Analisis Kesalahan Pelafalan Bunyi Afrikat pada Siswa SMA Negeri 10 Medan

(Error Analysis on the Students Pronunciation of Affricates Sounds at SMA Negeri 10 Medan)

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Abstract

This article deal with error analysis on the students' pronunciation of affricates sounds. The method of research applied was descriptive quantitative method. It was applied to find and to analyze error analysis on the students' pronunciation of affricates sounds. The population of this research was the first year students of SMA NEGERI 10 MEDAN at Jl.Tilak Medan. There were 47 students in parallel classes and all of them were taken as the sample. The instrument of the research was administrated test. The test was teacher made test. There were 20 items were given to the students. The test results were analyzed by finding out the percentages of students' error in pronunciation affricates sounds. The total correct answer of the test were 437 or 9,340% and incorrect answer were 407 or 8,659 % .There were 3 causes of errors analysis on the students' pronunciation of affricates sounds, they were intralingual, interlingual, and carelessness.There were 44 or 10, 09% for intralingual errors, 98 or 22,47% for interlingual errors and 295 or 67,50 % for carelessness errors.

Keywords:Affricates, Eror,Causes.

Abstrak

Artikel ini membahas analisis kesalahan pelafalan bunyi afrikat pada siswa. Metode penelitian yang digunakan adalah metode deskriptif kuantitatif. Itu diterapkan untuk menemukan dan menganalisis analisis kesalahan pada pelafalan bunyi afrikat siswa. Populasi penelitian ini adalah siswa tahun pertama SMA Negeri 10 Medan di jalan.Tilak Medan yang terdiri dari 47 siswa di kelas paralel dan semuanya diambil sebagai sampel. Instrumen penelitian adalah tes administrasi. Tes adalah tes yang dibuat guru. Ada 20 item yang diberikan kepada siswa. Kemudian jawaban dianalisis dengan mencari tahu persentase kesalahan siswa dalam pelafalan melafalkan bunyi untuk menunjukkan bahwa total jawaban yang benar dari tes adalah 437 atau persentase 9,340% dan jawaban yang salah adalah 407 atau persentase 8,659% ada 3 penyebab analisis kesalahan pada pengucapan bunyi afrikat siswa, itu adalah intralingual, interlingual, dan kecerobohan. Untuk kesalahan intralingual adalah 44 atau 10, 09%, untuk kesalahan interlingual adalah 98 atau 22,47% dan untuk kesalahan kecerobohan adalah 295 atau 67,50%.

Kata Kunci: Afrikat, Kesalahan, Penyebab.

INTRODUCTION

Language is the art of civilization throughout human life which has many literal meanings. In the use of language, we must consider its function and usage. Language is a communication tool in society so that language can be seen as an instrument in communication with systems that have correlations with others such as signals or vocal sounds produced from the mouth to convey some meaningful messages. However, most students are not interested in learning more about languages. Even though there are many easy methods and techniques that can be used in learning languages. Like the phonics method in studying sound and pronunciation.

Phonetics and pronunciation are inseparable aspects of language learning. Therefore, as foreign language learners, students must know about phonetic and phonological characteristics because many problems arise in pronunciation of words in language learning. Sometimes there are some words in English that have a similar sound but the meaning is different like the word three and tree.

Generally pronunciation errors made by foreign language learners are caused by lack of practice. As stated by Novalina in her research that the main causes of pronunciation errors are unfamiliarity with the word, lack of practicing English words and understanding the pronunciation subjects. This is the background of the writer's interest in analyzing the errors of students' pronunciation of affricates sounds.

Theoretical Framework

1. Error Analysis

Richards, Platt and Weber (1985: 96) assert that "error analysis is the study and analysis of the errors made by the second and foreign language learners". Error analysis may be carried out in order to:

1. Find out how well someone learns a language

2. Find out how well someone knows a language, and
3. Obtain information on common difficulties in language learning.

Thus, error analysis is the study of how to analyze errors made by language learners. The aim is to provide information about how they learn languages, how well they know the language and what difficulties they face in learning languages.

Error analysis is a technique for identifying, classifying and systematically interfering the unacceptable form produced by someone in learning. It can give some explanation why errors occur. So, the teachers can find the strategies to eliminate or minimize the errors in their teaching.

Corder (1981: 45) says that error analysis has two functions: they are theoretical and practical aspect.

Theoretical aspect of error analysis is a part of the method used in investigating the language learning process. It means that if someone wants to find out the nature of these psychological processes, he must have a means to describe the students' knowledge of the target language at any particular moment in this learning career so that can relate this knowledge to the teaching that he has been receiving.

