

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study that explains the problem and why the writers choose the topic, the statement of the problems, the significance of the research and objectives of the analysis, the scope and limit of the study, and the definition of key terms.

A. Background of the Research

A language is a communication tool that becomes essential for some reasons. To communicate with other people, we have to use an international language. In English courses, four skills must be mastered: writing, speaking, listening, and reading. Pronunciation is one of the sub-skills in speaking ability. This component plays a significant role in speaking because by pronouncing English words correctly, students can avoid misunderstanding when talking to other people. Therefore, students must master English pronunciation.

Pronunciation is one of the parts of the essential language. Nobody could understand people with a poor accent even though their words and grammar are good. In addition, the crashed communication can be caused by incorrect pronunciation. Moreover, being aware of correct pronunciation will give the advantage in producing and understanding spoken language. Learning pronunciation is significant to students in learning English. Pronunciation should

be taught in the classroom. Pronunciation is not conducted independently but is usually taught in speaking or English class.

In learning English, pronunciation is one of the skills that English language learners should master. As it is known that the primary purpose of language is communication, using language to communicate, which involves pronunciation, should be central in all classroom language instruction Sembiring & Ginting (2016). However, it should also be remembered that the only way to improve pronunciation skills is by listening so that we can know the correct pronunciation of words.

When a learner says, for example, soap /səʊp/ in a situation such as a restaurant where they should have said soup /su:p/, the inaccurate production of a phoneme could lead to misunderstanding. Based on the problem above, the students should know when they pronounce the words. Those who always mispronounce a range of phonemes can be extremely difficult for speakers from another language to understand. Learning pronunciation is essential for students.

That limited pronunciation skills could undermine a learner's self-confidence, restrict social interaction, and negatively influence estimations of a speaker's credibility and abilities are not new to Zhang and Yin (2009). This statement is strengthened by Exley (2005), who explains that four of the teachers from Australia, Dennis, Paulina, Regan, and Will, were upfront in describing their Indonesian students as 'passive, shy and quiet.' They are afraid of making mistakes, so they are reluctant to participate in class. They feel uncomfortable speaking English and are scared of laughter and ridicule.

Pronunciation might be difficult for the students because they are not native speakers. Generally, students pronounce the word as the formation of the letters. For example, the English word “knife” is pronounced /naɪf/ because [k] in this word is a silent letter. But some students do not pronounce it correctly, and they pronounce the silent letter /kənaɪf/. And commonly, the word scene /si:n/, but the students pronounce this word with /ski:n/. Teaching pronunciation is essential. Speaking words incorrectly can cause misunderstanding among speakers and addressees, especially with native speakers.

Making pronunciation errors or mispronunciation is a natural phenomenon in language learning. Error Analysis is one of the linguistic studies that focus on the mistakes made by students Darus & Subramaniam (2009). Those errors will cause mispronunciation. By doing error analysis, one can determine the learner's mastery level of the language system from the errors that learners commit, besides deciding the kinds of errors and construct for remedial teaching. Moreover, it is also essential for the learners to become aware of the differences between their native language and second language during the learning process.

The second-semester students of the English study program at the University of Pasir Pengaraian have problems learning English, especially pronouncing English vowels. Some students have difficulties pronouncing English words correctly. There were some causes of the student's difficulties, such as English is not their mother tongue, so they do not use English in their daily communication. Students' neighborhoods also did not support them using English frequently, which was why they only used English during class or on

certain occasions. Their English teacher mainly focused on their vocabulary mastery when they studied English in elementary school until senior high school. Also, the lack of strategies and methods during the teaching and learning process became one of the reasons why students could not pronounce English words correctly.

Based on the reasons above, the researcher wants to conduct this study to know the error in pronouncing commonly mispronounced by students; having less knowledge about how to pronounce them well can direct them to mispronunciation among speakers. Based on this phenomenon, the researcher is interested in conducting a research entitled "**Error Analysis in Pronouncing of English Vowels at the Second Semester Students of English Study Program at the University of Pasir Pengaraian.**"

B. The setting of The Research

Based on the background of the problem above, students found several problems with pronunciation errors. First, English was not their mother tongue, so they did not use it in daily communication. Students' neighborhood also does not support them using English frequently, which is why they only use English during class or on certain occasions. Their English teacher mainly focused on their vocabulary mastery when they studied English in elementary school until senior high school. Also, the lack of strategies and methods during the teaching and learning process became one of the reasons why students could not pronounce English words correctly. So, when students tried to say something in a foreign

language in class, students are often hampered. They worry about mistakes, fear criticism, or are ashamed of what they say.

C. Limitations of the Research

From the problems mentioned above, the researcher limits this research only to the analysis of errors in pronouncing English vowels in the second-semester students of the English Study the Program University of Pasir Pengaraian.

D. Formulation of the Research

Based on the limitation of the research above, the formulation of this research can be formulated as the following questions “What types of errors in pronouncing English vowels are made by the fourth-semester students of the English Study Program at the University of Pasir Pengaraian.”

E. Purpose of the Research

Based on the formulation of the research above, the purpose of this research was to find out the types of errors in pronouncing English vowels made by the second-semester students of the English Study Program at the University of Pasir Pengaraian.

F. Significance of the Research

The researcher assumes that this research will be helpful both theoretically and practically:

1. Theoretically

The result of this study can give a description of the errors that occur and the causes of these in the pronunciation of English vowels of second-semester students in the English Study Program of the University of Pasir Pengaraian.

2. Practically

The result of this study is expected to give practical benefits as follows:

a. For Students

By observing this research, students are expected to admit the pronunciation mistakes that are often made, so they will be careful with those words and will not repeat them. And they will be able to pronounce the word correctly.

b. For Lecturer

This research is to be able to help English teachers to increase their teaching pronunciation. Furthermore, understanding the student's errors can help the learners solve their problems, especially in English vowel of pronunciation.

c. For the Researcher

This research will be helpful as a source for further researchers to study the same topic in a different context.

