

**AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING ENGLISH VOWEL
AT THE SEVENTH YEAR OF SMPN 8 PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of
State College for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree
in English Education**

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The Researcher

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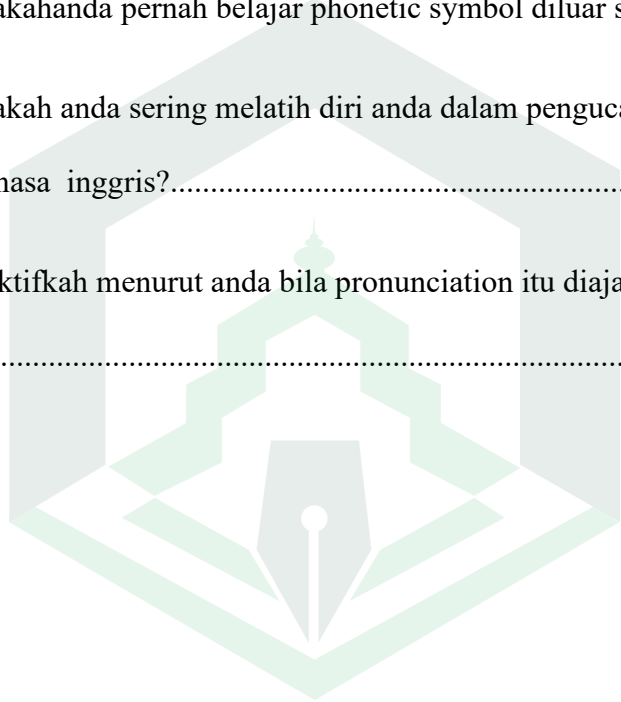


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ABSTRACT

Lalu Rudi Siswandi, 2014, An Analysis os Students errors in Pronouncing English Vowels at The Seeventh Year of SMPN 8 Palopo. Thesis, English Study Program Educational Deapartement in State College for Islamic Studies (STAIN) Palopo. Supervised by Hilal Mahmud, and Masruddin Asmit,

Key Word : Analysis, Errors, Pronunciation, Vowels,

This study is conducted to analyze about the kinds of pronunciation English vowel errors and what causes of students' errors pronunciation english vowels at the seventh years students of SMPN 8 Palopo.

The population of this research is the seventh year of SMPN 8 Palopo in academic year 2013-2014. It consist three classes. The researcher takes one class, namely VIIA. The sum of population is about 30 students.

Data collection techniques, conducted by researcher using instrument test namely pronunciation test to find out students' errors in pronouncing English vowel that consist 40 items. After that the researcher using questionnaire that consist 8 items, the test purpose to know the causes of students' errors in pronouncing English vowel at the seventh year of SMPN 8 Palopo.

Finally, the result of the analysis shows that students are considered still need theory about pronunciation correctly because there are students make errors with pronunciation especially english vowel. There are five types of dominant errors. There are vowel /æ/: 21(70%), vowel /ɒ/: :24(80%) students errors , vowel /eə/ :23(76,66%) students errors, vowel /ʊə/ : 23(76,66%) students errors , vowel /i:/ : 21(70%) students errors.

To help the students improve their pronunciation proficiency, the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels correctly regardless of language skills they are dealing with.

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English is very important for communication with outside the world and to acquire knowledge. According to curriculum, English is one of subjects that is taught to students. The subject gives priority to the mastery of the four language skills: reading, writing, listening and speaking. Therefore, at every classroom time, the teaching of English must involve the teaching of these skills in other words, the four language skills must be taught integrated.

Many people use it as a means of international communication, science, technology, art, and social relation. One knows English well tends to easily apply for a job and transact his business. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

In spite of English has been taught for a long time in Indonesia, still there are many obstacles in teaching English. The problems are : how to use grammar, pronunciation and vocabulary appropriately. Students have problems in grammar because of the influence first language into the second language. It causes Indonesian students feel difficult in learning pronunciation. Students also, has problem in memorizing new vocabulary, because their environments do not supporting. Thus,

loose their vocabulary. Next, students has problems in pronouncing English word, because students mix way of their first language and way of English as a second language.

Mistaken pronunciation is a big problem in Learning English, because – as I state above - Indonesians mix way of their first language and English as second language when they pronounce English words. This phenomenon can be proved by following. English pronunciation are completely different from Indonesian language pronunciation. Some English spelling words may have various sounds after becoming a word, even, sometimes it is in contrast between them. For instance, the sound / u /, if the / u / sound is combined with / k / and / p / sounds in word “cup” / k_p /. There is a sound changing from the / u / sound become / _ / sound. Another example of consonant sound is / s / sound. If it is combined with / k / and / i / sounds in “kiss” / kiss /, the / s / sound is voiceless. If the /s / sound is combined with / k /, / i /, and / d / sounds in “kids” / kidz /, the / s / sound becomes / z / or voiced sound. Thus English has vowel and consonant sounds changing. Whereas, Indonesian pronunciation have no various sounds after becoming word. For instance, letter A” / a /, if it is combined / a / sound with / m / and / s / sounds in word “mas” / mas /. There is no vowel sound changing to at all. Another example of consonant sound in Indonesian Language is / s /. If it is combined with / /, / a /, / n /, / i / sounds in “manis” / manis /. There is no change of / s / sound even though the / s / sound comes after / i / sound which is voiced sound. Both English and Indonesian

language use the same 26 letters alphabet, divided similarly between vowels and consonants. Neither language uses accent marks for any of the 26 letters, however Indonesian Language does not have the same phenomena as English has like phenomena above.¹ Therefore, these phenomena make Indonesian students rather difficult to master English pronunciation.

In learning pronunciation, students try to imitate teacher's pronunciation, and most of students make errors. A consideration of learners' pronunciation errors and of how these can inhibit successful communication is useful basis on which to assess why it is important to deal with pronunciation in the classroom.² It always happens when they are speaking. It causes the teacher doesn't know what to do, whether to continue the material or to correct their errors. It is the fact that error is a part of learning process and correction is a part of teaching. Basically, errors are significant parts that can not be ignored in learning the foreign language. Students usually produce errors, because of the different way between their native language and the target language such as the difference of motivation level of their understanding. In this case, teachers need strategy to solve this problem because Strategy is a way to convey material of teaching. Therefore, students will easily understand it. Due to the fact that, pronunciation is difficult to master by students, and it needs particular strategy to solve the problem, the writer is in this research

¹ <http://indodic.com/SimilaritiesDiffs.htm>, accessed on March 07, 2013

² Gerald Kelly, *How to teach pronunciation* (Longman: 2000) p. 11

interested to research about an analysis of students' errors in pronouncing english vowels

Students of SMPN 8 Palopo have problems in learning English especially in pronunciation of english vowels. Many students have difficulties in pronouncing word in English. The cause of the students difficulties are, English is not students' mother tongue because most of the students are matures and the students' environments' does not support the students to use English frequently. Furthermore, the English teacher is only focusing on the students' vocabulary and also still lack of facilities in teaching and learning process. It causes students do not really able to produce words in English.

The study will be done in SMPN 8 Palopo because some of the students in the school are less pronunciation, when they read english paragraph they use wrong pronunciation. As we know that, to make the listener understand what we read. We have to use good pronunciation.

