

**Phonotactic Analysis on Pronunciation
Errors in the Discussion of English
Department Students at Universitas
Negeri Makassar**

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ABSTRACT

This research was conducted using phonotactic analysis on pronunciation errors of EFL students at Graduate Program, Universitas Negeri Makassar. The focus of this research was to describe the kind of English pronunciation errors on vowel diphthongs and triphthongs produced by the students in term of phonotactic analysis. Taking a qualitative research approach, the researcher collected the data by conducting classroom observations. The research was conducted at the first semester group of English Study Program at Graduate Program, Universitas Negeri Makassar. The phonotactic analysis succeeded to identify and map the problems in each word on the students' pronunciation errors into several categories. They were where the changes occurred, what changes occurred, what the result or effect, what the factors affected, what the most frequent in pronunciation accordance with the data. Moreover, the contrast result of diphthong and triphthong vowels in this research that there were several unrecognized or unavailable in English vowels. Another finding, there were dominant phonemes occurred changes frequently in this research, they were phoneme diphthong /eɪ/ and phoneme triphthong /aɪə/. As the results, the students as the subjects ignored the phonological aspects. Consequently, the students are hoped to have more care and more practice in diphthong and triphthong vowels specifically.

Keywords: *Vowels, phonotactic analysis.*

INTRODUCTION

In the teaching and learning process, discussion activities are one of the activities in a formal situation which required to speak correctly regarding with the rule in discussion process such as how to express opinion whether asking, giving or even interrupting especially in EFL classroom (Brookfield & Preskill, 1995) and the discussion had been proved and proposed by them as one method that could be used to improve the students' speaking formally. But, there are some pronunciation errors found, there are skepticisms in pronunciation among the letters doing by the students. So that, pronunciation error can result language interference.

The pronunciation rules of English sounds are different from those of other languages, such as Dutch, German and especially Indonesian. In English, a sound

is represented by a single letter, for example /a/ or /g/, can be pronounced with various sounds depending on the sound or phoneme surrounding it. While the Indonesian language, the provisions of pronunciation that applies in the Indonesian language is quite simple, that the sounds in the Indonesian language should be pronounced in accordance with what is written, it is totally different from English language that the sounds in the English language should not be pronounced in accordance with what is written, the pronunciation in English must be adjusted to the phonotactic rules governing the phonemic sequence in a language (Wahyu, 2007).

The research about pronunciation is interested to be examined because a good English pronunciation is an essential part of good communication and the research regarding phonotactic probability influences speech production (Hayes & Wilson, 2008). The phonotactic is a phonemic field governing phonemic latching in words (Tal, 2017). For example, the word “**linguistics**” has 10 phonemes, the phoneme lining of the word is /l,i,n,g,u,i,s,t,i,k,s/. Vivevitch, Luce, Charles, and Kemmerer (1997) state every language has a phonemic rearrangement rule which is called phonotactic, this rule will distinguish whether a phoneme sequence is acceptable in a language or not. The English language also has a phonotactic, this phonotactic can make us feel sensitive, which word sounds like an English word, though we have not heard or seen before (Bahroz, 2009). Katayama (2015) states phonotactic is a possible sequence of phonemes in a language or description for the phonemes sequence.

In language activities, the knowledge of phonotactic rules can support the determination of a syllabification of a language, can determine the process of sound changes and others (Weber, 2005). So, a phonotactic study of a language will bridge the study of historical inter-language sound changes. Therefore, phonotactic research of a language is important to do (Parera, 1990). The syllable pattern is one part that needed to be supplemented by a phonotactic study of a language with the phonotactic knowledge of a language (Auer, 2003). The research on the phonotactic analysis of the English Department students in EFL classroom is interesting to be examined because the spoken word often occurred syllabic pattern changes (Goldrick & Larso, 2012).

Based on the research, it has found some errors produced by the students when pronounce English diphthong and triphthong vowels. These pronunciation errors occurred during the discussion process. This phonotactic analysis is defining some patterns of change that occurs from the students' pronunciation error during the discussion. Hence, it determines the sound or pronunciation pattern, the phonotactic, the syllable pattern, the syllabification and also the examples.

