

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Generally, everybody is known that English is very important in daily life. Language is a tool of communication, through language people can communicate with others. Through language, everybody can convey the feeling, the thought, the message and etc. In Indonesia the status of English language is very important for students of all levels. For example, to master speaking skill, the teacher must train and equip the learner fluency in understanding, responding, and expressing himself in the language in speech.

Pronunciation is important for second learner because in curriculum 2013, the students have to master pronunciation. They have to practice some words before they read the reading aloud. Students also have to know the pronounce the words correctly in order can communicate fluently with others. Pronunciation is related to delivering speech. Things to be considered in delivering speech are: pitch, rate, loudness, variety, articulation, pronunciation, dialect, facial expression and gesture.

In Indonesia, English taught as a foreign language and included as compulsory subject for junior, senior high school and for students of English department. In university level, English taught as an adaptive subject that aimed to prepare all of the students to mastering English, based on the four skills, they are

speaking, listening, reading and writing. But it doesn't enough. The students have to understand about grammar and pronounced word correctly.

Music has used for long time ago in many departments and levels in education, such a science, anthropology, sociolinguistics, psycholinguistics. Music has been the best choice in our life; all situation will be felt enjoyable when listen to music can be said as a part of human life. Students like to listen the music of each song and singing the songs also. They can joy the music very much. Some of the students when try to singing English song they make mistake in pronunciation. From the statement above, most of the students are still low in pronunciation. So that way, when someone tries to talking or singing, it will be make listeners do not understand.

As stated by Harmer (200:183) that for all people, being made aware of pronunciation issues will be of immense benefit not only to their own pronunciation but also their understanding of spoken English. So when people or everyone knows that pronunciation is really important when you speak English, a good pronunciation is good English.

Teaching of pronunciation for Indonesian students is quite difficult. (Palawa, 2013). For example, students feel confused when the teacher asks them to speak with others and reading aloud. They don't know whether the words they said is same symbols in long and short vowels. That is why the writer found the problem that Indonesian students are unable to pronounce English properly and correctly.

These problems must also be happened at Nommensen HKBP University which now is in the future expansion in many aspects mainly in education. By doing the study, the writer hopes that the findings of this study will help the teacher even the students there to comprehend their English teaching-learning even to repair their pronunciation.

Regarding to the discussion above, the writer would like to propose a study entitled: “An Error Analysis of English Pronunciation Utter in English Song by The Fourth Semester of English Department of Nomensen HKBP University

1.2 The Problem of Study

Based on the problem of the study, the problem of the study is formulated as follow:

What is the most dominant type of errors made by the Fourth Semester Students of English Department of Nommensen HKBP University in English Song based on the four classification of surface taxonomy: Omission, addition, misinformation, missordering?

1.3 The Objectives of the Study

Based on the problem of the study, the objective of the study is stated briefly as follow:

1. To find out the most dominant type of errors made by the Fourth Semester Students of English Department of Nommensen HKBP University in English Song

1.4 The Scope of the Study

This study only concern with the error analysis of pronunciation utter in English song by the fourth semester students of English department of Nommensen HKBP University. There are some types of error. In this study the writer uses the theory of Dulay. There are omission, addition, misinformation and missordering.

1.5 The Significances of the Study

The findings of this study are expected to be theoretically and practically significant and relevant for some matters, they are:

1) Theoretically

The findings of this study are expected to give guidance to teachers to comprehend their knowledge in recognizing the students' weaknesses in pronouncing English word so that they can pick and use the right method for teaching pronunciation.

2) Practically

The findings of this study are expected to be useful for:

(1) English teacher: it is expected that the findings will be useful to improve their knowledge about pronouncing English word

(2) Students: it is expected to give the students information about English pronunciation

(3) Further writer: it is expected to be able to provide the reference in conducting the similar study about English Pronunciation.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a study, theories are important and needed to explain some concepts or terms applied in the study concerned. Some terms used in the study are needed to be explained theoretically. In the following parts, the theoretical elaboration used in the terms is presented. Some references were explained in order to keep its coherence to avoid misunderstanding and misperception.

2.2 English Language

According to Arikunto ((2010:106) English is the language of global terms that needs to be developed in Indonesia. It is used as an international language which is spoken by many countries around the world. It is absolutely as a language it has its system of communication. This system of communication consists of sounds, words, and grammar. Any language with no exception of English has a system of sound and meaning. As we know in learning English, it is a matter to master both the components and the skills of the language. For the foreign students or learners, the right pronunciation will help their listener to catch what they are talking about. Moreover, in English each word can be pronounced with two or more sounds. For example, to pronounce the word *I*, it will be pronounced as [ai] there are sounds [a]

and [i]. This matter will make the foreign students or listeners get confuse. That is why teaching pronunciation is important in English class.

