

**STUDENTS' ABILITY IN PRONOUNCING SHORT
AND LONG VOWEL AT THE FOURTH SEMESTER
OF ENGLISH DEPARTMENT UIN SYAADA
PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.) in English Department*

Written By:

SINTA IRAWATI

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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STATE ISLAMIC UNIVERSITY OF
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2024**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Sinta Irawati, entitled *Students' Ability in Pronouncing Short and Long Vowel at the Fourth Semester of English Department UIN Syahada Padangsidimpuan*, so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at the Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Along with the above, the name stated above can already undergo a munaqosyah examination to account for this thesis.

Thus we convey, hopefully it can be understood and for your attention thank you.

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ABSTRACT

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The students` difficulties with the pronunciation of short and long vowels are that they were shy and afraid that when they spoke English, their friends would laugh because they used a Bataknese accent, they had low motivation to study short and long vowels, and they also lacked pronunciation practice. Finding out how well students pronounce short and long vowels in the fourth semester of the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan is the aim of this study. The quantitative-descriptive method was employed by the researcher. The researchers used random sampling to collect samples from the population, which consisted of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan English department students at the fourth semester. After data analysis, the researcher calculated the mean score to determine the students' ability in pronouncing short and long vowels. The research's findings indicated, it was known that the students' ability in pronouncing short and long vowel at fourth semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan could be categorized into a low category. The student had challenges in pronouncing short vowel sounds like /ʊ/ and /æ/, and also long vowel sounds such as /u:/ and /ɔ:/. In order to address students' challenges with pronouncing both short and long vowels, it is recommended that they comprehend the theory of sound symbols. This is particularly important when it comes to students' challenges with the short vowels /ʊ/ and /æ/ and the long vowels /u:/ and /ɔ:/, as well as how to produce them in the mouth. Instruct pupils to learn how to transcribe words with and without vowels, practice pronouncing these words correctly, and put a lot of effort into their everyday studies. The researcher anticipates that this study will inspire educators to further explore and comprehend pupils' proficiency with short and long vowel at the fourth semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Keywords: Ability, Pronunciation, Short, Long Vowel

ABSTRAK

Nama : Sinta Irawati
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Judul Skripsi : Kemampuan Siswa dalam Mengucapkan Vokal Pendek dan Panjang pada Semester Empat Tadris Bahasa Inggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Kesulitan siswa dengan pengucapan vokal pendek dan panjang adalah bahwa mereka malu dan takut bahwa ketika mereka berbicara bahasa Inggris, teman-teman mereka akan tertawa karena mereka menggunakan aksen Batak, mereka memiliki motivasi rendah untuk mempelajari vokal pendek dan panjang, dan mereka juga kekurangan praktek pronunciation. Dalam semester keempat tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, penelitian ini bertujuan untuk mengukur kemampuan siswa dalam mengucapkan vokal pendek dan panjang. Peneliti menggunakan pendekatan kuantitatif deskriptif. Peneliti menggunakan sampel acak dari mahasiswa tadris bahasa inggris semester keempat UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Peneliti mengevaluasi kemampuan siswa untuk mengucapkan vokal pendek dan panjang dengan menganalisis data dan menggunakan skor rata-rata. Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam mengucapkan vokal pendek dan panjang selama semester keempat tadris bahasa inggris di UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan dianggap rendah. Kesulitan siswa adalah bahwa sulit untuk mengucapkan /ʊ/ dan /æ/ suara dalam vokal pendek dan sulit untuk mengatakan /u: / dan /ɔ: / di vokal panjang. Upaya yang dapat dilakukan untuk mengatasi kesulitan siswa dalam mengucapkan vokal pendek dan panjang diminta siswa untuk memahami teori simbol suara, terutama siswa kesulitan dalam suara /ʊ/ dan /æ/ menjadi pendek dan suara /u: / dan /ɔ: / vokal menjadi panjang dan bagaimana menghasilkan mereka suara di mulut. Dan tanyakan kepada siswa untuk belajar untuk mencatat kata-kata vokal pendek dan panjang dan kemudian berlatih mengucapkan kata vokal pendek dan panjang dengan serius dan belajar keras dalam kehidupan sehari-hari. Peneliti berharap penelitian ini dapat mendorong para guru untuk memperdalam dan memahami secara rinci kemampuan siswa dalam mengucapkan vokal pendek dan panjang pada semester keempat tadris bahasainggris UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Kata Kunci: Kemampuan, Pengucapan, Vokal Pendek, Panjang

