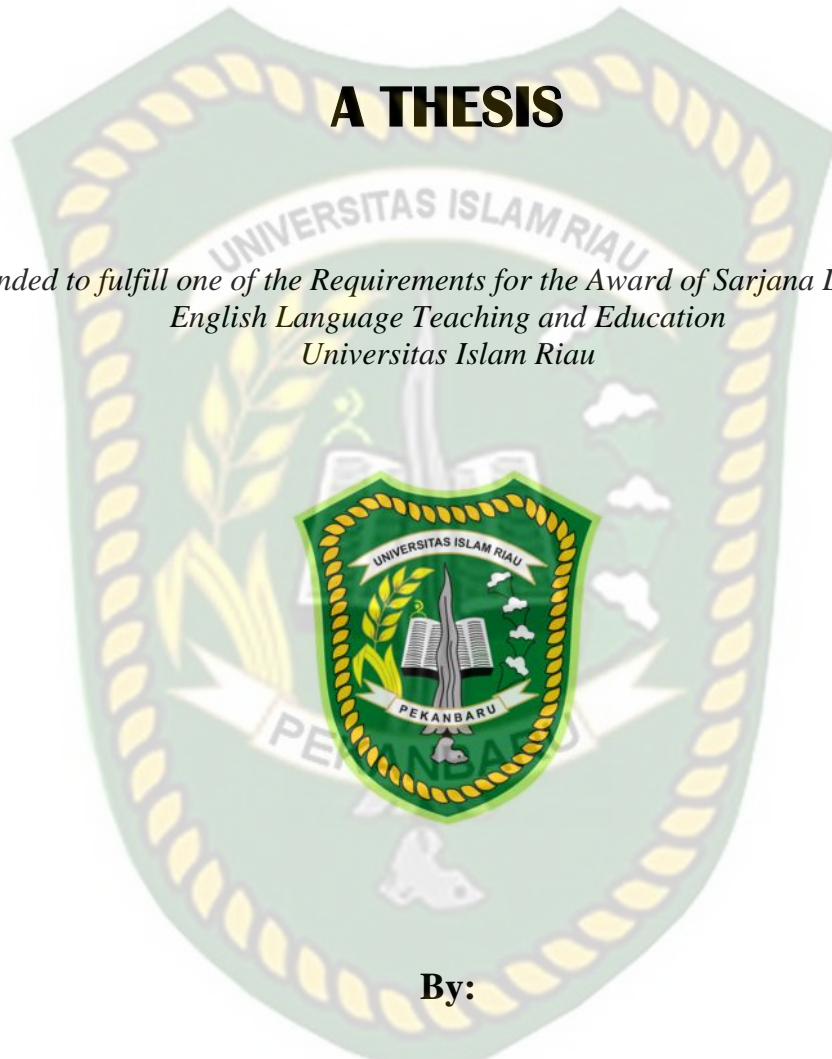


**AN ANALYSIS OF VOWEL PRONUNCE BY FIFTH
SEMESTER STUDENTS AT ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education
Universitas Islam Riau*



By:

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PEKANBARU
2020**

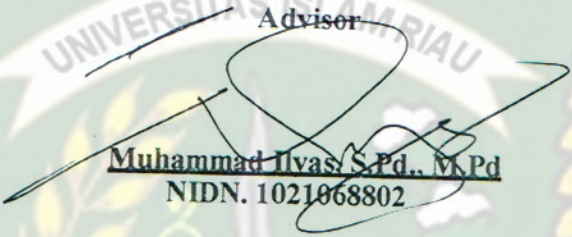
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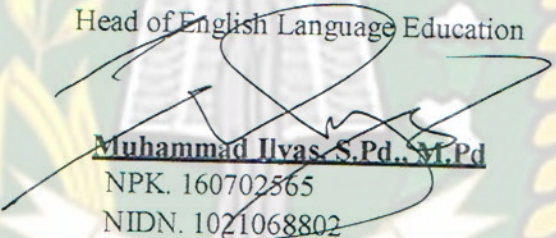
AN ANALYSIS OF VOWEL PRONOUNCED BY FIFTH SEMESTER
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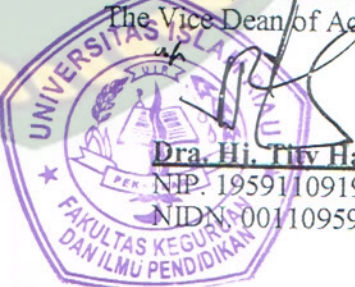

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THESIS

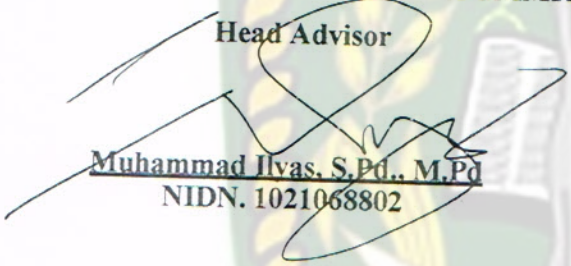
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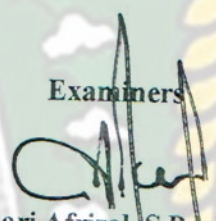
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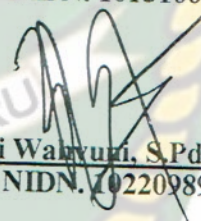
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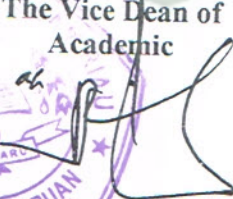

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LETTER OF NOTICE

The advisor hereby notifies that:

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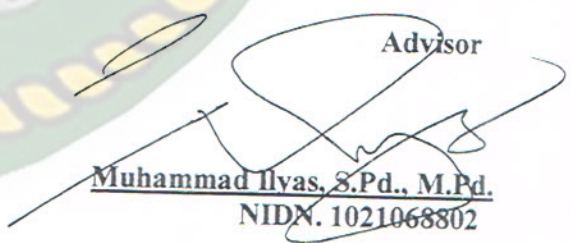
has been completely written a thesis which entitled:

**AN ANALYSIS OF VOWEL PRONUNCED BY FIFTH
SEMESTER STUDENTS AT ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

It has been to be examined. This letter was made to be used as it is needed.

