Research Article

Identifying Pronunciation Errors in English Among Postgraduate Students: A Phonetical Perspective

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ABSTRACT

This research aims to address two primary problem statements: first, to identify the types of English pronunciation errors made by third-semester students in the postgraduate English language education program; and second, to determine the sources of these pronunciation errors among the same cohort of students. This research used a combination of phonetic and quantitative error analysis to identify the pronunciation errors among postgraduate students. The results showed that there were 16.16% of omission errors, 11.97% addition errors, 71.85% of word formation errors, and students 0% of word ordering error. For the sources of errors in the pronunciation of all students during the proposal seminar, researcher found that there was incomplete application of rule is source from omission errors such as letter /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑː/, /t/, and /h/. The next source of errors false concepts hypothesized is source from addition errors such as letter /ɒ/, /ʌ/, /s/, /g/, /e/, /ɑː/, /u/, /w/, /a/, /j/, and /r/. There is also overgeneralization is source from misformation errors such as letter /aʊ/, /ɔː/, /h/, /ʒ, etc. Meanwhile for ignorance of rule restriction is source from misodering errors all students for misodering did not make that mistake.

Keywords: *Pronunciation, types of errors, sources of errors, postgraduate*

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INTRODUCTION

There are four important skills in learning English, such as writing, listening, reading and speaking. A good speaker should have good English pronunciation. This study mainly focused on speaking aspect. Speaking is divided into three criteria, such as accuracy, fluency and comprehensive ability (Housen & Kuiken, 2009), and the most important point in pronunciation is the ability to comprehend the sounds produced by the speakers. The ability to comprehend the produced sounds is more important because the pronunciation aspect is included in comprehensive ability, namely clarity. English pronunciation is something that students must pay attention to, because pronunciation is one of the most important factors for students when learning a language, especially English, good and correct pronunciation can also help improve the quality of students' speech production.

Pronunciation in English is often done by students, during presentations in class and even when talking with lecturers, during seminar proposal and others. Therefore, correct pronunciation has an important role so that the meaning of spoken language is correctly conveyed to the object spoken to. English has a basic role in global communication as an international language. English is spoken as a foreign language in Indonesia, where English is given a higher priority compared to other foreign languages in the educational system and possibly in other aspects of life. When people travel, English becomes a language that is often compared to Indonesia. According to Brown (2018), English is metaphorically described as a guide (like a map) that helps one navigate and achieve their objectives. Since English is widely used in Indonesia, mastering it becomes crucial for reaching one's goals. Consequently, many people in Indonesia collaborate and make efforts to learn English due to its significant role and extensive use in various aspects of life in the country. This language is the most often used foreign language due to its status as an international language.

There are many studies that show that errors in pronunciation are something that is often done by students. One of the studies conducted in Saudi Arabia by Ababneh (2018) the results showed that Saudi Arabian students often made mistakes in pronouncing vowel sounds between one vowel and two other vowel phonemes. In addition, students have problems with English words which have different words from Arabic, for example in English the sound /p/ /v/ is often replaced by the sound /b f/. Moreover, students often lose emphasis on two or more words in the syllable because they imitate Arabic sounds like /r/ by adding weight to the English /r/ sound. In this case, students' pronunciation errors greatly affect the local language, and it is necessary to pay attention to the pronunciation of English vowels so that students' English can be even better.

On the other hand, people in Indonesia faces a similar issue, as many students mispronounce words. Yusriati and Hasibuan (2019) claim that UMSU English students made a lot of pronunciation mistakes in interdental consonants [θ] and [ð], labial consonants [v] mistakes, pronunciation mistakes in silent letters, and pronunciation mistakes palatal consonants [ʃ], mispronunciations of words in the past tense, and mispronunciations of words that already exist in Indonesian. Again, one of the influences that cause pronunciation errors in English is the local language, which can also be affected by poor vocabulary knowledge, poor grammar, uncertainty in one's pronunciation, difficulty in pronouncing

words, laziness in practicing, and an environment that does not support students' desire to speak English.

