ANALYSIS OF STUDENTS' ERRORS ON ENGLISH VOWELS PRONUNCIATION OF THE ELEVENTH GRADE OF SMAN 1 JETIS PONOROGO IN ACADEMIC YEAR 2016/2017

THESIS

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ABSTRACT

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Every human being has a language to communicate. In communicating, sometimes the students feel difficult on pronouncing English vowels because it is different from their first language. The students' errors in pronouncing can make misunderstanding between speaker and listener. That is why the researcher is interested to conduct the research based on this problem. This research aimed to analyze students' errors on English vowels pronunciation of the eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017.

The statement of the problems are: 1) What are the types of students' errors on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017?, 2) What is the dominant type of students' errors on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017?, 3) Why do the errors on English vowels pronunciation occured by eleventh grade students' of SMAN 1 Jetis Ponorogo in academic year 2016/2017?.

The research approach was qualitative and the design was case study. The objects of this research were 20 students. The data were collected through interview and documentation. To analyze data, the researcher used data reduction, data display and conclusion drawing/verification.

The results of this research showed that there were three types of error on English vowel pronunciation. The first was omission type. The total errors were 239 (43,61%). The second was addition type. The total errors were 113 (20,62%). The last was substitution type. The total errors were 196 (35,77%). In addition, the result of interviews showed that the cause of difficulties on English vowel pronunciation were low practice of students, low ability of the teachers and low motivation of students.

It can be concluded that there are three types of errors. They are omission type, addition type and substitution type. The dominant type of error is omission type. Then the causes of errors are low practice of the students, low ability of the teachers and low motivation of the students.

CHAPTER I

INTRODUCTION

A. Background of the Study

Every human being has a language. It is a mean of communication. Language is very important for the life of society. If there is no language, human being would not able to communicate to convey what they want to convey. As Victoria Fromkin says, we live in a world of language.[1] It means language is very important to our life, because it helps us to interct with other people.

In Indonesia, people speak Indonesian as their second language to communicate with anyone (Indonesian) whatever his first language he speaks (Javanese, Madurese, Sundanese, etc), but when they want to speak to other people coming from other countries, they cannot use Indonesian as a means of communication.[2] Therefore they need a language that can be a tool in communication with each other. The tool is being used is called English language. It helps them to communicate well and correctly.

It is justified by the Wasis Tri Puspita on her Thesis that English is a way

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[1] Victoria Fromkin, An Introduction to Language: Seventh Edition, (United States: Library of Congress, 2003), 3.

[2] Wasis Tri Puspita, "An Analysis Students' Errors in Pronouncing English Vowels," (Thesis, UNNES, Semarang, 2007), 1.

to solve the miscommunication between Indonesian and people from other countries since English is used as an international language.[3] Therefore English needs to be learned to be able to communicate with people from different countries.

To use the language well, someone needs to produce sound of the language.[4] The voice of the intended language is the sound generated from that communication. In communicating, sometimes there is occurring mistakes which cause difficulties. It is justified by Nur Hidayati on her thesis that the mistake on the utterance causes the difficulties for someone to understand the message.[5]

Mastering pronunciation in communication process is important thing, because, error in pronouncing words or vowels can change the meaning of the word. Moreover, it can make misunderstanding between a speaker and a listener.[6] It means that if the human does not master pronunciation in the communication process, they will experience the error in pronunciation and change the meaning of the word itself. In the end, they will be confused about the intentions conveyed.

Pronunciation plays an important role in learning a second or a foreign language. Although students have English subject at school, most of them often

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[3] Ibid., 1.

[4] Nur Hidayati, "An Error Analysis in Pronouncing English Vowels," (Thesis, STAIN, Ponorogo, 2015), 1.

[5] Ibid., 1.

[6] Ibid.

make errors in pronouncing words or vowels. As Mrs. Sulikah said "Some students of SMAN 1 Jetis Ponorogo do some error in pronouncing English vowels and word. The students argue that speaking English is so difficult. Begin from the spelling is different for written form, the intonation is different for their first language intonation." [7]

In order to succeed in language learning, especially in pronunciation, someone must learn and practice pronunciation continuously in certain period because language mastery is a matter of habit.[8] It means that if they do not use it frequently, they will find it difficult to master the second language. When people can master English pronunciation, they can speak English well.

A student learning English as a second language must be able to perceive foreign sounds of English that does not exist in his first language in order to produce the same sound.[9] Because English pronunciation is different from their first language so the tudents get difficulties in pronouncing English vowel. As said by the students of SMAN 1 Jetis Ponorogo "I often make errors in English pronunciation because lack of practice pronunciation, not accustomed to use English language and more familiar with Indonesian and Java language."[10] From

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[7] Look at Interview Transcript 01/i/19-IX/2016 at Appendix 1.

[8] Nur Hidayati, "An Error Analysis in Pronouncing English Vowels," (Thesis, STAIN, Ponorogo, 2015), 2.

[9] Sigit Pramono Jati, "The Result of Students' Second Language Acquisition in Pronunciation", Indonesian Journal of English Teaching, 3 (January, 2013), 25.

[10] Look at Interview Transcript 09/i/09-III/2017 at Appendix 1.

the statement above the researcher is interested in doing research about pronunciation (especially about vowels).

In this research the researcher wants to know about the types of error, the dominant type of error and reasons of the error on English vowels pronunciation occurred by Senior High School in pronouncing, because pronunciation is very important for them to speak English. This research expected to give contribution and motivation to master English pronunciation, so the people can speak correctly with any foreigners without misunderstanding.

B. **Research Focus**

The research focuses on analysis of students' errors on English vowels pronunciation of the eleventh grade of SMAN 1 Jetis Ponorogo.

C. **Statement of the Problem**

To make a systematic approach in solving the problem, the researcher formulates the research question as follows:

1. What are the types of students' errors on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017?

2. What is the dominant type of students' error on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in

academic year 2016/2017?

3. Why do the errors on English vowels pronunciation occured by eleventh grade students' of SMAN 1 Jetis Ponorogo in academic year 2016/2017?

D. Objective of the Study

Based on the problem statements above, the objectives of the study are:

1. To know the types of students' errors on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017.

2. To know the dominant type of students' error on English vowels pronunciation produced by eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017.

3. To find out the factors that causes the errors on English vowels pronunciation occured by the eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017.

E. Significances of the Study

After completing all research activities, this study expected to give significance presented as follows:

1. Theoritically

The result of this research will give information about students' errors on English vowels pronunciation.

2. Practical Significance

   a. For teacher

       This research is expected to give a contribution to English teacher, particularly English teacher of SMAN 1 Jetis Ponorogo, to increase their pronunciation in teaching learning activity, give reference about the importance of clear pronunciation.

   b. For students

       The research is expected to give an input to the students of SMAN 1 Jetis Ponorogo to improve their English pronunciation.

   c. For reader

       This research is expected to give a reference to readers, particularly students of the Institute of Islamic Studies of Ponorogo that English pronunciation is important in learning English. It can motivate them to improve their pronunciation, so that it can be understood by the listener.

F. Research Method

1. Research Approach

       This research applies a qualitative approach. For qualitative research, the purpose of phenomena can understood carefully if it's conducted through interaction with the subject by deep interview.

       In education, qualitative research is frequently called naturalistic

because the researcher places where the events he or she is interested in natural occur. Moreover, people engaging in natural behavior gather the data: talking, visiting, looking, eating, and so on.[11] Bogdan makes clear that qualitative research has left its mark conceptually and the theoretically on the social sciences. The lasting contributions to social understanding from qualitative research, as well as the sheer number of contributing social thinkers, are significant.

The design of this research is case study. Case-study is the examination of an instance in action.[12] It uses systematic means of conducting observations, information analysis, and reporting of results. Bruce said that case study methods involve systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or fictions.[13] As a result, there will be a deep understanding of why something happened and can be the basis for further research.

The case study is not actually a data-gathering technique, but a methodological approach that incorporates a number of data-gathering measures. The approach of case studies ranges significantly from general

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[11] Robert C, Bogdan, Qualitative Research for Education; An Introduction to Theory and Method, (London: Allyn and Bacon, 1982), 3.

[12] Michael Bassey, Case Study Research in Education Settings, (Philadelphia: Open University Press, 1999), 24.

[13] Bruce l, Berg, Cualitative Research Method for Social Science, (Long Beach: California Stole University , 1989), 225.

field studies to the interview of a single individual or group.[14] It aims to understand the object being studied. However, in contrast to other studies, case study research aims to specifically explain and understand the object that it examines specifically as a 'case'.

Case studies may focus on an individual, a group, or an entire community and may utilize a number of data technologies such as life histories, documents, oral histories, in depth interviews, and participant observation.[15] The subject imposed in the case study shows symptoms of having difficulty or serious problems, requiring immediate assistance.

Case studies classified into three different types: intrinsic, instrumental, and collective. Intrinsic case studies are undertaken when a researcher wants to better understand a particular case.[16] It means that intrinsic case study research intends to explore the underlying causes of the occurrence or existence of a case in depth.

Instrumental case studies provide insights into an issue or refine a theoretical explanation.[17] In other words, it means that the case is positioned as a means (instrument) to show a profound explanation and understanding of something other than usual description.

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[14] Ibid., 225.
[15] Ibid.
[16] Ibid., 229.
[17] Ibid.

Then, Collective case studies involve the extensive study of several instrumental cases. The selection of these cases is intended to allow better understanding or perhaps enhanced the ability to theorize about a broader context. [18] It means that the collective case study is the development of an instrumental case study, using many cases.

In addition, there are several appropriate designs for case studies according to Yin and Winston. These include exploratory, explanatory, and descriptive cases studies. These three approaches consist of either single or multiple-case studies in which multiple cases studies are actual replications, not sampled cases. [19]

a. Exploratory

This type of study may be seen as a prelude to a large social scientific study. Nonetheless, the study must have some type of organizational framework that has been designed prior to beginning the research.[20] It means that before the researcher starts a research, the researcher has to prepare some things that could help research.

This sort of exploratory study may be useful as a pilot study, for example, when planning a larger, more comprehensive investigation. [21]

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[18] Ibid.

[19] Ibid.

[20] Ibid., 230.

[21] Ibid.

b. Explanatory case studies

Explanatory case studies are useful when conducting causal studies. Particularly in complex studies of organizations or communities, one might desire to employ multivariate cases to examine a plurality of influences. [22]

c. Descriptive case

Descriptive case explorations require that the investigator present a descriptive theory. Which establishes the overall framework for the investigator to follow throughout the study.[23]

Based on the explanation above, this research use case study. The subject of this study is the eleventh grade student of SMA Negeri 1 Jetis Ponorogo, and the object of the study is students' errors on English Vowels Pronunciation. There are several steps to describe the object.

First the researcher collects data from the students by giving test, then make tabulation of the data to know types of error, then analyzes based on each type of pronunciation problem.

2. Researcher's Role

The characteristic of qualitative research is the researcher as a key instrument. In this research, the researcher is determining instrument, the full

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[22] Ibid.

[23] Ibid.

participant and the data collector during the process of research.

3. Research Location

This research is conducted at SMA Negeri 1 Jetis. It is a senior high school in Kutu Wetan, Jetis, Ponorogo.

4. Data Source

Data source is the subject or somebody who can give data as materials of analysis. The data sources in this research are :

a. English teachers and 20 students of eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017.

b. Documentation (test sheet, school documents, photos, record).

5. Data Collection

a. Interview

The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to "evaluate" as the term is normally used. At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience.[24]

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[24] Irving Seidman, Interviewing as Qualitative Research, (New York: Columbia University, 2006), 9.

In interview, the researcher must prepare the question and make interest conversation to get clear information and valid data.

b. Documentation

Documentation is technique of collecting data which is taken from note, transcript, newspaper, magazine, inscription, meeting minutes, agenda and so on.[25] In documentation, the researcher must prepare the test sheet, school documentation, photos and record.

6. Data Analysis

Mattew B. Miles and Michael Huberman define analysis as consisting of three current follows of activity: data reduction, data display, and conclusion drawing and verification.[26]

a. Data reduction

Data reduction is the first process of analyze data. Here, Matthew B, Miles and Am Michael Huberman explain about data reduction.

The data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. Data reduction occurs

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[25] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendeatan Praktik*, (Jakarta: Rineka Cipta, 2013), 274.

[26] Matthew B, Miles and Am Michael Huberman, *Qualitative Data Analysis*, (London: Saga publication, 1994), 10.

continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data reduction is occurring as researcher decided which conceptual framework, which cases, which research question, and which data collection approaches to choose. As data collection proceeds further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). The data reduction/transforming process continues after fieldwork, until a final report is completed.[27]

In this step, the researcher identifies the errors of the students in pronunciation English vowels, then, classifies the error into its types.

b. Data display

Data diplay is displaying or presenting the data. Presenting of data can show in short description, chart and others. In this case, Matthew B, Miles and Am Michael Huberman explain about data display.

In second major flow of analysis activity is data display. A display is an organized, composed assembly of information that permits conclusion drawing and action. The most frequent form of display

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[27] Ibid., 10.

for qualitative data in the past has been extended text.[28]

In this step researcher makes tabulation of the error. It is to find out the error in each type and the dominant type of the error. To get the dominant of students' error in each type, the researcher uses formula:

Percentage of error : $\dfrac{f}{N}$ x 100%

F : Frequency of error (for each criteria)

N : Total number of error [29]

c. Conclusion drawing and verification

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mine during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus, or with extensive efforts to replicate a finding in another data set.[30] In this part, the researcher concludes the possible reason caused by the error.

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[28] Ibid., 11.

[29] Tulus Winarsunu, Statistik Dalam Penelitian Psikologi dan Pendidikan, (Malang: Universitas Muhammadiyah Malang, 2006), 20.

[30] Matthew B, Miles and Am Michael Huberman, Qualitative Data Analysis, (London: Saga publication, 1994), 11.

7. Checking the Data Validity

Checking the data validity is checking the validity of the research. If the data is incorrect, it make the wrong conclusion and if the data is correct, the researcher will get right conclusion. As Sugiono said that the validity is degree the exactness between the data that occurs in the object research with the power that can be reported by researchers. Thus, the valid data is the data that did not differ between data reported by researchs with the data actually happened at the object research.[31]

In qualitative research, the researcher is as the key instrument. It means, to get the valid data the researcher uses interview and documentation.

8. Research Procedure

a. Preparation

1) Asking permission to the institution where the research is conducted

2) Doing research by general brief interview to object of the research

3) Arranging the concept of the research

b. Application

1) Collecting Data

The data are collected by interviewing the English teacher and the

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[31] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013), 363.

students, and collecting the documents related to it.

2) Analyzing data

The data are collected then analyze using arranged techniques.

- Describe the types of error of all students in eleventh grade of SMAN 1 Jetis Ponorogo. The researcher gives oral test to the students to analyze the error.

- Find the dominant error in English vowels pronunciation. The dominant calculated using the following formula:

Percentage of error : $\frac{f}{N} \times 100\%$

F : Frequency of error (for each criteria)

N : Total number of error

- Identify the causes of errors produced by students of eleventh grade of SMA Negeri 1 Jetis.

3) Making conclusion and recommendations

The researcher makes conclusion of data analysis and give recommendation for further improvement.

c. Reporting

In this step, the researcher writes the result of the analysis of students' errors on English vowels pronunciation, the dominant error in English vowels pronunciation and the cause of errors produced by

students of the eleventh grade of SMA Negeri 1 Jetis Ponorogo.

G. Organization of the Study

The thesis consists of six chapters as follows:

In chapter I, the thesis explaines about an introduction that contain background of the study, research focus, statements of the problems, objectives of the study, significance of the study, research methodology and organization of thesis.

In chapter II, the thesis explaines about literature review and conceptual framework. This chapter gives the explanation about problem of learning a foreign language, definition of error, error analysis, the importance of error analysis, definition of pronunciation, pronunciation goals, pronunciation problem, English pronunciation, English vowels, previous research finding and conceptual framework.

In chapter III, the thesis explains about data. The thesis consist of data that includes general data of SMA Negeri 1 Jetis, data description involving analysis of students' errors on English Vowels Pronunciation, the dominant of analysis of students' error on English Vowels Pronunciation and causes of these errors.

Chapter IV is discussion. This chapter consists of data analysis of students' errors on English Vowels Pronunciation in eleventh grade of SMA

Negeri 1 Jetis.

In chapter V, the thesis consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Background

1. The Problem of Learning a Foreign Language

   Every human being has a language. It is a mean of communication. Language is very important for the life of society. In addition, English is international language. So, the people in the world has to be master in English language to communicate. Elyana Subihah defines English as follows;

   > English is one of foreign language which has been agreed by the world. In Indonesia where English is foreign language, it is learned at each level of school. In Indonesia, where English is not spoken in the society, accuracy is the focus in learning English. It is expected the students can master English language well. So that if the students meet foreigner, they will be able to converse in English.[32]

   When the students learn a language, they need four language skills that they need for complete communication. These are listening, speaking, reading and writing. Those four language skill are connected to each other.

   Speaking is one skill that tends to be considered as difficult skill

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[32] Elyana Subihah, "English Speech Training to Improve Students' Fluency in English Speaking at MA Mambaus Sholihin Gresik," *Indonesian Journal of English Teaching*, 6 (Januari, 2013), 56.

for English learner. Not only because English is as foreign language, but also some factors such as psychological, social and cultural that must all work together when learner speak.[33] It means that English is a lesson that is considered as difficult lesson by many people because English has different structure from the Indonesian language and not allied.

