CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Petunjuk Penulisan Cakrawala Pendidikan

1. Naskah belum pernah diterbitkan dalam media cetak lain, diketik spasi rangkap pada kertas kuarto, panjang 10–20 halaman, dan diserahkan paling lambat 3 bulan sebelum penerbitan, dalam bentuk ketikan di atas kertas sebanyak 2 eksemplar dan pada disket komputer IBM PC atau kompatibel. Berkas naskah pada disket komputer diketik dengan menggunakan pengolah kata *Microsoft Word*.

2. Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.

3. Semua karangan ditulis dalam bentuk *esai,* disertai judul subbab *(heading)* masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul sub-bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut.

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri)

4. Artikel konseptual meliputi (a) judul, (b) nama penulis, (c) abstrak (50–75 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-subjudul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama (-nama) peneliti, (c) abstrak, (d) kata kunci, (e) identitas peneliti (tanpa gelar akademik) (f) pendahuluan berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan, (j) kesimpulan dan saran, dan (k) daftar rujukan.

5. Daftar rujukan disajikan mengikuti tatacara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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6. Naskah diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang dimuat dalam *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan* (Depdikbud, 1987).

Daftar Isi

TO MINIMIZE ERRORS IN SPEECH PRODUCTION

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Abstrak: Untuk dapat berbicara dalam bahasa Inggris dengan pelafalan yang baik tidaklah mudah, karena ucapan kalimat dalam bahasa Indonesia dan bahasa Inggris sangat jauh berbeda. Permasalahan yang sering dihadapi oleh para pemula dalam belajar berbahasa Inggris diantaranya adalah pelafalan kalimat dalam bahasa Inggris yang salah dan pemilihan kata yang salah. *Speaking*, sebagai salah satu ketrampilan berbahasa Inggris adalah sangat penting, terutama bagi mahasiswa jurusan bahasa Inggris, karena *Speaking* sebagai salah satu ukuran untuk mengetahui apakah mahasiswa tersebut memiliki kemampuan bahasa Inggris yang baik atau tidak. Berdasarkan permasalahan tersebut, penulis tertarik untuk membahas masalah tentang bagaimana meminimalkan kesalahan berbicara dalam bahasa Inggris.

Kata kunci: meminimalkan, kesalahan, berbicara dalam bahasa Inggris

Abstract: To speak English with good pronunciation is not easy because Indonesian sounds and English sounds are quite different. The problems usually faced by the beginner in speaking English include such things as incorrect pronunciation and the choice of wrong words. Speaking, as one of the language skills, is the essential thing for the English students because speaking sometimes becomes a mirror to know whether or not their English ability is good. Based on the facts, the writer is interested to discus about how to minimize error in speech production.

Key words: minimize, errors, speech production

INTRODUCTION

Speaking, as one of the language skills, is the essential thing for the students because speaking sometimes becomes a mirror to know whether or not their English ability is good. If they master grammar and have a lot of vocabulary, they will possibly speak English well. Meanwhile, the students with lack on grammar can sometimes speak English fluently. However, they will usually make some mistakes when they are speaking English. The problems usually faced by the students speaking English include such things as incorrect pronunciation and the choice of wrong words. To speak English with good pronunciation is not easy because Indonesian sounds and English sounds are quite different. Brown (1987:169) says that "the learner uses his own system which is neither the system of his native language nor that of the target language but instead, falls between the two languages and is unique to a particular individual". The above statement gives us a picture that the language learners always face various problems when they are learning a language and their native language. As the result of the two different languages, the students often make errors. In

speech, the errors are usually termed errors production and perception. This is also known as performance errors.

ERROR

Abisamra, in his website http://abisamra03.tripod.com/nada/languagecq-error analisis.html, emphasizes a statement as follows:

> "It is essential here to make a distinction between mistake and error. Both Corder (1967, 1971) and James (1998) reveal a criterion that helps us to do so. It is the self correctability criterion. A mistake can be self-corrected, but an error can not. Errors are 'systematic' i.e. likely to occur repeatedly and not recognized by the learners".

