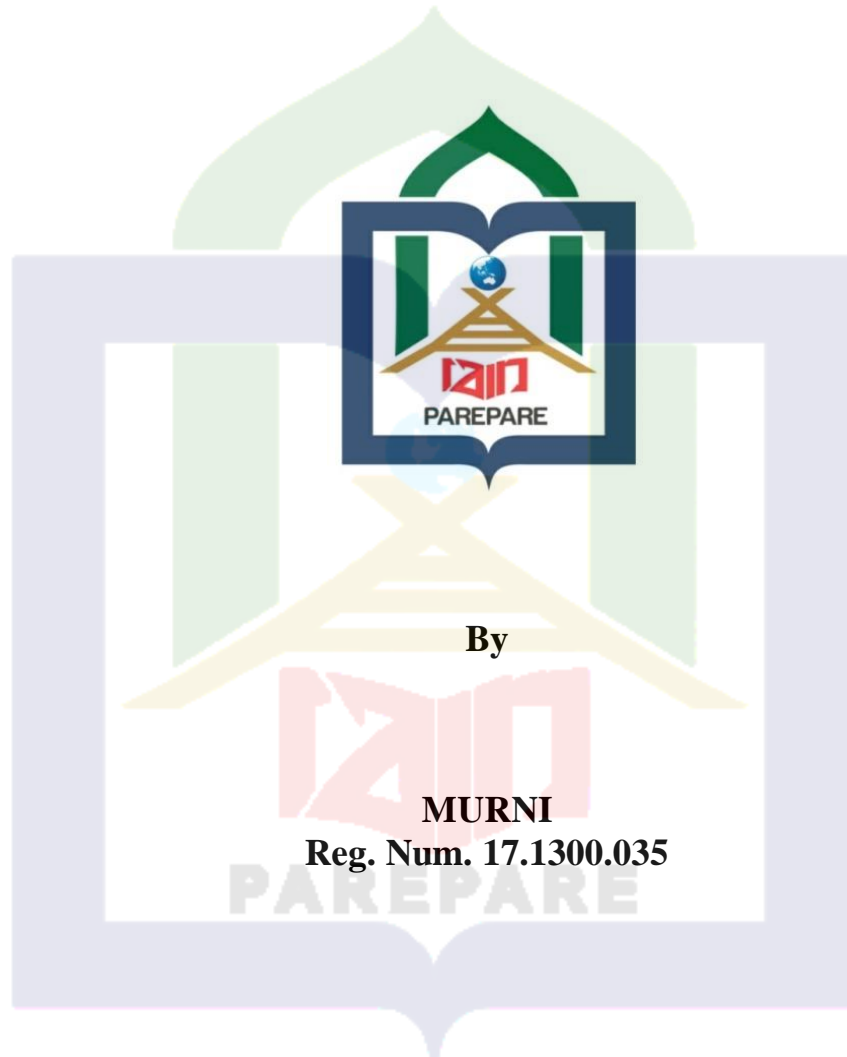# A THESIS

AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING THE VOWEL SOUNDS AT THE SECOND GRADE OF SMA NEG 4 ENREKANG

By

MURNI
Reg. Num. 17.1300.035

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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Forthe Degree ofSarjana Pendidikan (S.Pd)

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to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيم

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ ٱلأَنْبِيَاءِ وَالْمُرْسَلِيْن
وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

Alhamdulillahi Rabbil Alamin. First of all, the writer would like to express her gratefull to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so she can finish this thesis. Salam and Salawat always be sent to the prophet Muhammad saw. Peace be upon him, who has guided us from uneducated person to be educated person.

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Parepare, June 8th 2021
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DECLARATION OF THE RESEARCH AUTHENTICITY

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                                Vowel Sounds at Second Grade of SMAN 4 Enrekang

Stated that herself conducted this thesis, if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, June 8th 2021

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ABSTRACT

Murni. *An Analysis of Students' Errors In Pronouncing the Vowel Sounds at Second Grade of SMAN 4 Enrekang.*.(Supervised by Amzah Selle and Hj. Nanning).

Pronunciation is the way in which a sound, word, or language is articulated,especially in conforming to an accepted standard, can also the act of articulating a sound or word, it refers to the way we make the sound of a word. In other words, pronunciation is the way a word or language is pronounced. Apart from that, the pronunciation includes articulation, emphasis, and intonation.The purpose of this research is toknowthe students' error and factor caused error in pronouncing the vowel sounds at second grade of SMA Neg 4 Enrekang, The result of this study are beneficial for lecturers and students because they will get proper information about students error and their pronouncing vowel factors.

The samples of this study were 23studentsof second grade of SMAN 4 Enrekangby total sampling technique. The researcher conducted the research by using quantitative descriptive design. The instrument data collecting technique waspronunciation test and questioner.
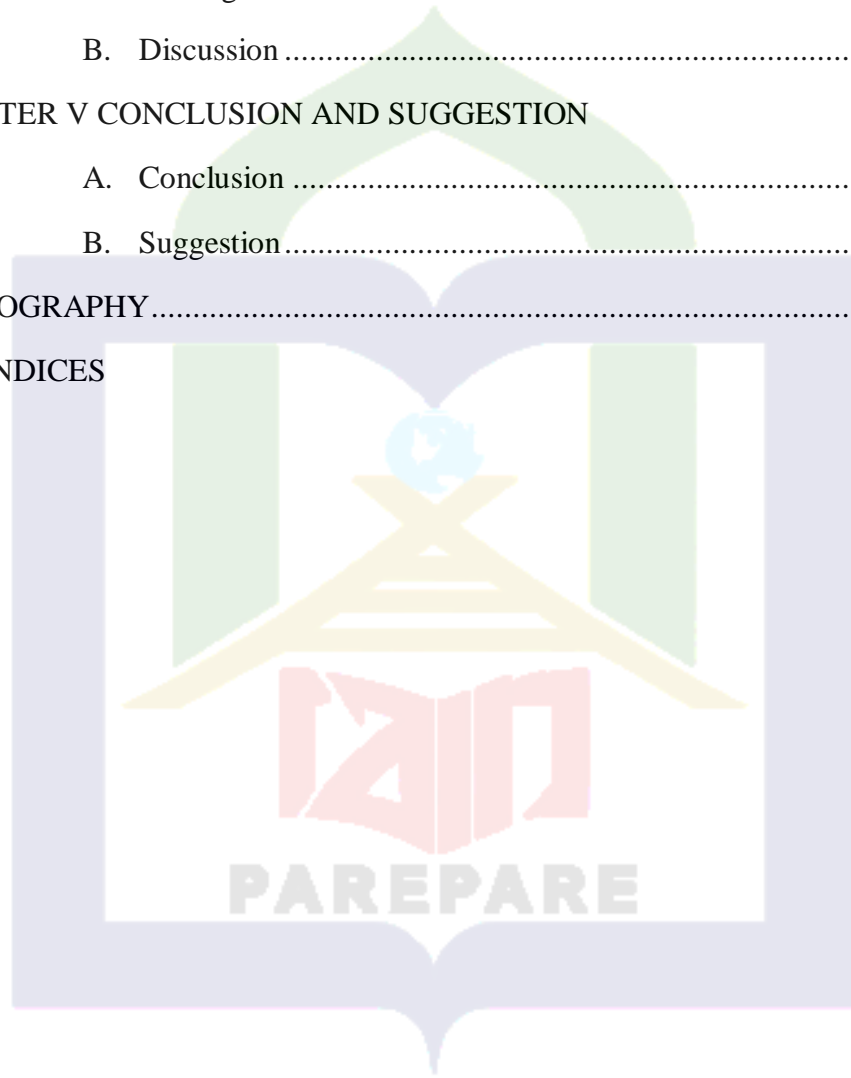
The result of the study showed the students get difficult error in pronouncing front vowel which also clearly error in high front, low front which showed error in 45%, another error also in back vowel which showed much error for back vowel low neither for mid back vowel showed error in 37%, and last explanation for mid central vowels which identified error in certain word showed error in 18%. Another result showed that, there were 3 factor identified in this research which all the factor were agreed by the students, in fact, students get error caused of the Language transfer and termed intralingua interference refers to items produced by the learner that reflect not the structure of the mother tongue

Keyword: Pronunciation skill, error analysis. Vowel sound

LIST OF CONTENTS

LIST OF TABLES

Table Number	Name of Tables	Pages
3.1	Population	39
3.2	Questioner Scale	40
3.3	Classification of the students response	41
4.1	Students Error in pronouncing vowel	42
4.2	Students Respond toward Language Transfer	43
4.3	Students respond toward Intralingua Interference	44
4.4	Students respond toward sociolinguistic situation	45

LIST OF FIGURES

LIST OF APPENDICES

No.	The Title of Appendices
1	Instruments
2	The Students Pronunciation Score
3	Form of Recommendation Research
4	Form ofGovernors Research Agreement
5	The Documentation
6	Curriculum Vitae
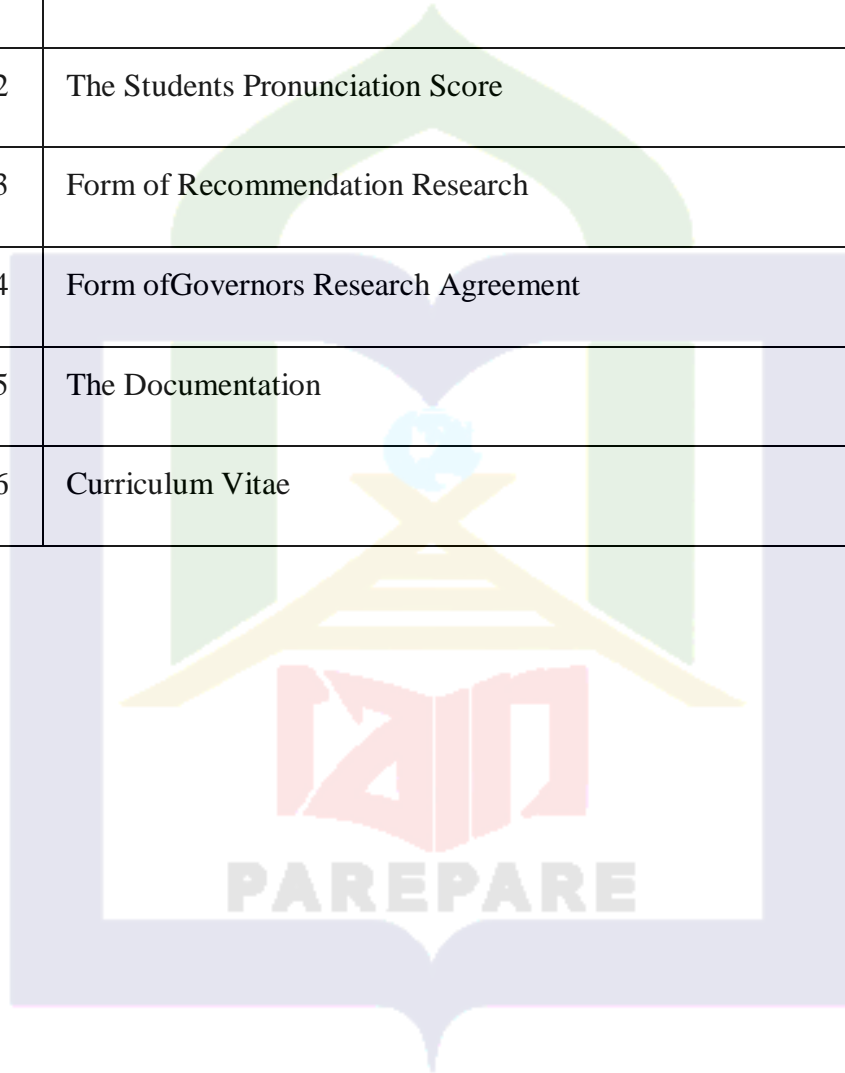
CHAPTER 1
INTRODUCTION

