

# **THE FOSSILIZATION ERROR MADE BY THE SECOND SEMESTER STUDENTS OF ISLAMIC COMMUNICATION AND BROADCASTING PRODY (KPI) AT STAI BUMI SILAMPARI LUBUKLINGGAU**

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## **ABSTRACT**

Kesalahan yang memfossilisasi didalam mengucapkan kata dalam Bahasa Inggris didalam Penelitian ini difokuskan pada kesalahan mereka mengucapkan kata yang mempunyai huruf vocal (/i:/, /I/, /e/, /æ/) mahasiswa semester II, Prodi KPI (Komunikasi Penyiaran Islam), dalam penelitian ini ditemukan ada enam kata yang sangat memfossil siswa mengucapkannya yaitu kata: 1) Listening /lis:ning/ 2) She /sh:i/ 3) Pizza /fi:tzaʃ/ 4) Mosque /mos:k/, 5) Eight /eit/ and 6) Accent /æksent . Penelitian ini menggunakan metode Descriptive. Hasil penelitian menunjukkan bahwa fosilisasi terjadi karena tiga sumber kesalahan dari guru, kawan, dan buku paket.

***Kata Kunci: Fosilisasi, Pengucapan, Huruf Vokal***

## **A. Introduction**

As the growing of world changes, English has received the status as an International language that is learned in most countries in the world including Indonesia. Indonesia has become one of the expanding circle countries where English is widely studied as a foreign language (McKay, 2002: 10). Eventhough, English is still taught as a foreign language (EFL), the exposure of English in Indonesia is getting higher and higher. Language is one of the most important things in communication and it is used

as a bridge of communication among people. Through language people can share ideas, showing their likes and dislike, discover the world and many other things.

In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. In learning English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. In addition, there are some components of a language as well, such as grammar, vocabulary, and pronunciation. In a higher school, only some lecturers who teach vocabulary and pronunciation to their students. Pronunciation is one of the sub-skills in speaking. This component plays a very important role in speaking, because by pronouncing English words correctly, students are able to avoid misunderstanding when they have conversations. Therefore, it is necessary for students to master English pronunciation.

Pronunciation is very important to be taught in learning English as a foreign language (EFL) since many students get some difficulties in pronouncing some words in English such as the words 'thank' and 'there'. They tend to pronounce the word 'thank' /tæŋk/ instead of /θæŋk/ and the word 'there' /deə(r)/ instead of /ðeə(r)/. In addition, the students tend to pronounce the words in English just like they pronounce them in Bahasa Indonesia such as the words 'cat' /cat/, 'house' /hos/, and 'how' /houw/. They tend to transfer the pronunciation of the words from their first language (L1) to some words in English. These phenomena have become the main problems for the English teachers in teaching the language.

Fossilization seems to be especially linked to the ability to pronounce new words. According to Treiman (1991) cited in Huang, Lin, & Su (2004: 63), when people read new words, they use two routes or methods, to pronounce them. The first route involves using memorized associations between familiar printed words (sight words) and their pronunciation. The second route involves "sounding out" the word by constructing a pronunciation from the word's printed form.

Students have problems in pronouncing English words, because they mix way of pronouncing sounds in their first language and the one in English. Pronunciation is the way to

produce sounds by using our speech organs. As a matter of fact, that error is a part of learning process. Basically, errors are significant parts that cannot be ignored in learning a foreign language. Students usually produce errors in pronouncing English, because of the differences that exist between their native language and English. The errors may also be produced because of the student motivation level in learning, their understanding about the English sounds. The writer wanted to know what errors that students made in pronouncing vowel especially front vowel. For example the word of "keep". The students' are often error in pronouncing the sound of "kep", but the word of "keep" is pronounced with sound /ki:p/. And the word of "tack". the students' are often error in pronouncing the sound of "tek", but the word of "tack" is pronounced with sound /tæk/ as the correct example.

