

CHAPTER I

INTRODUCTION

This chapter's primary focus is an error analysis of the Toba Batak Tribe's pronunciation of English vowel sounds in Grade XI SMKS Yapim Tambusai Utara. In the beginning, the researcher will go over a few of the elements that affected their choice of topic. The researcher gives a lot of information, such as the research's history, context, limitations, formulation, purpose, significance, and definitions of important terminology. Descriptive qualitative research methodology is employed.

A. Background of the Research

Pronunciation is closely related to how words are spoken or how sounds are produced (Kelly, 2000). Every word we articulate should be clear and easily understood by others, ensuring that people can comprehend what we are actually saying. As a key element of effective communication, pronunciation plays a vital role, particularly for senior high school students.

Effective pronunciation is crucial for clear communication since mispronounced words can cause misconceptions. Speaking consists of several important aspects, including pronunciation, grammar, vocabulary, fluency, and comprehension. Suhardianto, Ambalegin, & Kaprawi (2017, p. 122). Pronunciation is one of the most important skills we need when learning English. Since the primary purpose of language is communication, pronunciation is crucial while teaching English in the classroom (Sembiring & Ginting, 2006).

The first crucial component of the English language is pronunciation, particularly when considering how the words or phrases are used in context (Hornby, 2000). Zhang and Yin (2009) claim that incorrect pronunciation can have a detrimental impact on a learner's self-esteem, lead to shyness and a lack of social contact, and negatively affect how well a speaker is judged. Some Australian teachers, Dennis, Paulina, Regan, and Will, claimed in Exley (2005) that the Indonesian students in their class were quiet, reserved, and docile. An increasing number of pupils fear that they won't be able to engage in class if they make mistakes when speaking. When they talk in English, they are misunderstood, and they are concerned about their friends' reactions.

As one of the essential components of language, pronunciation plays a vital role in speaking. It is a fundamental aspect of oral communication. However, pronunciation is a problem while speaking English for Indonesian speakers or other foreign language learners. Because the English and Indonesian linguistic systems differ, they frequently have trouble pronouncing English words.

Vowel sounds are one of the primary distinctions between English and Indonesian. The six vowel sounds in Indonesian are /i/, /u/, /o/, /a/, /e/, and /ə/. The twelve vowel sounds in English, on the other hand, are /i:/, /ɪ/, /ɛ/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ɝ/. The inconsistent pronunciation of English is another problem. The word "look," for instance, should be pronounced "/look/." The pronunciation of Indonesian is more consistent than that of English. Saya, for example, is always pronounced as /saya/. Teachers' speech patterns make up

the third factor. Teachers' pronunciation has a big impact on pupils' learning because they are role models for them. Pupils often mimic their teachers' word pronunciation.

Students frequently mispronounce some sounds when pronouncing vowels in English. Vowel sounds like /ɑ:/, /u:/, /ə/, /ʊ/, and the diphthong /iə/ are among them. The mismatch between English spelling and pronunciation is the cause of these mistakes. The most common cause of students' incorrect pronunciation is ignorance. Furthermore, self-assurance is important. Students frequently have anxiety when it comes to pronouncing English words because it is not their first or native tongue. They are ashamed to communicate in English and are afraid of making blunders. On the other hand, they are at ease speaking their native tongue since they have mastered it completely and are not concerned about making mistakes. (Astutik, 2017; Xu Li Hua, 1999).

The Batak tribe resides in North Sumatra and consists of six sub-tribes: Simalungun, Karo, Pakpak, Dairi, Angkola, Mandailing, and Toba Batak. Given that the Toba Batak tribe makes up the bulk of the student body of SMKS Yapim Tambusai Utara, this study focuses on analyzing the Toba Batak language. This choice facilitates the research process, as the writer has extensive knowledge of the tribe. Recently, many Bataknese people pronounce words exactly as they are written, despite differences between spoken and written forms. To illustrate this, the writer asked a friend to write the word *gonghon* (meaning "invitation"). However, the friend wrote it as *gokkon*, which reflects its pronunciation. This

observation led the writer to investigate her own language, particularly its phonological aspects, since she acknowledges that she is not entirely proficient in speaking the Toba Batak language. Based on this, the research is titled *The Phonological Process of the Batak Toba Language*. Phonological processes encompass various patterns of sound change. However, this study specifically examines assimilation, metathesis, sound addition, and reduction.

Based on the researcher's preliminary observation in December 2025 at XI grade at SMKS Yapim Tambusai Utara, the researcher found that most of the students at SMKS Yapim Tambusai Utara had a little error in pronunciation. In this school there are Batak, Nias, and Javanese tribes; these students tend to use their tribal accents when speaking English in their surroundings and within their family. The Toba Batak tribe was selected for investigation in this study by the researcher. This is caused by two factors, namely. First, mostly students are from the Toba Batak tribe, so in the school, it makes it easy for me to do my research. Second, their vowel habits are only clear in Indonesian vowels, so they have problems when they are pronounced with some vowels in English vowel sounds. In contrast to individuals in Batak, who talk with a clear voice. It might be challenging to comprehend the meaning and attitude of certain groups of English speakers when they pronounce words incorrectly.

The researcher wishes to connect the aforementioned explanation to the study that was done on the Batak tribe's mispronunciation of English vowels. The Batak language contains distinctive features of its own. Consequently, the

researcher is eager to conduct study under the title **An Error Analysis Of Pronouncing English Vowel Sounds Of Toba Batak Tribe At Grade XI SMKS Yapim Tambusai Utara.**

B. Setting of the Research

To preserve a focus on error analysis of pronouncing English vowel sounds that are distinct based on the background information provided above, When examining the pronunciation of English vowel sounds, the Toba Batak tribe in grade XI discovered a mistake. First of all, they do not communicate in English on a regular basis because it is not their mother tongue. Second, their vowel habits make them have problems when they are pronounced with some words. The good environment is one of factor good in pronunciation dan communication.

