

CHAPTER II

REVIEW OF LITERATURE

Based on the background explanation in the previous chapter, this chapter explains the problems raised in this study which aims to understand and describe the research to be carried out.

2.1 Theoretical Framework

2.1.1 English Vowel

a. The definition of Vowel

Vowels are categorized as segmental features because of the disparities between how they function in an utterance and how they are produced. When a voiced airstream is formed using the tongue and lips to alter the overall contour of the mouth, vowels are produced. There are two categories in which vowels fall (Kelly 2000:29). Vowels are spoken sounds that are created without significantly restricting the air that is expelled from the mouth, according to Richard (2010:632).

When the mouth is open and the tongue does not touch the roof of the mouth or the teeth, a vowel is produced. Connor (1980) asserted that vowels are produced by voiced air traveling through various mouth shapes; the various mouth shapes are brought about by the placement of the tongue and lips.

Vowels can have a front or a back position. The front portion of the tongue is pushed forward in front of vowels like *as/i/* or *as/æ/*, and the tongue is clearly visible in a mirror. The highest point of the tongue slides back and the entire tongue moves back in the mouth while producing a back vowel like */u/*.

Vowels are described as sounds in which air may easily flow from the larynx to the lips without encountering any obstacles, according to Roach (1998, p. 10). Pure vowel and diphthong are the two types of vowels (Kelly, 2000, p. 1; Knight, 2013, p. 64). According to some sources (Gut, 2009, p. 60; Kelly, 2000, p. 2; Roach, 1998, p. 20; Richard & Schmidt, 2002, p. 158), a diphthong is just two vowels together.

The English speakers use both monophthongs (*/i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/,*

/ʌ/, /ɑ:/, /ɒ/) and diphthongs (/ɪə/, /ʊə/, /εə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə). The Bahasa Indonesian and Batak language systems do not have all of the vowels, diphthongs, and triphthongs that are present in English.

Numerous phoneticians, including Jones (1969), Gimson (1970), O'Connor (1980), Ladefoged (1982), Roach (1983), and others, have identified four categories for English vowels :

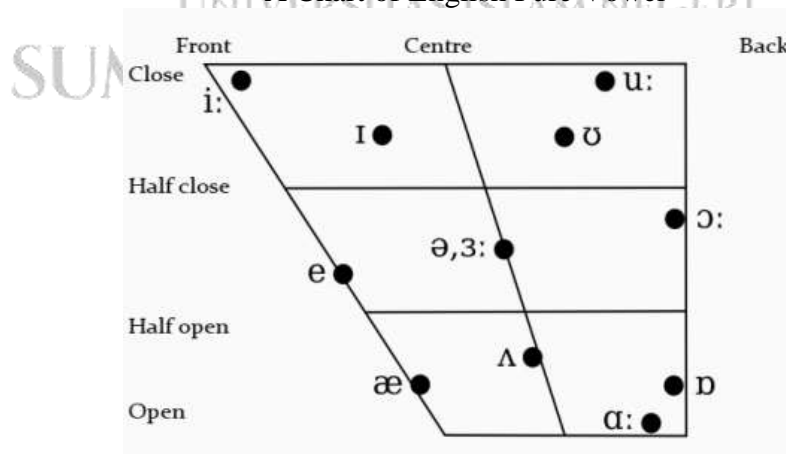
1. The tongue's height inside the mouth.
2. The portion of the tongue used to produce the questioned vowel.
3. The vowel's length.
4. Whether the lips are rounded or stretched out.

According to Crystal (2003:237), English people typically employ 12 vowels, 8 diphthongs, and 5 triphthongs.

1. Pure Vowel

Pure vowels are produced by moving the tongue to a certain point in the mouth and have a single perceived aural quality. It is clear from listening to the 12 pure vowels that five have quite long durations and seven have relatively short durations. Additionally, length appears to be related to pairs of vowels that are pronounced in the same area of the mouth in a number of instances. Long vowels and short vowels differ not only in length but also in the location of the articulation.

Figure 2.1
A Chart of English Pure Vowel



The characteristics of the pure vowels are described here (Crystal, 2003:240–241);

- a. Vowel /i/, is pronounced with the front of the tongue lifted to a position just behind and below close front, the lips spread, the tongue tense, and the side rims making firm contact with the upper molars. *Key, scene, and individuals* are represented through the sound.
- b. Vowel /ɪ/, the articulation is the section of the tongue closer to the center than the front raised to just over half-close position, the lips are widely spaced, the tongue is lax, and the rims make light contact with the upper molars. The sound is *rhythm, busy, and hit*.
- c. Vowel /e/, is pronounced with the front of the tongue lifted to a position halfway between open and closed, the lips spread widely, the tongue is tenser than for //, and the rims make lighter contact with the upper molars. The sound is similar to the words *said* and *read*.
- d. Vowel /æ/, is pronounced with the front of the tongue raised to a position slightly below half-open, the lips neutrally open, and very minimal contact between the rims and the upper back molars. The noise is similar to that of *hat, attack, and antique*.
- e. Vowel /ʌ/, with the center of the tongue raised to just above fully open positions, the lips neutrally open, and no tongue-to-upper-molar contact. *Run, flood, and front* are audible in the sound.
- f. Vowel /ɑ:/, is pronounced with the tongue fully extended between the center and the back, the lips neutrally open, and the upper molars' rims not in contact with one another. As in *far, half, and class*, the sound is.
- g. Vowel /ɒ/, is pronounced with the rear of the tongue fully extended, the lip is somewhat rounded and open, and the upper molars' rims are not in contact. The sound is similar to the words *dog, want, and knowledge*.
- h. Vowel /ɔ:/, is pronounced with the rear of the tongue lifted and positioned halfway between open and closed. The middle lip is rounded, and the upper molars' rims are not in contact. The noise is similar to *call, pour, and taught*.

