

**An Analysis of English Vowels Pronunciation by The
Third Semester Students of Pohnuato University**

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Abstract

This research is about an analysis of English vowels pronunciation made by the third semester students of Pohnuato University. The researcher focused on the pronunciation of English pure vowels. This research investigated the types of error in English vowels pronunciation and to find out the common error in English vowels pronunciation made by the third semester students of Pohnuato University. This research was descriptive qualitative. The sample of the research was 20 students from the third semester students of Pohnuato University. The instruments used were test and recordings. The data analysis showed that most of the third semester students' error pronunciation is substitution, for example the word improve /ɪm'pru:v/ the students pronounced /ɪm'pro:v/. It means that the vowel /u:/, is substituted by vowel /o:/. The second is insertion, for example the word simple /'sɪmpl/ the students pronounced /sɪmpel/. It means that there is an addition of vowel /e/. The third is omission, for example the word update /ʌpdeɪt/, /ʌp'deɪt/ the students pronounced /apdet/, it can be stated that the vowel /ɪ/ is omitted. The most common error English vowel pronunciation made by the third semester students of Pohnuato University is substitution.

Keywords: Analysis, Vowels, English, Pronunciation, Students

Pendahuluan

English as an international language is prominent for people because without language they cannot interact and maintain communication with others. People communicate both verbal and written to express themselves to get new information. Communication is a way to exchange information and to share ideas, feelings, and thoughts with others. Currently, English becomes one of the most important language subject of education for the student in Indonesia because they learn English from elementary level to the university.

As we know that English language is closely related to many aspects of live today. Almost all aspect such as technology, education, business, and others use English as a medium for communication. Thus, it is prominent for us especially for students to learn English. Talking about English implicitly we are talking about pronunciation as well.

Hornby (2000:64) states that pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the words of language. Pronunciation has an important sosial value and it should be related to prestige like intelligence,

professional competence, hard work, and social advantage. Pronunciation provides information about the speakers geographical and social chsracteristics and it is the most significant feature of non-native speakers.

Pronunciation is a fundamental aspects in English speaking, especially in oral communication. To communicate with other people, we must to be good at pronunciation, thus the listener can understand what we are saying. There are many words and phrases in the English language do not sound the way they appear when they are write. Thus, the non native speakers of English have to be very careful in pronouncing some utterances or he may create misunderstanding. Thus, having a good pronunciation is prominent.

In line with the explanation above, there are many students still have difficulties in learning pronunciation. Some of them find mistakes in pronouncing English words. They pronounce some English words the same as they pronounce Indonesian words. They assume that pronouncing English words is complicated, because their tongue is not for pronouncing words they really pronounce and it is different from their mother tongue.

Communication can be successful with good pronunciation. Because pronunciation is a very basic language, it is the most fundamental aspect of learning English. Some students still encounter many obstacles in pronunciation, because they do not recognize how to spell the words correctly as well as students have difficulties in pronouncing vowels English. In addition the students less in their practice in use English in daily conversation.

Review of Literature

Definition of Pronunciation

Pronunciation is the production of a sound system which does not with communication either from the speakers or the listeners view point. Learning pronunciation of a second language has different problems that speakers face when they learn their first language Paulston and Burder in P Gilakjani (2016). Education has generally been impacted by different pendagogical approaces bringing about a change in center in showing needs and concerns. The natural development of spoken English as well as shifting patterns of English, most notably the growing dominance of English as a language of international and intercultural

communication (Penington and Rogerson R, 2019).

Thus, it can be concluded that Pronunciation is the way the sounds of a language are pronouncing. Words can be pronounced in many different ways, and depend on many factors, such as : ethnicity, social class, education, speech disorders.

The Inportance of Pronunciation

Pronunciation is a fundamental parts in English speaking. Speakers can be misunderstanding when speaking words in a foreign language. In this case, pronunciation is one of the important components in English learning that has to be mastered by the learners. To have good skill in English pronunciation is challenging for a large number of English language learners, particualry in a a place where English is learnt as foreign language (Sariani, 2021).

The Main Features of Pronunciation

The main features of pronunciation are segmental features (include phoneme), and suprasegmental features (include stress, intonation and connected speech).

