THE ANALYSIS OF ERROR PRONUNCIATION IN VOWEL AT THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION DEPARTMENT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

(Descriptive Qualitative Research Design)

A THESIS

Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in partial fulfillment of the requirement
for the degree of education in English Education Department

By

AFANDI

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

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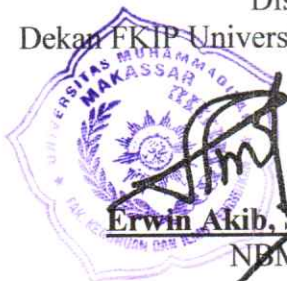
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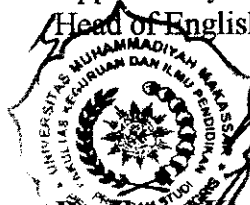|		
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Day / Date	Chapter	Note	Sign
12 - 2. 2022		Transcribe the error pronun cation, then mention in findings, you need also to explain about it.	
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Afandi

MOTTO

Believe in Yourself"

DEDICATIONS

In the name of Allah, I dedicated my thesis for:

My beloved parents

My beloved brother

All of my friends

You are my greatest rewards

Thanks for being my supporting systems.

ABSTRACT

AFANDI. 2022. *The Analysis of Error Pronunciation in Vowel at the First Year Students of English Education Department Muhammadiyah University of Makassar.* **Thesis of Department of English Education, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by St. Asriati AM Yassir Mallapiang.**

This study aims to know what the error pronunciation in vowel and the causes of error pronunciation in vowel at the first year students English Education Department Muhammadiyah University of Makassar. These study used descriptive qualitative research design interview and documentation as instruments of the study.

The results of this study indicated that most of the students still make errors in pronouncing English words in short vowels. The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. Based on the data, the students mostly make an error in the middle of the syllable and make misformation error in the letter of short vowel. Researcher found that the cause of error are the learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case is the mother tongue. Moreover, the other cause of students' errors are the learners over generalize the rules and confuse the spelling rule. The learner's failure to adopt the target language system. They transferred the rules of their first language into the target language

Keywords: *error analysis, pronunciation, vowel*

ABSTRAK

AFANDI. 2022. Analisis Kesalahan Pengucapan Vokal Pada Mahasiswa Tahun Pertama Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asriati AM dan Yassir Mallapiang.

Penelitian ini bertujuan untuk mengetahui apa saja kesalahan pengucapan vokal pada mahasiswa tahun pertama Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar dan untuk mengetahui penyebab kesalahan pengucapan vokal pada mahasiswa tahun pertama Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dan menggunakan wawancara dan dokumentasi sebagai instrumen penelitian.

Hasil penelitian ini menunjukkan bahwa sebagian besar siswa masih melakukan kesalahan dalam melafalkan kata-kata bahasa Inggris dalam vokal pendek. Siswa melakukan kesalahan pada vokal pendek [ɪ], [ə], [ʌ], [ɒ], [æ] dan [e]. Berdasarkan data, siswa sebagian besar membuat kesalahan di tengah suku kata dan membuat kesalahan informasi pada huruf vokal pendek. Peneliti menemukan bahwa penyebab kesalahan adalah pembelajar yang melafalkan bahasa Inggris seperti tertulis atau mengganti vokal dipengaruhi oleh bahasa ibu pembelajar, dalam hal ini adalah bahasa ibu. Selain itu, penyebab kesalahan siswa lainnya adalah siswa terlalu menggeneralisasi aturan dan mengacaukan aturan ejaan. Kegagalan pelajar untuk mengadopsi sistem bahasa target. Mereka mentransfer aturan bahasa pertama mereka ke bahasa target

Kata kunci: analisis kesalahan, pengucapan, vokal

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Billahi Fi Sabillil Haq Fastabiqul Khaerat

February 19th, Makassar

The Researcher

Afandi

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CHAPTER I

INTRODUCTION

A. Background

Pronunciation is one of aspects that is important not only in speaking but also in other aspects in learning English (Yusmita, 2017 referred in Parmawati, 2018). Understanding that the urgency of pronunciation, researcher stated that pronunciation need to be mastery by the students when speaking in English to communicate with native speakers or those who speak English. Since pronunciation ability is as important as grammar and vocabulary in speaking, so if students' pronunciation is not good, then their communication probably fails in achieve their goals.

The objective of instructing pronunciation to students as indicated by motivation behind study is to foster students' capability to have informative ability in close to home, value-based, and practical texts utilizing an assortment of spoken and composed English text. English instructed as a subject in school or tertiary training and it has four essential language abilities to be dominated they are: tuning, recorded as a hard copy, perusing and talking. Close to these abilities, the parts of language like punctuation, vocabulary, and articulation should be instructed by the educator to the students.

The target of showing pronunciation in school is to foster the capability of students to have informative skill in spelling, words pressure and intonation.

In the objective of learning pronunciation, the students are relied upon have the option to spell English words, to create hints of words and hold consideration regarding the word pressure and the sound.

Pronunciation alludes to the creation of sounds that we use to make meaning. English articulation has particular sound classes. It is isolated into two essential gatherings: segmental and suprasegmental. In the segmental gathering there are vowels, and consonants. In suprasegmental gathering there are intonation, stress and rhythm.

What has been faced by lecturers in college level, whereas the lecturers should do strategies or techniques in teaching and learning process. This happens because of many reasons. In the writer point of view, based on the observation in his classroom, he found that students tended to be inactive in using English for their life activities especially in classroom. In other words, EFL students only use English for certain purpose; only in classroom when they were let to speak English. For other activities, such as asking questions or clarifying something, they were not confident to practice English.. Almost students in Indonesia, who learn English as Foreign Language, create their mindset for learning English as a negative stereotype especially to speak English. Most people especially English learners, speaking a foreign language has often meant a difficulty (Nunan, 2003).

Due to the fact in teaching English for pronunciation skill needs extra strategies to build the students' positive mindset and environment. Teaching

strategies could be as media to let students enjoyed for speaking English. In improving students' speaking ability, of course, is to improve the oral production of students. In other words, there are some essential elements that should be paid attention. The essential elements in speaking are such as vocabulary, pronunciation, grammatical function, intonation, stress, fluency and others. The focus of this research is vowel in pronunciation. As stated by Richard & Schmidt (2002) pronunciation is the way a certain sound or sounds are produced. It is unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.: You haven't pronounced this word correctly, and often relates the spoken word to its written form, e.g.: In the word knife, the k is not pronounced. Therefore, teaching of speaking have to focus on improving the oral production of students, including pronunciation.

Vowel is a sound that emerges from the mouth with practically no of the discourse organs obstructing the way. As such you say them with an open mouth. Single vowel. sounds aren't joined to some other vowel. English vowels are partitioned into two sorts: in length vowels and short vowels. Long vowels comprise of/I:/,/ɔ:/,/a:/,/u:/,/o:/, while short vowels include /I/,/e/,/æ/,/ɔ/,/ʌ/,/u/,/o/.

In learning word pressure, the students are relied upon to have the option to recognize the syllable/words focused when paying attention to English language. Then, at that point, in learning sound the students are relied upon to have the option to communicate significance and feeling when they talk. In

the mean time as a general rule, students got challenges in saying the words in English and in articulating the sounds. Particularly in English vocal, for instance the letter/u: in the word cut and put, are have diverse sound, so they got troublesome when they attempt to perceive the hints of English due to their native language or first language.

Next to these issues the instructor technique in showing articulation make students exhausted in the class and the educator ordinarily show English utilizing Indonesian language. These causes made students were not intrigued when they learned pronunciation with regards to the homeroom. In light of the issue looked by the students over, the instructor has an obligation to work on the students' accomplishment in pronunciation. The students are hoping to have the option to spell and articulate English words. So the students are not difficult to convey and communicate their sentiments, thoughts and assessment into English language. In view of the foundation over the scientist keen on leading an researcj entitled *"The Analysis of Error Pronunciation in Vowel at the First Year Students of English Education Department Muhammadiyah University of Makassar"*

B. Research Question

Based on the problem background above, the research problem in this research is :

1. How are the error pronunciation in short vowel at the first year students of English Education Department Muhammadiyah University of Makassar?

2. What are the causes of the pronunciation error in vowel?

C. Objective of the Study

Related to the questions above, the objective of the study are follow :

1. To analyze how the error pronunciation in vowel at the first year students English Education Department Muhammadiyah University of Makassar.

2. To analyze the causes of error pronunciation in vowel at the first year students English Education Department Muhammadiyah University of Makassar.

D. Significance of the Study

The meaning of this review can be seen from hypothetical and commonsense angles :

1. Theoretically, this consequence of this review will improve the hypothesis of pronunciation in vowel.

2. Practically, the consequence of this review will be relied upon to give benefits for the students, the instructor, the perusers and different specialists; (a) For the students: the aftereffect of this review is valuable to work on their pronunciation (b) For the educator: to work on the nature of the educator in showing pronunciation (c) For

different scientists: it very well may be contrasted for different analysts who need with do additionally investigate on a similar subject.

E. Scope of the Study

It is critical for the researcher to limit the problem in this study to avoid misunderstandings. In this blowing discussion, this study is focus on the error pronunciation in short vowel made by the first year students of English Education Department which point out by Yusmita (2017 referred in Parmawati, 2018) short vowels consist of:

a. [e] is a relaxed vowel sound. Example : End [end]

b. [æ] is an unrounded open to half open front vowel. Example : Band [bænd]

c. [ɒ] is an open back rounded vowel. Example : Upon [əˈpɒn]

d. [ʌ] is an unrounded half open centroback vowel (or an unrounded open to half open centro back vowel). Example : Tusk [tʌsk]

e. [ə] is an unrounded half open to half close central vowel. Example : Doctor [doktə]

f. [I] is an unrounded half close to close front vowel. Example : Sin [sIn]

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Finding

In the research, it is necessary to enclose reviews of previous studies to avoid replication. Some studies have been conducted to find out error analyze in pronunciation.

1. The thesis of Etik Khusnul Khotimah which is discuss about ‚The Correlation between The Ability of Phonemic Transcription Mastery and Pronunciation at PBI, IAIN Sunan Ampel Surabaya' gives us information that the students' of PBI in the fourth semester are good in pronunciation but unfortunately they are not good in phonemic transcription. This thesis explains about pronunciation without using songs. The writer wants to know what the correlation between pronunciation and phonemic transcription is. The study shows that students' in the fourth semester master the pronunciation well but they are weak in phonemic transcription. It must be difficult because we have to know how to pronounce the words and write how is the phonemic transcription. Students need to practice more and more to make them better than before27 .