- i. Vowel /ʊ/, is pronounced with the tongue closer to the center than the rear, raised to just above half-close position, lips that are closely but loosely rounded, tongue that is lax, and no firm contact between upper molar rims and teeth. The sound is similar to that of *woman*, *pull*, and *book*.
- j. Vowel /u:/, is pronounced with the rear of the tongue raised to a point just below close, the lips closely rounded, the tongue tense, and there is no solid contact between the upper molars' rims and teeth above them. *True*, *food* and *soup* are made with the same sound.
- k. Vowel /ɜ:/, is pronounced with the center of the tongue lifted between half-closed and half-open, the lips spread evenly, and the upper molars' rims do not make a strong contact with them. The sound is similar to words such as *serve* and *pearl*.
- l. Vowel /ə/, is pronounced with the center of the tongue raised between half-closed and half-open, neutrally spaced lips, and no strong contact between the upper molars' rims and teeth above them. The *nation*, *paper*, and the (before consonant) sound alike.

b. The Types of Vowel

When pronouncing vowels, air travels freely through the vocal tract without obstruction from, for example, the tongue or lips. Vowel production occurs with the mouth open. One approach to differentiate between vowels is length. Vowels are often divided into two fundamental length categories: long and short. Another distinctive characteristic of vowels is how they change over time; some vowels have just one sound (referred to as "monophthongs"), while others have two sounds (referred to as "diphthongs") in them. Vowels can also be distinguished from one another by shifting where they are uttered in the mouth. In this regard, the open/close dimension and the front/back dimension are two possible locations for vowels. Below, each of these three traits is described in more detail.

1) Length

Each English vowel has a standard length. Short vowels are shorter than

long vowels. The word "length" is used to represent long vowels; [u] is long and [ʊ] is short. Remember that context has more of an influence than the length of the vowels naturally. In some situations, long vowels can be very short, whilst short vowels can be quite long.

2) Diphthongs/monophthongs

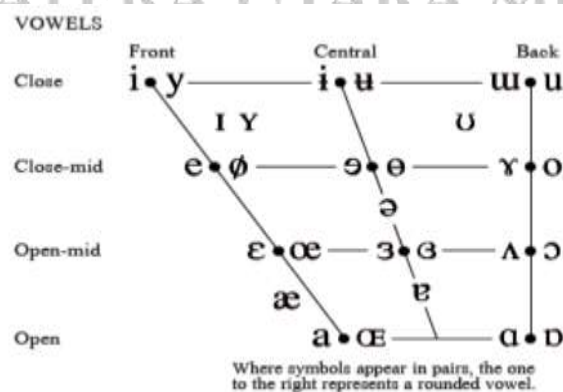
All of the aforementioned long and short vowels are monophthongs since they only include one vowel. Diphthongs are vowels that begin with one and end with another. Usually, the first vowel is heard more clearly than the second. The second vowel in diphthongs must not be mispronounced or underpronounced by learners. The most frequent English diphthongs are typically written as [aɪ, əɪ, aʊ, eɪ, oʊ]. Diphthongs are represented by two symbols in their transcription. Three additional diphthongs that all end in [ə] are recognized by some transcription systems, however they could be explained by a non-rhotic speech pattern.

3) Front/back, open/close

Controlling the location of vowel articulation ultimately boils down to raising or lowering the tongue and jaw in relation to the space in the mouth. Back vowels are pronounced with the back of the tongue lifted, whereas front vowels are uttered with the front of the tongue raised. When compared to open vowels, close vowels are spoken with the tongue lifted closer to the roof of the mouth. Many vowels fall between the categories of open and close as well as front and back. Speakers typically find it challenging to detect such tiny variations.

Figure 2.2

Vowel types in IPA
(International Phonetic Association 2020)

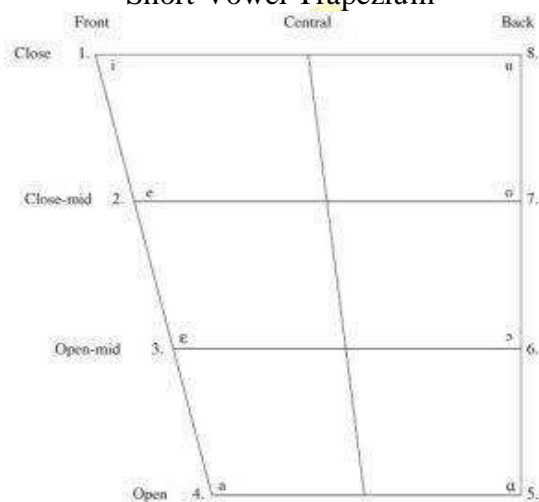


c. The Simple Vowels

Easy Vowels There are two categories of simple vowels: short vowels and long vowels.

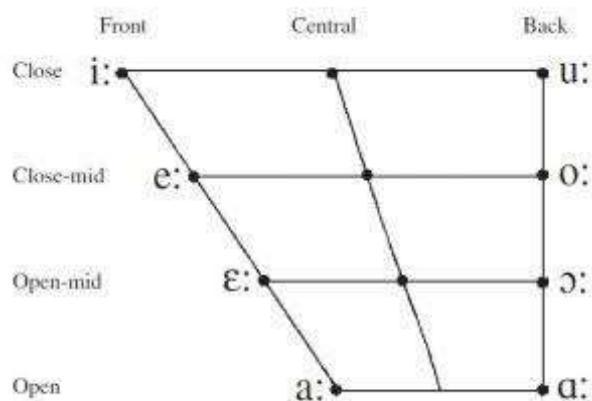
1. Short Vowel .Vowel sounds that are pronounced short are known as short vowels. This image shows the mouth cavity for "trapezium vowels," which are short vowels.