2.3 English Pronunciation

The general aim of teaching English to the students of the English department of instate of teacher training and education (FKIP) is to enable them master all skills of the language (listening, speaking, reading and writing). When they graduate, they should be proficient in English as well as professional in teaching it. No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings; there are also individual peculiarities for which it is difficult or impossible to account. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012). According to Fraser (2001), teachers should be provided with courses and materials that help them improve their pronunciation instruction. She continued that second language education research should not be concerned with the significance of English pronunciation instruction but with the methodology of pronunciation instruction. Morley (1991) stated that understandable pronunciation is a main objective of pronunciation instruction. In is a necessary component of communicative

competence. Morley (1991) emphasized that learners should develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies. In this paper, the researcher defines the term pronunciation, reviews the goal of English pronunciation instruction, and explains the significance of English pronunciation instruction.

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, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Pourhosein Gilakjani, 2011; Pourhosein Gilakjani, 2016). In this paper, the researcher defines the term pronunciation, explains the goal of English pronunciation, elaborates the importance of pronunciation, states the role of teachers in teaching pronunciation, and mentions some suggestions for teaching English pronunciation.

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds. Based on the explanation pronunciation it is the learner must train and equipment with a certain degree of accuracy and fluency in understanding, responding and expressing himself in the language in speech. The learner should have the competence to talk intelligibly to others which implies that he should master all aspects of the language as mentioned above.

To help you understand the exact pronunciation of the phonetic symbols and key words, the key to pronouncing the vowels is following:

Key to Pronouncing the Vowels		
International Phonetic Alphabet Symbol		English Key Words
Section 1	[i] [ɪ] [eɪ] [] [æ] [a]	Me, tea, bee It, pin Ate, game, they Egg, head, pet At, fat, happy Hot, father
Section 2	[u] [] [] [ou] []	You, too, rule Put, cook Up, but, come Boat, no, oh All, boss, caught
Section 3	[] [] [] [au] [aɪ] [ɔɪ]	Soda, upon Urn, first, serve After Out, cow, house My, pie, I Oil, boy, noise

2.3.1 The Goal of English Pronunciation Instruction

According to James (2010, as cited in Pourhosein Gilakjani,2016) acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Pourhosein Gilakjani,2016), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988, as cited in Pourhosein Gilakjani, 2016) called it comfortable intelligibility and it should be the aim of English pronunciation. Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010, as cited in Pourhosein Gilakjani,2016)), the aim of learning pronunciation for some learners is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation.

There are some parts of the difficulties of pronunciation. They are as follows:

1. He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced: he must moreover learn to remember the acoustic qualities of those sounds.
2. He must learn to make the foreign sounds with his own organs of speech
3. He must learn to use those sounds in their proper places in connected speech
4. He must learn the proper usage in the matter of the sound attribute as they are often called (especially length, stress and voice pitch).
5. 5.He must learn to catenate sounds,i.e. to join each sounds of sequence on to the next and to pronounce the complete sequence rapidly and without stumbling.

2.3.2 The Elements of Pronunciation

According to Gerald Kelly (2000:1) a broad definition of pronunciation includes both and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teachers so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most! Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the suprasegmental aspects of pronunciation may have

the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others. This overview starts with suprasegmental features. One considerable practical advantage of focusing on suprasegmentals is that learners from mixed L1 backgrounds in the same class will benefit, and will often find that their segmental difficulties improve at the same time. The following diagram (Kelly, 2000) shows, the main features of pronunciation:

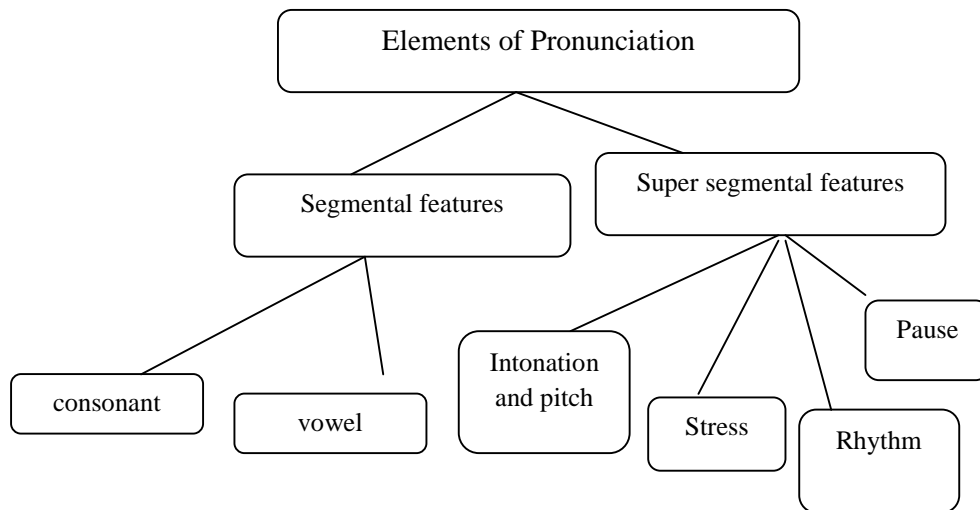


Figure 2.3 the Elements of Pronunciation

2.3.2.1 Segmental Features

Learning to pronounce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Many learners may have difficulty with particular sounds, sound combinations or with putting particular sounds in particular positions (word-final /z/ for some Vietnamese background speakers, for example). Since there are many good reference works which cover the detail of the phonology

of English in some detail (see ‘Annotated bibliography’ at the end of this fact sheet), here we will only give a brief overview.

