English Pronunciation of English Department Students of UNESA Segmental and Suprasegmental Perspective

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ABSTRACT

Mispronunciation words, both segmental and suprasegmental features (stress), have been proved by some researchers. Meanwhile, this study is not only finding out those features that had been analyzed by previous researchers but also one more suprasegmental feature (intonation). Thus, this study's objectives are to find mispronunciation in terms of both segmental (vowel and consonant) and suprasegmental (word stress and intonation) pronounced by fifteen students of English Department, Universitas Negeri Surabaya cohort 2018 who passed phonology and pronunciation classes. In this qualitative research, observation is applied to collect the data. The data were in the form of transcribed mispronunciation produced by the students and were analyzed using observation technique. Audio recording of reading a story aloud was the instrument for collecting the data. The result showed students committed pronunciation error in consonant /θ, v, ʒ, ʃ, ð, k, j/ vowel /a, ʌ, ɔ, ə, u, æ, ɪ/ and diphthong /aɪ, aʊ and eɪ/. The students placed primary stress on the first syllable of both noun phrases and compound nouns. Students committed intonation errors in falling tone occurred in imperative and WH-question, rising tone occurred in request and yes/no questions, and rising-falling tone occurred in strong emotion.

Keywords: Indonesian EFL student pronunciation, segmental, suprasegmental

ABSTRAK

Salah pengucapan kata-kata, baik fitur segmental maupun suprasegmental (penekanan), telah dibuktikan oleh beberapa peneliti. Sementara itu, penelitian ini tidak hanya menemukan fitur-fitur yang telah dianalisis oleh peneliti sebelumnya, tetapi juga satu lagi fitur suprasegmental (intonasi). Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui kesalahan pengucapan baik segmental (vokal dan konsonan) dan suprasegmental (penekanan kata dan intonasi) yang diucapkan oleh lima belas mahasiswa Jurusan Bahasa Inggris Universitas Negeri Surabaya angkatan 2018 yang telah lulus kelas fonologi dan pengucapan. Dalam penelitian kualitatif ini, observasi digunakan untuk mengumpulkan data. Data tersebut berupa transkripsi salah pengucapan yang dihasilkan oleh mahasiswa dan dianalisis dengan teknik observasi. Rekaman audio membacakan cerita dengan nyaring adalah instrumen untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa mahasiswa melakukan kesalahan pengucapan pada konsonan / /θ, v, ʒ, ʃ, ð, k, j/ vokal /a, ʌ, ɔ, ə, u, æ, ɪ/ dan diftong /aɪ, aʊ dan eɪ/. Para mahasiswa menempatkan tekanan utama pada suku kata pertama dari frase kata benda dan kata benda majemuk. Mahasiswa melakukan kesalahan intonasi pada nada turun

terjadi pada kalimat imperatif dan pertanyaan 5W + 1H, nada naik terjadi pada permintaan dan pertanyaan ya/tidak, dan nada naik turun terjadi pada emosi yang kuat.

Kata kunci: pelafalan mahasiswa EFL Indonesia, segmental, suprasegmental

INTRODUCTION

Outside of English-speaking countries, English is learned as a foreign language. It is taught in schools, but it does not play an essential role in life since the non-English speaking countries have their national language as a normal communication medium, such as Indonesia. Unlike native English students, Indonesian learners have knowledge of at least one other language since Indonesia has hundreds of local languages and one national language. The prior knowledge of one or more languages often influences the ability of Indonesian students to pronounce English words. Pronunciation is the most crucial matter in learning a language. Proper pronunciation makes students easy to understand and produce understandable sounds. Besides, good pronunciation can help students get a good academic achievement and support the skill of public speaking so that graduates can easily get accepted into vacancies. Furthermore, good pronunciation is expected when English Department students graduate.

The wrongness in pronouncing English words can occur since the pronunciation system between Bahasa Indonesia and English is quite different, both segmental and suprasegmental. The first difference is orthography. Indonesian spelling is consistent and fixed, while English spelling is not. Indonesian learners mostly rely on the written orthography of English sounds when they pronounce English words. Meanwhile, according to Hewings (2004), there is no definite connection between sounds and letters in English. The second difference is the silent letter. Silent letter occurs in English, yet it does not exist in Indonesian. The other difference is stress. Moeliono et al. (2017) stated that stress in Indonesian does not change the meaning but rather emphasizes the word. On the other hand, stress in English is crucial, and somehow it could change the meaning.