METHOD OF THE RESEARCH

In this research, descriptive qualitative design was applied. The researcher employed discourse analysis as an approach that was appropriate with the purpose of this research in order to get the description about the errors produced by the EFL students in term of phonotactic analysis in EFL classroom. In order to get the data, the researcher did observation, recording, and interview.

The researcher elected the students at Graduate Program, Faculty of English Education Department, Universitas Negeri Makassar. More precisely, the research participants of this research were 13 students of the first semester in class B in the academic year 2018/2019. They were consisted of 3 men and 10 women who doing pronunciation errors on vowels diphthong and triphthong during the discussion process. In this research, the researcher used three instruments in collecting data, namely observation sheet, audio recorder, and interview guidance.

LITERATURE REVIEW

A research entitled “The errors of English pronunciation on vowels made by the second year students at SMPN 2 Menganti, Gresik.” conducted by Fitria, (2014), it had been successfully done to mapped some aspects or points in phonology of the EFL students. Where analysing error in the students’ pronunciation on English vowels could determine what actually students’ problems in their pronunciation of phonological aspects. Then, the result shown most of the students pronouncing English words as written, substituting short vowels for long vowels, substituting long vowel for short vowel, and substituting vowels for diphthong. It is line line with the finding of Emad (2010) in his research “Phonological Analysis of English Phonotactics: A Case Study of Arab Students of English. It found that Talal University students as Arab students of English unintentionally insert an anaptyctic vowel in the onset as well as in the coda of certain English syllable. In line with the previous researcher, they have similarities with the topic that the researcher conducted in terms of phonotactic analysis on the pronunciation errors in the discussion of English Department Students, it focuses in error analysing on diphthong and triphthong vowels.

1. Phonotactic Analysis

The study about phonological aspects is really needed to conduct. According to James (1998), analysing error in the students’ utterances is very important to do, in determining what actually students’ problem in their pronunciation of phonological aspects. One as the most important to do is to analyse the students’ phonotactic rules in phonological aspects. There are several ways to know phonotactic rules as well as possible, then phonotactic study is one kind of. Therefore, phonotactic research of a language is important to do. One kind of phonotactic studies that we can use to examine the phonotactic is phonotactic analysis developed by Parera (1990).

This phonotactic analysis can be studied phonotactic deal with restrictions in a language on the combinations of phonemes. In other words, Phonotactics are the rules not only governed the combinations and order of phonemes in a syllable or a word but also this analysis can also determine the pronunciation that should be (Bahroz, 2017). From this analysis, there are many studies that can employ regarding phonological aspects, in order to find out findings of the aspect intended, there are also many types and patterns that can also determine like in this study. In addition, there are ways to read the word correctly, called 'phonetic transcription', which is defined as a type of alphabetical writing in which each letter represents a sound. The purpose of phonetic transcripts is to provide clear and unambiguous information to language students, for example which sounds should be used in a word or phrase, and in what order to use the sound, all of these can be done by using phonotactic analysis. The value of a letter is very diverse and depends on (i) the phonetic context, and (ii) the language or dialect that is being written.

Table 2.1 Phonotactic of the English words

One phonemes pattern	V	I /ai/, oh /əʊ/
Two phonemes pattern	VC	it /ɪt/
	CV	be [br:], see [sɪ:]
Three phonemes pattern	CVC	cat /kæt/
	CCV	tree /tri:/
	VCC	eats /i:ts/
Four phonemes pattern	CCVC	slab /slæb/
	CCCV	straw /strɔ:/
	VCCC	asked /ɑ:skt/
	CVCC	desk /desk/, fist /fɪst/
Five phonemes pattern	CCVCC	sponge /spʌndʒ/
	CCCVC	street /stri:t/
	CVCCC	selves /selvz/
Six phonemes pattern	CCCVCC	strand /strænd/
	CCVCCC	stamps /stæmps/
	CCVCCC	twelfth /twelfθ/
Seven phonemes pattern	CCCVCCC	scramble /skræmbəl/
	CVCVCVV	disagree /dɪsəgrɪ:/

Bahroz (2017)

Note : C is Consonant V is Vocal

From the examples above, we can do phonotactic analysis as the example by the English syllable twelfth, for instance, its phonotactic analysis can be described as “**twelfth**” it has 6 phonemes /twelfθ/ then CCVCCC.

