

The Error Pronunciation of Learners in Learning English for Specific Purposes (ESP) in New Trend (You Tube) Application

Yani Faturrachman, Siti Maria Ulva
Universitas Kaltara
fatur.yani92@gmail.com

Abstract

The aim of teaching English for Specific Purposes (ESP) is not to imitate the native speakers or to develop the British or American accents. English communication influences the first language or mother tongue for ESP learners. This research used descriptive qualitative research as a design to gather or collect the data about the current phenomenon of explaining the error of pronunciation and the causes of error in pronouncing words. This research was carried out at Management Class at Kaltara University in which the students learn ESP program. The instrument of this research was non-participant observation and semi-structured interview. The results off the research revealed that there were numbers of interference errors and interlanguage in pronouncing words. The cause of error in pronouncing words such as; learners point out that certain English sound is hard to pronounce mostly because English is not their native language.

Keywords: *Learners, English for Specific Purposes, Errors*

INTRODUCTION

English for Specific purposes (ESP) is a program to help the learners become more proficiency in their field of study. There are two important factors in the increasing of ESP such as English language is being an international language and the increasing number of international learners studying in the English speaking countries (Dudley-Evans & St John, 1998), 2). ESP program arises faster attainment of linguistics skills and additionally leads to the acquisition of the desired state of knowledge (Jeczelewski, 2016). Therefore, ESP is to facilitate the learners to improve their skill of English communication.

The importance of teaching ESP is for professional uses, ESP proficiency is required in all professional areas and it becomes important as a communication tool in the real world. ESP has grown to become one of the most dominant areas of EFL teaching. ESP is the teaching of English for any purposes that can be specified, it is the teaching of English in academic studies or the teaching of English for vocational or professional purposes. The main point of ESP is that English which is taught as a subject for the learners' real world is integrated with the learners' major. Besides, according to Anthony (2001), ESP is to meet specific needs of the learners; it is centered on the language uses in the teaching and learning process.

The largest percentage of language that is used by people in the world is English in order to develop their ability in speaking skill. This statement is in line with Fahrurrazy (2011) who states that speaking is one of the active skills which requires the learners to be active learners. In this case, active learners mean that the learners are active in their classroom; they can ask everything related to the learning activities. That is why most of language learners are mostly concerned with learning speaking; speaking seems to be the most important (Ur, 1996:120).

Pronunciation is one of the language components in English language teaching skills like speaking skill. According to Fraser (2000), being able to speak English includes a number of sub-skills of which pronunciation is by the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). Besides, many learners of learning language have major difficulties with pronunciation in learning the language especially English language for speaking. Pronunciation is the primary goal in English communication for another people, different pronunciation means different meaning.

Moreover, correct pronunciation is the most important basic to language proficiency. It is supported by Alimemaj (2014) who found that pronunciation is a basic to communicate and the lecturers should be the right model of using language for the learners in learning English with sounds and structures of good English language. For instance, a person who produces the sound of words, it is not good enough in pronunciation because of English is foreign language for Indonesian learners. Therefore, pronunciation is a primary goal to communicate affective with people and lecturer should be a model of English language teaching in classroom.

The aim of teaching English is not to imitate the native speakers or to develop the British or American accents. English communication influences the first language or mother tongue for the learners. That is why it is difficult to be taught by the instructor in English teaching pronunciation because the learners have the unique of characteristics and different abilities, and also they are all influenced by their own mother tongues. Sriprabha (2015) found out that different languages affect English learning in a different way. For some, sentence word order can be a problem. You might hear sentences like "I for breakfast eat toast" or "I tomorrow will go to Japan". This is

usually easy to rectify, you just need to remind students of the correct word order, and practice, practice, practice. In fact, most errors are fixed by just practicing more.

Therefore, the researchers would like to reveal the fact through preliminary observation and interview in this research. Indeed, the researchers described that there are several researches at Kaltara University namely, the kinds of the pronunciation errors influence of learners' mother tongue as the object of the study; it is because pronunciation is one of parts of language that can be elaborated in beyond an analysis. For instance, the sound of words "ask"/"aks", "mother"/"moder" There is a factor that influence learners' pronunciation error, like mother tongue, (Kenworthy:1987). Nguyen (2012) found that "mother tongue is the language in which the individual is most familiar and it has he contact for the longest period of time. Mother tongue can enable students' understanding of the concepts, lexical, or grammatical or academic terms". Furthermore, According to Harmer (2012), "when learners are learning a second language or foreign language, they often make interference errors or interlingual error. These happen because they are (consciously or unconsciously) trying to use their first language knowledge to speak the new language" (p.86). So, pronunciation is crucial to be founded by researchers.