Based on the students' error pronunciation which became fossilized above, therefore, the researcher tried to research about the errors in pronouncing the English sounds of vowel. The vowel is a sound which has air escaping from the mouth over the center of the tongue without friction. The pronunciation vowels in this research are (/i:/, /I/, /e/, /æ/). Those vowels sound usually encountered by the students especially on pronouncing new vocabularies.

The fossilized pronunciation problems of the non-native students can no longer be ignored because pronunciation learning cannot be marginalized in foreign language teacher education. Fossilized pronunciations can be rehabilitated. Since good pronunciation, which paves the way for good intonation, is an integral part of the communicative competence,

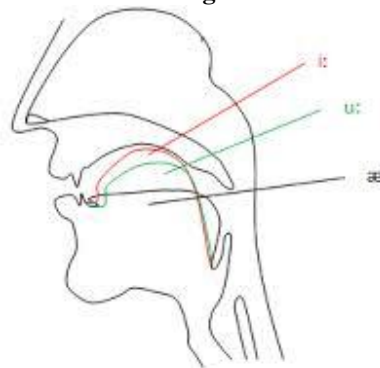
In this case, the researcher hopes the fossilization error of those words can turn into the development of the students' pronunciation. A consideration of learners' pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom.

## 2. Techniques and Activities in Pronunciation

According to Kreidler (2004:45) said that there are several analyses which linguistics have made of English vowels, the different analyses recognize different numbers of vowels, they use different symbols and combinations of symbols to represent them, and they use different terms to describe them. In other word several kinds of features need to be considered it, they are (a) vowels differ from one another in quality. Quality is determined by the shape of the resonance chamber, which in turn depends mainly on the position of the tongue, (b) vowels can differ in length. To be sure, any vowel can be stretched out or clipped short; in this sense length depends on the importance of a word in an utterance and on the habits of the speaker, (c) vowel differ in complexity. This is the familiar distinction between a simple vowel, or monophthong, and a compound vowel, or diphthong, (d) there may be a difference in tenseness. Muscles in the lips and, more importantly, in the tongue can be tightened or relaxed.

According Jones (1986:14) In the production of most vowels, the tongue is convex to the palate. And the position of the highest point of the tongue when producing vowels are varies.

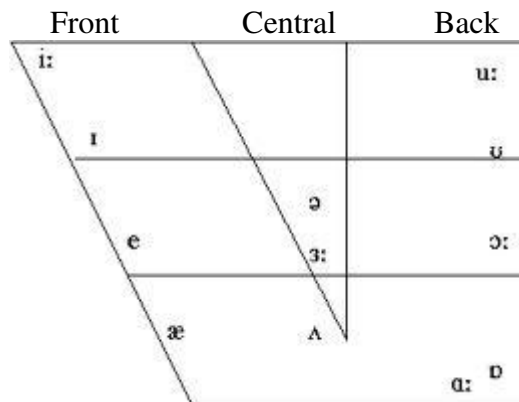
**Picture 3.1**  
**Position of the tongue**



*Position of the Tongue © Tanvir Shameem*

The tongue are high and forward for /i:/ in “sheep” word, high and back for /u:/ in “soon” word, and low for /æ/ in “man” word.

**Picture 3.2**  
**English Pure Vowels**



Vowels could be classified into three class based on the position of the tongue (Kreidler, 2004:49,51) namely: front vowel (/i/, /ɪ/, /e/, /æ/), central vowel (/ʌ/, /ə/, /ɜ:/, /ɑ:/), and back vowel (/ɒ/, /ɔ:/, /u/, /u:/). This research just focused for front vowel.

According to Jones (1986:14) states that in the production of which the “front” of the tongue is raised in the direction of the hard palate. There are four phonetic of front vowels, they are /i:/, /ɪ/, /e/, /æ/.

