

Error Analysis of English Vowels Pronunciation Made by The Students of English Education Study Program

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Abstract

The objective of this study is to identify errors in pronouncing English vowels of students at English Education Study Program in Universitas Muhammadiyah Luwuk. This study used qualitative method in describing data. The data were obtained list of vocabularies and interviews on the research subject. The researchers compared based on the transcription there are 12 vowels in monophthong, 8 in diphthong, and 5 in triphthong. The result of this study, they made error vowels pronunciation as many as 10 in monophthong, they are: /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ʊ/, /u:/. They made error vowels pronunciation as many as 5 in diphthong, they are: /eɪ/, /aɪ/, /aʊ/, /ɪə/, /eə/. And they are made error vowels pronunciation as many as 3 in triphthong, they are: /aɪə/, /əʊə/, /eɪə/. The cause of error by expert, they are caused by carelessness, first language interference, translation. And in this study, the researcher found another cause of error they are lack of knowledge and accent.

Keyword: Error, Pronunciation, Vowel

1. Introduction

English has become a worldwide international language that can be used by countries to communicate. According to (Kreidler, 2008) “English today is the native language 400 million people and the second language of many others scattered all over the world” (p.1). English is viewed as a language which gives you access to the world. There is a component of the language that very important role in learning English, especially speaking. Pronunciation is one of the aspect components in speaking. According to (Gilakjani, 2011) “Pronunciation is one of the most important skills in English Language Teaching. If speakers have very bad pronunciation, their speech will not be understandable to the listeners” (p.1). Pronunciation is exceptionally outstanding and critical to maintain a strategic distance from misunderstanding when individuals are communicating. As a learner who is learning English as a second language or foreign language, an Indonesia speaker usually realizes difficulty in pronunciation vowel in English.

According to Syafei in (Barokah & Sriyono, 2020) “the difficulty might be cause by the fact that in Indonesian language there are only five vowels and three diphthongs, while in English we have twelve vowels and nine diphthongs”. In Indonesia we just have 5 vowels, most vowels can spell and pronounced in the same time. For example, the word ‘mudah’ is pronounced [mudah]. English vowels mostly are pronounced differently from their spelling. Because in English they have an International Phonetic Alphabet where the vowel letter is different from the vowel sounds letter. For example, the words ‘believe’ is pronounced [bi'li:v] not [bəliv].

In this manner, the researcher is curious about conducting an inquire about almost a mistake investigation in pronunciation of English vowel of the English Instruction learners in arrange to extend pronunciation capacity. The learners of English Education Study Program at Universitas Muhammadiyah Luwuk, especially in first semester are still need of information within the science of pronunciation. Ideally, the result of this research can be utilized as reflection and assessment for English Instruction learners.

Pronunciation is one of the language components that is highly valued. Pronunciation also is the step in which a language or sound is spoken. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. According to Gilakjani, 2016 “Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities” (p.5). Pronunciation is the essential in influencing speaking, therefore the pronunciation must be in subject in the classroom so that learners are not familiar and better know the knowledge of pronunciation. (Mcmahon, 2002) compared there are two parts in linguistics which are concerned with sound, namely phonetics and phonology. Roach, 2001 compared in phonetic there is a special symbol which is a method of writing using special symbols that represent each single sound. The alphabet or sound symbol is called the International Phonetic Alphabet (IPA). Odden, 2005 compared phonology is a component of the subject in linguistics, that is also described as the scientific study of language structure.

According to Ladefoged & Disner, (2012) "English is the official language, you probably learned that there are five or six, “A E I O U, and sometimes Y.” But if we are considering sounds, and not letters, there are actually many more vowels” (p.26). Based on transcription (Aslam & Amin 2011) compared vowels divided into 3, there are monophthong, diphthong, and triphthong. 1) Monophthong, there are 12 vowels or monophthong in English as follows: /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/. 2) Diphthong, there are 8 vowels or diphthong in English as follows: /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/. 3) Triphthong, there are 5 vowels or triphthong in English as follows: /aɪə/, /aʊə/, /eɪə/, /əʊə/, /ɪə/.

