

**STUDENTS' ERRORS IN PRONOUNCING ENGLISH VOWELS
(A CASE STUDY OF THE FIRST YEAR STUDENTS
OF ENGLISH STUDY PROGRAM
OF FACULTY OF CULTURE STUDIES)**

THESIS

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**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA
2011**

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THESIS

Presented to
University of Brawijaya
in partial fulfillment of the requirements
For the degree of *Sarjana Sastra*

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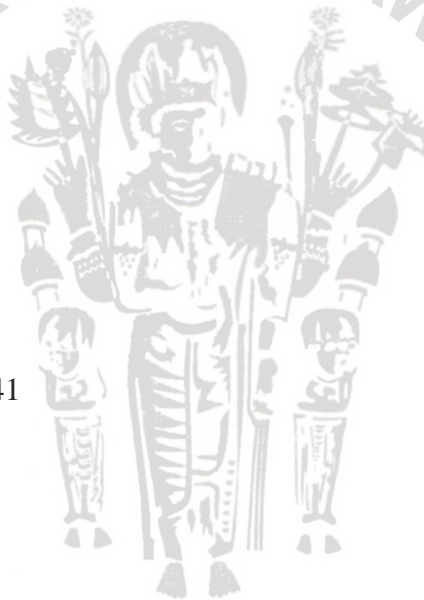
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ABSTRACT

Putri, Intan. M. (2011). **Students' Errors in Pronouncing English Vowels: A Case Study of the First Year Students of English Study Program of Faculty of Culture Studies**. Study Program of English, University of Brawijaya. Supervisor: Fatimah; Co-Supervisor: Didik Hartono

Keywords: errors, vowels, English vowels, error analysis.

During the process of learning English as a foreign language, students would possibly encounter some difficulties and produce errors because of the different system between their language and the target language. This study is aimed to investigate: (1) the kinds of errors and (2) the possible factors of errors produced by the first year English students in pronouncing English vowels.

The approach used is qualitative. In this study, case study research design is used to gather an in depth understanding of students' error pronunciation and to reveal the reason why the error happens. The samples are 39 first year students in 13 Academic Speaking classes of English Department of Faculty of Culture Studies, Brawijaya University. In analyzing the data, the researcher did the process of errors identification, description, and explanation.

This study shows that there are 6 dominant errors produced by the students with the highest percentage compared to the other vowels: /i:/ (94.9%), /ɑ:/ (77.8%), /ɔ:/ (88.9%), /u:/ (95.7%), /ɜ:/ (74.4%), and /ə/ (59.8%). The students' errors pronunciation can be classified into three categories: the lengthening, the shortening, and the substitution. There are two factors which possibly caused the errors: L1 interference and familiarity. The theory of age at first exposure to the L2, years of L2 use, gender, or exposure are not reflected in the result of this study.

The researcher suggests the next researcher to conduct more research on spoken language. They can investigate different aspect of students' error pronunciation, such as: error on the consonant system or how the different levels of students produce the errors.

ABSTRAK

Putri, Intan. M. (2011). **Kesalahan Mahasiswa dalam Pengucapan Huruf Vokal Bahasa Inggris: Studi Kasus pada Mahasiswa Sastra Inggris Tahun Pertama Fakultas Ilmu Budaya**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Fatimah; (II) Didik Hartono

Kata Kunci: kesalahan, huruf vokal, huruf vokal bahasa Inggris, eror analisis.

Dalam proses mempelajari bahasa Inggris sebagai bahasa asing, para mahasiswa mungkin akan menemui beberapa kesulitan dan melakukan kesalahan karena perbedaan sistem bahasa antara bahasa asing dan bahasa ibu. Penelitian ini bertujuan untuk meneliti: (1) kesalahan dan (2) faktor-faktor yang mungkin mempengaruhi kesalahan yang dilakukan oleh mahasiswa tahun pertama jurusan Sastra Inggris dalam pengucapan huruf vokal bahasa Inggris.

Penelitian ini mengaplikasikan pendekatan kualitatif. Penulis menggunakan studi kasus sebagai model penelitian karena studi ini dimaksudkan untuk menggali pemahaman mendalam tentang kesalahan pengucapan yang dilakukan para mahasiswa dan mengungkap alasan kenapa kesalahan itu terjadi. Sampel dalam penelitian ini adalah 39 mahasiswa tahun ajaran pertama di 13 kelas *Academic Speaking* Fakultas Ilmu Budaya Universitas Brawijaya. Dalam data analisis, peneliti melakukan proses identifikasi kesalahan, deskripsi kesalahan, dan penjelasan kesalahan.

Hasil penelitian menunjukkan bahwa ada 6 kesalahan dominan yang dilakukan mahasiswa dengan persentase tertinggi dibandingkan dengan huruf vokal yang lain: /i:/ (94.9%), /ɑ:/ (77.8%), /ɔ:/ (88.9%), /u:/ (95.7%), /ɜ:/ (74.4%), and /ə/ (59.8%). Kesalahan-kesalahan tersebut bisa dikategorikan ke dalam 3 kategori: pemanjangan, pemendekan dan penggantian. Ada dua faktor yang mungkin mempengaruhi terjadinya kesalahan tersebut: pengaruh bahasa ibu serta tingkat keterampilan dengan kata-kata bahasa Inggris yang diberikan. Teori tentang *age at first exposure to the L2, years of L2 use, gender*, maupun *exposure* tidak memberikan pengaruh di dalam penelitian ini.

Peneliti menyarankan agar peneliti selanjutnya melakukan penelitian pada bahasa lisan. Mereka bisa meneliti kesalahan pengucapan dengan aspek yang berbeda, seperti: kesalahan pada system konsonan atau bagaimana kesalahan tersebut muncul pada mahasiswa dengan latar belakang kompetensi yang berbeda.

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Hopefully, this study may give valuable contribution to any reader of this thesis in order to enlarge their knowledge in linguistic field.

Malang, 5 August 2011

The writer

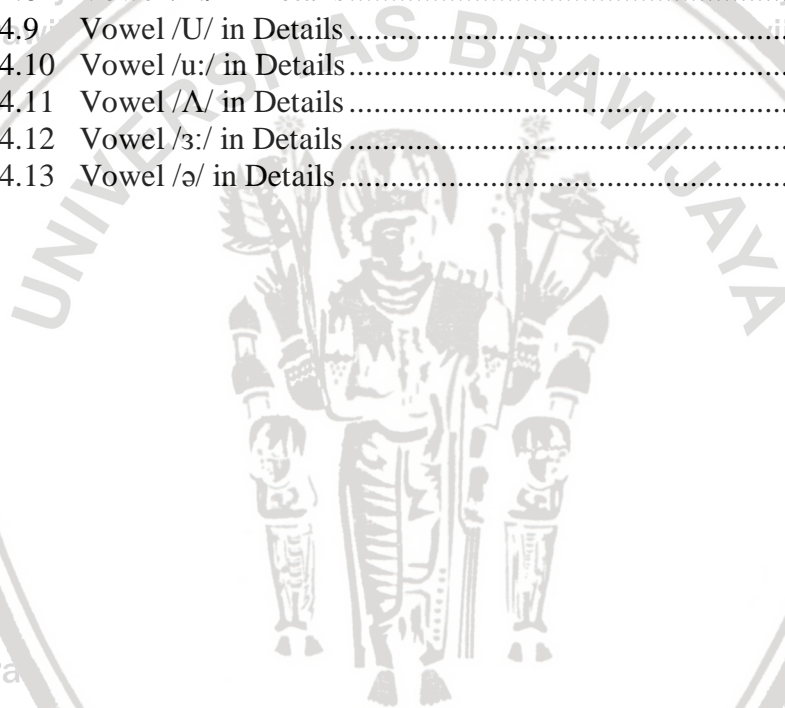
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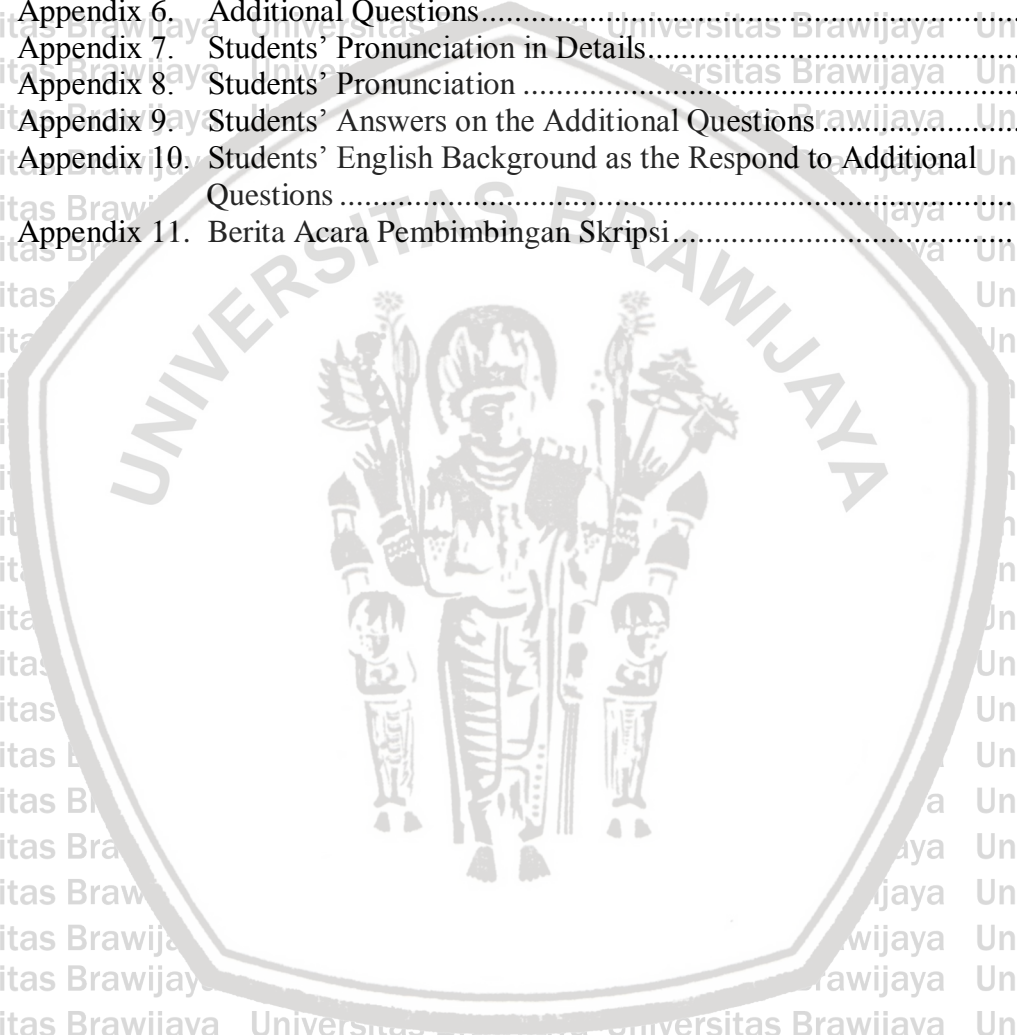
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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, problems of the study, objectives of the study, and definitions of key terms.

1.1 Background of the Study

As pointed out by Roach (2001, p. 3) “each of us has a mind, a private world filled with thought, feelings, and memories. We have many ways of communicating these in such a way that they enter the minds of other people”. As it is discussed in forum discussion of Maine University (www.umext.maine.edu), one important way to share idea, thought, and feeling among human being is through language. Language as a means of communication will enable us to fulfill the idea of cooperation, compassion, and companion in human life.

Generally, every country has different language to communicate, such as French, Spanish, Arabic, or Japanese. In Indonesia, people use Indonesian as the second language to communicate each other; no matter what language they speak as their first language. Hoff (2009a, para. 1) defines “the term first language as the language which is heard since our birth”. Regarding the large number of regions in Indonesia, it is then possible for people to have different language as their first language, such as: *Madurese, Javanese, or Osingese*. Therefore, we will need a second language or a national language as the bridge to communicate among those people with their different regional languages. Sneddon in his book (2003,

p. 124) states “the national language is considered a formal language to be used at schools or official functions where a range of ethnic groups is likely to be represented”. Indonesian is obviously the language used at school and other official functions. Besides, as it was proclaimed at the Second Indonesian Youth Congress on October 1928, Indonesian is officially the language of national unity.

However, the problem comes when people start to communicate with those who are from other countries. Since nowadays is the globalization era, we would inevitably be closely related to the foreigners. We will have to face both cooperation and competition among worldwide countries in almost every aspect of life, including: transportation, tourism, trade, economic, government, entertainment, or even business. If we take a closer look, it is quite easy for us to find American, Chinese, Japanese, Australian, or Indian people in Indonesia, even in Malang. They are right around us. Therefore, we should anticipate if suddenly we need to interact to each other. As the example, it is quite possible for them to ask direction, or ask any things since they will think that we are the native who will surely know more about the local places. Obviously, we could not use Indonesian language since they do not understand the language. That way, English as an international language will take its part of being a means of communication.

In Indonesia English has been chosen as the first foreign language and is taught in many educational institutions, from elementary school up to university (PERMENDIKNAS No. 22, 2006). According to Gas and Selinker (2008, p.7), foreign language learning refers to the learning of a nonnative language in the environment of one's native language. While second language learning of a

nonnative language occurs in an environment in which the non-native speaker has easy access to speakers of the language being learned. For example, a native English speaker learning French in the United States would be learning a foreign language.

It is important to make the distinction clear between second language and foreign language. For us as the Indonesian people, therefore, English is considered as a foreign language since we learn it in our environment language, Indonesian.

Besides, Indonesian people do not really have easy access to speakers of English unless we choose it as the major of our study. English is not used regularly outside the classroom.

In the process of learning English, Indonesian students will have several years in improving their skills at school. Moreover, those who choose English as their major study would have extra time on it. However, in learning a new language, students will still face a lot of problems since they have to learn a new sound system and new vocabulary items. During the process of learning English as a new language, students inevitably make mistakes and errors as well. Ramelan (1988, p. 6) states that, "since he has had his old habit of speaking his first language, his efforts to learn the new language, English, he will meet the strong opposition from his old established habits which is called 'habit interference'".

For instance, Ramelan(1988, P. 6) mentions that "an Indonesian student, who wants to pronounce an English word like 'bow' /baU/ tends to say /boU/ such as found in the Indonesian word 'kerbau', which will sound un-English". Also, based on the researcher's experience, when some students were asked to pronounce the

word 'caught', they pronounced it as /ko:g/ instead of /kɔ:f/. One of the students did pronounce the word 'sin' as /si:n/ instead of /sɪn/. Whereas, there are obvious difference in the length of vowels /ɪ/ and /i:/. /i:/ is pronounced longer than /ɪ/. The incorrect pronunciation may occur because there is only one length of vowels exists in Indonesian language. That might be the cause of why he did not really concern on the length of vowel. From this fact, we can conclude that Indonesian learners generally find difficulties in pronouncing English words appropriately, because of the different variations in vowel sounds.

As English students who obviously have longer time to study English, it is very important for us to be able to speak English more fluently and correctly than those who do not. Otherwise, making many errors in speaking would later obstruct the improvement progress in mastering English. Also, it may prevent us from communicating effectively. Previously, in the researcher's small research, when she tried to ask 2 students to pronounce the word 'shook', one of them pronounced it as /sɔ:k/ instead of /ʃʊk/. This kind of error could possibly lead other people to have a wrong assumption of the word being pronounced. They could have thought it as the word shock (/sɔ:k/). Besides, if we do not correct it, other students who do not know the right pronunciation could imitate those kinds of wrong pronunciations. Therefore, it is better for us to know the right pronunciation of each word we speak, including its segmental features. As stated by Ramelan (1988, p. 47), "the segmental features are the sounds that consist of vowel and consonantal sounds". He describes vowel as a voiced sound which is produced by passing out the air through the mouth (and not the nose) along the

middle part of the tongue (not around the sides of the tongue), and always accompanied by the vibration of the vocal cords. While consonants is negatively defined as sounds which are not vowels.

Both Indonesian and English have their own vowels and consonants system.

Indonesian, as Chaer (2009, p. 13) mentions, has 10 vowels. While English, as

Roach (2001, p. 6) mentions, has 12 vowels. As for consonantal system, both

Indonesian and English have 24 consonants which are almost the same in terms of

sounds and pronunciations. Therefore, it is understandable for Indonesian students

to have bigger difficulties on vowels rather than consonants because of those

complicated differences. Those differences would possibly lead them to more

errors in pronouncing English words. Besides, the existence of their previous

vowels would also interfere when they produce English vowels in their speaking.

The small preliminary research which had been carried out by the researcher also

shows that some first year students of English Department of Brawijaya

University do have some difficulties dealing with English vowels. In her previous

research for completing the assignment for SLA class, the researcher chose 2

participants of the first semester of English students to pronounce 12 words

representing English vowels. The first student made total 6 errors while the

second one made 4 errors. One interesting fact is both of them made error in

pronouncing the word *Stella*. The first students pronounced it as /stelΛ/ instead of

/stelə/. He might think of pronouncing that foreign name the same way as

pronouncing Indonesian name, just like *Tamara*, *Andika*, or *Ulfa*. While the

second one pronounced it as /stilə/. The presence of the middle vowel of “e” in the

word *Stella* might make him think that it should be pronounced in that way. For this case, he might realize that *Stella* is a foreign name; therefore he must pronounce it as foreign as possible. That is why the vowel /e/ is pronounced as /i/.

This phenomenon shows that sometimes our L1 interferes the production of L2.

From the background above, the researcher would like to do further observation by analyzing the pronunciation of first year English students, especially in pronouncing English vowels. In this study, the researcher only focuses on pure vowel. Based on the researcher's personal experience, when the students are still in the first and second semester, they usually deal more with the use of pure vowels rather than diphthong or triphthong. The words used in their previous handbook and students' book of Basic Oral and Auditory Skills (BOAS) mostly consist of monophthongs rather than diphthongs or triphthongs, such as: phone, please, number, movies, professor, people, music, romantic, message, or leave. That fact, then, attracts the researcher's interest to observe pure vowels, the feature they are familiar with.

Here, the researcher investigates the kinds of errors produced by the first year English students of Brawijaya University in learning English as the foreign language. It is quite important to observe the errors produced by the students since they are still beginners in their study. The sooner we know the problems, the sooner we find the answers. If we could decide the solution earlier, then it means that we make a step further in preventing the students to have made the same mistakes when they are in their second or third years of study.

