An Error Analysis Of Undergraduate Students' English Pronunciation

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Abstract

English Pronunciation error cannot be underestimated. Especially for students who majoring English in Higher Education. Thus, the purpose of this research was to find out the types of pronunciation Error which were consonant and vowel sounds made by the second semester students of English Education Department of Megarezky University based on surface strategy taxonomy and the dominant errors between vowels and consonants. The research design was descriptive qualitative with a focus on pronunciation errors. The result of this study indicate that there were 70 errors made by the second semester students while reading aloud an english short text. It was found 37 errors on pronouncing vowels (52.85%) and 33 errors on pronuncing consonants (47.14%) in the linguistics category. While, there were 5 omission errors (7.14%), 8 addition errors (11.42%), 48 misformation errors (68.57%), and 9 misordering errors (12.85%) in the surface strategy taxonomy. It can be concluded that the pronunciation errors were made by the second semester students of English Education Department of Megarezky University namely, pronunciation and errors based on linguistic catogery taxonomy is a misformation errors.

Keywords: Error Analysis, Pronunciation Error, Surface Strategy Taxonomy, Linguistic Category

INTRODUCTION

Language is a fundamental aspect of human being. Humans can share their ideas through language (Sujarwo et al., 2022). Moreover, English is one of the languages that is mostly used in many sectors of human life. Such as education, economics, technology, etc. Due to the differences sounds of English, pronunciation

is one of the most important aspects of speaking English with each other (Respita et al., 2022). Pronunciation is the way we use the same speech organs to make sounds in a particular way. In addition, Visoni & Marlina (2020) claimed that "an understandable or appropriate manner to use a language is through pronunciation. It means that English learners should have a basic understanding of how the language is supposed to sound.

Meanwhile, the pronunciation features of English and Indonesian are slightly different. Some English vowels and consonants (phonemes) are not present in Indonesian (Astutik 2017). Some phonemes are missing from Bahasa Indonesia, which could cause additional confusion among students. Due to the absence of the phonemes /ð/, / θ/, and /ʒ/ in Bahasa Indonesia, it may be difficult for Indonesian learners to pronounce words like them /ðem/, think /θiŋk/, and vision /vɪʒn/ (Suciati & Diyanti, 2021). Therefore, the diversity of pronunciation characteristics, especially in the level of vowels and consonants, of each ethnic group in the world is a problem that causes students difficulty in learning English Pronunciation. It can be said that those who learn English must be familiar with both vowel and consonant sounds to make proper English pronunciation, and it is crucial to understand that each language has its own sound system.

In many cases, even though Indonesian students have studied English in school or college for years, many of them still struggle to pronounce English words, particularly vowel and consonant sounds. It occurs for some reasons, including mother tongue interference, speech organ malfunction, and slips of the tongue. When students commit errors in pronouncing a foreign language, such as English, the most common errors involve in vowels and consonants (Marsuki, 2021). Learning to pronounce certain words can be challenging in some situations. As a result, some of these issues commonly occur in mispronunciations because of the first language (Almuslimi, 2020).

Based on the preliminary observation, the researcher asked second-semester students of the English Education department at Universitas Mgarezky to read out loud a long English text. Many of the students still had difficulty pronouncing English vowels and consonants, and the researcher discovered that several students had difficulty articulating English sounds. The majority of understudies, for example, pronounce "measure" as /meʃur/ or /'meʃər/ rather than /'meʒər/.

Furthermore, being an English instructor it is critical to have a clear overview of the different types and sources of learner's errors. Even when a learner makes an error, they occasionally choose to ignore it. There, the instructor must determine what error the learners have made and can also determine why the learners make the error to make them more understanding about what they should learn from their mistake or error. Error analysis can be used to determine the language learner's error.

Error analysis is a process used to recognize, categorize, interpret, or otherwise describe errors made by anyone speaking or writing in English (Kharmilah & Narius, 2019). Moreover, Ellis & Krashen in Soe, (2021) explained "Error analysis is a set of techniques for locating, describing, and explaining learner errors." Furthermore, the two primary objectives of error analysis are to identify learners' errors and explain

these errors (Wheelock, 2016). Dulay, Burt & Krashen, (1982) mentioned that error can be analyzed based on surface strategy and linguistic category taxonomies. At the same time, the reasons for committing errors should also be analyzed to solve the problem encountered by the students.

Based on the issues above, the researcher is interested in conducting research on error analysis entitled "An Error Analysis of Undergraduate Students' English Pronunciation," and the subject of this research was the second semester students of the English Education Department at Megarezky University.