Pronunciation is a sound to dialogue or talk affective that it should be a model of English language teaching in classroom. As emphasizing of the researchers' statement, the researchers identified the factors causes the learners' mother tongue pronunciation errors of the words in ESP speaking. In short, there are numerous research objective, they are: (a) To investigate the kinds of pronunciation words error that the learners do in learning speaking of ESP and (b) To analyze the factors causes the learners' pronunciations error in learning speaking of ESP.

METHOD

The researchers used qualitative as an approach to collect the data. Leedy and Omrod (2010:94) states "qualitative research aims to study the many nuances and complexities of a particular phenomenon". Furthermore, according to Mc Millan (2011:85), a subejct is an indiviual instructor in a study or is someone from whom data are collected. In this research, subject individual was identified as

participant. He was an instructor of English language in teaching English for Specific Purposes at Kaltara University as subject .

The researchers have collected the comprehensive information through the qualitative study approach. Creswell (2012) point out “the nature of the data qualitative research will divide into several categories: observation and interviews” (p.212). Observation was used as the instrument; Fraenkel et al. (2012) stated that non-participant observation: the researcher does not participate in the activity being observed but rather “sit on the sidelines” and watch; he is not directly involved in the situation he is observing (p.446). In short, the researcher sat, watched and recorded the process of teaching activity. Meanwhile, interview is the most common to gather the data from the participant of subject in the research. According to Fraenkle et al. (2012:451), semi-structured interview is often the best conducted toward the end of the research. It means the researcher defenses the researcher’s perception in a mind. So, semi-structured interview was used by the researchers to be obtained the data about the factor that causes the pronunciation error.

There were numbers of procedure that were done by the researcher to collect the data through several instruments:

- 1) The researchers wrote the observation check list and field note, and then recorded the classroom activities. The usages of video recorded was one of source of the original documentation data during the teaching and learning process.
- 2) The researchers described and recorded all activities that related the error word that has been done by ESP learners. The researchers watched the video from YouTube application.
- 3) The researchers asked the ESP instructor to check the teaching plan. Documents were analyzed. The researchers conducted semi-structured interviews to investigate the factor caused by ESP learners’ and their believed, opinion, and attitude. The benefits of semi structured interview was it permitted the researchers to investigate through asking anything and in-depth interview in details to the subject or participants (Fraenkle, 2012:446).

According to Creswell (2012:237), there are numbers of procedures that the researcher can be used to analyze data namely:

1) Organize data; the researchers selected the focuses on this study from statements of the study, for instances the researcher asked the link of video from You Tube and listed the error word.

2) Transcribe data; the researcher re-reads and re-watch the result of field notes, and preliminary study to prepare the data based on phenomenon in the classes. Replay the video recording to start the process of data analysis. The researchers reduced video records to prepare to be analyzed. Besides, the researchers also synthesized the field notes, check list and documents to begin the process of analysis.

RESULTS AND DISCUSSION

Based the result of the research, the researchers discusses the findings and discussions namely, 1) the error of pronunciation and 2) the causes of error pronunciation students when they were producing the sound of word in telling story in front of the class.

1. The error of pronunciation words

Based on the observation the researcher tries to show the error of pronunciation when the students did presentation and role play. Furthermore, there were some topics that they have uploaded in You Tube Application and the researcher found several errors in pronouncing words, they were:

a. Promotion

Pocari Sweat is one of the most popular soft drinks and sports drinks in Japan, produced by Otsuka Pharmaceutical Co., Ltd. This drink was first sold in 1980. As an isotonic drink substitute for lost ***body*** fluids every day. Pocari sweat ***composition*** is similar to ***body*** fluids with balanced electrolyte content, so it can be absorbed faster and better than ordinary drinking water, so it can ***prevent*** severe dehydration. In addition, with these advantages, pocari sweat can restore body fluids thoroughly to make the ***body*** feel fresher and healthier.