The practical aspect of error analysis is its function in guiding the action we must take the correct a non-satisfactory state of affairs for students or the teacher.

Errors often arise in conversational practice caused by language slips in pronunciation, as well as errors in all components of language such as in grammar and writing. Norrish, J (1983: 7) says that "an error is a system deviation from the target language system received". That means that students are still affected by their mother tongue and mother tongue system when learning a foreign language.

Therefore, the writer will show to what extent the difficulties of students in

pronouncing [ʧ] and [ʤ] voices. The author wants to know the difficulties faced by students from the mistakes they make when given several items.

2. Causes of Errors

Dulay (1974:124) exposes three causes of problems:

1. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

2. Interlingual: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learner's utterances were thought to be gradually shaped towards those of the language he was learning.

3. Intralingual: Probably the most students make problems is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

3. Study of Pronunciation

Style and dialect are two important things for foreign language learners. First, when students use language of course, students must be correct in pronunciation.

a. Phonetics

However, speech is an embodiment of language and spoken language is usually a series of sounds that are produced separately and without meaning imposed by the linguistic system can be described in pure phonetic items.

According to Lim Kiat Boey (1989: 13) "phonetics is a scientific study of the production, transmission and reception of letter sounds".

S.K. Verma (1989: 13) says "phonetics is a branch of linguistics related to the sound characteristics of letters". These can be divided into phonetic articulations which are classified into three

1) Acoustic of phonetic

Acoustic of phonetic is the study of the physical properties of speech sound such as frequency and amplitude in their transmission.

2) Auditory of phonetic

Auditory of phonetic is the study of hearing and perception of speech sound but it studies different auditory impression of quality, pitch and loudness of sound.

3) Articulation of phonetic

Articulation phonetic recognizes that speech is produced by some kind of sound-making apparatus inside the human body, and that specific sound may be related to specific movement of the apparatus such as movement of the speech organs speech-lung-larynx, soft plate, tongue teeth and lips. Also there are kinds of apparatus. It can be used to knowing letter sound inside the body as follow:

a) The laryngoscope
b) Instrument to illustrate breath and voice
c) Zun-burgues voice Indicator.

b. Phonemics

Phonemes are transcribed using the normal set of phonetic symbols, but within shanties, not square brackets -/p/, /b/, /I/ etc. this shows that the units are being seen as a part of language and not just as physical sound.

Verma (1989: 44) said: Phoneme is a class or bundle of sound or phones, no two of which can ever take each other place in the same environment. Allophones are positional variants of phonemes. The allophone form. A set of sounds that do not change the meaning of a word are all very similar to one another, and occurred in

phonetic context different form one another. For example, alveolar articulated by the tip or blade of the tongue against the teeth-ridge. The alveolar-palato sound can be divided two letters, the sound [tʃ] and [dʒ] [chair and soldier] and let are allophone, are positional variants of the phoneme, [tʃ] and [dʒ] phoneme tends to occurred in more or less consistent pattern and phonemic is the study of the pattern expressed by phonemes.

Phonemic is about rules, generation of significant sounds (not all sounds). Generation of significant sounds means that can make a different in meaning.

4. English Vowel

The term 'pure' vowel is used to designate a vowel (during which the organs of speech remain approximately stationers) in contradistinction to a diphthong (during which the organs of speech perform a clearly perceptible movement). There are some minimal pairs of English there are:
/I/ - /e/ sit – set, /ei/ - /ai/ day – die,
/u/ - /ɜ/ pool – pearl

5. English Consonant

A consonant is a sound produced by obstructing the air-stream in the mouth either completely or partially. And also consonant is sound used before of after a vowel or diphthong to form a syllable.
It is according with Jhones (1977: 23) said "all sounds which are not voiced". In the air has an impeded passage though the mouth and all sounds. In the production of which there is audible friction that is called consonant. There are 24standard English consonant based on International Phonetic Association (IPA). Note, there is no capital letter in phonetic transcription.

a. Place of articulation

Consonant sounds may be produced at practices between the lips and the vocal folds may be classified into:

