



AN ANALYSIS OF ERRORS BY THE THIRD YEAR ENGLISH DEPARTMENT STUDENTS IN PRONOUNCING ENGLISH VOWEL

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ABSTRACT

This research was a descriptive research that aimed to identify the vowels that mostly mispronounced and the ability of third year English department students of Universitas Negeri Padang. This study also aimed to find out the factors leading to the students' difficulties to pronounce English vowels. The sample in this study was K1 2017 class which consisted of 29 students selected by using cluster random sampling technique. The technique of data collection was pronunciation test that consists of 60 words and questionnaire that consists of 7 question. In analyzing the data, the researcher used Cambridge Advanced Learner Dictionary. From the result of the test, the researcher found that the common type of stress error that made by the students was vowel /æ/ (66.2%) from all the errors occurred. The mean of students' level of error in English vowel was 66,1%.

Key words: Mispronounced, vowel

A. INTRODUCTION

Pronunciation in language has been functioned as a basic requirement of learners' competence. Pronunciation is also known as one of the most important features of spoken language. It is important because it shows how people make a sound of words and how they articulate the words. Many people who learn English language usually do not notice carefully to their pronunciation. Even worse, some of them underestimate it. They think that pronunciation is less important than grammar and vocabulary. In fact, in my opinion pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation, for examples: if someone pronouncing the words *fog* and *fox*, *sea* and *she*, *sick* and *six* with relatively no differences, in some cases can lead to a misunderstanding.

The pronunciation words were described in a different way. According to Kelly (2000) he states pronunciation is the activity when we use all the speech organs to make sounds in some way. Fachrurrazy (2002) states that pronunciation can be

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characterized as the manner in which a certain sound is produced; stress (i.e. the pronunciation of a word (in a sentence) or syllable (in a word) with more than the syllables of the surrounding words); intonation (i.e. the rise and fall of the pitch of the voice while speaking, particularly since this affects the sense of what is said). Schmitt (2010) also defines pronunciation as a term used to obtain all aspects of how we communicate with speech sounds.

Fromkin (2003:20) says that it is very important to learn the English pronunciation. Language is made of all sounds of voice. People know a certain language and know the sound and how to make it. Pronunciation is a means to make sense. It consists of several segments and aspects of language such as intonation, phrasing, stress, timing, rhythm, voice quality and also gestures and expression in a language. Several researchers have conducted studies related to this topic. Puspita (2007) analyzed the students' errors in pronouncing English vowels by the second-year students. Rifandi (2008) in his research about the error analysis in pronouncing English consonant. Razak (2010) analyzed the Students' difficulties in pronouncing English vowels by the third-year student. Adawiyah and Retnowati (2014) analyzed students' errors in pronouncing English vowels by the second-year students. Munawarah (2014) researched an error analysis of pronouncing English vowels by second-semester students. Wulansari (2017) analyzed students' errors in pronouncing English vowels sound. Muawanah (2017) researched students' error pronunciation in drama performance. Fauziah (2018) analyzed students' error in pronouncing English diphthong by the third-year students.

Most of those researchers focused on what vowel were mostly mispronounced by the students and the ability of students in pronouncing English vowel but these studies still did not discover the factors that made students difficult to pronounce English vowels. Furthermore, the factors that made students difficult will be one of the focus of the researcher's study.

B. RESEARCH METHOD

In this research, the writer used descriptive research. The aim of using descriptive research is to figure out the students' ability to pronounce English vowel as well as what kind of vowel that was mostly mispronounced by learners of the Universitas Negeri Padang's English Department in the third year. The population of this research was the third year English Department students who took educational program registered in academic year of 2017. There was eight classes of third years students in English department UNP: K1, K2, K3, K4, NK 1, NK 2 and NK 3. The sample was K1 2017. The technique of random cluster sampling was used in order to take the sample. Random cluster sampling is believable to be appropriate in choosing sample since the population has similar characteristics. In taking the sample, the researcher used lottery system. First, the researcher wrote 8 classes then, one of them was chosen randomly. The class taken in the piece of paper was the sample of this research.

This research used pronunciation test and questionnaire. Pronunciation test was used to find out the vowel sounds are difficult to be pronounced by them. Questionnaires were used to find out the factors make the students difficult to pronounce the English Vowel. For pronunciation test, the researcher called the

students one by one. The student sat in front of the researcher. The researcher gave pronunciation test paper to the students. The paper consists of several vowel words that students will pronounce. And for questionnaire, after the students finish doing the test, the researcher will give the questionnaire to the students and then the students answer the question from the questionnaire.