Based on the above opinion, we know that the mistake and error are quite different. When the learners make mistakes, they will know and correct it. However, it does not so in errors. Furthermore, errors are significant in the some different ways. First to the teachers, in that errors tell them, if they undertake a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for the learner to learn. Secondly, they are indispensable to the learner himself because we can regard the making of errors as a device that the learner uses in order to learn.

Moreover, Wikipedia, gives a picture of errors that "error refers to a difference between actual behavior or measurement and the sociological norms or expectations for the behavior or measurement. The concrete meaning of the Latin word "error" means "ramble" or "misconception", although the metaphorical meaning "mistake, misapprehension" is more common (http://www:en.wikipedia.org/wiki/Error)". So, we can take a conclusion that errors can occur even when individuals have the required knowledge to perform a task correctly. Examples include forgetting to collect your change after buying chocolate from a vending machine, forgetting the original document after making photocopies, and forgetting to turn the gas off after cooking a meal. These slip errors can occur when an individual is distracted by something else.

SPEECH

Speaking is one of four language skills. So, it is necessary for the learners to master it. Some experts give the different definition of the terms. According to Trisusilowati (1991:03) speaking is an act of communication commonly performed in face interaction occurs as a part of dialog or other form of verbal exchange. So, it is clear that speaking is used to communicate, to deliver messages. In a different way, Hornby (1995:140) gives an opinion that speaking is the ability of someone to use a language. The statement above makes us understand that people's ability to use a language is called speaking.

Furthermore, speaking has some important rules. These rules are different from the rules of grammar or writing. As the language learners, they have to know how to pronounce well. It is important in order to ovoid misunderstanding. However, while the learners learn English as a foreign language, they often have difficulties how to pronounce correctly because it has the different system and phonetic symbols. Besides, intonation is also essential in learning speaking. Jones (1972:149) states "The pith of the voice with a voiced sound is pronounced is called its intonation". Moreover, he also emphasizes that the range of intonation is extensive. When people speak, their intonation often touches notes higher and lower. It depends on the variations produce intonations which may be described as 'tunes' or 'patterns'.

ERRORS IN SPEECH

Errors caused by factor such as fatigue and inattention, it is called as 'performance errors' (Dulay et al, 1982:139). This also called errors in speech production and perception. In a conclusion, errors in this area include mental or psychological aspects of the language. 'Slips of the tongue' is a part

of those. It is also called as production errors (Stephanie et al, 1994:294-299). It means that by slips of the tongue, the speaker's use of his or her language is an inadvertent flaw. This, of course, the speaker makes mistakes. These mistakes can be moved, added or omitted during a speech error. Therefore, the individual sounds are being manipulated in various ways. Furthermore, error in speech is also called 'mispronunciation'. Wikipedia gives an opinion about mispronunciation as follows:

> "Mispronunciation is defined by the Oxford English Dictionary as 'incorrect or inaccurate pronunciation'. The matter of what is or is not mispronunciation is a contentious one, and indeed there is some disagreement about the extent to which the term is event meaningful (http://en.wikipedia.org/wiki/Mispronunciation)"

The mispronunciation terms are as follows:

Malapropism

Malapropism is the use of a word that is similar to another but has a quite different and inappropriate meaning to that intended, e.g.: "delusions" for "allusions". This trait was immortalized in the character of Mrs. Melaprop in the 1775 Restoration comedy *The Rivals*, by Richard Sheridan. (From the French *mal a propos*, inappropriate).

Aspiration

Aspiration is the sounding of an "h" sound at the beginning of a word whether is needed or not. For example the "h" in *honour* is not sounded but in "happy" it is. As with all pronunciation "rules", conventions regarding the aspirated "H" differ from region to region. In part of the US, it is customary to pronounce "herb" without the initial "h" sound, while in the UK, the initial "h" is aspirated.

In a different way, Jannedy (1994) adds the mispronunciation terms as follows:

Substitution

Substitution is transposing the sounds of English pronunciation with the other sounds.