Based of the problems, the writer tries to do research” *An Analysis of students' Errors in Pronouncing English Vowel At The Seventh Year Of SMPN 8 Palopo .*

B. Problem Statement

Based on the background of the study, the problems are as follow:

1. What kinds of pronunciation english vowels errors do students of SMPN 8 Palopo Produce ?
2. What causes of students' errors pronunciation English vowels at the students of SMPN 8 Palopo?

C. Objective of The Study

Based on the problems of study, the objective of this study are:

1. To find out students' errors in pronunciation of SMPN 8 Palopo.
2. To know the causes of students' errors in pronunciation English vowel..

D. Significance of The Study

The result of this study are expected to be useful information or contribution for the students in general, especially the students at the seventh year of SMPN 8 Palopo in understanding about pronunciation english vowel, it also has something as a purpose to improve students' interest in studying pronunciation especially English vowel.

E. Scope of The Study

The scope of the research will focus on analyzing of the students' errors in pronouncing English vowels at the seventh year of SMPN 8 Palopo.

F. The Definition of Term

The following definition is intended to make the readers have the same term used in this research. It is also intended to avoid ambiguity or interpretation.

Analysis : study of sth by examining its parts, result of such study.³

Students: person who is studying at a college or university, person studying at secondary school.⁴

Error : mistake, the accident was due to human.⁵

Pronouncing : the way in which the language or a particular word is pronounced.⁶

English :the English language the people England.⁷

Vowel: speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.⁸

³ Longman, *Dictionary of Contemporary English* (Longman : 1987), p. 830

⁴ Oxford, *Learner's pocket Dictionary* (Oxford university : 2008), p. 441

⁵ *Ibid*, p. 150

⁶ *Ibid*, p. 830

⁷ *Ibid*, p. 148

⁸ *Ibid*, p. 496

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are several researchers concern about the difficulties to pronounce English phonemes because of mother tongue. Amalia Yahya in her research states that students of pesantren Datuk Sulaeman in Palopo in producing certain English fricatives can modify their production of sound so that pronunciation comes closer to English pronunciation. This phoneme happens because before learning English as a foreign language, pesantren Datuk Sulaeman students have learned Arabic language before.¹

In another research, Pipit Suci Anggriani makes conclusion in her research that the ability of the second year of English Department of STAIN Palopo in their English pronunciation on Palato Alveolar Fricative Voiceless namely [ʃ], are in poor category.²

In another research, Sudarman makes conclusion in his research that the ability of the eleventh year students of PMDS Putri Palopo in their English

¹ Amalia Yahya, *Varieties of Certain English Fricatives Produced Pronunciation At The Language Background Of Pesantren Datuk Sulaiman In Palopo, An Interlanguage Phonological Point Of View*, (Makassar : UNHAS, 2004), p . 75.

² Pipit Suci Anggriani, *Teaching pronunciation through movie at the second year students of English department* (palopo: STAIN, 2013), p. 52.

pronunciation on Interdental Voice /Δ/ and Voiceless /T/ fricatives are in poor category.³

This research tries to find more evidence to see whether the result of those researchs match with the reality that was found by the writer in the field. The writer also analyzes specifically the factors that cause the difficulty of English pronunciation specially in pronouncing English vowels..

B. Teaching English

Teaching English is a process to convey knowledge of English from teachers to students in some ways. First, teaching English as a first language. Second, teaching English as a foreign language. In Indonesia English is taught as a foreign language, because Indonesians do not speak English in their daily activities.

In an English course, there are four skills that must be taught by teachers, namely: reading, writing, speaking and listening. Reading activities needs accuracy to understand words in each paragraph so they know true information. Learners needs accuracy structure in arranges words in writing skills. Listening needs accuracy in analyze what native speaker's say.

Speaking needs accuracy in pronounce English words and intonation. Reading is one of language skills. Teachers have to teach reading words, phrases,

³ Sudrman, *Improving Student's English Pronunciation Through Minimal Pairs At The Eleventh Year Students Of PMDS Putri Palopo* (Palopo : STAIN, 2008), p. 58.

sentences, or texts in English. Reading skill is taught by teachers to make students have a lot of understanding of vocabulary.

Writing is a part of English skill. Teachers have to teach how to arrange words into a phrases, sentences, or texts. A sub skill that supports students in writing is structure or grammar so that can produce good sentences. Listening is activity to hear and understand the native speaker's word or someone who speaks English. Teachers have to teach students how to pronounce English words like way of native speakers' do speaks. Also, teachers drill students in listening to infer information through speaker's intonation.

Speaking is one of the four skills that the students have to have in learning second language. Speaking skill it self has component that have to have, they are pronunciation, grammar (grammatical), vocabulary, fluency.⁴

Speaking is producing words in a certain language orally. Speaking is the key to communication. By considering what good speakers do, what speaking takes can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.⁵

C. Teaching Pronunciation.

⁴Mansoer Pateda, *Aspek-aspek Psikolinguistik*, (Yogyakarta: Percetakan Kanisius, 1990), p.131

⁵Eric, *Improving Adult English Language Learners' Speaking Skill Digest*. Retrieved January 27th, 2009 from <http://ericdigest.org/eric.digest.html>.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes.⁶ It is important to teach, because pronunciation is a basic sub skill in speaking, if we pronounce words well, we can speak well. Therefore, good pronunciation avoids misunderstanding in communication. When people says, for example, “*soap*” in a situation such as a restaurant where they should have said “*soup*”, the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ first language and environment.

The difficulties of pronunciation are: The student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are as follows: 1) He must learn to recognize readily and with certainty the various speech – sounds occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound; 2) He must learn to make the foreign sounds with his own organs of speech; 3) He must learn to use those sound in their proper places in connected speech; 4) He must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress and voice – pitch); 5) He must learn to cantata sounds, i.e. to join each sound of a sequence on the next, and to pronounce the complete sequence rapidly and without stumbling.⁷

D. Principles in Pronunciation Teaching

According to Penny, principles in teaching pronunciation are: ⁸

⁶ Raja, Nasr T, *The Essentials of Linguistic science*,(London : 1978), p.30

⁷ Daniel jones, *An outline of phonetics English* (Cambridge University Press, Cambridge:1958), p.56

⁸ Penny Lee, *A handbook for teachers and trainers* (university of new England, Detya: 2001) p. 32-39

a. Having a suitable curriculum

When teachers teach something, they start to help students acquire some basic concepts on which they can build more complex understanding. For example, when teachers teach science, they make sure students have a basic understanding science before teach them about science. It is absolutely the same as teaching pronunciation, before teachers teach pronunciation, they should have a rough curriculum for teaching pronunciation to access material relevant in particular situation.

b. Being student centre

Teachers have to know how to make students understand information given. For example, for teachers who cannot pronounce some English sounds need to have more knowledge about pronunciation. Additionally, the teachers can give more explanation to students. At that time, students learn through teachers experience how to pronounce English sounds.

c. Helping learners become self-reliant

Many students have wrong perceptions about what is involved in learning pronunciation – or in learning a language in general. Teachers have to tell to students that pronunciation is a sub skill that involves remembering and practicing. Sometimes, different students' accent make they lack of confident in learning pronunciation. They feel embarrassed to pronounce English word, but they can learn

from their mistakes. Teachers' roles are to help students feel confident to pronounce English words.

d. Giving opportunities to practice

In fact, pronunciation is a sub skill speaking skill. Teachers' role is giving training to students to pronounce English words and giving correction to students in pronouncing English words. Sometimes students wriggle out of practicing English pronunciation by saying they are embarrassed. In this case, teachers have to make students more feel confident in practicing pronunciation.