Some studies have confirmed that first language (L1) speakers tend to make mistakes in pronouncing foreign language (L2). Abdullah and Lulita (2018) proved that the students of the English Education Department of Siliwangi University could not figure out some English sounds error, such as/ð æ ʌ v θ p g t d and k/. In addition, Algifari (2017) analyzed the mistakes made by the students of Cambridge English College. He found that the students stressed syllables incorrectly in two-syllable, three-syllable, and four-syllable words. Moreover, Hassan (2014) proved that Sudanese students at Sudan University of Science and Technology, whose language background is Sudanese Spoken Arabic, have some errors with consonants that do not exist in their language, such as /θ ð p v/ they replace them with /s z b f/. They also replace the sound /p/ and /b/ with each other.

One of the strategies to improve pronunciation ability is reading aloud. Reading and reading aloud are different. Hossain (2015) stated that reading is one of the receptive skills that allow learners to understand text content. In contrast, Huang (2010) stated that reading aloud is a comprehensive pronunciation practice. Reading aloud can be considered both receptive and productive skills since the readers catch the point of a text and pronounce every word properly and apply suitable stress and intonation. The similarities between those previous studies and this recent study are applying reading aloud and using college students as the subjects. However, this study has further analysis on segmental and suprasegmental

features (word sress and intonation). The data collected in this study becomes the result of these following research questions:

1. How do English Department students pronounce the English segmental sounds when they read a story aloud?
2. How do English Department students pronounce the selected suprasegmental features (word stress and intonation) when they read a story aloud?

ENGLISH AND INDONESIAN SEGMENTAL SOUNDS

According to Carr (2008), segmental phonology is the study of segmental phenomena, such as vowel and consonant sounds. Consonant sound is produced by a narrowing in the vocal tract so that the airflow is either completely blocked or restricted. In contrast, when producing vowel sound, there is a little restriction of the airflow from the lungs out through the mouth. According to Fromkin et al. (2018), English has 41 sounds, including 22 consonants and 17 vowels. The sounds considered as consonant are /p/ /b/ /t/ /d/ /k/ /g/ /f/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /h/ /tʃ/ /dʒ/ /m/ /n/ /ŋ/ /l/ /r/ /w/ and /j/. Meanwhile, /i/ /ɪ/ /e/ /ɛ/ /æ/ /ə/ /ʌ/ /a/ /u/ /ʊ/ /o/ /ɔ/ is considered as pure vowels and /aɪ/ /ɔɪ/ /aʊ/ /oʊ/ /eɪ/ is diphthong vowels. The sound /v/ /θ/ /ð/ /a/ /æ/ and /oʊ/ are absent in Indonesian.

Consonants can be classified in three ways, according to Fromkin et al. (2018) and Moeliono et al. (2017). There are voicing consists of voiced (+V) and voiceless (-V), place of articulation and manner of articulation. On the other hand, both English and Indonesian vowels can be classified based on the tongue position, such as how high or low the tongue position in the mouth and how forward or backward the tongue is in the mouth and lips round, such as if the lips rounded or spread.

ENGLISH AND INDONESIAN SUPRASEGMENTAL FEATURES

According to Zemková (2018), suprasegmental features distinguish human speech from the artificial speech of machines. Both in English and Indonesian, there are two suprasegmental features, namely stress and intonation. Fromkin et al. (2018) stated that in English, we place primary stress on the adjectival part of a compound noun (which may be written as one word, two words separated by a hyphen, or two separate words), but we place the stress on the noun when the words are a noun phrase consisting of an adjective followed by a noun. Incorrect in placing primary stress in a phrase can change the meaning, e.g. 'Redcoat (compound noun) means a British soldier, and Red 'coat (noun phrase) means a coat that is red color. According to Moeliono et al. (2017), the stress in Indonesian does not change the meaning but rather emphasizes the word. Basically, people make stress when they want to differentiate between two words. For example, *dia mengatakan **parang** bukan **padang**.* (He said **parang** not **padang**).