The tongue is arched high in the mouth and moves up toward the gum ridge for the vowel /i:/ as in see. It lowers slightly with each front vowel. The tip of the tongue remains low and behind the lower front teeth for each front vowel. /ɪ/ is a lower high front lax vowel like the vowel of “sit”, which is formed by putting the tongue nearer to centre than to front just above the half-close position, the lips are loosely spread, the tongue is lax, with the side rims making light contact with the upper molars. /e/ is a lower mid front vowel as the vowel of “pen”, which is formed by raising the front of the tongue between the half open and half close position, the lips are loosely spread and are slightly wider apart than for /ɪ/. /æ/ is low front tense vowel as the vowel of “cat”. In pronouncing it, the mouth is slightly open than for /e/, the front of the tongue is raised just below the half-open position, with the side rims making a very

slight contact with the back upper molars, the lips are neutrally open.

Here are some techniques and activities can be applied in teaching pronunciation.

#### **a. Drilling**

One of the main ways in which pronunciation is practiced in the classroom is through drilling. Drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Drilling aims to help students to achieve better pronunciation of language items, and to help them remember the new items (Kelly, 2007: 16).

Drilling often follows on from the process, known as eliciting, of encouraging students to bring up a previously studied word, phrase, or structure. The teacher generally uses prompt, pictures, mime etc, to help the process along, and can give the relevant item to the students if none of them is able to offer it. There are three kinds of drilling:

- Choral drilling: Choral drilling can help to build confidence, and gives students the chance to practice pronouncing the drilled item relatively anonymously, without being out on the spot. For example, students can hear a dialog of drilling on the tape. (Kelly, 2007: 16).
- Open pair drilling. Open pair drilling is the technique where, for example, question and answer drills might be set up across the class, with one student (S) asking, another responding, and so on. Having drilled a question and answer orally and individually, the teacher (T) uses prompts (for example a big letter 'Q' and a big letter 'A' written on the cards) and invites students to question each other and respond in turn across the class. (Kelly, 2007: 16). The resulting question and answer routine might then sound like this:

Student1: Have you ever been to Bali?

Student 4: yes, I have.

Student 5: Have you ever been to Jakarta?

Student 2: No, I haven't.

- Substitution drill. Substitution drill is another important and useful variation (Kelly, 2007: 16). This involves

drilling a structure, but substituting items of vocabulary into the sentence being dealt with, as follow:

Teacher : It's in the corner.

Student 1 : It's in the corner.

Teacher : It's on the table.

#### **b. Minimal Pairs**

Minimal pairs are words or utterances which differ by only one phoneme (Kelly, 2007: 18). Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. This activity can be applied to the small group so that the teacher can provide some coaching. Individual can be coached too. Some ideas for activities based around minimal pairs are as follows:

- 1) Students can be given lists of words and work with a partner to decide which words have particular sound:

For example: Tick the words which have the sound /ʌ/:

cap      hat      bug      cup      bag

Activities like this one are a good way of gradually introducing students to the individual phonemic symbols relevant to English.

- 2) Students might also listen to a succession of words, and decide how many times a particular sound is heard:

For example: how many times do you hear /ei/?

Underline each one you hear.

pepper    paper    letter    later    pen    pain

wet      wait    get      gate    late    let

- 3) Sounds can also be contrasted by appearing in close proximity. The teacher can drill these utterances chorally and individually:

For example: Pass me the pepper and the paper.

I'll post the letter later.

They won't let us in if we're late.

- 4) In a similar vein, but moving slightly away from the idea of minimal pairs, teachers can also ask students to listen for the odd one out among a list of words that they are given: For example: cart      class      heart  
smart      part

### c. **Pronunciation and Spelling Activities**

Pronunciation usually works closely in with spelling work. In pronunciation, homograph and homophones can provide useful opportunities for the activity. Homographs are words which have the same spelling, but with different pronunciation (Kelly, 2007: 20). For example: the word 'wind' /wind/ as in weather, and 'wind' /waɪnd/ as in what people do to a clock. Another example is from the word 'read' in these 2 sentences.

- Why don't you *read* this book?
- I've already *read* it.

