

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

Based on the research conducted in UIN SU, the researcher got the data from the tests by 25 8<sup>th</sup> semester students of English Education department. The tests result about recorded pronunciation performances. The recording processes take place in different time and situation. It is due to participant's conditions that affect the pronunciation performance to minimize the occurrence of mistake. In analyzing the data, as stated before in the previous chapter, the procedure used by the researcher are identifying the errors and describing the errors.

#### 4.1 Findings

Researches used Interview, test and documentation for this research to analysis error vowel pronouncing at English Education Department, Faculty of Tarbiyah and Teacher Training, UIN SU.

##### 4.1.1 Interview

The researcher used WhatsApp application to collect data. The questions from the interview amounted to two points which were distributed to 25 English Education students. The following are the results of the interview.

**Table 4.1**  
**Students Interview by Researcher**

No.	Question	Answer
1.	What pronunciation difficulties often occur when you are speaking English?	
2.	How do you overcome pronunciation difficulties that often occur when you are speaking English?	

There is 25 students answer this interview by WhatsApp Application. The results of the interviews that the researchers have conducted will be presented as follows :

What pronunciation difficulties often occur when you are speaking English?

Students answer :

Student 1 : Kosakata yang jarang didengar membuat saya terkadang menjadi sulit mengucapkannya. (Vocabulary that is rarely heard makes it difficult for me to pronounce sometimes).

Student 2 : Kesulitan pengucapan yang sering terjadi ketika saya sedang berbicara bahasa Inggris adalah disaat mengucapkan kata atau kalimat yang belum pernah saya ucapkan sebelumnya atau yang jarang saya gunakan ketika berbicara bahasa Inggris. (The pronunciation difficulty that often occurs when I am speaking English is when pronouncing words or sentences that I have never said before or that I rarely use when speaking English).

Student 3 : Terdapat kosakata yang jarang digunakan. (There is rarely used vocabulary).

Student 4 : Mengucapkan kata (pronunciation) membuat kata-kata menjadi sulit diucapkan takut salah menyebutkan dan bisa menjadi salah arti. (Pronunciation makes words difficult to pronounce for fear of mispronouncing them and they can become misleading).

Student 5 : Kesulitan saya ketika bahasa Inggris adalah, ketika saya saat gugup maka saya lupa dengan vocabulary kata tersebut, sehingga saya jadi tidak tahu apa yang harus saya ucapkan. (My difficulty with English is that when I get nervous, I forget the vocabulary words, so I don't know what to say.)

Student 6 : Kesulitan yang sering terjadi ketika berbicara bahasa Inggris adalah, saat mengucapkan kosakata yang berbeda namun penyebutan yang hampir sama, seperti knight dan night. Sehingga membuat lidah sedikit kesulitan untuk menyebutkan kalimat tersebut dengan cepat. (The difficulty that often occurs when speaking English is, when pronouncing different vocabulary but almost the same mention, such as knight and night. So it makes the tongue a little difficult to say the sentence quickly).

Student 7 : Pada saat pengucapan kata per kata atau silent word misalnya : "Plumb" yang dibaca "plum". (When pronouncing a word by word or silent word for example: "Plumb" pronounced "plum").

Student 8 : Kesulitan yang sering saya alami adalah terkadang ada beberapa kata yang saya kurang sering mendengarnya, jadi ketika saya mengucapkannya mungkin dapat menjadi kata yang memiliki arti yang berbeda. (The difficulty I often experience is that sometimes there are some words that I don't hear often enough, so when I say them, they may have different meanings).

Student 9 : Sangat sering terutama pada kata-kata yang jarang didengar. (Very often especially on words that are rarely heard).

Student 10 : Menurut saya kesulitan pengucapan yang sering terjadi ketika saya berbicara bahasa Inggris adalah ketika saya mengucapkan kata atau kalimat yang memiliki huruf r atau seperti kata "desk" dan pengucapan yang sama namun berbeda arti dan penekanan nya. (I think the pronunciation difficulty that often occurs when I speak English is when I pronounce words or sentences that have the letter r or like the word "desk" and the same pronunciation but different meaning and emphasis).

Student 11 : Kesulitan pengucapan yg sering terjadi ketika berbicara bahasa inggris karena tulisan setiap kata dan apa yg di ucapkan berbeda. Jadi terasa sulit. (Pronunciation difficulties often occur when speaking English because the writing of each word and what is spoken is different. So it feels difficult).