Furthermore, by knowing kinds of errors made by the students, the researcher would probably be able to draw some possible reasons on why they do the errors and point out the features on where they usually make the errors in pronouncing English vowels. Understanding the reasons will be important for both the lecturers and the students. For the students, it might be helpful for improving their English speaking skills. They can identify the common errors that the students do so that they would not produce the same errors. While for the lecturers and the Head of English Study Program of Brawijaya University, this research would help them in finding out the students' weaknesses in terms of pronouncing English vowels so that they could think of some possible solutions. Later on, they could provide more practice for those vowels when compiling both students' book and workbook for next year BOAS class. Also, it might be important for the lecturer of Phonology class since they would have the information on what vowels they should give the students more practice. Finally, the study is expected to give a contribution in supporting the improvement of students' quality in mastering English, especially the fluency and accuracy in pronouncing English vowels.

1.2 Problems of the Study

The problems of the study are:

1. What kinds of errors are usually produced by first year students in pronouncing English vowels?
2. What are possible factors which cause the errors produced by first year students in pronouncing English vowels?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out kinds of errors produced by first year students in pronouncing English vowels.
2. To find out the possible factors which probably cause the errors produced by first students in pronouncing English vowels.

1.4 Definitions of Key Terms

Here are the definitions of the key terms in this study:

1. **Errors** : Errors occur because the learners do not know what is correct or lack of knowledge. (Ellis 1997, p.17).
2. **Vowel** : a voiced sound with the basic characteristics of ‘oral’, ‘voiced’, and ‘central’ (Ramelan 1988, p. 48).
3. **English Vowel** : refers to 12 vowels in English language namely /i:/, /I/, /e/, /æ/, /ʌ/, /ɑ:/, /ɔ/, /ɔ:/, /U/, /u:/, /ɜ:/, and /ə/.
4. **Error Analysis** : a type of linguistic analysis that focuses on the errors learners make (Gas and Selinker 2008, p.102).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes the theories which are related to the research and the previous study. Some topics involved in this chapter are: Learning a Foreign Language, Error and Mistake, Error Analysis and Interlanguage, the Importance of Error Analysis, Phonology and Phonetic Transcription, Pronunciation and Its Affecting Factors, and Vowels, including both Indonesian and English vowels.

2.1 Learning a Foreign Language

Ramelan (1988, p. 6), states that if someone wants to learn a foreign language, he will obviously encounter kinds of learning problems which are caused by the different elements found between his language and the target language. In addition, Saville-Trokie (2006, p. 33) also provide further explanation by mentioning that in learning a new language, the learners must acquire several different levels, including: lexicon, sound system, word structure, grammar, and discourse. As it is described further by Ramelan (1988, p. 6), if the system of both foreign language and their first language are just the same, they would probably no learning problem at all. Moreover, the degree of difficulty in learning is also determined by the degree of the differences between the two languages. The greater the similarity between them, the less difficult it will be for the students to learn the foreign language. As the example, Ramelan (1988, p. 7) gives the illustration that Indonesian students will find it more difficult to learn

English than a Dutch student to learn the same language, for instance, because the degree of similarity between Indonesian and English is lower than that found between Dutch and English. It is then supported by the Shoebottom (1996, para. 1) who says that the Dutch and English have similar sound systems, stress and intonation patterns, verb systems, and also grammar systems. Therefore, Dutch learners tend not to have significant problems perceiving or producing oral English.

As it is mentioned by Ramelan (1988, p. 7) who says that there are some possible kinds of different element between the target language and the native language related to the sound system. As the example, sometimes, the new sound found in the foreign language does not exist in their native language as the first sound of the English word 'thigh'. An Indonesian student will find it difficult to pronounce that sound since his speech organs have never been trained of moved to pronounce it. The chances are that he will replace it with another sound of his own that closely resembles it like /t/ or /s/; so, instead of pronouncing / θ aɪ/ he would say /taɪ/ or /saɪ/. To continue, Wasis Tri Puspita (2007, p.6) also says that although in orthographic system, Indonesian learners and English learners have the same alphabetic symbol from A to Z, but the Indonesian learners may have problem in pronouncing that symbols since those two languages have different system in the way of pronunciation.

It is clear from the explanation given that mostly the problem of learning a new language comes from the differences of the two languages, the student's language and the target language. The differences may include the individual

sounds, the distribution of the equivalent sounds, or the phonetic features.

However, through practice, repetition, and imitation, the students will succeed in pronouncing the foreign sound correctly in the same way as the native speakers.

2.2 Error and Mistake

For some people, they think both errors and mistakes are the same. In fact, errors and mistakes are quite different. In learning process, people cannot avoid in making errors and mistakes. It is normal since error and mistake are important aspects in a learning process. By making mistakes, people know whether something is right or not. Brown (1980, p. 165) defines mistake as a failure in performance because unable to use the correct system, such as: random guess or slip of tongue. On the other hand, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners.

Corder (as cited in Saville-Trokie, 2006, p. 39) says that the error result from learner's lack of knowledge and mistakes result from some kind of processing failure such as lapse in memory. As stated by Ellis (1997, p. 17), error reflects gaps in a learner's knowledge. It takes place in the level of competence, it is significant in learning, and it is systematic or regular. Error occurs because the learners do not know what is correct. For example: the Indonesian students say *house-house* instead of *houses* in referring to the plural form of the word *house* because they have not been taught yet about the plural forms of English grammar.

On the other hand, mistake reflects a lapse in performance. It does not take place

in the level of competence, it is not significant in learning and it is not systematic.

Mistake occurs because the learner is unable to perform what he/she knows. For example: in a presentation, a student uses the wrong tense by accident by saying 'she go' instead of 'she goes'.

So, it is clear that the error and mistake are different. Errors in pronunciation occur when someone incorrectly pronounce a word because of their lack knowledge about the theory or the way of how the word is supposed to be pronounced. On the other hand, pronunciation mistake happens when someone incorrectly pronounce word, just because he is slipping up, while he has actually know how to pronounce it correctly. In this study, in order to know whether a pronunciation is regarded as error or mistakes, the researcher looks at the frequency of the error happens in the same feature. If it happens for many times, then she assumes that the students might do not know how the feature is supposed to be pronounced. Therefore, it is categorized as an error.

2.3 Error Analysis and Interlanguage

James (1998, p.1) defines error analysis as "the process of determining the incidence, nature, causes, and consequences of unsuccessful language". While Gas and Selinker (2008, p.102) define the error analysis as a type of linguistic analysis that focuses on the errors learners make.

XU Jie in his study (2008, p.38) describes error analysis as an analysis of learners' errors during the process of learning a foreign language which can be affected by their origin, regularity, predictability and variability. It views both first

and second language acquisition as a process involving the active participation of the learners. In this approach, errors are seen as a natural phenomenon that must occur when learning the first or second languages before correct language rules are completely internalized. Error analysis considers of how and why the learners deviate from the target language.

When we are talking about error analysis, we should know the interlanguage theory as well since it is closely related. Gas and Selinker (2008, p. 14) explain the interlanguage as a system of language with its own structure. The basic assumption is that in SLA research, the learners create their own language system which is composed of numerous elements from either the L1 or L2. Selinker (as cited in Saviile-Trokie 2006, p. 40) defines interlanguage as the intermediate states of a learner's language as it moves toward the target L2. It is the language produced by the learners as they learn the target language. Here, the development of the IL (interlanguage) is influenced both by L1 and by input from the target language. While influence from L1 and L2 language system in a learner's IL is clearly recognized, emphasis is on the IL itself as a third language system in its own right which differs from both L1 and L2 during the course of its development. Interlanguage itself has its characteristics:

1. Systematic

At any particular point or stage of development, the IL is governed by rules which constitute the learners' internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that

time, what he or she can produce and interpret correctly as well as errors that are made.

2. Dynamic

The system of rules which learners have in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars.

3. Variable

Although the IL is systematic, differences in context result in different patterns of language use.

4. Reduced system, both in form and function.

The characteristics of reduced forms refer to the less complex grammatical structures that typically occur in an IL compared to the target language (e.g. omission). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an IL (especially if the learner is still in contact with members of the L1 speech community).

From the descriptions given by Gas and Selinker, James, and Xu Jie, we can conclude that error analysis is the study which investigates the error during the process of learning a target language. It deals with how and why learners of certain language deviate from the rule system. While interlanguage, can be concluded as the language of the learners of SLA which appears because of the influence of both L1 and L2. Interlanguage is not merely the language filled with random errors, but as a language with its own structure.

Ellis (as cited in Saville-Trokie, 2006, p.39) mentions the procedures for analyzing errors in the following steps:

1. Collection of a sample of learner language

Most samples of learner language include data collected from many speakers who are responding to the same kind of tasks or test.

2. Identification of errors

This step requires determination of elements in the sample of learner language which deviate from the target L2. In some way, such as differentiate between error and mistake.

3. Description of errors

For purpose of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentences, negative construction), or more specific linguistic elements (e.g. articles, preposition, verb forms).

4. Explanation of errors

Accounting of why an error was made is the most important step in trying to understand the processes of SLA.

5. Evaluation of errors

This step involves analysis of what effect the error has on whoever is being addressed: e.g. how "serious" it is, or to what extent it affects intelligibility, or social acceptability.

Later on, the researcher followed these procedures for analyzing the errors in her research, except for the last procedures. The researcher stopped in the fourth

procedure because for the last procedures, it would need deeper observation which might be carried out by the future researcher.

2.4 The Importance of Error Analysis

The study of error or error analysis is important to be conducted for several reasons. As stated by Dulay (1982, p.138), studying error has two functions. First, it helps the curriculum developers and the teachers in making decision about the phenomena happening related to language learning process. Second, it gives information about the difficulties and problems encounter by the students in learning a target language.

Corder, DAI Wei-dong, SHU Ding-fang, CAI Long-quan, (cited in Xu Jie's study 2008, p.4), agree that by investigating learner errors, EA can be highly significant to SLA in the following aspects:

(1) They tell the teachers how far towards the goal the learners have progressed and what remains for them to learn.

Errors provide feedback. They tell the teachers something about the effectiveness of their teaching materials and teaching techniques and show them what parts of the syllabus they have been following have been inadequately learned or taught and need further attention. Through the study of error analysis the teachers can watch the development of the students in learning a language. They will know whether their lesson is effective or not.

That way, it helps the teachers to evaluate their lessons. Error analysis stimulates us to raise the question of why do learners make mistake which later

lead us to find the solution in solving it. In this way, the teachers can provide learners with some more individual help and more appropriate tools depending on their specific needs and difficulties.

(2) They provide to the researchers evidence of how language is learned or acquired.

Corder (1967, as cited in Xu Jie 2008, p. 4) proposes a working hypothesis that some of the strategies adopted by the learners of a second language are substantially the same as those by which a first language is acquired. By classifying the errors that learners made, researchers can learn a great deal about the SLA process by inferring the strategies that L2 learners are adopting. The researcher expects that through the result of this research, the first year students as the L2 learners can learn from the errors and finally do a self-correction so that they would not make the same errors in pronouncing English words, especially when dealing with English vowels. Besides, after knowing the students weaknesses which will be presented in this research, it is possible that the lecturers will more concern on providing more practice for English vowels pronunciation. That way, the result of this research will be indirectly helpful for the students in improving their fluency and accuracy in pronouncing English words.

(3) They are means whereby learners test alternative hypotheses about the L2.

For learners themselves, errors are “indispensable”, since the making of errors can be regarded as a device the learners use in order to learn. There is a way of testing hypotheses about the nature of language they are learning.

Based on the importance of error analysis mentioned above, the researcher expects that conducting study of error or error analysis will contribute some useful information in language teaching, especially for English Department of Faculty of Culture Studies of University of Brawijaya. By doing this research, the lecturers will know which part of the English vowels that have not been mastered yet by their learners.

2.5 Phonology and Phonemic Transcription

“When learning a new language, anyone studies the components of language. Language has three major components including phonology, vocabulary, and grammar (Nasr, 1980, p.2)”. Since language is primarily spoken; therefore the sounds are very important. In this relation, phonology takes an important role.

According to McMahon (2002, p. 1), phonology is the study of sound patterns of particular languages. It deals with phones or speech sounds. There are two studies of phonology: phonemics and phonetics. Phonemics is the study of speech sounds with a view to find out the significant units of sounds in a given language.

While phonetics, as McMahon (2002, p. 1) defines, is the scientific study of speech, describing and analyzing the range of sounds humans in their languages.

The central concerns in phonetics are the discovery of how speech sounds are produced, how they are used in spoken language, how we can record speech sounds with written symbols and how we hear and recognize different sounds.

Phonetics, as it is mentioned further by McMahon (2002, p. 1) is divided into three kinds, namely articulatory phonetics, auditory phonetics, and acoustics

phonetics. Articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages.

Auditory and acoustics phonetics focus on the physics of speech as it travels through the air in the form of sound waves and the effect those waves have on a hearer's ears and brain. In articulatory phonetics, it is explained about the suprasegmental and segmental features. Suprasegmental features, which refer to such feature as stress, pitch, length, intonation, and other features, always accompany the production of segmental. Segmental features refer to sound units arranged in a sequential order. Segmental features consist of vowels and consonants, diphthongs and their distribution.

McMahon (2002, p. 6) explains phonetic transcription as a universal system for transcribing sounds that occur in spoken language. The use of phonetic transcription is important because the spelling of a word does not tell you how you should pronounce it. Moreover, Ramelan (1988, p. 12) also mentions that phonetic transcription can be used as a reliable guide to have control of the spoken language since the phonetic transcription represents speech sounds consistently.

According to him, the English sound is completely new to the students, such as the first sound of the English word thigh. An Indonesian student will find it difficult to pronounce that sound since his speech organs have never been trained or moved to produce it. The chances that he will replace it with another sound of his own that closely resembles it like /t/, or /s/; so, instead of pronouncing /θaɪ/, he would say /taɪ/. While in pronouncing Indonesian words, we basically do not need phonetic transcription since normally Indonesian words are just pronounced

wholly. For example: the word *indah* is pronounced as *indah*, the same way it is written.

Almuhajir (2010, p. 2) also adds that it is important for us to understand phonetics and phonology, especially for a foreign learner. Knowing the phonetics will help us prevent the possibilities of making errors in pronouncing English words because of the existence of English orthographic inconsistency. Sometimes, the way we write words with the sounds they represent is quite different.

Here are the examples of Orthographic inconsistencies as proposed by

Almuhajir (2010, p. 2):

1. Sometimes, the same sound is spelled using different letters
e.g.: see, sea
2. Sometimes the same letters can stand for different sounds
e.g.: father, all, about, apple
3. Sometimes a single sound is spelled by a combination of letters
e.g.: lock, that, book
4. Sometimes a single letter represents more than one sound
e.g.: exit, use
5. Sometimes letters stand for no sound at all
E.g.: know, doubt, though

Therefore, regarding the complex problems related to those inconsistencies of English orthographic system, the learners need a tool to be used as a control in order to maintain their consistency and accuracy in pronouncing English sounds.

The phonetic transcription will help the learners to capture each individual sound

in an unambiguous kind of way by using the International Phonetic Alphabet (IPA), the universal system for transcribing sounds in a spoken language.

Phonemic transcription is the most common type of phonetic transcription used in many English dictionaries. The difference between the two is that the phonetic transcription considers all the details and all the phonetic information about sounds (phone), while the phonemic transcription does not consider the details.

Later on, the transcription used in this research would be phonemic transcription it would not deal with the detail such as: whether the pronunciation is aspirated or not.

2.6 Vowels

Ramelan (1988, p.48) defines vowel as “a voiced sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any audible friction”.

Some basic characteristics of a vowel sound can be deduced from the definition above such as ‘oral’, ‘voiced’, and ‘central’.

A vowel sound is oral because in the production of it the air goes through the mouth, and not through the nose. It is voiced because its production is always accompanied by the vibration of the vocal cords. And it is said to be central because during the production of a vowel sound the air passes out along the middle part of the tongue, and not around the sides of the tongue.

Vowels are important because nearly every word has at least one. Both Indonesian and English have their own vowels. The further explanation of the differences between Indonesian and English vowels are given below.

2.6.1 Indonesian Vowels

As it is mentioned by TIM BIPA Pusat Bahasa (2008, p. xxi) and Chaer (2009, p.13), there are 10 distinct sounds of pure vowels; : /a/, /i/, /I/, /u/, /U/, /e/, /ə/, /ɛ/, /o/, and /ɔ/. The difficulty for a beginner is, knowing which sound applies to vowels that have more than one sound associated with them.

Below is the table of Indonesian vowels which shows all 10 distinct sounds of pure vowels along with its IPA symbol and description. In the column of description, the explanation of how to pronounce those Indonesian vowels is given by providing some English words which consists the same vowels sound.

Tabel 2.1 Indonesian Vowels

Vowel	IPA Symbol	Description
A	ɑ	Pronounced like the <i>a</i> in <i>anak, apa, lada</i>
e ₁	ə	Pronounced like the <i>a</i> in <i>keras, Maret, or beli.</i>
e ₂	ɛ	Pronounced like the <i>e</i> in <i>monyet or karet</i>
e ₃	e	Pronounced like the <i>e</i> in <i>sate or tape.</i>
i	i	Pronounced like the <i>i</i> in <i>isi or ini</i>
I	I	Pronounced like the <i>I</i> in <i>Batik or murid</i>
U	u	Pronounced like the <i>u</i> in <i>susu or lucu</i>
U	U	Pronounced like the <i>U</i> in <i>kapur or sumur</i>
o ₁	o	Pronounced like the <i>o</i> in <i>toko.</i>
o ₂	ɔ	Pronounced like the <i>o</i> in <i>bohong.</i>

(Source: Chaer 2009, p.14)

All the 10 Indonesian sounds of pure vowels happen to appear in some English words. From the table above, we can see that the vowel *a* is pronounced like *a* in *father* or vowel *ɔ* which is pronounced as *ɔ* in *stop*. This fact will

possibly help the English speaker who wants to learn Indonesian pronunciation related to pure vowels since he will easily find the equivalent sound in English words.

2.6.2 English Vowels

As mentioned by Roach (2001), English has 12 vowels; (ɪ for bit), (e for bet), (æ for bat), (ʌ for cut), (ɔ for cot), (ʊ for put), (ə for about), (i: for eat), (ɑ: for palm), (ɜ: for earn), (ɔ: for paw), and (u: for too). In line with Roach, both Ramelan (1988, p. 58) and O'Connor (1980, p. 79) also mentions that there are 12 pure vowels in English: /i:/, /ɪ/, /e/, /æ/, /ʌ/, /ɑ:/, /ɔ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/.

Below is a table showing the twelve English sounds for pure vowels along with its IPA symbol and description.