Homophones are words which have the same pronunciation, but have different spelling. For example: write and right there, their, and they're fair and fare

According to Jones (1986:3-4), says not 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. Jones explain about "good speech and "bad" speech. Good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. "bad speech is a way of talking which is difficult for most people to understand. It caused by mumbling or lack of definiteness of utterance. And as foreign learners English will be able to pronounce one sound in distinction to any other English sounds when saying English words.

### 1. **Review of the Literature**

Several studies had been conducted around the area of the students' fossilization error. First research was done by Demirezen (2007) who studied fossilization in Turkish teachers' pronunciations and suggested Audio Articulation Method (AAM) to cure the wrong articulation of the teachers on the job. Based on his research, it was found that By only repeating the words, as in ' AAM method' the learners may require a longer period to gain the true pronunciation of that word, however once the conceptualization phenomenon comes in the way, we may find that it might be easier to



pronounce it correctly in a shorter period of time. In addition, the findings show that the attained experiences in pronunciation were quite limited. The students were only taught pronunciation based on the repetition, modeling, and recasting methods. There were almost no practices exemplifying the conceptualization of pronunciation knowledge. The training provided by the teacher also made little or no reference to teaching subconsciously, which is the main component of conceptualization as described by Fraser (2001). More specifically, teaching the correct articulation of sounds, syllable sound variations and patterns of stress or intonation were not in question.

Second research was also done by Demirezen in 2003, his research entitled "Identification of English Consonant Phonemes as Fossilized Pronunciation Errors for Turkish Teachers of the English Language". Based on his research, it revealed that Turkish English language teachers have a general affinity to mispronounce the /ng/ sound combination as Ink/ form, but not in an /Is/, which is the right case. This is a very common pronunciation error whose rate of occurrence is 57 % in Turkish English language teachers. The result of the pronunciation is a bad sounding articulation that does not suit the professional career of a foreign language teacher. It must be borne in mind that bad pronunciation impedes and obscures intelligibility, accuracy, fluency, and automatic control of pronunciation in the target language. The fossilized pronunciation mistakes keep bothering the communicative fluency of the teacher trainees and novice foreign language teachers who are on the job. Since teaching foreign languages is a vocational job, developing a good intelligible pronunciation is an integral part of the profession.

From several studies that have ever been conducted by Demirzen (2001), & Demirzen (2003), each of them has different focuses to the subjects they researched. Demirzen (2001: 1) focuses on the ways how to conduct fossilization in Turkish teachers' pronunciations and suggested Audio Articulation Method (AAM) to cure the wrong articulation of the teachers on the job. Demirzen (2003) describe how to Identification of English Consonant Phonemes as Fossilized

Pronunciation Errors for Turkish Teachers of the English Language.

From the following explanation, there are some similarities and differences in the writer's study. Some similarities that occur among those previous studies and the writer's study are they focus on how to develop the fossilization error for some teachers in Turkey. However, this study investigates the fossilization error in some words on vowels and vocabulary knowledge for KPI students.

## **2. Rationale**

The problems of the study were formulated in the following questions: (1) What were the students' fossilization errors in pronouncing the English vowels the English front vowels (/i:/, /I/, /e/, /æ/). at Islamic Communication and Broadcasting Prody (KPI) at STAI Bumi Silampari Lubuklinggau (2) What were the most words of the students' fossilization errors in pronouncing the English vowels at Islamic Communication and Broadcasting Prody (KPI) at STAI Bumi Silampari Lubuklinggau?

## **3. Method And Design**

In this research, descriptive qualitative method was applied since the reseracher intends to describe the data systematically where the data is the direct source and then to analyze them as accurately as possible. Besides, this method was also used because the writer tried to describe information about errors in pronouncing English vowel, especially front vowel /i:/, /I/, /e/, /æ/.

