

Analysis of Vowel Pronunciation Errors of Grade IX Students of MTs Harapan Jasa Langkat

Annisa Sevia Putri¹, Melinda Nata Sari², Rizka Dwi Fani³, Sylfana Ryan Mulia⁴, Supriadi⁵

^{1, 2, 3, 4, 5} STKIP AL-MAKSUM LANGKAT

Annisaseviaputri20@gmail.com¹

melindanatasari5@gmail.com²

rizkadwifani@gmail.com³

sryanmulia@gmail.com⁴

meidasupri@gmail.com⁵

ARTICLE INFO

Article History:

Received January 2, 2023

Revised January 9, 2023

Accepted January 25, 2023

Available online January 31, 2023

Keywords:

*Vowel Sound, Pronunciation
Errors*

Abstract

This research aims to observe pronunciation errors and vowels of Grade IX students of MTs Harapan Jasa Makmur. Based on the observation, the writer noted that the students had difficulty differentiating English vowels. The type of this research was a qualitative method, which is descriptive and tends to use analysis and it was in the form of words instead of numbers. In this study, the main data collection techniques were participant observation, in-depth interviews, documentation studies, and a combination of the three or triangulation. The author chose class IX containing 7 students to be sampled in his research. The authors ran several tests that they spoke and recorded each word. After our research, it turns out that there were still many students who can't pronounce English enough. Around 50% of students are lacking in English pronunciation and the teacher's solution was by giving repetition and repeating the material that has been studied, especially English pronunciation.

INTRODUCTION

Language has been a component of mankind from its inception. A communication system that is used inside a specific social group. Humans and animals cannot exist without communication. Humans can express themselves or receive new knowledge by communicating verbally or in writing. as stated by (Halliday, M. A.K, 1994). "Language is a human communication system that employs arbitrary signals such as speech sounds, gestures, or written symbols. Language is also an expression of ideas through voice; sounds are thinking expressions expressed by throat and mouth organs (Suryaleksana et al., 2022)

Most Indonesian students think learning English is as important as learning Indonesian. Language is essential for communicating thoughts, feelings, and ideas. Language communication. Language transmits knowledge and culture. The tool is language. Language aids business, education, and workplace communication. Someone must speak English correctly. Pronunciation prevents miscommunication. Mispronunciation changes word meaning. It could misinterpret us (Pitaloka, 2021)

Pronunciation is the means through which the spoken language is identified or understood. Learning proper pronunciation is essential when acquiring a foreign language. While most college students struggle with English, they make common mistakes in all areas of the language, including hearing, speaking, reading, and writing. The author has already explained that phonology, vocabulary, and grammar are the three main components of any language. Phonology is an extremely important component of these additions. Pronunciation-related phonology is applied mechanically. For this reason, the author hopes to do research into pronunciation (mainly approximately vowels).

When speaking English, there is a relationship of communication that goes in both directions between the speaker and the listener. Because of the interaction between these factors, it is necessary for both the speaker and the listener to appropriately articulate the English sounds for the speaker to successfully express the desired meaning. If you don't pronounce it correctly, the person listening to you will get it wrong and not understand what you mean. This is because sounds are fundamental building blocks of language and that individual sounds can transmit a wide range of connotations (George Yule, 2010).

Bahasa Indonesian is characterized by a close correspondence between its written and spoken forms. Five vowel letters and 21 consonant letters combine to make the 44 phonemes that make up the English alphabet. Vowels are problematic for new English speakers, whether in terms of pronunciation or spelling (Pitaloka, 2021)

Meaning, how sounds in English are made. Learning proper pronunciation requires drills in which students practice making sounds and receive feedback on their pronunciation mistakes. When students begin to work on their pronunciation, they form new routines and find ways to get around barriers posed by their native language (Gilakjani, 2016). According to (Yürük, 2020). The generation of sounds that are employed in the construction of meaning is referred to as pronunciation.. According to (Ambalegin, 2021), the English vowel sound system includes both monophthongs (/i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /eə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/). It indicates ways of affecting such errors.(Pitaloka, 2021)

Vowels are sonorous, syllabic sounds produced with a more open vocal tract than is necessary for glides or consonants.(O'Grady, W., Archibald, J., & Aranoff, M. (Eds.), 2010) Simple vowels and diphthongs are the two main categories of English vowels. Simple vowels do not exhibit any discernible quality changes during articulation.

