

The English A Foreign Language Students' English Long and Short Vowel Pronunciation

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Abstract

This article aimed to find out what vowel sounds were difficult to pronounce by the students of the third semester at the University of Muhammadiyah Sorong. It employed a descriptive method that provided an oral test of 25 words as the instrument. The research subjects were the third-semester students of the English Language Education program at University of Muhammadiyah Sorong. It had 20 study participants. The data was gathered via oral tests and examined qualitatively. According to the study's findings, students in the third semester at the University of Muhammadiyah Sorong had the most difficult time pronouncing two English vowels. Students struggled to pronounce the long vowel /i:/ in "key" and the short vowel /ʌ/ in "done". Based on this research, it is suggested that the English Pronunciation Lecture teaches vowels in more detail. The students should learn vowels seriously, and the next researcher should research the pronunciation of more than one syllable.

Keywords: *Pronunciation, Short Vowel, Long Vowel.*

INTRODUCTION

Pronunciation is one of the components of language. English Pronunciation is necessary to learn. When speakers mispronounce some words, people can misunderstand. So, we have to learn how to pronounce fluently. When students learn pronunciation, they can make different sounds and improve their speaking. Good pronunciation leads to learning, while wrong pronunciation promotes great difficulties in language learning (Gilakjani, 2016).

Many university students require guidance on how to speak correctly since the sounds of pronunciation are difficult to distinguish—particularly the sounds of long and short vowels, which have similar sounds but different meanings. As a result, individuals must pay close attention to pronunciation since mispronouncing English words leads to misunderstandings between the speaker and the listener. There will be effective communication if the words are uttered appropriately and smoothly. Students who cannot enunciate correctly are unable to explain their intentions and may also lose confidence. Students make several mistakes when pronouncing vowels, nevertheless, they don't notice. The teacher needs to understand the significance of pronunciation.

A vowel is a letter of the alphabet representing a speech sound produced by an open vocal tract. A vowel is a sound in spoken language. Most of the vocabulary and speech are only possible with vowels because the vowel is one of the most essential parts of becoming a word. If a word does not have a vowel there, it also does not have meaning.

Based on the statement above, the researcher intended to check the students in the third semester at the University of Muhammadiyah Sorong, and the researcher found that the students still need help when they are asked to pronounce, especially English vowels. As the preliminary research, the problem was there were many students mispronounce; they were pronounced short vowels, but they should be pronounced with long vowels, and they were pronounced long vowels, but they should be pronounced with short vowels. So, the researcher decided to check out the students' difficulty in pronouncing long and short vowels in English Vocabulary at the University of Muhammadiyah Sorong in EFL classroom.

METHOD

In this research, the researcher used the qualitative method. The researcher used a case study in this research. The researcher used a vocabulary test as the instrument. The participant was given some vocabularies then pronounced them while recording. Then the researcher transcribes the sound made by the 20 participants. The test consisted of 20 words, ten long and ten short vowels. The words consist of one syllable. This instrument identifies the student's difficulty pronouncing English vocabulary, especially in long and short vowels.

RESULT AND DISCUSSION

The result of participant utterances divided into four categories: excellent, good, fair, and poor. The result can be seen in the description below:

Pronunciation of long vowel /i:/

The table below shows the research findings about the students' oral test of long vowels /i:/. Some students mispronounced the long vowel /i:/ in a word.

Table 1. Pronunciation of long vowel /i:/

No.	Words/sentences	F	%	Remark
1.	Be [bi:]	0	0	Excellent
2.	Key [Ki:]	12	60	Fair
3.	Bean [Bi:n]	7	35	Excellent
4.	Sea [Si:]	5	25	Excellent
5.	Beat [Bi:t]	2	10	Excellent
6.	Where did she study? [/'weə(r)/ /dId/ /'ji:/ /'stʌdi/ /?]	3	15	Excellent
7.	A meat sandwich [/'æ/ /mi:t/ /'sænwidʒ/]	2	10	Excellent
8.	How are feeling today, Mr.Hock? [/'hæv/ /ə(r)/ /'fi:liŋ/ /tə'dei/, /'mistə(r)/ /H ɒk/]	1	5	Excellent
9.	He was born last year [/'hi:/ /'wɒz/ /b ɜ:n/ /la:st/ /'jiə(r)/]	2	10	Excellent

