

**AN ANALYSIS OF ERROR ON STUDENTS' PRONUNCIATION OF  
ENGLISH VOWELS AT THE SIXTH SEMESTER STUDENTS OF ENGLISH  
LANGUAGE EDUCATION DEPARTMENT AT UNIVERSITAS ISLAM  
RIAU**

**A THESIS**

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree  
In English language Education Department at Universitas Islam Riau



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PEKANBARU  
2021**

## ABSTRACT

**Sariani. 2021. An Analysis of Error on Students' Pronunciation of English Vowels at the Sixth Semester Students of English Language Education Department at Universitas Islam Riau. Thesis.**

**Key word:** Analysis, Error, pronunciation, vowels, cause.

*Pronunciation is one of the important components in English learning that has to be mastered by the learners. However, to have good skill in English pronunciation is challenging for a large number of English language learners, particularly in a place where English is learnt as a foreign language. Based on the problem, the objective of this research is to find out what kinds of students' errors in pronouncing English vowels and what factors caused the students' errors in pronouncing English vowels at the sixth semester students of English Language Education Department at Universitas Islam Riau.*

*The research design was qualitative research that involved 17 students at the sixth semester of English Language Education of Universitas Islam Riau. The students were asked to measure their pronunciation by fill in an online questionnaire through Google Form and also pronunciation recorded. The questionnaire was taken from existing questionnaire from Mulansari, Basri & Hastini (2014) with minor revision to adjust with this research context. Meanwhile, the students recording were taken from Cambridge Advanced Student's Dictionary Third Edition consist of 48 words from 12 English Vowels. The researcher analyzed the students' responses by the factors caused errors and kinds of errors.*

*This research finding showed that most of the students' errors are in misformation, followed by crosslingual substitution, interlingual substitution, miscellaneous substitution, and omission. For the factors caused the errors, it was found that internal factor is the most dominant. It refers to the students' motivation in learning English that plays important role in learning.*

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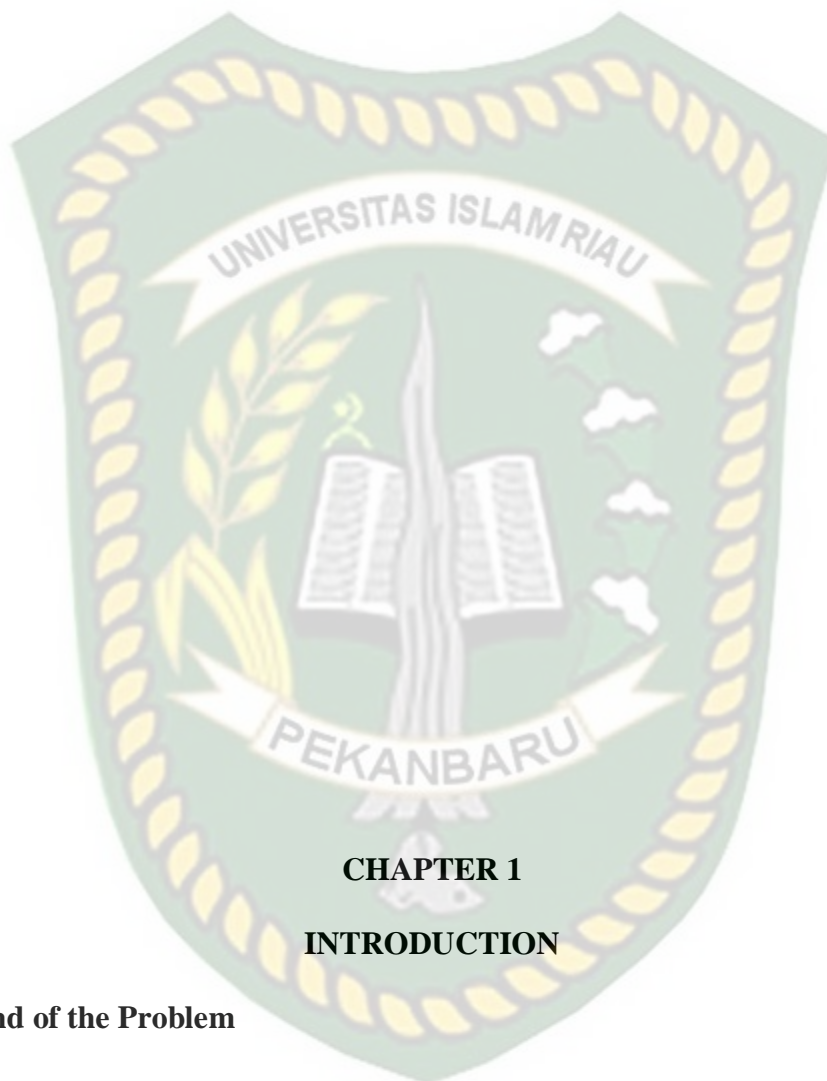
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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Problem**

Pronunciation is one of the important components in English learning that has to be mastered by the students because it can affect their English mastery. The students will get problems in speaking when they do not have correct pronunciation. In addition, in listening comprehension activity, the students also will face difficulty in understanding information that they listen. In other words, the communication process will not effectively work when there is a problem in pronunciation.

Commonly, there are some problems in pronunciation faced by the English students, such as; difficulty in identifying foreign sounds, difficulty in producing sounds, and difficulty in producing supra-segmental features. Firstly, some English students usually get difficulties in identifying foreign sounds. This problem happened because of some factors. One of the factors is because the tempo when the native speakers speak; they tend to speak quickly and link the words, that is why a large number of the students have difficulty in identifying the sounds and the result is a misunderstanding of the meaning.

Secondly, difficulty in producing sounds. It is known that the production of sounds has been different for all of the languages with there is no exception as a result. The more differences in sounds between the two languages, the more errors of interferences will occur. Indonesian students may have problem to pronounce English words, although the students get an English subject at their schools.

In many classrooms especially in Indonesia, the students learn the English subject for understanding only. So they do not know how to pronounce every English word correctly because there are significant differences in pronunciation styles between Indonesian and English. This condition will affect the learning styles of Indonesian students in generating English sound. If the style of Indonesian continues to be maintained, it may also affect the students' confidence when talking to other people or foreigners. When they have errors in speaking or conveying a different style in words or sentences; everyone began to underestimate, and this leads to reduction of confidence and hesitance in speaking English, and negatively affects the ability of the speaker.

Thirdly, the production of supra-segmental features problems. Supra-segmental features also called prosodic features relates to sounds at the macro level. Supra-segmental features are these melodic or prosodic elements in the flow of spoken language include pitch, length, stress and intonation. A process to pronounce an English sound by using these features of supra-segmental

is a difficult for a student who learns English as a foreign language in particular when they are not exposed to English sounds in their environment.

By doing pronunciation correctly toward language sound, pitch, length, stress, intonation, and the content expressed by someone will be understandable and acceptable by the listeners without misunderstanding. Thus, pronunciation is important not only to communicate ideas easily but also to understand other speakers properly.

Based on the observation at the first year students of Universitas Islam Riau, the researcher found that English students often experience difficulty in pronunciation, such as; not getting familiar and not knowing well about phonetic transcription symbol, and also do not like to open a dictionary on how to pronounce the words clearly and vividly.

Meanwhile, the phonetic transcription aims to provide language students clear information on how to pronounce correctly in English. Currently, each dictionary has phonetic transcription. Teaching students to use these symbols could be really useful for them but the students find it difficult to pronounce the word especially in pronouncing English vowels and consonants; such as /æ/ with a low tongue position in the mouth and slide it towards the front but the students put it in with /a/ and /dʒ/ with place the tip of the tongue directly behind the hard ridge at the front of the mouth but a large number of students put it in with /d/ like Indonesian sounds. In that case, the students should increase their desire to learn about the phonetic transcription in order to be able to easily produce the sounds correctly, and also accurately.

Moreover, there are kinds of errors that faced by the listeners. First, linguistic category, the errors are classified according to the linguistic component or the particular linguistic constituent the problem effect. Second, surface strategy taxonomy; student may omit necessary any morphemes or words, ads unnecessary ones, mis-inform item, or mis-order them. Third, communicative taxonomy; based on comparisons between the structure of L2 problems and certain other types of construction.

From the above explanation, it is very important to gather information about what are kinds of students' errors in pronouncing English vowels and what factors that caused the students' errors in pronouncing English vowels such as /I/, /e/, /ɒ/, /ʌ/, /ʊ/, /æ/, for short vowels, and /I:/, /3:/, /ɑ:/, /ɔ:/, /u:/ for long vowels, In order to make the students pay more attention on pronunciation when communicating.

Based on the phenomena, the researcher is interested in conducting a research entitled: "An Analysis of Error on Students' Pronunciation of English Vowels at the Sixth Semester Students of English Language Education Department at Universitas Islam Riau".

## **1.2 Setting of the Problem**

Based on the explanation above, there are some problems found related to the students' pronunciation.

