

# **Error Analysis of Newly Appointed Non-English Specialization Teachers’ Pronunciation in Pronouncing English Vowels and Consonants in Hinthada University**

Tin Moe Moe Win<sup>1</sup>, Mee Mee Ko<sup>2</sup>, Hsu San Htar<sup>3</sup>

## **Abstract**

Pronunciation is the way in which a word is pronounced, the way a person speaks the words of language (Hornby, 1987). It plays an important role in delivering speech. In order to be understandable, our speech should be delivered with correct pronunciation. Speakers with good English pronunciation are likely to be understood even if they make errors in other areas, whereas speakers with bad pronunciation will not be understood, even if their grammar is perfect. The aim of this paper is to analyse the newly appointed non-English specialization teacher’s pronunciation errors in pronouncing English vowels and consonants in Hinthada University by means of Mc Keating’s four types of errors. It also focuses on interlingual causes and intralingual causes of errors which discussed about the learners’ error in using foreign language influenced by mother tongue of the learner and caused by the target language system itself. The data of this research were collected by giving the pronunciation test to 100 selected teachers from different departments of Hinthada University. The teachers were asked to pronounce thirty selected words and their voices were recorded with recorder. The collected data were identified, classified, analyzed and interpreted. By analyzing the pronunciation errors of non-English specialization teachers, English teachers can know their weaknesses about pronunciation and correct their mistake. Errors caused by interlingual transfer were found 40%. The errors caused by communication strategy is 37% and the errors about interlingual transfer were 23%. Error about context learning was not found on this research paper. Being teachers, non-English specialization teachers should also be careful about their pronunciation. Teachers who know the correct pronunciation and their mistakes can be more aware of their pronunciation so they will not have the same errors in the future.

**Keywords:** pronunciation, errors, newly appointed non-English specialization teachers at Hinthada University

## **INTRODUCTION**

Nowadays, mastering other languages, especially the International language, namely English is very important since language is a mean of communication among individuals. The process of globalization and modernization will actually bring people to live together in a global life in the world. The interaction with people in a global society who have different backgrounds, languages, and cultures cannot be avoided. Thus, the international language functions as the main means used by English speaking people to interact with each other and build a relationship with their community. However, so many English learners meet difficulties in oral communication. It also happened in Hinthada University. There are many factors that influence pronunciation fluency, among many other factors, the most prominent is phonetic. Learning a foreign language, especially English, may have several kinds of learning problems. These problems are related to learning of sound system, learning new vocabularies, and learning of unfamiliar ways of arranging foreign words into sentences. Human beings are able to communicate with one another using speech. The most logical way to begin is by focusing on speech sound. Charles, (1991) said that the study of the sounds that we produce when we engage in spoken communication is called phonetic. Pronunciation is a very important element

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<sup>1</sup> Associate Professor, Department of English, Hinthada University

<sup>2</sup> Tutor, Department of English, Hinthada University

<sup>3</sup> Tutor, Department of English, Hinthada University

of foreign language learners. There are so many problems with understanding English spoken at a natural speed by native speakers who speak with various accents. Non-native English speakers also have problems in speaking and being understood by others. Some teachers still have problems. One of the problems is dealing with phonetic understanding. Because every English learner has their own phonetic words dealing with their native language such as Indonesian, Chinese, Japanese, etc. (Rebecca, 2003).

## **AIM AND OBJECTIVES**

### **Aim**

The aim of this study is to analyse the non- English specialization teachers' pronunciation errors in pronouncing English vowels and consonants in Hinthada University.

### **Objectives**

The objectives are to analyse the pronunciation errors in terms of Douglas Mc Keating's four types of errors and to identify the causes of errors by means of either interlingual causes or intralingual causes.

### **Research Question**

- (1) What types of errors do the teachers make most in pronouncing selected 30 English sounds and what are the causes of errors?

