PHONOLOGICAL AND MORPHOLOGICAL ERRORS IN STUDENTS' READING ALOUD PRONUNCIATION AT STATE HEALTH POLYTECHNIC IN TASIKMALAYA

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Abstract: The aim of the research is to investigate phonological and morphological errors in students' reading aloud pronunciation. From the population of the nutritionist students (120 students), the 40 students were taken as sample of the research by purposive sampling technique. The data of the research were collected by recording the students' pronunciation when they read aloud a text given by the lecturer. The method used is descriptive with content analysis technique. Based on the analysis results obtained, the most common phonological errors made by students in connection with surface structure taxonomy are substitutions in vowels (58.28%), and causes of error are intralingual errors in (47.42%). The most common morphological error made by students in connection with a surface structure taxonomy are omissions in suffixes (78.06%), and cause of error are intralingual errors in suffixes (95.90 %).
Keywords: phonological error, morphological error, pronunciation, reading aloud

INTRODUCTION

As Humans beings, we always communicate each other using language that is communication tool that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols. As defined by Wibowo (2001:3) that language is a system of symbols that are meaningful and articulate sound or tool, which are arbitrary and conventional and used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

English is one kind of language that used internationally, and in Indonesia, English is still used as second language. In order to support English language comprehension, the government put English as a subject at school from elementary school until university. In learning English as foreign language (EFL), the teacher attempts to use many techniques to facilitate the students' learning. One technique that the teacher used is reading aloud. According to Peter Redpath, co-author of Incredible English (2011) in Oxford University Press ELT, reading aloud to work on pronunciation will be most effective for the students if they are not distracted by trying to understand the text. Using the technique of reading aloud is used to analyze and correct the students' pronunciation because in fact, during English learning in the classroom, there are still many errors in students' pronunciation when they are asked to read aloud the text given.

In linguistics analysis, an error is a deviation from accepted rules of a language made by a learner of a second language. Such errors result from the learner's lack of knowledge of correct rules of the target language. As Brown (2001:170) said that an error is noticeably deviation from the adult grammar of a native speaker, reflecting the

interlanguage competence of the learner. In learning English as second language, the errors often happened because it is not speakers' native language.

James (1998: 107) classified errors into five; they are omission, addition, misformation, misordering, and blend. He also argued some aspects that can cause some errors; they are Interlingua transfer and intralingua transfer. When people communicate orally, they will give attention in pronunciation that is the sounds production or the way a word or a language is spoken. As defined by Odden (2013: 2), phonology is the study of sound structures in language, which is different from the study of sentence structures (syntax), word structures (morphology), or how languages change over time (historical linguistics).

Furthermore, James (1998: 139) mentioned three types of phonological errors in pronunciation; they are segmental, suprasegmental, and combinatorial element. Segmental element consists of two kinds of element; they are vowel and consonant. Then, suprasegmental element talks about stress and intonation of the words. The last is combinatorial element, which is consonant combination in pronunciation.

Another aspect of pronunciation errors is morphological aspect or it is more popular known as word structure. As defined by Aronoff & Fudeman (2002:11) that morphology is the study of words, how they are formed, and their relationship to other words in the same language. Each of word has its structure, which is studied in morphology. It is known that morphology analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning. Related to this term, the writer, also as a lecturer, finds that there are still many errors that were done by the students when they were reading aloud some words in a text, which contain some more complex pronunciations, word structures and tenses. They seemed to be difficult in pronounce some segmental elements of phonology, such as vowels and consonants. Also, they tend to omit the affixes of the words, such as prefixes, infixes, and suffixes.

Those problems should be analyzed, because it is very important to become resources for evaluating students' pronunciation and then it can be useful to improve the students' pronunciation in using English. Moreover, this research can give contribution for knowledge development in education. Teachers can use the information for finding the best methods and techniques of teaching English as a second language for students. And the result of the research can be used as resources for government to decide some policies related to education system in Indonesia.

Based on the problem above, the writer will focus the research on analyzing students' pronunciation errors from their phonological and morphological errors when they are reading aloud. The writer will analyze the most frequent errors that appear in the students' pronunciation.

METHOD

The method used in this research is descriptive with content analysis techniques. The data of the research were collected by recording the students' pronunciation when they read aloud a text given by the lecturer. This research was done at nutritionist students of State Health Polytechnic in Tasikmalaya with population of 120 students and the 40 samples were taken by purposive sampling technique.