Student 12 : Kesulitan yang saya alami saat membaca text adalah , banyak nya text yg di singkat seperti i'd nah sehingga membuat saya kesulitan dalam pengucapan nya. (The difficulty I experience when reading text is that there are many texts that are shortened like i'd nah so that it makes it difficult for me to pronounce it).

Student 13 : Menurut saya pribadi kesulitan yang sering saya alami ketika berbicara bahasa Inggris adalah ketika saya menemukan kata\* yang kurang familiar saya dengar dan baca maka saya merasa sedikit kesulitan untuk mengetahui bagaimana cara pengucapan kata tersebut. (I personally think the difficulty I often experience when speaking English is that when I find a word\* that I am not familiar with, I find it a little difficult to know how to pronounce the word).

Student 14 : Kesulitan pengucapan yang sering terjadi ketika saya berbahasa inggris ialah beberapa kalimat atau kosakata yang kadang agak asing bagi saya atau

jarang digunakan ketika berbicara kemudian beberapa kosakata yang panjang juga bagi saya cukup sulit diucapkan. (Pronunciation difficulties that often occur when I speak English are some sentences or vocabulary that are sometimes somewhat foreign to me or rarely used when speaking then some long vocabulary is also for me quite difficult to pronounce).

Student 15: Kesulitan saya dalam pengucapan dalam berbicara bahasa Inggris dikarenakan kurangnya percaya diri ketika saya berbicara dengan lawan bicara saya dalam bahasa Inggris tidak. Tidak hanya itu saya juga merasa aksen saya tidak merasa baik sehingga lawan bicara saya ketika mendengar pun tidak dapat memahaminya. (My difficulty in pronunciation in speaking English is due to a lack of confidence when I speak to my interlocutor in English. Not only that, I also feel that my accent is not good so that my interlocutor when listening cannot understand it).

Student 16 : Kesulitan pengucapan yang sering saya lakukan adalah ketika mengucapkan kata “see” dengan “sea”, menurut saya ini sulit untuk diucapkan jika tidak diucapkan dengan benar maka akan menimbulkan salah arti. (The pronunciation difficulty I often have is when pronouncing the word "see" with "sea", I think this is difficult to pronounce if it is not pronounced correctly it will cause misunderstanding).

Student 17 : Kesulitan pengucapan yang sering terjadi ketika saya sedang berbicara bahasa Inggris adalah mungkin karena kurangnya latihan atau tidak konsisten menggunakan kalimat bahasa Inggris dalam kehidupan sehari-hari. (The pronunciation difficulties that often occur when I am speaking English are probably due to lack of practice or not consistently using English sentences in daily life).

Student 18 : Kesulitan saya dalam pengucapan berbahasa Inggris yaitu di kata yang pengucapannya mirip, seperti misalnya pada kata “sea” dengan “see”. (My difficulty in English pronunciation is in words with similar pronunciation, such as "sea" and "see").

Student 19 : Hal yang sering saya alami ialah kesulitan dalam mengucapkan hal yang mirip contohnya antara membedakan word dengan world. Sekilas pengucapannya hampir mirip dan juga nyaris tidak ada bedanya. (What I often

experience is difficulty in pronouncing similar things, for example between distinguishing word and world. At first glance, the pronunciation is very similar and there is almost no difference).

Student 20 : Kesulitannya mungkin terletak pada perbedaan tulisan dan cara membacanya, sebagaimana yang kita ketahui kata atau kalimat bahasa Inggris memiliki penulisan yang berbeda dengan penulisannya. (The difficulty may lie in the difference in writing and how to read it, as we know English words or sentences have different writing from the writing).

Student 21 : Menurut saya kesulitannya yaitu kurang percaya diri menyebutkannya karna takut salah pengucapan atau grammarnya. (I think the difficulty is that I don't feel confident mentioning it because I'm afraid of mispronunciation or grammar).

Student 22 : Kesulitan yang terjadi ketika berbicara bahasa inggris itu biasanya dikarenakan ada beberapa huruf yang pengucapannya hampir mirip seperti word (kata) dan world (dunia). (The difficulty that occurs when speaking English is usually because there are several letters that are almost similar in pronunciation such as "word" and "world").