Figure 2.3
Short Vowel Trapezium



2. Long Vowel. Long vowels are those whose vocalizations are typically spoken longer than other vowels (typically between 112 and twice as long).The trapeziumic vowels for long vowels are as follows :

Figure 2.4
Long Vowel Trapezium



Example of short and long vowel sounds :

	SHORT VOWEL SOUNDS	LONG VOWEL SOUNDS
a	plan	plane
e	bet	be
i	rip	ripe
o	got	go
u	us	use

d. The Vowel of Indonesia

There are numerous regional and dialectal variations in Indonesian. Consequently, each dialect has a different amount of vowels. It does, however, have its own spelling convention. There are 4 diphthongs and 6 vowels. Based on Muslich (2008:61–72) and Andi–Pallawa (2013:120–126), the following are descriptions of each vowel :

- a) /i/ occurs at the beginning, middle, and end of words. It has a high, flat front. It has two allophones: a short vowel [ɪ] that occurs in a closed syllable and a long vowel [i] that appears in an open syllable. The letter 'i' stands in for this vowel.
- b) /e/ resides in the start, medial, and final positions of a word, for example. The middle is spread out. First, it possesses the allophone [ɛ] when it is next to another syllable. The second time it appears is in an open syllable, [e]. The second is condensed from the earlier one. The letter 'e' stands for it.
- c) /ə/ appears in the medial and introductory locations of the word. It's dispersed. Only closely spaced syllables contain it. There is no other allophonic substitute for it. Additionally, it is a 'e'.
- d) /a/ appears three times in each word, for example, at the word's beginning, middle, and end. Low, in the middle, and impartial. Two allophones are present in the same syllable. The first one [a] is lengthier [ɑ:] than the second one. Usually, [ɑ:] begins the syllable. The letter 'a' stands for this vowel.

- e) /o/ has the word's initial, middle, and last places. It has a low, rounded center. There are two allophones in it: [o] and [ɔ:]. While [o] exclusively appears in closed syllables, [ɔ:] appears in both close and open syllables. The letter 'o' stands in for it.
- f) /u/ occurs at the beginning, middle, and end of words. It is spherical and tall. It has a few allophone. In an open syllable, the vowel [u:] appears, and in a close syllable, the vowel [ʊ]. The short vowel can come before or after another vowel, to put it simply. The letter 'u' stands in for this vowel.

2.1.2 Pronunciation

a. The Definition of Pronunciation

As we know that pronunciation is a way of how to pronounce or say something well and correctly, so in this pronunciation we are expected to say good words and sentences. In this case Allah SWT says in Q.S. Al-Baqarah : 83, namely:

...وَقُولُوا لِلنَّاسِ حُسْنًا...

"...And all of you speak to people with kind words...." (Q.S. Al-Baqarah : 83) Mushaf Nur Al-Quran, 2011:11

Another word is also Allah SWT emphasized in Q.S. Qaaf: 18 that Allah warns that there are Malaikat who record every human speech, both good and bad, which reads:

مَا يَلْفُظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

"There is no word that he utters except that an angel is present with him."

(QS. Qaaf : 18) Mushaf Nur Al-Quran, 2011:518

In this verse it means that humans are ordered to speak to fellow human beings as well as possible and it really must be implemented, because the verse uses the word command (*fill amar*) which in Ushul Fiqh means that the command shows the obligation to be carried out. Allah SWT commands his people to always maintain words in speech both oral and good writing.

It is emphasized as the hadith of the Prophet (peace and blessings of Allah be upon him) which reads :

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ.

"Whoever believes in Allah and the Last Day should speak well or keep quiet". (HR. al-Bukhari and Muslim). (Kitab Shahih Al-Bukhari & Muslim, 40 : 15)

إِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِالْكَلِمَةِ، مَا يَنْبَغُ فِيهَا، يَزَلُّ بِهَا فِي النَّارِ أَبْعَدَ مِمَّا بَيْنَ الْمَشْرِقِ

"Verily, a servant utters a sentence without thinking about it, and because of that he is thrown into Hell as far as the distance to the east." (HR. Bukhari). (Shahih Bukhari & Shahih Muslim, 6477 : 2988)

In this hadith, Allah emphasizes that when speaking, it is better to think first about what will be said so that no one's heart feels hurt by our words, so be careful in speaking, it is better to be silent than to hurt other people's hearts with our tongues.

According Kelly (2001:1), pronunciation is the act or way of pronouncing a word or spoken phrase. Moreover, pronunciation is the creation of a sound that is significant in two senses. First off, sound is important since it is a component of a language's code. Pronunciation can be thought of as the creation and reception of spoken sounds. Second, it is employed to convey meaning in use situations. Pronunciation in this context refers to verbal acts.

Pronunciation is the production of significant sound in two senses. First, sound is significant because it is used as part of a code of a particular language. Second, it is used to achieve meaning in contexts of use. (Dalton and Seidlhofer, 1994:3).

Kenworthy (1988), when English words are pronounced, the sounds are joined or swapped out to create new words. For instance, in the word met, the sound of / as in no is changed to //, resulting in the word net. The sounds in this situation are important since they are employed to produce pronunciation. Furthermore, according to Dalton and Seidlhofer (1994, p. 3), pronunciation is a spoken sound output that is employed to convey meaning. It alludes to the

conversational setting. Hence, when a speaker speaks, they want to get their point through. Their listener would understand the meaning on the other side.

Kurikulum 2013 Revisi 2017 states that teaching pronunciation is done using a scientific method. It refers to instruction that is student-centered, or focuses more on the pupils than the teacher. Additionally, the curriculum specifies that teaching from texts serves as the basis for education (Permendikbud, 2016). It ought to be used for all content. In Kurikulum 2013, pronunciation is taught as a component of language features. For each grade in senior high school, six to nine basic competences have been classified. Pronunciation is included in the syllabus for every competence and is a component of the English material. Additionally, the pronunciation instruction is consistent with the subject matter. For instance, when a teacher teaches correlative conjunctions, he does not just demonstrate how to use the words "either... or...", "neither... nor...", etc. in sentences or how an element's rule should be phrased. However, the instructor also instructs the class on how to pronounce the word, element, or conjunction in question. It explains that imparting pronunciation is appropriate given the subject matter.

