

An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre

Ida Ayu Maharani*, I Wayan Pastika and Ni Luh Ketut Mas Indrawati

Master of Linguistics, Universitas Udayana, Denpasar, Bali-Indonesia

iamaharani20@gmail.com

Received: 08/10/2020	Revised: 26/10/2020	Published: 29/10/2020
How to cite (in APA style):		
Maharani, I. A., Pastika, I. W., Indrawati, N. L. K. M. (2020). An Analysis of Pronunciation Errors Made by Medical Students at S&I Learning Centre. <i>Retorika: Jurnal Ilmu Bahasa</i> , 6(2), 105-112. Doi: https://doi.org/10.22225/jr.6.2.2527.105-112		

Abstract—This study discusses about pronunciation errors made by medical students at S&I Learning Centre. The study aims to describe the types of pronunciation errors found in students' utterances using descriptive qualitative method. The subject are medical students at S&I Learning, meanwhile the object of this exploration are students' utterances in English. The data was collected through audio recording and then those was analysed by using theory proposed by Corder by classifying errors into three types. The results show that the sorts of pronunciation errors created by medical student and 2) the cause of pronunciation errors produced by medical students. Students' pronunciation errors are also classified into three types. Those are interference errors, intralingual errors, and developmental errors. In speaking, teacher and students had their effect to each other. The teacher has duties to assess and address the error of students by addressing the errors produced by learners permanently, particularly at the time when they drilled and practiced the correct pronunciation in speaking skill. In addition, students too should be more dynamic in surveying and correcting the pronunciation themselves. They have to create and improve their pronunciation capacity by appreciating the hypothetical about legitimate phonological. In accordance with this reason, it is necessary to apply an appropriate learning model to reduce pronunciation errors produced by students.

Keywords: errors; pronunciation; speaking English

I. INTRODUCTION

All speakers must comply the standard of pronunciation in order to be understood by others. The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words like native speakers, they need to change the manner in which they think about the sounds of those words. The manner in a language or particular word or sound is spoken is called pronunciation (Hornby, 2008:352). Pronunciation is a basic

thing to be educated, particularly in talking expertise. Pronunciation is how people make the sounds of the words. EFL learners may do some errors in pronouncing a word because some of the sounds do not exist in their first language and they have not learned to say them in English, or because the letters they are trying to pronounce map to different sounds in their native language.

Learning the pronunciation of a second language requires the learning of exactly the same muscular patterns and the formation of the same mental representations as when learning the language as a first language. Yet, the

learning processes of first and second language acquisition differ fundamentally. While first language acquisition is inextricably interwoven with the development of muscular control and cognitive abilities, most second language (L2) learners have full command over their speech organs and fully developed cognitive competence. In contrast to first language learners, moreover, second language learners have already acquired patterns of muscular activities and also have formed the corresponding mental representations for the production of speech in their first language (Lang, 2009:42).

Errors are inevitable thing to do once students learn a foreign language. It can be defined as systematic deviations from the rules of a target language, because learners often do not know a given rule or feature. Corder (1974:125) also states that errors refer to competence errors, it is brought about by absence of information skill to develop the standard of the language framework reliably. Along these lines, it might be normal that errors are the deviation of the right standard or type of the objective language which is created constantly target language learner. Happen as a result of absence of skill in utilizing linguistic systems consistently.

Meanwhile, Brown (1980:165) notes that from the adult grammar of native speaker, error is noticeable reflecting the inter language ability. Error refers to disappointment in utilizing the arrangement of language accurately. It is brought by the absence of the students' competence, knowledge and comprehension. Error analysis came as an alternative approach and took the place of dominant approach contrastive analysis. Error Analysis is a piece of Applied Linguistic that has recently revealed that student mistakes these days were a result of the student's local language as well as just as reflected some inclusive systems. This is a reaction to Contrastive Analysis Theory in centering local language obstruction in student as the significant wellspring of mistakes in second language realizing what behavioristic speculation proposed.