A. Background

Most of people in this world communicate their idea, information, even their feeling through oral way and produce sounds when preaching, speaking and singing. The average time spent on basic skills during the daily communication process is 35 % for speaking, 16 % for reading, 9 % for writing, and 40% for listening.[1] Language is a means of communication in everyday life. It is used as a bridge of communication among people. People are able to sharing their ideas, opinions, interests and many other things through language. The most common vehicle of linguistic communication is the voice, and speech is thus a primary mode of human language, with some advantages over other modes. Human voice has volume, pitch, rhythm, and speedit is capable of wide-ranging modulation.[2] In oral way all elements must be involved, andthere are five elements of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension.[3]

Pronunciation is one of the important elements to convey idea or information in terms of oral way. Pronunciation is the manner where someone utters a word. Pronunciation is the way of uttering a word in an accepted manner.Pronunciation instruction is very important for oral communication, and it is also a significant part of communicative competence.[4] Pronunciation also is a very important element of foreign language learners. There are so many problems with understanding English spoken at a natural speed by native speakers who speak with various accents. Non-

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[1] Burley-Allan (1995)

[2] Finegan, *E Language; Its Structure and Use (7th ed.). Stamford: Cengage Learning*(2015)

[3] Ambalegin, Suhardianto, &Kaprawi, N. *Obstacles Facing Learners in Speaking English: Non-English Teachers' Perspective, Putra Batam Schoo*l. Pertanika Journal Social Sciences & Humanities, 25(1), 122. Retrieved from http://www.pertanika.upm.edu.my/ (2017)

[4] Gilakjani, A. P. *English pronunciation instruction: A literature review. International Journal of Research in English Education*, 1(1), 2. Retrieved from www.ijreeonline.com (2016)

native English also have problems in speaking to and being understood by others. Some students still have problems. One of the problems is dealing with phonetic understanding. Because every English learner has their own phonetic words dealing with their native language such as Javanese, Indonesian, Chinese, Japanese, etc.[5]Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities, and indicates ourassociation to particular communities.[6]

Different language has its own different pronunciation. The way to pronounce the words of Indonesian and English is different. In Indonesian, every letter is a phonetic symbol representing one sound and each sound has its appropriate symbol. For example, Indonesians pronounce kuku as /kuku/. While in English most written words are pronounced differently. Each sound of English is presented by more than one written letter, by sequences of letters and any letter of English represents more than one sound, or it may not represent any sound at all. For example, the word cut is pronounced as /kʌt/. The difference of pronunciation in Indonesian from that in English will greatly affect in oral way.[7]

Indeed, poor pronunciation can have a very serious effect on everything else we try to do in the English language classroom. The first and most obvious impact of poor pronunciation is on speaking. Saying a word or a name, only to be met by the blank stare of the listener's incomprehension is immensely frustrating for learners. The second obvious problem of poor pronunciation is its impact on listening. The most immediately tangible issue here is that learners either fail to identify the sounds, words or phrases of English, or they confuse them with others.

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[5]Hughes, R. *Teaching and Researching Speaking. Harlow: Longman (2002)*

[6]Seidlhofer, B. *Pronunciation. The Cambridge Guide to Teaching English to Speakers of other Languages,p.* 56-65.Cambridge, (United Kingdom: Cambridge University Press :2001)

[7]Ambalegin, Tomi Ariant. Article*, English Vowels and Consonants Mispronunciation of the Seventh President of Republic of Indonesia in His Official English Speeches and Its Influencing Factors*, Vol.2 (2018) P 112

At the level of individual sounds, for example, poor recognition leads to confusion between words that differ by only one sound (minimal pairs). Classic examples are tree and three, or hat, hut, hot and heart, but there are countless more. Third is the impact of writing, If the impact of poor pronunciation on speaking and listening feels familiar to most English teachers, the idea that pronunciation can impact negatively on writing will probably come as a surprise. However, one of the major headaches for learners of English is the absence of any clear, simple relationship between how words are spelt in English and how they sound in speech. Although we expect poor pronunciation to impact negatively on speaking and listening, and we can soon see how it might impact on writing, many of teachers I've worked with initially find it hard to see any relationship between pronunciation and reading. However, recent research shows that poor pronunciation has a very serious impact on reading, especially for learners from beginner to intermediate level.[8]

It should be obvious by now that I firmly believe that pronunciationis not just another aspect learning English. Rather, it lies at the very heart of what we do, and neglecting it can have very serious implications for our learners' chances of making adequate progress in all other areas.

Based on the explanation above, its clearly that its very important to learn about the pronunciation. Event though Indonesia's students have been learning English for along time, they still could not express their thought in English correctly because there must be some reasons which bring failure of them in mastering English, especially in pronounce English vowels. Thefailure originated from difficulties in learning foreign language is caused of the differences between the students' mother tongue and English as target language.The students get difficulties in pronouncing word correctly because the differences above make the students produce so many errors in pronouncing English vowels. But they do not

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[8]English Teaching Professional, article, *Pronunciation Matters*, 2014.

care about it. They sometimes do not know what the native speaker said. And in fact, a lot of errors made by the student, especiallyto produce English vowels.

From the arguments above, the researcher concludes that the errors in pronouncing the English vowels sounds in the students rarely to hear and pronounce the sound and also there are some different between English vowel and Indonesian vowel.Based on the description above, the researcher interest to do a research about "An Analysis of Students' Errors in Pronouncing the Vowel Sounds at the Second Grade of SekolahMenengahPertama Negeri 4 Enrekang" to describe the students' errors in pronouncing the vowel sounds.

B. Research Questions

Based on the background of the study above, the researcher formulates a research questions as follow:

1. What are the students' error in pronouncing the vowel soundsat second grade of SMA Neg 4 Enrekang?
2. What Factors are Caused Students Error in Pronouncing the Vowel Sounds?

C. Objective of the Research

Based on the problem statement made by the researcher above, this research has purpose to find out:

1. To knowthe students' error in pronouncing the vowel sounds at second grade of SMA Neg 4 Enrekang.
2. To know the Factors are Caused Students' Errors in Pronouncing the Vowel Sounds.

D. Significance of the Research

The significances of this research are expected to be useful contributions of:

1. Teachers

   For Teacher, this study will provide of students' errors in pronouncing the vowel sounds. Itwill give better insight to the teachers to deal with errors in pronouncing English especially in pronouncing the vowel sounds. By this research, the researcher hope teachers can aware about the importance of teaching pronunciation to the students early. Practically, it will provide feedbacks which can be used to adapt their teaching techniques.

2. Students

   For students it can be an input to improve their English pronunciation especially in pronouncing the vowel sounds. It can be also motivated the students to develop their pronunciation seriously.

3. Next Researchers

   For further researchers, who are interested in analyzing the students' errors in pronouncing the vowel sounds can get the basic information from this study to do furtherresearches.

CHAPTER II
REVIEW OF RELATED LITERATURE

There were many related theories as a basic of this research, so this chapter will discuss about that.

A. Some Pertaining Ideas

1. The Concept of Pronouncing the English Vowel Sounds

a. Definition of Pronunciation

English has four skills: reading, speaking, listening, and writing, and three components: grammar, vocabulary, and pronunciation. Pronunciation is the way in which language or words are spoken.[9]It plays a significant role in our personal and social lives because the way we speak reflects our identities, and indicates our association to particular communities.[10]

Pronunciation is the part of speaking. Pronunciation refers to the way we make the sound of a word. In other words, pronunciation is the way a word or language is pronounced. Apart from that, the pronunciation includes articulation, emphasis, and intonation.

Pronunciation is the way in which a sound, word, or language is articulated,especially in conforming to an accepted standard, can also the act of articulating a sound or word.[11]Pronunciation includes language features; vocabulary and grammar as well as skills; speaking and listening. When we

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[9]Manser, H. *The MacmillanDictionary of English Spelling*. (California: Macmillan. 1991)

[10]Seidlhofer, *B. Pronunciation. In Carter, R. & Nunan, D. (Eds.), The Cambridge Guide to Teaching English to Speakers of other Languages,p.56-65.Cambridge,* (United Kingdom: Cambridge University Press:2001)

[11]Mustari, *Improving Students' Speaking of Islamic Boarding High School Callaccu Sengkang Wajo. Thesis S1.* (Faculty of Tarbiyah and Teachership UIN Alauddin Makassar;2010)

discover new vocabulary words, it will be better if we know the correct pronunciation.[12] Pronunciation is important for both of them.

The more goodour pronunciation, the more easy for us to communicate with others. That's way important for students to have a good pronunciation because students can convey their thoughts, opinions, ideas, feelings, so on clearly. It does not mean that students need to have a nativelike pronunciation.[13]

Pronunciation is one of the most difficult areas forlearners, as well as for teachers. In quest of effectiveteaching, it is worth diagnosing carefully the natureofthe difficulties that they face.There is a significant skill component for learners.Pronunciation is not just a cognitive 'knowing-that', itis also a physical 'knowing-how', similar to playing asport or musical instrument. Learners need motivation andtime to really practice pronunciation. It is very muchworth spending class time discussing with learners theirown ideas about what is involved in learningpronunciation.

They are often surprised by the suggestionthat they should practice speaking. Learners need help inovercoming both their wishful idea that pronunciation is subject like, say, history, which can be learned merelyby listening to a teacher, and the psychological and social barriers that make it difficult for them to practice effectively.[14]

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[12]Pojok Bahasa, *Pronunciation, Pengertian, Materi, dan Cara Melatihnya*,https://visitpare.com/pojok-bahasa/pronunciation/ accessed on 11 January 2021, 15:05 p.m

[13]DwiAstutik, An Analysis Of Students' Ability In Pronouncing Vowel /Æ/, /Ə/ And /Ɛ/, Skripsi, P.10, (Iain Salatiga:2017)

[14] Helen Fraser, *ESL Pronunciation Teaching: Could it be More Effective*?, Presented at the ALAA Conference, Perth: 1999)

We cannot pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound.[15]Therefore, it is necessary for the learners to have a clear understanding of the distinctive sounds that appear in English

2. The Concept of English Vowel Sounds

a. The Introduction of English Vowel Sounds

Vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.[16]Vowel is sounds which are made without any kind of closure to the escape of air through the mouth. An unscientific answer would be that vowels are the tools of poets. Since it is vowels that allow poets to create assonance and rhyme, and thus to shape language musically and make it pleasing to the ear. A more scientific answer would be that vowels are the core or peak, of the syllable. In fact, as we have seen, a syllable can consist minimally of one vowel (V) only, as in the word *eye*(V); alternatively, the vowel in a given syllable can also be surrounded on either or both sides by consonants (C), as in the words *bray* (CCV), *ants* (VCCC), and *pranks* (CCVCCC). Another way to describing vowels is to define them as sounds in which there is continual vibration of the vocal cords and the airstream is allowed to escape from the mouth in an unobstructed

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[15]St. RahmatiaRazak, The Students' Difficulties In Pronouncing The English Vowel At The Third Year Of Sman 1 PitumpanuaWajo Regency, Thesis, P.10 (State Islamic University Alauddin Makassar, 2010)

[16]*Oxford Learner's Pocket Dictionary New Edition*. (New York: Oxford University Press;2005)

manner, without any interruption. These descriptions can help us to differentiate vowels from consonants since in consonants, vocal cord vibration can be interrupted and there is obstruction of the airflow when the various articulators approach each other. Also, a consonant cannot usually constitute the peak of a syllable.

One difficulty in describing vowels has already been alluded to namely, that in the production of vowel sounds, there is no contact of the articulators as there is in the production of consonants sounds. That's why the classifications of vowels is not as clear cut as that of consonants. Whereas consonants can be distinguished by place and manner of articulation and by features such as voicing and aspiration, the description of vowels is much more elusive. For example, voicing is not a distinguishing characteristic since all English vowels are voiced. When we discussed consonant articulation, the flow of air was described ass moving through a type of obstacle course that modified or blocked the flow completely. In contrast, vowels involve a relatively unobstructed airflow and take on their peculiar characteristic largely through changes in the shape and size of the oral cavity.[17] Thus, in many respects, vowel can be more clearly delineated in relation to one another than in relation to any external standard of classifications.

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[17]Marianne Celce-Murcia, et.al, *Teaching Pronunciation, a course book and reference guide*, second edition, p.113-114 (Cambridge University;2010)

b. The Production of English Vowel Sounds

The vowels of English are described in completely different terms. We do not use the parameters such as points and manners of articulation. We use instead four different parameters; the height of tongue, the position of the tongue, the protrusion, or rounding, of the lips, and the tense or lax state of the muscles. Since vowels are oral sounds, the velum closes the nasal passage.