What these publications do not always emphasize is that the theory of how sounds are made in English is just that – theory. Each individual sound will, in fact, be made in a slightly different way according to what is next to it in spoken discourse. So a consonant in a cluster or in a particular position, or next to a word so that it forms a cluster, will be made differently or even completely omitted. Similarly, the quality of vowels can change dramatically depending on how much they are stressed. So remember that linguistic descriptions of perfectly formed sounds often describe the citation form of a word – that is, the form that we say in isolation when we are on our ‘best behavior’, rather than the way we say it in normal conversation. This can be confusing for students who are trying to make sense of everyday life! Fraser’s (2001) handbook for teachers provides some useful background about the difficulty learners have in conceptualizing sounds in spoken English.

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), diphthongs (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth. Underhill (1994, as cited in Baso Andi,2013) gives a teacher-friendly description of the sounds of English, and provides a phonemic chart arranged according to how they are made in the mouth. These sounds are represented using a phonemic script, like that used in the front of dictionaries. It is very useful for

teachers to become familiar with this script, and more details and examples of how it is used can be found in reference works such as Underhill (1994) and Roach (1991).

Consonants are made by causing a blockage or partial blockage in the mouth, and these are usually described in terms of:

1. Where the sound is made in the mouth, or *place of articulation*
2. How the sound is made, or the *manner of articulation*
3. Whether or not the vocal cords vibrate, or *voicing*.

It is important for teachers to know where and how a sound is made, and many learners also find this knowledge helpful, although they will only come to say sounds intelligibly through careful listening and practice. The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel *before* the sound (longer before voiced sounds) rather than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners.

2.3.2.2 Super Segmental Features

1. Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking.

One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality.

Stress is important at three different levels:

1. Word level – multisyllabic words have one or more syllables that are stressed
2. Sentence level – the most important words tend to be stressed
3. Contrastive stress – the most important words carry greater stress.

In English, when we utter entire phrases, we do not, in fact stress every word. Instead, we stress only certain words, and unstressed others. Generally, we place stress on the major parts of speech, or content words (the noun, verbs, adjectives, and adverbs). Correct use of stress is essential in achieving proper pronunciation of words.

There are some kinds of stress in words based on the syllable:

1. One Syllable words

Ache /'eɪk/

Act /'ækt/

2. Two syllable words, stress pattern

Kidnap ə/'kɪdnæp/

3. three-syllable words. Stress pattern

Handicap /'hændɪkæp/

4. Four Syllable words, stress pattern

Indicator /'ɪndɪkeɪt ' /

5. Five syllable word, stress pattern

Microcomputer /maɪkr ɪ k ɒmpju:t ər/

6. Six syllable, stress pattern

Extraordinary /ɪk'str ˌɔːdnəri/

2. Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.

There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse).

Clennell (1997) identifies some major functions that are important for learners:


1. Information marking (prominent stress)
2. Discourse marking (given/new)
3. Conversational management (turn-taking/collaborating)
4. Attitudinal or affect marking (mood/feeling)
5. Grammatical/syntactic marking (clause boundaries/word classes)
6. Pragmatic marking (illocutionary force/intention of the speaker).

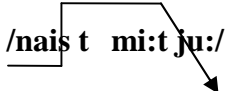
The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practiced even for beginner learners.

The major changes of pitch take place on stressed syllables, particularly on the tonic syllable. Five major patterns of tones can be identified: fall, rise, fall-rise, rise-fall and level:


1. A **falling pattern** usually indicates that the speaker has finished, at least temporarily.

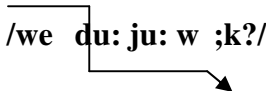
1.1 Statements

Nice to meet you.



/naɪs t mi:t ju:/
The diagram shows a horizontal line above the phonetic transcription. A vertical line descends from the end of this horizontal line to the tonic syllable 'ju:'. From the top of 'ju:', a diagonal line descends to the right, ending in an arrowhead. A small triangle points to the 'ju:' syllable.


1.2 Wh –Question (requesting information)

Where do you work?