Pekanbaru, 1st December 2020











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THESIS GUIDANCE AGENDA

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Study Program : English Language Education
Advisor : Muhammad Ilyas, S.Pd.,M.Pd.
Title : An analysis of vowel pronounced by fifth semester students at English Language Education of FKIP UIR

No	Date	Guidance Agenda	Signature
1.	30/01/2020	Revised Chapter I	
2.	18/02/2020	Revised Chapter II	
3.	02/03/2020	Revised Chapter III	
4.	04/05/2020	Approved to join Proposal Seminar	
5.	02/07/2020	Join the Seminar	
7.	04/08/2020	Revised Chapter I, II & III	
8.	16/10/2020	Revised Chapter IV	
9.	20/10/2020	Revised Chapter V	
10.	23/10/2020	Approved to Join the Thesis Examination	
11.	26/11/2020	Join Thesis Examination	

Pekanbaru, 1st December 2020

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ABSTRACT

Wanda Shafarianis. (2020). *An Analysis of Vowel Pronounced by Fifth Semester Students at English Language Education of FKIP UIR. PEKANBARU: English Language Education, Islamic University of Riau.*

The purpose of this research is to find the vowel sounds among the fifth semester students of English Department in Universitas Islam Riau. Research question is *What sounds of vowel are produced correctly by the students?* The objective of this study was to know the vowel sounds that produced correctly by the fifth semester students of English Department UIR.

Furthermore, the researcher applied descriptive qualitative design as the research method. The results of this study showed that there were some reasons why students can pronounce all of the word correctly, and also some students can't pronounce some words incorrectly. Half of the students can pronounce the vowel word correctly.

Some reasons why the words pronounce correctly is First, before recording find how to pronounce the word in dictionary. Second, when pronounce the word say it slowly don't hurry. Third, always practice for a difficult word to say. Fourth, when watch a movie, practice the words who they say. Fifth, try and learn some new word from game online, and practice to pronounce word based on the character say in game. Sixth, learn from new song and practice it. Seventh, read random text from Instagram or twitter. And Read a novel or Wattpad and practice some new words. Eighth, translating some profile of cartoon character. Last learn from application and YouTube how pronounce correctly.

Some reasons why the words pronounce incorrectly is First, there are some words that are difficult to say because rarely use. Second, have a difficulty in the pronunciation of the pressing on the tongue. Third, lack of practicing some vocabulary in daily activity. Last incompatibility of the word.

Keyword: *Vowel sounds, Pronunciation*

DECLARATION

Name : Wanda Shafarianis
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Study Program : English Language Education
Faculty : Teacher Training and Education
Thesis Title: :

AN ANALYSIS OF VOWEL PRONOUNCED BY FIFTH SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 1st December 2020
The Researcher

Wanda Shafarianis
NPM. 166310620

ACKNOWLEDGMENT

I take this opportunity to give thanks to Allah SWT, who has given blessing, grace, mercy and healthy to complete this study and to finish this thesis entitled “An Analysis of Vowel Pronounced by fifth semester students at English Language Education of FKIP UIR”.

In writing this thesis, the researcher believes that without having directed guidance, meaningful advice, motivation, love and support from the people around me, thus thesis would never been finished. Therefore, the researcher would like to give them sincere and deep gratitude to:

1. I sincerely express my deep sense of gratitude to my advisor **Muhammad Ilyas, S.Pd., M.Pd.** for his guidance, supervision, motivation, immense knowledge. His guidance helped in writing this research. My gratitude also goes to **all my lectures at English Language Education of FKIP UIR** for all the supports and encouragement over many years.
2. I owe and respectfully offer my thanks to my parents **ERIZAL BASRI** and **MAINIS** also my brother **MUHAMMAD ABRAR** for their constant moral support, entertaining me when I felt tired and affection which helped me to achieve success in every sphere of life.
4. I would also extend my special thanks to my best friends that I call as family **Dyla, Roro, Intan, Vira, and Febi** for going on some supports and motivations among this study until I finished this final project.
5. I would also extend my special thanks to **Liska, Lu’Lu’, Abi, Suchi and Egi** also all of **my beloved classmates 9C** that always gives their support and help me to writing this final project.

Pekanbaru, 1st December 2020

The researcher,

Wanda Shafarianis

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ABSTRACT

Wanda Shafarianis. (2020). *An Analysis of Vowel Pronounced by Fifth Semester Students at English Language Education of FKIP UIR. Thesis*

The purpose of this research is to find the vowel sounds among the fifth semester students of English Department in Universitas Islam Riau. Research question is *What sounds of vowel are produced correctly by the students?* The objective of this study was to know the vowel sounds that produced correctly by the fifth semester students of English Department UIR.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is one of the most widely studied and used international languages in communication between nations. This is in accordance with the role of English as a global language as stated by Crystal (2003) that English acts as a global or world language because English is learned and used as a means of communicating in various countries both as first language, second language and as a language foreign. In Indonesia, English as the first foreign language is studied as a compulsory subject from junior high school to college.