FINDINGS

1. The errors produced by the EFL students in term of phonotactical analysis

a. Diphthong vowels

There are 9 diphthongs vowel that employs in this research. Those are /eɪ/, /aɪ/, /oʊ/, /ju/, /ɔɪ/, /aʊ/, /ɪə/, /eə/ and /əʊ/.

1) Error in pronouncing diphthong “/eɪ/”

Extract 1: Error in pronouncing the word “**famous**”

S14: What .. 80 books

P1: Yes she was an ee expert in educational psycology, actually there are many more examples experts in educational psycology but I just put one as known and as **famous**.

Extract 1 enucleates that there is a pronunciation error when presenting the substances in the discussion process. This adjective word **famous** pronounces /fɛməs/ but it should be pronounced /fɛɪməs/. Phoneme /eɪ/ pronounces /ɛ/ like in word **fest**, it should be pronounced /eɪ/ like in word **fake**. There is a phoneme change which /ɛ/ should be /eɪ/. Their phonotactics are similar which both have 5 phonemes. The syllable patterns have also similar patterns CVCVC, it has closed syllable and disyllabic combination.

It also informs that in phonotactic both the incorrect and the correct phonotactic have alike phonemes, also, they have syllable patterns be alike both. From extract 4.1, although they have similarities in whole phonemes and syllables, but the difference is in the choice of phoneme type. It can be opined that the pronunciation change occurred because of the oversight in choosing vowel phoneme diphthong.

Extract 2: Error in pronouncing the word “**famous**”

P2: *Then the last step was format operational stage age to 11 to adulthood consist of **hypothetico** and deductive reasoning.*

S4: **Hypothetico.**

L: *Hyphotetico.*

Extract 2 stamps that some errors occurs in pronouncing the word when express an explanation in the discussion. This adjective word **hypothetico** should be pronounced /haipəuθetikəʊ/ but it pronounces /heipəuθetikəʊ/. The word **hypothetico** should be pronounced /ai/ such in word **high** and /əu/ such in word **go** but it pronounces /ei/ like in word **hate** and /əu/ such in word **rope**. There are phoneme changes as it should be /ai/ and /əu/ but it becomes /ei/ and /əu/. Their phonotactics are semblable which both have 10 phonemes. The same, the syllable patterns also are semblable patterns **CVCVCVCVCV**, it has open syllable and polysyllabic combination.

It also hints that in phonotactics and syllable patterns have alike phonemes, also equal in syllable patterns, but the difference is in the vote of phoneme type. So, it can be noted that pronunciation changes existing because of a misstep in picking vowel phoneme diphthong.

2) Error in pronouncing diphthong “/aɪ/”

Extract 3: Error in pronouncing the word “**externalizing**”

P19: *Second, work on identifying, challenging, and **externalizing** your critical inner voice. We all have an inner critic that loves to nitpick and point out our flaws Firestone, 2014. It's natural to let this inner critic get the best of us sometimes, but if we let her win too often she starts to think that she's right.*

Extract 3 tells that in pronouncing occurs an errancy when accounting the points in the discussion. This verbal word should be pronounced /ɪkstənəlaizɪŋ/ or /ɛkstənəlɪzɪŋ/ but it pronounces /ɛkstənlerɪzɪŋ/. The word should be pronounced /aɪ/ like in word **mind** or /ɪ/ like in word **tip** but it pronounces /eɪ/ like in word **tape**. There is a phoneme change as supposes to be /aɪ/ but it becomes /eɪ/. Their phonotactics are similar which both have 12 phonemes. The syllable patterns are also equal patterns **VCCVCVCVCVC**, it has closed syllable and polysyllabic combination.

It also informs that both the incorrect and the correct phonotactic have alike phonemes, also, they have syllable patterns be alike both. From extract, although they have similarities in whole phonemes and syllables, but the difference is in the choice of phoneme type. It can be deduced that in voting vowel phoneme occurs an error that causes pronunciation change.