However, the researcher decided to carry out the research at Universitas Megarezky for two reasons: First, the location made it simple for the researcher to gather samples and conduct research. Another reason is that new students frequently mispronounce words, especially after reading long English texts out loud. Therefore, the objective of the research were:

a. To find out the types of errors in English pronunciation produced by the second semester students of the English Education Department at Megarezky University and

b. To know the dominant errors in pronouncing vowel and consonant sounds that are produced by the second semester students of the English Education Department at Megarezky University.

METODE

This research was conducted by using a descriptive qualitative approach. As stated by Creswell & Creswell (2017), a descriptive qualitative research approach enables and provides information to the researcher about the life experiences and thoughts of the participants. The descriptive study was applied to examine the phenomenon of errors that are viewed objectively or naturally. This approach used to be a systematic and intensive data collection process to acquire knowledge about error analysis in the pronunciation of the second semester students of the English Education Department of Megarezky University.

Subject

The subject of this research was the second-semester students of the English education department at Megarezky University, which consists of eleven students from five males and six females. Purposive sampling had been used by the researcher as a sampling technique to choose the sample. The sample of this study was five students in the second semester of the English education department at Megarezky University who are chosen according to some criteria. They had passed the pronunciation class in the first semester and took the field of pronunciation class, namely phonetics and phonology in the second semester, who were recommended by the lecturer, and supported this research.

Instrument of The Research

The data of this research was collected using some instruments. In qualitative research, the researcher used the instrument that selected the informant as the source of data, collected the data, analyzed the data, and drew conclusions based

on research findings (Sugiyono, 2016). Furthemore, researchers collected available data using research instruments namely tests, questionnaires, interviews, and even observation (Atmowardoyo, 2018). In this research, the researcher collected the data using the following instruments:

a. Observation

All research derived from observation. For this instance, the researcher followed the learning process of the second semester students of the English education department at Universitas Megarezky and the researcher made a checklist of observations. The researcher has observed that the teaching and learning process takes place to collected data from the students

b. Test

The test was oral. The researcher asked the students to read aloud an English text. The reading text had been chosen as the instrument in the research because it has been widely used for phonetic and phonology research (Deterding in Shak et al., 2016). The student's voice was recorded by the researcher.

c. Documentation

Documentation was the act of preparing the result to make the data more reliable, the researcher took some documentation as the data in this section by taking pictures and recording sound or performances for later reproduction or broadcast.

Procedure of the Research

Furthermore, the process of processing data analysis begins with compiling, grouping, analyzing and interpreting data in patterns and the relationship between concepts. Ellis (1994) mentioned that error analysis research follows some procedures. These are the procedures in analyzing data: (1) Sample collection of a learner language, (2) Identifying errors, (3) Describing errors, (4) Explaining errors. In this stage, the researcher had selected 5 students of the second-semester of English education department at Megarezky University as the sample. After that, they had been giving an oral test in collected the data. The next stage was the researcher selected the American English pronunciation standard when tried to identify the error. Online Digital Dictionary namely Oxford American Dictionary represented as the researcher's reference for the corrected English pronunciation. After that, the researcher determined whether the data collected contains errors or not. If there was a mistake, it needs to be taken out of the analysis. Then classify the data according to the error. The analysis of errors was the final step in determining; the first, the types of error based on the surface strategy taxonomy in linguistics category (phonology) whether there was omission, addition, misformation, or misordering. The second, describing the dominant error of vowel and consonant sounds. This stage outlines the errors. Thus, all of the errors that produced by the students had been explained based on the data. In this research, data triangulation had used by the researcher to verify the data. Triangulation means that the researcher uses data from a variety of sources applying a variety of methods (Mayer, 2016). After conducting a test, the researcher collected the data by identifying each code corresponding to their pronunciation errors.

RESULT FINDING

According to the result of of the data analysis, the researcher found the second-semester students of theEnglish Education Department of Megarezky University made 70 pronunciation errors on reading aloud an English short text.

