

AN ERROR ANALYSIS IN PRONUNCIATION OF ENGLISH VOWELS OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNISMA

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Abstract: This study aimed to analyze the pronunciation errors of vowels sounds that mostly occurred made by the third semester of English students of University of Islam Malang. The focus of this study is to identify errors in pronouncing English vowels of the third semester students of English Department of Unisma. The researcher used descriptive qualitative. The subjects of this research were the 11 third semester students of English Department. The researcher collected the data by giving the test of the students. Every student had been given same test. The students were asked to read some words that contain list of English vowel. The list of word contains of 12 point; each point contains of 3 words. The procedure used by the researcher are identifying the errors and describing the errors. In this research, the researcher found that there were some mispronounced vowels made by the students. The percentages number of pronunciation errors of English vowels, from the highest are: vowel /ɔ:/ (21,6%), vowel /ɑ:/ (16,8%), vowel /i:/ (11,6%), vowel /ɜ:/ (10,4%), vowel /u:/ (9,6%), vowel /æ/ (8,8%), vowel /ʌ/ (8,8%), vowel /ə/ (8,8%), vowel /e/ (2%), vowel /ɪ/ (0,8%), vowel /ʊ/ (0,8%), and vowel /ɒ/ (0%). The result showed that the students perform most errors in pronouncing vowel are the vowel /ɔ:/ as in call /kɔ:l/, taught /tɔ:t/, caught /kɔ:t/, and poor /pɔ:r/, the vowel /æ/ as in lamp /læmp/, and hang /hæŋ/, the vowel /ʌ/ as in luck /lʌk/, and son /sʌn/, the vowel /ə/ as in would /wəd/, the vowel /i:/ as in least /li:st/, and the vowel /ɑ:/ as in father /'fɑ:ðə(r)/, and hearth /hɑ:θ/.

Keywords: Pronunciation, Error Analysis, Vowel.

INTRODUCTION

Language is an important thing in our lives, without language we as human cannot establish and preserve communication with others. Nishanthi (2018) states that language is the main source of communication. Communication is the way to make an interaction to exchange the information and to share the ideas, feelings, and thoughts with others. So, we must learn more about language to communicate with others.

Related to communication, there are two processes in communication. One of them is we need to be able to employ the language to convey the intent to others, otherwise, we need it to know what they are conveying to us (Finch, 2003). One of the most necessary things that should be attention in communicating by using foreign language is pronunciation. When we communicate, pronunciation has important role besides grammar.

Pronunciation is the main aspect in English, especially in oral communication. To get the correct pronunciation is not easy because it is a foreign language so it takes a lot of time to study it. To communicate with other people, we have to be good in pronunciation, so they can understand what we say. When we talk about pronunciation, we focus on the word rather than individual sounds, as well as articulation. So pronouncing English word is not easy; it depends on our dialect. English dialects that are commonly used in the world are classified into two types, namely, British English and American English. Both American and British English have significant differences in terms of spelling, grammar, pronunciation or accent, and vocabulary. In Indonesia, the practice of English from elementary to high school uses American English which dominates our ears and eyes. This also continues until college, learning English at universities also uses American English.

About its pronunciation, English is quite difficult for Indonesian people, no exception the learners of English Department of UNISMA. In some cases, the difficulties are caused by the fact that irregular spelling of the language offers poor guidance to its pronunciation (Syafei, 1988). They assume that pronouncing English word is a difficult thing to do; it is because their tongue is not usual in pronouncing some words that they rarely pronounce. In other words, it is different from their mother tongue. Some of them often find error in pronouncing English words. They pronounce English words same as they pronounce Indonesian words. The students may also have difficulty in differentiating two words which has a little similar sounds. And sometimes they have more errors in pronouncing in English vowel.

In addition, learning pronunciation of a second language has different problems that speakers face when they learn their first language (Nurani and Rosyada, 2015). The source of pronunciation difficulty is due to English as the second or perhaps

the third language of the students of English Department. In fact, the students of English Department are mostly Javanese and typically have Javanese language as mother tongue while Bahasa as either second or first language.