3) Error in pronouncing diphthong “/oʊ/”

Extract 4: Error in pronouncing the word “**mope**”

L: Explain also critical thinker.

*P15: What was critical thinker Critical thinker was the objective analysis of facts to form a judgment, Critical thinker does not feel dejected and apathetic as we called **mope**.*

Extract 4 exhibits that the error occurs in pronouncing the word when giving the explanation in the discussion. This verbal word should be pronounced /**moʊp/** but it pronounces /**moʊp/**. The word mope should be pronounced /**oʊ/** like in word rope but it pronounces /**ʊ/** as in word song. There is a phoneme change that should be /**oʊ/** but it becomes /**ʊ/**. They are similar in phonotactics have 3 phonemes. Also, the syllable patterns are similar sequences **VCV**, it has closed syllable and monosyllabic combination.

It also points out that both the phonotactic and the syllable pattern are equal. Based on extract, although they have similarities in whole phonemes and syllables, but the difference is in the alternative of phoneme type. It can be recapitulated that in choosing vowel phoneme diphthong occurs an error affecting pronunciation change.

4) Error in pronouncing diphthong “/ɔɪ/”

Extract 5: Error in pronouncing the word “**devoiced**”

S14 What .. 80 books.

*P1: Yes she is an ee expert in educational psychology, actually there are many more examples experts in educational psychology but I just put one as known and as famous. She **devoiced** her life for the word especially for educational psychology. So it is one of story that i can share about the people who concerned in educational psychology.*

Extract 5 evidences that the inerrancy pronunciation occurs when amplifying the argument in the discussion. This word should be pronounced /**divɔɪst/** but it pronounces /**divɔɪst/**. This verb word should be pronounced /**ɔɪ/** like in word **choice** but it pronounces /**ɪ/** like in word **long**. There is a phoneme change as it should be /**ɔɪ/** but it becomes /**ɪ/**. The sum of phonotactic sequences are similar where both have 6 phonemes. Again, the sequence of syllable pattern is similar variety **CVCVCC**, it has closed syllable and disyllabic combination.

Both the phonotactic and syllable pattern have similarities on extract 5, but the distinction is in the selection of vowel type. It is resumed that there is an error in choosing vowel phoneme causing pronunciation change.

5) Error in pronouncing diphthong “/aʊ/”

Extract 6: Error in pronouncing the word “**found**”

*P3: Relational aggression insults, gossip, exclusion, taunts all are forms of relational aggression, sometimes called social aggression because the intent was to harm social connections media, modeling, and aggression one very real source of aggressive models was **found** in almost every home in American television. from ages 6 to 11, children spend an average of 28 hours a week watching television more time than any other activity except sleep.*

Extract 6 alludes that there is an errancy in pronouncing the word when clarifying explanation in the discussion. This verb word should be pronounced

/faʊnd/ but it pronounces **/fʌʊnd/**. This word should be pronounced **/aʊ/** like in word **sound** but it pronounces **/oʊ/** like in word **rope**. There is a phoneme change as it should be **/aʊ/** but it pronounces **/oʊ/**. Their phonotactics have similar sum 4 phonemes. Then their syllable pattern also have similar sequence **CVCC**, it has closed syllable and monosyllabic combination.

It tells from extract 7 that both the phonotactic and syllable pattern have semblances, but the discrepancy is in the preference of vowel type. It informs that there is an error in choosing vowel phoneme causing pronunciation change. It can be interpreted that in collecting vowel phoneme occurs a blunder.

6) Error in pronouncing diphthong “/ɪə/”

Extract 7: Error in pronouncing the word “**clear**”

P19: *No sister, based on my previous explanation. Is it **clear**?*

S12: *Yes, **clear**.*

Ss: @@

Extract 7 refers that there is an offense occurs in pronouncing the word when defining explanation in the discussion. This adjective word should be pronounced **/klɪə/** but it pronounces **/klɪ/**. The word **clear** should be pronounced **/ɪə/** like in word **period** but it pronounces **/ɪ/** as in word **spin**. There is a phoneme change as it should be **/ɪə/** but it becomes **/ɪ/**. In phonotactics, they are similar that have similar number 3 phonemes. Then, the syllable patterns are also similar that had similar arrangement **CCV**, it has open syllable and monosyllabic combination.