Types of pronunciation error made by the students

Dulay, Burt & Karshen (1982) mentioned four types of errors based on surface strategy taxonomy that can be used in analyzing pronunciation errors they are omission, addition, misformation, and misordering. Based on the result, the researcher found several types of errors in pronunciation made by the students.

a. Omission Error

Table 1
Types of Omission Error Made by the Students

No	Students	Words	Mispronounce	Vowels	Consonants	Omission Error
1	S1 (AK)	/**h**ʊ/ (who)	/wʊ/	-	1	**1**
		/ˈʃɔrtli/ (Shortly)	/sorly/	-	1	
2	S2 (PP)	/**h**ʊ/ (who)	/wʊ/	-	1	**3**
		/ˈʃ**ɛ**pərd/ (Sheperd)	/ˈspərd/	1	-	
3	S3 (FY)	/kən̩ˈsidərəbəl/ (considerable)	/kɔnˈsɪdrəbel/	1	-	**1**
4	S4 (MJ)	-	-	-	-	**-**
5	S5 (HA)	-	-	-	-	**-**
		Total of Error		2	3	**5**
		Percentage %				**7.14%**

Table 1 outlines the findings of a research study, indicating that 5 omission errors (7.14% of total errors) were identified among the students. These errors were attributed to three students, labeled as S1, S2, and S3. S1 made a single omission error involving the consonant /h/ when pronouncing "who" as /wʊ/ instead of /hʊ/. Subsequently, S2 was noted to have made three omission errors, involving consonants /h/ and /ʃ/, and a vowel /ɛ/, mispronouncing "who" as /wʊ/, "shortly" as /sorly/, and "shepherd" as /ˈsip/. Lastly, S3 made one omission error, mispronouncing the vowel /ə/ in "considerable" as /kɔnˈsɪdrəbel/ instead of /kənˈsidərəbəl/.

b. Addition Error

Table 2
Types of Addition Error Made by the Students

No	Students	Words	Mispronounce	Vowels	Consonants	Addition Error
1	S1 (AK)	/f**u**ld/ (fooled)	/fɔled/	1	-	**1**
2	S2 (PP)	-	-	-	-	**-**
3	S3 (FY)	/li**d**l/ (little)	/ˈlaɪtl/	-	1	**3**
		/kəmˈpl**eɪ**nd/ (complained)	/komˈplaɪnɪd/	1	-	
		/f**u**ld/ (fooled)	/fɔled/	1	-	
4	S4 (MJ)	/kəmˈpl**eɪ**nd/ (complained)	/komˈplaɪned/	1	-	**3**
		/dɪˈs**i**vɪŋ/ (deceiving)	/ˈdɪˈseɪvɪŋ/	1	-	
		/f**u**ld/ (fooled)	/fɔled/	1	-	
5	S4 (HA)	/kəmˈpl**eɪ**nd/ (complained)	/komˈplaɪnɪd/	1	-	**1**
		Total of Error		7	1	**8**
		Percentage %				**11.42%**

Table 2 presents the addition errors observed among the students in the research, accounting for 11.42% of total errors. These errors were attributed to five students: S1, S2, S3, S4, and S5. S1 made one addition error involving the vowel /ʊ/, pronouncing "fooled" as /fɔled/ instead of /fuld/. Additionally, S3 exhibited three errors, including one in the consonant /d/ in "little," pronounced as /ˈlaɪtl/ instead of /lidl/, and two in vowels /e/ and /ʊ/ in "complained" and "fooled," respectively. S4 made three addition errors in vowels /e/, /i/, and /ʊ/, mispronouncing "complained," "deceiving," and "fooled." Lastly, S5 made one addition error in the vowel /e/ in "complained."

c. Misformation Error

Table 3
Types of Misformation Error Made by the Students

No	Students	Words	Mispronounce	Vowels	Consonants	Misformation Error
1	S1 (AK)	/θɔ**t**/ (thought)	/θɔg/	-	1	**14**