The height refers to the relative high-low placement of the tongue in the mouth, the position of the tongue refers to the placement of the tongue in front, at the center, or at the back of the mouth, the lip protrusion or lip rounding refers to the shape of the lips and tense and lax, is used to indicate that when we produce certain vowels such [i] in *beat* the muscles are pulled more strongly thus producing tension.[18]

c. The English Vowel System

The vowel of English can be looked at from these angles. From the point of view of the tongue height, we have high, mid, and low vowels. From the position of tongue, there are front, central, and back vowels. From the lip rounding parameters, we can say that vowel such as [i] as in *meat*are spread while [u] in *boot*are rounded, and from the state of the muscles we have tense vowels such as in [i] and lax vowels such as [ɪ].

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[18]SoenjonoDardjowwodjojo, *English Phonetic and Phonology, For Indonesian,* p. 108, (Yayasan Obor Indonesia, 2009)

1) The Front Vowels [i], [ɪ], [e], [ɛ], and [æ]

The English front vowels are produced by having the tongue manipulated in the front part of the mouth. When combined with the position of the tongue, they can be high front, mid front, or low front.

2) The High Front Vowels [i] and [ɪ]

The vowel [i] as in *beat* is made by having the front part of tongue raised high without touching anything of the upper part of the mouth. The lips are spread widely. When the tongue is somewhat lowered by opened the mouth a bit wider, but is still high enough, what we come up with is the sound [ɪ] as in *bit*. Meanwhile, the nasal passage is closed by the velum. Since all vowel are voiced, we don't need to mention this feature in their names.

Just as in the case with the consonants, there is a conventional order for naming vowels. We begin with the height of the tongue, the position of the tongue, the state of the lips, and the state of the muscles. Thus both [i] as in *beat* is called high front unrounded tense vowel, [ɪ] as in *bit* is high front unrounded lax vowel.

The contrast between [i] and [ɪ] can be seen in the minimal pairs bellow;

Beat – bit
Seat – sit
Read – rid
Eat – it
Bead – bid

The vowel [i] is found in word IMF positions, while the [ɪ] is only in IM positions. Examples;

/i/			/ɪ/	
Eat	beat	bee	In	bit
East	week	sea	Is	sit
Eel	meant	me	It	kin

Table 1 : Examples of Vowels [i] and [ɪ]

3) The Mid Front Vowels [e] and [ɛ]

When the tongue is lowered further from the position of [i], the sound produced is [e] as in the word *bait.* This sound is not purely a vowel as it is followed by a sound somewhat similar to [i]. thus, we can say that this sound is actually a glide, [e]. Phonemically, we will symbolize it just as /e/. If we lower the tongue further down, lower than for [e], we have the vowel [ɛ] as in *bet.* The mouth is opened wider and the lips are less spread than for [e].

The sound [e] is found in word IMF positions, but [ɛ] only IM positions. In other words, there is no word in English that ends in the open syllable [ɛ]. The following are some examples for [e] and [ɛ].

[e]			[ɛ]	
Aid	paid	pay	Egg	beg
Ate	rate	ray	Entity	better
Gave	made	may	Enter	get

Table 2; Examples of Vowels [e] and [ɛ]

4) The Low Front Vowel [æ]

There is only one low front vowel in English, /æ/ as in *bat.* It is made by lowering the tongue further down from the position for the vowel /ɛ/.

This means that the mouth is opened more widely and the lips are not spread. The muscles are lax. The sound is called the low front unrounded lax vowels.

The sound [æ] is distributed only in word IM positions and most commonly spelled with <a> as in *cat*. The following are some examples of the sound occurring at the IM positions;

At	Sad
Apple	Bad
Ample	Sample
Angle	Panther

Table 3; Examples of Vowel [æ]
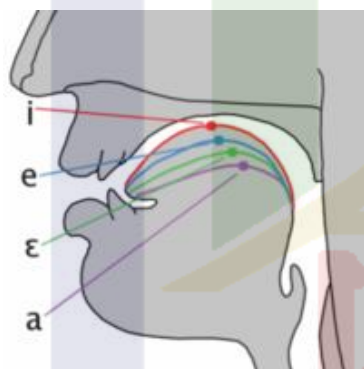
Picture 1 : The Picture of Front Vowels

5) The Back Vowels [u], [ʊ], [o], [ɔ], and [ɑ]

There are also five back vowels in (American) English, represented phonetically as [u], [ʊ], [o], [ɔ], and [ɑ]. Two vowel have high, two vowels have mid, and one has low tongue positions.

6) The High Back Vowels [u] and [ʊ]

The sounds [u] as in the word *Luke* or *food* and [ʊ] as in *look* or *foot* are produced in the same way as that for [i] and [ɪ] except that the part of the

tongue which is raised is the back. When producing the sound [u], we raise the back part of the tongue way up but without touching any part of the mouth. The [ʊ] is produced by lowering the tongue a bit from the [u] position. For both sounds, the lips are rounded, with [u] more rounded than [ʊ]. The muscles are tense for [u] and lax for [ʊ]. The velum closes the nasal cavity, thus allowing the airstream to come out through the mouth. Since both sounds are produced with such tongue high and the back of the mouths, accompanied by lip rounding, they are called high back rounded vowels. The parameter of the state of the muscles splits the two sounds into high back rounded lax vowel [ʊ].

The vowel [u] is found in word IMF positions, while [ʊ] only in medial positions.

/u/			/ʊ/
Ooze	food	sue	Foot
Oops	mood	blue	Look
Rude		true	Good
Soup		Do	Book

Table 4; Examples of Vowels [u] and[ʊ]

7) The Mid Back Vowels [o] and [ɔ]

The vowel [o] as in *low* is produced by putting the back of the tongue in back position and lower than that for [ʊ]. The vowel [ɔ] as in *law* is made by lowering the tongue below the [ɔ] sound. Both vowels are accompanied by the protrusion of the lips, with [ʊ] more rounded than [ɔ]. The nasal passage is closed. That's why the sounds are called the mid back rounded vowels.

[o]			[ɔ]		
Owe	code	so	Ought	bought	law
Open	cope	row	All	call	saw

Table 5; Examples of Vowels [o] and [ɔ]

8) The Low Back Vowel [ɑ]

The sound [ɑ] as in *far i*s produced by having the tongue at the back of the mouth and in low position, lower than that for [ɔ]. The mouth is also more open and the lips are not as much protruded as for the other back vowels. The nasal passage is closed and the muscles are lax. The sound is called low back rounded lax vowel.

The vowel [ɑ] is spelled commonly with the grapheme <a>, but other spellings, <ea> and <e> also possible. The vowel [ɑ] is not problem for Indonesians learning English as this sounds in also found in our language and pronounced very much in the same way.

Arm	part	fa(r)
Art	card	ba(r)
Heart	ca(r)	
Sergeants	pa(r)	

Table 6; Examples of Vowel [ɑ]
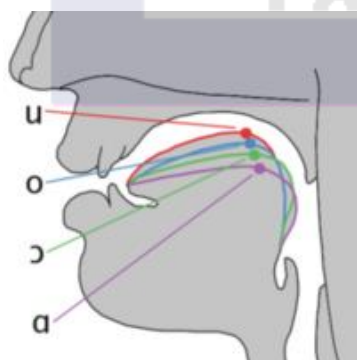
Picture 2 : The Picture of Back Vowels

9) The Mid Central Vowel [ə]

The vowels we have explained so far are produced either in front or at the back of our mouth. In addition to these vowels, there is no vowel which is produced in mid central position. This vowel is [ə] as in the words *a (book), ago, and father.*

The vowel is made by having the central part of the tongue placed in the middle of the mouth cavity. The lips are not protruded and the mouth is half-open. The nasal cavity is closed. Because of these features, the sound is called mid central vowel. It is more commonly referred to as schwa. Under most circumstance the schwa occurs under a strong stress, it tends to be dragged lower toward the direction of the vowel /ɑ/. Usually, the symbol [ʌ] is used instead. Thus, the word *but* is pronounced as [bʌt], not [bət]. Schwa is found in word IM positions, except in British English where this sound is also found in final position. In some varieties of English the mid central vowel is also pronounced as [ɜ] as in the British pronunciation of the word bird [bɜːd]. We will use the symbol [ə] and [ʌ]. [19]

[ə]	[ʌ]
<a> as in along, ago, a	<o> as in love, come, son
<ai> as in fountain, mountain, captain	<u> as in but, hut, mud
<ia> as in parliament	<ou> as in trouble, double, couple
<ei> as in villain	<oo> as in blood, flood
<eo> as in dungeon	<oe> as in does

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[19]SoenjonoDardjowwodjojo, *English Phonetic and Phonology, For Indonesian,* p. 110-121, (Yayasan Obor Indonesia, 2009)

Table 7; Examples of Vowel [ə]
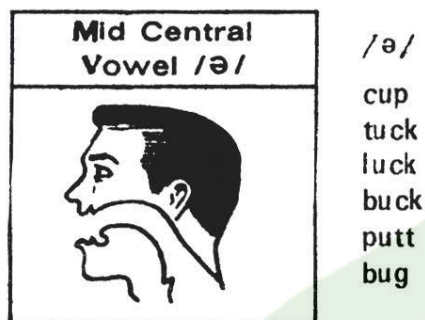
Picture 3 : The Picture of Mid Central Vowel.

Based on the system on the 2.1.2.3.3 above, we have eleven vowels altogether; the front vowel [i], [ɪ], [e], [ɛ], and [æ], the back vowels [u], [U], [o], [ɔ], and [ɑ], and the mid central vowel [ə].

In generally these vowels create problems for Indonesians in learning English as certain pairs are phonemically different in English but not in Indonesian. We tend to mix them up and pronounce certain words in the wrong way. Misunderstanding may often come up, although contexts often help. Imagine how embarrassing it would be, if we produce the sentence *I saw many beautiful bitches* [bɪtʃɪz] *inBali* instead of what we mean, that is, *I saw many beautiful beaches* [bitʃɪz] *in Bali*.
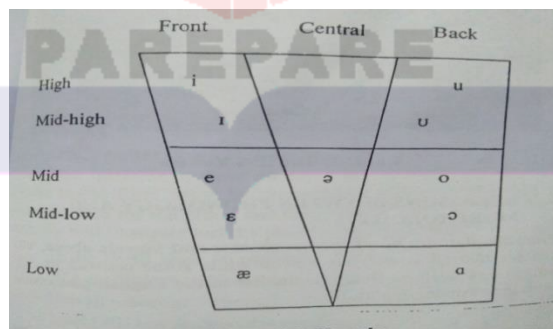
Picture 4 : English Vowel Sounds

d.Factors of Errors in Pronouncing the Vowel Sounds

Because of no specific causal factors related to pronunciation errors, the researcher chose the causal factors influencing the second language learning system as proposed by Richards showed that there are seven factors. The researcher took this point to analyze the causal factors of pronunciation errors in this research. The supporting data were taken from data interview.

1) Language Transfer

Language transfer is factor interference from the mother tongue. Contrastive analysis works the other way, predicting errors by comparing the linguistic systems of the mother tongue and the target language. One-third of deviant sentences from second language learners could be attributed to language transfer.

2) Intralingual Interference

Termed intralingua interference refers to items produced by the learner that reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.

3) Sociolinguistic Situation

Different settings for language use result in different degrees and types of learning. Distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community andthe respective linguistic markers of these relations and identities.[20]

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[20]Richards (1974:13).

B. **Previous Related Research Findings**

There are two related research findings that research interest to explain;

1. This research is written by DwiAstutik, one of students of IAIN Salatiga faculty. This research investigated pronunciation errors made by the eight semester students of IAINSalatigain pronouncing vowel /æ/, /ə/ and /ɜ/. The objectives of the research were to analyze the profile of students' mastery in pronouncing vowel /æ/, /ə/ and /ɜ/ and to describe the dominant vowel mispronounced by students. The methodology of this research was a descriptive quantitative study.