The first previous study is about an error analysis on diphthong sounds pronounced by students' fourteenth semester in English Department was done by Pratama (2017). It was conducted at fourteenth semester students in English Department of UIN Sunan Kalijaga. The purpose of this research was to describe the error of students' production in pronouncing diphthong sounds. The second previous study is about an analysis of interlingual errors in English pronunciation made by the fifth semester students of English education study program at UIN Raden Fatah Palembang arranged by Salwa (2017). The aims of this research are to find out the interlingual errors of pronunciation made by the fifth semester students and to find out the most frequent type of interlingual errors of their pronunciation. And the last previous study is about an analysis of errors in pronouncing English diphthong at second grade of MTs. Al-Fath Cilegon is conducted by Ramandhani (2016). The purposes of this study are to find out the errors faced by students in pronouncing English diphthong, to describe what diphthongs are mispronounced by student and to describe the transcriptions of students' recordings in English pronunciation of diphthongs using reading aloud method.

The purpose of this study is to analyze the pronunciation errors of vowels sounds that mostly occurred made by the third semester of English students of University of Islam Malang. Therefore, the researcher is interested in conducting a research about an error analysis in pronunciation of English vowels of the English Department students in order to improve pronunciation ability.

METHOD

In this research, the researcher used descriptive qualitative research as research design. Lambert (2012) states that the aim of qualitative descriptive is a comprehensive summarization of certain events experienced by individuals or groups of individuals. The researcher collected the data from the participant. The subject of this research is the third semester students of English Department; there are 11 participants, those are students of the third semester of English

Department who participate the test. According to Arikunto (2006), research instrument is a tool or facility used by researcher to collect data. To achieve the aim of the research, the researcher used test. Test is carried out to know where the error occurs. The pronunciation is carried out by reading some words that contain list of English vowel which has been selected by the researcher. The list of word contains of 12 point; each point contains of 3 words. Then, the researcher recorded the pronunciation with phone or through video call to collect data and make it easier to analyze kinds of errors in English vowel.

The researcher collected data through the following procedures, such as:

1. the researcher asked the students to read some words which contain of English vowel.
2. one by one of the students read the text, while the researcher recorded their voices as documentation during they read.
3. the researcher recorded the pronunciation of the students with phone or through video call to collect data.
4. the researcher also used note taking to catch information which are desired from the audio recording. Note taking is used to list the words that incorrectly produced by the students from the audio recording before being transcribed.
5. then, the researcher analyzed and transcribed the data collected.

After the data are collected, it must be analyzed. The first step is identifying the error. The researcher chose the standard of English pronunciation as a tool to support finding accuracy of student's pronunciation. In this case, the researcher used Oxford dictionary as the handbook for English standard pronunciation and used the International Phonetic Alphabet (IPA) to describe the sounds of spoken languages. The researcher used dictionary not only by looking the transcription, but also the researcher used the IPA audio to find out the accuracy. And the standard used by the researcher was American English accent. Then, the researcher identified the data whether it is an error or a mistake. If it is mistake it should be eliminated. After identifying the error, the next step is describing the error. The researcher described it adequately. The description is determined based on the data and the test. And the last step is drawing the conclusion.

FINDING AND DISCUSSION

In order to answer the research question above, this chapter showed the detailed of the findings from the process of collecting data. In this research, the researcher gained the data from the test done by 11 third semester students of English Department as participant. The test result was recorded through video call. The recording process took place in different time and situations. In analyzing the data, the procedures used by the researcher are identifying the errors and describing the errors.

In this result of the test, the researcher found that there were some mispronounced made by the students. The recapitulation of students' error classified on the phonetic vowel symbol, can be seen on the table below.

No.	Initial Name	Classification of Error in Vowel Symbol												Total Error
		/æ/	/e/	/ɔ:/	/ɒ/	/ʌ/	/ɜ:/	/ə/	/ɑ:/	/i:/	/ɪ/	/u:/	/ʊ/	
1.	ANF	2	1	5	-	2	2	2	4	3	-	3	-	24
2.	MANH	2	1	5	-	2	2	2	4	3	-	3	-	24
3.	ENA	2	-	4	-	2	3	2	3	2	-	2	-	20
4.	MNCM	2	1	5	-	2	3	2	4	3	1	2	1	26
5.	KM	2	-	5	-	2	2	2	4	2	-	1	1	21
6.	RND	2	1	5	-	2	3	2	4	3	-	3	-	25
7.	NK	2	-	5	-	2	3	2	4	3	-	3	-	24
8.	AH	2	-	5	-	2	3	2	4	3	-	2	-	23
9.	YM	2	-	5	-	2	1	3	4	3	1	2	-	23
10.	BSM	2	-	5	-	2	1	1	3	1	-	-	-	15
11.	KSRW	2	1	5	-	2	3	2	4	3	-	3	-	25
<i>Total</i>		22	5	54	0	22	26	22	42	29	2	24	2	250
<i>Percentage</i>		8,8%	2%	21,6%	0%	8,8%	10,4%	8,8%	16,8%	11,6%	0,8%	9,6%	0,8%	100