Pronunciation is one of the most important language components in English language teaching. Clear pronunciation makes the students easy to understand and produce intelligible sound. Pronunciation stresses more on the way of sounds are produced by the hearer. Therefore, pronunciation is very important in English because mispronunciations will make listener misunderstanding about the meaning.

Many cases of misunderstanding in communication which caused by mispronouncing of some words or intonation of incorrect words. The students pronounce the words *know* and *now*, *sun* and *son*, *pull* and *pool*,

for example, with relatively no differences, in some cases can lead to a misunderstanding.

Although when the non-native speaker's vocabulary and grammar are excellent, but if their pronunciation is bad, they are unable to communicate efficiently and effectively.

Actually, for the fifth students of English Education Department of Universitas Islam Riau, English is the first foreign language. As the beginner learner of English, the students learn listening, speaking, reading, writing, vocabulary, structure and linguistic. Which to complete their understanding, the students also learn pronunciation and spelling to improve accuracy and fluency of their English. Mastering the sounds and pronunciation of the target language is a high priority for the speaker of English. Pronunciation is important to convey or deliver a word when we talk with someone to know an appropriate meaning and avoid a misunderstanding.

Although pronunciation and intonation are not always a barrier to successful communication with English speakers from other parts the world, too much accented or distorted talk will often appear misunderstanding and miscommunication. Besides that, an incomprehensible speaker will cause listeners to misunderstand interpreting speech because words cannot be recognized. Therefore, it is clear pronunciation is very important in oral communication. Even where students produce small inaccuracies in vocabulary and grammar, they are

more likely communicated effectively when they have good pronunciation and intonation.

Students problem in pronouncing possible English words diverse and different from each other because students come from different ethnicities that share and use different languages to communicate with each other in their own groups or community. Hassan (2014) shows that learners have some difficulties in L2 predicted based on systematic differences from two languages, and their students from different first language backgrounds will experience differences difficulty when trying to learn L2. Besides that, in English there are twenty-four consonants and twenty vowels, that means there are forty-four phonemes in English, students must be able to produce them temporarily he is studying English. Students with different language backgrounds of course face difficulties in pronouncing it because of their language background (O'Connor, 2003).

One of the problems faced by students when learning English is to say English words. Sometimes, students find that it is very difficult to do, so to say a few words in English. Then as an experience, students that have a variety of different tribes such as Minang, Malay, and Javanese languages shared and used in different local languages to communicate with each other in class or daily activities. The researcher observed that there were several problems in pronouncing English words that were generally shared by everyone.

Based on the explanation above, the researcher is interested in conducting a research with the title **“AN ANALYSIS OF VOWEL PRONOUNCED BY FIFTH SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR”**

1.2 Identification of the Problem

Pronunciation is one of the problems in the teaching and learning process, especially in English students. Most students have a lot of vocabulary but they do not know how to pronounce it. During daily activities when they want to say something in English, they are confused how to say it, but they know the meaning of the sentence. As we know some words have the same pronunciation but have the different meaning, have the same meaning but different pronounced. Example *son* and *sun*, *pull* and *pool*.

Some of them able to speak English words, but don't have good pronunciation. It means that there are some students who dare to speak in English even though if they don't know if they are right or not. They just pronounce the words according to what they thought.

1.3 Focus of the Problem

There are many aspects that can be discussed in Pronunciation, but because the limit of time, the researcher on this research is focused on the Intelligibility of Pronunciation that is vowel sounds.

1.4 Research Questions

Based on the background of the problem above, the researcher formulated it problem as follows:

1. What sounds of vowel are produced correctly by the students?

1.5 Objective of the Research

In relation to the research problems formulated above, the objectives of the research are as follow:

1. To find out the vowel sounds that produced correctly by students.

1.6 Significance of the Research

1. For the Researcher

Will be able to know deeply in pronunciation.

2. For the Collages

In order to give the advantages for students who has problem in pronunciation.

3. For the Readers

The researchers hope this research will be useful for English students, especially for fifth semester students.

4. For the Next Researchers

Hopefully this research will be useful for the next researchers who interest conducting the research about the pronunciation.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

1.7 Definition of Key Terms

1. Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. Furthermore, analysis is a detailed study or examination sentence to understand more about it. (Oxford Advance Learner Dictionary) In this research, the researcher wants to analyze the students' pronunciation, especially on vowel sounds.

2. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of a language. Understandable pronunciation is one of the most important features of languages instruction. Effective pronunciation contributes to reading, while poor pronunciation Leads to major language learning difficulties, Gilakjani (2012)

3. Vowel

Vowel is a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc. (Oxford Learner's Dictionary) In this research, the researcher wants to know what sounds of vowel are produced correctly by the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Phonetic and Phonology

One of the linguistic studies contains phonetics and phonology. The study of phonetics and phonology itself related to pronunciation. Pronunciation always talks about sounds. Even though the phonetics and phonology are in the same scope in sound study, but there are differences between phonetics and phonology.

According to McMahan (2002) phonetics provide an objective way to describe and analyze the range of sound that humans use in their language. More specifically, phonetic articulation correctly identifies which speech organs and muscles are involved in producing different sounds from some language in the world.

