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An Analysis of Students Difficulties in Pronouncing English Vowels in Their Speaking Skills Based On Mother Tongue

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Abstract: Many students are difficult to pronounce the word especially in English language and pronunciation as basic of all English skills, without correct pronunciation students' will do miscommunication between speakers and listeners. The writer interested to make the research about An Analysis of Students' Difficulties in Pronouncing English Vowels in Their Speaking Skills Based on Mother Tongue at the First Grade of SMAN 6 Kota Serang. The objectives of the research were to find what are the vowels difficulties, to know what kind of Students' mother tongue which has high difficulties in pronouncing English vowels and to know the factors of the students' difficulties. The result of the research shows the students difficulties in pronouncing English vowels in their speaking skill based on mother tongue. The writer used the instrument of collecting data by using test and interview. The result of the research shows the students difficulties in pronouncing English vowels in their speaking skill based on mother tongue. The writer used the instrument of collecting data by using test and interview. The students can speak English but the Students' still difficult to pronounce the word of English and one of the factors Students' difficulties in pronouncing English vowels is caused by students' mother tongue has.



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INTRODUCTION

Nowadays Learning English becomes important for Indonesian students that they can master as a key to gain full communicative competence. In terms of speaking pronunciation is one of the micro skill of speaking. Pronunciation is sounds are produced the pronunciation stresses which more the way sounds are perceived and heard by the hearer. Pronunciation plays an important role in learning a second or a foreign language, but with the interference of Indonesian language make the students get difficult to spelling the word of English. Based on (Lott, as cited in Bhela, 1999: 22) interference is the errors that can be traced back to the first language, while the learners use the second language. According to (Lott, 1983: 256 in Erarslan journal 2014) defines

interference as errors in the learner's use of the foreign language that can be traced back to the mother tongue.

The writer has found the problem about students' difficulties in pronouncing vowels of English language. Pronunciation and the spelling are different when they guess the words. It means that a sound of English language is different from spelling. In fact the students also cannot differentiate the use of vowels between Short , ə, e, I, ʌ, ɒ, ʊ, æ and Long, i:, u:, ɑ:, ɔ:, ɜ: , as the example student difficult the used of /i:/ seat and /I/ sit, Sheep ʃi:p and Ship ʃɪp, or in the other word of heat hi:t and hit. As a matter of fact the English vowel of short I and long i: which often appear but it is not only the word of /I/ and /i:/ but also vowel /æ/ like the word of bad and bat.

Based on (Amalia, 2012:17) states vowels are produced when the airstream in voiced through the vibration of the vocal codes in the larynx and then shaped using the tongue and lips to modify or change the overall shape of the mouth. In English has more than twice that number of vowels are found, especially for the learners language vowels are often challenging because of the learner's tongue and lips itself that need to get used to move into unfamiliar positions and new combinations of movements.

METHOD

In this research the writer has determined qualitative approaches focus on case study. The subject of this research was conducted at SMAN 6 Kota Serang in the academic year 2017/2018 as a place of the writer to research it. The participants of this research are Students at the first grade of SMAN 6 Kota Serang. Then the students' difficulties in pronouncing English vowels in their speaking based on mother tongue as the sample. The researcher needs more or less 1 month to take the date of each problem.

Technique of Collecting Data

a. Observation

Observation is the most basic method for obtaining data in qualitative research to gets notes, interview transcripts, literary texts, minutes of meetings, historical records, memos and recollections, documentary films, are all typical examples of qualitative data.

b. Test

The process of a good test are consist of quality, validity, reliability, and practically. Therefore, the use of test must be appropriate in term of object, dependable, in the evidence it provide and applicable to particular situation.