C. Limitations of the Research

The researcher in this study examines how the Toba Batak tribe pronounces English vowel sounds in grade XI at SMKS Yapim Tambusai Utara.

D. Formulation of the Research

The research's formulation is as follows, taking into account the aforementioned limitations: requesting the student to say some word like 'English vowel sound' that the student correctly and clearly in pronunciation The formula of the research is: what kind of vowel sound error in the pronunciation of the Toba Batak tribe at grade XI SMKS Yapim Tambusai Utara.

E. Purpose of the research

According to the aforesaid research description, the goal of this study is to determine an error analysis in pronunciation of the Toba Batak tribe when they pronounced words with English vowel sounds at grade XI at SMKS Yapim Tambusai Utara and factor of causes.

F. Significance of research

The writer believes that this research can be successful if the researcher combines the theorcal and practical benefits.

1. Theoretical

The final result of this research can be a given strategy for improving the pronunciation of English vowel sounds for the Toba Batak tribe, and the researcher gives a suggestion for the Toba Batak tribe to practice some words in English vowel sounds in their daily activity.

2. Practical

1. For students: By observing this research, students can understand that the pronunciation of English vowel sounds must be good and correct to have a good meaning when they are speaking.

2. For the researcher: The writer might use this research as a resource to learn the same content in a different setting.

G. Definition of the Key Terms

To prevent misconceptions, the researcher clarifies some key terms.

Here are definitions of the key terms used in this study:

1. Pronunciation: According to Nathasa (2011), correctly pronouncing words is one way to contribute to and produce accurate spoken English. Kenworthy (1988) further explains that in English pronunciation, for instance, the sound in *no* can be replaced by the sound in *met*, turning the word into *net*. In this context, sounds play a crucial role as they are fundamental to the production of pronunciation.

2. Vowel: A spoken sound made by people when their breath escapes their mouths unhindered by their lips, tongue, or teeth. (2018) Cambridge Dictionary. According to Smith (1972), vowel sounds are those that are made by the air, including through the oral organ. In this reaserch, the reasercher use the vowels (Λ), (ɑ:), (i:), (I), (U), (u:), (e), (ə), (ɜ:), (æ), (ɔ:), and (o) as the basis for a phonetic analysis to identify and understand pronunciation patterns in English.

3. Batak Tribe: The Batak tribe is a group of tribes in North Sumatra (Tarigan & Dumayanti, 2018). In general, (Harefa, 2013), the Batak tribe does not consist of just Christians but consists of Muslims, Christians, Protestants, and Catholics.

CHAPTER II

REVIEW OF RELATED LITERATURE

Pronounce and speak clearly. If someone has bad pronunciation and always makes errors, the meaning of the word will be wrong, causing a misunderstanding for the listener, and the listener will not get the point from the speaker. This chapter focuses on the theory pertaining to the prior study and the research title. The research title's underlying premise clarified the fundamentals of pronunciation, English vowel sounds, and error pronunciation and causes. So, before a study contains something, it must be related to the title.

A. Review of Related Theories

1. The Nature of Pronunciation

Pronunciation is a gesture when some people utter a word. According to Gilakjani (2016), pronunciation is the method of uttering a word as a courtesy. The most important element in conveying their topic or information through the oral organ is its mean pronunciation. Pronunciation is a manner of delivery of speech by our oral organ. The fundamental way that the listener will understand what the speaker is saying is through pronunciation. The voice that is created in order to convey meaning is what determines pronunciation. Yates (2002). Pronunciation is made by the speech voice that is produced by oral organ communication.

The term pronunciation is defined by Webster's New World College Dictionary as a speaking word method that is received or primarily understood.

According to Dalton and Seidlhofer (2001), pronunciation is defined as significant sound production. Pronunciation is also explained as the act of enunciating syllables, words, and phrases regarding sound production and the placement of stress and intonation. Pronunciation has some main features. To understand the concept of pronunciation even more profoundly, we need to know the classification of its part. According to Kelly (2000:1), a specification of the main features of pronunciation are phonemes like vowels and consonants. In vowels, any single vowel and diphthong, in single vowels, any short vowel and long vowel.

For those who do not speak English as their first language, it is still difficult to pronounce words clearly. The precision of the pronounced vowel sound is typically correlated with the ability to speak a word or sentence. The influence of the mother tongue's phonological interference and the presence of some unknown English vowels in the mother tongue are two common causes of vowel sound inaccuracy in foreign languages like English (Gusdian et al., 2022). A misunderstanding of the material being presented may result from someone speaking with imprecise voice accuracy. Vowel accuracy is crucial, particularly when it comes to English monophthongs and diphthongs, in order to prevent misunderstandings about the information that will be gathered.

In the learning process, it is also critical to pronounce vowel sounds correctly. To reduce misconceptions and provide a seamless learning experience, all of the information and knowledge that will be shared should be pronounced correctly and clearly. As the boarding school's supervisor of the student dorm Perawironegoro

(2019), Kyai's right-hand man, and a stand-in for the parents of the students, the hostel manager is crucial to the students' learning and familiarization with English. They must also always speak English with proper pronunciation. However, because of the influence of mother tongue accents and dialects, vowel sounds are frequently observed to be mispronounced, leading to information misunderstanding. The problem of English as a Foreign Language (EFL) frequently arises in the community during the English language learning process since hostel management are non-native English speakers.

2. Teaching Pronunciation

As previously mentioned, clear pronunciation is essential to prevent misinterpretation when communicating with others. Kenworthy (1988) describes this as the primary goal of pronunciation. While learning pronunciation also involves sounding like a native speaker, she emphasizes that the main objective is to communicate comfortably with others in a conversation. To achieve this goal in pronunciation teaching, teachers guide students on how to pronounce words correctly. However, students may sometimes struggle to imitate their teacher, making errors inevitable. In such cases, the teacher provides feedback, which may include explanations to help students focus on their pronunciation. Additionally, teachers can assign exercises to support students in improving their pronunciation. Nevertheless, there are various methods available to help students develop native-like pronunciation and enhance their comprehension in conversations.