Intonation is a very crucial element of proper English pronunciation. Ondracek (2014, as cited in Zemková, 2018) even claimed that errors in intonation are perceived as worse than errors in individual segments since the native speakers do not expect errors in intonation. According to Cruttenden (2014), English intonation is divided into several categories according to the types of nuclear tones.

- Falling

It starts on the highest or mid-pitch and then falls on the lowest pitch. It takes place on a syllable containing a long vowel. It is used for statements, wh-questions, imperative sentences and exclamatory sentences e.g.

He could not be seen

- Rising

It starts from the lowest to mid-pitch or low to mid-pitch and ends in a high pitch. It is used for yes/no questions, requests, and unfinished utterances e.g.

Can you see?

- Falling-rising

The fall and rise may be confined within one syllable. It is used for limited agreement including a form of hesitation e.g.

No   It's true

- Rising-falling

The rising-falling pattern indicates a strong emotion, such as approval, surprise, disapproval or indignation.

It was raining.

- Level

The level nuclear pitch expresses the exact opposite: something boring or routine.

On my way to work

The intonation transcription above is called interlinear tonetic. Every ring indicates one syllable. A large filled ring transcribes a pitch or stress, either primary or secondary. A filled-tailed ring indicates the movement of pitch, whether fall or rise. In addition, a large unfilled ring means a syllable made prominent by having an unreduced vowel.

METHOD

In this research, a qualitative method was employed for the investigation. Creswell and Creswell (2017) stated that the qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The participants were students of the English literature study program of Universitas Negeri Surabaya who has passed English phonology class, cohort 2018. The data collected through observation were in the form of words, compound words, phrases, and sentences produced by

the respondents. The data source was respondents' pronunciation when reading the story *Jack and the Beanstalk*. The researcher used audio of an American Native speaker reading the story as a guideline.

FINDINGS AND DISCUSSION

SEGMENTAL MISPRONUNCIATION

The subjects were given the same text and were asked to read the text as perfectly as possible. The error sounds pronounced are shown in Table 1.

Table 1. Consonant mispronunciation

Data	GA Pronunciation	GA Manner of Articulation	Respondents' Pronunciation	Respondents' Manner of Articulation	Sound(s) that Pronounced Incorrectly
Worth	/wɔ:rθ/	Fricatives	/wo:rt/	Stop	/ə/ /θ/
Thought	/θɔ:t/	Fricatives	/tɔ:t/	Stop	/θ/
Threw	/θru:/	Fricatives	/trəu:/	Stop	/ə/ /θ/
Thief	/θi:f/	Fricatives	/ti:f/	Stop	/θ/
Thunderstorm	/θʌndərstɔ:rm/	Fricatives	/tʌndərstɔ:rm/	Stop	/θ/
Something	/sʌmθɪŋ/	Fricatives	/sʌmtɪŋ/	Stop	/θ/
Through	/θru:/	Fricatives	/tru:/	Stop	/θ/
Very	/veri/	Fricatives	/feri/	Fricatives	/v/
Starve	/sta:rv/	Fricatives	/sterf/	Fricatives	/a/ /v/
Treasure	/treʒər/	Fricatives	/tresər/	Fricatives	/ʒ/
			/treʃər/	Fricatives	/ʒ/
			/trezər/	Fricatives	/ʒ/
She	/ʃɪ/	Fricatives	/sɪ/	Fricatives	/ʃ/
Shake	/ʃeɪk/	Fricatives	/seɪk/	Fricatives	/ʃ/
Shook	/ʃʊk/	Fricatives	/suk/	Fricatives	/ʃ/
That	/ðæt/	Fricatives	/det/	Stop	/ð/
Echoed	/ekəʊd/	Stop	/etʃo:d/	Affricates	/ə/ /ʊ/ /k/
Furious	/fjʊriəs/	Glide	/fəriəs/	High vowel	/j/ /ʊ/
			/fʊriəs/	High vowel	/j/

