

# PHONETIC ERROR ANALYSIS OF SPEAKING SKILLS IN FRENCH STUDENTS THROUGH VIDEO MEDIA

By

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## **Abstract**

*This study aims to describe the phonetic errors found in the speaking skills of UNILA French Education Study Program students, especially in speaking skills through video media. This study uses descriptive qualitative research methods. The data sources in this study were fourth semester students in the academic year 21-22. The highest error is found in the phonetic pronunciation of consonants by 57.8%, namely in the pronunciation of consonants [ʒ] as much as 20%. Then, there are only a few vowel errors of 7.8%, namely in the pronunciation of [œ] and [ə]. The results of this study are expected to be an evaluation material for perfecting phonetic pronunciation in speaking skills.*

**Keywords:** *Phonetic errors, French, Video*

## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan kesalahan-kesalahan fonetik yang terdapat pada keterampilan berbicara mahasiswa Prodi Pendidikan Bahasa Prancis UNILA, khususnya pada mata kuliah keterampilan berbicara melalui media video. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Sumber data pada penelitian ini adalah mahasiswa semester empat pada tahun akademik 21-22. Kesalahan paling tinggi terdapat pada pelafalan fonetik konsonan sebesar 57,8% yaitu pada pelafalan huruf konsonan [ʒ] sebanyak 20%. Kemudian, hanya terdapat beberapa kesalahan vokal sebesar 7,8% yaitu pada pelafalan [œ] dan [ə]. Hasil penelitian ini diharapkan menjadi bahan evaluasi untuk menyempurnakan pelafalan fonetik pada keterampilan berbicara.

**Kata kunci:** *Kesalahan fonetik, Bahasa Prancis, Media video*

## **I. INTRODUCTION**

Language has many characteristics, one of which is universal. Every language in this world has the same characteristics. Language is speech, that the most universal feature of language is that language has sounds consisting of vowels and consonants (Chaer, 2003: 52). However, how many vowels and consonants each language has, this is clearly

not the universal characteristic in question. For example, Indonesian has 5 vowels and 21 consonants. French has 6 vowels, namely: A, E, I, O, U, and Y. Then, there are 15 vowel phonemes (a, e, ε, i, o, ɔ, u, y, ə, œ, ø, ã, õ, ê, õ) which consists of 11 oral vowel phonemes (a, α, e, ε, i, o, ɔ, u, y, ə, œ, ø) and 4 nasal vowel phonemes (ã, õ, ê, õ).

Learning French and other foreign languages is inseparable from mastering 4 language skills, namely speaking skills, writing skills, listening skills, and reading skills. These four skills are the main aspects that are assessed on the French language competency exam which is commonly called the DELF (Diplôme d'Etude en Langue).

Française) or Diploma in French. The main focus of this research is on speaking skills in French called Production Orale (P.O) with the same subject name in French Language Education Study Program. One of the points of the scoring format in this section is « Maîtrise du système phonologique » which means mastery of the phonological system. How one must also be able to master the French pronunciation system correctly. This proves that the study of phonology (phonetics) is an aspect that is quite important to be taken into account in an assessment of French language skills.

Muslich (2012:8) states that phonetics is a field of science that is related to the study of how humans speak and hear and process received speech. The phonetic system owned by Indonesian will certainly not be the same as French. This will also cause its own problems for French learners, one of them is

pronunciation errors that often occur in the learning process.

Video media is one of the auxiliary media used in Production Orale (P.O) courses during online learning. This media makes it easier to evaluate students' speaking skills. Based on the previous description, this study aims to find out in more detail and describe French phonetic errors in students' speaking skills. Of course, the results of this study can be expected as the main material for evaluation of teaching speaking skills in the future.

The purpose of this study was to describe the forms of phonetic errors in speaking skills. This research is expected to be an evaluation tool as well as input on teaching, especially for French speaking skills (Production Orale).

From the observations made, there were 16 French vowel phonemes which were divided into 12 oral vowel phonemes and 4 nasal vowel phonemes. French oral vowel phonemes include the phonemes /i/, /y/, /e/, /ø/, /ə/, /ɛ/, /œ/, /a/, /u/, /o/, /ɔ/, /ɑ/. Nasal vowel phonemes in French include the phonemes /ɛ̃/, /œ̃/, /õ/, /ã/. (Yuliarti, 2015).