EFL users frequently encounter issues like mispronouncing specific English words or sentences because English is not their first or second language. On the other hand, accurate pronunciation can help speakers avoid awkward conversations while also enhancing their English language proficiency. Numerous factors contribute to this occurrence, including low self-esteem, inadequate language skills, pronunciation discrepancies between the primary and foreign languages, and aspects of spoken language that differ from those of written language. (2019, Octaviana).

Because English and Indonesian pronunciation differ, EFL users frequently make pronunciation mistakes. Pronunciations of English terms such as "sea," "cup," and "bite" are /si:/, /kʌp/, and /bat/ (Hornby, 2010). On the other hand, Indonesian nouns like "Laut," "Biru," and "Tong" sound the same when said in the International Phonetic Alphabet (IPA), such as "la.ut," "bi.ru," and "toŋ" instead of "lot," "lot," "bals.ru," and "taŋ." Smith (1999).

Pronunciation is a crucial component of communication, according to the conclusion. Every learner should be proficient in pronunciation in order to communicate effectively. The meaning of the phrase can be easily understood if the learner masters pronunciation, or people need to be able to pronounce words correctly in order to speak and communicate effectively. The listener will grasp the speaker's words with ease if certain students have good pronunciation. Give a speech; we need the greatest.

3. Errors in Pronunciation

The researcher found that some of the meaning of errors in pronunciation by the expert has a correlation with this research, like by brown (2007), who means that the errors that the natives notice in old grammar will reflect on the inter language mastery of the learners. Jabeen (2015) asserts that mistakes are the result of insufficient learning, competence in linguistics by the learners, and errors that cannot be corrected by themselves. When contrasted with the conclusion, poor action of the language is due to many reasons, such as fatigue and shyness in the performance.

From the meaning of errors in pronunciation above, we can get the result that when the student is wrong in pronunciation and they are able to correctly correct their pronunciation, they will make a mistake. So, if the student makes errors in pronunciation, they need to ask their teacher to correct them. In addition, error is something that will be senseless. Elis and Novita (2014) espouse that when students make errors in pronunciation, The divergence is consistently made by students who do not have a complex grasp of the target language's methodology. In addition to the mistakes that students can make appropriately, Jabeen, Bharam, and Muhammad (2005) claim that pronunciation faults are the result of a student's "lack of ability to acquire the language and linguistic competence."

1. Kind of errors

Additional expert debates over these types of mistakes can be found in additional linguistics journals. Errors are divided into four categories by the study's research title: omission, addition, miss formation, and miss ordering. This is comparable to Dulay's methods in Kuntjara (2013). Misordering as well as.

a. Omission

Any selection of specific, important parts of a statement is called an omission. The omission indicates that a certain key needs to be highlighted in the statement. This is typically observed in the initial phase of proficiency in a second language.

For instance, “My sister is singing cleverly.” It ought to say, “My sister is a talented singer.”

b. Addition

Any adoption of a necessary sentence particle is considered an addition. The addition will indicate that a sentence has an “unwanted” particle. The undesired particle won’t pronounce itself clearly. This will occur if the student makes excessive use of the target language’s unique grammatical rule.

c. Miss formation

Any incorrect form of specific morphemes or structures is called a missformation. The acceptance of incorrect forms of certain morphemes or structures is an example of missformation..

d. Miss Ordering

When two or more morphemes appear in a sentence that have the same purpose, it is called a mixture.

e. English Vowel

The unique letters a, i, u, e, and o stand for vowels. The vowel sound is one of the 19 vowel sounds in a neutral English accent. Vowel sounds can be classified as short, long, or diphthong. Vowel sounds are communicated orally using a variety of designs,

according to Ambalegin and Arianto (2018), with the tongue and lips in a particular posture, and with the examine current being slightly hindered by the contract entry but at the glottis. Maybe To put it briefly, a vowel is a sound that people make when their breath leaves their mouths without being blocked by their lips, tongues, or teeth. The British English language contains twelve monophthongs and eight diphthongs, including:

1. Monophthong

ʌ	ɑ:	ɪ	i:	ʊ	u:	e	ə	ɜ:	æ	ɒ	ɔ:
But	start	with	me	put	to	get	the	learn	have	on	or
Up	ask	if	these	look	you	when	about	her	that	of	also

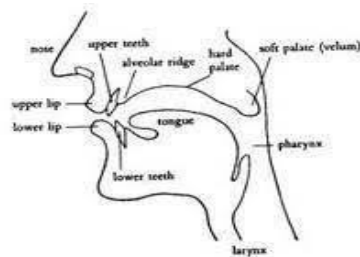
The English language generally contains twelve vowels, eight diphthongs, and five triphthongs. (2003) Crystal 236-7. According to Crystal (2003), the characteristics of the pure vowel are described in the following ways:

1. /ʌ/, the tongue's central articulation was elevated.
2. The tongue's articulation between the center and back is in the back open position, the lip is neutrally open, and the rims and upper moral do not make contact.
3. /ɪ/, the rims make light contact with the upper tooth, the tongue is loose, and the lip is stretched loosely. The tongue's articulation in the middle of the front is raised to over half position.
4. /i:/, the front of the tongue articulation is raised to a position somewhat below and behind the near front, the lip enlarges, the tongue is tense, and the side rims make solid contact with the upper morals.
5. /ɜ:/, the tongue is loose, the lips are round but not tightly, and the rims and upper molars do not make strong contact. The tongue rises to a position just over half-close, with the center of the tongue being closer than the rear.