c. Interview

This writer used the method that can be used through personal interviews. In interview, the writer meet face to face with participants and taping an interview with the teacher and students to make the transcript of the interview. According to (Murray. R, Thomas, 2003: 69) interview usually involves a researcher orally asking question for individuals answer orally. The method of collecting information through personal interviews is usually carried out in a structured way. The writer structured interviews to know the students' difficulties in pronouncing vowels. The writer will ask some question to the teacher's to get a reason about Students' difficulties in pronouncing vowels then the teacher answer the reason, it could answer the first research problem .The writer record information from interviews by making handwritten notes, by audiotaping, or by videotaping.

d. Recording

Based on (Creswell, 1998:126) suggest recording the activity while the researcher is observing the object. Recording can help the writer to get the data observation and have understanding about the case about. In this step, the writer recorded pronunciation that utterance by students when they are speaking English. This recording is intended to get data about students' difficulties in pronouncing vowels. From the recording, the writer knows students always make error in their speaking.

e. Document Analysis

According to (Sugiyono, 2008) data analysis is process systematic collection and arrangement of data resulted from the observation, filed notes, and documentation by organizing the data into categories of describing into unit, synthesizing, setting into pattern, selecting what is important to use and make conclusion.

Technique of Data Analysis

According to (Miles and Huberman, 1994: 10–12) suggested that there should be three concurrent flows of action are Data reduction, data display, conclusion drawing/verification. The last step, the writer calculates the percentage of difficulties using the formulation according to Sudijono Anas (2017: 42).

$$P = \frac{f}{N} \times 100$$

P : Percentage of student's difficulties in pronouncing vowels

f : Word number of students' difficulties

N : Number of Cases / Total the number of students' difficulties.

Instrument of collecting data

The writer used a test and interview as instruments to collecting the data of the research.

RESULT AND DISCUSSION

The writer conducted the research at the first grade of SMAN 6 Kota Serang. The data was collected from observation (start on April 4th 2018). In this research, the writer focused on students' difficulties in pronouncing vowels in their speaking skill. The writer used the observation to know students' difficulties in pronouncing English vowels in their speaking skill.

1. The Percentage of Students Difficulties in Pronouncing Vowels Based on Mother Tongue

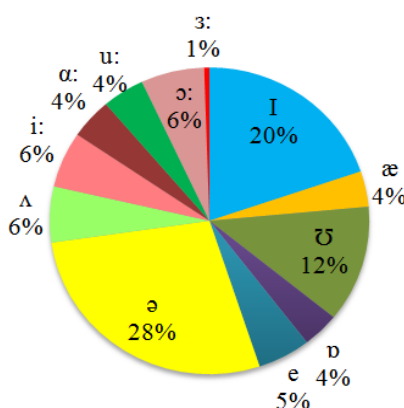
Table 1. 1 The Total Number and Percentage of Students Difficulties in Pronouncing Vowels.

Mother Tongue	Vowels Name	I	æ	ʊ	ɒ	e	ə	ʌ	i:	ɑ:	u:	ɔ:	ɜ:	Total Difficulties	Difficulties Percentage %
		Javanes	RF	7	1	1	2	0	2	3	0	0	1	0	0
Javanes	TH	4	1	2	0	0	5	1	1	1	1	1	0	17	70,59 %
Javanes	TS	1	0	3	0	0	4	0	0	0	1	0	0	9	66,66 %
Javanes	AFZ	6	2	3	2	0	10	0	2	1	0	0	0	26	73,07 %
Sundanese	AS	9	0	4	1	3	9	2	2	2	2	3	0	28	82,14 %
Sundanese	LA	3	0	1	1	3	4	0	1	0	0	0	0	13	84,61 %
Sundanese	YR	1	0	2	0	1	3	0	1	2	1	1	0	12	58,33 %
Sundanese	AN	1	1	1	1	1	1	1	1	0	0	1	0	9	77,7 %
Indonesian	IV	1	0	2	0	0	5	0	0	0	0	0	0	8	50%
Indonesian	PY	1	0	2	0	1	4	2	1	0	0	2	0	13	69,23 %
Indonesian	AJ	1	1	1	0	0	3	0	2	1	1	4	0	15	73,33 %
Indonesian	TJ	0	0	1	0	0	1	2	0	0	1	1	1	7	71,42 %
Total		37	5	23	7	10	52	11	11	8	8	12	1	185	72, 10 %

From the data above the writer can conclude the result by chart number percentage of students' difficulties in pronouncing vowels in their speaking skill based on mother tongue.