Based on the table, it can be concluded that there were 250 errors made by 11 third semester students in pronouncing English vowel. The students' errors on the vowel /æ/ were 22 with the percentage (8,8%), errors on the vowel /e/ were 5 with the percentage (2%), errors on the vowel /ɔ:/ were 54 with the percentage (21,6%), errors on the vowel /ɒ/ were 0 with the percentage (0%), errors on the vowel /ʌ/ were 22 with the percentage (8,8%), errors on the vowel /ɜ:/ were 26 with the percentage (10,4%), errors on the vowel /ə/ were 22 with the percentage (8,8%), errors on the vowel /ɑ:/ were 42 with the percentage (16,8%), errors on the vowel /i:/ were 29 with the percentage (11,6%), errors on the vowel /ɪ/ were 2 with the

percentage (0,8%), errors on the vowel /u:/ were 24 with the percentage (9,6%), and the last students' errors on the vowel /u:/ were 2 with the percentage (0,8%).

The errors of pronunciation in vowel words made by the students can be transcribed as follows.

No.	Words	Transcription		Students Initial	Total of Student
		Oxford Dictionary	Students' Pronunciation		
1.	Call	/kɔ:l/	/kɒl/ /kɒ:l	1,2,3,4,5,6,7,8,11 9,10	11
2.	Agree	/ə'gri:/ /ə'grɪ:/	- /ə'grɪ/	- 1,2,4,6,7,8,9,11	- 8
3.	Car	/kɑ:(r)/	/kɑr/	1,2,4,5,6,7,8,9,10,11	10
4.	Cook	/kʊk/	/kɒk/	4	1
5.	Box	/bɒks/	/bɒks/	6	1
6.	Green	/gri:n/	/grɪn/	1,2,3,4,5,6,7,8,9,11	10
7.	Lamp	/læmp/	/ləmp/ /tʃərn/ /tʃɔrn	1,2,3,4,5,6,7,8,9,10,11 1,2 3	11
8.	Turn	/tɜ:n/	/trɒn/ /tərn/ /tɔrn/ /nʃɔ/	4 5,7,8 6,11 1,2,6,7,8,11	9
9.	New	/nju:/	/new/ /njow/	3 4	8
10.	Luck	/lʌk/	/læk/ /lɒk/	1,2,3,5,7,8,9,10,11 4,6	11
11.	Pick	/pɪk/	-	-	-
12.	But	/bət/	/bat/	1,2,3,4,5,6,7,8,9,11	10
13.	Spill	/spɪl/	-	-	-
14.	Too	/tu:/	/tʊ/	1,2,3,4,6,7,8,9,11	9
15.	First	/fɜ:st/	/fərs/ /wɒld/ /wɒld/ /wɜ:ld/ /wɒld/	1,2,3,4,6,7,8,9,10,11 1,2 3,4,11 5 6,7,8,9,10	10
16.	Would	/wəd/	-	-	-
17.	Tent	/tent/	/hard/ /hərd/	1,2,5,7,9,11 4,6	8
18.	Hard	/hɑ:d/	/mɔr/ /mɒ:r/	1,2,4,5,6,7,8,9,11 10	10
19.	More	/mɔ:(r)/	-	-	-
20.	Desk	/desk/	-	-	-
21.	Full	/fʊl/	/fu:l/	5	1
22.	Hang	/hæŋ/	/haŋ/ /heŋ/	1,2,5,6,7,11 3,4,8,9,10	11
23.	Least	/li:st/	/lɪs/ /les/	1,2,3,5,6,7,8,9,10,11 4	11
24.	Shock	/ʃɒk/	/ʃɒk/	6	1
25.	Blue	/blu:/	/blʊ/	1,2,5,6,7,9,11	7
26.	Nurse	/nɜ:s/	/nɜrs/	3,6,7,8,11	7

