PRONUNCIATION ERRORS PRODUCED BY PRESCHOOL X TEACHERS

A THESIS

By
Yerly A. Datu
8212712029

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2014
This thesis entitled *English Pronunciation Errors Produced by Preschool X Teachers in Surabaya, East Java* prepared and submitted by Yerly A. Datu (8212712029) has been approved to be examined by the Thesis Board of Examiners.
This thesis entitled *Pronunciation Errors Produced by Preschool X Teachers* prepared and submitted by Yerly A. Datu (8212712029) has been approved and examined by the Thesis Board of Examiners.
STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, August 2014

Yerly A. Datu
8212712029
I would have never been able to finish my thesis without the guidance of God and my thesis advisor, support from my family, and helps from friends.

To the omnipresent God:

My utmost gratitude for His guidance and blessings during the completion of my study. I am grateful that He has endowed me such capabilities to work on this thesis into the finishing line. I thank Him for answering my prayers for giving me the strength to plod despite my weariness. Thank you dear Lord.

To my thesis adviser, Dr. Ignatius Harjanto:

I deeply thank him for helping me narrow down the topic of the research, create the research instrument, read my drafts, create thinking framework and provide suggestions for the improvement of my research. Specially, I am really thankful for his unfailing support as my thesis adviser.

To the members of thesis board examiners:

I am indebted to Dr. Ig. Harjanto, Prof. Anita Lie, and Prof. A. Ngadiman for their time and invaluable suggestions insights that contributed a lot to the revision of my thesis.

To Politeknik Ubaya:

I owe special thanks to the University for giving me a great chance to pursue further education at Widya Mandala Catholic University, Surabaya.

To my beloved wife and son:

Great thanks for my beloved family! I always found my beloved wife, Theresia Mieke Puspita, and son, Yonathan Y. Datu, to be my biggest supporters. I am truly grateful for their constant love, prayer, and encouragement.
To my dearest friends at Politeknik Ubaya:

Thank you for the support during the time I was completing my thesis. I would like to express my gratitude to Drs. Singgih Widodo, M.Pd and Claudius Bona, S.S, M.M for always supporting me to do my utmost in this project.

To all MPBI XVIII friends:

It was really great to share experiences with all of you. Thank you for always encouraging one another.

All in all, I am thankful especially for the participants of this study, by who I could get the data I needed for the study.

*Gratias agimus Tibi propter magnam gloriam Tuam.*
ABSTRACT

Preschool teachers have a very significant role and great influence towards their students’ second language acquisition. They put the basic foundation of English and sounds are firstly introduced during the period. Due to the fact that the students are in their golden period, pronunciation accuracy must be emphasized. This ought to be the main concern for the teachers to prevent them from fossilization and errors which can hinder communication in the future. Therefore, being a good model of English pronunciation is the key. Unfortunately, facts on pronunciation errors produced by preschool teachers were found in the initial observation of this study. The errors eventually triggered the writer to seek much deeper information in regard with those preschool teachers’ pronunciation errors.

This study aimed to investigate: (1) features of errors the teachers were prone to, (2) sources of errors, and (3) efforts the teachers did to overcome the errors. Employing a case study design, the participants involved were 50 preschool teachers from three different branches in Surabaya, Sidoarjo and Malang, East Java. They all work for the same foundation with different of working experience and native language. 40 individual words drawn from their syllabus were prepared. The teachers were asked to pronounce those prepared words and their voices were recorded. Contrastive analysis and phonological analysis were applied to analyze the data. To triangulate, this study provided a 29-item questionnaire and an interview. This study also referred to two models of pronunciation namely Standard Southern British (SSB) and General American (GA) and both models employ the International Phonetic Alphabets (IPA) for phonetic transcriptions. Results of the study revealed that participants were prone to errors to six types of consonants, three long vowels, two diphthongs, and two types of word stress. Those errors were mainly caused by interlingual and intralingual transfers. Further, the study also revealed efforts the participants did to overcome pronunciation difficulties: consulting friends, looking up on printed dictionary, and checking from online dictionary on internet.

Finally, on the basis of the findings, some suggestions were provided in this study. The suggestions consisted of building more awareness on their roles as pronunciation model for students, improving knowledge and skills on English pronunciation and options for teacher professional development.