2. The second is research entitled The teaching of pronunciation to Chinese students of English' by Cheng Fangzhi conducts an approach to the pronunciation to the Chinese students of English. First, he

compares both Chinese and English sound system, then he uses perception before production, and he teaches pronunciation in a meaningful and motivating way: providing meaningful materials; using songs, games, and tongue twisters; and assessing students progress. Meanwhile teaching pronunciation in a meaningful and motivating way needs creativity. So, for the pronunciation teachers of English, it needs creativity.

3. The third is by Dr. Dina El-Dakhs and Dr. Alia Mitchell in their thesis entitled ,Spelling Error among EFL High-School Graduates'. They concludes that Saudi EFL learners suffer from serious difficulties with their English spelling despite the earlier introduction of English in schools. Intensive school give practices on the application of spelling rules and the handling homophones. In final result, L1 literacy seems to have a great influence on the acquisition of L2 orthography. This finding means that spelling programs at school need to target the special needs of the target population. Abbas Pourhosein Gilakjani from Iran discuss about ,The Significance of Pronunciation in English Language Teaching' states that teaching pronunciation is very important for students. It is important because we use it to communicate with other people. The good communication is built from the understandable of speakers when they are saying. Pronunciation is also important because it leads us to be master in listening English. Pronunciation makes you closer to the accent like

native speaker, if you can pronounce the word well, you will be confident to face the world. This condition brings you to be able to speak English well and it can build a good rapport between you and the native speaker30 .

4. Nusrat Jahan's journal about ,Teaching and Learning Pronunciation in ESL/EFL Classes of Bangladesh' states that students at Bangladesh are very poor in pronunciation. They are not able to speak English well because of their mother tongue cannot support them to pronounce English well. Therefore, teachers should facilitate their students to practice their pronunciation more and more. Students can increase their ability if they can do practicing with their schoolmate and try to speak with their teacher. The teacher should not be shy to correct students' mistake when they make a mistake in pronouncing words. Teacher also may use the interesting way for example using song to improve students' ability in pronunciation.

This study's subjects are the first students of English Education Department Muhammadiyah University of Makassar, as well as the students who practices pronunciation in their subject, whereas previous studies' subjects were school students in elementary and high schools. The research design use in this study is a qualitative study to analyze the error pronunciation in vowel at the students.

B. Some Pertinent Ideas

1. Definitions of Speaking

Fulcher (2013) states that speaking is the verbal utilization of language to speak with others. As indicated by Adam (2005), talking is "an oral correspondence between at least two man to communicate thoughts talking together". Researcher clarify that speaking is an interaction in share the data and sentiments. Likewise, Rizkiah (2014) says that talking is the activity in passing on data and communicating the inclination. Mufaidah (2004) adds that, "talking is an intuitive course of developing implying that includes delivering, getting and handling the data".

Also, Brown (2001) states that communicating in is one of language expertise which is vital to be dominated by students to be great communicators. The capacity to utilize the language as a method for correspondence frequently becomes one of the signs of achievement talking. Bailey and Nunan (2005) contend that talking is the significant part of language realizing whether it is as a second or an unknown dialect that can be estimated from the capacity of the students in the learning system. Researcher clarify that to work on the talking expertise, the students should rehearse their talking in learning on the grounds that without the capacity to talk, it would be difficult to have a characteristic correspondence among individuals.

In light of the above definition, talking can be said as the method of somebody or individuals in depicting something with oral correspondence as a

movement. Talking additionally utilized in a wide range of purposes and each reason included the diverse expertise, for example, to communicate our thoughts, explain the data, convince somebody or someting. Moreover, talking is one significant expertise in communicating thoughts, assessments, or sentiments to other people. Talking likewise assumes a significant part in life since movements of every sort of life are finished with correspondence. By correspondence, individuals can make a relationship, to illuminate, to share, and to track down data. As such, individuals can do whatever they need through correspondence. For this situation, talking is the expertise required by the students to pass on their thoughts for simple correspondence.

2. The Functions of Speaking

A few language specialists have endeavored to classify the elements of talking in human communication. Brown and Yule (2000 refered in Richards (2008) clarify that the elements of talking are separated into three classes including are discussion as association, talk as exchange and talk as execution. Therefore, researcher summarized that the function of speaking are to exchange information in each others. The following are the clarifications of each capacity of speaking:

a. Talk as connection

The principle capacity of this kind is to zero in on friendly collaboration in correspondence. This is concerning how individuals

conveys the messages to the others and subsequently, they should utilize their talking expertise to correspondence.

b. Talk as exchange

In this sort, the center is to pass on the data to cause individuals to get what we need to say unmistakably and precisely. For instance, understudy might be associated with certain exercises in language illustration to investigate idea related with tenses and decrease. Besides, talk as exchange has a few fundamental elements as follows:

   a. Focus to the fundamental data

   b. Only concentration to the message and not the members

   c. Use correspondence methodology to make somebody comprehended

   d. Use the continuous inquiries, redundancies, and cognizance checks

   e. Use the exchange and diversion

   f. Linguistic exactness isn't generally significant

Richards (2008) additionally makes reference to a portion of the abilities associated with utilizing talk for exchanges, they are:

1. Explaining a need or goal

2. Describing something

3. Asking-addressing

4. Confirming data

5. Justifying an assessment

6. Making ideas

7. Clarifying agreement

8. Making comparision.

9. Talk as execution

For this situation, talking exercises are more centered around monolog rather than exchange. The capacity of talking as execution happens at discourses, public discussions, public declarations, and story indicators. For models, giving a class report about understudy insight, leading a class discussion, and making a business show. The fundamental elements of talk as execution are:

1. Focus to the message and the member

2. It reflects association and sequencing

3. Form and precision is consistently significant

4. Language is more similar to composed language.

5. It is frequently monologic

3. Components of Speaking

There are various talking parts in English as expressed by Maulidar et.al (2019) to be specific:

1. Pronunciation

Pronunciation is the main component in deciding the accomplishment of correspondence. Without a decent articulation the audience will hard to comprehend and get the place of what the speaker says.

2. Vocabulary

Vocabulary is one of the significant parts in picking up talking. Vocabulary is grouped into two sorts. The first is dynamic vocabulary which is the words utilized by students to comprehend the implications and utilized usefully in talking. The subsequent one is aloof vocabulary which is the word that the students can perceive and get when they are utilized in setting.

3. Grammar

Language structure is by and large idea to be a bunch of rules determining the contact requesting of words at the sentence level (Nunan, 2003). Likewise, punctuation is the requesting of words organized into a sentence to give a.

4. Fluency

Familiarity can be characterized as the capacity to talk flawlessly andreadily. As indicated by Lambardo (1994) states that familiarity has the importance as the method of somebody talk with typical speed, similar to local speaker or they who own the language on the grounds that the person who own the language can arrange the language expertise.

5. Comprehension

Manser (1991) characterizes comprehension as the capacity to get something. In speaking, Comprehension is unquestionably required so the speaker can start the correspondence and the audience can react to it. Understanding is vital to try not to misjudge between a speaker and an audience with the goal that correspondence can be accomplished

4. Pronunciation

Pronunciation as indicated by Kristina et.al (2016) is the demonstration or way of articulating words. It can likewise be said that it is a method of talking a word, particularly a way that is acknowledged or by and large comprehended. In the faculties, pronunciation involves the creation and gathering of hints of discourse and the accomplishment of the importance. From this definition, implies that the words being articulated ought to be justifiable (coherent). As indicated by Oxford Dictionary, pronunciation is the manner by which a language is spoken; the manner by which a word is articulated; the manner in which an individual expresses the expressions of a language. In this definition, pronunciation is clarified more clear it is the manner by which the method for communicating in the language and how the method for articulating the expression of a language. As per Yates & Lina (2002), pronunciation alludes to the creation of sounds that we use to make meaning. English articulation has unmistakable sound classes. It is separated into two fundamental gatherings: segmental and suprasegmental. In the segmental gathering there are vowels, and consonants. In suprasegmental gathering there are intonation, stress and musicality. The segmental parts of the sound comprise of vowel and consonant.

5. Vowel

Vowel is a sound that emerges from the mouth with no of the discourse organs impeding the way. All in all you say them with an open mouth.. English vowels are isolated into two sorts: in long vowels and short vowels.

Long vowels comprise of /I:/,/ɔ:/,/a:/,/u:/,/o:/, while short vowels involve/I/,/e/,/æ/,/ɔ/,/ʌ/,/u/,/o/. The following is a vowel diagram and the description of each of the English vowel as Ramelan (2003) presents them:

1. [I] is an unrounded half close to close front vowel. Articulatory definition:a. In producing [I] the front of the tongue is raised; the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel; b. The tongue is raised to a point slightly above the half close position; the tongue position is clearly lower than that for [i:]; c. The lips are spread or neutral; d. The jaws are a bit wider than for [i:]. List of words: Sin [sIn] ; Fill [fIl]; Sit [sIt]; Bid [bId]; Live [lIv].

2. [æ] is an unrounded open to half open front vowel. Articulatory description:a. In producing [æ] the front of the tongue is raised; b. The front of the tongue is raised a little bit to a point midway between the open and the half open position; c. The lip position is spread or neutral; d. The jaws are rather widely opened. List of words: Band [bænd]; Bad [bæd]; Land [læd]; Bat [bæt].

3. [a:] is an unrounded open back vowel. Articulatory description:a. In producing [a:] the back of the tongue is raised; b. The raising is somewhat advanced from the real back position; c. The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position; d. Though classed as a back vowel, the lips for the production of [a:] are not rounded, but they are

neutral; e.The jaws are fairly wide apart. List of words:Harm [haːm];Heart [haːt];Barn [baːn];Hard [haːd].

4. [ɑː] is a rounded open back vowel.Articulatory description:a) For the production of [ɑː] the back of the tongue is slightly raised; b) The raising of the back of the tongue is so slight that it is almost near the fully open position; thus the tongue is very low in the mouth; c) The lips are slightly rounded, but not protruded; d) The jaws are rather wide apart. List of words:Hot [haːt]; Pot [p aːt];Cot [kaːt];Lost [laːs].

5. [ɔː] is a rounded half open back vowel. Articulatory description:a. In producing [ɔː] the back of the tongue is raised; b. This raising almost reaches the half open position; c) The lips are more closely rounded than for [ɔː], that is, in between open lip rounding; d) The jaws are fairly wide apart from each other. List of words: Caught [kɔːt]; Port [pɔːt]; Stalk [stɔːk];Dawn [dɔːn].

6. [ʌ] is an unrounded half open centroback vowel (or an unrounded open to half open centro back vowel). Articulatory description: a) In [ʌ] some part between the front and the back of the tongue, almost the central part of the tongue, is raised; (thus centro back vowel); b) It is raised to the half open position, or slightly to a point between the half open and open position; c) The lip position is unrounded or neutral; d) The jaws are wide apart.List of words:Bud [bʌd]; Lust [lʌst]; Tusk [tʌsk]; Cud [kʌd].