1) Bilabial: Both of lips are used as the articulators. Example in English are the initial consonants /p/, /b/, /m/.
2) Labio dental: The lower lip and the biting edge of the upper central incisor teeth act as the articulators. Two examples in English are initial fricative consonants /f/, /v/.
3) Dental: The back of the upper central incisors is one of the articulators. The other is the usually the tip of the tongue, sometimes depending on the accent or language. It may be the blade, example in English are /θ/, /δ/.
4) Alveolar: The alveolar of the articulator, other articulator is usually the blade of the tongue, or sometimes the tip there are a number of alveolar consonant in English, for example/t/, /d/, /l/, /s/, /n/ /z/ ,/r/.
5) Palato: The blade or the tip and the tongue articulate alveolar ridge and there is at the same time a rising on front of the tongue towards the hard palate, example in English are /ɜ/, /ʃ/, /tʃ/, /dʒ/.
6) Palatal: The hard palate is one of the articulators, the other is normally the front of the tongue. Example in English are /j/.
7) Velar: The soft palate (or velum) is one of the articulators. The other is usually the back of the tongue. Examples in English are /k/, /g/, /ŋ/.
8) Glottal: The vocal cords are usually employed to produce the differences between voiced and voiceless sound. However they can be used as articulators to obstruct or narrow the air-flow from the lungs the famous glottal stop is produced with the vocal folds pushed together such as that air-pressure builds up beneath the closure, which after a short time is related. Example in English is /h/.

b. Manner of articulation

This is the way of pronouncing the consonants. We distinguish seven types clause:

1) Plosive: The air-flow is prevented momentarily from leaving the tract by the articulators coming together. Plosive formed by completely closing the air passage and suddenly removing the obstacle (or on of the obstacle), so that air escapes making an explosive sound e.g. /p/, /t/, /d/, /k/, /g/.

2) Affricate: The sound consist of a stop followed immediately afterwards by affricate at the same place of articulation. It resembles plosive but with separation of the articulating organs performed less quickly, with the results that fricative sound is perceived during the process of separations e.g. /tʃ/, /dʒ/.

3) Nasal: The air directed into the nasal cavities as a result of the soft palate being lowered away from the back wall of the pharynx. In addition there must be total obstruction at some point in the mouth. Examples are /m/, /n/, /ŋ/.

4) Lateral: An obstruction is formed between the median line of articulator and the other articulator, but the articulators are set in such a way that air can still pass on either or both sides of the obstruction. Example in English is /l/.

5) Approximant: The gap between articulators is larger then for a fricative, and no turbulence friction is generated. The /r/ sound is formed by a rapid success of the taps of some elastic part of the speech mechanism e.g /r/.

6) Fricative:
The articulators are positioned such that there is a small gap between them, and the air is forced through the gap with resulting turbulence (friction). The vocal tract can produce numerous fricatives. For example is the initial consonants sound /f/, /z/, /s/, /h/, /θ/,/ð/, /ʒ/, /ʃ/.

7) Semi vowel, a gliding sound in which the speech organs start at near a "close" vowel and immediately move

	BILABIAL	LABIODENTAL	DENTAL	ALVEOLAR	PALATO	PALATAL	VELAR	GLOTTAL
PLOSSIVE	p b			t d			k g	
AFFRICATIVE					tʃ dʒ			
NASAL	M			N			d	
LATERAL				L				
APPROXIMAN				R				
PRICATIVE		f v	δ θ	s z				h
SEMI VOWEL						J		

away to some other vowel or occasionally to some other sound of other sound of equal or greater prominence such as syllabic e.g./w/.

6. The Description of Sound

a. Sound [ʧ]

In the pronouncing the principle member of the English ʧ phoneme, the air passage as completely blocked by raising the tip and blade of the tongue is shaped nearly as for ʧ, while the 'stop' is being held, air is compressed by pressure from the lung; when the tongue is removed from the teeth-ridge, the air escapes through the mouth: the removal of the tongue is performed is such a way that the effect of the homorganic fricative ʧ is audible before any following sound is reach, the vocal cords are not made to vibrate.

The formation of ʧ may be expressed short by defining it as a voiceless palate affricate consonant. Those whose language contain aspirated and unaspirated plosive regard the English ʧ as aspirated in stressed position, as in chair, ʧɛər, enchant in'ʧa:nt. This aspiration is combined with the ʃ element and is not heard clearly following it. Nevertheless, nation /neiʃan/, may be used when is desired to show the aspiration in English (e.g. kitchen /'kiʧin/, lecture /'lekʧə).

Table 2.1
Place of Articulation

ʧ usually stands for a diaphone, that is to say the sound varies to some extent with different speakers. In particular there is variation in lip-articulation. With some probably majority the tongue-articulation is accompanied by protrusion of the lips as for ʃ, while with others the lips are spread. Slight variations may be also observed in the position of the lip of the tongue.

ʧ is usually in English sound of ch and tch as chain /tʃein/, watch /wɔtʃ/, it is also usual sound of tʃ in unstressed-true, as furniture /'fə:nitʃə/, nature /'neitʃə/.