Student 23 : Terdapat beberapa cara yang saya alami ketika mengucapkan kata-kata ketika berbicara bahasa Inggris, salah satunya ketika huruf akhir pada kata yang tidak pernah ditemukan dalam bahasa Indonesia, misalnya seperti contoh kalimat dalam lagu "are you satisfied?-marina", yang salah satu liriknya mengatakan "baby, nothing comes for free", disaat melafalkan kata "comes for" pada lirik tersebut, saya mengalami kesulitan dalam menyebutkannya. (There are several ways that I experience when pronouncing words when speaking English, one of which is when the final letter in the word is never found in Indonesian, for example like the example sentence in the song "are you satisfied? -marina", which one of the lyrics says "baby, nothing comes for free", when pronouncing the word "comes for" in the lyrics, I have difficulty in saying it).

Student 24 : Saya memiliki kekurangan dibagian pronunciation . Karna saya tidak percaya diri kemudian kurangnya vocabulari yang saya miliki. (I have a deficiency in pronunciation. Because I am not confident and then I lack

vocabularies).

Student 25 : Kurang mengetahui kosa kata, takut grammar yg digunain salah, pengucapan kata tertentu yang kurang tepat. (lack of vocabulary, fear of using the wrong grammar, improper pronunciation of certain words).

How do you overcome pronunciation difficulties that often occur when you are speaking English? Student answer :

Student 1 : Dengan mencari tahu pelafalannya melalui google translate. (By finding out the pronunciation through google translate).

Student 2 : Dengan cara mengulangi kata nya kembali atau mencari dan membaca lagi kata kata tersebut. (By repeating the word again or looking up and reading the word again).

Student 3 : Cara saya mengatasi kesulitan tersebut adalah, langkah pertama saya mencari kosa kata nya di google translate atau aplikasi kamus sejenisnya yg menyediakan fitur sound, dari situ saya bisa mendengar bagaimana penyebutan yang benar. Kedua, setelah mendengar berulang, saya melatih nya sampai dapat menyebutkan kosa kata tersebut dengan lancar. (The way I overcome this difficulty is, the first step is to look up the vocabulary in Google Translate or similar dictionary applications that provide sound features, from there I can hear how to mention it correctly. Secondly, after listening repeatedly, I practice it until I can say the vocabulary fluently).

Student 4 : Saya mengatasinya dengan mencoba memberanikan diri lebih banyak berbicara inggris dengan orang lain. (I overcame it by trying to speak more English with others).

Student 5 : Perbanyak vocabulary, membaca tulisan bahasa Inggris (quote atau cerita dll), berbicara bahasa Inggris, mendengarkan lagu bahasa Inggris, menonton film berbahasa Inggris mungkin itu bisa membantu. (Expanding vocabulary, reading English writing (quotes or stories etc.), speaking English, listening to English songs, watching English movies might help).

Student 6 : Mengeja terlebih dahulu kalimat tersebut berulang kemudia mengucapka nya secara perlahan. (Spelling the sentence repeatedly first and then pronouncing it slowly).

Student 7 : Cara saya mengatasi kesulitan pengucapan yang sering terjadi ketika saya sedang berbicara bahasa Inggris yaitu sering mengulang kembali kata atau kalimat yang sulit diucapkan atau yang jarang digunakan. (The way I overcome pronunciation difficulties that often occur when I am speaking English is to often repeat words or sentences that are difficult to pronounce or that are rarely used).

Student 8 : Mendengar kata tersebut melalui audio yang diucapkan oleh native speaker, misalnya dari aplikasi youtube maupun google translate. (Hear the word through audio spoken by a native speaker, for example from the youtube application or google translate).

Student 9 : Biasanya saya dengerin voice yang ada di translate itu, terus saya praktikan ulang. (I usually listen to the voice in the translator, then I practice it again).

Student 10 : Cara saya mengatasi kesulitan pengucapan yang terjadi adalah saya akan praktek setiap kata atau kalimat yang menurut saya sulit dan saya melihat bagaimana cara penggunaannya di YouTube dll. (The way I overcome the pronunciation difficulties that occur is that I will practice every word or sentence that I find difficult and I see how to use it on YouTube etc).

Student 11 : Mengatasinya dengan cara mengulang ulang kata bahasa Inggris, mendengar dari film atau musik agar memudahkan. (Overcoming it by repeating English words, listening to movies or music to make it easier.).

Student 12 : Saya mengetikkan dulu ke Google Translate setelah itu saya hidupkan audionya untuk mengetahui cara pengucapannya setelah itu saya menirunya. (I typed it into Google Translate first, then I turned on the audio to find out how to pronounce it, then I copied it).