Contrastive Analysis was censured by the defenders of mistake investigation; they have battled that Contrastive Analysis center around

contrasts somewhere in the range of L1 and L2 and neglect factors which may influence the subsequent language student's presentation, for example, his learning and correspondence, preparing methodology, overgeneralization, etc. It shows certain difficulties which don't generally apparent in the student's presentation and on the other hand and doesn't predicts various issues which are evident in student's real performance. Error analysis emphasizes on errors produced by learners. According to James (1998), error analysis is the route toward choosing the rate, nature, causes and outcomes of ineffective language

Error must be different from mistake. If error happens repeatedly caused by the lack knowledge of a speaker, a mistake refers to a performance error that can be a random or a slip of the tongue that is unable to use a known system accurately. Moreover, mistakes are brought by doubt, slips of the tongue (Brown, 1980:165). Mistake alludes to the fiasco use the language framework effectively effected by some factors such imprudence, memory lapses, and state of being. Those students, who does mistakes, will be conflicting. Mistake is common between learner of L2 and the native speaker, but an error is not a problem that would appear for a native speaker. A native speaker has an ability to recognize his mistakes. Thus, in having clearer distinguishes between error and mistake, the following table from Tarigan & Tarigan (1988:76) provided as follows.

The Distinction between Errors and Mistakes

Poi nt of View	Er rors	M istakes
Reso urce	Com petence	Perfo rmance
Char acter	Syste matic	Non systematic
Dura tion	Long er	Tem porary
Ling uistic System	It has not been mastered	It has been mastered
Resu lt	Devi ation	Devi ation

Impr ovement	Assis ted by a teacher drilling and remedial teaching	Lear ners' concentrati on
-----------------	--	------------------------------------

Richards (1974:124) said that the causing of errors in learning a language can come from the main language disorders of students and the main characteristics of learning rules. The common characteristics of the rule learning involves the intra language errors. Meanwhile, the errors which is caused by the interference of the native of learners or first language are called the inter language errors. There are three sources of competence errors: (1) Interference errors occur due to use of component from one language while speaking another, (2) Intra lingual error frequently reflects the basic characteristics of rule learning which involve faulty generalization, incomplete implementation of rules and failure to learn conditions in which rules applicable; (3) The development of errors occur when the students strive to develop target language hypotheses based on restricted insight (Richards, 1974:124).

Then, three types of errors are proposed by Corder (1974:56), those were pre-systematic, systematic, and post-systematic. Pre-systematic error mostly happened once the learners are ignorant of the presence of a specific guideline in the language they targeted. These often occurred in irregular circumstance. The students usually could not give some record of why a specific structure is picked; (2) Systematic occurred once the learner found a standard yet it was an inappropriate. The students do not really know how to fix the errors but there are able to clarify the type and mistaken precept used; (3) Post-systematic error occurred when the learner has known the correct rule of a target language but they used it inconsistently (commits a mistake). Not only that, the learners also are able to explain the right rule of target language that is generally used.

Related to the topic of pronunciation some references are used concerning this topic. The first study was done by Ramasari (2017) revealed that the participants made pre-systematic error, systematic error, and post-

systematic error. Moreover, those students' prevailing error made was pre-systematic error. The students' error brought about of interference error, intra lingual error, and developmental error.

Another study was led by Heydari & Bagheri, (2012). The study broke down the significance of L2 learners' errors. The study expressed that ongoing years had have been a developing amount of studies of Error Analysis. The basic complaints of the vast majority of these investigations were to distinguish and characterize errors. Then, it assists teachers to identify students' problematic areas at different extents, so that it improves students learn better.

Some studies reviewed about EA (error analysis) clearly showed there were two inverse points towards the sources of errors done by EFL learners. Those two points had been maintained by other researchers. There is an adequate accurate verification for each to be valid. Related to significance of L2 of learners' errors both in learning and instructing, teachers and researchers of TEFL keen on looking the right one and should re-conduct a study in order to receive suitable encouraging systems to help EFL student learn better. With a good strategy, the students will not only learn better, they will also get the proper comprehension of implementing the language itself into their daily life communication. Therefore, the functional communication as a goal in learning language will be achieved by the EFL students.

