

**PRONUNCIATION ERRORS PRODUCED BY
PRESCHOOL X TEACHERS**

A THESIS

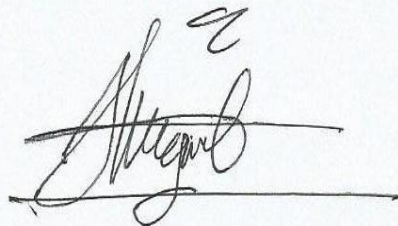


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SURABAYA
2014**

APPROVAL SHEET (I)

This thesis entitled *English Pronunciation Errors Produced by Preschool X Teachers in Surabaya, East Java* prepared and submitted by Yerly A. Datu (8212712029) has been approved to be examined by the Thesis Board of Examiners

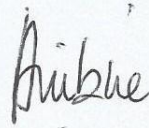
A handwritten signature in black ink, appearing to read 'Ignatius Harjanto', is written over a horizontal line. The signature is stylized and cursive.

Dr. Ignatius Harjanto

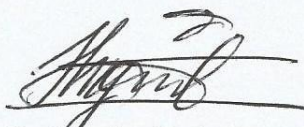
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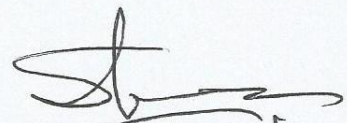
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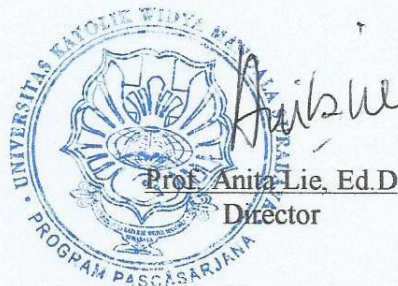
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Prof. Agustinus Ngadiman
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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, August 2014



Yerly A. Datu

8212712029

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PRONUNCIATION ERRORS

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Gratias agimus Tibi propter magnam gloriam Tuam.

ABSTRACT

Preschool teachers have a very significant role and great influence towards their students' second language acquisition. They put the basic foundation of English and sounds are firstly introduced during the period. Due to the fact that the students are in their golden period, pronunciation accuracy must be emphasized. This ought to be the main concern for the teachers to prevent them from fossilization and errors which can hinder communication in the future. Therefore, being a good model of English pronunciation is the key. Unfortunately, facts on pronunciation errors produced by preschool teachers were found in the initial observation of this study. The errors eventually triggered the writer to seek much deeper information in regard with those preschool teachers' pronunciation errors.

This study aimed to investigate: (1) features of errors the teachers were prone to, (2) sources of errors, and (3) efforts the teachers did to overcome the errors. Employing a case study design, the participants involved were 50 preschool teachers from three different branches in Surabaya, Sidoarjo and Malang, East Java. They all work for the same foundation with different of working experience and native language. 40 individual words drawn from their syllabus were prepared. The teachers were asked to pronounce those prepared words and their voices were recorded. Contrastive analysis and phonological analysis were applied to analyze the data. To triangulate, this study provided a 29-item questionnaire and an interview. This study also referred to two models of pronunciation namely Standard Southern British (SSB) and General American (GA) and both models employ the International Phonetic Alphabets (IPA) for phonetic transcriptions. Results of the study revealed that participants were prone to errors to six types of consonants, three long vowels, two diphthongs, and two types of word stress. Those errors were mainly caused by interlingual and intralingual transfers. Further, the study also revealed efforts the participants did to overcome pronunciation difficulties: consulting friends, looking up on printed dictionary, and checking from online dictionary on internet.

Finally, on the basis of the findings, some suggestions were provided in this study. The suggestions consisted of building more awareness on their roles as pronunciation model for students, improving knowledge and skills on English pronunciation and options for teacher professional development.

Keywords: English pronunciation, errors, source of errors, model, fossilization, teacher professional development

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