The ability to pronounce words correctly is crucial to learning and using a language. Pronunciation, according to the Oxford Advanced Learner's Dictionary, is the manner in which a language or specific word or sound is said. The way a particular person pronounces a language's words is their second language. One of the most crucial elements of language learning, particularly for speaking, is pronunciation. A slight difference in pronunciation could signify something different. Because of this, proper pronunciation is crucial for oral communication.

Phonetics and phonology are the two perspectives from which pronunciation can always be examined.

1. Phonetics

Phonetic is the study of the way human make, transmit, and receive spoken sounds. According to these three distinctions, it is divided into three primary branches:

- a) Articulatory phonetics is the study of how the vocal organs make speech sounds.

- b) The study of the acoustic characteristics of speech sounds is known as acoustic phonetics.
- c) Auditory phonetics is the study of how speakers' sounds are perceived by listeners.

2. Phonology

Phonology is the study of language systems and the common characteristics that these systems exhibit. Phonology investigates only those changes in sound (the phonemes) that result in differences of meaning within languages, as opposed to phonetics, which analyzes all potential sounds that the human vocal apparatus may produce. If we pay close attention to how English is spoken, we may hear many tiny variations in how different people pronounce certain sounds. Segmental features, which comprise phonemes, and suprasegmental features make up the majority of pronunciation characteristics (included stress, intonation and connected speech).

b. Segmental features (Phonemes)

The various sounds within a language are called phonemes, or segmental aspects of pronunciation. Although people enunciate sounds slightly differently from one another, we can nevertheless reasonably describe how each sound is created. While considering meaning, we can observe how the meaning of a word can vary depending on which sound is used. We can calculate the total number of phonemes in a language using these ideas. There are two types of phonemes: vowel sounds and consonant sounds.

c. Suprasegmental features

Suprasegmental features, As the name suggests, these are characteristics of speech that typically apply to collections of segments, or phonemes. Stress, intonation, and how sounds change in connected speech are crucial English elements (Andi-Pallawa, Baso, 2013).

b. The Factors that Influence the Pronouncing

According to Gilakjani (2011), a few things can affect how well the pupils pronounce.

1. Age

Most people, according to Steinberg and Sciarini (2006), think that kids are better at acquiring a second language than adults are. The frequent observation that young second-language learners seem to pick up another language fast, just by exposure and without teaching and instruction, seems to support this. It implies that small children learn languages more quickly than adults do.

According to Gilakjani and Ahmadi (2011), overall observations indicate that persons who begin learning English after their school years are more likely to experience major difficulties gaining understandable pronunciation, with the difficulty level rising noticeably with advancing age.

2. Motivation

The motivation of students to language and cultural groups is supported by students, and the amount of time spent determining whether a student will develop language as the native language pronunciation goes hand in hand with rising age in language acquisition. Gilakjani (2012).

3. Social

Social circumstances, such as those involving family, play, or the environment, can have an impact on how well someone learns a second language. Steinberg and Sciarini (2006).

4. Mother tongue interference

A student of a second language has a propensity to carry over his or her habits from the mother tongue to the second language, and mistakes made by non-native speakers when pronouncing words reflect the influence of the student's sounds, rules, stress, and intonation. For this reason, students of a foreign language will often produce typical foreign pronunciation.

c. The Tips of Learning Pronunciation

According to Smakman (2019) there is eight the tips of learning pronunciation, 1) slow down, 2) speak consistently loudly, 3) overarticulate rather than underarticulate, 4) focus on the music of your English, 5) find your L2

persona, 6) adjust your general linguistic level to your pronunciation level, 7) read your audience, 8) find a learning routine.

1) Slow down

By far the most important tip that will help you become more understandable is to slow down when you speak, especially when you start speaking. Listeners need to be prepared to digest your L2 (second-language) English, and that means they need to work out how you speak English. As a learner, you need to start slowly and only speed up when you get the impression that the listener understands your specific English pronunciation habits. Only highly advanced speakers who are easily understood can speak relatively quickly and still be understood by a wide audience.

2) Speak consistently loudly

There are occasions when the ends of syllables, words, clauses, and sentences lack emphasis. This is referred to as the "night-candle effect" by Dinger et al. (2008). Candlelight gradually goes out. If you frequently need to repeat what you say at the conclusion of sentences, you are known as a night-candle speaker. The objective is to keep your words alive until they are finished rather than letting them wither away gradually. Avoid swallowing the endings of syllables, words, clauses, or sentences to avoid doing this. Even a little emphasis on these elements is advisable, especially at the conclusion of sentences.

