

# THE ERROR ANALYSIS OF STUDENTS' PRONUNCIATION OF ENGLISH VOWEL

Ningsih<sup>1\*</sup>, Mulyadi<sup>2</sup>, Rizka Indahyanti<sup>3</sup>

Received: July 15, 2024; Accepted: August 20, 2024; Published: September 1, 2024

<sup>1,2,3</sup>Faculty of Teacher Training, Education and Literature, Universitas Islam Makassar, Indonesia

<sup>1\*</sup>Corresponding author, email: [ningsihincy354@gmail.com](mailto:ningsihincy354@gmail.com)

**Abstract:** The objective of this research was to find out the kinds of students' errors in pronunciation English vowels at UPT SMA Negeri 14 Maros and to know the causes of students' errors in pronunciation English vowel of the students at UPT SMA Negeri 14 Maros. It employs a qualitative descriptive approach, with class X.4 students as the subjects. Data collection used oral tests and interview. The pronunciation errors of English vowels by students at UPT SMA Negeri 14 Maros were influenced by several factors. The first factor was the students' first language, which led to habitual errors through imitation, mishearing, or mispronunciation. Another factor was carelessness, which was often linked to a lack of motivation. The most mispronounced diphthongs were /eɪ/, /aɪ/, and /au/. The researcher concluded that these diphthongs had the highest error rates among the students. The researcher found most of students made error in pronounce diphthong /eɪ/ with frequency 64 errors. The second level of error was /aɪ/ with 63 errors. The last is diphthong /au/ with 39 errors. It seem that the students still not appropriate on use diphthong pronunciation correctly.

**Keywords:** Error Analysis, Pronunciation, Vowel

## 1. INTRODUCTION

Pronunciation is one of the skills that must be mastered by English learners. As it is known that the main purpose of language is communication, so the use of language to communicate which involves pronunciation must be central in all language learning in the classroom. As non-native speaker, students of Indonesia often make mistakes in pronunciation. The first reason is the different element of the target language and the mother tongue. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. Another reason is the same sound among the original language and the target language but allophonic in the target language (Novarita, 2017). According to Corder (1967) "The most important aspects of error analysis is bringing to the light the strategies learners in learning languages".

Error Analysis is the study of analysis of the errors made by the second and foreign language learners. To find out all the sources, linguists have to understand and recognize the errors and analysis both language and by this process they try to know how many the learners feel easy to learn the second language by removing all the difficulties. It plays a significant role in the construction of language teaching materials and the explanation of the second language acquisition process. In fact, errors provide evidence for a much more complex of the view of the learning process according to which the learner is

seen as an active participant in the formation and revision of hypothesis regarding the role of target language.

Based on initial observations, many students at this school struggle with accurately pronouncing English vowels, which affects their ability to communicate effectively. This study aims to identify the types and sources of pronunciation errors commonly made by students at SMA Negeri 14 Maros. By understanding these error patterns, teachers can develop more effective and targeted teaching strategies. Additionally, the findings of this research are expected to make a significant contribution to improving the quality of English language instruction at this school and serve as a reference for further research in linguistics. This title was chosen because of its relevance to the local context and its necessity in enhancing the English language proficiency of students at SMA Negeri 14 Maros, ultimately improving their academic performance and communication skills.

## **2. LITERATURE REVIEW**

### **2.1. The Concept of Error Analysis**

Error analysis is a branch of applied linguistics. It is concerned with the compilation, research and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. James distinguish Error analysis from transfer analysis, which compares the learner's data with the respective first language, where as error analysis compares learner's data with the target language norm and identifies and explain errors. Learning a language is fundamentally a process that involves making mistakes or errors. The mistakes include vocabulary items, grammatical pattern, and sound patterns as well. Errors in a foreign language teaching language teaching especially in English are the cases which are difficult to avoid. Brown stated, "Errors are parts of the students' inter-lingual that is the version of the language which a student has at any one stage of development". The fact that the students make errors, and these errors can be observed and classified led to a surge of the research of students' errors can be analyzed (H. Douglas Brown ,1994).