G. Definition of Key Terms

To understand this research comprehensively, the following terms are used in this research:

- 1. Error:** According to Kartyastuti (2017), Error is a term referring to a performance that occurs when deviation arises due to a lack of knowledge. An error occurs only if there is no intention to commit one. Mistakes are derivations due to performance factors such as memory limitation, fatigue, and emotional strain. If the learners can correct a fault in their output, it is assumed that the form they selected was not the one intended, and it shall be said that the responsibility is a mistake.
- 2. Pronunciation:** Natasha (2011) states that pronunciation is a core in contributing to and applying English spoken appropriately. And Murcia et al. (1996) suggest that one of the necessary components of oral communication. Hence, pronunciation is needed to create excellent and productive communication.
- 3. Vowels:** According to Jones (1972), vowels are sounds that the organs of speech can utter in many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth may be called 'pure musical sounds' unaccompanied by any frictional noise

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories related to the research topic and the previous study. Theories underlying the research topic explain the general concept of pronunciation, error analysis, the types of errors, and the causes. Meanwhile, the previous study contains some studies related to the research topic.

A. Review of Related Theories

A.1. The Concept of Error

There are many definitions of error quoted by experts. In this research, the researcher selects some of the meaning of error which correlates with the content of this research: Brown (2012) defines the error as a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners. First, they are an explicit feature of learner language. Second, it is helpful for teachers to know what errors learners make. The last, it is possible that making errors may help learners to learn when they self-correct the errors they make.

Error and mistake are two different words with different meanings. According to Jabeen et al. (2015): Errors result from incomplete learning, learners' linguistic incompetency, and errors that cannot be self-corrected. In contrast, mistakes result from poor language performance due to many factors like

fatigue and carelessness on the part of learners, etc. Learners know the correct linguistic form and can self-correct themselves based on their linguistic ability.

From the definitions above, the researcher concludes that if the students use deviant utterances and then they can correct them, it is a mistake. However, it is an error if the students use anomalous reports and cannot fix them. If the students make mistakes, they need a qualified teacher to correct them.

Making errors in some learning is usual, especially in learning a language. It's to grasp how the target language as our second or foreign language is achieved. In keeping with Geographical Webster, Revised Home and Office Dictionary of the English people language, "error could be a mistake made in writing or otherwise, a wandering or deviation from the truth." In other words, we will say that errors are something that can't be received from the quality which has been determined. Errors could be a mistake that people can't correct by themselves; it needs evidence about it. It implies that if the scholars miscalculate, they will not correct their error by themselves; they have another to fix it.

In addition, error is something that occurs unconsciously. It is supported by Elis in Novita (2014), who stated that error is the systematic deviations done by the students who do not fully understand the rules of the target language. Then, it happens repeatedly as an unconscious process, and errors are predictable and systematic. In addition, Jabeen, Bharam, and Muhammad (2015) state that error results from the student's inability to learn the language and linguistics incompetency of the learners as well as the errors could not be self-corrected.

A.2. Kinds of Errors

The explanation about the kinds of errors quoted by the experts can be found in many journals of linguistics. In this research, the researcher selects some of the definitions of errors that correlate with the content of this research, as Dulay in Kuntjara (2013) divides errors into five types. They are Omission, Addition, Misformation, Misordering, and Blends.

1. Omission

The omission is any selection of certain necessary items in sentences. The omission is indicated by the absence of certain things that must appear in the sentence. This usually happens in the early stages of second language acquisition.

Examples: "My mother's smart cooking." It should be, "My mother is smart in cooking."

2. Addition

The addition is any usage of unnecessary items in the sentence. An 'unwanted' thing indicates the reserve in a sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse specific grammatical rules of the target language.

Examples: "He does not come." It should be, "He does not come."

3. Missformation

Missformation is any wrong form of certain morphemes or structures. Misinformation is indicated by using the wrong forms of certain morphemes or structures.

Examples: “I don’t like.” It should be, “I don’t like it.

4. Misordering

Blends occur when two or more morphemes with the same function appear in a sentence.

Examples: “The only one thing I want.” It should be, “The only thing I want.”

A.3. Sources of Error

Several sources may influence error in second language learning; according to Brown (2007), they are interlingual transfer, intralingual transfer, the context of learning, and communicating strategies.

1. Interlingual transfer

According to Brown (2007), the beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. Moreover, C. Richards (1974) says that interlingual errors are caused by interference from the native language they learn. It means that the errors made by language learners are influenced by their first language.

To identify the error, it can be compared to the target language. Here the students directly pronounced their mother tongue into a second language because they didn’t know the correct form of the sentence. The instance for the interlingual transfer is at pronouncing the word ‘group’ /gru:p/. Mostly, Indonesians pronounce it as /grop/ due to probable spelling inference of ‘grup’ /grup/ in Bahasa Indonesia, which hasn’t long vowels on its sound system.

2. Intralingual Transfer

It is sometimes not easy to categorize error sources into interlingual or intralingual. It can be logically thought of and understood that errors might be classified as either interlingual or intralingual errors. Intralingual errors reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of the rule, and failure to learn conditions under which restrictions apply C.Richards (1974). The instance of the intralingual transfer is as at pronouncing the word like ‘prefer’ /prɪfɜː/ and ‘transfer’ /trɑnfɜː/ are pronounced /prɪfə/ and /trɑnfə/ by generalizing the spelling combination ‘er’ in word such ‘learner’ /lɜːnə/ or ‘bigger’ /bɪgə/.

3. Context of Learning

Context learning refers to the social situation, in the case of untutored second language learning, or the classroom with its teacher and its material, in the case of school learning (Brown, 2007). In the classroom context, frequently, a teacher or textbook can lead the learner to make errors because of misleading explanations from the teacher or faulty presentation or drill of words in a book. In a social context, untutored language acquisition can bring about specific dialect acquisition, which may become a source of error.