First, motivation. The students seem having lack of motivation to improve their pronunciation. This problem can be seen from their willingness to consult their dictionary in order to study how to pronounce English words correctly. This thing to be affected by technology that cannot be denied has a bad impact for example an external culture that hypnotizes students to play rather than learning and of course weakens students' motivation. In fact, they open the translator provided by the technology for certain purposes and still do not pay attention to how pronounce English correctly.

Another factor is affected by the students' lack of practice in using English in their daily communication context. Even though the students have been learning English since they were at elementary school up to university, the use of English in communication is still rarely to be practiced by the students, so this problem also affects the students' pronunciation in English. They still experience difficulties in pronouncing words or expressions in English.

Second, students are not getting familiar or not knowing well about the phonetic transcription. This happens because from high school they are not taught directly about phonetic



transcription, which is why there are many students who still have errors in pronunciation. Another thing could be due to first language interference. Language is a matter of habit information and indeed, the fact is there are many students who pronounce English as their mother tongue.

### **1.3 Limitation of the Problem**

Based on the identification of the problem above, there are some problems related to the students' English pronunciation. However, the limitation of the problem in this research focused on studying students' pronunciation in 12 English vowels there are /I/, /e/, /ɒ/, /ʌ/, /ʊ/, /æ/, /ɪ/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ at sixth semester students of English Language Education Department of Universitas Islam Riau. It is very important for the students to understand how to pronounce English vowel correctly in order to improve their English and also run effective communication verbally.

### **1.4. Formulation of the Problem**

The problem in this research is formulated as follow:

1.4.1 What kinds of students' errors in pronouncing English vowels?

1.4.2 What factors caused the students' errors in pronouncing English vowels?

### **1.5 Objective of the research**

Objective of the research are:

1.5.1 To find out what kinds of students' errors in pronouncing English vowels.

1.5.2 To find out what factors caused the students' errors in pronouncing English vowels.

### **1.6 Assumption**

The sixth year student of English language education department at Universitas islam Riau do not have errors in pronouncing English vowels.

## 1.7 Significance of the Research

This study is expected to give benefits to:

### 1.7.1 Lectures of English

This study is expected to be beneficial for the lecturer of English pronunciation to the success and progress of English pronunciation teaching.

### 1.7.2 English Department Student

This study will give valuable information to the English Department Students in terms of students' errors in pronunciation. Hence, students will know their pronunciation errors and they will try to fix their errors to improve Reviews their ability to Pronounce English words

### 1.7.3 The researcher

Give valuable experiences for the researcher. By conducting this research, the researcher will develop understanding in language aspects in terms in pronunciation. Therefore, researcher will get more awareness in teaching English as a foreign language and hopes that the result of this study can help other researcher who conduct research at the same subject and can be a reference for other research

## 1.8 Definition of the Key Term

Here are the definitions of the key term in this research:

- 1.8.1 Pronunciation is the way of sound production to make meaning, or the way a person writes the words (Hidayatullah, 2018). Pronunciation has two features; segmental and supra-segmental. In this case, it refers to the way the subjects of the research pronounce the segmental English sounds. Segmental features focused on vowels and consonants sounds. Vowels is the spoken language are characterized by the cords are open. Thus, the air pressure does not compete with the glottis (Kelly, 2000). The

consonants are the sounds produced by completely or stop the water being exhaled through the mouth (Kelly, 2000).

1.8.2 Error Analysis is a branch of Applied Linguistics emerged in the sixties to reveal that student errors were not only because of the student's native language but also they reflected some universal strategies. it is a branch of applied linguistics. Error Analysis deals with the compilation, study and analysis of errors made by second language students and aims to investigate aspects of second language acquisition. (Khansir, 2012).

### 1.9 Grand Theories

According to Corder (in Khansir, 2012), error is a part of an investigation into the process of language learning. Paulstone and barder (in gilakjani, 2016) added that pronunciation is of sound production that does not interfere with the viewpoint of the speaker or the listener and good pronunciation leads to learning while bad pronunciation promoted to grand difficulties in language learning (Gilakjani, 2012).

Vowels are sound where there are no obstacles to the flow of air as it passes from the larynx to lips, Roach (1991). Long vowels lend to be pronounced a bit longer than the short vowel (Roach, 2009).

According to Sari (n.d), internal factors refer to the factors inside the students themselves which play an important role in learning English while the external factors are factors outside the students that influence them in learning English. They are time, frequency of the learners' contact with the language, and number of students in the classroom.

Learner's problem classify into four descriptive classifications and one of them is surface strategy taxonomy; included omission, addition, misformation, interlingual, intralingual, miscellaneous and misorder (Brown, 1994).

## **1.10 Research Method**

This part discussed about the method of the research. It covers the research design, source of the data, instrument of the research, data collection technique, and data analysis technique.

### **1.10.1 Research Design**

This research is designed to analyze error pronunciation of English. In this research, the qualitative method is employed for the error analysis pronunciation. It is an inductive form of inquiry whose result is blend of research skill and particular perspective and involves study and collection of a variety of empirical materials, case study, personal experienced, introspective, life story, interview, observational historical, interactional, and visual text. In this research the qualitative method is used to describe the student's errors of vowels of the sixth semester student at Universitas Islam Riau. Participant in this study was a group of sixth semester students of English department at Universitas Islam Riau and the researcher selected class 6B. There are thirty five students in the class. The researcher took samples only seventeen students.

### **1.10.2 Source of the Data**

The source data of this study is the students' pronunciation test pronounced by sixth semester students at Universitas Islam Riau and also online questionnaire through Google Form.

### **1.10.3 Instrument of the Research**

The researcher used two kinds of instruments. They are pronunciation test and questionnaire. Pronunciation test was used to find out the kinds of vowel sounds pronounced by the students. Questionnaire was use to find out the factors caused errors in English pronunciation.



First, to know the kinds of students' errors in pronouncing English vowels, the researcher used a sheet of paper containing 48 words with long vowels and short vowels in one per word.

For example:

/i:/	/I/	/u:/	/ʊ/
Cease	Decide	Lagoon	hook

The analysis began by identifying the errors and comparing each student's actual pronunciation with the standard phonetic transcription from *Cambridge Advanced Student's Dictionary 3<sup>rd</sup> edition*.

Identification and classification of pronunciation by Moeliono and Dardjowidjojo Pronunciation test table:

Vowel Sound	No.	Word	Level	Correct	Wrong
/I/	1.	Decide	A1 (Novice)		
	2.	Busy	B2 (Intermediate)		
	3.	Excited	B1 (Upper Intermediate)		
	4.	Enjoy	C1 (Advanced)		
/e/	5.	Instead	A1 (Novice)		
	6.	Breakfast	B1 (Intermediate)		
	7.	Quest	B2 (Upper Intermediate)		
	8.	Bread	C1 (Advanced)		
/ɒ/	9.	Conversation	A1 (Novice)		
	10.	Impossible	B1 (Intermediate)		
	11.	Icon	B2 (Upper Intermediate)		
	12.	Often	C1 (Advanced)		
/ʌ/	13.	Umpire	A1 (Novice)		
	14.	Comfort	B2 (Intermediate)		
	15.	Suffer	B1 (Upper Intermediate)		
	16.	Abundance	C1 (Advanced)		
/ʊ/	17.	Hook	A1 (Novice)		
	18.	Bush	B2 (Intermediate)		
	19.	Bullet	B1 (Upper Intermediate)		
	20.	Cushion	C1 (Advanced)		
/I:/	21.	Cease	A1 (Novice)		
	22.	Immediate	B2 (Intermediate)		
	23.	Delightful	B1 (Upper Intermediate)		
	24.	Equal	C1 (Advanced)		
/ɜ:/	25.	Heard	A1 (Novice)		
	26.	Confirm	B2 (Intermediate)		
	27.	Disturb	B1 (Upper Intermediate)		
	28.	Burning	C1 (Advanced)		
	29.	Art	A1 (Novice)		

/ɑ:/	30.	Chance	B2 (Intermediate)		
	31.	Grasp	B1 (Upper Intermediate)		
	32.	Harm	C1 (Advanced)		
/ɔ:/	33.	Boring	A1 (Novice)		
	34.	Exhaust	B2 (Intermediate)		
	35.	Fraud	B1 (Upper Intermediate)		
	36.	Install	C1 (Advanced)		
/u:/	37.	Lagoon	A1 (Novice)		
	38.	Brute	B2 (Intermediate)		
	39.	Huge	B1 (Upper Intermediate)		
	40.	Cruise	C1 (Advanced)		
/æ/	41.	Happy	A1 (Novice)		
	42.	Combat	B2 (Intermediate)		
	43.	Black	B1 (Upper Intermediate)		
	44.	Handy	C1 (Advanced)		
/ə/	45.	Tum	A1 (Novice)		
	46.	History	B2 (Intermediate)		
	47.	Horrible	B1 (Upper Intermediate)		
	48.	Innocent	C1 (Advanced)		

**Fig.1 table of vowels**

Second, to know the factors caused of students in producing errors, the researcher gave the questionnaire to the students which consists of ten questions taken from existing questionnaire from Mulansari, Basri & Hastini (2014).

#### Questionnaire

This questionnaire aims to collect data on the factors caused errors that make it difficult for students to pronounce vowels in English at sixth semester students of English Language Education Department at Universitas Islam Riau. For this reason, the researcher expects to provide honest answer so that the results of the research can be obtained as objective as possible. Thank you for your participation.