In collecting the data, the writer used two instruments. First, students are asked to read the test items of 10 words of English front vowel orally. The test which was used to know the students in percentages of the errors in producing English front vowel /i:/, /I/, /e/, /æ/, and second, the writer used hand phone to record the students' voice or pronunciation of English front vowel . Two steps taken were as follows (1) Preparing material, explaining the instruction to the students, explaining the ways in doing the recording using hand phone to record, asking the students to read the test items one by

one of 10 words orally. (2) Analysis, listen to the recordings and analyze students' error in pronouncing English front vowel. Oral production test use to know the students' errors in pronouncing English vowel especially front vowels.

In analyzing the data, the writer applied some procedures as follows:

- 1) Checked students' pronouncing the sound of English front vowels /i:/, /I/, /e/, /æ/
- 2) Identified the data best on their pronunciation production. Analyzed the students' error in pronouncing the sound of English front vowels based on their /i:/, /I/, /e/, /æ/ by percentage.

The data were analyzed by calculating the percentage of errors in pronouncing the sound of English front vowel. The writer used the following formula:

$$PE = \frac{IA}{NI} \times 100\%$$

#### **4. Significance And Conclusion**

In this study, there were 11 students as the sample. The writer got the data by giving oral test. The findings of this study deal with the result of the data analyzed. The findings of this study were described on the result of the students in pronouncing the English Font vowels words in context test.

In more details, the students' errors in pronouncing English front vowels in words in context test are presented below:

- 1) Listening /lis:ning/

In word "listening", there were 10 students who pronounced incorrectly; there were students pronounced /lizening/, /listening/, /lizzening/. The percentage of students error in pronouncing "listening" was 91%. However, there was only 1 student who could pronounce the word "listening" correctly.

## 2) She /sh:i/

In pronouncing the word she, there were 11 students or all pronounced the word incorrectly. The percentages of errors were 100%

## 3) Pizza /fɪ:tʒə/

In word “pizza”, there were 10 students pronounced incorrectly and 1 students pronounced correctly, usually students incorrect pronounced /piza/ and /pizza/. The percentage of students error in pronouncing “pizza” was 90.91%.

## 4) Heat /hi:t/

In word heat, there were 3 students pronounced correctly and 8 students pronounced incorrectly. Student incorrect pronounced “heat” is /het/, /hit/. The percentage of students error in pronouncing “heat” was 73%

## 5) Eat /i:t/

In word eat, there were 11 students pronounced incorrectly. And just the students pronounced incorrectly, /it/, /et/. The percentage of students error in pronouncing “eat” was 100%.

## 6) Mosque /mos:k/

In this word “mosque”, there were 1 students pronounced correctly. 10 students pronounced incorrectly. There were students pronounced /moskue/, /mosku/, /sait/. The percentage of students error in pronouncing “sad” was 91%.

## 7) Eight /et/

In this word “eight”, there were 11 students pronounced incorrectly. There were students pronounced /eik/, /eij/, /aik/. The percentage of students error in pronouncing “eight” was 100%.

## 8) Accent /æksent/

In this word “accent”, there were 10 students pronounced correctly and 1 students pronounced incorrectly. There were students pronounced /æsen/, /esen/, /aksen/, /eken/, /æksən/, /eksen/, /ase/. The percentage of students error in pronouncing “accent” was 91 %.

9) Apple /æpl/

In word “apple”, there were 5 students pronounced correctly. Just 6 student pronounced incorrectly. There were students pronounced /apel/. The percentage of students’ error in pronouncing “apple” was 64.5%.

10) Brain /brein/

In word “brain”, there were 5 students pronounced correctly. 6 students pronounced incorrectly. There were students pronounced /bren/, /brain/. However, the percentage of students error in pronouncing “brain” was 54.5%.

From the result of words in isolation and words context tests, it can be interpreted that there are some errors in the pronouncing the sound of English front vowels for the second semester students to pronounce. Based on the analysis, it was found out that, the most dominant error in word test were 1) Listening /lis:ning/ 2) She /sh:i/ 3) Pizza /fr:tzaʃ/ 4) Mosque /mos:k/, 5) Eight /eit/ and

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