## **BACKGROUND OF THE STUDY**

Pronunciation is one of the most essential parts of English to communicate with others since there are differences between a symbol and its sounds. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

Most Myanmar learners may have problem to pronounce English words. Although they learn English subject at their school, they cannot make a pronunciation well. At school, students learn the English subject for understanding only. So, they do not know how to pronounce every English word exactly, whereas they expect to speak English fluently outside the classroom. In this case, one alternative way to learn English pronunciation is through imitation. They can learn the English pronunciation from their teacher, someone else, or ideally from native speakers. They will try to imitate and have more practice to pronounce many foreign sounds correctly as native speakers do. Students are not exposed to native speakers. They have very little opportunity to meet native speakers. So, the students can use recorded materials and recorded the sound of native speaker. In Myanmar, most of the primary schools are poor and can't use the electronic devices. The students in that schools have never heard the sounds of native speakers. So, the students imitate their teacher's style of pronunciation. The teachers need to have a good pronunciation about English language. In our country, Myanmar, phonetics was not taught at basic education level. So, the pronunciations of some learners are totally wrong. So, the researcher decided to make the research about pronunciation errors made by newly appointed non- English specialization teachers before their pronunciation course.

### **Previous Research**

In learning any foreign language, a learner can probably meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language. So, many researches about pronunciation are also found. Deliana Simarmata from Indonesia made a research about errors analysis of students'

pronunciation in pronouncing English Vowels and Consonants. Fazeer Almuslimi made a research about pronunciation errors committed by EFL learners in the English department in Sana'a University. But the research about the non-English specialization teacher's pronunciation errors in pronouncing English vowels and consonants in Hinthada University is not found. So, 15 teachers from each department of Hinthada University was asked to pronounce fifteen selected words before the pronunciation course.

## LITERATURE REVIEW

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

### Phonetics

Phonetics is the branch study of phonology instead of phonemics as Ramelan (1999) said that the study of language in general (which is called linguistic), may be subdivided into two main terms, phonology and grammar. Phonology is the study of phones or speech sound, while grammar is the study of meaningful units of sound system and their arrangement into larger utterance.

Pronunciation is defined as the way in which languages or words are spoken (Manser, 1991). It's also dealing with the way in which someone speaks of foreign language.

Learning a second or foreign language will face many kinds of obstacles. It is dealing with the new words, new grammar rules. Pronunciation as one matter of learning new languages plays an important role in learning the target language since it is the way of sounding those languages. From the definition above, the writer tries to define that Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. This study is concerned with problems in pronouncing English vowels and consonant. There are 24 consonant sounds in English language.

- p      pet, pot
- b      baby, job
- t      ten, better, eight, washed
- d      do, reading, add
- k      cold, talking, black
- g      go, bigger, bag
- tʃ     choose, which, future
- dʒ     jeans, larger, fridge
- f      foot, café, off, phone
- v      view, every, five
- θ      thank, north
- ð      then, mother, with
- s      sister, glass, place, scissors
- z      zero, roses, scissors, jazz

- ʃ      shop, washing, cash, machine,
- ʒ      television, usually
- h      hand, who
- m      more, summer, comb
- n      now, dinner, gone, know
- ŋ      pen, shopping, help
- l      leave, yellow, fill
- r      red, sorry, write
- j      yes
- w      well, away, white

There are 20 vowel sounds. It can also be divided into short vowels, long vowels and diphthongs.