Student 13 : Biasanya saya akan membuka kamus bahasa Inggris online untuk mendengar native speaker mengucapkan kata yang saya tidak tau agar saya dapat mengetahui pengucapan yang benar terkait kata yang saya kurang familiar bagaimana cara pengucapannya. (I will usually open an online English dictionary to hear a native speaker pronounce a word that I don't know so that I can find out the correct pronunciation of a word that I am not familiar with).

Student 14 : Biasanya cara saya mengatasinya memperbanyak test bacaan

text bahasa Inggris, memperbanyak membaca dan mengenal kosa kata kosa kata baru agar lebih terlatih serta mengulangi nya ketika mencoba berbicara. (usually the way I overcome it is to increase the reading test of English texts, increase reading and recognize new vocabulary to be more trained and repeat it when trying to speak).

Student 15 : Cara mengatasi kesulitan pengucapan dalam berbahasa Inggris saya akan melakukan google translate dan mendengarkan pelafalannya agar tidak salah ketika saya mengucapkannya. (How to overcome pronunciation difficulties in English I will do google translate and listen to the pronunciation so that it is not wrong when I say it).

Student 16 : Menurut saya cara mengatasi kesulitan pengucapan ini adalah dengan memahami lebih dalam lagi tentang pengucapan-pengucapan, banyak berlatih dan memahami konsisi pada saat sebuah kata itu digunakan. (I think the way to overcome this pronunciation difficulty is to understand more about pronunciation, practice a lot and understand the conditions when a word is used).

Student 17 : Cara mengatasinya yaitu mencari tempat atau partner untuk mengobrol dalam bahasa Inggris, kemudian latihan berbicara didepan cermin untuk memperlancar pengucapan bahasa Inggris. (The way to overcome it is to find a place or partner to chat in English, then practice speaking in front of a mirror to improve English pronunciation).

Student 18 : Biasanya saya mengatasinya dengan mencari tahu terlebih dahulu cara pengucapan dari kata yang ingin diucapkan. (I usually overcome this by first finding out the pronunciation of the word I want to say).

Student 19 : Hal yang saya lakukan untuk mengatasi kesulitan saya ialah dengan mencoba melihat alphabet huruf yang akan saya ucapkan, dengan demikian saya bisa mengetahui banyak cara pengucapan yang baik dan benar. (What I do to overcome my difficulties is to try to look at the alphabet of letters that I will pronounce, so I can find out many ways of pronouncing well and correctly).

Student 20 : Dengan berlatih dan banyak membaca tulisan-tulisan berbahasa Inggris, mendengarkan music, film dan lain sebagainya. (By practicing and reading a lot of English writings, listening to music, movies and so on).



Student 21 : Dengan berlatih bahasa Inggris melalui mendengarkan lagu dan menonton video. (By practicing English through listening to songs and watching videos).

Student 22 : Biasanya saya mengatasinya dengan cara meminta lawan bicara saya untuk mengulanginya sekali lagi, atau ketika saya yg berbicara saya mengulang maksud dari perkataan saya dengan kata "i mean like". (I usually overcome it by asking the person I'm talking to to repeat it again, or when I'm the one speaking I repeat what I meant to say with the words "i mean like").

Student 23 : Biasanya saya membaca naskah-naskah pidato di Google, dan saya juga melatih pronunciation saya melalui lagu, dan juga terkadang mengajak teman saya untuk berbicara dalam bahasa Inggris agar lidah Saya tidak kaku. (I usually read speech scripts on Google, and I also practice my pronunciation through songs, and also sometimes invite my friends to speak in English so that my tongue is not stiff).

Student 24 : Saya mengatasinya dengan mencoba untuk mengucapkan sendiri tetapi sambil direkam. Kemudian Dengarkan lagi pelafalan yang saya lakukan di google kemudian saya ulangi hingga mirip. Kemudian untuk kekurangan saya terhadap vocabulari saya membuat sticky note di seluruh benda yang ada dalam kamar. Tuliskan nama-nama benda supaya mudah diingat. Lalu menghafalkan satu per satu dengan target yang harus dicapai per minggunya. (I overcome this by trying to pronounce myself but while being recorded. Then listen again to the pronunciation that I did on Google then I repeat it until it is similar. Then for my lack of vocabulary I made sticky notes on all the objects in the room. Write down the names of objects so that they are easy to remember. Then memorize one by one with a target that must be achieved per week).