Someone will get some problems in learning a foreign language. They may find some difficulties dealing with the vocabulary, grammar (structure), and pronunciation.[34] It means that speaking is one of four language skills in English. This skill is not an easy skill because the ability to speak in target language requires intensive practice.

Sometimes learners feel difficult because they are shy, nervous, not have confident to say something in English.[35] It is due to lack of motivation and not accustomed to daily life. In teaching English to foster speaking skills, intensive learning such as simple assignment must be continuously practiced in the student's real life.

Douglas says, one of the more complicated problem of second language learning and teaching has been to define and apply the construct

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[33] Ibid., 56.

[34] Wasis Tri Puspita, "An Analysis Students' Errors in Pronouncing English Vowels," (Thesis, UNNES, Semarang, 2007), 6.

[35] Elyana Subihah, "English Speech Training to Improve Students' Fluency in English Speaking at MA Mambaus Sholihin Gresik," Indonesian Journal of English Teaching, 6 (Januari, 2013), 56.

of motivation in the classroom.[36] The teacher can help students to perceive or develop their motivation by showing interest in a student problem, giving appreciation, etc. In addition, students also need opportunity to practice and feedback about their ability to master the skill. By practicing their speaking, students can know how to pronounce well, use vocabulary and intonation correctly, and practice with the other students.

Steven and Susan stated that the ability to speak with competence and confidence will provide empowerment. It will give you an edge that less skilled communicators lack—even those who may have superior ideas, training, and/or experience.[37] Meaning that being confident in learning to speak in a foreign language is very important. Many students worry that they will make mistakes or what they say will be difficult to understand (the other person). Speaking English well is very important and has many functions as stated by Elyana Subihah on her research.

> If the students can speak well, it means they possess a high skill value. They can deliver a message to an audience well and communicative effectively with others so that be the key to success in any line of work because today every profession need English either spoken nor written. Fluency is very important at this skill so that students need to practice freely without fear at

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[36] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Edition, (New York: Addison Westel Longman, 2001), 72.

[37] Steve A. Beebe and J. Beebe Susan, Public Speaking, An Audience-Centered Approach, (New York: Allyn & Bacon, 1993), 1.

every little mistake.[38]

If someone wants to learn a foreign language, they will obviously meet with all kinds of learning problem.[39] It means that all the things that will be studied will have difficulty. Learners should not make that difficulty as obstacle to learn all knowledge. The problems in learning the source of mistakes in learning itself. The statement is supported by Wasis Tri Puspita on her thesis.

> Those problems become the sources of mistakes and errors in language learning. Related to English learning, there must be a problem for an Indonesian in learning English. Although in the orthographic system, Indonesian and English have the same alphabetic symbols from A up to Z, an Indonesian learner may have problem to pronounce the English alphabetic symbols because the two languages have different systems in their pronunciation.[40]

An Indonesian learner may have problem to pronounce English words, although he gets an English subject at his school and he cannot master the English pronunciation well.[41] According to the statement above, the researcher concludes that Indonesian have a problem in pronouncing the word in English, due to lack of knowledge about pronunciation.

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[38] Elyana Subihah, "English Speech Training to Improve Students' Fluency in English Speaking at MA Mambaus Sholihin Gresik," Indonesian Journal of English Teaching, 6 (Januari, 2013), 57.

[39] Wasis Tri Puspita, "An Analysis Students' Errors in Pronouncing English Vowels," (Thesis, UNNES, Semarang, 2007), 6.

[40] Ibid., 6.

[41] Ibid., 7.

In school, he learns the English subject for understanding only. So he does not know how to pronounce every English word exactly, whereas he is expected to speak English fluently outside the classroom.[42] It means that the Indonesian education is less able to make the stdents fluent in English pronunciation. In addition, Wasis Tri Puspita said, one alternative of way to learn English pronunciation is through imitation.[43]

In order to succeed in language learning, especially in pronunciation, someone must learn and practice pronunciation continuously in certain period because language mastery is a matter of habit. It means that if the students do not use it frequently, they will find difficuly to master the second language. If they can master English pronunciation, the students can speak English well. Furthermore, they can speak correctly with any foreigners without misunderstanding.

2. Definition of Error

Errors and mistakes are words that are common but some people do not understand the difference between them. Some people cannot avoid problems in making mistakes because error and mistake are important aspect in a learning process. Gradually by making mistakes,

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[42] Ibid.

[43] Ibid.

they know whether something is right or not. Sometimes, people define an error as a mistake. Brown argues that errors can be observed, analyzed and classified to reveal something of the system operating within the learner.[44]

In addition, there is the opinion of other expert who also say about the error.

> According to Rhicards, says that the error of performance will characteristically be unsystematic and the error of competence systematic. As Miller puts it, it would be useful therefore hereafter to refer to errors of performance as mistake reserving the term to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date.[45]

Another explanation is from Dulay who also say about the error.

> In addition, errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teachers and mothers who have waged long and patient battle against their students' or children language error have come to realize that making errors is an inevitable of learning. People cannot learn language without first systematically committing errors.[46]

Based on the statements above, it can be concluded that error is defectiveness side of spoken or written texts. Spoken text is text from oral

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[44] Brown, Principle of Language Learning and Teaching, Fourth Edition, (New York: Longman, 2000), 218.

[45] J,J, Rhicard, Error Analysis, (London: Longman group Ltd, 1974), 25.

[46] H, Dulay, Language Two, (New York: Oxford University Press, 1982), 138.

production for instance speech, conversation, monologue or dialogue and written text is printed text like books, magazines, papers, notes and newspaper.

3. Error Analysis

According to Dulay, studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner's ability to communicate effectively.[47]

This case should support the language teacher to realize that errors is made by the learner in the process of constructing a new system of language the study of error in language need to be analyzed carefully.

The study of error called error analysis. The fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learners' error called errors analysis.[48]

Error classified into several types. Dulay have reviewed the

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[47] Ibid., 138.
[48] Brown, Principle of Language Learning and Teaching, Fourth Edition, (New York: Longman, 2000), 218.

literature in order to present the most useful and commonly used bases for the descriptive classification of errors. There are:

a. Linguistic category

> Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent include the elements that comprise each language component. For example, within syntax one may ask whether the error is in main or subordinate clause, and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the verb, the adjective, and so forth.[49]

Based on the statement above, the researcher concludes that syntax discusses how words are arranged in a sentence. In addition the morphology discusses the form of the words. Both learn the same about grammar. Semantic and lexicon are branches of linguistics both of which study the meaning and vocabulary contained in a language.

While discourse learns about the connection between sentences. It is determining the shape or pattern of communication as well as other related matters that cannot be explained in the grammar. In addition phonology is the study of how sounds are organized. This research is about phonology especially pronunciation.

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[49] H. Dulay, Language Two, (New York: Oxford University Press, 1982), 146.

b. Surface strategy

A surface strategy taxonomy highlights the ways suface structures are altered; learner may omit necessary items or add unnecessary ones; they may misform items or misorder them.[50]

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.[51]

On the other hand, addition error usually occur in the later stage of L_2 acquisition, when the learner has already acquired some target language rules. They are characterize by the presence of an item which not appear in a well-formed utterance.[52]

From the above statement, it can be concluded that omission is omitting letters on a word. Addition is the addition of letters in a word.

c. Comparative taxonomy

The classification of error in a comparative taxonomy is base

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[50] Ibid., 150.
[51] Ibid., 154.
[52] Ibid., 156.

on comparison between the structure of L_2 errors and certain other type of construction. For example, if one were to use a comparative taxonomy to classify the error of the Korean student learning English, one might compare the structure of the students' error to that of errors reported for children acquiring English as a first language.[53]

According to the statement above, it can be concluded that the classification of errors in comparative taxonomy is a comparison between language errors based on students whose first language is English with students whose first language is not English.

d. Developmental error

Developmental errors are error similar to those made by children learning that the target language as their first language.[54] It means that developmental error is caused by children who are better able to learn a foreign language than their own language.

Beside that as Julie A. Daymut says, there are types of articulation error. One of them is substitution. Definition of substitution is replace one sound with another sound. For examples, "wed" for "red," "thoap" for "soap," "dut," for "duck".[55]

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[53] Ibid., 163.

[54] Ibid., 165.

[55] Julie A. Daymut, Types of Articulation Errors – A Simple Guide, tahun 2009,

Based on the statements above, the researcher uses three type of error including omission type (omitting letters on a word), addition type (addition of letters in a word) and substitution type (replace of letters with another letters).

4. The Importance of Error Analysis

Error analysis needed by the teachers and the students to know how deep their skill in learning foreign language. Here is an explanation about the importance of error analysis by Richard.

> The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Richards stated the significance of learners' error that a learner's error bcare significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress and consequently what remains for him to learn. Second, they provide to the researcher evidence of how language is learned and acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly they are indispensable to the learner himself because we regard the making of errors as a device the learner uses in order to learn.[56]

Based on the statement above, error analysis is important both for the teachers and students. Error analysis will provide a chance for teachers to observe and investigate how language is learned and acquired

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(http://www.superduperinc.com, accessed May 16, 2017).

[56] J,J, Rhicard, Error Analysis, (London : Longman group Ltd, 1974), 25.

by learners. While for the students, error analysis can become a device to check their strength and weakness in studying a foreign language. Based on the importance of error analysis mentioned above, the researcher feels sure that the study of error or error analysis will contribute many useful things in language teaching.

5. Definition of Pronunciation

Pronunciation is an essential component not only of learning a language but also of using that language. Here is the definition of pronunciation by Oxford Advanced Learner's Dictionary in Thesis's Dyah mustikareni.

> According to Oxford Advanced Learner's Dictionary, pronunciation is 'the way in which the language or a particular word or sound is pronounced'. The second meaning is 'the way in which a particular person pronounces the words of a language'. Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.[57]

In the simple word, we can define pronunciation as a part of speaking skill that related with how to make correct sounds in order to achieve meaning in context of use.

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[57] Dyah Mustikareni, "Error Analysis on English Diphthongs Pronounced by the Students of SMA Negeri 1 Comal and SMA Negeri 1 Banjarnegara in English Debate on "Relax" TV Program of TVRI", (Thesis, UNNES, Semarang, 2013), 10.

6. Pronunciation Goals

According to Brown, the goal of English pronunciation should be more realistically focus on clear and comprehensible pronunciation.[58] It means pronunciation is very important. So, wrong pronunciation will make wrong meaning in conversation. It will make the other person difficult to understand what is being discussed.

At the beginning levels, the teachers want the learners to beat the difficulty which pronunciation detracts from their ability to communicate.[59] That means teachers want to train learners in pronouncing English correctly to improve the quality of learners.

At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern, voice quality, phonetic distinctions between registers, and other refinements are far more important in the overall stream of clear communication than rolling the English or getting a vowel to imitate perfectly a native speaker.[60] The statement states that the purpose of pronunciation is not only at a basic level, but also on improving communication. So, vowels can be pronounced similar to native

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[58] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Westel Longman, 2001), 284.

[59] Ana Lailatul Fitria, "The Errors of English Pronunciation on Vowels Made by The Second Year Students at SMPN 2 Menganti Gresik," (Thesis, UIN, Sunan Ampel Surabaya, 2014), 10.

[60] Ibid., 10.

speakers.

> Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation it can make misunderstanding in meaning.[61]

From the statement above, the must dificult thing in Ennglish language is pronunciation practice. Pronunciation practice take a lot of time because the different ways of pronunciation or sound will change the meaning very far from the real meaning. Pronunciation itself is how to pronounce or make the correct sound when mentioning a word.

7. Pronunciation problem

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language.[62] It means that in learning language, there are always   problems or

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[61] Ibid., 10.

[62] Alin Imarlina, "An Analysis of Students' Errors in Pronouncing English Vowels," (Thesis, STKIP, Siliwangi Bandung, 2013), 3.

difficulties.

The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits.[63] The intent of the statement is most of the students se their mother tongue since child. And it became very common practice. Therefore, to learn a foreign language they take a long time to create new habits.

The elements, which cause the problems, in this case can be the grammatical or the sound systems. The similar elements usually do not cause problem, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet.[64] Based on the statements above, learners should be taught how to solve the problem. In addition, a teacher should help the learner in solving the pronunciation problem. Because pronunciation is not easy for learners who have not been accustomed to speaking in English.

Ramelan says English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. For examples, when they want to pronounce English words like "she" [I] and "thin' [θIn], they tend to say [si:] and [tin]. It is clear that

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[63] Ibid., 3.
[64] Ibid.

pronunciation problems faced by foreign language learners are caused by differences found between the learners' language and the target language.[65]

Based on some of the statement above, the problems experienced by learners in English pronunciation is the existence of language differences between the language of learners and the target language. It is also influenced by the language that has been embedded since childhood (mother tongue). When learners begin to learn pronunciation, they find difficulty because of their lack of knowledge and no habit in using the target language.

8. English pronunciation

> Wasis Tri Puspita said on her thesis that there are difficult to 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. There is no one to one correspondence between the sound uttered and the letter which appears in the written word. The spelling of "o" in "door'' and "fool" shows different pronunciations. The letter "o" in "door" is pronounced as [ɑ:]. On the other hand, the same sound may have various spelling as the sound [ɑ:] in "port," "stalk" and "caught." The sound [ɑ:] is spelled inconsistently. It is represented the letter "o" in," "port, "a" in "stalk," and "au" in

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[65] Wasis Tri Puspita, "An Analysis Students' Errrors in Pronouncing English Vowels (A Case Study of the Eleventh Grade of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007)," (Thesis, UNS, Semarang, 2007), 17.

"caught," We pronounce those words [pɑ:t], [stɑ:k], and [kɑ:t].[66]

Based on the statement above the researcher conclude, the differences between written word and its spelling cause the learners who have not pronunciation knowledge, tend to make mistakes in pronunciation.

One of the difficulties in establising the principal features of vowel sounds lies in the fact that exemplification with 'real-life' English vowels give little help for two reason. First, almost vowel in English word will vary greatly from one accent of the language - in fact, much more so that most consonants would. Second, vowel sounds in English tend not to be as 'pure' as we would like the examples to be that we use to show the different dimension of articulation.[67] Therefore, it is necessary for the learners to have a clear understanding of the distinctive sounds that appear in English.

The expanding circle is of articular interest in a discussion of the global role of English because we can say that a 'country' recognizes and acts upon the perceived importance of English without the involvement of

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[66] Wasis Tri Puspita, "An Analysis Students' Errrors in Pronouncing English Vowels (A Case Study of the Eleventh Grade of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007)," (Thesis, UNS Semarang, 2007), 17.

[67] Heinz J. Giegerich, "English Phonology An Introduction", (Cambridge University Press, 1992), 13.

government.[68] It means, the language is large and not bound by anything. Someone who wants to learn a language more than one language is very good.

Teaching English as a second or foreign language has became a huge industry all over the world.[69] It means that English is very suitable for use worldwide, because the language has become an international language. English is used by anyone both from domestic and abroad.

In spite of the realities of the use of English on a global scale, wherever English has gained societal status and has been in use.[70] It means that everyone around the world uses English to communicate with others. It has become a common practice in social life even though only use code mixing or code switching.

Based on the statement above, the researcher concludes that language is large and not bound by anything. It is used to communicate with others espesialy English language. There are differences between written word and pronunciation that cause the English learners do mistakes. It can be caused by learners who have not knowledge and skill pronunciation.

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[68] Barbara A. Fennel, "*A History of English"*, (Blackwell: University of Aberdeen, 2001), 258.
[69] Ibid.
[70] Ibid., 261.

9. English vowels

> Peter Roach says that, we begin the study of English sounds in this course by looking at vowels, and it is necessary to say something about vowels in general before runing to the vowels of English. We need to know in what ways vowels differ from each other. The first matter to consider is the shape and position of the tongue. It is usual to simplify the very complex possibilities by describing just two things: firstly the vertical distance between the upper surface of the tongue and the palate, and secondly the part of the tongue, between front and back, which is raised highest.[71]

Based on the statement above, in practicing English learners need to understand about vowels. Learners should be able to distinguish the shape of the vowels. When they understand, the teacher trains the learner by pronouncing it in English and gives an example of English pronunciation.

The vowels of English vary enormously by variety.[72] It means that English has more and vary form than Indonesian language.

According to Ramelan, vowel sounds are, therefore, classified and described on the basis of the following variables:

a. Which part of the tongue is raised

b. How high in the mouth some part of the tongue is raised (the degree of the raising the tongue)

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[71] Peter Roach, English Phonetic and Phonology ,(Cambridge University Press, 1991), 11.

[72] Richard Ogden, An Introduction to English Phonetics, (New York: Edinburgh University Press,2009), 56.

c. The position of the two lips, that is, whether the two lips are rounded or unrounded.[73]

In classifying vowels, we do not need indicate airstream mechanism, since it will always be pulmonic egressive, and we can generally assume that vowels are all voiced and oral.[74] The anatomy of a vowel as follow:

a. The front–back dimension

Front vowels are produced with the front of the tongue raised towards the hard palate (although not raised enough, remember, to obstruct the air flow and cause local friction; vowels are approximants) and it contrasts with completely different alternatives, namely central and back, rather than labial, alveolar, dental, velar and so on.

e.g. Front vowels   kit   (i)

Back vowels have the back of the tongue raised, towards the soft palate or velum.

e.g. Back vowels   foot   (ʊ)

There is also a class of vowels between front and back: these

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[73] Wasis Tri Puspita, "An Analysis Students' Errors in Pronouncing English Vowels," (Thesis, UNNES, Semarang, 2007), 19.