In English, there are twelve vowels. They are /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The short vowels like /ɪ/, /e/, /ə/, /ʌ/, /ʊ/. Compare with Indonesian vowels, they are /A/, / I/, /U/, /E/, /O/. English has 24 consonants. 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].

Diphthongs are vowels that change their quality within the same syllable. If you move your tongue from the position used for initial vowel articulation to a glide position, you'll notice a difference in the quality of English diphthongs. In this analysis, we will focus just on vowels.

The author observed that students of IX grade MTs Harapan Jasa Makmur struggled with English vowels. The author then mentioned the student's skill is pronouncing sentences with an accent or dialect. Most of the students were foreign and puzzled by their language, so they could speak the phonetic notation but not the phrase intonation. These terms demonstrate English vowel pronunciation difficulties.

The author chose this school because most of the students in this school have great difficulty pronouncing English vowels and consonants, even though they are taught English in school, and

many students cannot pronounce English words correctly, especially vowels. The author selected several people to sample in his study. The authors ran some tests they said and recorded each word.

METHOD`

This type of study takes a descriptive qualitative approach that frequently employs analysis and is expressed in words and visuals rather than numbers. A qualitative research method promotes in-depth investigation of a problem rather than seeing it through the prism of generalization research. Because qualitative processes believe that each problem is unique, this research approach prefers to employ in-depth analytical tools, a particularly case-by-case study of difficulties.

The aim of this qualitative research approach is not a generalization but a deep understanding of a problem. Qualitative research functions to provide substantive categories and qualitative research hypotheses.

The goal of this qualitative research method is not a generalization, but rather a thorough comprehension of a topic. The purpose of qualitative research is to produce substantive categories and qualitative research hypotheses.

RESULT AND DISCUSSION

1. Result

The researcher analyzed 7 students of grade IX MTs Harapan Jasa Makmur as the sample. The following table shows the percentage of correct answers and wrong answer sounds.

Table 1. General Summary of Students' Result in Pronouncing Words with Vowel Sound

Vowel Sound	Words	Correct Answer	Percentage	Wrong Answer	Percentage
e	Made	5	72%	2	29%
i	Beat	2	29%	5	72%
ɪ	Bit	7	100%	-	-
ɛ	Men	7	100%	-	-
æ	Bat	-	-	7	100%
ə	About	4	57%	3	43%
u	Food	3	43%	4	57%
ʊ	Pull	6	86%	1	15%
o	Hot	7	100%	-	-
ɑ	Father	5	72%	2	29%

As shown in Table 1, the [æ] sound is the highest mispronounced sound, it reached 100% of the errors. The second biggest error occurs in [i], where the frequency is 5 students making mistakes. the third biggest error is [u] where the frequency error was 4 students. In addition, the sound [ə], [e], [ɛ], and [ɪ] have a relatively smaller error rate. mispronounced words account for almost 50% of correct spoken words.

2. Discussion

Based on the analysis of the data shown above, it is possible to argue that three errors were committed by two of the samples regarding the word "made." The first person said it was pronounced "maed," while the second participant said it was pronounced, "mt." This occurred

because these individuals erroneously utilized different vowel sounds in place of [e], which is the right vowel sound.

All of the samples who pronounced the word "beat" incorrectly did so because they pronounced the I as a short I instead of a long i. The five people who took part in the study all made these blunders. It should be pronounced as ['bit], but these samples pronounced it as [ˈbɪt].

There is no room for error in the usage of the term "bit," as its pronunciation is identical to the word itself. There was not a single error committed by any of the samples. Every single one of the examples had an excellent pronunciation of the word "men." It was possible to conclude that none of the samples had any difficulty pronouncing the words with the English vowel sound [ɛ] because there was no error.

The word "bat" contains all seven types of errors found in the samples. The eighth person pronounces the word with the vowel sound [æ] for the [æ] sound, making the final pronunciation [ˈbet]. Many people in the sample mispronounce it as [ˈbæt]. All of the samples have the proper pronunciation of the word "around." There are now four right answers and three wrong ones.

The word 'food' has a total of four errors. They all pronounce it as [ˈfʊt]. In conclusion, these samples used the sound [ʊ] instead of [u].