Name:

Class :

- What do you think about English lessons at your department?
  - Very Interesting
  - Interesting
  - Less Attractive
  - very Unimportant
- Do you think correct pronunciation is important in English?
  - Yes
  - No
  - Maybe
  - Very Unimportant
- Have you ever been reprimanded when you mispronounce English vowels?
  - Ever
  - Never
  - Often
  - seldom
- Have you ever had difficulty in pronouncing English vowels?
  - Ever
  - Never
  - Often
  - seldom
- What makes it difficult for you to pronounce English vowels?

- a. Rarely Hear the Pronunciation    c. Never Heard That Pronunciation
- b. Confused by the Pronunciation    d. Lazy to study
- 6. How do you feel about learning the pronunciation of English vowels?
  - a. Difficult                      c. A Bit Difficult
  - b. Too Difficult                d. Not Difficult
- 7. How do you overcome your difficulties in pronouncing English vowels?
  - a. Open the Dictionary            c. Ask a Friend
  - b. Ask the Teacher                d. Just Ignore
- 8. Have you ever been taught how to pronounce the English vowel correctly?
  - a. Once                      c. Never
  - b. Often                    d. seldom
- 9. What do you think about the teacher's teaching method in explaining the pronunciation English vowels?
  - a. Very Interesting            c. Interesting
  - b. Not Attractive                d. Boring
- 10. How do you respond to teaching English vowel pronunciation?
  - a. Very Interesting            c. Interesting    b. Not Attractive            d. Boring

**Fig 2. Questionnaire**

#### **1.10.4 Data Collection Technique**

To get the data is related to the errors pronunciation in pronounce English vowels and consonants. The researcher will use forty eight words which have correlated with the problem of errors in pronouncing English vowels. With steps apply by:

- a. Recording
  1. The researcher gave the instruction to the students.
  2. The researcher asked the students to mention their name and the number of pronunciation while recorded begun.
  3. The students' recorded the pronunciation by themselves.
  4. The researcher gave several minutes for each student to pronounce the sentence.
  5. The researcher analyzed the students' pronunciation by hearing the records by converting the recording in to phonetic transcription.
- b. Questionnaire

1. The researcher gave the instruction to the student.
2. The researcher gave a questionnaire and asked the students to fill in the blank.
3. The researcher analyzed the students opinion accordint to factors caused of errors.

#### **1.10.5 Data Analysis Technique**

This research carried out in qualitative method as it attempted to know the students' error pronounced English vowels and consonants.

1. Recording
  - a. Listening the students' error pronunciation through recording.
  - b. Identifying the students' error pronunciation. There are three steps in identifying the students' error pronunciation: transcribing the students' pronunciation into the phonetic transcription, problem in pronouncing English vowels, and the problem in pronouncing English consonants.
  - c. Finding out the most dominant error pronunciation of English vowels
  - d. Describing and explaining the finding.
2. Questionnaire
  - a. Identifying the factors caused student error in pronunciation one by one.
  - b. Finding out the most dominant error pronunciation of English vowels.
  - c. Describing and explaining.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Pronunciation

##### 2.1.1 Concepts of Pronunciation

Pronunciation is an integral aspect of communicative competence that may affect the willingness to use the language sounds received and produced. It can be one of the most difficult parts for a language student to master and one of the least favorite topics for teacher to address in the classroom. There are many reason why the teaching of English second language pronunciation is currently less than optimally effective, and certainly it is wrong to blame anyone group, whether teachers, pronunciation specialist, or academics.

A student who consistently mispronounced (get error) a series of phonemes can be very difficult to be understood by speakers of another language community (Kelly, 2000), and perceptible is one of the basic requirements of competence of students and also is one of the features most important language teaching (Gilakjani, 2016).

According to Kenworthy (1987) pronunciation has various aspects, one of them is sounds, the sounds made by a definite movement of the speech organs, and the movement was exactly the result is always the same. It means that sound has a fundamental role to make a clearly understanding because if someone uses clear sounds it would not make misinterpretation in another mind and all the sounds we make when people speak is the result of muscle contractions. It is known that muscle will produce a lot of different sounds from the chest to the mouth, (Roach, 1991).

Pronunciation instruction is a great importance for successful oral communication to take place since it is an important part of the communicative competence because good pronunciation

leads to easiness in learning while bad pronunciation promoted to grand difficulties in language learning (Gilakjani, 2012). It refers to the production of sounds which use to make meaning. It include attention to the particular sound of language (segment), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental features), how the voice projected (voice quality).

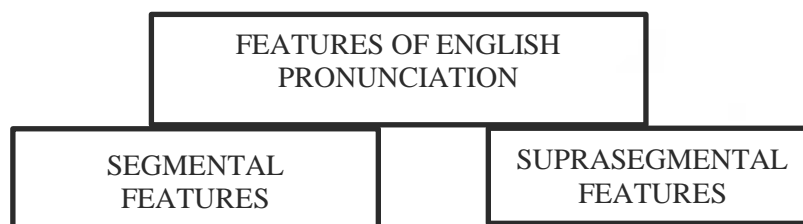
Learning grammar and vocabulary is essential but useless if the speech is not able to support the structure correctly, (Singh, 2017). It means that how well the sounds spoken by the speaker then feels by the listener which then does not cause misunderstanding if the pronunciation is correct. Therefore, pronunciation is a crucial thing that must be developed.

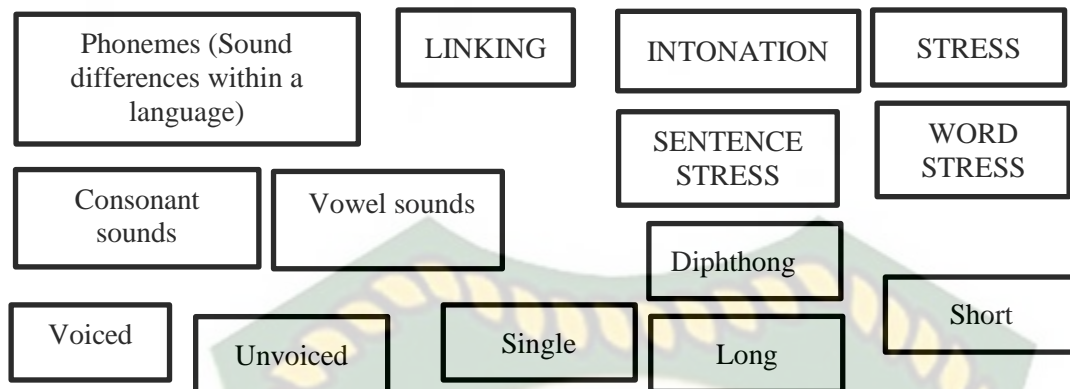
In short, pronunciation is the sounds produce that is extremely crucial in oral communication. It plays a major role in conveying meanings, emotion, interests, ideas doubts and also attitudes. Seidlhofer in Hidayatullah (2016) stated that pronunciation act as a central role, both personality and social lives; as individual.

The students project their identity through the way their speaking and also indicate their communities or membership, they also judge the other students just by the way they speak. If they have errors in pronunciation, and also a students who have poor pronunciation may be judged as incompetence, uneducated and lack of knowledge and that is why teaching and also learning pronunciation is the best way to be good speaker because pronunciation is one of the elements of language that has a big contribution for better English (Allen as cited in Cimaiddi Azhari, 2016), which is mean can be more easily understood by the listener or learner.

#### **2.1.1.1 Features of pronunciation**

According to Gilakjani (2012) there are various features that make up of production of sounds in English:





**Fig. 3 Pronunciation features**

In this research, the main features of pronunciation focused on vowels.

#### 2.1.1.2 Factors affecting pronunciation

According to Gilakjani (2011), there are some factors that can be affecting student's pronunciation.

##### 1. Age

Steinberg and Sciarini, 2006, stated most people believe that children are better than adults in learning a second language. This seems to be backed up by the common observation that young second student seem to pick up another language quickly, just by exposure and without teaching and instruction. It means that children at young age are easier to learn a language than the adult.

Gilakjani and Ahmadi (2011) added that general observation suggest that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation with the degree of difficulty increasing markedly with age.

##### 2. Motivation

Along with increasing age in language acquisition, motivation of students to language and cultural groups are supported by students and spending time determining whether a student will develop language as the native language pronunciation (Gilakjani, 2011).

### 3. Social

Steinberg and Sciarini, 2006, involve that social situation such as those involving family, play, or the environment which an individual experiences can affect the learning of a second language.

### 4. Mother tongue interference

A second language student has a tendency to transfer his habits from their mother tongue to the second language and also the mispronunciation of words by nonnative speaker reflect the influence of the sounds, rules, stress, and intonation of the students that is why for the foreign language students, they will produce typical foreign pronunciation.

## 2.2. Concept of error

Brown (2007) defines the error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter-language competence of the students. Meanwhile, Ellis (1997) believed that there are good reasons focusing on errors. First, they are clear feature of student language. Second, it is useful for teachers to know what errors student make. The last, it is possible that making errors may actually help students to learn when they self-correct the error they make.