Halaman |

No	Students	Words	Mispronounce	Vowels	Consonants	Misformation Error
		/liˈd̲l/ (little)	/ˈlɪtl/	-	1	
		/ˈiˈv̲ən/ (even)	/ˈifən/	-	1	
		/truˈθ̲/ (truth)	/trut/	-	1	
		/ˈkæʒ̲əwəli/ (casually)	/ˈkæʃəwəli/	-	1	
		/ˈvɪlɪd̲ʒ̲/ (village)	/ˈvɪlɪs/	-	1	
		/fj̲u/ (few)	/few/	-	1	
		/w̲əns/ (once)	/ɔns/	-	1	
		/ɪ̲kˈsaɪtmənt/ (excitement)	/ekˈsɪtmənt/	1	-	
		/plæ̲n/ (plan)	/plen/	1	-	
		/kə̲nˈsidərəbəl/ (considerable)	/kɔnˈsɪdərəbəl/	1	-	
		(/wʊ̲lf/) (wolf)	/wolf/	1	-	
		/ˈʃɛ̲pərd/ (shepherd)	/ˈʃipərd/	1	-	
		/ˈkɔ̲lɪŋ/ (calling)	/ˈkelɪŋ/	1	-	
2	S2 (PP)	/θɔt̲/ (thought)	/θɔg/	-	1	9
		/liˈd̲l/ (little)	/ˈlɪtl/	-	1	
		/twaɪs̲/ (twice)	/twaɪʧ/	-	1	
		/ˈkæʒ̲əwəli/ (casually)	/ˈkæʃəwəli/	-	1	
		/ˈvɪlɪd̲ʒ̲/ (village)	/ˈvɪleg/	-	1	
		/fj̲u/ (few)	/few/	-	1	
		/plæ̲n/ (plan)	/plen	1	-	
		/wʊ̲lf/	/wolf/	1	-	

No	Students	Words	Mispronounce	Vowels	Consonants	Misformation Error
		(wolf)				
		/dɪˈsivɪŋ/ (deceiving)	/ˈdɪˈsevɪŋ/	1	-	
3	S3 (FY)	/θɔt/ (thought)	/θɔg/	-	1	**10**
		/lidl/ (little)	/ˈlɪtl/	-	1	
		/twaɪs/ (twice)	/twaɪʧ/	-	1	
		/waɪz/ (wise)	/waɪs/	-	1	
		/ˈkæʒəwəli/ (casually)	/ˈkæʃəwəli/	-	1	
		(/ˈækʧuəli/) (actually)	/ˈæktuəli/	-	1	
		/fju/ (few)	/feu/	-	1	
		/wəns/ (once)	/ɔns/	-	1	
		/plæn/ (plan)	/plen/	1		
		/wʊlf/ (wolf)	/wolf/	1		
4	S4 (MJ)	/θɔt/ (thought)	/θɔg/	-	1	**7**
		/wəns/ (once)	/ɔns/	-	1	
		/ɪkˈsaɪtmənt/ (excitement)	/ekˈsaɪtmənt/	1	-	
		/plæn/ (plan)	/plen/	1	-	
		/kənˈsidərəbəl/ (considerable)	/konˈsɪdərəbəl/	1	-	
		/wʊlf/ (wolf)	/wolf/	1	-	
		/ˈkɔlɪŋ/ (calling)	/ˈkelɪŋ/	1	-	
5	S5 (HA)	/θɔt/ (thought)	/θɔg	-	1	**8**
		/lidl/ (little)	/ˈlɪtl/	-	1	
		/ˈivən/	/ˈifən/	-	1	

Halaman |

No	Students	Words	Mispronounce	Vowels	Consonants	Misformation Error
		(even) /ɪkˈsaɪtmənt/ (excitement)	/ekˈsaɪtmənt/	1	-	
		/plæn/ (plan)	/plen/	1	-	
		/wʊlf/ (wolf)	/wolf/	1	-	
		/ˈʃɛpərd/ (shepherd)	/ˈʃipərd/	1	-	
		/ˈkɔlɪŋ/ (calling)	/ˈkəlɪŋ/	1	-	
	Total of Error			21	27	**48**
	Percentage %					**68.57%**

Table 3 illustrated 48 misformation errors (68.57% of total errors) among the students, involving S1, S2, S4, and S5. S1 made 14 errors in consonants and vowels, including mispronunciations of "though," "little," and "considerable." S2 exhibited 9 errors, predominantly in consonants, and vowels such as "twice" and "deceiving." Additionally, S3 displayed 10 errors, notably in consonants like "thought" and "twice." S4 showcased 7 errors, primarily in vowels and "thought" and "calling." Finally, S5 demonstrated 8 errors, including misformations of "even," "wolf," and "shepherd." These findings underscore areas for pronunciation refinement among the students.

d. Misordering Error

Table 4
Types of Misordering Error Made by the Students

No	Students	Words	Mispronounce	Vowels	Consonants	Misordering Error
1	S1 (AK)	/twaɪs/ (twice)	/twɪs/	-	1	**4**
		waɪz/ (wise)	/wɪse/	-	1	
		/kəmˈpleɪnd/ (complained)	/komˈpleneid/	1	-	
		/dɪˈsivɪŋ/ (deceiving)	/ˈdɪˈvisɪŋ/	1	-	
2	S2 (PP)	/ɪkˈsaɪtmənt/ (excitement)	/ekˈstɪmənt/	1	-	**2**