Table 2.1 English Vowels

IPA Symbol	Description
/i:/	Pronounced twice longer than ɪ, like the words he, see, bee, key, eve. This vowel may be spelled in different letters such as: e for <i>she</i> and <i>be</i> , ea for <i>sea</i> and <i>tea</i> , ee for <i>bee</i> and <i>feel</i> , ei for <i>seize</i> , i for <i>police</i> , and ie for <i>thief</i> .
/ɪ/	Pronounced shorter than /i:/, as the words sin, sit, fill, bid, live. The vowel /ɪ/ is normally spelled in orthography by the letter i (<i>kid</i> , <i>hill</i>), or y (<i>pity</i>).
/e/	Pronounced as the words Head, Fell, Set, or Bed. It is normally represented in orthography by the letter e (<i>ten</i> , <i>sell</i>), or ea (<i>head</i> , <i>sweat</i>).
/æ/	Pronounced as the words Band, Land, Bad, or Bat. Normally this vowel is represented by the letter a in conventional spelling, such as: <i>bag</i> , <i>bad</i> , or <i>hat</i> .
/ɑ:/	Pronounced as the words Harm, Hard, Heart, Barn. The vowel sound /ɑ:/ is regularly spelled by the letter a, such as: <i>far</i> , <i>car</i> , or <i>cart</i> .
/ɔ/	Pronounced as the words Hot, Cot, Pot, or Lost. The vowel /ɔ/ is regularly represented by the letters o (<i>hot</i> , <i>not</i>) or a (<i>wander</i>), and in rare cases by the letter au (<i>sausage</i> , <i>because</i>) or ou (<i>cough</i>).

Table continued...

IPA Symbol	Description
/ɔ:/	Pronounced as the words Caught, Dawn, Stalk, or Port. The vowel /ɔ:/ is pronounced twice longer than /ɒ/.
/ʊ/	Pronounced shorter than /u:/ as the words Could, Put, Cook, Look. It is ordinarily represented by the letters <i>u</i> (<i>put, pull</i>) or <i>oo</i> (<i>foot, took</i>).
/u:/	The vowel /u:/ should be pronounced twice longer than /ʊ/ as the words Fool, Pool, Food. It may happen to occur by the letter <i>u</i> (<i>blue, eu (rheumatism), ew (crew), oo (food), or ou (youth)</i>).
/ʌ/	Pronounced as the words Bud, Tusk, Lust. The vowel /ʌ/ is commonly represented by the letters <i>u</i> (<i>hut, but</i>), <i>o</i> (<i>none</i>), or <i>ou</i> (<i>touch</i>).
/ɜ:/	Pronounced as the words Lurk, Curt, Hurt, Burn. The vowel /ɜ:/ is pronounced longer than /ə/.
/ə/	Pronounced as the words Statement, Method.

(Source: Ramelan, 1988, p. 58)

From the table we can see that English vowel is quite complicated, especially for those who are not native speakers such as Indonesian students.

The different length of vowels also exists in English, such as: /ɑ:/ and /α/ or /ɔ/ and /ɔ:/, while there is no such length in Indonesian. Besides, some letters can represent different vowels sounds. As the example, we can take a look at the orthography letter for *ea* is possibly pronounced as the different vowel sound:

tea for /i:/ and *head* for /ɛ/. It can be one of reason of why Indonesian learners find difficulties in pronouncing English vowels. As the way out, they should check the phonetic transcription of each word to know the right pronunciation.

2.7 Pronunciation and Its Affecting Factors

“As individuals, we always learn to speak earlier than learning to read and write (Zhang 2009, p 1)”. Ever since we were still a little baby, we are indirectly

getting familiar with pronunciation. In communication, pronunciation has an important role. The correct pronunciation of words will lead us to a successfully communication. Through the pronunciation, people will also measure the quality of our language ability.

However, some people will have some difficulties in mastering the pronunciation. Kenworthy (1987, p. 4) lists the factors that affecting native-like pronunciation. These variables include native language, age, exposure, innate phonetic ability, attitude and identity, motivation, and concern for good pronunciation. Piske, T., Mackay, I. & Flege, J. (2001, p. 195), mentions factors that possibly influencing the pronunciation of a second language, including: age at first exposure to the L2, years of L2 use, amount of L2 use, type of L2 input (native speaker vs foreign-accented non-native speakers), motivation, and gender.

To further explain, Piske, T., Mackay, I. & Flege, J. (2001, p. 197) mentions that age do not always but can possibly influence the pronunciation. In some research, the early learners speak L2 with a lower degree of foreign accent than late learners. No study has as yet provided convincing evidence for the claim that L2 speech will automatically be accent-free if it is learned before the age of about 6 years and that it will definitely be foreign-accented if learned after puberty. Furthermore, it is mentioned that the age effects found of L2 studies are difficult to interpret because AOL is typically confounded with other variables that are likely to affect the pronunciation of an L2, such as: length of L1 and L2 use.

As for the next factor, the length of L2 use, it is explained that not every study has shown a significant effect of the length of L2 use on degree of foreign pronunciation. Moreover, for highly experienced subjects, additional years of experience in the L2 appear to be unlikely to lead to a significant decrease in the degree of L2 foreign accent. As for the gender, the results obtained for gender do not really lead to any strong conclusion. Some studies reported a significant influence of gender, whereas others did not. While for motivation, the degree of L2 foreign pronunciations have reported at least some influence of motivation on the outcome measures. However, on the whole, the results obtained so far clearly suggest that factors like motivation do not automatically lead to accent-free L2 speech. They are rarely so strong that late learners will still be able to attain a native-like pronunciation of the L2. Finally, it is important to note that motivation has not been quantified very precisely since it is not really clear to what extent the individual subjects really differed in term of their motivation to pronounce an L2 well.

From those lists of factors, we can conclude that pronunciation problems are not only caused by the learning process. There are other factors which sometimes affect our pronunciation of a language. It can be from the internal or the external sides of the L2 learners. Therefore, it is important for the teachers to understand the causes of the error pronunciation of their students. That way, they will know how to find the best solution to help the students in improving their pronunciation skills.

Later on, in this study, the researcher would use the theory proposed by Piske, T., Mackay, I. & Flege, J. (2001) since the theory is quite new. He has been doing research on the SLA field since 1977-present, especially dealing with the pronunciation and accents. The length of his time doing research on this field would obviously give him a lot experience. Besides, he has also been doing the research in collaboration with many researchers. The collection of his journals is published as the honor to him by Ocke-Schwen Bohn, Murray J. Munro (2007).

Considering the efficiency of the research, the factors proposed by Flege would be best applied since the information can be easily gained by giving simple additional questions prepared by the researcher, such as: age at the first exposure to the L2, years of L2 use, amount of L2 use, and gender.

2.8 Previous Studies

There are many studies that are conducted related to Error Analysis. However, in this study, the researcher only takes two previous studies which are closely related to her study. The first one is conducted by Wasis Tri Puspita (2007), English Department student of Semarang State University analyzes the eleventh grade of SMA N 1 Sigaluh Banjarnegara. Her study entitled *An Analysis of Students' Errors in pronouncing English Vowels: A case Study of the Eleventh Grade of SMA N 1 Sigaluh Banjarnegara in the Academic Year 2006/2007*. She focuses her study on the kinds of errors the students make in pronouncing English vowels and why these errors occur. In her research, she covers the pure vowel. Before doing the test, she tried-out the thirty three

students. In analyzing her data, she uses four steps: transcribing the pronunciation into the phonetic transcriptions (using Oxford learner's dictionary), grouping the students' errors into separate divisions, employing the percentage descriptive analysis and interpreting the result of the data analysis.

The result of her analysis shows that students are considered "Excellent" in pronouncing English vowels. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors.

There are vowel [i:] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [ɜ:] (6.67%), and vowel [ʌ] (0.76%).

Another was conducted by Prananingrum and Kwary (n.d.) who analyze English department student of English Diploma Program, Airlangga University. The title of their study is *L1 Influence on the Production of L2 Sounds: A Case Study at the English Diploma Program, Airlangga University, Indonesia*. They focused on whether Indonesian language also influences the production of English sounds or not. In their study, they investigated not only vowels, but also consonants as well. In collecting the data, the writers asked each respondent to read the elicitation paragraph taken from the *Speech Accent Archive* (<http://accent.gmu.edu>) and recorded it. The elicitation paragraph was written in English with common English words, but it contained a variety of English sounds and sound sequences that consisted of vowels, consonants, and clusters.

After recording the pronunciations, the writers transcribed the recordings by using broad transcription which follows the 1996 version of the IPA. The results obtained from this study show that there were seven English consonants and ten

English vowels that were difficult to be pronounced by the respondents. Those difficulties emerged mostly due to the interference of their native language and also the influence of rapid speech.

From the previous studies found, the writer got the idea to conduct this research since the previous researchers explain about the fact that some students do make errors in language learning, especially when it deals with speaking skills related to English vowels pronunciation. Also, the interference of the first language becomes one of the reasons why students make errors in producing English sounds, especially vowels. The previous studies provide some information which is very helpful and useful for the researcher as the additional references since it gives information about some reasons why usually the students produce errors in speaking English.

In this study, the researcher would like to discuss the errors in pronouncing English vowels produced by the first semester students of Faculty of Culture Studies of the University of Brawijaya. This study is definitely different from those previous studies in these following points:

1. The object being studied is different from those two studies
2. Here, the researcher will use both Oxford and Longman as the representative of American and British English to anticipate if there are some students who use either British or American ways of pronouncing the sounds. The first researcher, Wasis Tri Puspita only uses Oxford as the reliable guide in transcribing the data. She did not consider the different pronunciation following either British or American which will possibly

appear in her participants' pronunciation. This way, the result obtained by the researcher of this study will be more valid.

3. In collecting the data, the researcher chooses the list of words by also considering the familiarity of the words being tested. Besides, she provides 3 words for each vowel. Wasis Tri Puspita provides 1 word for each vowel while Praraningrum and Kwary provide an elicitation paragraph taken from *speech accent archive* consisting vowels, consonant, and cluster sounds.

4. In choosing the participants, the researcher considers the different level of the students (high, mid, low). She wants to make sure that the difficulties are not only encountered by some group of students, but possibly faced by all students. Because in a class, it obviously happens to be various students, including high, low, and average.

Based on those differences and the improvement of the methods which are proposed by the researcher, it therefore obtains more valid analysis and result by the end of the study. Hence, this study is worth to be conducted. Through the result of this study, the lecturers will get more reliable information regarding the strengths and weaknesses of the students in pronouncing certain vowels as well as for the students themselves. It will then help them in finding the way out for improving the system of teaching in order to prevent the next year new students from having the same problems and difficulties dealing with English vowels.

CHAPTER III

RESEARCH METHODS

This chapter covers the explanation about the methods used in conducting the research. It explains: (1) type of research, (2) data sources, (3) data collection, and (4) data analysis.

3.1 Type of Research

The approach being used in this research is qualitative. Here the researcher aimed to gather an in depth understanding of human behavior and the reason that governs human behavior. It relies on reasons behind various aspects of behavior (Ary et al., 2002, p.425). The type of this research is a case study since the study is intended to reveal the students' errors in pronouncing English vowels. Anderson (1993, p.152-160) sees case studies as being concerned with how and why things happen, allowing the investigation of contextual realities and the difference between what was planned and what actually occurred. Case study is not intended as a study of the entire organization. Rather is intended to focus on a particular issue, feature or unit of analysis.

3.2 Data Sources

The data of the study is the error pronunciation of English vowels. The data source of this study is the pronunciation of English vowels taken from 39 students as the sample. The populations are 13 different classes of Academic Speaking of

English Department of Faculty of Culture Studies of University of Brawijaya.

Academic class is chosen because it deals more with the speaking skills and pronunciation of the students. For each class, there are 3 students chosen who come from different levels of English mastery. They are: low, average, and high mastery. The high level represented by the students with high score, the low level represented by the students with low score, and the mid students represented by the students with the mid score on their Basic Oral and Auditory Skills class in which the objectivity also has been confirmed by the lecturers of Academic Speaking class. The purpose of considering those 3 different levels of language mastery is to ensure that this study is generally representative for all levels of the first year students.

In choosing the participants, the writer decided to use purposive sampling.

According to Sugiyono (2008, p.219), purposive sampling is a technique of choosing data with certain consideration. Since the researcher considers about several characteristics in choosing the participants, therefore purposive sampling is appropriate to be used in this study. The characteristics which should be possessed by the participants are:

1. all of the participants are the first year students of English Department of University of Brawijaya,
2. they have never been to an English Speaking country because the researcher assumes if they ever stayed in an English speaking country, the chance of making error will be less since they will have many chances talking with the native, who will possibly make no error in pronouncing English words., and

3. they have to pass BOAS class since the academic supervisor would not suggest the students to take Academic class before they pass BOAS class.

3.3 Data Collection

In collecting the data, the researcher went through several procedures as follow:

1. Selecting the participants

First of all, the researcher officially asked for the permission of the lecturers of Basic Oral Auditory Skills class to have the access for investigating the students' score. The researcher decided to use Basic Oral Auditory Skills score instead of Academic Speaking score to select the participants since at the moment, it is still the beginning of the semester, therefore she might not be able to get the final score of their Academic Speaking class. However, in choosing the participants, the researcher asked for the Academic Speaking lecturer to verify that the participants who have been chosen based on their BOAS score are indeed appropriate for each category. Then, the researcher went to the academic division of Faculty of Culture Studies to copy the students' score. Then, the last step is asking for the permission of the lecturers of Academic Speaking to collect the data from the member of their classes.

Next, the researcher chose the participants as the representatives of the first year students of Faculty of Culture Studies based on the necessary characteristics mentioned above. According to Arikunto (2002, p.112), a researcher may take 10%-15%, Or 20%-25%, or more of the population used

as the sample. Here, the researcher decided to take 10% of the total 309 students (from 323 students of BOAS, 14 students failed) of the population.

Considering that there are 13 classes of Academic Speaking (11 classes consisting of 25 students, 1 class consists of 24 students and 1 class consists of 10 students), the researcher decided to add the participants to make it easy to be divided. Each class would have 3 representatives, so the total participants are 39 students. The brief explanation about the purpose of the study and the consent form to sign were given to each participant. The consent form asserts that they agree to be the participants of the research and have no objection if the data are used for research purpose.

2. Developing the test

First, the researcher arranged the list of words which is used for the test by choosing 3 words for each vowel with the total of 36 vowels. In choosing the words, she considered the familiarity of the words and decided to use 2 familiar words taken from Basic Oral Auditory Skills handbooks and 1 unfamiliar word taken from Ramelan English Phonetics book. The term unfamiliar here refers to the words that are assumed as the words they rarely learned in their current classes and also rarely produced in their daily conversation. The use of 2 familiar and 1 unfamiliar words is based on the assumption that they would not make too many errors since the researcher prepares more familiar words than the unfamiliar ones. Therefore, they are expected to pronounce it correctly. Besides, the previous study conducted by Puspita (2007) shows that the familiarity gives the effect towards the

students' pronunciation. The more familiar they are with the words given, the fewer errors they produced. However, if they still make many errors, it shows us that the vowel is indeed difficult for the students. This could be considered as one of the strength of this study if we compare to the previous study which randomly take any words to be tested. After arranging the test form which was given to the participants, the researcher first conducted the try out on 6 first year English students of Faculty of Culture Studies. The try out is necessarily carried out to know whether the instruction is easy to be understood or not. From the try out, the researcher finally decided to make certain revisions. First, the researcher decided to rearrange the list of words randomly, so that the possibility of the participants to guess the pronunciation could be minimized. Second, the researcher rearranged the order of the additional questions, starting from the general point up to the specific ones. Last, the researcher modified the questions formulas to gain more answer from the participants. Later on, in developing the real test, the researcher made appointments with the participants. Then they were given the list of words along with the additional questions. First, they were asked to pronounce the words to be recorded, and then answer the additional questions related to their background of learning English which were provided along with the 36 lists of words. The additional questions are necessarily given in order to gain the background information of the students about their English knowledge. The questions are:

1. Where they are from,

2. Whether or not they have ever had an English course,
3. Whether or not they use English outside the classes and in what context (brief explanation),
4. How long they have learned English, and
5. Is there any word of the list that they are unfamiliar with.

Each respondent was given 2 minutes to study the list of words before finally asked to read the list of 36 words provided. The 2 minutes time was given so that they can have the time to prepare themselves. They could know what English words are actually being tested and feel relax in doing the test. The list of words each represents all 12 English vowels to the subjects which are taken from: workbook of Basic Oral Auditory Skill (2 words) and *English Phonetics* book by Prof. Dr. Ramelan, M.A. Those unfamiliar words are chosen randomly from the examples provided in sub chapter *Pure Vowels in Details*. The two words are taken from the workbook of their previous BOAS class to make sure that they are familiar with the words being tested. The one word taken from Prof Ramelan's book because the book is the one used in phonology class. The researcher assumed that the students would have not got the phonology class until their third semester. Therefore they could possibly be unfamiliar with the word being tested. The difference in familiarity was intentionally decided to investigate whether or not it affects the production of errors produced by the students. In pronouncing the words, when the students make wrong pronunciation of certain words, the researcher would ask them to pronounce it again to make sure whether it was just a mistake or an error.

3. Recording and transcribing process

The researcher used a cell phone to record the pronunciation of the participants. She uses the cell phone because of its easy use. Besides, the cell phone has a good quality for its recording voice feature. After recording the data, she transferred the data to the computer and listened to it several times through mp3 player. Then the researcher transcribed the recordings phonetically based on *Oxford Advanced Learners Dictionary and Longman Dictionary*. If the students pronounce the words based on either British or American English, then it was considered as the correct pronunciation. The decision of using Oxford for British English and Longman for American English is based on the questionnaires given to 10% of first year students about the dictionaries they know and often use. It is also the reason on why the researcher only uses both British and American English as the parameter, excluding other English pronunciation such as: Australian or Singaporean English. The researcher decided to use the English that the students quite familiar with. Then, after transcribing the data, the researcher asked for a peer to check whether the transcription of the data is correct. The one who helped the researcher is another 8th semester student who fits the characteristics: fluent in speaking, have passed the phonology class, and good in listening which are all proved by good scores for those classes. Last, the researcher asked for the help of her previous lecturer on Phonology class to check the data which the researcher was not sure enough.

3.3 Data Analysis

The processes of data analysis in this research are as follows:

a. Identification of errors

From the transcription, the researcher analyzed whether they are pronouncing vowels with a British, American accent, or another unintelligible form. The students' errors could be in the form of lengthening, shortening, and substituting particular vowels. The identification of correct and incorrect was based on the transcription of their pronunciation which was checked by other people. The purpose was to make sure that the researcher did not do mishearing when transcribing the data. All of the incorrect pronunciation was considered as errors since for the incorrect pronunciations, the researchers asked the participants to pronounce it twice to ensure that they are not mistakes but indeed errors.

b. Description of errors

After identifying the data, the researcher then organized the data so that it will be easier to be analyzed and understood. She classified them into two divisions: correct and incorrect pronunciation. After organizing the data, the researchers counted the errors of each English vowel made by the students and then transferred the results into a table.

c. Explanation of errors

Here, the researcher described the errors of each vowel. She showed on what vowels the students encountered the difficulties.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the findings that arise from data collected in accordance to the problems of the study. The researcher separates the chapter into two parts which are findings and discussion.