Dulay, Burt, and Krashen (1982) stated that there are four taxonomies of error. Each of them is classified into several categories of errors:

### 1. Linguistic Category Taxonomy



These linguistic category taxonomies classify errors according to either language component or the particular linguistic constituent the error affect (Dulay, Burt, and Krashen, 1982).

- a. Language components include phonily (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
- b. Constituent includes the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected.

## 2. Surface Strategy Taxonomy

A surface strategy taxonomy highlight the ways surface structures are altered: student may *omit* necessary items or *add* unnecessary one; they may *misform* items or *misorder* them.

Therefore, Dulay divide the errors based on surface strategy taxonomy in four categories: omission, addition, misinformation, and misordering.

### a. Omission

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the 'test' [test] is pronounced as [tes].

### b. Addition

Addition is characterized by the presence of one more element, which is needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

### c. Misinformation

Misinformation is characterized by the use of the wrong form or elements in a phrase or a sentence, for example is when the students pronounced the word 'thin' [əin] as [tin].

#### d. Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in s phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks].

### 3. Comparative Category Taxonomy

Comparative taxonomy is classification of errors based on comparisons between the structure of L2 errors and certain other types of constructions (Dulay *et al*, 1982). These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and inter-lingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two; ambiguous errors, which are classifiable as either developmental or inter-lingual; and of course, the grab bag category.

#### a. Developmental Errors

Developmental errors are errors that are similar to those made by children learning that target language as their first language. It occurs when the students hypothesize about the target language based on their limited knowledge (Kaweera, 2013).

#### b. Inter-lingual Errors

Brown in Sawalmeh (2013), states that Inter-lingual (Interference) Errors are those errors that are traceable to student's first language or mother tongue interference. These errors are attributable to negative inter-lingual transfer.

#### c. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or inter-lingual. That is because these errors reflect the student's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

#### d. Others Errors

Taxonomies are complete without a grab bag items that do not fit into any other category. In this particular type of taxonomy, the grab bag errors should be of more than passing interest.

#### 4. Communicative Effect Category Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect single element of the sentence usually do not hinder communication. It consists of two categories. They are as follow:

##### a. Local Errors

Local errors are caused by the omission of one or more language element in a sentence construction which not usually disturbing the process of communication significantly. An awkward sentence is usually the result of this kind of errors. Errors that can be comprehend by the listener or reader by guessing the intended meaning because there is a bit violation in a part of the sentence.

##### b. Global Errors

Global errors are the errors which cause the entire message conveyed not to be understandable for readers or listeners, since it has a big portion of violation.

### 2.3. Type of Errors

Corder (1974) conveyed that there are three types of errors. They are pre-systematic, systematic, and post systematic. Below the errors' type are explained.

#### 1. Pre-systematic Errors

This error occurred when the student was unaware of the existence of a particular rule in the target language. These happened in random situation. The student could not give any account of why a particular form was chosen.

## 2. Systematic errors

This error occurred when the student had discovered a rule but it was the wrong one. The student was unable to correct the errors but could explain the mistaken rule used and type.

## 3. Post-systematic Errors

This error occurred when the student knew the correct target language rule but used it inconsistently (make a mistake) the student could explain the target language rule that was normally used.

### 2.4. Pronunciation Error

Error, always a central concern in language learning became the central concern in approaches, especially in its pronunciation system. Students with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas students whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.

In learning any foreign language, a student will certainly meet with any kinds of learning problems since there are always similarities and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. On the other hands, the elements of the foreign language which are similar to those found in one's native language will not offer any problem. For instance, the Indonesian sound /m/ in 'mata'. Which is much like the English sound /m/ in 'mother'/. An Indonesian student learning English or an English student learning Indonesian may easily use his native sound /m/ in producing the equivalent sound in the target language. This is called transferring one's native sounds into the foreign language.

Mispronunciation or pronunciation errors are words that are pronounced in a wrong way (Eslami, Estaji, & Elyasi, 2014). In addition, Djajaningrat (2011) in Mulansari, Basri, and



Hastini (2014) state that pronunciation is neglected skills nowadays. Teacher and curriculum designer take the pronunciation error for granted.

## **2.5. Error Analysis**

Error analysis is a very important area of applied linguistic and of the second and foreign language learning. Applied linguistic, as area tries to concern with the problems and issues related to language and it also gave solution for these problems and issues, as well as to its learning and teaching. (Jabeen, 2015)

Error analysis is an activity to reveal errors found in writing and speaking. It is also the study of error made by the second and foreign language students. Error analysis may be carried out in order to: find out how to well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as said in teaching or in the preparation of teaching material. In fact, error analysis has turned out to be more problematic than one might expect for various reasons and there are problem in identification.

The field of error analysis in second language was established in the 1970's by Corder, the "father" of error analysis (EA) and colleagues. A key finding of EA has been that many student errors were produced by students as they are misunderstanding the rules of the new language. It focuses on the errors students make (Darus & Subramanian, 2009).

In addition, Macaria (2013) assumed that errors analysis provides a methodology for investigating a students's language. For this reason EA constitutes an appropriate starting point for the study of student language and L2 acquisition.

## **2.6 Segmental Features**

### **2.6.1 English Vowel**

Vowels are sound where there are no obstacles to the flow of air as it passes from the larynx to lips, Roach (1991). It defines as some of the continuous voiced sounds produced

without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise. The quality of vowel is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowel. As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowel.



**Fig. 4 Vowel chart**

According to Jones (1983), vowel classifications based on the part of the tongue, are

1. Front vowels, the vowels produced by raising the front part of the tongue to the hard palate.
2. Back vowels, the vowels produced by raising the back part of the tongue to the soft palate.
3. Central vowels, the vowel produced by raising the central part of the tongue. The central part is between the position of the front and back part of the tongue.

Based on the height of the tongue, vowel falls under four classifications (Jones, 1983)

1. Close vowels are those produced by which the tongue is raised as high as high as possible consistently with the sound remaining vowels.
2. Open vowels are those produced by which the tongue is positioned as low as possible.
3. Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.

4. Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

In English there are twelve vowel, they are: /ɪ:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two vowel in English, they are short vowel like: /ɪ/, /e/, /ə/, /ʌ/, /ʊ/, /æ/, and long vowel like: /ɪ:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/,. Pronouncing vowel with good sound is often difficult for the students than a consonant because the tongue has no touching to attach them, Gilbert (2008)

The various vowel sounds are affected by the changing shape and position of your articulators. The different vowels are created:

- The position of our tongue in the mouth. For example, the tongue is high in the mouth for the vowel /i/ as in “see” but is low the mouth for the vowel /a/ as in “hot”.
- The shape of our lips. For example, the lips are very rounded for the vowel /u/ as in “new”, bur are spread for /i/ as in ‘see’
- The size of your jaw is open much wider for /a/ as in “hot” than it is for the diphthong /ei/ as in ‘pay’.

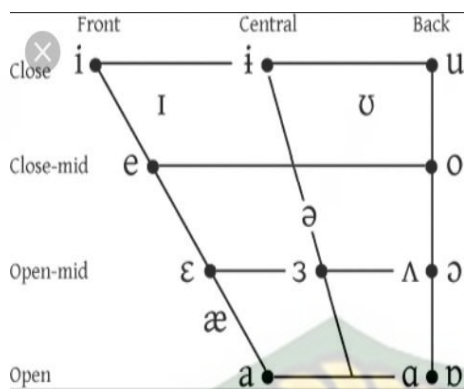
From the above explanation it is very clearly that vowel more difficult to pronounce because there is no obstruction the air and the tongue has no touching such how consonant pronounce and in this research only 5 short /ɪ:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, and 6 short vowel: /ɪ/, /e/, /ə/, /ʌ/, /ʊ/, /æ/ that were used.

Based on the length, vowels are classified in to two categories (Roach, 2009):

- Short vowel

Short vowel just including A,I,U,E,O, without diacritic symbol to determine it (Sembiring and Ginting, 2016).

There are six vowels. It can be seen in this following figure.



**Fig. 5 Short vowels chart**

The vowel [ɪ], as in the words ‘bit’, ‘bin’, ‘fish’. Is in the close front area and is more open, and nearer in to the center. The lips are slightly spread.

The vowel [e], as in the words ‘bet’, ‘men’, and ‘yes’, is a front vowel. The lips are slightly spread.

The vowel [æ], as in the word ‘bat’, ‘man’, and ‘gas’, is a front vowel. The lips are slightly spread.

The vowel [ʌ] as in the words ‘cut’, ‘come’, and ‘rush’, is a central and is more open than the open-mid tongue height. The lip position is neutral.