In learning English pronunciation, there might be some aspects that make the learner of foreign language make an error. The factor is not just because English is not the native language but also because several factors that affect pronunciation. (Gilakjani, 2012) compared several factors that affect pronunciation, namely: attitude, motivation and exposure, instruction, and exposure to target language. The acquisition of attitude in learning English as a second language, especially in pronunciation is important. If learner pays more attention to their attitude about pronunciation, they will tend to be better at pronunciation. Motivation is the key to explaining the success or failure in learning second language or foreign language. Learner's motivation will develop their pronunciation when they have professional or personal goals for learning English, exactly it can be influenced. Instruction in listening, speaking, reading, and writing are the four main areas of development in foreign language instruction. Foreign

language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but this emphasis rarely extends further than the introductory level. When we talk about a learner's exposure to the target language, we can refer to both their current day-to-day life and the amount of prior instruction a learner has received in the target language.

Roach, (2002) compared there are two main features of pronunciation: segmental and suprasegmental features. Phonemes (vowels and consonants) are among the segmental features. Furthermore, suprasegmental includes stressing and intonation. Phonemes are the smallest components or parts of a language that do not yet have the meaning that is called letters. Each letter has a sound or sound created from a specific combination of letters and is characteristic of the letter. The set of phonemes consist of two categories: vowel sounds and consonant sounds. (Kelly, 2001) compared phonemes are the various sounds found in a language. Although there are minor differences in how people articulated sounds, people can still define how it sounds accurately predict. Vowel is the sound produced by the vocal cords with relatively little restriction of the oral cavity, forming the prominent sound of a syllable. Vowel is the sound of a word produced without obstruction or without pressure from the mouth. According to Ogden, (2017) "Vowels play a central role in phonetics of English. While word can consist of vowels alone ('eye', 'awe'), they cannot consist without of consonant alone" (p.58). Vowels are essentially the key in a word, consonant means nothing without vowels.

Dulay, Burt, Karshen cited in (Nadziroh, 2015) "emphasis some error classification as called descriptive taxonomy, they are: a) linguistic category, b) surface strategy, c) comparative analysis, and d) communicative effect" (p.12): Linguistic category in here, classify errors according to either or both the language component and the particular linguistic constituent the error affect. Surface strategy taxonomy highlights the ways surface structure are altered. This taxonomy classified into four types: omission, addition, mis formation, and mis ordering. Omission are identified by the absence of an item that must appear in well-formed utterance. Addition are identified by any unnecessary presence an item or morphemes which appear in an utterance. Mis formation are identified by the use of the wrong form of the morpheme or structure. Mis ordering are identified by the incorrect placement of a morpheme or group of morphemes in an utterance. The classification of error in comparative taxonomy is based on comparisons between the structures of second language errors and certain other types of construction. This taxonomy proposes four errors: Development errors are errors similar those made by children learning the target language as their first language. Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner native language. Ambiguous errors are those that reflect the learner's native language structure, and at the same time they are of the type found in speech of the children acquiring a first language. This taxonomy proposes the grab bag errors that do not fit into those few taxonomies. In this particular type taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners. The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication.

Atmowardoyo, 2018 "The term error analysis (EA) was originally used to refer to language studies focusing on the linguistic errors made by second language learners" (p.201). Error analysis is useful for learners, they can learn their own lack of knowledge of the target language. It can also motivate them to gain or improve their skill while they are learning the foreign language. Norrish in (Kumala, 2017) compared there are 3 types of causes of error. They are: a) Carelessness: It is frequently associated with a lack of motivation. Many teachers will admit that it is not always the learner's fault if they lose the interest; perhaps the materials and/or presentation style do not suit him. b) First language interference: Learning a language (mother tongue or a foreign language) was indeed a matter of habit. It was thought that the learner's utterances would gradually shape towards those of the language he was learning. c). Translation: Probably the most learners make errors is translation.