- |  |   |              |
|--|---|--------------|
| <ul style="list-style-type: none"> <li>• ɪ      sw<u>i</u>m, bu<u>i</u>lding</li> <li>• e      r<u>e</u>d, br<u>e</u>ad, fr<u>i</u>end, a<u>n</u>y, sa<u>i</u>d</li> <li>• æ      ca<u>n</u>, ma<u>p</u></li> <li>• ʌ      so<u>n</u>, su<u>n</u></li> <li>• ɒ      clo<u>ck</u>, ho<u>t</u></li> <li>• ʊ      fu<u>ll</u>, bo<u>o</u>k</li> <li>• ə      a<u>b</u>out, ex<u>ce</u>llent, le<u>tt</u>er, do<u>ct</u>or, su<u>g</u>ar</li> <li>• i      ha<u>pp</u>y</li> </ul>                               | } | Short Vowels |
| <ul style="list-style-type: none"> <li>• i:      tr<u>e</u>e, se<u>a</u>t, fi<u>e</u>ld, se<u>cr</u>et, ki<u>l</u>o</li> <li>• ɑ:      ca<u>n</u>'t, ba<u>r</u>, ha<u>lf</u></li> <li>• ɔ:      wa<u>ll</u>, ta<u>lk</u>, sa<u>w</u>, da<u>u</u>ghter, bo<u>u</u>ght</li> <li>• u:      to<u>o</u>, gr<u>o</u>up, bl<u>ue</u></li> <li>• ɜ:      bi<u>r</u>d, wo<u>r</u>k, tu<u>r</u>n, le<u>ar</u>n, ve<u>r</u>b</li> </ul>   | } | Long Vowels  |
| <ul style="list-style-type: none"> <li>• ɪə      r<u>e</u>al, h<u>ea</u>r, b<u>ea</u>r, h<u>er</u>e</li> <li>• eə      ca<u>re</u>, ha<u>ir</u>, w<u>ea</u>r, wh<u>er</u>e</li> <li>• eɪ      ca<u>me</u>, ra<u>in</u>, sa<u>y</u>, gr<u>ea</u>t, we<u>igh</u>t</li> <li>• aɪ      ti<u>me</u>, dr<u>y</u>, hi<u>gh</u>, bu<u>y</u></li> <li>• ɔɪ      po<u>in</u>t, to<u>y</u></li> <li>• əʊ      co<u>ld</u>, ho<u>me</u>, sl<u>ow</u>, bo<u>a</u>t</li> <li>• aʊ      no<u>w</u>, so<u>und</u></li> </ul> | } | Diphthongs   |

## Error

Brown (1980) states that error analysis is the fact that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. The purpose is to show some problems faced by the students. It is a key to understand the process of foreign language acquisition.

Ellis (1997) writes that there are good reasons for focusing on errors. First, they are a clear feature of learner language. Second, it is useful for teachers to know what errors learners make. The last, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

Douglas Mc Keating divides the errors based on surface strategy taxonomy into four categories. They are omission, addition, misformation and disorder.

### 1. Omission

Omission problems are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

For example: Mary is the president of the new company.

Mary, president, new company. (Content: Morpheme)

Is, the, of, the. (Grammatical Morpheme)

Mary the president of the new company. (Omission of Grammatical Morpheme 'is')

Mary is the president of the new. (Omission of Content Morpheme 'Company')

### 2. Addition

Addition are the presence of an item that must not appear in a well-formed utterance. There are three types of addition problems, namely: double marking, regularization, and simple addition.

1. In double marking, many addition problems are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in: He doesn't knows my name. We didn't went there. The correct forms of the sentences above are: He doesn't know my name. We didn't go there
2. Regularization problems that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization problem occurs when learners add morpheme to the exceptional words,  
for example: Sheeps, putted, Deers, Hitted, Beated.  
Correct form: Sheep, Put, Deer, Hit, Beat.
3. Simple Addition No particular features characterize simple additions other than those that characterize all addition problems the use of an item which should not appear in a well-formed utterance.

for example - 3rd Person Singular –The fishes doesn't live in the water.

### 3. Misformation

Misformation problems are characterized by the use of the wrong form of the morpheme or structure. In misformation problems the learner supplies something, although it is incorrect.

For example: The dog eated the chicken.

### 4. Misorder

Misordering problems are characterized by the incorrect placement of a morpheme of group of morphemes in an utterance.

For example, in the utterance: He is all of the time late.

What daddy is doing?

The correct utterances are: He is late all the time. What is Daddy doing?

## Causes of Errors

According to Brown (1994) there are four major categories the sources of learner's problems, they are:

1. **Inter-lingual transfer** is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

2. **Intra-lingual transfer** is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.

3. **Context of Learning** is context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make problems.

4. **Communication strategy** is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problems.