   The writer used an audio recording of each respondents'recording to get the data. Respondents were asked to read some words which consist ofvowel/æ/, /ə/ and /ɜ/. Based on the data analysis, the respondents' ability in pronouncing vowel /æ/, /ə/ and /ɛ/ was good.The most difficult type of vowel /æ/, /ə/ and /ɛ/ faced by the respondentswas vowel /ə/. From the computation, 45.83% of the respondents were incorrect in pronouncing it.The problems encountered by the respondents in pronouncing vowel /æ/, /ə/ and /ɛ/ may be caused by their lack of knowledge of the pronunciation of vowel /æ/, /ə/ and /ɛ/. It is also possible that they know the theory well, but they are not able to practice it orally.

   The different between this research is, she using quantitative method and she just analyzing three vowels sounds, while this research will analyze all of simple vowel in English by qualitative method.

2. The Students' Difficulties in Pronouncing the English Vowel At The Third Year Of SMA N 1PitumpanuaWajo Regency . This research aimed to find out what vowel sounds are difficult to be pronounced by the students and what factors make the students difficult to pronounce the English vowel at the third year of SMAN 1 PitumpanuaWajo regency. It employed a descriptive method

that consisted of two kinds of instruments, there were oral test that consisted of 30 items and questionnaire that included 10 items.

The result of the research showed that the students of SMAN 1 PitumpanuaWajo Regency got some English vowel difficult to pronounce. The English vowel sound which difficult to pronounce by the students are: /i:/, /u:/, /ə/ and /Λ/. The result of the research through questionnaire showed that the factor made the students of SMAN 1 PitumpanuaWajo Regency difficult to pronounce the English vowels are: They were confused with the pronunciation, and not serious in attending the class.

C. Conceptual Framework

The researcher designs the conceptual framework of this research by the following diagram;

```
                    ┌─────────────────────────────┐
                    │    English Vowel Sounds      │
                    └─────────────────────────────┘
                         ╱                    ╲
                        ╱                      ╲
          ┌──────────────────────┐   ┌──────────────────────────┐
          │ Kinds of Vowel Sounds │   │ Factors Errors In Pronouncing │
          │                       │   │ Vowel Sounds                 │
          └──────────────────────┘   └──────────────────────────┘
                     │                           │
                     ▼                           ▼
```

- TheFront Vowels [i], [ɪ], [e], [ɛ], and [æ]
- The Back Vowels [u], [ʊ], [o], [ɔ], and [ɑ]
- The Mid Central Vowels The Mid Central Vowel [ə]

- Language Transfer
- Intralingual Interference
- Sociolinguistic Situation
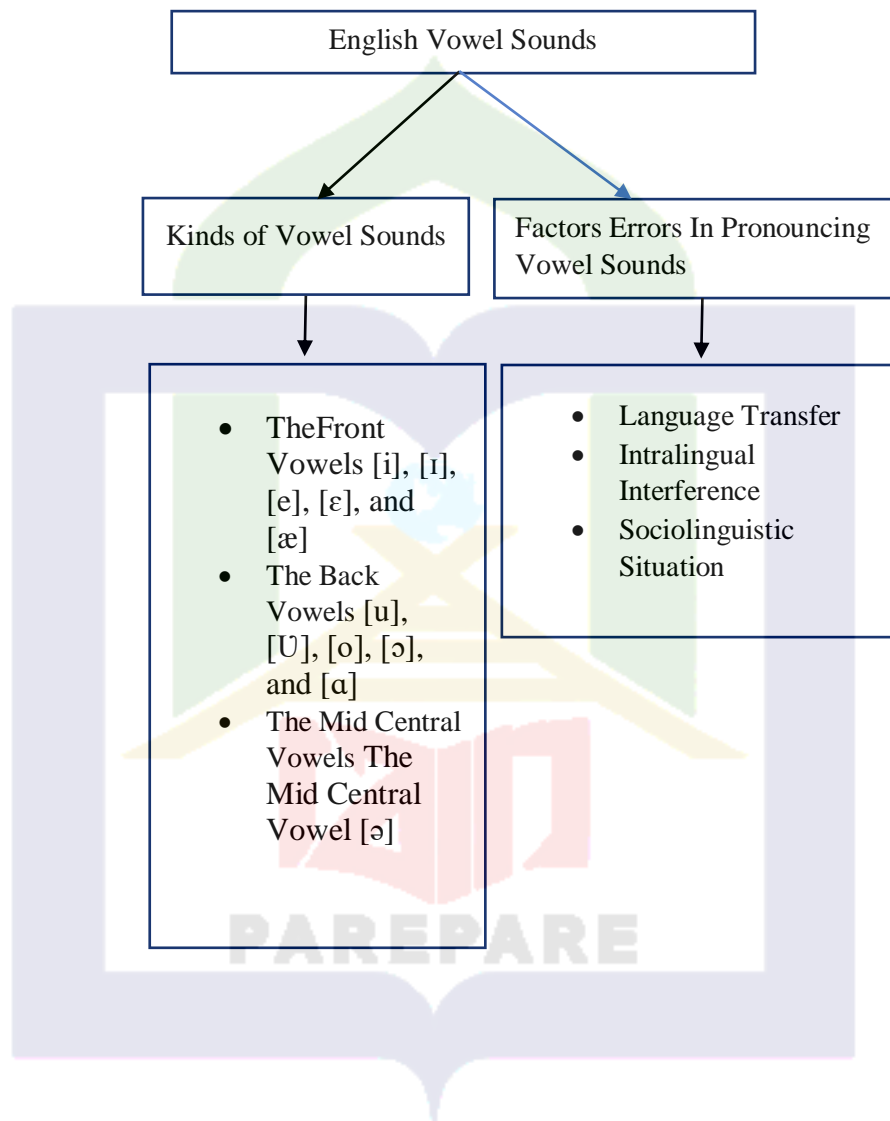
RESEARCH METHODOLOGY

This part will discuss about research design, location and time, population and sample, focus of the research, types and data source, instrument, and data collection techniques.

A. Research Design

This research used qualitative method. This research is more concerned with what rather than how or why something has happened the goal of descriptive research is to describe a phenomenon and its characteristics.[21] Cresswell stated that the qualitative research is descriptive in that the research is interested in process, meaning and understanding gained through words or pictures that the respondents paint. Therefore, It used theoretical lens or perspective lens to guide their study and raise the question they would like to address and using the statistical procedure of quantification in finding.[22]

Based on the description above, this research aimed to find out the students' errors in pronouncing the vowel sounds at the second grade of SMAN 4 Enrekang by using qualitative approach method.

B. Location and Duration of the Research

The researcher took place and conducts this research at SMA Neg 4 Enrekang. This school located in Jeruk Manis Street, Maroangin, Maiwa, Enrekang Regency. This research used qualitative design, therefore the researcher spend 45 days to finish the research.

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[21]Bogdan, R. and Biklen, S.K. "*Qualitative Research for Education: An Introduction to Theory and Methods",* Massachusetts: Allyn and Bacon Inc.

[22]Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach, 2nd edition.* (London : Sage Publications, 2003).

C. Population and Sample

1. Population

The population of this research was all of the second grade students' in SMA

Neg 4 Enrekang in academic year 2020/2021, as bellow:

Class	Total of Students
XI MIPA 1	23
XI MIPA 2	28
XI MIPA 3	31
XI MIPA 4	30
XI IPS 1	26
XI IPS 2	29
XI IPS 3	24
Total	193

2. Sample

The researcher used random sampling technique which involves some students.
The total sample was 23 students of the second grade of SMAN 4 Enrekang.

D. Research Instrument

In this research, the researcher used two types of instruments in collecting
data, they are:

1) Pronunciation test.

Pronunciation test used to find out the vowel sounds are errors to be
pronounced by them.

2) Questionnaire

Questionnaire used to find out the factors make the students difficult and being error to pronounce the English Vowel Sounds.

No	Aspect of Difficulties	Item
1	Language Transfer	1,2,3,4
2	Intralingual Interference	5,6,7
3	Sociolinguistic Situation	8,9,10

E. Data Analysis

1) Analysis of Test

In analyzing the data, the researcher useddescriptive analysis technique(percentage). The researcher used criterion in order to know how well the students pronounce the English vowel sounds. The criterion as follow:[23]

Categories	Percentage of Errors
Excellent	0-25%
Good	26-50%
Fair	51-70%
Poor	71-100%

First, the researcher collected the data from the test. Next, identification of students' errors, and then described the types of error and the factors of errors that were appeared in the students' in pronouncing the vowel sounds. Follows is the following formula to know the errors of percentage:

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

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[23]Best, J.D.*Research in Education. New Jersey.*(Prentice Hall Inc, 1981)

P = Percentage

F = Frequency of Error Occurred

N = Number of Cases (Total frequent/total individual) [24]

2) Analysis of Questionnaire

Questionnaire was one of supporting techniques that researcher used to identify students' perspective, responses, opinion, and problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students.

Students only chose the best answers which are suitable to themselves. In analyzing the students' response, the writer used the following formula.

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

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

Questionnaire of this research used likert scale with five options namely strongly agree, agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement as seen in the following table:

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[24] Anas Sudijono, *PengantarStatistik Pendidikan*, (Jakarta: PT Raja GrafindoPersada, 2005), p. 43

Table 3.2 Questionnaire with likert scale:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4

The following table is the interpretation score of each of the questionnaire options in which different scores given to both positive statement and negative statement.

Table 3.3 the Classification of the students response based on the criteria:

NO	Qualification	Interval
1	Very Agree (VA)	31-40
2	Agree (A)	21-30
3	Low Agree(LA)	11-20
4	Strongly Low Agree (SLA)	0-10

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of Students error in pronouncing vowel sound, which also identified the factor caused of the students error.

According to the theory, this research used qualitative approach for vowel errors of students performing.

1. Students Error in Pronouncing Vowel Sound

Table 4.1 Students Error in pronouncing vowel sound

No	Sound	Word	Students Result of Error Frequency
1	[i]	Eat	5
		Beating	13
2	[ɪ]	Bitten	4
		Kin	5
3	[e]	Gave	5
		Paid	7
4	[ɛ]	Entered	7
		Egg	3
5	[æ]	Apples	9
		Sample	3
6	[u]	Blue	5
		Food	4

7	[U]	Foot	10
		Good	4
8	[o]	opened,	5
		Row	8
9	[ɔ]	Bought	15
		Called	5
10	[ɑ]	Far	10
		Heart	4
11	[ə]	Mountain	4
		Along	6
12	[ʌ]	Blood	10
		Loved	10

The table above explains about the result of the students' errors each aspect of the vowels; it consisted of 12 kind of test which referred of 3 types of vowels. The table above shows the frequency of the students' errors. Number of the respondents was 23 students. The researcher analysis each answering of the students than classified it into several aspects based on the indicators.

The researcher showed the specific description of students errors which conducted from the test as instrument of the research. It can be seen in the diagram below:

Figure 4.1 Error Distribution
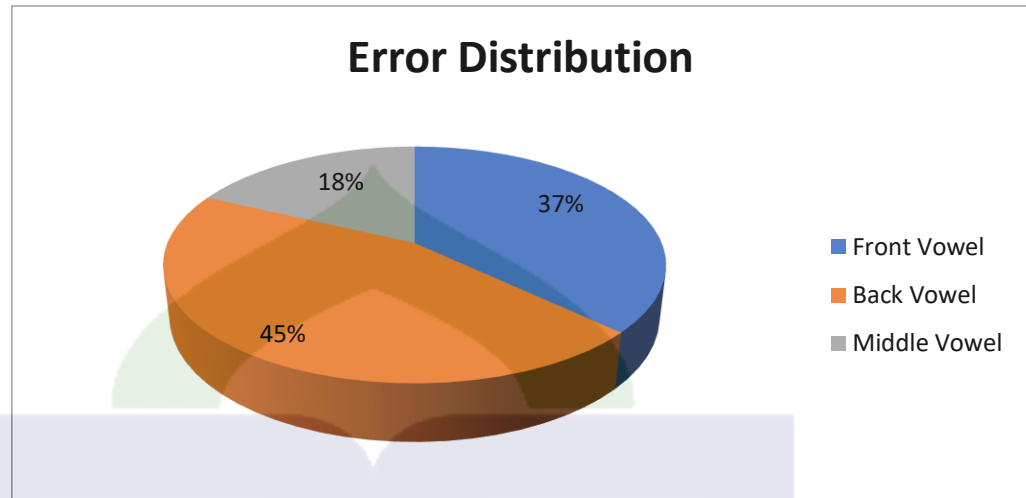
The diagram above describes students' distribution error, as we know that, diagrams are the graphic representation used to explain the relationship and connection between the parts of illustration on research.[25] This diagram supported the result of the research for representative showed, it can be seen from the diagram that, the errors distribution sums of the representative of the accumulation of the students error, it seen from the back vowel 45%, front vowel 37% and 18% for the middle vowels.