7. [ə] is an unrounded half open to half close central vowel.Articulatory description: a. In producing [ə] the central part of the tongue is raised; b. It is raised to the half position, or even lower; c. The lip position is spread or neutral; d. The opening between the jaws is medium.List of words: Statement [steitmənt]; Doctor [doktə]; Sofa [soufə]; Colder [kouldə].

6. Error

The students of course will do errors or mistakes in speaking activities especially in pronouncing the words. The different system of language could make students to make errors and mistakes. The analysis of students' pronunciation error, in learning English as Foreign Language, needs to be done. It should be important to distinguish between errors and mistakes.

According to Corder (1974) errors are typically produced by people who do not yet fully command some institutionalized language system; true errors are marker of the students' competence. An error is noticeable grammar from the adult grammar of native speaker, reflecting the inter language competence of the learners (Brown, 1980). In simple words, it could be concluded that error refers to the failure in using the system of language correctly. It is caused by the lack of the students' competence, knowledge and comprehension. Mistake must be different to error.

A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly. In addition, mistakes are caused by hesitation, slips of the tongue (Brown, 1980). Mistake

refers to the failures to use the language system correctly caused by some factors such a carelessness, memory lapses, and physical condition. The students, who make mistakes, will be inconsistency. They sometime do once mistake and sometime do more than once mistakes. The examples of students' mistake done are: the students should study and the students should to study.

According to Richards (1974) the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra language errors, and the errors caused by the interference of the learners' mother tongue are called the inter language errors. Richards (1974) distinguishes three sources of competence errors:

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, "I go not" because the equivalent sentence in German is "Ichgehe nicht".

2. Intra lingual errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. Based on the explanation above, the researcher formulated that error was part of students' process in learning English as Foreign Language.

The process could allow the students' improvement to get a progress in being better if they could correct the errors. In correcting the errors, students need lecturer's evaluation to identify the errors made by students in speaking. For that reason, the researcher was interested to analyze the students' errors in vowel. The students' error made would be as evaluation for the researcher self and the students. In other words, the lecturer could identify and correct the pronunciation errors of students so that it was hoped that the students' errors could be minimized. Furthermore, Ur (1996) argued that there are many factors that cause difficulty in speaking, and they are as follows:

1. Inhibition, students are worried about making mistakes, fearful of criticism, or simply shy.

2. Nothing to say, students have no motive to express themselves.

3. Low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

5. Kinds of Error

Corder (1974) conveyed that there were three kinds of errors. They were pre-systematic, systematic, and post-systematic. Below the errors' types were explained.

1. Pre-systematic Errors This error occurred when the learner was unaware of the existence of a particular rule in the target language. These happened in random situation. The learner could not give any account of why a particular form was chosen.

2. Systematic Errors This error occurred when the learner had discovered a rule but it was the wrong one. The learner was unable to correct the errors but could explain the mistaken rule used and type.

3. Post-systematic Errors This error occurred when the learner known the correct target language rule but used it inconsistently (makes a mistake) the learner could explain the target language rule that was normally used.

6. **Types of Error in Vowel**

Types of error based on language category according to Heidi C. Dulay:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Here the example of omission is when a student pronounced "liters" with /lɪtər/ in her statements "drink two liter of water". "Liter" word absolutely false. It should show the plural form but she pronounced it in the singular form. The correct phonetic transcription of it was /lɪtə(r)s/. This student actually should produce /s/ sound in the end of the word, but she omitted it.

b. Addition

Addition errors are opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.17 The example of this error is pronouncing "often". The correct phonetic transcription of it was /ɒfn/ but in fact she added /t/ sound in the middle of the word like /ɒftn/.

c. Misformation

Misformation errors are characterized by the use of the wrong form of an item. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Here the example of misformation error. A student pronounced "something" with /ˈsʌmtɪŋ/. The pronunciation of it word is absolutely false. The correct phonetic transcription of it was /ˈsʌmθɪŋ/. This student actually should produce /θ/ sound in the middle of the word, but she supplies the wrong item within the word.

d. Misordering

Misordering errors are characterized by the incorrect placement of an item in an utterance. In other words, the elements presented are correct but wrongly sequenced. Misordering errors occur

systematically for both second language and first language learners in constructions that have already been acquired. The example of misordering error is pronouncing „ask". The correct phonetic transcription of it was/ɑːsk/ but in fact this student pronounced /ɑːks/ sound. the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

7. Error Analysis

Making error is a natural phenomenon in language learning acquisition, but errors need to be corrected. Studying about errors made by the learners is important for the teachers because they will understand on their learners' language acquisition by knowing and analyzing the learners' errors. Besides, studying learners' errors serves two major purposes: first, it provides data from which inferences about the nature of the language learning process can be made. Second, it indicates to teachers and curriculum developers which is the part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively. The fact that learners do make errors, and these errors can be observed, analyzed and classified is called error analysis. There are some steps of analyzing error, they are:

1. Identifying errors: the first step in analyzing errors is to identify errors. In this case, we have to compare the sentences learners produce

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with what seem to be the normal or correct pronunciation in the target

language, which correspond with them.

2. Describing errors: once at all the errors have been identified, they can

be described and classified into types or categories.

3. Explaining errors: trying to explain why errors occur.

4. Error evaluation: where the purpose of the error analysis is to help

learners learn, there is a need to evaluate errors. Some errors can be

considered more serious that others because they are more likely to

interfere with the intelligibility of what someone say.

C. Conceptual Framework

Based on the conceptual framework below , the researcher want to analyze

the error pronunciation in vowel. So this framework presenting how the way

the researcher uses and conduct descriptive qualitative method. The reseacher

are preparing to collecting data based on the interview and documentation

with the students pronunciation abilities in vowel. Hopefully, the researcher

can know and analyze the error pronunciation in vowel after conducting these

conceptual framework below. The conceptual framework of this research can

be present as follow:

Figure 2.1 Conceptual Framework

```
┌─────────────────────────────────────────────┐
│  Teaching and learning pronunciation by      │
│  lecturer in English Education Department     │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│  Descriptive Qualitative Method               │
└─────────────────────────────────────────────┘
                      │
         ┌───────────────────────┐
         │  Interview             │
         └───────────────────────┘
                      │
         ┌───────────────────────────────────────┐
         │  Analyzing Error Pronunciation in short │
         │  vowel                                   │
         └───────────────────────────────────────┘
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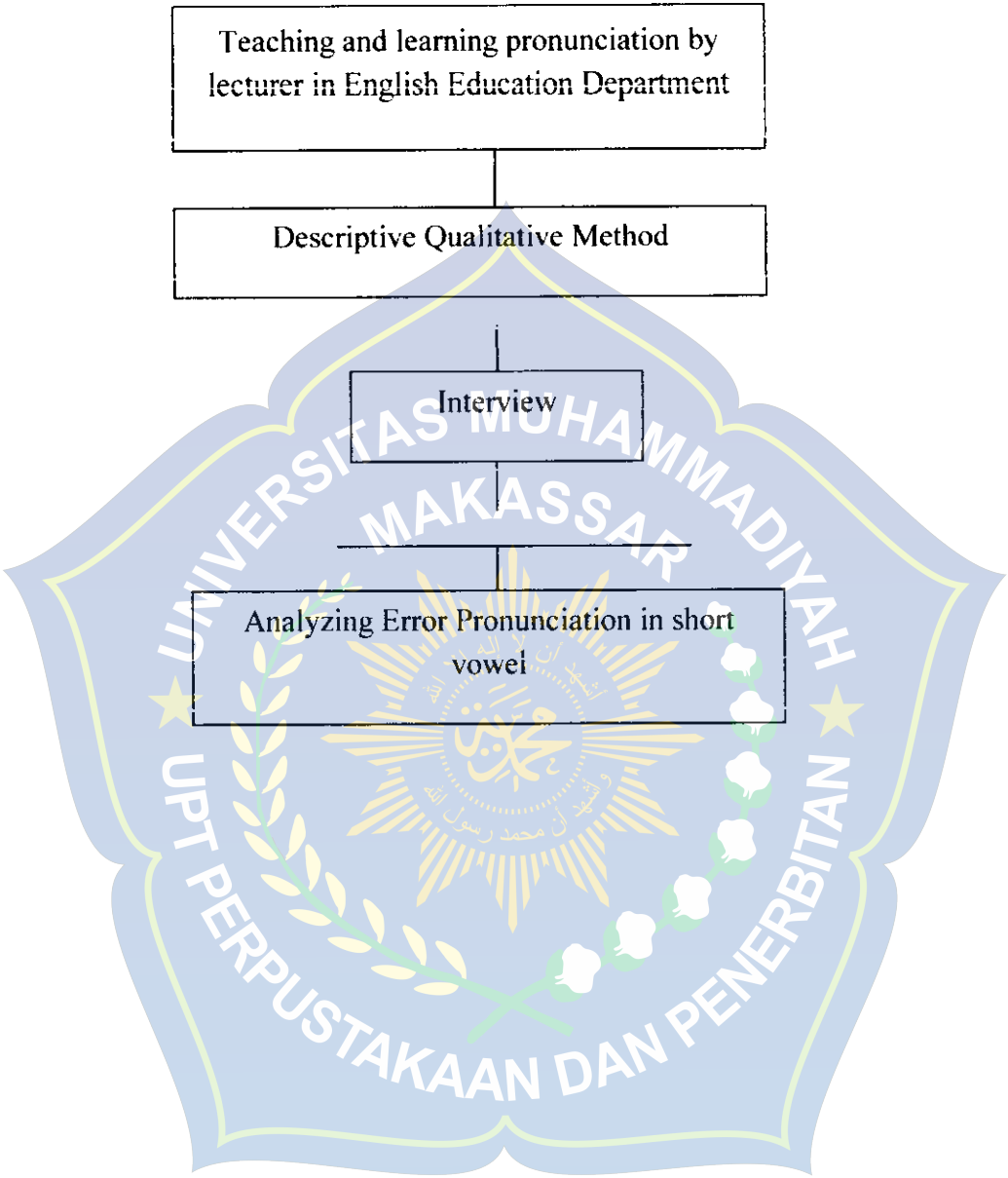
CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a descriptive qualitative methodology. A descriptive qualitative research methods was used to investigate questions that can best verbally describe how study participants perceive and interpret various aspects of their surroundings. A descriptive qualitative study employs process-oriented methods to comprehend, interpret, describe, and develop a theory about a phenomenon or setting. It is a systematic, subjective approach to describing and giving meaning to life experiences.

Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts. It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the lecturer but this research describes and investigates the situation as it is. As asserted by Grimes and Schulz. A descriptive study is "concerned with and designed only to describe the existing distribution of variables, without regards to casual or other hypothesis."

In order to be in line and consistent with the research design employed in this research, according to Alwasilah (2002) there are characteristics of a qualitative research which need to be considered. First, the focus of the research is quality. Second, the aim are description, finding, and

understanding. Third, the settings are natural. In this research, there is no intervention from the researcher to the teaching of pronunciation as it is the habitual of lecturer strategies in teaching pronunciation course. Fourth, the sample is small and purposive, meaning that the participants involved in collecting data do not have to be large in number, but it is selected purposively in accordance with the necessity of the investigation since researcher can gather as much information as possible from any accounts

B. Research Subject

The subject of this research was the first year students of English Education Department Muhammadiyah University of Makassar. They are the students of batch 2021. The researcher choose the students of A class with the total number of participants 10 students as the research participants because those class and are experienced in the pronunciation class which taught the vowel sound in their teaching and learning processes. As a result, those participants are capable of providing the necessary data for this study.

Purposive sampling was used by the researcher at this point. Purposive sampling according to Fraenkel (1994) is a method of selecting samples that the researchers believe will provide the necessary data. The belief is based on prior knowledge that the first year students of English Education are experience more in the Pronunciation course. As a result, the researcher believed that the first year students of English Education Department could provide data. Aside from the belief that these participants will provide

meaningful data, the participants of those class are easily accessible. The data from these participants is thought to be sufficient to complete the required data. As a result, the researcher did not need to include the entire population as participants in the study.

C. Research Instrument

This research used interviews as a research instrument to collect data about students pronunciation error. Data obtained from instrument were recorded as dialogue and as documentation to be analyzed. In addition, there are several stages that the researcher were do as a step in applying the instrument.

According to Cohen, Manion, and Morrison (2007) interview is a flexible tool for data collection, enable multi-sensory channels to be used: verbal and non-verbal. In simple, the researcher did interview and recording dialogue to students in getting the additional information related to the data collection. The researcher gave a text to be read by the students to analyzed their error pronunciation and gave eight questions for each student to get clarification about the cause of pronunciation errors made in speaking for general communication.

D. Method of Data Collection

To collect the data, the researcher make an agreement and appointment with the participants about the date and place to do an interview in their class. The researcher contact the participants by phone. The interview were take two

weeks to gather the data from the participant. The tools that the researcher were used to collect the data is a cell phone to record the sound from the participants. The interview takes around eight up to ten minutes.

E. Method of Data Analysis

In data analysis, the researcher were do some steps to analyse the data from the participants.

1. Listen to the recording

   The first is to listen to recorded responses. The researcher was analyze the interview results in the transcript and by listening to the audio recorder that has been taken and the last the researchers will select the specific information that will be needed by the researcher.

2. Describe the Data

   After collecting specific data from the interview results that have been analyzed previously, The next step, the researcher was provide an overview of the data generated in general. At this stage, the problems of this research will answer.

3. Classifying Data

   At this stage, the researcher was classified the data in more detail. The researcher was write down the results, summarize the findings, and conclude the analysis of the data from this research so can used it as a reference in determining the students pronunciation abilities.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher presents the findings of the research. This research was about the analyzing of error pronunciation in vowel. These finding related to the research question of these study which want to analyzed the error pronunciation in vowel and the cause of the error. This research presents findings obtained from the interview and recording data.

1. Error pronunciation in short vowel

The data of this study are the pronunciation errors made by first year students gained by using pronunciation test that was recorded. The data are from the words that students uttered. This test is used to reveal the sound production. The data analyzed in this study are those features that we pronounced incorrectly. Every incorrect pronunciation would be characterized and would be grouped into table distribution of error. The correct pronunciation was taken from Oxford Advanced Learner's Dictionary of Current English by Hornby.

According to the research, the researcher found some errors made by the first year students of English Education Muhammadiyah University of Makassar in pronouncing English short vowels which cause by the misformation errors. For clear information, below are the explanation of errors with each description.

a. **Errors of short vowel [I]**

The problem needed more attention is when the students pronouncing the word which has more than two syllables such as in words "statements". From the data, we can see students found difficulties in pronouncing vowel [I] formed the onset of the first syllable in word statements. Most of the students pronounce it with /stetmənt/ for /ˈsteɪtmənt/.

b. **Errors of short vowel [ə]**

The problem faced by the students in pronouncing vowel [ə] was when they pronounced /ˈsevrəl/. The vowel placed in second syllable was substituted by [ʌ]. They pronounced with /ˈsevrʌl/. Another problem faced by students in pronouncing short vowel [ə] is how to produce the vowel placed in the first of the sound syllable in word "afford". Short vowel [ə] which placed in the first substituted by sound [e] and [ʌ].

c. **Errors of short vowel [ʌ]**

Many students made errors in pronouncing vowels [ʌ] especially in pronouncing word "does" with ost of the students . The word become has two syllables which is vowel [ʌ] placed in second syllable of the word. Meanwhile, both of "does" has only one syllable where the vowel [ʌ] is placed in the middle as nucleus of the syllable. The student pronounced /bɪˈkɒm/ for /bɪˈkʌm/, /dɒz/ for /dʌz/.

d. **Errors of short vowel [ɒ]**

the writer found in her research that the student's faced difficulties in pronouncing short vowel [ɒ] placed in the second syllable on the word "Upon". They substituted the vowel [ɒ] with [e] in clear they pronounce it with /əˈpɒn/ for /əˈpen/. Another errors the students made are the substitution of short vowel [ʊ] in /ˈkænɒt/ with majority of the students.

e. **Errors of short vowel [æ]**

The researcher found that there was no word pronounced correctly by the entire amount of sample, although it was just in small percentage. Students commonly adopted the Indonesian pronunciation in pronouncing English. It could be heard form the way they pronounced "planning". Majority of students, pronounced it with /ˈplʌnɪŋ/ for /ˈplænɪŋ/. According to the data, the writer found that students faced difficulties in pronouncing short vowel [æ] placed in the first syllable forming as nucleus. This problem could be understood because in Indonesian there is no [æ] vowel like as in English pronunciation.

f. **Errors of short vowel [e]**

The writer found in his research that the student's faced difficulties in pronouncing short vowel [e] placed in the first syllable on the word "destitute". They substituted the vowel [e] with [ɪ] in clear they pronounce it with /ˈdɪstɪtjuːt/ for /ˈdestɪtjuːt/ with most of the student.

It is shows that almost half of the amount of the students made those errors.

2. Causes of the pronunciation error in short vowel

For the research question number two, students interviews were conducted to find out the causes of the pronunciation error in short vowel. A semi-structured interview sheet with 6 questions were administrated. Researcher took 10 students who is learnt pronunciation class at English Education Muhammadiyah University of Makassar to participated in the interviews. The results are presented in this section.

From the result of the interview, majority of the students stated that the reasons why the error pronunciation occur is due to the lack practicing and educations about the classification of speech organs in English. The statements of the students are quoted as proofs of the findings.

S6 stated that *"Errors in pronunciation usually occur due to lack of practice and study"* and was supported by S5 by said *" due to lack of listening practice and lack of knowledge about speech organ"*. Moreover, S2 also stated that *"and it can also because the lack of vocabulary, lack of practice and lack of confidence i think all of this may cause error in pronunciation"*.

Based on the students' statement, they revealed that the cause of error pronunciation in vowel occur due to the lack of vocabulary, lack of practice and less of knowledge about the classification of speech organs. S6 stated that the errors happened cause by the lack of practice and study. it was

supported by the statement from S5 by said that they are less of listening practice and knowledge about the speech organs.