## RESEARCH METHODOLOGY

The aim of this paper is to analyse the non- English specialization teacher's pronunciation errors in pronouncing English vowels and consonants in Hinthada University by means of Mc Keating's four types of errors. It also focuses on interlingual causes and intralingual causes of errors which discussed about the learners' error in using foreign language influenced by mother tongue of the learner and caused by the target language system itself. The data of this research were collected by giving the pronunciation test to 100 selected teachers from different departments of Hinthada University. The teachers were asked to pronounce thirty selected words and their voices were recorded with the recorder. The collected data were identified, classified, analyzed and interpreted. By analyzing the pronunciation errors of non- English specialization teachers, English teachers can know their weaknesses about pronunciation and correct their mistake. Being teachers, non-English specialization teachers should also be careful about their pronunciation so that they will be able to pronounce English words correctly and train their students to be good at pronunciation.

## DATA ANALYSIS

Pronunciation test is made to know the errors of the teachers. There were 30 words pronounced by 100 newly appointed teachers. Most of their pronunciation were wrong before the pronunciation course. That errors were interpreted, analysed and identified according to Mc Douglas Keating's four types of errors and the causes of their errors were also identified. Which words the teacher made wrong most and which words they made wrong least can also be found in the following tables.

**Table 6.1**

Words	Phonemic Scripts	False	True
1. air	eə	0	100
2. allow	əlaʊ	92	8
3. again	əgeɪn	88	12
4. bear	beə	90	10
5. bare	beə	10	5
6. chef	ʃef	86	14
7. cough	kɒf	60	40
8. develop	dɪveləp	100	0
9. determine	dɪtɜːmɪn	80	20
10. examine	ɪgzəˈmɪn	90	10
11. enough	ɪnʌf	100	0
12. from	fɹɒm	100	0
13. garage	gəˈrɑːdʒ	100	0
14. foot	fʊt	88	12
15. italic	ɪtəlɪk	86	14
16. idol	aɪdəl	56	44
17. laugh	lɑːf	82	18
18. menu	menjuː	84	14
19. non	nɒn	88	12
20. common	kɒmən	100	0
21. next	nekst	86	12
22. sword	sɔːd	100	0
23. strike	straɪk	100	0
24. tutor	tjuːtə	100	0
25. share	ʃeə	40	60
26. vinyl	vəɪnɪl	90	10
27. stomach	stʌmək	88	12

Words	Phonemic Scripts	False	True
28. spirit	spirtt	100	0
29. restaurant	restront	96	4
30. purpose	pɜ:pəs	90	10

**Table 6.2**

Words	Types of errors				Causes of errors			
	Addition	Omission	Misformation	Misorder	Interlingual	Intralingual	Communication	Context
air	✓				✓			
allow			✓				✓	
again			✓		✓			
bear					✓	✓		
bare					✓	✓		
chef			✓		✓			
cough	✓					✓		
develop			✓			✓		
determine			✓				✓	
examine		✓					✓	
enough			✓				✓	
from			✓				✓	
garage			✓				✓	
foot			✓			✓		
italic			✓			✓		
idol			✓			✓		
laugh	✓				✓			
menu			✓				✓	
non			✓				✓	
common			✓		✓			
next		✓					✓	
sword	✓				✓			



Words	Types of errors				Causes of errors			
	Addition	Omission	Misformation	Misorder	Interlingual	Intralingual	Communication	Context
strike			✓			✓		
tutor		✓				✓		
share					✓	✓		
vinyl	✓				✓			
stomach			✓			✓		
spirit		✓					✓	
restaurant			✓		✓			
purpose			✓		✓			

Table 6.3

Types of errors	Frequency	Percentage
Addition	8	27%
Omission	4	13%
misformation	18	60%
misordering	0	0%
	30	100%

  

Causes of errors	Frequency	Percentage
Interlingual Transfer	12	40%
Intralingual Transfer	6	23%
Communication strategy	12	37%
Context of learning	0	0%
	30	100%

### FINDINGS AND DISCUSSION

Based on the descriptions of the data analysis for mispronunciation of newly appointed non-English specialization teachers, the researcher identified the types of their errors and the causes of errors. The teachers made the error in misformation mostly, 18 times, 8 times in addition and 4 times in omission. Errors in misordering was not found. It was also found that the causes of their mispronunciation are because of the communication strategy, interlingual transfer and intralingual transfer. Errors caused by interlingual transfer were found 40%. The

errors caused by communication strategy is 37% and the errors about interlingual transfer were 23%. Error about context learning was not found on this research paper.