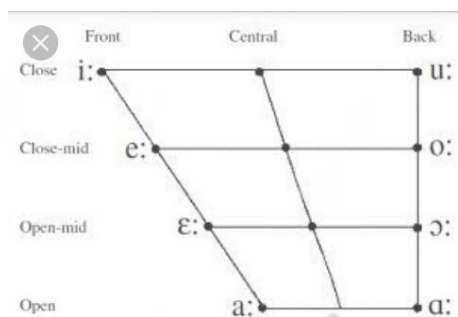
The vowel [ɔ] as in the words ‘pot’, ‘cross’, and ‘gone’, is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

The vowel [ʊ], as in the words ‘put’, ‘pull’, and ‘push’, Is slightly open and near to central. The lips are rounded. There is one other short vowel, for which the symbol is a [ə]. This central is heard in the first syllable of the words ‘about’, ‘oppose’, and ‘perhaps’, for instance.

#### b. Long vowel

A long vowel is represented by the diacritic symbol (:) which appears directly after the short vowel symbols, to signify the vowel length, Mullany and Stockwell (2010). Long vowels tend to be pronounced a bit longer than the short vowel (Roach, 2009). There are five long vowels as seen in the following figure.





**Fig. 6 Long vowel chart**

The vowel [i:] as in the word ‘beat’, ‘mean’, and ‘peace’, is closer and more front than is the short vowel [i], although the tongue shape is not very different from the short vowel [i], the lips are only slightly spread and this results in a rather different vowel quality.

The vowel [ɜ:], as in the words ‘bird’, ‘fern’, and ‘purse’, is a mid-central vowel. The lip position is neutral.

The vowel [a:] as in the words ‘card’, ‘half’, and ‘pass’, is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral.

The vowel [ɔ], as in the words ‘board’, ‘torn’, and ‘horse’, is almost fully back and it is quite strongly lip-rounded.

The vowel [u:], as in the words ‘food’, ‘soon’, and ‘loose’, is less back and less close compared to the vowel [ʊ]. The lips are only moderately rounded.

## 2.7 Relevance studies

There are some studies which are related with this research, Munifatul Zaroh and Ekaning D. Iaksmi (2013), Amaliyah Bajri (2017), and Novalina Sembiring and Fiber Yun Almanda Ginting (2016).

The first study done by Munifatul Zaroh and Ekaning D. Laksmi (2013) and the title is “A Descriptive Study on the Teaching of Pronunciation Teaching Using Drilling to the Fourth Grader of MIN Malang 1”. The researcher developed an interest in observing and studying the teaching pronunciation, with regard to the errors that student possibly impact on successful

communication. In this case, the researcher took MIN Malang 1 as placed for doing their research. The method in this study was descriptive qualitative and the participants are the fourth grader of MIN Malang 1. The findings in this research, the researcher found that the strategy that the teacher used in pronunciation was drilling.

The second study was done by Amaliyah Bajri (2017) the title is “Improving Students’ Pronunciation Using Repetition Drill Technique for the students’ of Grade XI Natural Science MAN 1 Yogyakarta. To evaluate student pronunciation, this research use repetition drill technique employed Kemmis and McTaggar’s. The method in this study was classroom action research and the participants are the grade X1 MAN 1 Yogyakarta and technique collecting the data used interview and open-ended question. The findings in quantitative is the pre-test average of students’ score was low only around 27%, but after pre-test the result of the students’ pronunciation was average around 53%. In the second cycle, the researcher began to use elicitation followed by drill technique by using game that amplified the enthusiasm and attention of the students’. After second cycle average of students’ score was increased significantly around 81.25% and also test result was improved. In qualitative, the researcher was interviewed pronunciation skill of students’ was still below average. The researcher found that the students’ involvement participation, confidence and also score was increase and most importantly their pronunciation and behavior was better after repetition drill.

The third study was done by Maria Ramasari (2017), her research is about “Students’ Pronunciation Error Made in Speaking for General Communication”. The objective in this research is the researcher found that student to be inactive in using English for their life activities especially in classroom. The method in this study was descriptive method, and in this case used documentation in order to collecting the data and the participants are students STKIP Lubuk Linggu. The findings in this research, the researcher found three types of error made by students

STKIP Lubuk Linggau. They were pre-systematic error, systematic error, and post-systematic error.

Based on the previous study, the researcher found the collecting the data were used in analysis pronunciation error: documentation, interview and open-ended question, and directly teaching. So, in this study the researcher interested in analyzing students error in pronunciation used test (recording) as collecting the data, particularly at the first year students of FKIP Universitas Islam Riau.



### **CHAPTER III FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings of this study. The detail explanation about the findings and discussion is presented below:

#### **3.1 Findings**

In order to answer the research questions, the finding presents the kind of learners' errors and factors caused the error in pronouncing English vowels.

### 3.1.1 Kinds of Students' Errors in Pronouncing English Vowels

There are some of kind students' errors in pronouncing English vowel (/ɪ/, /e/, /ɒ/, /ʌ/, /ʊ/, /æ/, for short vowels, and /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ for long vowels ). The kinds of errors are interlingual substitution, misformation, Miscellaneous substitution, Misformation and omission.

The following table shows the words in data 1 which were articulated inccorectly with phonetic transcription.

**Table 1**  
**Interlingual substitution**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/ɪ/	1.	Decide	A1 (Novice)	3	14
	2.	Busy	B2 (Intermediate)	0	17
	3.	Excited	B1 (Upper	11	6
	4.	Enjoy	Intermediate) C1 (Advanced)	10	7

As seen in table 1, the kind of students' errors is categorized "Interlingual substitution". It means that the errors made by the students because of the first language influences, it has a tendency to transfer habits from their mother tongue to second language and also the mispronunciation of words by nonnative speaker reflect the influence of the sounds, rules, stress and intonation of the students that is why for the foreign language students and they will produce typical foreign pronunciation. There 3 out of seventeen students incorrectly pronounce the word "Decide /dɪ'saɪd/". They pronounce it as /dɪ'vaɪs/ or /de'saɪd/ instead of /dɪ'saɪd/. Meanwhile, there is no students pronounced error in word Busy /'bɪzi/.



However, the students made errors for the word “Excited” there are 11 frequencies of the students mispronounced the word “Excited” as follow /ek'saitɪd/ instead /ɪk'saitɪd/. Based on the phonetic transcription of the student’s pronunciation for the word “excited /ɪk'saitɪd”, they just said it like the written word.

For the word “enjoy” /en'dʒɔɪ/ there are 9 students mispronounced it. The students follow from what their heard and then copy the word in spoke with other people without thought about rules how the words said, it was a matter as habit information. They pronounced the word “enjoy” /ɪn'dʒɔɪ/ as /en'dʒɔɪ/. In short, most of the students get errors in pronouncing vowel /ɪ/ when they have to articulate the advanced and upper intermediate word categories.

In terms of the pronunciation of sound /e/, the student’s pronunciation is presented in the following table.

**Table 2**  
**Miscellaneous substitution**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/e/	5.	Instead	A1 (Novice)	10	7
	6.	Bread	C1 (Advanced)	7	10

As shown on the table 2, the substances are miscalleneous substitution. For example, in representing the ‘ea’ the participant tend to substitute /i/ instead /e/.

As seen in table 2, the researcher can make an analysis that the source error is miscalleneous substitution. The students’ error pronounced word “Instead” /ɪn'sted/ as /ɪn'stɪd/. The problem can occur because sociolinguistics sources such matters as the students’ ability to

adjust their language in accordance with the social. It can be involving family, play, or environment aspect which an individual experiences that affect the leaning of a second language. There are 10 out of seventeen students mispronounced in the word “Instead” as /m'stɪd/. They just copy and follow how the society does. However, the students made errors for the word “Bread”. The problem happened because the students just copy and follow how the society does and practically become a habit to pronounce in their daily life. There are 7 students mispronounced the word “Bread” /bred/ they pronounced as /brɪd/.

The next identified pronunciations were figured out in the following table:

**Table 3**  
**Crosslingual substitution**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/ɒ/	7.	Conversation	A1 (Novice)	10	7
	8.	Impossible	B2 (Intermediate)	8	9
	9.	Icon	B1 (Upper	13	4
	10.	Often	Intermediate) C1 (Advanced)	16	1

As shown on the table above, the case is Crosslingual substitution. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. This case happened in letter /ɒ/ that pronounced as /o/. The substance of the error is not clear whether it is precisely by mother tongue or target language, it can be seen in table 3 there are 10 out of seventeen students mispronounced the word “conversation”. They pronounce it as /,kɒnvə'seɪʃən/ instead of /,kɒnvə'seɪʃən/. They ambiguous in pronounced letter /ɒ/ as /o/. Therefore, the students also made errors in pronouncing the word

“impossible”. They pronounce it as /ɪmˈpɒsɪbl/ instead /ɪmˈpɒsəbl/. It can be happen because the substance of the error is not clear whether it is precisely by mother tongue or target language.

For the word “icon” this one refers to ambiguous errors and the social interference. There are 13 students mispronounced in word “icon” as follow /ˈaɪkən/ instead /ˈaɪkɒn/. Furthermore, 16 of the students got wrong in pronounced the word “often” incorrectly as follow /ˈɔfən/ instead /ˈɒfən/. The error refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system; learning a language (mother tongue or a foreign language) was a matter of habit information. In short, most of the students got errors in pronouncing vowel /ɒ/ when they have to articulate the advanced and upper intermediate.