A study carried out by Cheng (2015). In this examination dissected second language yield as a source of perspective setting to investigate language students' mistakes, basically reducing the blindness of exploration practice in error investigation. The stacks of mistake examination rehearses give a strong material establishment and foundation of the hypothesis of interlanguage and give logical hypothetical direction to error investigation thusly was talked about. The standard arrangement of interlanguage is open and constantly presents new rules by methods for change, and improvement, and replacement, and development of instant momentary principle framework, and this framework reflects student language securing capability and limit. With the improvement of student language obtainment capability and limit, their interlanguage would continually advance toward the objective

language from effortless to multifaceted nature. As the reasons of errors and interlanguage are perplexing and indistinguishably associated, research on error analysis and interlanguage will without a doubt be eagerly dependent. Hypothesis will by and large separate student language from the full scale point of view of language students' securing of language, while mistake examination lean towards student language investigation through miniature and explicit language centers.

There are some basic components that ought to be focused. The fundamental segments in speaking skill such as vocabulary, pronunciation, linguistic function, intonation, stress, fluency and others. The focal point of this study concerning about pronunciation. As communicated by [Jack C Richards & Schmid \(2002:440\)](#), artic is the manner by which a particular sound or the sounds are created. Pronunciation focuses on more the manner in which sounds are seen by the listener, and routinely relates the verbally communicated word to its composed structure, e.g. the word 'knife', the 'k' become silent or not pronounced. In like manner, instructing of talking need to zero in on improving the oral creation of students, including pronunciation. A great deal of pronunciation instructing will in general be done in light of mistakes which student make in the classroom. Such responsive educating is, obviously, totally vital, and will consistently be so. Syntactic and lexical troubles emerge in the classroom as well, and educators additionally manage these responsively. Based on the references mentioned above, it is very important to identify some errors in English pronunciation who made by those students so as to minimize them.

II. METHOD

This research is a qualitative research using a qualitative descriptive approach. The subject of the study were ten medical students at S&I (*Surya Intentionalia*) Learning Centre. The students were chosen as the research subject since many pronunciation errors made by them. The object of this research is error in pronouncing English words.

The main instrument of this study was oral test. Students were given a chance to speak

in a role play as a doctor and patient. The English pronunciation which produced by students was collected with audio recorder. The results of students' pronunciation were observed by transcribing the voice into phonetic transcriptions. The data was analysed by using theory who proposed by Corder about pre-systematic, systematic, and post-systematic error. The data presentation is done by describing a set of analysis descriptively and taking conclusions. Informal method is used in this research to present the data analysis. The informal method is a method of presenting analysis using words and sentences in the form of discourse ([Sudaryanto, 2015](#)).

III. RESULTS AND DISCUSSION

The present research was conducted with the aim of investigating pronunciation errors made by ten medical students at S&I Learning Centre when speaking English. Also, the investigation intended to find out the chief reasons behind those errors. As mentioned in the preceding section, one instrument was used in collecting data for the present research: an audio recording. In this section, a complete analysis of the collected results is given. The results from research instrument will be explored.

Types of pronunciation errors by [Corder \(1974:90\)](#) were made by pre-intermediate students at S&I Learning Centre. They are pre-systematic errors, systematic errors, and post-systematic errors. Also, this research only concerned on students' error in pronunciations. On the off chance that we were making a high-level phonological transcription, we could interpret the vowels in the various segments with the comparative symbols and allow the rules to clarify that different allophones occurred ([Ladefoged & Johnson, 2011:98](#)). Also, in transcribing data used the phonological symbols IPA (International Phonological Alphabet).

3.1 Pre-systematic Errors

The type of error occur once students were ignorant and uncontrollable while speaking. Students tend to disregard how they speak by using proper pronunciation. This kind of mistake happens when the student is uninformed of the presence of a particular guideline in the objective language that they are

planning to. These are discretionary, the student can't give any record of why a specific structure is picked. Then, different students who go about as the audience members of students who talked just could tune in with no remedy.