## Data 1

### Error in Addition

1. air /eə/
2. bear /beə/
3. bare /beə/
4. cough /kɒf/
5. laugh /lɑ:f/
6. sword /sɔ:d/
7. share /ʃeə/
8. vinyl /vaɪnɪl/

In the Data 1, the errors about omission were analysed. In line 1 of data 1, the word “air” was pronounced as “/ejɑ:” instead of pronouncing as “/eə/”. The sounds “/j/” and “/ɑ:/” were added without need. So, this pronunciation is incorrect because consonant and vowel sound addition errors.

In line 2 of data 1, the word “bear” was pronounced as “/bejɑ:/” instead of pronouncing as “/beə/”. The sound “/j/” and “/ɑ:/” were added. Because of adding consonant and vowel sound without need, this pronunciation is wrong.

In line 3 of data 1, the word “bare” was pronounced as “/bejɑ:/”. They didn’t know the words “bear” and “bare” have same pronunciation, “/beə/”. They added the sound “/j/” and “/ɑ:/” Adding consonant and vowel sounds without need is a type of error in addition.

In line 4, the word “cough” was pronounced as “/kɒtʃt/” instead of pronouncing as “/kɒf/”. They didn’t know that “cough” ended with “/f/” sounds and it is also voiceless sound. They added the sounds “tʃ” and “t” without need. So, their mispronunciation of the word “cough” is occurred because of addition problem.

In line 5, the word “laugh” was pronounced as “/lɑ:dʒ /” instead of pronouncing as “/lɑ:f/”. They didn’t know that “laugh” ended with “/f/” sounds and /f/ is also voiceless sound. They added the sound “/dʒ/” without need. So, their mispronunciation of the word “laugh” is occurred because of addition problem.

In line 6, they pronounced the word “sword” as “/səwɔ:d/” instead of saying “/sɔ:d/”. They did not /s/ is a voiceless sound and /w/ is unvoiced here. They added the sounds /sə/ and /w/. So, the pronunciation of the word “sword” is wrong because of their sound addition problem.

In line 7 of data 1, the word “share” was pronounced as “/ʃejɑ:/” instead of pronouncing as “/ʃeə/”. The sound “/j/” and “/ɑ:/” were added. Because of adding consonant and vowel sounds without need, this pronunciation is wrong.

In line 8 of data 1, the researcher found out that the teachers pronounced the word “vinyl” as “/vi:nɑɪl/” without saying “vɑɪn(ɪ)l”. They don’t know that the word ‘I’ has the /ɪ/ sound and they added the sound /nɑɪ/ for the consonants “nyl”. They also don’t know that consonants cannot be pronounced on their own without vowels. Their pronunciation is totally wrong because of their addition and substitution problem.

## Data 2

### Errors in omission

1. examine /ɪgzəˈmɪn/
2. next /nekst/
3. tutor /tju:tə/
4. spirit /spɪrɪt/

In data 2, the researcher analysed the errors on omission. In line 1 of data 2 the teachers pronounced the word “examine” into “ɪzəˈmɪn” instead of pronouncing “/ɪgzəˈmɪn/. They omit the sound ‘g’ after the sound ‘ɪ’. The pronunciation is wrong because of the omission of the consonant sound.

The word “next” in line 2 was pronounced as “net”. They don’t pronounce as “nekst”. They didn’t know that the consonant “x” ends with “k” and “s” sounds. So, they omit the “k” and “s” sounds. This is also incorrect because they omit the sounds without knowing the sound system of English language.

In line 3, the word “tutor” is pronounced as “tu:tə” instead of pronouncing “tju:tə”. They missed the consonant sound “/j/”. This is also a type of omission. So, their pronunciation is wrong.