The phonological error that was analyzed is segmental elements that consist of vowels, consonants, and diphthongs. (a) Vowels are defined as a sound that produced by trembling the vocal string and holding calm sound. In spoken English, there are 20 kinds of vowel. (b) Consonants are speech sounds produced by significantly obstructing the flow of air through the vocal track. In spoken English, there are 24 kinds of consonant. (c) Diphthongs are combination of two adjacent vowel sounds within the same syllable and they can be separated. In spoken language, there are 8 kinds of diphthong. While, the morphological error, which was analyzed is affixes, include prefixes, infixes, and suffixes.

All of the erroneous will be classified into type of error based on the surface taxonomy and cause of error. The type of error consists of (a) omission, which is deleting some part of word structure considered as grammatical. (b) Addition, which means that we put element that shouldn't be there. (c) Misformation, when we put wrong formation of structure or morpheme. (d) Misordering, this is putting some words randomly in utterance. (e) Blend, which contain confusing meaning included in one utterance.

Another classification based on the cause of error. (a) Interlingua Transfer. The errors happened when the speaker has lack of comprehension on the first language and it determines their capability in comprehending the target language. And (b) Intralingua Transfer. The errors happened because the speaker has lack of comprehension on the target language itself.

In order to collect the data, the writer recorded the students' pronunciation in reading aloud a same text for all of the students. Then, analyze all of the data. The analysis result of phonological and morphological errors were accumulated based on the types and causes of errors until found what the most common errors happened.

RESULT AND DISCUSSION

The data in this study would be analyzed and grouped based on phonological errors of vowels, consonants and diphthongs, and morphological errors of affixes. Those errors would be described in the table. The first table contains the errors type based on the taxonomy of the surface structure (addition, omission, and substitution), and the second table based on the cause of the error (Interlingua and intralingua), Creation of error frequency table followed by exposure percentage of error frequency. Having

known the number of errors then made the discussion in the phonological level in general. The discussion explains the number of errors that often occur.

Based on the analysis that had been done, the phonological and morphological errors could be grouped based on the form taxonomy of surface structure and the cause of error as in the following tabulation.

a) Tabulation of phonological and morphological errors based on the type of the error

1) Frequency of phonological and morphological errors based on errors' types.

Table 4.5.
Frequency of Errors

Phoneme	Omission	Substitution
Vowel	4	292
Diphthong	0	131
Consonant	0	66
Suffix	129	34
Total	125	523

Based on the table above, the total numbers of errors based on errors' types are 656 errors, and the most common errors are omission in suffixes (129 errors) and substitution in vowels (292 errors).

2) Percentage of phonological and morphological errors based on the types of errors.

Table 4.6.
Percentage of Errors

Phoneme	Omission (%)	Substitution (%)
Vowel	0.61	44.51
Diphthong	0	19.97
Consonant	0	10.06
Suffix	19.67	5.18
Total	20.28	79.72

Based on the table above, the total numbers of errors based on errors' types are 656 errors. Therefore, it can be concluded that the most appearing errors in the students' pronunciation is omission in suffixes (16.97 %) and substitution in vowels (44.51 %).

b) Tabulation of phonological and morphological errors based on the cause of the error

1) Frequency of phonological and morphological errors based on cause of errors.

Tabel 4.7.
Frequency of Errors

Phoneme	Intralingual	Interlingual
Vowel	230	45
Diphthong	144	0
Consonant	17	49
Suffix	164	7
Total	554	102

Based on the table above, the total numbers of errors based on errors' types are 656 errors. Based on the cause of errors, it can be conclude that the most frequent appear is the intralingua factors (554).

2) Percentage of phonological error based on the cause of error

Tabel 4.8.
Percentage of Errors

Phoneme	Intralingual (%)	Interlingual (%)
Vowel	35.06	6.86
Diphthong	21.95	0
Consonant	2.59	7.47
Suffix	25	1.07
Total	84.60	15.40

Based on the table above, the total numbers of errors based on errors' causes are 656 errors. Based on the cause of errors, it can be conclude that the most frequent appear is the intralingua factors (84.60 %).