[74] April McMahon, An Introduction to English Phonology, (English: Edinburgh University Press, 2002), 69.

are known as central vowels, and involve a raising of the body of the tongue towards the area where the hard and soft palate join.

e.g. Central vowels   about   (ə) [75]

b. The high–low dimension

High vowels have the tongue raised most towards the roof of the mouth; if the raising was significantly greater, then friction would be produced, making a fricative consonant, not a vowel.

e.g. High vowels   kit   (i)

Low vowels are those where the tongue is not raised at all, but rather lowered from its resting position: when you produce a low vowel, you will be able to feel your mouth opening and your jaw dropping, even if it is not very easy to figure out quite what your tongue is doing.

e.g. Low vowels   lot   (ɑ:)

Again, there is a further class intermediate between high and low, namely the mid vowels.

e.g Mid Vowels   face   (eɪ) [76]

c. Lip position

Vowels in any of the previous categories may be either

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[75] Ibid., 69.
[76] Ibid., 70.

rounded where the lips are protruded forwards, or unrounded, where the lips may be either in a neutral position, or sometimes slightly spread.

e.g. Rounded vowels   Foot   (ʊ)

                       Thought   (ɔ:) [77]

d. Length

e.g. Long vowels

	SSBE	GA
fleece	i:	i:
goose	u:	u:
thought	ɔ:	ɔ:

e.g Short vowels

	SSBE	GA
kit	I	I
trap	a	æ
foot	ʊ	ʊ
about	ə	ə [78]

e. Monophthongs and diphthongs

Most of the vowels we have considered so far have been monophthongs, in which the quality of the vowel stays fairly

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[77] Ibid., 71.
[78] Ibid., 72.

consistent from the beginning of its production to the end. However, there are also several diphthongs in English.[79] Diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels.[80]

Diphthongs change in quality during their production, and are typically transcribed with one starting point, and a quite different end point; as might be expected from this description, diphthongs are typically long vowels. In English, all diphthongs have the first element as longer and more prominent than the second, and are known as falling diphthongs. Three diphthongs are found very generally in accents of English, and are shown in (10).[81]

(10) Diphthongs (i)

	SSBE	GA
price	ai	ai
mouth	aʊ	aʊ
choice	ɔi	ɔi

The long high-mid front and back vowels in face and goat are also characteristically diphthongal in SSBE and GA. as shown in (11).

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[79] April McMahon, An Introduction to English Phonology, (English: Edinburgh University Press, 2002), 73.

[80] J,D, O'Connor, Better English Pronunciation, (Cambridge university press,1980), 84.

[81] April McMahon, An Introduction to English Phonology, (English: Edinburgh University Press, 2002), 73.

(11) Diphthongs (ii)

	SSBE	GA
face	ei	ei
goat	ou	o:

(12) Centring diphthongs (iii)

	SSBE	GA
near	iə	ir
square	ɛə	ɛr
force	ɔə/ɔ:	o:r
cure	ʊə	ʊr

f. Triphtongs

The tripthongs can be looked on as being composed of the five closing diphthongs described in the last section, with ə added on the end. Those we get:

1) eɪ + ə = eɪə

    Example: layer, player.

2) aɪ + ə = aɪə

    Example: liar, fire.

3) ɔɪ + ə = ɔɪə

    Example: loyal, royal.

4) əʊ + ə = əʊə

Example: lower, mower.

5) aʊ + ə = aʊə

Example: power, hour. [82]

There are three criterias for the description of vowel phonemes, these are:

a. Closeness/openness, or tongue height in American terminology, refers to the distance between the tongue and the palate (and at the same time to the position of the lower jaw). If the tongue is high, a sin the last sound of the word bee, it is close to the palate, and we therefore speak of a close vowel [geschlossener Vokal]. If the tongue is low, a sin the third sound of the word starling, the gap between it and the palate is more open .and we speak of an open vowel [offenerVokal].

b. Frontness/backness refers to the part of the tongue that is raised highest. If it is the front of the tongue (in which case the body of the tongue is pushed forward), a sin the last sound in bee, we speak of a front vowel \Vorderzungenvokal. If the back of the tongue is raised highest (in which case the body of the tongue is pulled back), as in t h e middle sound in goose, the resultant sound is a **back vowel**

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[82] Peter Roach, English Phonetic and Phonology , (Cambridge university press, 1991), 23.

[Hinterzungenvokal].

c. The shape of the lips can be either spread, neutral, or round. English does not utilize this contrast very much. [83]

B. Previous Research Finding

The previous research finding that can use as a considerations' theory is taken by Elvera Mayasari with the tittle "An Analysis of Error In Pronouncing English Vowel at the Eighth Grade Student of SMPN 2 Klangenan, Kab. Cirebon". The research is conducted to analyze the students' errors in pronouncing English vowels. The problem statements of this research is what kind of errors that students faced in pronouncing English diphthong?

The research was descriptive qualitative research. The subject of this research are 31 students of the eighth grade students of SMPN 2 Klangenan, Kab. Cirebon. The data were collected through oral test. In analyzing collected data, the researcher applied the steps of error analysis. The steps are collection of the data, collect data, identify error, classify error, quantify error.

The results of the research showed that of the three diphthongs **aɪ** the error number is 63, 63%, while the number of   **aʊ**   30.54%, 6.08% and then

[83] Paul Skandera & Peter Burleigh, A Manual of English Phonetics and Phonology, (German: Gunter Narr Verlag Tübingen,2005), 32.

ɔɪ   numbers. The results of the analysis the most diphthongs that students'

errors in pronouncing diphthong is   aɪ . It can be seen from the total

percentage error in pronouncing diphthongs vocals.

The researcher also took Wasis Tri Pupita's thesis entitle "An

Analysis Students' Error in Pronouncing English Vowels (A Case Study of

the Eleventh Grade of SMAN 1 Sigaluh Banjarnegara in the Academic Year

2006/2007)". The research is conducted under the consideration that

pronouncing English vowels plays an important role. The problems of this

reasearch are what kinds of errors the students make in

pronouncing English vowels and why these errors happen/occur.

This research uses statical analysis and unstatical analysis. The

population of this study was the eleventh grade of SMA Negeri I Sigaluh

Banjarnegara in the Academic year of 2006/2007. There are try-out test item

to the students to measure the validity and reliability of the test. The

instrument used by the writer were a test, tape recorder, and some blank

cassettes, which were used to record the students' pronunciation. In analyzing

the data, error analysis was used in which there were four steps: transcribing

the students' pronunciation into the phonetic transcription, grouping the

students' errors in pronouncing English vowels into separate divisions,

employing the percentage descriptive to count all error and interpreting the

result of the data analysis.

The result of the data analysis shows that students are considered "Excellent" in pronouncing English vowels. The total percentage of various error in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i:] 5.31%, vowel [æ] 6.22%, vowel [a:] 6.67%, vowel [ʊ] 6.67% and vowel [ɔ:] 0.76%.

To help the students improve their pronunciation proficiency, the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels correctly regardless of language skills they are dealing with.

Occasionally, errors in pronouncing English vowels occur in English language learning (English as a second language). Several students difficult to mastered English because they difficult to pronouncing English well such as the students of SMAN 1 Jetis Ponorogo. The research above inspires to conduct this research in same case. Descriptive qualitative method will be used to know type's errors and the dominant types errors produced by students at the Eleventh Grade of SMAN 1 Jetis ponorogo in English vowels pronunciation and to find out the factors that causes these errors occur. In analyzing the data, error analysis was used in which there were three steps: data reduction, data display and verification.

C. The Conceptual Framework

This research tries to make analysis of students' errors on English vowels pronunciation of the eleventh grade students of SMAN 1 Jetis ponorogo in academic year 2016/2017. There are three main points of the research that are analyzed. The points are the types of students' errors on English vowels pronunciation, the dominan type of student's error on English vowel pronunciation, the factors that causes these errors English vowels pronunciation.

The types of error are based on a theory by Dulay are omission and Addition. In addition, the type of error based on a theory by Julie A. Daymut is substitution. Omission is throwing out the vowels in a word. Addition is adding the vowels in a word. Substitution is replacing of letters with another letters. Furthermore, to get the dominant type of students' error. The researcher uses theory of percentage formula by Tulus Winarsunu. In addition, to get the causes these errors English vowels pronunciation, the researcher uses interview. This research uses conceptual framework as follow.

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┌─────────────────────────────┐
│  Started from Pronunciation │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Focused on Vowel       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Specialists in Monopthong, │
│  Diphthong, Tripthtong      │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       Error Analysis        │
└─────────────────────────────┘
              │
```

Types of Error	The Dominant Calculation of Error	The Causes of the Error
1. Omission		
2. Addition		
3. Substitution		