2. Research Method

This research uses qualitative method. According to Blatter, (2008) "Qualitative approaches are typically used to explore new phenomena and to capture individuals' thoughts, feelings, or interpretations of meaning and process" (p.26). The subject in this research were the first semester which consist 18 students from A class of English Education Study Program at Universitas Muhammadiyah Luwuk. There were two instruments used in this research, they are list of vocabularies and interview. In

this research, the researcher prepared some list of vocabularies for the learners, then the researcher collected the data by used list vocabularies that consist of phonetics symbol, then the researcher indicated the students' error from each vowels pronunciation and used interview to analyze the causes error of vowels pronunciation. In analyzing the data, the researcher took some steps. The first is found out the error. To found out the error, the researcher listened the student's pronunciation. The pronunciation of the words then transcribed into phonetic transcription. The researcher used Oxford Advanced Learner's Dictionary as a standard pronunciation to decide whether the subjects' English vowels pronunciation is correct or not. The next step to found out and analyze the causes of error in vowel pronunciation. Miles and Huberman in (Rullu & Daburan, 2020) stated that the analysis data technique of qualitative research contains three linked sub-processes. There are data reduction, data display, and conclusion drawing and verification.

3. Findings and Discussion

From gathered the information, the researchers used two instruments of this research. For the first instrument, the researcher used list of vocabularies to find out the error pronunciation in vowel. For the second instrument, the researchers used interview to know the causes of error in pronunciation especially in vowel. The researchers found errors made by 18 students from A class at the first semester students of English Education Study Program at Universitas Muhammadiyah Luwuk in pronounced English vowel. The description can be seen as follows:

Table 1. Vowel Error of Participant 1 and 2

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ ə /	Conclude	/kɒŋklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærəg(ə)nt /	Error
/ ɔ: /	Wall	/ wɒl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mɪzər /	/ 'meʒə(r) /	Error
/ ɑ: /	Market	/ mɑrket /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɔ:v /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜvəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gud /	/ gʊd /	Error
/ u: /	Music	/ mjuzɪk /	/ 'mju:zɪk /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dʌʊnlɒd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swɛər /	/ sweə(r) /	Error
/ aɪə /	Reliable	/ rɪleɪəbl /	/ rɪ'laɪəbl /	Error
/ eɪə /	Player	/ pleɪər /	/ 'pleɪə(r) /	Error
/ ɔɪə /	Royal	/ rɔɪəl /	/ 'rɔɪəl /	Error

From the table above, the participant 1 and 2 made some errors pronunciation in vowel. From monophthong they are: / ə /, / æ /, / ɔ: /, / ɪ /, / e /, / ɑ: /, / ʌ /, / ɜ: /, / ʊ /, / u: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /. From triphthong they are: / aɪə /, / eɪə /, / ɔɪə /.

Table 2. Vowel Error of Participant 3 and 4

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ ɪzi /	/ 'i:zi /	Error
/ ə /	Conclude	/kɒnklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærɒg(ə)nt /	Error
/ ɔ: /	Wall	/ wɒl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mɪʒər /	/ 'meʒə(r) /	Error
/ ɑ: /	Market	/ mɑrkət /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜrvəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gu:d /	/ gʊd /	Error
/ u: /	Music	/ mjuzɪk /	/ 'mju:zɪk /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dʌʊnlɒd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swɛər /	/ sweə(r) /	Error
/ ʊə /	Tour	/ tʊər /	/ tʊə(r) /	Error
/ aɪə /	Reliable	/ rɪlɪəbl /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 3 and 4 made some errors pronunciation in vowel. From monophthong they are: / i: /, / ə /, / æ /, / ɔ: /, / ɪ /, / e /, / ɑ: /, / ʌ /, / ɜ: /, / ʊ /, / u: /. From diphthong they are: / aɪ /, / aʊ /, / ɪə /, / eə /, / ʊə /. From triphthong they are: / aɪə /, and / əʊə /.

Table 3. Vowel Error of Participant 5 and 6

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ ɪzi: /	/ 'i:zi /	Error
/ ə /	Conclude	/kɒnklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærɒg(ə)nt /	Error
/ ɔ: /	Wall	/ wɒl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mɪʒər /	/ 'meʒə(r) /	Error
/ ɑ: /	Market	/ mɑrkət /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜrvəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gud /	/ gʊd /	Error
/ u: /	Music	/ mjuzɪk /	/ 'mju:zɪk /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dʌʊnlɒd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swɛər /	/ sweə(r) /	Error
/ ʊə /	Tour	/ tʊər /	/ tʊə(r) /	Error
/ aɪə /	Reliable	/ rɪlɪəbl /	/ rɪ'laɪəbl /	Error
/ eɪə /	Player	/ pleɪr /	/ 'pleɪə(r) /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 5 and 6 made some errors pronunciation in vowel. From monophthong they are: / i:/, / ə /, / æ /, / ɔ:/, / ɪ /, / e /, / ɑ:/, / ʌ /, / ɜ:/, / ʊ /, / u:/. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /, / ʊə /. From triphthong they are: / aɪə /, / eɪə /, / əʊə /.