In line 4 of data 2, the researcher found out that the teachers pronounced the word “spirit” as /spɪrɪt/. They omit the vowel sound /ɪ / after the consonant /p/. They don’t know that a sound can be produced if one consonant combines with one vowel. And they omit the vowel sound /ɪ / after the consonant /p/. So, this form of omission can make their pronunciation incorrect.

## Data 3

### Misformation

1. allow / ələʊ/
2. again / əgeɪn/
3. chef / ʃef/
4. develop /dɪveləp/
5. determine /dɪtɜ:mɪn/
6. enough /ɪnʌf/
7. from / frɒm/
8. garage /gəɾɑ:dʒ/
9. foot /fʊt/
10. italic /ɪtəlɪk/
11. idol /aɪdəl/
12. menu /menju:/
13. non /nɒn/
14. common /kɒmən/
15. strike /strɪk /
16. stomach /stʌmək/
17. restaurant / restrɒnt/
18. purpose / pɜ:pəs/

In line 1 of data 3, the word ‘allow’ was pronounced as /ələʊ/ instead of pronouncing as / ələʊ/. Non-English specialization teachers were not able to distinguish the diphthong sound; /aʊ/ and /əʊ/. The fact that they have already known was wrong. So, this type of pronunciation is wrong because of misformation problem.

In line 2, the sound /əgərn/ was pronounced for the word ‘again’ instead of saying /əgeɪn/. They didn’t understand clearly the difference between the diphthong sounds; /aɪ/ and /eɪ/. So, their pronunciation is incorrect because of their misunderstanding or misformation problem.

In line 3, the word ‘chef’ was pronounced as /tʃef/. The correct pronunciation for this word is /ʃef/. They seemed to understand that the letter ‘ch’ pronounced as /tʃ/. They did not know that it was pronounced as /ʃ/. They also don’t know the consonant sound well. This pronunciation is wrong because of their misformation problem.

In line 4, the word ‘develop’ was pronounced as /dɪvelɒp/ instead of pronouncing /dɪveləp/. They thought that the vowel ‘o’ was assumed to pronounce as /ɒ/. So, they pronounced this word incorrectly because of their lack of phonemic knowledge.

In line 5, the word ‘determine’ was pronounced as /dɪtɜːmaɪ/ instead of pronouncing as /dɪtɜːmɪn/. They were not able to distinguish between the vowel sounds; /aɪ/ and /ɪ/ because of their misunderstanding.

In line 6 of data 3, the word ‘enough’ was pronounced as /enʌf/ instead of pronouncing as /ɪnʌf/. They thought that the vowel ‘e’ was pronounced as /e/. But in this word; ‘enough’, the vowel ‘e’ is pronounced as ‘ɪ’. Their pronunciation /enʌf/ was incorrect because of misformation problem.

In line 7, they pronounced the word ‘from’ as /frʌʊ/ without pronouncing /rɒm/. They couldn’t distinguish the vowel sound. Their pronunciation was wrong because of misformation.

In line 8, the word ‘garage’ was pronounced as /gareɪdʒ/ instead of pronouncing as /gæɾɑːdʒ/. They separate the word ‘garage’ into two segments: ‘gar’ and ‘age’ deliberately. They didn’t know that if a consonant is combined with a vowel, a sound can be produced. So, they separate the word into two segments and pronounced incorrectly.

In line 9, the word ‘foot’ was pronounced as /fuːt/ instead of pronouncing as /fʊt/. They assumed that the vowels; ‘oo’ is pronounced as /uː/ and they didn’t know the sound /ʊ/. They also didn’t know that /uː/ is a long vowel and /ʊ/ is a short vowel. This pronunciation error is wrong because of their misformation.

In line 10, the word ‘italic’ was pronounced as /ɪtəls/ instead of pronouncing as /ɪtəlɪk/. They didn’t know that the vowel ‘i’ was pronounced as /ɪ/ and in the word ‘italic’, the sound ended with /k/, not /s/. They couldn’t distinguish the consonant well.