Table below shows the student error pronunciation in sound /ʌ/

**Table 4**  
**crosslingual substitution**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/ʌ/	11.	Umpire	A1 (Novice)	3	14
	12.	Comfort	B2 (Intermediate)	9	8
	13.	Suffer	B1 (Upper	4	13
	14.	Abundance	Intermediate) C1 (Advanced)	8	9

As shown on the table above, the case is crosslingual substitution. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. This case happened in letter /ɒ/ that pronounced as /o/.

As shown on the table above, the case is Crosslingual substitution. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. This case happened in letter /ɒ/ that pronounced as /o/. The substance of the error is not clear whether it is precisely by mother tongue or target

language, it can be seen in table 4 there are out of seventeen students mispronounced the word “umpire”. They pronounce it as /'ʌmpɪr/ instead of /'ʌmpaɪər/. Therefore, the students also made errors in pronouncing word “comfort”. There are 9 students mispronounced in word “comfort”. They pronounce it as /'kɒmfə(r)t/ instead /'kʌmfət/.

However, the student’s error in pronounce the word “suffer”. There are 4 students mispronounced in word “suffer” as follow /'sʊfər/ instead /'sʌfər/. The error refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system; learning a language (mother tongue or a foreign language) was a matter of habit information. Furthermore, There are 8 students got wrong pronunciation in the word “abundance” as follow /ə'bʊndəns/ instead /ə'bʌndəns/, the error refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system; learning a language (mother tongue or a foreign language) was a matter of habit information. In other word, most of the students get errors in pronouncing vowel /ʌ/ when they have to articulate the advanced and intermediate.

Table below shows the student error pronunciation in sound /ʊ/

**Table 5**  
**Interlingual Transfer**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/ʊ/	15.	Hook	A1 (Novice)	1	16
	16.	Bush	B2 (Intermediate)	8	9
	17.	Bullet	B1 (Upper	9	8
	18.	Cushion	Intermediate) C1 (Advanced)	8	9



Notably in table 5, the kind of students' errors is categorized "Interlingual substitution". It means that the errors made by the students because of the first language influences, it has a tendency to transfer habits from their mother tongue to the second language and also the mispronunciation of words by nonnative speaker reflects the influences of the sounds, rules, stress, and intonation of the students that is why for the foreign language students. There just 1 out of seventeen students incorrectly pronounce the word "hook". They pronounce it as /' hək/ instead of /' hok/.

Therefore, the students also made errors in pronouncing the word "bush". There are 8 students mispronounced the word "bush" as follow /bʊʃ/ or /bʊs/ instead /bʊʃ/. Based on the phonetic transcription of the student's pronunciation the word by said it like the written word. Moreover, the word "bullet" there are 9 students mispronounced the word "bullet" as follow /'bʊlət/ or /'bʊlət/ instead /'bʊlɪt/. Based on the transcription of the pronunciation for the word "bullet", they just follow from what they heard then copied the word in spoke with other people in the social without learn about the word said. Furthermore, there are 8 students got wrong pronouncing in word "cushion". They produced the word "cushion" /'kʊʃən/ instead /'kʊʃən/, the error occurred when the students were influenced by the first language in using target language and first language; learning a language (mother tongue or a foreign language) was a matter of habit information. In other word, most of the students get errors in pronouncing vowel /ɪ/ when they have to articulate the advanced, intermediate and upper intermediate.

Table below shows the student error pronunciation in sound /i:/

**Table 6**  
**Misformation**

Vowel Sound	No.	Word	Level	Frequency of	Correct
-------------	-----	------	-------	--------------	---------

				errors	pronunciation
/i:/	19.	Cease	A1 (Novice)	8	9
	20.	Immediate	B2 (Intermediate)	9	8
	21.	Delightful	B1 (Upper	6	11
	22.	Equal	Intermediate) C1 (Advanced)	6	11

From table 6, the researcher could make an analysis that the students made error in misformation. The students were not able to make differences between long vowel /i:/ and short vowel /ɪ/ in English language. There are 8 students had wrong pronunciation in word “cease”, they pronounce of word “cease” as /cis/ instead of / si:s/.

Therefore, there are 9 students who made errors in pronouncing for the word “immediate” as follow /ɪ'mædiət/ instead of /ɪ'mi:diət/, it means that the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before while there are 6 students who made errors in pronouncing for the word “delightful” as follow /dɪ'laɪgful/ instead of /dɪ'laɪtfəl/, it means that the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before.

Furthermore, there are 6 students who made errors in pronouncing for the word “equal”. As follow /'e kwɒyə/ instead of /'i:kwəl/, it can happen because of their have low motivation in learning pronunciation or open a dictionary to learn about phonetic transcription. Last, most of the students get errors in pronouncing vowel /ɪ/ when they have to articulate the intermediate and novice.

Table below shows the student error pronunciation in sound /ɜ:/

**Table 7**  
**Misformation**

Vowel Sound	No.	Word	Level	Frequency of errors	Correct pronunciation
/ɜ:/	23.	Heard	A1 (Novice)	2	15
	24.	Confirm	B2 (Intermediate)	11	6
	25.	Disturb	B1 (Upper Intermediate)	6	11
	26.	Burning	C1 (Advanced)	4	13

From table 7, the researcher could make an analysis that the students made an error in misformation. The students were not able to make differences between long vowel /ɜ:/ and short vowel /e/ in English language. There are 2 students had wrong pronunciation in word “heard”, they pronounce of word “heard” as /hɪrd/ instead of /hɜ:rd/

Therefore, there are 11 students made errors while pronouncing for the word “confirm” as follow /kən'fɪm/ instead of /kən'fɜ:m/. Then, there are 6 students made errors while they were pronouncing for the word “disturb” as follow /dɪ'stɒb/ or /dɪ'strɒb/ instead of /dɪ'stɜ:b/, it can be happen if the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before. Last but not least, there are 6 students made errors while pronouncing for the word “burning” as /'bʊ(r)nɪŋ / instead of /'bɜ:nɪŋ/, it can happen

because of their have low motivation in learning pronunciation or open a dictionary to learn about phonetic transcription. In short, most of the students get errors in pronouncing vowel /ɜ:/ when they have to articulate the intermediate.

Table below shows the student error pronunciation in sound /ɑ:/

**Table 8**

**Misformation**

Vowel Sound	No.	Word	Level	Frequency	Correct Pronunciation
/ɑ:/	27.	Art	A1 (Novice)	1	16
	28.	Chance	B2 (Intermediate)	16	1
	29.	Grasp	B1 (Upper Intermediate)	8	9
	30.	Harm	C1 (Advanced)	4	13

From table 8, the researcher made an analysis that the students made an error in misformation. The students were not able to make differences between long vowel /ɑ:/and short vowel /α/ in English language. There is only 1 students had wrong pronunciation in word “art”, they pronounce of word “art” as /ə(r)t/ instead of /ɑ:t/,

Therefore, there are 16 students made errors in pronouncing for the word “chance” as follow /tʃenj/ instead of /tʃɑ:ns/. However, there are 8 students made errors while pronouncing for the word “grasp” as follow /grəs/ instead of /grɑ:sp/, it can be happen if the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before. Moreover, there are 4 students made errors while pronouncing for the word “harm” as /həm/ instead of /hɑ:m/, it can happen because of their have low motivation in learning pronunciation or open a dictionary to learn about phonetic transcription. In other word, most of



the students got errors in pronouncing vowel /ɑ:/ when they have to articulate the intermediate and upper intermediate.

Table below shows the student error pronunciation in sound /ɔ:/

**Table 9**  
**Misformation**

Vowel Sound	No.	Word	Level	Frequency	Correct Pronunciation
/ɔ:/	31.	Boring	A1 (Novice)	3	14
	32.	Fraud	B2 (Intermediate)	12	15
	33.	Install	B1 (Upper Intermediate)	13	14

From table 9, the researcher made an analysis that the students made an error in misformation. The students were not able to make differences between long vowel /ɔ:/ and short vowel /ɒ/ in English language. There are 3 students had wrong pronunciation in word “boring”, they pronounce of word “boring” /'bɒrɪŋ/ instead of /'bɔ:ɪŋ/.

Therefore, there are 12 students made errors in pronouncing for the word “fraud” as follow /frɒd/ or /fraud/ instead of /frɔ:d/. However, there are 13 students made errors in pronouncing for the word “install” as follow in'stɒl/ instead of /ɪn'stɔ:l/, it can be happen if the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before or the student supplies something, although it is incorrect. In short, most of the students got errors in pronouncing vowel /ɔ:/when they have to articulate the intermediate and upper intermediate.

Table below shows the student error pronunciation in sound /u:/

**Table 10**  
**Misformation**

Vowel Sound	No.	Word	Level	Frequency	Correct Pronunciation
/u:/	34.	Lagoon	A1 (Novice)	5	12
	35.	Brute	B2 (Intermediate)	3	14
	36.	Huge	B1 (Upper	11	6
	37.	Cruise	Intermediate) C1 (Advanced)	7	10

As seen in table 10, the researcher made an analysis that the students made an error in misformation. The students were not able to make differences between long vowel /u:/and short vowel /ʊ/ in English language. There are 5 students had wrong pronunciation in word “lagoon”, they pronounce of word “lagoon” as /lɒ'gu:n/ or /lɒ'gʊn/ instead of /lə'gu:n/. Meanwhile, there are 3 students made errors in pronouncing for the word “brute” as follow /brʊt / instead of /bru:t/. /, it can be happen if the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before or the student supplies something, although it is incorrect .

