative research method particularly in terms of English phonology that focus on observing and analyzing the observation of English-speaking skill, especially by the first semester students at Institute Markandeya Bali. In this research, the collected data were in the form of transcripts of the video-recorded performance that performed by the subjects of research. The subject of the research were ten students of the first semester at Institute Markandeya Bali. As one of the key characteristics of qualitative study, this study used direct data collection in collecting the data. In collecting the data of the study, there are some methods used namely 1) video-recording; 2) note-taking. Furthermore, observation was conducted to obtain the data by listening to the participants. The researcher also recorded all the data that occurred, specifically when ten students of first semester did self-introduction.

Video-recording activity was done to gather primary data by means of a video-recorder. Moreover, the process of video-recording was done when the researcher recorded ten first semester students' performance when they were instructed to introduce themselves. Later after recording process, the video-data recorded were transcribed into data transcriptions.

According to Fraenkel & Wallen (1993:422) state that one of the characteristics of qualitative research is that the natural setting is the direct source of data, and the researcher is the key instrument in qualitative research. In addition, the researcher was the main instrument that used some resources of data collection those are pen, notebook, and video-recorder.

In this study, the researcher used (*Milesandhuberman1994*, n.d.) procedures of data analysis that explain as follows. Firstly, in data collection, the researcher collected the data. The data were collected by recording the first semester students' performance when they were instructed to introduce themselves. The researcher also took notes during the students' performance. The recorded data of the first semester students' performance was transcribed. Secondly, data reduction. Here, the researcher transcribed all the recorded data into written transcription and analyzed the data based on International Phonetic Alphabet (IPA) by (Smith, 2000). Thirdly, data display. In this stage, the researcher organized the data for the analysis of research questions. Other important point is that the records of the notes were also related to the data display. Based on what stated above, after displaying the data, the researcher did data analysis by identifying

and analyzing the first semester students' performance when they did introduce themselves. Finally, in the conclusion step, the researcher did interpretation and drawn some conclusion on data. In reference to Fraenkel & Wallen (1993:427) state that a qualitative researcher who is observing the ongoing activities of students' speaking performance, for example, is likely to write up not only what the researcher listens but also the interpretations of those observations. It is undeniable that some interpretation and conclusion are drawn as the conclusion step in this research.

C. FINDINGS AND DISCUSSIONS

In order to know whether the pronunciation is correct or not, the researcher used International Phonetic Alphabet by (Smith, 2000) as a guideline. Vowel and consonant sounds that appear based on observations of data obtained are as follows. Generally, the basic self-introduction consists of greetings, asking permission for introducing self, stating name, nickname, address, age, hobbies, favorite food and drink, and ended by saying thank you. Nevertheless, this formula is not always like this, some students tried their best not to be monotonous but prefer to do out of the box self-introduction. The researcher found several phonological errors in student A while performing self-introduction in English. This student started his introduction by saying 'hello, everyone. Let me introduce myself to you. My name is A but my close friends

usually call me, I don't know why they call me like that.' Here, the researcher listened to student's speaking performance and found some phonological errors. The first student pronounced the word "call" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary, the word "call" should be pronounced as /ko:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Again, for the word 'call', the student pronounced it as /kal/. Meanwhile, the vowel sound here should be back open mid [o]. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Moreover, the word 'don't' should be pronounced with -th sound at the end of the word. Here, the word 'don't' is classified as alveolar plosive voiced [d], back open mid, alveolar nasal voiced [n], and ended by dental fricative voiceless. The researcher realized that the problematic part of this student's pronunciation was the word 'call' itself. This phonological error repeated again. For the third time, the student pronounced the same word with incorrect pronunciation. Here, the vowel sound here should be back open mid [o]. The word 'call' consists of palatal plosive voiceless [c], back open mid, and alveolar lateral-approximant voiced [l]. Normally, in order to end the self-introduction, people will say such things like 'that's all about myself and thank you for your kind attention'. When student A closely ended the self-introduction,