It also notices that even though they have parallels in the phonotactics and the syllable patterns, the diversity is in the preference of vowel phoneme exists pronunciation change. It can be pointed that there is a confusion in choosing vowel phoneme.

7) Error in pronouncing diphthong “/ɛə/”

Extract 8: Error in pronouncing the word “**flare**”

P15: *Langsungmi dikasih tugas supaya dia bisa aktif kalau perlu dia jadi ketua kelompoknya supaya tanggung jawabnya lebih besar. The big point is the students have to **flare** their motivation and make them bright.*

*“We give directly assignment to her/him in order to make her/him more active, if necessary he/she becomes the leader so their responsibilities are greater. The big point is the students have to **flare** their motivation and make them bright.*

S14: *Yes they have to*

Extract 8 directs that there is a blame in pronouncing the word when explicating material in the discussion. This verb word should be pronounced **/flɛə/** but it pronounces **/fli:/**. The word **flare** should be pronounced **/ɛə/** like in word **glare** but it pronounces **/ɪ:/** as in word **stir**. There is pronunciation change as it should be **/ɛə/** but it become **/ɪ:/**. They are similar in the number of phonotactics has 3 phonemes. The syllable patterns are also similar orders **CCV**, it has open syllable and monosyllabic combination.

It also marks that even though they have parallels in the phonotactics and the syllable patterns, the difference is in the choice of vowel phoneme exists pronunciation change. It can be assumed that in choosing vowel phoneme occurs an error.

8) Error in pronouncing diphthong “/əu/”

Extract 8: Error in pronouncing the word “**growing**”

P18: *Yes, next Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper a theory of human motivation in psychological review. Maslow subsequently extended the idea to include his observations of humans' innate curiosity his theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of the **growing** sorry mm growth in human growth in humans.*

Extract 8 was indicated that the error occurs in pronouncing the word when explaining material in the discussion. This adjective word should be pronounced /grəʊɪŋ/ but it pronounces /grɔɪŋ/. The word **growing** should be pronounced /əʊ/ like in word **blow** but it pronounces /ɔɪ/ as in word **voice**. There was a phoneme change as it should be /əʊ/ but it becomes /ɔɪ/. They are similar in phonotactics that have similar number 5 phonemes. The syllable patterns are also similar sequences CCVVC, it has closed syllable and monosyllabic combination.

It also clues that they have parallels in the phonotactics and the syllable patterns, but the distinction is in the selection of vowel phoneme exists pronunciation change. It can be referred that in electing vowel phoneme occurs an error.

b. triphthong vowels

There are 5 diphthong vowels that employ in this research, those are /eɪə/, /aɪə/, /ɔɪə/, /əʊə/, and /aʊə/.

1) Error in pronouncing diphthong “/eɪə/”

Extract 9: Error in pronouncing the word “**major**”

S14: *What .. 80 books*

S3: *The Zone of proximal development.*

P2: *Private and the zone then the role of learning and development. limitations of Vygotsky's Theory, the **major** limitation of Vygotsky's theory, however, was that was consist mostly of general ideas.*

S3: *This one was mostly.*

Extract 9 signs that an error occurs in pronouncing the word when detailing the material in the discussion. This adjective word should be pronounced /meɪə/ but it pronounces /meɪe/. The word **major** should be pronounced /eɪə/ like in word **slayer** but it pronounces /eɪe/. There is a phoneme change as supposed to be /eɪə/ but it pronounces /eɪe/. Their phonotactics are similar which both have 2 phonemes. The syllable patterns are also similar patterns CV.

It also signs that the phonotactics and the syllable patterns have similarities, but the differences in the option of the vowel phoneme. It can be contended that in electing vowel phoneme occurs an error. This pronunciation change on extract 4.30 uses triphthong but its triphthong option unavailable in the vowel triphthong referring to this research.