However, there are 11 students made errors in pronouncing for the word “huge” as follow /hʌg/ or /hju:g/ instead of /hju:dʒ/, it means that the students were not able to make differences between long vowel /u:/and short vowel /ʊ/ in English language. Furthermore, there are 7 students made errors in pronouncing for the word “cruise” as /kru:s/ or /kros/ instead of /kru:z/, it means that the students were not able to make differences between long vowel /u:/and short vowel /ʊ/ in English language. In short, most of the students got errors in pronouncing vowel /u:/when they have to articulate the upper intermediate and advanced.

Table below shows the student error pronunciation in sound /æ/

**Table 11**

### Crosslingual Substitution

Vowel Sound	No.	Word	Level	Frequency	Correct Pronunciation
/æ/	38.	Happy	A1 (Novice)	10	7
	39.	Combat	B2 (Intermediate)	14	3
	40.	Black	B1 (Upper	14	3
	41.	Handy	Intermediate) C1 (Advanced)	13	4

From table 11, the researcher made an analysis that the students made an error in Crosslingual substitution. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. This case happened in letter /æ/ that pronounced as /e/ or /ɔ/. There are 10 students had wrong pronunciation in word “happy”, they pronounce of word “happy” /'hepi/ instead of /'hæpi/. Therefore, there are 14 students made errors in pronouncing for the word “combat” as follow /'kɒmbæt/ instead /'kɒmbæt/. This case happened in letter /æ/ that pronounced as /e/ or /ɔ/.

However, there are 14 students made errors in pronouncing for the word “black” as follow /blek/ instead /blæk/. This case happened in letter /æ/ that pronounced as /e/ or /ɔ/. Then, there are 7 students made errors in pronouncing for the word “handy” as /'hendi/ instead /'hændi/. This case happened in letter /æ/ that pronounced as /e/ or /ɔ/. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. Last, most of the students got errors in pronouncing vowel /u:/when they have to articulate the intermediate and upper intermediate.

Table below shows the student error pronunciation in sound /ə/

**Table 12**

### Misformation

Vowel Sound	No.	Word	Level	Frequency	Correct
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					Pronunciation
/ə/	42.	Tum	A1 (Novice)	3	14
	43.	History	B2 (Intermediate)	8	9
	44.	Horrible	B1 (Upper	1	16
	45.	Innocent	Intermediate) C1 (Advanced)	11	6

As shown on the table above, the case is Crosslingual substitution. This substitution refers to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system. This case happened in letter /ə/ that pronounced as /o/. Notably in table 12, there are 3 students out of seventeen students mispronounced in the word “tum”. They pronounce it as /tʌm/ instead of /tem/. It can be happen if the students were not able to make difference and not learn how to pronounced long vowel and short vowel it can be happen because they do not have motivation how to pronounced word or because they do not learn before or the student supplies something, although it is incorrect .

Therefore, the students also made errors in pronouncing the word “history”. There are 8 students mispronounced in the word “history”. They pronounce it as as /'hɪstəri/ instead /'hɪstəri/. However, the students also made error in pronouncing word “horrible”. There is 1 students mispronounced in word “horrible” as follow /'hɒrɪbl/ instead /'hɒrəbl/. The last, there are 11 students who got wrong pronunciation in the word “innocent” as /'ɪnəsənt/ instead /'ɪnəsənt/. The errors refer to ambiguous errors which are not clear whether it is due to the influence of the target language or the previous language system; learning a language (mother tongue or a foreign language) was a matter of habit information. In short, most of the students get errors in pronouncing vowel /ə/ when they have to articulate the advanced and upper intermediate.

Table below shows the student error pronunciation in sound /ɔ:/, /e/.



**Table 13**  
**Omission**

Vowel Sound	No.	Word	Level	Frequency	Correct Pronunciation
/ɔ:/, /e/.	46.	Exhaust	A1 (Novice)	12	5
	47.	Breakfast	B2 (Intermediate)	10	7
	48.	Quest	B1 (Upper Intermediate)	5	12

As shown on the table above, the researcher could make analysis that the students made error in omission. The student did not know yet about cluster consonant which are group of two or more consonant, it characterized by the absence of an item that must be appear in a well form utterance. There are 12 students out seventeen mispronounced in the word “exhaust” /ekshaus/ instead /ɪg'zɔ:st/. The word “exhaust” has final consonant cluster /st/. Meanwhile, there are 10 students also made errors in pronouncing the word “breakfast”. They pronounce it as as /'brɪkfəs/ instead /'brekfəst/. The word “breakfast” has final consonant cluster /st/.

However, the students also made error in pronouncing word “quest”. There are 5 students mispronounced in word “quest” as follow /kes/ instead /kwest/. The word “quest” has final consonant cluster /st/. In short, most of the students got errors in pronouncing vowel /ɒ/ when they have to articulate the advanced and upper intermediate.

Besides the students' errors in pronunciation, students also made errors caused by two factors. They are internal and external factors. Internal factors refer to the students’ motivation to learn English while external factors refer to the students’ environment and to determine the factors that affect students in generating an error, researcher gave questionnaires to the students. The results are shown below:

Caused made errors	No.
1. Internal factors	9, 10, 2, 7, 1

2. External factors	3, 4, 5, 6, 8
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Adopted: Mulansari, Basri and Hastini (2014)

### 3.1.2 Factors Caused the Students' Errors in Pronouncing English Vowels

#### The Result of Data Analysis by Questionnaire

**Table 14**

**The students' opinion about English lessons at the sixth semester students of English language education department at Universitas Islam Riau.**

No.	Responses	Frequency
1.	Very interesting	11
	Interesting	6
	Less interesting	-
	Uninteresting	-
	<b>Total</b>	<b>17</b>

Notably in table 14, it can be seen that from 17 students, there are 11 students who answered that English teaching is very interesting. This is because some of them like to be in one learning topic and they are also easy to understand when explained by the lecturer while the rest of the students answered is interesting, if they like the topic discussed but don not really like the way the lecturer teaches in the classroom.

**Table 15**

**The students' opinion about the correct pronunciation is important in English.**

No.	Responses	Frequency
2.	Yes	16
	No	-
	Maybe	1
	Very interesting	-
	<b>Total</b>	<b>17</b>

From the table 15, almost all of the students answered the correct pronunciation is important and only one of them had opinion that correct pronunciation maybe important in English. A half of people believe that grammar and vocabulary is the most important but they

forgot if we pronounce the word correctly, the person we are talking to will not misunderstand what we said.

**Table 16**  
**The students' opinion about they ever been reprimanded when mispronounce English vowels.**

No.	Responses	Frequency
3.	Ever	11
	Never	-
	Often	5
	Seldom	1
	<b>Total</b>	<b>17</b>

From the table 16 we can say that more than a half students ever reprimanded when they mispronounced English vowels. It because if we pronounce the word correctly, the person we are talking to will not misunderstand what we said. One of the first impressions that the person you are talking to will catch when starting a conversation in English with you. In fact, people will judge your ability to speak English from how you pronounce words that are classified as easy. Therefore, Only one student answer seldom in mispronounce English vowel, and the rest answer often.

**Table 17**  
**The students' opinion about ever had difficulty pronouncing English vowel.**

No.	Responses	Frequency
4.	Ever	10
	Never	-
	Often	5
	Seldom	1
	<b>Total</b>	<b>17</b>

From the table 17 we can say that more than a half students ever had difficulty when they pronounced English vowels, while 5 students answered often had difficulty in pronounce English vowels and only one answered seldom. The reasons why students find it difficult to pronounce English words is that what is written is very different from what is read and also the lack of motivation in learning pronunciation plus those who are new to pronunciation when in college.

In short, most of the students ever faced difficulty when they pronounced English vowels.

**Table 18**  
**The students' opinion that made them difficult in pronounce English vowel.**

No.	Responses	Frequency
5.	Rarely hear the pronunciation	6
	Confused by the pronunciation	7
	Never heard that pronunciation	4
	Lazy to study	-
	<b>Total</b>	<b>17</b>

From the table 18, there 6 students answered something that made them have difficulty in pronouncing the English words is because they rarely hear the pronunciation, while 7 students answer that because they are confused by the pronunciation, it can happen if the English written is close with Bahasa and 4 students answered because they never heard that pronunciation before. One of the important factors why pronunciation is difficult is the difference between pronunciation and spelling, as well as pronunciation style, accent and sound system.

**Table 19**  
**The students' opinion about learning the pronunciation.**

No.	Responses	Frequency
6.	Difficult	4
	Too difficult	1
	A bit difficult	12
	Not hard	-
	<b>Total</b>	<b>17</b>

From the table 19, there are 4 students who had problems in learning English, while 12 of them had opinion that learning English is a bit difficult and only one answered is too difficult. It is difficult because they have labeled it difficult even though pronunciation is a branch of linguistics that is easy to learn.