A good method in teaching pronunciation is to use several repetition saying together in chorus. Then choose one student for individual rehearsal, choose another student again, and so on. Sometimes students will get bored with this. However, the material is useful and challenging, students love this kind of work.

F. Strategies in pronunciation teaching.

There are some strategies in pronunciation teaching:

a. Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it.⁹

Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item.

⁹ Gerald Kelly, op.cit p. 16

Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase or structure as they study before. Teachers generally using prompts, pictures, mimes etc, to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

b. Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:¹⁰

c. Back chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

.....told him.

.....would've told.

.....if I'd seen him.

d. Front chain

¹⁰*Ibid*, p.16-17

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually add to length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him....

I would've.....

I would've told him.

e. Substitution drilling

Substitution drilling is another important and useful variation. This involves drilling a structure, but substituting items of vocabulary into the sentence being dealt with, as follow: ¹¹

Teacher: it's in the corner

Student 1: it's in the corner

Teacher: it's on the table

Student 2: it's on the table.

f. Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example, a big letter Q and a big letters A

¹¹*Ibid*, p.17

written on cards. Teachers will invite students to question each other and respond in turn across the class. ¹²

Student 1: have you ever been to paris?

Student 4: yes. I have

Student 5: have you ever been to New York?

Student 2: no I haven't.

g. Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice raising their intonation, giving one that is chosen for student which is true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

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G. Problems in pronunciation teaching.

According to Gerald Kelly, There are two main problems in teaching pronunciation: ¹³

¹²*Ibid*, p.17

¹³Gerald Kelly, *How to teach pronunciation* (Longman: 2000) p. 13

- a. Pronunciation tends to be neglected.
- b. When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglected. Firstly, teachers are lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory.

When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Teachers need to improve their practical skill in teaching pronunciation.

Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that pronunciation is very important in a language learning process.

To solve these problems, pronunciation teachers need:¹⁴

1. A good grounding in theoretical knowledge

Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach students can give good pronunciation to students imitated.

2. Practical classroom skills

¹⁴ *Ibid*, p.13

Teachers necessarily have strategies of how to captivate students.

Consequently, materials presented by teachers will be easily understood by students.

3. Access to good ideas for classroom activities.

It is necessarily for teachers to teach pronunciation captivately so, students will not get bored with available materials. Also they will get more enthusiastic in learning pronunciation.

According to Daniel to solve students' problems of pronunciation are: ¹⁵

a. A matter of 'ear-training' or more accurately 'cultivation of the auditory memory.

"Good ears" are needed to be a successful linguist. If his ears are not naturally sensitive, it can be made more sensitive by training; and if his ear is good by nature, it can be made still better by training.

b. A matter of gymnastics of the vocal organs is essential as students have to learn to put their tongue, lips, and other parts of the organs of speech into certain definite positions, or to perform with them certain actions.

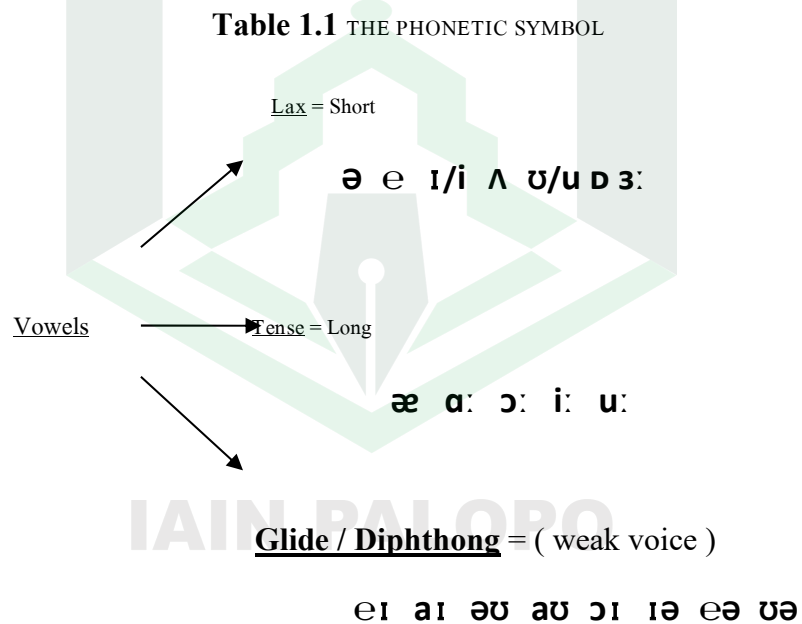
c. Students have to learn appropriate order in which to place the sounds so as to make intelligible words and sentences. This is matter of *memorizing*.

d. Focus on certain characteristics of sounds and syllables having relation to other sounds and sentences. Particularly, students will be able to pronounce correctly in the matter of length, stress, and pitch.

¹⁵ Daniel Jones, *the pronunciation of English* (Cambridge University Press, Cambridge: 1958) p. 3-8

e. Must be carefully distinguished from all the proceeding. It sometimes happens that a student can pronounce isolated sounds correctly, knows what sequence of sound to use in a given word or sentence, and knows necessary details in regard to length, stress, and pitch, but students stumbles over the sound-sequence. Students have not acquired facility in passing from one sound to another, and cannot always say sequences of sounds rapidly and without stumbling. In other words, student does not 'catenae' properly.

H. Concept of Phonetics and Phonemes



1. Phonetics

There has been some research dealing with the definition of phonetic. Crystal gives definition that phonetic is the science which studies the characteristic of human

sound making, especially those sounds used in speech and provide methods for their description, classification and transcription.¹⁶

According to Ladefoged that phonetic is concerned with describing the speech sounds that occur in the language of the word.¹⁷

In other hand Gimson says that phonetic and phonemic analysis should occupy an important place in the study of any language, it is necessary that some statements of the sound system be made at the very outset.¹⁸

Gimson notes that phonetic of the basic of linguistic units (the phonemes) are derived by a process of abstraction from connected speech. We are dealing with sound articulation continuum rather than with discrete units. If therefore, the utterance is analyzed in terms of sequence of phonemes, account must be taken of phonetics continuous elements exert upon.¹⁹

In other hand Gimson says a speech sound, processed in isolating and without the meaning fullness imposed by a linguistic system.²⁰ But there are some problems

¹⁶ David Crystal, *A Dictionary of Linguistic and Phonetics*, (Boston; Little Brown Company, 1978), p. 229.

¹⁷ Peter Ladefoged. *A course in Phonetics*. (Los Angeles: University of California, 1982), p.20.

¹⁸ A. C. Gimson, *An Introduction to the Pronunciation of English*, (London: Edward Arnold, 1980), p.6.

¹⁹ *Ibid.*, p. 66

²⁰ *Ibid.*, p.287

to face in phonetic, such as the way to produce the different sound which have same later. The identification of the sounds unit to be described.

This definition emphasize that phonetic is the scientific study of speech sounds that occur in the language and the role that describe their patterning.

Furthermore, speech sound are study with a view for recording, describing, analyzing, because it is talk about speech sounds that occur in the language. In Practically is phonetic.