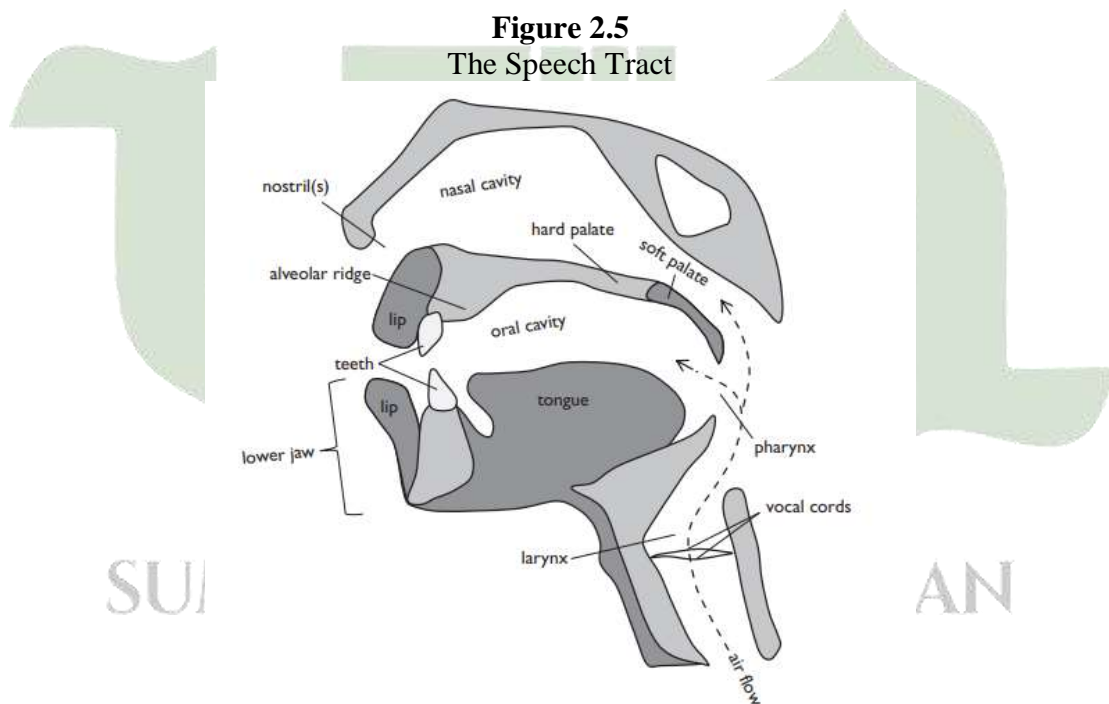
A "slow-burner" style, as defined by Dinger et al. (2008), is the antithesis of the candle-stick style. Some people have a mild voice when they speak, thus others may immediately interrupt them with "Excuse me?!" Make sure your audience is attentive before you talk. To catch people's attention, you might need to make eye contact or even pretend to cough. Then start talking loudly right away. Confidence is a similar topic that is covered in Chapter 4.

3) Overarticulate rather than underarticulate

You can choose to pronounce all sounds without expanding your lips much, as you might when speaking your original language informally, but doing so will only make the sounds more similar to one another and more muddled. The listener will require the context (for example, social, logical, or grammatical

context) to figure out which sound you mean when a sound is not uttered clearly. For instance, it is clear from the context that a pilot does not imply *raider* when they remark that another jet is on their "*ruhduhr*," but rather *radar*. Communication can be interrupted by sounds that are difficult to hear or sounds that are mixed up with other sounds (the listener hears a different sound instead of the intended vowel).

It frequently happens that the speaker makes a series of muttered noises and then expects the listener to infer meaning from them. Sometimes, especially if you are still learning English pronunciation, you need to overarticulate a little bit to aid the listener. Underlining implies that you are not very concerned with the listener's interests. Because they are unsure of the proper pronunciation, students may underarticulate sounds. However, it is preferable to mispronounce sounds than to sound less understandable overall.



Do not omit or add sounds because this is how your native language functions and is therefore natural to you. For instance, the consonants [k], [s], [t], and [] are used to pronounce in the term extremely. All of these should be spoken aloud. This word may sound like the nonexistent "is treamly" if spoken fast or

under the influence of consonant clusters in one's native tongue, i.e. without the [k]. Given that such long consonant strings are uncommon in their home tongues, some learners may have trouble pronouncing extremely correctly. Instead of vowels separating consonants, in their native tongues, some speakers may sound extremely as something like "eccassuhtahreemally." Another instance of uneasy speakers is when they default to muddled vowels that all sound same in the center of the mouth (see Picture 1). If the word peak is not said clearly, it may sound like peck or pick.

4) Focus on the music of your English

When students consider how to pronounce words more clearly, they typically focus on consonants and vowels, but in reality, understanding depends heavily on speed, stress, intonation, and overall rhythm. Playing with these might improve your understandability right away. With the 'music' of your pronunciation, which is something that students sometimes overlook.

5) Find your L2 persona

Take a speaker or speaker type as an example to help you pronounce words more clearly. Your pronunciation will probably resemble theirs if you imitate these. Most of all, try to mimic the way they move the muscles in their speech tract. There may be advantages to sounding almost completely different when speaking English as a second language. All of the sounds you create may sound better once you have identified this "articulatory setting," or method of using the vocal tract. This strategy of taking on a new identity when speaking a second language is successful for some language learners but not for others. Avoid trying too hard to sound like your model speaker(s) if this method makes you seem weird.

6) Adjust your general linguistic level to your pronunciation level

Maintain a level of English grammar and word choice that is comparable to that of your speech. Discourse indicators like you know, like, kind of, sort of, and in fact may make you even harder to follow if your pronunciation is difficult to understand. Repetitive lexical patterns can make a person difficult to listen to and frequently cause linguistic confusion, according to Dinger et al. (2008). In the

same spirit, high pronunciation levels work best with extremely complex sentences that contain challenging native-sounding phrases and expressions.

7) Read your audience

Every listener has their own unique habits and ways of pronouncing words. They speak one or more native languages, each of which has its own set of sounds. Additionally, they each have a unique style of showing interest in what you have to say and a readiness to put up an effort to listen to you. Communication is aided by these types of listener knowledge. There are numerous methods in which you must adapt to their abilities and practices. Avoid just speaking English the way you think it should be said, at the pace and volume you think are appropriate. Instead, carefully begin the conversation and measure the listener before choosing your pronunciation style.

8) Find a learning routine

A course can only establish the groundwork for good English pronunciation. You must keep improving your pronunciation if you want your level to remain the same or increase. You require a daily schedule. You may, for instance, take a seat each day and spend a minute imitating your favorite speaker. Every day, you could mimic newsreaders. You could possibly reread this course material and listen to the recordings numerous times. If you have the opportunity to speak English on a regular basis in your daily life, it is advised that you evaluate your performance by treating each sound you make as a component of your pronunciation education. You can converse with a mirror, routinely record yourself, and evaluate your own recording. Even on a regular basis, you can utilize a pronunciation tool (see www.universiteitleid.nl/clearenglish pronunciation). Make sure that improving your pronunciation is the main goal and not just attending this or another pronunciation course. It's never enough to complete a course only once and move on.