### **2.2. Pronunciation**

Pronunciation is when we use all the same organs of speech to produce the sounds in a particular way. Furthermore, pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language. Kristina et al note that pronunciation is the act or manner of pronouncing word utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kelly, 2000). On the other hand, pronunciation is the way in which language spoken, the way in which the word pronounced, the way a person speaks the word of language (Hornby, 2000).

### 2.3. English Vowel

A vowel is a speech sound in which the mouth is open, and the tongue does not touch the top of the mouth, the teeth, etc (Oxford Dictionary, 2000). Vowels are usually described as: length, although note that length depends on stress and that even short vowels in English can seem quite long, which is emphasized by their position in the mouth, where they are made (relative to top to bottom and front to back) and the extent to which there are vowels. lips are round, spread neutrally. Diphthong is two vowel sound, one after the other. There is movement or “glide” between the two parts of the sound. For example, to say the /eɪ/ diphthong, like in the word “cake” (/keɪk/) first say /e/, then say /ɪ/ without stopping. Your mouth will move from the /e/ shape to the /ɪ/ shape. This is the “glide”. A diphthong is defined by Jones as a sound made by gliding from one vowel to another, represented phonetically by sequence of two letters (pronunciation 22). A sound realized as a diphthong marks a change from one vowel quality to another, and the limits of the change are roughly indicated by the two vowel symbols (O’ Connor, Phonetics 155).

### 3. METHODS

This research was qualitative descriptive research, namely data collected in the form of words, pictures, not numbers. Research qualitative is a research procedure that produces data descriptive in the form of written or spoken words people and observed behavior. Meanwhile, descriptive research is a form of research aimed at describing or describing the existing phenomena, either natural phenomenon or human engineering (Lexy J. Moleong, 2000). The population of the research would be the students in academic. It consists of 240 students from eight classes at the seventh year of UPT SMA Negeri 14 Maros. The researcher would take one class, namely X.4. The sum of population is about 20 students. The research collects data on instruments of observation checklist are used to systematically record specific behaviors, events, or conditions to ensure consistent and unbiased data collection, support decision-making, and provide documented evidence for feedback and improvement, pronunciation test to know the student’s error in pronouncing vowel and interview for students are used to find out why they made these mistakes. Meanwhile, interviews with teacher are used to collect data on how the teacher teaches the English subject, what methods they use, what obstacles they encounter in the classroom during the teaching and learning process. The interview consists of 10 questions, 5 questions for students and for the English teachers 5 questions.

## 4. RESULTS

### 4.1. Pronunciation Test

Vowel Pronunciation Errors						
No	Words	Sentences	Transcription		Students initial	Total of Students
			Diction ary Transc ription	Students Recorder		
1	Face	Dinda why your <b>face</b> look like that?	/feɪs/	/faɪs/	1	1
				/feɪs/	2,11,15,18,20	5
				/fes/	3,4,6,7,8,10,13,14,16,17	10
				/face/	5	1
				/fec/	9,12,19	3
2	Day	A nice <b>day</b> , isn't it? How about going for a swim?	/deɪ/	/dai/	1,13,14	3
				/dei/	2,3,4,5,6,7,8,9,10,11,12,15,16,17,18,19,20	17
3	Make	My mom <b>make</b> a some cake today	/meɪk/	/mak/	1,19	2
				/mek/	2,3,4,5,6,7,8,9,10,11,12,13,14,16,17	14
				/meik/	15,16,18,20	4
4	Great	Have a <b>great</b> day!	/greɪt/	/gret/	1,4,8,9,10,19	6
				/greit/	3,5,7,12,15,16,17,18,20	9
				/grit/	2,6,11,13,14	5
5	Now	I need to go <b>now</b> .	/naʊ/	/nou/	1,3,4,5,6,8,9,11,13,14,16,17,19	13
				/naʊ/	2,7,10,12,15,18,20	7
6	Price	The <b>price</b> is very expensive.	/praɪs/	/pris/	1,2,5,12,14	5
				/fris/	3	1
				/prais/	4,6,7,8,10,11,15,16,17,18,20	11
				/fraic/	9,13,19	3
7	How	<b>How</b> do you solve this problem?	/haʊ/	/hou/	1,3,4,5,6,8,9,11,12,13,14,16,17,19	12
				/ haʊ/	2,7,10,15,18,20	8