6. /u:/, the middle of the tongue is raised between half-close and half-open; there is neutral spread; and the rims and upper molars do not make solid contact. The sound is the same as in the paper and the country.
7. /e/, the front of the tongue is raised to a position halfway between half-open and half-close, the lips are loosely spread, the tongue is more tense than for /I/, and the rims make less contact with the upper molars.
8. //, the middle of the tongue is raised between half-close and half-open; there is neutral spread; and the rims and upper molars do not make solid contact. The sound is the same as in the paper and the country.
9. /3:/, the upper molar rims and rims do not establish solid contact, the lips are uniformly separated, and the tongue's center is raised between half-closed and half-open.
10. During articulation, the front of the tongue is lifted to a position just below half-open; the rims are neutrally open and only barely touch the upper back molars.
11. /r:/, the tongue's rounded lips are somewhat open and the rims do not touch the upper molar when it is fully extended. We call this articulation.
12. /v/, the upper molar rims and rims do not make solid contact, the lips are uniformly separated, and the tongue's center is raised between half-closed and half-open.

Figure 2.1

Vowel position of the mouth



(Joseph Hudson, E-book “The sound of English”)

2. Diphthong

eɪ	ɔɪ	aɪ	əʊ	aʊ	ɪə	ea
Pay	noise	fine	no	round	beer	care

Diphthongs are vowels that have two distinct vowel characteristics. Although the length of diphthongs is similar to that of long vowels, the first component of a diphthong in English is much longer and louder than the second. The eight diphthongs can be classified into three general types based on the tongue movement used: the first group, the centering diphthong, ends with a glide toward the middle-of-the-mouth vowel; the second group, the closing diphthong, glides toward a quality at the front of the vowel area while moving into a higher position in the mouth; and the final category is made up of additional closing diphthong forms that progress toward a quality at the ahead of the vowel area (Crystal, 2003).

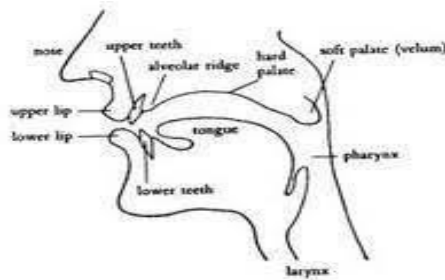
Crystal (2003) states that the various types of closing diphthongs that progress toward a quality at the back of the vowel area and, as a result, at some lip rounding, make up the last category.

1. The articulation is /eɪ/, with the lips spread, starting from just below the half-close front position and moving upward and somewhat backward towards /ɪ/.
2. The articulation is /ɔɪ/, where the lips open roundedly and change to neutral as the glide glides upwards and forward from the rear half-open to the open position.

3. The articulation of /aI/ is the glide, which starts somewhat below the front open position and travels upward toward /I/. The lips shift from being neutral to being loosely spread, and the lower jaw movement is clearly closing.
4. The articulation is /ə/, where the lips are neutrally moving to slightly rounded, and the glide starts in the middle, halfway between half-close and half-open, and glides upwards and rearward into /ɪ/.

Figure 2.2

Vowel position of the mouth



(Joseph Hudson, E-book “The sound of English”)

3. English Vowel

A vowel, according to Daniel (1962), is a voiced sound that is formed when air flows continuously through the mouth and pharynx without impediment or narrowing. Vowel sounds are thus categorized and defined based on the following factors, per Ramelan (1977:52):

1. Which part of the tongue is facing upward?
2. How high a part of the tongue is in the mouth, or the degree of tongue elevation.

3. Below are the locations of the two lips, namely their roundness, a vowel diagram, and a description of every English vowel as stated by Ramelan (2003:56):

1. [i]

Definition in articulation: [i:] is an unrounded close front vowel.

Detailed description:

- a. The front of the tongue is lifted when uttering [i:].
- b. The lip position is unrounded or spread, possibly even neutral;
- c. It is lifted nearly to the close position.
- d. There is a small separation between the jaws.
- e. By placing the fingertips on the muscles beneath the jaws, one can feel that the speech organs are somewhat rigid or stiff.

Word list:

He [hi:]

See [si:]

Bee [bi:]

Key [ki:]

Eve [i:v]

2. [I]

Articulatory definition:

[I] is an unrounded front vowel that is half close to close.

The articulatory definition is as follows:

- a. the front of the tongue is raised when producing [ɪ]; this raising is what retracts, making it more of a middle vowel than a front one;
- b. the tongue is raised to a point just above the half close position, which is obviously lower than that for [I];
- c. the lips are spread or neutral;
- d. the jaws are slightly wider than for [I].

List of words:

Sin [sɪn]

Sit [sɪt]

Fill [fɪl]

Bid [bɪd]

Live [lɪv]

3. [ɜ:]

Articulatory [ɜ:]

[ɜ:] is an unrounded front vowel that is half open and half close in English.

Detailed description:

- a. The front of the tongue is lifted when uttering [ɜ:].
- b. Halfway between the half-open and half-close positions, the front of the tongue is lifted.
- c. The lips are neutral or spread;
- d. There is a medium gap between the jaws, slightly larger than for [ɜ:].

List of words:

Head [hɜ:d]

Fell [fɜ:l]

Set [sɜ:t]

Bed [bɜ:d]

4. [e]

Articulatory definition:

[e] is an unrounded open to half open front vowel.

Articulatory description:

- a. The front of the tongue is lifted when generating [e];
- b. It is raised slightly to a point halfway between the open and half-open positions.
- c. The jaws are rather widely open;
- d. The lip position is neutral or spread.

List of words:

Band [bænd]

Land [lænd]

Bad [bæd]

Bat [bæt]

5. [a:]

Articulatory definition:

[a:] is an unrounded open back vowel

Articulatory description:

- a. The rear of the tongue is lifted while producing [a:];
- b. The rising is a little bit farther forward than it is in the actual back position.
- c. The tongue is raised just enough to be considered very low in the mouth, and it is then in its completely open position.
- d. The lips used to produce [a:] are neutral rather than rounded, despite being categorized as a back vowel;
- e. The jaws are somewhat widely spaced.