/we du: ju: w ;k?/
The diagram shows a horizontal line above the phonetic transcription. A vertical line descends from the end of this horizontal line to the tonic syllable 'k?'. From the top of 'k?', a diagonal line ascends to the right, ending in an arrowhead. A small triangle points to the 'k?' syllable.

1.3 Exclamation

How nice of you!


/ha naɪs v ju:!/

2. A **rising intonation** signals a question or continuation. This difference can signal meaning even in short exchanges. Thus, if someone calls me and I answer ‘Yes’ with

a rising tone, I signal that I am opening interaction with them, but if I say ‘Yes’ with a falling tone, this may indicate that I do not wish to speak to them, and may even be interpreted as rude. Thus questions to which the speaker knows the answer will be said with a falling tone, while questions in which new information is sought are usually said with a rising tone (Clennell 1997). Often, ‘Yes-No’ questions will have a rising tone, and ‘wh’ questions will have a falling tone, but this is only true some of the time, since the way speakers make these questions depends crucially on their intention and how the question fits into the rest of what they are saying. In Australia, many speakers use what is called a ‘high rising terminal’ – that is, their intonation rises, even where they may be expected to signal finality at the end of an utterance. This seems to be associated with the signal of solidarity, and is more often found among less powerful speakers.

2.1 Yes or no question (Question can be answered by yes or no)

Do you like your new teacher?

/du: ju: laɪk j :r nu: ti:t r?/

2.2 Question tags that show uncertainty and require an answer (real questions)

You like fish, don't you?

/ju: laɪk fi: , d nt ju: ?/

3. A **fall-rise** tone signals definiteness combined with some qualification; what Yallop (1995) calls a ‘No, but...’ interpretation. Thus, if someone asks if I am busy,

and I am suspicious that this is a prelude to asking me to do a job, I may answer ‘No’ but with a fall-rise tone to indicate my mixed feelings.

3.1 Hesitation/reluctance

So you'd be willing to confirm that?... well ... I ^{sup} ^{pose} so...

/s ju:d bi: wɪlɪ t k n'f :m ðæt? ... wel... aɪ s 'p z s .../

4. A **rise-fall** is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest.

4.1 Choices (alternative questions)

Are you having [↑]soup or [↓]salad?

/:(r) ju: hævɪ su:p :r sæl d?/

4.2 conditional sentences (the tone rises in the first clause and falls gradually in the second clause)

If he [↑]calls, ask him to leave a [↓]message

/ɪf hi: k :ls, a:sk hɪm t li:v mesɪd /

5. A **level tone** signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll. Yet this is the tone that many learners may use if they do not pay attention to their intonation. It is therefore particularly important to help learners to overcome any tendency they may have to use this tone inadvertently.

Also important in intonation is the notion of ‘key’ or the relative pitch chosen by a speaker. Contrasts in intonation are usually perceived in relation to the key. Thus, the first stressed syllable of new information may be said at a higher pitch, criticism may be offered at a lower pitch and so on. Indeed, one relatively simple way of approaching intonation in the classroom is through the identification and practice of stressed syllables and their relative pitch.

More details on tones and how they are used in speech can be found in Yallop (1995), and some practice activities can be found in Gilbert (1994) and Hancock (1995). Clennell (1997) provides a useful description of how intonation is used to signal what is important in what is said, the force or attitude with which something is said, how we use intonation to distinguish between new and old information, and how we use pitch change to signal turn-taking and other conversational management strategies. He also suggests some teaching ideas appropriate for more advanced learners, but which could be adapted for use with lower levels.

2.4 Song

Songs is an integral part of our language experience, and it is used in coordination with a language class. Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the word and read the word quickly. Song is a group of arrangement which consist of lyrics and elements of music like rhythm, melody, harmony and expressions.

One of linguistic advances of song is that learner will happily repeat the same structure, even the same words, over and over again without getting bored (Reilly et al in I'in et al 2012:3). I'in et al 2012:3 says that song as a technique in teaching vocabulary and the main cognitive reason for using songs in the classroom is to help automatically the language development process. Songs have been an amusing companion for human beings for as long as or even longer than we can speak music is instrumental in creating a relaxing and comfortable environment, which can learning (Larsen-Freeman in Shen (2009), vol 2, p.88)

According to Burhayani, song is one alternative ways to increase English especially in vocabulary by vocalizing the language.

2.4.1 The Importance of Songs

In Shen, C (2009) states combination of music and language, songs have innumerable virtues that deserve our attention. Their richness in culture and theme, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching. Here are the explanations:

1. A kaleidoscope of culture

Language and music are interwoven in songs to communicate cultural reality in a very unique way. English songs endow the English native speakers with an opportunity to put across their own culture. Language expresses, embodies and symbolizes cultural reality” (Kramsch in Shen, C.2009)

2. Expressiveness

Songs are highly expressive. Some convey love and emotions: some tell a memorable and moving story: some embody one's dreams and ideals: and some

reminisce about the golden past. Songs are abundant in themes and expressions which will echo in the learner's heart.