4. Communication Strategies

According to Brown (2007), communication strategy is the conscious employment of verbal or nonverbal mechanisms to communicate information. As anyone who has tried to speak, learners frequently experience problems in saying

what they want to say because of their inadequate knowledge. To overcome these problems, they resort to various kinds of communication strategies.

A.4. The Roles of Error in Pronunciation

The primary purpose of this discussion is to explain how errors can be helpful in language teaching. Errors put the same significant contribution, although the points viewed are various. The mistake is the evidence of learning. Learning is a progressive stage; learners do many things, including making mistakes. In those stages, learners tend to make generalizations by correcting mistakes. Pourhosein Gilakjani (2011) adds that learners' errors might provide evidence of the system of learned language at a particular point in the course. Learners make progress, for instance, by being able to pronounce what they have made.

The progress made by the learners can, then, be seen by looking at language constructions and pronunciation they have made, specifically at the errors. If the fact is connected to the role of English transcription, it concludes that any errors in pronunciation are very significant for the student's pronunciation progress. Nunan (2005) also puts "making errors in language activities" as one of the characteristics of a good language learner. It is based on the fact that learners who make mistakes and receive treatment (for their mistakes) could perform understanding in particular areas.

A.5. The Concept of Pronunciation

Pronunciation is an act of producing sounds by using our speech organs. Pronunciation refers to the production of sounds that we use to make meaning that

includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound (suprasegmental elements), and how the voice is projected (voice quality) (Adult Migrant English Program Research Centre [AMEP] (2002)

According to Kenworthy (2002), factors that affect pronunciation learning are as follows:

1. The native language: the native language is essential in learning to pronounce. This is demonstrated by the fact that a foreign accent has some sound characteristics of a learner's native language.
2. The age factor: someone pronounces a second language like a native. They probably started learning it as a child. It is related to the fact that children have recently been exposed to new sounds because they have just discovered their first language.
3. Amount of exposure: it is tempting to view this simply as whether the learner is living in English-speaking country and an English-speaking environment.
4. Phonetic ability: it is commonly viewed that some people have a better ear for foreign languages than others. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability, or auditory discrimination ability.
5. Attitude and identity: it has been claimed that factors such as a person's sense of identity and feelings of group affiliation are strong determiners of acquiring accurate pronunciation of a foreign language.

6. Motivation and concern for good pronunciation some learners seem to be more concerned about their pronunciation than others.

Pronunciation is a key to communication in which the listener will catch what the speaker says. It is a thing that is very important to be developed. Pronunciation refers to the way a word or a language is usually spoken. To succeed in learning English, especially pronunciation, students must practice and learn pronunciation continuously. It's meant that if students seldom use it, they will find it challenging to master a foreign language. In addition, Eripuddin and Kasyulita (2019), pronunciation is undeniably important in communication. A learner with good pronunciation in English is more likely to be understood even if they make errors in other areas. Pronunciation is greatly important for English education students.

According to Yates (2002) in Abbass (2016), pronunciation is the production of sounds used to make meaning. According to Richard and Schmidt (2006), pronunciation is how to produce sounds in English because pronunciation in English must pronounce correctly. Because in English, if someone is wrong in pronouncing things that they want to say, then the meaning will be incorrect. Niati and Nurhasanah (2018) also suggest Pronunciation is important, especially in speaking skills.

According to Tergujeff (2012), pronunciation is the production of speech sounds produced by organ communication. From the expert's explanation above, pronunciation is essential to communication. To be a success in speaking or in touch, people should be masterful in pronunciation. If someone has good

pronunciation, the listener will easily understand what the speaker said. As a speaker, we should have good pronunciation and produce the words. If someone has pronunciation and pronounces the wrong word, it means the meaning of the words will be different, and the listeners need to understand what the speaker means. So to avoid misunderstanding between the speaker and the listener, we must be able to pronunciation and pronounce the word clearly and correctly.

A.6. The Concept of Pronunciation Error

Mispronunciation or pronunciation errors are words that are pronounced in the wrong way Eslami et al. (2014). In addition, Djajaningrat (2011) states, “As a consequence of all the difficulties provided by the English pronunciation, many English language learners, as well as the Indonesian learners, tend to generate errors in the articulation of the sounds.” It means that pronunciation is a neglected skill nowadays. Teachers and curriculum designers take pronunciation errors for granted.

In general, three different kinds of problem areas can be distinguished (Heron et al.: 2000)

1. Problem in the pronunciations of non-native sound

Problems in the pronunciation of non-native sounds occur if, at the competence level, the student is aware of the proper pronunciation in the language to learn (L2). Still, at the performance level, articulatory constraints cause poor performance in the non-native language. Such mistakes would consist in the student’s mother tongue (L1) with similar phones in the native language; for example, interdental fricative [θ] and [ð] are realized as the homorganic stops [t]

and [d] or as the fricative [s] and [z].

2. Carry-over of pronunciation regularities from the mother tongue (L1)

A carry-over of pronunciation regularities from L1 to L2 occurs mainly at the phonological level. The spelling-to-sound mapping of the mother tongue can cause a similar carry-over.

3. Overgeneralizations of target Language (L2) regularities.

Overgeneralization of L2 regularities occurs whenever the speaker chooses a possible pronunciation in an inappropriate context.

A.7. The Causes of Error

Some reason causes the interlingual error and intralingual error. They are typically irregular and can be readily corrected by the learners when their attention is drawn to them.

a. Interlingual Error

Corder (1981) states that these kinds of errors occur when the learner's habits (patterns, systems, or rules) interfere with or prevent them, to some extent, from acquiring the conventions and regulations of the second language. Interference (negative transfer) is the negative influence of the mother tongue (L1) on the performance of the target language (L2). Interlingual errors are the result of language transfer, which is caused by the learner's first language.

