AN ANALYSIS OF STUDENTS' ERROR ON ENGLISH VOWEL PRONUNCIATION IN READING NARRATIVE TEXT

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ARTICLE INFO	ABSTRACT
	The principal objective of this examination that were to figure out the sorts of elocution mistakes on lengthy vowel and short vowel were made by the understudies. The technique for this examination was illustrative subjective exploration which depicted exactly about the mistakes that were delivered by the understudies. The example comprised of 15 understudies taken from 3 classes of the fourth Semester English Department, Muhammadiyah University of Makassar in scholarly year 2021/2022. The information were gathered by keep elocution in oral test, then interpreted. The information assortment was investigated utilizing rate strategies. This examination observed that there were 2 sorts of articulation mistakes on vowels made by the fourth Semester English Department, Muhammadiyah University of Makassar in scholarly year 2021/2022, they were blunders in articulating long vowels and blunders in articulating short vowels. From the outcomes, the majority of understudies created elocution blunder on the long vowels /eɪ/, /ɪː/, /aɪː/, /oʊː/, /juː/and with the largest number mistakes on lengthy vowel /eɪ/. It was demonstrated for around 80% understudies articulated /meid/ for /mɛd/ in word "Made". In the interim, the understudies made blunders on the short vowel /æ/ , /ɛ/, /ɪ/, /ɑ/, /ʌ/, and /ʌ/ with the biggest number mistakes on short vowel /ʌ/. It was demonstrated for around 26 , 6% understudies articulated /bʌt/ for /bət/ in word "However". All in all the outcomes showed that greater part of the fourth semester English division Muhammadiyah University of Makassar made elocution mistakes on lengthy vowel /eɪ/and short vowel /ʌ/. *This is an open access article under the <u>CC BY-SA</u> license.*

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INTRODUCTION

According to Pennington (1996), English was used in a scope of spaces like social, social, instructive, media-related, managerial, and abstract. It was predominantly employed for

global correspondence. English as a foreign language was taught to children all over the world in schools, and it was also used when they met while traveling, conducting business, or engaged in other communicative activities. English is frequently used as a common language amongst individuals of different nations. When we learn a language, we need four abilities in order to communicate effectively. We typically learn to listen first, then talk, then read, and ultimately write in our native language. These are known as the four "linguistic talents." We learn English to improve our reading and speaking abilities. We would discover a vowel pronunciation when studying English, particularly for reading and speaking skills.

According to Setyaningrum in Inayah's (2020) research in Indonesia, English instruction since Junior High School has only concentrated on grammar and vocabulary, with pronounciation serving as a supplement. A vowel was a syllable of discourse that was articulated with next to no limitation inside the vocal lot. Vowels are one of two principal kinds of talk sounds, the other being consonants. They were much of the time vocal and are firmly connected with prosodic varieties like as tone, sound, and stretch. Vowels are gotten from the Latin word "vocalis," which signifying "vocal" (for example connected with the voice). In English, the term vowel was utilized to allude to both vowel sounds and the composed images that addressed them.

Manser (1991) defined pronunciation as the manner in which languages or words were uttered. It also addressed how someone spoke a foreign language. Mispronunciation was essential in English because it caused the hearer to misinterpret the meaning of the statement. Because it was the way those languages were sounded, pronunciation was clearly a critical part in people's ability in making themselves understood. Furthermore, along with grammar and vocabulary, pronunciation was regarded as one of the three components of language. It was crucial in terms of listening and speaking ability. In other words, one of the most crucial jobs for English teachers to cultivate was pupils' pronunciation.

According to Astutik (2017) research, pronunciation was a need for students as one of the language components, but in actuality, Indonesian students couldn't make English words precisely. They become confused while making English terms. It was because of semantic inconsistencies between Bahasa Indonesia and English. The principal contrast was how much vowel sounds utilized. Bahasa Indonesia had six vowel sounds/I/,/u/,/o/,/a/,/e/, and/ə/however English had twelve:/I:/,/ɪ/,/ɛ/,/æ/,/ʌ/,/ɑ:/,/ɒ/,/ɔ:/,/ʊ/,/u:/,/ɜ:/, and/ə/. The second was that English was viewed as a conflicting language. "Great," for instance, ought to be articulated/gʊd/. Bahasa Indonesia, then again, was a reliable language. How words were spelled resolved the way that they were articulated. For example, the expression "dia"/dia/ ought to be articulated. The third variable was the educator's manner of speaking. Understudies often duplicate their educators. They were speaking in the manner of their instructors, but teachers can occasionally make mistakes. The fourth factor was pupils' self-assurance. Some students were relatively quiet and shy, which worked against them when

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it came to speaking. They were terrified of making errors. They were nervous about their first try at an English speech because they were terrified of failure, mockery, and scorn.