Keywords: English pronunciation, errors, source of errors, model, fossilization, teacher professional development
TABLE OF CONTENT

APPROVAL SHEET (I)........................................................................................................... i
APPROVAL SHEET (II)........................................................................................................ ii
STATEMENT OF AUTHENTICITY ......................................................................................... iii
ACKNOWLEDGEMENT ........................................................................................................ iv
ABSTRACT .......................................................................................................................... vi
TABLE OF CONTENT ....................................................................................................... vii
LIST OF TABLES ................................................................................................................ xi
LIST OF CHARTS ................................................................................................................. xii
LIST OF FIGURE ................................................................................................................ xiii
CHAPTER 1 ......................................................................................................................... 1
INTRODUCTION ................................................................................................................ 1
Background of The Study ................................................................................................. 1
The Research Questions ................................................................................................. 11
The Purposes of the Study .............................................................................................. 11
Significance of the Study ............................................................................................... 12
Scope and Limitation ..................................................................................................... 12
Theoretical Framework .................................................................................................. 13
Assumption ...................................................................................................................... 15
Definition of Key Terms ................................................................................................ 125
CHAPTER 2 ......................................................................................................................... 17
REVIEW OF RELATED LITERATURE .............................................................................. 17
Contrastive Analysis ...................................................................................................... 18
   English and Indonesian Phonology ........................................................................... 19
Error Analysis ................................................................................................................. 22
PRONUNCIATION ERRORS

Triangulation ................................................................. 62

CHAPTER 4 ................................................................. 64

FINDINGS AND DISCUSSION ........................................... 64

Findings ........................................................................... 65

Consonants ................................................................. 66

Vowels ........................................................................... 72

Diphthongs ................................................................. 75

Word Stress ................................................................. 76

Efforts ........................................................................... 79

Discussion ....................................................................... 84

Consonants ................................................................. 85

Voiceless Post-Alveolar Fricative /ʃ/ ................................ 87

Voiceless Dental Fricative /θ/ .......................................... 89

Voiceless Palate-Alveolar /ʃ/ .......................................... 91

Voiced Dental Fricative /ð/ ........................................... 92

Voiced Palatal-Alveolar Affricative /ʣ/ ......................... 93

Voiced Alveolar Fricative /z/ .......................................... 95

Vowels ........................................................................... 96

Long Vowel /Iː/ ............................................................. 96

Long Vowel /ʊː/ ............................................................. 97

Long Vowel /ɔː/ ............................................................. 97

Diphthongs ................................................................. 98

Word Stress ................................................................. 99

Strategies to Overcome the Errors .................................. 104

CHAPTER 5 ....................................................................... 109

CONCLUSION AND SUGGESTION ................................. 109
LIST OF TABLES

Table 2. 1 Consonants ................................................................. 20
Table 2. 2 Vowels and Diphthongs ...................................................... 21
Table 2.3 International Phonetic Alphabets .......................................... 38
Table 2.4 Manner of Articulation ......................................................... 43
Table 2.5 Tense and Lax Vowels ......................................................... 44
Table 4.1 Types of Errors ................................................................. 65
Table 4.2 Errors on Voiceless Post-Alveolar Fricative /ʃ/ ...................... 66
Table 4.3 Errors on Voiceless Dental Fricative /θ/ ................................. 67
Table 4.4 Errors on Affricative /tʃ/ .................................................... 69
Table 4.5 Errors on Voiced Dental Fricative /ð/ ..................................... 70
Table 4.6 Errors on Affricative /dʒ/ .................................................... 70
Table 4.7 Errors on Voiced Alveolar Fricative /z/ ................................. 71
Table 4.8 Types of Vowel Errors .......................................................... 72
Table 4.9 Errors on Long Vowel /I:/ ................................................... 72
Table 4.10 Errors on Long Vowel /ʊ:/ ................................................ 73
Table 4.11 Errors on Long Vowel /ɔ:/ ................................................ 74
Table 4.12 Errors on Diphthong /aʊ/ ................................................... 75
Table 4.13 Errors on Diphthong /ɔʊ/ ................................................... 75
Table 4.14 Error on a Four-Syllable Word Stress ..................................... 76
Table 4.15 Error on a Three-Syllable Words Stress .................................. 77
Table 4.16 Error on a Two-Syllable Word Stress .................................... 77
Table 4.17 Summary of Word Stress Errors .......................................... 78
Table 4.18 Summary of Errors ............................................................ 84
LIST OF CHARTS

Chart 2.1 Standard Southern British (SSB) ................................................................. 39
Chart 2.2 General American (GA) .............................................................................. 40
Chart 4.1 Efforts of the Participants ......................................................................... 82
LIST OF FIGURE

Figure 2.1 Vocal Apparatus....................................................42