Overall, the phonological and morphological errors that occur in the students' reading aloud can be described as follows:

Tabel 4.9.
Overall Phonological and Morphological Errors

No	Error Categories			
	Classification	∑(%)	Cause	∑(%)
1	Omission	20.28	Intralingual	84.45
2	Substitution	79.72	Interlingual	15.55
	Total	100		100

Based on the result of errors described above, it will be described the phonological and morphological errors made by students based on the types and causes of error as follow.

1. Classification of phonological errors
   Types of phonological errors
   1) Vowels
      a) Omission

         There were 4 times omissions in pronouncing vowel's by the students, when [ɪ] was not pronounced or omitted [Ø] by the student 10, 14, 28, 38 in [ˈprɛgnənsi] (pregnancy). The student omits [ɪ] at the end of the word.
      b) Substitution

         Substitution in vowel errors appeared 292 times in the whole of the text. The most common vowel error by substituting the phoneme is when [ʌ] was pronounced as [ʊ] by the student 1, 2, 18, 23 in [rɪˈzʌlts] (results), student 1, 3, 4, 5, 10, 12, 16, 17, 24, 25, 31, 37 in [blʌd] (blood), student 9 in [jʌŋ] (young), student 9 in [gʌmz] (gums), student in 10, 14, [ˈædʌlts] (adults), and student 12, 13, 15, 17, 18, 20, 21, 22, 25, 26, 27, 29, 30, 31, 33, 34, 36, 37, 38, 39, 40 in [ˌriːprəˈdʌktɪv] (reproductive).They happened 41 times in the students' pronunciation errors.
   2) Diphthongs

      In reading aloud the text, the students did some errors in pronouncing diphthong sounds by substituting the phonemes. It happened 131 times in the students' pronunciation errors. The most common substitution error by the students is when [eɪ] was pronounced [aɪ] by the student 3, 7, 16, 22 in [ʤɛsˈteɪʃən(ə)l] (gestational), student 4, 5, 10, 11, 24, 26, 27, 38 in [meɪn] (main), and student 11, 14, 25, 29 in [steɪz] (stays). These errors are classified into substitution because the students substitute diphthong [eɪ] into [aɪ].
   3) Consonants

      In pronouncing consonant sounds, the students did some errors which happened 66 times in reading aloud the text. They did the errors by substituting the phonemes, and the most common substitution error is [ð] when it was pronounced as [t] by the student 2, 13, 15, 17, 18, 20, 22, 26, 29, 32, 33, 35, 36, 39 in [wɪð] (with). These errors are classified into substitution because the students substitute consonant [ð] into [t]. They read [wɪt] instead of [wɪð]. This kind of error appeared 14 times in students' pronunciation errors.

   Cause of phonological errors
   1) Intralingua

      When the students did errors in their pronouncing the words, it could be influenced by their capability in comprehending the rules of the target language.

It is called intralingua factor. In this case, the students did some phonological errors influenced by the intralingua factors in 391 times. The most common intralingua factor caused the errors is by letter naming that is using a letter to represent a sound which is identical to the sound of the name of that letter. For example, the students produced [f] when it was pronounced as [g] by the student 2, 4, 9, 14, 18, 37 in [ɪˈnʌf] (enough). This error is classified into intralingua error because the students tend to think that letter *g* in *enough* is read as shown in the original word that is [g] sound, so they read [ɪˈnɒg] instead of [ɪˈnʌf].

2) Interlingua

In the other hand, the students' errors are also caused by their ability in comprehending the rules of the first language, which influenced their comprehension in the target language. It is named Interlingua factor. In this case, the students did 94 times of phonological errors. The most common cause of errors that faced by them is by using L1 phonographic rule that doesn't exist in the L2. For example, the errors made by the students in produce [ʤ] when it was pronounced as [g] by the student 1, 3, 25, 31, 33, 37, 38, 39 in [dɪˈʤɛstɪd] (digested), student 6, 26 in [ˈɛnəʒi] (energy). These error are classified into Interlingua errors because there is not consonant [ʤ] in Indonesia language, so the students think that letter g in also is read as shown in the original word that is [g] sound. They read [dɪˈʤɛstɪd] instead of [dɪˈgɛstɪd].