Astutik (2017) In Indonesian, a few English vowels and consonants did not exist. Clusters, stretch, and suctioned noises were similarly absent in Indonesian. The ear, the problem of creating outside noises, the propagation of sounds, specific features about sounds, familiarity, and the link between articulation and common spelling are issues addressed by Indonesians learning English. Elocution alludes to the phonetic depiction of a sound image in order structure. The letters in order is separated into two sections: consonants and vowels, which vary in sound and image.

Based on preliminary research, the researcher interviewed several students in the third semester of the academic year 2020/2021 and asked them to read a narrative text; it was discovered that many students still struggled to pronounce English vowels correctly. Articulating English vowels appeared to the author to be more troublesome than articulating English consonants. For instance, most understudies actually articulate "that" as/thɛt/or/thʌt/as opposed to/thaet/. Thus, the specialist is keen on leading a review to distinguish a few normal blunders made by understudies in the third semester of a Bachelor's certificate program at Muhammadiyah University Makassar. Specifically, Bahasa Indonesia and English. Students who study two languages find it difficult to apply accurate pronunciation in any language they learn. The researcher focused his research on third semester students at Makassar's Muhammadiyah University. The researcher wanted to conduct research at the Muhammadiyah University of Makassar for two reasons. First, the researcher found it easier to conduct research and collect samples at this location. Another reason is that new students frequently make errors in correctly pronouncing words, particularly when reading long texts such as narrative texts. These are the reasons why the researcher wishes to concentrate on students' pronunciation and collect samples at that location.

When learning English narrative text, the majority of the students simply read and did not pay attention to the sentences that contained vowels. This resulted in a mispronunciation of vowels while reading narrative text. Based on the description above, the writer was intrigued to conduct an Error Analysis on English vowel pronunciation (particularly short and long vowels). Based on the issues raised previously, the author titles this study "An Analysis of Student Error on English Vowels Pronunciation In Reading Narrative Text."

RESEARCH METHOD

The research method was descriptive qualitative. The researcher used a test and recordings as the research instrument, and this study analyzed students' errors in pronouncing English vowels when reading narrative text. Model of research were techniques utilized in the exploration cycle to gather information, dissect information, and compose reports. It means that the research design describes how the researcher intends to gather information, examine

information, and compose the report. Descriptive research is intended to gather information about the current state of phenomena and to determine the idea of the circumstance as it exists at the hour of study. The reason for this review was to identify vowel sound pronunciation errors made by fourth semester students. The population of this study was fourth semester English Education Department Muhammadiyah University of Makassar students. There were three classes with a total of 93 students. However, not all students were used as research subjects. The classes A, B, and C each had 31 students. There are 93 students in the fourth semester of Muhammadiyah University of Makassar. According to Sugiyono (2017), random sampling is a simple technique because members of the population are sampled at random without regard for the similarities that exist in the population. A random sampling technique is a method of data collection that does not rely on special criteria or characteristics to obtain relevant results from a research objective. Because it is difficult to obtain a complete class sample due to the ongoing pandemic, the researcher only collected a few samples from each class. The number of samples taken for each class is five, for a total of fifteen samples that already represent all fourth semester students to be analyzed.

1. Oral Examination

A type of assessment in which subjects demonstrate their knowledge by performing specific tasks rather than filling out paper and pencil forms.

To collect data on errors in pronouncing long and short vowels, the researcher used pronunciation practice in which students had to pronounce all of the text's words. As a result, the researcher employed the Oral Test as a research instrument.

2. Recording

The audio recording was used to capture the students' words. This instrument is used to detect student errors in pronouncing English words with long and short vowels.

The researcher followed some procedures when gathering data. The first step is for the researcher to prepare an oral test text based on commonly mispronounced Indonesian words. The second step is for the researcher to demonstrate how to correctly and carefully pronounce the English words. The third step involves the researcher calling out to the students one by one in front of the class to pronounce all of the text's words. Fourth, the researcher recorded the students' voices and then transcribed the recordings into phonetic transcription for accuracy evaluation. After gathering the data, it must be analyzed. The error analysis technique was used to analyze the data. The data was transcribed before it was analyzed. According to Ellis (1994), the researcher used the following procedure in analyzing the data based on the research:

1. Sample Collection

The first step was sample collection, for which the researcher chose 15 fourth semester English Department Muhammadiyah students Makassar University. Then they were given an oral test in order to collect data.