In Indonesian, there are no vowel phonemes /y/, /ø/ and /œ/. This vowel is a rounded version of the unrounded vowels /i/, /e/ and

/ɛ/. The practice of pronouncing these vowels is by pronouncing the vowels /u/, /e/ and /ɛ/ with a rounded mouth. Meanwhile, nasal vowels /ẽ/, /œ̃/, /õ/, /ã/ are pronounced similar to the nasal vowels /ɛ/, /œ/, /ɔ/, /ɑ/ (air is passed through the nose) (Yuliarti, 2015).

Based on the inventory of sounds obtained from French data and the principles of determining phonemes, 18 French consonant phonemes can be identified, namely /p/, /t/, /k/, /b/, /d/, /g/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /l/, /r/, /m/, /n/, / / and /j/. These French consonants also have their own characteristics and characteristics when viewed from the point of articulation and from the way of articulation.

French consonants in terms of their point of articulation can be divided into bilabial, labiodental, dental, alveolar, alveopalatal, and velar consonants. Meanwhile, based on the way of articulation, French consonant characters can be divided into stop consonants, fricatives (hiss), lateral, rhotic (vibrating), and nasal (nasal) (Yuliarti, 2015).

French also recognizes semi-vowels. Semi-vowels have consonants as well as vowels. Semi-vowels are pronounced like vowels, but then quickly switch to other sounds, for example /j/, /ɥ/ or /w/ (Matthews, 1997 in

Yuliarti, 2015). In Indonesian, there is no /ɥ/ sound. The sound /ɥ/ is a combination of /y/ and /i/ sounds quickly. The sound /ɥ/ is made by rounding the sound /y/ then followed by widening the lips and ending with the sound /i/ quickly. French has three kinds of semi-vowels, namely /j/, /ɥ/ and /w/. This French semi-vowel also has its own nature and character.

Redistiya (2017) also conducted research on phoneme errors in high school students along with the factors that influence these errors. One of the results of this study is that there are errors in the pronunciation of oral vowel phonemes, namely the phonemes [y], [ø], [œ], [ə], [ɛ], [e], and [o]. Then one that affects is the presence of foreign language interference that has been studied first by students.

Although there have been studies on phonetic errors, of course, this cannot be separated from their respective conditions. What distinguishes this research in addition to the research subjects used, is the technique of data acquisition is also different, namely by using video media.

## **II. RESEARCH METHODS**

Based on the purpose of this research, the research method used is qualitative research. According to Sugiyono (2012:9) qualitative research methods are research methods based on the philosophy of postpositivism, used for natural object conditions, where the researcher is the key instrument, combined data collection techniques and quantitative data analysis where the research results are emphasized on meaning not meaning. generalization.

The data in this study are monologues packaged with video media in the Production Orale Intermediare course. The source of the data for this research is the class of 2020 students (semester 4) who take the *Production Orale Intermediare* class even semester of FY. 2021/2022.

The data collection technique used in this research is the referential method. This method of providing data is named the listening method because the method used to obtain data is done by listening to the use of language. The basic technique of this method is in the form of a tapping technique which is a listening practice carried out by researchers to obtain data by tapping the use of language. Then proceed with the free reading

engagement (SBLC) listening technique and note-taking technique. In this case, the researcher listened to the video repeatedly to identify the existing forms of interference.

## **IV. RESULTS AND DISCUSSION**

This study of phonetic errors is divided into three types of errors, namely: vowel, consonant and nasal (nasal) phonetic errors in French. This research data was taken through the Google Classroom digital platform. The exercises in the form of videos are uploaded to the classes provided. The video is approximately 2 minutes long with the theme *une film préférés*. This data was chosen because it is an individual exercise with a duration that is not too long.

Based on the results of the analysis there are 76 error data. A total of 6 vowel phonetic errors, 21 nasal vowel phonetic errors, and 49 consonant phonetic errors.