E.g.: **Intended utterance**   **Actual utterance (error)**
John gave the *b*oy   John gave the *g*oy
My mother   My bother

Omission

Omission is deleting the sounds if English pronunciation. The samples are as follows:

E. g.: **Intended utterance**   **Actual utterance (error)**
Two books   Two book
Always does the activ-   Always do the activity
ity

Based on the above theories, the writer will combine the terms to analyze the errors made by the learners. The terms are taken based on the analysis of the phrases only.

Addition

Addition is adding the other sounds of English pronunciation. The samples are as follows:

E.g.: **Intended utterance**   **Actual utterance (error**
Fifteen meters   Faivteen meters
Drinks water   Drink water

Metathesis

Metathesis is the switching of two sounds, each taking the place of the other. When a metathesis involves the first sounds of two separate words, the error is called a spoonerism, named after Reverend Spooner, a renowned chronic sufferer of this type of slip of the tongue

E.g.: **Intended utterance**   **Actual utterance (error)**
dear old queen   queer old dean
fill the pool   fool the pill
a heap of junk   a hunk of jeep

PRONUNCIATION

Wikipedia, free encyclopedia, describes about English phonology as follows:

> "English phonology is the study of the phonology (i.e. the sound system) of the English language. Like all languages, spoken English has wide variation in its pronunciation both diachronically and synchronically from dialect to dialect. This

variation is especially salient in English, because the language is spoken over such a wide territory, being the predominant language in <u>Australia</u>, <u>Canada</u>, the <u>Commonwealth Caribbean</u>, <u>Ireland</u>, <u>New Zealand</u>, the <u>United Kingdom</u> and the <u>United States</u> in addition to being spoken as a first or second language by people in countries on every continent, and notably in South Africa and India. In general the regional dialects of English are mutually intelligible (<u>http://www.en.wikipedia.org/wiki/ English_Phonology.</u>)".

Moreover, according to Clarey and Dixson (1982 : 07), pronunciation is the drilling of the students on the various sounds of English and understanding some of the basic principles of English speech production. It means that pronunciation connects to the various sounds of English.

Types of Pronunciation

There are no people pronouncing 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 (John, 03: 1972). Based on the statement above, we know that actually pronunciation among people is quite different. There are also styles of speech for each individual. There is rapid and slow style, and there are various shades between two extremes. So, a standard pronunciation would also be useful to the foreign learners of English. Here, the widely understood pronunciation described may be termed 'Received Pronuncationi' (abbreviatin RP). This is not a particularly good term, but it is doubtful whether a better one can be found. This states in Wikipedia as follows:

"Received Pronuncationi (RP) is a form of <u>pronunciation</u> of the <u>English language</u> (specifically <u>British English</u>) which has been long perceived as uniquely prestigious amongst British accents The earlier mentions of the term can be found in <u>H. C. Wyld</u>'s *A Short History of English* (1914) and in <u>Daniel Jones</u>'s *An Outline of English*

Phonetics, although the latter stated that he only used the term "for want of a better". According to <u>*Fowler's Modern English Usage*</u> (<u>1965</u>), the term is "*the* Received Pronunciation". The word *received* conveys of its original meaning of *accepted or approved*. RP is an <u>accent</u> (a form of pronunciation), not a <u>dialect</u> (a form of vocabulary and grammar). It may show a great deal about the social and educational background of a person who uses <u>English</u>. A person using the RP will typically speak <u>standard English</u> although the reverse is not necessarily true (eg. the standard language may be spoken by one in a regional accent, such as a Yorkshire accent; but it is very unlikely that one speaking in RP would use to speak Scots or Georgdie) (http://en.wikipedia.org/ wiki/Received_Pronunciation.)".

ORGANS OF SPEECH

To get an understanding of the nature of speech and the means by which it is produced, it is necessary in the first place to have a rough idea of the structure and the functions of the various parts of the 'organs of speech'. The following diagram may be useful to give the reader a picture about the inside of the mouth.

The Organs of Speech

CLASSIFICATION OF ENGLISH SOUNDS
Vowels

Vowels are speech sounds which are produced without clear obstruction of the air stream in the mouth cavity. The air is just modified slightly in the air passage so as to make different kind of vowels (Nurhadi, 28:1992). It means that there is no hissing sound or friction as the vowels are pro-

duced. In addition, Jones(12:1972) states that some of the continuous voiced sounds produced without obstruction in the mouth are what may be called 'pure musical sounds' unaccompanied by any frictional noise. The statement above is in line with Nurhadi's opinion that vowels are produced by no hissing or friction sound.