In this error type, fifty two words were pronounced incorrectly by the medical students. Along with twenty four words with repetition: *cough*, *liver*, *misheard*, *unemployed*, *chamber*, *benign*, *malignant*, *severe*, *stutter*, *feverish*, *relapse*, *corpse*, *breathe*, *wound*, *pressure*, *virus*, *membranes*, *virology*, *vein*, *intravenous*, *environment*, *bile*, *pharmaceutical*, *biopsy*.

Data (3-1)

The patients sometimes *cough*. (False)

/ðə/ /'peɪfənts/ /'sʌmtaɪmz/ /kɒʊgh/

The patients sometimes *cough*. (True)

/ðə/ /'peɪfənts/ /'sʌmtaɪmz/ /kɒf/

From the representative data above, it can be stated that students were not aware of the existence of a certain rule in the target language student didn't know about the presence of a specific principle in the objective language. The word *cough* should be pronounced /kɒf/ but the medical students pronounced it incorrectly by saying /kɒʊgh/. They unconsciously ignored the correct pronunciation. Despite the fact that such an error is indicated, it isn't sure that the speaker can address them right away. Rather, the students will feel at a loss since they are unqualified for self-correction at this moment. A few errors have no inconceivable impact on the perception of the objective language; a few mistakes influence seeing; some lead to misguided judgment or even certifiable loss of cognizance. This error should be fixed immediately so it won't lead the speaker and hearer into misunderstanding.

Data (3-2)

A *benign* tumor grows slowly. (False)

/ə/ /bænɪŋ/ /'tju:mə/ /grəʊz/ /'sləʊli/

A *benign* tumor grows slowly. (True)

/ə/ /bɪ'nəm/ /'tju:mə/ /grəʊz/ /'sləʊli/

Data (3-2) is also the type of pre-systematic error. In this sentence, the word *benign* was pronounced incorrectly by medical students, they pronounced it /bænɪŋ/ while the correct pronunciation is /bɪ'nəm/. The students were unaware of the existing of such word in a target language. Corder (1974) states that the

term systematic in this context that there might be errors which are unplanned, or, more appropriately, the systematic nature of which cannot be readily. The learner's errors are evidence of this systematic system. Errors were often predicted to be the result of the constancy of existing native language or mother tongue habits in the new language.

Data (3-3)

Live in a healthy *environment*. (False)

/lɪv/ /ɪm/ /ə/ /'heɪlθi/ /ɛn'veɪrɒnmənt/

Live in a healthy *environment*. (True)

/lɪv/ /ɪm/ /ə/ /'heɪlθi/ /ɪn'veɪərənmənt/

Data (3-3) shows pre-systematic error. It can be seen from the sentence above that the word *environment* was pronounced incorrectly by saying /ɛn'veɪrɒnmənt/ while the correct pronunciation is /ɪn'veɪərənmənt/. Errors are seen to be indicators of the learners' periods of learning in their target language. Based on the errors that learners produced, one can determine their level of mastery or ability of the language system. In this type of error, the students could not fix themselves or do the self-correction even after the teacher points them out. The learner could not record or give any explanation of why a specific form was picked. It was naturally made because of the student not yet knowing the specific rule.

3.2 Systematic Errors

The errors mostly happened in the students who had got the cognizance about the specific or certain rule of language function. Yet, they still had errors for the practice. These students often read or hear the words but they pronounce the words rarely. They recognize or familiar with the words but they just do not know when or how to apply that in a sentence. The students completely aware the rule of phonological symbols in pronunciations, however they could do errors in pronouncing the words. They additionally unable to assess and address the errors. There are words that were systematic errors made by medical students such as; *viruses*, *treated*, *suspected*, *diagnosis*.