the student pronounced the word 'think' as /ting/ when the researcher tried to write down the pronunciation in phonemic transcription. The correct pronunciation based on Oxford Learner's Pocket Dictionary by Bull (2008); it should be begun by '-th' sound in the phonemic transcription. The word 'thank' is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k]. Furthermore, the word 'all' not pronounced as /al/ but /o:l/. The word 'all' consists of back open mid vowel sound and alveolar lateral-approximant voiced [l]. In addition, when the student pronounced the word 'thank', it sounds like /teng/ in the phonemic transcription. Meanwhile, the correct one should be begun with '-th' sound and closed by voiceless sound again. The word 'thank' is classified as dental fricative voiceless, front near open vowel, velar nasal voiced, and ended by velar plosive voiceless [k].

On the other hand, student B had good fluency in speaking English, however made around eighteen mistakes in pronunciation. The researcher found several phonological errors in student B while performing self-introduction in English. This student started his introduction by saying 'hello, everyone. Let me introduce myself to you. My name is B. I lived in NG village. I have a……….a what am I saying, a …….. I don't know. My hobbies are playing guitar and music.' Here, the researcher listened to student's speaking performance and found some phonological errors. In addition, when the student

pronounced the word 'village', it sounds like /vileig/ in the phonemic transcription. The word 'village' is classified as labiodental fricative voiced [v], near front near front vowel sound [I], alveolar lateral-approximant voiced [l], near front near front vowel sound [I], and ended by palatal fricative voiced consonant sound. Next, this student did mispronunciation when it came to words 'don't know'. Moreover, the word 'don't' should be pronounced with -th sound at the end of the word. Here, the word 'don't' is classified as alveolar plosive voiced [d], back open mid, alveolar nasal voiced [n], and ended by dental fricative voiceless consonant sound. In addition, the word 'know' is classified as alveolar nasal voiced [n], central mid vowel sound, and ended by near back near close vowel sound. Furthermore, the word 'music' consists of bilabial nasal voiced [m], palatal approximant voiced [j], back close vowel sound, alveolar fricative voiced [z], near front near close vowel sound [I], and ended by velar plosive voiceless [k]. After the student B talked about where does he come from, the student continued to speak about his favorite food and beverage, saying thank you, saying his favorite music genre, and finally came to the end of the self-introduction by saying thank you. In half of self-introduction, the researcher found at least 15 pronunciation mistakes, here the student B said, "My favorite food is noodle and fried chicken. Thank you. One thing about music. My favorite music genre like rock, classic rock, hard rock. I'm sorry to Miss, because this

introduction so weird. I have no idea. Thank you." The word 'favorite' was pronounced as /p/ sound rather than /f/ sound. There were several mistakes in pronouncing the word 'favorite', 'food', 'noodle', 'fried', 'chicken', 'thank', 'thing', 'music', 'genre', 'hard', 'weird', and 'thank' done by student B. In the phonemic transcription, student B pronounce those words like /feiverit/, /fu:t/, /na:dl/, /pred/, /ciken/, /teng/, /ting/, /musik/, /genre/, /hart/, /weird/, and again /teng/. Based on International Phonetic Alphabet 2018, student B's pronunciation was still inappropriate. The word 'favorite' is classified as labiodental fricative voiceless [f], then followed by diphthong [e] and [I] front close mid and near front near close vowel sound, labiodental fricative voiced [v], central mid vowel sound, alveolar trill voiced [r], near front near close vowel sound [I], and ended by consonant sound which is alveolar plosive voiceless [t]. Also, the word 'food' consists of as labiodental fricative voiceless [f], then followed by back close vowel sound, and finished by consonant sound which is alveolar plosive voiced [d]. In addition, the word 'noodle' is classified as alveolar nasal voiced [n], back close vowel sound, alveolar plosive voiced [d], and ended by alveolar lateral-approximant voiced [l]. The word 'fried' is structured by labiodental fricative voiceless [f], then followed by alveolar trill voiced [r], front close mid vowel sound, and ended by alveolar plosive voiced [d]. Meanwhile, the word 'chicken' is structured by palatal fricative voiceless consonant sound, near front