The table 1. shows that 20 students (100 %) did not make mistakes in pronouncing the word "be"

(bi:). There were 12 students (60%) of 20 students mispronounce the vowel (i:) in the word "key" (ki:); They pronounced "kei", and one student pronounced "kI." It should be pronounced with a long vowel. Twenty students did not make mistakes in pronouncing the words "sea" and "beat". Two students (10%) of 20 students made mistakes in pronouncing "she". They pronounced this word short, but it should be pronounced with a long vowel. One student (5%) of 20 students mispronounced the word "feel". He was pronouncing it short; it should be pronounced with a long vowel, and there was one student (5%) of 10 students who made a mistake in pronouncing the word "he" (hi:) The student pronounced he (hI) with a short vowel. However, it should be pronounced with long vowels. Some students needed clarification about different long or short vowels. The similar result also provided by research (Wijayanto & Suparno, 2019) that the learners also had obstacle in pronouncing the vowel /i:/.

Pronunciation of short vowel /I/

The table below shows the researcher's findings about the students' oral test of short vowels /I/. Some students mispronounced the short vowel /I/ in a word.

Table 2. Pronunciation of short vowel / I/

No.	Words/sentences	F	%	Remark
1.	Sin [sIn]	15	75	Fair
2.	Sit [sIt]	4	20	Good
3.	Bit [bIt]	12	60	Good
4.	Lip [lIp]	13	65	Good
5.	Fill [fIl]	13	65	Good
6.	Where did she study? [weə(r)/ dId/ /ʃi:/ /ˈstʌdi/ /?]	1	5	Excellent
7.	Well, I get up early, at about six o'clock [wel/, /aI/ /get/ /ʌp/ /ˈ ɜ:li/ /ət/ /əˈbaut/ /sIks/ /əˈklɒk/]	3	15	Good
8.	Well, I get up early, at about six o'clock [wel/, /aI/ /get/ /ʌp/ /ˈ ɜ:li/ /ət/ /əˈbaut/ /sIks/ /əˈklɒk/]	3	15	Good

The table above shows that were 15 students (75%) of 20 students misspronounced the word "sin", they pronounced it with a long vowel (si:n), but it should be pronounced with a short vowel. Four students (20%) of 20 students also mispronounced the word "sit" (slt:). They pronounced "sit" with a long vowel. Meanwhile, it should be pronounced with a short vowel. Then, 12 students (60%) of 20 students still mispronounced the word "bit"; they pronounced it with a long vowel, while it should be pronounced with a short vowel. Other thirteen students

(65%) of 20 students made mistakes pronouncing "lip" they have pronounced this word with a long vowel it should be pronounced with short vowel. There were 13 students (65%) of 20 students mispronounced the word "fill" They were pronouncing this word with a long vowel; it should be pronounced with a short vowel. Three students (15%) of the 20 students made mistakes in pronouncing the word "did." The students pronounced "did "by uttering a long vowel; it should be pronounced with a short vowel. The other result were also found by some researchers that the the length of [i:] was cut by the students when pronouncing it. The word that must be pronounce long, it was pronounce by students as a short vowel (Shak et al., 2016; Ulfayanti & Jelimun, 2018; Zheng & Liu, 2018).

Pronunciation of short vowel /ʌ /

The table below shows the researcher's findings about the students' oral test of vowels /ʌ/. Some students mispronounced the vowel /ʌ/ in a word.

Table 3. Pronunciation of short vowel / ʌ /

No.	Words/sentences	F	%	Remark
1.	Must [mʌs]	10	50	Excellent
2.	But [bʌt]	8	40	Excellent
3.	Cut [cʌt]	6	30	Excellent
4.	Duck [dʌk]	2	10	Excellent
5.	Done [dʌn]	14	70	Fair
6.	Well, I get up early, at about six o'clock [wel/, /aI/ /get/ /ʌp/ /' z:li/ /ət/ /ə'baut/ /sIks/ /ə'klɒk/]	1	5	Excellent
7.	Where did she study ? [/weə(r)/ /dId/ /'ji:/ /'stʌdi/ /?]	0	0	Excellent

