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THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNISMA**

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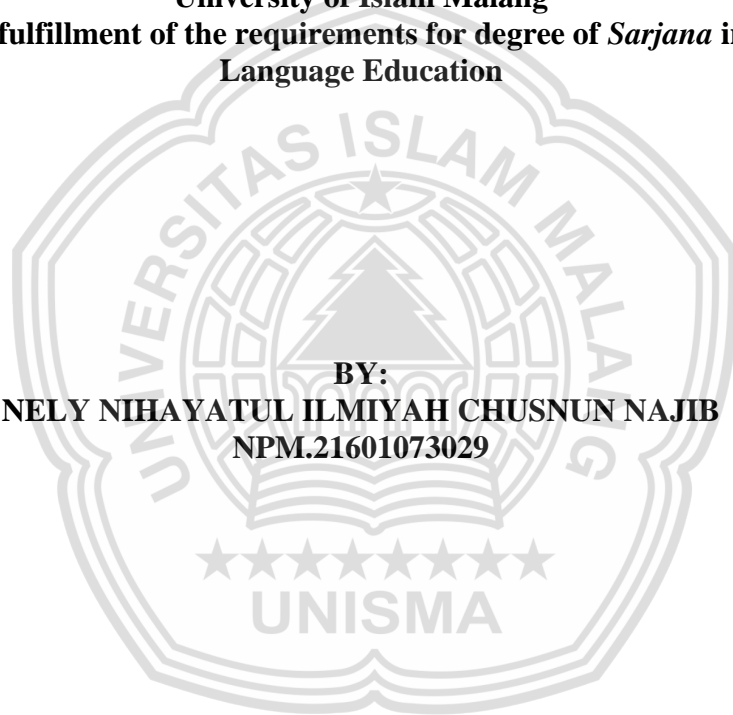


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THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNISMA**

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Language Education**

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## ABSTRACT

**Najib, N.N.I.C.** (2021). *An Error Analysis in Pronunciation of English Vowels of the Third Semester Students of English Department at UNISMA*. Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (1) Drs. H. Ali Ashari, M.Pd (II) Henny Rahmawati, M.Pd.

**Keywords:** Pronunciation, Error Analysis, Vowel.

This study aimed to analyze the pronunciation errors of vowels sounds that mostly occurred made by the third semester of English students of University of Islam Malang. The focus of this study is to identify errors in pronouncing English vowels of the third semester students of English Department of UNISMA.

The researcher used descriptive qualitative. The subjects of this research were the 11 third semester students of English Department. The researcher collected the data by giving the test of the students. Every student had been given same test. The students are asked to read some words that contain list of English vowel. The list of word contains of 12 point; each point contains of 3 words. The procedure used by the researcher are identifying the errors and describing the errors.

In this research, the researcher found that there were some mispronounced vowels made by the students. The percentages number of pronunciation errors of English vowels, from the highest are: vowel /ɔ:/: (21,6%), vowel /ɑ:/: (16,8%), vowel /i:/: (11,6%), vowel /ɜ:/: (10,4%), vowel /u:/: (9,6%), vowel /æ/ (8,8%), vowel /ʌ/: (8,8%), vowel /ə/: (8,8%), vowel /e/: (2%), vowel /ɪ/: (0,8%), vowel /ʊ/: 2 (0,8%), and vowel /ɒ/: (0%). The result showed that the students perform most errors in pronouncing vowel are the vowel /ɔ:/ as in call /kɔ:l/, taught /tɔ:t/, caught /kɔ:t/, and poor /pɔ:r/, the vowel /æ/ as in lamp /læmp/, and hang /hæŋ/, the vowel /ʌ/ as in luck /lʌk/, and son /sʌn/, the vowel /ə/ as in would /wəd/, the vowel /i:/ as in least /li:st/, and the vowel /ɑ:/ as in father /'fɑ:ðə(r)/, and hearth /hɑ:θ/.

The result of this study can give a description about the errors occur and the causes of these in pronunciation of English vowel. Students are expected to admit their pronunciation mistakes that often made, so they will be careful with those words and will not repeat their mistake. Moreover, it will be able to help the English teacher to increase their teaching pronunciation.