List of words:

Harm [ha:m]

Hard [ha:d]

Heart [ha:t]

Barn [ba:n]

6. [ɒ]

Articulatory definition: [ɒ] is a rounded open back vowel

Articulatory description:

- a. The rear of the tongue is slightly elevated to produce the letter [ɒ].
- b. The tongue is quite low in the mouth, and the back of it is raised just enough to be almost in the fully open posture.
- c. The lips are not protruded, yet they are slightly rounded.
- d. The gap between the jaws is fairly large.

List of words:

Hot [hɒt]

God [gɒd]

Pot [pɒt]

Lost [lɒs]

7. [ɔ:]

Articulatory definition:

[ɔ:] is a rounded half open back vowel.

Articulatory description:

- a. The back of the tongue is lifted when uttering [ɔ:].
- b. The half-open position is nearly reached by this raising.
- c. In between open lip rounding, the lips are more closely rounded than they are for [ɪ].
- d. There is a decent amount of space between the jaws.

List of words:

Caught [Kɔ:t]

Dawn [Dɔ:n]

Stalk [stɔ:k]

Port [Pɔ:t]

8. [U]

Articulatory definition:

[U] is a rounded half close to close back vowel.

Articulatory description:

- a. The rear of the tongue is lifted when making the letter [U]; this rising is advanced from the actual back position.
- b. It is lifted just above the position of the half-close.
- c. There is no muscular tension, and the lips are somewhat protruded and rather closely rounded.
- d. The jaws are slightly separated from one another.

List of words:

Could [kUld]

Put [pUt]

Cook [kUk]

Fully [fUll]

9. [u:]

Articulatory definition:

[u:] is a rounded close back vowel

Articulatory description:

- a. The rear of the tongue rises when uttering [u:];
- b. it rises to a point that is extremely close to the close position.
- c. The lips have minimal projection and are tightly rounded.
- d. There is very little separation between the jaws.

List of words

Fool [fu:l]

Pool [pu:l]

Food [fu:d]

10. [ʌ]

Articulatory definition

[ʌ] is an unrounded half open centrobac vowel. (or an unrounded open to half open centro back vowel)

Articulatory description:

- a. In [ʌ], a portion of the tongue, near the center, is elevated between the front and back; this is known as a centro-back vowel.
- b. It is raised either to the half-open position or just above the half-open position;
- c. The lip posture is neutral or unrounded.
- d. The mouth is widely open.

List of words:

But [bʌd]

Task [tʌsk]

Last [lʌst]

Cut [kʌd]

11. [æ]

Articulatory definition

[æ] is an unrounded half close to half open central vowel

Articulatory description

- a. In [ʌ], a portion of the tongue, near the center, is elevated between the front and back; this is known as a centro-back vowel.

- b. The center portion of the tongue, which is the area between the front and back of the tongue, is lifted when forming [æ].
- c. It is raised to a point halfway between the half-close and half-open positions; The lips are neutral or rounded, similar to [æ];
- d. The jaws are slightly apart.

List of words:

Have [hæf]

That [dæd]

Apple [æpel]

Bat [bæt]

12. [ə]

Articulatory definition:

[ə] is an unrounded half open to half close central vowel.

Articulatory description:

- a. The middle portion of the tongue is lifted when uttering [ə].
- b. It is lowered even further or lifted to the half position.
- c. The lips are neutral or spread.
- d. There is a medium gap between the jaws.

List of words:

Statement [stætɪmənt]

Safe [seɪf]

Colder [kouldər]

Doctor [dɒktər]

4. Vowel Sounds

Vowels are spoken sounds that are created without impeding the airflow, according to Budiyanti (2017). On the other hand, vowel sounds are created as air flows through various mouth shapes, with the tongue and lips positioned differently, according to Ambalegin and Arianto (2018). At the articulation site, airflow is somewhat unhindered, but at the glottis, it is regulated.

Pure vowels are divided into three categories based on their articulatory traits: open, mid, and close vowels (Kelly, 2000).

a. Close Vowels

According to Kelly (2000), the tongue is positioned somewhat high in the mouth when creating close vowels. The position of the tongue shifts from /i:/ to /u:/. Whereas /u:/ is regarded as a rear vowel, /i:/ is categorized as a front vowel.

Table 2.1

Table of Close Vowels

i:	Characteristics This sound is highest and most forward front vowel. Example: bead, key, cheese, scene, plice etc.
I	Characteristics This sound is bit lower snd further back than /i:/. Example: biggest, mountain, bit, busy, rhythm etc.
u	Characteristics The position is in the half close position, the lips are rounded, but loosely. Example: book, good, woman, push, pull.
u:	Characteristics The position is just below in the close position, lips are rounded and the tongue is tense. Example: food, rude, true, who, fruit, soup.

b. Mid Vowels

Kelly (2000) states that the tongue should not be placed too high or too low in the mouth when producing mid-vowels. These vowels have different positions and vary from /e/ to /ɔ:/. While /ɔ:/ is a back vowel, /e/ is a front vowel.

Table 2.2

Table of Mid Vowels

E	Characteristics The position is between the half open and half close position, lips are loosely spread. Example: <i>egg, let, said, bead, any, leisure etc.</i>
e	Characteristics The position is between the half close and half open positions, lips are relaxed and neutrally spread. Example: <i>about, paper, banana, nation.</i>
ɜ:	Characteristics The position is between the half close and half open position, lips are relaxed and neutrally spread. Example: <i>shirt, her, word, further, pearl, serve etc.</i>
ɔ:	Characteristics The position is between the half open and half close position, lips are loosely rounded. Example: <i>fork, call, snore, taught, bought, board.</i>

c. Open Vowels

According to Kelly (2000), the tongue is positioned low when articulating open vowels. These vowels have noticeable placement variations and vary from /æ/ to /ɑ:/. /æ/ is categorized as a front vowel, whereas /ɑ:/ is categorized as a back vowel.