2. Identifying the flaws

The researcher identified data collection errors in this step. To identify errors, the researcher listened to the students' utterances in the form of an audio recording and compared the sounds repeatedly with the correct phonetic transcription. The researcher then made a phonetic transcription of the students' speech. Hornby's Oxford Advanced Learner's Dictionary of Current English was used to determine the proper pronunciation.

To get the frequency and percentage of errors, the researcher used the formula by Sudjono (1989).

$$P = \frac{F}{N} \times 100\%$$

Notes :

P: the percentage of number

F: frequencies

N: a total case number (the number of recurrence or person)

3. Defining the flaws

After identifying the error, the next step was to describe it. All errors in pronouncing long and short vowels that have been identified have been classified into those features and placed in a table of error distribution.

4. Explain the mistakes.

This step explained why mistakes happen. So, based on the data analysis, all of the errors made by the students are explained.

RESULT AND DISCUSSION

According to the data presentation, less than half of the fourth semester English department students at Muhammadiyah University of Makassar made blunders in articulating English words with vowels. There are two sorts of elocution mistakes on vowels that happen in understudies' expressions: short vowel mistakes and long vowels errors. It is natural for students to make mistakes in the beginning, middle, and end of a word. In Putri (2019), Dulay categorizes pronouncing errors as omission, addition, misformation, and misordering. Starting with the concept, researchers discovered various types of pronunciation errors made by students.

1. Types of Long Vowel Pronunciation Errors

Based on the results described in the previous section, it was discovered that the majority of students make pronunciation errors with long vowels /eɪ/, /i:/, /aɪ:/ ,/oʊ:/ ,/ ju:/. Thus according Putri and Rossa (2020), students continue to make mistakes when pronouncing words with vowel sounds. The students could still not pronounce the correct words. They pronounced using their feelings and didn't know how to correct their correct pronunciation, according to Gemia and Triana (2019), that students made errors in pronouncing consonants but didn't understand how to articulate that word, or the students never heard the word before.

a. Substitution error of long vowel / eɪ /

The replacement oflong vowels / eɪ / within / ɛ / voiced the vowel "Take" was the most common error made by students. There were 7 students (46,6 percent) who pronounced / 'teik / with / tk /, as written. Errors also occurred in the word "Made." Approximately 80% of students pronounced / meid / with / md /. More than half of the students mispronounced the long vowel / ei / in the word "Made." While nearly half of the students mispronounced the long vowel / ei / in the word "Take." According to the researcher's findings, the understudies made the most blunders on lengthy vowel /ei/ sounds, with the most noteworthy all out number of mistakes on lengthy vowel sounds. There was only one mistake in this vowel pronunciation of / eɪ /, and it is a misformation error. In light of the discoveries got by the analyst, there were 9 understudies (60%) made mistakes by subbing of long vowel/i:/with/ɪ/sound. They articulated/wi:k/with/wɪk/in word "Week". There one understudies likewise did blunders by subbing of long vowel/i:/with/ɛ/sound. There were 5 or for around (33,3%) understudies articulated/pi:pl/with/pɪpl/in word "Individuals", the understudies made erors by subbing long vowel/I/with/ɪ/sound in that word. Only one error in this vowel pronunciation of / i / namely misformation error.

b. Substitution error long vowel / aɪ: /

From the outcomes showed that only one understudy or for around (6,6%) made blunders on lengthy vowel/aɪ/by subbing on vowel/eɪ/. The understudy articulated/taɪm/with/teɪm/in word "Time. There were one understudies or for around (6,6%) articulated/waɪl/with/wai:l/. Then, at that point, the mistakes additionally looked by the understudy (6,6%). The understudies articulated/waɪl/with/wɛl/when they articulate "While". By subbing the vowel/aɪ/with/eɪ/sound there were two understudies or for around (13,3%) articulate/laɪk/with/leɪk/, and for around one (6,6%) of them will in general articulate it with/lak/by subbing the vowel/aɪ/with / a / when pronounced word "Like" . Only one error in this vowel pronunciation of / aɪ / namely misformation error.