One of the main causes of pronunciation errors is student anxiety. Nervousness affects pronunciation because it causes students to lose concentration and forget what they want to say, making it difficult to articulate words correctly. In addition, it can also be caused by a stress problem, Ababneh (2018) said that students have difficulty to determine where is the stress syllable, sometimes students change the place of stress for words such as "yesterday" and "tomorrow", resulting in pronunciation errors, even though it is almost doesn't sound wrong, but if examine the grammar it could be an error.

Pronunciation is the process of pronouncing words. Anyone with accurate pronunciation will be able to speak confidently in English and pronounce words correctly when they speak. Proper pronunciation is the process of reproducing spoken language sounds in a way that clearly conveys the intended meaning. The way a word is pronounced determines its precise meaning. The meaning will change if it is pronounced differently. The process that produces sounds to convey meaning is called pronunciation. The way a word is pronounced matters exact meaning. The meaning will change if the pronunciation is different (Kasimov, 2022). It involves paying attention to the specific sounds that form a language (segments), including intonation, syllable, phrasing, stress, timing, rhythm, and voice quality. It also involves pay attention to gestures and expressions that are closely associated with language use. Proper pronunciation covers both segmental and suprasegmental elements. Since these all function together when speak, pronunciation is typically considered to be a crucial component of spoken language.

In order to communicate our ideas when speaking in English, pronunciation is crucial. Since not everyone speaks English as their first language, English speakers' pronunciations differ from native speakers'. Some English speakers draw our attention with their fluency in the language. As listeners, their pronunciations have an effect on us. Pronouncing words correctly is a crucial aspect of being a speaker. There is a major issue with the pronunciation of English spoken by Indonesian speakers because we are not native English speakers. The language used widely is English. There is no pure English pronunciation due to the diversity of English spoken around the globe. As a result, they frequently encounter pronunciation errors and alternate pronunciations. But people should always make an effort to learn how to pronounce words correctly, regardless of how common pronunciation errors.

Another example would be if someone stressed the first syllable of the word "present", which is obviously wrong and annoying when used in the sentence "I'd like to present". Speaking in front of a crowd can increase your self-confidence when you have good pronunciation. Thus, it is becoming increasingly clear that pronunciation is important. Prioritize it is imperative for individuals learning English. At the very least, pronunciation should receive the same amount of time and focus from English language learners as grammar and vocabulary (Kasimov, 2022). There are several studies similar to this research, but previous research focused on errors in pronunciation of consonant and vowel sounds and used many pronunciation tests or reading test as instruments, while this research

analyzed errors in pronunciation of vowel and consonant sounds, used recording instruments to obtain data and carried out while students during proposal seminar.

LITERATURE REVIEW

Definition of Pronunciation

The important component of a spoken language is pronunciation. Clarity of words production in pronunciation is a crucial component of successful communication. In other words, pronunciation refers to the manner in which people produce linguistics sounds (Gilakjani, 2016). By repeating the sounds and making corrections as necessary, pronunciation easy to remember. A person starts to develop new habits and overcome challenges brought on by the influence of the first language when they study pronunciation.

According to Zielinski and Yates in Gilakjani (2016), the process of producing sounds with meaning is called pronunciation. It encompasses speech segments like intonation, rhythm, and stress as well as aspects of speech that go beyond the scope of individual segments like voice quality and presentation. According to Hassan (2014), pronunciation is the process of producing a sound that is be used to both acquire meaning and function as a component of a specific language's code. Pronunciation is one of the most important abilities that students need to possess in order to speak clearly and fluently. Pronunciation is the most crucial parts of language. Sometimes our poor pronunciation leaves the listener in the dark about what we are talking about. Pronunciation is crucial to preventing misunderstandings when people are speaking Budiasih (2013).