Table 2.3

Table of Open Vowels

æ	<p>Characteristics</p> <p>The position is in the half open position, lips are neutrally open. Example: <i>attack, antique, plait etc.</i></p>
ʌ	<p>Characteristics</p> <p>The English just above fully open position, lips are neutrally open. Example: <i>run, uncle, front, nourish, does, come.</i></p>
ɑ:	<p>Characteristics</p> <p>The position is the centre and the back, lips are neutrally open. Example: <i>far, part, half, class, command, aunty etc.</i></p>
ɒ	<p>Characteristics</p> <p>The position is fully open position, lips are lightly rounded. Example: <i>dog, often, cough, knowledge, English etc.</i></p>

d. Diphthong

Kelly (2000) states that a diphthong is a particular kind of vowel sound that has unique properties. It entails a purposeful transition between vowel positions within a single syllable. According to Kelly (2000), there are eight diphthongs in English, and the centring diphthongs are one of them.

Table 2.4

Table of Centring Diphthong

ɪə	<p>Characteristics</p> <p>The position begins for /ɪ/, moving down and back towards /ə/. Example: <i>beer, beard, fear, here, idea, etc.</i></p>
ʊə	<p>Characteristics</p> <p>The position begins for /ʊ/ moving to /ə/. Example: <i>sure, tour, obscure etc.</i></p>
eə	<p>Characteristics</p> <p>The position begins for /e/ moving to /ə/. Example: <i>where, wear, chair, dare, there etc.</i></p>

eɪ	Characteristics The position begins for /e/ moving to /I/. Example: <i>take, way, weigh, say, pain, they etc.</i>
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e. Closing Diphthong Ending in /I/ based on Kelly (2000)

Table 2.5

Table of Closing Diphthong

eɪ	Characteristics The position begins for /e/ moving to /I/. Example: <i>take, way, weigh, say, pain, they etc.</i>
ɔɪ	Characteristics The position begins for /ɔ:/ moving to /I/. Example: <i>toy, avoid, enjoy, boy etc.</i>
aɪ	Characteristics The position begins for open position moving to /I/. Example: <i>high, tie, buy, might, cry etc.</i>
əʊ	Characteristics The position begins for /ə/ moving to /ʊ/. Example: <i>go, home, hello, although etc.</i>
aʊ	Characteristics The position begins for /a/ moving to /ʊ/. Example; <i>loud, bought, down etc.</i>

5. Batak Tribe

The Batak tribe is a group of tribes in North Sumatra (Tarigan & Dumayanti, 2018). In general, the Batak tribe does not consist of just Christians but consists of Muslims, Christians, Protestants, and Catholics. However, there are also those who still adhere to traditional beliefs. According to Tambunan E.H., what is meant by Batak language is a number dialect. Between these dialects, there are differences in grammar and number of tribes words, making it easier to distinguish between Karo, Dairi, Simalungun, Angkola, Toba, and Mandailing. In Batak language, if you look at it Overall, in the Batak area, there

are two main dialects, among others: the Toba dialect and the Dairi dialect. But if you look at it from a sound system, it consists of three dialects, including Toba, Angkola, Mandailing, and Dairi. Toba dialects, Angkola, Mandailing, and Simalungun do not recognize the weak “e,” however known in Karo Batak and Dairi. For example, the word tondi (spirit) in Toba is called tondi, while in the Karo Batak tribe it is called tendi. Tambunan E.H. (1982:97).

The researcher's goal in this study is to examine errors in pronouncing English vowel sounds in the Batak Toba tribe at grade XI SMKS YAPIM TAMBUSAI UTARA.

B. Review of Relate findings

Some earlier research has been conducted by the researcher. Amalia Yahya (2020) found that students at Pesantren Datuk Sulaeman in Palopo can alter their sound production to more closely resemble English pronunciation when producing specific English fricatives. This phoneme occurs because pupils at Pesantren Datuk Sulaeman had previously studied Arabic before acquiring English as a foreign language.

According to Pipit Suci Anggriani's (2021) research, second-year students in the English Department at STAIN Palopo had inadequate pronunciation skills for the Palato Alveolar Fricative Voiceless.

After doing study, Sudarman (2022) concludes that the eleventh-year students at PMDS Putri Palopo have a high level of English proficiency. This study looks for more information to determine whether the findings align with the reality the author discovered in the field. The author also talks about English, particularly the reasons why people pronounce English vowels incorrectly. Mispronunciation of English Vowels and Consonants by the Seventh President of the Republic of Indonesia in His Official Speech Amlegin & Arianto (2018).

English speeches and the factors that affect them. This study sought to determine the factors influencing Mr. Joko Widodo's mispronunciation of English vowels and consonants as well as the standard of British English Received Pronunciation (RP) in his official English speeches as the seventh president of the Republic of Indonesia.

Khafifah Indah (2023), titled "Analysis of Mistakes in English Vowel Pronunciation among Fourth Semester English Study Program Students at the University of Pasir Pangaraian." The purpose of this study was to identify the different kinds of pronunciation errors made by fourth-semester English Study Program students at the University of Pasir Pangaraian.