As Brown (1980) stated, most of the learners' errors in the second language result primarily from the learner's assumption that the double language forms are similar to the native language. Richard (1974) states if the learners of a

foreign language make a mistake in the target language by the effect of their mother tongue, that is called interlingual.

a. *Interlingual lingual* error is caused by :

- 1) Interference,
- 2) Language transfer, and

b. *Intralingual Error*

Interference from the student's language is not the only reason for committing errors. Students may make mistakes in the target language since they do not know it very well and have difficulties using it. Richard (1974) states intralingual interference refers to items produced by the learner, which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language. Brown (1980) states that it had been found that a predominance of interlingual transfer characterizes the early stages of language learning, but once that learner has begun to acquire parts of the new system, more and more transfer generalization within the target language is manifested.

Richard (1974) classifies intralingual errors into four categories: overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

1) Overgeneralization happens when a learner creates a deviant structure based on his experience of another system in the target language. Littlewood (1984) cites the example of forming plural by adding to even irregular plurals, also generalizing the –ed past form.

2) Ignorance of Rule Restrictions: James (1998) states that ignorance is

specific in that one is usually ignorant of structure; the second language learner does not obey the target language form. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the rote learning of rules.

- 3) Incomplete Application of the Rules: this error may occur when the learner fails to apply the rules entirely due to the stimulus sentence.
- 4) False Concept Hypothesized: learner's faulty understanding of distinctions of target language items leads to false conceptualization. Learner's faulty understanding of distinctions of target language items leads to false concept hypothesized. For types and causes of error are drawn in the table below:

Table 1. Interlingual Errors and Intralingual Errors

Types of Error	
Interlingual	Intralingual
1. Mother tongue interference.	1. Overgeneralization
2. Language transfer error	2. Ignorance of Rule Restrictions
	3. Incomplete Application of the Rules
	4. False ConceptHypothesized

A.8. Pronunciation Error

Based on Dulay et al. (1982) on Linguistic category taxonomy, the errors are

classified according to the linguistic component, using linguistic terms, namely phonology, morphology, syntax, and semantics. Pronunciation is a part of Phonology. When learner study pronunciation, they will make errors.

An example of pronunciation errors in the word is below :

1. Book [bʊk]

Students answer : [bɒk]

The student pronounces the vowel /ɒ/ instead of back high /ʊ/. So, the pronunciation error is /ɒ/. /ʊ/ is a back, high, and /ɒ/ is a back middle.

2. Board [bɔ:d]

Students answer : [bɒd]

The student pronounces the vowel /ɒ/ instead of back high /ʊ/. So, the pronunciation error is /ɒ/. Although /ɒ/ and /ɔ:/ is the same, both are back and high. But /ɔ:/ is long when /ɒ/ is weak.

3. Bead [bi:d]

Students answer : [bɪd]

The student pronounces the vowel short /ɪ/ instead of long /i:/. So, the pronunciation error is /ɪ/. Although /ɪ/ and /i:/ are in the same location, both are front and high. But /i:/ is long when /ɪ/ is weak.

4. Soon [su:n]

Students answer : [sʊn]

The student pronounces the vowel /ʊ/ instead of /u:/. So, the pronunciation error is / ʊ /. Although /ʊ/ and /ɔ:/ are in the same location, both are back

and middle. But /u:/ is long when /ʊ/ is weak.

A.9. English Vowels

In phonetics, a vowel is a sound in spoken language with two competing definitions. In the more common phonetic definition, a vowel is a sound pronounced with an open vocal tract so that the tongue does not touch the lips, teeth, or roof of the mouth, such as the English 'ah' /ɑ:/ or 'oh' /oʊ/. There is no build-up of air pressure at any point above the glottis.

On the other hand, based on Ambalegin and Arianto (2018), vowel sounds are delivered by passing discussion through diverse shapes of the mouth with the distinctive position of the tongue and the lips and with the discussion stream moderately unhindered by the contract entries but at the glottis". Vowels are usually described in terms of length. However, remember that length depends on stress and that even short vowels in English may seem rather long when stressed, the position in the mouth in which they are made (in terms of their work from high to low and front to back) and the degree to which the lips are rounded, spreader neutral. It might be concluded vowel is a speech sound produced by humans when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips.

As might be expected, there is much more significant variation in the pronunciation of vowel phonemes than with consonants. The variety of British English that we have chosen to describe has twelve monophthongs and eight diphthongs. The systems will be described first, and then the differences will be accounted for.

Table 2. Vowel Sound and Example

No	Vowel Sounds	Example
1.	/ i: /	Eat, seed, and see
2.	/ I /	It, sit, and city
3.	/ e /	Egg, get, and went
4.	/ æ /	Like, add, and cat
5.	/ ɑ: /	Art, father, and far
6.	/ ɒ /	Lot, hot, and not
7.	/ ɔ: /	Call, four, and raw
8.	/ ʊ /	Put, could, and to
9.	/ u: /	Too, blue, and food
10.	/ ʌ /	Cup, luck, and up
11.	/ ɜ: /	Learn, turn, and sir
12.	/ ə /	Ago, mother, and away
13.	/ eɪ /	Rain, say, eight
14.	/ əʊ /	Go, home, and oat
15.	/ aɪ /	Five, fight, and high
16.	/ aʊ /	House, out, and now
17.	/ ɔɪ /	Boy, join, and oil
18.	/ ɪə /	Near, here, and beer
19.	/ eə /	Where, air, and there
20.	/ ʊə /	Pure, tourist, and sure

Generally, English speakers use 12 vowels, eight diphthongs, and five triphthongs (Crystal, 2003).