Those sounds are then transmitted from the speaker to the audience, and the mechanics of speech as it passes through the air in the form of sound waves, and the effect those waves have on the ears and brain of a listener, are based on acoustic and auditory phonetics. It follows that anatomy, physiology, physics and neurology have strong associations with phonetics.

Based on the explanation above, the researcher can conclude that phonetics is a study about sound of language. It deals with the production of speech sounds by human.

According to Roach (2009) phonology is a study that focuses on how the sound units in a language can be different, the patterns that are formed and the rules that govern their use. Besides, phonology relates to the range and function of sounds in a particular language and with the rules that can be written to show the types of phonetics relationship that are related and contrast words and other linguistic units.

According to Davenport and Hannah (2005) phonology is the way the sounds people use are organized into patterns and systems. In other meaning, phonology deals with how these speech sounds are organized into systems for each individual language, for example: how the sounds can be combined, the relations between them and how they affect each other.

From explanation above, the researcher can conclude that phonology is one of the branches of linguistics that studies about how sounds occur together with other sound in a certain language.

2.2 Definition of Pronunciation

Pronunciation refers to the development of sounds that are used by individuals to make sense. It relates to the basic sounds of a language (segments), aspects of speech beyond the individual sound level, such as intonation, phrasing, tension, pacing, rhythm (supra segmental aspects), the projection of the voice (voice quality) and, in its broadest sense, attention

to movements and expressions that are closely related to the way people speak a language.

Most people think of pronunciation as the sounds we make while speaking. As speakers of a language, we need to be able to understand each other with relative ease. The pronunciation patterns used by native speakers reflect how language can be accepted by certain listeners.

According to Cook (1996) in Pourhosein Gilakjani, (2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating the sounds and correcting it when it is produced inaccurately. When students learning pronunciation, they usually make new habits and overcome the difficulties that result from the first language.

Based on the importance of pronunciation, there is some reason why it is important. According to Burns (2003), Intelligibility (the speaker creates sound patterns that can be understood as English), comprehensibility (the listener can understand the context of what is said), and interpretability (the listener can understand the intent of what is said) are more important for English speakers.

In the meantime, Yule and O'Connor (2003) report that the key challenge of English pronunciation is to establish a new collection of sounds that correspond to English sounds, and to break down the arrangement of sounds that have been strongly formed by the LI 's habits and systems. It implies that learners should use new ways of listening and new ways of using their speech organs.

There are three important items related to the matter of pronunciation, as mentioned above. Firstly, it is intelligibility or substance that can be understood or established as English by the speaker. Secondly, it is understandability, understandability which It means that first of all, what the speaker says must be obvious, even the interpretation of what is said depends on the listener's knowledge.

At the last, it is interpretability, which means that first of all, even the meaning of what has been said can be thoroughly analyzed and understood by the listener's interpretation of the complete thing of what is said. In short, it can be inferred from the ability to pronounce that Burns' three points confirm that pronunciation plays an important role in communicating both to the speaker and the listener in order to convey and understand the messages.

When they make attempts to learn the target language, there are certain variables that can influence the pronunciation of the student. The variables are different, as Gilakjani (2011) points out that pronunciation can be influenced by some variables; accent, tension, intonation, and rhythm, motivation and exposure, attitude, guidance, age, personality, and influence of the mother tongue.

2.3 Pronunciation Problem

Learning pronunciation absolutely inseparable with problems occur. The lack of knowledge in pronunciation system in English tends to cause problems for learners in that it can lead them to initially or

repeatedly misspell words or mispronounce them. The problems may occur in teaching and learning pronunciation can be varied.

Kelly (2000:13) states that there are two main problems in pronunciation teaching. First tends to be ignored. And second, when it is not ignored, it tends to be reactive to certain problems that have arisen in the class rather than those planned strategically.

2.4 Components of Pronunciation

In pronunciation we have to paying attention to the component of pronunciation. According to Djiwandono (2008) there are four components of pronunciation:

- a) Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b) Fluency is as a whole of text can be pronounced fluently.
- c) Accuracy is words and parts of text are pronounced accurately.
- d) Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrases and sentences we have to paying attention to the indicators above.

2.5 Vowel

According to Dale (2004) vowel is a speech sounds that are produced with vibrating vocal cords and an infinite flow of air coming from the mouth. The most famous vowel in English is: A E I O U.

Furthermore, she also states that vowel sounds are affected by the changing shape and position of your articulators. The different vowels are created by:

1. The position of your 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”.
2. The shape of your lips. For example, the lips are very rounded for the vowel (u) as in “new”. But are spread for (i) as in “see”.
3. The size of your jaw opening. For example, the jaw is open much wider for (a) as in “hot” than it is for diphthong (ei) as in “pay”.

Kelly (2000) vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. According to Kelly the characteristics of vowel include the following:

- a. The pure vowel sounds

Here, the term "pure" is used to separate single vowel sounds from diphthongs, which we will later consider.

b. Close vowels

The tongue is very high in the mouth for closer vowels. We also note the various positions of the tongue shifting from /i:/ through to /u:/; /i:/ is a front vowel, and /u:/ is a back vowel.

Table 2.1 Close vowels

i:	<p>Characteristics</p> <p>The front of the tongue is slightly behind and below the close front position. (the “close” position is where the tongue is closest to the roof of the mouth). Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars. Ex: <i>bead, key, cheese</i></p>
I	<p>Characteristics</p> <p>The part of the tongue slightly nearer the centre is raised to just above the half-close position (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars. Ex: <i>hit, busy, women</i></p>
	<p>Characteristics</p> <p>The part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed. Ex: <i>book, good, push</i></p>
u:	<p>Characteristics</p> <p>The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense. Ex: <i>food, rude, soup</i></p>

c. Mid vowels

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to / :/, we also notice the different positions of the tongue; /e/ is a front vowel, and / :/ is a back vowel.