The students did a mistake in producing consonants /θ, v, ʒ, ʃ, ð, k, j/. Consonant /θ/ was absent in Indonesian. It was not surprising that most of them did a mistake in producing the consonant /θ/. They replaced /θ/ with /t/ in the initial, middle, and final positions. The initial /θ/ occurs in *thought, threw, thief, thunderstorm,* and *through.* The word *thunderstorm* was the highest mispronounced by twelve students, followed by the word *thief* by eight students, *thought, through,* and *threw* by six students. In the word *threw,* the students not only changed /θ/ into /t/, but they also inserted schwa between /t/ and /u/. The word *something* where the /θ/ sound was in the middle position was pronounced by six students. In the word *worth,* two students changed the vowel schwa /ə/ into /o/ and /θ/ into /t/. The /v/ consonant was substituted with /f/ in both initial and end positions.

The word *very* where the /v/ was in the initial position was incorrectly pronounced by nine students. In the word *starve,* four students changed vowel /a/ into /e/ and /v/ into /f/. The word *treasure* was the only word that represented /ʒ/ sound in the text. There were three versions of incorrect pronunciation. Five students changed it with /s/, four students changed it

with /ʃ/, and one student changed it with /z/. Students also substituted /ʃ/ sound with /s/ in the word *she* by four students*, shake* by two students*,* and *shook* by one student. Three students changed the consonant /ð/ with /d/ in the word *that.* Other than that, two students changed the /k/ sound in the word *echoed* with /tʃ/. They also changed the vowel /əʊ/ into /o/. The last incorrect consonant is /j/. The word *furious* was incorrectly pronounced by six students. Four of them omitted the /j/ and /ʊ/ sound and changed with the vowel /ə/. In addition, two of them only deleted the /j/ sound.

Table 2. Vowel mispronunciation

Data	GA Pronunciation	GA Tongue Position	Respondents' Pronunciation	Respondents' Tongue Position	Sound(s) that Pronounced Incorrectly
Stomp	/sta:mp/	Middle	/stu:mp/	High	/a/
Farm	/fa:rm/	Middle	/fʌrm/	Middle	/a/
Barn	/ba:rn/	Middle	/bʌrm/	Middle	/a/
Touching	/tʌtʃɪŋ/	Middle	/tɔtʃɪŋ/	Low	/ʌ/
Shut	/ʃʌt/	Middle	/ʃut/	High	/ʌ/
Yawning	/yɔ:nɪŋ/	Low	/yaʊnɪŋ/	Middle	/ɔ/
Fault	/fɔ:lt/	Low	/fɛ:lt/	Middle	/ɔ/
Stalk	/stɔ:lk/	Low	/stʌ:lk/	Middle	/ɔ/
Hallway	/hɔ:lweɪ/	Low	/helweɪ/	Middle	/ɔ/
Saw	/sɔ:/	Low	/saʊ/	Middle	/ɔ/
Mountain	/maʊntən/	Middle	/maʊnten/	Middle	/ə/
Distance	/distəns/	Middle	/distɛns/	Middle	/ə/
Heard	/hərd/	Middle	/hiərd/	High	/ə/
Were	/wər/	Middle	/wer/	Middle	/ə/
Curtain	/kərtən/	Middle	/kʊrten/	High	/ə/
Foolish	/fu:lɪʃ/	High	/fɔ:lɪʃ/	Low	/u/
Man	/mæn/	Low	/mɛn/	Middle	/æ/
			/mɪn/	High	/æ/
Sad	/sæd/	Low	/sɛd/	Middle	/æ/
Last	/læs/	Low	/lʌs/	Middle	/æ/
Fast	/fæst/	Low	/fɛst/	Middle	/æ/
Wind	/wɪnd/	High	/waɪnd/	Mid-high	/ɪ/
Notice	/nəʊtɪs/	High	/nəʊtaɪs/	Mid-high	/ɪ/
Tiny	/taɪni/	Mid-high	/tɪni/	High	/aɪ/
Height	/haɪt/	Mid-high	/heɪt/	Mid-high	/aɪ/
Shout	/ʃaʊt/	Middle	/ʃɔ:t/	Middle	/aʊ/
			/ʃu:t/	High	
Loud	/laʊd/	Middle	/lɔ:d/	Low	/aʊ/
Famous	/feɪməs/	Mid-high	/feməs/	Middle	/eɪ/