Student 25 : Banyak berlatih pengucapan kata yang sulit tersebut dan mendengarkan orang berbicara bahasa inggris, bisa melalui film ataupun music. (Practicing the pronunciation of difficult words and listening to people speak English, either through movies or music.).

From the analysis that researchers found in the interview above is that many vocal pronunciation errors occur due to vocabulary that is rarely spoken and heard

and vocabulary that has almost the same pronunciation so that students do not understand how to distinguish and how to pronounce it properly and correctly, this often results in misunderstanding when we speak to others, this makes the words we say change meaning when spoken with the wrong pronunciation and the factor of lack of confidence can also affect difficulties in English pronunciation. From this analysis, it raises a way to overcome pronunciation difficulties that often occur when speaking English, namely by learning the spelling of vocabulary that is rarely heard or spoken, improving pronunciation by practicing speaking English by utilizing existing media such as through videos on YouTube and other social media platforms, or by utilizing the use of Google Translate media where we can see the writing and listen to the correct pronunciation of words according to their pronunciation.

#### 4.1.2 Test

In addition to using interview data collection, researchers also use test collection to get data to be analyzed. This study uses an oral test consisting of two tests, namely, the story test and the word list test, in the story test the researcher takes 20 words and in the word list takes 40 words, so the total is 60 words, all of which include 20 vowel. Students are asked to answer the test through the WhatsApp application using the voice note (VN) feature which then the VN results will be analyzed by the researcher. The following are the results of the data that has been analyzed by the researcher :

**Table 4.2**  
**Result of Calculation Students Errors**

No.	Students	Story Test And List Words		Total Errors
		Long Vowel	Short Vowel	
1.	NN	3	-	3
2.	WUS	5	2	7
3.	MAH	3	2	5
4.	TR	7	2	9

5.	RCK	3	-	3
6	PW	4	2	6
7.	WA	1	-	1
8.	RA	2	1	3
9.	IR	2	-	2
10.	NS	3	1	4
11.	RAA	1	1	2
12.	LF	1	1	2
13.	DW	4	2	6
14.	FA	2	1	3
15.	SFF	5	4	9
16.	AH	5	5	10
17.	CASC	1	1	2
18.	TR	2	3	6
19.	RAP	4	2	6
20.	AES	1	1	1
21.	AD	5	3	8
22.	HS	3	2	5
23.	NSM	2	1	3
24	NASH	1	-	1
25.	CIS	3	2	5
Total		73	39	112

From the test results above, it can be concluded that there are 112 vowel pronunciation errors made by students in the test that has been conducted. A total of 74 mispronunciations of long vowels and 38 mispronunciations of short vowels were made by 25 students of English Education Department, Faculty of Tarbiyah

and Teacher Training, UIN SU. From the results of the analysis of vowel mispronunciation, the researcher found several factors that cause this mispronunciation, one of the big reasons is because the vocabulary is rarely used and spoken so that when spoken it can cause pronunciation errors. For example, in the word "spoon", many participants mispronounce this word, the correct pronunciation should be /spɔ:n/ but many students pronounce it wrongly as /spun/.

## 4.2 Discussion

### 1. Errors in the pronunciation of English vowel

Error is a term referring to a performance that takes place when the deviation arises as a result of lack of knowledge. An error arises only when there was no intention to commit one. Mistake is derivations due to performance factors such as memory limitation, fatigue, and emotional strain. If the learners are able to correct a fault in their output, it is assumed that the form they selected was not the one intended, and shall said that the fault is a mistake. In this research, the researcher do not interfere the participant's performance. The participants might pronounce they words incorrect unintentionally, which mean of erroneous. Then again, when they were aware of theirs mispronounce, then directly correct it, its mean they perform mistake. Mistakes would be defy and eliminate from the analysis of this research. The overall pronunciation performance show that, in the case of majority of them, there are less hesitations, repetition, slips of the tongue, self correction and self miss corrections. In the research found from 8<sup>th</sup> semester students of English department show there are many errors produced by the participants in pronouncing English vowel. As presented in previous section, the findings, the participants perform error in all of the 20 English vowel but each with the different percentage. It is due to several factor.