2. **Factor causing Students Vowel Error**

The researcher presents the result of the questionnaire. Questionnaire referred to the factor causing students error in pronouncing vowels; the researcher used the formulas as explained below:

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[25]Umoquit, Burchet, *systematic review of the use diagram from research*, (Cambridge:BioCentre,2011)

a. Factor of error caused by Language Transfer

Table. 4.2 Students Respond toward Language Transfer

Item	Statements				Result of Agree/Disagree	Category
	SA	A	D	SD		
1	13	4	6	0	27,83	Agree
2	8	15	0	0	33,48	Very Agree
3	7	16	0	0	33,04	Very Agree
4	4	14	9	0	36,09	Very Agree

Data presents in Appendix

The data above shows about the accumulation items of students respond toward the language transfer which shows that, item number 4 become the dominant chosen from the respondents which conducted total score in 36,09 which categorized as Very Agree for the item as stated on instrument that "*Saya mengucapkan vowel sounds (huruf hidup dalam bahasa Inggris) sama seperti mengucapkan vowel sounds dalam bahasa Indonesia*" and item number 2 "*saya mengerti tentang vowel sound*" while item number 3 "*saya mengerti bahwa pengucapan vowel sound dalam bhs inggris berbeda dengan vowel dibhs Indonesia*".All the items were agreed by the respondents.

b. Factor of error caused by Intralingua Interference

Table. 4.3 Students respond toward Intralingua Interference

Item	Statements				Result of Agree/Disagree	Category
	SA	A	D	SD		
5	15	8	0	0	36,52	Very Agree
6	6	13	4	0	27,39	Agree
7	6	12	3	2	26,09	Agree

Data presents in Appendix

The data above shows about the accumulation items of Students respond toward the Intralingua Interference which shows that, item number 5 become the dominant chosen from the respondents which conducted total score in 36,52 which categorized as very agree for the item as stated on instrument that *"Saya Tidak mengerti tentang posisi organ mulut saat memproduksi vowel sounds (hurufhidup) dalam bahasa inggris"*while item number 6*"Saya melakukan kesalahan dalam mengucapkan vowel sounds (huruf hidup) dalam bahasa Inggris karena jarang mendengarkan pronunciation vowel sounds dalam bahasa Inggris"*item number 7*"Saya melakukan kesalahan dalam mengucapkan vowel sounds karena usia saya masih muda dan belum banyak*

belajar mengenai huruf vowel dalam bahasa Inggris". All the items were

agreed by the respondents.

c. Factor of error caused by Sociolinguistic Situation

Table 4.4 Students respond toward sociolinguistic situation

Item	Statements				Result of Agree/Disagree	Category
	SA	A	D	SD		
8	5	16	2	0	29,57	Agree
9	15	7	0	1	35,22	Very Agree
10	9	14	0	0	33,91	Very agree

* Data presents in Appendix

The data above shows about the accumulation items of Students
respond toward the sociolinguistic situation which shows that, item number 9
become the dominant chosen from the respondents which conducted total
score in 35,22 which categorized as agree for the item as stated on instrument
that *"Kondisi dan situasi tidak mendukung untuk mempelajari pengucapan
vowel sounds (huruf hidup) dalam bahasa Inggris dengan mudah sehingga
masih melakukan kesalahan dalam menugucapkan huruf hidup dalam
bahasa Inggris"* and item number 8 *"Saya melakukan kesalahan dalam
mengucapkan vowel sounds (huruf hidup dalam bahasa Inggris) karena tidak
mengetahui struktur pengucapannya".* and item 10 "Bahasa inggris yang saya

pelajari dipengaruhi dengan bahasa daerah saya sehari hari " All the items were agreed by the respondents.

B. Discussion

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of the respondents to find out the description of students errors in pronouncing vowel sound in English. These sections were going to find out the answer of the research question mentioned in first chapter, which asked about the students' error in pronouncing English vowel sound.

1. Students Error in pronouncing Vowel Sounds

a. Front Vowel

The vowel of English can be looked at from these angles. From the point of view of the tongue height, we have high, mid, and low vowels. From the position of tongue, there are front, central, and back vowels. From the lip rounding parameters, we can say that vowel such as [i] as in *meat*are spread while [u] in *boot*are rounded, and from the state of the muscles we have tense vowels such as in [i] and lax vowels such as [ɪ].

The height refers to the relative high-low placement of the tongue in the mouth, the position of the tongue refers to the placement of the tongue in front, at the center, or at the back of the mouth, the lip protrusion or lip rounding refers to the shape of the lips and tense and lax, is used to indicate that when we produce certain vowels such [i] in *beat* the muscles are pulled more strongly thus producing tension.[26]

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[26]SoenjonoDardjowwodjojo, *English Phonetic and Phonology, For Indonesian,* p. 108, (Yayasan Obor Indonesia, 2009)

The researcher believes that, students get much error in front vowel because they put several words in similar sound, by that finding at all. It also showed the students low performing in pronouncing front error.

The English front vowels are produced by having the tongue manipulated in the front part of the mouth. When combined with the position of the tongue, they can be high front, mid front, or low front.

Students could not produce the word nicely n several word namely; Beating, Gave, and front other vowels. It assumed that, students really influenced by their sociolinguistic factor on their errors in pronouncing this term of word.

Another findings also comes form the vowel [i] as in *beat* is made by having the front part of tongue raised high without touching anything of the upper part of the mouth. The lips are spread widely. When the tongue is somewhat lowered by opened the mouth a bit wider, but is still high enough, what we come up with is the sound [ɪ] as in *bit*. Meanwhile, the nasal passage is closed by the velum. Since all vowel are voiced, we don't need to mention this feature in their names. Students get much error here, which mostly just produced as naturally as they can.

b. Back Vowel

There are five back vowels in (American) English, represented in this research which followed as instrument of the research as well, it all phonetically as [u], [ʊ], [o], [ɔ], and [ɑ]. Two vowels have high, two vowels have mid, and one has low tongue positions.

Students get much error in several word namely; The sounds [u] as in the word *Luke* or *food* and [U] as in *look* or *foot* are produced in the same way as that for [i] and [ɪ] except that the part of the tongue which is raised is the back. When producing the sound [u], we raise the back part of the tongue way up but without touching any part of the mouth. The [U] is produced by lowering the tongue a bit from the [u] position. For both sounds, the lips are rounded, with [u] more rounded than [U]. The muscles are tense for [u] and lax for [U].

Another problems also come from other kind of back vowel like, the vowel [o] as in *low* is produced by putting the back of the tongue in back position and lower than that for [U]. The vowel [ɔ] as in *law* is made by lowering the tongue below the [ɔ] sound. Both vowels are accompanied by the protrusion of the lips, with [U] more rounded than [ɔ]. The nasal passage is closed. That's why the sounds are called the mid back rounded vowels

c. Middle Central Vowel

The vowel is made by having the central part of the tongue placed in the middle of the mouth cavity. The lips are not protruded and the mouth is half-open. The nasal cavity is closed. Because of these features, the sound is called mid central vowel.

Researcher found that most circumstance the school occurs under a strong stress, it tends to be dragged lower toward the direction of the vowel /ɑ/. Usually, the symbol [Λ] is used instead. Thus, the word *but*is pronounced as [bΛt], not [bət].

In generally these vowels create problems for the students in learning English as certain pairs are phonemically different in English but not in Indonesian. We tend to mix them up and pronounce certain words in the wrong way. Misunderstanding may often come up.

The word which produced mid central vowel only showed in couple word which also found many error among the students like, the word of blood and loved which only in simple air comes out from the mouth which nasal block the air automatically produced.

In summary, students get much error in circumduction scope of the vowel sound, in sums that, the students get difficult error in pronouncing front vowel which also clearly error in high front, low front which really dominant showed error in 45% , another error also in back vowel which showed much error for back vowel low neither for mid back vowel showed error in 37%, and last explanation for mid central vowels which identified error dominant in certain word showed error in 18%.

By knowing the results of the research based on the data above, it is hoped that students and teachers can realize the importance of pronunciation. Students can grow their motivation on the importance of pronunciation and continue to practice it. Likewise with teachers, with this research, it is hoped that it can make teachers aware to pay more attention to teaching better pronunciation to their students.

2. **Factor causing error in pronouncing Vowel Sounds**

   a. Language Transfer

Research conducted several aspects which really influence the students'
pronunciation performing, in this research; there were several factors which
really correlated to the students performing.

Language transfer is factor interference from the mother tongue. Contrastive
analysis works the other way, predicting errors by comparing the linguistic
systems of the mother tongue and the target language. One-third of deviant
sentences from second language learners could be attributed to language
transfer.

Students showed agree responds among the item of the respondents it stated
that, language transfer can become the main cause of the students' error in
pronouncing certain word in vowel, it can be seen from the respond that
students less of study, mostly students read the word in their mother tongue, it
never been learning about the vowel in English.

Students also did not really understand the differentiate between the word
sound in English and Indonesian as their language source; it caused many
errors in this research. Students put same word sound in every word. For an
example that the sounds [u] as in the word *Luke* or *food* and [ʊ] as in *look* or
foot are produced in the same way as that for [i] and [ɪ] except that the part of
the tongue which is raised is the back.

Those problems caused many errors in students pronunciation performing. In
sums, students much error caused of the language transfer. It also caused of
mother tongue like the explanation of the [ʊ] is produced by lowering the
tongue a bit from the [u] position. For both sounds, the lips are rounded, with

[u] more rounded than [ʊ]. The muscles are tense for [u] and lax for [ʊ], but in fact the students just produce it all same.

The nasal sound also become the problem of the students, meanwhile, the nasal passage is closed by the velum. Since all vowels are voiced, we don't need to mention this feature in their names. It all becomes the impact of mother tongue.

b. Intralanguange Interference

Termed intralingua interference refers to items produced by the learner that reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.

This term really influence of the students performing, most of the students believe that, less of knowledge should really impact to the students performing in their pronunciation especially for the vowel form.

This term really close to the students because it focuses on their knowledge basic of the pronunciation, just as in the case with the consonants, there is a conventional order for naming vowels. We begin with the height of the tongue; students don't know the position of the tongue, the state of the lips, and the state of the muscles. Thus both [i] as in *beat* is called high front unrounded tense vowel, [ɪ] as in *bit* is high front unrounded lax vowel which really blank for the students in identify the pattern of the vowel sound.

This is the case also found by the researcher among the high vowel, in basic, the vowel [i] as in *beat* is made by having the front part of tongue raised high without touching anything of the upper part of the mouth. The lips are spread

widely. But in fact, students just produce *beat* in their commonly produced in their language.

After analyzing this patter of the factor, it's also become very necessary factor that should be attention for the teacher at school. Because less of knowledge really put the students in very low performing.

c. Sociolinguistic Situation

Different settings for language use result in different degrees and types of learning. Distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community andthe respective linguistic markers of these relations and identities.

Another factor comes from the socio linguistic factor, it is not really impact the students performing, but can be very important also to be known as students who speak louder to the listener.

The students behavior also become one of the problem, which is very closed to the students activities. Whether the students speak in their region language, it really impact to the students performing at school when it's speaking English. Different language has its own different pronunciation. The way to pronounce the words of Indonesian and English is different. In Indonesian, every letter is a phonetic symbol representing one sound and each sound has its appropriate symbol. For example, Indonesians pronounce kuku as /kuku/. While in English most written words are pronounced differently. Each sound of English is

presented by more than one written letter, by sequences of letters and any letter of English represents more than one sound, or it may not represent any sound at all. For example, the word cut is pronounced as /kʌt/. The difference of pronunciation in Indonesian from that in English will greatly affect in oral way, it's all become the factor of students' error in pronouncing vowel sound in this result of the research.