2. Classification of morphological errors

Types of morphological errors

1) Omission

There are some errors made by the students in pronouncing the suffixes by omitting the phoneme at the end of the words. It appeared 121 times, and the most common error that occurred is when [z] was not pronounced or omitted by the student in 1, 5, 34, 35 in [dɪsəˈpɪər] (disappear), student 2, 25, 33 in [ˈbeɪbiz] (baby's), student 2, 9, 10, 13, 14, 29, 38 in [ˈlɛvlz] (levels), student 2, 20 in [gʌmz] (gums), 3, 4, 6, 10, 12, 14, 23, 26, 29, 30, 37, 38, 39 in [ˈkɔːzɪz] (causes), student 6, 10 in [paʊndz] (pounds), student 6, 10, 13, 16, 35, 36, in [ˈɔːgənz] (organs), student 7, 27, 34, 37 in [muːvz] (moves), student 8, 10, 39, 40 in (triglycerides) [triːgliseridz], student 8, 23, 26, 33, 37, 40 in [ˈkɪdniz] (kidneys), student 10, 40 in [prəˈvaɪdz] (provides), student 13, 16, 18, 20, 21, 24, 25, 27, 30, 31, 32, 33, 37, 38, 39, 40 in [ˌkɒmplɪˈkeɪʃənz] (complications), student 16 in [ˈɪʃuːz] (issues), student 17, 26 in [ˈwʊmənz] (woman's), student 18, 25, 33, 37, 38, 40 in [sɛlz] (cells), student 22, 29 in [ˈfæktəz] (factors), student 23, 33, 36 in [wʌnz] (one's), student 24, 27, 29, 33 in [steɪz] (stays), student 24, 27, 28, in [ˌdaɪəˈbiːtiːz] (diabetes), student 24, 26, 27 in [aɪz] (eyes),

student 26, 34 in [ˈprɒbləmz] (problems). This kind of error appeared 82 times in student's pronunciation errors.

2) Substitution

In pronouncing suffixes sounds, the students did some errors which happened 34 times in reading aloud the text. They did the errors by substituting the phonemes, and the most common substitution error is when [d] was pronounced [gh] by the student 1, 2, 5, 12, 13, 14, 16, 18, 20, 28, 29, 33, 37, 40 in [weɪd] (weighed). These errors are classified into substitution because the students substitute the letter [d] by [gh]. They read [weɪgh] instead of [weɪd]. This kind of errors appeared 14 times in the students' pronunciation errors.

Cause of morphological errors

1) Intralingua

The first cause of students' errors in pronouncing suffixes is influenced by their capability in comprehending the rules of the target language. It is called intralingua factor. In this case, the students did some phonological errors influenced by the intralingua factors in 164 times. One of intralingua factor caused the errors is by taking mischoice the words. For example when [d] was pronounced [z] by the student 1 in [ɪksˈpleɪnd] (explained). This error is classified into intralingua error because the student does mischoice the letter [d] by [z], since the word explain is not in English.

2) Interlingua

In the other hand, the students' errors are also caused by their ability in comprehending the rules of the first language, which influenced their comprehension in the target language. It is named Interlingua factor. In this case, the students did 7 times of morphological errors. One of the Interlingua factor caused errors that faced by them is by using L1 phonographic rule that doesn't exist in the L2. For example, when [z] was pronounced by [s] by the student 30, 31 in [ˌdaɪəˈbiːtiːz] (diabetes). These errors are classified into Interlingua errors because the students use the L1 grapheme that exists in the L2, but with a different sound value.

CONCLUSION

From several points related to the findings of the obtained analysis, the writer concludes that the most common phonological errors made by students in connection with surface structure taxonomy are substitutions in vowels (58.28 %), and causes of error are intralingua errors in (47.42 %). Then, there is only suffix error appeared in morphological error, and the most common error made by students in connection with a surface structure taxonomy are omissions in suffixes (78.06 %), and cause of error are intralingua errors in suffixes (95.90 %).

Seeing those phenomena, it is needed to find out the solution for erroneous. The lecturers can assist the students while they are studying spoken English to minimize or avoid the errors, determine the appropriate strategy or the right method to teach English pronunciation rules for their speaking comprehension, so that the errors can be avoided, select and compile teaching material well, so that the learning objective can be gained well, and need to acknowledge the students' lack in comprehending the target language, so the teachers can measure the level of their comprehension and their needs in learning the target language.

In the other side, the students should study English sound system better, and are expected to practice English orally with their friends or lecturers for smooth communication, read aloud the texts more frequently because it can practice their pronunciation so that they can spell the English words correctly.

Finally, the writer hopes this research result can become a study resource to develop the same research in different level or research objects, even in wider scope of research.

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