In addition, it should be noted this voiceless tʃ, when the final in a syllable, has the same effect of reducing the length of preceding sounds.

b. Description of sound [dʒ]

The principle member of English dʒ-phonemic the cords are made to vibrate that 'voice' is produced during the articulation of the sound the formation of the sound therefore be expressed shortly by defining it as a voiced palato affricate consonant.

dʒ is the usually English sound j, example: jump /dʒʌmp/, jaw /dʒɔ:/. Most foreign people, except Danes and South Germans, pronounce dʒ sufficiently well without difficulty, Danes are replace it by dj and make June / dʒu:n/ sound too much like dune /dju:n/ to correct this variety of d, taking care to articulate with the tip of the tongue against the teeth-ridge and to protrude the lips.

South Germans are liable to use dʒ. This sounds wrong to English people when voiced sounds preceded and follow, in engage /in'geidʒ/. But the use of dʒ doesn't matter when such a word as join /dʒɔin/ is said it self or is initial in a sentence of when some word.

METHODE OF RESEARCH

This research was conducted at SMA NEGERI 10 MEDAN, Jl.Tilak. The population was the first year students of senior high school at academic years 2011-2012 which consist of 47 students in parallel classes. Instrument of the research were the test applied to find out the students problem in pronouncing affricates sounds. The test consisted of 20 items that asked the students to write pronounce the word [tʃ] and [dʒ] sounds. The instrument of research data used test list as completion test, that ask the students write pronunciation of affricative sounds from the words. Technique of the analysis data on students was collected with some test list on [tʃ] and [dʒ] of causes the error on the students' pronunciation, the way analyzing on the data used formulate as follows:

$$Q = \frac{N}{K} \times 100\%$$

In obtaining the error, the research applies the following formula,

$$n = \frac{X}{Y} \times 100\%$$

This research was based on descriptive quantitative method, which was aimed on the student error in writing pronunciation of affricative sounds in English. This method used the percentage of the errors made the students in pronouncing affricates sounds [tʃ and dʒ].

FINDINGS

After answering the completion test, then the students' answer are scored. The following table shows the students' scores in answering the test.

Table 4.1
The Student's Scores

No.	Initial name	The number of items Pronounced correctly	The number of items pronounced incorrectly
1	DN	12	8
2	RH	12	8
3	DY	13	7
4	FK	11	9
5	MY	9	11
6	DK	11	9
7	BR	8	12
8	TT	12	8
9	RS	15	5
10	DS	14	6
11	DN	15	5
12	SP	11	9
13	LN	14	6
14	MS	10	10
15	MJ	16	4
16	ML	9	11
17	RT	8	12
18	FT	19	1
19	AP	17	3
20	DS	13	7
21	AN	11	9
22	SA	19	1
23	FZ	15	5
24	EN	15	5
25	SK	19	1
26	EW	15	5
27	YA	15	5
28	HA	11	9
29	YY	13	7
30	WD	17	3
31	NN	12	8
32	DP	5	15
33	MH	12	8
34	WN	7	13
35	MA	7	13
36	SA	10	10
37	NS	10	10
38	YD	10	10
39	LP	15	5
40	ML	11	9
41	PS	13	7
42	NS	11	9
43	UD	11	9
44	AN	8	12
45	TN	8	12
46	YN	9	11
47	SG	7	13
Total		565	375
Average		12,02	7,98

Based on the table shows that the average score of each sample is shown in the following calculation:

$$Averages\ score = \frac{Total\ of\ corrects}{Tptal\ students} = \frac{565}{47} = 1202.2$$

Where, the average errors as the following:

$$Averages\ score = \frac{Total\ of\ errors}{Tptal\ students} = \frac{375}{47} = 797.87$$

DISCUSSION
1. The Cause of Errors on The Students Pronunciation in Affricates Sounds

The data analysis is basically to answer the formulation of the problem as stated in chapter 1, this research is used to find out the students' errors made by the students in pronuncing affricates sounds.

1) Intralingual

Intralingual errors is produced by the the students since their background or particial learning of the target language which is regarded as slow learning. They may be called intralingual and develop mental errors, rather than reflecting the learners' competence at a particular stage and illustrate some of the general characteristics of language acquisition.

2) Interlingual Error

Interlingual error that made by the students are caused by interferance of mother tongue. Interlingual errors also are accounted for by language transfer.

3) Carelessness

Carelessness causes the students to make the error in learning English and in answering the test sometimes they do not care about the question.

