

**AN ANALYSIS OF STUDENTS' ERRORS IN ENGLISH VOWEL
PRONUNCIATION**

**(The Descriptive Research at Fourth Semester Students in English Education
Department of Universitas Mahaputra Muhammad Yamin in 2021/2022
Academic Year)**

THESIS

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ABSTRAK

Suci Permata Sari. 2022. *Analisis Kesalahan Mahasiswa dalam Pengucapan Vokal Bahasa Inggris (Penelitian Deskriptif pada Mahasiswa Semester Empat Jurusan Pendidikan Bahasa Inggris Universitas Mahaputra Muhammad Yamin Tahun Ajaran 2021/2022)*. Tesis. Fakultas Keguruan dan Ilmu Pendidikan. UMMY Solok.

Penelitian ini bertujuan untuk mendeskripsikan kesalahan mahasiswa dalam pengucapan huruf vokal bahasa Inggris dan faktor penyebab terjadinya kesalahan tersebut. Peneliti menemukan beberapa masalah dalam pengucapan huruf vokal bahasa Inggris pada mahasiswa semester empat di program studi Pendidikan Bahasa Inggris UMMY Solok; mahasiswa memiliki kurangnya pengetahuan pengucapan dan pemahaman kata-kata bahasa Inggris, mahasiswa kesulitan karena tidak ada beberapa bunyi yang sama dalam bahasa asli atau bahasa ibu mereka yang sepadan dalam bahasa Inggris.

Penelitian ini dilakukan dengan deskriptif kuantitatif. Sampel penelitian ini adalah seluruh mahasiswa semester empat program studi Pendidikan Bahasa Inggris UMMY Solok tahun ajaran 2021/2022 yang berjumlah 14 mahasiswa. Pengumpulan data dilakukan melalui tes pengucapan dan kuesioner.

Hasil penelitian menunjukkan Tingkat skor mahasiswa dalam pengucapan vokal bahasa Inggris adalah “sangat baik”, namun terdapat lima kesalahan mayoritas mahasiswa dalam pengucapan vokal bahasa Inggris. Kesalahan pengucapan ini terdapat pada pengucapan huruf vokal bahasa Inggris /ɪ/, /ɒ/, /ɔ:/, /ɜ:/, dan /ə/. Kemudian, faktor yang mempengaruhi siswa melakukan kesalahan adalah kesalahan interlingual, kesalahan yang disebabkan oleh perbedaan antara pengucapan huruf bahasa pertama mahasiswa dengan bahasa target. Diharapkan penelitian ini bermanfaat bagi dosen, mahasiswa dan peneliti selanjutnya.

ABSTRACT

Suci Permata Sari. 2022. *An Analysis of Students' Error in English Vowel Pronunciation (A Descriptive Research at Fourth Semester Students in English Education Department of Universitas Mahaputra Muhammad Yamin in 2021/2022 Academic Year)*. Thesis. Faculty of Teacher Training and Education. UMMY Solok.

This research aims to describe students' error in English vowel pronunciation and the factors caused these errors. The researcher found some problems in the English vowel pronunciation at fourth semester students in English Education Department of UMMY Solok; students had lack of knowledge of pronunciation and understanding of English words, students struggled as there are no similar sounds of their original language or mother tongue in English.

This research was conducted by using descriptive quantitative. The sample of this research is all of fourth semester students in English Education Department of UMMY Solok at 2021/2022 academic year, which is 14 students. The data were collected through pronunciation test and questionnaire.

The results of this research showed the level of students score in English vowel pronunciation was "very good", however, there are five major of students' error. These errors occur in the pronunciation of vowels /ɪ/, /ʊ/, /ɔ:/, /ɜ:/, and /ə/. Then, the factor affecting students to do errors is interlingual errors, the errors caused by the difference between pronunciations letters of students' first language with the target language. It is hoped that this research will be useful for the lecturer, students and the next researcher.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English pronunciation has a great impact on learners' successful communication, but students still do errors in pronouncing English words. In Phonetics and Phonology subject at English Education Department of Universitas Mahaputra Muhammad Yamin, pronunciation has been studied and introduced. However, most students think that they have poor pronunciation skill. Their pronunciation is still not in accordance with Received Pronunciation of English and it is still incorrect. The majority of students could have difficulty pronouncing words, particularly vowel sounds. Even when they have already learned the material in class, students still struggle with pronunciation.

According to Puspita (2007) and Riyadi (2013), there are some reasons why college students still do errors in English pronunciation, especially English vowel pronunciation. First, the students have lack knowledge of the correct pronunciation. Second, the students inability to recognize the words. Third, students' difficulty to pronounce those new sounds as they are not trained to pronounce such sounds since they were children.

With regard to its pronunciation, English is very challenging for Indonesians, including students at English Education Department of UMMY Solok. This is due to the differences between the source language and the target language of students. there are two differences between Indonesian

language and English language; first, the count of vowel and consonant sounds. Indonesian language have six vowels sounds they are /i/, /u/, /o/, /a/, /e/, /ə/ and twenty one consonant namely /b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/, /v/, /w/, /x/, /y/, /z/. English has twelve vowel sounds namely /i:/, /ɪ/, /e/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/ and twenty four consonant they are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, /w/. English vowels and consonants are more complex and complicated than Indonesian vowels and consonants. Second, in general, Indonesian language does not have distinctions between letter spelling and pronouncing the sounds, but English have differences in spelling the letter and sound pronunciation.