One of the most difficult speaking abilities in English is pronunciation because it takes a lot of time and effort to learn how to pronounce words correctly. When speaking English, there is a relationship of communication between the speakers and the listeners. It interacts with one another in ways that help the listeners comprehend what is being spoken. The speakers must pronounce the English sounds appropriately in their speech in order to communicate effectively. Otherwise, poor pronunciation will lead to misunderstandings among the audience, because speech sounds in a language are different entity, different sounds might result in different meaning.

Errors in Pronunciation

According to Brown (2007), the careless is an obvious departure from a native speakers adult grammar, showing the students' interlanguage proficiency. In the meanwhile, Ellis (2015) thought there were valid arguments for focusing on errors. They are a distinct aspect of student language, to start. Second, teachers can benefit from knowing the mistakes their students make. Last but not least, making mistakes might actually aid learning for kids if they self-correct them. Error, which has always been a major worry in language learning, has now become the main focus of approaches, particularly in terms of its pronunciation system. Even with flawless grammar, students who have trouble pronouncing words correctly will not be understood. Conversely, students who makes mistakes in other areas are more likely to be understood.

Since there are always differences and similarities between the target language and the learners' native tongue, a student will undoubtedly experience various learning

challenges when learning any foreign language. Since mother tongue has been thoroughly ingrained as a habit in him/her, the issue here is understandable. The grammatical or sound systems in this instance may be the elements that lead to issues. The aspects of the foreign language that are identical to those in one's home tongue, on the other hand, won't cause any issues. For instance, the Indonesian word "mata" has the sound /m/. It is similar to the English letter /m/ in the word "mother." An Indonesian student learning English or an English student learning Indonesian can easily produce the equivalent sound in the target language using his native sound, /m/. Transferring one's native sounds into the target language is referred to as this.

Words that are spoken incorrectly are referred to as mispronunciations or pronunciation errors (Eslami, Estaji, & Elyasi, 2014). Additionally, according to Djajaningrat (2011) in Mulansari, Basri, and Hastini (2014), pronunciation is a skill that is no longer valued. The pronunciation inaccuracy is accepted as normal by teachers and curriculum designers. According to Nezami and Najafi (2012) emphasize some errors classifications. The four categories of errors such as omission, addition, misformation and misodering. According to Richard (1974) believed that the incorrect generalization of the rules of the target language was the source of the learners' errors. The four potential causes of intra-lingual errors were categorized by linguistics. They are: over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

This study provides information and knowledge needed to solve students who make mistakes in pronunciation errors. Where to find out the errors of English pronunciation have an important role for students, because students can quickly correct their pronunciation, so students can have a good pronunciation when speaker and listeners can accept well what the speaker delivered. In this regard, the researcher analyzed the errors made by English students in postgraduate program at State of Makassar University during proposal seminar. Those, this research conducted a study a title "English Pronunciation Errors Made by English Students of Postgraduate Program State University of Makassar".

METHOD

Research Design

This study employed a phonetic and error analysis to investigate the types and sources of English pronunciation errors made by third-semester students in a postgraduate English language education program. This approach allowed for a comprehensive description of the research problem through systematic and detailed analysis. Technically, the error analysis involved experts in English pronunciation, phonetics, and linguistics researchers who participated as panelists/reviewers.

Data Collection Procedure

The data collection process involved several key steps:
1. Permission request: The researcher obtained consent from the students to record their pronunciation for research purposes. This step ensured that the students were aware of and agreed to the research objectives.

2. Attendance at proposal seminars: The researcher attended the students' proposal seminars to record their pronunciation during their presentations and interactions with the audience. This setting provided a natural context for capturing authentic speech samples.
3. Recording: During the seminars, the researcher used a digital recorder to capture the students' voices. The recording focused on the students' pronunciation during their proposal presentations and the subsequent question-and-answer sessions.