8	Buy	You need to <b>buy</b> some a cake	/baɪ/	/bui/	1,5,6,8,9,11,1 3,14,19	9
				/bai/	2,3,4,7,10,12, 15,16,17,18, 20	11
9	Why	<b>Why</b> you look so tired today?	/waɪ/	/wai/	1-20	20
10	High	He was attacked by a <b>high</b> fever.	/haɪ/	/hik/	1,5,13,14,19	5
				/haigh/	2,3,4,6,7,8,9, 10,11,12,16, 17,18,20	14
				/hai/	15	1
11	Noise	Don't make a <b>noise</b> , please!	/noɪz/	/naise/	1,	1
				/noiz/	2,3,4,5,6,7,8, 9,10,13,15,1 8,19,20	14
				/noz/	11,12,14,17	4
				/nais/	16	1
12	Boy	My aunt has a very cute baby <b>boy</b>	/boɪ/	/boi/	1-20	20
13	Point	You get  that <b>point</b> !	/point/	/point/	1-20	20
14	Ear	He whispered into her <b>ear</b> .	/ɪər/	/eir/	1	1
				/ear/	3,4,6,9,13,19	5
				/er/	5,8,11,14,16	5
				/ier/	2,7,10,12,15, 17,18,20	8
15	Cow	The <b>cow</b> is grazing in the field.	/kaʊ/	/cou/	1,6,19	3
				/kau/	2,7,10,15,18, 20	6s
				/kou/	3,4,5,8,9,11,1 2,13,14,16,1 7	11
16	Cake		/keɪk/	/cak/	1,	1

		I like to eat <b>cake.</b>		/kek/	2,3,5,7,8,9,10 ,11,13,14,16, 17,18,19,20	15
				/cek/	4,6,12	3
				/keik/	15	1
17	Tie	She bought him a <b>tie.</b>		/tai/	/tie/ 1,2,3,4,5,6,9, 13,14,16,17, 19	12
				/tai/	7,8,10,12,18, 20	7
				/tei/	11	1
18	Climb	We will <b>climb</b> that mountain.		/klaɪm/	/klim/ 2,3,4,5,9,11,1 2,13,14,16,1 9	11
				/clim/	1,6	2
				/klaɪm/	7,8,10,15,17, 18,20	7
19	Here	Come <b>here</b> and look at this.		/hier/	/her/ 1,3,6,9,11,13, 14,16,19	9
				/hier/	2,4,5,7,8,10,1 2,15,17,18,2 0	11
20	Near	The store is very <b>near</b> our house.		/nier/	/near/ 1,4,13	3
				/nier/	2,7,8,10,12,1 5,18,20	8
				/ner/	3,6,9,11,14,1 6,17,19	8
				/neir/	5	1

In the table, the researchers found most of students made error in pronounce diphthong /eɪ/ with frequency 64 errors. The second level of error was /aɪ/ with 63 errors. The last is diphthong /au/ with 39 errors. It seems that the students still not appropriate on use diphthong pronunciation correctly. Based on the data about students' pronunciation, it showed the students face the difficulties in pronounced the diphthong words. Errors in the pronunciation of English diphthongs are influenced by various factors, including habits and carelessness. Students often mimic the pronunciation of teachers, peers, or media sources. If these sources have incorrect pronunciation, students may develop and reinforce these habits. Carelessness also contributes to pronunciation errors. Students may not pay attention to subtle differences in sound production, often focusing more on vocabulary or grammar than on phonetics. Inadequate practice and lack of corrective feedback allow errors to persist. Overconfidence in their pronunciation skills might lead students to neglect efforts to improve or seek feedback. Moreover, fatigue or lack of interest can cause students not to make the necessary effort to pronounce words correctly. These factors contribute to frequent errors in the pronunciation of diphthongs such as /eɪ/, /ɔɪ/, /aɪ/, /aʊ/, /ɪə/, highlighting the

need for effective pronunciation teaching strategies that provide clear models, consistent feedback, and opportunities for focused practice.