Based on interview that was conducted on Tuesday, November 16th 2021 with fourth semester students of English Education Department at Universitas Mahaputra Muhammad Yamin, there were some problems found in English vowel pronunciation. First, most of students were unaware about the proper pronunciation of the words. For example, the pronunciation of word “event” and “delete” which should be pronounce /ə'vent/ and /də'let/, but students pronounce them /'ēvən/ and / di:lət/. This causes some students did errors in English vowel pronunciation. Second, some of students pronounced a particular vowel the same way as the written text. For example, the pronunciation of “small” which should be pronounces /smɔ:l/, but students pronounce it /sma:l/.

The problems that were analyzed in this research are the kind of vowel pronunciation error made by the students and the reasons for the problem of pronouncing vowels. The differences between the languages of the students and the target language are what underlie the pronunciation problems encountered by foreign language learners. Swan & Smith (2001) have described the language challenges faced by Indonesian students in their language learning are divided into three, phonological elements, students' difficulties during the course of their study and social issues.

Based on phenomena described above, there is still a problem to be answered regarding to students' error in pronouncing English vowel. It is important to review due to pronunciation of English vowel may interfere the understanding of listener if they are not provided correctly. This research is important to conduct because this is useful as evaluation and reflection for English Education students.

B. Identification of the Problem

Based on the background of the problem above, it can be identified that there were some problems at fourth semester students in English Education Department of Universitas Mahaputra Muhammad Yamin in pronouncing English vowels. First, students had lack of knowledge of pronunciation and understanding of English words. Second, students struggled as there are no sounds of their original language or mother tongue in English.

C. Limitation of the Problem

Based on the explanation above, this research was limited on analysis of students' errors in English vowel pronunciation at second year college students in English Education Department of Universitas Mahaputra Muhammad Yamin.

D. Formulation of the Problem

Based on limitation of the problem above, the researcher is formulated the problem as follows: "what was the problematic error in English vowel pronunciation at fourth semester students in English Education Department of Universitas Mahaputra Muhammad Yamin 2021/2022 academic year?"

E. Research Questions

Research question is the main key to direct a research project. It takes place as guidelines in conducting research. According to background of the study, the research questions were briefly stated as follows:

1. What kinds of vowel pronunciation errors made by fourth semester students of English Education Department at Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year?
2. What factors caused students to do errors in pronouncing English vowels at fourth semester in English Education Department of Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year?

F. The Purpose of the Research

The aims of this research are to find out:

1. The kind of vowel pronunciation error made by fourth semester students of English Education Department at Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year.
2. The factors caused students' errors to pronouncing English vowels at fourth semester in English Education Department of Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year.

G. The Significance of the Research

The significance of the research was related to the result of this research. There are two kinds of significances factors, practical and theoretical. First, in practical, the researcher hopes this research will be useful information for students to consider about pronunciation especially English vowel and to improve students' ability in English vowel pronunciation. Second, in theoretical, this research is expected to give contribution for the lecturers who teach speaking to consider and fix students' errors in English vowel pronunciation during the teaching and learning process.

H. The Definition of Key Terms

To avoid possible misunderstanding and misinterpreting of this research, it is necessary to clarify some of the terms as following:

- 1. English Vowels** is one of the materials on the Phonetics and Phonology subject at fourth semester students in English Education Department of Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year.
- 2. Error Analysis** is a method for documenting learner language errors, determining whether those errors are systematic and explain what the factors cause students' errors in English vowel pronunciation at fourth semester students in English Education Department of Universitas Mahaputra Muhammad Yamin in 2021/2022 academic year.
- 3. Pronunciation** is the act of producing the sounds of speech which related with students a fourth semester in English Education Department UMMY Solok in 2021/2022 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study is aimed at finding out the kinds of errors made by fourth semester students in English Education Department of Universitas Mahaputra Muhammad Yamin at the academic year 2021/2022 in pronouncing English vowel and also to find out the factors why these errors happened.

The result of the analysis shows that the students are considered “very good” in pronouncing English vowels according to Arikunto’s criteria. The total percentage of various errors in pronouncing English vowel is 15,71% from the total pronunciation 840. There were five major pronunciation errors made by students. First, students’ errors in pronouncing English vowel /ɪ/ (21,43%). Second, students’ errors in pronouncing English vowel /ʊ/ (24,29%). Third, students’ errors in pronouncing English vowel /ɔ:/ (34,29%). Fourth, students’ errors in pronouncing English vowel /ɜ:/ (24,29%). Fifth, students’ errors in pronouncing English vowel /ə/ (25,71%).

Furthermore, based on finding from questionnaire, the problem can be caused by interlingual factor. First, students’ difficulty to pronounce those new sounds as they do not exist in their language. Second, the distinction between pronunciation of letters in students’ first language with the target language. Third, students still use a local accent when they are speaking.

B. SUGGESTION

The result of this study shows that the fourth semester students of English Education Department of Universitas Mahaputra Muhammad Yamin at academic year 2021/2022 have 'very good' level in pronouncing English vowels although there were some students who made errors. Based on the result of the study, the writer would like to give some suggestions which hopefully will give valuable and useful contribution to the lecturer and students in English pronunciations, especially in pronouncing English vowel.

1. For the lecturer, they should give more practice in speaking English to students in order to make them more fluent in pronouncing English vowel especially in vowel /ɪ/, /ʊ/, /ɔ:/, /ɜ:/, and /ə/. The researcher also suggests that lecturer will be careful in providing and selecting pronunciation materials to improve their students' ability in pronouncing English words.
2. For the students, it is hoped that the students have more effort to improve their ability in English vowel pronunciation. It is hoped that the students can do practice more to pronounce English vowels.
3. For the next researcher, it is hoped that the next researcher can continue in improving the research in the future. It is suggested for researcher to carry out further studies related on students' error in English vowel pronunciation, so that it can give more information.

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