Data Analysis Technique

Based on Braun & Clarke (2006), the data were analyzed using thematic analysis that involved five main steps as follows:
1. Organization and preparation: Data were organized and transcribed for detailed analysis.
2. Listening to recordings: The researcher carefully listened to the recordings to identify instances of pronunciation errors.
3. Coding process: A detailed analysis was conducted through a coding process, where specific types of pronunciation errors were categorized and labeled.
4. Descriptive narrative: The results of the analysis were presented in a descriptive narrative, highlighting the common themes and patterns identified in the data.
5. Interpretation: The final stage involved interpreting the data resulting from the coding process. This included discussing the possible sources of the pronunciation errors and their implications for English language education.

FINDINGS

The findings shows that there were several kinds of errors made by the students when delivering a proposal presentation, such as omissions errors, addition errors, misformation errors, and misodering errors. Meanwhile for the findings of sources of errors, there are four sources, such as overgeneralization, incomplete application of rules, ignorance of rule restrictions, and hypothesized false concept.

Types of Errors in Pronunciation

Omission Error

In this research, the presenters omitted one of the letters in a word. This can be seen in the following table:

Table 1
Types of omission errors (S3)

No.	Words	Dictionary Transcription UK	Recording Transcription	Kinds of Errors	Classification of Sound Vowel	Consonant
1	**Name**	/neɪm/	/nem/		/ɪ/	
2	**English**	/ˈɪŋ.glɪʃ/	/ˈɪŋ.lɪʃ/			/g/
3	**Questions**	/ˈkwes.tʃən/	/ˈkwes.ʃən/	Omission		/t/
4	**Achievement**	/əˈtʃiː.v.mənt/	/ʌˈsiː.v.mənt/			/t/

| 5 | **Questioner** | /ˈkwes.tʃə.nər / | /ˈkwes.ʃə.nər / | | /t/ |
| 6 | **Data** | /ˈdeɪ.tə/ | /ˈde.tə/ | | /ɪ/ |

Based on the table above, it is an extract from the results of this research regarding omission errors, or is a representative of the research findings obtained from the third student. Student omitted the /ɪ/ sound in /neɪm/ word, the /g/ sound in /ˈɪŋ.glɪʃ/ word, the /ə/ and /t/ sounds in /əˈtʃiːv.mənt/ word, the /t/ sound in /ˈkwes.tʃə.nər /, and the /ɪ/ sound in /ˈdeɪ.tə/ word. The study found that all students made omission errors, where the first student did it as much as four times, the second student as much as four times, the third student as much as seven times, the fourth student as much as five times, the fifth student as much as four times and sixth student as much as three times.

Addition Error

In this research, the presenters typically added letters to a word. This can be seen in the following table:

Table 2
Types of addition errors (S4)

No.	Words	Dictionary Transcription	Recording Transcription	Kinds of Errors	Classification of Sound	
		UK			Vowel	Consonant
1	**Honorable**	/ˈɒn.ər.ə.bəl/	/ˈɒnɒər.ə.bəl/		/ɒ/	
2	**Lecturers**	/ˈlek.tʃərs/	/ˈlek.tʃures/		/u/	
3	**Because**	/bɪˈkəz/	/bɪˈkʌuz/	Addition	/ʌ/, /u/	
4	**Step**	/step/	/steps/			/s/
5	**Focus**	/ˈfəʊ.kəs/	/ˈfəʊ.kjus/		/u/	

Based on the table above, it is an extract from the results of this research regarding addition errors, or is a representative of the research findings obtained from the fourth students. The student add the /ɒ/ sound to /ˈɒn.ər.ə.bəl/ word, add the /u/ sound to /ˈlek.tʃərs/ word, add the /a/ and /u/ sounds to /bɪˈkəz/ word, add the /s/ to /step/ word which is a singular word, and add the /u/ sound to /ˈfəʊ.kəs/ word. In the findings of this study, all students made addition errors, where the first student did it as much 3 times, the second student as much 3 times, the third student as much 3 times, the fourth student as much 6 times, the fifth student as much 3 times and sixth student as much 2 times.