Table 4. Vowel Error of Participant 7 and 8

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ ə /	Conclude	/kɒnklʊd /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒdʒənt /	/ 'ærəg(ə)nt /	Error
/ ɔ:/	Wall	/ wʌl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bɪlaɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mi:ʒər /	/ 'meʒə(r) /	Error
/ ɑ:/	Market	/ mɑrkət /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ:/	Nervous	/ nervəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gu:d /	/ gʊd /	Error
/ u:/	Music	/ mjuzɪk /	/ 'mju:zɪk /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dɒnlɒd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swər /	/ sweə(r) /	Error
/ ʊə /	Tour	/ tʊər /	/ tʊə(r) /	Error
/ aɪə /	Reliable	/ relɪəbl /	/ rɪ'laɪəbl /	Error
/ aʊə /	Flower	/ fləʊər /	/ 'flaʊə(r) /	Error
/ eɪə /	Player	/ pləɪər /	/ 'pleɪə(r) /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 7 and 8 made some errors pronunciation in vowel. From monophthong they are: / ə /, / æ /, / ɔ:/, / ɪ /, / e /, / ɑ:/, / ʌ /, / ɜ:/, / ʊ /, / u:/. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /, / ʊə /. From triphthong they are: / aɪə /, / aʊə /, / eɪə /, / əʊə /.

Table 5. Vowel Error of Participant 9 and 10

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ ɪzi: /	/ 'i:zi /	Error
/ ə /	Conclude	/ kɒŋklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ərɒgənt /	/ 'ærəg(ə)nt /	Error
/ ɔ: /	Wall	/ wɒl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mɪʒʊr /	/ 'meʒə(r) /	Error
/ ɑ: /	Market	/ mɑrkət /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜvəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gu:d /	/ gʊd /	Error
/ u: /	Music	/ mju:zɪk /	/ 'mju:zɪk /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmet /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dɒʊnlɒd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swər /	/ sweə(r) /	Error
/ aɪə /	Reliable	/ relɪəbl /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ laʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 9 and 10 made some errors pronunciation in vowel. From monophthong they are: / i: /, / ə /, / æ /, / ɔ: /, / ɪ /, / e /, / ɑ: /, / ʌ /, / ɜ: /, / ʊ /, / u: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /. From triphthong they are: / aɪə /, / əʊə /.

Table 6. Vowel Error of Participant 11 and 12

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ ə /	Conclude	/ kɒŋklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgənt /	/ 'ærəg(ə)nt /	Error
/ e /	Measure	/ məʒər /	/ 'meʒə(r) /	Error
/ ɑ: /	Market	/ mɑrkət /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜvəs /	/ 'nɜ:vəs /	Error
/ ʊ /	Good	/ gu:d /	/ gʊd /	Error
/ u: /	Music	/ mju:zɪk /	/ 'mju:zɪk /	Error
/ eɪ /	Danger	/ 'dendʒərs /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dɒnlɒd /	/ daʊn'ləʊd /	Error
/ eə /	Swear	/ swər /	/ sweə(r) /	Error
/ aɪə /	Reliable	/ relɪəbl /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ laʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 11 and 12 made some errors pronunciation in vowel. From monophthong they are: / ə /, / æ /, / e /, / ɑ: /, / ʌ /, / ɜ: /, / ʊ /, / u: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / eə /. From triphthong they are: / aɪə /, / əʊə /.

Table 7. Vowel Error of Participant 13 and 14

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ isi /	/ 'i:zi /	Error
/ ə /	Conclude	/ kɒŋklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærəg(ə)nt /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ meɪzər /	/ 'meɪzə(r) /	Error
/ ɑ: /	Market	/ mɑ:rkɪt /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ɜ: /	Nervous	/ nɜ:vəs /	/ 'nɜ:vəs /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmet /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dɒnləd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swər /	/ sweə(r) /	Error
/ aɪə /	Reliable	/ rɪləɪblɪ /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 13 and 14 made some errors pronunciation in vowel. From monophthong they are: / i: /, / ə /, / æ /, / ɪ /, / e /, / ɑ: /, / ʌ /, / ɜ: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /. From triphthong they are: / aɪə /, / əʊə /.