```
              │
              ▼
┌─────────────────────────────┐
│           Result            │
└─────────────────────────────┘
```
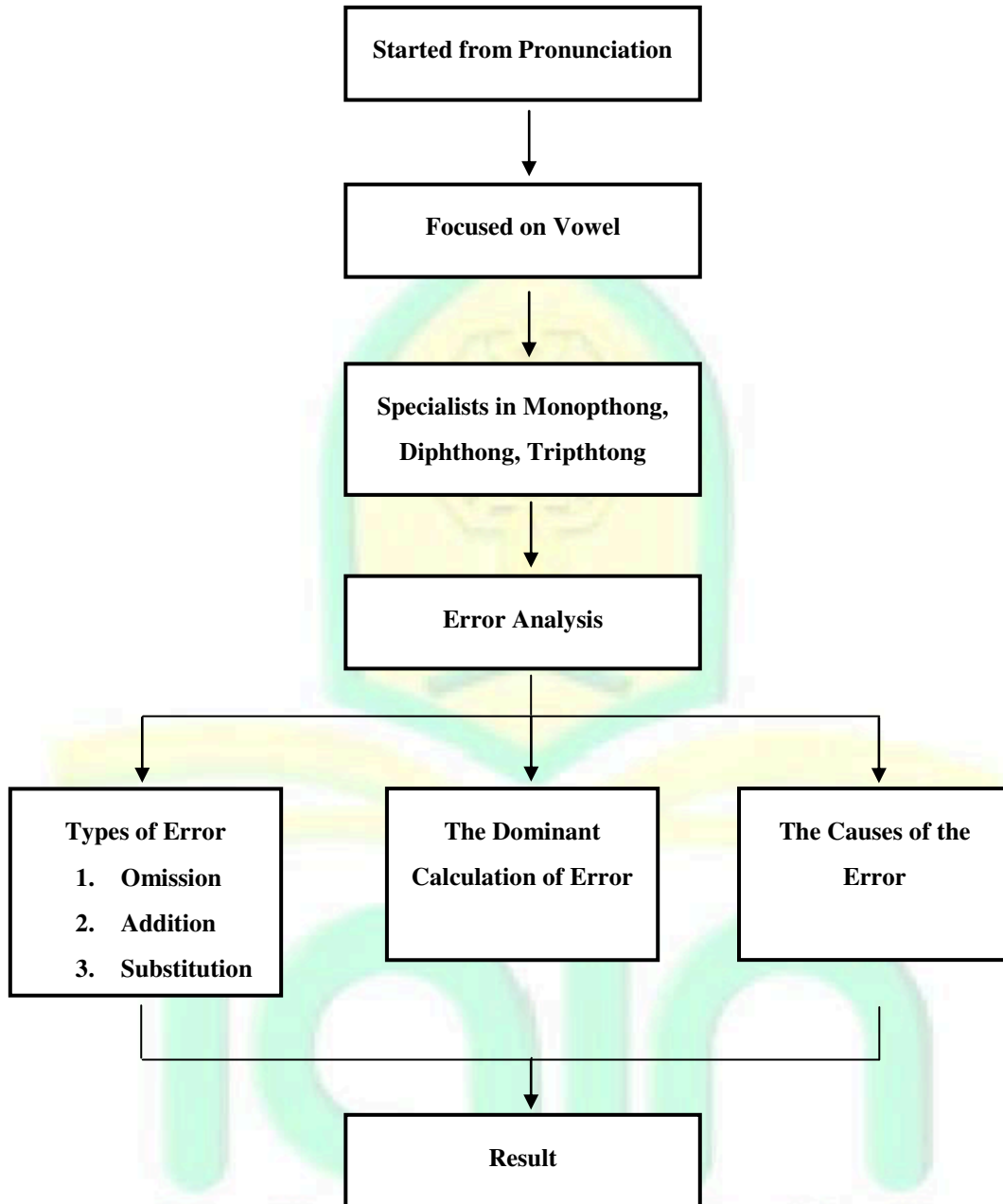
CHAPTER III

RESEARCH FINDINGS

D. General Data

1. History of School Establishment

   SMAN 1 Jetis Ponorogo established by the Government in 2004 with the Regent's Decree No. 6.42213 million / A / 405.51 / 2004 Date June 29, 2004. Early July 2004, was the first time for SMAN 1 Jetis Ponorogo opened new student enrollment, enrolling 26 students. In the next year (2005) after realizing the government land and built SMAN 1 Jetis housed in Kutuwetan village occupies a land of 6.000 m. The year 2006 the development of SMA Negeri 1 Jetis began to progress rapidly. SMAN 1 Jetis get a lot of facilities to facilitate the teaching and learning process. The drastic developments is continue to run in 2007, which began in February 2007. State registrar in 2007 to increase to the ceiling of 3 study groups (3 X 40 = 120 students).

2. Geographical Position

   SMAN 1 Jetis is located at Sragen street, Kutuwetan, Jetis, Ponorogo. This high school is located in the southern part of Ponorogo, for about ± 15 km. It is strategically located on the path Ponorogo-Trenggalek.

3. Vision and Mission

Visions of SMAN 1 Jetis Ponorogo are to get graduate pious, noble character, cultured, knowledgeable, independent, concerned about the environment and global perspective. The visions can be measure with the indicator as follows:

a. Students practice their religion in accordance with the teachings of the religion professed.

b. Realizing of child Sholeh and Sholihah.

c. Realizing of the behavior of mutual respect and courtesy to parents, teachers and communities.

d. Realize of the ability to develop a culture of learning for self-empowerment.

e. Realize of a clean and healthy environment.

f. Realize of logical thinking ability, critical, creative and innovative, and the development of science and technology.

As, for the mission to realize the vision of SMAN 1 Jetis Ponorogo

a. Realize faith and devotion to God Almighty.

b. Realize that Sholeh and Sholihah students.

c. Realizing the behavior of respect and courtesy to parents, teachers and communities.

d. Realizing the ability to develop a culture of learning for self-empowerment.

e. Create a clean and healthy environment.

f. Realize the ability to think logically, critically, and innovative as well as the development of science and technology.

4. Goal

Based on the vision and mission above, the purpose of education is to be achieved:

a. Build learners and the school community devoted to God Almighty to worship according to the teachings that embrace.

b. The achievement of mutual respect manners of behavior in parents, teachers and the community to say hello and shake hands.

c. To develop habits like reading and learning so that students are able / succeed as a champion in the race following the district level subjects

d. Creating a school environment clean and healthy, cultured environment by developing activities with managemen environmental protection in the form of greening and environmental hygiene.

e. Provide learners logical thinking, critical, creative, and innovative as well as the development of science and technology.

f. Target 100% of students graduating at the end of the year, with a success rate of 50% graduates can go on to college and 25% of them

received at state universities

5. Personal Data

The personal data of the teacher and the staff of SMAN 1 Jetis Ponorogo can be seen in this following table:

Table 3.1

Personal Data of the Teacher and the Staff of SMAN 1 Jetis Ponorogo

in Academic Year 2016/2017

Num	Position	Male	Female	SMA/ SMP	S1	S2
1.	Headmaster	1	-	-	-	1
2.	Subject teacher	13	15	-	22	4
3.	Administrator	7	1	5	3	-
Total		20	16	5	25	5

6. The Organization Structure

The Organization Structure of SMAN 1 Jetis Ponorogo

Headmaster

Drs. Hastomo, M.Pd.I

Committee

Administrator

Heru Budi. C.

Vice

Siti Rohmatin, S.Pd.

Curriculum Coordinator	**Student Coordinator**	**Infrastructure Coordinator**
Daryanto, S.Pd.	Siti Rohmatin, S.Pd.	Drs. Zaenal Fanani, S.Pd.

ADVISOR

SUBJECT TEACHER

COUNSELLING
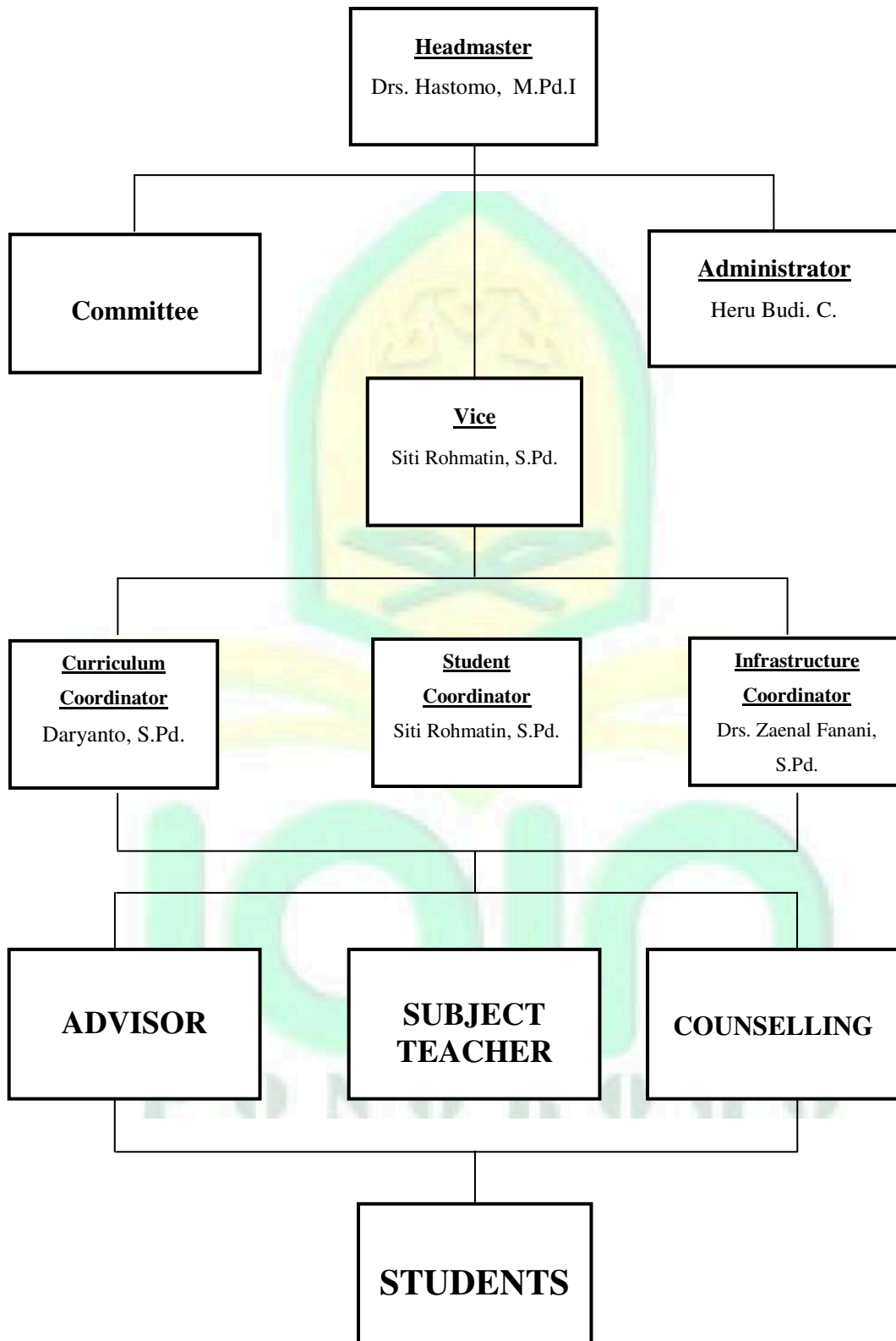
STUDENTS

E. Specific Data

The data was the result from recording students' oral test (documentation) and interview. Students' recording test were taken from oral test which have held by the researcher. The researcher took the eleventh grade student of SMAN 1 Jetis Ponorogo that consists of 20 students from XI IPA 1. In this research, the researcher analyzed the error on English vowel based on the types of errors, the dominant type and the causes of error.

1. Data about types of erros

To get valid data, the researcher did the test. According to the data of the test, the researcher classified the students' error into several types. There were three types of errors made by the students on English vowels pronunciation. The result of the data can be seen in this following table.

Table 3.2

The Data of Error Analysis taken from Students Pronunciation

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
1.	Sure	/ʃɔː ʳ / (UK) ↓ / ɔː / /ʃʊr/ (US) ↓ / ʊ /	/ ʊə̲ /	1, 2, 6, 8, 18, 19, 20	The students add vocal / ə / in US vowel sound.
2.	Make	/meɪk/ ↓ / eɪ /	/ e□ /	1, 2, 3, 4, 5, 6, 8, 11, 13, 14, 15, 16, 17, 18, 19	The students omit vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
3.	Invention	/ɪnˈven t ʃə n/ ↓ / ɪ - e - ə /	/ ɪ - ˈə - ə /	1, 8	The students substitute / e / with the vowel / ə / in the vowel sound.
			/ ɪ - ˈə - ʌ - ɪ ə /	2	- The student substitutes / e / with the vowel / ə / in the vowel sound. - The student adds vocal / ʌ - ɪ / in the vowel sound.
			/ ɪ - e - ɪ ə /	3, 6, 7, 9, 11, 12, 17, 18, 19	The students add vocal / ɪ / in the vowel sound.
			/ ɪ - e - e - ɪ ə /	4, 10, 13, 20	The students add vocal / e - ɪ / in the vowel sound.
			/ ɪ - e - ɪ - ɪ - ˈo /	5	- The student adds vocal / ɪ - ɪ / in the vowel sound. - The student substitutes / ə / with the vowel / o / in the vowel sound.
			/ ɪ - ˈɪ - e - ɪ ə /	14	The student adds vocal / e - ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ɪ - 'ə - <u>e</u> - ə /	15	- The student substitutes / e / with the vowel / ə / in the vowel sound. - The student adds vocal / e / in the vowel sound.
			/ ɪ - e - <u>e</u> - ə /	16	The student adds vocal / e / in the vowel sound.
4.	Devices	/dɪˈvaɪs/ ↓ / ɪ - aɪ /	/ 'ə - aɪ /	1, 9, 12, 14, 18	The students substitute / ɪ / with the vowel / ə / in the vowel sound.
			/ 'ə - 'ə /	2	The students substitute / ɪ - aɪ / with the vowel / ə - ə / in the vowel sound.
			/ ɪ - □ɪ /	3	The student omits vocal / a / in the vowel sound
			/ 'e - □ɪ - <u>e</u> /	5	- The student substitutes / ɪ / with the vowel / e / in the vowel sound. - The student omits vocal / a / in the vowel sound - The student adds vocal / e / in the vowel sound

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ʻe - □ɪ /	6, 7	- The students substitute / ɪ / with the vowel / e / in the vowel sound. - The students omit vocal / a / in the vowel sound.
			/ ɪ - ʻə /	10	The student substitutes / aɪ / with the vowel / ə / in the vowel sound.
			/ ɪ - □ɪ - ɪ /	11	- The student omits vocal / a / in the vowel sound - The student adds vocal / ɪ / in the vowel sound
			/ ʻe - □ɪ - ɪ /	13	- The student substitutes / ɪ / with the vowel / e / in the vowel sound. - The student omits vocal / a / in the vowel sound. - The student adds vocal / ɪ / in the vowel sound
			/ ɪ - ʻe - ɪ /	15	- The student substitutes / aɪ / with the vowel / e / in the vowel sound. - The student adds vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ɪ - ˈe /	19	The student substitutes / aɪ / with the vowel / e / in the vowel sound.
5.	Suspicion	/səˈspɪʃ.ᵊn/ ↓ / ə - ɪ - ə /	/ ˈʊ - ʌɪ - ə /	1	- The student substitutes / ə / with the vowel / ʊ / in the vowel sound. - The student adds vocal / ʌ / in the vowel sound.
			/ ˈʊ - ɪ - ɪ - ə /	2, 3, 6, 8, 10, 11, 13, 14, 16, 17	- The students substitute / ə / with the vowel / ʊ / in the vowel sound. - The students add vocal / ɪ / in the vowel sound.
			/ ˈʊ - ɪ - ə /	14, 15	The students substitute / ə / with the vowel / ʊ / in the vowel sound.
			/ ˈʊ - ɪ - ˈɪ - o /	5	- The student substitutes / ə / with the vowel / ʊ / in the vowel sound. - The student substitutes / ə / with the vowel / ɪ / in the vowel sound. - The student adds vocal / o / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ˈʌ - ɪ - ɪə /	7, 9, 12, 19, 20	- The students substitute / ə / with the vowel / ʌ / in the vowel sound. - The students add vocal / ɪ / in the vowel sound.
			/ ˈʊ - ˈe - ɪə /	18	- The student substitutes / ə / with the vowel / ʊ / in the vowel sound. - The student substitutes / ɪ / with the vowel / e / in the vowel sound. - The student adds vocal / ɪ / in the vowel sound.
6.	Instance	/ˈɪn.stən t s/ ↓ / ɪ - ə /	/ ɪ - ˈe /	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 20	The students substitute / ə / with the vowel / e / in the vowel sound.
			/ ɪ - ʌ - ə /	6	The student adds vocal / ʌ / in the vowel sound.
			/ ɪ - ˈe - ə /	10	- The student substitutes / ə / with the vowel / e / in the vowel sound. - The student adds vocal / ə / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ɪ - 'ʌ /	13	The student substitutes / ə / with the vowel / ʌ / in the vowel sound.
			/ ɪ - 'e - ɪə /	19	- The student substitutes / ə / with the vowel / e / in the vowel sound. - The student adds vocal / ɪə / in the vowel sound.
7.	Might	/maɪt/ ↓ / aɪ /	/ □ɪ /	2, 8, 11, 13, 14, 15, 17, 18	The students omit vocal / a / in the vowel sound.
			/ 'e ɪ /	4, 5, 6, 10, 16	The student substitutes / a / with the vowel / e / in the vowel sound.
8.	Find	/faɪnd/ ↓ / aɪ /	/ □ɪ /	2, 4, 5, 10, 11, 13, 14, 15	The students omit vocal / a / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
9.	Float	/fləʊt/ (UK) ↓ / əʊ /	/ □ʊ /	1, 10, 11, 12, 14	- The students omit vocal / ə / in UK vowel sound. - The students omit vocal / o / in US vowel sound.
		/floʊt/ (US) ↓ / oʊ /	/ o'ə /	2	The student substitutes / ʊ / with the vowel / ə / in US vowel sound.
			/ o□ /	3, 4, 5, 16, 17	The students omit vocal / ʊ / in US vowel sound.
			/ o 'a /	6, 19	The students substitute / ʊ / with the vowel / a / in US vowel sound.
			/ o 'e /	8, 20	The students substitute / ʊ / with the vowel / e / in US vowel sound.
			/ 'ʊ'ə /	13, 18	- The students substitute / əʊ / with the vowel / ʊə / in UK vowel sound. - The students substitute / oʊ / with the vowel / ʊə / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
10.	Air	/eə ʳ / (UK) ↓ / eə /	/ ˈɒ ə /	3, 9, 10	The students substitute / e / with the vowel / ɒ / in UK vowel sound.
		/er/ (US) ↓ / e /	/ ˈɒ ˈɪ /	7, 8	- The students substitute / eə / with the vowel / ɒɪ / in UK vowel sound. - The students substitute / e / with the vowel / ɒɪ / in US vowel sound.
			/ ˈa ˈɪ /	14, 15	- The students substitute / eə / with the vowel / aɪ / in UK vowel sound. - The students substitute / e / with the vowel / aɪ / in US vowel sound.
			/ ˈa ə /	17	The student substitutes / eə / with the vowel / a / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
11.	Destination	/ ˌdes.tɪˈneɪ.ʃᵊn/ ↓ / e - ɪ - eɪ - ə /	/ e - ɪ - ˈʌ - ə /	2	The student substitutes / eɪ / with the vowel / ʌ / in the vowel sound.
			/ ˈə - ɪ - eɪ - ə /	3	The student substitutes / e / with the vowel / ə / in the vowel sound.
			/ e - ɪ - e□- ə /	4, 6	The students omit vocal / ɪ / in the vowel sound.
			/ ˈɪ - ˈe - e□- ə /	5	- The student substitutes / e / with the vowel / ɪ / in the vowel sound. - The student substitutes / ɪ / with the vowel / e / in the vowel sound. - The student omits vocal / ɪ / in the vowel sound.
			/ e - ɪ - e□- ɪə /	8	- The student omits vocal / ɪ / in the vowel sound. - The student adds vocal / ɪ / in the vowel sound.
			/ e - ɪ - eɪ - ɪə /	11	- The student adds vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
12.	Hour	/aʊə r / (UK) ↓ / aʊə /	/ ˈo /	1, 2, 3, 4, 5, 6, 11, 12, 13	- The students substitute / aʊə / with the vowel / o / in UK vowel sound. - The students substitute / aʊ / with the vowel / o / in US vowel sound.
		/aʊr/ (US) ↓ / aʊ /	/ a□□ / UK / a□ / US	10	- The student omits / ʊə / in UK vowel sound. - The student omits / ʊ / in US vowel sound.
			/ ˈo ʊ /	7, 8, 9, 14, 15, 16, 17	- The students substitute / a / with the vowel / o / in US vowel sound
13.	Sheer	/ʃɪə r / (UK) ↓ / ɪə /	/ □ə /	1, 6, 8, 18	The students omit vocal / ɪ / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
		/ʃɪr/ (US) ↓ / ɪ /	/ ˈe /	5, 11, 13, 17	- The students substitute / ɪə / with the vowel / e / in UK vowel sound. - The students substitute / ɪ / with the vowel / e / in US vowel sound.
			/ ˈe - ə /	15	- The student substitutes / ɪə / with the vowel / e / in UK vowel sound. - The student substitutes / ɪ / with the vowel / e / in US vowel sound. - The student adds / ə / in UK, US vowel sound.
14.	Curiosity	/ˌkjʊə.riˈɒs.ɪ.ti/ ↓ / ʊə - ɪɒ - ɪ - i / (UK)	/ ˈa ə - iɒ - ɪ - i /	1	- The student substitutes / ʊ / with the vowel / a / in UK vowel sound. - The student omits / ɒ / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
		/ ˌkjʊr.iˈɑː.sə.tj/ ↓ / ʊ - iɑː - ə - i/ (US)	/ ˈo - i ˈo - ɪ - i /	2	- The student substitutes / ʊə / with the vowel / o / in UK vowel sound. - The student substitutes / ɒ / with the vowel / o / in UK vowel sound.
			/ ˈo - i□- ə - i/	3	- The student substitutes / ʊ / with the vowel / o / in US vowel sound. - The student omits / ɑː / in US vowel sound.
			/ ˈo - □ - ɪ - i /	4	- The student substitutes / ʊə / with the vowel / o / in UK vowel sound. - The student omits / iɒ / in UK vowel sound.
			/ ʊ□ – ˈə - ɪ - o̲ - i /	5	The student omits / ə / in UK vowel sound, substitutes / iɒ / with the vowel / ə / in UK vowel sound and adds / o / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ʊ□ – iɒ - ɪ - i /	6	The student omits / ə / in UK vowel sound.
			/ ʊ - iɑː - 'ɪ - i /	7, 19	The students substitute / ə / with the vowel / ɪ / in US vowel sound.
			/ 'o - 'e ɑː - 'ɪ - i /	8	- The student substitutes / ʊ / with the vowel / o / in US vowel sound. - The student substitutes / i / with the vowel / e / in US vowel sound. - The student substitutes / ə / with the vowel / ɪ / in US vowel sound.
			/ ʊə - i□ - ɪ - i /	9	- The student omits vocal / ɒ / in UK vowel sound.
			/ ʊ - i□ - 'ɪ - i /	10	- The student omits vocal / ɑː / for US in the vowel sound. - The student substitutes / ə / with the vowel / ɪ / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ 'o - iɒ - □ – i /	11, 12	- The students substitute / ʊə / with the vowel / o / in UK vowel sound. - The student omits vocal / ɪ / in UK vowel sound.
			/ 'o - iɒ - ɪ – i /	13, 18	The students substitute / ʊə / with the vowel / o / in UK vowel sound.
