THE USE OF ORAL PEER FEEDBACK TO MINIMIZE THE STUDENTS' ERRORS IN PRONOUNCING ENGLISH CONSONANT SOUNDS /p/, /f/ and /v/ IN READING ALOUD

(A Case Study of the Twelfth Grade at One of Senior High Schools in Tasikmalaya)

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ABSTRACT

This study reports on the use of oral peer feedback to minimize the students' errors in pronouncing English consonant sounds /p/, /f/ and /v/. It was a case at the twelfth grade in one of senior high schools in Tasikmalaya. Furthermore, this study was aimed to find out the extent to which the students make errors in pronouncing English consonant sounds /p/, /f/ and /v/, how the teacher minimizes the students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback and the teacher's reasons of using oral peer feedback to minimize the errors in pronouncing English consonant sounds /p/, /f/ and /v/. Furthermore, in conducting this study the writer used qualitative research in which case study. Based on the research findings, the writer concluded three major conclusions. First, the writer concluded that the majority of the students were able to pronounce the English consonant sounds /p/, /f/ and /v/ correctly that have been proven by the results of students' pronunciation. Second, the teacher taught the students about reading comprehension that contained the sounds of /p/, /f/ and /v/ with the use of oral peer feedback. In short, it could be seen that teacher's ways in minimizing students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback was succesfully completed by the teacher through the activities in classroom observation. In addition, teacher's ways in

implementing oral peer feedback was relevant with the theory from Brookhart (2008, p. 70) about the procedure in implementing oral peer feedback. Finally, teacher's reasons of using oral peer feedback to minimize the errors in pronouncing English consonant sounds /p/, /f/ and /v/. The writer concluded that the teacher has the main reason for choosing oral peer feedback as one of the ways to minimize students' error in pronouncing /p/, /f/ and /v/. The teacher argued that the use of oral peer feedback was one of the ways for minimizing students' errors because the students were demanded to give corrections toward students' errors in pronouncing the words. The students were more felt comfort when they assessed by their friends. Therefore, they will enhance their skill by the corrections given by the other students in oral peer feedback. Moreover, the writer suggests that the further researchers to investigate the cause of students' error of EFL learner specifically.

INTRODUCTION

Good pronunciation is important for English learners. It is needed in making conversation and increasing students speaking ability. According to Gilakjani (2012, p. 104), "good pronunciation brings you closer to the native accent of English. A good pronunciation provides a speaker with confidence to communicate". That means good pronunciation makes the learners able to try making communication by pronouncing understandable speech which has meaning and easy heard by the listener.

Therefore, bad pronunciation should be avoided because it can be difficult to understand, creates a different meaning and makes misunderstanding in conversation. For example wrong pronouncing of sentence "He prepared a file for the chairman's speech this morning", then if word "file" sound /f/ pronounced /faɪl/ become /vaɪl/ "vile" even she/ he makes wrong pronunciation just a sound but absolutlly it can create different meaning.

In this research, the writer focuses on consonant sounds /p/, /f/ and /v/. She choosed it based on the research done by Saputra(2011), "The Ability of Second Semeter Students of English Education Department In Pronouncing Consonant Sounds Focusing on /f/ And /v/ of STIKIP PGRI Banjarmasin Academy Year 2010/ 2011". The second, Hassan (2014), "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology".

Third, Kim (2015), "A Case Study on Online Peer Feedback for Learning English Pronunciation at University Level".

The similarity with previous studies were focused on pronunciation consonant sounds. Differences were the methodology used by previous study was quantitatif method that used by first study while the second and third used qualitatif methode (case study), research limitation was focused on consonant sounds /f/ and /v/ and all consonants, first and second study focuse to investigate pronunciation error with differrent methodology both quantitatif method and qualitatif methode (case study) while the third study focus on oral peer feedback for overcome the error.

Thereby, based on the above reasons, the writer was interested in conducting a research that focuses on pronunciation error and the oral peer feedback to minimize the students' errors. The writer took the Eglish teacher and twelfth grade student at one of senior high school in Tasikmalaya. Because the writer realizes they were studying English in this class, Senior High School which is the high level basic formal school commonly they have to undestand English well then other basic level formal school. Generally they would face national examination English subject in the final semester so this is strategic class to learn the pronunciation well for help them to overcome the error by the certain way here related with to oral peer feedback.

Based on related previous studies the writer views still there a gap that has to be completed. In this case, their study just focuses on pronunciation problems focuse to two sounds /f/ and /v/ and the other one focuse on online peer feedback for learning English pronunciation. To learn further about that, the gap was completed by research entitled: The Use of Oral Peer Feedback to Minimize the Students' Errors in Pronouncing English Consonant Sounds /p/, /f/ and /v/. (A Case Study of the Twelfth Grade at One of Senior High Schools in Tasikmalaya).