Table 2.2 mid vowels

E	<p>Characteristics</p> <p>The front of the tongue is between the half-open and half-close position. Lips are loosely spread. The tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars. Ex: <i>egg, said, any</i></p>
	<p>Characteristics</p> <p>The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread. Ex: <i>paper, banana, nation</i></p>
:	<p>Characteristics</p> <p>The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread. Ex: <i>her, serve, word</i></p>
:	<p>Characteristics</p> <p>The back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded. Ex: <i>call, all, law</i></p>

d. Open vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to / /, we also notice the different positions of the tongue; /æ/ is a front vowel, and / / is a back vowel.

Table 2.3 Open vowels

Æ	<p>Characteristics</p> <p>The front of the tongue is raised to just below the half-open position. Lips are neutrally open. Ex: <i>hat, attack</i></p>
	<p>Characteristics</p> <p>The centre of the tongue is raised to just above the fully open position. Lips are neutrally open. Ex: <i>run, uncle, front</i></p>

:	<p>Characteristics</p> <p>The tongue between the centre and the back is in the fully open position. Lips are neutrally open. Ex: <i>class, command, part</i></p>
	<p>Characteristics</p> <p>The back of the tongue is in the fully open position. Lips are lightly rounded. Ex: <i>dog, often, want</i></p>

From the explanation above, it can be concluded that vowel is produced in mouth cavity. There are also four characteristics of vowel: the pure vowel sounds, close vowel, mid vowels, and open vowel.

2.5.1 Diphthongs

According to Dale (2004) diphthong is a combination of two vowel sounds. It started as a vowel and ended up as another. During the production of diphthong, your articulators slid from the first vowel position to the second position.

Kelly (2000) diphthongs are a combination of vowel sounds that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another.

Kelly also classifies the characteristics of diphthongs into two diphthongs.

(a) Centering diphthongs

Centering diphthongs end with a glide towards / /. They are called centering because / / is a central vowel.

Table 2.4 Centering diphthongs ending in / /

ɪ	<p>Characteristics</p> <p>The glide begins in the position for /ɪ/, moving down and back towards / /. The lips are neutral, but with a small movement from spread to open. Ex: <i>beer, beard, fear, pierce, idea, here</i></p>
	<p>Characteristics</p> <p>The glide begins in the position for / /, moving forwards and down towards / /. The lips are loosely rounded, becoming neutrally spread. Ex: <i>sure, moor, tour, obscure</i></p>
E	<p>Characteristics</p> <p>The glide begins in the position for /e/, moving back towards / /. The lips remain neutrally open. Ex: <i>where, wear, chair, dare, stare</i></p>

(b) Closing diphthongs

Closing diphthongs end with a glide towards /ɪ/ or towards / /.

The glide is towards a higher position in the mouth.

Table 2.5 Closing diphthongs ending in /ɪ/

eɪ	<p>Characteristics</p> <p>The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. Ex: <i>cake, way, say, pain</i></p>
ɔɪ	<p>Characteristics</p> <p>The glide begins in the position for /ɔ:/, moving up and forwards /ɪ/. The lips start open and rounded and change to neutral. Ex: <i>toy, avoid, voice, enjoy, boy</i></p>
aɪ	<p>Characteristics</p> <p>The glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. Ex: <i>high, tie, buy, might, cry</i></p>

Table 2.6 Closing diphthongs ending in / /

	Characteristics The glide begins in the position for / /, moving up and back towards / /. The lips are neutral, but change to loosely rounded. Ex: <i>go, snow, toast, home, hello, although</i>
a	Characteristics The glide begins in a position quite similar to / :/, moving up towards / /. The lips start neutral, with a movement to loosely round. The glide is not always completed, as the movement involved is extensive. Ex: <i>house, loud, down, how, bough</i>

So, it can conclude that diphthong is a speech in which during the production there is glide or movement from one vowel position to another vowel position. There are also two characteristics of diphthong. They are centering diphthong and closing diphthong.