In line 11, the word ‘idol’ was pronounced as /aɪdɔːl/ instead of pronouncing as /aɪdəl/. They pronounced ‘ol’ as /ɔː/. They were not able to distinguish /ɔː/ and /ə/. They didn’t know that /ɔː/ is a long vowel sound and /ə/ is a short vowel sound.

In line 12, the word ‘menu’ was pronounced as /mənuː/ instead of pronouncing as /menjuː/. They even didn’t know that the vowel ‘e’ is pronounced as /e/ in English language and it is also a short vowel sound. They pronounced this word incorrectly because of the misformation problem.

In line 13, the word ‘non’ was pronounced as /nʌn/ instead of pronouncing /nɒn/. They don’t know that the vowel ‘o’ was pronounced as /ɒ/. The pronunciation for the word ‘non’ is incorrect because of the misformation problem.

In line 14, the word ‘common’ was pronounced as /kɒmʌm/ instead of pronouncing /kɒmən/. They don’t know that the vowel ‘o’ was pronounced as /ɒ/. The pronunciations are wrong because of their lack of phonetic knowledge about English language.

In line 15 of data 3, the word 'strike' was pronounced as /stərɪk/ instead of pronouncing as /strɪk/, The didn't know that the vowel sound /ɪ/ and /ɪ/ are not the same because of their unawareness of English language phonetics.

In line 16, the word 'stomach' was pronounced as /stɒmɪk/ instead of pronouncing as /stəmæk/. Here, they pronounced the vowel 'o' as / ɒ /. This pronunciation is wrong because of the misformation problem.

In line 17, the word 'restaurant' was pronounced as /restɔrənt/ instead of pronouncing as /restərɒnt/. They separate the words into segments and pronounced incorrectly. They didn't know that if a consonant is combined with a vowel or two vowels, a sound can be produced.

In line 18, the word 'purpose' was pronounced as / pɜ:pəʊs/ instead of pronouncing as /pɜ:pəs/. They separate the words into two parts and pronounced incorrectly. This is wrong because of the misformation problem.

Misformation problems are characterized by the use of the wrong form of the morpheme or structure. In misformation problems, the learner supplies something, although it is incorrect, refer to the use of the wrong form of the morpheme or structure.

The researcher also identified the causes of these errors according to Brown (1994) into four categories, interlingual transfer, intralingual transfer, communication strategy and context of learning. It was found that the pronunciation errors for the words: **air, again, chef, laugh, common, sword, vinyl, restaurant, purpose, bear, bare and share** are caused by the interlingual transfer. This type of errors is occurred when the students are influenced by the first language in using the target language and first language interference.

The pronunciation errors for the words: **foot, italic, idol, strike, stomach and develop** happened because of the intralingual transfer. This type of errors occurs because the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.

The mispronunciation for the words: **allow, determine, examine, enough, from, garage, menu, next, spirit and cough** happened because of the communication strategy. Errors occur because of the communication strategy which is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner in cognitive and personality style. Most learners tried to make a strategy to comprehend the material easily, but their way made them error in pronouncing words.

## CONCLUSION

The results of the research show that newly-appointed non-English Specialization teachers made the errors in misformation mostly, 18 times, 8 times in addition and 4 times in omission. Error in misordering was not found. It was also found that the causes of their mispronunciation are because of the communication strategy, interlingual transfer and intralingual transfer. Errors caused by interlingual transfer were found 40%. The errors caused by communication strategy is 37% and the errors about interlingual transfer were 23%. Error about context learning was not found on this research paper.

Based on the result of the study, the researcher would like to give some suggestion which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing diphthongs. English language teachers should give more practice in speaking English to their students in order to make them more fluent in speaking and give more drills and practice to diphthongs.

On the other hand, English language learners should have good self-awareness in motivating themselves to pronounce English words correctly by reading an English book, novel or magazine, listening English songs and watching English movie. It might be helpful to improve their English pronunciation. They should look up the dictionary if they find some new vocabularies and try to pronounce it. They should have an English conversation either in the school, or in everyday life with their friends, teacher or other people who can speak English and give more attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills.

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