Misformation Error

In this research, misformation error is one of kinds of error. In misformation errors, students replace the sound of one of the letters with a similar sound in a word. This can be seen in the research results from the following table:

Table 3
Types of misformation error of S1

No.	Words	Dictionary Transcription	Recording Transcription	Kinds of Errors	Classification of Sound	
		UK			Vowel	Consonant
1	**Thanks**	/θæŋks/	/ tæŋks /			/θ/
2	**Without**	/wɪˈðaʊt/	/wɪˈdaʊt/			/ð/
3	**Present**	/ˈprez.ənt/	/ˈpres.ənt/	Misformation		/s/
4	**Method**	/ˈmeθ.əd/	/ˈmet.od/			/θ/
5	**Reason**	/ˈriː.zən/	/ˈriː.sən/			/z/

Based on the table above, it is an extract from the results of this research regarding misformation errors, or is a representative of the research findings obtained from the first student. The student replace the /θ/ sound on /θæŋks/ to / tæŋks / word, replace the /ð/ sound on /wɪˈðaʊt/ to /wɪˈdaʊt/ word, replace the /s/ sound on /ˈprez.ənt/ to /ˈpres.ənt/ word, replace the /θ/ sound on /ˈmeθ.əd/ to /ˈmet.od/ word, replace /z/ sound on /ˈriː.zən/ to /ˈriː.sən/ word. In the findings of this study, all students made misformation errors, where the first student did it as much 25 times, the second student as much 24 times, the third student as much 26 times, the fourth student as much 27 times, the fifth student as much 13 times and sixth student as much 22 times.

Misodering Errors

In this study, none of the research subjects made misodering errors, the researcher assumed that students had a good understanding of spelling pronunciation, so this did not errors in misodering errors.

Source of Errors in Pronunciation

The following is sources of errors made by third semester postgraduate students during proposal seminar. There are four kinds of sources such as overgeneralization, incomplete application of rules, ignorance of rule restrictions, and hypothesized false concepts, as explained in the previous chapter. The results are as follows:

Incomplete Application of Rule is Source of Omission Errors

In this study, incomplete application of rule is a source of pronunciation errors. Omission is the cause of incomplete application of rule, because removing one of the sounds in a word, the word structure becomes incomplete. The following is a table of research result:

Table 4
Sources of pronunciation error of S3

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1	/ɪ/	/g/	Incomplete application of rule
2		/t/	

Based on the table above, it is a representation of the research findings obtained from the third student. This is adjusted to the findings described in the omission errors point above. As has been mentioned, all students made omission errors, there are several sounds that are omitted by students resulting omission errors, such as sounds /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑː/, /t/, and /h/, thus causing incomplete application of rule.

False Concepts Hypothesized is Source of Addition Errors

In this study, false concepts hypothesized to be the source of pronunciation errors. Addition errors is the cause of false concept hypothesized, because adding one sound to a word means the structure of the word is wrong. The following is a table of research results:

Table 5
Sources of pronunciation error of S4

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1	/ɒ/	/s/	False concepts hypothesized
2	/ʌ/		
3	/u/		

Based on the table above, it is a representation of the research findings obtained from the fourth student. This is adjusted to the findings described in the addition errors point above. As has been mentioned, all students made addition errors, there are several sounds that are add by students resulting addition errors, such as sounds /ɒ/, /ʌ/, /s/, /g/, /e/, /ɑː/, /u/, /w/, /a/, /j/, and /r/, thus causing false concepts hypothesized.

Overgeneralization is Source of Misformation Errors

In this study, overgeneralization is a source of pronunciation errors. Misformation causes overgeneralization because students create wrong pattern in understanding in pronunciation. If students misremember or interpret a word, they may tend to pronounce it in correct pattern, and this can lead to overgeneralization where the incorrect pattern is applied generally to similar words. The following is a table of research findings:

Table 6
Sources of pronunciation error of S1

No	Classification of Sounds		Sources of Errors from Kinds of Errors
	Vowel	Consonant	
1		/θ/	Overgeneralization
2		/ð/	
3		/s/	
4		/z/	

Based on the table above, it is a representation of the research findings obtained from the first student. This is adjusted to the findings described in the misformation errors point

above. As has been mentioned, all students made misformation errors, there are several sounds that are replace by students resulting misformation errors, such as sounds /aʊ/, /ɔː/, /h/, /ʒ/, etc., thus causing false overgeneralization.