By knowing the factors causing the student's pronunciation errors, it is hoped that it can help students learn to practice their pronunciation. they can improve what they can improve and minimize the factors or causes of their pronunciation errors. In short, the results of this study are expected to make teachers and students aware of the importance of pronunciation.
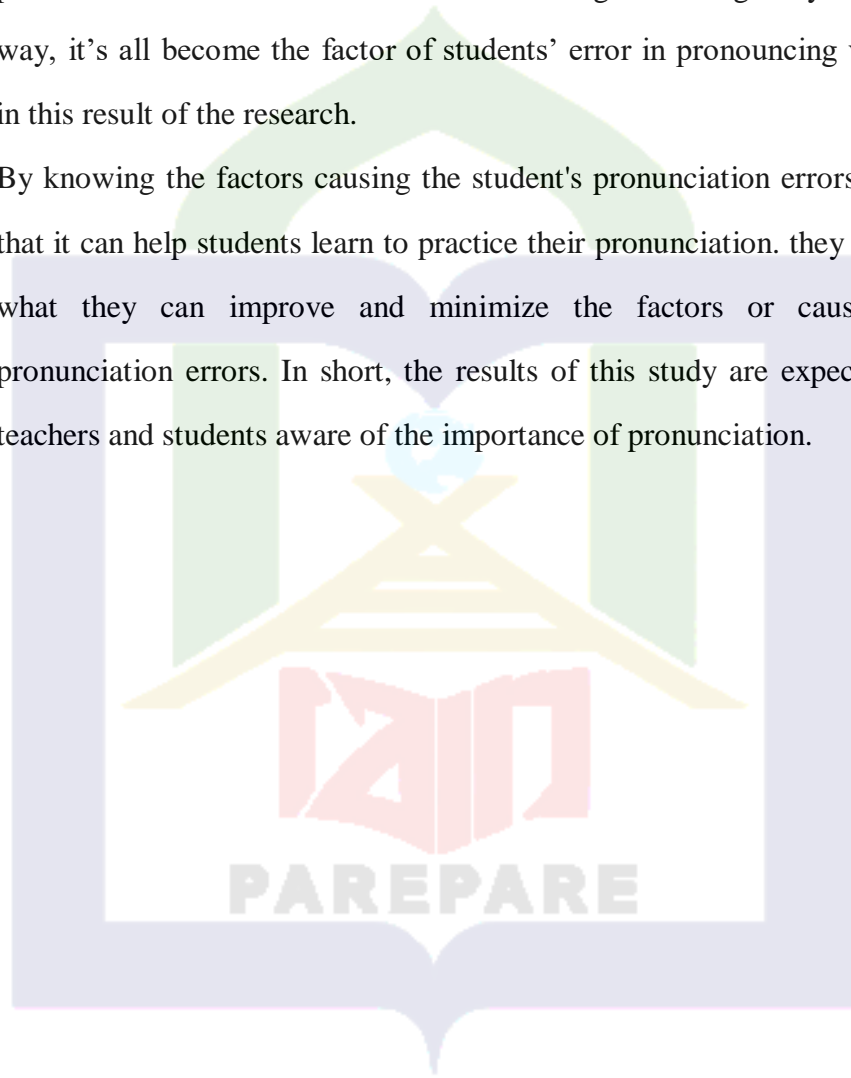
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows:

1. Students Error in pronouncing Vowel Sound

   Students get much error in circumciation scope of the vowel sound, in sums that, the students get difficult error in pronouncing front vowel which also clearly error in high front, low front which showed error in 45%, another error also in back vowel which showed much error for back vowel low neither for mid back vowel showed error in 37%, and last explanation for mid central vowels which identified error in certain word showed error in 18%

2. Factor causing error in pronouncing Vowel Sound

   There were 3 factor identified in this research which all the factor were agreed by the students, in fact, students get error caused of the Language transfer and termed intralingua interference refers to items produced by the learner that reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language and also different settings for language use result in different degrees and types of learning. Distinguished in terms of the effects of the socio-cultural setting on the learner's language and in terms of the relationship holding between the learner and the target language community andthe respective linguistic markers of these relations and identities.

41

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in pronunciation, so the teacher should provide a great technique in teaching, students' pronunciationperformance should be better than previous semester by considering the best techniques.

2. The result of this research can be used for the research to identifying the student's pronunciation and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.
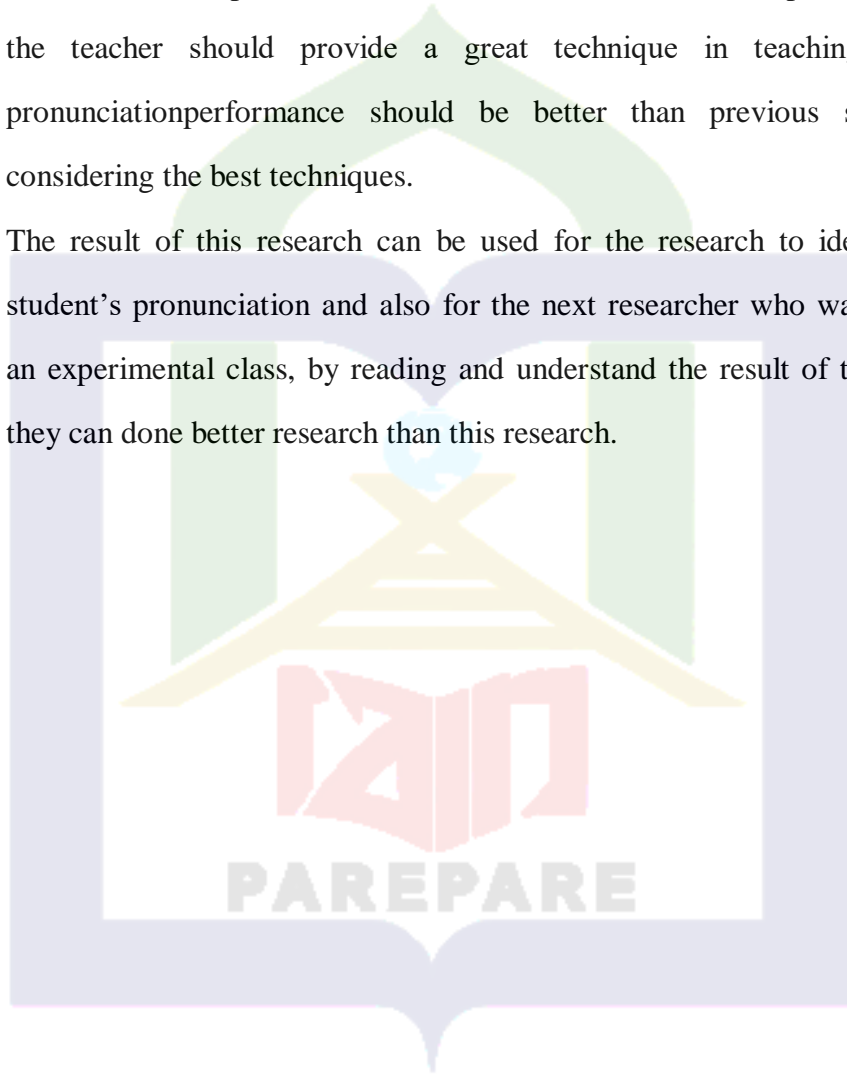
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https://www.gurupedidikan.co.id/analisis/ accessed on 9 January 2021, 09:30 a.m

APPENDICES

Appendix 1 : Test Form

1) **Pronunciation Test,** Read the following words be sure that your pronunciation is correct!

1. Dinda and her friends <u>eat</u> fried rice at a shop near from the market. Suddenly he saw an old man <u>beating</u> children near the stall. [i]

2. I have <u>bitten</u> that cake slowly because I got toothache and my <u>kin</u> laughed at me. [ɪ]

3. The lunch was fully <u>paid</u> by my friend as a treat yesterday, even he <u>gave</u> me some of his stuff. He is really good friend. [e]

4. I was in the famous <u>egg</u> cake shop, suddenly a very handsome boy <u>entered</u> the room gallantly. [ɛ]

5. The owner of the fruit seemed very generous, he gave me a <u>sample</u> of <u>apples</u> to taste, he even gave me some to take home. [æ]

6. The restaurant is called <u>blue</u> sky, the <u>food</u> they serve is very delicious but also expensive. [u]

7. The player's <u>foot</u> was injured at the end of the game, even though he previously played very <u>good</u>. [ʊ]

8. The chocolate shop had just <u>opened</u>, but customers were already make a <u>row</u> for it. [o]

9. Yesterday, he <u>bought</u> a lot of food, then <u>called</u> her friends to party at his house. [ɔ]

10. My <u>heart</u> hurts so much when I find out that he has gone <u>far</u>. [ɑ]

11. It is been <u>along</u> time I did not go to the <u>mountain</u>. [ə]

12. The woman <u>loved</u> her son so much that she could not bear to see her son covered in <u>blood</u>. [ʌ]

NO	NAMA SISWA	Eat	Bealin	biten	kin	gave	paid	entere	egg	apples	sample	blue	food	foot	good	opene	row	bought	Called	far	heart	mount	along	blood	loved	TOTAL
1	Student 1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	0	0	
2	Student 2	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	
3	Student 3	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	0	0	1	1	1	0	
4	Student 4	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	1	1	1	0	0	1	
5	Student 5	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	
6	Student 6	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	
7	Student 7	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	
8	Student 8	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	
9	Student 9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	
10	Student 10	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	
11	Student 11	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
12	Student 12	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	
13	Student 13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
14	Student 14	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	1	1	1	1	
15	Student 15	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	
16	Student 16	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
17	Student 17	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	
18	Student 18	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	1	0	0	0	0	1	1	1	0	
19	Student 19	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	
20	Student 20	1	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	
21	Student 21	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	
22	Student 22	0	0	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	
23	Student 23	1	0	1	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	
	JUMLAH SALAH	5	13	4	5	5	7	7	3	9	3	5	7	4	10	4	5	8	15	5	10	4	6	10	10	164

MAXIMUM SALAH	15	
MINIMUM SALAH	3	
Percentation	37.20	44.51	18.29

Appendix 2 : Questioner Form

Questionnaire, to find out the factors caused the students errors is pronouncing the vowel sounds.

Name :

Class :

Please checklist the correct answer by the questions bellow!

No.	Soal Pernyataan Angket	Pilihan Jawaban			
		SS	S	TS	STS
1.	Saya tidak belajar tentang vowel sounds (huruf hidup dalam bahasa Inggris).				
2.	Saya tidak mengerti tentang vowel sounds (huruf hidup dalam bahasa Inggris).				
3.	Saya mengerti bahwa pengucapan vowel sounds (huruf hidup) dalam bahasa Inggris berbeda dengan pengucapan dalam bahasa Indonesia.				
4.	Saya mengucapkan vowel sounds (huruf hidup dalam bahasa Inggris) sama seperti mengucapkan vowel sounds dalam bahasa Indonesia.				

5.	Saya Tidak mengerti tentang posisi organ mulut saat memproduksi vowel sounds (hurufhidup) dalam bahasa inggris.				
6.	Saya melakukan kesalahan dalam mengucapkan vowel sounds (huruf hidup) dalam bahasa Inggris karena jarang mendengarkan pronunciation vowel sounds dalam bahasa Inggris.				
7.	Saya melakukan kesalahan dalam mengucapkan vowel sounds karena usia saya masih muda dan belum banyak belajar mengenai huruf vowel dalam bahasa Inggris.				
8.	Saya melakukan kesalahan dalam mengucapkan vowel sounds (huruf hidup dalam bahasa Inggris) karena tidak mengetahui struktur pengucapannya.				

| 9.	Kondisi dan situasi tidak mendukung untuk mempelajari pengucapan vowel sounds (huruf hidup) dalam bahasa Inggris dengan mudah sehingga masih melakukan kesalahan dalam menugucapkan huruf hidup dalam bahasa Inggris.				
10	Bahasa inggris yang saya pelajari dipengaruhi dengan bahasa daerah saya sehari hari.				

