



An Analysis Students' Errors In Pronunciation English Vowels at Third Semester of English Education Study Program

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Abstract

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The aim of this study is to find out the most pronounced vowel errors and what types of errors are made by the third-semester students of the English education study program at Khairun University. The research used a qualitative research method and the participants were twenty students at Khairun University. The results of the study can be concluded that the dominant error of vowel sounds made by students is the sound /i:/ reaching 62 (or 28.44%) and the data shows substitution is a type of pronunciation error made by students reaching (86.66%).

Keywords: Error analysis, vowel pronunciation

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INTRODUCTION

Mastery of English has been problems to many Indonesian students. The most affecting problem is psychology barrier Indri & Handayani, 2017 (in Haidara, 2014;p. 515 and Tantri (2013; p. 39), They stated that most of EFL students have weak motivation, lack in self-confidence, afraid of making mistakes, feeling shy or insecure while using target language. Even though English is a general foreign language taught in University, most of Indonesian students are still anxious to communicate using English.

The concept of pronunciation according to (Kelly, 2000) stated "one of a consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basic on which to assess why it is important to deal with pronunciation in the classroom". According to (Nunan & Carter, 2001) believe that 'pronunciation plays a central role in both our personal and our social lives: as individuals, we project our identity through the way we speak, and also indicate our membership of particular communities.

Based on the statement above can be said that "pronunciation as the act or the manner of pronouncing word, utterance of speech. First, sound is significant because it is used as part of a code of a particular language. In this sense, pronunciation is as the production and reception of speech sound. Second, it is used to achieve meaning in context of use. In this sense, pronunciation with reference to acts of speaking. Pronunciation can always be studied from two points of view. (Harahap et al., 2020).

The errors made by students above are commonly. To minimize these errors, it is necessary to study the analysis of language errors. Error analysis is on the other side of the equation, being the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their

ignorance. (Carl, 1998). Related this argument (Lincon Jhon and Heffeman, 1990) said that 'that language learning is basically a process that cannot be separated from mistakes in misunderstandings in order to gain skills and obtain clear information'.

Based on previous research Touchie, (1986) believe that linguistics usually distinguish between two types of errors: performance errors and competence errors. Performance errors are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. Competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning.

Tanjung, (2021) he found that the most error made by the students occurs in vowel with 66 errors while in consonants with 41 errors. The highest number of errors in vowels appears in sound /ə/ with 8 errors or 57.1%. While in consonants, the highest number of errors occurs in sound /v/ with 11 errors or 78.5% from the total errors.

Alaga, (2016) conclusion of this research is describe that mispronunciation was looked into as a result of the interference of L1 pronunciation. L1 phonological sounds have fossilized in the phonological knowledge of the ESL learners. Lastly, the spelling structure of the words gives confusion to the learners to pronounce the words.

Beside the statement above factors that affect the accuracy of Indonesian EFL students' pronunciation according to (Fadillah, 2020) are: 1) English vowels and consonants shift by EFL learners, 2) factors influencing Indonesian EFL learners' pronunciation, and 3) the instruments and media used by Indonesian researchers to monitor the pronunciation.

The researcher is interested to study types of surface strategy taxonomy errors. As such omission, addition, misinformation, and misordering. Omission errors are marked by the absence of an item that should be in a good and correct utterance. Addition errors are the opposite of omissions. This error is indicated by the presence of an item that should not appear in good and correct speech. Misformation errors are characterized by the wrong morpheme or structure. Misorder errors are characterized by incorrect placement of a morpheme. (Tarigan dan Djago, 1988).

The study sought to answer two research questions:

- (1) What is the most errors of vowel sounds pronounced by students?
- (2) What types of errors made by the students?

METHODS

This study employed a qualitative research design. This study was conducted at students' of Khairun University. This research was designed to know the most error vowel sounds pronounce by students' and to find out the types of error by students'. The participants in this study were third semester student of English Education Study Program of Khairun University. They consisted of 20 students. In this study the researcher will uses test to get students error when they pronounce English vowel and audiovisual materials consists of images or sounds that researcher collect to help them understand the central phenomenon under

study. The technique used in this research is descriptive analysis. The data collected in this research are raw data. Therefore, to make them meaningful, there are some steps to analyze it. The steps of analyzing data used are:

- (1) Researcher made the written text that was phonetic transcription of the data before finding out the errors.
- (2) After making the phonetic transcription of the data, the researcher was listening to the students' utterance in form of audio recording and comparing the sounds repeatedly with the correct phonetic transcription.
- (3) Then the researcher made the phonetic transcription of the student's speech. The correct pronunciation was taken from Online Oxford Advanced Learner's Dictionary.
- (4) The data collected were analyzed. After the students finished the test, then the researcher concluded the total score from the result of the test. Student's scores were calculated by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

- P = Prosentage
 f = The number of pronunciation error
 N = Total of all pronunciation error
 (Forde R. David, 1959)

RESULTS AND DISCUSION

The findings of this research show that there were 20 students participating in the test, the students were asked to read aloud the list of words there are 60 common words in English and then record their voices. The researcher recorded the voices of the students one by one while the other participants waited outside the room after that the researcher was listening to the students' utterance in form of audio recording and comparing the sounds repeatedly with the correct phonetic transcription. Then the researcher made the phonetic transcription of the student's speech. The correct pronunciation was taken from Online Oxford Advanced Learner's Dictionary.