3. Recitability

Lyrics are characterized by use of rhythms, conversational speech and poetic expressions

4. Therapeutic functions

In general, the foremost function of songs is to provide relaxation and recreation. It is quite common that when people are tired, they will sit back and listen to a piece of music or they may hang out with friends to sing karaoke, clubs or bars. Music has the power to soothe people's emotions, refresh their minds and to unlock their creativity.

According to Philip in Farmaland, Z and Pourgahrib, B Vol.2 (2013:840), teacher can motivate students through music and song help students to be active during learning practice. When teacher and students get used to using music in the classroom, it can be an amazing way for them to achieve success with English learners, Molinsky in Farmand, Z and Pourgahrib, B vol 2 (2013:841).

In Farmand, Z and Pourgahrib, B Vol 2 (2013:841) states that studies have shown that music:

1. Improves memory
2. Improves concentration
3. Causes learning English to be fun
4. Removes stress
5. Improves a sense of community to a group

6. Improves motivation

2.5 Errors

Richard (2010:201) states that error is the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

Brown (2000) defines that errors is noticeable deviation from the adults' grammar of a native speaker, reflecting the interlanguage competence of the learner. Error is systematic. It is likely to occur repeatedly and is not recognized by the learner as an error. It means that there is something wrong in norms of language performance, the making errors is so unavoidable in learning process. Beside, the making of error is one part of learning and one can learn without making errors in native speaker of second language (Gass & Selinker (2008:102).

According to its main representatives Marina Burt and Heidi Dulay & Burt (1974) the identity of the language acquisition processes consists in the mother tongue and in the foreign languages. Errors are therefore necessary development stages in this process. The interlanguage hypothesis assumes that errors are necessary components of learning, while then students version of the foreign language develops step by step. Only through research in the field of educational psychology, has been generally accepted the thesis that errors are fundamental components of the learning processes.

2.5.1 Types of Error

This study is concerned with the systematic errors rather than lapses occurring due to wrong usage or non-systematic mistakes occurring due to bad performance. Applied linguists distinguish between competence and performance errors; the former are caused due to lack of knowledge of grammar, vocabulary and misunderstanding of the appropriate structure of the TL, whereas the latter reflect other aspects such as tiredness, nervousness, or laziness (Corder, 1973). They also distinguish between global and local errors: the former can hinder understanding of the message and include such things as wrong word order, overgeneralising a rule to exceptions, and wrong sentence connectors. The latter, on the other hand, do not affect the overall understanding but involve single constituents (Dulay, Burt and Krashen, 1982: 191) such as incorrect noun and verb inflections, and concord, among other things (Riddell, 1990:29-30).

Corder in *Introducing applied linguistics*(1993:277) categories the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and 5 Misordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and Misordering of elements).

According to Dulay, Burt, and Krashenin Ellis and Barkhuizen (2005:61), error is classified into four classifications based on surface taxonomy. Which are:

1. Omission

Omission is when the sentences or phrase lack of element (s) such as the object in sentence “I [am] tired”. The example above is omission of copula *be* in the utterance.

2. Addition

The Addition is a form that does not appear in a well-form utterance. This classification is categorized into: Regularization, Double-Marking, Simple additions.

3. Misinformation

A structure that used in wrong form. This classification is categorized into:

1. Regularization (for example, *Do they be happy?*)
2. Archi-form (for example, the learner uses *me* as both a subject and object pronoun)
3. Alternating forms (for example, *Don't+v* and *No+v*)

4. Missordering

A structure which appears incorrect placement of a morpheme or group of morphemes. The example is in the phrase *Beautiful house*. Sometimes, Indonesian learner makes error such *House Beautiful*. It is definitely an error. The error should be missordering because learner makes a wrong order of phrase. The correct phrase should be *beautiful house*.

Dulay (1982:147) typed errors based on linguistic category according to either or both the language components, as follows:

1. Phonology (pronunciation)
2. Syntax and morphology
3. Semantics and lexicon (meaning and vocabulary)

4. Discourse (style)

Perhaps, one of the first and most important studies conducted in the field of Error Analysis was the one done by Richards (1971). His study involved learners from different language background (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Maltese, and Indian and West African Languages) and showed the different types of errors relating to production and distribution of verb groups, prepositions, articles, and the use of questions. Based on this, he distinguished three sources of errors:

1. Interference errors: errors resulting from the use of elements from one language while speaking/writing another,
2. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and
3. Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

According to Richards (1971), intralingual errors are also subdivided to the following categories:

1. Overgeneralization errors: the learner creates a deviant structure on the basis of other structures in the target language (e.g. "He can sings" where English allows "He can sing" and "He sings").