B. Discussion

Based on the description in the data presentation, there are several things can be noted down. Most of the students still make errors in pronouncing English words in short vowels. The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. As mentioned in the previous chapter, there were three kinds of error vowel position in analyzing error based on Fauzi (2014). They were initial error, middle error and final error. Furthermore, to analyzing the error based on the types of error there were an omission, addition, misformation and misordering in analyzing error short vowel in pronunciation.

In short vowel /ɪ/ there were 2 error words in the initial error and 7 error words in middle error. The types of this error namely misformation errors that are characterized by the use of the wrong form of a short vowel like /ɪ/ change to /e/ sound. Focusing on the word "depend", this student pronounced it with phonetic transcription /dɪ'pend/ changed to /de'pend/. Vowel misformation error occurred because she used the wrong form of /I/ vowel in that pronunciation.

In short vowel /ə/ there were 1 error word in initial error and 3 error word in middle error. These error namely vowel misinformation. Short vowel misfomation happened here means that the students used the wrong item in pronouncing certain word like /ə/ to /ʌ/ sound. The misformation error occurred because he used the wrong form of vowel like using /ʌ/ sound in

form of vowel like using / ʌ / sound in "/ˈplænɪŋ/". In his pronunciation, he used it with phonetic transcription be like / ˈplænɪŋ /. Whereas, the correct phonetic transcription of it was / ˈplænɪŋ /. Thus, this case also categorized as vowel misformation error. Mostly these short vowel error happened in middle of syllable of a word.

In Short Vowel [e] there were 3 error word in middle error. Short vowel misfomation happened here means that the students used the wrong item in pronouncing certain word like /e/ or /ɪ/ sound. The misformation error occurred because he used the wrong form of vowel like using / ɪ / sound in "/ˈdestɪtjuːt/". In his pronunciation, he used it with phonetic transcription be like / ˈdɪstɪtjuːt/. Whereas, the correct phonetic transcription of it was / ˈdestɪtjuːt/. Thus, this case also categorized as vowel misformation error. Mostly these short vowel error happened in middle of syllable of a word.

Based on the Richard (1974) ir related to the intra lingual errors' reflecting the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn the conditions of the rules' applied. Add by S2 said that confidents and practice are the cause of the error pronunciation happened. It also related to the Richard (1974) theory which is developmental errors that occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience

Making errors cannot be separated from the learning process particularly of languages as stated by Thornbury (1999), "error seems to be an inevitable

part of learning a language". However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors.

Knowing the sources of errors can help the teacher finding the best way to overcome the pronunciation problems faced by the students so that they systematically are able to avoid themselves from making the same errors on vowels in the next.

On the research, the researcher found six sources of errors; they were pronouncing English word as written, error of substituting short vowels for long vowels, error substituting long vowel for short vowel, vowels for diphthong, overgeneralization and spelling rule confusion.

Based on the researcher analysis, the learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case their mother tongue. Moreover, the other sources of students' errors are the learners over generalize the rules and confuse the spelling rule. The learner's failure to adopt the target language system. They transferred the rules of their first language into the target language. For example learners tend to pronounce the word "work" /wɒk/ instead of /wɜːk/ like the sound [o] in may other English word i.e. "Box" /bɒks/ , "dog" /dɒg/ and "job" /dʒɒb/. As stated by Richard, if these errors are similar to the error that are made by learner who learning his or her first language, they are called interlingual error.

Contrastively, if these errors are caused by the target language and do not reflect native language structure but usually caused by overgeneralization because of the lack of target language competence. They are called intralingual errors. Based on the data result, it showed the common source of students errors on vowels was because of the the interference from mother tongue. This result in line with Richard's argument, "sentence in target language may exhibit interference from mother tongue, this is of course was considered to be major, but not the only, source of difficulty by linguist doing contrastive analysis. It means mother tongue is a major source of the errors made by the learners in pronouncing English word on vowels.
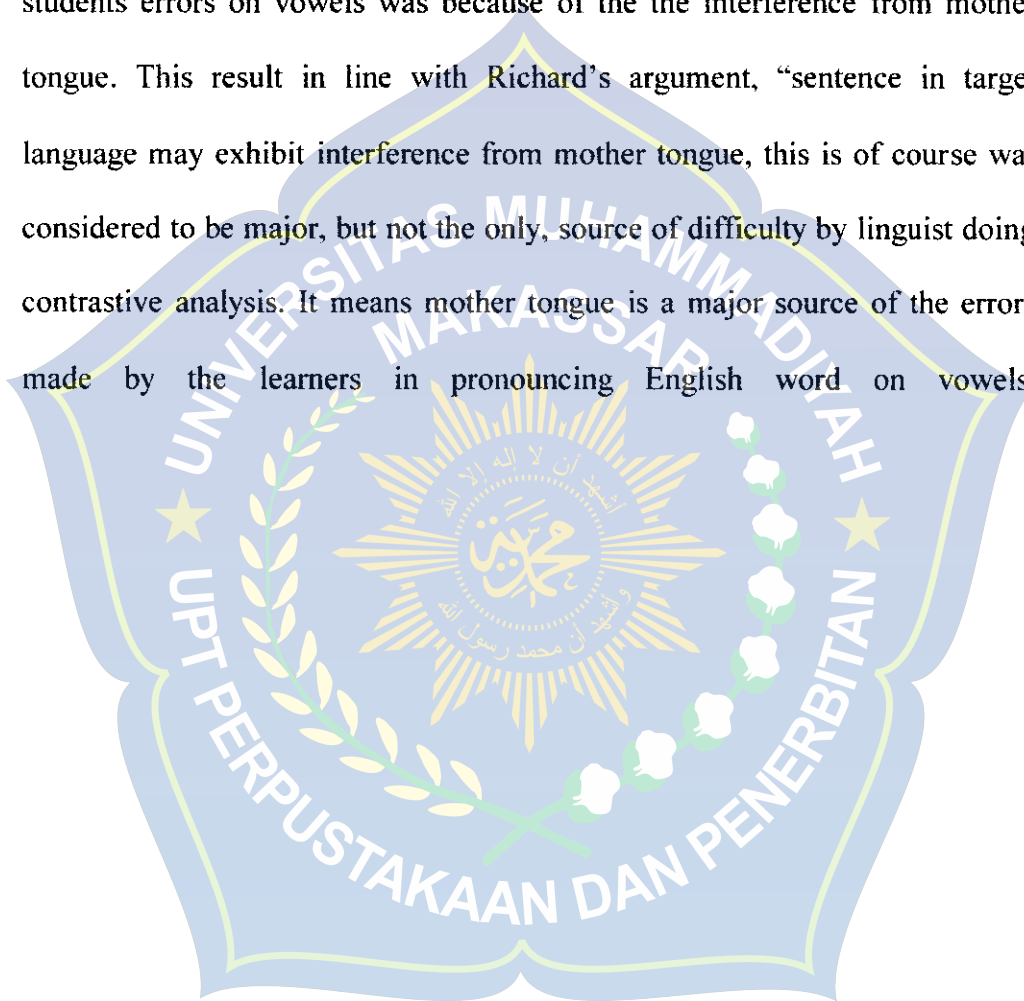
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data obtained in finding, this research focuses on analyzing students' error pronunciation in short vowel. The respondents of this research were 10 students of first year students English EduMuhammadiyahcation Department Muhammadiyah University of Makassar. The instrument that used in this research were interview and recording ad documentation. Based on the findings that have been discussed in this research, there are two conclusions:

1. Most of the students still make errors in pronouncing English words in short vowels. The students made errors on the short vowel [ɪ], [ə], [ʌ], [ɒ], [æ] and [e]. Based on the data, the students mostly make an error in the middle of the syllable and make and misinformation error in the letter of short vowel.

2. There are certain sources that explain why the errors can be happened when they are learning the language. On the research, the researcher found six sources of errors; they were pronouncing English word as written, error of substituting short vowels for long vowels, error substituting long vowel for short vowel, vowels for diphthong, overgeneralization and spelling rule confusion. The learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case is the mother tongue.

Moreover, the other sources of students' errors are the learners over generalize the rules and confuse the spelling rule. The learner's failure to adopt the target language system. They transferred the rules of their first language into the target language.

B. Suggestion

In the end, the researcher gives some suggestion related to the result of this study. The suggestions are:

1. For the teacher

   The teacher should given a lot of drills and practices relating to the pronunciation so that the students can acquire the habit of using the correct pronunciation of the English words containing English vowels correctly regardless of language skill they are dealing with. Therefore, it can help the students improve their pronunciation proficiency.

2. For the students

   The students should learn from the errors they made and have to practice to pronounce English more. They should pay attention in English words that are pronounced by them to avoid misunderstanding among speakers or listeners. They also should increase their motivation in learning English, for example motivation to speak English even a little, learn about pronunciation, and always consult the dictionary if they do not know the correct pronunciation.

3. For Further Researcher

The researcher realizes that this research is not perfect enough to overcome the problems of students made error in pronouncing vowels in English words. She expects the further researcher can apply a suitable technique to cope with the problem of students in pronouncing vowels in English words in order to make the students able to pronounce English words correctly.

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APPENDICES

Interview Guideline

Time   :

Date   :

Place   :

1. What is your favorite subject in English learning?

   Apa matakuliah favorit kamu dalam pembelajaran bahasa Inggris?

2. Do you learn pronunciation in your class? If yes, how the procedures?

   Apakah kamu belajar pronunciation dikelas? Jika ya, bagaimana

   prosedurenya ?

3. After following the subject, does it improve your pronunciation ability?

   Setelah mengikuti matakuliah tersebut, apakah ia meningkatkan

   kemampuan pengucapan kamu?

4. Do you think that there are errors happen in your pronunciation? Explain!

   Menurut kamu apakah terjadi error dalam pengucapan kamu? Jelaskan!

5. In your opinion, why the error occurs?

   Menurut pendapat kamu, kenapa error dalam pengucapan bisa terjadi?

6. Do you consider to solve the error pronunciation in yourself?

   Apakah kamu menemukan solusi dalam menanggapi error yang terjadi

   dalam pengucapan kamu.

Documentation Record

Conversation Between Student and Teacher About Future

Teacher   : What are you planning to do after passing your matric?

Student   : Sir, it would depend on what marks I get.

Teacher   : Ok, so what have you planned if you secured good marks in
matric?

Student   : I will haunt pre-medical groups in F.S.C. Otherwise, I shall join
I.C.S.

Teacher   : Why did you deem medical groups?

Student   : I think that several people die due to inadequate medical aid.
They cannot afford substantial medical costs. I shall help them without exerting
any charges.

Teacher   : Your statements are false because each student shows pity first,
but does not work upon his promise and grows materialistic.

Student   : I would not be in that evil group. My grandmother was very ill,
and we could not get here appropriately treated because we were destitute. My
purpose in life is to be a doctor, and I shall serve the people as a good citizen and
help the needy free of cost.

Teacher   : Ok, then. Hope You will get succeeded in your life.

Student   : Thank you, sir.

Lampiran

Table Transcription Student 1

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/'sevrəl/	/'sevrʌl/	ʌ
3	not	/nɒt/	/nɒt/	
4	cannot	/'kænɒt/	/'kænʌt/	ʌ
5	upon	/ə'pɒn/	/ə'pɒn/	
6	planning	/'plænɪŋ/	/'plænɪŋ/	
7	passing	/'pɑːsɪŋ/	/'pɑːsɪŋ/	
8	matric	/mə'trɪk/?	/mə'trɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪ'pend/	/depend/	E
11	if	/ɪf/	/ɪf/	
12	medical	/'medɪkl/	/mɪdɪkl/	I
13	Otherwise	/'ʌðəwaɪz/	/'ʌðəwaɪz/	
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪ'kʌm/	/bɪ'kʊm/	ʊ
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪn'ædɪkwət/	/ɪn'edɪkwət/	E
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪ'ðaʊt/	/wɪ'ðaʊt/	
23	statements	/'steɪtmənt/	/'steɪtmənt/	
24	because	/bɪ'kəz/	/bɪ'kəz/	
25	pity	/'pɪti/	/'pɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/'prɒmɪs/	/'prɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/ə'prəʊpriətli/	/ə'prəʊpriətli/	
33	because	/bɪ'kəz/	/bɪ'kəz/	
34	destitute	/'destɪtjuːt/	/'destɪtjuːt/	
35	citizen	/'sɪtɪzn/	/'sɪtɪzn/	
36	needy	/'niːdi/	/'niːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/'ɑːftər/	/'ɑːftər/	
39	does	/dʌz/	/dʌz/	

40	have	/həv/	/həv/	
41	planned	/plænd/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	/səbˈstænʃl/	/səbˈstænʃl/	
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪərɪəˈlɪstɪk/	/məˌtɪərɪəˈlɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈgrænmʌðər/	/ˈgrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeeded	/səkˈsiːd/	/səkˈsed/	E