2. Phonemes

Phonemes are parts of language. Refer to smallest statement of sound that can be distinguished by the contrast within words that group together. Many experts give their definitions about phonemes . Further phonemes are the abstract units that form the basic for writing down. The language systematically and unambiguously.²¹ The phonemes is minimal unit in the sound system of a language.²²

Lass argue we can determine the sound system by using a symbol. But symbol choice depend partly on the use to which a description.²³ Phonemes is the minimal unit in the sound system according to traditional phonological theories. The

²¹ Peter Ledefoged, *Op. Cit.*, p.24.

²² David Cristal, *Op. Cit.*, p.228.

²³ Roger Lass, *Phonology and Introduction Into Basic Concept*, (Cambridge University Press, 1984), p. 22.

original motivation for the concept from the concern to establish pattern of organization within the indefinitely large range of sound hear in language. In other way phonemes emphasis is technique for reducing language to writing.

Roach says that there is a abstract alphabet as the basis of our writing, so there is an abstract see of units as the basis of our speech.²⁴

Base on the definition above in uneversally, every language has its own set of phonemes although each is different in its quantity and special marking. The researcher emphasizes that phonemes is sub discipline linguistic which related with the sound exit all language. We can differentiate them in words group, so that is related with writing down systematically and ambigiously.

3. Vowels

From the practical phonetics stand points, it is convenient to distinguish two types of speech sounds. Simply because the majority of sounds described and classified most appropriately according two types of this sounds. Speech consists of alternation of two major sound-type: vowels and consonants.²⁵

1. Vowels

²⁴ Peter Roach, *English Phonetics and Phonology* (Ed.V; Britain; Cambridge University Press, 1994), p.37.

²⁵ Patricia Ashby, *Understanding Phonetics*. London: Hodder Education, 2011, p.4.

This category of sounds is normally made with a voiced regressive air-stream without any closure or narrowing such as would result in the noise component characteristic of many consonant sounds moreover, the escape of the air is characteristically accomplished in any impeded way over the centre line of the tongue.

A description of vowel sounds can be explained by three factors as follows:

- a) The position of the soft palate raised for oral vowels lowered for nasalized vowels
- b) The kind of aperture formed by the lips-degree of spreading or rounding
- c) The part of the tongue which is raised and the degree of raising.²⁶

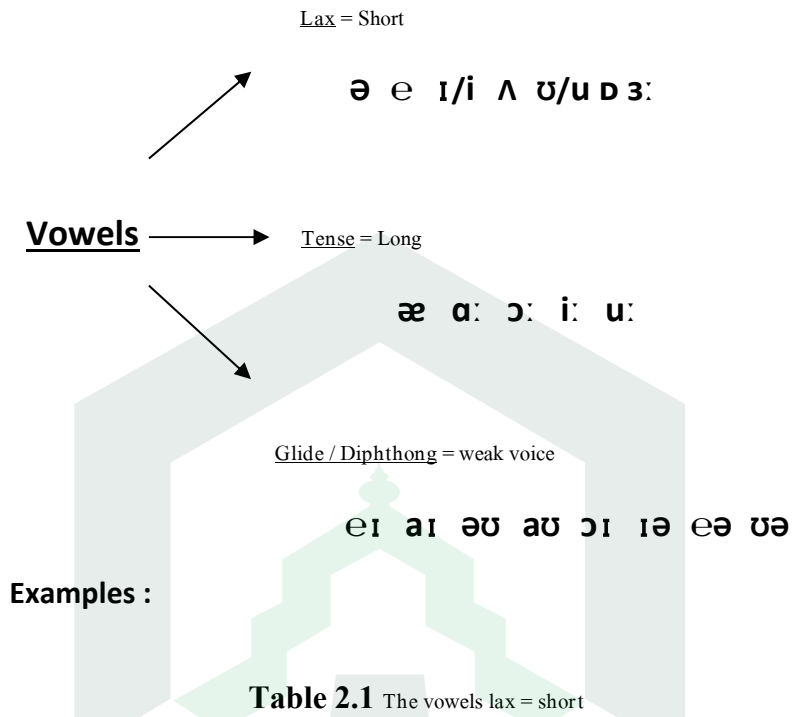
Gimson argues that sound could be written in a number of ways or the same spelling do service for several sounds.²⁷ So that the same word might be spelt in different ways by different writers. It is according to linguistic rule that occur in any language, but some of its differences for each language.

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²⁶ A. C. Gimson, *An Introduction to The Pronunciation of English* (Ed. III; London; University College London, 1984), p. 39.

²⁷ *Ibid.*

Table 2.1 The vowels symbol



ə	e	ɪ/i	ʌ	ʊ/u	ɒ	ɜ:
About	Ten	Sit	Crush	Look	Got	Bird
ə'baut	tɛn	sɪt	cr ʌʃ	l ʊk	g ɒt	b ɜ:d
Above	Pen	Tip	Crutch	Book	God	Birth
ə'b ʌv	pɛn	tɪp	cr ʌ tʃ	b ʊk	g ɒd	b ɜ: θ

Table 2.1 The vowels tense = long

æ	ɑ:	ɔ:	i:	u:
H <u>a</u> t	C <u>a</u> lf	C <u>a</u> ll	<u>E</u> ase	T <u>oo</u>
h æt	ɔ: f	k ɔ: l	i: z	Tu:
H <u>a</u> d	L <u>a</u> ugh	F <u>a</u> ll	<u>E</u> asy	T <u>wo</u>
h æd	l a: f	f ɔ: l	i: z	Tu:

Table 2.1 The vowels glide/diphthong = weak voice

eɪ	aɪ	əʊ	aʊ	ɔɪ	ɪə	eə	ʊə
P <u>a</u> y	K <u>i</u> nd	N <u>o</u>	N <u>o</u> w	B <u>o</u> y	<u>E</u> ar	<u>A</u> ir	P <u>u</u> re
p eɪ	k aɪnd	n əʊ	n aʊ	b ɔɪ	ɪə (r)	eə(r)	p ʊə
D <u>a</u> y	F <u>i</u> nd	N <u>o</u> te	H <u>o</u> w	B <u>o</u> il	N <u>e</u> ar	H <u>a</u> ir	C <u>u</u> re
d eɪ	k aɪnd	n əʊt	h aʊ	b ɔɪ l	n ɪə(r)	h eə (r)	c ʊə

I. Error Analysis

a. Definition of error analysis

Error analysis was an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.²⁸

McKeating²⁹ states that Error analysis involves collecting errors, studying them, classifying them in various ways and suggesting possible causes.

Studying the error made by learners needs no justification. As the name indicates, error analysis is the systematic study of learners' errors. It is, thus,

²⁸[http://en.wikipedia.org/wiki/Error_analysis_\(linguistics\)](http://en.wikipedia.org/wiki/Error_analysis_(linguistics)), Accessed on 1 April 2013.

²⁹ Douglas McKeating . *The Teaching of English as an International language a Practical Guide*. (Collins: Glasgow and London, 1987), p. 212-213

necessary to point out that error Analysis is exclusively concerned with “systematic error”, not with mistakes and lapses.³⁰

b. Function of error

According to Corder, Error analysis has two functions. The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process, and the practical aspect of error analysis is its function in guiding remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

c. Problems in learning pronunciation and How to overcome it

Of the stages that have been described previously, not all can be fulfilled by English language learners. Chances are the mistakes made by learners. Well usually these errors are caused by a variety of difficulties, namely³¹;

a. Difficulties associated with hearing. Everyone has a different hearing sensitivity and it may be causing the error.

b. Difficulties associated with the problem of learning how to make sounds foreign to our own speech organs.