2. Ignorance of rule restrictions: the learner applies rules to context where they are not applicable (e.g. "He made me to go rest" through extension of the pattern "He asked/wanted me to go").
3. Incomplete application of rules: the learner fails to use a fully developed structure (e.g. "You like to sing?" in place of "Do you like to sing?")
4. False hypothesis: the learners do not fully understand a distinction in the target language (e.g. the use of "was" as a marker of past tense in "One day it was happened").

However, as Schachter and Celce-Murcia (1977) pointed out, the distinction between intralingual and developmental errors is rather fuzzy in their term. As a result, Richards (1974) classified errors, according to their causes, into two categories later on. The two categories are as follows:

1. Interlingual errors: these errors are caused by mother tongue interference.
2. Intralingual and developmental errors: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.

Later, James (1998), in his study, showed the different types of learners' errors relating to omission, overinclusion, misselection (use wrong words not wrong forms), misordering, blends (blending arises when two alternative grammatical forms are combined to produce an ungrammatical blend.)Based on this, he stated that there are four causes of errors.

1. Interlingual errors (Mother-tongue influence): these kinds of errors are influenced by the native languages which interfere with target language learning,
2. Intralingual errors: these types of errors are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application (this is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules), Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules), Hypercorrection or monitor overuse (this results from the learners' over cautious and strict observance of the rules), Overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules),
3. Communication strategy-based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution, and
4. Induced Errors: these errors are the result of being misled by the way in which the teachers give definitions, examples, explanations and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows: Materials-induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, Look-up errors.

The writer takes the phonology (pronunciation) errors as the focus in this study.

2.5.2 Criteria of Error in Pronunciation

1. Vowels

Vowels are produced with the vocal tract open. For that reason, they are said to be articulated with an open articulation, in opposition to consonants. We know that in the production of a sound, several elements participate: vibration and resonance. In the case of English vowels, they are all produced with vibration of the vocal folds, so they are voiced sound. The escape of the airflow coming from the lungs is always made through the mouth only, because the soft palate is in its raised position, that means they are oral sound. More has to be said about the resonance effect produced by the position of the articulators in the oral cavity, mainly. In this respect, the only possible articulation is that of the tongue position, being more or less raised, more or less advanced, because the mouth will be open, as we have just stated. Two parameters are then firstly considered: height of the tongue and backness of the tongue. One more parameter has to do with the position of the lips, which are considered as another resonator. So the rounding of the lips is also considered to describe how a vowel is produced.

Based on the height of the tongue, vowels can be high, mid or low. Based on the backness of the tongue, vowels can be front, central or back.

	front	central	back
high	i ɪ	ɨ	u ʊ
mid	e ɛ	ə	ɔ o
low	æ	a	ɑ

Below you will find the example of English vowels:

1. i:

ee- in see

i- in police

ea- in eat

eo-in people

ie-in yield

ey-in key

ei-in seize

ay-in quay

Being a long vowel, it almost sounds like diphthong. It is long enough to be one, but it does not actually glide into another vowel sound. The lips are only slightly

2. I

i-in fifth, rich, with, sit

o- in women

y- in city, rhythm, symbol

u- in busy

e- in wicket, pretty, wicked

ay- in Monday, Sunday

ie- in ladies, sieve

ai- in fountain

a- in village, private

When you say this vowel sound, the front of the tongue is raised towards the palate. In fact, the position of whole tongue is relatively high in the mouth, making it a closed vowel. The lips are slightly spread.

3. e

e- in egg

ea- in realm

a- in any

ei- in leisure

eo-in leopard

The front of the tongue is used in the production of this vowel, making it a front vowel. It is also a close/middle vowel in that the position of the tongue and jaw is slightly raised. The lips are slightly spread.

4. æ

As in hat, man, cash and cap.

In conventional spelling, this sound is spelt with an “a” 99% of the time. Alternatively, it can be spelt with an ‘ai’ in plait or plaid. This vowel since the front part of the tongue is raised when it is articulated. It also an open (low) vowel. This means that the tongue is in a low position with the jaw also being lowered. The lips are slightly spread. This traditionally short vowel become slightly longer than the other short vowels. This lengthening is apparent before voiced consonants such as in cab, bad, badge, and man.

5.

o- in come

ou- in trough

oo- in flood

oe- in does

u- in sun

This is a central vowel, and one which is more open than mid-ranged. The lip position is a neutral one.

6. :

a- in pass

er- in clerk

ar- in art

ear- in hearth

au- in aunt

al- in calm

This is an open vowel, the lip position is neutral.

7.

o- in sorry

ou- in cough

au- in because

ow- in knowledge

a-in what

The tongue and jaw are lowered as the back of the tongue is used to articulate this vowel. Hence it is a back, open (low) vowel. The lips are slightly rounded.

8. :

aw- in law

oor- in door

ou-in bought

oar-in hoarse

au- in taught

our-in pour

a- in all

oa- in broad

or- in horse

The vowel is pronounced with rounded position for the lips. It is the back part of the tongue that rises to low position.