In the production of vowels, the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise. Take as an example sound /s/. When we produce it, the air stream is not completely blocked, but it is narrowed down so that as the air passes it, it will product friction. However, when we produce sound /i/, which is a vowel. We also narrow down the air passage in the mouth cavity, but the passage is not narrow enough so that there is no friction when we produce /i/. Furthermore, we can say that the hissing line is considered to be a limit between a consonant and a vowel. There are twelve pure vowels. They are as follows:

The classification of Pure Vowels

Pure Vowels											
iː	i	ɛ	a	ɑː	ɔ	ɔː	u	uː	ʌ	əː	ə

Consonants

Most ordinary speech sounds require either breath or voice in their articulation. Those which contain breath are called breathed, and those which contain voice are called voiced. Example of breathed sounds are, p, f, h; example of voiced sounds are b, v, ɑː. Whereas, those which are not included, are called voiceless. If the tongue is held very close to the roof of the mouth and a voiced air stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sound is consonant (Jones, 12:1972). The samples of consonants are p, b, t, d, k, g, m, n, ŋ, l, f, v, θ, ð, s, z, ʃ, ʒ, r, h, tʃ, dʒ, w, j.

Diphthongs

When a sound is made by gliding from one vowel position to another, it is called diphthong (Jones, 22:1972). So, diphthongs are represented phonetically by sequences of two letters, the first showing the point and the second indicating the direction of movement. The samples of diphthong are as follows:

The Classification of Diphthong

Closing Diphthongs				
ei	ou	ɑi	ɑu	ɔi
Centring Diphthongs				
iə	ɛə	ɔə	uə	

WAYS OF PRONOUNCING ENGLISH SOUNDS

The ways of pronunciation English sounds are taken from the hand book of pronunciation practice by Rifai as follows:

Vowels

a) /iː/

This sound is longer than the corresponding Indonesian one. For example, **ea**t, **eas**y, **ea**ch, s**ee**, tr**ee**, w**e**, h**e**, b**ee**, etc

b) /i/

The tip of the tongue is lower than in making the iː. Don't make this sound too long. For example, **i**t, **i**s, **i**n, **i**nk, c**i**ty, lad**y**, b**i**t, etc.

c) /ɛ/

The mouth is slightly wider opened than when pronouncing the i. it is not the same as the corresponding Indonesian one. For example, **e**gg, w**e**ll, t**e**n, s**ai**d, m**a**ny, r**e**d, g**e**t, m**e**t, s**e**ven, **a**te, etc.

d) /æ/

the tongue is low in the mouth. Open your mouth rather wide. For example, **a**t, **a**nd, **a**nt, f**a**n, s**a**d, c**a**t, r**a**n, s**a**t, c**a**p, etc.

e) /ɑː/

when producing this sound, open your mouth widely and hold the front part of the tongue low. It is formed in the back of the mouth. For example, **a**sk, **a**nswer, f**a**ther, p**a**ss, f**a**st, c**a**r, etc.

f) /ɔ/

The mouth is rather wide open. The tongue is held low and the lips are rounded. The sound is formed in the back of the mouth. For example, **o**n, **o**ff, **o**x, j**o**b, g**o**t, n**o**t, w**a**nt, dr**o**p, bec**au**se, etc.

g) /ɔ:/

It is produced long way as in /ɔ/. For example, **o**ral, c**a**ll, b**a**ll, h**a**ll, t**a**ll, ho**r**se, w**a**r, etc.

h) /u/

a familiar sound for Indonesian people. Don't put the lips forward to much. For example, p**u**t, f**u**ll, p**u**ll, f**oo**t, g**oo**d, b**oo**k, l**oo**k, w**oo**d, r**oo**m, etc.

i) /u:/

it is longer than /u/. the lips are rounded but not protruded. The tongue is rather close to the palate. For example, bl**ue**, f**oo**d, wh**o**, y**ou**, sh**ou**, t**oo**, f**oo**l, p**oo**l, n**e**w, can**oe**, etc.