No.	Words	Transcription		Students Initial	Total of Student
		Oxford Dictionary	Students' Pronunciation		
27.	Lift	/lɪft/	/lef/	4	2
28.	Son	/sʌn/	/san/ /sɒn/ /sʊn/	1,2,5,7,8,10,11 3,4,9 6	11
29.	Alive	/ə'laɪv/	-	-	-
30.	Father	/ˈfɑːðə(r)/ /ˈfɑːðə(r)/	/ˈfɑðər/ -	1,2,3,4,5,6,7,8,9,10,11 -	11 -
31.	Taught	/tɔ:t/	/θɒt/ /θɒt/ /taʊg/ /taft/ /taɔg/ /taʊθ/ /tɔʊg/	1,2 3 4,6,7,11 5 8 9 10	11
32.	Caught	/kɔ:t/	/kaθ/ /tʃʊg/ /kaʊg/ /kaf/ /kaɔg/ /kaʊθ/ /kɔʊg/	1,2 3 4,6,7,11 5 8 9 10	11
33.	Annoy	/ə'nɔɪ/	-	-	-
34.	Slept	/slept/	/slɪp/	1,2,4,6,11	5
35.	Poor	/pɔ:r/	/puər/ /pʊr/ /pər/ /pu:r/	1,2,8 3,4,6,7,10 5 9,11	11
36.	Hearth	/hɑ:θ/	/hərθ/ /hərt/ /hɜ:rθ/ /harθ/ /həð/	1,2,7 3,4,6,10,11 5 8 9	11

From the table above, we can see that vowel /ɔ:/ became /ɒ/ and /ʊ:/ for the word *call* and *more*. Vowel /i:/ became /ɪ/ for the word *agree* and *green*. Vowel /ɑ:/ became /a/ for the word *car* and *father*. Vowel /ʊ/ became /ʊ/ for the word *cook*. Vowel /ɒ/ became /ʊ/ for the word *box* and *shock*. Vowel /æ/ became /e/ for the word *lamp*. Vowel /ɜ:/ became /ə/ and /ʊ/ for the word *turn*. Vowel /u:/ became /ʊ/ and /e/ for the word *new*. Vowel /ʌ/ became /a/ and /ʊ/ for the word *luck*. Vowel /ə/ became /a/ for the word *but*. Vowel /u:/ became /ʊ/ for the word *new, too* and *blue*. Vowel /ə/ became /ʊ/, /ɒ/, /u:/, and /ʊ/ for the word *would*. Vowel /ɑ:/ became /a/ and /ə/ for the word *hard*. Vowel /æ/ became /a/ and /e/ for the word *hang*. Vowel /ʊ/ became /u:/ for the word *full*. Vowel /i:/ became /ɪ/ and /e/ for the word *least*. Vowel /ɜ:/ became /ʊ/ and /ɒ/ for the word *nurse*. Vowel /ɪ/ became /e/ and /i:/ for

the word *lift*. Vowel /ʌ/ became /a/, /ɒ/, and /ʊ/ for the word *son*. Vowel /ɔ:/ became /ɒ/, /ɒʊ/, /aʊ/, /a/, /aɔ/, and /ɔʊ/ for the word *taught* and *caught*. Vowel /e/ became /ɪ/ for the word *slept*. Vowel /ɜ:/ became /ʊə/, /ʊ/, /ɔ/, and /u:/ for the word *poor*. And vowel /ɑ:/ became /ə/, /ɜ:/, and /a/ for the word *hearth*.

The data above showed that those are few words whose vowels are mispronounced. Among all the words, the words *call*, *lamp*, *luck*, *would*, *hang*, *least*, *son*, *taught*, *caught*, *poor*, and *hearth* are the words whose are frequently mispronounced by students.

After the researcher knew the result of the test that have given to the students, the researcher found that there were many errors produced by the students in pronouncing English vowel. Those errors are occurred because some English vowel sounds are different from students' mother tongue. In their mother tongue, the sounds are same with the letter spelling system. Whereas, in English, the sounds are usually different from the letter method. From those reasons, the students mostly made errors in English vowel.