9.

o- in woman

oo- in good

u- in full

ou-in could

The tongue and jaw are raised as the back of the tongue is used to articulate this vowel. Hence it is a back, close (high) vowel. The lips are rounded.

10. u:

o- in who

ew-in few

oo- in fool

ue-in blue

u-in rude

eu-in feudal

ou-in soup

ui- in fruit

This vowel is towards the back and is a close sound. The lips are rounded.

11. ɜ:

Our- in scourge

ir-bird

yr-in myrtie

er- in serve

ur- in fur

ear- in earth

This is a central vowel. It is commonly used by English speakers as a hesitation sound. The lip position is neutral.

12.

As in another, brother, the, postman.

The schwa is an unstressed central vowel and is the most common vowel to appear in English. It is one of the problems of English teaching that the most common vowel has no regular character to represent it.

To make the best possible impression with your English language pronunciation skills, it is extremely important that you master some of the trickier sounds of English. In this study the writer focuses on students' pronunciation in English songs based on the vowels.

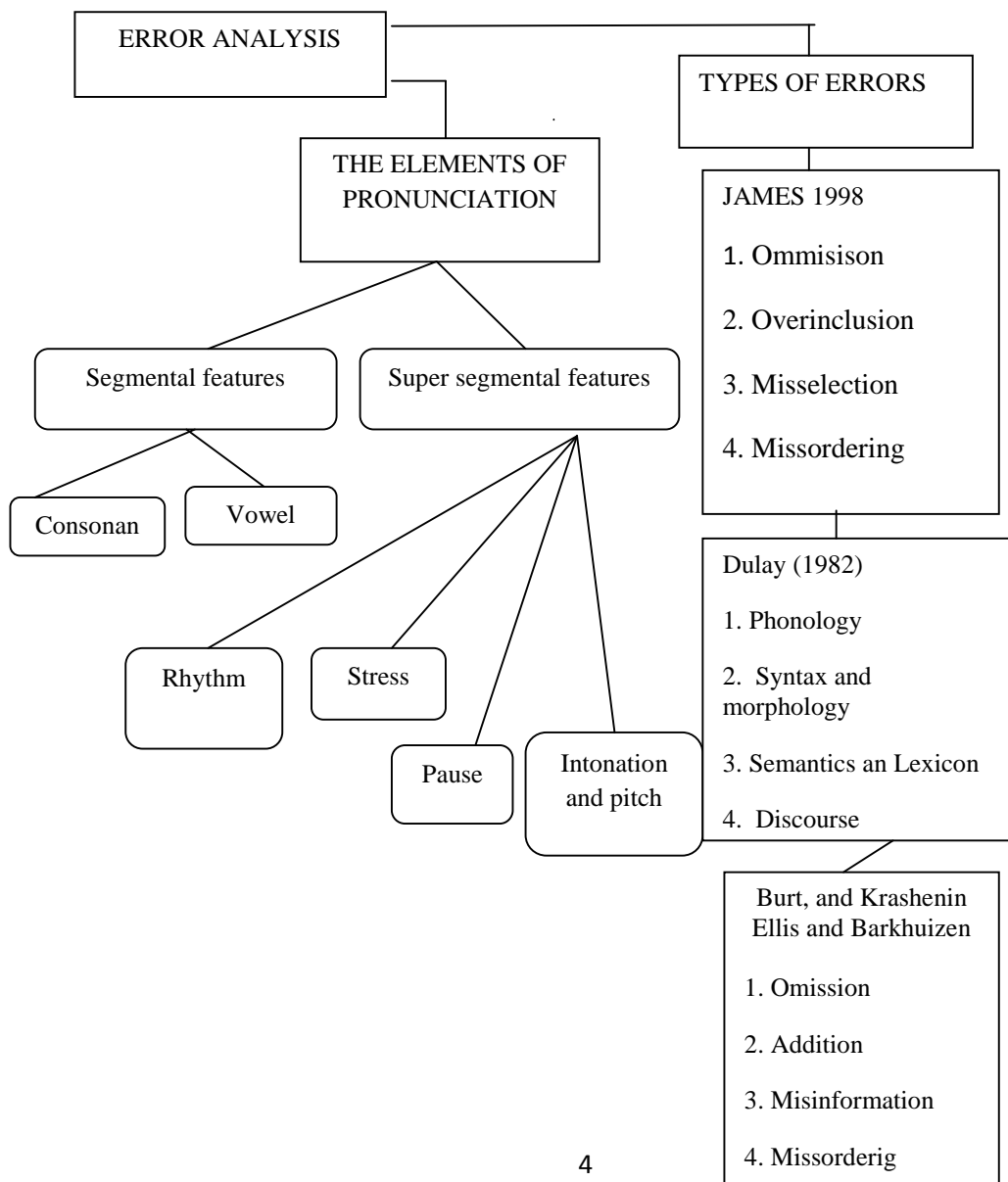
2.6 Previous Research

To strengthen this study, the writer puts some previous researches as the references in conducting and supporting this study. First, the researcher Ratna Dewi Ginting (2016) from English and Literature Department Faculty of Language and Arts, State University of Medan on his study *Pronunciation Errors in Vowels by Vocational School Students*. The study describes that vocational school is one option for students interested in practical postsecondary education and job training. Vocational school is an educational unit that aimed to be a medium to improve the students' ability in a particular major which is targeted to improve the human resources in their work field. Research about pronunciation errors in vowels is quite popular in education field, particularly in countries where English is the second or foreign language. Mayasari (2013) conducted a study to find out the error of pronunciation in vowels in reading aloud which 63%

make errors in pronouncing vowels. Jumrina (2013) conducted a study about pronunciation error in vowels in reading aloud which 41% students difficult to pronounce vowels. The purpose of this research is to find out the ability of the office administration and travel agency students in pronounce vowels in reading aloud. The analysis of students' pronunciation errors is important in order to know students' needs then to know the solution of it. The researcher hopes, that the findings in the analysis of the students' pronunciation errors in vowels at SMK Negeri 1 Binjai can be useful for education progress to improve the students' ability in pronunciation which is still low in speaking skill, especially when the students want to get job, do interview, and speak with overseas people, they can communicate in good communication.

The next one is the researchers Ivana Okta Riyani and Ananto Prayogo (2013) on their research *An Analysis of Pronunciation Errors Made by Indonesian Singers in Malang in Singing English Songs of State University of Malang*. This study is conducted to find out the pronunciation errors made by Indonesian singers in singing English songs. The different pronunciation or different word will cause different meanings. Speaking without considering the pronunciation will disturb and cause misunderstanding in the meaning of the words spoken. In learning English, non-native speakers tend to make errors. Errors in the acquiring process are unavoidable and making errors is part of learning (Dulay, Burt & Krashen, 1982) as well as errors which occurs in Indonesia singers' pronunciation in Malang. For example, many Indonesian singers who sing English songs cannot pronounce the English lyric in the right way. All of them suggested further research concerning pronunciation to be conducted. However, those studies focus on language teaching and learning. Therefore, the researcher wants to arise curiosity about the same issue that is pronunciation but in linguistic field.