j) /ʌ/

This sound is pronounced with the jaws wide apart, while the tongue is somewhat raised. For example, **u**s, **u**p, c**u**t, c**u**p, f**u**n, d**oe**s, bl**oo**d, fl**oo**d, l**o**ve, etc.

k) /ə:/

The opening between the jaws is narrow. The tongue is about half-raised. Make a long sound. For example, h**er**, b**ir**d, w**or**k, g**ir**l, w**or**se, j**ou**rney, st**ir**, etc.

l) /ə/

A short sound that only appears in unstressed syllables. For **a**frait, **a**bout, **a**ssist, bett**er**, doct**or**, fath**er**, mod**er**n, etc.

Diphthongs

a) /ei/

You start pronouncing the /e/ and go over immediately to the /i/. Mind the movement of the jaw! For example, **a**, **a**ble, n**a**me, d**a**te, p**ay**, m**ai**l, r**ai**n, t**ai**l, etc.

b) /ou/

Mind the movement of your lower jaw and don't push your lips forward! For example, **o**pen, **o**ld, **o**nly, s**o**ld, g**o**ld, g**o**, s**o**, etc.

c) /ai/

The mouth is wide open at the start and closed quickly. For example, **i**ce, **i**ron, f**i**ve, fl**y**, t**ie**, b**uy**, w**hy**, kn**i**fe, etc.

d) /oi/

You first start pronouncing /ɔ/ and then /i/. do not make the /i/ too long! For example, **oi**l, s**oi**l, b**oi**l, b**oy**, t**oy**, enj**oy**, etc.

e) /iə/

We start with the sort English /i/ and go immediately over to the / ə/. For example, **ea**r, p**ee**r, h**e**re, id**ea**, r**ea**l, n**ea**r, etc.

f) /ɛə/

We start with the sound /ɛ/ and go immediately over to the /ə/. For example, **air**, c**a**re, p**air**, f**ea**r, th**eir**, sp**a**re, etc.

g) /uə/

The sort English /u/, directly followed by the sound /ə/. For instance, **c**ure, **p**ure, p**oor**, s**ure**, t**our**, etc.

Consonants

a) /θ/

Place the tip of the tongue lightly against the upper teeth or between the teeth and blow out the air. For example, **th**in, **th**ink, **th**ird, dep**th**, tee**th**, bir**th**, etc.

b) /ð/

The position of the tongue is the same as that for the sound /θ/. However, the sound is voiced. For example, **th**e, **th**is, **th**at, **th**em, **th**en, fa**th**er, wi**th**, o**th**er, etc.

c) /f/

Pres the lower lip against the upper teeth and blow out the air! For example, **f**ar, **f**it, **f**at, **f**ait, **f**lag, sa**f**e, roo**f**, etc.

d) /v/

The position of the organs of speech is the same as the position of the sound /f/, only now the sound is voiced. For example, **v**oice, **v**ery, **v**an, **v**olume, e**v**il, lo**v**e, sa**v**e, li**v**e, etc.

f) /ʃ/

Place the tip and blade of the tongue against the back apart of the upper teeth ridge and blow out the air. For example, **sh**oe, **s**ugar, **sh**ip, **sh**y, **sh**ell, **sh**ow, **sh**ot, **s**ure, etc.

g) /ʒ/

For its formation see the sound of /ʃ/, but this sound is voiced. For example, pl**ea**sure, d**e**cision, v**i**sion, l**ei**sure, etc.

h) /tʃ/

Raise the front of the tongue to the back part of the upper teeth ridge, so that the passage is closed. Then, let the air stream escape slowly. For example, **ch**ild, na**t**ure, fu**t**ure, wa**tch**, **ch**oice, **ch**eap, **ch**ess, **ch**eek, etc.

g) /dʒ/

For its formation see the /tʃ/, but this sound is voiced. For example, **J**uly, **j**ump, **j**aw, en**j**oy, wa**ge**, sta**ge**, etc.