No	Nama Siswa	Nomor Item									
		1	2	3	4	5	6	7	8	9	10
1	Student 1	3	4	4	4	3	3	4	4	4	3
2	Student 2	4	3	3	4	4	4	4	3	4	4
3	Student 3	2	4	3	4	3	4	4	3	4	3
4	Student 4	3	4	4	4	4	3	3	3	4	3
5	Student 5	3	4	3	4	4	3	3	4	4	3
6	Student 6	4	4	3	3	4	4	3	3	4	3
7	Student 7	4	3	3	3	3	3	3	3	3	4
8	Student 8	2	3	4	3	4	2	3	3	3	3
9	Student 9	4	3	3	4	3	3	3	3	3	3
10	Student 10	4	3	3	3	4	3	4	3	4	3
11	Student 11	2	3	3	4	4	4	3	3	4	4
12	Student 12	4	3	3	3	4	3	3	3	4	3
13	Student 13	3	4	4	4	3	3	4	3	4	3
14	Student 14	4	4	3	4	4	2	4	4	4	3
15	Student 15	2	3	3	3	4	4	2	2	1	4
16	Student 16	4	3	3	4	3	3	3	3	3	3
17	Student 17	4	3	4	4	4	2	1	4	4	4
18	Student 18	2	4	3	3	4	4	3	3	4	3
19	Student 19	4	3	3	3	3	3	2	3	3	3
20	Student 20	4	3	3	4	4	3	3	3	4	4
21	Student 21	4	3	4	3	4	3	2	2	3	4
22	Student 22	2	3	3	4	3	3	3	3	3	4
23	Student 23	4	3	4	4	4	2	1	4	4	4

SKALA LIKER	1	2	3	4	5	6	7	8	9	10
STRONGLY AGREE	13	8	7	14	15	6	6	5	15	9
AGREE	4	15	16	9	8	13	12	16	7	14
DISAGREE	6	0	0	0	0	4	3	2	0	0
STRONGLY DISAGREE	0	0	0	0	0	0	2	0	0	0

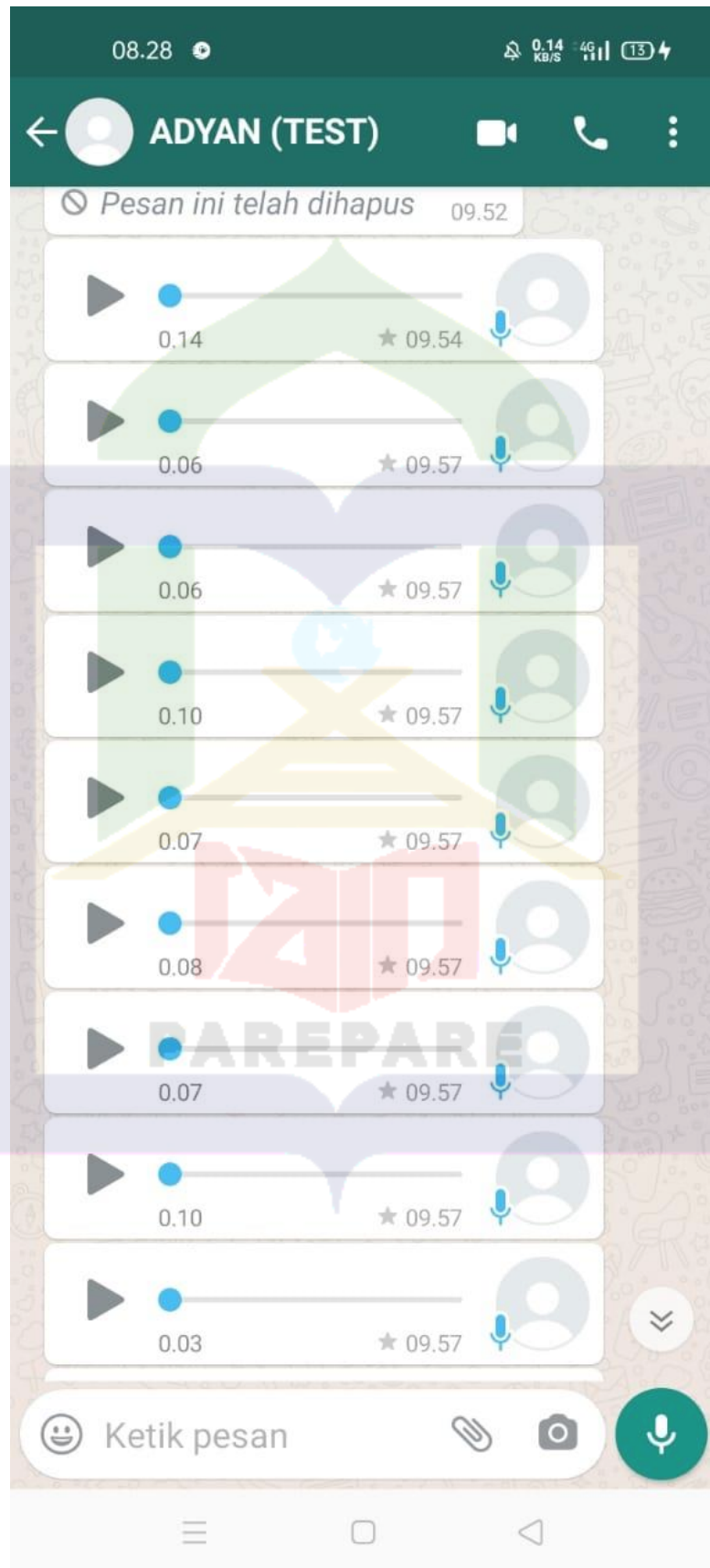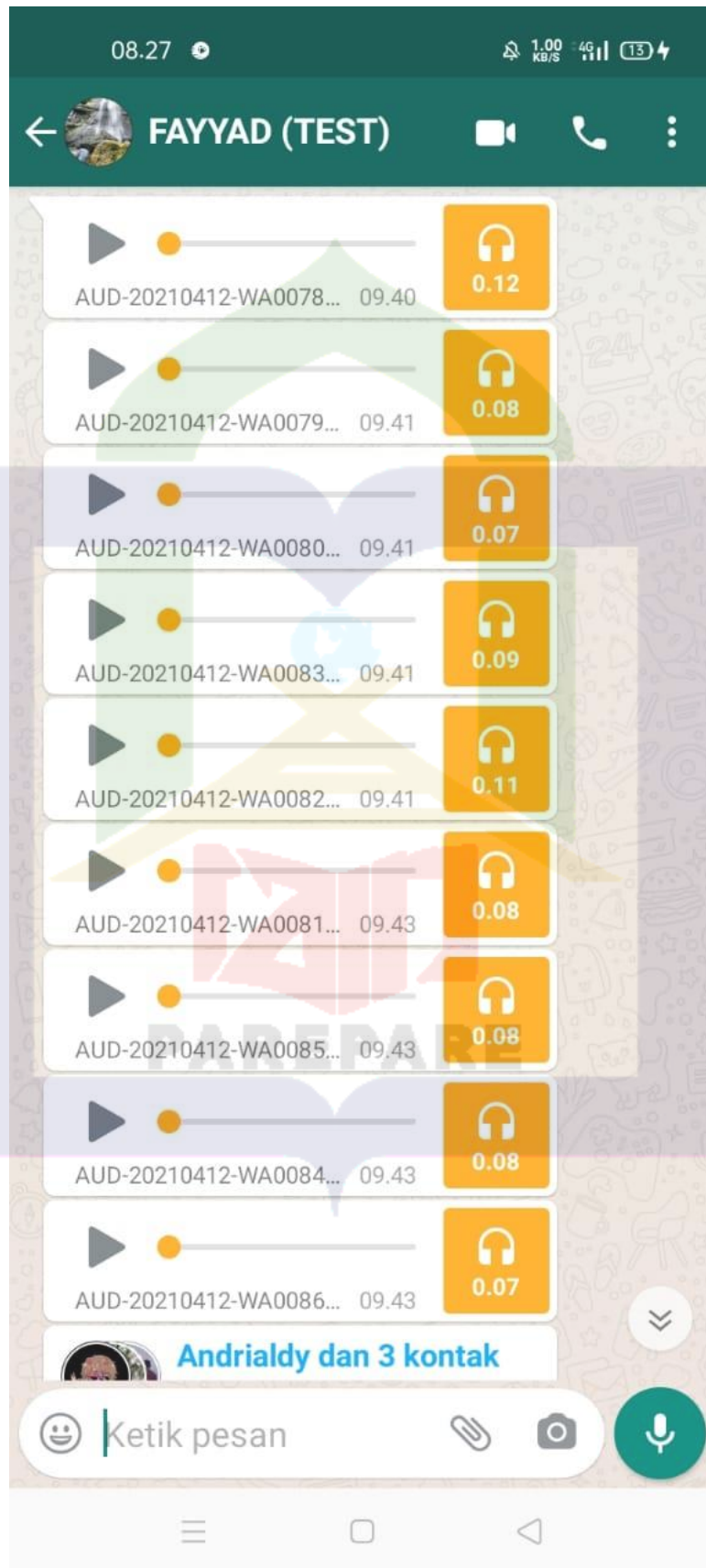| SKALA LIKER	1	2	3	4	5	6	7	8	9	10
STRONGLY AGREE	52	32	28	56	60	24	24	20	60	36
AGREE	12	45	48	27	24	39	36	48	21	42
RESULT OF AGREE	27.83	33.48	33.04	36.09	36.52	27.39	26.09	29.57	35.22	33.91
DISAGREE	18	0	0	0	0	12	9	6	0	0
STRONGLY DISAGREE	0	0	0	0	0	0	2	0	0	0
RESULT OF DISAGREE	7.83	0.00	0.00	0.00	0.00	5.22	4.78	2.61	0.00	0.00