near close vowel sound [I], velar plosive voiceless [k], near front near close vowel sound [I], and ended by consonant sound [n] which is categorized as alveolar nasal voiced. In addition, when the student pronounced the word 'thank', it sounds like /teng/ in the phonemic transcription. Meanwhile, the correct one should be begun with '-th' sound and closed by voiceless sound again. The word 'thank' is classified as dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k]. next, the word 'thing' is classified as dental fricative voiceless, near front near close vowel sound [I], and ended by velar nasal voiced. Meanwhile, the word 'favorite' is classified as labiodental fricative voiceless [f], then followed by diphthong [e] and [I] front close mid and near front near close vowel sound, labiodental fricative voiced [v], central mid vowel sound, alveolar trill voiced [r], near front near close vowel sound [I], and ended by consonant sound which is alveolar plosive voiceless [t]. Furthermore, the word 'music' consists of bilabial nasal voiced [m], palatal approximant voiced [j], back close vowel sound, alveolar fricative voiced [z], near front near close vowel sound [I], and ended by velar plosive voiceless [k]. The word 'genre' is structured by postalveolar fricative voiced consonant sound, back open vowel sound, alveolar nasal voiced [n], alveolar trill voiced [r], and ended by central mid vowel sound.

After that, the word 'hard' is structured by glottal fricative voiceless consonant sound

[h], back open vowel sound, and alveolar plosive voiced consonant sound [d]. Furthermore, for the word 'weird' is pronounced incorrectly by the student B. the word 'weird' consists of velar approximant voiced, then followed by a diphthong which is near front near close vowel sound [I] and central mid vowel sound, and ended by alveolar plosive voiced consonant sound [d]. Next, the word 'idea' is structured by a diphthong which is front open vowel sound and near front near close vowel sound [I], alveolar plosive voiced consonant sound [d], and then followed by near front near close vowel sound [I], and ended by central mid vowel sound. And the last one, the word 'thank' is classified as dental fricative voiceless, front near open vowel sound, velar nasal voiced, and ended by velar plosive voiceless [k].

Surprisingly, student C which is the third student here had good fluency, good accuracy, and remarkable pronunciation in speaking English, in this case performing self-introduction. The researcher did not find any phonological errors in student C while performing self-introduction in English. This student started her introduction by saying 'hello, everyone. Let me introduce myself to you. My name is C. then, talking about her family members, hobbies, favorite food and drink, and also talked about her study, she spoke so fluently and accurately.

In general, the basic self-introduction consists of greetings, asking permission for introducing self, stating name, nickname, address, age, hobbies, favorite food and drink, and ended by saying thank you. The researcher found several phonological errors in student D which is the fourth student while performing self-introduction in English. This student started his introduction by saying 'hello, everyone. Let me introduce myself to you. My name is D. The fourth student pronounced the word "call" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary by Bull (2008), the word "call" should be pronounced as /ko:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Furthermore, the fourth student pronounced the word 'live' as 'lip' with voiceless sound at the end. The word 'live' is structured by alveolar lateral-approximant voiced [l], near front near close vowel sound [I], and ended by bilabial plosive voiceless consonant sound [p]. Next, the word 'successful' is classified as alveolar fricative voiceless [s], central mid vowel sound, velar plosive voiceless [k], alveolar fricative voiceless [s], front close mid vowel sound, alveolar fricative voiceless [s], labiodental fricative voiceless [f], back close vowel sound, alveolar lateral approximant voiced [l]. and the last one, the word 'all' is classified as back open mid vowel sound and ended by alveolar lateral approximant voiced [l].

Furthermore, the researcher only found two phonological errors in student E. The fifth student did phonological errors in

pronouncing the word 'call' and 'thank' while performing self-introduction in English. The fourth student pronounced the word "call" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary by Bull (2008), the word "call" should be pronounced as /ko:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. In addition, the word 'thank' is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k].

Meanwhile, student F also did amazing self-introduction performance. This sixth student had good fluency, good accuracy, and very good pronunciation in speaking English. The researcher did not find any phonological errors in student F while performing self-introduction in English. This student started her introduction by saying 'hello, everyone. Let me introduce myself to you. My name is F. then, talking about her family members, hobbies, favorite food and drink, and also talked about her study, she spoke so fluently and accurately.