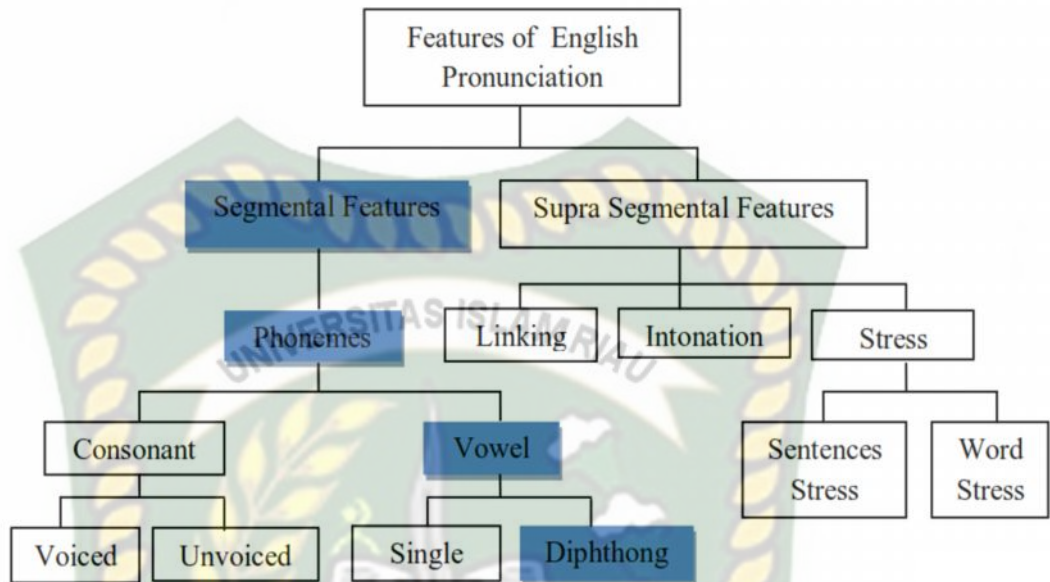
2.6 Relevance Studies

Muh Saebani (2016) “*An Analysis of Students’ Pronunciation of Centering Diphthong Equipped by Phonetic Transcriptions*”. This research focused on Pronunciation of centering diphthong equipped by phonetic transcriptions by fourth semester of English Education Department of IAIN Salatiga. Researchers choose 20 students and took the sample randomly. In collecting the data used observation, test, transcribing, documentation and evaluation. Instruments used in this research are oral test, recording and transcribing and this research used descriptive statistic of data analysis. The researcher find general findings of students’ abilities from the first test are 1 or 5% from 20 students could understand centering diphthong are excellent and 3 or 15% students are bad. Based on second test 1 or 5% from 20 students could understand centering diphthong are excellent and 2 or 10% from 20 students are bad additionally the students still made pronunciation errors where the most dominant errors of omission, a total of 10 or 50 %. The researcher assumed that this is because the students have less knowledge or understanding of phonetic transcriptions, especially centering diphthong.

Latifah Nur Kartyastuti (2017) “*An Error Analysis in Pronunciation of English Vowels of the First Semester Students of English Education Department in IAIN Surakarta in the Academic Year 2015/2016*”. The aims of this research are: (1) to find errors in

pronouncing English vowels of the first semester students of English Education Department of Islamic Education and Teacher Training Faculty State Islamic Institute of Surakarta in the academic year 2015/2016; (2) to classify the errors of the first semester students of the Department of Islamic Education and Teacher Training of the Faculty of State Islamic Institute of Surakarta in the academic year 2015/2016 in pronouncing English vowels by their forms. The descriptive qualitative approach used in this study is. This study was carried out in the academic year 2015/2016 on first-semester students of the English Department of Education of the State Islamic Institute of Surakarta. As a participant, there are eleven students. The information is gathered by performing two pronunciation tests. The data is evaluated by means of an error analysis process, error detection and error description. Analysis has shown that there are mistakes in the pronunciation of English vowels. The percentage number of pronunciation errors of English vowel, from the lowest, are as follow; /e/ 5%; / / 8%; / / 12%; /ɪ/ 21%; /aɪ/ 24%; /ɪ / 28%; / ɪ/ 31%; / / 34%; /i / 52%; /eɪ/ 53%; /u / 55%; / / 64%; /a / 64%; / / 75%; /aɪ / 76%; / / 85%; / / 87%; / / 91%; and /æ/, / /, / /, /eɪ /, /ɔɪ /, / /, /a / are 100%. The result showed that the participants perform three types of pronunciation error; substitution, insertion and omission.

2.7 Conceptual Framework



Based on the chart above, there is some main feature of studying pronunciation. What the researcher trying to highlight here that studying those features is important to get better pronunciation in English spoken. This time the researcher wants to focus on pronunciation vowel sounds.

2.8 Assumption

Based on the explanation above, the researcher assumes that the students of the fifth semester already understand and can pronounced word correctly especially vowel sounds. Because they are studying in the fifth semester of English Phonetic and Phonology lesson.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research uses a qualitative. It is for getting information and analysis about vowel pronounced by fifth semester students at English language education of FKIP UIR.

Sugiyono (2010) stated that qualitative research is descriptive, in natural setting, and concern in process. Furthermore, Creswell (2012) notes that qualitative research is an investigative method that is useful for exploring and understanding a central phenomenon, asks participants broad, general questions, gathers participants' detailed views in the form of words or pictures, and analyzes the explanation and theme details.

The researcher chooses that participant to get the data by using 20 words vowel which are taken from the Pronunciation Application. Based on this research, the researchers used the sounds as the linguistics element to analyzed the data.

In this research, the researcher used a descriptive qualitative to analyzed the data. The researcher conducted the research at Universitas Islam Riau especially in English Department and chooses fifth semester.

3.2 Participants

In this research, of the participants were the fifth semester students of English Department of FKIP UIR Pekanbaru. The fifth semester students of English Department of FKIP UIR consisted of four classes, from A until D with total 142 students and become a population of this research. Population is defined as a completed set of analysis units that were being studied. According to Arikunto (2006), if the number of population research has large number of subjects and can be sample can be taken between 10-15% or 20-55%. And to get the sample, the researcher used 10% of population, the researcher applies purposive sampling that the sample take data from class D which random selected. Thus, in this research there were 15 participants from fifth semester students of English Department of FKIP UIR.

3.3 Data Collection Technique

In collecting the data, the researcher uses the instruments of vowel word lists which were taken from the Pronunciation Application. The instrument contained of 20 vowel word the collection data from the sample of this research, was conducted by using handphone recorder while the students pronounced some words. The following are number of steps apply in holding this research:

1. The researcher made an appointment with the students before taking the data. Because of the situation (pandemic) the researcher taking the data via online.
2. The researcher prepares list of word which used by participants.