For the word 'pull', one mistake was made by the same participant. They pronounce it as [ˈpul]. From these results, it can be concluded that the participant used the wrong sound. Instead of using the sound [ʊ], samples use the sound [u].

For the word 'hot' there is no mistake because the pronunciation is the same as the word. For the word 'father', participant 2 also made the same mistake by using the vowel sound [ʌ] instead of [ɑ].

CONCLUSION

Research and discussion led to the realization that student mistakes might be broken down into two distinct types: grammatical and vocal. The most typical slip-up in Research and discussion led to the realization that student mistakes might be broken down into two distinct types: grammatical and vocal. The most typical vowel spelling mistake is [I] where students intend to pronounce it to be [e]. The most common mistake found in consonants is [æ] where students intend to pronounce it as [ɛ].

The most common mistakes found in diphthongs are [aɪ] and [eɪ] where students intend to pronounce them as [ɪ] or [e] sound. Students' mispronunciations can be attributed to a variety of reasons, including those that are internal, those that are external, and those that are interlingual. The inability to adequately prepare for and practice public speaking, as well as the accompanying anxiety, are examples of internal causes. The interruption that comes from speaking one's mother tongue is an example of an internal issue, whereas the lack of time and opportunities to utilize English in day-to-day life is an example of an external element. According to the findings of this study, students should pay greater attention to how they pronounce their words. They are expected to practice more regarding the component that deals with pronunciation.

For the students to improve their vocabulary, they are forced to do a large deal of reading. Additionally, they are expected to recognize their weaknesses and strive toward finding answers to the problems that they are confronted with. In addition, the usage of social media in this day and age can be of assistance to them in learning and utilizing English not only with their friends but also in an easy manner with native English speakers. This is because social media platforms are increasingly used by native English speakers.

They may, for instance, meet new acquaintances and communicate with people whose first language is English by using social media platforms like Facebook or Instagram. When it comes to teaching pronunciation in the classroom, it is expected teachers that will help students improve their ability to pronounce English words by providing additional opportunities for students to practice what they are learning. Moreover, it is expected teachers that will assist students in improving their ability to pronounce English words.

Due to the fact that the scope of this investigation is limited to examining students' pronunciation errors while they are performing speech, additional research can be carried out that investigates not only vowels, consonants, and diphthongs, but also pronunciation sound stress and other segmental pronunciation features. This research can be carried out because the scope of this investigation is restricted to examining students' pronunciation errors during speech performance.

REFERENCES

- Ambalegin, A. (2021). Phonological Analysis of English Vowel Pronunciation. *KnE Social Sciences*, 28–45. <https://doi.org/10.18502/kss.v5i4.8665>
- George Yule. (2010). *The Study of Language*. Cambridge University Press.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).
- Halliday, M. A.K. (1994). *An Introduction to Functional Grammar 2nd edition*. Edward Arnold.
- O'Grady, W., Archibald, J., & Aranoff, M. (Eds.). (2010). *Contemporary linguistics: An introduction*. Boston: Bedford/St. Martin's.
- Pitaloka, A. D. (2021). *AN ERROR ANALYSIS OF STUDENTS' ENGLISH VOWEL PRONUNCIATION AT THE SIXTH SEMESTER OF ISLAMIC STUDIES OF INTERNATIONAL CLASS PROGRAM OF STATE ISLAMIC INSTITUTE (IAIN) OF SAMARINDA*. 11.
- Suryaleksana, B. B., Sari, M. N., Nadilia, M., & Bram, B. (2022). UTILIZING THE INTERNATIONAL PHONETIC ALPHABET TO IMPROVE PRONUNCIATION OF ENGLISH EDUCATION STUDENTS. *English Education: Jurnal Tadris Bahasa Inggris*, 15(1), 148–167. <https://doi.org/10.24042/ee-jtbi.v15i1.11536>
- Susanto, A. K. (n.d.). *A SARJANA PENDIDIKAN THESIS*. 104.
- Yürük, N. (2020). Using Kahoot as a skill improvement technique in pronunciation. *Dil ve Dilbilimi Çalışmaları Dergisi*, 16(1), 137–153. <https://doi.org/10.17263/jlls.712669>