c. Substitution error long vowel / oʊ: /

The most elevated level of mistake did by the understudies was the replacement of long vowel /oʊ/ with /o/ sound in word "Over". There were 10 understudies (66,6%) articulated/oʊvər/ with / ovər/, they articulate it as composed. The mistakes additionally occurred in the word "Known". Around (26,6)% or 4 of students pronounced / noʊn / with / no /, for about (20%) or 3 of students pronounced / noʊn / with / non / , For about (6,6)% or one of students pronounced / noʊn / with / nos / and for about (13,3%) or two of students pronounce it with /naʊn/ when the students' pronounced word "Known". Only one error in this vowel pronunciation of / oʊ: / namely Omission error.

d. Substitution error long vowel / ju:/

The scientist found that the issue looked by the understudies in articulating vowel/ju:/was the point at which they articulated "User". There were one understudy

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or for about (6,6%) made errors by substituting the vowel / ju: / with / ʊ / sound, they pronounce / ˈju:zez / with / ʊzəz /. Only one error in this vowel pronunciation of / ju: / namely Omission error.

2. Kinds of Pronunciation Errors on Short Vowels

In Putri (2019), Dulay categorizes pronouncing errors as omission, addition, misformation, and misordering. Starting with the concept, researchers discovered various types of pronunciation errors made by students. Several points can be made in view of the depiction and the information show. The majority of the fourth semester English Department at Muhammadiyah University Makassar still made mistakes when articulating English words with vowels, especially short vowels. In the wake of gathering and breaking down the information, the specialist found that not exactly 50% of the understudies actually made short vowel mistakes.

a. Substitution error short vowel / æ /

From the depiction of the information, showed that the understudies tends to made blunders in word "That". By subbing the vowel/æ/ with /ʌ/sound there were one understudies or for around (6,6%) articulate /thæt/with / dʌ /. Only one error in this vowel pronunciation of / æ: / namely Misformation error.

b. Substitution error short vowel / ɛ /

In view of the information show showed that two understudies made blunders by subbing the short vowel/ɛ/with/ɜ/sound. Around (13,3%) or two of the sample pronounced / yɛt / with / yɜt /. Only one error in this vowel pronunciation of / ɛ / namely Addition error

c. Substitution error short vowel / ɪ /

From the outcomes showed that there were two understudies or for around (13,3%) the understudies' troubles articulated word "Increasing" on short vowel/ɪ/by subbing on vowel/ə/. They articulated / ɪnˈkrisɪŋ / as / ɪnˈkӕrsəŋ /. And the word "Which" there were one student made error. They substituting the vowel / ɪ / with / aɪ / (6,6%) and / ə / (6,6%) as the written. While the word "Did" there were 3 students' (20%) made errors. They pronouncing / dɪd / with / di:d /. One more mistakes likewise looked by the understudy as the student articulated the word "Difficult" / dɪfɪkəlt /, as changing word vowel / ɪ / with / ɛ / and / ə /. For the word "Increasing", "Which" and "Difficult" the kind of error namely Addition and for the word "Did" the kind of error was Misformation.

d. Substitution error short vowel / ɑ /

The analyst observed that there were just 2 understudies or (13,3%) made mistakes in articulating "On" They articulate it with / ən / substituting vowel / ɑ / with / ə / in word / ɑn /. Only one error in this vowel pronunciation of / ɑ / namely Misformation error

e. Substitution error short vowel / ʌ /

The result showed that less than a half of the students of fourth semester English

Departmen Muhammadiyah University Makassar. made articulation mistakes by subbing the short vowel /ʌ/with /o/sound. In word "Comes", there were 3 understudies or for around (20%) articulate /kʌmz/ with /o/. Then, at that point, 4 understudies (26,6%) likewise made blunders in articulating the word "But", they pronounce / bʌt / with / bət /. Only one error in this vowel pronunciation of / Λ / namely Misformation error.

CONCLUSION

According to those outcomes described in the previous section, the majority of students made pronunciation errors on the long vowels. /e/, /iː/, /aː/, /oː/, juː/ and with the greatest number of errors on the long vowel / e /. It was demonstrated that approximately 80% of learners articulated / meid / to / md / at the text "Made." On the other hand, learners did blunders at the shorts vowel. /æ/, /ɛ/, /ɪ/, /ɑ/, / ʌ /, and / /ʌ / with the most errors on the short vowel . It was discovered that approximately 26,6 percent of students pronounced / bt / for the word "But." As a result, the majority of fourth semester English department Muhammadiyah University of Makassar students made elocution blunders on lengthy vowel / e / also on shorts vowel / ʌ /.

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