Problems in Pronunciation

Many students have problems in learning English especially in spoken English language. There are many problems faced by students according to Harmer (2007, p. 250), they are as follows:

1) What students can hear

The influence of mother tongue impacted to several students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first languages have problems with different sounds. Because every language has different features and sometimes it is not familiar with our hearing and our knowledge.

2) What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity. Our memory recognize to say such as our expectation but the speech organ said different with what we want to convey because of our lack in pronounce some phoneme or some word.

3) The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones. Basic dialect of some learners still influence the performance in speaking English because English has rule related intonation used in pronouncing or speaking. Falling and rising intonation notice has implicit meaning.

The students consider that pronunciation is hard to do in pronouncing English sounds. The difficulty in pronouncing English sounds caused by mother tongue and their habit. Mother tongue is the most often they used in daily conversation and habitual activity so it has strong memory in their language knowledge by repetition action.

Definition of Error

Error is a digression from rule of a language. Brown (2007, p.217) states, "An error, a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner". It means that error is an absolutely deviation from the rule of a language and it reflects the competitions of students.

According to Jabeenet.al (2015, p. 53), "Errors are the result of incomplete learning and linguistic incompetency of the learners and errors can not be self-corrected". Error is any deviation from a selected norm of language performance, no matter what the characteristics of causes of the deviation might be.

Therefore, error pronouncing in second or foreign language learners is regards as showing faulty or incomplete learning. This phenomenon is actually normal, it is possible that every student ever make errors in pronunciation when they learn English.

Error is different from mistakes. According to Jabeenet.al (2015, p. 53),

> "Mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge. This is the basic difference between errors and mistakes".

It means, an error is a noticeable deviation from the adult grammar or nature speaker, reflecting the interlanguage competence of the learner. If the student makes error and they do not correct itself how the right side that called error other hand if they can correct the wrongness it is called mistake.

Errors cannot be apart from sound production from the pronunciation. It caused the differences with the correct pronunciation when the students pronounce some words. Shan-ling (2012, p. 1124) states, "Students learn a language by making errors, recognizing them, and putting them right". However, error is important tool in the process of learning and teaching. Knowing the students errors makes them to learn the right form and for the teacher it is possible to determine areas that need reinforcement in pronunciation teaching.

Definition of Error Analysis

Making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Saville & Troike (2006, p. 37) state "Error analysis is an applied linguistic approach used to identify the difficulties of the students in learning language". That means the process of analyzing the students' error is called error analysis. Studying about errors made by the students is important for the teachers because they will understand on their students' language acquisition by knowing and analyzing the students' errors.

Therefore according to Hasyim (2002, p. 42),

> "error analysis which is defined as a technique for identifying, classifying, and systematically interpreting the unacceptable

form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics".

It is very important for students and teachers in language learning. Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language.

Therefore, conducting error analysis is one of the best ways of describing and explaining errors made by students, because it will give many advantages to the process of language learning in the future. In conclusion, Error analysis is invaluable information. In this research, it provided the information on the students' error in producing consonant sounds /p/, /f/ and /v/ then the research will understand the nature of errors and it became apparent what kind of remedial work is necessary for EFL /ESL students to avoid this error.

The Nature of Oral Peer Feedback

One of the challenges faced by English as a second or foreign language teacher is the pronounciation error, today is determining not just how to provide feedback on learner pronunciation, but when to actually do. Thus, according Hattie (2009, p. 174) feedback is :

> "…information provided by an agent (e.g., teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding. For example, a teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback is a "consequence" of performance".

Peer feed back the evaluation do by two students or more for correction the error made by their friends conveyed orally. Oral feedback used to minimize the errors in pronouncing consonant sounds /p/, /f/ and /v/. Peer feedback can be defined as "a communication process through which learner sent into dialogues. That means feedback is a strategy can be used to evaluate the performance did by the student, in oral related to performance and standards". (Lui and Carless, 2006, p. 280). It means that oral peer feedback doing both or among students by making dialogues reflecting on and evaluating the performance of their peers, students

can develop objectivity in relation to standards which can be then transferred to their own work.

Berg, at. al (2006, p.135), states "…peer feedback was focused on evaluation…". Giving more feedback in evaluation will help students accurately in their own use of language. By giving feedback, actually can reduce students' errors. Consequently, students would be more confident in pronouncing English words.