Damitra A 2019 study by Paulo Purba et al. was titled "An Analysis of Students' Vowel Pronunciation." This 2019 study used a qualitative research methodology to investigate eighth-grade pupils at SMP Swasta Puteri Sion. In all, 22 students participated in the study. The findings revealed that students struggled with vowel pronunciation, with 19 words incorrectly pronounced, accounting for 53%,

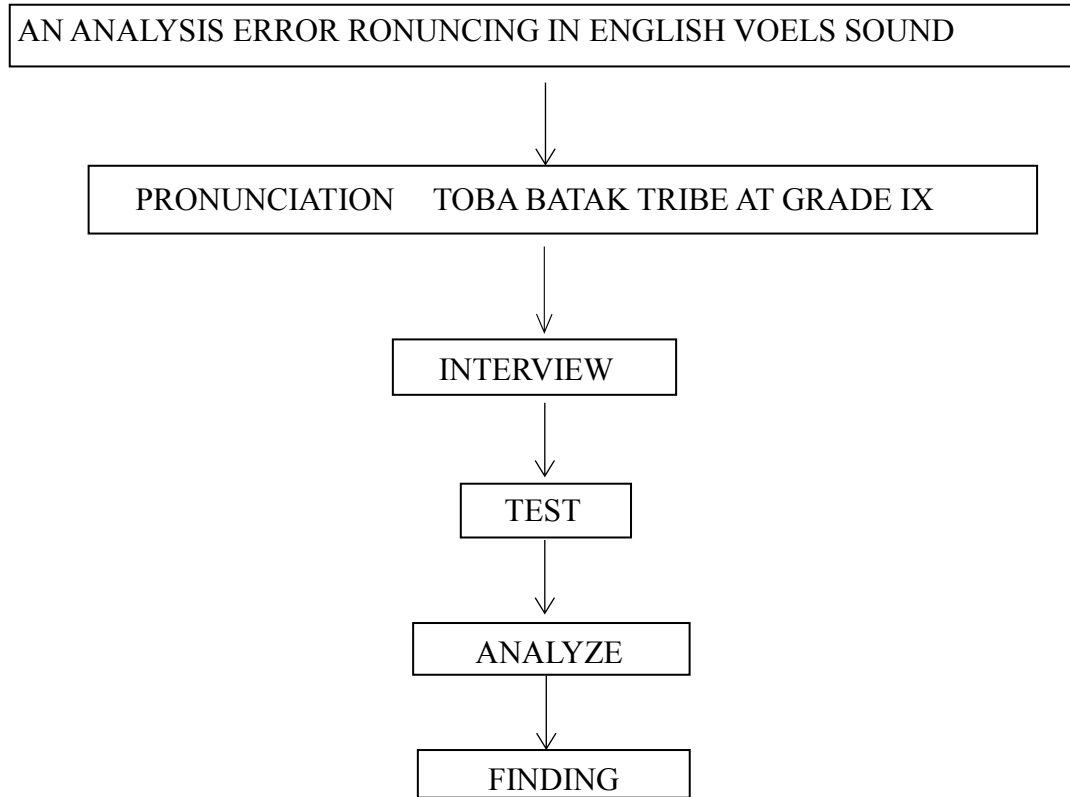
while 17 words were pronounced correctly, representing 47%. This suggests that students had difficulty pronouncing phonetic symbols accurately. They could only pronounce words they were already familiar with. Therefore, students need further practice in pronouncing English words correctly, which can be achieved through Reading English-language books, seeing English-language films, and listening to English-language music.

C. Conceptual Framework of the research

The aforementioned graphic illustrated how the primary language speaks English as a foreign language. In this instance, speaking intently is important, particularly during a conversation. The researcher can analyze pronunciation based on the student's subsequent conversation. Batak Toba. Conversation usually use in daily activities, where the conversation is influenced by culture and daily language, so the researcher focuses on two aspect of culture namely habit and accent.

Conceptual framework

Figure 2.3



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the researcher's methodology. The population and sample, the researcher's instrument, the researcher's procedure, the data collection method, the data analysis method, the researcher's design, and the researcher's surroundings are all included.

A. Researcher design

A descriptive qualitative approach is used in this study to examine. In this research qualitative method will be use to error analysis the pronouncing in English vowels sounds and get the result made mainly by the XI grade of students at SMKS YAPIM Tambusai Utara.

According to Widoyoko (2012:2) says that qualitative research describes the way things are based on facts and stated in statements or words form. Qualitative descriptive study is a part of qualitative research, the purpose of qualitative research is to find the result of the analysis of what the researcher wants to observe.

B. Setting of the Researcher

This research will be conducted at grade XI in school of SMKS YAPIM Tambusai Utara. In October 2024, it is situated in the Rokan Hulu Regency's Tambusai Utara subdistrict.

C. Subject of the Researcher

The study will focus on pronunciation errors of English vowel sounds in one class, specifically Batak Tribe grade XI.

a. Population

A population, according to Sugiyono (2016), is a category for generalization made up of items or people with particular attributes and traits chosen for study and subsequent conclusions. Arikunto (2010) asserts that the people is the primary focus of the study. In this instance, the researcher was eager to use the SMKS twelve-grade kids as the research population.

YAPIM Tambusai Utara in the 2023/2024 academic year.

Table 3.1 population of the research

No	Class	Number of students
1	XI	30
TOTAL		30

b. Sample

The population that was selected to take part in the study included the sample. Sugiyono (2016: 81) states that the sample is a subset of the population's size and characteristics, whereas the sampling procedure is known as sampling. Sugiyono (2019:63) states that complete sampling is the sample retrieval approach used in this study. Total sampling is a sampling approach in which the population is represented by the number of samples. Because there are less than 100 people in the entire population, comprehensive sampling is justified. The researcher will choose only one class from eleven class of students for sample to be analyzed in this of eleven grade

students are 30 students, because this class has the most students from the Toba batak groups, almost 80%, to make research easier.

D. Instrumentation of the Research

Sugiyono (2016: 148) defines the research instrument as a tool for quantifying the social and natural events that are observed. This indicates that the media that the researcher utilized to get information from the respondent were the instruments.

The researcher will use tests, audio interviews, and video tests as a tool to form some words in this study, particularly when gathering data. There are 60 test questions, 10 interview questions, and 12 items based on vowel sounds.