Table 4.1 shows the errors made by the students in pronouncing short vowel . The problem needed more attention is when the students pronouncing the word which has more than one syllables such as in words "succeded". From the table, we can see students found difficulties in pronouncing short vowel [I, ʌ, e, ɒ, I].

Table Transcription Student 2

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsevrəl/	
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænɒt/	
5	upon	/əˈpɒn/	/əˈpen/	E
6	planning	/ˈplænɪŋ/	/ˈplænɪŋ/	
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	

9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/dɪˈpend/	
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmedɪkl/	
13	Otherwise	/ˈʌðəwaɪz/	/ˈəðəwaɪz/	ə
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈedɪkwət/	E
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	
23	statements	/ˈsteɪtmənt/	/ˈsteɪtmənt/	
24	because	/bɪˈkəz/	/bɪˈkəz/	
25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/ʌˈprəʊpriətli/	ʌ
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	
36	needy	/ˈniːdi/	/ˈniːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	/səbˈstænʃl/	/səbˈstænʃl/	
46	costs	/kɒst/.	/kɒst/.	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪəriəˈlɪstɪk/.	/məˌtɪəriəˈlɪstɪk/.	
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈgrænmʌðər/	/ˈgrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	

54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	ʊ
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	succeded	/səkˈsiːd/	/səkˈsiːd/	
58	then	/ðen/	/ðen/	

Table 4.2 shows the errors made by the students in pronouncing short vowel . The problem needed more attention is when the students pronouncing the word which has in the first syllables such as in words "appropriately". From the table, we can see students found difficulties in pronouncing short vowel [ʊ, ʌ, e, ɒ, ə].

Table Transcription Student 3

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsɔvrəl/	ɔ
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænɒt/	
5	upon	/əˈpɒn/	/əˈpɒn/	
6	planning	/ˈplænɪŋ/	/ˈplʌnɪŋ/	ʌ
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/deˈpend/	E
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmedɪkl/	
13	Otherwise	/ˈʌðəwaɪz/	/ˈʌðəwaɪz/	
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈædɪkwət/	
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	

23	statements	/'steɪtmənt/	/'steɪtmənt/	
24	because	/bɪ'kəz/	/bɪ'kəz/	
25	pity	/'pɪti/	/'pɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/'prɒmɪs/	/'prɒmaɪs/	aɪ
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/ə'prəʊprɪətli/	/ə'prəʊprɪətli/	
33	because	/bɪ'kəz/	/bɪ'kəz/	
34	destitute	/'destɪtjuːt/	/'destɪtjuːt/	
35	citizen	/'sɪtɪzn/	/'sɪtɪzn/	
36	needy	/'niːdi/	/'niːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/'ɑːftər/	/'ɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/ə'mʌŋ/	/ə'mʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/ə'fɔːd/	/ə'fɔːd/	
45	substantial	/səb'stænʃl/	/səb'stænʃl/	
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/mə,tɪərɪə'lɪstɪk/	/mə,tɪərɪə'lɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/'grænmʌðər/	/'grænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/'pɜːpəs/	/'pɜːpəs/	
56	doctor	/'dɒktər/	/'dɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/sək'siːd/	/sək'sed/	E

Table 4.3 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which has more than one syllables such as in words

"succeded". From the table, we can see students found difficulties in

pronouncing short vowel [ə, ʌ, e, ɒ, I].

Table Transcription Student 4

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsevrʌl/	ʌ
			/ˈsəvrəl/	ə
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænɒt/	
5	upon	/əˈpɒn/	/əˈpen/	e
6	planning	/ˈplænɪŋ/	/ˈplʌnɪŋ/	ʌ
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/deˈpend/	e
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmɪdɪkl/	I
13	Otherwise	/ˈʌðəwaɪz/	/ˈʌðəwaɪz/	
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈedɪkwət/	e
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	
23	statements	/ˈsteɪtmənt/	/stetmənt/	e
24	because	/bɪˈkəz/	/bɪˈkəz/	
25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/əˈprəʊpriətli/	
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	

36	needy	/ˈniːdi/	/ˈniːdɪ/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	səbˈstænʃl/	səbˈstænʃl/	
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪəriəˈlɪstɪk/	/məˌtɪəriəˈlɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈgrænmʌðər/	/ˈgrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpʊs/	ʊ
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/		

Table 4.4 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which has more than one syllables and word in the second syllables such as in words "upon" and "inadequate". From the table, we can see students found difficulties in pronouncing short vowel [ə, ʌ, e, ʊ].

Table Transcription Student 5

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsəvrəl/	ə
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænɒt/	
5	upon	/əˈpɒn/	/əˈpɒn/	
6	planning	/ˈplænɪŋ/	/ˈplʌnɪŋ/	ʌ
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/deˈpend/	e
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmedɪkl/	
13	Otherwise	/ˈʌðəwaɪz/	/ˈʌðəwaɪz/	
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈædɪkwət/	
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	
23	statements	/ˈsteɪtmənt/	/stetmənt/	e
24	because	/bɪˈkəz/	/bɪˈkəz/	
25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/əˈprəʊpriətli/	
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	
36	needy	/ˈniːdi/	/ˈnedi/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dez/	e
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	

42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	/səbˈstænʃl/	/səbˈstenʃl/	**e**
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪərɪəˈlɪstɪk/	/məˌtɪərɪəˈlɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈɡrænmʌðər/	/ˈɡrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/	/səkˈsiːd/	

Table 4.5 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the second syllables such as in words "substantial". From the table, we can see students found difficulties in pronouncing short vowel [ə, ʌ, e, ɒ].

Table Transcription Student 6

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsevrəl/	
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænʌt/	ʌ
5	upon	/əˈpɒn/	/əˈpen/	e
6	planning	/ˈplænɪŋ/	/ˈplʌnɪŋ/	ʌ
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/dɪˈpend/	
11	if	/ɪf/	/ɪf/	

12	medical	/'medɪkl/	/'mɪdɪkl/	I
13	Otherwise	/'ʌðəwaɪz/	/'ʌðəwez/	e
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪ'kʌm/	/bɪ'kʌm/	
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪn'ædɪkwət/	/ɪn'edɪkwət/	e
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪ'ðaʊt/	/wɪ'ðaʊt/	
23	statements	/'steɪtmənt/	/stetmənt/	e
24	because	/bɪ'kəz/	/bɪ'kəz/	
25	pity	/'pɪti/	/'pɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/'prɒmɪs/	/'prɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/ə'prəʊpriətli/	/ə'prəʊpriətli/	
33	because	/bɪ'kəz/	/bɪ'kəz/	
34	destitute	/'destɪtjuːt/	/'destɪtjuːt/	
35	citizen	/'sɪtɪzn/	/'sɪtɪzn/	
36	needy	/'niːdi/	/'nedi/	e
37	will	/wɪl/	/wɪl/	
38	after	/'ɑːftər/	/'ɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/ə'mʌŋ/	/ə'mʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/ə'fɔːd/	/ə'fɔːd/	
45	substantial	/səb'stænʃl/	/səb'stenʃl/	e
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/mə.tɪəriə'lɪstɪk/	/mə.tɪəriə'lɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/'grænmʌðər/	/'grænmʌðər/	
52	was	/wɒz/	/wɒz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/'pɜːpəs/	/'pɜːpəs/	
56	doctor	/'dɒktər/	/'dɒktər/	

57	then	/ðen/	/ðen/	
58	succeded	/sək'siːd/	/sək'sed/	

Table 4.6 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the first and second syllables such as in words "upon" and "inadequate". From the table, we can see students found difficulties in pronouncing short vowel [ʌ, e, ɪ].

Table Transcription Student 7

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/'sevrəl/	/'səvrəl/	
3	not	/nɒt/	/nɒt/	
4	cannot	/'kænɒt/	/'kænɒt/	
5	upon	/ə'pɒn/	/ə'pɒn/	
6	planning	/'plænɪŋ/	/'plʌnɪŋ/	ʌ
7	passing	/'pɑːsɪŋ/	/'pɑːsɪŋ/	
8	matric	/mə'trɪk/?	/mə'trɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪ'pend/	/dɪ'pend/	
11	if	/ɪf/	/ɪf/	
12	medical	/'medɪkl/	/'medɪkl/	
13	Otherwise	/'ʌðəwaɪz/	/'əðəwaɪz/	ə
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪ'kʌm/	/bɪ'kʌm/	
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪn'ædɪkwət/	/ɪn'edɪkwət/	e
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪ'ðaʊt/	/wɪ'ðaʊt/	
23	statements	/'steɪtmənt/	/stetmənt/	e
24	because	/bɪ'kəz/	/bɪ'kəz/	

25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/əˈprəʊpriətli/	
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	
36	needy	/ˈniːdi/	/ˈniːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	/səbˈstænʃl/	/səbˈstenʃl/	e
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪəriəˈlɪstɪk/	/məˌteriəˈlɪstɪk/	e
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈgrænmʌðər/	/ˈgrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/	/səkˈsiːd/	

Table 4.7 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the first and second syllables such as in words "Otherwise" and "substantial". From the table, we can see students found difficulties in pronouncing short vowel [ʌ, e, ə].

Table Transcription Student 8

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/'sevrəl/	/'sevrʌl/	ʌ
3	not	/nɒt/	/nɒt/	
4	cannot	/'kænɒt/	/'kænɒt/	
5	upon	/ə'pɒn/	/ə'pen/	e
6	planning	/'plænɪŋ/	/'plʌnɪŋ/	ʌ
7	passing	/'pɑːsɪŋ/	/'pɑːsɪŋ/	
8	matric	/mə'trɪk/?	/mə'trɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪ'pend/	/dɪ'pend/	
11	if	/ɪf/	/ɪf/	
12	medical	/'medɪkl/	/'medɪkl/	
13	Otherwise	/'ʌðəwaɪz/	/'ʌðəwaɪz/	
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪ'kʌm/	/bɪ'kʌm/	
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪn'ædɪkwət/	/ɪn'ædɪkwət/	
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪ'ðaʊt/	/wɪ'ðaʊt/	
23	statements	/'steɪtmənt/	/'stetmənt/	e
24	because	/bɪ'kəz/	/bɪ'kəz/	
25	pity	/'pɪti/	/'pɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/'prɒmɪs/	/'prɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/ə'prəʊpriətli/	/ə'prəʊpriətli/	
33	because	/bɪ'kəz/	/bɪ'kəz/	
34	destitute	/'destɪtjuːt/	/'destɪtjuːt/	
35	citizen	/'sɪtɪzn/	/'sɪtɪzn/	
36	needy	/'niːdi/	/'niːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/'ɑːftər/	/'ɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	

41	planned	/plæn/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/əˈfɔːd/	
45	substantial	səbˈstænʃl/	/səbˈstenʃl/	e
46	costs	/kɒst/.	/kɒst/.	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪərɪəˈlɪstɪk/.	/məˌterɪəˈlɪstɪk/	e
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈgrænmʌðər/	/ˈgrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/	/səkˈsiːd/	

Table 4.8 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the first and second syllables such as in words "planning" From the table, we can see students found difficulties in pronouncing short vowel [ʌ, e,].

Table Transcription Student 9

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsevrəl/	
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænʌt/	ʌ
5	upon	/əˈpɒn/	/əˈpɒn/	
6	planning	/ˈplænɪŋ/	/ˈplænɪŋ/	
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	

9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/dɪˈpend/	
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmedɪkl/	
13	Otherwise	/ˈʌðəwaɪz/	/ˈəðəwaɪz/	ə
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkʌm/	
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈedɪkwət/	e
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	
23	statements	/ˈsteɪtmənt/	/stetmənt/	e
24	because	/bɪˈkəz/	/bɪˈkəz/	