			/ 'o - i□ - ɪə - i /	14	- The student substitutes / ʊ / with the vowel / o / in US vowel sound. - The student omits vocal / ɑː / in US vowel sound. - The student adds vocal / ɪ / in US vowel sound.
			/'o - □ - □ – 'ə /	15	- The students substitute / ʊə / with the vowel / o / in UK vowel sound. - The student omits vocal / iɒ - ɪ / for UK in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
					- The student adds vocal / ə / in UK vowel sound. - The students substitute / ʊ / with the vowel / o / in US vowel sound. - The student omits vocal / iɑː - ə / in US vowel sound. - The student adds vocal / ə / in US vowel sound.
			/ 'e - ɪɒ - ɪ - i /	17	The students substitute / ʊə / with the vowel / e / in UK vowel sound.
			/ 'o - iɑː - ɪ - i /	20	- The students substitute / ʊ / with the vowel / o / in US vowel sound. - The student adds vocal / ɪ / in US vowel sound.
15.	Take	/teɪk/ ↓ / eɪ /	/ e□ /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20	The students omit vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
16.	Spacecraft	/ˈspeɪs.krɑːft/ ↓ / eɪ - ɑː / (UK)	/ e□ - ə̱ - ˈə /	1	- The student omits / ɪ / in UK, US vowel sound. - The student adds vocal / ə / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / ə / in UK vowel sound. - The student substitutes / æ / with vowel / ə / in US vowel sound.
		/ˈspeɪs.kræft/ ↓ / eɪ - æ / (US)	/ ˈʌ - ə̱ - æ /	2	- The student substitutes / eɪ / with vowel / ʌ / in US vowel sound. - The student adds vocal / ə / in US vowel sound.
			/ e□ - ə̱ - ɑː /	3, 16	- The students omit vocal / ɪ / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
					- The students add vocal / ə / in UK vowel sound.
			/ e□ - ə̱ - 'e /	4	- The student omits / ɪ / in UK, US vowel sound. - The student adds vocal / ə / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / e / in UK vowel sound. - The student substitutes / æ / with vowel / e / in US vowel sound.
			/ e□ - e̱ - 'ə /	5	- The student omits / ɪ / in UK, US vowel sound. - The student adds vocal / e / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / ə / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
					- The student substitutes / æ / with vowel / ə / in US vowel sound.
			/ e□ - ɑː /	6	The student omits / ɪ / in UK vowel sound.
			/ e□ – æ /	7	The student omits / ɪ / in US vowel sound.
			/ e□ - <u>e</u> - ɑː /	8	- The student omits / ɪ / in UK vowel sound. - The student adds / e / in UK vowel sound.
			/ eɪ - <u>e</u> – ʻe /	9	- The student adds / e / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / e / in US vowel sound. - The student substitutes / æ / with vowel / e / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ e□ - □ /	10	- The student omits / ɪ - ɑː / in UK vowel sound. - The student omits / ɪ - æ / in US vowel sound.
			/ e□ - ɪ - æ /	11, 14	- The students omit / ɪ / in US vowel sound. - The students add / ɪ / in US vowel sound.
			/ eɪ - e - æ /	12	The student adds / e / in US vowel sound.
			/ e□ - e - æ /	13	- The student omits / ɪ / in US vowel sound. - The student adds / e / in US vowel sound.
			/ e□ – 'ɪ /	15	- The student omits / ɪ / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / ɪ / in UK vowel sound. - The student substitutes / æ / with vowel / ɪ / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ e□ - ǝ - æ /	17	- The student omits / ɪ / in US vowel sound. - The student adds / ə / in US vowel sound.
			/ 'ʌ - e – æ /	18	- The student substitutes / e ɪ / with vowel / ʌ / in US vowel sound. - The student adds / e / in US vowel sound.
			/ e□ - 'e /	19	- The student omits / ɪ / in UK, US vowel sound. - The student substitutes / ɑː / with vowel / e / in UK vowel sound. - The student substitutes / æ / with vowel / e / in US vowel sound.
			/ □ ɪ - ɑː /	20	The student omits / e / in UK vowel sound.
17.	Education	/ed.jʊˈkeɪ.ʃᵊn/ ↓ / e - ʊ - eɪ - ə /	/ e - ʊ - e□ - ə/	1, 4, 6, 8, 17, 19	The students omit vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ e - ʊ - ˈʌ - ə /	2	The student substitute / eɪ / with the vowel / ʌ / in the vowel sound.
			/e - ʊ - e□ - ɪ̱ə/	3, 7, 11, 14, 20	- The students omit vocal / ɪ / in the vowel sound. - The students add vocal / ɪ / in the vowel sound.
			/ e - ʊ - □ɪ - ˈo /	5	- The student omits vocal / e / in the vowel sound. - The student substitutes / ə / with the vowel / o / in the vowel sound.
			/e - ʊ - ˈa□ - ɪ̱ə/	15	- The student substitutes / e / with the vowel / a / in the vowel sound. - The student omits vocal / ɪ / in the vowel sound. - The student adds vocal / ɪ / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
18.	Quite	/kwaɪt/ ↓ / aɪ / /kwaɪət/ ↓ / aɪə /	/ □ɪ / / □ɪ□ /	2, 3, 4, 8, 11, 13, 14, 15, 17, 19	- The students omit / a / in the vowel sound. - The students omit / a - ə / in the vowel sound.
			/ 'ʊ ɪ / / 'ʊ ɪ □ /	5	- The student substitutes / a / with the vowel / ʊ / in the vowel sound. - The student omits / ə / in the vowel sound.
			/ 'e /	6	- The student substitutes / aɪ / with the vowel / e / in the vowel sound. - The student substitutes / aɪə / with the vowel / e / in the vowel sound.
			/ □ɪ - ɪ / / □ɪ□ - ɪ /	10	- The student omits / a / in the vowel sound. - The student omits / ə / in the vowel sound. - The student adds / ɪ / in the vowel sound

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ 'e - ɪ / / 'e - ɪ □ /	12	- The student substitutes / a / with the vowel / e / in the vowel sound. - The student omits / ə / in the vowel sound.
19.	Also	/ˈɔːl.səʊ/ (UK) ↓ / ɔː - əʊ /	/ ɑː - o□ /	1, 2, 3, 4, 5, 9, 10, 13, 16, 17, 18, 19	The students omit / ʊ / in US vowel sound.
		/ˈɑːl.soʊ/ (US) ↓ / ɑː - oʊ /	/ 'ʌ - o□ /	6, 14	- The students substitute / ɑː / with the vowel / ʌ / in US vowel sound. - The students omit / ʊ / in US vowel sound.
			/ 'e - o□ /	8	- The student substitutes / ɑː / with the vowel / e / in US vowel sound. - The student omits / ʊ / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ 'ə - o□ /	11	- The student substitutes / ɑː / with the vowel / ə / in US vowel sound. - The student omits / ʊ / in US vowel sound.
			/ ɔː - 'o ʊ /	20	The student substitutes / ə / with the vowel / o / in UK vowel sound.
20.	Most	/məʊst/ (UK) ↓ / əʊ /	/ □ʊ /	1	- The student omits / ə / in UK vowel sound. - The student omits / o / in US vowel sound.
		/moʊst/ (US) ↓ / oʊ /	/ ə□ /	2	The student omits vocal / ʊ / in UK vowel sound.
			/ 'ɑː /	3, 9	The students substitute / əʊ / in UK vowel sound and / oʊ / in US vowel sound with the vowel / ɑː / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ o□ /	4, 5, 6, 7, 11, 13, 14, 15, 16, 17, 18, 19, 20	The students omit vocal / ʊ / in US vowel sound.
			/ ʻʌ /	8	- The student substitutes / əʊ / with the vowel / ɑː / in UK vowel sound. - The student substitutes / oʊ / with the vowel / ɑː / in US vowel sound.
21.	Printed	/ˈprɪn.tɪd/ ↓ / ɪ - ɪ /	/ aɪ - ʻə /	1	- The student adds / a / in the vowel sound. - The student substitutes / ɪ / with the vowel / ə / in the vowel sound.
			/ ɪ - ʻə /	2, 3, 9, 10, 12, 14, 17, 18, 19	The students substitute / ɪ / with the vowel / ə / in the vowel sound.
			/ ɪ - □ /	4, 5, 7, 13, 15, 16, 20	The students omit / ɪ / in the vowel sound.
			/ ɪ - ʻe /	6, 8	The students substitute / ɪ / with the vowel / e / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
22.	Microfilm	/ˈmaɪ.krə ʊ .fɪlm/ ↓ / aɪ - əʊ - ɪ / (UK)	/ □ɪ - o□ - ɪ /	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19	The students omit vocal / a - ʊ / in US vowel sound.
		/ˈmaɪ.kroʊ .fɪlm / ↓ / aɪ - oʊ - ɪ / (US)	/ □ɪ - □ - ɪ /	5	- The student omits vocal / a - əʊ / in UK vowel sound. - The student omits vocal / a - oʊ / in UK vowel sound.
			/ □ɪ - oʊ - ɪ /	12	The student omits vocal / a / in US vowel sound.
			/ □ɪ - o□ - ɪ - ə /	13	- The student omits vocal / a - ʊ / in US vowel sound. - The student adds vocal / ə / in US vowel sound.
			/ ˈe ɪ - o□ - ɪ /	20	- The student substitutes / a / with the vowel / e / in US vowel sound. - The student omits vocal / ʊ / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
23.	Making	/ˈmeɪ.kɪŋ/ ↓ / eɪ - ɪ /	/ e□ - ɪ /	1, 2, 4, 6, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20	The students omit vocal / ɪ / in the vowel sound.
			/ e□ - □ /	5, 7	The students omit vocal / ɪ - ɪ / in the vowel sound.
24.	Changed	/tʃeɪndʒd/ ↓ / eɪ/	/ e□ /	1, 3, 4, 7, 8, 10, 11, 17, 18, 19	The students omit vocal / ɪ / in the vowel sound.
			/ e□ - ə /	2, 6, 13	- The students omit vocal / ɪ / in the vowel sound. - The students add vocal / ə / in the vowel sound.
			/ ˈə /	5	The student substitutes / eɪ / with the vowel / ə / in the vowel sound.
			/ ˈʌ /	15	The student substitutes / eɪ / with the vowel / ʌ / in the vowel sound.
			/ ˈə ɪ /	16	The student substitutes / e / with the vowel / ə / in the vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
25.	Diagnose	/ˈdaɪ.əg.nəʊz/ ↓ / aɪ - ə - əʊ / (UK)	/ ˈɪ'a - □ - o□ /	1, 2, 6, 7, 9, 10	- The students substitute / aɪ / with the vowel / ɪa / in US vowel sound. - The students omit vocal / ə - ʊ / for US in the vowel sound.
		/ˈdaɪ.əgˈnoʊz/ ↓ / aɪ - ə - oʊ / (US)	/ ˈɪ'a – ˈʌ - o□ /	3	- The student substitutes / aɪ / with the vowel / ɪa / in US vowel sound. - The student substitutes / ə / with the vowel / ʌ / in US vowel sound. - The student omits vocal / əʊ / in US vowel sound.
			/ □ɪ - □ - o□ /	4	- The student omits vocal / a - ə - ʊ / in US vowel sound.
			/ □ɪ - □ - ə□ /	5, 15	- The students omit vocal / a - ə - ʊ / in UK vowel sound.
			/ ˈɪ'a - □ - o□ - e /	8	- The student substitutes / aɪ / with the vowel / ɪa / in US vowel sound. - The student omits vocal / əʊ / in US vowel sound. - The student adds vocal / e / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ˈɪ ˈa - □ - oʊ /	11	- The student substitutes / aɪ / with the vowel / ɪa / in US vowel sound. - The student omits vocal / ə / in US vowel sound.
			/ ˈɪ'a - □ - əˈ - ɪ/	12, 19	- The students substitute / aɪ / with the vowel / ɪa / in UK vowel sound. - The students omit vocal / ə - ʊ / in UK vowel sound. - The students add vocal / ɪ / in UK vowel sound.
			/ □ ɪ - ə - o□ /	13	- The student omits vocal / a - ʊ / in US vowel sound.
			/ ˈɪ ˈa - □ - o□ - ɪ/	14	- The student substitutes / aɪ / with the vowel / ɪa / in US vowel sound. - The student omits vocal / ə - ʊ / in US vowel sound. - The student adds vocal / ɪ / in US vowel sound.
			/ ˈɪ'a - □ - əˈ /	16, 20	- The students substitute / aɪ / with the vowel / ɪa / in UK vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
					- The student omits vocal / ə - ʊ / for UK in the vowel sound.
			/ ' ɪ 'a - □ - o□ /	17, 18	- The student substitutes / aɪ / with the vowel / ɪa / in US vowel sound. - The student omits vocal / ə - ʊ / in US vowel sound.
26.	Because	/bɪˈkəz/ /bɪˈkɒz/ ↓ ↓ / ɪ - ə / / ɪ - ɒ / (UK)	/ ɪ - 'a ʊ /	1, 6, 7, 8, 10, 12, 15, 19	- The students substitute / ə / with the vowel / a / in UK vowel sound. - The students substitute / ɒ / with the vowel / a / in UK vowel sound. - The students substitute / ɑː / with the vowel / a / in US vowel sound. - The students add vocal / ʊ / in UK, US vowel sound.
		/ bɪˈkɑːz/ ↓ / ɪ - ɑː / (US)	/ ɪ - ɑː - ʊ /	2	The student adds vocal / ʊ / in US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
27.	Apartment	/əˈpɑːt.mənt/ ↓ / ə - ɑː - ə / (UK)	/ ˈɒ - ɑː - ə̲ - ˈe /	1, 16	- The students substitute / ə / with the vowel / ɒ / in UK, US vowel sound. - The studets add vocal / ə / in UK, US vowel sound. - The students substitute / ə / with the vowel / e / in UK, US vowel sound.
			/ ˈʌ - ɑː - ə̲ - ə /	2, 15	- The students substitute / ə / with the vowel / ʌ / in UK, US vowel sound. - The studets add vocal / ə / in UK, US vowel sound.
		/əˈpɑːrt.mənt/ ↓ / ə - ɑː - ə / (US)	/ ˈʌ - ɑː - ə̲ - ˈe /	3, 10, 18, 19	- The students substitute / ə / with the vowel / ʌ / in UK, US vowel sound. - The studets add vocal / ə / in UK, US vowel sound. - The students substitute / ə / with the vowel / e / in UK, US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ʻe - ʻe - ə̱ - ə /	4	- The student substitutes / ə / with the vowel / e / in UK, US vowel sound. - The student substitutes / ɑ: / with the vowel / e / in UK, US vowel sound. - The studet adds vocal / ə / in UK, US vowel sound.
			/ ə - ʻə - ə̱ - ə /	5, 14	- The students substitute / ɑ: / with the vowel / e / in UK, US vowel sound. - The studets add vocal / ə / in UK, US vowel sound.
			/ ʻʌ - ʻʌ - e̱ - ə /	6	- The student substitutes / ə / with the vowel / ʌ / in UK, US vowel sound. - The student substitutes / ɑ: / with the vowel / ʌ / in UK, US vowel sound. - The student adds vocal / e / in UK, US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
			/ ʻ ʌ - ɑː - <u>e</u> - ə /	8	- The student substitutes / ə / with the vowel / ʌ / in UK, US vowel sound. - The student adds vocal / e / for UK, US in the vowel sound.
			/ ə - ɑː - <u>e</u> - ʻe /	9	- The student adds vocal / e / in UK, US vowel sound. - The student substitutes / ə / with the vowel / e / in UK, US vowel sound.
			/ ə - ɑː - <u>e</u> - ə /	11	- The student adds vocal / e / in UK, US vowel sound.
			/ ə - ʻe ʻɪ - <u>ə</u> - ə /	13	- The student substitutes / ɑː / with the vowel / eɪ / in UK, US vowel sound. - The student adds vocal / ə / in UK, US vowel sound.
			/ ʻɒ - ɑː - <u>ə</u> - ə /	17	- The student substitutes / ə / with the vowel / ɒ / and adds vocal / ə / in UK, US vowel sound.

Num	Words	Dictionary Transcription	Vowels Recording Transcription	Subjects Number	Types of Error
28.	Beginning	/bɪˈgɪn.ɪŋ/ ↓ / ɪ - ɪ - ɪ /	/ ɪ - <u>aɪ</u> - ɪ /	1	The student adds vocal / a / in the vowel sound.
			/ ʻe - ɪ - ɪ /	2, 18	The students substitute / ɪ / with the vowel / e / in the vowel sound.
			/ ɪ - □ - ɪ /	3, 5	The students omit vocal / ɪ / in the vowel sound.
			/ <u>aɪ</u> - ɪ - ɪ /	14	The student adds vocal / a / in the vowel sound.
			/ ɪ - ɪ - □ /	15	The student omits vocal / ɪ / in the vowel sound.
			/ ɪ - ʻe - ɪ /	17	The student substitutes / ɪ / with the vowel / e / in the vowel sound.

Table 3.3

The Data Analysis of Students' Error on English Vowels Pronunciation

Num	Name	1			2			3			4			5			6			7			8			9			10			11			12		
		O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S
1.	Adhelia R.		√			√				√		√		√	√			√								√											√
2.	Adiktia N.		√			√		√	√			√		√	√			√	√					√			√						√				√
3.	Andrea Kurnia S.					√		√				√		√	√			√						√						√			√				√
4.	Athik Istigfarin					√		√										√			√	√		√						√							√
5.	Dani Pratama B.					√		√	√		√	√						√			√	√		√						√			√				√
6.	Dhika Dwi Safira		√			√		√				√		√	√		√							√		√							√				√
7.	Ebit Candra W.							√						√	√			√												√							√
8.	Eka Oktavia A.	√	√					√						√	√		√	√			√						√			√		√	√				√
9.	Elvy Arawati Z.							√				√		√	√			√												√							√
10.	Hutoyo Adi S.							√				√		√	√		√	√		√	√		√			√				√					√		
11.	Intan Pratiwi					√		√				√	√	√	√		√	√			√		√			√				√							√
12.	Moh. Alif A.							√					√	√	√			√								√											√
13.	Narendra F. A					√		√			√	√	√				√	√					√				√										√
14.	Naufal K. M					√		√	√					√			√	√					√			√				√			√				√