Data (3-4)

Those *viruses* are dangerous. (False)

/ðəʊz/ /'vaɪrəs/ /ɑ:/ /'deɪndʒərəs/

Those *viruses* are dangerous. (True)

/ðəʊz/ /'vaɪərəsɪz/ /ɑ:/ /'deɪndʒərəs/

It could be seen from the data above that the medical students pronounced the word inaccurately. The correct phonological word for *viruses* should be /'vaɪərəsɪz/ because the word itself demonstrates plural form. The -s plural ending is pronounced like /z/ after voiced sounds. This implies if the ending of the noun is voiced – it very well may be felt that the larynx vibrates toward the end of the noun that is pronounced - it has the /z/ sound. The plural form of that word should be clearly stated in pronunciation. The medical students did the errors consistently, despite the fact that correct pronunciation of the word *viruses* has been repeated many times. Orderly errors may happen when the student has found a standard yet obviously it is an inappropriate one. The students can't right the errors, yet they can clarify the mixed up rule utilized and type. This type of error could happen to anyone, even medical students that are familiar with such terminologies, they sometimes forget the plural form that needs to pronounce because in Indonesian, there are no plural form like English. Language learner will simply reproduce in detail the whole language learning process just like they have already gone through in acquiring language. A language should be pertinent to the student at a specific time with the end goal for there to be cognizant admission and before the student can utilize it reliably. The equivalent applies to highlights of pronunciation. Language in every case should be modified and reused, as there is ensure that the highlights managed in a first introduction will be effectively recollected and utilized.

Data (3-5)

The patient should be **treated** well. (False)

/ðə/ /'peɪfənt/ /ʃʊd/ /bi:/ /'tri:t/ /wəl/

The patient should be **treated** well. (True)

/ðə/ /'peɪfənt/ /ʃʊd/ /bi:/ /'tri:td/ /wəl/

Data (3-5) clearly shows the error made by students. The students pronounced the word *treated* into /'tri:t/ instead of /'tri:td/ as the correct one. Indonesian tend to devoice the voiced consonant at the final word, while English keep it voicing since it is preceded by voiced segment, such as a vowel. Ladefoged & Johnson (2011: 45) notes that /t/ is a voiced stop that is produced after a vowel and before an unstressed vowel. He additionally makes reference to mention that voiced sounds are the

vibrating vocal folds hack up the flood of lung air. After that beats of generally high weight substitute with snapshots of lower pressure. The 'ed' on the word treated is a significant thing to be included. It shows passive form and should be pronounced in a right way to avoid misunderstanding between the speaker and the hearer. This systematic error mostly happened once the learner had found a specific rule of the target language, unfortunately it turned out to be the inappropriate one. The students were not able to fix themselves. However, they could explain the mixed up rule utilized and type. It might occur once the learner had framed an erroneous theory about the language they are targeted. This type of error occurred because the students basically ignored the passive form in English that the verb should be changed into the third form. The students ignored that because in Indonesian there is no changing verb to form passive sentences. In the course of activity of foreign language use, students are commonly described with the present of combination between native and target language rules. Because of the velocity and instability of oral correspondence, it is more predictable for oral errors to emerge all the more frequently, and quite a bit of this kind of mistake is achieved by the awkward utilization of insufficiency of time spent utilizing the information procured to screen phonetic results.

Data (3-6)

I gave you the **diagnosis**. (False)

/aɪ/ /geɪv/ /ju:/ /ðə/ /dɪæg'nəʊsɪs/

I gave you the **diagnosis**. (True)

/aɪ/ /geɪv/ /ju:/ /ðə/ /daɪæg'nəʊsɪs/

Another error made by students can be seen above. The word *diagnosis* is pronounced /dɪæg'nəʊsɪs/ instead of /daɪæg'nəʊsɪs/ as the correct form. When the students are not utilized or natural in articulating certain words, they are probably going to pronounce the words as how they are written in the orthographic composing structure. In any case, the orthographic composing isn't steady to be pronounced. At present, speaks more than one sound. Not all error pronunciations are brought about by mishearing.

4. Causes of Students' Errors

Making or producing errors is common and of course it is normal for every individual.