4.1 Findings

4.1.1 Incorrect Pronunciation

There are 36 words representing 12 vowels pronounced by 39 students. So, there are 1404 phonemic transcriptions of English pronunciation altogether. For each vowel there are 117 pronunciations. After transcribing all the pronunciation, the researcher found out that from the total 1404 pronunciations, 633 are pronounced correctly and 771 are pronounced incorrectly. Most of the incorrect pronunciations are the unfamiliar words taken from Prof Ramelan's *English Phonetics* book. Below is the data presentation of students' incorrect pronunciation:

Table 4.1 Total Number of Incorrect Pronunciation

Vowels	Incorrect Pronunciation	
	Number	Percentage
/i:/	111	94.9%
/I/	4	3.4%
/e/	43	36.8%
/æ/	31	26.5%
/ɑ:/	91	77.8%
/ɔ/	44	37.6%

Table continued...

Vowels	Incorrect Pronunciation	
	Number	Percentage
/ɔ:/	104	88.9%
/U/	30	25.6%
/u:/	112	95.7%
/ʌ/	44	37.6%
/ɜ:/	87	74.4%
/ə/	70	59.8%
TOTAL	771	54.9%

The Table 4 above shows that the errors actually happened in all vowels, but there are 6 certain vowels in which the students made the highest errors: /i:/, /ɑ:/, /ɔ:/, /u:/, /ə:/, and /ə/. For those 6 vowels, we can see that the percentage of the incorrect pronunciation is high: /i:/ (94.9%), /ɑ:/ (77.8%), /ɔ:/ (88.9%), /u:/ (95.7%), /ɜ:/ (74.4%), and /ə/ (59.8%).

4.1.2 Pronunciation in Details

In pronouncing English words consisting English vowels, the students produces various pronunciation. Even for the same words with the same vowels, they pronounced it differently. Sometimes the students made double errors in pronouncing a word. For certain words, it may consist of more than one English vowel, such as in the word *medium* which has vowel /i:/ and diphthong /ia,/ or the word *method* which has both vowel /e/ and /ə/. However, here the researcher only considered the error on the target vowel. As the example, in the word /mi:diəm/, sometimes the students pronounced it as either /mediəm/ or /mIdiəm/. In this case, the researcher only considered the error on vowel /i:/. While for the word *method*

which should be pronounced as /meθəd/, the researcher only considered the error pronunciation of vowel /ə/ to make it easier for the researcher in analyzing it.

Besides, the researcher has already provided different words for each vowel. After identifying all the students' pronunciation, the researcher then chose the ones which are considered as the errors. The detail table of the students' pronunciation is displayed in appendix 7 page 83. The detail explanation of the errors is presented in discussion parts which also presents the explanation of each error in every vowel along with the table showing the error in detail.

4.1.3 Analysis

There are two sub chapters presented in this part: Vowels Errors in Details, and Possible Factors Causing the Error Pronunciation.

4.1.3.1. Vowels Errors in Details

As it is mentioned previously, there are 12 English vowels being investigated in this study. Each vowel is presented along with the explanation and the table showing the students' detail pronunciation of the words provided by the researcher. Further explanation of all vowels is revealed below.

4.1.3.1.1 Vowel /i:/

The first English vowel to investigate is the long vowel /i:/. In observing this vowel, the researcher provides three words: *metre*, *seize*, and *medium*. Here, the words *metre* and *medium* are considered as the familiar words while the word

seize is considered as the unfamiliar one. The basic assumption is that by providing two familiar words and one unfamiliar word, the students produce fewer errors in pronouncing the vowels being investigated.

However, many errors still appear related to the pronunciation of this vowel.

Below is the detail of students errors in pronouncing those three words consisting vowel /i:/ which is presented in the form of table, as follows:

Table 4.2 Vowel /i:/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
1	/i:/	Metre	/mi:tər/	/mi:tə/	<ul style="list-style-type: none"> • /metər/ : 22 • /metre/ : 8 • /mItə/ : 1 • /mætər/ : 1 • /mItər/2 : 2 • /metrə/ : 4 • /mItərə/ : 1 	39
		Seize	/si:z/	/si:z/	<ul style="list-style-type: none"> • /siAi:z/ : 2 • /sIz/ : 4 • /səIz/ : 2 • /seIz/ : 20 • /zeIz/ : 1 • /sei:z/ : 1 • /seIs/ : 3 	33
		Medium	/mi:diəm/	/mi:diəm/	<ul style="list-style-type: none"> • /mediəm/ : 25 • /mediUm/ : 13 • /mIdiəm/ : 1 	39

For the first word, *metre* which should be pronounced as either /mi:tər/ or /mi:tə/ with the long vowel /i:/, no students pronounced it correctly. Instead, they did the substitution of vowel /i:/ into other vowel such as: /æ/, or /e/, or even they shortened into /i:/ into /I/.

As for the second word, *seize*, it should be pronounced as /si:z/ for both British and American pronunciation. Only six out of 39 students pronounced it correctly as the long vowel /i:/. The other students substitute it into diphthongs: /aI/ or /eI/, or just shortened it into /I/. The next is pronunciation of the last word, *medium*, the students also made either the substitution of /i:/ into /e/ or the shortening of /i:/ into /I/. Here, all students were unable to perform the right pronunciation of the word *medium*.

If we take a deeper look, there is an interesting phenomenon happens in this error pronunciation. At first, the researcher assumes that the error would mostly happens in the second word *seize* since it is considered as the one which is unfamiliar for the students. However, the facts show the opposite result. For the two words which are considered as the ones they are familiar with, no students were able to pronounce it correctly, while for the unfamiliar word, six students happened to pronounce it correctly. Here, the highest errors happened at the familiar words taken from their previous Basic Oral and Auditory Skills book.

4.1.3.1.2 Vowel /I/

The second English vowel to investigate is vowel /I/. There are three words provided in association with this vowel: *relax*, *effect*, *kin*. The words *relax* and *effect* are considered as the familiar words while the word *kin* is considered as the unfamiliar word. The researcher first predicts that the students would possibly produce few errors in pronouncing those three words. The first two words are quite easy and often found in daily conversation. As for the word *kin*, it is quite easy to pronounce since it is a short word with only one syllable.

Here is the detail of students' pronunciation of the vowel /I/ which will also be presented in the form of table.

Table 4.3 Vowel /I/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
2	/I/	Relax	/rɪlæks/	/rɪlæks/	0	0
		Effect	/ɪfekt/	/ɪfekt/	• /efekt/ : 1	1
		Kin	/kɪn/	/kɪn/	• /ki:n/ : 1 • Kɔɪn : 2	3

In pronouncing the first word, *relax*, which should be pronounced as /rɪlæks/ for both British and American pronunciation, all students pronounced the vowel /I/ correctly. As for the second word, *effect*, 38 students also pronounced the /I/ vowel correctly. Only 1 student made the error pronunciation by doing the substitution of /I/ into /e/. For the last word *kin*, which should be pronounced as /kɪn/, 36 students pronounced the target vowel of /I/ correctly. There are two students who did the substitution of vowel /I/ into diphthong /aI/ and 1 student who did the lengthening vowel /I/ into /i:/.

If we summarize the result of this vowel pronunciation, there are only few students who find it difficult to deal with this vowel related to those three words given. For the familiar word *relax*, all students have no difficulties in pronouncing it correctly. As for the other familiar word *effect*, only 1 student made the errors.

While for the unfamiliar word *kin*, only three students made the error. So, the highest error here happened at the unfamiliar word taken from Ramelan's English

Phonetic book.

4.1.3.1.3 Vowel /e/

The third vowel to observe is the vowel /e/. In order to gain the information of students' pronunciation, the researcher also provided three words to be pronounced by the 39 students related to this vowel: *chemist*, *peck*, and *preface*.

Here, the words *chemist* and *preface* are considered as the familiar ones while the word *peck* is considered as the unfamiliar one. Below is the table of detail pronunciation of those three words produced by the students.

Table 4.4 Vowel /e/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
3	/e/	Chemist	/kemist/ /keməst/	/kemist/	0	0
		Peck	/pek/	/pek/	<ul style="list-style-type: none"> • /pæk/ : 34 • /pIk/ : 5 	39
		Preface	/prefəs/ /prefIs/	/prefəs/ /prefIs/	<ul style="list-style-type: none"> • /prIfels/ : 3 • /prIfes/ : 34 • /prəves/ : 1 • /prIfas/ : 1 	39

In pronouncing the first word *chemist* with vowel /e/ in the first syllable, all students pronounced it correctly. While for the second word, *peck*, no one pronounced it correctly. There are 34 students who pronounced it as /pæk/ just like the pronunciation of the word *pack* and five students who pronounced it as /pIk/. Here, the students substitute the vowel /e/ into /æ/ and /I/. As for the last word *preface* which should be pronounced as /prefəs/ or /prefIs/, no students were able to pronounce it correctly. In pronouncing this word, they also did substitution of the vowel /e/ into /I/ and /ə/.

If we summarize the result of this error pronunciation, the students are only able to pronounce one of the familiar words *chemist* and also failed to pronounce the other familiar and unfamiliar words *peck* and *preface*.

4.1.3.1.4 Vowel /æ/

The fourth vowel to observe is the vowel /æ/. There are three words provided representing this vowel: *gadget*, *lass*, and *camera*. Both the words *gadget* and *camera* are considered as the familiar ones. While the word *lass* is considered as the unfamiliar one. Here are the details of students' pronunciation in pronouncing those three words related to vowel /æ/ which is presented in the form of table, as follows:

Table 4.5 Vowel /æ/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
4	/æ/	Gadget	/gædʒɪt/, /gædʒət/	/gædʒɪt/	• /gadʒət/ : 1	1
		Lass	/læs/	/læs/	• /lʌs/ : 18 • /lɑ:s/ : 1 • /las/ : 1	20
		Camera	/kæməɾə/	/kæməɾə/	• /kaməɾə/ : 5 • /kamera/ : 4 • /kʌməɾə/ : 1	10

The first word *gadget* should be pronounced as either /gædʒɪt/ or /gædʒət/ with vowel /æ/. From all of those 39 students, only one student made the error pronunciation by substituting /æ/ into /a/ while the others could pronounce the vowel /æ/ correctly. As for the second word *lass*, 19 students pronounced /æ/ correctly and 20 of them pronounced it incorrectly. The students substituted the

vowel /æ/ into /ʌ/, /ɑ:/, or /a/. For the last word *camera*, 29 students pronounced the vowel /æ/ correctly and 10 students pronounced it incorrectly by substituting the vowel /æ/ into either /ʌ/ or /a/. Overall, the most errors happened when the students pronounced the unfamiliar word *lass*.

4.1.3.1.5 Vowel /ɑ:/

The fifth vowel of the study is /ɑ:/. To observe this vowel, the researcher provides 3 words to be pronounced by the students: *cart*, *lark*, *departure*. Here, the words *cart* and *departure* are considered as the familiar words while the word *lark* is considered as the unfamiliar one. Below is the detail of students pronunciation for the vowel /ɑ:/ which is presented in the form of table.

Table 4.6 Vowel /ɑ:/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
5	/ɑ:/	Cart	/kɑ:rt/	/kɑ:t/	<ul style="list-style-type: none"> • /kɑrt/ : 17 • /cart/ : 4 	21
		Lark	/lɑ:rk/	/lɑ:k/	<ul style="list-style-type: none"> • /lɑrk/ : 2 • /lArk/ : 27 • /lɜrk/ : 2 	31
		Departure	/dɪpɑ:rtʃər/	/dɪpɑ:rtʃə/	<ul style="list-style-type: none"> • /dɪpɜrtʃər/ : 5 • /dɛpɜrtʃUr/ : 1 • /dɪpɜrtu:r/ : 1 • /dɛpɜrtʃɜr/ : 1 • /dɪpɜrtʃɜr/ : 3 • /dɛpɜrtUr/ : 5 • /dɛpɜrtu:r/ : 1 • /dɛpɜrtʃɜr/ : 6 • /dɛpɜrtʃUr/ : 4 • /dɪpɜrtʃɜr/ : 1 • /dɛpɜrtʃu:r/ : 1 • /dɛpɜrtʃUr/ : 1 • /dɪpɜrtʃUr/ : 1 • /dɛpɜrtʃɜr/ : 1 • /dɪpɜrtUr/ : 1 • /dɛpɜrtʃɜr/ : 3 	39

Table continued...

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
					<ul style="list-style-type: none"> • /dəpɜrtʃʊr/: 2 • /dɪpɜrtʃʊr/: 1 	

For the first word *cart*, only 18 students pronounced it with the right vowel /ɑ:/. Instead of pronounce the vowel as /ɑ:/, the rest of 21 students did the shortening into /ɑ/. As for the second word *lark*, there are only 8 students who know how to pronounce the vowel /ɑ:/ correctly. The other 31 students repeated the errors by doing another shortening of vowel /ɑ:/ into /ɑ/ or by substituting it into /ʌ/ or /ə/. As for the last word *departure*, no one could pronounce it correctly. There are 20 students who did the shortening and 19 students who did the substitution. The students who did the substitution substituted the vowel /ɑ:/ into /ə/, /æ/, or /e/.

Based on this result, the researcher can conclude that the difficulty for pronouncing this vowel is quite high since the number of errors is quite high as well. Here, the word *departure* seems to be the most difficult one to pronounce since no one pronounced it correctly even though it is actually categorized as the familiar word for the students. The second most difficult word comes from the unfamiliar word *lark*, and the least difficult comes from another familiar word *cart*.

4.1.3.1.6 Vowel /ɔ/

The sixth vowel to investigate is the vowel /ɔ/. There are three words related to this vowel: *cough*, *topic*, *comment*. The words *topic* and *comment* are taken from the students' previous handbook for Basic Oral and Auditory Skills while the word *cough* is taken from the sub chapter of *Pure Vowels in Details* in Prof., Ramelan's English Phonetics book. The researcher thought that the students would possibly be able to pronounce all those three words correctly since the words are quiet easy. Perhaps, if they do make the errors, it would possibly happen in the pronunciation of the word *cough* since it is considered as the unfamiliar word, or if the researcher may say is the rarely used word. However, the result is somehow different from the prediction since many errors occur as the result of the test. Here are the details of the vowel /ɔ/ pronunciation produced by the students.

Table 4.7 Vowel /ɔ/ in Detail

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
6	/ɔ/	Cough	/kɒf/	/kɔf/	<ul style="list-style-type: none"> • /ku:g/ : 1 • /kʌf/ : 2 • /kʌUg/ : 4 • /koUg/ : 5 • /koUf/ : 1 • /kog/ : 1 • /kUg/ : 1 • /kʌUf/ : 1 	16
		Topic	/tɒpIk/	/tɔpIk/	<ul style="list-style-type: none"> • /tɒpIk/ : 2 	2
		Comment	/kɒment/	/kɔment/	<ul style="list-style-type: none"> • /kʌment/ : 1 • /kʌment/ : 3 • /koment/ : 21 • /kʌmɒnt/ : 1 • /kɔment/ : 1 	27

In pronouncing the word *cough*, 23 students correctly pronounced the vowel /ɔ/. However, the rest of those 16 students made the errors and substituted it into the vowel /u:/, /ʌ/, /o/, /U/, or even substituted it into diphthongs /aU/ and /oU/.

As for the second word *topic*, 37 students were able to pronounce the same vowel /ɔ/ correctly with the correct pronunciation of /ɔ/ and only two students produced the error by substituting it into the vowel /o/. For the last word *comment*, only 12 students pronounced /ɔ/ correctly, while the other 27 students incorrectly pronounced the vowel and substituted it into /a/, /ʌ/, /o/, and /ə/.

4.1.3.1.7 Vowel /ɔ:/'

The seventh vowel is the vowel /ɔ:/. This vowel is different from the previous one /ɔ/ in terms of the length. Vowel /ɔ:/' should be pronounced longer than the vowel /ɔ/. In order to investigate students' errors in pronouncing this vowel, the researcher has provided three words: *caught*, *stalk*, *port*. The word *stalk* here is considered as the unfamiliar one while the other two *caught* and *port* are considered as the familiar ones. At first, the researcher assumes that the students would possibly produce the error when pronouncing the word *stalk*, considering the unfamiliarity of the word compared to the other two. However, the result also shows the different phenomenon. Below is the table showing the details pronunciation of the vowel /ɔ:/'.

Table 4.8 Vowel /ɔ:/ in Detail

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
7	/ɔ:/	Caught	/kɔ:t/	/kɔ:t/	<ul style="list-style-type: none"> • /kɔ:ɡ/ : 1 • /kɔɡ/ : 2 • /kɔɡ/ : 5 • /kɑUc/ : 4 • /kɔf/ : 2 • /kɔt/ : 1 • /kɔch/ : 2 • /kɔUg/ : 2 • /kɑUf/ : 1 • /kɑUg/ : 14 • /kɔUg/ : 1 • /kʌf/ : 2 • /kɔUf/ : 1 • /kɔUf/ : 1 	37
			/stɔ:k/	/stɔ:k/	<ul style="list-style-type: none"> • /stɔk/ : 29 • /stalk/ : 3 • /stɔk/ : 1 • /stɑ:lk/ : 2 	35
			Port	/pɔ:t/	<ul style="list-style-type: none"> • /pɔrt/ : 30 	30

Both American and British pronunciation of the word *caught* is /kɔ:t/.

However, the real fact which happens among the students is that they tend to substitute the actual vowel of /ɔ:/ into other vowel such as: /o/, /ʌ/, or even into diphthongs: /ɔu/, /aU/, /oU/. Some of the students even did the shortening of the vowel /ɔ:/ into the shorter form of /ɔ/. Out of all 39 students, only two students pronounced it correctly while the rest of 37 students made the error pronunciation.

As for the second word *stalk* which should be pronounced as /stɔ:k/ for both British and American pronunciation, only four students were able to pronounced it correctly. The other 35 students did both substitution and shortening of the vowel /ɔ:/. The students either substituted it into the vowel /a/, /a:/ or shortened it into

/ɔ/. For the last word *port*, nine students pronounced it correctly as /pɔ:rt/, while the other 30 students shortened it into /ɔ/.

If we paid more attention to the error pronunciation displayed in the table above, the students seem to pronounce all the words incorrectly. Even for the words which are considered as the familiar ones, they still produced many errors on it.