1. Pure Vowel

Pure vowels are vowels with a single perceived auditory quality, made by a tongue movement towards one position in the mouth. When listening to the 12 pure vowels, it is evident that five of them are relatively long in duration, and seven are relatively short. Moreover, in several cases, length relates to pairs of vowels articulated in roughly the same part of the mouth. The contrast between long and short vowels is not only due to size but also involves a different place of articulation. Here are some of the descriptions of the feature of pure vowels (Crystal, 2003);

a. Vowel /i:/, the articulation is the front of the tongue raised to slightly below and behind the close front position, the lips are spread, the tongue is tense, and the side rims make firm contact with upper molars. The sound is as in *key*, *scene*, and *people*.

b. Vowel /ɪ/, the articulation is the part of the tongue nearer center than the front raised to just above half-close position, the lips are loosely spread, the tongue is lax, and the rims make light contact with upper molars. The sound is as in *hit*, *busy*, and *rhythm*.

c. Vowel /e/, the articulation is the front of the tongue raised to between half-open and half-close positions, the lips are loosely spread, the tongue is tenser

than for /ɪ/, and the rims make lighter contact with upper molars. The sound is as in *egg*, *said*, and *read*.

d. Vowel /æ/, the articulation is the front of the tongue raised to just below half-open position, the lips are neutrally open, and the rims make very slight contact with upper back molars. The sound is as in *hat*, *attract*, and *antique*.

e. Vowel /ʌ/, the articulation is the center of the tongue raised to just above fully open positions, the lips are neutrally open, and there is no contact between the tongue and upper molars. The sound is as in *run*, *flood*, and *front*.

f. Vowel /ɑ:/, the articulation is the tongue between the center and back in fully open positions, the lips are neutrally open, and there is no contact between rims and upper molars. The sound is as in *far*, *half*, and *class*.

g. Vowel /ɒ/, the articulation is the back of the tongue in the fully open position; it is slightly open, the lip rounded, and there is no contact between rims and upper molars. The sound is as in *dog*, *want*, and *knowledge*.

h. Vowel /ɔ:/, the articulation is the back of the tongue raised between half-open and half-closed positions, medium lip rounded, and no contact between rims and upper molars. The sound is as in *call*, *pour*, and *taught*.

i. Vowel /ʊ/, the articulation is the tongue nearer center than back, raised to just above half-close position, the lips are closely but loosely rounded, the tongue is lax, and there is no firm contact between rims and upper molars. The sound is as in the *book*, *pull*, and *woman*.

j. Vowel /u:/, the articulation is the back of the tongue raised to just below close position, the lips are closely rounded, the tongue is tense, and there is no firm contact between rims and upper molars. The sound is as in *food*, *true*, and *soup*.

k. Vowel /ɜ:/, the articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread, and there is no firm contact between rims and upper molars. The sound is as in *word*, *serve*, and *pearl*.

l. Vowel /ə/, the articulation is the center of the tongue raised between half-close and half-open, the lips are neutrally spread, and there is no firm contact between rims and upper molars. The sound is like *the* (before consonant), *paper*, and *nation*.

A.10. Phonetic Alphabet (IPA)

IPA is a system where every symbol in a language is related to the sound of a specific English language. By using IPA, we will know how to pronounce English words well. It helps improve English pronunciation and more confidence in speaking English, in this case, is an English song lyrics.

The smallest unit of language is a letter. Based on the phonetics alphabet, there are vocal and consonant letters with its symbols. In phonetic alphabet pronunciation, there are consonant and vowel sounds. In vowels, sounds consist of long and short vowels sound.

Phonetic alphabets are the alphabets based on Latin alphabets, which was inaugurated by an association of international phonetic organizations at the end of

the 19th century, as the base representation of a language sounds which spoken.

Below is the table of the phonetic alphabet of long and short vowels sound;

Table 3. Phonetic Alphabets of Long and Short Vowels

No	Phonetic Alphabets	
	Long Vowels	Short Vowels
1	/ i: /	/ I /
2	/ a: /	/ e /
3	/ ɔ: /	/ æ /
4	/ u: /	/ ʊ /
5	/ ɜ: /	/ ʊ /
6	/ eɪ /	/ ʌ /
7	/ ɪə /	/ ə /
8	/ aɪ /	
9	/ aʊ /	
10	/ ɔɪ /	
11	/ Iə /	
12	/ eə /	

1. Long Vowels Sound

Long vowels are vowels associated with two X-slots within the syllabic nucleus. Examples include /i/ (heed /hi; d) and /ɔ:/ (hall /hɔ: l/) (Mc. Cully, 2009).

It means when two or three vowels sound appear side by side in a syllable. The

vowels sound inside a word called a nucleus. Then when vowels sound work as a team to produce a long vowel sound, the second or third vowel is not pronounced. The way to pronounce it is also longer than the short vowel sound. Such as in words; “make” /meɪk/, “mate” /meɪt/, ‘twine’/twain/, ‘note’/nəʊt/, and ‘cube’ /kju:b/.

Above short vowels were introduced. In this study, it can be looked at the types of vowel sounds. Long Vowels are vowel sounds around high-low and front-back vowels. The first to be introduced here are the five long vowels, which tend to be longer than the short vowels in a similar context. It is necessary to say “in a similar context” because, as we shall see later, the length of all English vowel sounds varies very much according to their context (such as the type of one sound that follows them) and the presence or absence of stress. (Jones D. 2016) (Arquitectura et al.,2015).

To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots [:]. Thus we have: [i:], [e:], [ɜ:], [ɔ:] and [u:]. (Jones D., 2020) it may have been noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality if it compares some similar pairs of long and short vowels, for example, [i] with [i:], or [u] and [u:] or [ɒ] and [ɑ:] it can make distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length.