The table above shows that there were 10 students (50%) of 20 incorrectly pronouncing the word "must"; they pronounced it with long vowels (ma:s), and one student pronounced it as Indonesian utterance (mus). Eight of 20 students, (40%), pronounced "but" with long vowels. There were six students (30%) of 20 students pronounced the word "but" with a long vowel. Then two students (10%) of 20 students uttered "duck" with a long vowel. There were fourteen students (70%) of 20 students pronounced the word "done" by saying "Don". Two students (10%) of 20 students mispronounced the word "Up." The students pronounced "up" with a long vowel. The table 3 shows that there are 20 students who pronounced the word "study" properly. This result is supported by a research result that the students mostly got problem in pronouncing /ʌ / vowel in English words (Utami, 2020).

Pronunciation of long vowel /a: /

The table below shows the researcher's findings about the students' oral test of vowels /a:/. Some students mispronounced the vowel /a: / in a word.

Table 4 Pronunciation of long vowel /a: /

No.	Words/sentences	F	%	Remark
1.	Part [pa:t]	0	0	Excellent
2.	Heart [ha:t]	0	0	Excellent
3.	Last[la:st]	4	20	Excellent
4.	Shark [ʃa:k]	0	0	Excellent
5.	Large [la:dʒ]	0	0	Excellent
6.	He was born last year [/hi: / wəz / b ɜ:n / la:st / jiə(r) /]	6	30	Excellent

The table above shows that were 20 students (100%) pronounced the words "Part", "Heart", "Shark", and "Large" correctly. There were 10 students (50%) of 20 students made mistakes in pronouncing the word "last". They pronounced "last" with a short vowel, and one student pronounced "les". The other research revealed that the students get difficulties to distinguish in pronouncing certain sounds of vowels such as between /e/ in 'beg' and /æ/ in 'bag', /ei/ in 'wait' and /e/ in 'wet' (Octaviana, 2019).

Table 5. The students pronunciation of short and long vowels

No	Words/sentences	Key Pronunciation	Students	
			True	False
1.	Be	[bi:]	20	0
2.	Key	[ki:]	8	12
3.	Bean	[bi:n]	13	7
4.	See	[si:]	15	5
5.	Beat	[bi:t]	18	2
6.	Part	[pa:t]	20	0
7.	Heart	[ha:t]	20	0
8.	Last	[la:st]	20	10
9.	Shark	[ʃa:k]	20	0
10.	Large	[la:dʒ]	20	0
11.	Sin	[sɪn]	5	15
12.	Bit	[bɪt]	8	12
13.	Lip	[lɪp]	10	10
14.	Fill	[fɪl]	10	10

15.	Sit	[sIt]	16	4
16.	Must	[m^s]	10	10
17.	But	[b^t]	12	8
18.	Cut	[c^t]	14	6
19.	Duck	[d^k]	18	2
20.	Done	[d^n]	6	14
21.	Well, I get up early, at about six o'clock	[wel/, /aI/ /get/ /ʌp/ /' ɜ:li/ /ət/ /ə'baut/ /sIks/ /ə'klɒk/]	19	1
22.	Where did she study ?	[weə(r)/ /dId/ /ji:/ /'stʌdi/ /?]	20	0
23.	A meat sandwich.	[/ə/ /mi:t/ /'sænwidʒ/]	18	2
24.	How are you feeling today, Mr.Hock?	[hav/ /ə(r)/ /'fi:liŋ/ /tə'dei/, /'mistə(r)/ /Hɒk/]	19	1
25.	He was born last year.	[hi:/wəz/ /b ɜ:n/ /la:st/ /jiə(r)]	18	2

The table above is the conclusion of the result. It was shown that the students had difficulty in pronouncing the long vowel /i:/; and the difficulty in pronouncing the short vowel /ʌ/.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that 20 participants from the University of Muhammadiyah Sorong's English Language Education department in the third semester had difficulty pronouncing the English vowel /I/ in the word "sin," with 15 (75%) of 20 participants mispronouncing it as a fair category. Fourteen participants had difficulty pronouncing the short vowel /ʌ/ in the word "done"; 70 % of the 20 students was a fair category. The last is that the students had difficulty pronouncing the long vowel /i:/ in the word "key" because it was mispronounced. It was pronounced as "kei" by 60 % of 20 participants. It was categorized in a fair category.

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