4.1.3.1.8 Vowel /U/

The eighth English vowel being investigated is the vowel /U/. There are three words provided in order to observe the students' pronunciation for this vowel: *could*, *shook*, *hood*. Here, the words *shook* is the one which is considered as the unfamiliar word and the other two are considered as the familiar ones. Below is the students' pronunciation of the vowel /U/ which is presented in detail in the form of table.

Table 4.9 Vowel /U/ in Detail

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
8	/U/	Could	/kUd/	/kUd/	<ul style="list-style-type: none"> • /ku:ld/ : 7 • /ku:d/ : 1 • /kɔld/ : 2 • /kold/ : 1 	11
		Shook	/ʃUk/	/ʃUk/	<ul style="list-style-type: none"> • /ʃɔk/ : 16 	16
		Hood	/hUd/	/hUd/	<ul style="list-style-type: none"> • /hu:d/ : 1 • /hod/ : 1 • /hod/ : 1 	3

There are 28 students who correctly pronounced the English vowel /U/ of the word *could*. The other eight students lengthened the vowel /U/ into /u:/, two

students substituted it into /ɔ/, and 1 student substituted it into /o/. In pronouncing the second word *shook*, 23 students happened to pronounce it correctly. The rest 16 of them pronounced it incorrectly. All of those 16 students substituted the vowel /U/ into /ɔ/. So, instead of saying /ʃUk/ they pronounced it as /ʃɔk/. For the last word *hood*, 36 students pronounced it correctly as /hUd/, one student lengthened it into /hu:d/, one student pronounced it as /hɔd/ with the substitution of /ɔ/, and the other one student pronounced it as /hod/. Overall, the most error happened when the students pronounced the unfamiliar word *shook*. While the least error happen in one of the familiar word *hood*.

4.1.3.1.9 Vowel /u:/'

The ninth vowel to observe is the longer form /u:/. This vowel is different from the previous one which should be pronounced longer than /U/. The three words used to investigate this vowel are: *June*, *food*, *Luke*. The word *Luke* represents the unfamiliar one while the other words *June* and *food* represent the familiar ones. Here, the researcher assumes that the error which will possibly appear is the pronunciation of the word *Luke*, considering its unfamiliarity compared to the other two. However, the result of the test is quiet unpredictable.

Here is the table presenting the pronunciation in details.

Table 4.10 Vowel /u:/' in Detail

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
9	/u:/'	Food	/fu:d/'	/fu:d/'	• /fUd/' : 34	34
		Luke	/lu:wk/'	/lu:k/'	• /lʌk/' : 5 • /lUk/' : 34	39

Table continued...

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
		June	/dʒu:n/	/dʒu:n/	<ul style="list-style-type: none"> • /dʒUn/: 37 • /dʒʌn/: 1 • /dʒUnɔI/: 1 	39

There are only five students who were able to pronounce the word *food* correctly with the long vowel /u:/. The rest of 34 students incorrectly pronounced it as /fʊd/ which means that they did the shortening form of /u:/ into /ʊ/. For the second word *Luke*, no one could pronounce the long vowel /u:/ correctly. All the students did either the substituting of /u:/ into /ʌ/ or the shortening into /ʊ/. While for the last word *June*, 37 students pronounced it correctly while one student substituted the presence of the vowel /u:/ into /ʌ/, and another student shortened it into /ʊ/.

Overall, the most error happened in the unfamiliar word *Luke*, while the second most error happened in the familiar vowel of *food*. The least error occurred when the students pronounced the other familiar word *June*.

4.1.3.1.10 Vowel /ʌ/

The tenth vowel being observed is the longer form /ʌ/. There are three words provided in order to investigate this vowel: *cousin*, *other*, *tusk*. Here, the word *tusk* represents the unfamiliar one while the other words *cousin* and *other* represent the familiar ones. Considering the unfamiliarity of the words, the researcher's prediction is that the students would produce more error on the word

tusk rather than *cousin* and *other*. And the real result of the test is displayed in the table presenting the students' pronunciation below.

Table 4.11 Vowel /ʌ/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
10	/ʌ/	Other	/ʌðər/	/ʌðə/	• /ɔðər/ : 1	1
		Tusk	/tʌsk/	/tʌsk/	• /tʌsk/ : 7 • /tɑ:sk/ : 1	8
		Cousin	/kʌsən/	/kʌsən/	• /kɔsɪn/ : 1 • /kɔUzɪn/ : 5 • /kɔUsɪn/ : 18 • /kɑUsɪn/ : 4 • /kɔUzən/ : 1 • /kɔzən/ : 1 • /kɑUzən/ : 4 • /kɑUzɪn/ : 1	35

As it is predicted before, the students did not find any difficulties in pronouncing vowel /ʌ/ in the word *other*. Out of all 39 students, only one student made the error by substituting the vowel /ʌ/ into /ɔ/ and pronounced it as /ɔðər/ instead of /ʌðər/. As for the unfamiliar word *tusk*, it is unpredictably that 31 students would be able to pronounce vowel /ʌ/ correctly. There are only eight students who did the error pronunciation by substituting the vowel /ʌ/ into /U/ and /ɑ:/. While for the last word *cousin*, the result is quite shocking since many students produced the error in pronouncing this word. From the total of 39 students, only two high level students were able to pronounce it correctly. The rest of 37 students substituted the vowel /ʌ/ into the other vowel /o/ or diphthongs /oU/, /aU/, or even pronounced it as /kɑUzən/ using the vowel /ʌ/ which is directly followed by the vowel /U/.

4.1.3.1.11 Vowel /ɜ:/

The eleventh vowel being investigated is the vowel /ɜ:/. The researcher provided the three words: *survey*, *lurk*, and *firm* in order to observe the students' error in pronouncing this vowel. The word *lurk* is the one which is considered as the unfamiliar word while the other two *survey* and *firm* are the words which are considered as the familiar ones. Below is the table showing the details pronunciation of the students.

Table 4.12 Vowel /ɜ:/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
11	/ɜ:/	Survey	/sɜ:rveɪ/	/sɜ:veɪ/	<ul style="list-style-type: none"> • /sUrveɪ/ : 28 • /sUrvei:/ : 4 • /sərveɪ/ : 7 	39
		Lurk	/lɜ:rk/	/lɜ:k/	<ul style="list-style-type: none"> • /lΛrk/ : 10 • /lɜk/ : 2 • /lu:rk/ : 2 • /lUrk/ : 4 • /lɜrk/ : 3 • /lu:k/ : 1 	22
		Firm	/fɜ:m/	/fɜ:m/	<ul style="list-style-type: none"> • /fɜrm/ : 9 • /flrm/ : 13 	26
			/fɜ:m/	/fɜ:m/	<ul style="list-style-type: none"> • /frɪm/ : 3 • /fi:rm/ : 1 	

The word *survey* should be pronounced as /sɜ:rveɪ/ or /sɜ:veɪ/. However, no one seemed to be able to pronounce it correctly. All of 39 students either substituted the vowel /ɜ:/ into the /U/ or shortened it into /ɜ/. In pronouncing the second word *lurk*, 17 students successfully pronounced it correctly, while 22 students failed. The students tend to do either substitution or shortening the vowel /ɜ:/ into /Λ/, /u:/, /U/, or /ɜ/. The same case happened when the students were asked

to pronounce the last word *firm*. This word should be pronounced as /fɜ:m/ for both British and American pronunciation. However, only 13 students pronounced it correctly and 26 students pronounced it incorrectly. Here, the students also did both the substitution and also the shortening of /ɜ:/ into /i:/, /I/, /ɜ/.

Overall, the students seem to have more difficulties dealing with this vowel.

As we can see here, there are only 17 students who were able to pronounce the word *lurk* correctly and 13 students who correctly pronounce the word *firm*. While for the word *survey*, all of the students failed to pronounce it correctly.

4.1.3.1.12 Vowel /ə/

The last vowel being observed is the vowel /ə/ which is different from the previous one. This vowel should be pronounced longer than /ɜ:/. To know the students' pronunciation, the researcher also provided three words related to this vowel: *nature*, *method*, *prevalent*. Here, the word *prevalent* takes its role as the unfamiliar one and the other two *nature* and *method* take its role as the familiar ones. The table below presents the students' pronunciation in detail.

Table 4.13 Vowel /ə/ in Details

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
12	/ə/	Nature	/neɪtʃər/	/neɪtʃər/	<ul style="list-style-type: none"> • /nætʃUr/ : 1 • /natUr/ : 7 • /nætʃUr/ : 3 • /natʃUr/ : 1 	12
		Method	/meθəd/	/meθəd/	<ul style="list-style-type: none"> • /metod/ : 6 • /mltod/ : 2 • /mltUd/ : 2 • /mltod/ : 1 • /metɔd/ : 16 	27

Table continued...

No	V	W	PT		Error Pronunciation	Total
			AE	BE		
		Prevalent	/preʋələnt/	/preʋələnt/	<ul style="list-style-type: none"> • /preʋələnt/ : 2 • /preʋələnt/ : 2 • /prɪʋələnt/ : 12 • /prɪʋələnt/ : 1 • /prɪʋələnt/ : 4 • /preʋələnt/ : 1 • /prəʋələnt/ : 1 • /prɪʋələnt/ : 1 	24

In pronouncing the vowel /ə/ in the word *nature*, 26 students successfully pronounced it correctly and 13 students failed in performing the correct pronunciation. Those 13 students substitute the vowel /ə/ into either vowel /U/ or diphthong /IU/. As for the second word *method* which should be pronounced as /meθəd/ for both British and American pronunciation, only 12 students could pronounce it correctly. The other 27 students substituted the vowel /ə/ into /ɔ/, /o/, or /U/. And for the last word *prevalent*, 15 students aware to pronounce the double /ə/ correctly, 22 students only pronounced one out of two vowels /ə/ correctly, and two students failed to perform the correct pronunciation of all those two vowels.

4.1.3.2. Possible Factors of Errors Pronunciation

As the result of this study, there are many errors produced by the students in pronouncing English vowels reflected in the words pronunciation provided by the researcher. In this section, the researcher would like to explore the possible factors causing the errors pronunciation.

4.1.3.2.1 Interference of L1

One of the possible reasons on why students are able and unable to produce the right pronunciations of English vowels in this research is the interference of L1 into L2. Sometimes, students pronounce English vowels the same way they pronounce Indonesian vowels. We can see the example from the errors they made on the word *caught*. They made errors by using diphthong /au/ instead of pure vowel of /ɔ/. The presence of /au/ in the middle of the word might is pronounced the same way as the word *kerbau*, *parau*, or *silau* in Indonesian. Another example is that some students did the shortening of /i:/ into /I/ in pronouncing the word *kin*, or other shortening of /ɔ:/ into /ɔ/, /ɑ:/ into /ɑ/, /u:/ into /U/, or /ɜ:/ into /ɜ/. As we know, in Indonesian vowel system, there is only one vowel /ɜ/, /ɑ/, and /ɔ/ exists without any exact length of vowel. It is of course different from the English vowel system which has more complex different vowels which are different in terms of its length such as long /ɔ:/ and short /ɔ/ in which /ɔ:/ should be pronounced longer than /ɔ/.

4.1.3.1.2. Familiarity

From the additional questions given, the students confessed that there are indeed some words which they are unfamiliar with: *metre*, *cart*, *kin*, *tusk*, *lass*, *lark*, *lurk*, *peck*, *Luke*, *shook*, *preface*, *prevalent*, *hood*, *firm*, *stalk*, *port*, *departure*, and *seize*. If we take a look at the result of the test which has been transcribed by the researcher, we can see that generally the students produced the errors on those unfamiliar words. For example: no students were able to pronounce the word

metre. Instead of saying *mi:tər/* or *mi:tə/* as the right pronunciation, they would like to pronounce it as */metər/, /mItər/, /metre/,* or */mItrə/*. As for the word *seize*, there are only 6 out of 39 students pronounced it correctly with the long vowel /i:/.

The same case happened for the rest of those unfamiliar words mentioned above.

While for the familiar words, most of them pronounced them well, such as: *relax, gadget, or chemist, effect, camera, topic, could, or other*. The result of this study seems to show that the factor of familiarity towards the English words will somehow affect the possibility for students in making the correct and incorrect pronunciation.

4.2 Discussion

In this discussion section, the researcher would like to highlight important findings which are found as the result of the research and relate them to both the theory and the previous studies.

4.2.1 Vowels Errors in Details

After going through the process of analyzing the data, there are three categories of errors produced by the students in pronouncing English vowels: the lengthening, the shortening, and the substitution.

The lengthening vowel occurs when the student pronounced the word *kin* as */ki:n/* instead of */kIn/*. Whereas, there are obvious difference in the length of vowels /I/ and /i:/ in which /i/ is pronounced longer than /I/. Another lengthening case occurs when the students is asked to pronounce the vowel /U/. Instead of

saying /U/, they pronounced it as /u:/. The incorrect pronunciation may occur because there is no exact length of vowels exists in Indonesian language. Even though Indonesian has both features of /i/ and /I/ or /u/ and /U/ as it is mentioned by both TIM BIPA Pusat Bahasa (2008) and Chaer (2009), Indonesian people tend to pronounce those two vowels with not much care on the length since the different length of vowel in Indonesian language would not change the meaning of the words itself, such as *batik* and *ini*. Therefore, that might be the cause of why Indonesian students also seems do not really concern on the different length of those vowel in English vowel system. While, length of vowels in English language is important since it can cause different interpretation on the hearers, such as the words *kin* and *keen*.

The second category of error is the shortening. As the example, the shortening of /i:/ to /I/ occurs when the students pronounced the word *seize*. Four of the students pronounced it as /sIz/ instead of /si:z/. It supports the findings of both previous studies conducted by Puspita (2007), and Praningrum and Kwary (n.d.) who found that the students tend to pronounce /i:/ into /I/. Also, in pronouncing the words containing the long vowel /ɑ:/, the students tend to pronounce it as the short /ɑ/. Again, this case of shortening supports the finding of Puspita's research (2007) who found that the students tend to pronounce /ɑ:/ as the short /ɑ/. It somehow complete the findings of the other one carried out by Praningrum and Kwary (n.d.) who did not find this kind of shortening. The next case happened when they have to pronounce the long /ɔ:/ in the word *caught*, *stalk*, and *port* as the short /ɔ/. Again, this finding supports both previous studies conducted by

Puspita (2007), and Praraningrum and Kwary (n.d.) who found that the students tend to pronounce /ɔ:/ into /ɒ/. As for the words *food* and *June* with long vowel /u:/, more than 30 students did pronounce it as short /U/. Here, the finding of the research supports the previous study of Praraningrum and Kwary (n.d.) who also found that the students tend to pronounce the vowel /u:/ into /U/. As for the other previous study conducted by Puspita (2007), she did not find this shortening in her research. Another error of shortening appear in the word *lurk* and *firm* in which they actually represent the presence of vowel /ɜ:/. In fact, almost all students pronounced it as the short one /ə/. The shortening case of vowel /ɜ:/ into /ə/ again, is in line with the finding of Praraningrum and Kwary (n.d). As for the other previous study conducted by Puspita (2007), she did not find this shortening in her research.

From all of those errors, we can infer that students seem not to really pay attention to the different length of English vowels. They might think that English vowels are just as simple as Indonesian. Again, the fact mentioned by both Whiteman (2011) and Chaer (2009) that Indonesian vowel system only has one vowel of /ɔ/, /ə/, /a/, in which the length is not the same as English various vowel system affects the students' mindset for pronouncing that vowel. Pronouncing vowels sound which they hardly find in their L1 could be difficult for the students.

The last category of error produced by the students is the substitution. As the example, the substitution appears when the students pronounce the words *metre* by saying /metrə/ instead of /mi:tər/, substituting /i:/ to /e/. The same case also

happens when they pronounce the word *seize*. Instead of saying /si:z/, they pronounce as /seIz/, /zeIz/, /sei:z/, and /seIs/. One interesting phenomenon occurs when a students suddenly the shifted the pure vowel /I/ into /aI/. She did pronounce the word *kin* as /kaIn/ instead of /kIn/. He may think that *kin* is an English word; therefore he is supposed to pronounce it as foreign as possible. As the letter *i* is usually pronounced as /aI/ just like the the pronoun *I*, then it might lead him to pronounce it as the diphthong /aI/ instead of the pure vowel /I/.

Again, the label that English words should be pronounced as English as possible can cause the students over generalize the way they pronounce a word. It can be seen from the way they pronounce the word *peck*. They realize that the letter *e* usually is pronounced as /i/ in some English words, like the words *we* and *she*. Some students might think that the same pattern works for the word *peck*. Therefore they pronounce it as /pIk/ instead of /pek/. Even, some of them pronounced it as /pæk/ just like the word *pack*. This is different from the findings of the previous study conducted by both Puspita (2007), and Praningrum and Kwary (n.d.) who found that the students tend to substitute vowel /æ/ into /e/.

The next errors made by students by saying /lAs/ instead of /læs/ for the word *Lass*. The substitution of /A/ instead of /æ/ might occur because there is no /æ/ exists in Indonesian vowel, as mentioned by both Whiteman (2011) and Chaer (2009). Therefore, he emphasized his attention on the middle vowel of “a” and decided to pronounce it into /A/ just the same way as pronouncing Indonesian vowels *aku*.

The same problem happened by pronouncing /ɔ/ or /o/ instead of /U/ for the word *shook* and *hood*. The students might only look at the presence of double /o/ in the word *shook* and *hood*, then thought of pronouncing it the same way as the word *shot* /ʃ ɔ t/. Whereas, they should have pronounced it /ʃUk/ and /hUd/ instead of /s ɔ k/ and /hɔd/ since the presence of double ‘o’ in the word *shook* should be pronounced as /U/.

Another example of error is shown in the substitution of pure vowel /ə/ with /U/ for the word *nature*, /ə/ to /U/, /o/, or /ɔ/ for the word *method*, and /ə/ to /e/ for the word *prevalent*. The substitution of the vowel /ə/ with /U/ for the word *nature* might be caused by the presence of ‘u’ in the middle of the word. Therefore it suggested the students to emphasize ‘u’ in pronouncing that word. The same thing might also be the reason of why the students substituted /ə/ to /U/, /o/, or /ɔ/ for the word *method*. The ‘e’ appears in the middle of the word *method* caused some students to pronounce it as /I/ sound. They might over generalize that *method* is an English words which should be pronounced as English as possible.

That is why they use /I/ as the sound for the letter ‘e’ in the word *method*. The substitution of /ə/ to /e/ for the word *prevalent* might also because the presence of the letter ‘e’. On the contrary of the words *method*, here the students might think that the letter ‘e’ here should be pronounced as the Indonesian /e/ just like *ekor*, or *hebat*. Overall, the case of substituting vowel /ə/ into some other vowels like /U/, /o/, or /ɔ/ is inline with the findings of Praraningrum and Kwary (n.d.) who

found the substitution of /ə/ into /ʌ/, /ɔ/, /e/, and /u:/. It somehow shows that it is quite difficult for the students to perform the vowel /ə/.