METHOD

The purposes of the study were to find out how the teacher teaches oral peer-feedback to minimize the students' error in pronuncing English consonant sounds /p/, /f/ and /v/ in reading text aloud and the teacher minimize the students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback, and why does the teacher use oral peer feedback to minimize the errors in pronouncing English consonant sounds /p/, /f/ and /v/. Based on the research questions and the purposes mentioned previously, this study applied a qualitative approach. Qualitative approach emphasizes on describing in-depth and detail of a particular activity, situation, field, behaviour of people and field (Fraenkel and Wallen, 2007, p. 422). The writer chose a class of twelfth students related to pronunciation errors because the reason as explained former.

FINDINGS AND DISCUSSION

Based on the analysis of each student in pronouncing the English consonant sounds /p/, /f/ and /v/, the writer found that almost of the students have error in pronouncing those words, just the fourth students who complety correct in pronouncing those words. To emphasize, the writer presented the frequency of students' error in pronouncing those word and its percentage from each words that could be seen in the following table.

No	The sounds /p/, /f/ and /v/	Frequency of students'corrections		Percentage	
		Correct	Incorrect	Correct	Incorrect
1	Chapel	4	2	5,50%	2,70%
2	Parents	4	2	5,50%	2,70%
3	Popular	5	1	6,90%	1,30%

4	Finance	4	2	5,50%	2,70%
5	Farm	5	1	6,90%	1,30%
6	Fans	5	1	6,90%	1,30%
7	Seven	4	2	5,50%	2,70%
8	Very	4	2	5,50%	5,50%
9.	February	5	1	6,90%	1,30%
10	Moved	5	1	6,90%	1,30%
11	Comprehensive	3	3	4,10%	4,10%
12	Divorced	5	1	6,90%	1,30%
	Subtotal	53	19	73%	27%
Total		72		100%	

Table 1.1 The frequency of students' errors in pronouncing /p/, /f/ and /v/

In short, based on the data from the tables in order to answer the research question on to what extent does the students make errors in pronouncing English consonant sounds /p/, /f/ and /v/, the writer concluded that the majority of the students were able to pronounce the English consonant sounds /p/, /f/ and /v/ correctly that have been proven by the results of students' pronunciation.

In this case, the writer found out that the teacher taught the students about reading comprehension that contained the sound of /p/, /f/ and /v/ with the use of oral peer feedback. In short, it could be seen that teacher's ways in minimizing students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback was succesfully completed by the teacher through the activities in classroom observation. In addition, teacher's ways in implementing oral peer feedback was relevant with the theory from Brookhart (2008, p. 70) about the procedure in implementing oral peer feedback.

To sum up, the writer concluded that the teacher has the main reason for choosing oral peer feedback as one of the ways to minimize students error in pronouncing consonant sounds /p/, /f/ and /v/. The teacher argued that the use of oral peer feedback was one of the ways for minimizing students errors because the students were demanded to gave corrections toward students' erors in pronouncing the words. The students were more felt comfort when they assessed by their

friends, Therefore, they will enhance their skill by the corrections given by the other students in oral peer feedback.

To support the findings, the case of the use oral peer feedback to minimize the students error in pronouncing sounds /p/, /f/ and /v/ have been widely discussed The subsequent point to be discussed was the previous study. The study conducted by Hassan (2014) entitled, "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology". The result showed Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Based on the findings, the study concluded that factors such as interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

CONCLUSIONS

Having discussed and analyzed the previous chapter, in this section the writer delivered the conclusions of the research. The first conclusion was based on the first reseach question on to what extent does the students make errors in pronouncing English consonant sounds /p/, /f/ and /v/, the writer concluded that the majority of the students were able to pronounce the English consonant sounds /p/, /f/ and /v/ correctly that have been proven by the results of students' pronunciation.

Furthermore, in responding the second research question on teacher's ways in minimizing students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback, the writer concluded that the teacher taught the students about reading comprehension that contained the sound of p/, /f/ and /v with the use of oral peer feedback. In short, it could be seen that teacher's ways in minimizing students' errors in pronouncing English consonant sounds /p/, /f/ and /v/ by means of oral peer feedback was successfully completed by the teacher through the activities in classroom observation. In addition, teacher's ways in

implementing oral peer feedback was relevant with the theory from Brookhart (2008, p. 70) about the procedure in implementing oral peer feedback.

Finally, in responding the last research question on teacher's reasons of using oral peer feedback to minimize the errors in pronouncing English consonant sounds /p/, /f/ and /v/, the writer concluded that the teacher has the main reason for choosing oral peer feedback as one of the ways to minimize students error in pronouncing sounds /p/, /f/ and /v/. The teacher argued that the use of oral peer feedback was one of the ways for minimizing students errors because the students were demanded to gave corrections toward students' errors in pronouncing the words. The students were more felt comfort when they assessed by their friends. Therefore, they will enhance their skill by the corrections given by the other students in oral peer feedback.

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