15.	Suci Romdoni					√		√	√		√	√		√	√		√	√					√							√							√
16.	Ratri W.					√		√						√	√			√						√		√											√
17.	Risma Okta K W.					√		√				√		√	√		√	√								√				√							√
18.	Risna Dewi M.		√			√								√	√		√	√								√											
19.	Salsabila A.		√			√		√						√	√		√	√								√											
20.	Susmita Yasa P.		√					√						√	√			√								√											

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Num	Name	13			14			15			16			17			18			19			20			21			22			23			24		
		O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S	O	A	S
1.	Adhelia R.	√			√		√	√			√	√		√						√			√				√	√	√			√			√		
2.	Adiktia N.					√	√				√	√			√	√				√			√						√	√		√			√	√	
3.	Andrea Kurnia S.				√		√	√			√	√		√	√		√			√					√		√	√				√					
4.	Athik Istigfarin				√		√	√			√	√	√	√			√			√			√			√			√			√					
5.	Dani Pratama B.		√		√	√	√	√			√	√	√	√			√	√		√			√			√			√			√					√
6.	Dhika Dwi Safira	√			√			√			√			√					√	√		√	√				√	√	√			√			√	√	
7.	Ebit Candra W.				√		√	√			√			√	√					√			√				√		√			√			√		
8.	Eka Oktavia A.	√			√		√	√			√	√		√			√			√		√			√		√	√	√			√			√		
9.	Elvy Arawati Z.				√			√			√	√					√			√				√			√	√									
10.	Hutoyo Adi S.				√		√	√			√						√	√		√						√	√		√			√					
11.	Intan Pratiwi		√		√		√	√			√	√		√	√		√			√		√	√				√					√			√		
12.	Moh. Alif A.				√		√				√						√		√							√	√		√								
13.	Narendra F. A		√			√	√		√		√						√			√			√			√			√	√		√			√	√	
14.	Naufal K. M				√	√	√	√			√	√		√	√		√			√			√	√		√			√								
15.	Suci Romdoni		√	√	√	√	√	√			√			√			√						√			√			√			√					√
16.	Ratri W.						√				√	√								√			√			√			√			√					√
17.	Risma Okta K W.		√			√	√	√			√	√		√			√			√			√				√	√	√			√					
18.	Risna Dewi M.	√			√		√	√			√	√					√			√			√				√	√	√			√			√		
19.	Salsabila A.				√		√	√			√			√	√		√			√			√				√	√	√			√			√		
20.	Susmita Yasa P.					√	√	√			√			√	√					√	√			√			√		√			√	√				

Num	Name	25			26			27			28			TOTAL
		O	A	S	O	A	S	O	A	S	O	A	S	
1.	Adhelia R.	√		√		√	√		√	√		√		30
2.	Adiktia N.	√		√	√				√	√			√	32
3.	Andrea Kurnia S.	√		√					√	√	√			28
4.	Athik Istigfarin	√							√	√				26
5.	Dani Pratama B.	√							√	√	√			35
6.	Dhika Dwi Safira	√		√		√	√		√	√				32
7.	Ebit Candra W.	√		√		√	√							20
8.	Eka Oktavia A.	√	√	√		√	√		√	√			√	34
9.	Elvy Arawati Z.	√		√					√	√				19
10.	Hutoyo Adi S.	√		√		√	√		√	√				28
11.	Intan Pratiwi	√		√					√					30
12.	Moh. Alif A.	√	√	√		√	√							19
13.	Narendra F. A	√		√					√	√				29
14.	Naufal K. M	√	√						√	√		√		34
15.	Suci Romdoni	√				√	√		√	√	√			31
16.	Ratri W.	√		√					√	√				21
17.	Risma Okta K W.	√		√					√	√			√	29
18.	Risna Dewi M.	√		√					√	√				24
19.	Salsabila A.	√	√	√		√	√		√	√				28
20.	Susmita Yasa P.	√		√										19

Table 3.4

The Types of Students' Error on English Vowels Pronunciation

Num	Types of Error	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1.	Omission	13	11	13	16	17	14	9	13	5	12	17	5	14	14	13	10	14	10	11	8	239
2.	Addition	7	7	5	3	5	7	4	8	4	6	6	5	7	8	6	4	4	5	8	4	113
3.	Substitution	10	14	10	7	13	11	7	13	10	10	7	9	8	12	12	7	11	9	9	7	196

Table 3.5

The Types of Students' Error on English Vowels Pronunciation

Num	Name	Types of Error			Total
		Omission Type	Addition Type	Substitution Type	
1.	Adhelia R.	13	7	10	30
2.	Adiktia N.	11	7	14	32
3.	Andrea Kurnia S.	13	5	10	28
4.	Athik Istigfarin	16	3	7	26
5.	Dani Pratama B.	17	5	13	35
6.	Dhika Dwi Safira	14	7	11	32
7.	Ebit Candra W.	9	4	7	20
8.	Eka Oktavia A.	13	8	13	34
9.	Elvy Arawati Z.	5	4	10	19
10.	Hutoyo Adi S.	12	6	10	28
11.	Intan Pratiwi	17	6	7	30
12.	Moh. Alif A.	5	5	9	19
13.	Narendra F. A	14	7	8	29
14.	Naufal K. M	14	8	12	34
15.	Suci Romdoni	13	6	12	31
16.	Ratri W.	10	4	7	21
17.	Risma Okta K W.	14	4	11	29
18.	Risna Dewi M.	10	5	9	24
19.	Salsabila A.	11	8	9	28
20.	Susmita Yasa P.	8	4	7	19

From the analysis above, the researcher found some errors made by the students. It classified to the three types of error. The detail of the data can be seen in the table 3.6.

Table 3.6

Total The Types of Students' Error on English Vowels Pronunciation

Num	Types of Error	Total
1.	Omission Type	239
2.	Addition Type	113
3.	Substitution Type	196
Total error for three types		548

2. Data about causes of error

To know the causes of error, the researcher interviewed the teachers and the eleventh grade students of SMAN 1 Jetis Ponorogo. The students had difficulties and made the error in pronunciation. They did not know how to pronounce English with correct pronunciation. In Addition, the students confused the English to pronunce English because the language was so different with their first language pronunciation.

Sulikah said "Most of the students make errors in pronunce English

vowel language and almost of them talk using English rarely. The students more fluent use Indonesian language." [84]

Daryanto said:

Students made mistakes and found difficulties to pronounce a new word because they never listen before and have not habit speaking English. In addition he said, the students often encounter errors on the vowels pronunciation, emphasis and intonation, because they lack training in listening to native speakers.[85]

Andrea stated "I made an error on spelling English because everyday I use Indonesian." [86]

Narendra said "I often do not focus when the teacher explains and less practice reading, so that it causes trouble for speaking." [87]

Risna Dewi stated "I often confused how to read it, either vowel or consonant when I say the word in English. In this case because I do not mastered the pronunciation." [88]

Elvy said "I often have difficulty in pronunciation, one of them is lack of understanding of how the pronunciation. For example, when I pronounce a word that different from writen text." [89]

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[84] Look at Interview Transcript 02/i/9-III/2017 at Appendix 1.
[85] Look at Interview Transcript 03/i/9-III/2017 at Appendix 1.
[86] Look at Interview Transcript 04/i/9-III/2017 at Appendix 1.
[87] Look at Interview Transcript 05/i/9-III/2017 at Appendix 1.
[88] Look at Interview Transcript 06/i/9-III/2017 at Appendix 1.
[89] Look at Interview Transcript 07/i/9-III/2017 at Appendix 1.

Salsabila stated:

> I have difficulty in pronunciation. First, the vocabularies in English have different meaning, but they have same pronunciation. Second, if there are difficult words and if it never hear before. Third, when I have to say a word or long sentence.[90]

Based on the statements, the researcher concludes that, some the students confuse with English pronunciations, exactly there are the words that has never spoke. The students difficult in pronouncing English language because there is not habit in their environment and English is their target language. Their English pronunciations are influenced by Indonesian language. In addition, the researcher concludes that one of causes of the students' difficulties in pronunciation is because low practice of students.

a. Low practice of students

> Suci Romdoni stated:

> What cause I often make mistakes in English pronunciation is lack of practice pronunciation, not accustomed to using the English language, and be familiar with Indonesian and mother tongue (Java language). [91]

> Adhelia stated "I rarely use English language. The thing that causes make me trouble in pronounce English language. I also

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[90] Look at Interview Transcript 08/i/9-III/2017 at Appendix 1.

[91] Look at Interview Transcript 09/i/9-III/2017 at Appendix 1.

rarely read English literature, I just do it in the class." [92]

According to Suci Romdoni and Adhelia statements, the researcher concludes that they were less experience in pronunciation English language. They practice English rarely. The students practice just in English class, and not all the students that use English. That's why the students still made some error in pronunciation. In addition, not just cause low practice of students, but there is also cause about low ability of the teachers.

b. Low ability of teachers

The most important thing to teach the material to students is the teacher must have the ability in the subject. One of the factors that caused the error in pronunciation is the teachers who lack proficiency in English pronunciation. In pronouncing English, teachers still use their dialect of mother tongue. It is justified on one of the statements English teacher and the students taught.

Sulikah stated "Teachers' pronunciation are also still missing. Because they are not a native speaker and the teacher still use mother tongue intonation." [93]

Salsablia stated "I think the teachers are very good at

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[92] Look at Interview Transcript 10/i/9-III/2017 at Appendix 1.
[93] Look at Interview Transcript 02/i/9-III/2017 at Appendix 1.

speaking English, but usually still use the mother tongue intonation. The teachers sometimes still make error pronunciation in English." [94]

Susmita stated "The ability of teachers are less able to pronounce English. I often encounter my teacher wrong pronounces English pronunciation." [95]

c. Low motivation of students

According to some opinions that have been researcher interviewed, the researcher also found the cause of the error in pronunciation is less of internal and external motivation to learn English. Internal motivation is motivation that comes from within ourselves.[96] In addition, external motivation is motivation that comes from outside.[97] Therefore, there should be a motivation to learn in us and supported by the environment.

Sulikah said "The students have less spirit in learning English. It is due to less of motivation and have a different

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[94] Look at Interview Transcript 08/i/9-III/2017 at Appendix 1.

[95] Look at Interview Transcript 11/i/9-III/2017 at Appendix 1.

[96] Yulfita'Aini, "Pengaruh Motivasi Internal, Eksternal Dan Lingkungan Kerja Terhadap Kinerja Karyawan Universitas Pasir Pengaraian," *Jurnal Ilmiah Cano Ekonomos*, 1 (January, 2013), 100.

[97] Ibid., 100.

background of junior high schools." [98]

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[98] Look at Interview Transcript 02/i/9-III/2017 at Appendix 1.

CHAPTER IV

DISCUSSION

A. The discussion of types of errors on English vowels pronunciation

The researcher has collected and analyzed data and found there were some errors. The errors classified to three types of errors.

1. Omission Type

   In this case, 20 "XI IPA 1" class students' did the errors. Omission type of vowels was influenced by their first language. The researcher found;

   a. Fifteen students omitted vowel / ɪ / become / e□ / in the word 'make' /meɪk/, one student omitted vowel / a / become / ɪ - □ɪ /, one student omitted vowel / a / become / 'e - □ɪ - e̲ /, two students omitted vowel / a / become / 'e - □ɪ /, one student omitted vowel / a / become / ɪ - □ɪ - ɪ̲ /, one student omitted vowel / a / become / 'e - □ɪ - ɪ̲ / in the word 'devices' /dɪˈvaɪs/.

   b. Eight students omitted vowel / a / become / □ɪ / in the word 'might' /maɪt/.

   c. Eight students omitted vowel / a / become / □ɪ / in the word 'find' /faɪnd/.

d. Five students omitted vowel / ə / become / □ʊ / in UK vowel sound, five students omitted vowel / o / become / □ʊ / in US vowel sound, five students omited vowel / ʊ / become / o□ / in US vowel sound, in the word 'float' /fləʊt/ in UK vowel sound and /floʊt/ in US vowel sound.

e. Two students omitted vowel / ɪ / become / e - ɪ - e□- ə /, one student omitted vowel / ɪ / become / 'ɪ - 'e - e□- ə /, one student omitted vowel / ɪ / become / e - ɪ - e□- ɪə / in the word 'destination' /ˌdes.tɪˈneɪ.ʃ ᵊ n/.

f. One student omitted vowel / ʊə / become / a□□ / in UK vowel sound, one student omitted vowel / ʊ / become / a□ / in US vowel sound, in the word 'hour' /aʊə r/ in UK vowel sound and /aʊr/ in US vowel sound.

g. Four students omitted vowel / ɪ / become / □ə / in UK vowel sound, in the word 'sheer' /ʃɪə ʳ / in UK vowel sound and /ʃɪr/ in US vowel sound.

h. One student omitted vowel / ɒ / become / 'a ə - i□ - ɪ - i / in UK vowel sound, one student omitted vowel / ɑː / become /'o - i□- ə - i/ in US vowel sound, one student omitted vowel / iɒ / become / 'o - □ - ɪ - i / in UK vowel sound, one student omitted vowel / ə / become / ʊ□ – 'ə - ɪ - o - i / in UK vowel sound, one student omitted vowel / ə / become / ʊ□ – iɒ - ɪ - i / in UK vowel sound, one student omitted

vowel / ɒ / become / ʊə - i□ - ɪ - i / in UK vowel sound, one student omitted vowel / ɑː / become / ʊ - i□ - 'ɪ - i / in US vowel sound, two students omitted vowel / ɪ / become / 'o - iɒ - □ – i / in UK vowel sound, one student omitted vowel / ɑː / become / 'o - i□ - ɪə - i / in US vowel sound, one student omitted vowel / iɒ - ɪ / become /'o - □ - □ – 'ə / in UK vowel sound, one student omitted vowel / iɑː - ə / become /'o - □ - □ – 'ə / in US vowel sound, in the word 'curiosity /ˌkjʊə.riˈɒs.ɪ.ti/ in UK vowel sound and /ˌkjʊr.iˈɑː.sə.tʲi/ in US vowel sound.

i.   Nineteen students omitted vowel / ɪ / become / e□ / in the word 'take' /teɪk/

j.   One student omitted vowel / ɪ / become / e□ - ə̲ - 'ə / in UK vowel sound and US vowel sound, two students omitted vowel / ɪ / become / e□ - ə̲ - ɑː / in UK vowel sound, one student omitted vowel / ɪ / become / e□ - ə̲ - 'e / in UK and US vowel sound, one student omitted vowel / ɪ / become / e□ - e̲ - 'ə / in UK and US vowel sound, one studentt omitted vowel / ɪ / become / e□ - ɑː / in UK vowel sound, one student omitted vowel / ɪ / become / e□ – æ / in US vowel sound, one student omitted vowel / ɪ / become / e□ - e̲ - ɑː / in UK vowel sound, one student omitted vowel / ɪ - ɑː / become / e□ - □ / in UK vowel sound, one student omitted vowel / ɪ - æ / become / e□ - □ / in US vowel sound, two students omitted vowel / ɪ / become /

eɪ - ɪ - æ / in US vowel sound, one student omitted vowel / ɪ /

become / eɪ - e - æ / in US vowel sound, one student omitted vowel /

ɪ / in UK and US vowel sound, one student omitted vowel / ɪ /

become / eɪ - ə - æ / in US vowel sound, one student omitted vowel /

ɪ / become / eɪ - ˈe / in UK and US vowel sound, one student omitted

vowel / e / become / ʊ ɪ - ɑː / in UK vowel sound, in the word

'spacecraft' /ˈspeɪs.krɑːft/ in UK vowel sound and /ˈspeɪs.kræft/ in

US vowel sound.

k. Six students omitted vowel / ɪ / become / e - ʊ - eɪ - ə /, five students

omitted vowel / ɪ / become / e - ʊ - ˈʌ - ə /, one student omitted vowel

/ e / become / e - ʊ - ʊɪ - ˈo /, one student omitted vowel / ɪ / become

/e - ʊ - ˈaʊ - ɪə/ in the word 'education' /ed.jʊˈkeɪ.ʃᵊn/.

l. Ten students omitted vowel / a / become / ʊɪ / or / ʊɪʊ /, ten students

omitted vowel / a - ə / become / ʊɪ / or / ʊɪʊ /, one student omitted

vowel / ə / become / ˈʊ ɪ / or / ˈʊ ɪ ʊ /, one student omitted vowel / a /