2.7 Theoretical Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design of the study is related to object of this study. Research is the systematic activity directed towards and objected investigating specific problem in order to discover the relationship between variables. This study is conducted by using descriptive qualitative research design. Combination of the studies is the primary instruments for data collection and analysis.

Is the blueprint for conducting the study that maximizes control over factors that could interfere with the validity of the findings. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove 2001:223).

Qualitative research is characterized by its **aims**, which relate to **understanding** some aspect of social life, and its **methods** which (in general) generate words, rather than numbers, as data for analysis. For researchers more familiar with quantitative methods, which aim to **measure** something (such as the percentage of people with a particular disease in a community, or the number of households owning a bed net), the aims and methods of qualitative research can seem imprecise. Common criticisms include:

1. Samples are small and not necessarily representative of the broader population, so it is difficult to know how far we can generalise the results;
2. The findings lack rigor;
3. It is difficult to tell how far the findings are biased by the researcher's own opinions.

3.2 The Subject of the Study

The subject of this study is the students of the Fourth Semester of English Department of HKBP University of Medan in the academic year 2016 consisting of three classes and each class consists of 30 students. The writer is chosen one class of three classes as a sample randomly. One of the classes is Group B consisting of 30 students. The writes is chosen 10 students as the sample. The data of the study is based on the types of errors. They are : Omission, Addition, Misinformation and Misordering.

3.3 The Instruments of Collecting Data

There are many ways to collect the data they are documentation, observation, test, interview and questionnaire. In this study, the writer is chosen the data by used some instruments such as observation, singing practice test, documenting and transcript. The writer focuses on transcript. In this study the writer uses type recorder as media to collect the data by recording the students' voice while they were singing one song. Every student is given 5 minutes to singing the song recorded by recorder.

3.4 The Technique of Collecting Data

To collect the data, the writer uses the students' voice recording as the data collection. The writer asked the lecturer to help her to ask the students to singing a song while the writer is recording. There are 30 students in group B which use as the sample of the study. The writer

will be choosing 10 students as the sample. After getting the data the writer is analyzed the recording and try to find the error made by the students toward words even sentences.

3.5 Technique of Analyzing Data

In getting the percentages of the data and finding out the most dominant error, the writer used a formula from Allan G. Bluman (2009:627) as follows:

$$\mathbf{P\ (\%) = \frac{f}{n} \times 100\%}$$

Where:

P = percentage

R = frequency of each errors types

N = sum of the errors