To help the students increase their pronunciation, English teachers need to give more drills and practices to the students in order to minimize problems that they might face when pronouncing vowel, as well as the students must practice the pronunciation of English vowel more. This is also suggested for the further researcher to conduct the study in the same topic in different context.

## CHAPTER I

### INTRODUCTION

The first chapter contains some aspects related to the topic of study. They are background of the study, statement of the problem, objective of the study, scope and limitation of the study, significances of the study, and definition of key term.

#### 1.1 Background of the Study

Language is an important thing in our lives, without language we as human cannot establish and preserve communication with others. Nishanthi (2018) states that language is the main source of communication. Communication is the way to make an interaction to exchange the information and to share the ideas, feelings, and thoughts with others. So, we must learn more about language to communicate with others.

The purposes of the English Education Department of University of Islam Malang are to produce the professional and competent teachers, and have a certain character in teaching. The students can learn English to master all language skills such as: listening, speaking, reading, and writing and its teaching and learning process. Be master in English as well as profesional in teaching is an important. Various different linguistic aspects as grammar, pronunciation, idiom, lexis, discourse, and function should become the target of students and the task of teacher. Since the latest curriculum for English lesson in middle school focused on language as

communication, the students of English Department purposed to be a teacher that must have ability to communicate or to talk intelligently to others which shows that they have mastered all aspects of the language (Syafei, 1988) as mentioned above.

Related to communication, there are two processes in communication. One of them is we need to be able to employ the language to convey the intent to others, otherwise, we need it to know what they are conveying to us (Finch, 2003). One of the most necessary things that should be attention in communicating by using foreign language is pronunciation. When we communicate, pronunciation has important role besides grammar.

Pronunciation is the main aspect in English, especially in oral communication. To get the correct pronunciation is not easy because it is a foreign language so it takes a lot of time to study it. To communicate with other people, we have to be good in pronunciation, so they can understand what we say. Talking about pronunciation, it is the way how to pronounce the correct words. Pronunciation refers to the ability to employ the correct stress, rhythm, and intonation of a word in a spoken language. When we talk about pronunciation, we focus on the word rather than individual sounds, as well as articulation. So pronouncing English word is not easy; it depends on our dialect.

English dialects that are commonly used in the world are classified into two types, namely, British English and American English. British English is used in English and Commonwealth countries such as Malaysia, Australia, and Singapore. Meanwhile, American English is used in the United States and American-influenced countries

such as Philippines and South Korea (Fitriana, 2015). Both American and British English have significant differences in terms of spelling, grammar, pronunciation or accent, and vocabulary. In Indonesia, the practice of English from elementary to high school uses American English which dominates our ears and eyes. This also continues until college, learning English at universities also uses American English.

The successful of communication is marked by clarity in pronunciation which helps to understanding information from the speaker to listener. Pronunciation is very important to prevent misunderstanding when people are communicating. Learning English often gets some errors or difficulties. As Fraser (2000) states that many adults learners find that pronunciation is one of the most difficult aspects of English to acquire, and it needs explicit help from teacher. Because they are not given enough time and space to study pronunciation more widely by the institution concerned, so they study speaking and pronunciation in one subject.

About its pronunciation, English is quite difficult for Indonesian people, no exception the learners of English Department of UNISMA. In some cases, the difficulties are caused by the fact that irregular spelling of the language offers poor guidance to its pronunciation (Syafei, 1988). The letters of a word in English do not represent on its sound and it is not always easy for students of whatever L1 to see how a written English word should be pronounced, or how a word they have only heard should be written. They assume that pronouncing English word is a difficult thing to do; it is because their tongue is not usual in pronouncing some words that they rarely pronounce. In other words, it is different from their mother tongue. Some



of them often find error in pronouncing English words. They pronounce English words same as they pronounce Indonesian words. The students may also have difficulty in differentiating two words which has a little similar sounds. And sometimes they have more errors in pronouncing in English vowel.

In addition, learning pronunciation of a second language has different problems that speakers face when they learn their first language (Nurani and Rosyada, 2015). The source of pronunciation difficulty is due to English as the second or perhaps the third language of the students of English Department. In fact, the students of English Department are mostly Javanese and typically have Javanese language as mother tongue while Bahasa as either second or first language. Therefore, the researcher is interested in conducting a research about “an error analysis in pronunciation of English vowel of the English Department students” in order to improve pronunciation ability. The students of English Department of UNISMA, especially third semester still lack of knowledge in the science of pronunciation. Hopefully, the result of this research can be used as reflection and evaluation for students of English Department.