Furthermore, the researcher only found one phonological error in student G. The seventh student did phonological error in pronouncing the word 'thank' while performing self-introduction in English. Based on International Phonetic Alphabet by Smith (2000), the word 'thank' is classified as dental fricative voiceless, near front near close

[I], velar nasal voiced, and ended by velar plosive voiceless [k].

Moreover, both student H and student I the researcher only found two phonological errors in their speaking performance. The eighth and ninth student did phonological errors in pronouncing the word 'call' and 'thank' while performing self-introduction in English. The students pronounced the word "call" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary by Bull (2008), the word "call" should be pronounced as /ko:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Based on International Phonetic Alphabet by Smith (2000), the word 'thank' is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k].

Finally, the tenth student showed three phonological errors while performing self-introduction observed by the researcher. The last student did phonological errors in pronouncing the word 'call', 'thank' and 'English' while performing self-introduction in English. The word 'English' is structured by near front near close vowel sound, velar nasal voiced consonant sound, velar plosive voiced [g], alveolar lateral approximant voiced [l], near front near close vowel sound, post alveolar fricative voiceless consonant sound. The student pronounced the word "call" by pronouncing /ka:l/. Based on Oxford

Learner's Pocket Dictionary by Bull (2008), the word "call" should be pronounced as /kɔ:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Based on International Phonetic Alphabet by Smith (2000), the word 'thank' is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k].

Based on analysis and description above, all students of the first semester have successfully performed their self-introduction confidently. Considering the fluency and accuracy, the students showed their best performance based on the basic self-introduction pattern. Generally, the basic self-introduction consists of greetings, asking permission for introducing self, stating name, nickname, address, age, hobbies, favorite food and drink, and ended by saying thank you. The result of the study showed that the emergence of various variations in the accuracy of phonology is mainly due to the previous educational background and the students' current efforts in learning language. Another factor that influences the phonological mastery on the students is the stimulus from the family and the surrounding environment. However, most students have difficulty in pronouncing several words such as 'call', 'thank', 'successful', and 'English'. These phonological errors occurred among the students of the first semester. The word

'English' is structured by near front near close vowel sound, velar nasal voiced consonant sound, velar plosive voiced [g], alveolar lateral approximant voiced [l], near front near close vowel sound, post alveolar fricative voiceless consonant sound. The student pronounced the word "call" by pronouncing /ka:l/. Based on Oxford Learner's Pocket Dictionary by Bull (2008), the word "call" should be pronounced as /kɔ:l/ if the researcher wanted to write down that sound into the phonemic transcription. The word 'call' consists of velar plosive voiceless [k], back open mid, and alveolar lateral-approximant voiced [l]. Based on International Phonetic Alphabet by Smith (2000), the word 'thank' is classified as dental fricative voiceless, near front near close [I], velar nasal voiced, and ended by velar plosive voiceless [k]. In order to speak English fluently and accurately, it is expected that the students learn about English phonology well by considering the appropriate place of articulation and manner of articulation.

D. CONCLUSION

Based on what stated above, it is concluded that most students showed several phonological errors in pronouncing some words. All students of the first semester have successfully performed their self-introduction confidently. Considering the fluency and accuracy, the students showed their best performance based on the basic self-introduction pattern. Generally, the basic self-introduction consists of greetings, asking

permission for introducing self, stating name, nickname, address, age, hobbies, favorite food and drink, and ended by saying thank you. The result of the study showed that the emergence of various variations in the accuracy of phonology is mainly due to the previous educational background and the students' current efforts in learning language. Another factor that influences the phonological mastery on the students is the stimulus from the family and the surrounding environment. However, most students have difficulty in pronouncing several words such as 'call', 'thank', 'successful', and 'English'. These phonological errors occurred among the students of the first semester. In order to speak English fluently and accurately, it is expected that the students learn about English phonology well by considering the appropriate place of articulation and manner of articulation.

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