2) Error in pronouncing diphthong “/aɪə/”

Extract 10: Error in pronouncing the word “**biological**”

P2: *Next was Piaget’s theory.*

S5: *Who?*

P2: *Piaget’s theory of cognitive development influences on development it consists 4, the first **biological** maturation, the second activity, the third social experiences, and the last equilibration*

Extract 10 cues that an error exists in pronouncing the word when expressing cores in the discussion. This adjective word biological should be pronounced /baɪələʊdʒɪkəl/ but it pronounces /baɪləʊʒɪkəl/. The word **biological** should be pronounced /aɪə/ such in word **buyer** and /əʊ/ such in word **show** but it pronounces /aɪ/ like in word cry and /ɔ/ such in word **logic**. There are a phoneme changes as it should be /aɪə/ and /əʊ/ but it becomes /aɪ/ and /ɔ/. Their phonotactics are consimilar which both have 9 phonemes. The same, the syllable patterns are also consimilar **CVCVCVCVC**, it has closed syllable and polysyllabic combination.

Extract 2 also represents that even they have equations in phonotactics and syllable patterns, some errors come because of blunder in the option of phoneme type. So, it can be denoted that in preferring vowel phoneme diphthong occurs an error causing pronunciation change.

3) Error in pronouncing diphthong “/ɔɪə/”

Extract 11: Error in pronouncing the word “**royal**”

S3: *Royal include introvert or extrovert?*

S6: *It can be both*

Ss: *@ @ @*

Extract 11 stamps that an error occurs in pronouncing the word when clarifying the answers in the discussion. This adjective word should be pronounced /rɔɪəl/ but it pronounces /royal/. The word **royal** should be pronounced /ɔɪə/ like in word **loyal** but it does not pronounce this triphthong vowel. There is a phoneme change as supposes to be /ɔɪə/ but it becomes /oya/. Their phonotactics are contrast which the correct phonotactic has only 3 phonemes while the incorrect phonotactic has 5 phonemes. The syllable patterns are also dissimilar as the correct patterns **CVC** and while the incorrect patterns **CVCVC**. Both of these words has closed syllable. The correct one has monosyllabic combination and the incorrect one has disyllabic combination.

It also denoted that even though they have parallels in phonotactics and the syllable patterns, but the discrepancy is in the option of vowel phoneme led pronunciation change. It can be explained that in picking vowel phoneme occurs an error.

DISCUSSION

1. The errors produced by the EFL students in term of phonotactical analysis

The result of this research was phonotactic analysis based on the phonotactic rules proposed by (Parera, 1999). Based on the research, the it was found some errors produced by the students in class B of Graduate program at State University of Makassar, in pronouncing English diphthong and triphthong vowels. These pronunciation errors occurred when the students doing the discussion, the students doing pronunciation errors during the discussion process. Based on the

result of the analysis, it was found that there were many pronunciation error occurrences of EFL students in the discussion. the students doing pronunciation errors when doing discussion process.

This analysis was worked out to determined some categories to be specific in order to describe pronunciation change in a word from the first question. There were where several changes occur, this categorization became new finding in this research. They were *in diphthong and triphthong vowels, the kind of adjective and verb words, in the basic words and morphemic words, and the last pronunciation change in the opened and closed syllables.*

There were some outlines referring to what pronunciation change occurs. They were *pronouncing word as written, error in placing or substituting phoneme vowel, error in using unavailable of diphthong and triphthong, the syllable pattern changes, no syllable pattern changes, phonotactic changes, no phonotactic changes, few syllabification changes, few no syllabification change, occurring meaning change, not occurring meaning change, and magic vowel.* There are some similarities with Fitria's findings (2014) where the most significance factors in pronunciation errors was error substitutions on vowels. Both of researcher dealed that error substitution affected changes or not changes of each word in syllable pattern, phonotactic, syllabification, and even meaning change.