Vowel	Number of Error	Percentage (%)
[ɪ]	4	1.83 %
[i:]	62	28.44 %
[ʊ]	8	3.66 %
[u:]	12	5.50 %
[e]	11	5.04 %
[ɜ:]	37	16.97 %
[ə]	15	6.88 %
[ɔ:]	13	5.96 %
[ɑ:]	12	5.50 %
[ɒ]	24	11.00 %
[ʌ]	15	6.88 %
[æ]	5	2.34 %
Total	218	100%

The percentage of mispronounced sounds is presented in the table 1.2. The table shows that sound /i:/ is the most mispronounced sounds, reaching (62 or 28.44%), of total errors. The second biggest error occurred on /ɜ:/ (37 or 16.97%), followed by /ɒ/ (24 or 11.00%), then /ə/ (15 or 16.88%) and /ʌ/ (15 or 16.88%).

The errors made by students in pronouncing vowels sounds

No	Words	Phonetic Transcription	Student sound	Subjects
1	ship	/ʃɪp/		
2	rich	/rɪtʃ/	/ri:c/	S2
3	bit	/bɪt/	/bi:t/	S2
4	win	/wɪn/	/wi:n/	S2
5	pin	/pɪn/	/pi:n/	S2
6	eat	/i:t/	/ɪt/	S1, S3, S4, S5, S6, S7, S8, S9, S13, S16, S17, S19
7	reach	/ri:tʃ/	/ric/	S1, S3, S4, S5, S6, S7, S8, S9, S10, S13, S16, S17, S19
8	read	/ri:d/	/rid/	S1, S3, S4, S5, S6, S7, S8, S9, S10, S13, S16, S17, S19,
9	need	/ni:d/	/nɪd/	S1, S3, S4, S5, S6, S7, S8, S9, S10, S13, S16, S17, S19
10	deep	/di:p/	/dɪp/	S1, S3, S4, S5, S6, S9, S10, S13, S16, S17, S19
11	put	/pʊt/	/pat/	S2, S8, S9, S10, S12
12	look	/lʊk/		
13	book	/bʊk/		
14	good	/gʊd/		
15	cook	/kʊk/	/cok/ /cuk/	S13, S14, S15
16	tool	/tu:l/	/Tal/ /tul/ /tol/	S6, S7, S16, S17, S20
17	fool	/fu:l/	/Fol/ /fɒl/	S6, S7, S16, S17
18	pool	/pu:l/	/Pol/ /pɒl/	S7, S16, S17
19	cool	/ku:l/		
20	food	/fu:d/		
21	very	/ˈveri/		
22	get	/get/	/git/	S5, S16
23	mess	/mes/	/mis/	S4, S6, S10, S16
24	better	/betər/	/biter/	S2, S5, S10, S16
25	send	/send/	/Sɪnd/	S16
26	her	/ɜ:r/	/hir/	S2, S3, S6, S8, S9, S13, S14, S16, S17
27	work	/wɜ:rk/	/work/	S3,
28	learn	/lɜ:rn/	/lɪrn /	S2, S3, S7, S8, S9, S13, S14, S16, S19
29	burn	/bɜ:rn/	/barn/ /burn/ /bord/	S2, S3, S7, S8, S10, S13, S14, S16, S18

30	bird	/bɜ:rd/	/bird/	S3, S4, S6, S7, S8, S9, S13, S16, S20
31	ago	/ə'gəʊ/	/gou/	S12, S13, S16, S19
32	teacher	/'ti:tʃər/	/techer/	S10,
33	could	/kəd/	/cold/	S3, S4, S5, S10, S11, S13, S14, S16, S18, S19
34	standard	/'stændərd/		
35	about	/ə'baʊt/		
36	warm	/wɔ:rm/	/wram/ /werm/	S7, S10, S13
37	walk	/wɔ:k/	/walk/	S5, S8, S14
38	also	/'ɔ:lsəʊ/	/erls/	S16
39	call	/kɔ:l/	/kel/	S3, S4, S5, S10, S14, S16
40	more	/mɔ:r/		
41	start	/stɑ:rt/	/star/	S8, S11, S16
42	ask	/ɑ:sk/	/esk/	S5, S7, S9, S10, S14, S19
43	large	/lɑ:rdʒ/	/larje/	S9, S14, S16
44	after	/'ɑ:ftə(r)/		
45	father	/'fɑ:ðər/		
46	of	/ɒv/		
47	on	/ɒn/		
48	from	/frɒm/		
49	not	/nɒt/	/not/	S2, S3, S4, S6, S7, S8, S9, S11, S12, S7, S14, S16, S19
50	lot	/lɒt/	/lot/	S2, S3, S4, S6, S8, S9, S11, S12, S14, S15, S16
51	much	/mʌtʃ/		
52	up	/ʌp/		
53	but	/bʌt/		
54	love	/lʌv/	/lav/	S6,
55	blood	/blʌd/	/blud/	S1, S2, S3, S4, S7, S8, S9, S10, S12, S13, S14, S16, S19, S20
56	have	/hæv/		
57	bad	/bæd/		
58	bag	/bæg/	/bek/	S5, S13, S19
59	can	/kæn/	/ken/	S19
60	that	/ðæt/	/det/	S8