For this reason, all long vowels have symbols that are different from those short vowels; it can perhaps see that the long and short vowel symbols would still be different from each other even if it omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only case where long and short vowels are closely similar in quality is that of [ɜ:] and [ə:], but [ə:] is a particular case. There must be a reason for this. If the coda of the syllable is ended by a letter or sound [r], the sound will be as long as we shall see later, especially in syllables.

i = Front High Vowel [di:p]

a:=Back Low Vowel [ka:]

ɔ:= Back Mid-Low Vowel [dɔ:]

u: =Back High Vowel [ku:k]

ə: = Front Central Vowel [ðə:]

Based on the Explanation above, it can be known that a Long vowel is part of a vowel that has a sound longer than other vowels.

2. Short Vowels Sound

A short vowel sound is a simple vocalic segment occurring within the nucleus of a syllable (Mc.Cully:2009). This sound is created when there is one vowel sound in a word. The way to pronounce it is shorter than the long vowel sound. Such as in the terms; ‘mat’ /mæt/, ‘pet’ /pet/, /‘twin’ /twin/, ‘not’ /nɒt/ ‘cub’ / kʌb/. The location of short vowels describes lip rounding, tongue placement, and tongue height not so significantly higher and lower, not so in back

and front, not so closes and opens. It means that the sounds are shorter. These sounds show differences between Indonesian vowel sounds. Especially for the Bataan language in general, vowel sounds are, of course, foreign to pronounce and perceive, making them difficult to understand.

Further, students of English as a foreign language typically find ambiguities in detecting and identifying short vowels. They usually keep in suspense of the exact locations, such as sounds [ɒ], [ɔ] [ʌ] in word body, sounds [ə], [ɜ], and [e] in word nurse. Those ambiguities actually can be solved by looking at the simplicity that one of them that can represent another sound (s); for example, the word body can be described as the sound as in [bɒdi] and nurse as in [nɜːz]. It can also be done by looking at the process of diphthong construction. The Process of Diphthong is compounding short vowels and only ends by centering and closing. The centering, the end sound is only [ə], and then closing, the end sound is [i] and [u].

Based on the explanation above, it can perceive the simplicity of short vowels when they find the problem in deciding and identifying what the sound should be. However, to finish understanding in having a good performance even in producing and comprehending the sounds, this study is better ended until the case is in the consonant, syllable, stress, and intonation after we study the kinds of vowel sounds such as long vowel, diphthong, and trip thong.

For sound [e] is more consistent if [e] sound is a nucleus with a single onset as a voiced consonant and the single coda is a vocal consonant. (Hadfield, 1984) Then, the sound [æ] can be seen in the word can [kæn], have [hæv], and

back [bæk]. The problem is, when it is trying to sound those words, it has a powerful sound differently. Sounds [kæn] and [hæv] are a little bit shorter, but sound [bæk] is a little bit longer. It may practice as well as possible and slower. So, for them, [e] and [æ] actually must be in good reason and must be able to be responsible.

A.11. Diphthongs

Diphthongs are vowels where two vowel qualities can be perceived. From the point of view of length, the diphthongs are like long vowels, but the first part of a diphthong in English is much longer and louder than the second. The eight diphthongs are usually grouped into three types, depending on the tongue movement involved. The first group ends with a glide towards the vowel in the center of the mouth and is called centering diphthongs. The second group is called closing diphthongs which move in the direction of quality at the front of the vowel area and end with a glide toward a higher position in the mouth. The last group is the other type of closing diphthong, which moves in the direction of quality at the back of the vowel area and thus adds some lip rounding. Here are the descriptions of the feature of the diphthongs (Crystal, 2003).

a. Diphthong /eɪ/, the articulation is the glide that begins from slightly below the half-close front position; it moves upwards and backward towards /i/, and the lips spread. The sound is, in a way, *cake* and *pain*.

b. Diphthong /aɪ/, the articulation is the glide that begins slightly behind the front open position; it moves towards /i/ upwards, the lips change from neutral to

loosely spread, it the obvious closing movement of the lower jaw. The sound is as in *eye*, *cry*, and *high*.

c. Diphthong /ɔɪ/, the articulation is the glide that begins between back half-open and open positions, moves upwards and forwards towards/i/, the lips open rounded, changing to neutral. The sound is as in *boy*, *voice*, and *enjoy*.

d. Diphthong /əʊ/, the articulation is the glide that begins in a central position between half-close and half-open, moves upwards and backward towards/u/, and the lips are neutrally changing to slightly rounded. The sound is as in *go*, *snow*, and *although*.

e. In Diphthong /aʊ/, the articulation is the glide between the back and front open positions; it moves upwards, and slightly backward towards/u/, the lips change from neutrally open to slightly rounded, and the jaw movement is quite extensive. The sound is as in *bow*, *down*, and *house*.

f. Diphthong /ɪə/, the articulation is the glide begins in position for/i/; it moves backward and downwards towards/ə/, the lips are neutral, with slight movement from spread to open. The sound is, as in *here*, *fear* and *idea*.

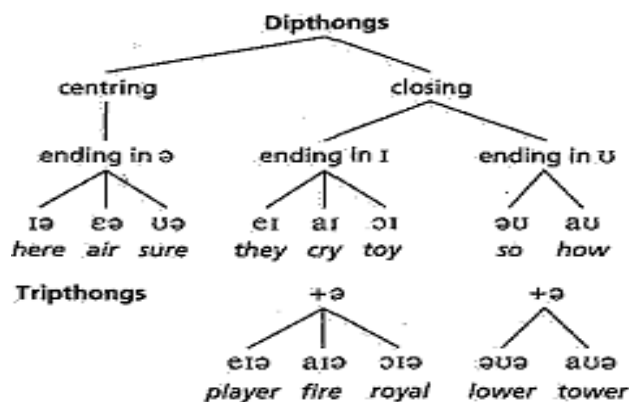
g. Diphthong /ɛə/, the articulation is the glide that begins in the half-open position; it moves backward towards/ə/, and the lips are neutrally open throughout. The sound is as in *daring*, *chair*, and *there*.

h. Diphthong /ʊə/, the articulation is the glide that begins in position for/u/, it moves forwards and downwards towards /ə/, the lips are weakly rounded, becoming neutrally spread. The sound is as in *sure*, *tour*, and

obscure.