2.1.3 Error Analysis

Error analysis is a method for identifying, categorizing, and systematically interpreting the unacceptable forms produced by someone learning a foreign

language using any of the linguistics principles and techniques (Crystal, 1985:112). According to Brown (2007), an error is a performance that occurs when the deviation results from a lack of knowledge. A mistake only occurs when there was no intention to make one, according to James in Fauziati (2000:139). Errors are organized deviations that persist over time and are typical of a learner's linguistic system at a particular stage of learning. By contrasting the original and reconstruction sentences which are true sentences with the meaning the learner intended errors can be found. Depending on whether the learner has access or not, Corder proposed two distinct approaches to arrive at the interpretation in Fauziati (2000:140).

The research of the language acquisition process is one theoretical use of error analysis. The justification for investigating error is based on the systematic character of language learning in mentalist or cognitivist theories of language acquisition. Errors in a learner's interlanguage will also be systematic since language acquisition is systematic, as may be observed, for instance, in the use of hypothesis- testing by first- and second-language learners (Corder, 1973:270).

The term "error" refers, according to Nurjanah, Anggoro, and Dwiastuty (2017), to any mistake that someone makes when developing grammar or other language aspects as a result of his ignorance or insufficient understanding of that language. It differs significantly from those made as a result of mistakes or slips, which are called slips. However, Richard, cited in Heydari and Bagheri (2012), claimed that depending on the source, errors can be divided into the following categories: (1) Interference errors, which come from the usage of words or phrases from one language while speaking or writing in another. (2) Intralingual errors: mistakes that reflect the general characteristics of rule learning, such as incorrect generalization, insufficient application of rules, and a failure to understand the circumstances in which rules apply. (3) Developmental errors: mistakes that happen when learners try to form theories about the target language based on a small number of experiences.

Richard later grouped errors according to their causes (Heydari and Bagheri, 2012). (1) Interlingual errors: mistakes brought on by interference from

the mother tongue. (2) Intralingual and developmental errors: These mistakes happen when studying a second language at a point when the students have not yet fully mastered the material. In addition, mistakes can also be a result of language's inherent difficulties.

Learning English involves making a variety of errors, including clausal, syntactical, and phrasal errors. There are two terminologies used in language learning: mistakes and errors. According to Brown (2007), there are two ways that individuals can errors when learning a language. The first is that students are aware of the system but fail to put it into practice, and the second is because they lack linguistic proficiency. He argues that mistakes and errors should be distinguished from one another. Errors demonstrate one's aptitude for learning, but mistakes reflect poor language performance.

According to Corder (1967), mistakes in language learning occur when a speaker violates the rules of the language (breaches of code), which arise when a person is learning a language that has different rules than the language they have already mastered. Scholars of applied linguistics have extensively examined the distinction between errors and mistakes. Bottley (2015) has developed the views of numerous experts and arrived at the conclusion that errors are typically defined as systematic departures from the rules of a target language. They could happen if a learner is unaware of a rule, like English's Subject-Verb Agreement. On the other hand, mistakes are thought of as inadvertent, accidental errors brought on by mere indifference or forgetfulness.

2.1.4 Error Pronunciation

Indonesians, including those enrolled in the S1 English Education study program, find it challenging to pronounce English. In certain circumstances, the issue is brought on by the language's inconsistent spelling, which makes pronunciation even more challenging (Syafei, 1988: 1). Students sometimes find it difficult to understand how an English word should be pronounced or how the word they hear should be written because the letters of English words do not correspond to their sounds. However, Kelly (2001: 122) claims that the link

between spelling and pronunciation in English is more complex.

The written languages of English and Indonesian both use 26 letters, although they are pronounced differently. According to Muslich (2008), there are around 33 different sounds in Indonesia, including 4 diphthongs (Indonesian Language Development Committee, 2016: 4), 6 vowels, and 23 consonant sounds. In general, Indonesian spelling and pronunciation follow a similar pattern. The letters are generally simple to learn since their sounds are so similar. A lingua franca with a relatively simple language structure is Indonesian (Steinhauer, 2000: 175). While there are 44 possible spelling sounds in English, comprising 24 sounds for each of the 24 consonant letters and 20 sounds for each of the 5 vowel letters.

Pronunciation is the act or style of pronouncing words; speech, according to Kristina et al. (2006: 1). Additionally, pronunciation is the creation of sounds that have dual significance. The usage of sounds as a component of a certain linguistic code makes them relevant in the first place. Pronunciation in this context refers to the creation and reception of speech sounds. In the context of use, it is also employed to achieve meaning. This definition of pronunciation includes speaking itself (Dalton and Seidlhofer, 1994: 3). Phonetics and phonology can both be used to study pronunciation (Crystal, 2003: 236).

a. Phonetics

The study of how people produce, transmit, and receive speech sounds is known as phonetics. There are three primary branches that correlate to the three differences.

- a. Articulatory phonetics is the study of how the vocal apparatuses are employed to produce speech sounds.
- b. Acoustic phonetics is the study of the acoustic properties of spoken sounds.
- c. Auditory phonetics is the study of how people understand spoken sounds.

b. Phonology

Phonology is the study of language systems and the underlying characteristics that these systems exhibit. Phonology exclusively investigates the variations in sounds (phonemes) that generate distinctions in meaning in language, as opposed to phonetics, which analyzes all the conceivable sounds that can be made by the human vocal equipment. We may detect tiny variations in how people pronounce specific sounds when we pay close attention to how English is spoken.

There is no correlation between writing and spelling in English. This is a particular challenge for English language learners. Less than 500 totally irregular words exist in reality (Kelly, 2000: 123), and several of them are among the most commonly used words (Crystal, 2003: 272). However, according to Kelly (2000:123), more than 80% of English words are spelt in a predictable way. Therefore, comprehending the spelling system requires knowledge of the predicted link between spelling and pronunciation (Crystal, 2003: 272).