become / ʊɪ - ɪ / or / ʊɪʊ - ɪ /, one student omitted vowel / ə / become

/ ʊɪ - ɪ / or / ʊɪʊ - ɪ /, one student omitted vowel / ə / become / ˈe - ɪ /

or / ˈe - ɪ ʊ / in the word 'quite' /kwaɪt/ in UK vowel sound and

/kwaɪət/ in UK vowel sound.

m. Twelve students omitted vowel / ʊ / become / ɑː - oʊ / in US vowel

sound, two students omitted vowel / ʊ / become / ˈʌ - oʊ / in US

vowel sound, one student omitted vowel / ʊ / become / ˈe - oʊ / in US

vowel sound, one student omitted vowel / ʊ / become / 'ə - o□ / in US vowel sound, in the word 'also' /ˈɔːl.səʊ/ in UK vowel sound and /ˈɑːl.soʊ/ in US vowel sound.

n. One student omitted vowel / ə / become / □ʊ / in UK vowel sound, one student omitted vowel / o / become / □ʊ / in US vowel sound, one student omitted vowel / ʊ / become / ə□ / in UK vowel sound, thirteen studets omitted vowel / ʊ / become / o□ / in US vowel sound, in the word 'most' /məʊst/ in UK vowel sound and /moʊst/ in US vowel sound.

o. Seven studets omitted vowel / ɪ / become / ɪ - □ / in the word 'printed' /ˈprɪn.tɪd/.

p. One student omitted vowel / a - əʊ / become / □ɪ - □ - ɪ / in UK vowel sound, one student omitted vowel / a - oʊ / become / □ɪ - □ - ɪ / in UK vowel sound, one student omitted vowel / a / become / □ɪ - oʊ - ɪ / in US vowel sound, one student omitted vowel / a - ʊ / become / □ɪ - o□ - ɪ - ə / in US vowel sound, one student omitted vowel / ʊ / become / 'e ɪ - o□ - ɪ / in US vowel sound in the word 'microfilm' /ˈmaɪ.krə ʊ .fɪlm/ in UK vowel sound and /ˈmaɪ.kroʊ .fɪlm/ in US vowel sound.

q. Fifteen students omitted vowel / ɪ / become / e□ - ɪ /, two students omitted vowel / ɪ - ɪ / become / e□ - □ / in the word 'making' /ˈmeɪ.kɪŋ/.

r. Ten students omitted vowel / ɪ / become / e□ /, three students omitted vowel / ɪ / become / e□ - ə̱ /, one student omitted vowel in the word 'changed' /tʃeɪndʒd/.

s. One students omitted vowel / əʊ / become /'ɪ'a – 'ʌ - o□ / in US vowel sound, one student omitted vowel / a - ə - ʊ / become / □ɪ - □ - o□ / in US vowel sound, two students omitted vowel a - ə - ʊ / become / □ɪ - □ - ə□ / in UK vowel sound, one student omitted vowel / əʊ / become /'ɪ'a - □ - o□ - e̱ / in US vowel sound, one student omitted vowel / ə / become / 'ɪ 'a - □ - oʊ / in US vowel sound, two students omitted vowel / ə - ʊ / become / 'ɪ'a - □ - ə□ - ɪ̱/ in UK vowel sound, one student omitted vowel / a - ʊ / become / □ ɪ - ə - o□ / in US vowel sound, one student omitted vowel / ə - ʊ / become / 'ɪ 'a - □ - o□ - ɪ̱/ in US vowel sound, two students omitted vowel / ə - ʊ / become / 'ɪ'a - □ - ə□ / in UK vowel sound, two students omitted vowel / ə - ʊ / become / 'ɪ 'a - □ - o□ / in US vowel sound, in the word 'diagnose' /ˈdaɪ.əg.nəʊz/ in UK vowel sound and /ˈdaɪ.əgˈnoʊz/ in US vowel sound.

t. Two students omitted vowel / ɪ / become / ɪ - □ - ɪ /, one student omitted vowel / ɪ / become / ɪ - ɪ - □ / in the word 'beginning ' /bɪˈgɪn.ɪŋ/.

2. Addition Type

In this case the researcher found the errors in addition type. 20 students of "XI IPA 1" class students' did the errors. Addition type of vowels was influenced by their first language. The researcher found;

a. Seven students added vowel / ə / in US vowel sound become / ʊə / in the word 'sure' / ʃɔ: ʳ / in UK vowel sound and / ʃʊr / in US vowel sound.

b. One student added vowel / ʌ - ɪ / become / ɪ - 'ə - ʌ - ɪ ə /, nine students added / ɪ / become / ɪ - e - ɪ ə /, four students added vowel / e - ɪ / become / ɪ - e - e - ɪ ə /, one student added vowel / ɪ - ɪ / become / ɪ - e - ɪ - ɪ - 'o /, one student added vowel / e - ɪ / become / ɪ - 'ɪ - e - ɪ ə /, one student added vowel / e / become   / ɪ - 'ə - e - ə /, one student added vowel / e / become / ɪ - 'ə - e - ə / in the word 'inventions' /ɪnˈven t ʃ ᵊ n/. / ɪ - ɪ /

c. One students added vowel / e / become / 'e - □ɪ - e /, one student added vowel / ɪ / become / ɪ - □ɪ - ɪ /, one student added vowel   / ɪ / become / 'e - □ɪ - ɪ /, one student added vowel / ɪ / become   / ɪ - 'e - ɪ / in the word 'devices' /dɪˈvaɪs/.

d. One student added vowel / ʌ / become / 'ʊ - ʌɪ - ə /, ten students added vowel / ɪ / become / 'ʊ - ɪ - ɪ - ə /, one student added vowel vocal / o / become / 'ʊ - ɪ - 'ɪ - o /, five sudents added vowel vowel / ɪ / become / 'ʌ - ɪ - ɪə /, one student added vowel / ɪ / become / 'ʊ - 'e - ɪə / in the word 'suspicious' /səˈspɪʃ. ᵊ n/.

e. One student added / ʌ / become / ɪ - <u>ʌ</u> - ə /, one student added vowel / ə / become / ɪ - 'e - <u>ə</u> /, one student added vowel / ɪə / become / ɪ - 'e - <u>ɪə</u> / in the word   ' instance ' /'ɪn.stən t s/.

f. One student added vowel / ɪ / become / e - ɪ - e□- ɪ<u>ə</u> /, one student added vowel / ɪ / become / e - ɪ - eɪ - <u>ɪ</u>ə / in the word 'destination' /ˌdes.tɪ'neɪ.ʃᵊn/.

g. One student added / ə / become / 'e - <u>ə</u> / in UK and US vowel sound, in the word 'Sheer' /ʃɪə ʳ / in UK vowel sound and /ʃɪr/ in US vowel sound.

h. One student added vowel / o / become / ʊ□ -'ə - ɪ - <u>o</u> - i / in UK vowel sound, one student added vowel / ɪ / become / 'o - i□ - ɪ<u>ə</u> - i / in US vowel sound, one student added vowel / ə / become /'o - □ - □ – 'ə / in UK vowel sound, one student added vowel / ə / become /'o - □ - □ – 'ə / in US vowel sound, one student added vowel / ɪ / become / 'o - iɑː - <u>ɪ</u> - i / in US vowel sound, in the word 'curiosity' /ˌkjʊə.ri'ɒs.ɪ.ti/   in UK vowel sound and /ˌkjʊr.i'ɑː.sə.t̬i/   in US vowel sound.

i. One student added vowel / ə / become / e□ - <u>ə</u> - 'ə / in UK and US vowel sound, one student added vowel / ə / become / 'ʌ - <u>ə</u> - æ / in US vowel sound, two students added vowel / ə / become / e□ - <u>ə</u> - ɑː / in UK vowel sound, one student added vowel / ə / become / e□ - <u>ə</u> - 'e / in UK and US vowel sound, one student added become / e /

become / eɪ - e̱ - ˈə / in UK and US vowel sound, one student added vowel / e / become / eɪ - e̱ - ɑː / in UK vowel sound, one student added vowel / e / become / eɪ - e̱ – ˈe / in UK and US vowel sound, two students added add / ɪ / become / eɪ - ɪ̱ - æ / in US vowel sound, one student added vowel / e / become / eɪ - e̱ - æ / in US vowel sound, one student added vowel / e / become / eɪ - e̱ - æ / in US vowel sound, one student added vowel / ə / become / eɪ - ə̱ - æ / in US vowel sound, one student added vowel / e / become / ˈʌ - e̱ – æ / in US vowel sound in the word 'spacecraft' /ˈspeɪs.krɑːft/ in UK vowel sound and /ˈspeɪs.kræft/ in US vowel sound.

j. Five students added vowel add vocal / ɪ / become /e - ʊ - eɪ - ɪ̱ə/, one student added vowel / ɪ / become /e - ʊ - ˈaɪ - ɪ̱ə/ in the word 'education' /ed.jʊˈkeɪ.ʃᵊn/.

k. One student added vowel / ɪ / become / aɪ - ɪ̱ / or / aɪə - ɪ̱ / in the word 'quite' /kwaɪt/ or /kwaɪət/.

l. One student added vowel / a / become / aɪ̱ - ˈə / in the word 'printed' /ˈprɪn.tɪd/.

m. One student added vowel / ə / become / aɪ - oʊ - ɪ - ə̱ / for US in the word 'Microfilm' /ˈmaɪ.krə ʊ .fɪlm/ in UK vowel sound and /ˈmaɪ.kroʊ .fɪlm / in US vowel sound.

n. Three students added vowel / ə / become / eɪ - ə̱ / in the word 'Changed' /tʃeɪndʒd/.

o. One student added vowel / e / become / 'ɪ'a - □ - o□ - e̲ / in US vowel sound, two students added vowel / ɪ / become / 'ɪ'a - □ - ə□ - ɪ̲/ in UK, vowel sound one student added vowel / ɪ / become / 'ɪ 'a - □ - o□ - ɪ̲/ in US vowel sound, in the word 'diagnose' /ˈdaɪ.əg.nəʊz/ in UK vowel sound and /ˈdaɪ.əgˈnoʊz/ in US vowel sound.

p. Eight students added vowel / ʊ / become / ɪ - 'a ʊ̲ / in UK vowel sound, one student added vowel / ʊ / become / ɪ - ɑː - ʊ̲ / in US vowel sound, in the word 'because' /bɪˈkəz/ and /bɪˈkɒz/ in UK vowel sound, / bɪˈkɑːz/ in US vowel sound.

q. Two students added vowel / ə / become / 'ɒ - ɑː - ə̲ - 'e / in UK and US vowel sound, two students added vowel / ə / become / 'ʌ - ɑː - ə̲ - ə / in UK and US vowel sound, four students added vowel / ə / become / 'ʌ - ɑː - ə̲ - 'e / in UK and US vowel sound, one student added vowel / ə / become / 'e - 'e - ə̲ - ə / in UK and US vowel sound, two students added vowel / ə / become / ə - 'ə - ə̲ - ə / in UK and US vowel sound, one student added vowel / e / become / 'ʌ - 'ʌ - e̲ - ə / in UK and US vowel sound, one student added vowel / e / become / 'ʌ - ɑː - e̲ - ə / in UK and US vowel sound, one student added vowel / e / become / ə - ɑː - e̲ - 'e / in UK and US vowel sound, one student added vowel / e / become / ə - ɑː - e̲ - ə / in UK and US vowel sound, one student added vowel / ə / become / ə - 'e 'ɪ - ə̲ - ə / in UK and US vowel sound, one student added vowel / ə / become /'ɒ - ɑː - ə̲ - ə

/ in UK and US vowel sound, in the word 'appartment' /əˈpɑː.t.mənt/ in UK vowel sound and /əˈpɑːrt.mənt/ in US vowel sound.

r. One student added vowel / a / become / ɪ - a̠ɪ - ɪ /, one student added vowel / a / become / a̠ɪ - ɪ - ɪ / in the word 'beginning' /bɪˈgɪn.ɪŋ/.

3. Substitution Type

In this case, 20 "XI IPA 1" class students' did the errors. Substitution type of vowels was influenced by their first language. The researcher found;

a. Two students substituted vowel / e / with the vowel / ə / become / ɪ - 'ə - ə /, one student substitute vowel / e / with the vowel / ə / become / ɪ - 'ə - ʌ̠ - ɪ̠ ə /, one student substituted vowel / ə / with the vowel / o / become / ɪ - e - ɪ̠ - ɪ̠ - 'o /, one student substituted / e / with the vowel / ə / become / ɪ - 'ə - e̠ - ə / in the word 'invention' /ɪnˈven t ʃˀn/.

b. Five students substituted vowel / ɪ / with the vowel / ə / become / 'ə - aɪ /, one student substituted vowel / ɪ - aɪ / with the vowel / ə - ə /become / 'ə - 'ə /, one student substituted vowel / ɪ / with the vowel / e / become / 'e - □ɪ - e̠ /, two students substituted vowel / ɪ / with the vowel / e / become / 'e - □ɪ /, one student substituted vowel / aɪ / with the vowel / ə / become / ɪ - 'ə /, one student substituted vowel / ɪ / with the vowel / e / become / 'e - □ɪ - ɪ̠ /, one student substituted

vowel / aɪ / with the vowel / e / become / ɪ - 'e - ɪ /, one student substituted vowel / aɪ / with the vowel / e / become / ɪ - 'e / in the word 'devices' /dɪˈvaɪs/.

c. One student substituted vowel / ə / with the vowel / ʊ / become / 'ʊ - ʌɪ - ə /, ten students substituted vowel / ə / with the vowel / ʊ / become / 'ʊ - ɪ - ɪ - ə /, two students substituted vowel / ə / with the vowel / ʊ / become / 'ʊ - ɪ - ə /, one student substituted vowel / ə / with the vowel / ʊ / become / 'ʊ - ɪ - 'ɪ - o /, one student substituted vowel / ə / with the vowel / ɪ / become / 'ʊ - ɪ - 'ɪ - o /, five students substituted vowel / ə / with the vowel / ʌ / become / 'ʌ - ɪ - ɪə /, one student substituted vowel / ə / with the vowel / ʊ / become / 'ʊ - 'e - ɪə / in the word 'suspicion' /səˈspɪʃ.ᵊn/.

d. Sixteen students substituted vowel / ə / with the vowel / e / become / ɪ - 'e /, one student substituted vowel / ə / with the vowel / e / become / ɪ - 'e - ə /, one student substituted vowel / ə / with the vowel / ʌ / become / ɪ - 'ʌ /, one student substituted vowel / ə / with the vowel / e / become / ɪ - 'e - ɪə / in the word 'instance' /ˈɪn.stən ts/.

e. Five students substituted vowel / a / with the vowel / e / become / 'eɪ / in the word 'might' /maɪt/.

f. One student substituted vowel / ʊ / with the vowel / ə / become / oˈə / in US vowel sound, two students substituted vowel / ʊ / with the

vowel / a / become / o 'a / in US vowel sound, two students substituted vowel / ʊ / with the vowel / e / become / o 'e / in US vowel sound, two student substituted vowel / əʊ / with the vowel / ʊə / become / 'ʊ'ə / in UK vowel sound, two student substituted vowel / oʊ / with the vowel / ʊə / become / 'ʊ'ə / in US vowel sound, in the word 'float' /fləʊt/ in UK vowel sound, /floʊt/ in US vowel sound.

g. Three students substituted vowel / e / with the vowel / ɒ / become / 'ɒ ə / in UK vowel sound, two students substituted vowel / eə / with the vowel / ɒɪ / become / 'ɒ 'ɪ / in UK vowel sound, two students substituted vowel / e / with the vowel / ɒɪ / become / 'ɒ 'ɪ / in US vowel sound, two students substituted vowel / eə / with the vowel / aɪ / become / 'a 'ɪ / in UK vowel sound, two students substituted vowel / e / with the vowel / aɪ / become / 'a 'ɪ / in US vowel sound, one student substituted vowel / eə / with the vowel / a / become / 'a ə / in UK vowel sound, in the word 'air' /eə ʳ / in UK vowel sound, /er/ in US vowel sound.

h. One student substituted vowel / eɪ / with the vowel / ʌ / become / e - ɪ - 'ʌ - ə /, one student substituted vowel / e / with the vowel / ə / become / 'ə - ɪ - eɪ - ə /, one student substituted vowel / e / with the vowel / ɪ / become / 'ɪ - 'e - e□- ə /, one student substituted vowel / ɪ

/ with the vowel / e / become / 'ɪ - 'e - e□- ə / in the word 'destination' /ˌdes.tɪˈneɪ.ʃ ᵊ n/.

i. Nine students substituted vowel / aʊə / with the vowel / o / become / 'o / in UK vowel sound, nine students substituted vowel / aʊ / with the vowel / o / become / 'o / in US vowel sound, seven students substituted vowel / a / with the vowel / o / become / 'o ʊ / in US vowel sound, in the word 'hour' /aʊə r / in UK vowel sound, /aʊr/ in US vowel sound.

j. Four students substituted vowel / ɪə / with the vowel / e / become / 'e / in UK vowel sound, four students substituted vowel / ɪ / with the vowel / e / become / 'e / in US vowel sound, one student substituted vowel / ɪə / with the vowel / e / become / 'e - ə / in UK vowel sound, one student substituted vowel / ɪ / with the vowel / e / become / 'e - ə / in US vowel sound, in the word 'sheer' /ʃɪə ʳ / in UK vowel sound, /ʃɪr/ in US vowel sound.

k. One student substituted vowel / ʊ / with the vowel / a / become / 'a ə - i□ - ɪ - i / in UK vowel sound, one student substituted vowel / ʊə / with the vowel / o / become / 'o - i 'o - ɪ - i / in UK vowel sound, one student substituted vowel / ɒ / with the vowel / o / become / 'o - i 'o - ɪ - i / in UK vowel sound, one student substituted vowel / ʊ / with the vowel / o / become / 'o - i□- ə - i/ in US vowel sound, one student substituted vowel / ʊə / with the vowel / o / become / 'o - □ - ɪ - i / in

UK vowel sound, one student substituted vowel / ɪɒ / with the vowel / ə / become / ʊ□ – 'ə - ɪ - o̱ - i / in UK vowel sound, two students substtuted vowel / ə / with the vowel / ɪ / become / ʊ - iɑː - 'ɪ - i / in US vowel sound, one student substituted vowel / ʊ / with the vowel / o / become / 'o - 'e ɑː - 'ɪ - i / in US vowel sound, one student substituted vowel / i / with the vowel / e / become / 'o - 'e ɑː - 'ɪ - i / in US vowel sound, one student substituted vowel / ə / with the vowel / ɪ / become / 'o - 'e ɑː - 'ɪ - i / in US vowel sound, one student substituted vowel / ə / with the vowel / ɪ / become / ʊ - i□ - 'ɪ - i / in US vowel sound, two students substituted vowel / ʊə / with the vowel / o / become / 'o - ɪɒ - □ – i / in UK vowel sound, two students substituted vowel / ʊə / with the vowel / o / become / 'o - ɪɒ - ɪ – i / in UK vowel sound, one student substituted vowel / ʊ / with the vowel / o / become / 'o - i□ - ɪ̱ə - i / in US vowel sound, one student substituted vowel / ʊə / with the vowel / o / become /'o - □ - □ – 'ə / in UK vowel sound, one student substituted vowel / ʊ / with the vowel / o / become /'o - □ - □ – 'ə / in US vowel sound, one student substituted vowel / ʊə / with the vowel / e / become / 'e - ɪɒ - ɪ - i / in UK vowel sound, one student substituted vowel / ʊ / with the vowel / o / / 'o - iɑː - ɪ̱ - i / in US vowel sound, in the word 'curiosity' /ˌkjʊə.riˈɒs.ɪ.ti/ in UK vowel sound, /ˌkjʊr.iˈɑː.sə.t̬/ in US vowel sound.