The total percentage 72, 10% from vowels difficulties it is about 185. The table above has shown the vowels of /ə/, /I/ and /ʊ/ that high score of vowels difficulties.

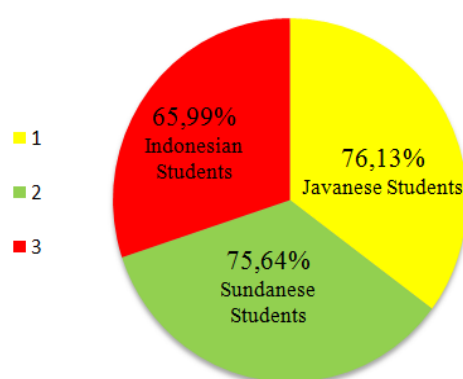
Chart 1.2 Result of Students' Difficulties in Ponouncing Vowels



The chart above to know the percentage of students' difficulties' in pronouncing vowels in their speaking skill. There are 12 vowels in English which consists of 7 (seven) shot vowels are /ə/, /e/, /I/, /ʌ/, /ɒ/, /ʊ/, /æ/ and 5 (five) long vowels are /i:/, /u:/, /ɑ:/, /ɔ:/, /ɜ:/. 28% of the students difficult to pronounce English vowel /ə/, 20% in vowel /I/, 12% in vowel /ʊ/, 6% in vowel /ʌ/, 6% in vowel /i:/, 6% in vowel /ɔ:/, 5% in vowel /e/, 4% in vowel /ɒ/, 4% in vowel /u:/, 4% in vowel /ɑ:/, 4% also in vowel /æ/, and 1% in vowel /ɜ:/. Therefore, the chart shows the highest percentage of students difficulties in pronouncing vowel are 28 % in vowel /ə/, 20% in vowel /I/, 12% in vowel /ʊ/.

From the percentage of students' difficulties in pronouncing vowels in their speaking skill based on mother tongue, The writer conclude by chart number percentage as follow:

Chat 1.3 The Result of Students Based on Mother Tongue



The chart above to explain the result of students' difficulties when pronouncing English vowels based on mother tongue. There are 3 mother tongue as the sample. The first from Javanese students, the difficulties percentage it is about 76, 13%, the second in Sundanese mother tongue 75, 64% difficulties, the last from Indonesian mother tongue the percentage difficulties 65, 99%. Based on the table and chart above the writer can conclude the domination of students' difficulties in pronouncing vowels in their speaking skill based on mother tongue, the vowel /ə/ with percentage 28% as the first high score, the second in vowels /I/ 20% and the third in vowels /ʊ/ with percentage 12%. When the students spell the word of English is still according to written English. and students still confused to distinguish between long and short vowels. based on the interview among writer, teacher and students, the difficulties are occur because of the students do not got pronunciation learning in the class and the other factor students difficult in pronunciation vowels is caused by mother tongue dialect of students has.

The result of observation was transcribed to know more deeply about students' difficulties in pronouncing vowels that can make misunderstanding between student and interlocutors. There are 184 total of student vowels difficulties or incorrect pronunciation from 129 of word. So that students got high score or over difficulties in English vowels pronunciation used, because when the students are spelling the word of English vowels it is not found in one error of English vowels but also more than one error in word of English like in pronouncing vowels of focus /fəʊkəs/ instead of fɒkʊs. It has found from the observation the English vowel error is /ə/ and /ʊ/. The total students' difficulties percentage 72, 10%. From the observation only 2 students that has low difficulties below 60% in pronouncing English vowel there are 58, 33% and 50%. But

the other result has a high difficult score in 60% until 88, 23% of students difficulties in pronouncing English Vowels.