³⁰*Ibid*, <http://dikanzinga.com/files/Error%20analysis>.

³¹<http://missdewifitriani.wordpress.com/2011/07/14/masalah-masalah-dalam-mempelajari-pronunciation-dan-cara-mengatasinya/>. accessed on July 10-2013

- c. Difficulties associated with the problem of knowing and remembering; distribution of the sound which sounds right to say a word or a phrase and in what context the sound is pronounced.
- d. Difficulties associated with certain aspects of the sound intertwined with each other.
- e. Difficulties associated with fluency (Fluency), the ability to say a whole series of sounds (the sound) easily and quickly.
- f. Difficulties relating to the relationship between pronunciation and conventional spelling.
- d. How to overcome it

Based on the difficulties that have been discussed, it is important also to know the number of steps to overcome the problems of pronunciation³².

- a. Methods related to hearing the only effective method to train the hearing was to listen to the sound of a systematic practice. Learners have to find someone who can pronounce the sounds in the English language quickly and asked him to dictate the sounds one by one. With proper training, audibility learners are greatly increased hearing will improve poorly trained, and trained hearing is getting better again.
- b. Methods to overcome the difficulties associated with problem generating the sounds in the English language with our speech organs.

³²*Ibid*

The way to overcome these difficulties are, first, to learn the theory of speech organs (phonetic theory), and second, if necessary, the exercise by such theories. Learners will be able to pronounce the sounds correctly in the shortest time possible if he understands what to do with his tongue, lips, and other organs. So he should understand the position in which the speech organs should be placed and what to do in order to get the expected results.

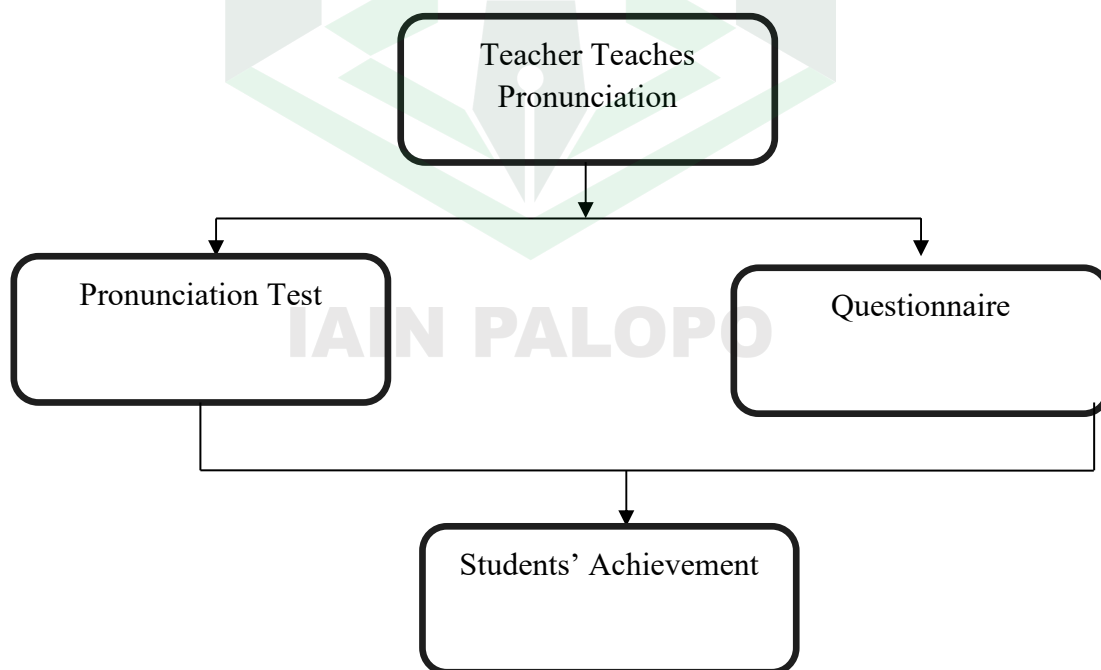
c. Methods to overcome the problems associated with understanding and memory, as well as the distribution of sound. English language learners are accustomed to see the conventional spelling of a language in order to obtain information on the exact sequence of sounds. An alphabet that is formed by a single symbol, and always the same symbol, for each sound is said to be phonetic. By utilizing a phonetic transcript learner can avoid pronunciation mistakes caused by the attitude of learners who just basing on the spelling.

d. Methods to overcome the problems associated with the properties of sound that are related to one another. These problems include the use of time, stress, and intonation correctly. The information required is indicated by the mark on phonetic transcript.

e. Methods to overcome the problems associated with the smooth. Fluency is the ability to say a whole series of sounds (sound groups) easily and quickly, without pausing or stuttering. The method is quite simple: do repetitions say the sound is quite difficult to pronounce. The sound of the group was originally spoken slowly and gradually accelerated. Specific actions to be repeated correctly until it feels easy and smooth to say.

f. Methods to overcome the problem of the relationship between pronunciation with conventional spelling. About it can be understood more deeply by reading books and open phonology English dictionary is quite complete, so the notion of how to pronounce a word. We have discussed about the importance of Pronunciation, Stages in Learning Pronunciation, till Issues in Studying Pronunciation and How to Overcome It. May be useful for you-you who want to learn English Pronunciation so as to master the ways of correct pronunciation and finally be able to speak the English language fluently and accurately.³³

J. Conceptual Framework



³³*Ibid*

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and types of the Research

In this study employed a descriptive research. The sample was taken one class as sample. The sample was given oral test and questionnaire then answered by using yes no . It aimed to analyse students' errors in pronouncing teaching speaking English. The design could be seen in the following diagram:



Notation:

X = students' errors in pronunciation

Y = Students seventh year SMPN 8 Palopo

B. Variables of the Research

The variables of this research consist of:

- a. Dependent variable is the students' errors in pronunciation.
- b. Independent variable is the students' seventh year SMPN 8 Palopo.

C. Population and Sample

Population is all of the subjects who are connected to the research that is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.

a. Population

The population of this research was the students' in academic year 2013-2014. It consisted 240 students from eight classes at the seventh year of SMPN 8 Palopo.

b. Sample

The researcher took one class, namely VII A. The sum of population is about 30 students. The researcher took class VII A because the Headmaster of SMPN 8 Palopo choosed that class for the researcher .

D. Instrument of the Research

a. pronunciation test

This study is intended to identify the students' errors in pronouncing English vowels at the seventh year of SMPN 8 Palopo.

b. Questionnaire

The researcher gave questionnaire to the sample of the research after giving pronunciation test. Questionnaire used To know the causes' errors in pronunciation of English vowel.

E. Procedure of Collecting Data

The procedure of collecting data of the research followed the procedures below:

a. The researcher gave materials about pronunciation English vowel to the students

- b. The researcher gave pronunciation test to the students. It proposed to know of the kinds of students' errors in pronouncing English vowels at the seventh year of SMPN 8 Palopo.
- c. The researcher gave questionnaire to the students. It proposed to know the causes of students' errors in pronouncing English vowels at the seventh year of SMPN 8 Palopo.

