

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

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain  
Bachelor Degree of Education (B.Ed) in English Education Program*



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2020**

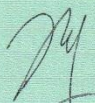
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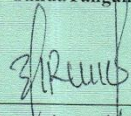
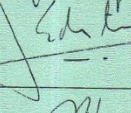
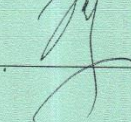
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## **ABSTRAK**

**Putri, DindaSalsabila. 2020. An Analysis of Errors by The Third Year English Department Students in Pronouncing English Vowel. Criteria: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang**

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk mengidentifikasi huruf vokal yang sering sekali salah diucapkan dan kemampuan mahasiswa jurusan Bahasa Inggris tahun ketiga Universitas Negeri Padang. Penelitian ini juga bertujuan untuk mengetahui faktor-faktor yang menyebabkan kesulitan siswa dalam mengucapkan vocal bahasa Inggris. Sampel dalam penelitian ini adalah mahasiswa tahun tiga yang terdiri dari 22 siswa yang dipilih dengan menggunakan teknik random sampling. Teknik pengumpulan data adalah tes pengucapan dan angket. Dalam menganalisis data, peneliti menggunakan Cambridge Advanced Learner Dictionary. Dari hasil tes, peneliti menemukan bahwa jenis kesalahan stres yang umum dilakukan oleh siswa adalah vokal /æ/ (65,3%) dari semua kesalahan yang terjadi. Rata-rata tingkat kesalahan siswa dalam vocal bahasa Inggris adalah 67,2%.

Keywords: Mispronounce, vowel

## **ABSTRACT**

**Putri, DindaSalsabila. 2020. An Analysis of Errors by The Third Year English Department Students in Pronouncing English Vowel. Criteria: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang**

This research was a quantitative 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' errors to pronounce English vowels. The sample in this study was third-year students which consisted of 22 students selected by using random sampling technique. The technique of data collection was pronunciation test and questionnaire. In analysing 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/ (65.3%) from all the errors occurred. The mean of students' level of error in English vowel was 67.2%.

Keywords: Mispronounce, vowel

## ACKNOWLEDGEMENTS

First of all, the researcher would like to say Alhamdulillah, praise be upon to Allah SWT, the Lord of the Universe, that under His blessing, mercy, and great guidance, the writer is eventually able to finish this thesis entitled “An Analysis of Errors by The Third Year English Department Students in Pronouncing English Vowel” as one of the requirements for obtaining the Strata One (S1) degree at English Department, the Faculty of Languages and Arts, Universitas Negeri Padang.

In accomplishing this thesis, the researcher has been assisted and guided by a number of great people. It is a great pleasure to convey an appreciation and gratitude to thank them in this acknowledgement. The researcher would like to express the appreciation and gratitude to the advisors Dr. Rusdi Noor Rosa, S.S, M.Hum for his continuous support, encouragement and great assistance during the process of this thesis, to the examiners of this thesis comprehension test Witri Oktavia, M.Pd and Dr. Edi Trisno, M.A their ideas, criticisms, and constructive feedbacks have helped this thesis.

Finally, the writer expresses her sincerest gratitude to her great and beloved parents, grandparents, aunt and siblings who always gives her countless love, send her powerful prayers, and also give both mentally and financially support which help the writer to finish her study. The writer would like to express her thanks to Zikra Azkiya, Silva Husna and Vebi Yola Otkarisha Putri who always support and listened all of writer’s problems and also the writer want to say thank you to other **K2-2015** and **K3-2015** fellows for the unforgettable

moment she had while studying in English Department. The last, the writer want to express her thanks to her idol, Do Kyungsoo who has become a healer for the writer through his songs.

The researcher realizes that this thesis is far from perfect; therefore, the researcher will be very receptive to suggestions and constructive criticism for further improvement of this thesis. Finally, I hope this thesis is useful for readers in general and researchers in particular.

Padang, 31 Januari 2020

Dinda Salsabila Putri

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

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.

Pronunciation plays an important role in learning a second or a foreign language. Although English is one of subject school, most of Indonesian students often make errors, for example: in listening, speaking, reading, and writing. In speaking, it is necessary to notice students' pronunciation to avoid misunderstanding in communication. Among language components, phonology takes an important role. Automatically, phonology is related to pronunciation. In pronouncing, Vowel and consonant are two main type of speech sound production.

Pronunciation in language education has been a basic requirement of learners' skills. Pronunciation is one of the most important features. The skill of learners in good pronunciation places an important role. It is because pronunciation shows how people make a word sound and how they articulate the words. It includes the sound of its elements like vowels, consonants, intonation, rhymes, and stress.