Ignorance of Rule Restrictions of Misodering Errors

In this study, ignorance of rule restrictions is a source of pronunciation errors. Misodering errors causes of ignorance of rule restrictions because errors in the sequence of sounds or phonemes in words can results in a false understanding of the of the pronunciation rules that are supposed to be followed. If students misplaces a sound or phoneme, this can result in a misunderstanding of the pronunciation rule restrictions that should be applied. This can lead to pronunciation that does not comply with applicable norms. In this study, students did not made errors in misodering.

Here is the tabulation for each error in pronunciation:
  a. Omission
     Percentage of Omission Errors = $\frac{27 \ x \ 100\%}{167}$ = 16,16%
  b. Addition
     Percentage of Addition Errors = $\frac{20 \ x \ 100\%}{167}$ = 11,97%
  c. Misformation
     Percentage of Misformation Errors = $\frac{120 \ x \ 100\%}{167}$ = 71,85%
  d. Misodering
     Percentage of Misodering Errors = $\frac{0 \ x \ 100\%}{167}$ = 0%

DISCUSSION

The result of this research contains kinds of errors in student pronunciation, these kinds of errors include omission, addition, misformation and misodering. Apart from that, it also aims to find out the sources of errors includes overgeneralization, ignorance of rule restrictions, incomplete application of rule and false concept hypothesized.

Types of Errors

Omission errors

Omission errors occurs when students do not mention one of the letters in the vocabulary. An example of the findings is the word /Name/ which /neɪm/ students did not mention the letter /ɪ/ so that the vocabulary is not complete. Errors like this are caused by incomplete application of the rules when students pronounce the word /nem/ which should become /neɪm/.

The most dominant omission errors are velar plosive and alveolar which are caused by students not applying the rules. Students fail to apply the rule completely because of habits that are not corrected. In the velar plosive, an example of an error is in the word /English/ which should be /ˈɪŋ.ɡlɪʃ/ and the student removes the /g/ sound and becomes /ˈɪŋ.lɪʃ/, so the word structure is not perfect. Meanwhile, in alveolar, students often omit the

sound /ɪ/, for example in the word /data/ which should be /ˈdeɪ.tə/, students omit the /ɪ/ sound so it becomes /ˈde.tə/ and make the word structure incomplete. This is also due to students' lack of knowledge, or feeling nerveous when speaking during proposal seminar.

Another reason could be that some words that students still do not know how to pronounce are still unfamiliar to them. This is consistent with research showing foreign words lead to pronunciation errors words (Sembiring & Ginting 2016). Therefore, it is necessary to practice and acquire a lot of new vocabulary through reading, journal articles and other sources.

Addition Error

Addition Errors occur when students add one of the sounds to the vocabulary. An example in the findings is the word "Honorable", should /ˈɒn.ər.ə.bəl/ students should add the sound "/ɒ/" so that the vocabulary becomes excessive. Mistakes like this are caused by ignorance of the rules when students pronounce the word /ˈɒn.ər.ə.bəl/ which should become /ˈɒnɒər.ə.bəl,/.

The most dominant addition errors are the vowels /u/ and /e/ which are caused by ignorance of the rules. Students fail to pronounce words according to the provisions because of habits that are not corrected. In the /u/ vowel, an example of an error is in the word /Audio/ which should be /ˈɔː.di.əʊ/ and the student removes the /u/ sound and becomes /ˈʌːu.di.əʊ/, so the word structure is excessive and incorrect. Meanwhile, in the vowel /e/, students often add the /e/ sound, for example, like the word /Literature/ which should be /ˈlɪt.rə.tʃər/, students add the /e/ sound so it becomes /ˈlɪterə.tur/ and make the word excessive structure and not appropriate. This is also due to students' lack of knowledge, or feeling nervous when speaking during a proposal seminar.