Appendix 3: Documentations
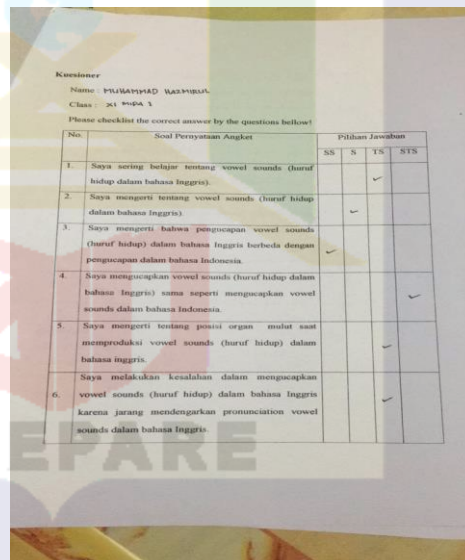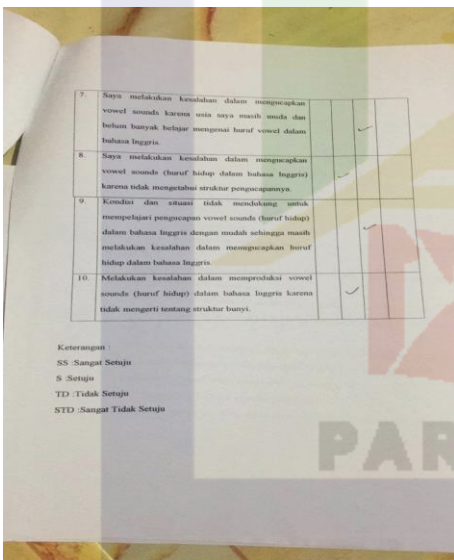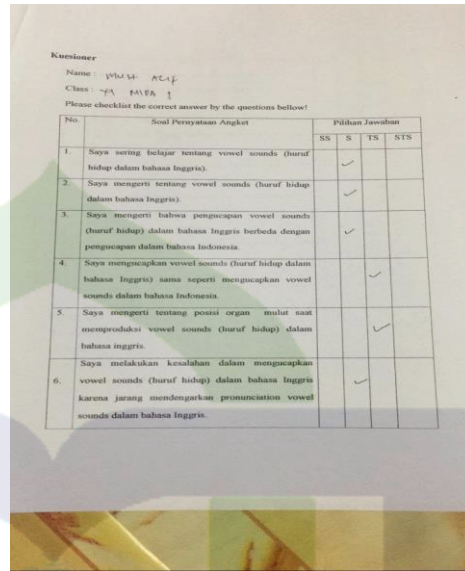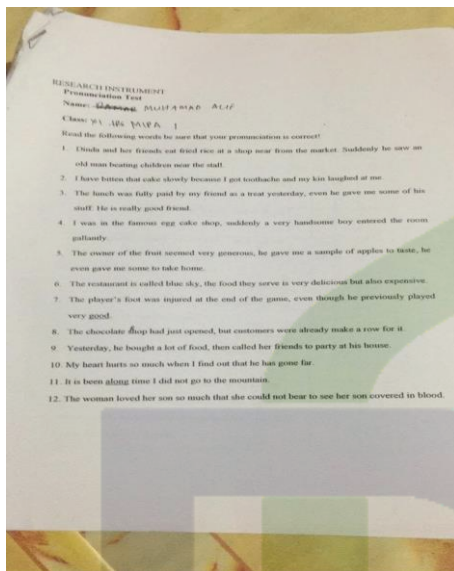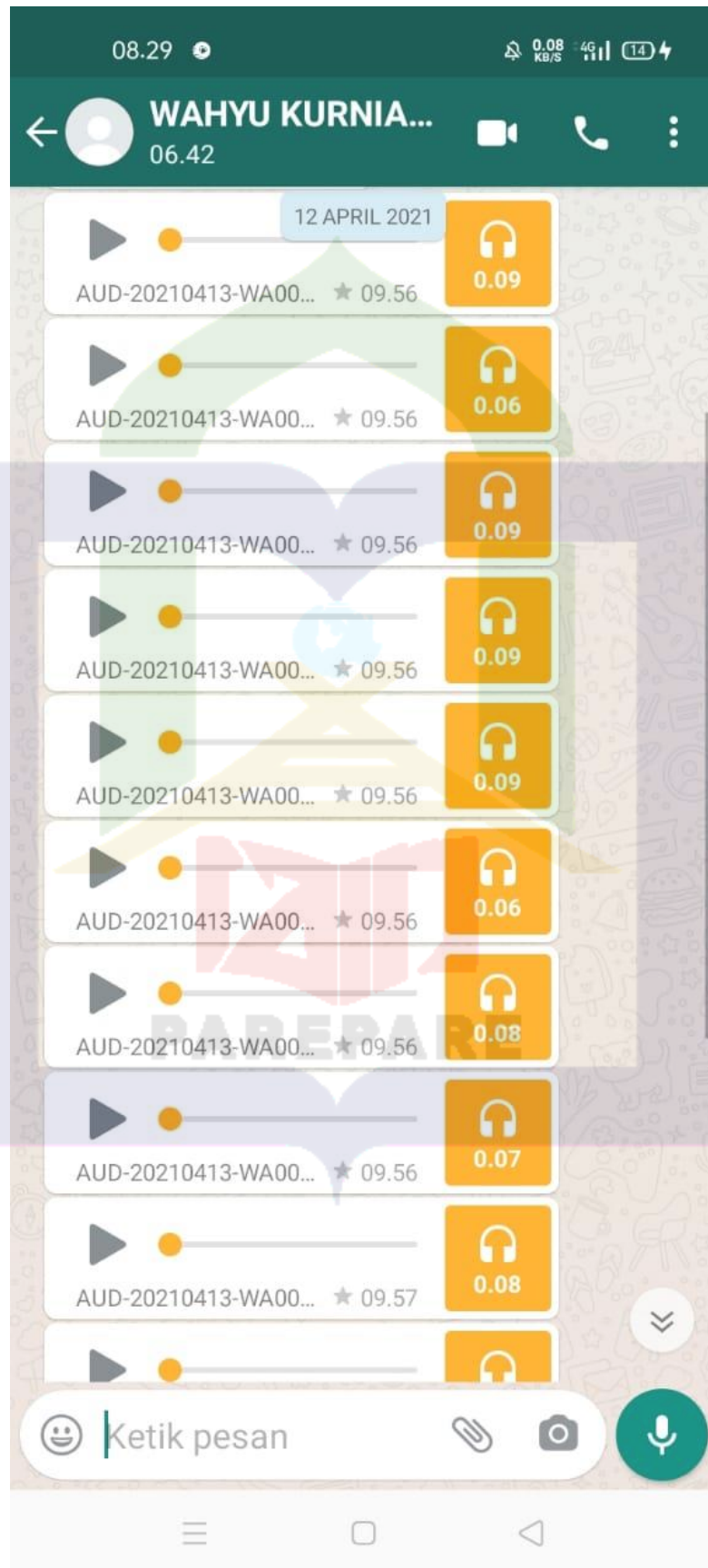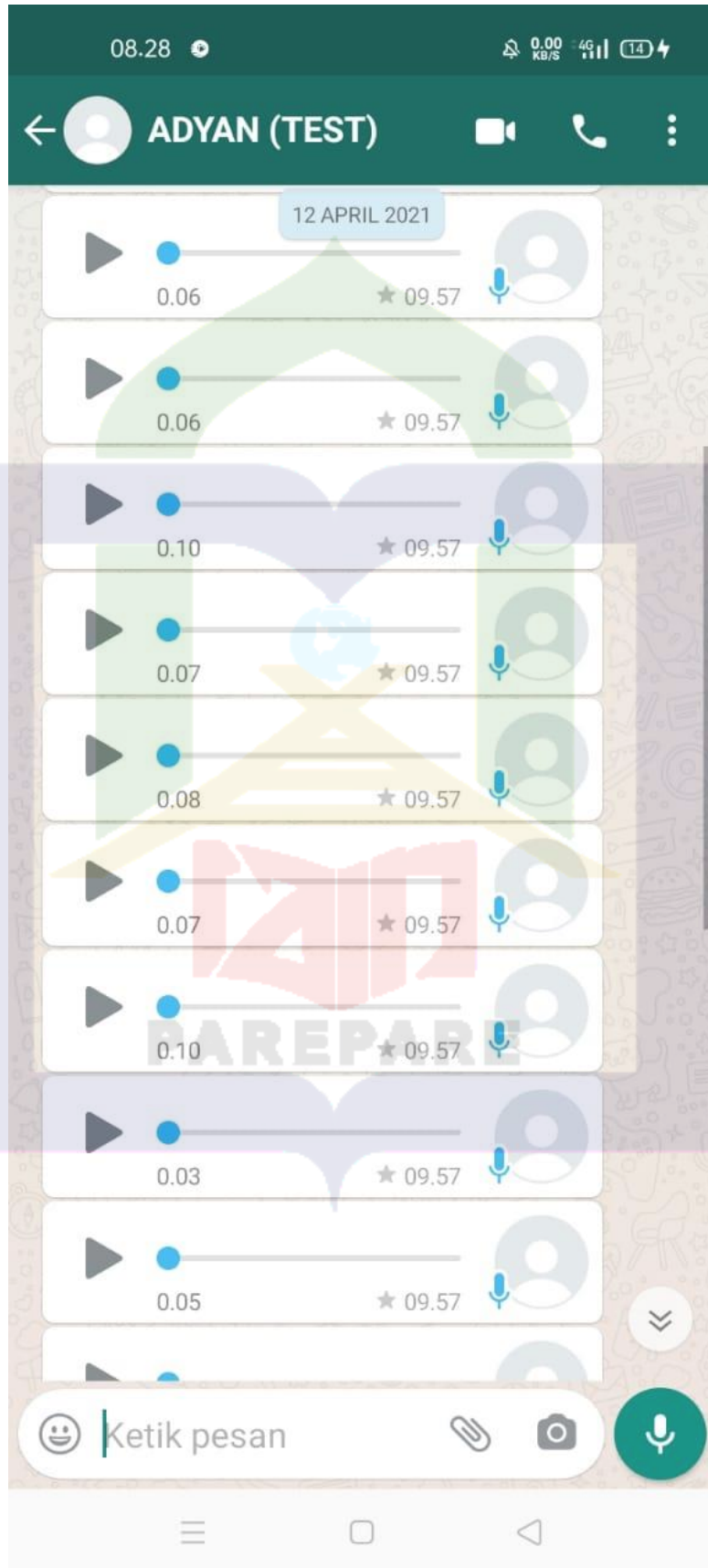
Appendix 4: Administration

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 13162/S.01/PTSP/2021
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Parepare Nomor
: B.1035/In.39.5.1/PP.00.9/04/2021 tanggal 07 April 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : MURNI
Nomor Pokok : 17.1300.035
Program Studi : Tadris Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Amal Bakti No. 8 Soreang, Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING THE VOWEL SOUNDS AT THE SECOND GRADE OF SMA NEG 4 ENREKANG "

Yang akan dilaksanakan dari : Tgl. 08 April s/d 08 Mei 2021

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan barcode.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 08 April 2021

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Dr. JAYADI NAS, S.Sos., M.Si
Pangkat : Pembina Tk.I
Nip : 19710501 199803 1 004

Tembusan Yth.
1. Wakil Dekan I Institut Agama Islam Negeri Parepare;
2. Pertinggal.

SIMAP PTSP 08.04.2021

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448938
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat   Jl. Amal Bakti No. 08 Soreang Parepare 9132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.stainpare.ac.id, email: mail@stainpare.ac.id

Nomor   : B.1035/In.39.5.1/PP.00.9/04/2021
Lampiran   : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP

Provinsi Sulawesi Selatan

di,-

   Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Murni
Tempat/Tgl. Lahir	: Benteng Utama, 17 April 1999
NIM	: 17.1300.035
Fakultas / Program Studi	: Tarbiyah / Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Desa Ongko, Kec. Maiwa, Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kab. Enrekang dalam rangka penyusunan skripsi yang berjudul :

"An Analysis Of Students' Errors In Pronouncing The Vowel Sounds At The Second Grade Of SMA Neg 4 Enrekang"

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 07 April 2021

Wakil Dekan I,

Muh. Dahlan Thalib

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1491 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 15 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025 04 2 307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;
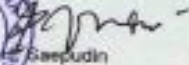
MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk Saudara 1. Drs. Amzah Selle, M.Pd.
2. Dra. Hj. Nanning, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:

Nama Mahasiswa : Murni
NIM : 17.1300.035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING THE VOWEL SOUNDS AT THE SECOND GRADE OF SMAN 4 PINRANG

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 15 Desember 2020
Dekan,

Saepudin

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMA NEGERI 4 ENREKANG

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smansamaiwa@gmail.com

SURAT KETERANGAN
Nomor : 898.3/214/UPT-SMA.04/EKG.X/DISDIK

Yang di bawah ini Kepala SMA Negeri 4 Enrekang Kecamatan Maiwa menerangkan bahwa :

Nama	: **MURNI**
No. Pokok	: 17.1300 035
Jurusan / Prodi	: Tadris Bahasa Inggris
Program	: Strata satu (S1)

Benar telah mengadakan Penelitian di SMA Negeri 4 Enrekang, penelitian tersebut dilaksanakan tanggal 08 April s.d. 08 Mei 2021 dalam rangka penyusunan Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING THE VOWEL SOUNDS AT THE SECOND GRADE OF SMA NEG 4 ENREKANG"

Surat Keterangan ini kami buat dengan sesungguhnya untuk digunakan sebagaimana mestinya.

Maroangin, 17 Juni 2021

a.n. Kepala Satuan Pendidikan
UPT SMA Negeri 4 Enrekang
Wakasek Kesiswaan,

UPT

SALMAN SE., M.Si.
NIP 19780223 200904 1 001

Murni, the writer was born on April 17th 1999 in Benteng

CURRICULUM VITAE

Murni, the writer was born on April 17th 1999 in Benteng Utama, South Sulawesi.She is the first child from three children in her family, her father's name is Abd. Mu'ing and Her mother's name is Hadriana.

She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study on2007-2012 at SDN 23 Kajubulo, and graduatedon 2012, while at the same year she study in SMPN 2 Baranti until 2015 and then continued her study in SMA Negeri 1 Maiwa and graduated on 2017. Then continued her study at Tarbiyah Faculty of STAIN Parepare which changed to be IAIN Parepare at 2018 and completed her study with the title*"An Analysis of Students' Errors in Pronouncing The Vowel Sounds at The Second Grade of SMA Neg 4 Enrekang"*.