In summary, the result of the study shows that there are indeed certain dominant errors encountered by the students dealing with the English vowels pronunciation. As the result of the research, there are 6 dominant errors produced by the students with the highest percentage as it is mentioned at the beginning of chapter 4 compared to the other vowels: /i:/ (94.9%), /ɑ:/ (77.8%), /ɔ:/ (88.9%), /u:/ (95.7%), /ɜ:/ (74.4%), and /ə/ (59.8%). For some dominant error here, the result is similar with the ones which is found by Wasis Tri Puspita (2007) in her study: /i:/ (5.31%), vowel /æ/ (6.22%), vowel /a:/ (6.67%), vowel /ɔ:/ (6.67%), and vowel /ʌ/ (0.76%). While Praningrum and Kwary (n.d.) found 10 vowels which are considered as the difficult ones: /i:/, /ə/, /æ/, /ɜ:/, /ɔ:/, /u:/, /ʌ/, /U/, /e/, and /a/. Here, the findings of this research support the result of both the previous studies. The 3 vowels /i:/, /ɑ:/, /ɔ:/ are similar to the finding of the research conducted by Puspita, while the other 3 vowels /u:/, /ɜ:/, and /ə/ support the finding of the research conducted by Praningrum and Kwary. Therefore, we can conclude that generally those vowels are difficult for students to deal with.

4.2.2 Possible Factors Affecting the Error Pronunciation

From the analysis revealed on the previous sub chapter, we can conclude that the result of the study both support and contradict the theories given in chapter 2.

As the findings of the research, there are 2 factors which influence the error pronunciation of the first year English students: L1 interference on L2 and the

familiarity of the words given. However, these two factors are not included in Piske, T., Mackay, I. & Flege, J. theory (2001) of factors influencing the pronunciation.

In this study, L1 interference appears as one of possible factors affecting the error pronunciation. Somehow, Indonesian students are influenced by the way they pronounced the Indonesian vowels and apply it into English vowel pronunciation. As the example, they would pronounce the vowel /i:/ and /I/ as they would pronounce it in Indonesian language who has only one vowel system of /i/ without considering the different length which obviously exist among those vowels. This finding also supports the finding proposed by Praraningrum and Kwary (n.d.) who found that the interference of L1 influenced the error pronunciation.

Secondly, familiarity appears in this study as one of the factors influencing the error pronunciation. Puspita (2007), in her research also mentions that the students' lack of knowledge of the words containing the vowels could cause the error pronunciation. As for this study, there is obvious evidence that the students made most errors on the words they are unfamiliar with. For example, the word *prevalent* which is considered as the unfamiliar one will be more difficult for the students to pronounce correctly compared to the word *other* which they are already familiar with. If sometimes the students were able to pronounce the words they are unfamiliar with correctly, they possibly had guessed the pronunciation.

The theory of age at first exposure to the L2, years of L2 use, gender, or exposure mentioned by Piske, T., Mackay, I. & Flege, J. (2001) is not reflected in the result of this study. As Piske, T., Mackay, I. & Flege, J. (2001) mention, one of possible factors influencing the pronunciation of a second language is the years of L2 use. In this study, the researcher does not find any significant differences between those who study English longer and those who do not in terms of the number of error pronunciation. It even happened that the students who study English longer produced more errors than those who study it for shorter period. For the example, the data shows that students who have been learning English for 11 years produced 19 errors while those who have been studying it for only seven years produced 15 errors. There are other students who have been studying English more than 14 years and produced 24 errors while those who have been studying it for only eight years produced 18 errors. The complete data showing each student length of L2 learning along with the number of their correct and incorrect pronunciation can be seen in appendix 10 page 91. Also, this study shows there is no difference between those who are exposed to English earlier and those who are exposed later. They have the same chance of making errors in pronouncing English words containing English vowels. It is then in line with Piske, T., Mackay, I. & Flege, J. theory that the years of L2 use does not always influence the pronunciation.

Gender is one of the factors influencing the pronunciation of second language as mentioned by Piske, T., Mackay, I. & Flege, J. (2001). However, the result of this study does not really show that gender has its role in affecting the errors

produced by the students since both male and female students generally made the same number of errors on the same certain vowels. In this study, there are male and female students included as the participants of the research. From those 39 students, 18 of them are male and the rest 21 are female. Overall, the interval of male students' correct pronunciation is 15-26 while the female students' correct pronunciation is 15-25. Out of those 18 male students, 10 students produced 20 or more correct pronunciation and eight students made less than 20 correct pronunciation. As for the female students, 14 out of 21 students produced 20 or more correct pronunciation while the other seven of them produced less than 20.

The complete data showing the students' gender along with their number of correct and incorrect pronunciation will be displayed in Appendix 10 page 91.

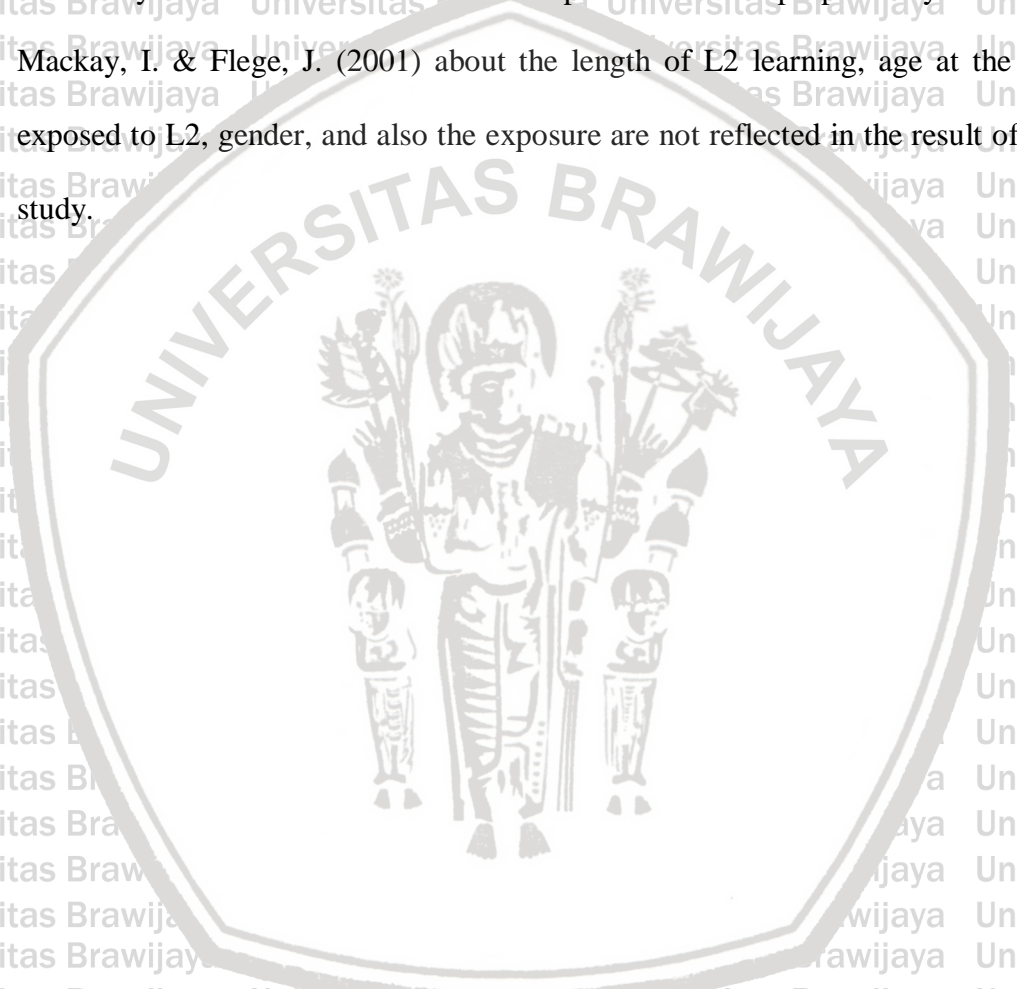
Next, Piske, T., Mackay, I. & Flege, J. (2001) mention age at first exposure to the L2 as one of possible factors influencing the pronunciation of a second language. However, the result of this study shows that the age at which the students are first exposed to English somehow does not affect the possibility of making errors in pronouncing those words. The students who are firstly taught English at the age of 12 could make fewer errors than those who have learned English at the age of eight years old. The other fact shown in the answers sheet of the students is that the student who has learned English since he was six years old made total of 24 errors while another one who has learned English since she was 11 years old also produced the same total number of errors. The complete data showing the students' age at first exposed to L2 along with their number of incorrect also can be seen in Appendix 10 page 91.

The next factor influencing the pronunciation mentioned by Piske, T., Mackay, I. & Flege, J. (2001) is the exposure towards L2. In this study, the researcher would like to consider the information of how they explore and use English outside the class as the source of this topic. Also, she would consider the students experience of having any course of English as part of the exposure on their L2. The reason is that by exploring and using the English outside the classroom will indirectly give more chance to the students in improving their English skills. For example, the ones who often use their English in their daily life would have more chance to pronounce English words in a correct way. Those who often use the English to talk to friends, reading, watching English movies; listening to English song would have more chance to hear the words and are expected to be able to pronounce English words correctly. They would possibly be familiar with the production of the words since they could possibly repeat the pronunciation given by the lecturers or the native speakers they heard from the songs and movies. However, the result of this study shows that there is no significant differences between the students with more exposure on English than those who are not. As the example, the one who often use English in debating, broadcasting, or even talking with their friends made total 19 correct pronunciation, just the same as the one who wrote that he never use the English outside the classroom. Even, compared to the one who use English in daily conversation with her mother and friends, the student who never uses it outside the classroom produced more correct pronunciation with the total of 19 compared

to 15. The detail of the students' exposure will be attached in Appendix 10 page

91.

From the analysis above, the researcher concludes that the students' error pronunciation in this study is affected by the interference of their L1 and also the familiarity of the words itself. The other possible factors proposed by Piske, T., Mackay, I. & Flege, J. (2001) about the length of L2 learning, age at the first exposed to L2, gender, and also the exposure are not reflected in the result of this study.



CHAPTER V

CONCLUSION

This chapter presents the conclusions dealing with the results of the study discussed in the previous chapter. This chapter also contributes suggestions that can be used to gain better insight, particularly for students and lecturers of English Department of Faculty of Culture Studies and also future researchers.

5.1 Conclusion

As the conclusion of the research, the researcher would like to say that vowels are not easy for students to master since from the total of 12 vowels, there are 6 dominant errors occur. The result of the analysis shows that there are indeed certain vowels in which the first year students of Faculty of Culture Studies feel difficult at. From all of the 12 vowels being tested, there are 6 vowels in which the students produced the most errors: /i:/, /ɑ:/, /ɔ:/, /u:/, /ɜ:/, and /ə/. The errors can be classified into 3 categories: the lengthening, shortening, and the substitution. As it is proposed by both Whiteman (2011) and Chaer (2009), there are only 10 vowels in Indonesia and 12 vowels in English. Since there are some vowels which do not exist in Indonesian vowel system, therefore it is somehow difficult for the students to pronounce it in a correct way because they hardly find those features in their L1. After analyzing all the background information obtained from the students' answers of the additional questions given, the researcher can conclude that there are 2 factors which give certain effect towards students' errors

pronunciation. The first factor is the interference of L1 toward L2. Sometimes, the students pronounced the English words containing the English vowels the same way as they pronounce the Indonesian words. The second one is the familiarity.

The students produce more errors on the words they are unfamiliar with than the words they are familiar with. The next factors as mentioned by Piske, T., Mackay,

I. & Flege, J. (2001) about gender, age at the first exposed to L2, exposure, or length of learning L2, however, do not really show the significant differences for the students related to the possibility in making the errors in this study.

5.2 Suggestion

Based on the result of this study, the researcher would like to propose some suggestions which hopefully will give certain valuable and useful contribution to both the lecturers and the students in improving the students' pronunciations, especially in pronouncing English vowels.

1. Lecturers of English Department of Faculty of Culture Studies

After knowing the result of this study and finding out the difficulties faced by the students in dealing with English vowels, the lecturers probably provide more practice for those vowels when compiling both students' book and workbook for next year BOAS class so that the students can have more chance in improving their English vowels pronunciation. By having more chance to practice, they are expected to have better English pronunciation in their second, third, or fourth year of study. And for the phonology class lecturers, they could anticipate and have the students to

practice more on those problematic vowels when the students are taking the phonology classes.

2. Students of English Department of Faculty of Culture Studies

The students of Faculty of Culture Studies, especially the first year students should not repeat the common errors produced by the other students. They could practice more on the pronunciation of the related vowels in which the students mostly made the error. They should probably be more careful in pronouncing English words related to English vowels and prevent themselves in making the same errors as others.

3. Future Researcher

It is suggested that more students do more research on spoken language. They could continue this research and find more information on students' weaknesses so that both the students and the lecturers can find the solutions. The next researcher could investigate different aspect of the students' error pronunciation. They can observe the error pronunciation on consonant system since it is not revealed yet in this study. Besides, they can also investigate the language competence as the factors influencing the error pronunciation, considering how the different level of students produce the errors.

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Appendix 1: Permission Form of BOAS Lecturers

Yth. : Bapak/Ibu Dosen Basic Oral Auditory Skill FIB UB

Perihal: Pengambilan Data

Untuk mendapatkan data-data dalam menyelesaikan penyusunan skripsi:

Judul : Error Analysis in Pronouncing English Vowels

Saya yang bertanda tangan dibawah ini:

Nama : Intan Melani Putri
 NIM : 0710333001
 Semester : 8 (delapan)
 Program Studi : S-1 Sastra Inggris
 Alamat : Jl. Sunan Ampel no.17 Malang

dengan ini memohon ijin bapak/ibu dosen Basic Oral Auditory Skill untuk mengetahui nilai mahasiswa angkatan 2010 yang menempuh mata kuliah tersebut.

Kerahasiaan data akan dipegang teguh dan hanya khusus digunakan untuk kepentingan ilmiah.

Atas bantuan dan kesediaan bapak/ibu, disampaikan terima kasih.

Mahasiswa

Intan Melani Putri
NIM. 0710333001

Mengetahui,

Pembimbing I

Fatimah, M.Appl.Ling
1971125 200212 2 002

Pembimbing II

Didik Hartono, S.S

ACC
 Dosen Basic Oral Auditory Skills
 25/3 2010

Appendix 2: Permission Form of Academic Speaking Lecturers

Yth : Bapak/Ibu Dosen Academic Speaking FIB UB

Perihal: Pengambilan Data

Untuk mendapatkan data-data dalam menyelesaikan penyusunan skripsi:

Judul : Error Analysis in Pronouncing English Vowels

Saya yang bertanda tangan dibawah ini:

Nama : Intan Melani Putri
NIM : 0710333001
Semester : 8 (delapan)
Program Studi : S-1 Sastra Inggris
Alamat : Jl. Sunar Ampel no.17 Malang

dengan ini memohon ijin bapak/ibu dosen Academic Speaking untuk melakukan interview dan pengambilan data dengan beberapa mahasiswa yang menempuh mata kuliah tersebut.

Kerahasiaan data akan dipegang teguh dan hanya khusus digunakan untuk kepentingan ilmiah.

Atas bantuan dan kesediaan bapak/ibu, disampaikan terima kasih.

Mahasiswa,

Intan Melani Putri
NIM. 0710333001

Mengetahui,

Pembimbing I

Fatimah, M.Appl.Ling.
1971125 200212 2 002

Pembimbing II

Didik Hartono, S.S

acc
Dosen Academic Speaking
25/3 2011

Isti Purwaningtyas

Appendix 3: Consent Form of the Participants

LEMBAR PERSETUJUAN

Saya yang bertanda tangan dibawah ini menyatakan setuju untuk menjadi partisipan dalam penelitian tentang analisa kesalahan pengucapan huruf vokal dan faktor-faktor yang mungkin mempengaruhi terjadinya kesalahan tersebut oleh mahasiswa Academic Speaking angkatan 2010, dalam skripsi:

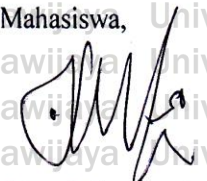
Judul : Students' Errors in Pronouncing English Vowels
Oleh : Intan Melani Putri
Jurusan/NIM : S1 Sastra Inggris / 0710333001

Saya tidak keberatan data-data yang saya berikan (English Pronunciation) digunakan untuk kepentingan:

- 1. Skripsi
- 2. Artikel Ilmiah (dipublikasikan)
- 3. Skripsi dan Artikel Ilmiah

*lingkari poin yang disetujui

Mahasiswa,


M. Clia Naha

Appendix 4: Questionnaires of Dictionary Used

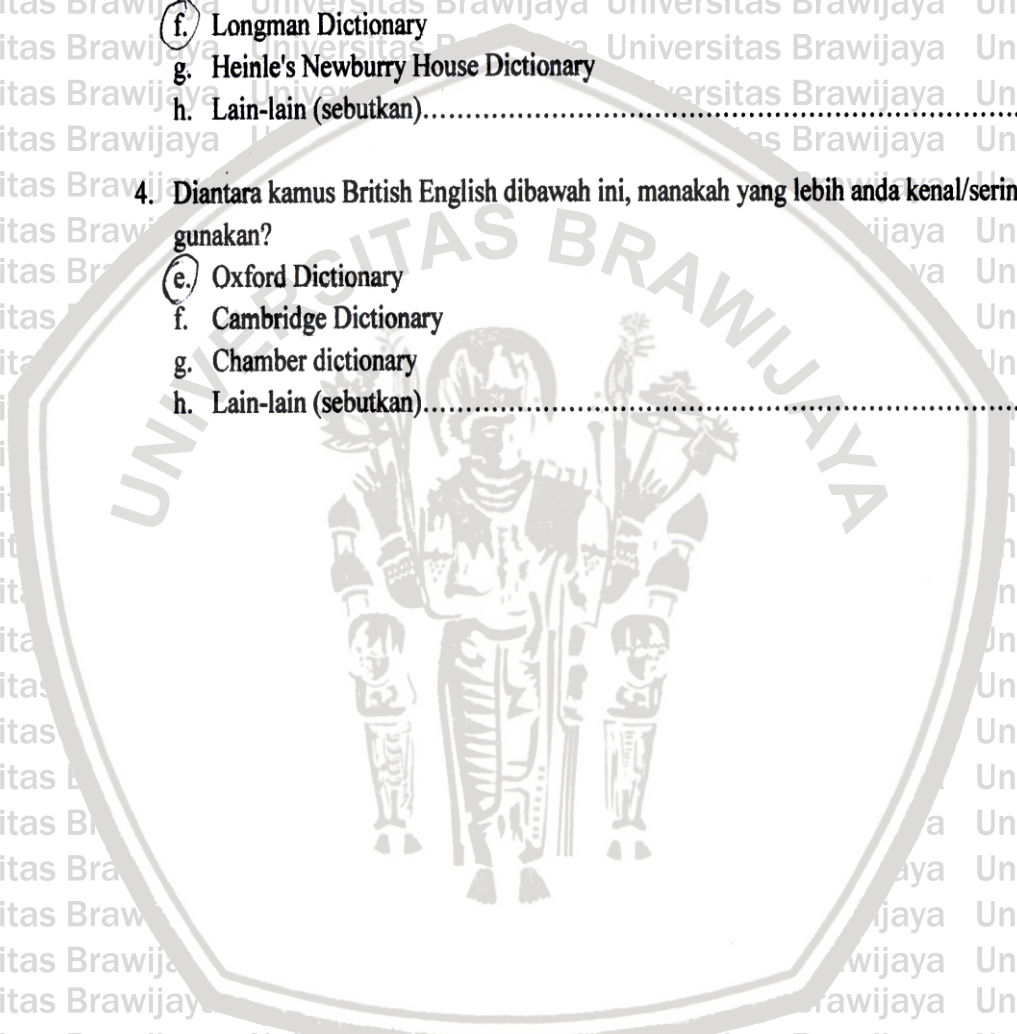
Jawablah pertanyaan dibawah dengan cara melingkari pilihan jawaban yang tersedia..^^

3. Diantara kamus American English dibawah ini, manakah yang lebih anda kenal/sering gunakan?

- e. Webster's Dictionary
- f. Longman Dictionary
- g. Heinle's Newburry House Dictionary
- h. Lain-lain (sebutkan).....