Another reason could be that students pronounce words based on how they are feeling. This is consistent with research by Rafsanjani, Rachmat and Haryani (2020), which claims that students pronounce words based on how they are feeling and therefore are unable to correct their pronunciation. This might factor in pronunciation errors. When speaking, students rely solely on own judgment, regardless of whether their pronunciation is accurate.

Misformation Error

Misformation errors occur when students replace a sound with another sound that is similar when pronouncing it. An example in the findings is the word "Thanks", which /θæŋks/ students should change the sound /θ/ to /t/ and become the word "/tæŋks /" so that the vocabulary becomes wrong. Mistakes like this are caused by overgeneralization.

The most dominant misformation errors are vowel /I/ and palato-alveolar /dʒ/. This can occur because students pronounce sounds that are not appropriate based on their experience with other structures in the target language. Apart from that, students also find it difficult to differentiate sounds because they sound similar. An example of the vowel /i/ based on findings is the word /Experience/ which should be /ɪkˈspɪə.ri.əns/ to /ekˈspɪə.ri.əns/. Students change the sound /i/ to /e/ so that the word form is not correct.

An example of palato-alveolar/dʒ/ based on the findings is the word /Education/ whose pronunciation should be /ˌedʒ.ʊˈkeɪ.ʃən/ to /ˌed.ʊˈkeɪ.ʃən/ students change the sound /dʒ/ to /d/ so that the word form is not correct.

The most common errors in this one, which can be brought on by lack of awareness. Students are still lazy to read dictionary to ensure they pronouncing words correctly. According to Alzainadi & Latief (2019), when there are pronunciation errors, students are too unaware or lazy to check the dictionary's correct pronunciation.

Misodering Error

Misordering errors occur when students exchange the position of a sound with another sound in one word. However, this error was not found in the results of this study. The researcher makes the assumption that the students are already familiar with the fundamentals of English sound pronunciation. This can reduce the likelihood of misodering errors by students by minimizing letter ordering errors.

From all the explanations related to pronunciation errors above, students are inconsistent in made pronunciation errors, this is caused by stress, nervousness or anxiety factors when speaking during presentation proposal seminar. These factors may affect consistency in pronunciation because students may become more prone to errors when they feel tense or uncomfortable. Apart from that, focusing on presentation material and interaction with the audience can also influence the ability to consistently overcome pronunciation errors.

Sources of Errors

Incomplete Application of Rule is Source from Omission

Incomplete application of pronunciation rules, this source of error occurs when students are unable to present several important elements in a word, phrase or sentence. Incomplete application of rules can occur due to variations in language pronunciation, regional accents, or the influence of conversational context. Some people may not fully follow the rules due to these factors. Other factors that can lead to incomplete application of pronunciation rules involve differences in language skill levels and the influence of foreign languages on one's speaking.

The influence of emotions, speed of speaking, and communication context can also play a role in making a person's pronunciation not always follow the rules perfectly. A person may tend to upset decisions in informal situations or when speaking quickly. This can lead to errors of omission, errors of Omission are caused by Incomplete Application of Rules as these errors involve negligence or lack of application of rules or restrictions that should be followed. According to Richard (1974) suggested that incomplete rule application is the omit of linguistic rules in target language production. Omission occurs when there is a loss of information that should be there, and this can be caused by misunderstanding or negligence in applying applicable rules or restrictions. So, when someone does not fully apply a rule or fails to load information that should be there, it can result in deletion errors or Omission Errors. This is in line with research by Khansir (2012) which states that incomplete application of rules arises when students fail to fully develop certain structures

so that they are required to produce acceptable sentences; This type of error occurs when students failed to learn more complex types of structures because he discovered that he could achieve communication using relatively simple rules. Based on the table, Incomplete Application of Rule is Sourced from Omission only occur in eight sounds, such as /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑː/, /t/, and /h/.