In analyzing the data, the researcher found out the error. The researcher listened to the recording of the vowel pronunciation. The researcher used Cambridge Advanced Learner's Dictionary as a standard pronunciation in deciding whether the pronunciation is correct or not. Next, the researcher identified the mispronounced. The data which have collected and analyzed is categorized. The researcher calculated the amount of each mispronounced vowel and get which one is the most. In order to know the frequency or percentage of error vowel pronunciation, the data were calculated using formula by Arikunto (2010). After that, the researcher analyzed the score of the students. To know how the pronunciation of the students, the researcher calculated the score. Then, the researcher took the students' mean in order to determine the score average of the students. It is done by following a formula proposed by Gay (2009). After the score has obtained, the ability of students' pronunciation of vowel is categorized by following criteria.

C. RESULT AND DISCUSSION

1. Research Finding

There were 29 students taken the test and each of them was asked to pronounce 60 vowel words. There are 12 vowels and each vowel have 5 items or words. The researcher gave pronunciation test to the students. The test consists of 50 English vowel words. The researcher asked the students to pronounce the words. The pronunciation was recorded through tape recorder. Then, the researcher checked the pronunciation by using Cambridge Advanced Learner Dictionary.

There are 29 students participated in this research, so there are 1.740 phonetic transcriptions. From the total number of items, 1.151 of them was pronounced correctly and 589 vowels were pronounced incorrectly. It means that 33,85% of 1.740 vowels words were failed to pronounce correctly by the students.

After checking the student pronunciation by using Cambridge Advanced Learner Dictionary, the number errors of vowel words that are made by the students in pronunciation test were calculated.

Table Percentage of Vowel Error

No.	Vowels	Number of items	Frequency of error	Percentage of error
1.	/ i: /	145	69	47,6 %
2.	/ I /	145	0	0 %
3.	/ e /	145	23	15,9 %
4.	/ æ /	145	96	66,2 %
5.	/ a: /	145	59	40,7 %
6.	/ ɒ /	145	35	24,1 %

7.	/ ɔ: /	145	62	42,8 %
8.	/ u: /	145	58	40 %
9.	/ U /	145	44	30,3 %
10.	/ Λ /	145	69	47,6 %
11.	/ ə: /	145	52	35,9 %
12.	/ ə /	145	22	15,1 %
TOTAL		1.740	589	100 %

After that, the researcher analysed the score of the students to know how the pronunciation of the student. The students' score mean was also determined in order to get the score average of the students.

Table Students Pronunciation Score

Student	Correct Pronunciation	Incorrect Pronunciation	Score
1.	27	33	45
2.	33	27	55
3.	30	30	50
4.	33	27	55
5.	34	26	56,6
6.	38	22	63,3
7.	46	14	76,6
8.	48	12	80
9.	49	11	81,6
10.	30	30	50
11.	47	13	78,3
12.	53	7	88,3
13.	40	20	66,6
14.	33	27	55
15.	48	12	80
16.	24	36	40
17.	40	20	66,6
18.	37	23	61,6
19.	33	27	55
20.	40	20	66,6
21.	30	30	50
22.	29	31	48,3
23.	28	32	46,6
24.	59	1	99,1
25.	39	21	65
26.	53	7	88,3
27.	51	9	85
28.	50	10	83,3
29.	49	11	81,6
TOTAL			1918,3
MEAN			66,1

After the score has been obtained, the ability of students' pronunciation of vowel is categorized by using student score category. The score category of the students is shown in the table below:

Tabel Students' score category

Student	Score	Level/Category
1.	45	Fairly Sufficient
2.	55	Fairly Sufficient
3.	50	Fairly Sufficient
4.	55	Fairly Sufficient
5.	56,6	Sufficient
6.	63,3	Sufficient
7.	76,6	Good
8.	80	Excellent
9.	81,6	Excellent
10.	50	Fairly Sufficient
11.	78,3	Good
12.	88,3	Excellent
13.	66,6	Good
14.	55	Fairly Sufficient
15.	80	Excellent
16.	40	Fairly Sufficient
17.	66,6	Good
18.	61,6	Sufficient
19.	55	Fairly Sufficient
20.	66,6	Good
21.	50	Fairly Sufficient
22.	48,3	Fairly Sufficient
23.	46,6	Fairly Sufficient
24.	99,1	Excellent
25.	65	Sufficient
26.	88,3	Excellent
27.	85	Excellent
28.	83,3	Excellent
29.	81,6	Excellent

The questionnaire used to know the factors made the students' difficult to pronounced the English vowels. The questionnaire consisted of 7 questions. The following presentation described a clear explanation about the items of the questionnaire.