In the data that has been analyzed, there are 112 errors made by students in the story test and word list test, the following is the percentage of the anailsis results:

**Table 4.3**  
**The Percentage of Errors Vowel Pronouncing**

Vowel	Total Errors	Percentage (%)
Long Vowel	73	65.17 %
Short Vowel	39	34.83 %
Total	112	100%

Based on the results of the percentage of errors above, it can be concluded that students are proven to make pronunciation errors of 112 (100%), students make more pronunciation errors on long vowels of 73 errors (65.17%) than on short vowels of 39 (34.83%). This is because students do not understand the stress in a spelling so that a word that should be read with a long stress, they read it without any stress which results in the word being misunderstood, especially in sentences whose pronunciation is almost similar, students need to be able to distinguish each emphasis on each vowels. The researcher found many mispronunciations on the word "blood" in the word list, this word should be read /bləd/ but many students were fooled into reading it as /bloud/. Students did not make so many pronunciation mistakes in the test, they only needed to correct the words they rarely said and add a little emphasis on each word. In the story text test, almost all students were able to read it correctly, but when in the word list test there were many mistakes of the students' tongue when reading each word.

One of the factors causing this is that there are words that are rarely heard and spoken so that they affect pronunciation which results in the wrong meaning, then there are words that are similar in pronunciation so that they affect self-confidence when they want to speak but are afraid of mispronunciation. Self-confidence is also one of the factors why pronunciation errors often occur, due to the fear of voicing pronunciation so that it is unclear and stammering, fear of speaking with incorrect grammar that can invite ridicule from others.

Realize that English has complex spelling, the participants choose a

possible pronunciation but most of them are in an inappropriate application. For a case, the word spoons /spu:nz/, most of them pronounce as /spɒns/, found in pronunciation performance recording and some pronounce as /spɔ:ns/, found in pronunciation performance record.

They may refer to the combination of two vowel letter oo which has 3 pronunciation possibilities, /ʊ/ as in book /bʊk/, /u:/ as in food /fu:d/, and /ʌ/ as in blood /blʌd/. Some participants who pronounce /spɔ:ns/ could refer to /ɔ:/ as in floor /flɔ:/ due to the similar combination letter of oo. The vowel /ɔ:/ in the word floor is exactly formed of 3 combination letter oor. Moreover, the absence of some English vowel of L1, e.g. Bahasa Indonesia which has no all long vowels; the vowel /æ/ and /ʌ/; the diphthong /eɪ/, /əʊ/, /ɪə/, /ɛə/, /ʊə/, all triphthongs, lead to articulation difficulty. The problem is not only in recognizing and discriminating the sound but also in producing the sound (Syafei, 1988). The participants tend to substitute it with similar sound of their L1, most cases arise in the vowel /ʌ/ and /æ/. The vowel /ʌ/ has slight features and sound close to the vowel /a/. Thus, the words cups and son are pronounced as /kaps/, found in pronunciation performance recording of all participants, and /san/, found in pronunciation performance record, instead of /kʌps/ and /sʌn/.

The vowel /æ/ has slight features close to the vowel /e/ and sounded similar to combination of [a] and [ɛ] for Indonesians. Thus, the word lamps is pronounced as /lemps/, found in pronunciation performance record, or /laemps/, found in pronunciation performance recording, instead of /læmps/. The participants also tend to give sound and adding stress to every letter of English words.

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

When someone pronounces an English word incorrectly, they may add one vowel sound on top of other sounds in the word. The result is

the word "especially" is pronounced [ɪspeʃəli] in the English Pronouncing Dictionary (Jones 2006, 175). Closed front short vowels [ɪ] and [i], mid front short vowels [e], and mid center short vowels [ə] are used to produce this sound. When pronouncing the vowel sounds [ɪ] and [i], the position of the lips widens as the front tongue, which is significantly closer to the center, is lifted toward the hard palate just above the half-closed position. The front tongue is then lifted toward the hard palate in a posture between half-open and half-closed during the pronunciation of the vowel sound [e], which causes the position on the lips to loosen up. Following that, the position of the lips widens as the tongue's middle portion is lifted toward the point where the hard and soft palates meet at the halfway point between open and closed during the pronunciation of the vowel sound [ə]. The student did, however, pronounce the vowel in the word "especially" incorrectly. In order to create a centered diphthong vowel [ɪə], a short closed front vowel [ɪ] is added before the vowel [ə]. The front tongue is lifted toward the hard palate when the word "especially" is pronounced as [espeʃɪəli], which results in extra tongue movement in the mouth.