It is additionally important to identify the reason why learners keep making mistakes in learning second language. According to [J.C Richards \(1974:124\)](#), there are some factors cause errors namely interference, intra-lingual and developmental errors. Interference error is commonly recognizes as the result of students' interlanguage that is often influenced by another language. The pronunciation of students is affected by their native language such as their dialect, accent and the similarities in pronouncing a word. All medical students in this research are Indonesian, so their pronunciation is affected with Bahasa. For example, they said /'vɪrʊs/ instead of /'vaɪrəs/ in pronouncing word *virus*. It is because the word *virus* in English is also written *virus* in Bahasa, only with different pronunciation. Those students are not familiar with the sound of /aɪ/ that is why they tend to pronounce the word in the way it is written.

Meanwhile, intralingual error is known as the result of the students' generalization. Students have wrong perception that all regular verb in English have the same pronunciation in every word. For instance, when students see a word "stabbed". The student read the word /stæbɪd/, the student believe that it is correctly pronounced after he heard his friend read "treated" with /'tri:tɪd/, "accepted" with /ək'septɪd/ and "invited" with /ɪn'vaɪtɪd/. Because it has the similarities with "ed", then students pronounced "stabbed" with /stæbɪd/ even though the right form is /stæbd/.

Developmental errors usually happen once the students try to manage the speculation about the objective language based on restricted encounters. The students made the correction apparently, they are still wrong. Automatically, these students stopped for a while and try to evaluate themselves by correcting the pronunciation into the proper one. But sometimes the insecurities come up and make them feel that they progress they are making still not enough to improve their pronunciation into correct way. As in example, while pronouncing the word "intravenous". The student made a hypothesis to pronounce by /ɪntrə've:nəs/, and then gave the correction with /ɪntrə've:nos/ while the correct one is /ɪntrə'vi:nəs/. The students believe that their pronunciation was correct then they will do the errors in other chance.

IV. CONCLUSION

Based on the research results, it can be concluded that the pronunciation errors found in medical students' utterances. There are three types of pronunciation errors namely pre-systematic error, systematic error and post-systematic error. Pre-systematic is dominantly found in pronunciation errors made by medical students.

Students' pronunciation errors are also classified into three types. Those are interference errors, intralingual errors, and developmental errors. In speaking, teacher and students had their effect to each other. The teacher has duties to assess and address the error of students by addressing the errors produced by learners permanently, particularly at the time when they drilled and practiced the correct pronunciation in speaking skill. In addition, students too should be more dynamic in surveying and correcting the pronunciation themselves. They have to create and improve their pronunciation capacity by appreciating the hypothetical about legitimate phonological. In accordance with this reason, it is necessary to apply an appropriate learning model to reduce pronunciation errors produced by students.

REFERENCES

- Brown, H. D. (1980). *Principles of Language Learning and Teaching* (5th ed.). New Jersey: Prentice Hall Inc.
- Cheng, X. (2015). *Interlanguage-based Error Analysis in Higher Vocational and Technological College EFL Education in China*. *Journal of Language Teaching and Research*, 6(3), 639–646.
- Corder, S. P. (1974). *Error Analysis*. Oxford: Oxford University Press.
- Heydari, P., & Bagheri, M. S. (2012). *Error Analysis: Sources of L2 Learners' Errors. Theory and Practice in Language Studies*, 2(8), 1583–1589.
- Hornby, A. S. (2008). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.
- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. Harlow: Addison-Wesley Longman.
- Ladefoged, P., & Johnson, K. (2011). *A Course in Phonetics*. Boston: Wadsworth Publishing (CENGAGE Learning).
- Lang, P. (2009). *Introduction to English Phonetics*

- and Phonology. Frankfurt: Internationaler Verlag der Wissenschaften.
- Ramasari, M. (2017). Students' Pronunciation Error Made in Speaking for General Communication. *Linguistic, English Education and Art (LEEAA) Journal*, 1(1), 37–48.
- Richards, J.C. (1974). *Error analysis Perspectives on Second Language Acquisition*. London: Longman.
- Richards, Jack C, & Schmid, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd ed.). London: Pearson Education Limited.
- Sudaryanto. (2015). *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Duta Wacana University Press.
- Tarigan, G., & Tarigan, D. (1988). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: PT Rineka Cipta.