There were ten vowels, including pure vowels and diphthong that were pronounced incorrectly (a, ʌ, ɔ, ə, u, æ, ɪ, aɪ, aʊ and eɪ). In producing /a/ sound, four students changed it with /e/ sound in the word *starve.* In the word *stomp,* only one student changed the vowel /a/ with /u/. In words *farm* and *barn,* the vowel /a/ was changed into /ʌ/ by the same two students. Meanwhile, the vowel /ʌ/ was changed into /ɔ/ in the word *touching* by four students and changed into /u/ in the word *shut* by three students. Besides, vowel /ɔ/ was substituted with diphthong /aʊ/ in words *yawning* by four students and *saw* by three students. Only one student changed vowel /ɔ/ into /ɛ/ in the word *fault* and /ɔ/ into /ʌ/ in the word *stalk.* The vowel /ɔ/ in the first syllable of the word *hallway* was changed into /e/ by two students.

In addition, the vowel /ə/ was changed into /e/ in three different words *mountain* by five students, *were* by two students, and *curtain* by three students. In the word *distance,* the vowel /ə/ in the last syllable was substituted with /ɛ/ vowel by four students. The same four students also inserted vowel /i/ before vowel /ə/ in the word *heard.* In the word *foolish,* one student failed to pronounce the vowel /u:/; she changed it into /ɔ/. The vowel /æ/ was substituted with the vowel /ɛ/in words *man* by nine students, *sad* by 9 students, and *fast* by five students. The vowel /æ/ in the word *man* also was changed with the vowel /ɪ/ by two students. In the word *last,* seven students substituted the vowel /æ/with the vowel /ʌ/. Other than that, the vowel /ɪ/ was changed into diphthong /aɪ/ in words *wind* by four students and *notice* by three students. On the other hand, diphthong /aɪ/ was substituted with /ɪ/ in the word *tiny* by five students. The same five students also changed diphthong /aɪ/ into diphthong /eɪ/ in the word *height.* In the word *shout,* four students changed the diphthong /aʊ/ into /ɔ/ and two students changed it into /u/. In the word *loud,* two students changed the vowel /aʊ/ into /ɔ/. The last, diphthong /eɪ/ in the first syllable of the word *famous* was substituted with vowel /e/ by four students.

SUPRASEGMENTAL MISPRONUNCIATION

WORD STRESS

The researcher collected a noun phrase consisting of an adjective followed by a noun represented by the word *warm smile* and a compound noun represented by the word *beanstalk.* The symbol (') below is represented the stressed syllable as shown in Table 3 and Table 4:

Table 3. Main stress in a noun phrase (warm smile)

GA Pronunciation	Student's Pronunciation	Correction	
		Right	Wrong
Warm 'smile	'Warm Smile		✓
Warm 'smile	Warm 'Smile	✓	

Table 4. Main stress in a compound noun (beanstalk)
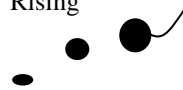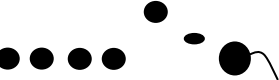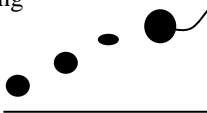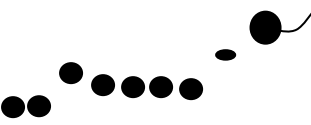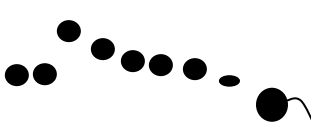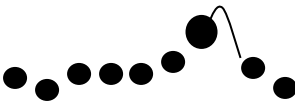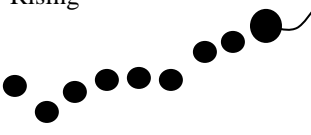
GA Pronunciation	Student's Pronunciation	Correction	
		Right	Wrong
'Beanstalk	Bean'stalk		✓
'Beanstalk	'Beanstalk	✓	

As shown in Table 3 and Table 4, most students often place the main stress on the initial syllable. Three students were correct in pronouncing the stress in the noun phrase (*warm smile*). Furthermore, nine of fifteen students were correct in stressing compound noun (*beanstalk*).

