

ABSTRACT

Asfarina, Zara Wanda. 2014. **Phonological Error Analysis on Segmental Sounds Produced by the Winners of Universitas Brawijaya Storytelling Competition in 2012.** English Study Program, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Endang Sasanti; Co. Supervisor: Tantri Refa Indhiarti.

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In the process of learning English as a foreign language, learners may face many difficulties and produce some errors especially in pronouncing segmental sounds which occur because there are some factors affecting the learners. Therefore, the writer conducted this research which is aimed to find out: (1) the kinds of segmental sounds errors, and (2) the probable factors which cause the errors produced by the winners of storytelling competition.

The writer used descriptive or qualitative approach as the research method. This research is designed to identify the learners' errors in pronunciation and to find out the possible factors of incorrect pronunciation made by the learners. The writer also did an interview to get the data about the probable factors of error occurrences. The samples are the big five winners' of storytelling competition held in Faculty of Cultural Studies, Universitas Brawijaya. Then, the writer classified, described and explained the errors in analyzing the data. The result of this research showed that the errors in pronouncing segmental sounds are in vowels, consonants, and diphthongs. The amount of erroneous words in vowels are 45 words, in consonants are 30 words, whereas in diphthongs are 9 words in which the total of errors are 84 words. These errors can be classified into lengthening, shortening, substitution, addition, and omission. The probable factors affected the errors in pronunciation are interference of L1 toward L2, amount of L2 used, exposure to the L2, years of L2 used, and type of L2 input. Meanwhile, gender difference is not reflected in the result of this research.

Finally, the writer suggests the future researchers do more research in spoken language since the research in spoken English is only a few. They could continue this research and find more information of students' weakness in pronouncing English words.