F. Technique of Analyzing the Data

Calculating the percentage of the students' score by using the following formula:¹

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

Notes:

P = Percentage

F = Frequency

N = the total number of student

¹Sudjana, *Metode Statistika* (Bandung: PT. Tarsito, 1982), p. 40

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with data analysis through questionnaire. The data consists the result of questionnaire. The second section deals with discussion.

A. Finding

Finding of pronunciation test. The data collected through pronunciation test to know kinds of pronunciation english vowels errors do students of SMPN 8 Palopo.

Table 4.1
The students' pronunciation of vowel /ə/

About				Above		
	Vrt	F	%	Vrt	F	%
1	*ə' baut	14	46,66	*ə' bΛv	15	50
2	ə' bot	10	33,33	ə' bov	10	33,33
3	ə' bout	6	10	ə' bauv	5	8
Total		30	100		30	100

Note :Vrt. = Variations of the students' pronunciation

F = the number of students

* = correct pronunciation

The table above shows that of the 30 students there is 14 (46,66%) pronounced of about correctly, another students was wrong, but there is 15 (50%) of them pronounced of above correctly. The mispronunciation is probably caused students did not understood about the phonetic symbols.

Table 4.2

The students' pronunciation of vowel /e/

		Ten			Pen		
	Vrt	F	%	Vrt	F	%	
1	*ten	30	100	*pen	30	100	
Total		30	100	30	100		

The table above shows that all students pronounced ten correctly, same with pronounced of pen. expect of them have understood about this word.

Table 4.3

The students' pronunciation of vowel /ɪ/

Sit				Tip		
	Vrt	F	%	Vrt	F	%
1	*sIt	30	100	*tIp	30	100
Total		30	100		30	100

The table above shows that none of the students mispronounce sit and tip in all position.

Table 4.4

The students' pronunciation of vowel /ʌ/

Crush				Crutch		
	Vrt	F	%	Vrt	F	%
1	*Crʌʃ	13	43,33	*crʌʃ	12	40
2	crəʃ	2	6,66	Crətʃ	3	10
3	crʊʃ	12	40	Crotʃ	4	12
4	Croʃ	3	10	Crutʃ	11	36,66
Total		30	100		30	100

The table above shows that of 30 students there is 13 (43,33%) pronounced of crush correctly, another students was wrong, but there is 12 (40%) of them pronounced of crutch correctly.

Table 4.5

The students' pronunciation of vowel /ɒ/

Got				God		
	Vrt	F	%	Vrt	F	%
1	* Gdt	11	36,66	* Gbd	11	36,66
2	* Got	19	63,33	* God	19	63,33
Total		30	100		30	100

The table above shows that of 30 students there is 11 (36,66%) of them pronounced got correctly, another students was wrong, same with pronounced of god.

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Table 4.6

The students' pronunciation of vowel /u/

Look				Book		
	Vrt	F	%	Vrt	F	%
1	* Lok	22	73,33	* Bok	22	73,33
2	Lok	7	20	Bok	7	20
3	Lok	1	3,33	Bok	1	3,33
Total		30	100		30	100

The table below shows that of 30 students there is 22 (73,33%) pronounced of look correctly, anothe students got bad, same with pronounced of book.

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Table 4.7

The students' pronunciation of vowel /ɜ:/

Bird				Birth		
	Vrt	F	%	Vrt	F	%
1	* bɜ:d	11	36,66	bɜ:θ	11	36,66
2	Bid	4	13,33	bit	4	13,33
3	Bi:	10	16,66	bi:	5	13,33
4	Bird	5	13,33	bət	110	16,66
Total		30	100		30	100

The table below shows that of 30 students there is 11 (36,66%) pronounced bird correctly, and the other pronounced wrong, same with the words birth. The mispronunciation caused by students did not understand about symbol.

Table 4.8

The students' pronunciation of vowel /æ/

Hat				Had		
	Vrt	F	%	Vrt	F	%
1	* Hæt	9	30	* Hæd	9	30
2	Het	21	70	hed	21	70
Total		30	100		30	100

The table below shows that of 30 students there is 9 (30%) pronounced hat correctly and the other student pronounced is wrong, same with pronounced of had.

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Table 4.9

The students' pronunciation of vowel /i:/

Ease				Easy		
	Vrt	F	%	Vrt	F	%
1	* i:z	9	30	* i:zi	10	33,33
2	is	19	63,33	isi	18	60
3	es	2	6,66	esi	2	6,66
Total		30	100		30	100

The table below shows that of 30 students there is 9 (30%) Of them pronounced ease correctly, and another students pronounced was wrong,diffrence with pronounced easy, it is 10 (33,33%) pronounced correctly

Table 4.10

The students' pronunciation of vowel /ɔ:/

Call				Fall		
	Vrt	F	%	Vrt	F	%
1	*Kɔ:L	12	40	*Fɔ:L	12	40
2	Cel	16	53,33	Fel	18	60
3	Sel	2	6,66			
Total		30	100		30	100

The table below shows that 30 students there is 12 (40%) pronounced call correctly, and another students pronounced was wrong, same with pronounced of fall.

Table 4.11.

The students' pronunciation of vowel /ɒ:/

Calf				Laugh		
	Vrt	F	%	Vrt	F	%
1	* Cɒ:f	6	20	*Lɒ:f	6	20
2	Cal	10	33,33	Lap	6	20
3	Colf	14	46,66	Ləf	10	33,33
				ləuf	8	23,33
Total		30	100		30	100

The table below show that of 30 students there is 6 (20%) of them pronounced calf correctly, and another students pronounced was wrong, same with pronounced of laugh.

Table 4.12

The students' pronunciation of vowel /u:/

Too				Two		
	Vrt	F	%	Vrt	F	%
1	* Tu:	21	70	* Tu:	21	70
2	Tu'	9	30	Tu	9	30
Total		30	100		30	100

The table below shows that of 30 students there is 21 (70%) of them pronounced too correctly, another students was bad, same with pronounced of two.

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Table 4.13.

The students' pronunciation of vowel /ei/

Pay				Day		
	Vrt	F	%	Vrt	F	%
1	* Pei	22	73,33	* Dei	22	73,33
2	Paɪ	8	26,66	daɪ	8	26,66
Total		30	100		30	100

The table below shows that of 30 students there is 22 (73,33%) pronounced pay correctly, same with pronounced of day.

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Table 4.14

The students' pronunciation of vowel /aɪ/

Kind				Find		
	Vrt	F	%	Vrt	F	%
1	*Kaɪnd	18	60	*faɪnd	18	60
2	kɪnd	8	26,66	fɛnd	6	20
3	keɪnd	4	13,33	Feɪɪ̯	6	20
Total		30	100		30	100

The table below shows that of 30 students there is 18 (60%) pronounced of kind correctly, another students get wrong, same with pronounced of find.

Table 4.15

The students' pronunciation of vowel /əʊ/

Abound				Abode		
	Vrt	F	%	Vrt	F	%
1	*ə'baund	5	16,66	* ə'bəud	5	16,66
2	ə' bond	19	63,33	ə'bod	18	60
3	abond	6	20	abot	7	23,33
Total		30	100		30	100

The table below shows that of 30 students there is 5 (16,66%) of them pronounced of abode correctly, another students was wrong, same with pronounced of abound.

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Table 4.16.

The students' pronunciation of vowel /au/

Now				How		
	Vrt	F	%	Vrt	F	%
1	* Nao	21	70	*Hao	21	70
2	Now	9	30	how	9	30
Total		30	100		30	100

The table below shows that of 30 students there is 21 (70%) pronounced of now correctly, another students got wrong, same with pronounced of how.