Since there are a lot of problems with pronunciation, several researchers have conducted studies related to this topic. For example, Munawarah (2014) researched an error analysis of pronouncing English vowels by second-semester students. Adawiyah and Retnowati (2014) analyzed students' errors in pronouncing English vowels by the second-year 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. These studies discussed the English vowels and what vowel were mostly mispronounced by the students 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.

Studies related to English vowels errors and factors behind students' difficulties in pronouncing English vowels were conducted by Puspita (2007), Rifandi (2008) and Razak (2010). Puspita (2007) analyzed the students' errors in pronouncing English vowels by the second-year students. This researched

aimed to find out kinds of errors were made by students in pronouncing English vowels and why the errors happened. Rifandi\_ (2008) in his research about the error analysis in pronouncing English consonant, he tried to find out: (1) what errors made by students in pronouncing nasals consonants, (2) what errors made by the students in pronouncing fricatives consonants, and (3) what errors made by the students in pronouncing approximants consonants. Razak (2010) analyzed the Students' difficulties in pronouncing English vowels by the third-year student. The aim of the research was to find out the English vowels that made students difficult to pronounce and the factors made the students difficult to pronounce the English vowels.

As explained above, some of those studies only focused on what vowels mispronounced by students, while others focused on the students ability in pronouncing English vowels. Those studies are quite similar with this research, focused on what vowels mispronounced by students and the students' ability in pronouncing English vowels. Meanwhile, this research not only focuses what vowels mispronounced by students and the students' ability in pronouncing English vowels, but also on factors causing the errors in pronouncing English vowels.

## **B. Identification of Problem**

Based on the problem above, it is indicated that it is essential for every learner to master English orally. It is very important to have the correct pronunciation. The message will be understood by the hearer with the correct pronunciation. Besides, each learner tends to face pronunciation difficulty.

One of the most problems is the impact of their mother tongue. When learning a foreign language, the learner's first language will affect their pronunciation of the foreign language. When they pronounce their mother tongue, the way they pronounce the term is almost the same. The students tend to create mistakes. The significance that the hearer will transmit is also distinct when the English vowels is not pronounced well.

### **C. Limitation of the Problem**

To limit the problem, avoiding misunderstanding and clarifying the problem is essential. In pronouncing English vowels, the writer focuses the research on evaluating the error of the students. This research wants to know about the kinds of errors made by third-year students in pronouncing English vowels /i:/, /ɪ/, /e/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/ because pronunciation is very crucial to them, it enables students to understand and pronounce English sounds, and it also enables students to learn to distinguish between sounds.

### **D. Formulation of the Problem**

About the limitation above, the formulation of the problem states as How is the ability of third years English department students of Universitas Negeri Padang in pronouncing the English vowels? What factors make the students difficult to pronounce the English vowels?

### **E. Research Questions**

Based on the formulation of the problem above, the research questions can be formulated as follows:

1. What are the vowels mostly mispronounced by the third-year English department students of Universitas Negeri Padang?
2. How is the ability of third year English department students of Universitas Negeri Padang in pronouncing English vowels?
3. What are the factors leading to the students' errors to pronounce English vowels?

#### **F. Purpose of the Research**

This research is conducted to:

1. Find out the vowels that mostly mispronounced by the third-year English department students of Universitas Negeri Padang?
2. Find out the ability of third year English department students of Universitas Negeri Padang in pronouncing English vowels.
3. Find out the factors leading to the students' difficulties to pronounce English vowels.

#### **G. Significance of the Research**

This research has some significance. Practically, it is intended to enrich the results on the capacity of students to pronounce English vowels that many reseachers, particularly in the Universitas Negeri Padang Department of English, have not undertaken much. The result of the study is expected to be useful information for teachers to help the students to correct the mistakes and also to improve the method or the way of teaching and learning process.

Furthermore, this study is also expected to help students recognize their mistakes or errors and prevent them from doing so. Hence, to have a good

speaking skill, they can learn and practice pronunciation more. The research outcome will offer them some helpful understanding and experiences in teaching and enhancing English for the researchers.

#### **H. Definition of Key Terms**

Pronunciation : The act or result of producing the sounds speech,  
including articulation, stress, and intonation.

Vowel : Defined in term of position of the tongue and the shape of  
lips.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion above, the first mispronounced vowel is /æ/ with the error percentage 67.2 %. The second one is vowel / ʌ / with the error percentage 51,8%. Vowel /i:/ is the third one with the error percentage 44,3 %. The fourth one is vowel /ɔ:/ with the error percentage 40 %. Next is vowel /a:/ with the error percentage 44,5 %. Then, vowel / u: / with the error percentage 40,9%. The vowel /ə:/ and / ʊ / with the error percentage 36,3% and 30%. After that, the vowel / ɒ /, /e/ and / ə / with the error percentage 25,5%, 17,2% and 15,1%. The last, students have correctly pronounced vowel / ɪ / 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 65,3. There are 4 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 9 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 errors' 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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