25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/əˈprəʊpriətli/	
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	
36	needy	/ˈniːdi/	/ˈniːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plænd/	/plænd/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/ʌfɔːd/	ʌ
45	substantial	/səbˈstænʃl/	/səbˈstenʃl/	e
46	costs	/kɒst/.	/kɒst/.	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪəriəˈlɪstɪk/.	/məˌteriəˈlɪstɪk/.	e
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈɡrænmʌðər/	/ˈɡrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	

54	were	/wɔr/	/wɔr/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/	/səkˈsiːd/	

Table 4.9 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the first and second syllables such as in words "afford" and "substantial". From the table, we can see students found difficulties in pronouncing short vowel [ʌ, e, ə].

Table Transcription Student 10

No	Word	Correct phonetic transcription	Transcription of students' pronunciation	Errors
1	What	/wɒt/	/wɒt/	
2	several	/ˈsevrəl/	/ˈsevrəl/	
3	not	/nɒt/	/nɒt/	
4	cannot	/ˈkænɒt/	/ˈkænɒt/	
5	upon	/əˈpɒn/	/əˈpen/	e
6	planning	/ˈplænɪŋ/	/ˈplænɪŋ/	
7	passing	/ˈpɑːsɪŋ/	/ˈpɑːsɪŋ/	
8	matric	/məˈtrɪk/?	/məˈtrɪk/?	
9	it	/ɪt/	/ɪt/	
10	depend	/dɪˈpend/	/dɪˈpend/	
11	if	/ɪf/	/ɪf/	
12	medical	/ˈmedɪkl/	/ˈmedɪkl/	
13	Otherwise	/ˈʌðəwaɪz/	/ˈəðəwaɪz/	ə
14	join	/dʒɔɪn/	/dʒɔɪn/	
15	did	/dɪd/	/dɪd/	
16	think	/θɪŋk/	/θɪŋk/	
17	become	/bɪˈkʌm/	/bɪˈkʌm/	
18	die	/daɪ/	/daɪ/	
19	inadequate	/ɪnˈædɪkwət/	/ɪnˈædekwət/	e
20	aid	/eɪd/	/eɪd/	
21	They	/ðeɪ/	/ðeɪ/	
22	without	/wɪˈðaʊt/	/wɪˈðaʊt/	

23	statements	/'steɪtmənt/	/stetmənt/	e
24	because	/bɪˈkəz/	/bɪˈkəz/	
25	pity	/ˈpɪti/	/ˈpɪti/	
26	his	/hɪz/	/hɪz/	
27	promise	/ˈprɒmɪs/	/ˈprɒmɪs/	
28	in	/ɪn/	/ɪn/	
30	ill	/ɪl/	/ɪl/	
31	here	/hɪər/	/hɪər/	
32	appropriately	/əˈprəʊpriətli/	/əˈprəʊpriətli/	
33	because	/bɪˈkəz/	/bɪˈkəz/	
34	destitute	/ˈdestɪtjuːt/	/ˈdestɪtjuːt/	
35	citizen	/ˈsɪtɪzn/	/ˈsɪtɪzn/	
36	needy	/ˈniːdi/	/ˈniːdi/	
37	will	/wɪl/	/wɪl/	
38	after	/ˈɑːftər/	/ˈɑːftər/	
39	does	/dʌz/	/dʌz/	
40	have	/həv/	/həv/	
41	planned	/plæn/	/plæn/	
42	among	/əˈmʌŋ/	/əˈmʌŋ/	
43	shall	/ʃəl/	/ʃəl/	
44	afford	/əˈfɔːd/	/ʌfɔːd/	ʌ
45	substantial	/səbˈstænʃl/	/səbˈstenʃl/	e
46	costs	/kɒst/	/kɒst/	
47	them	/ðəm/	/ðəm/	
48	are	/ər/	/ər/	
49	materialistic	/məˌtɪəriəˈlɪstɪk/	/məˌtɪəriəˈlɪstɪk/	
50	that	/ðæt/	/ðæt/	
51	grandmother	/ˈɡrænmʌðər/	/ˈɡrænmʌðər/	
52	was	/wəz/	/wəz/	
53	here	/hɪər/	/hɪər/	
54	were	/wər/	/wər/	
55	purpose	/ˈpɜːpəs/	/ˈpɜːpəs/	
56	doctor	/ˈdɒktər/	/ˈdɒktər/	
57	then	/ðen/	/ðen/	
58	succeded	/səkˈsiːd/	/səkˈsiːd/	

Table 4.10 shows the errors made by the students in pronouncing short vowel. The problem needed more attention is when the students pronouncing the word which in the first and second syllables such as in words "statement" and "otherwise". From the table, we can see students found difficulties in pronouncing short vowel [ʌ, e, ə].

STUDENT 1

A   : What is your favorite subject in English learning?

B   : Intensive speaking

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes, we were given teaching materials such as speech organ, we were taught about it and we were given the opportunity one by one to practice pronoun a word or sentence

A   : After following the subject, does it improve your pronunciation ability?

B   : A little bit, I guess

A   : Do you think that there are errors happen in your pronunciation? Explain!

B   : Of course, I realize that my pronunciation is very bad, sometimes I get confused to pronounce some words that I first find, I also have a hard time pronouncing words that end in "ed" and so on

A   : In your opinion, why the error occurs?

B   : Maybe because we don't practice and study a lot

A   : Do you consider to solve the error pronunciation in yourself?

B   : Yes, sometimes I like to listen to podcasts while reading the subtitles and then practice pronouncing them, I think this can make my pronunciation better

STUDENT 2

A   : What is your favorite subject in English learning?

B   : I don't have that specific favorite subject cause i do love all of the english subject that i learned in our class and for me all english subject are good from intensive reading, writing, speaking, listening and pronunciation practice cause i believe that all of this english subject have their own benefit for me. Why do i say it because i already study all of the subject and each subject help me to improve my english not just improving my pronunciation but also my reading ability, speaking ability, writing ability and listening ability that's why i don't have my favorite subject.

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes, of course we also learn pronunciation in our class we learn about speech organ, the difference between letter and sound, english sound, classification of english consonant based on place and manner of articulation and the last one is past ending /t/ed/d/. When we learn about all of the above our lecturer divide us into 6 group each group have 2 - 3 member and then after we finish our group assignment we have a presentation and we also have some exercises after all of the groups presentation and then we have our mid sem 1 week later.

A   : After following the subject, does it improve your pronunciation ability?

B   : Yes it's improve my pronunciation ability so much i think that learning how to say it right is so important for us so that if we are going to talked to people who can only speak english they can understand us clearly because of our pronunciation,,if we have a good pronunciation then people can immediately understand what we are talking about. Pronunciation subject is not just about pronunciation but there are thing that i also learned just like we can improve our confidence if we have a good pronunciation then it will help us to have a confidence to talked with other people or maybe speak in front of a lot of people

or maybe if you have a presentation using english then you are brave enough to talk in front of them because you have a good pronunciation.

A   : Do you think that there are errors happen in your pronunciation? Explain!

B   : Yes, as a person who still learning basic english i think yes there is still error happen's in my pronunciation specially when it come's to a hard word in english there are many words in english that still hard for me to pronunce correctly for example Rural there are 2 r in that word and that's hard for me to pronunce. Sometimes i'm lazy too,there is a time that i'm lazy to practice my pronunciation,im lazy to open my vocabulary or maybe if there is a word that i dont understand i just read it without knowing if i read it correct or incorrect i just let it past like that i think that are the errors happen in my pronunciation because of my laziness error happens.

A   : In your opinion, why the error occurs?

B   : For me maybe it's because there are still words in english that is hard to pronunce just like what i said previously in question number 4. The word "Rural" not just this word but there are more words that is hard to pronunce   and it can also because the lack of vocabulary , lack of practice and lack of confidence i think all of this may cause error in pronunciation.

A   : Do you consider to solve the error pronunciation in yourself?

B   : Yes, to make my pronunciation good I always open my vocabulary and then i translate it in google then i open the sound and hear how to pronunce the word correctly and i also watch english movie then if there are word's that i dont understand i write it on my paper then i rewind the movie where the english word has spoken then i practice how they pronunce the word that i've wrote in my paper previously and i also here english music and i repeat the the word that is hard for me to pronunce in that music. I always practice and practice so that i can pronunce it correctly that's the thing that i do to solve my error pronunciation i also get rid

of the laziness inside me i believe that if i get rid of the laziness that is in me my pronunciation will get better.

STUDENT 3

A : What is your favorite subject in English learning?

B : my favorite subject is intensive speaking, because in my opinion when we learn intensive speaking we will be better trained in pronunciation and can improve vocabulary.

A : Do you learn pronunciation in your class? If yes, how the procedures?

B : yes, do the distribution of material and groups to present the material obtained and then do a question and answer session and practice after that do a review of the material.

A : After following the subject, does it improve your pronunciation ability?

B : Of course, because after studying pronunciation I know better how to pronounce and the parts of speech organs and the division of letters, etc.

A : Do you think that there are errors happen in your pronunciation? Explain!

B : yes, because my pronunciation is not right.

A : In your opinion, why the error occurs?

B : due to lack of education regarding pronunciation and pronunciation practice.

A : Do you consider to solve the error pronunciation in yourself?

B :The solution is to always practice and study the pronunciation material.

STUDENT 4

A   : What is your favorite subject in English learning?

B   : My favorite subject in English is intensive speaking, because when I study intensive speaking, this course teaches me to speak good and correct English, and this course is very enjoyable in the teaching and learning process so that it makes me feel enjoy in learning.

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes, of course I learned pronouciation in class, the procedure for the pronunciation course in my class has been learning through google meet and at the beginning of the meeting we were in the form of groups and presentations on Difference between letter and sound. English sound; Phonetic transcription of consonant and vowel.Speech organ.Classification of English consonant sound based on place and manner of articulation.Classification of English vowel sound.Past end: /t/id/d/. good and right.

A   : After following the subject, does it improve your pronunciation ability?

B   : Yes, so far after taking this course, my pronunciation ability has improved quite a bit, although my pronunciation is still not good, but there is a change from very bad to better than before.

A   : Do you think that there are errors happen in your pronunciation? Explain

B   : It seems that sometimes at certain times in certain pronunciations it is very difficult for me to say what else when I find new vocabulary that I have never met or read before so that it makes me a little difficult to pronounce

A   : In your opinion, why the error occurs?

B   : Lack of practice and lack of habituation in pronouncing difficult pronunciations so that it affects pronunciation errors

A   : Do you consider solving the error pronunciation in yourself?

B : Yes, my solution is to read, listen, and speak more and practice continuously in correcting my incorrect pronunciation, the key lies in continuous practice and repetition

STUDENT 5

A : What is your favorite subject in English learning?

B : I don't have a favorite subject because I like all subjects related to English even though my English skills are still lacking but I really like all English lessons.

A : Do you learn pronunciation in your class? If yes, how the procedures?

B : Yes, the first is to divide groups and materials into 6 groups, after that each group is invited to explain in detail the material they get, after that we have a question and answer session and practice after that do a review of the material.