## 2. Vowel Replacement

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. The result is the word "about" is pronounced [əbaʊt] in the English Pronouncing Dictionary (Jones 2006, 3). The closing diphthong vowel [aʊ] and the short mid-center vowel [ə] are used to produce this sound. The lips broaden when pronouncing the vowel sound [ə], which requires raising the midline of the tongue in the direction of the point where the hard and soft palates converge. The lips then begin to round somewhat as the closing diphthong vowel sound [aʊ] moves directly from the open vowel [a] to the closed vowel [ʊ]. However, the student mispronounced the vowel in the word "about" by substituting an open-back short vowel

for the diphthong vowel sound [aʊ]. As a result, the word "about" is pronounced as [əbʊt], with the lips rounded and the rear tongue lifted toward the hard palate.

### 3. Vowel Removal

One vowel sound that should be pronounced but isn't (missing) in the pronunciation of an English utterance results in this type of error. The result is the word "name" is pronounced [nem] in the English Pronouncing Dictionary (Jones 2006, 340). The closed diphthong vowel [eɪ] is used for this sound. When the diphthong vowel sound [eɪ] is pronounced, sound is transferred directly from the mid vowel [e] to the closed vowel [ɪ], causing the position on the lips to spread. However, the student mispronounced the vowel in the word "name" by one vowel. The lack of the closed front short vowel [ɪ] after the vowel [e] results in a mispronounced vowel. Because of the missing vowel, the spoken sound can only employ one pure vowel, [e], changing the pronunciation of the word "name" to [nem]. The front tongue must only be lifted toward the hard palate in a position that is halfway between open and closed in order to pronounce the [e] sound without any vowel displacement.

## 2. How to Practice Your Vowel Pronunciation

According to Yoshida (2016), there is 5 ways to practice your Vowel Pronunciation you can use in the class as teacher or students.

### a. Asking the student to repeat after me

In this section, the teacher explains the basic concepts of the material and explains and demonstrates the articulation of English consonants and vowels using effective pictures for students to see and observe. It is used to develop student's skills in English pronunciation. Students are required to produce sounds that are different from each other but still in accordance with the correct pronunciation technique. The production of sound produced by students is expected to be able to integrate physical cognitive and communicative aspects obtained from pictures or books that are used as teaching material by the teacher so that it can be useful for



students and become a reference for students to find out what kind of articulation is needed in mastering English pronunciation to produce accurate sound.

At this stage, the teacher is required to be as creative as possible and maximum attention is required in teaching pronunciation because this requires a level of patience because it is not easy to regulate the way someone speaks. Moreover, talking about a foreign language is very different in technique from the language of the country itself or Indonesian. Teachers must consider many factors in applying English pronunciation techniques such as the skill level of available resources, technical constraints, and existing preferences. The most important thing about this concept is that the teacher is able to recommend various sources to teach pronunciation and integrate this lesson as an activity that does not stress the students' minds.

However, there are concerns if teachers integrate teaching techniques with digital media. If students focus on the web, there may be a possibility that one time is expired or no longer available. In the end, the teacher really has to dominate learning resources through informative and interesting textbooks so that there is no possibility of expiration like this website. Furthermore, besides being a source for oral pronunciation, books are also very good as a source for written pronunciation because adjusting pronunciation to writing is certainly not an easy thing because in English spoken and written pronunciation are very different, this is one indicator of learning of the English grammar.

#### b. Displaying Phonemes

A phenomenon is an explanation that contains natural occurrences that actually occur in which it contains the process of the occurrence of a phenomenon whether it is a phenomenon originating from social or community or natural phenomena or phenomena that are not made by humans. The explanation does not only explain specific phenomena but also phenomena that occur in everyday life, for example, the Tik Tok phenomenon which is currently on the rise. The delivery of phenomena is carried out by means of oral or written explanatory or explanatory. Explanation aims to convey a process or event accompanied by good and correct grammar so that it is easily understood by the reader. Explaining a phenomenon also

aims to explain an event that includes a cause and effect relationship. This arrangement is informative which describes an event that contains a chronology and an overview of events that are factual, usually sourced from news articles or essays. So that in conveying a phenomenon, good and correct pronunciation and writing are needed. When a phenomenon contains information in the form of facts, not just a group of opinions, it must be standardized and effective. Especially if a text that contains phenomena discusses scientific or scientific phenomena such as natural phenomena, of course, effective pronunciation and writing are needed and in accordance with English rules.