1. Segmental Features

Segmental features of pronunciation are called phonemes is a form of sound from a language that shows the difference in meaning between one word and another. The set of phonemes consist of two categories: vowel sound and consonant sounds Kelly in Naziroh, S. (2015)

a. Vowels

One of speech sound that does not block air through the mouth or closer to a vowel sound but is slightly surgical. Vowels are usually produced with vibrating vocal cords, but vowels can also be pronounced without vibration and produced sound without sound or whispering. English vowels such as (/i:/, /I/, /u/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, /ɒ/).

b. Consonant

A consonant is a sound by blocking air through the mouth or nose. We hold it with our lips, tongue, teeth, upper mouth and back throat. Unlike vowels, some consonant are primarily identify through their use of nasal cavity. English has 24 consonant, they are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

2. Suprasegmental

Suprasegmental features, are features of speech which generally apply to groups of segment, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

a. Intonation

The term intonation, in line with the way the voice goes up and down in pitch when we are speaking. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level.

b. Stress

In line with the Stress, All of words have each identifiable syllable, and one of the syllable in each word will sound louder than the others. The syllable indicated with louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable lengthened. Stress can fall on the fourth, middle or last syllable of words.

c. Connected Speech

Words spoken in context often sound quite different from those same words when they are spoken in isolation. The pronunciation of words in connected

speech may leave vowel and consonant sound relatively intact, as in some types of linking, or connected speech may result in modifications to pronunciation that are quite dramatic, including deletions, additions, or changes of sounds into other sound, or combinations of all three in a given word in context (Alameen, G., & Levis, J. M. 2015)

Definition of English Vowels

English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs. A vowel is different from consonant in terms of its way of production. A vowel may be defined as a voiced during the production of which the air passes out freely and continuously as would cause any audible friction, (Ramelan in Simarmata, D and Hilman, P. 2016)

The quality of vowel depends on the position of the tongue and the lips because those articulators have a great role in producing the vowel. The production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowels. Vowels involve the vibration of the vocal cord (voice), and their

distinctive resonances are made by varying the shape of mouth, using the tongue and lips.

a. Pure Vowels

Pure vowels with a single perceived auditory quality made by movement of the tongue towards one position in the mouth. There is no shift or glide from one sound to another sound while we pronounced these vowels. The position of our tongue and mouth remains the same when we pronounced these vowel sounds.

b. Long Vowels

These are the symbols for long vowels pronunciation. The long vowels are, /a:/, /u:/, /o:/, /i:/, and /ɜ:/. The two dots with this symbols indicated a longer pronunciation. These sounds are pronounced in a longer way, which is why they are called long vowels.

c. Short Vowels

These vowels are not pronounced in longer way. They are called short vowels. The short vowels are, /ə/, /ɪ/, /ʌ/, /ɒ/, /e/, /ʊ/, and /æ/. A short vowels word is any word that does not allow the vowel in it to produce the long vowels sound.

The Concept of the Errors Analysis

1. Definition of the Error

The term of error refers to any wrong doing made by someone while constructing grammar or other language features as the result of this ignorance or incomplete knowledge about that language, Nurjanah, et al (2017). It is certainly different to those produced because of slip which is called as mistakes.

Errors are systematic, persistent deviance characteristic of the learners' linguistic system at a given learning stage. Error analysis figures as wide field of possible senses than comparative analysis for researcher or teachers to explain for errors, that lately only occur to the foreign language, (Gass et al, in Susi, D. E 2021)

Types of errors in Pronunciation

Substitution is a type of errors which are characterized by the replacement of an item, Crystal in Nadziroh, S. (2015). The source could be from intralingual, interlingual transfer, and others. For example, the word about should be pronounce [əbaʊt], but speakers pronounces [əbɒt]. It means that the sound /aʊ/, is substituted by /ɒ/.

2. Insertion or addition is a type of errors which are characterized by

the presence of an item, which should not appear in well-formed. In this context, one or more extra sounds are added or inserted to a word fruit should be pronounce [fru:ts], but speakers pronounces [fru:its]. It means that there is an addition of vowel /i/.

3. Omission is an type of error which are characterized by the absence of an item that must appear in well-formed utterance. Certain sounds are not produce-entire syllable or classes of sounds may be deleted. For example, the word came should be pronounced [keim], but the speakers pronounces [kem]. It can be stated that the /i/ is omitted, (Fauziati, in Nadziroh, S, 2015).

Research Design

Method of the research was descriptive research design. Creswell (2014) descriptive research is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon, this involves collecting data through surveys, interviews, or observation. The purpose of the research is to obtain the information about errors in English vowels pronunciation.