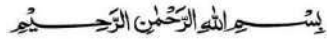
خلاصة

اسم	سينتا إيراواتي
رقم التسجيل	١٩٢٠٣٠٠٠٧٩:
العنوان	قدرة الطلبة على نطق حروف العلة القصيرة والطويلة في الفصل الرابع لقسم اللغة الإنجليزية عين الشيخ علي حسن أحمد أداري بادانجسيديمبوان

تتمثل الصعوبات التي يواجهها الطلاب في نطق حروف العلة القصيرة والطويلة في أنهم يشعرون بالحرج والخوف من أنه عندما يتحدثون الإنجليزية سيضحك أصدقاؤهم لأنهم يستخدمون لهجة الباتاك، كما أن لديهم دافعية منخفضة لتعلم حروف العلة القصيرة والطويلة، كما أنهم يفتقرون إلى النطق يمارس. . يهدف هذا البحث في الفصل الرابع لتدريس اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد أداري بادانجسيديمبوان الإسلامية الحكومية إلى قياس قدرة الطلاب على نطق حروف العلة القصيرة والطويلة. واستخدم الباحثون المنهج الوصفي الكمي. استخدم الباحثون عينة عشوائية من طلاب اللغة الإنجليزية في الفصل الرابع في جامعة الشيخ علي حسن أحمد أداري بادانجسيديمبوان الإسلامية الحكومية. قام الباحثون بتقييم قدرة الطلاب على نطق حروف العلة القصيرة والطويلة من خلال تحليل البيانات واستخدام الدرجات المتوسطة. تظهر نتائج هذا البحث أن قدرة الطلاب على نطق حروف العلة القصيرة والطويلة خلال الفصل الرابع لمادة تدريس اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري بادانجسيديمبوان الإسلامية الحكومية تعتبر منخفضة. تكمن صعوبة الطالب في صعوبة نطق الصوتين /ʊ/ و /æ/ بحروف العلة القصيرة ومن الصعب نطق /u: / و /o: / بحروف العلة الطويلة. إن الجهود التي يمكن بذلها للتغلب على الصعوبات التي يواجهها الطلاب في نطق حروف العلة القصيرة والطويلة تتطلب من الطلاب فهم نظرية رموز الصوت، خاصة أن الطلاب يجدون صعوبة في جعل الأصوات /ʊ/ و /æ/ قصيرة و /u: / و /o: / حروف العلة طويلة وكيفية إصدار تلك الأصوات في الفم. واطلب من الطلاب أن يتعلموا تدوين كلمات حروف العلة القصيرة والطويلة ثم التدرب على نطق كلمات حروف العلة القصيرة والطويلة بجدية والدراسة الجادة في الحياة اليومية. ويأمل الباحثون أن يشجع هذا البحث المعلمين على تعميق وفهم قدرات الطلاب بالتفصيل في نطق حروف العلة القصيرة والطويلة في الفصل الرابع من تدريس اللغة الإنجليزية في جامعة الشيخ علي حسن الإسلامية الحكومية الإسلامية أداري بادانجسيديمبوان.

الكلمات المفتاحية: القدرة، النطق، حروف العلة القصيرة، الطويلة

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Padangsidimpuan, 10th January 2024

Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In the human experience, language is vital. Individuals communicate with one another through language. People convey their thoughts, sentiments, ideas, emotions, and other things through language. Without language, connections could not be formed or communication between individuals would be impossible. Without a common language among nations, individuals could not communicate with one another globally. As a result, some languages are used over the world to link different nations, one of which is English.