Especially if it comes from a research journal, the delivery must use the correct pronunciation because if it is different it will violate the rules and there is a meaning that is different from the original source and of course has its own consequences. Apart from natural or scientific phenomena, social phenomena or phenomena that are raised from the events of everyday life also require good and correct, and effective pronunciation techniques.

### c. Adding Stress

In the pronunciation of English, attention is needed to pay attention to the sound stress that occurs in the word for the word spoken at the point. This is so that the conversation between the interlocutors does not become a flat tone. This is adjusted to the accent of western people who use English as their national language where their tone of speech has its own intonation so that if we want to make perfect English pronunciation then we have to adjust accents such as sound emphasis that matches the spoken word.

The following words: Two syllables Study / 'stʌ di / Again / ə'gen / Three syllables Positive / 'pɒ zə tɪv / abandon / ə'bæn dən / Understand / ,ʌn də'stænd / Four syllables Necessary / 'ne sə se ri / Ability / ə'bɪ lə ti / Macaroni / ,mæ kə 'rəʊ ni / Misunderstand / ,mɪs ʌn də 'stænd /

Types of word stress Stress is divided into two, namely primary and secondary stress. Primary stress is the strongest stress in words and is marked with an apostrophe above. Ability / ə 'bɪ lɪ ti / positive / 'pɒ zə tɪv / Meanwhile, secondary stress is weak stress, marked with a quotation mark under Understand / ,

ʌn də „stænd / Education /, e djʊ,, keɪ fən / Sukukata for understanding and e In education, it is called secondary stress (there are quotation marks below), while the syllables "stand and ca" are main stress.

The key to the stress of each syllable is the stress position in the syllable. Emphasis on this word is an important element in English pronunciation because it plays an important role in improving the quality of English pronunciation, especially for a teacher who becomes a role model for students in learning English. The better the accent of the teacher in pronouncing English, the more likely it is that the student's absence is good in English because the student applies what he hears and is recorded in his mind so that it will directly and unconsciously apply and apply it directly.

#### d. Boosting Pronunciation

In a lesson, especially learning a foreign language is certainly not instantaneous. Learning is required in stages so that there is a significant increase to the stage where students have mastered a material area. The need for external and internal support from students who can improve their mastery of English pronunciation. One of the dominant efforts that can be made to improve pronunciation mastery is the arrangement if the interlocutor is fluent in English pronunciation and has a fast and fluent language rhythm, which determines a problem for those of us who are still not fluent and fast in English pronunciation. Then listening is very important in learning English.

Then the next thing is reading. As we know that the reading interest or literacy of the Indonesian people is still low even though reading is an activity that can support any learning process including learning Indonesian because reading will make our minds more accustomed to interpreting and interpreting sentences, phrases, or idioms in English.

In improving knowledge and pronunciation of English, there are a number of tips that can be done if reading in large numbers cannot be applied, namely starting with small things such as changing the language setting of the gadget used to English because gadgets are the most dominant object used at this time. so inevitably we will read and interpret word for word in these gadgets.

e. Getting the tone right

The main components of intonation in the English tone, rhythm, speed, tone, phrases, and logical stress. Try saying the offer and then highlighting different words. Almost the same as the meaning of the emphasis that these two things are adjusted to the accent of westerners who use English as their national language because if you want to master English pronunciation techniques properly and correctly and towards perfection, you must also adjust the intonation in speaking English. By using English intonation that matches the type of sentence spoken, it can improve communication skills in English and understand how important word stress is in speaking. When speaking English, In fact, you don't always have to emphasize the same syllables.

It is a well-known fact that native English speakers will always pay attention to syllable points. Once you start practicing English with accented words, your pronunciation and comprehension will immediately improve. A good spoken English course will train you in the principles of intonation and emphasis. These are the things that differentiate native English speakers from those who don't. As a basic rule, it's best to emphasize the noun first, then another verb, and then another word. People with knowledge of intonation can try to have a good accent. A good spoken English course will train you in the principles of intonation and emphasis. These are the things that differentiate native English speakers from those who don't. It is a well-known fact that native English speakers will always pay attention to syllable points.

Apart from all this, we can take advantage of technological advances to improve our pronunciation with the help of social media, where in this day and age social media is a lot and almost used by everyone, so we can use it to learn, can be through YouTube, TikTok, podcasts, even through songs that we can hear from the Spotify application, there we can get new words that we rarely hear.