f) /p/

As this sound also occurs in Indonesian. We will no difficulty in its pronunciation. The difference is, however, that the English /p/ is aspirated. For example, **p**eak, **p**et, **p**oor, **p**lay, o**p**era, etc.

g) /b/

The same sound occurs in Indonesia at the beginning or in the middle of a word (bebek), at the end, it is made into /p/ (sebab). For example, **b**ig, **b**all, **b**oat, ca**b**in, ca**b**, we**b**, etc.

h) /t/

The English /t/ is aspirated just as the /p/. for example, **t**ea, **t**ent, un**t**il, sis**t**er, sen**t**, bu**t**, kep**t**, etc.

i) /d/

We have the same sound in Indonesian, but just as the /b/. It is always voiced in English. For example, **d**og, **d**ark, fin**d**, goo**d**, lou**d**, un**d**er, etc.

j) /s/

Just as the sound in the Indonesian word 'sama'. For example, **s**eat, **s**ee, **s**ay, ri**s**k, la**s**t, du**s**t, etc.

k) /z/

it is formed in the same way and placed as the /s/, but it is voiced. In many cases, especially in plurals, it is written /s/. just as the /b/, and /d/. it is always voiced. For example, **z**eal, **z**oo, **z**ero, ea**s**y, la**z**y, **z**one, etc.

WAYS OF PRONOUNCING AN INFLECTIONAL

"An Inflectional is the changed from a word takes when it is used in a particular grammatical way, for example, in the plural (sky, skies), in the past tense (smile, smiled), in the comparative (wild, wilder). Inflectional are usually made by changing the ending of a word (Hornby, xxiii: 1974)."

1. The plural of nouns and the third person singular present of verbs.
   a) If the final sound of the noun's singular or the verb's infinitive is a vowel or /b, d, ð, g, v, m, n, ŋ, l/, the ending is formed by the addition of /-z/. for example city /siti/, cities /sitiz/; ring /riŋ/, rings /riŋz/.
   b) If the final soud of the noun's singular or the verb's infinitive is /p, t, k, θ/, the ending is formed by the addition of /-s/. for example work /wə:k/, works / wə:ks/.
   c) If the final soud of the noun's singular or the verb's infinitive is /s, z, ʃ, ʒ, dʒ/, the ending formed by addition of /-iz/. For example match /mætʃ/, matches /mætʃiz/.

2. The past tense and past participle of verbs
   a) If the final sound of the verb's infinitive is a vowel or / b, d, ð, z, g, v, ʒ, dʒ, m, n, ŋ, l/, the past tense and the past participle are formed by the addition of /-d/. for example hurry /hʌri/, hurried //hʌrid/; judge /dʒʌdʒ/, judged /dʒʌdʒd/.
   b) If the final sound of the verb's infinitive is /p, k, f, s, tʃ, ʃ, θ/, the past tense and the past participle are formed by the addition of /-t/. for example stop /stɔp/, stopped /stɔpt/.
   c) If the final sound of the verb's infinitive is /t, d/, the past tense and the past participle are formed by the addition of /-id/. For example paint /peint/, painted /peinted/.

3. The comparative and superlative of adjectives
   a) The comparative is formed by the addition of /ə(r)/ to the final sound of the adjective. For example high /hai/, higher /haiə(r)/; wild /waild/, wilder /waidə(r)/.

b) The superlative is formed by the addition of /-ist/ to the final sound of the adjective. For example low /ləu/, lowest /ləuist/; green /gr:n/, greenest /gri:nist/.

CONCLUSION

Based on the discussion, the writer concludes that some English students often make errors in speech production because Indonesian sounds and English sounds are quite different. The differences make difficulties on how to pronounce correctly because it has the different system and phonetic symbols. That is why in teaching speaking class, teacher also needs to teach pronunciation in order the students can speak correctly and to minimize error in speech production.

SUGGESTION

In teaching speaking class, teacher needs to teach pronunciation in order the students can speak correctly and to minimize error in speech production. And the students should study hard how to pronounce correctly because it is very important to avoid misunderstanding in speaking. It is also suggested that the students need to ask questions to the lecturers how to pronounce correctly to the words that they do not know how to pronounce well.

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