A : After following the subject, does it improve your pronunciation ability?

B : Of course, because after learning pronunciation I know better how to pronounce and the parts of speech organs and letter division, etc.

A : Do you think that there are errors happen in your pronunciation? Explain!

B : yes, because I'm just a beginner, so there are still many pronunciation mistakes that I make.

A : In your opinion, why the error occurs?

B : due to lack of listening practice and lack of knowledge about speech organ

A : Do you consider to solve the error pronunciation in yourself?

B : I have to do more listening exercises and be more active in learning pronunciation.

STUDENTS 6

A : What is your favorite subject in English learning?

B : My favorite subject in English learning is intensive Speaking.

A : Do you learn pronunciation in your class? If yes, how the procedures?

B : Yes, As for the procedure, our pettama is divided into several groups. after that we were given different materials such as Different between letter and sound, English sound, speech organ, clasification of English consonant and vowel. then, each group explains the material respectively and after the explanation from each group will be responded back by the lecturer and given improvements.

A : After following the subject, does it improve your pronunciation ability?

B : Of course, after following this lesson, it gave me a better understanding, how to pronounce words correctly

A : Do you think that there are errors happen in your pronunciation? Explain!

B : Yes, I always make mistakes when I say a word and sometimes I don't realize it

A : In your opinion, why the error occurs?

B : Errors in pronunciation usually occur due to lack of practice and study

A : Do you consider to solve the error pronunciation in yourself?

B   : yes I found the solution, I can improve my pronunciation by listening to English songs with text and watching movies. that way I can gradually improve my pronunciation

STUDENT 7

A   : Pronunciation and speaking because I love to talk and learn more about how to speak and pronounce well and better.

B   : What is your favorite subject in English learning?

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes i learn pronunciation in class, we usually being shown a text or a word to pronounce

A   : After following the subject, does it improve your pronunciation ability?

B   : Yes i think the subject improve my pronunciation and correct many mistake of my pronunciation

A   : Do you think that there are errors happen in your pronunciation? Explain!

B   : As a student who still studying English i have many error in my pronunciation because there are many words i don't know how to pronounce

A   : In your opinion, why the error occurs?

B   : I think its because we usually don't care about the correct way to pronounce a word and speak anything we read and when we heard someone say a word we usually follow it

A   : Do you consider to solve the error pronunciation in yourself

B   : When i don't know how to pronounce a word i usually search it on Google or ask someone who know how to pronounce it

STUDENTS 8

A   : What is your favorite subject in English learning?

B   : I really like the Intensive Writing lesson

A   : Do you learn pronunciation in your class? If yes, how the procedures

B   : Yes, I learned it. starting from consonants, how to pronounce in English, and much more

A   : After following the subject, does it improve your pronunciation ability?

B   : I think so

A   : do you think that there are errors happen in your pronunciation? Explain!

B   : Yes often, because my pronunciation in English is not very fluent and there are some letters that look difficult to pronounce, more or less like that

A   : In your opinion, why the error occurs?

B   : because of the lack of practice, and not used to doing it repeatedly

A   : Do you consider to solve the error pronunciation in yourself?

B   : I overcome it by watching learning videos on YouTube and learning the material that has been given by the lecture

STUDENT 9

A   : What is your favorite subject in English learning?

B   : Yes, I'm quite interested in the intensive reading course, although it's a bit difficult, but still.

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes, I learned to pronounce in our class, we learned how to pronounce the correct word, and so on.

A   : After following the subject, does it improve your pronunciation ability?

B   : Yes, it is enough to improve my ability in pronunciation which was wrong to be quite correct.

A   : Do you think that there are errors happen in your pronunciation? Explain

B   : Yes often, it happens because I lack the habit of pronouncing the word.

A   : In your opinion, why the error occurs?

B   : In my opinion, it's because of the lack of proper pronunciation practice.

A   : Do you consider to solve the error pronunciation in yourself?

B   : In my opinion, maybe I practice and study harder so that my pronunciation can improve.

STUDENT 10

A   : What is your favorite subject in English learning?

B   : Int. Speaking Because the nature of the teacher is very easy to understand and pleasant. And I also like writing.

A   : Do you learn pronunciation in your class? If yes, how the procedures?

B   : Yes I learned it. presentation of the material that has been made, displays the word and then reads it.

A   : After following the subject, does it improve your pronunciation ability?

B   : Yes there is an improvement in my pronunciation

A   : Do you think that there are errors happen in your pronunciation? Explain

B   : I Often, because I don't know the pronunciation

A   : In your opinion, why the error occurs?

B   : In my opinion, lack of practice and not doing evaluation when pronunciation is wrong

A   : Do you consider to solve the error pronunciation in yourself?

B   : I think the solution is to always practice pronunciation and always evaluate pronunciation when it's wrong.

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **AFANDI**

NIM : **10535618514**

Judul Penelitian : *The Analysis of Error Pronounciation in Vowel at The First Year Students of English Education Department Muhammadiyah University of Makassar.*

Tanggal Ujian Proposal : **30 Desember 2021**

Tempat/Lokasi Penelitian : **Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Makassar Jurusan Pendidikan dan Sastra Bahasa Inggris**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	24 Januari 2022	Meminta kesedian kepada 10 mahasiswa sebagai participant dalam hal research ini	Uyunnasirah Hambali, S.Pd, M.Pd	
2	25 Januari 2022	Tehnik pengambilan data dilakukan secara online melalui group Whatsapp	Uyunnasirah Hambali, S.Pd, M.Pd	
3	26 Januari 2022	Melakukan Interview secara tertulis melalui group WA, angkat/pertanyaan dibuat dalam bentuk lembar kerja Word dan partisipan menjawab semua pertanyaan yang telah ditulis dalam lembar kerja Word.	Uyunnasirah Hambali, S.Pd, M.Pd	
4	27 Januari 2022	Melakukan pengambilan data dengan tehnik Record Voice. Peneliti mengirimkan sebuah dialog percakapan dalam bentuk file Word	Uyunnasirah Hambali, S.Pd, M.Pd	

I Terakreditasi Institusi

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NIM   : 10535618514

Program Studi : Pendidikan Bahasa Inggris

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Nursinah, S.Hum.,M.I.P
NBM. 964 591

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor : 8594/FKIP/A.4-II/I/1443/2022

Lampiran : 1 (Satu) Lembar

Perihal : Pengantar Penelitian

Kepada Yang Terhormat
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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

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Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Jeneponto / 04-01-1996
Alamat	:	Perumahan Grand Zam-zam City Blok A2 No.5, Pattalassang Kab,Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Analysis Error Pronounciation in Vowel at The First Year Students of English Education Department Muhammadiyah University of Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 16 Jumadal Tsaniyah 1443 H
19 Januari 2022 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

بسم الله الرحمن الرحيم

16 Jumadil akhir 1443 H

19 January 2022 M

Kepada Yth,

Ketua Lembaga Perpustakaan dan Penerbitan

Universitas Muhamamdiyah Makassar

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　　　Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8594/FKIP/A.4-II/I/1443/2022 tanggal 19 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**AFANDI**
No. Stambuk	:	**10535 618514**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :
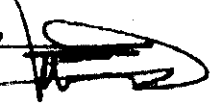
"The Analysis Error Pronounciation In Vowel At The First Year Students' Of English Education Department Muhammadiyah University Of Makassar"

Yang akan dilaksanakan dari tanggal 24 Januari 2022 s/d 24 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.

NBM 101 7716

01-22

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بسم الله الرحمن الرحيم

		untuk participant, dan participant merekam suara mereka, sehingga peneliti bisa mengambil data dari hasil rekaman tersebut.	Uyunnasirah Hambali, S.Pd, M.Pd	
5	28 Januari 2022	Pengambilan data	Uyunnasirah Hambali, S.Pd, M.Pd	
6	29 Januari 2022	Pengambilan data	Uyunnasirah Hambali, S.Pd, M.Pd	
7	30 Januari 2022	Peneliti merekap kembali 10 rekaman yang telah dikirim oleh participant	Uyunnasirah Hambali, S.Pd, M.Pd	
8	31 Januari 2022	Peneliti menghitung data dari sampel yang telah didapatkan	Uyunnasirah Hambali, S.Pd, M.Pd	
9	01 Februari 2022	Penghitungan sampel data	Uyunnasirah Hambali, S.Pd, M.Pd	
10	02 Februari 2022	Peneliti telah mendapatkan hasil	Uyunnasirah Hambali, S.Pd, M.Pd	

Makassar. , 03 Februari 2022

Mengetahui,

Dean FKIP
Makassar Muhammadiyah University
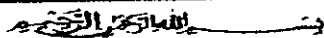
Win Akib, S.Pd., M.Pd., Ph.D.
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Ketua Program Studi,
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN
Nomor : 1245/FKIP/05/A.5-VI/II/1443/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama	:	Afandi
No. Stambuk	:	105 35 6185 14
Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 24 Januari 2022 s.d 02 Februari 2022 dalam rangka penyusunan skripsi dengan judul:

"The Analysis of Error Pronounciantion in Vowel at The First Year Students of English Education Department Muhammadiyah University of Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

16 Rajab 1443 H

Makassar ,-----------------------------

17 Februari 2022 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D
NBM. 860 934

بِسْـــمِ اللهِ الرَّحْمٰنِ الرَّحِيْـــمِ

LETTER OF ACCEPTANCE
0458/BG-FKIP/LOA/B/II/1443/2022

Dear AFANDI

It is our pleasure to inform you that, after reviewing your paper:
THE ANALYSIS OF ERROR PRONOUNCIATION IN VOWEL AT THE
FIRST YEAR STUDENTS ENGLISH EDUCATION MUHAMMADIYAH
UNIVESITY OF MAKASSAR
The manuscript ID: 696
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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Curriculum Vitae

2022, Afandi was brought into the world on January 04th, 1996 in Jeneponto. He is the second kid from three brothers from the marriage accomplice Kamaruddin and Supiati, his adored guardians. He began his schooling as a primary school understudy at SD Inpres Mattoanging No 167, 2002 and graduated in 2008. Around the same time he enlisted as an understudy at SMP Negeri 1 Jeneponto and graduated in 2011. Then, at that point, he proceeded with his schooling at SMA Negeri 8 Jeneponto and graduated in 2014. Besides, the specialist chose to proceed with his review at English Department of Muhammadiyah University of Makassar.