In the age of global communication, English is the language of choice for connecting people and exchanging knowledge. Because of its significance in today's world, English is a topic that students should take seriously. English has grown in importance in Indonesia, where it is taught in elementary schools and universities alike. As they study English, students ought to acquire linguistic proficiency. That is listening, speaking, reading, and writing skills, which are included in the language component, such as pronunciation.

Pronunciation is one of the parts of the English subject that is important for students.¹ Accurately articulating each English sound as well

¹ Abbas Pourhesian Gilakjani, English Pronunciation Instruction: A Literature Review, *International Journal of Research in English Education*, Vol1, No.1, 2016, p.12.

as putting the right emphasis and pitch on particular syllables, sentences, and phrases were all part of appropriate pronunciation. Students needed to master a variety of pronunciation categories, including phonetics, vowels, syllables, stress, and intonation. Vowels, however, are the most crucial pronunciation group.

Vowels are used to indicate how a sound is formed, which helped with English production. You will undoubtedly be able to pronounce English correctly in everyday conversation if you study vowels. To become more used to the English language, it might study the constituents of speech.

Therefore, it is undeniably true that vowel learning is necessary for everybody for a variety of purposes. According to interviews with students, pronouncing short and long vowel skills was the most problematic for students in terms of ability or motivation.² She was shy about pronouncing the words in English well. They were afraid their friends would laugh at them when they pronounced the words. She uses a Bataknese accent.

Additionally, they were unable to spell the term accurately because they preferred to hear the teacher speak English rather than directly working on their pronunciation. Moreover, the researcher spoke with several students who claimed that learning how to pronounce phrases precisely based on vowels was the most challenging aspect of learning English. Students also cannot distinguish between the words they actually say when short vowels

² Efrika Damayanti Harahap, The Student From English Department of UIN Syekh Ali Hasan Ahmad Addary, *Interview* (Padangsidempuan, 3rd of July 2023, at 02 o'clock)

are used and when long vowels are Rambe
 as a researcher, has found that students' ability to pronounce short and long vowels in the III semester of the students' English department at IAIN Padangsidempuan was in the low category.³ That's from the mean score of the result, which is 48.07%. The students' results score from the record are 44 to 90. The students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan students are difficulties in pronouncing short vowel is in /I/ and /ɑ/ sound and the students difficulties in pronouncing long is in /i:/ sound. And the dominant difficulties in this research are in long vowels, especially in /e:/, /ɑ:/, and /ɔ:/ sounds.

Based on the explanation above, the researcher wants to know if the ability to pronounce short and long vowels in the English department in the fourth semester was better than that of the researcher before. This research wants to know which vowels are more difficult: short or long vowels. The researcher decided to conduct research entitled "The Students' Ability in Pronouncing Short and Long Vowel at The Fourth Semester Of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan".

B. The Identification of the Problem

The researcher notes certain issues with pronunciation learning in the fourth semester of the English department at UIN Syekh Ali Hasan

³ Risna Sari Rambe, The Students' Ability in Pronouncing Short and Long Vowels at the III Semester of English Department IAIN Padangsidempuan, *Thesis* (Padangsidempuan: IAIN Padangsidempuan, 2017).

Ahmad Addary based on the background of the problems mentioned before. Students struggle with pronouncing words correctly. A lot of students find it challenging to distinguish between short and long vowel words in pronunciation since they are not particularly familiar with the symbols for these sounds, which deters them from studying pronunciation. Their pronunciation is also unpracticed.

C. The Limitation of the Problem

The identification of the problem can be identified above. The pronunciation issue is the researcher's main concern. For this reason, pronunciation is visible in a large number of lessons. However, it is not feasible to investigate every lecture. Thus, the study concentrated on long and short vowels. In order to assess students' pronouncing skills at the fourth semester of the English Department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the researcher in this study only employs short and long vowel words.

D. The Formulations of the Research

Based on the background of the problem, the formulation of the problem in this research is “How is the students’ ability in pronouncing short and long vowel at the fourth semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan?”