**Table 20**  
**The students' overcome their difficulties in pronouncing English vowel.**

No.	Responses	Frequency
7.	Open the dictionary	2
	Ask the teacher	1
	Ask a friend	14
	Just ignore	-
	<b>Total</b>	<b>17</b>

Notably in table 20 related to internal factors, namely motivation from within students to choose to open their own dictionaries or ask friends and 14 of the 17 students chose to ask friends instead of following the 2 students who chose to open the dictionary, learn from there about the correct pronunciation.

**Table 21**  
**The students' opinion about if they ever or not be taught of pronunciation well.**

No.	Responses	Frequency
8.	Once	3
	Often	10
	Never	1
	Seldom	3
	<b>Total</b>	<b>17</b>

From the table 21, more than half student often taught how to pronounced the English well and only one never been taught, while the rest student never been taught of English well. But the biggest possibility why they are still difficult is that they don not practice it in their daily conversation.

**Table 22**  
**The students' opinion about lecture's teaching method in explaining the pronunciation English.**

No.	Responses	Frequency
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9.	Very interesting	9
	Not attractive	2
	Interesting	6
	Boring	-
<b>Total</b>		<b>17</b>

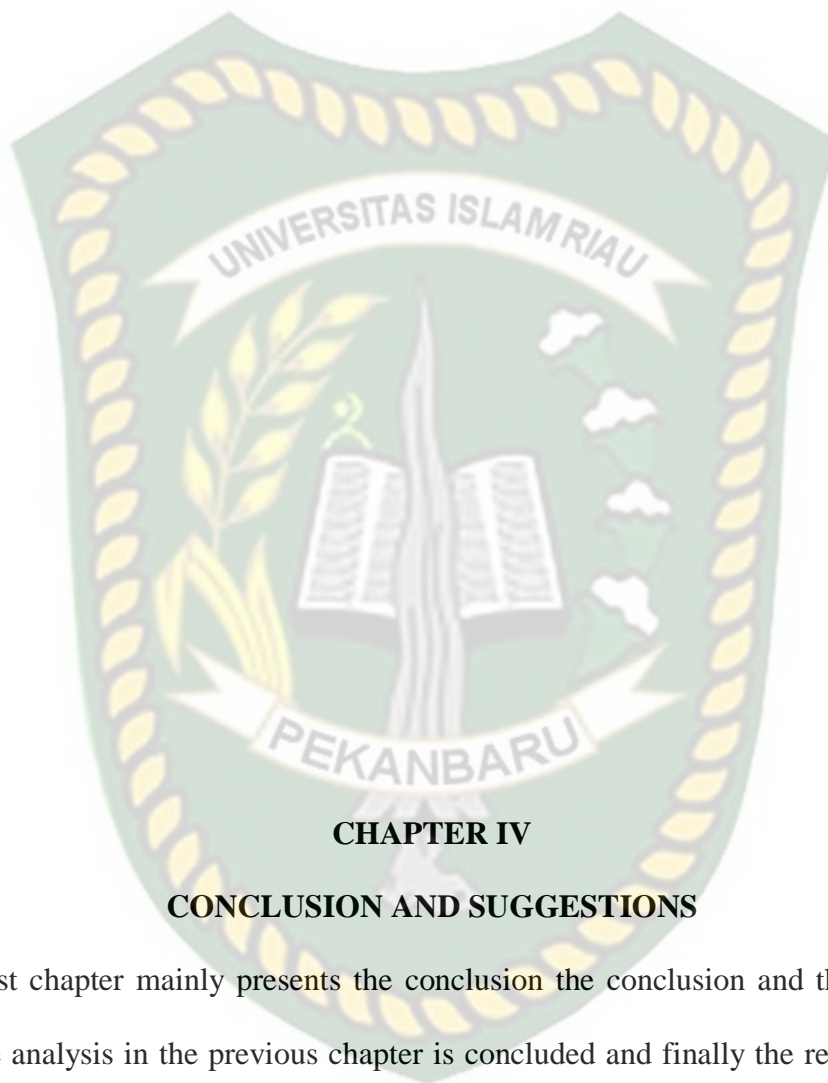
From the table 22, there are 9 students answered that teacher teaching method is very interesting and 2 students answer is not attractive method in teaching by the lecture while the rest feels interesting. Students are greatly helped by the methods applied by the lecturer in teaching pronunciation.

**Table 23**  
**The students' respond to the teaching English vowels**

No.	Responses	Frequency
10.	Very interesting	5
	Not attractive	1
	Interesting	11
	Boring	-
<b>Total</b>		<b>17</b>

From the table 23, there are 5 students responded to the teaching pronunciation is very interesting and half of them answered is interesting teaching while the rest not attractive. Related to the previous answer see 22 the students are greatly helped by the methods applied by the lecturer in teaching pronunciation.

From the questionnaire, the researcher found that the most dominant student factor was the internal factor. They do not have high motivation in learning English. More than half of them prefer to ask their friends rather than open the dictionary.



## **CHAPTER IV**

### **CONCLUSION AND SUGGESTIONS**

This last chapter mainly presents the conclusion the conclusion and the suggestions of this study. The analysis in the previous chapter is concluded and finally the researcher attempts some important matters concerning to the discussion of this study.

#### **4.1 Conclusion**

Based on the findings of the research and discussion, the researcher concluded that the sixth year students of English language education department of Universitas Islam Riau experienced errors in the kinds of interlingual substitution were students influenced by first language. Meanwhile, the researcher found that the most dominant factors caused of students, error was

internal factors. The factors are, Factor is, ask their friends instead of a dictionary, do not continue to practice English outside the classroom, and most of them are still confused with the pronunciation.

#### 4.2 Suggestion

Referring to the above conclusion, researchers gave some suggestions for reducing students' pronunciation errors. First, students must be aware that the English and Indonesian languages have different rules in pronunciation. Therefore, they need to practice and learn more about the English language. Second, students should ask their teachers or open a dictionary if they do not understand how to pronounce the word. Last, for further research should use proper or interesting techniques to improve students' pronunciation.

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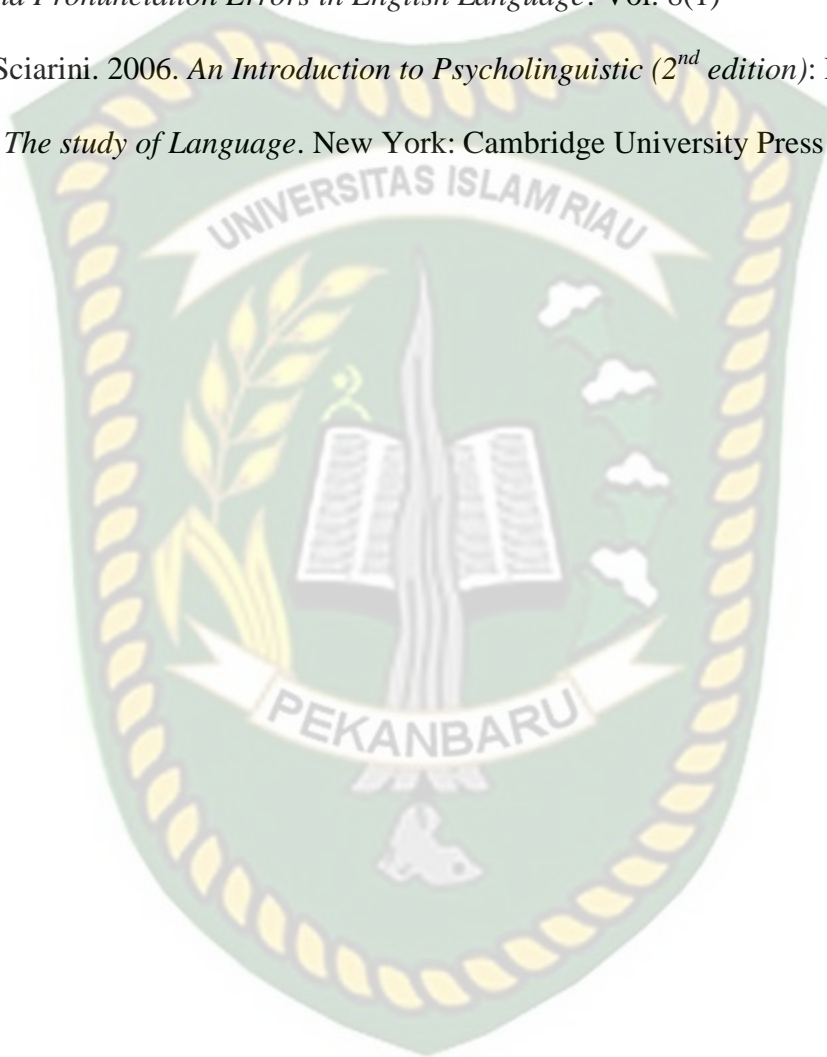
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## Appendix 2

### Questionnaire

This questionnaire aims to collect data on the factors caused errors that make it difficult for students to pronounce vowels in English at sixth semester students of English Language Education Department at Universitas Islam Riau. For this reason, the researcher expects to