4. Diantara kamus British English dibawah ini, manakah yang lebih anda kenal/sering gunakan?

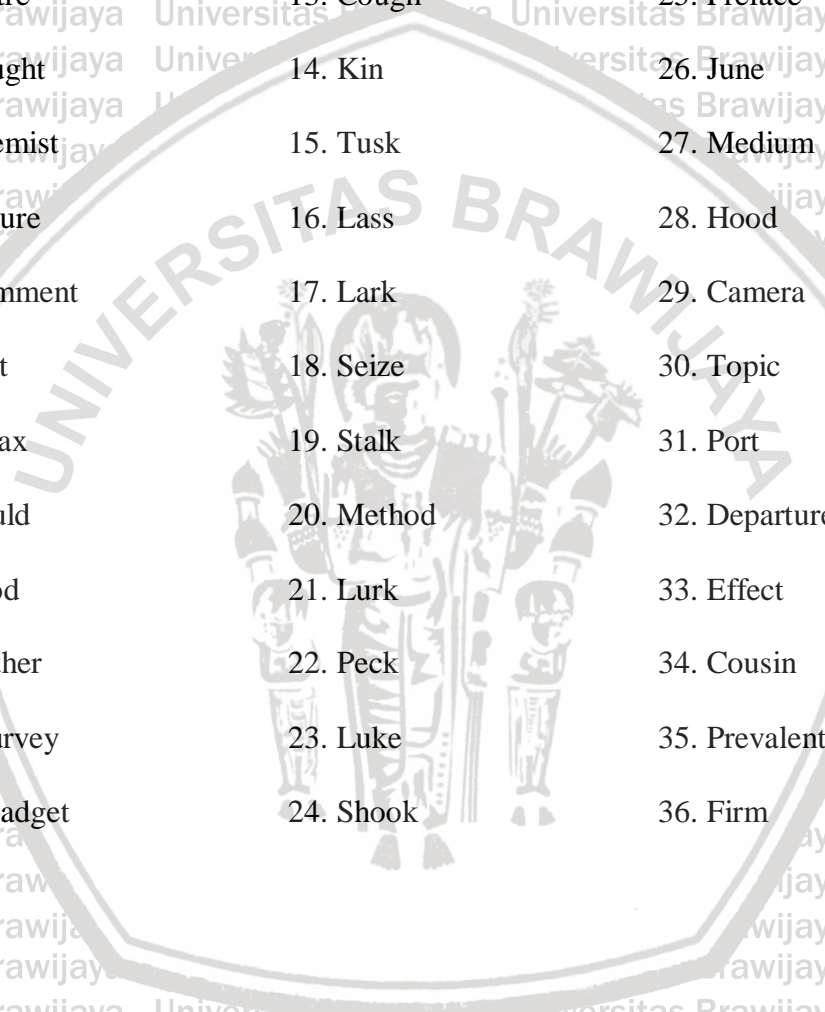
- e. Oxford Dictionary
- f. Cambridge Dictionary
- g. Chamber dictionary
- h. Lain-lain (sebutkan).....



Appendix 5: List of Words

READ THE FOLLOWING WORDS.....^^,

- | | | |
|------------|------------|---------------|
| 1. Metre | 13. Cough | 25. Preface |
| 2. Caught | 14. Kin | 26. June |
| 3. Chemist | 15. Tusk | 27. Medium |
| 4. Nature | 16. Lass | 28. Hood |
| 5. Comment | 17. Lark | 29. Camera |
| 6. Cart | 18. Seize | 30. Topic |
| 7. Relax | 19. Stalk | 31. Port |
| 8. Could | 20. Method | 32. Departure |
| 9. Food | 21. Lurk | 33. Effect |
| 10. Other | 22. Peck | 34. Cousin |
| 11. Survey | 23. Luke | 35. Prevalent |
| 12. Gadget | 24. Shook | 36. Firm |



Appendix 6: Additional Questions

Answer these questions..... ^^,

1. Where are you from?

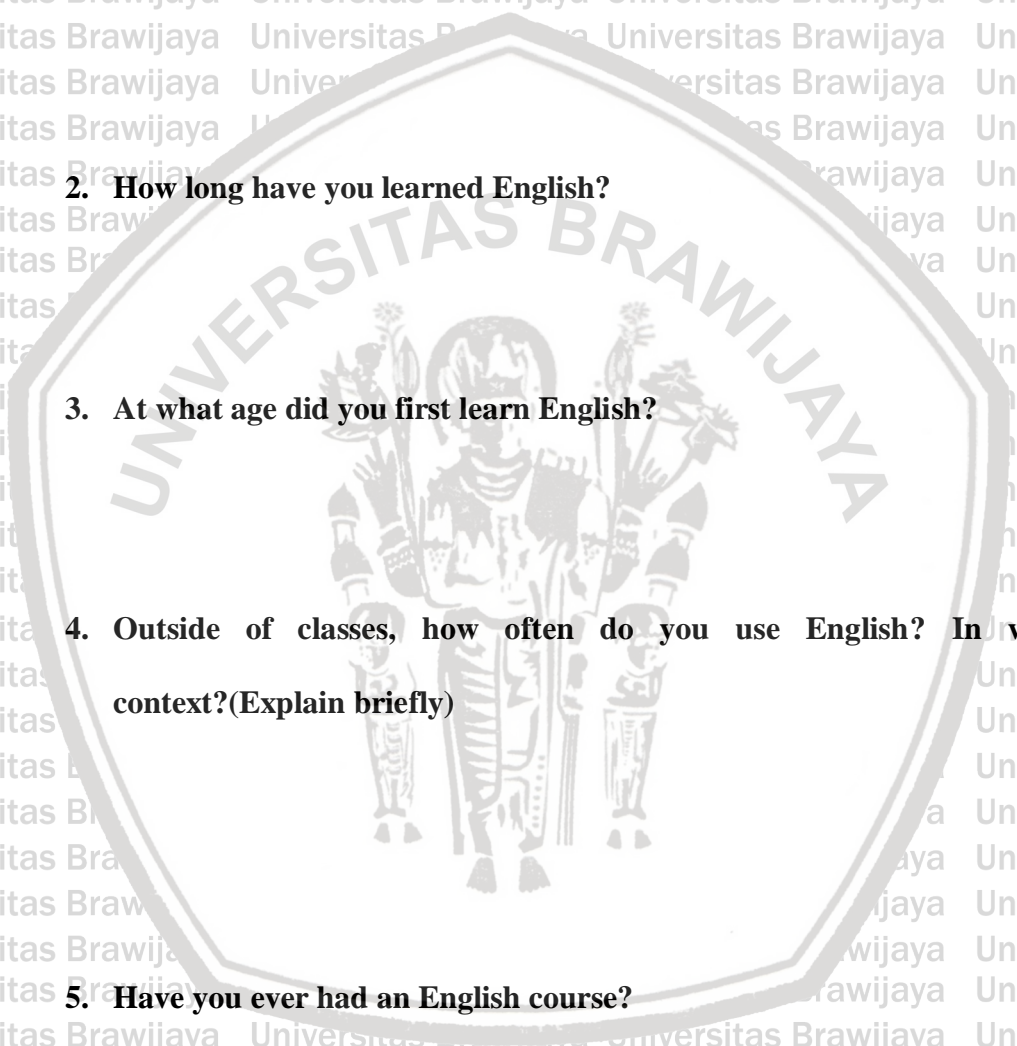
2. How long have you learned English?

3. At what age did you first learn English?

4. Outside of classes, how often do you use English? In what context?(Explain briefly)

5. Have you ever had an English course?

6. Among those words mentioned above, is there any word that you are not familiar with? Write down the number!



Appendix 7: Students' Pronunciation in Details

(V): Vowels

(PT): Phonetic Transcription

(BE): British English

(W): Words

(AE): American English

(TE): Total Error

No	V	W	PT		Pronunciation	TE
			AE	BE		
1	/i:/	Metre	/mi:tər/	/mi:tə/	<ul style="list-style-type: none"> • /metər/ : 22 • /metre/ : 8 • /mitə/ : 1 • /mætər/ : 1 • /mItər/ : 2 • /metrə/ : 4 • /mItərə/ : 1 	39
		Seize	/si:z/	/si:z/	<ul style="list-style-type: none"> • /si'Λi:z/ : 2 • /si:z/ : 5 • /si:s/ : 1 • /sIz/ : 4 • /səIz/ : 2 • /selz/ : 20 • /zeIz/ : 1 • /sei:z/ : 1 • /sels/ : 3 	33
		Medium	/mi:diəm/	/mi:diəm/	<ul style="list-style-type: none"> • /mediəm/ : 25 • /mediUm/ : 13 • /mIdiəm/ : 1 	39
2	/I/	Relax	/rIlæks/	/rIlæks/	<ul style="list-style-type: none"> • /rIlæks/ : 36 • /rIlæk/ : 3 	0
		Effect	/Ifekt/	/Ifekt/	<ul style="list-style-type: none"> • /Ifekt/ : 38 • /efekt/ : 1 	1
		Kin	/kIn/	/kIn/	<ul style="list-style-type: none"> • /ki:n/ : 1 • /kIn/ : 36 • KαIn : 2 	3
3	/e/	Chemist	/kemist/, /keməst/	/kemist/	<ul style="list-style-type: none"> • /kemi:st/ : 1 • /cemist/ : 10 • /kemist/ : 26 • /keməst/ : 2 	0
		Peck	/pek/	/pek/	<ul style="list-style-type: none"> • /pæk/ : 34 • /pIk/ : 5 	39
		Preface	/prefəs/, /prefIs/	/prefəs/, /prefIs/	<ul style="list-style-type: none"> • /prIfels/ : 3 • /prIfes/ : 34 • /prəves/ : 1 • /prIfas/ : 1 	39
4	/æ/	Gadget	/gædʒIt/, /gædʒət/	/gædʒIt/	<ul style="list-style-type: none"> • /gædʒə:t/ : 1 • /gædʒet/ : 2 • /gædʒət/ : 35 • /gadʒət/ : 1 	1
		Lass	/læs/	/læs/	<ul style="list-style-type: none"> • /læs/ : 19 • /lAs/ : 18 • /lɑ:s/ : 1 • /las/ : 1 	20

Table continued...

No	V	W	PT		Pronunciation	TE
			AE	BE		
		Camera	/kæməɹə/	/kæməɹə/	<ul style="list-style-type: none"> • /kæməɹə/ : 27 • /kæməɹə/ : 5 • /kæməɹə/ : 4 • /kæməɹə/ : 2 • /kʌməɹə/ : 1 	10
		Cart	/kɑ:rt/	/kɑ:t/	<ul style="list-style-type: none"> • /kɑ:rt/ : 17 • /kɑrt/ : 17 • /cɑrt/ : 4 • /cɑ:rt/ : 1 	21
		Lark	/lɑ:rk/	/lɑ:k/	<ul style="list-style-type: none"> • /lɑ:rk/ : 8 • /lɑrk/ : 2 • /lʌrk/ : 27 • /lɜrk/ : 2 	31
5	/ɑ:/	Departure	/dɪpɑ:rtʃər/	/dɪpɑ:rtʃə/	<ul style="list-style-type: none"> • /dɪpɑ:rtʃər/ : 5 • /dɛpɑ:rtʃUr/ : 1 • /dɪpɑ:rtʃr/ : 1 • /dɛpɑ:rtʃər/ : 1 • /dɪpɑ:rtʃər/ : 3 • /dɛpɑ:rtʃr/ : 5 • /dɛpɑ:rtʃr/ : 1 • /dɛpɑ:rtʃər/ : 6 • /dɛpɑ:rtʃUr/ : 4 • /dɪpɛrtʃər/ : 1 • /dɛpɑ:rtʃr/ : 1 • /dɛpɑ:rtʃUr/ : 1 • /dɛpɑ:rtʃər/ : 1 • /dɪpɛrtʃUr/ : 1 • /dɛpɑ:rtʃər/ : 1 • /dɪpɛrtʃUr/ : 1 • /dɛpɑ:rtʃər/ : 3 • /dɛpɑ:rtʃUr/ : 2 • /dɪpɑ:rtʃUr/ : 1 	39
		Cough	/kɒf/	/kɒf/	<ul style="list-style-type: none"> • /ku:g/ : 1 • /kʌf/ : 2 • /kɒf/ : 14 • /kɔg/ : 7 • /kɑUg/ : 4 • /koUg/ : 5 • /koUf/ : 1 • /kog/ : 1 • /kUg/ : 1 • /kɑUf/ : 1 • /kɔch/ : 2 	16
6	/ə/	Topic	/tɒpɪk/	/tɒpɪk/	<ul style="list-style-type: none"> • /tɒpɪk/ : 37 • /tɒpɪk/ : 2 	2
		Coment	/kɒment/	/kɒment/	<ul style="list-style-type: none"> • /kɑme:n/ : 1 • /kɒment/ : 12 • /kʌment/ : 3 	27

Table continued...

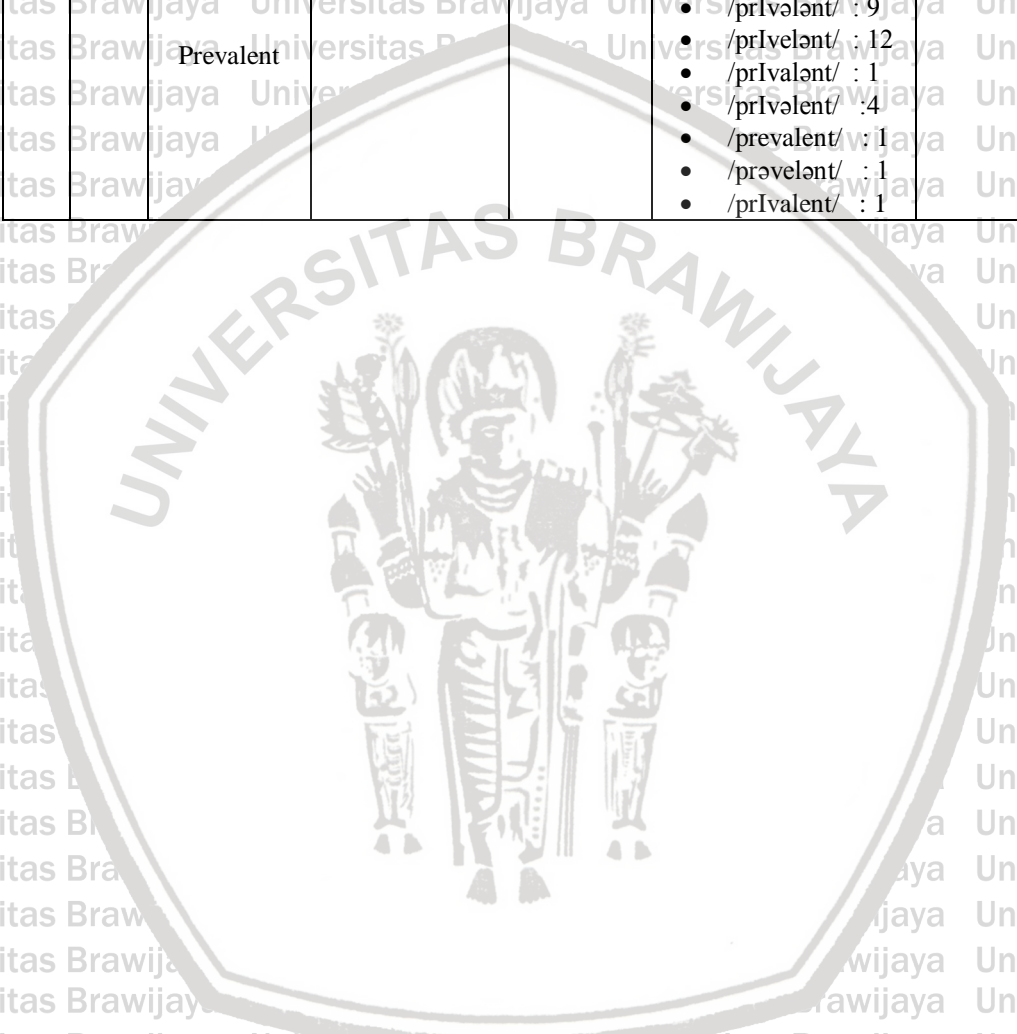
No	V	W	PT		Pronunciation	TE																																
			AE	BE																																		
7	/ɔ:/	Caught	/kɔ:t/	/kɔ:t/	<ul style="list-style-type: none"> • /kɔment/ : 21 • /kʌmənt/ : 1 • /kɔment/ : 1 	37																																
					Stalk		/stɔ:k/	/stɔ:k/	<ul style="list-style-type: none"> • /kɔ:t/ : 2 • /kɔ:ŋ/ : 1 • /kɔg/ : 2 • /kɔg/ : 5 • /kɔUɔ/ : 4 • /kɔf/ : 2 • /kɔt/ : 1 • /kɔch/ : 2 • /kɔUg/ : 2 • /kɔUf/ : 1 • /kɔUg/ : 14 • /kɔUg/ : 2 • /kʌf/ : 2 • /kɔUf/ : 1 • /kɔUf/ : 1 	35																												
									Port		/pɔ:rt/	/pɔ:t/	<ul style="list-style-type: none"> • /stɔ:lk/ : 4 • /stɔlk/ : 29 • /stɔlk/ : 3 • /stɔk/ : 1 • /stɔ:lk/ : 2 	30																								
													Could		/kUd/	/kUd/	<ul style="list-style-type: none"> • /pɔ:rt/ : 9 • /pɔrt/ : 30 • /ku:ld/ : 7 • /ku:d/ : 1 • /kUd/ : 12 • /kUld/ : 16 • /kɔld/ : 2 • /kold/ : 1 	11																				
																	Shook		/ʃUk/	/ʃUk/	<ul style="list-style-type: none"> • /ʃUk/ : 23 • /ʃɔk/ : 16 	16																
																					Hood		/hUd/	/hUd/	<ul style="list-style-type: none"> • /hUd/ : 36 • /hu:d/ : 1 • /hɔd/ : 1 • /hod/ : 1 	3												
																									Food		/fu:d/	/fu:d/	<ul style="list-style-type: none"> • /fu:d/ : 5 • /fUd/ : 34 	34								
																													Luke		/lu:wk/	/lu:k/	<ul style="list-style-type: none"> • /lʌk/ : 5 • /lUk/ : 34 	39				
																																	June		/dʒu:n/	/dʒu:n/	<ul style="list-style-type: none"> • /dʒʊn/ : 37 • /dʒʌn/ : 1 • /dʒʊnəl/ : 1 	39

Table continued...