There were 3 vowels they are /ə/, /ɪ/ and /ʊ/ that has all students difficult to pronounce, and they are including into short vowels. From 185 total of vowels difficulties the first in vowel ə has high score it's about 52, the second in vowel /ɪ/ it's about 37, the third in vowel /ʊ/ it's about 23 students that got difficult in pronouncing that vowels. Example vowels the word of bait /Beɪt/ instead of Bet. Because the phonetic symbolc of bet is for the other meaning in Indonesia language is *bertaruh* but the word that used phonetic symbol of Beɪt in Indonesia language is for the meaning of *umpan*.

The writer took 12 students to be the sample with different mother tongue, there are from Javanese, Sundanese and Indonesian mother tongue. The writer also found the mother tongue of Javanese students who has high score difficulties in pronouncing English vowels it is about 76,13% , next from Sundanese mother tongue 75,64%, and the last from Indonesia mother tongue it is about 65,99%. From the percentage of students difficulties in pronouncing English vowels one of the factors is mother tongue.

2. Factor of Students Difficulties in Pronouncing English Vowels Based on Mother Tongue

Based on the result of observation, the writer found the factors of students' diifficulties in pronouncing vowels in their speaking skill based on mother tongue. The writer can classify that the common factor of students' difficulties in pronouncing vowels are the differences of the way to spell and way to pronounce words of letters and the influence of mother tongue. The other factors of students' difficult to pronounce the word of English it was caused by students social aspect which also to be an effect in learning English while students get transfer of English language.

Pronunciation difficulties in pronouncing Vowels in students' English speaking ability based on mother tongue at first grade of SMA N 6 Kota Serang. From 185 total of vowels difficulties with percentage 72,10%. The English vowels which have the high score difficulties are /ə/, /ɪ/ and /ʊ/. The first vowel ə frequencies of difficulties are 52. The example to say the word of process is prəʊses instead of pɹɒcess. The second, vowel /ɪ/ frequency of difficulties are 37. They made error in the word of year /yɪər/ students say yɜ:r. Students also difficult and confused to distinguish between long and short vowel of /ɪ/ and /i:/ example to say the word of eat is i:t, students say by It. The last, frequency found 23 english vowel difficulties it is /ʊ/ abaʊt instead of abɒt. when the students speak English they do not speak with open, close of mid vowel it is mean students do not play the shape of the mouth. The students speak English with a flat mouth without any a movement even open or close vowel. And the vowel which has low score in long vowels 3: the total difficulties just 1 as the example the word of hurt is hɜ:rt instead of hət.

CONCLUSION

After analyzing source of data is dealing with pronunciation difficulties in pronouncing Vowels in students' English speaking ability based on mother tongue at first grade of SMA N 6 Kota Serang. From 185 total of vowels difficulties with percentage 72,10%. The English vowels which have the high score difficulties are /ə/, /ɪ/ and /ʊ/. The first vowel ə frequency of difficulties is 52. The example to say the word of process is prəʊses instead of pɹɒcess. The second, vowel /ɪ/ frequency of difficulties are 37. They made error in the word of year /yɪər/ students say yɜ:r. Students also difficult and

confused to distinguish between long and short vowel of /I/ and /i:/ example to say the word of eat is i:t, students say by It. The last, frequency found 23 English vowel difficulties it is /ʊ/ abʊt instead of abɒt.

There are 12 (twelfth) students as the sample with different mother tongue. The mother tongue took from Javanese, Sundanese and Indonesian language as the sample. From the three mother tongues the writer conclude Javanese mother tongue and Sundanese mother tongue that has a high score in vowels difficulties. The students who from Javanese mother tongue has high score with difficulties percentage it is about 76,13%. After that the sundanese mother tongue with difficulties percentage 75,64%. And the low score from Indonesian mother tongue with difficulties percentage 65,99%.

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