Data Analysis and Result



The common error in English vowels pronunciation made by third semester students of Puhwato University. The researcher applied two instruments, the first was giving texts and ask the students to read some words which contain of English vowels, the second instrument was recording.

Types of Error in English Vowels Pronunciation

The first is the vowel /i:/. In the word 'Freezer' /'fri:zə (r)/, /'fri:zer/ substituted vowel /i:/ with the vowel /e:/, the students pronounced the word as /fre:zer/, /freze/. The word 'steam' /sti:m/ substituted vowel /i:/ with the diphtong /ea/, substituted vowel /i:/ with the vowel /e/. The students pronounced the word as /steam/, /ste:m/. The word 'knee' /ni:/ ommision consonant /k/, substituted vowel /i:/ with the vowel /i/. The students pronounced the word as /kne/, /kni/.

The second is the vowel /ɪ/. The word 'cricket' /'krikət/, /krikɪt/ substituted vowel /ɪ/ with the vowel /e/, and vowel /ə/ with vowel /e/, /i/, ommision vowel /ɪ/ and consonant /t/. The students pronounced the word as /kriket/, /krik/. The word 'simple' /'simpl/ insertion vowel /e/, The students pronounced the word as

/simple/, /simpl/. The word 'eksplain' /ik'spleɪn/ substituted vowel /i/ with the vowel /e/, substitution diphtong /ei/ with the vowel /a/, ommision vowel /i/. The students pronounced the word as /eksplen/, /iksplan/, /eksplein/.

The third is the vowel /ʊ/. The word 'Cook' /kʊk/ insertion consonant /s/, substituted vowel /ʊ/ with the vowel /o:/ the students pronounced /ko:ks/, /kok/. The word 'browse' /braʊz/ insertion vowel /o/, /i/ and consonant /s/, /n/, /g/. The students pronounced the word as /brouz/, /brouwsing/, /bro:sing/. The word 'Load' /ləʊd/ substitution vowel /ə/ with the vowel /o/, substitution vowel /ʊ/ with the vowel /a/ with the consonant /d/, insertion vowel /i/ and consonant /n/, /g/. The students pronounced /lo:d/, /lodi:ng/, /loadi:ng/.

The fourth is the vowel /u:/. The word 'Shoes' /ʃu:/ subtituted vowel /u/ with /o/, insertion consonant /h/ and /s/, The students pronounced the word as /shoes/, /shu:s/, /shos/. The word 'improve' /ɪm'pru:v/ substituted vowel /u:/ with the vowel /o:/ substituted consonant /r/ with the vowel /o:/, ommision consonant /v/. The students pronounced the word as /impro:v/, /impo:r/, /impro:ve/. The word

'mushroom' /mʌʃru:m/, /'mʌʃrʊm/ substituted consonant /ʃ/ with the consonant /s/ and /h/, substitution vowel /u:/, /ʊ/ with the vowel /o:/. The students pronounced the word as /mʌshrum/, /mʌshro:m/

The fifth is the vowel /e/. The word 'best' /best/ the students insertion vowel /i/. Substituted vowel /e/ with /i/. The students pronounced the word as /beist/, /bist/. The word 'seller' /'selə(r)/, /'selər/ substituted vowel /ə/ with the vowel /e:/. The students pronounced the word as /sele:r/, /sel/. The word 'desert' /'dezət/, /'dezərt/, substituted vowel /e/ with the vowel /i/, substituted consonant /z/ with the consonant /s/, substitution vowel /ə/ with the vowel /e/, substituted vowel /e/ with the vowel /i/, insertion consonant /r/, omission consonant /t/. The students pronounced the word as /disert/, /diser/, /diset/.

The sixth is the vowel /ə/. The word 'Cinema' /'sɪnəmə/, /'sɪnəmə:/ substituted vowel /ə/ with vowel /e/ substituted vowel /ə/ with the vowel /a/. The students pronounced the word as /sinema/. The word 'empire' /'ɛmpaɪə(r)/ /'ɛmpaɪər/, substituted vowel /e/ with the vowel /i/, substituted vowel /ə/ with the vowel /i:/,

substituted diphtong /ai/ with the consonant /r/, omission vowel /a/ and vowel /ə/, insertion consonant /s/. The students pronounced the word as /impər/, /empiər/, /empair/, /empri:/, /empri:s/. The word 'lemon' /'lemən/ substituted vowel /e/ with the diphtong /ai/, substituted vowel /ə/ with the vowel /o/. The students pronounced the word as /laimen/, /lemon/.

