**AN ANALYSIS OF STUDENTS’ ERRORS IN PRONOUNCING ENGLISH VOWELS OF THE SECOND SEMESTER OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

This aim of this research is to analysis of students’ errors in pronouncing English vowels of the second semester of muhammadiyah university of Purworejo in the academic year of 2012/2013. The type of this research is descriptive qualitative research. The instrument used by a test, used 30 words, recorder, which were used to record the students’ pronunciation. In analyzing the data, error analysis was used in which there were four steps: transcribing the students’ pronunciation into the phonetic transcriptions, grouping the students’ errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis. The result of the analysis shows that students are considered “good” in pronouncing English vowels. The total percentage of various errors in pronouncing English vowels is 25.67%. There are five types of dominant errors. There are vowel [i:] 5.31%, [æ] 6.22%, [a:] 6.67%, [ɔ:] 6.67%, and [Λ] 0.76%. The factors from this problem are by the interference errors namely interlingual errors and intralingual errors. The writer suggests the students; they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation.

*Keywords:* *Error, pronunciation, English vowel.*

1. **Background**

In the global era, English is considered as an international language. Language has three major components including phonology, vocabulary, and grammar. Language is primary spoken; therefore the sounds are very important. In this relation, phonology takes an important role. Phonology is often said to be concerned with the organization of speech within specific language, or within the system and pattern of sounds that occur in particular languages. Although students have English subject at school, most of them often make errors, especially in pronunciation practice. With regard to this, this study was intended to find and analyze the students’ errors in pronouncing English vowels hoping that the findings may be beneficial for pronunciation teaching as they provide rather comprehensive data on what the students lack and need to improve accordingly.

1. **Research Method**

The design of the research is using descriptive qualitative. This research was conducted at Muhammadiyah University of Purworejo. It was done 29th may 2013. The object of this research is the speaking 1 class of second semester of Muhammadiyah University of Purworejo. The unit analysis of this research is analyzes the student’s errors in pronouncing English vowels. In analyzing the data, error analysis was used in which there were four steps: transcribing the students’ pronunciation into the phonetic transcriptions, grouping the students’ errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis.

1. **Research Finding**

After transcribing the students’ pronunciation into the phonetic transcription and analyzing the data, the writer counted the percentage of the right and wrong pronunciation made by the students. There are 231 number of wrong by 900 word pronunciation test, the percentage is 25.67%. The next step the writer computed the dominant pronunciation errors made by the students. The formula for finding the dominant error is:

fi

Pi = X 100 %

N

***Pi*** is the proportion of error heading

***f1*** is frequency of error

***N*** is sum of frequency of error

The error headings for the error analysis

|  |  |  |  |
| --- | --- | --- | --- |
| No | Headings | Frequency of Error | Proportion (%) |
| 1 | Unrounded close front vowel [i:] | 30 | 13.64% |
| 2 | Unrounded half close to close front vowel [I] | 14 | 6.36% |
| 3 | Unrounded half close to half open front vowel [ε] | 7 | 3.18% |
| 4 | Unrounded open to half open front vowel [æ] | 32 | 14.55% |
| 5 | Unrounded open back vowel [a:] | 33 | 15% |
| 6 | Rounded open back vowel [ɔ] | 7 | 3.18% |
| 7 | Rounded half open back vowel [ɔ:] | 33 | 15% |
| 8 | Rounded half close to close back vowel [U] | 3 | 1.36% |
| 9 | Rounded close back vowel [U:] | 18 | 8.18% |
| 10 | Unrounded half open centro back vowel [Λ] | 20 | 9.09% |
| 11 | Unrounded half close to half open central back vowel [ə] | 16 | 7.27% |
| 12 | Unrounded half open to half close central vowel [ə:] | 7 | 3.18% |
| Total | | 220 | 100% |

The mean of error occurrence (P) is 100:12=8.33. P is very important to know the degree of dominant which is symbolized by (Pi-P). If (Pi-P) of a heading results in positive (+), it means that error is dominant, but if it is negative (-), it means that the errors are less dominant.

The five dominant error headings

|  |  |  |  |
| --- | --- | --- | --- |
| No | Heading | Frequency | Degree of Dominance (Pi-P) |
| 1 | Unrounded open back vowel [a:] | 15% | 6.67 |
| 2 | Rounded half open back vowel [ɔ:] | 15% | 6.67 |
| 3 | Unrounded open to half open front vowel [æ] | 14.55% | 6.22 |
| 4 | Unrounded close front vowel [i:] | 13.64% | 5.31 |
| 5 | Unrounded half open centro back vowel [Λ] | 9.09% | 0.76 |

1. **Conclusion**

The result of the analysis shows that the students are considered “good” in pronouncing English vowels according to best’s criterion. The total percentage of various errors in pronouncing English vowels is 25.67% from the total pronunciation 900. There were five major pronunciation errors made by students. There are vowel [i:] 5.31%, [æ] 6.22%, [a:] 6.67%, [ɔ:] 6.67%, and [Λ] 0.76%.

The factors from this problem are the students’ lack of knowledge of correct pronunciation and difficulty to pronounce those new sounds. The students’ inability to recognize the word.

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