The results or effects of pronunciation errors. They were *error substitution of vowel phonemes, no categories of few vowel diphthong and triphthong, the pronunciation change switched over the meaning, the pronunciation change not switched the meaning, the phonotactics were similar but the syllable patterns were different, the phonotactic were different but the syllable patterns were consimilar, the phonotactic and syllable pattern were alike but different in pronunciation. the phonotactic and syllable pattern were different, no categories of few vowels diphthong and triphthong both in Indonesian and English language, few had different in syllabification and some had parallels in syllabification, and few used Indonesian phonotactic and some not.* These effects also could be the next new findings in this research after having phonotactic analysis.

The factors affected pronunciation change in a word. They were *language switching, basic words, morphemic words, and due distribution.* These factors supported by James (1998), which James' finding was also shown that these factors appeared on the students who learnt English as a target language. Further finding, the most or dominant factors effected pronunciation change in a word. They were *the verb words, the word growing, phoneme diphthong [eɪ], phoneme triphthong [aɪə], closed syllable, disyllabic combination, not changed the meaning, not changed the phonotactic, and not changed the syllable pattern.* This last categorization was also in step with Aniq's categorization (2015), it was just different in the contents of the classification.

Indeed, a lot pronunciation errors occurred frequently when the students did the discussion in EFL classroom. The students were really difficult in pronouncing English diphthong and triphthong vowels when when doing discussion process. it became a common fenomena of EFL students, it is supported by the research conducted by Hornby, (1995) found that pronunciation errors would be done definetely by the students who learn English as a target language, he added that pronunciation error is the deviation from students' structure since the students have not yet completely mastered the rules of the language they learn. Therefore, the election of the discuccion process, new categorization, then diphthong and triphthong vowels, can be the novelties of this research to provides a detailed information about phonotactic analysis.

CONCLUSION

In accordance with the data result in the previous chapter, the researcher concluded that as EFL students of the Graduate students in class B at State University of Makassar produced many errors in their English pronunciations on vowels during the discussion process when doing discussion process. the researcher concluded the problems of the pronunciations in English words on vowels. The researcher determined some categories to be specific in order to describe pronunciation change in a word from the first question. There were several changes occurs in this research. They were *in diphthong and triphthong vowels, the kind of adjective and verb words, in the basic words and morphemic words, and the last pronunciation change in the opened and closed syllables.*

There were some outlines referring to what pronunciation occur. They were *pronouncing word as written, error in placing or substituting phoneme vowel, error in using unavailable of diphthong and triphthong, the syllable pattern changes, no syllable pattern changes, phonotactic changes, no phonotactic changes, few syllabification changes, few no syllabification change, occurring meaning change, not occurring meaning change, and magic vowel.*

The results or effects of pronunciation errors. They were *error substitution of vowel phonemes, no categories of few vowel diphthong and triphthong, the pronunciation change switched over the meaning, the pronunciation change not switched the meaning, the phonotactics were similar but the syllable patterns were different, the phonotactic were different but the syllable patterns were consimilar, the phonotactic and syllable pattern were alike but different in pronunciation. the phonotactic and syllable pattern were different, no categories of few vowels diphthong and triphthong both in Indonesian and English language, few had different in syllabification and some had parallels in syllabification, and few used Indonesian phonotactic and some not.*

The factors affected pronunciation change in a word. They were language switching, basic words, morphemic words, and due distribution. Further finding, the most or dominant factors effected pronunciation change in a word. They were *the verb words, the word growing, phoneme diphthong /ei/, phoneme triphthong /aiə/, closed syllable, disyllabic combination, not changed the meaning, not changed the phonotactic, and not changed the syllable pattern.*

The researcher also discovered the next categories about the factors causing pronunciation error from the second question. There were some factors as sources that causing pronunciation error, it could be explained why the errors occurred when they learned the English language notably in the discussion. They were *spelling vs pronunciation in the English language, mother of tongue, age and personality of the students.* Then, *spelling vs pronunciation* became the most dominant factors causing pronunciation error of the students.

The appearance of pronunciation error in learning language is inseparable. As EFL students who are supposing mature in the parlance withal English as their target language, so the pronunciation error should be reduced. Even though, this research found many pronunciation errors did not change the meaning but it seemed odd if they still produced many pronunciation errors. Somehow, the primary purport of this research was to intensify the students' proficiencies in pronunciation.

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