No	Students	Words	Mispronounce	Vowels	Consonants	Misordering Error
3	S3 (FY)	/kənˈsidərəbə/ (considerable)	/kɔnˈsɪdrəbli/	1	-	**1**
		/ɪkˈsaɪtmənt/ (excitement)	/ekˈsɪtɪmənt/	1	-	
4	S4 (MJ)	-	-	-	-	-
5	S5 (HA)	/kənˈsidərəbəl/ (considerable)	/kɔnˈsɪrdəbəl/	1	-	**2**
		/dɪˈsivɪŋ/ (deceiving)	/ˈdɪˈvisɪŋ/	1	-	
	Total of Error			7	2	**9**
	Percentage %					**12.85%**

Table 4 outlines 9 misordering errors (12.85% of total errors) identified among students S1, S2, S3, and S5. S1 made 4 errors, including misplacements of consonants and vowels in words like "twice" and "complained." S2 demonstrated 2 errors primarily involving vowel misorderings in "excitement" and "considerable." S3 exhibited 1 error in vowel ordering in "excitement." Finally, S5 showcased 2 errors in vowel orderings in "considerable" and "deceiving." These findings highlight areas for improvement in the sequencing of sounds during pronunciation.

The dominant error in pronouncing consonantand vowels made by the students
Table 5
Error of Consonant and Vowels made by the Students

No	Students	Vowels	Consonants
1	S1 (AK)	9	**11**
2	S2 (PP)	6	**8**
3	S3 (FY)	6	**9**
4	S4 (MJ)	8	**2**
5	S5 (HA)	8	**3**
	Total of Error	37	**33**
	Percentage %	**52.85%**	**47.14%**

Based on the data provided, the researcher identified a total of 70 pronunciation errors among the students. Vowel mispronunciations accounted for 52.85% (37 errors), while consonant mispronunciations comprised 47.14% (33 errors) of the total errors. Specifically, student S1 contributed 9 vowel errors and 11 consonant errors, S2 had 6 vowel errors and 8 consonant errors, S3 had 6

Halaman |

vowel errors and 9 consonant errors, S4 had 8 vowel errors and 2 consonant errors, and S5 had 8 vowel errors and 3 consonant errors. Thus, the data indicates that vowel mispronunciations were the most frequent dominant error, constituting 52.85% of the total errors observed in the research.

According to Kobilova, (2022) Pronunciation is the generation of sounds that humans utilize to convey meaning. It entails paying attention to the specific sounds of a language (segments). However, the result of observation shown that, students still had difficulties when produced the segments of pronounciation its self. For example, in the observation, when student was asking to distinguished the sound /ʃ/ and /s/ in a word, it was pronounced the same by the student, and the lecturer corrected the students. It caused by the absence of the production of the sound /ʃ/ in Indonesia. As stated by Komariah, (2019) Indonesian do not have the consonant /ʃ/. The majority of students struggle to pronounce the English fricative /ʃ/ because it does not exist in Indonesian, thus they always replace [s] for [ʃ]. Thus, if the students do not noice the rule of a language, it becomes the source of error production when learning a language such as English.

Furthermore, according to Dulay, Burt &Karshen (1982), there are four types of pronunciation errors based on surface strategy taxonomy, they are omission, addition, misformation, and misordering.

a. Omission

The absence of an item or elements that must appear in a word or sentence is characterized as an "omission error." In this research, the students made 5 omission errors which were dominant in pronouncing consonant sounds. In this occasion, the sound /h/ was committed by students, and the sound should be appearing in the word. For instance, the types of errors were created by the students' incorrect application of the rule, as they pronounced an incomplete sound /wu/ which was supposed to be /hu/. Due to the stimulus of the sentence, the students were unwilling to fully apply the rules, so they could not pronounce the word correctly. The source of error above is commonly known as intra-lingual transfer. As stated by Brown (2000), Intra-lingual transfer is the inaccurate interpretation of rules within the target language. In addition, Jane M. Ombati & Eliud K. Kirigia, (2020) explained that the inaccurate interpretation of rules also happens when students who are afraid of making mistakes, worried of criticism, or shy.