Table 8. Vowel Error of Participant 15 and 16

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ ɪzi /	/ 'i:zi /	Error
/ ə /	Conclude	/ kɒŋklud /	/ kən'klu:d /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærəg(ə)nt /	Error
/ ɒ /	Orange	/ ɔ:rɪndʒ /	/ 'ɔ:rɪndʒ /	Error
/ ɔ: /	Wall	/ wɒl /	/ wɔ:l /	Error
/ ɪ /	Believe	/ bəlɪv /	/ bɪ'li:v /	Error
/ e /	Measure	/ mɪzər /	/ 'meɪzə(r) /	Error
/ ɑ: /	Market	/ mɑ:rkɪt /	/ mɑ:kɪt /	Error
/ ʌ /	Love	/ lɒv /	/ lʌv /	Error
/ ʊ /	Good	/ gud /	/ gʊd /	Error
/ ɜ: /	Nervous	/ nɜ:vəs /	/ 'nɜ:vəs /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dɒʊnləd /	/ daʊn'ləʊd /	Error
/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
/ eə /	Swear	/ swər /	/ sweə(r) /	Error
/ ʊə /	Tour	/ tɔ:ər /	/ tʊə(r) /	Error
/ aɪə /	Reliable	/ rɪləbəl /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 15 and 16 made some error pronunciation in vowel. From monophthong they are: / i: /, / ə /, / æ /, / ɒ /, / ɔ: /, / ɪ /, / e /, / ɑ: /, / ʌ /, / ɜ: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / ɪə /, / eə /. From triphthong they are: / aɪə /, / əʊə /.

Table 9. Vowel Error of Participant 17 and 18

Vowel	Words	Pronunciation		Result
		Student's Pronunciation	Phonetic Transcription	
/ i: /	Easy	/ ɪzi: /	/ 'i:zi /	Error
/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærəg(ə)nt /	Error
/ ɒ /	Orange	/ ɔ:rɪndʒ /	/ 'ɒrɪndʒ /	Error
/ ɪ /	Believe	/ bəli:v /	/ bɪ'li:v /	Error
/ ɑ: /	Market	/ mɑ:rkət /	/ mɑ:kɪt /	Error
/ ʊ /	Good	/ gu:d /	/ gʊd /	Error
/ ɜ: /	Nervous	/ nervəs /	/ 'nɜ:vəs /	Error
/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
/ aɪ /	Climate	/ klemɛɪt /	/ 'klaɪmət /	Error
/ aʊ /	Download	/ dʌʊnləʊd /	/ daʊn'ləʊd /	Error
/ eə /	Swear	/ swɛər /	/ sweə(r) /	Error
/ ʊə /	Tour	/ tʊər /	/ tʊə(r) /	Error
/ aɪə /	Reliable	/ rɪləbəl /	/ rɪ'laɪəbl /	Error
/ əʊə /	Lower	/ ləʊər /	/ 'ləʊə(r) /	Error

From the table above, the participant 17 and 18 made some errors pronunciation in vowel. From monophthong they are: / i: /, / ə /, / æ /, / ɒ /, / ɔ:/, / ɪ /, / ɑ: /, / ʊ /, / ɜ: /. From diphthong they are: / eɪ /, / aɪ /, / aʊ /, / eə /, / ʊə /. From triphthong they are: / aɪə /, / əʊə /.

In addition, the researcher found some causes of error made by the first semester students of English Education Study Program at Universitas Muhammadiyah Luwuk in pronounced English vowel. Norrish in (Kumala, 2017) compared there are 3 types of causes of error, there are carelessness, first language interference, and translation.