Based on the table above, this study tested 60 vocabulary words to 20 students. From 60 vocabularies, it was found that 40 vocabularies were mispronounced by students. Which is the most frequent mistake made by students, namely the I long (I:) sound category in the words *eat*, *reach*, *read*, *need* and *deep* vocabulary. For the word "*eat*" pronunciation errors as many as 12 students. For the word "*reach*" mispronunciation by the 13 students'. The word "*read*" pronunciation errors as many as 13 students. And also "*need*" pronunciation errors as many as 13 students.

So, it can be concluded that out of 20 students, 13 students made the same error in the same words which is long I (I:) sound was replaced with a short I.

This table tells about the types of pronunciation errors made by students

in the table there are 4 kinds of errors, specifically substitution, omission, misordering and insertion.

No	Words	Correct instance	Error instance	Type of error	Reason	Research Subject
1	tool	/tu:l/	/tAl/	Substitution	u: Substituted Λ	5 Students
2	pul	/pu:l/	/pɔ:l/	Substitution	u: Substituted ɔ:	4 Students
3	ago	/ə'gəʊ/	/gou/	Omission	sound /ə/ is omitted	4 Students
4	get	/get/	/git/	Substitution	e Substituted i	2 Students
5	mess	/mes/	/mis/	Substitution	e Substituted i	4 Students
6	better	/betər/	/biter/	Substitution	e Substituted i	4 Students
7	large	/la:rdʒ/	/la:rdʒe/	Insertion	e	3 Students
8	her	/ɜ:r/	/hir/	Substitution	ɜ: Substituted i	9 Students
9	work	/wɜ:rk/	/wɔ:rk/	Substitution	ɜ: Substituted ɔ:	1 Students
10	learn	/lɜ:rn/	/lɪrn /	Substitution	ɜ: Substituted i	9 Students
11	burn	/bɜ:rn/	/bɔ:rn/	Substitution	ɜ: Substituted ɒ	9 Students
12	teacher	/'ti:tʃər/	/techer/	Substitution	'i: Substituted e	1 Students
13	could	/kəd/	/cɔ:ld/	Substitution	ə Substituted ɔ:	10 Students
14	warm	/wɔ:rm/	/werɪm/	Substitution	ɔ: Substituted e	3 Students
15	call	/kɔ:l/	/kel/	Substitution	ɔ: Substituted e	6 Students
16	start	/stɑ:rt/	/stɔ:rt/	Omission	sound /t/ is omitted	3 Students

17	ask	/ɑ:sk/	/ɑ:ks/	Misordering	sk misordering ks	6 Students
18	not	/nɒt/	/nɔ:t/	Substitution	ɒ Substituted ɔ:	13 Students
19	lot	/lɒt/	/lɔ:t/	Substitution	ɒ Substituted ɔ:	11 Students
20	blood	/blʌd/	/blu:d/	Substitution	ʌ Substituted u:	14 Students
21	bag	/bæg/	/bek/	Substitution	æ Substituted e	3 Students
22	can	kæn/	/ken/	Substitution	æ Substituted e	1 Students
23	that	/ðæt/	/det/	Substitution	æ Substituted e	1 Students
24	bird	/bɜ:rd/	/bird/	Substitution	ɜ: Substituted ɪ	9 Students
25	send	/send/	/Sɪnd/	Substitution	e Substituted ɪ	1 Students
26	love	/lʌv/	/lɒv/	Substitution	ʌ Substituted ɒ	1 Students
27	rich	/rɪtʃ/	/ri:c/	Substitution	ɪ Substituted i:	1 Students
28	bit	/bɪt/	/bi:t/	Substitution	ɪ Substituted i:	1 Students
29	win	wɪn/	/wi:n/	Substitution	ɪ Substituted i:	1 Students
30	pin	/pɪn/	/pi:n/	Substitution	ɪ Substituted i:	1 Students

From the results of the study the researchers found 30 types of pronunciation errors from 60 words spoken by students where the types of errors consisted of substitution, omission, insertion and misordering

From the results of the analysis, the researcher found 14 students who pronounce the word blood as a /blud/ where students substitutes the sound /ʌ/ with the sound /u:/. In addition, 9 students also mispronounced the word "Her" they pronounce it as /hɪr/ which is the correct pronunciation /hɜ:r/ in this case there is a substitutes sound/ɜ:/. is replaced by /ɪ/. From the data obtained, it can be concluded that substitution is the most common type of pronunciation error produced by third semester students.

CONCLUSION

From the results and discussion above this research has found out found out the most error vowel sounds to be pronounced by the third semester students of English education study program of Khairun University is /i:/ sound reaching 28.44%, of total errors. And the types of pronunciation errors were substitution, omission, misordering and insertion, and the data shows that substitution is the most common type of error made by the students reaching 86.66 %.

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