INTONATION

The researcher found error intonation from the students' recordings compared to the American Native's audio. The findings are displayed in Table 5.

Table 5. Intonation error

Data	Type of Utterances	Native's Interlinear Tonetic	Student's Interlinear Tonetic
Jack, Wake Up!	Imperative	Falling	Rising
Where are you going today?	WH-question	Falling	Rising
How much will you pay for her?	WH-question	Falling	Rising / Rising-falling
Help me, master!	Imperative	Falling	Rising
Could you please give me something to eat?	Request	Rising	Falling
Do I smell a human man?	Yes/no question	Rising	Falling
You foolish boy!	Strong emotion	Rising-falling	Falling
That harp would make rich and famous!	Strong emotion	Rising-falling	Rising
The beans really are magic!	Strong emotion	Rising-falling	Level

In the segmental feature, the students commit error pronunciation in fricatives, stop, and glide. Fricative is identified as the most frequent mispronunciation in the consonants /θ/ /v/ /ʒ/ and /ð/. Students substitute /θ/ with /t/. Consonant /θ/ can be categorized as voiceless, interdental, fricative. On the other hand, consonant /t/ can be categorized as voiceless,

alveolar, fricative. Based on the manner of articulation and voicing, both sounds have the same criteria. However, the difference is in the place of articulation. Viewed from the place of articulation, students 1, 3, 6, 8, 10-12, and 14-15 place their tongue tip in the alveolar ridge and produce alveolar sound /t/. They should place their tongue tip a little bit front, precisely behind the front teeth to produce /θ/ properly. Fricatives /v/ is the second consonant error pronounced largely by students 1, 3, 6, 8, 10, and 12-15. The students change consonant /v/ into /f/ even though those sounds have the same criteria of place and manner of articulation, namely labiodental and fricatives.

However, consonant /v/ is pronounced heavier than /f/. When pronouncing the word *very* and *starve,* the students do not make a vibration in consonant /v/ and produce consonant /f/. For fricatives /ʒ/, students 1, 5, 6, and 8-14 mispronounce the word *treasure*. Consonant /ʒ/ can be categorized as a voiced, palatal, fricative. They substitute with /s/ /ʃ/ and /z/. Consonant /ʒ/ is produced by placing the tongue at the very front of the palate which is near the alveolar ridge, and has a vibration. However, some students do not vibrate it, resulting in the consonant /ʃ/. Some of them even place their tongue in the alveolar ridge, producing consonants/s/ and /z/. On the contrary, consonant /ʃ/ is substitute with /s/ by students 2, 6, 8, 11, and 12. The last error fricative is consonant /ð/. Students 8, 12, and 15 change it with /d/ in the word *that.* The problem is that they do not make a vibration. These findings are in line with Moeliono et al. (2017) that consonants /θ/ /v/ /ʒ/ /ʃ/ and /ð/ are not absence in Indonesian. It makes Indonesian EFL students hard to pronounce these sounds. This result is also in harmony with Abdullah and Lulita (2018) that fricatives are the most frequent error pronunciation committed by Indonesian EFL students.

Consonant /k/ is identified as voiceless, velar, stop. Students 8 and 12 substituted /k/ with /tʃ/ in the word *echoed.* This is in line with Hewings (2004), who stated that there is no definite connection between sounds and letters in English. The letter C in the word *echoed* is pronounced as /tʃ/ by two students because the Indonesian language system is consistent and fixed. As in the word *furious,* the /j/ sound does not pronounce by students 1, 3, 8-10, and 13. In Indonesian, the orthography of /j/ is the letter Y; thus, they omit the sound /j/.

In vowels, the students produce several error pronunciations both in monophthongs and diphthongs. The error pronunciation occurs in the vowel /a, ʌ, ɔ, ə, u, æ, ɪ, aɪ, aʊ and eɪ/. The most frequent error is /æ/. It is in conformity with Moeliono et al. (2017), who stated that Indonesian does not have the vowel /æ/ /a/ and /oʊ/. Even though vowel ʌ, ɔ, ə, u, ɪ, aɪ, aʊ and eɪ exist in Indonesian, the students still commit mispronunciation.