As presented in the findings, there were several things that can be noted down. The students made errors in pronouncing English vowel sounds that do not exist in Indonesian phonetic system such as: /ɔ:/, /ɑ:/, /i:/, /ɜ:/, /u:/, /æ/, /ʌ/, /e/, and /ʊ/. The error of vowel /ɔ:/ that happened in students' pronunciation were: the changing of vowel /ɔ:/ became /ɒ/, /ɒ:/, /ɒʊ/, /aʊ/, /aɔ/, /a/, /ɔʊ/, /ʊə/, /ɔ/, and /u:/. The error of vowel /ɑ:/ that happened in students' pronunciation were: the changing of vowel /ɑ:/ became /a/, /ə/, and /ɜ:/. The error of vowel /i:/ that happened in students' pronunciation were: the changing of vowel /i:/ became /ɪ/, and /e/. The error of vowel /ɜ:/ that happened in students' pronunciation were: the changing of vowel /ɜ:/, became /ə/, /ʊ/, and /ɒ/. The error of vowel /u:/ that happened in students' pronunciation were: the changing of vowel /u:/, became /ʊ/, /e/, and /ʊ/. The error of vowel /æ/ that happened in students' pronunciation were: the changing of vowel /æ/ became /a/ and /e/. The error of vowel /ʌ/ that happened in students' pronunciation were: the changing of vowel /ʌ/ became /a/. The error of vowel /e/ that happened in students' pronunciation were: the changing of vowel /e/ became /ɪ/. The error of vowel /ʊ/ that happened in students' pronunciation were: the changing of vowel /ʊ/ became /ɒ/ and /u:/. Moreover, some students are seemed to

have no problem to pronouncing vowel /ɒ/ as in shock /ʃɒk/, vowel /ə/ as in agree /ə'gri:/, alive /ə'laɪv/, father /'fɑ:ðə(r)/, and annoy /ə'nɔɪ/, vowel /ɪ/ as in pick /pɪk/ and spill /spɪl/, and vowel /e/ as in desk /desk/ and tent /tent/.

This study showed that the majority of the students mostly made the errors in pronouncing English vowel on the /ɔ:/ sound. The pronunciation of English vowels reveals that the students faced difficulties due to the students' first language interference. Seddighi in Salwa (2017) stated that there were two main factors that cause phonological problems; the differences between the first language and the target language, and the first language interference.

With these various differences, English learners often experience difficulties due to various things. According to Harmer (2007) there are three particular problems occur in much pronunciation teaching and learning such as what students can hear, what students can say, and the intonation problems. These problems can be overcome by trying to study theories of phonology, being diligent in opening a dictionary to know how to pronounce a word and practicing how to pronounce it. Beside, the students must also train their hearing by listening to native speaker either directly or indirectly.

In learning English, being able to pronounce words, phrases and sentences correctly as a native speaker is the main purpose. This is important because in English, mispronunciation will cause the wrong meaning of the word. As a result, the message that we want to convey will not be received clearly.

CONCLUSION AND SUGGESTION

The conclusion of the research deals with the answer of the statement of the study based on the findings and discussions. The sounds which are being errors in pronouncing English vowels of the third semester students of English Department of University of Islam Malang in academic year 2018/2019 are: /ɔ:/, /ɑ:/, /i:/, /ɜ:/, /u:/, /æ/, /ʌ/, /ə/, /e/, /ɪ/, and /ʊ/. The most errors in pronouncing vowel are the vowel /ɔ:/ as in call /kɔ:l/, taught /tɔ:t/, caught /kɔ:t/, and poor /pɔ:r/, the vowel /æ/ as in lamp /læmp/, and hang /hæŋ/, the vowel /ʌ/ as in luck /lʌk/, and son /sʌn/, the vowel /ə/ as in would /wəd/, the vowel /i:/ as in least /li:st/, and the vowel /ɑ:/ as in father /'fɑ:ðə(r)/, and hearth /hɑ:θ/.

In learning English there are some errors faced by students which are caused by various difficulties such as, related to what students can hear, what students can say, and the intonation problems. These errors are common mistakes faced by students. Therefore, it is very important to introduce English learners how to pronounce English correctly from the beginning. Thus, it can be expected that students will be able to master the correct pronunciation methods in English. So that they can speak English fluently and correctly.

Based on the result of this research, the researcher would like to give some suggestions. For English lecturers, English lecturers should optimize their teaching of pronunciation, especially the pronunciation of vowel to avoid some interference from their native language. Lecturers need to give more drills and practices to the students in order to minimize problems that they might face when pronouncing vowel. For English students, the students should practice the pronunciation of vowel more. Since language is a matter of habit, it is impossible to acquire it without regular and much practice. And for further researcher, the researcher hopes that this research will be useful and can be used as a reference to others who will conduct and develop a similar study.

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