Vowel sounds are thus categorized and defined based on the following factors, per Ramelan (1977:52):

1. What portion of the tongue is up?
2. The degree of tongue elevation, or how high a portion of the tongue is in the mouth.
3. The two lips' location, namely whether they are rounded or not

Based on these sub-indicators, the researcher created a composition of 10 questions for interview and 60 pronunciation tests as follows:

1. When did you start learning English?
2. What language do you usually use?
3. Do you like English?
4. Do you know what a vowel sound is?

5. What is the meaning of 37 English vowels?
6. When do you know English vowel sound?
7. How many vowel sounds do you know?
8. Where you learn vowel sounds to improve your English skill?
9. Who do you think can help you learn English vowels?
10. Do you think studying English vowels is important to learn?

The author of this study employed a pronunciation test and an interview. The test was used to gather student data “An error pronouncing n in English vowel”. This test will be applied in the record audio or make video.

Table 3.2

Table of Pronunciation in English Vowel Test

Pronunciation		
Vowel Sounds		
a	(ʌ)	But, Up, Cut, Bus, Sun
	(ɑ:)	Ask, Start, Car, Army, Smart
i	(i:)	Me, This, Beat, See, Seat
	(ɪ)	with, If, Sit, Bit, Hit
u	(U)	Put, Look, Full, Book, Cook
	(u:)	To, You, Who, Shoes, Moon
e	(e)	Get, When, Made, Bet, Best
	(ə)	The, About, Cinema, Brother, Doctor
	(ɜ:)	Here, Learn, Person, Her, Bird
	(æ)	Have, That, Bat, Apple, Cat
o	(O:)	Or, Also, All, Ball, Law
	(o)	On, Of, Hot, Not, Dog

The purpose of this test is able to given analysis of error of the student in pronouncing English vowel sound. The successfulness of teaching and

learning can be seen by the score of the test result. Indicator of pronounce are audio, video spelling from the United State alphabet.

E. Technique of Collecting the Data

The first class of grade XI students will be the source of the research's data. In addition to using the descriptive qualitative method, as previously said, it is anticipated that the kids will speak naturally. To obtain the data for this study, the following procedures are followed:

First, the researcher looks over the pupils' attendance record in the XI class. Second, the pupils will receive information from the researcher regarding how to pronounce English vowels. Third, the kids will take a test and be interviewed by the researcher. It is suggested to learn about the types of mistakes made by students when pronouncing English vowels belonging to the Toba Batak tribe. Fourth, the researcher will ask each person to read every word in the study tool one at a time. Fifth, a recording of their reading pronunciation will be made, and the recording will then be converted into written form. Sixth, note whether or not the respondents correctly pronounced the English vowel. The author employed a rater to identify the Toba Batak tribe's incorrect pronunciation of certain words. 7. Provide a score. The author assigned eight points for complete accuracy, seven for nearly complete accuracy, and six for generally accurate. Five points are awarded for being slightly more than half correct, four points for being half correct, three points for being slightly less than half correct, two points for being mostly incorrect, and one point for being almost entirely incorrect. Eighth, utilizing the Respondents' Test to evaluate respondents' performance.

F. Data Analysis

Descriptive analysis will be the method employed in this study. Once the entire tape has been made, the researcher will provide the letter to the student so they may listen to it and identify any pronunciation mistakes they made. The researcher will analyze using the following steps:

1. Identify the pronunciation

The researcher will give audio from google and you tube about vowel sounds to be listen and follow by students. And then, the researcher will listen and record to the student pronunciation in class.

2. Identify Errors pronunciation

The researcher will give some word of vowel sounds to read by students. After that, the researcher will listen to student pronunciation in front of the audio and then researcher will compare the pronunciation of student with the correct phonetic transcription repeatedly by expert.

3. Mark the respondents' pronunciation of English vowel sound, whether correct or incorrect. The writer used Online CambridgeAmerican Dictionary as the correction standard and by the expert.

4. Give a score for each respondent. The writer gave 8 score for all accurate pronunciation English vowel sound and 1 score for virtually all inaccurate pronunciation.

5. Assessing respondents' results using the Respondents' Test Analysis Table.

The researcher used one tables English vowel sounds sounds to Test Analysis

6. Evaluation of Errors

Because they are more likely to affect someone's ability to understand what they are saying, some mistakes can be regarded as more significant than others. Additionally, assessing and drawing conclusions from the data collected is the final phase in error analysis. This stage involves weighing the many mistakes to determine which one needs greater focus and instruction in the classroom.

G. Technique Analyzing the Data

The researcher will take three stages to analyze the data discovered in this study, including: provided a few English words with vowel sounds for the students to pronounce. Record a video. The researcher will utilize a rater to assess students' pronunciation errors of English vowels in order to determine the standard of English pronunciation. Examine a student's mispronounced word.

Following the grouping of the students' pronunciation errors of English vowels into distinct divisions, the author used the proportion of each type of vowel error. According to Wahyuni (2001:24), Norish recommended that we apply the Preselected Category Approach in the following ways:

$$x^1 = \frac{\sum F}{\sum N} \times 100$$

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 employed the percentage descriptive analysis to count all errors by using a simple formula as follows:

$$x^1 = \frac{\sum Er}{\sum W} \times 100$$

Where

X1 : the percentage of vowel errors

Er : various kinds of vowel errors

W : vowel errors

Σ : The sum of

The researcher will categorize the different kinds of mistakes that pupils make when pronouncing English vowels. Following the categorization of error kinds, the researcher will describe the errors using the information gleaned from the test and practice. To determine the students' proficiency in pronouncing English vowels, the researcher employed a set of criteria based on Best's (1981) criteria. This is the criterion:

Table 3.43

Criterion for Interpreting the data

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

(Phonological scala revision process report, council of Europe, 2016)

The researcher will assign a rater to verify and assign a score for the students' mispronunciations of English vowels. The researcher will next use the data from the practice and test to create a diagram that will be used to describe and write the results.