Table 4.2
The Score and Student's Percentage of
Correct and Incorrect answer

No	Initial Name	Correct	Percentage %	Er ror	Percen tage %
1	DN	12	60	8	40
2	RH	12	60	8	40
3	DY	13	65	7	35
4	FK	11	55	9	45
5	MY	9	45	11	55
6	DK	11	55	9	45
7	BR	8	40	12	60
8	TT	12	60	8	40
9	RS	15	75	5	25
10	DS	14	70	6	30
11	DN	15	75	5	25
12	SP	11	55	9	45
13	LN	14	70	6	30
14	MS	10	50	10	50
15	MJ	16	80	4	20
16	ML	9	45	11	55
17	EV	8	40	12	60
18	FT	19	95	1	5
19	AD	17	85	3	15
20	DS	13	13	7	35
21	AN	11	11	9	45
22	SA	19	19	1	5
23	FZ	15	15	5	25
24	EN	15	15	5	25
25	SK	19	19	1	5
26	EW	15	75	5	25
27	YA	15	75	5	25
28	HA	11	55	9	45
29	YY	13	65	7	35
30	WD	17	85	3	15
31	NN	12	60	8	40
32	DP	5	25	15	75
33	MH	12	60	8	40
34	WN	7	35	13	65
35	MA	7	35	13	65
36	SA	10	50	10	50
37	NS	10	50	10	50
38	YD	10	50	10	50
39	LP	15	75	5	25
40	ML	11	55	9	45
41	PS	13	65	7	35
42	NS	11	55	9	45
43	UD	11	55	9	45
44	AN	8	40	12	60
45	TN	8	40	12	60
46	YN	9	45	11	55
47	SG	7	35	13	65
Total		**565**	**2825**	**375**	**1875**
Average		**12,02**	**60,107**	**7,98**	**39,89**

Table 2 above shows that the average total scores of the correct answer were 12,02 or 60,107 and the 7,98 or 39,89 average total score of the incorrect answer.

b. Describing the Errors

To find out the students' errors, the item analysis procedures are used. In this analysis the errors are based on the students' response in answering the test. If the students make incorrect response then it is called that the students make errors.

The following table shows the item analysis of the students' response.

Table 4.3
The Item Analysis

No.	Correct	Percentage %	Incorrect	Percentage %
1.	1	2,127	46	97,872
2.	11	23,404	36	76,595
3.	0	0	47	100
4.	17	36,170	30	63,829
5.	35	74,468	12	25,531
6.	1	2,127	46	97,872
7.	14	29,787	33	70,212
8.	15	31,914	32	68,085
9.	44	93,617	3	6,382
10.	35	74,468	12	25,531
11.	2	4,255	45	95,744
12.	17	36,170	30	63,829
13.	41	87,234	6	12,765
14.	29	61,702	18	38,297
15.	47	100	0	0
16.	19	40,425	28	59,574
17.	24	51,063	23	48,936
18.	18	38,297	29	61,702
19.	18	38,297	29	61,702
20.	23	48,936	24	51,063
Total	**411**	**874,463**	**435**	**925,522**

The table 3 shows the total of students' answering of the specific objectives, the test of using computed by dividing the out comes of multipliying the students' number by number of the students in the test then multiplied 100%.

That is : $\dfrac{411}{47 \times 18}$ x 100% = 43,723

Based on the table above, it shows that the total of the students' correct answer in the test were 411 or percentage 874,463% and incorrect answer 435 or percentage 925,522%.

c. The Cause of Errors

Based on the analysis above, the researcer found that: there were three causes of error in pronuncing affricatives sounds, there are intralingual, interlingual, carelessness.

d. The Dominant Causes of Errors

The percentages of the causes of errors use the formula:

$$N = \frac{X}{Y} \, x \, 100\%$$

Where:

N= The error percentages

X= The numbers of sub category errors

Y= The total numbers of all category error

From the table above, the calculation of the causes can be show in the table below:

Table 4.5
The Dominant Causes of Errors

No	Cause of Error	Occurred	Percentage
1	Intralingual (Overgeneralization)	44	10.09 %
2	Interlingual	98	22.47 %
3	Carelessness	295	67.50 %
	Total	**437**	**100 %**

From the table several items of causes of errors in pronunciation of affricates sounds as follows:

    a. Intralingual:
       44 cause of errors or 10.09%
    b. Interlingual:
       98 cause of errors or 22.47%
    c. Carelessness:
       295 cause of errors or 67.50%

It means that the dominant cause of the errors in this case was carelessness because the students do not care about the question.

CONCLUSION

The 2011/2012 students of SMA NEGERI 10 MEDAN are able on the use pronunciation in affricates sounds. Averages scores of the students who could answer the administrated test was 12.022. The dominat errors of the students errors on the administrated test caused carelessness were 67,50% and caused interlingual were 22,47%. The causes errors of the students were carelessness and interlingual.

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