A.12. Triphthong

Triphthongs are a glide from one vowel to another and then the third, and all are produced rapidly and without interruption. Those can be heard through careful pronunciation (Roach, 2009). Those are vowels in which three vowel qualities can be perceived. Those are formed by adding a central glide to the closing diphthongs (/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/ ending with /ə/) (Crystal, 2003). Those are constituted a single vowel unit (Wells, March 21st, 2016). There are two types of triphthongs first, which that formed by the closing diphthongs ending with /ɪ/, and second, which are formed by the closing diphthong ending with /ʊ/.



All the preceding diphthong glide are falling and closing; three of them /eɪ, aɪ, ɔɪ, əʊ, aʊ; aɪ, ɔɪ, aʊ/, require an extensive movement of the tongue. All preceding diphthongs followed by [ə] within the word, either as an inseparable part of the word, for example, Noah, fire, choir, iron, hire, society, our, sour, tower, or as a suffix (morpheme) appended to the root, for example, greyer,

player, slower, mower, higher, drier, employer, or, sometimes, as, separable elements internal in a composite form, for example, nowadays. However, those have a tendency in general RP spoken rapidly and mainly in Refined RP (even spoken slowly) to omit the second element ([ʊ] and [ɪ]), especially when [ə] is not felt as a separable morpheme. This process is sometimes known as smoothing (Cruttenden, 2008).

B. Review of Related Findings

The first journal is come from a journal by Ali (2015) with the title *"The Elimination of Pronunciation Problems of English Vowels of Saudi Students of English Resulting from Complex Letter-Sound Relationship"*. This study attempts to measure the influence of a language course on the elimination of pronunciation problems of English vowels that Saudi students experience as a result of a complex letter-sound relationship. The course was intended to boost the students' awareness of the letter-sound relation of English vowels. The course comprised language items such as the nature, classification, and letter-sound relationship of vowels reinforced by practice activities. Results revealed that Saudi students' pronunciation of English vowels improved concerning English vowels on monosyllabic and disyllabic words, probably due to the language course. However, they need help pronouncing and deciphering vowel sounds in multisyllabic words. Although the course delivered is crucial for improving learners' vowel pronunciation, listening practice will probably form a robust strategy for enhancing learners' awareness of pronunciation.

The second is “*An Intralingual Analysis of Iranian EFL Learners’ Difficulties Caused by the Inconsistency between Spelling and Pronunciation,*” written by Jam, Domakani, and Kasegari (2014). This study investigated the inconsistency between pronunciation and spelling by researching 60 first-year EFL learners from three universities in Iran. Forty words with inconsistent pronunciation and spelling were selected from 20 meaningful sentences presented to the participants through that read-aloud technique. The most important finding of this study was that the most problematic features were silent consonant letters. The similarity between this study and the researcher’s studies is that both focus on pronunciation errors in the analysis. Second, both studies use the same technique for collecting the data. Third, both studies use Keshavarz’s classification of pronunciation error as the framework. The difference between this study and the researcher’s study is the data analysis technique, and this research is Interlingual analysis.

The third is “*Analysis of Pronunciation Error of Saudi ESL Learners*” by Bintuki (2001), who found that this study inspected the difficulties facing Saudi ESL learners regarding specific consonants. These sounds were the voiceless bilabial stop /p/, the voiced labiodentals fricative /v/, and the retroflex /ɖ/. Previous research suggested that these sounds were problematic to Arab learners, and this study agreed with those claims regarding Saudi speakers. Furthermore, this study demonstrated not only the difficulty of sounds but the difficulty according to word position. In conclusion, this study proved that the sample studied encountered difficulty in certain word positions. Saudi speakers of English

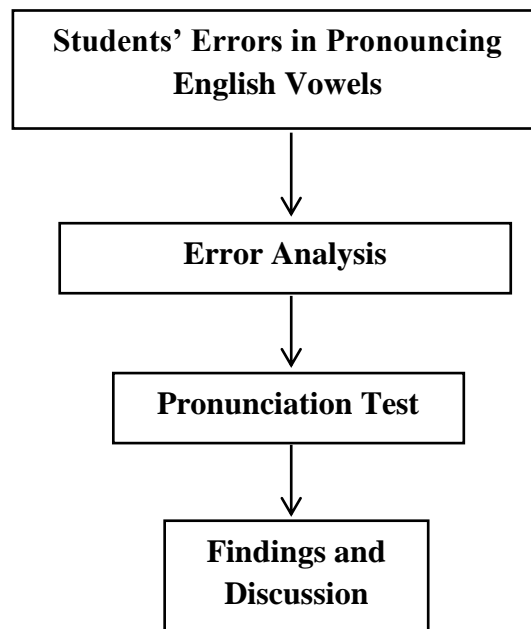
struggle with the sound /v/ in most word positions. They also have difficulties pronouncing /ð/ in word-final contexts as /d/. The interlanguage of Saudi speakers contains instances of correct and incorrect production of problematic sounds. This study further demonstrated that special attention is required when teaching the English sounds of /p,v, and r/ when in the word-final position. This study also demonstrates that teaching these sounds in context rather than isolation is essential.

The researcher finds some previous studies related to the researcher's present study. The first is "A Study of English Phonological Errors Produced by English Department Students," written by Tiono and Yostanto (2008). This study was conducted to find out the kinds of English phonological errors produced by English department students, mainly English consonantal sounds that do not exist in the Indonesian phonetics system – [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] – and the patterns of those errors. The result shows that the students produced thirty-four kinds of phonological errors and that the deviations occurred most frequently before, after, or in between vowels. A tape recorder and pronunciation tasks were composed of pronunciation exercises. The similarities between this study and the researcher's study are that both focused on pronunciation errors in the six consonantal sounds and the samples were English department students in Indonesia. The difference between this study and the researcher's study is the use of phonological environment explanation.