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Table 4.17

The students' pronunciation of vowel /ɔɪ/

Boy				Boil		
	Vrt	F	%	Vrt	F	%
1	* Bɔɪ	29	96,66	* BɔɪL	28	93,33
2	Bou	1	3,33	boL	2	6,66
Total		30	100		30	100

The table below shows that of 30 students there is 29 (96,66%) of them pronounced of boy correctly, anothe students was wrong, but there is 28 (93,66%) of them pronounced boil correctly,another students got bad.

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Table 4.18

The students' pronunciation of vowel /iə/

Ear				Near		
	Vrt	F	%	Vrt	F	%
1	*Iə(r)	9	30	*nɪə(r)	9	30
2	eə(r)	15	50	nɪr	10	33,33
3	i:(r)	6	20	ner	2	6,66
4				*neə(r)	9	30
Total		30	100		30	100

The table below shows that of 30 students there is 9 (30%) of them pronounced of ear correctly, another students was wrong, same with pronounced of near.

Table 4.19

The students' pronunciation of vowel /eə/

Air				Hair		
	Vrt	F	%	Vrt	F	%
1	*eə(r)	7	23,33	*heə(r)	6	20
2	aɪ (r)	10	33,33	hair	13	46,66
3	ar	3	10	heir	9	30
4	eir	10	23,33	hei	2	6,66
Total		30	100		30	100

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The table below shows that of 30 students there is 7 (23,33%) of them pronounced air correctly, another students was wrong, but there is 6 (20%) of them pronounced of hair correctly, another students got bad.

Table 4.20

The students' pronunciation of vowel /ʊə/

Towel				Tower		
	Vrt	F	%	Vrt	F	%
1	* TauəL	7	23,33	* Tauəɾ	6	20
2	towel	12	40	tower	28	80
3	toul	3	10			
4	tawel	8	26,66			
Total		30	100		30	100

The table below shows that of 30 students there is 7 (23,33%) of them pronounced correctly, another student was wrong, but there is 6 (20%) of them pronounced of tower correctly, another student got bad

Data analysis of questionnaire. The data collected through the questionnaire to know the students' errors in pronouncing (to answer the problem

statement that “What causes of students’ errors pronunciation English vowels at the students of SMPN 8 Palopo?”)

The questions were delivered to collect the data through questionnaire by the researcher. The students have two choices in every item namely yes and no. All items were presented. All of items were presented as follows:

Table 4.21

Menurut anda, apakah belajar bahasa inggris itu susah?

Responses	Frequency	Percentage
Yes	22	73,33%
No	8	26,66%
Total	30	100%

The data shows that of the 30 respondents, there were 22 (73, 33%) of them, though learn English was difficult, and 8 (26, 66%) of them did not think English was difficult.

Table 4.22

Apakah anda pernah belajar pronunciation?

Responses	Frequency	Percentage
Yes	2	6,66%
No	28	93,33%
Total	30	100%

The data shows that of the 30 respondents, there were 2 (6,66%) of them, have studied pronunciation, and 28 (93,33%) of them have not studied pronunciation.

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Table 4.23

Apakahanda dilatih mengucapkan vowel disekolah?

Responses	Frequency	Percentage
Yes	2	6,66%
No	28	93,33%
Total	30	100%

The data shows that of the 30 respondents, there were 2 (6,66%) of them, was trained pronouncing vowel in the school and 28(93,33%) of them was not trained pronouncing vowel in the school.

Table 4.24

Apakah anda pernah dilatih mengucapkan vokal diluar sekolah (tempat kursus)?

Responses	Frequency	Percentage
Yes	7	23,33%
No	23	76,66%
Total	30	100%

The data shows that of the 30 respondents, there were 7 (23,33%) of them, was trained pronouncing vowel in out of school, and 23 (76,66%) of them was trained pronouncing vowel in out of school.

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Table 4.25

Apakah anda pernah belajar phonetic symbol disekolah?

Responses	Frequency	Percentage
Yes	6	20%
No	24	80%
Total	30	100

The data shows that of the 30 respondents, there were 6 (20%) of them, have studied phonetic symbol, and 24 (80%) of them have not studied phonetic symbol.

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Table 4.26

Apakahanda pernah belajar phonetic symbol ditempat kursus?

Responses	Frequency	Percentage
Yes	11	36,66%
No	19	63,33%
Total	30	100

The data shows that of the 30 respondents, there were 19 (63,33%) of them, have stuided phonetic symbol in out of school, and 11 (36,66%) of them have not studied phonetic symbol in out of school.

Table 4.27

Apakah anda sering melatih diri anda dalam pengucapan huruf-huruf vocal dalam bahasa inggris?

Responses	Frequency	Percentage
Yes	19	63,33%
No	11	36,66%
Total	30	100

The data shows that of the 30 respondents, there were 19 (63,33%) of them, trained thierself to pronouncing vowel, and 11 (36,66%) of them did not train theirsself to pronouncing vowel.

Table 4.28

Efektifkah menurut anda bila pronunciation itu diajarkan oleh native speaker?

Responses	Frequency	Percentage
-----------	-----------	------------

Yes	29	66,66%
No	1	33,33%
Total	30	100 %

The data shows that of the 30 respondents, there were 29 (99,66%) of them, said effective if pronunciation is taught by native speaker, and 1 (1,33%) of them said not effective if pronunciation is taught by native speaker.

B. Discussion

Looking at the findings above, the researcher presented the discussion of the data from some of students. This section was set to discuss the result of data analysis.

The 30 students there is 14 (46,66%) pronounced of about correctly, another students was wrong, but there is 15 (50%) of them pronounced of above correctly. The mispronunciation is probably caused students did not understood about the phonetic symbol.

The 30 students pronounced ten correctly, same with pronounced of pen. Expect in final position, all of them have understood about this word.

None of the students mispronounce sit and tip in all position. 30 students there is 13 (43,33%) pronounced of crush correctly, another students was wrong, but there is 12 (40%) of them pronounced of crutch correctly. 30 students there is 11 (36,66%) of them pronounced got correctly, another students was wrong, same with pronounced of god. 30 students there is 22 (73,33%) pronounced of look correctly, another students got bad, same with pronounced of book.

30 students there are 11 (36,66%) pronounced bird correctly, and the other pronounced wrong, same with the words birth. The mispronunciation caused by students did not understand about symbol. 30 students there is 9 (30%) pronounced hat correctly and the other student pronounced is wrong, same with pronounced of bad. 30 students there are 9 (30%) of them pronounced ease correctly, and another students pronounced was 30 students there is 9 (30%) of them pronounced ease correctly, and another students pronounced was wrong, difference with pronounced easy, it is 10 (33,33%). 30 students there are 12 (40%) pronounced call correctly, and another students pronounced was wrong, same with pronounced of fall.

30 students there are 6 (20%) of them pronounced calf correctly, and another students pronounced was wrong, same with pronounced of laugh. 30 students there are 21 (70%) of them pronounced too correctly, another students was bad, same

with pronounced of two. 30 students there are 22 (73,33%) pronounced pay correctly, same with pronounced of day. 30 students there are 18 (60%) pronounced of kind correctly, another students get wrong, same with pronounced of find.