3. The researcher asked the students to read slowly and carefully the 20 words and it would be recorded.
4. After that, participants send a voice recording based on the list of word to analyzed by researcher.
5. Researcher also conduct informal interviews to complete the data. Researcher choose 10 people from 15 samples to be interviewed in order to find out the reasons why the word list can be pronounced correctly and incorrectly. interview results can be seen in appendices

List of word

No	Word List	Vowel sounds based on application	Transcript of the students' vowel sounds
1	Airport		
2	Engineer		
3	Tourist		
4	Climb		
5	Voice		
6	Window		
7	Prepare		
8	Found		
9	Late		
10	Learn		
11	Healthy		
12	Children		

13	Wolf		
14	Country		
15	Hospital		
16	Punishment		
17	Captain		
18	Unique		
19	Truth		
20	Answer		

3.4 Data Analysis Technique

After getting the data, the researcher applies qualitative approach to analysis the data of this research.

1. The researcher collected recording from 15 students
2. The researcher listened carefully and continually how the students pronounced the words using the pronunciation application
3. Then, the researcher identified on the table list to know whether they pronounced the vowel sounds.
4. Finally, the researcher analyzed and described what are vowel sounds produced correctly by students.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

This section covers the discussion of the result findings, answering the research question which are earlier on this research. This part of discussion describes the answer of the research question, that is what sounds of vowel are produced correctly by the fifth semester students. The answer is obtained by analyzing the data of the research.

4.2 Data Analysis

Based on this research, the total numbers of words are 20 words with which 15 participants involved to pronounce. The researcher collected recording from all of participants. Next, the researcher listened carefully and continually how the students pronounced the words using the pronunciation application. Then, identified on the table list to know whether they pronounced the vowel sounds. Finally, the researcher analyzed and described what are vowel sounds produced correctly by students.

Table 4.1 The Result of Word “Airport”

Word List	Correct Pronunciation	Incorrect Pronunciation
Airport	Students 1 Students 2 Students 3 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 14 Students 15	Students 4 Students 13

Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 1, students 2, students 3, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 14, students 15. With transcript word /'eɪpɔ:rt/ and total of participants who pronounced the word incorrectly is two students that is students 4 with transcript word /'eɪpɔ:rt/ and students 13 with transcript word /'eɪrɔ:rt/.

Table 4.2 The Result of Word “Engineer”

Word List	Correct Pronunciation	Incorrect Pronunciation
	Students 2 Students 3 Students 5 Students 6 Students 7 Students 8	Students 1 Students 4

Engineer	Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	
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Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 2, students 3, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /,endʒɪ'nɪə(r)/ and total of participants who pronounced the word incorrectly is two students that is students 1 with transcript word /,engdʒɪ'nɪə(r)/ and students 4 with transcript word /,engdʒɪ'nɪə(r)/.

Table 4.3 The Result of Word “Tourist”

Word List	Correct Pronunciation	Incorrect Pronunciation
Tourist	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /'tʊərɪst/.

Table 4.4 The Result of Word “Climb”

Word List	Correct Pronunciation	Incorrect Pronunciation
Climb	Students 1 Students 2 Students 3 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 14	Students 13 Students 15

Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 1, students 2, students 3, students 4, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 14. With transcript word /klaɪm/ and total of participants who pronounced the word incorrectly is two students that is students 13 with transcript word /kɪɪm/ and students 15 with transcript word /kɪɪm/.

Table 4.5 The Result of Word “Voice”

Word List	Correct Pronunciation	Incorrect Pronunciation
Voice	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /vɔɪs/.

Table 4.6 The Result of Word “Window”

Word List	Correct Pronunciation	Incorrect Pronunciation
Window	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /'wɪndəʊ/.

Table 4.7 The Result of Word “Prepare”

Word List	Correct Pronunciation	Incorrect Pronunciation
Prepare	Students 2 Students 3 Students 5 Students 6 Students 7 Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	Students 1 Students 4 Students 8

Based on the table, a total of participants who pronounced the word correctly is twelve students that is students 2, students 3, students 5, students 6,

students 7, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /prɪ'peə(r)/ and total of participants who pronounced the word incorrectly is three students that is students 1 with transcript word /prɪ'peə(r)/, students 4 with transcript word /prɪ'peə(r)/ and students 8 with transcript word /prɪ'beə(r)/.

Table 4.8 The Result of Word “Found”

Word List	Correct Pronunciation	Incorrect Pronunciation
Found	Students 1 Students 3 Students 4 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 14 Students 15	Students 2 Students 5 Students 6 Students 13

Based on the table, a total of participants who pronounced the word correctly is eleven students that is students 1, students 3, students 4, , students 7, students 8, students 9, students 10, students 11, students 12, students 14, students 15. With transcript word /faʊnd/and total of participants who pronounced the word incorrectly is four students that is students 2 with transcript word /found/, students 5 with transcript word /found/, students 6 with transcript word /phone/ And students 13 with transcript word /fond/.

Table 4.9 The Result of Word “Late”

Word List	Correct Pronunciation	Incorrect Pronunciation
Late	Students 2 Students 3 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	Students 1

Based on the table, a total of participants who pronounced the word correctly is fourteen students that is, students 2, students 3, students 4, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /leɪt/ and total of participants who pronounced the word incorrectly is one student that is students 1 with transcript word /let/.

Table 4.10 The Result of Word “Learn”

Word List	Correct Pronunciation	Incorrect Pronunciation
Learn	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /lɜ:rŋ/.

