IMPLEMENTING HYPERCORRECTION APPROACH TO REDUCE THE STUDENTS FOSSILIZATION IN ENGLISH PRONUNCIATION AT SMA NEGERI 7 SELAYAR

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ARTICLE INFO	ABSTRACT
	The purpose based on this research was to find out whether or not the hypercorrection approach reduces the student's fossilization in English pronunciation at SMA Negeri 7 Selayar. The researcher used a pre-experimental design and quantitative method using one class for a pre-test and post-test.In the 2022–2023 academic year, the population of this study were 32 students of class 10 IPA at SMA Negeri 7 Selayar. To determine the research sample, cluster sampling method is used. The speaking test is used a data collection method.The results show of the study show that the application of the hypercorrection approach can reduce the fossilization of students' pronunciation in vowels (/iː/, /I/, /e/, /æ/). This is evidenced by using pre-test scores (39.53) and a post-tests score(72.18), which shows that in addition to the test scores, students' pronunciation in the post-test is higher than the pre-test. (29.10) which is higher based on the t-table value (1.696). As a result, the Null hypothesis was refuted and the alternative hypothesis was adopted. In the study the researcher came to the conclusion that Hypercorrection reduces student's fossilization of pronunciation. *This is an open access article under the* <u>CC BY-SA</u> *license.*
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INTRODUCTION

Pronunciation is identic with how we pronounce words or how we produce the sounds (Kelly, 2000). Every term we say must be obvious and acceptable to the other speaker. That means people are able to understand what we are really saying. Therefore, pronunciation as an error is crucial aspect for establishing good communication, especially for students in high school.

Pronunciation is the way phrase or language is generally pronounced (Leohart, 2008). As a foreign language, English is believed to be difficult to pronounce because there are variations between the pictures and the sounds. In the poly case, the students recognize a but find a special case for a phrase in spoken language, therefore it is very unique in the way of spelling and pronouncing a phrase.

Students have a problem with pronouncing English terms because they begin to pronounce sounds in their mother tongue and in English. Pronunciation is a way of making sounds using our speech organs. In fact, mistakes are a crucial part of learning a foreign language that cannot be ignored. Due to the variations between local language and English, students often make pronunciation errors. Errors can also arise in the way students interpret English sounds because of their level of understanding about their studies. The researchers wanted to know what mistakes the students made when pronouncing vowels, especially the front vowels (/iː/,/I/, /e/, /æ/). For examples the term of "keep". Students often fail to pronounce the sounds of "kep", but the term "keep" is pronounced /kiːp/. There is also the term "tactics". Students often make mistakes in pronouncing the sound "tek", but the word "tactic" for the perfect sound model is /tæk/.

Hypercorrection, which means "too much correction". This happens when a student has learned a rule and is trying to apply it, but applies it to many cases. For example, a generic error among Korean learners is to replace /p/ for /f/, because /f/ does not exist in Korean language. An effusive error is revealing that fan or punny isn't funny. But sometimes a student concentrates really hard not say /p/ - instead say /f/ – as a result he sometimes says /f/ even when the sound is supposed to be /p/. The speaker may also say that the fan is not a pan.

In a study of New York City speech patterns, Labov (1966) found the pecularity of hypercorrection when he explored the use of certain variables. Here we are waiting for a better socio-economic forum to immediately surpass it. Labov observed deflections according to the normal class pattern: Based on reading style, the lower-middle class outperformed the upper-middle class in the frequency of using the standard variant and dignity in the two most formal speech styles. So the lower middle class "corrects". According to the regular evaluation scheme, the lower-middle class is required to always perform worse on the scale than the upper-middle class.

A Similar feature was identified by Trudgill (1974) in his research of Norwich speech patterns. However, here the lower working class verbs show a hypercorrection for certain variables. It uses the dignified variant more often than the working-class middle class in the two most formal speaking styles (reading section style and word list style). Hypercorrection is a "too valid" conduit of speech according to the lower working class (US) and lower working class (UK) fore a more standard variation according to the form that enjoys pre-social status. The way of hypercorrection is that the variance applies to very excessive frequencies. On the chart, the hypercorrection line is evident in the standard cross-over pattern. Hypercorrection is much more sporadic and a much more critical supply of errors than more fossilization is one-time taste slips than the long-term case

Fossilization seems to be essentially the ability to pronounce new words. According to Treiman as quoted in Huang, Lin, & Su (2004; 63), when people research new words, they use one or two methods to pronounce them. Pathway one involves the use of known printed words (vision words) and memorized associations between their pronunciations. Pathway two involves "listening" to the word using the creation of the pronunciation of the word in the form that is expressed.

Many pshycolinguists consider that certain language equipment are more effective for younger English learners which may explain the increased level of fossilization in adult English learners (Al-Shormani, 2013). Sociolinguistic are of the opinion that beginners now have no more social possibilities for practicing their language, which ends up in a higher level of language structure and incorrect pronunciation (Al-Shormani, 2013). To complicate the difficulty of fossilization, the researcher suggest that fossilization varies from students to learner primarily based entirely on learner cognitive abilities, first language, and maturation constraints (Han, 2013).

The researcher conducted pre-observations at SMA Negeri 7 Selayar, the researcher found several causes that resulted in pronunciation errors among students, for example the use of the mother tongue, fear of being wrong, low participation, lack of vocabulary, shyness, lack of confidence, and lack of motivation. Based on the student's pronunciation errors as fossilized above, so the researchers tried to investigate the errors English vowel pronunciation errors. Vowels are sounds in which air flows verbally through the taste buds without rubbing.