l. One student substituted vowel / ɑ: / with vowel / ə / become / e◻ - ə̲ - 'ə / in UK vowel sound, one student substituted vowel / æ / with vowel / ə / become / e◻ - ə̲ - 'ə / in US vowel sound, one student substituted vowel / eɪ / with vowel / ʌ / become / 'ʌ - ə̲ - æ / in US vowel sound, one student substituted vowel / ɑ: / with vowel / e / become / e◻ - ə̲ - 'e / in UK vowel sound, one student substituted vowel / æ / with vowel / e / become / e◻ - ə̲ - 'e / in US vowel sound, one student substituted vowel / ɑ: / with vowel / ə / become / e◻ - e̲ - 'ə / in UK vowel sound, one student substituted vowel / æ / with vowel / ə / become / e◻ - e̲ - 'ə / in US vowel sound, one student substituted vowel / æ / with vowel / e / become / eɪ - e̲ – 'e / in US vowel sound, one student substituted vowel / ɑ: / with vowel / ɪ / become / e◻ – 'ɪ / in UK vowel sound, one student substituted vowel / æ / with vowel / ɪ / in US vowel sound become / e◻ – 'ɪ /, one student substituted vowel / e ɪ / with vowel / ʌ / become / 'ʌ - e̲ – æ / in US vowel sound, one student substituted vowel / ɑ: / with vowel / e / become / e◻ - 'e / in UK vowel sound, one student substituted / æ / with vowel / e / become / e◻ - 'e / in US vowel sound, in the word 'spacecraft' /ˈspeɪs.krɑ:ft/ in UK vowel sound, /ˈspeɪs.kræft/ in US vowel sound.

m. One student substituted vowel / eɪ / with the vowel / ʌ / become / e - ʊ - 'ʌ - ə /, one student substituted vowel / ə / with the vowel / o /

become / e - ʊ - □ɪ - 'o /, one student substituted vowel / e / with the vowel / a / become /e - ʊ - 'a□ - ɹə/ in the word 'education' /ed.jʊˈkeɪ.ʃᵊn/.

n. One student substituted vowel / a / with the vowel / ʊ / become / 'ʊ ɪ / or / 'ʊ ɪ □ /, one student substituted vowel / aɪ / with the vowel / e / become / 'e /, one student substituted vowel / aɪə / become become / 'e /, one student substituted vowel / a / with the vowel / e / become / 'e - ɪ / or / 'e - ɪ □ / in the word 'quite' /kwaɪt/ or /kwaɪət/.

o. Two students substituted / ɑː / with the vowel / ʌ / become / 'ʌ - o□ / in US vowel sound, one student substituted vowel / ɑː / with the vowel / e / become / 'e - o□ / in US vowel sound, one student substituted vowel / ɑː / with the vowel / ə / become / 'ə - o□ / in US vowel sound, one student substituted vowel / ə / with the vowel / o / become / ɔː - 'o ʊ / in UK vowel sound, in the word 'also' /ˈɔːl.səʊ/ in UK vowel sound, /ˈɑːl.soʊ/ in US vowel sound.

p. Two students substituted vowel / əʊ / in UK vowel sound and / oʊ / in US vowel sound with the vowel / ɑː / become /ˈɑː/, one student substituted vowel / əʊ / with the vowel / ɑː / become / 'ʌ / in UK vowel sound, one student substituted vowel / oʊ / with the vowel / ɑː / become / 'ʌ / in US vowel sound, in the word 'most' /məʊst/ in UK vowel sound, /moʊst/ in US vowel sound.

q. One student substituted vowel / ɪ / with the vowel / ə / become   / aɪ - 'ə /, nne students substituted vowel / ɪ / with the vowel / ə / become / ɪ - 'ə /, two students substituted vowel / ɪ / with the vowel / e / become / ɪ - 'e / in the word 'printed' /'prɪn.tɪd/.

r. One student substituted vowel / a / with the vowel / e / become / 'e ɪ - o□ - ɪ / in US vowel sound, in the word 'microfilm' /'maɪ.krə ʊ .fɪlm/ in UK vowel sound, /'maɪ.kroʊ .fɪlm / in US vowel sound.

s. One student substituted vowel / eɪ / with the vowel / ə / become   / 'ə /, one student substituted vowel / eɪ / with the vowel / ʌ / become / 'ʌ /, one student substituted vowel / e / with the vowel   / ə / become / 'ə ɪ / in the word 'changed' /tʃeɪndʒd/.

t. Six students substituted vowel / aɪ / with the vowel / ɪa / become   / 'ɪ'a - □ - o□ / in US vowel sound, one student substituted vowel / aɪ / with the vowel / ɪa / become / 'ɪ'a – 'ʌ - o□ / in US vowel sound, one student substituted vowel / ə / with the vowel / ʌ / become become / 'ɪ'a – 'ʌ - o□/ in US vowel sound, one student substituted vowel / aɪ / with the vowel / ɪa / become / 'ɪ'a - □ - o□ - e / in US vowel sound, one student substituted vowel / aɪ / with the vowel / ɪa / become / 'ɪ 'a - □ - oʊ / in US vowel sound, two students substituted vowel / aɪ / with the vowel   / ɪa / become / 'ɪ'a - □ - ə□ - ɪ/ in UK vowel sound, one student substituted vowel / aɪ / with the vowel / ɪa / become / 'ɪ 'a - □ - o□ - ɪ/ in US vowel sound, two students substituted vowel / aɪ /

with the vowel / ɪa / become / 'ɪ'a - □ - ə□ / in UK vowel sound, two students substituted vowel / aɪ / with the vowel / ɪa / become / 'ɪ 'a - □ - o□ / in US vowel sound in the word 'diagnose' /ˈdaɪ.əg.nəʊz/ in UK vowel sound, /ˈdaɪ.əgˈnoʊz/ in US vowel sound.

u. Eight students substituted vowel / ə / with the vowel / a / become / ɪ - 'a ʊ / in UK vowel sound, eight students substituted vowel / ɒ / with the vowel / a / become / ɪ - 'a ʊ / in UK vowel sound, eight students substituted vowel / ɑː / with the vowel / a / become / ɪ - 'a ʊ / in US vowel sound, in the word 'because' /bɪˈkəz/ or /bɪˈkɒz/ in UK vowel sound, / bɪˈkɑːz/ in US vowel sound.

v. Two students substituted vowel / ə / with the vowel / ɒ / become / 'ɒ - ɑː - ə - 'e / in UK and US vowel sound, two students substituted vowel / ə / with the vowel / e / become / 'ɒ - ɑː - ə - 'e / in UK and US vowel sound, two students substituted vowel / ə / with the vowel / ʌ / become / 'ʌ - ɑː - ə - ə / in UK and US vowel sound, four students substituted vowel / ə / with the vowel / ʌ / become / 'ʌ - ɑː - ə - 'e / in UK and US vowel sound, four students substituted vowel / ə / with the vowel / e / become / 'ʌ - ɑː - ə - 'e / in UK and US vowel sound, one student substituted vowel / ə / with the vowel / e / become / 'e - 'e - ə - ə / in UK and US vowel sound, one student substituted vowel / ɑː / with the vowel / e / become / 'e - 'e - ə - ə / in UK and US vowel sound, two students substituted vowel / ɑː / with the vowel

/ e / become   / ə - 'ə - ə̱ - ə / in UK and US vowel sound, one student substituted vowel / ə / with the vowel / ʌ / become   / 'ʌ - 'ʌ - e̱ - ə / in UK and US vowel sound, one student substituted vowel   / ɑː / with the vowel / ʌ / become / 'ʌ - 'ʌ - e̱ - ə / in UK and US vowel sound, one student substituted vowel / ə / with the vowel   / ʌ / become / 'ʌ - ɑː - e̱ - ə / in UK and US vowel sound, one student substituted vowel / ə / with the vowel / e / become / ə - ɑː - e̱ - 'e / in UK and US vowel sound, one student substituted vowel / ɑː / with the vowel / eɪ / become / ə - 'e 'ɪ - ə̱ - ə / in UK and US vowel sound, one student substituted vowel / ə / with the vowel / ɒ / become / 'ɒ - ɑː - ə̱ - ə / in UK and US vowel sound, in the word 'apartment' /əˈpɑːt.mənt/ in UK vowel sound, /əˈpɑːrt.mənt/ in US vowel sound.

w. Two students substituted vowel / ɪ / with the vowel / e / become / 'e - ɪ - ɪ /, one student substituted vowel / ɪ / with the vowel / e / become / ɪ - 'e - ɪ / in the word 'beginning' /bɪˈgɪn.ɪŋ/.

B. The dominant calculation of each error

To get detail description of the data, this research supported by percentages calculation of the data. The dominant of students error on English vowel pronunciation was calculated using the following formula:

$$\frac{f}{N} \times 100\% \qquad \text{F : Frequency of error (for each crietria)} \\ \text{N : Total number of error } [99]$$

1. Omission Type

   Total data of errors are 239, then the total number of errors are 548.

   So, the percentage of this errors are :

   $$\frac{239}{548} \times 100\% = 43,61\%$$

2. Addition Type

   Total data of errors are 113, then the total number of errors are 548.

   So, the percentage of this errors are :

   $$\frac{113}{548} \times 100\% = 20,62\%$$

3. Substitution Type

   Total data of errors are 196, then the total number of errors are 548.

   So, the percentage of this errors are :

   $$\frac{196}{548} \times 100\% = 35,77\%$$

Table 4.1

The Dominant of Error Students on English Vowel Pronunciation

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[99] Tulus Winarsunu, Statistik Dalam Penelitian Psikologi dan Pendidikan, (Malang: Universitas Muhammadiyah Malang, 2006), 20.

of the Eleventh Grade of SMAN 1 Jetis Ponorogo

Num	Types of errors	Level of error	
		Amount	%
1.	Omission Type	239	43,61
2.	Addition Type	113	20,62
3.	Omission Type	196	35,77

Based on the analysis above, the researcher concludes that, all of the students of XI IPA 1 omitted 239 errors on the test. Then, all of the students of XI IPA 1 added 113 errors on the test. In addition, all of the students of XI IPA 1 substituted 196 errors on the test. Furthermore, according to the percentage of errors above, it showed that all the students' did serious error in all of types errors, and the dominant type of students' errors on English vowels pronunciation was omission type with the total errors were 239 from 548 errors. The percentage of this errors were 43,61%.

C. The discussuion of the causes of the error

In this case, the researcher will discus the English vowels pronunciation error of the students of SMAN 1 Jetis Ponorogo based on the

causes errors. The result of the discussion are:

1. Low practice of students

    The students do not practice and do not have the habit of pronouncing the English language due to lack of mastery of the material presented the teacher and encouragement of existing in the students and the environment.

    Based on the interviewee, Suci Romdoni and Adhelia, the researcher concludes that they were less experience in pronunciation English language. They practice English rarely. The students just practice in English class, and not all the students use English. That's why the students still made some errors in pronunciation.

2. Low ability of teachers

    Low ability of the teachers in pronunciation influence the ability of students in pronunciation. The most important thing to teach the material to students is the teacher must have the ability in the subject. One of the factors that caused error in pronunciation is the teachers who lack proficiency in English pronunciation. In pronouncing English, teachers use mother tongue dialect / accent.

3. Low motivation of students

    Based on some opinions that have been interviewed by researcher,

the researcher also found the cause of error in pronunciation is less of external and internal motivation to learn English. Internal motivation is motivation that comes from within ourselves.[100] In addition, external motivation is motivation that comes from outside.[101]

External motivation include environment factor. Environment often requires a student to do this and that to become a successful person. When the student is able to wisely respond to these demands, the student will motivate to make it happen, by studying in earnest. The most dominant factor determining student motivation is the students themselves. This is because the students themselves who ultimately make decisions about what to do and take responsibility for learning results. Therefore, there should be a motivation to learn in us and supported by the environment.

Based on the discussion of causes of the error above, the researcher concludes that the students did the error caused by the students difficulties in pronunciation. They did not know how to pronounce English with correct pronunciation. First, it is caused by low practice of students. They have low experience in pronunciation English language and practice English rarely. The second is low ability of teachers. In

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[100] Yulfita'Aini, "Pengaruh Motivasi Internal, Eksternal Dan Lingkungan Kerja Terhadap Kinerja Karyawan Universitas Pasir Pengaraian," *Jurnal Ilmiah Cano Ekonomos*, 1 (January, 2013), 100.

[101] Ibid., 100.

pronouncing English, teachers used dialect/accent of mother tongue (Java language). The last is low motivation of students. The researcher also found the cause of the error in pronunciation is less of external and internal motivation to learn English. Therefore, there must be an internal motivation to learn and be supported by external.
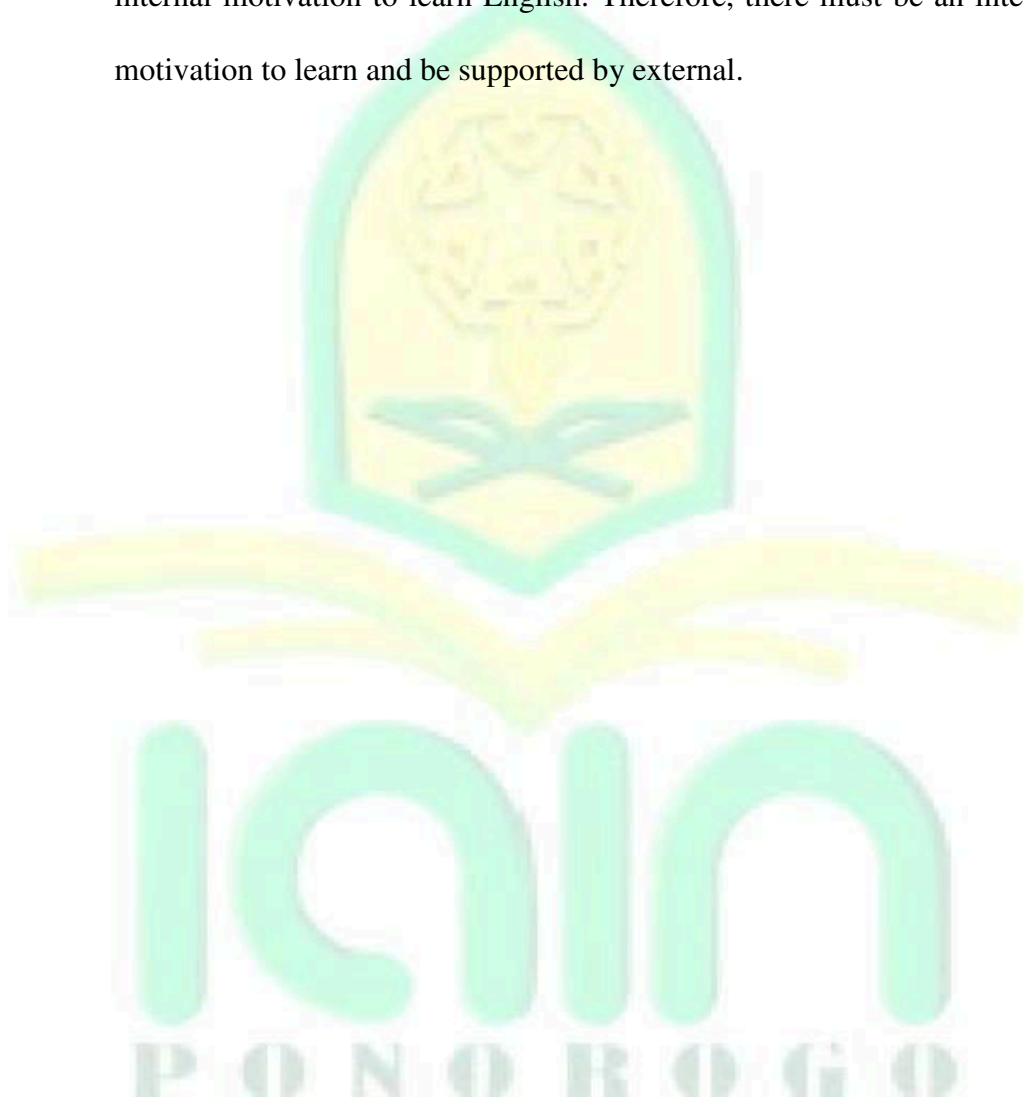
CHAPTER V
CLOSING

A. Conslusion

1. The results of the analysis of students' errors on English vowel pronunciation of the eleventh grade of SMAN 1 Jetis Ponorogo in academic year 2016/2017 showed that there are three types of error on English vowel pronunciation. The first is omission type. The total errors are 239 from 548 errors and the percentage of this error is 43,61%. The second is addition type. The total errors are 113 from 548 errors and the percentage of this error is 20,62%. The last is substitution type. The total errors are 196 from 548 errors and the percentage of this error is 35,77%.

2. The dominant type of students' error on English vowels pronunciation is omission type with the total errors are 239 from 548 errors. The percentage of this error is 43,61%.

3. The cause of difficuties in English vowels pronunciation are low practice of students, low ability of teachers and low motivation of students.

B. Suggestions

Based on the results of the research, the researcher would like to give some suggestions which hopefully will give valuable and useful contribution

to the teachers and students on English vowel pronunciations.

1. Teachers should give more English pronunciation exercises to their students in order to make them more fluent in pronunciation. Teachers provide more training and practice for students in a vowel. After students fluent in pronunciation, train them to speak in English ranging from word by word, phrase and simple sentence.

2. Students need to motivate themselves to pronounce English words correctly. There are some ways to mprove their pronunciation skill. First, reading English books, novels or magazines, listening to songs English and watching English movies will help them to improve their English pronunciation. Second, do not be embarrassed to ask. Third, looking for a dictionary if they find some new vocabularies and try to pronounce it or downloading applications to aid pronunciation. Beside that, having good English conversation at school, or in daily life with their friends, teachers or other people who can speak English.

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