In the suprasegmental feature (stress), students commit error stress mostly in a noun phrase *(warm smile)* rather than the compound noun *(beanstalk).* According to Fromkin et al. (2018), the main stress of a noun phrase consisting of an adjective followed by a noun has to be placed in the noun instead of in the adjective. In contrast, the primary stress of a compound noun is placed in the first syllable. Most of the students place the primary stress on the first syllable of the words. As a result, they produce wrong stress higher in the noun phrase *warm smile* than in the compound noun *beanstalk.*

In the suprasegmental (intonation), the students commit error intonation in falling, rising, and rising-falling tones. Cruttenden (2014) stated that wh-question and imperative utterances are categorized in falling intonation as well as the native's audio recording. However, in the imperative utterance, *Jack, wake up!,* all students produce a rising tone instead of a falling tone. In Indonesian, an imperative utterance also uses a falling tone. According to Moeliono et al. (2017), the falling tone of imperative in Indonesian decreases the level of command and leads to begging. It means that the students understand, *Jack, wake*

up! as a command rather than a request as well as in the utterance, *Help me, master!* by six students. Furthermore, four students used a rising tone instead of a falling tone in the wh-question, *Where are you going today?.* Two students used rising-falling intonation in the wh-question, *How much will you pay for her?.* Request and yes/no question are categorized in rising questions. Four students have changed it into falling intonation in the utterances, *Could you please give me something to eat?* and *Do I smell a human man?.* Last, the strong emotion utterance is categorized in rising-falling intonation. Strong emotions, *You foolish boy!* are pronounced in a falling tone by five students. On the other hand, two students used rising intonation in strong emotion, *That harp would make me rich and famous!.* More than that, three students used level intonation with strong emotion, *The beans really are magic!.*

CONCLUSION

This study covers four aspects: error in consonant, vowel, stress, and intonation. The reason why pronunciation error is analyzed in this study is that EFL students may encounter mispronunciation in not only suprasegmental features (stress and intonation) but also segmental features (consonant and vowel). This study investigates pronunciation errors made by the fifteen students of English Department cohort 2018 of Universitas Negeri Surabaya. There are two mispronunciation classifications: segmental (vowel and consonant) and suprasegmental (stress and intonation). The result shows that students do error pronunciation in the consonant θ, v, ʒ, ʃ, ð, k, j and vowel a, ʌ, ɔ, ə, u, æ, ɪ. Error consonant /θ/ occurs 46 times, /v/ 13 times, /ʒ/ 10 times, /ʃ/ 7 times, /ð/ 3 times, /k/ 2 times, and /j/ 6 times. Error pronunciation of vowel /a/ occurs 9 times, /ʌ/ 8 times, /ɔ/ 11 times, /ə/ 28 times, /u/ once, /æ/ 32 times, and /ɪ/ 7 times. The students also commit mispronunciation in diphthong /aɪ/ 10 times, /aʊ/ 8 times and /eɪ/ 4 times. Whereas, the suprasegmental mispronunciation (stress), most students tend to place primary stress in the first syllable of both noun phrases and compound nouns. Twelve students have placed the primary stress in the first syllable of a noun phrase, and ten students have placed the main stress in the compound noun. As a result, the noun phrase has a higher error stress pronunciation than the compound noun. In the suprasegmental (intonation), students commit error pronunciation in falling occurs in imperative and wh-question, rising occurs in request and yes/no question, and rising-falling tone occurs in strong emotion. The highest mispronunciation is imperative utterance pronounced by all students. They use a rising tone instead of a falling tone. Strong emotion utterance comes to be the second-highest mispronunciation pronounced by ten students. The students change the rising-falling tone into a rising, falling, and level tone. Lastly, wh-question, request, and yes/no question are the least mispronunciation pronounced by nine students. In the wh-question, students used rising, rising-falling instead of falling tone. In request and yes/no question, the students used a falling tone instead of a rising tone.

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