## **5. DISCUSSION**

Based on the research findings, it can be concluded that most students still struggle with pronouncing English diphthong vowels correctly. They often use the wrong diphthong sounds and are not fully aware of how to use intonation effectively in speech. This finding is supported by Gita Fadillah (2020) states that students often lack a full understanding of pronunciation, particularly when it comes to diphthong vowels. Consequently, many errors in pronouncing diphthong vowels are made by students during English pronunciation lessons. The research also concludes that errors in pronouncing English diphthongs can be influenced by various factors. One such factor is students' first language (habits) when pronouncing words containing diphthongs. These habits may arise from imitation, mishearing & mispronunciation. The second factor is carelessness, this aligns with John Norish's assertion that carelessness is often closely linked to a lack of motivation. Teachers often acknowledge that a student's loss of interest may not always be solely their fault; it may be due to materials and presentation styles not suiting them. Students are still in the early stages of learning pronunciation.

## **6. CONCLUSION**

Based on the data analysis, it can be concluded that students at SMA 14 Maros commonly make errors in pronouncing the diphthongs /eɪ/, /aɪ/, and /aʊ/. These errors are likely influenced by their first language habits, such as imitation and mispronunciation, as well as carelessness, often linked to a lack of motivation. These findings indicate that students still struggle with diphthong pronunciation, a crucial aspect of English language learning, especially for those majoring in English. Therefore, targeted practice and a deeper understanding of diphthong pronunciation are necessary to help students overcome these errors.

## **ACKNOWLEDGMENTS**

The researchers would like to express the deepest thanks to all of those who had helped, supported, and suggested them during the process of writing.

## **REFERENCES**

- Albert Sidney Hornby. (2000). Oxford Advanced Learners' Dictionary. New York: Oxford University Press.
- Brown, H. Douglas. (1994). Principles of Language Learning and Teaching, p. 259.



- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161-170.
- Fadillah, Gita. (2020). Error Analysis on Students' Diphthongs Pronunciation at English Department in IAIN Palopo.
- Imran, M. C., Amaliah, N. N., Rampeng, N., Syam, N. N. I., Room, N. F., & Sage, N. M. S. D. (2023). The Feasibility of Artificial Intelligences (AI) in speaking Skill: Lecturers' perceptions. *IJOLEH International Journal of Education and Humanities*, 2(2), 135–144.  
<https://doi.org/10.56314/ijoleh.v2i2.172>
- Indahyanti, R., Rahman, A. W., & Mursidin, M. (2023). Measuring Language Anxiety of Efl Students In Public Speaking. *Klasikal Journal of Education Language Teaching and Science*, 5(1), 196–203.  
<https://doi.org/10.52208/klasikal.v5i1.666>
- John Norrish. (1983). *Language Learners and Their Errors*. London Basingstoke: The Machmilan Pres Lmted. p.21-26.
- Kelly. (2000). *How to Teach Pronunciation*. London: Essex Longman.
- Lexy. J. Moleong, (2000). *Methodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya.
- Mursidin, M., Ilmiah Mursidin, I., & Asrang, A. (2022). The Impacts of Online Games on Students' English Achievement. *Indonesian Journal of Education (INJOE)*, 2(1), 1–11. Retrieved from  
<https://www.injoe.org/index.php/INJOE/article/view/6>
- Nonci, J., Ruswiyani, E., & Muin, Z. I. (2022). The Implementation of Visual Media in Teaching English Literacy to The Deaf Students of Tenth Grade At Smalb 1 Pangkep. *Journal of Research and Multidisciplinary*, 5(1), 552-557. <https://doi.org/10.5281/jrm.v5i1.60>
- Novarita. (2017). The Students' Ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course SimpangOkus. *International Journal of English Language and Teaching*, Vol. 1.
- Nurjannah, N. S., & Ridwan, N. a. N. (2022). Needs Analysis on English Language learning of Software Engineering students of SMK Kartika XX-1 Makassar. *EDULEC Education Language and Culture Journal*, 2(3), 301–311. <https://doi.org/10.56314/edulec.v2i3.92>
- Sulviana, S. (2020). Lecturers' And Learners' Views on Culture Learning in Efl Context. *Media Bina Ilmiah*, 14(5), 2743–2750.  
<https://doi.org/10.33758/mbi.v14i5.829>