No	V	W	PT		Pronunciation	TE	
			AE	BE			
10	/ʌ/	Other	/ʌðər/	/ʌðə/	<ul style="list-style-type: none"> • /ʌðər/ : 37 • /ɔðər/ : 1 	1	
		Tusk	/tʌsk/	/tʌsk/	<ul style="list-style-type: none"> • /tʌsk/ : 31 • /tʊsk/ : 7 • /tɑːsk/ : 1 	8	
11	/ɜː/	Cousin		/kʌsən/	/kʌsən/	<ul style="list-style-type: none"> • /kosɪn/ : 1 • /kʌʊzən/ : 2 • /kʌzən/ : 2 • /koʊzɪn/ : 5 • /koʊsɪn/ : 18 • /kɑʊsɪn/ : 4 • /koʊzən/ : 1 • /kozən/ : 1 • /kɑʊzən/ : 4 • /kɑʊzɪn/ : 1 	35
						Survey	/sɜːrveɪ/
		Lurk	/lɜːrk/	/lɜːk/	<ul style="list-style-type: none"> • /lɜːrk/ : 5 • /lɜːk/ : 12 • /lʌrk/ : 10 • /lɛk/ : 2 • /luːrk/ : 2 • /lʊrk/ : 4 • /lɜrk/ : 3 • /luːk/ : 1 	22	
12	/ə/	Method		/fɜːm/	/fɜːm/	<ul style="list-style-type: none"> • /fɜːrm/ : 11 • /fɜrm/ : 9 • /fɪrm/ : 13 • /fɜːm/ : 1 • /fɪrm/ : 3 • /fiːrm/ : 1 	26
						Nature	/neɪtʃər/
12	/ə/	Method		/meθəd/	/meθəd/	<ul style="list-style-type: none"> • /meθəd/ : 4 • /metəd/ : 8 • /metəd/ : 16 • /method/ : 6 • /mltəd/ : 2 • /mltʊd/ : 2 • /mltəd/ : 1 	27

Table continued...

No	V	W	PT		Pronunciation	TE
			AE	BE		
		Prevalent	/prevalənt/	/prevalənt/	<ul style="list-style-type: none"> • /prevalənt/ : 6 • /prevelənt/ : 2 • /prevēlənt/ : 2 • /prɪvalənt/ : 9 • /prɪvelənt/ : 12 • /prɪvalənt/ : 1 • /prɪvēlənt/ : 4 • /prevalənt/ : 1 • /prevelənt/ : 1 • /prɪvalənt/ : 1 	24



Appendix 8: Students' Pronunciation

WORDS	AMERICAN	BRITISH	(H)
1. Metre	/mi.tər/	/mi:tə/	/metrə:/
2. Relax	/rɪlæks/	/rɪlæks/	/rɪlæks/
3. Chemist	/kemɪst/, /keməst/	/kemɪst/	/kemi:st/
4. Gadget	/gædʒɪt/, /gædʒət/	/gædʒɪt/	/gædʒə:t/
5. Cart	/kɑ:rt/	/kɑ:t/	/kɑ:rt/
6. Cough	/kɒf/	/kɒf/	/ku:g/
7. Caught	/kɔ:t/	/kɔ:t/	/kou:g/
8. Could	/kʊd/	/kʊd/	/ku:ld/
9. Food	/fu:d/	/fu:d/	/fu:d/
10. Other	/ʌðər/	/ʌðə/	/ʌðər/
11. Survey	/sɜ:rveɪ/	/sɜ:veɪ/	/sʊrvei:/
12. Nature	/neɪtʃər/	/neɪtʃər/	/netʃu:r/
13. Seize	/si:z/	/si:z/	/si:ɪ:z/
14. Effect	/ɪfekt/	/ɪfekt/	/ɪfekt/
15. Peck	/pek/	/pek/	/pek/
16. Lass	/læs/	/læs/	/lʌs/
17. Lark	/lɑ:rk/	/lɑ:k/	/lɑ:rk/
18. Topic	/tɒpɪk/	/tɒpɪk/	/tɒpɪk/
19. Stalk	/stɔ:k/	/stɔ:k/	/stɔ:lk/
20. Shook	/ʃʊk/	/ʃʊk/	/ʃʊk/
21. Luke	/lu:wk/	/lu:k/	/lʊk/
22. Tusk	/tʌsk/	/tʌsk/	/tʌsk/
23. Lurk	/lɜ:rk/	/lɜ:k/	/lɜ:rk/
24. Method	/meθəd/	/meθəd/	/metəd/

Table continued...

WORDS	AMERICAN	BRITISH	(H)
25. Medium	/mi:diəm/	/mi:diəm/	/mediəm/
26. Kin	/kɪn/	/kɪn/	/ki:n/
27. Preface	/prefəs/, /prefls/	/prefəs/, /prefls/	/prɪfɛls/
28. Camera	/kæməərə/	/kæməərə/	/kæməərə/
29. Departure	/dlpɑ:rtʃər/	/dlpɑ:rtʃə/	/dlpɔ:tu:r/
30. Comment	/kɔmənt/	/kɔmənt/	/kəme:n/
31. Port	/pɔ:rt/	/pɔ:t/	/pɔ:rt/
32. Hood	/hʊd/	/hʊd/	/hʊd/
33. June	/dʒu:n/	/dʒu:n/	/dʒʊn/
34. Cousin	/kʌsən/	/kʌsən/	/kʌuzən/
35. Firm	/fɜ:m/	/fɜ:m/	/fɜ:m/
36. Prevalent	/prevlənt/	/prevlənt/	/prevlənt/

Appendix 9: Students' Answers on the Additional Questions

Answer these questions.....^^^

1. Where are you from?

Sidoarjo

2. How long have you learned English?

12 years

3. At what age did you first learn English?

6 years old

4. Outside of classes, how often do you use English? In what context?(Explain briefly)

1. Conversation (informal) between friends
2. Chatting in some kind of social networking

5. Have you ever had an English course?

Yes

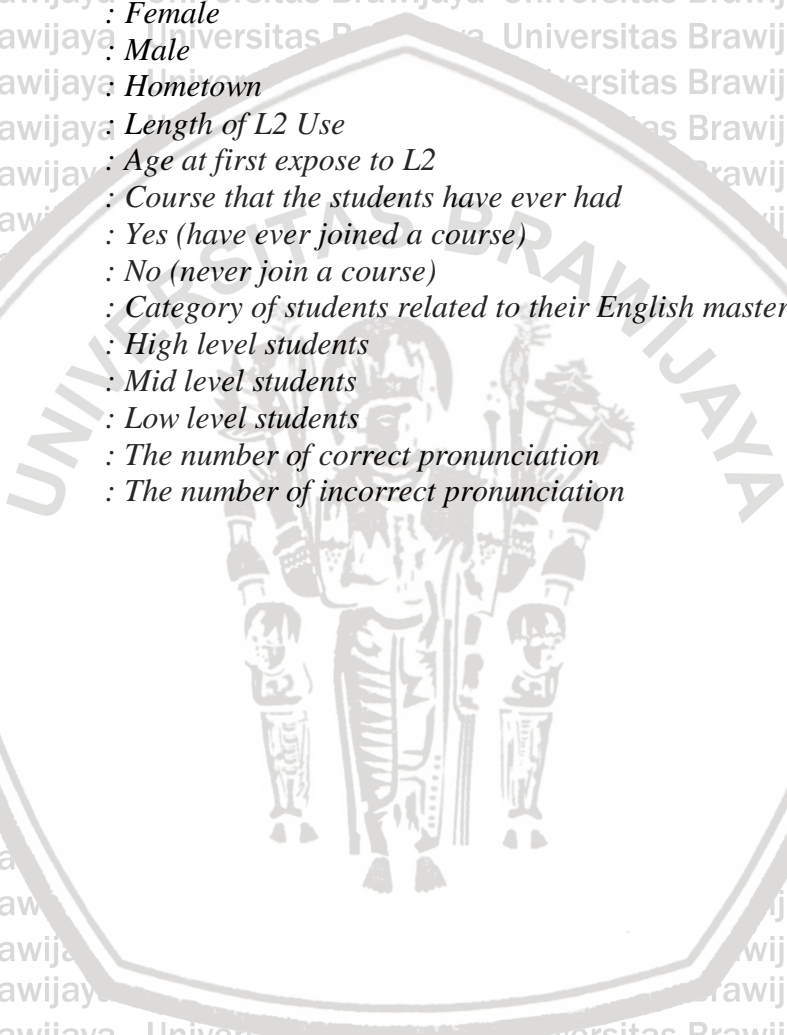
6. Among those words mentioned above, is there any word that you are not familiar with? Write down the number!

Cart, kin, lass, lark, lurk, peck, Luke, hood, prevalent.

Appendix 10: Students' English Background as the Respond to Additional Questions

Notes:

<i>G</i>	: Gender
<i>F</i>	: Female
<i>M</i>	: Male
<i>HT</i>	: Hometown
<i>L</i>	: Length of L2 Use
<i>Age</i>	: Age at first expose to L2
<i>C</i>	: Course that the students have ever had
<i>Y</i>	: Yes (have ever joined a course)
<i>N</i>	: No (never join a course)
<i>CS</i>	: Category of students related to their English mastery
<i>H</i>	: High level students
<i>M</i>	: Mid level students
<i>L</i>	: Low level students
<i>CN</i>	: The number of correct pronunciation
<i>ICP</i>	: The number of incorrect pronunciation



NO	G	HT	L	AGE	EXPOSURE	C	UNFAMILIAR WORDS	SC	CN	INCN
1	F	Jakarta	14	5	Social networking	Y	Cart, kin, tusk, lass, lark, lurk, peck, Luke, shooks, preface, prevalent	H	17	22
2	F	Malang	9	9	No	N	Kin, tusk, lass, lark, lurk, peck, prevalent	M	18	21
3	M	Sidoarjo	12	6	Conversation, chatting	Y	Cart, kin, lass, lark, lurk peck, Luke, hood, prevalent	M	21	18
4	M	Sidoarjo	9	7	Conversation	Y	Lark	M	18	21
5	M	Sidoarjo	10	8	Chatting, Internet	Y	Lark, peck, kin, prevalent	H	22	17
6	M	Sidoarjo	12	7	Seldom	Y	Kin, lass, lark, lurk, luke, firm	M	21	18
7	M	Malang	10	7	Not often	N	Kin, luke, lass, lark, lurk, preface, prevalent	H	26	13
8	F	Balikpapan	11	8	Chatting, blogging, conversation	Y	Lass, lark, lurk, peck, luke, prevalent	H	22	17
9	F	Pasuruan	10	9	Movie, music, Texting	Y	Kin, tusk, lark, stalk, lurk, peck, luke, firm, prevalent	L	19	20
10	M	Madiun	11	10	Singing listening, chatting	Y	Kin, lass, lark, lurk	H	20	19
11	F	Gresik	15	3	Conversation	Y	Kin, tusk, lass, lark, stalk, lurk, peck, luke, shook	L	22	17
12	F	Lamongan	7	13	No	Y	Metre, kin, tusk, lass, lark, stalk, lurk, peck, luke, hood, port, firm, prevalent	M	18	21

NO	G	HT	L	AGE	EXPOSURE	C	UNFAMILIAR WORDS	SC	CN	INCN
13	F	Surabaya	8	10	Conversation, texting message	N	Kin tusk lark lurk peck Luke firm	M	18	21
14	M	Gresik	9	10	Gaming, chatting	N	Lurk peck luke shook departure	H	25	14
15	F	Solo	7	9	Conversation	Y	Kin lass lark lurk peck luke	H	24	15
16	F	Lombok	7	14	Conversation	Y	Stalk lurk luke port	L	18	21
17	F	Trenggalek	10	9	No	Y	Metre, tusk lass lark stalk lurk peck luke shook departure prevalent	M	19	20
18	F	Nganjuk	7	12	Listening musing, lyric pronunciation	Y	Kin tusk peck shook	L	18	21
19	F	Mojokerto	9	10	speaking	Y	Kin lurk luke	L	21	18
20	F	Pasuruan	10	9	Debate, broadcasting, speaking	Y	Kin tusk lass lark lurk peck shook preface hood	H	19	20
21	F	Sidoarjo	12	7	Chatting	N	Kin tusk lass lark stalk lurk luke prevalent	H	25	14
22	M	Denpasar	9	10	Chatting, texting message, speaking	Y	Metre chemist cart kin tusk lass lark stalk lurk peck port firm	M	20	19
23	M	Malang	9	10	Speaking	Y	Metre tusk method lurk peck port prevalent	M	16	23
24	F	Jakarta	14	6	Speaking	Y	Metre kin tusk lass lark seize stalk method lurk peck luke shook prevalent	L	15	24

NO	G	HT	L	AGE	EXPOSURE	C	UNFAMILIAR WORDS	SC	CN	INCN
25	M	Sidoarjo	2	17	No	Y	Tusk peck luke prevalent	L	18	21
26	F	Lamongan	11	9	No	Y	Kin tusk lurk stalk firm	M	15	24
27	M	Kediri	11	6	Joking	Y	Metre kin tusk lass lark stalk lurk shook	M	18	21
28	M	Mataram	7	8	Speaking	N	Tusk lurk peck prevalent	H	20	19
29	M	Malang	11	8	Listening Music	Y	Metre tusk lass lark lurk hood departure prevalent	H	17	22
30	M	Malang	8	11	Watching movie	N	Metre kin tusk lass lark stalk lurk peck luke shook prevalent firm	H	15	24
31	F	Lampung	9	10	Texting message	N	Metre cart kin lass stalk lurk peck luke shook hood firm	L	15	24
32	F	Sidoarjo	9	10	Private course conversation	Y	Metre kin tusk lass lurk firm peck shook	L	17	22
33	F	Sidoarjo	10	8	Spelling, watching movie	N	No	M	19	20
34	F	Blitar	11	8	Movie, music	Y	Cart kin shook departure	M	21	18
35	M	Surabaya	9	9	Speaking	Y	no	H	19	20
36	M	Jateng	8	12	Conversation	N	Metre cart cough lass lark lurk stalk shook	L	21	18
37	M	Gresik	11	8	Conversation at campus and home	Y	Metre kin tusk lass lark lurk peck shook firm prevalent	L	24	15
38	F	Malang	10	10	Speaking	N	Kin tusk lurk peck lark	L	22	17
39	M	Probolinggo	9	10	Speaking	Y	Cough kin tusk lass lark stalk lurk peck luke prevalent firm	L	16	23

Appendix 11: Berita Acara Bimbingan Skripsi



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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Intan Melani Putri
2. NIM : 0710333001
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : Students' Errors in Pronouncing English Vowels (A Case Study of the First Year Students of English Study Program of Faculty of Culture Studies)
6. Tanggal Mengajukan : 1 Maret 2011
7. Tanggal Selesai Revisi : 2 Agustus 2011
8. Nama Pembimbing : I. Fatimah, M.Appl.Ling.
II. Didik Hartono, S.S.
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	1 Maret 2011	Pengajuan judul	Pembimbing I	
2.	3 Maret 2011	Persetujuan judul	Pembimbing I	
3.	3 Maret 2011	Persetujuan judul	Pembimbing II	
4.	16 Maret 2011	Penyerahan dan konsultasi Bab I	Pembimbing I	
5.	17 Maret 2011	Penyerahan dan konsultasi Bab I	Pembimbing II	
6.	23 Maret 2011	Pembahasan Bab I- III	Pembimbing I	
7.	28 Maret 2011	Pembahasan Bab I- III dan ACC Seminar Proposal	Pembimbing I	
8.	11 April 2011	Pembahasan Bab I- III dan ACC Seminar Proposal	Pembimbing II	
9.	21 April 2011	Pembahasan revisi proposal	Pembimbing I	
10.	25 April 2011	Pembahasan revisi proposal	Pembimbing II	
11.	24 Mei 2011	Pembahasan Bab IV- V	Pembimbing I	

Lanjutan...

No.	Tanggal	Materi	Pembimbing	Paraf
12.	31 Mei 2011	Pembahasan Bab I- V, <i>front pages, appendices,</i> dan ACC Seminar Hasil	Pembimbing I	
13.	13 Juni 2011	Pembahasan Bab I- V, <i>front pages, appendices,</i> dan ACC Seminar Hasil	Pembimbing II	
14.	1 Juli 2011	Revisi setelah Seminar Hasil dan ACC ujian	Penguji II	
15.	6 Juli 2011	Revisi setelah Seminar Hasil dan ACC ujian	Penguji I	
16.	12 Juli 2011	Revisi setelah Seminar Hasil dan ACC ujian	Pembimbing I	
17.	12 Juli 2011	Revisi setelah Seminar Hasil dan ACC ujian	Pembimbing II	
18.	2 Agustus 2011	Revisi setelah ujian dan ACC jilid	Penguji I	
19.	3 Agustus 2011	Revisi setelah ujian dan ACC jilid	Penguji II	
20.	3 Agustus 2011	Revisi setelah ujian dan ACC jilid	Pembimbing I	
21.	3 Agustus 2011	Revisi setelah ujian dan ACC jilid	Pembimbing II	

Telah dievaluasi dan diuji dengan nilai:



Malang, 5 Agustus 2011

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Dosen Pembimbing II

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