## 1.2 Statement of the Study

Based on the background of the study above, the researcher formulated the research question of this study “What are pronunciation errors of vowel sounds that mostly occurred made by the third semester of English students?”

### 1.3 Objectives of the Study

Based on the statement of the study above, the objective of the study is to analyze the pronunciation errors of vowels sounds that mostly occurred made by the third semester of English students of University of Islam Malang.

### 1.4 The Significances of the Study

The significances of the study are divided into two, as follows.

#### 1. Theoretically

The result of this study can give a description about the errors occur and the causes of these in pronunciation of English vowel of third semester students in English Department of Unisma.

#### 2. Practically

The result of this study are expected to give practical benefits as follows.

##### a. For Students

By observing this research, students are expected to admit their pronunciation mistakes that often made, so they will be careful with those words and will not repeat their mistake. And they will be able to pronounce word correctly.

##### b. For Lecturer

This research to be able to help the English teachers to increase their teaching pronunciation. Furthermore, by understanding the students' errors, they can help the learners to solve their problem especially in English vowel of pronunciation.



c. For Other Researchers

This research will be helpful as a source for further researcher to study the same topic in the different context.

### 1.5 Scope and Limitation of the Study

This study is conducted for third semester students of English department in University of Islam Malang (UNISMA). The focus of this study is to identify errors in pronouncing English vowels of the third semester students of English Department of Unisma.

### 1.6 The Definition of Key Terms

There are some terms that are used by the researcher in making this study, to make it clear the researcher gives some definitions as follows.

1. *Pronunciation* is the manner in which the language is spoken or the manner in which the word is pronounced.
2. *Error Analysis* is required in the development or enhancement of the teaching technique in English. By performing an error analysis, teachers can concentrate on the materials in which most learners made errors. Teachers may also determine whether or not they are successful. And finally, they can develop their teaching strategies by planning systematic materials.

3. *Vowel* is defined as voiced sounds in the form of which air flows through the pharynx and through the mouth in a continuous stream, where there is no obstruction and no narrowing that would cause audible friction.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw a conclusion based on the data analysis in the previous chapter.

#### 5.1 Conclusion

The conclusion of the research deals with the answer of the statement of the study based on the findings and discussions in the previous chapter. In this section, conclusion is drawn to answer the research question.

The sounds which are being errors in pronouncing English vowels of the third semester students of English Department of University of Islam Malang in academic year 2018/2019 are: /ɔ:/, /ɑ:/, /i:/, /ɜ:/, /u:/, /æ/, /ʌ/, /ə/, /e/, /ɪ/, and /ʊ/. The most errors in pronouncing vowel are the vowel /ɔ:/ as in call /kɔ:l/, taught /tɔ:t/, caught /kɔ:t/, and poor /pɔ:r/, the vowel /æ/ as in lamp /læmp/, and hang /hæŋ/, the vowel /ʌ/ as in luck /lʌk/, and son /sʌn/, the vowel /ə/ as in would /wəd/, the vowel /i:/ as in least /li:st/, and the vowel /ɑ:/ as in father /'fɑ:ðə(r)/, and hearth /hɑ:θ/.

In learning English there are some errors faced by students which are caused by various difficulties such as, related to what students can hear, what students can say, and the intonation problems. These errors are common mistakes faced by students. Therefore, it is very important to introduce English learners how to pronounce English correctly from the beginning. Thus, it can be expected that

students will be able to master the correct pronunciation methods in English. So that they can speak English fluently and correctly.

## 5.2 Suggestion

From the conclusion above, the researcher would like to give some suggestion as follows.

### 1. For English Lecture

English lecturers should optimize their teaching of pronunciation, especially the pronunciation of vowel to avoid some interference from their native language. Lecturers need to give more drills and practices to the students in order to minimize problems that they might face when pronouncing vowel.

### 2. For English Students

The students should practice the pronunciation of vowel more. Since language is a matter of habit, it is impossible to acquire it without regular and much practice.

### 3. For Further Researcher ★★★★★★

Since this research still lack of many things and far from being perfect. The researcher hopes that this research will be useful and can be used as a reference to others who will conduct and develop a similar study.

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