The vowels in this study are pronounced (/ i: /, / I /, / e /, / /). Students often find vowels, especially when they pronounce new words.

RESEARCH METHOD

Quantitative techniques were applied to this pre-experimental research study. There pre-experimental design is used by researcher because she wanted to know how to improve pronunciation through Hypercorrection Approach. One class was used for the researcher is pre-test and post-test.

RESULT AND DISCUSSION

This study employed a pre-experimental design with a one class serving as both the pre-test and post-test sample. Pre-test, treatment-, and post-test were administered by the researcher.

1. Pre-Test of Students' Pronunciation

No	Classification	Pre-Test	
		F	0%
1.	Excellent (90-100)	0	0%
2.	Very good (80-89)	0	0%
3.	Good (70-79)	1	3.125%
4.	Fairly good (60-69)	2	6.25%
5.	Fairly (50-59)	4	12.5%
6.	Poor (40-49)	12	37.5%
7.	Very poor (0-39)	13	40.625%
Total		3 2	100%

Based on table 1 the percentage of pre-test shows that there was no students (0%) who got the excellent category (90-100) score and also for the Very Good category (89-99) score for students' pronunciation. For the Good category (70-79) score there was a students' (3.125%), there were 2 students' (6.25%) who got the Fairly Good (60-69), there were 4 students' (6.5%) who got the Fairly category (50-59) score, there were 12 students' (37.5%) who got the Poor category (40-49) score, and there were 13 students' (40.624%) who got the Very Poor category (0-39) score. So the results can be concluded that the students' fossilization in English pronunciation on the pre-test was categorized as very poor.

2. The Post-test of Students' Pronunciation

No	Classification	Post-Test	
		F	0%
1.	Excellent (90-100)	3	9.4%
2.	Very good (80-89)	5	15.6%
3.	Good (70-79)	12	37.5%
4.	Fairly good (60-69)	12	37.5%
5.	Fairly (50-59)	0	0
6.	Poor (40-49)	0	0
7.	Very poor (0-39)	0	0
Total		32	100 %

Based on the table 1.2, the percentage of post-test show that there was 3 students' (9.4) of 32 students' who got a score of students pronunciation in the excellent category (90-100), there was 5 students' (15.6%) got the very good category (80-89), there were 12 students' (37.5%) got the good category (70-79), there were 12 students' (37.5%) who got the fairly good category (60-69), there was not students (0%) who got the fairly (50-59), poor (40-49), and also very poor category (0-39). So the results can be concluded that the students' pronunciation was good. So that the fossilization of students' pronunciation in English was reduced.

2. Means Score of Pre-Test and Post-Test

Kind of Test	Means score	Reduction
Pre-test	39,53	82.59%
Post-test	72,19	

The table above shows that the means score of students' on the pre-test was (39.53), while the means score of students' on the post-test was (72.19). Analyzed that there is reducing in students' fossilization in English pronunciation after applying of the Hypercorrection Approach in the classroom (82.59%).

3. The use of Hypercorrection Approach

The description of data collection using the hypercorrection approach described in the previous section shows that students are inspired. This is supported by the frequency and percentage of students' pre-test and post-test score. After the students were asked to say a few

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words in English using the hypercorrection approach, the students' results were better than before the treatment.

Based on the survey results, the proportion of students' pronunciation before using hypercorrection approach showed that students' did not have good pronunciation in class 10 SMA Negeri 7 Selayar especially class 10 IPA. This is because most of students' cannot pronounce some words correctly.

During the treatment, the researcher noticed that most of the students had difficulty in pronouncing something. From the second to the last meeting, they tried to pronounce the several sounds successfully also pay attention to the researcher's words at the end of each meeting.

When the researcher used a hypercorrection approach to learn English until the final treatment meeting, the researcher gave a post-test to measure students learning outcomes, trying to measure the improvement of students' pronunciation. In the pre-test, the researcher achieved an average score of 39.53, and at the post-test, the average score was 72.19. The researcher found that the students pronunciation increased by 82.59 from before the test to after the test. That is, students' pronunciation increase and decreases students pronunciation after processing with the hypercorrection approach.

4. **Test of Significance Testing and Hypothesis**

By using the t-test, the researcher found that the t-test value (29.10) was greater than the t-table value (1.696) below are the students' pronunciation learning outcomes using the hypercorrection approach.

Based on the results of the t-test, the researcher found that the students' pronunciation improved. This means that the pre-test results were significantly different before and after learning with the hypercorrection approach. This is because students' practice the pronunciation of some words through a hypercorrection approach in class. It will gave you more experience and new knowledge. Based on these data, it can be concluded that the students of class 10 IPA achieved an increase in the reduction of fossilization in pronunciation at SMA Negeri 7 Selayar.

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Based on the results of relevant research, the following:

Chuang (2006) the research is Hypercorrection in Taiwan Mandarin, the study found that hypercorrection prompts listener to make judgments about the speaker, and that the hypercorrection if often a source of indicators of linguistic change in the Taiwanese language, such as the use of more formal or polite Taiwanese pronunciation. People is understanding of the particular type of Mandarin spoken. Based on the results of previous studies, it can be concluded that the hypercorrection approach can reduce the fossilization students in class 10 IPA SMA Negeri 7 Selayara after being treated hypercorrection approach in English pronunciation

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