C. Conceptual Framework of the Research

The chart above describes how the first language uses English as a foreign language, especially in pronunciation. In this case, talking closely with the pronunciation, especially in pronouncing English vowels conducted by students later, researchers can find errors in student pronunciation. Pronunciation usually uses in daily activities.

Figure 1. Conceptual Framework



From the figure of the conceptual framework above, the researcher described the framework of this research for the researcher to find out students' errors in pronouncing English vowels. Then, the researcher will give a pronunciation test to the students as a step in collecting the data for the research. The data was analyzed to be the finding of this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It consists of the research design, setting of the research, population and sample, instrument of the research, the procedure of the research, the technique of collecting the data, and technique of analyzing the data.

A. Research Design

This study used a descriptive quantitative method to analyze, describe, and interpret the collected data. This method is one of the qualitative methods. According to Creswell (2013), quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys or by manipulating pre-existing statistical data using computational techniques.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon. The final written report has a structure consisting of an introduction, literature, theory, methods, results, and discussion. In this study, a descriptive quantitative method was used to analyze the error in pronunciation of English vowels made mainly by the second-semester students of the English Study Program of the University of Pasir Pengaraian.

B. Setting of the Research

This research will be conducted at the University of Pasir Pengaraian. It is located in the Rambah Hilir sub-district of Rokan Hulu Regency in July 2022.

C. Subject of the Research

The research was conducted on the second-semester students of the English Study Program by focusing on Errors in Pronouncing English Vowels. The researcher chose only one class from English Study Program for a sample to be analyzed in this research. The total population of the second-semester students of the English study program is 25 students.

D. Instrumentation of the Research

An instrument is a tool that is required to get information. Gay (2000) states that an instrument is used to collect data. In this research, especially in collecting data, the researcher will apply tests as an instrument that form some words. An audio recorder is also used to support this research. The test materials are words that the teacher has already taught. The test consists of 60 words. The instrument of this research can be seen in appendix 1.

E. Technique of Collecting the Data

The data collection for the research was collected from the second-semester students of the English Study Program. As mentioned before that, the researcher will use the qualitative method. Furthermore, it is expected that the students will

speak naturally. The following steps are undertaken to get the data for this research:

Firstly, the researcher gave the students material about the pronunciation of English vowels. *Secondly*, the researcher gave a pronunciation test to the students. It is proposed to know the kinds of student errors in pronouncing English vowels among the second-semester students of the English Study Program. *Thirdly*, the researcher asked them one by one to pronounce all the words in the instrument of the research. *Fourthly*, they are pronounced when they pronounce the words are recorded in audio form.

F. Data Analysis

The technique used in this research is descriptive analysis. After all the students' pronunciation files were recorded, the researcher was helped by three raters to listen to the record and identify the pronunciation errors made by students. The researcher will use some steps to analyze, as follows:

1. Identifying Errors By the Raters

The researcher made the vocabulary which is the phonetic transcription. After that, the researcher will be helped by raters to listen to the students' audio pronunciation. The researcher will repeatedly compare students' pronunciation with the correct phonetic transcription based on the raters' analysis.

2. Describing Errors

Once all the errors had been identified, they were described and classified into types or categories.

3. Explaining Errors

The researcher explained and drew a conclusion based on the analysis. The researcher explained why errors occur based on the factor causing the error. It could be described from the interview result of the students in the test. For types and causes of errors displayed the data in the same table (Appendix 2).

4. Error Evaluation

Some errors can be considered more severe than others because they are more likely to interfere with the intelligibility of what someone says. Furthermore, the last step in error analysis is to evaluate and draw a conclusion based on the gathered results. In this step, the different errors are weighed to distinguish which error should get more attention and be taught in class.

G. Technique of Analyzing the Data

To analyze the data found in this research, the researcher did two steps: identifying the error made by students. To find out the standard of English pronunciation, the researcher will use the Oxford dictionary for the handbook of English standards of pronunciation. The second was the researcher classified the types of errors in pronouncing English vowels made by the students. After classifying the errors, the researcher described the errors based on the data from the test given. In analyzing the data, the researcher was helped by raters to validate the students' pronunciation from the test given. The raters of this research consisted of the lecturers of the English study program at the University of Pasir Pengaraian. Three raters were asked to validate students' pronunciation in this

research. In analyzing the errors that occur and factors causing errors in pronouncing English vowels.

To determine the students' pronunciation scores, the researcher used the guidance from the following scoring rubric for pronunciation which is taken from the Phonological scale revision process report, Council of Europe (2016).

Table 4. Rubric Scoring For Pronunciation

Score	Description
1	Virtually, All Inaccurate
2	Mostly Inaccurate
3	Slightly Less Than Half Accurate
4	Half Accurate
5	Slightly More Than Half Accurate
6	Mostly Accurate
7	Virtually All Accurate
8	All Accurate

After the students' errors in pronouncing English Vowels had been grouped into separate divisions, the writer employed the percentage of each kind of Vowel error. Nourish, as cited by Wahyuni (2001), suggested that we use Preselected Category Approach as follows:

$$X1 = \frac{\Sigma F}{\Sigma N} \times 100\%$$

Where :

X1: the percentage of each kind of vowel errors

F: frequency of each kind of vowel error occurrence

N: various kinds of vowel errors

Σ : The sum of

The next step is counting. The researcher will calculate the descriptive percentage analysis to count all errors by using a simple formula as follows:

$$X1 = \frac{\Sigma ER}{\Sigma W} \times 100\%$$

Where

X1: the percentage of vowel errors

Er: various kinds of vowel errors

W: vowel errors

Σ : The sum of