Table 4.11 The Result of Word ‘Healthy’

Word List	Correct Pronunciation	Incorrect Pronunciation
Healthy	Students 2 Students 3 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	Students 1

Based on the table, a total of participants who pronounced the word correctly is fourteen students that is students 2, students 3, students 4, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /'helθi/ and total of participants who pronounced the word incorrectly is one student that is students 1 with transcript word /'hɪtti/.

Table 4.12 The Result of Word “Children”

Word List	Correct Pronunciation	Incorrect Pronunciation
Children	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /'tʃɪldrən/.

Table 4.13 The Result of Word “Wolf”

Word List	Correct Pronunciation	Incorrect Pronunciation
Wolf	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /wɒlf/.

Table 4.14 The Result of Word “Country”

Word List	Correct Pronunciation	Incorrect Pronunciation
	Students 3 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9	Students 1 Students 2

Country	Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	
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Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 3, students 4, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /'kʌntri/ and total of participants who pronounced the word incorrectly is two students that is students 1 with transcript word /'kountri/ and students 2 with transcript word /'kountri/.

Table 4.15 The Result of Word “Hospital”

Word List	Correct Pronunciation	Incorrect Pronunciation
Hospital	Students 1 Students 2 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	Students 3

Based on the table, a total of participants who pronounced the word correctly is fourteen students that is students 1, students 2, students 4, students 5,

students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /'hɒspɪtl/ and total of participants who pronounced the word incorrectly is one student that is students 3 with transcript word /'hespɪtl/.

Table 4.16 The Result of Word “Punishment”

Word List	Correct Pronunciation	Incorrect Pronunciation
Punishment	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /'pʌnɪʃmənt/.

Table 4.17 The Result of Word “Captain”

Word List	Correct Pronunciation	Incorrect Pronunciation
Captain	Students 2 Students 3 Students 4 Students 5 Students 6 Students 7 Students 9 Students 10 Students 11 Students 12 Students 13 Students 14 Students 15	Students 1 Students 8

Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 2, students 3, students 4, students 5, students 6, students 7, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript word /'kæptɪn/ and total of participants who pronounced the word incorrectly is two students that is students 1 with transcript word /'kæpten/ and students 8 with transcript word /'kepten/.

Table 4.18 The Result of Word “Unique”

Word List	Correct Pronunciation	Incorrect Pronunciation
Unique	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /ju'ni:k/.

Table 4.19 The Result of Word “Truth”

Word List	Correct Pronunciation	Incorrect Pronunciation
Truth	Students 2 Students 4 Students 5 Students 6 Students 7 Students 8 Students 9 Students 10 Students 11 Students 12 Students 13	Students 1 Students 3

	Students 14 Students 15	
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Based on the table, a total of participants who pronounced the word correctly is thirteen students that is students 2, students 4, students 5, students 6, students 7, students 8, students 9, students 10, students 11, students 12, students 13, students 14, students 15. With transcript /tru:θ/ and total of participants who pronounced the word incorrectly is two students that is students 1 with transcript word /tru:t/ and students 3 with transcript word /tru:/.

Table 4.20 The Result of Word “Answer”

Word List	Correct Pronunciation	Incorrect Pronunciation
Answer	All of the students	

Based on the table, a total of participants who pronounced the word correctly is all of the students with total fifteen students with transcript word /'a:nsə(r)/.

Based on the data above, researcher conduct interview with participants and find some reason why the participants can pronounce correctly and incorrect in some words.

Some reason why the words pronounce correctly is First, before recording find how to pronounce the word in dictionary. Second, when pronounce the word say it slowly don't hurry. Third, always practice for a difficult word to say. Fourth, when watch a movie, practice the words who they

say. Fifth, try and learn some new word from game online, and practice to pronounce word based on the character say in game. Sixth, learn from new song and practice it. Seventh, read random text from Instagram or twitter. And Read a novel or Wattpad and practice some new words. Eighth, translating some profile of cartoon character. Last learn from application and YouTube how pronounce correctly.

Some reason why the words pronounce incorrectly is First, there are some words that are difficult to say because rarely use. Second, have a difficulty in the pronunciation of the pressing on the tongue. Third, lack of practicing some vocabulary in daily activity. Last incompatibility of the word.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research question and the discussion in the previous chapter related to the question about what sounds of vowel are produced correctly by the fifth semester students. It was found that the students mispronounced some of these words. From previous data, some students pronounced the words correctly from the 20 words list.

The researcher also conducted interviews with the students after she got the data which is the pronunciation recording result. From this interview she found out that the reasons why the students pronounced the vowel sounds incorrectly, mostly because of their lack of knowledge on how to pronounce them, also the students less of pronunciation drill, and the last is the students pronounce the word with a hurried so they cannot pronounce the vowels correctly. The analysis result is put on the appendix.

5.2 Suggestion

1. For Lecturer

The lecturer expected pay attention when she or he teaches pronunciation. The lecturer suggested to give a lot of practice in pronunciation so the students 'ability especially in pronunciation can

increase significantly. The lecturer can give interesting lesson so the students easy to understand in pronouncing the English sound.

2. For Students

The students should do more practice to improve their ability in reading and pronouncing English words. The students also hopefully to often open their dictionary in order if they got difficulty in pronouncing English word, they can compare with the dictionary. Then do not feel hesitate to ask the teacher when they cannot pronounce the word correctly and the students can install the sound dictionary app by their phone, and then they can practice at anywhere as often as possible until they can speak well like on the dictionary.

3. For next Researchers

The other researcher hopefully can explore more than this research. The other researcher may observe the more students rather than this research; hence the other researcher can obtain the broader and vary result rather than this research.

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