Errors in pronunciation can take many different shapes, such as the addition of a sound that shouldn't be there or, conversely, the replacement of a sound that shouldn't be uttered with another sound. In this instance, addition, omission, and replacement are the three types of errors that Brown (2007, 262) and Crystal (2008, 173) categorize.

1. Vowel Adding

Vowel adding is condition when someone pronounces an English word incorrectly, they may add one vowel sound on top of other sounds in the word.

2. Vowel Replacement

Vowel replacement is the substitution of one vowel sound for another when pronouncing an English utterance constitutes this type of mistake. A vowel that isn't pronounced in the utterance is used in place of the vowel that is.

3. Vowel Removal

Vowel removal is one vowel sound that should be pronounced but isn't (missing) in the pronunciation of an English utterance results in this type of error.

2.2 Previous Related Research

The previous related of this research are as follows :

1. The first interrelated previous research was conducted by Anggi Diah Pitaloka entitled "**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 In The Academic Year 2019/2020**". The purpose of this study was to analyze vowel pronunciation errors made by IAIN Samarinda students. This study used oral test as an instrument. Researchers discovered 5 words out of the 40 words tested in this investigation, according to the findings. The terms include prepositions, adverbs, adjectives, verbs, and nouns. Out of the 40 words evaluated, more nouns and fewer prepositions fell into each category. This discovery influences how well students pronounce words. More vocabulary relating to nouns was learned by the pupils, albeit not all of them correctly pronounced words relating to prepositions. The research' findings also indicate that, despite not being native English speakers, sixth semester International Class Program students are "good" at pronouncing words in English.
2. The second interrelated previous research is research conducted by Novra Melisa P. Hutabarat entitled "**Error Analysis Of Students' Pronunciation In Pronouncing English Vowel At The First Semester In English Department Of Universitas HKBP Nommensen Pematangsiantar**". This study has the same goal of analyzing vowel pronunciation errors whose research was conducted on first semester students of the English education department of

HKBP Nommensen University Pematangsiantar. This research uses qualitative methods. The focus of this study uses the theory of Heidi Dulay (1982), which shows the types of errors based on the taxonomy of surface strategies into additions, omissions, information errors, and sequencing errors. According to the study's findings, students at the English Department of HKBP Nommensen University Pematang Siantar made a number of mistakes when pronouncing English vowels throughout the first semester. According to the research's findings, students frequently make four different types of pronunciation mistakes when speaking English vowels: omission errors, addition errors, form errors, and sequencing errors. 17 pronunciation faults caused by students were discovered by the researcher. The researcher discovered three omission errors, or 18%, four addition errors, or 23%, nine misformation errors, or 53%, and one sequencing error, or 6%.

3. The third interrelated previous research is research conducted by Jani Ramadani, Martono Martono and Hasan Zainnuri, entitled **“Error Analysis in Pronouncing English Vowels of the Eleventh Grade Students in One of Senior High Schools in Sukoharjo”**. The purpose of this study was to analyze the vowel pronunciation errors of 7th grade students in one of the Junior High Schools in Sukoharjo. This study used descriptive qualitative approach method and 15 students as participants in this study. In this study, the researcher collected data through pronunciation tests and interviews. The findings revealed that pupils consistently mispronounced English vowels, including diphthongs (46.02%), short vowels (38.21%), and long vowels (15.77%), totaling 615 errors. The data demonstrates that students' blunders most frequently involve diphthongs. Additionally, it was discovered that the most often pronounced sounds were /ʊə/, /ɪ/, /eɪ/, /ʌ/, and /ə/. Both intralingual and interlingual transmission are at blame for the mistakes. To reduce pupils' pronunciation faults of English vowels, teachers are urged to start teaching pronunciation as

early as possible. Teachers can also give students clear examples of how to pronounce English sounds by using the right educational strategies and media.

4. The fourth interrelated previous research is research conducted by Juswandi entitled **“An Analysis Of Students’ Error On English Vowel Pronunciation In Reading Narrative Text”**. The purpose of this study was to find out the kinds of pronunciation errors on long vowel and short vowel that were made by the students. This study used descriptive qualitative approach method and 15 students taken from 3 classes of the fourth Semester English Department, Muhammadiyah University of Makassar in academic year 2021/2022. The data were collected by recording pronunciation in oral test, then transcribed. The data collection was analyzed using percentage techniques. From the results, most of students produced pronunciation error on the long vowels /eɪ/, /i:/, /aɪ:/, /oʊ:/, / ju:/ and with the highest number errors on long vowel / eɪ /. It was proved for about 80% students pronounced / meɪd / for / mɛd / in word “Made”. Meanwhile, the students made errors on the short vowel /æ/, /ɛ/, /ɪ/, /ɑ/, / ʌ /, and / /ʌ / with the highest number errors on short vowel /ʌ /. It was proved for about 26 , 6% students pronounced / bʌt / for / bət / in word “But”. In conclusion the results showed that majority of the fourth semester English department Muhammadiyah University of Makassar made pronunciation errors on long vowel / eɪ / and short vowel /ʌ /
5. The fifth interrelated previous research is research conducted by Andy Idayani English Journal of Indragiri (EJI) 2019, Vol. 3, No., entitled **“An Analysis On Students’ Errors In Pronouncing English Words”**. The purpose of this research is to know the students’ errors in pronouncing of English words on vowel and consonant sounds in the first semester of English students of FKIP UIR. The research design of this study is descriptive research and 28 students. The result of this study described that there are some errors made by students in

pronouncing English words. There are 25 students' errors pronouncing short vowel /e/, 15 students' errors pronouncing short vowel /u/, 21 Students' errors pronouncing the consonant /ð/, 18 students' errors pronouncing consonant /ə/, and 17 students' errors pronouncing consonant /z/.