Carelessness it is frequently associated with a lack of motivation. From the table of interview below, the participants probably seldom practice their pronunciation in speaking, so it can be called they still had a lack of motivation. And then many teachers will admit that it is not always the learners' fault if they lose the interest; perhaps the materials and/or presentation style do not suit them. From the table of interview below, when the participants were in their school most of them said the materials of pronunciation was rarely in taught, so that's why the participants do not suit the materials and they are not familiar with pronunciation. There are the responses of the participants:

Researcher: Did pronunciation had ever been taught in school, including junior high school and senior high school? How often? *Participants:* 1) Never, so I did not know what is pronunciation, 2) when I was in senior high school it ever, but not too often, 3) It ever, but just a bit.

First language interference that is learning a language (mother tongue or a foreign language) was indeed a matter of habit. It was thought that the learner's utterances would gradually shape towards those of the language they were learning. From the table of interview below, most of the participants said mother tongue include habits, intonation, tone of speech, and accent was affected them when they learn English pronunciation. There are the responses of the participants:

Researcher: Did you think the first language affect you in learning English Pronunciation? Why?

Participants: 1) Yes maybe because of habits of first language. Because when I pronounce English it still carried away from my first language, so it's little bit difficult. 2) Yes, sometimes it caused of our tone of speech. 3) Yes, it affects, it caused of intonation and accent from our mother tongue.

Probably the most learners make errors is translation. From the table of interview below, the participants compared translation it can be affect them in their pronunciation caused if they used translation in learned pronunciation was still not enough, still difficult, and still confused to know how to pronounced well and correctly. Sometimes they had to make sure by listening repeatedly or listening to it directly from native speakers via YouTube. There are the responses of the participants:

Researcher: Is translation affected of the pronunciation? For example, the word bed *kasur* with bad *buruk* if you didn't know the translation, can it be the correct pronunciation?

Participants: 1) Yes, it affected sometimes when I hear in google translate went wrong in the pronunciation almost same. So that's why I still wrong in English Pronunciation. 2) It affected. If we do

not know the meaning exactly, we will have difficulty in translating. 3) Nope, still not understood and distinguish.

In addition, the researchers found any some causes of error, those are lack of knowledge and accent. In this research, the researcher got some causes of error, that was lack of knowledge. Lack of knowledge it can be one of the factors in cause of errors. Most of the participants did not know exactly what is pronunciation especially in phonetic symbol. So, it can be called lack of knowledge. There are the responses of the participants:

Researcher: Did you know about pronunciation? Where did you know?

Participants: 1) It is pronoun, 2) Just a little bit, maybe like a different word, 3) I know that in this second semester.

Researcher: Did you know about phonetic symbol? Why you did not know? / where did you know and what is that?

Participants: 1) Nope, I didn't know. Because it is not yet in taught, 2) Nope. Cause I didn't know it and I hear that for the first time recently, 3) Nope. Never been hear about that.

In this research, the researcher found some of causes of error, that was an accent. From the table of interview below, accent can be one of the factors in causes of error in learned language especially in pronunciation, that because accent in mother tongue carried away while speaking or want to pronunciation exactly in English. There are the responses of the participants:

Researcher: Did you think accent affect you in learning pronunciation in English? Why?

Participants: 1) Yes. It is highly affected, cause from our accent it is different with English. When I was learned English for the first time, my accent was carried away while I'm speaking in English, 2) Yes, it affects, caused usually it carry away from our first accent, 3) Yes, it affects. Like when I said before, like the tone of speech it is different.

Based on the table and the description in the data presentation, several things can be noted down. There are English vowels in International Phonetic Alphabet. (Aslam & Amin, 2011) compared based on the transcription there are 12 vowels in monophthong, 8 in diphthong, and 5 in triphthong. In this case, the 18 participants in the first semester students of English Education Study Program at Universitas Muhammadiyah Luwuk, they made error vowels as many as 10 in monophthong, they are: /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ʊ/, /u:/. They made error vowels as many as 5 in diphthong, they are: /eɪ/, /aɪ/, /aʊ/, /ɪə/, /eə/. And they are made error vowels as many as 3 in triphthong, they are: /aɪə/, /əʊə/, /eɪə/. For clear information, below are the table of errors with each description:

Table 10. Vowel Error of Participants

Vowel	Phonetics Alphabet	Words	Pronunciation		Result
			Student's Pronunciation	Phonetic Transcription	
Monophthong	/ ə /	Conclude	/kɒŋklud /	/ kən'klu:d /	Error
	/ æ /	Arrogant	/ ʌrɒgʌnt /	/ 'ærɒg(ə)nt /	Error
	/ i: /	Easy	/ ɪzɪ /	/ 'i:zi /	Error
	/ ɪ /	Believe	/ bəlɪv /	/ br'li:v /	Error
	/ e /	Measure	/ mɪzər /	/ 'meʒə(r) /	Error
	/ ɑ: /	Market	/ mʌrket /	/ mɑ:kɪt /	Error
	/ ʌ /	Love	/ lɔ:v /	/ lʌv /	Error
	/ ɜ: /	Nervous	/ nervəs /	/ 'nɜ:vəs /	Error
	/ ʊ /	Good	/ gud /	/ gʊd /	Error
	/ u: /	Music	/ mjuzɪk /	/ 'mjuz:ɪk /	Error
Diphthong	/ eɪ /	Danger	/ 'dendʒər /	/ 'deɪndʒə(r) /	Error
	/ aɪ /	Climate	/ klɪmeɪt /	/ 'klaɪmət /	Error
	/ aʊ /	Download	/ dʌʊnlɒd /	/ daʊn'ləʊd /	Error
	/ ɪə /	Tired	/ taɪrəd /	/ 'taɪəd /	Error
	/ eə /	Swear	/ swɛər /	/ sweə(r) /	Error
Triphthong	/ aɪə /	Reliable	/ rɪleɪəbl /	/ rɪ'laɪəbl /	Error
	/ eɪə /	Player	/ pleɪər /	/ 'pleɪə(r) /	Error
	/ ɔɪə /	Royal	/ rɔɪəl /	/ 'rɔɪəl /	Error

Furthermore, there are 3 causes of error that Norrish in (Kumala, 2017) compared they are carelessness, first language interference, and translation. Carelessness that is frequently associated with a lack of motivation. Many teachers will admit that it is not always the learners' fault if they lose the interest: perhaps the materials and/or presentation do not suit them. Based on the interview and the description before, most of the participants probably seldom practice their pronunciation in speaking, so it can be called still had a lack of motivation. And also, when the participants were in their school most of them said the materials of pronunciation were rarely in taught, so that's why the participants do not suit the materials and they are not familiar with pronunciation. Norrish in (Kumala, 2017) compared first language interference that learning a language (mother tongue or a foreign language) was indeed a matter of habit. It was thought that learner's utterances would gradually shape towards those of the language they were learning. Based on the table of interview and description before, most of the participants stated mother tongue include habit, intonation, tone of speech and accent was affected them when they learn English pronunciation. Norrish in (Kumala, 2017) compared translation probably the most learners make errors in pronunciation. Based on the interview and description before, the participants stated translation it can be affect them in their pronunciation caused if they used translation in learned pronunciation it's still not enough, still difficult, and still confused to know how to pronounced well and correctly. Sometimes they had to make sure by listening repeatedly or listening to it directly from native speaker via YouTube.

In addition, the researcher found some causes of error, there are lack of knowledge and accent. Firstly, lack of knowledge its ca be one of the factors in cause of errors. Based on the table of interview and description before, most of the participants did not know exactly what is pronunciation especially in phonetic symbol. So, it can be called lack of knowledge. And secondly, accent it can be one of the factors in cause of error in learned language especially in pronunciation cause of error. Based on the table of interview and description before, the participants stated that because accent in their mother tongue carried away while speaking or want to pronunciation exactly in English.

4. Conclusion and Suggestion

Based on the data obtained and discussion in the previous chapter, the researcher concluded that the first semester students of English Education Study Program at Universitas Muhammadiyah Luwuk, which consist 18 students from class A In this case, they made error vowels pronunciation as many as

10 in monophthong, they are: /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ʊ/, /u:/. They made error vowels pronunciation as many as 5 in diphthong, they are: /eɪ/, /aɪ/, /aʊ/, /ɪə/, /eə/. And they are made error vowels pronunciation as many as 3 in triphthong, they are: /aɪə/, /əʊə/, /eɪə/. Pronunciation errors are the deviators of some parts of conversation from selected norm of mature language performance. There are some factors caused the students in making errors. Based on the expert assumption, those factors which could be considered to initiate the students to make errors in pronunciation are carelessness, first language interference, translation. In addition, the researcher found another cause of error, there are lack of knowledge and accent.

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