No.	STATEMENTS (7 ITEMS)	RESPONSES			
		SA	A	D	SD
1.	You have basic knowledge of English about pronunciation	13,8%	75,9%	10,3%	-
2.	You have enough ability in pronunciation	3,4%	86,3%	10,3%	-
3.	You have good and useful facilities in speaking class	-	55,2%	41,4%	3,4%
4.	Your teacher applied appropriate method to teach speaking-pronunciation	3,4%	51,7%	44,8%	-
5.	You have enough time with English language spoken	10,3%	62,1%	27,6%	-
6.	You have enough frequency with English language spoken	10,3%	58,6%	31,1%	-
7.	The number of students in your class is effective to learning English pronunciation	6,9%	37,9%	55,2%	-

2. Discussion

2.1 The vowel that mostly mispronounced by the third-year students

The result of the present study shows that from the total number of items, 1.151 of them was pronounced correctly and 589 vowels were pronounced incorrectly. It means that 33, 85% of 1.740 vowels words were failed to pronounce correctly by the students. Most of the students still made some errors in vowel /æ/, /i:/, /a:/, /u:/ and /ʌ/.

2.2 The ability of third-year students in pronouncing English vowels

Arikunto (2010) categorized ability of the students into five grades: Excellent (A: 80-100), Good (B: 66-79), Sufficient (C: 56-65), fairly Sufficient (D: 40-55), and Poor (E: 00-39). The third year's student of English Department is varied in these categories. Based on table, most of the students are categorized into fairly sufficient category. The mispronounced vowel of English words that mostly did by the students is vowel /æ/ despite of the other type of vowels. For example, the students pronounce cat with /ket/, and flat with /flet/.

2.3 The factors leading to the students' errors in pronouncing English vowel

The result of the research through questionnaire showed that the factors made the third-year of English Department students difficult to pronounce the English vowels are: (1) They have not good and useful facilities in speaking class, (2) Their teacher did not applied appropriate method to teach speaking-pronunciation, and (3) The number of students in their class is not effective to learning English pronunciation.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion above, the first mispronounced vowel is /æ/ with the error percentage 66,2 %. The second one is vowel /ʌ/ with the error percentage 47,6 %. Vowel /i:/ is the third one with the error percentage 47,6 %. The fourth one is vowel /ɔ:/ with the error percentage 42,8 %. Next is vowel /a:/ with the error percentage 40,7 %. Then, vowel / u: / with the error percentage 40%. The vowel /ə:/ and /U/ with the error percentage 35,9% and 30,3%. After that, the vowel / ɒ /, /e/ and / ə / with the error percentage 24,1%, 15,9% and 15,1%. The last, students have correctly pronounced vowel /I/ with the error percentage 0 %.

Moreover, it can be said that the English department students in 2015 of Universitas Negeri Padang has good ability in pronouncing vowel of English words. The mean of the score is 66,1. There are 9 students belong to excellent. The students that get good ability are 5 students. Moreover, many students belong to sufficient category, it is about 3 students. There are 11 students that belong to fairly sufficient category. No student belongs to poor category.

Furthermore, the factors make the students errors in pronouncing English vowel are they have not good and useful facilities in speaking class, their teacher did not apply appropriate method to teach speaking-pronunciation, and the number of students in their class is not effective to learning English pronunciation.

B. Suggestion

Based on the findings and the conclusion of the research, there are several suggestions offered. First, there needs to be more emphasis on the English pronunciation subject. The syllabus must include a separate teaching of pronunciation or pronunciation subject. Next, based on the findings, the researcher hopes that teachers or lecturers could further help students improve their ability to pronounce English words by giving them more practice in teaching pronunciation in the classroom.

For other researchers, based on the questionnaire, students say that they have basic knowledge and enough ability but they still make errors and their score in pronouncing some English vowels are high. It would be worthwhile to study about why some students still make errors when they have basic knowledge about pronunciation and enough ability in pronouncing English vowels. Other researchers could also dig deeper and improve or develop the instrument that the researcher used in investigating problems in pronouncing vowel of English words. Thus, deeper analysis will be resulted. Last, it is as well advisable for other researchers to scrutinize not only vowel, but also another kind of aspects such as consonant, sound stress of the pronunciation .

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