Table 4.1 the kinds of Interlingual errors and overgeneralization of pronunciation words as the learners' native language

No	Words	Pronunciation errors	UK (Brithis)
1	Body	B/o/d/i	/bɒd.i/
2	Composition	K/o/m/p/o/si/tio	/kɒm.pə'zɪf.n/
3	Prevent	Pre/p/e/n	/pri'vent/

b. Playing role as model in bargaining

The following dialogue show the role play conducted by the students:

L.D: "Are you two **thirsty**?", L.R: "Yes, I'm thirsty.", L. D: "**Actually**, we have some drink.", L.S: "Wait a minute, I'll take it." Then, Sely walked to Desy's motorcycle to get a drinks that they're **want** to share to Hasbi and Rahmani. L.H: "Here,", L.D: "What drink is this?", L.D: "That is pocari sweat."

Table 4.2 Kinds of intralingual errors of pronunciation words as the learners' native language or first language

No	Words	Pronunciation Words	UK (Brithis)
1	Thirsty	T/er/s/t/i	/θɜ:.sti/
2	Actually	A/c/t/u/a/li	/æk.tʃuə.li/
3	Want	U/wa/n	/wɒnt/

The researcher investigated some pronunciation errors, as intralingual errors and interlanguage that those done by learners in learning English for Specific Purposes (ESP). It was in line with Harmer (2012) statement, "when learners are learning a second language or foreign language, they often make interference errors. These happen because they are (consciously or unconsciously) trying to use their first language knowledge to speak the new language" (p.86). It can be concluded that the main problem of the speakers of other languages who speak English, is substitution of sounds i.e. the students substitute the sounds that they do not have in their native language, with other sounds which are close to them in the place of articulation α:/θ/æ/.

It was found that learners have their own version of the language, most of them pronounced words in Indonesian soundlanguage (first language). It

supports Sriprabha (2015) who found that different languages affect English learning in a different way and for some, sentence word order can be a problem. For example sentences like "I for breakfast eat toast" or "I tomorrow will go to Japan". This is usually easy to rectify, you just need to remind students of the correct word order, and practice more since most errors could be fixed by practicing more. In short, when learners were pronouncing English words, they often produce in first language or mother tongue.

2. The causes of error pronunciation words

Based on the result of interviewe, the researchers investigated several learners who pronounced the English vocabulary in promotion and conversation. The researchers found out the cause of error in pronouncing English sound. The English instructor stated that: *"learners produce an English sound, it always do the language transfer (first Language) into target language".*when ESP learners promoted the product in Youtube and the English classroom, they always pronounced some words into first language. In pronunciation, ESP learners pronounced the English language based on the L1 spelling. Te English instructor said that: *"They pronounce an English word automatically influences into my language."* There was background of ESP learners that influenced the English pronunciation in first language. English language had several numbers spelling, alphabeth which distinguished by Indonesia language. Sometime, ESP learners pronounced the English alphabet that followed by first language.

Based on the observation from video there were causes of error pronunciations words. Giving the wrong sound to letters, some students may find it hard to pronounce certain sounds, most probably because of their native language. It is supported by Alimemaj (2014) who found that pronunciation is a basic to communicate and the lecturers should be the right model of using language for the learners in learning English with sounds and structures of good English language. For instance, a person who produces the sound of words, it is not good enough in pronunciation because of English is foreign language for Indonesian learners. It is relevant with Thanasoulas (2003)claims that the sound pattern of the learner's first language is transferred into the second language or L2 and is likely to cause foreign accents. The misspronunciations of words by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their native language.

For example, non-native speakers' production of English rhythm was investigated in several studies.

CONCLUSION

The results of the data analysis show that there are numbers of intralingual errors and interlanguage in pronouncing words, they were: Body, Comptition, and Prevent. Furthermore, he found that there are some interference errors, Thirsty, Actually and Want. There was cause of error pronunciation words, learners point out English sound is hard to pronounce certain sounds, most probably because of their non native language (first language).

There are some suggestions for the instructor, learners and further researchers who are interested in analyzing the same field of research. The lecturer should pay attention on the students' activity in the English language class, especially the students' mispronunciation in some words in English. The students should follow the lecturer explanation and instruction well so they may find a way to improve their speaking abilities. In addition, they must support each other in order to create an effective learning atmosphere in the class. For the further researchers, they should recommend other kinds of mispronunciation by the students in their speaking. Therefore, this present research have contribution for further research in teaching.

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