6. The sixth interrelated previous research is research conducted by Ramadani, Martono, and Zainnuri, entitled **“Error Analysis in Pronouncing English Vowels of the Eleventh Grade Students in One of Senior High Schools in Sukoharjo”**, English Education Journal Vol.10, No. 2, January 2022. This research was aimed to investigate the errors made by the students in pronouncing English vowels and the factors that underlie the errors by using error analysis. This research was qualitative descriptive research, and 15 students were involved as the participants. The data were collected through pronunciation tests and interviews. The results indicated that students made 615 total errors in pronouncing English vowels which included diphthong (46.02%), short vowels (38.21%), and long vowels (15.77%). Besides, it was found that /ʊə/, /ɪ/, /eɪ/, /ʌ/, and /ə/ were the most frequently mispronounced sounds. The main factors causing students' errors were intralingual transfer and interlingual transfer.
7. The seventh interrelated previous research is research conducted by Devy Angga Gunantar Stefani Dewi Rosaria, and Hetty Catur Ellyawati, entitled **“Kesalahan Pengucapan Bahasa Inggris Pada Mahasiswa (Error Pronunciation)”**, Dinamika Sosial Budaya, Vol 22, No. 2, Desember 2020, pp 272-283. The purpose of this research is to describe the error pronunciation of English vowel, the cause of the error, and the type of the error. This is a descriptive qualitative research. The result of this research shows there are 224 words which is frequently mispronounce by the students. This is caused by the discrepancies of the vowel words in English and in Indonesian language. Some of the English vowel words do not exist in Indonesian

language as a result most of the students replace those words which have similar sounds to their native language. The types of error often happened are the substitution error, inserting error, and omission error. The substitutions error is the highest error made by the students. Nearly 90% of the mispronounce words is caused by the substitution error.

8. The eighth interrelated previous research is research conducted by Ambalegin and Tomi Arianto, entitled **“English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speeches and Its Influencing Factors”**, *Language Literacy: Journal of Linguistics, Literature and Language Teaching* Volume 2, Number 2, pp: 111-125, December 2018. This research aimed to find out the mispronunciation of English vowels and consonants of the seventh president of Republic of Indonesia, Mr. Joko Widodo in his official English speeches based on the standard of British English Received Pronunciation (RP) and the factors influencing his English vowels and consonants mispronunciation. This research is a descriptive qualitative research. In collecting data, the researchers used observation method with non-participatory technique (Sudaryanto, 2015). In analyzing the data, the researchers used articulatory identity method (Sudaryanto, 2015). It was found that the consonant sounds /θ/, /ð/, /v/, /z/, /ʃ/ were pronounced incorrectly, the vowel sounds /ə/, /ɒ/, /ɛ/, /i/, /e/, /ɪ/ were pronounced inconsistently, and the diphthong sounds /ɪə/, /eɪ/, /əʊ/ and /aʊ/ were pronounced incorrectly. The consonant sound /l/ in the middle of the word was not pronounced. The consonant sound /j/ in the middle of the word is omitted. The consonant sounds /g/, /tʃ/, and /r/ were pronounced the same as the spelling. The consonant sounds /t/, /s/, /k/ at the end of the words were omitted. The letter y sounded /ɪ/ at the end of the word was pronounced as /e/. The diphthong sounds /ɪə/, /eɪ/, /əʊ/ and /aʊ/ were pronounced as /ɪ/, /ʌ/, /ɛ/, /ə/, /e/, and /ɔ/.

9. The ninth interrelated previous research is research conducted by Anggi Diah Pitaloka, Entitled **“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 In The Academic Year 2019/2020”**, Borneo Journal of Language and Education Volume I No.1, 2021. The objective of research is to know is the students’ English vowel pronunciation error at the sixth semester of Islamic Studies of International Class Program of state Islamic institute (IAIN) of Samarinda. The research used descriptive qualitative. The main instrument is test. This research is carried out on the sixth semester students of International Class Program (KKI) of State Islamic Institute of Samarinda in the year 2019/2020. There are 15 students as participants. The result was found that there was an error in pronouncing English vowel. From the most common mistakes, to those that do not occur, are as follow: vowel /ʊə/ had 17 errors in both words, /ʌ/ occurred 15 errors, /ɒ/ occurred 12 errors, /ɑ:/ occurred 8 errors, /ə/ occurred 7 errors, /ɪə/ occurred 6 errors, /ɔ:/ occurred 4 errors, /eɪ/ occurred 4 errors, /ɔɪ/ occurred 4 errors, /εə/ occurred 4 errors, /aɪ/ occurred 3 errors, /aʊ/ occurred 3 errors, /u:/ occurred 2 errors, /z:/ occurred 2 errors, /æ/ occurred 2 errors, /ɪ/ occurred 2 errors, /i:/ occurred 1 errors, /ʊ/ occurred 0 errors, /e/ occurred 0 errors, and /əʊ/ occurred 0 errors. The results showed that the participants were more dominant making mistakes in vowels /ʊə/, /ʌ/, and vowel /ɒ/.
10. The tenth interrelated previous research is research conducted by Evi Kasyulita, Batdal Niati and Khafifah Indah, entitled **“Students’ Errors In Pronouncing Of English Vowels”**, Journal of English Education Vol. 9 No. 1, 2023. This study aimed to determine the second-semester English students’ errors in pronouncing English vowels. This was a descriptive quantitative study. The sample of this

study was 25 students of the English Study Program of the University of Pasir Pangaraian. This study's data were collected using a pronunciation test consisting of 20 English vowel sounds. The error analysis focused only on the two types of vowel sounds: long and short. Then, the rubric of pronunciation by the Council of Europe was used to analyze the data of this study. The findings of this study revealed that the students made 267 pronunciation errors. The researcher gave 60 words given in the test, and it was found that there were 15 words (25%) pronounced at more than half accurate level, 25 words (41,6%) pronounced at half accurate level, and 20 words (33,3%) pronounced in less than half accurate level. Thus, it could be concluded that not all students can pronounce English vowels accurately.



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