30 students there are 5 (16,66%) of them pronounced of abode correctly, another students was wrong, same with pronounced of abound. 30 students there are 21 (70%) pronounced of now correctly, another students got wrong, same with pronounced of how. 30 students there are 9 (30%) of them pronounced of ear correctly, another students was wrong, same with pronounced of near. 30 students there are 7 (23,33%) of them pronounced correctly, another students was wrong, but there are 6 (20%) of them pronounced of tower correctly, another students got bad.

The result of questioner has shown that there were more causes of errors in pronouncing English vowel.

The number of students though learn English was difficult, and 22 (73, 33%) of them did not think English was difficult. The number of students that have studeid pronunciation were indicated 2 (6,66%), the number of students that was trained pronouncing vowel in the school were indicated 2 (6,66%).

The number of students that was trained pronouncing english vowel in out of school (English course) were indicated 7 (23,33%), the number of students that have studied phonetic symbol in the school were indicated 6 (20%),.

The number of students that have studied phonetic symbol in out of school (English course) were indicated 19 (63,33%), the number of students that trained theirself to pronouncing english vowel were indicated 11 (36,66%), the number of students that said effective if pronunciation was taught by native speaker were indicated 29 (96,66%).



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the discussion about kinds of error in pronouncing english vowel can be conclude the kind of error in pronouncing english vowel at the students of SMPN 8 Palopo as :

1. From the pronunciation test, vowel sounds pronounced errors by students' are:

/ ə/: 16 (53,33 %) students errors, /ʌ/ : 17(66,66%) students errors, /ɒ/ : 19(63,335) students errors, /ʊ/: 8(23,33%) students errors, /ɜ:/: 19(63,32%) students errors, /æ/: 21(70%) students errors, /i:/: 21(70%) students errors, /ɔ:/: 18(60%) students errors, /ɒ/: :24(80%) students errors, /u:/: :9(30%) students errors, /ei/: 8(26,66%) students errors, /ai/ : 12(40%) students errors, /əu/ :25(83,33%) students errors, /au/ :9(30%) students errors, /ɔi/ : 1(3,33%) students errors, /iə/ :21(70%) students errors, /eə/ :23(76,66%) students errors, /oə/ : 23(76,66%) students errors.

2. Based on the researcher's analysis, students' of SMPN 8 Palopo errors in pronouncing english vowel caused of : there were 13 (43,33%) of them did not understand pronunciation theory, there were 8 (26,66%) of them less tried, and there were 3 (10%) of them teacher did not explain clear, there were 6 (53,33%) of them thought that pronunciation was new material.

B. Suggestion

Based on the result of the study, the writer would like to give some suggestions which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing English vowel.

1. Teachers should:

- a. give more practice in speaking English to their students in order to make them more fluent in speaking.
- b. give more drills and practice to the students' in pronouncing vowels
- c. be careful in providing and selecting pronunciation materials to improve their students' ability in pronouncing english words.

2. Students should:

- a. have good self awareness in motivating themselves to pronounce English words correctly. Such as: by reading an English book, novel or magazine, listening English songs, watching English movie. It might be helpful to improve their English pronunciation.
- b. have an English conversation either in the school in everyday life with their friends, teacher or other people who can speak English.
- c. look up the dictionary if they find some new vocabularies and try topronounce it.
- d. give more attention to vocabulary, grammar, and pronunciation sincelearning English concern all of these skills.

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IAIN PALOPO

CURRICULUM VITAE



Lalu Rudy Siswandi, He was born on 21 July 1991 in Kalaena Kiri, as the first from the simple and happy family. His Father's name is Lalu Baihaki and his Mother's name is Baiq Makiyah. He has two sisters (Baiq Wiwin Susanti and Baiq Ririn Safitri) who always give support to continue his studying.

He was starting his studying at the Elementary School (SDN) 543 Kalaena Kiri in 1997 and graduated in 2003. He continued his studying at the Junior High School (SMPN 2) Praya in 2006 he graduated it and then continued his studying in Senior High School (SMAN 1) Tomoni and He graduated in 2009. After that, he continued his studying at the State College for Islamic Studies (STAIN) Palopo and taking English Department. He finished his studying at the State College for Islamic Studies (STAIN) Palopo in 2014.

During his studying in STAIN Palopo, he ever joined in some organization, namely :

1. Islamic Students Association (HMI-MPO) 2009
2. English Students Association (HMPS-BIG) STAIN Palopo 2009-2012
3. Majelis Permusyawaratan Mahasiswa (MPM) STAIN Palopo 2013

Appendix A

THE INSTRUMENT

An Analysis of Students' Errors in Pronouncing English Vowels
at the seventh year of SMPN 8 Palopo

Instruction: - Study them carefully
 - Notice the vowel sounds in those words.
 - Pronounce them carefully
 - Good Luck!

Instruction: - Study them carefully
 - Notice the vowel sounds in those words.
 - Pronounce them carefully
 - Good Luck!

- | | | | |
|-----|--------|-----|--------|
| 1. | about | 30. | abound |
| 2. | above | 31. | now |
| 3. | Ten | 32. | How |
| 4. | pen | 33. | bOy |
| 5. | sit | 34. | Boil |
| 6. | tip | 35. | Ear |
| 7. | crush | 36. | dear |
| 8. | crutch | 37. | Air |
| 9. | got | 38. | Hair |
| 10. | god | 39. | towel |
| 11. | look | 40. | towel |
| 12. | book | | |
| 13. | bird | | |
| 14. | birth | | |
| 15. | hat | | |
| 16. | had | | |
| 17. | ease | | |
| 18. | easy | | |
| 19. | call | | |
| 20. | fall | | |
| 21. | calf | | |
| 22. | laugh | | |
| 22. | too | | |
| 24. | two | | |
| 25. | pay | | |
| 26. | Day | | |
| 27. | kind | | |
| 28. | find | | |
| 29. | abode | | |

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Questionnaire

ANGKET PENELITIAN UNTUK SISWA KELAS VII SMPN 8 PALOPO

Dibawah ini tersedia pertanyaan-pertanyaan yang bertujuan untuk mendapatkan data mengenai penyebab kesalahan siswa dalam belajar pengucapan huruf-huruf vocal dalam bahasa Inggris. Oleh karena itu saudara/i dimohon untuk memberikan tanda silang (x) pada opsi jawaban yang sesuai dengan keadaan anda tanpa dipengaruhi oleh teman lain.

Catatan : pilihan jawaban tidak akan mempengaruhi nilai anda

1. Menurut anda, apakah belajar bahasa inggris itu susah?
 - a. Yes
 - b.No
2. Apakah anda pernah belajar pronunciation
 - a. Yes
 - b.No
3. Apakah anda dilatih mengucapkan vowel disekolah?.
 - a. Yes
 - b.No
4. Apakah anda pernah dilatih mengucapkan vowel diluar sekolah (tempat kursus?)
 - a. Yes
 - b.No
5. Apakah belajar belajar phonetic symbol disekolah?
 - a. Yes
 - b.No
6. Apakah anda pernah belajar phonetic symbol diluar sekolah (tempat kursus?).
 - a. Yes
 - b.No
7. Apakah anda sering melatih diri anda dalam pengucapan huruf-huruf vocal dalam bahasa inggris?.
 - a. Yes
 - b.No
8. Efektifkah menurut anda bila pronunciation itu diajarkan oleh native speaker?
 - a. Yes
 - b.No