The seventh is the vowel /ɜ:/. The word 'bird' /bɜ:d/, /bɜ:rd/ substituted vowel /ɜ:/ with the vowel /i/, insertion consonant /s/, the students pronounced the word as /bi:rd/, /birds/. The word 'learn' /lɜ:n/, /lɜ:rn/ substituted vowel /ɜ:/ with the diphtong /eə/ and vowel /a:/, substituted vowel /ɜ:/ with /ə/ and insertion consonant /t/. The students pronounced the word as /lɛərnt/, /la:rn/. The word 'world' /wɜ:ld/, /wɜ:rld/, substituted vowel /ɜ:/ with the vowel /o/, substituted consonant /l/ with the consonant /r/. The students pronounced the world as /word/, /wold/.

The eight is the vowel /ɔ:/. word 'record' /'rekɔ:d/, /'rekərd/, substituted vowel /e/ with the vowel /i/ vowel /ə/ with /o/, substituted consonant /k/ with the consonant /c/, insertion consonant /r/. The students pronounced the word

as /riko:rd/, /rico:d/. /reco:rd/. The word 'order' /'ɔ:də(r)/, /'ɔ:rdər/ substituted vowel /ɔ:/ with the vowel /o/, substituted vowel /ə/ with the vowel /e/, insertion consonant /t/. The students pronounced the word as /order/, /ordert/.

The ninth is the vowel /æ/. The word 'Fat' /faet/, substituted vowel /æ/ with the vowel /a/, /e/. The students pronounced the word as /fat/, /fet/. The word 'apple' /'æpl/, substituted vowel /æ/ with the vowel /a/, /ʌ/, consonant /p/ and diphtong /ei/, insertion vowel /e/. The students pronounced the word as /apel/, /eipl/, /ʌple/. The word 'lavender' /'laevəndə(r)/, /'laevəndər/, substituted vowel /æ/ with the vowel /a/, substituted vowel /ə/ with the vowel /e/. The students pronounced the word as /lavender/.

The tenth is the vowel /ʌ/. The word 'Fun' /fʌn/, substituted vowel /ʌ/ with the vowel /u:/ and substituted consonant /f/ with the consonant /p/. The students pronounced the word as /fu:n/, /pan/. The word 'update' /'ʌpdet/, /ʌp'dert/, substituted vowel /ʌ/ with the vowel /u:/, substituted diphtong /ei/ with the vowel /a/, ommision vowel /ɪ/, insertion vowel /e/. The students pronounced the word as

/ʌpdet/, /updeit/, /update/. The word 'blood' /blʌd/ substituted vowel /ʌ/ with the vowel /o:/. The students pronounced the word as /blo:d/.

The eleventh is the vowel /a:/. In the word 'Smart' /smart/, /sma:t/, substituted consonant /t/ with the consonant /h/, substituted vowel /a:/ with the vowel /e:/, insertion consonant /r/. The students pronounced the word as /sma:r/, /smarh/, /sme:t/, /sme:rt/. The word 'article' /'a:tɪkl/, /'a:rtɪkl/, substituted vowel /a:/ with the vowel /a/, insertion vowel /e/. The students pronounced the word as /artikel/.

The last vowel is /ɒ/. The word 'office' /'ɔfəs/, /'a:fəs/ substituted vowel /ɒ/ with the vowel /o/, substituted consonant /s/ with the consonant /c/, insertion vowel /a/ and consonant /s/. The students pronounced the word as /ofais/, /ofice/. The word 'teapot' /'ti:pɒt/, /'ti:pa:t/ substituted vowel /ɒ/ with the vowel /o/, vowel /i:/ with /e/, the students pronounced the word /te;pot/, /tepot/.

Conclusion

Based on the findings of the pronunciation test, most of the first students' error pronunciation is substitution. The second is insertion and

the third is omission. This is proven by the result obtained from the test given in the form of a pronunciation test with a total of 36 words containing vowels. For example in the word 'improve' /ɪm'pru:v/ but the students pronounce /ɪmprou:v/, it means that the vowel /u:/ is substituted by vowel /o:/. Another example is 'cricket' should be pronounced /'krikət/ but the students pronounce /kriket/, it means that the vowel /ə/ is substituted by vowel /e/. From the data obtained it can be concluded that, there are still many students making mistakes in English pronunciation especially in English vowels.

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