False Concepts Hypothesized is Source from Addition

False concepts hypothesized, deriving from faulty comprehension of distinctions in the target language. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized. False concepts hypothesized in the field of pronunciations can occur due to several factors. One of them is differences in dialects or language variations that can influence the way people pronounce words. In addition, environmental influences, media, or social context can also contribute to misperceptions regarding pronunciation. In this false concept hypothesis, additional errors often occur, where inaccurate or misleading information is added to one's understanding. This may happen when individuals incorporate details that are not grounded in accurate facts or when biased information is introduced. This can be interpreted as where inappropriate letters or words are added to a person's understanding so that it becomes a habit of understanding the error. This is line with research conducted by Dari (2014) said that addition errors made by second-grade students found that False Concept Hypothesized was one of the factors that caused addition errors. Based on the table addition caused by Ignorance of Rule Restrictions eleven sounds occur, such as /ɒ/, /ʌ/, /s/, /g/, /e/, /ɑː/, /u/, /w/, /a/, /j/, and /r/.

Overgeneralization is Source from Misformation

Overgeneralization occurs when the students cannot use the rule of the target language correctly. Overgeneralization covers errors that are produced by learners when they try to apply a correct rule in an unsuitable situation. overgeneralization can be sourced from misformation. Overgeneralization occurs when someone draws a broad conclusion based on a limited set of examples or experiences. If the information used for these generalizations is inaccurate or incomplete, it can lead to misconceptions and overgeneralized beliefs. Misformation, which includes false or misleading information, can contribute to flawed reasoning and faulty generalizations.

Another cause of overgeneralization that stems from misformation is the influence of the target language. The influence of the target language can lead to overgeneralization as learners may apply patterns or rules from their native language. This misformation occurs when learners transfer structures incorrectly, causing overgeneralization errors in their language usage. This is in line with research (Atikah et al, 2022) the errors caused by target language causes are derived from misformation, one of which is overgeneralization, because students used past tense verb in places where they should not be applied, this is called overgeneralization. Based on the table misformation caused by overgeneralization is the error that dominates the most, all students make a lot of errors for this kind of misformation error, for it sounds like /aʊ/, /ɔː/, /h/, /ʒ/, etc.

Ignorance of Rule Restrictions is Source from Misodering

Ignorance of rule restrictions in pronunciation occurs when someone does not understand or does not know certain rules that apply to the pronunciation of a language or dialect. This can involve not understanding the phonetic rules, word stress, or sound variations that may exist in a particular language. A concrete example is when someone pronounces a word in a way that violates the pronunciation rules that apply in that language, because they do not know these rules or lack understanding about them. According to Khansir (2012) Ignorance of rule restrictions, occurring as a result of failure to observe the restrictions or existing structures; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. The researcher concluded that Ignorance of Rule Restriction is a source of Misordering errors, because it is possible that students do not know the pronunciation rules for the words they are about to pronounce, resulting in errors such as misspelling

CONCLUSION

Based on the result in the, this research can be concluded that: The kinds of errors from the pronunciation all students during proposal seminar, the researcher found that, there are omission errors as much 16,16%, addition errors as much 11,97%, misformation errors as much 71,85%, and students did not make error in the misodering errors 0%, and the most dominant in this research is the kind of misformation error. The sources of errors from the pronunciation of all students during proposal seminar, the researcher found that, there are incomplete application of rule is source from omission such as letter /g/, /ʃ/, /dʒ/, /ə/, /ɪ/, /ɑː/, /t/, and /h/. The next source of errors false concepts hypothesized is source from addition such as letter /ɒ/, /ʌ/, /s/, /g/, /e/, /ɑː/, /u/, /w/, /a/, /j/, and /r/. There is also overgeneralization is source from misformation such as letter /aʊ/, /ɔː/, /h/, /ʒ, etc. Meanwhile for ignorance of rule restriction is source from misodering all students for misformation did not make that mistake.

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CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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