### A. VOCAL PHONETIC ERROR

Based on the table above, there are 6 vocabularies consisting of 2 prepositions and 3 nouns. "Le" the letter e in the preposition should be pronounced with the mouth closed, the tongue in the middle and the lips round. The word « docteur » is pronounced [doctor], the word "Roulant" is pronounced [Rolang], and the word "Style" is pronounced [staile]. It can be concluded that there are 4 kinds of vowel pronunciation errors, namely [œ] [ə] [i] and [u].

### B. CONSONANT PHONETIC ERROR

There are 17 phonetic errors in the pronunciation of the letter "J" in several vocabularies. The pronunciation should be [ʒ] to be [z] or to be [j] in Indonesian. Like the word "Bonjour" is still often pronounced [bongZur] or [bongJur]. Then, there are 8 errors in the pronunciation of the letter "t" which should be pronounced as [s] but becomes [ʃ]. For example, the word "Attention" should be pronounced [akasiŋg] to [aksyiong]. There are 6 errors in the pronunciation of the letter "ch" which should be pronounced [ʃ] as [ç], for example the word "Riche" should be pronounced [Rishh] pronounced as [Rich]. Then, there are 9 errors in the letters "V" and "F", the word "Avis" should be pronounced with [avi] but is

pronounced as [afi], and also in the word

"Fais" it should be pronounced [fai] but pronounced [vai].

No.	Kosa kata	Keterangan
1	Le	<i>Huruf "e" seharusnya dilafalkan [ə] namun dilafalkan [e]</i>
2	Docteur	[œ]= [ø]
3	Le	[ə] = [e]
4	Style	[i] = [a]
5	Roulant	[u] = [o]
6	Amour	[u]=[o]

There are 2 errors in the pronunciation of the letter "n" for example in the vocabulary "personne" it should be pronounced [person] but it is pronounced as [persong] with nasal vowels [ɔ̃]. There are 2 similar errors in the word "Gendre" which is pronounced as [zengdre] which should be pronounced [gsyongdre]. Errors in the pronunciation of the letter "h" are also found in the word "Histoire" where the letter "h" in the word should not be pronounced. There are 3 errors in the letter "s" in some vocabulary, for example the word "presenter" should be pronounced [prezongte] but is pronounced as [presongte].

It can be concluded that the most errors are found in the pronunciation of the letter "J" which should be pronounced as [ʒ] but a lot of it is found to turn into [z] or the pronunciation of the letter [j] in Indonesian.

### C. NASAL VOCAL PHONETIC ERROR

There are 9 pronunciation errors [ɑ̃] which are pronounced as [ɔ̃]. For example, the preposition "dans" is pronounced [dong]. There are also 9 pronunciation errors in [ɛ̃] which is pronounced as [ɔ̃], that is, one of the verbs "Rencontrer" should be pronounced nasally [rongkontre] but pronounced without nasal where the articulation position is expelled through the nose. Then, there are at least 3 errors in the pronunciation of [ɔ̃] which are read without nasal with the vowel "o" which is clear without nasal.

### V. CONCLUSION

Based on the previous discussion, it can be concluded that the percentage of errors in the following table;

Kesalahan Fonetik	Kesalahan pelafalan	%	Total
Vokal	[œ]	1,3%	7,8%
	[ə]	1,3%	
	[i]	2,6%	
	[u]	2,6%	
Konsonan	[ʒ]	20%	57,8

	[t]	10,5%	%
	[ʃ]	7,8%	
	[v]	6,5%	
	[f]	5,2%	
	[s]	3,9%	
	[h]	1,3%	
	[n]	2,6%	
Vokal nasal	[ɑ̃]	11,8%	27,5 %
	[ɛ̃]	11,8%	
	[ɔ̃]	3,9%	

Based on the table above, it can be seen that consonant pronunciation errors are errors with the highest percentage, namely 57.8% with 20% of respondents mispronouncing [ʒ] and 1.3% errors in consonant [h]. Then 27.5% were nasal vowel errors [ɑ̃] and [ɛ̃] with the same percentage of 11.8%. Then, 7.8% is an error in vowels [œ] [ə] [i] and [u].

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