b. Addition

The existence of an item or elements that should not appear in a word or sentence distinguishes them as additions. In this research, the students made 8 addition errors which were dominant in pronouncing vowel sounds. In this case, sounds /ai/ and /t/ were added which were not supposed to occur. For instance, this type of error was produced by students' ignorance of rule restriction, as they neglected to restrict in pronouncing the word /'laitl'/, which supposed to be /'lidl'/. The students did not follow the structure of the target language. In this type of error, the students failed to observe the constraints of

existing structures. The source of error in this case also mentioned before. Error caused by overgeneralization language rule was called as intra-lingual transfer. As stated by Febrianto, (2021) Intralingual transfer occurs when a person begins learning new systems in the target language and overgeneralizes the system.

c. Misformation

Misformation errors are distinguished when someone uses the incorrect form of an element in a word or sentence. In this research, the students made 48 misformation errors which mostly occurred in pronouncing consonant sounds. In this case, the sound /s/ was substituted by the students with the sound /ʧ/. For instance, this type of error was generated by the overgeneralization as the students generalized the production of sounds /s/ which has similarity with / ʧ/ in the word (twice) /twaɪs/ pronounced as /twaɪʧ/. It occurs when the student creates a deviant structure based on students' familiarity with existing structures in the target language. Students also felt it difficult to discriminate between the sounds due to the students' first language writing system. This is in line with Omar (2019), he said another possible error cause was that the students were influenced by their L1 writing system, which has one to one letter sound/correspondence.

d. Misordering

Misordering errors occur when a word or phrase is incorrect placement in a word or sentence. In this research, there were 9 misordering errors made by the students. The errors were dominant in pronouncing vowel sounds. In this case, the sound /ə/ was exchanged by the students with the sound /r/. For instance, this type of error was created by the incorrectly hypothesized concept, as students' struggled to comprehend the producing of the word /kənˈsidərəbəl/ instead of /kɔnˈsɪdrəbli/.

Meanwhile, to gain and prove the data, the researcher took some documentation as the research data. The researcher took audio recorder to record students' pronounciation. It becomes the source data from the students' pronunciation test, so that the researcher could analyze and gain the information according to the students' error. Other than that, researcher also took some pictures and put it in appendix 4 as the real data to convinced that this research truly conducted by the researcher.

Based on the observation, test, and documentation, the researcher concluded that there were errors made by the second semester students of the English Education Department of Megarezky University. The researcher found 70 errors made by the students. The dominant error based on linguistic category occurred in pronouncing vowel sound with the total of error 37 (52.85%) and the types of error based on surface strategy taxonomy were dominant in misformation with the total error 48 (68.57%). In addition, the sources of errors made by the students mostly occur in the inter-lingual transfer and intra-lingual transfer.

Moreover, the previous research was in line with (Hutabarat, 2023) who conducted an error analysis on students' pronunciation at the first-semester of the

English Department at Universitas HKBP Nommensen Pematangsiantar. She found the total number of errors made by the students were 17 errors. 3 errors were produced in omission (18%), 4 errors were produced in addition (23%), 9 errors were produced in misformation (53%), and 1 error were produced misordering (6%). The next previous research had been conducted by (Rahmi 2020) at SMA Negeri 8 Pekanbaru. She found the most errors occurring by the students based on linguistic category were in producing vowel sound and her result of error based on surface strategy taxonomy showed the difference. She found errors made by the students based on surface strategy taxonomy mostly occurred in misordering errors. However, the difference research result of pronunciation error conducted by Zikrullah, (2021) the first-year students of English Education Sudy Program of UIN Raden Intan Lampung. He found that the total of error made by the students were 142 error and the most frequent error made by the students based on surface strategy taxonomies mostly occurred in addition error.

Meanwhile, every component of any language is certainly distinct from one another, especially pronunciation. For the students, a foreign language sounds entirely new. The sounds in the target (second or foreign language) contain a variety of components. In this case, the researchers advised students to practice pronunciation by following native speakers, in accordance with (Chootharat et al., 2016) who stated that students should try to imitate native speakers as a model of pronunciation to avoid pronunciation errors.

CONCLUSION AND RECOMMENDATION

The researcher concluded that the second-semester of the English Education Department of Megarezky University produces some errors in pronunciation of vowel and consonant sounds. It was shown by the result of the research that the students make 70 pronunciation errors when reading aloud English short text which contained vowels and consonants. The students made errors based on the linguistics category are 37 errors produced in pronouncing vowel sounds, and 33 errors are produced in pronouncing consonant sounds. However, the students made errors based on surface strategy taxonomy are 5 errors in omission, 8 errors in addition, 48 errors in misformation, and 9 errors in misordering, So the dominant errors made by the students in vowels sound and type of misformation error.

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