E. The Objectives of the Problem

The researcher states that the goal of the study is "to know how the students' abilities in pronouncing short and long vowels is at the fourth

semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan" based on how the problem is formulated.

F. The Significances of the Research

The researcher aims to contribute to the field of pronunciation study. The benefits of this study are divided into three categories, which are as follows:

1. For the Teachers

In order for lecturers to identify students' challenges with pronouncing short and long vowels and to know how to address their concerns, they need to know how well students can pronounce short words and long vowels at the UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan English Department's fourth semester. Additionally to improve their capacity to instruct pronunciation, particularly in relation to short and long vowels.

2. For the Students

It is anticipated that this study will improve students' pronunciation of both short and long vowels. It is also expected of students to be driven to get better at pronouncing words correctly.

3. For the Writer

When she becomes a certified teacher in the future, this study should be a terrific experience for her.

4. For other Researchers

It is anticipated that this study will serve as a reference for other researchers who wish to investigate this subject further.

G. The Definitions of Operational Variables

To avoid the mistakes in understanding some terms used in this research, the researcher provide some definition of terms:

1. Students` Ability

A person who is enrolled in school or a college is called a student. Ability is the capacity or capability to perform a task. Ability is the potential, the ability to perform something with strength, mental or physical, intelligence, or mental aptitude.

2. Pronounce

Making the sound of a word, or part of a word, correctly or in a specific way, is called pronunciation. Enunciating or articulating sounds, phrases, sentences, etc. is the act of pronouncing.

3. Short and Long Vowel

Short vowel is a vowel with short sound which found in closed syllables, not pronounced like the name of the vowel include (/i/ as sit), (/e/ as bed), (/æ/ as apple), (/ɒ/ as object), (/ʊ/ as would), (/o/ as fog), (ɛ as sect), (ə as aloud) and (/ʌ/ as uncle). Long vowel is a vowel with long sound which found in open syllables, pronounced like the actual name of the vowel include (/i:/ as each), (/a:/ as arm), (/u:/ as food), (/ɔ:/ as outlaw) and (/ɜ:/ as purse).

H. The Outline of Thesis

This paper is divided into five chapters, each of which has several points that describe the chapter.

Chapter one consists of background of the problem, focus of the problem, formulation of the problem, aims of the problem, and significances of the problem, the definition of the key terms, and the last talk is about the outline of thesis.

Chapter two consists of review of related literature which explain about pronunciation, talk about pronunciation, definition of pronunciation the goal of pronunciation, aspects of pronunciation, and factor that effect influencing pronunciation, and then about vowel, definition of vowel, vowel chart, characteristics of vowels, kinds of vowels and the last talk about review related studies.

Chapter III Research Method contains methodology of the study that used to explain about place and time of the research, research design, population and sample, instrument of the research, validity and reliability of the data, procedure of collecting data, and technique of analyzing the data.

Chapter IV is about the result and discussion of the research. It consists of description of the data, analysis of hypothesis, discussion of the results, and threats of the research.

Chapter V as the last chapter is consists of the conclusions of the research, implications and suggestion that are given by the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

To make sense of this research, the researcher needed a few associated theories. These theories provide an explanation for a number of terminology or concepts used in research. The words are as follows:

1. Pronunciation

In pronunciation, some important things to know are: the definition of pronunciation, the goals of pronunciation, the aspects of pronunciation, and the factors that influence pronunciation.

a. The Definitions of Pronunciation

Smakman says that pronunciation is the process of utilizing your speech tract muscles to produce sounds that other people can hear and understand.¹Your body and mind as a whole, as well as your speech channel, assist clear pronunciation. The act or manner of speaking speech words is known as pronunciation. Another way to put it is that it's a manner of expressing a term, particularly one that's widely recognized or accepted.

Pennington and Rogerson say that pronunciation is a crucial component of all spoken languages since ideas need to be expressed vocally in order to be understood and converted into messages that can

¹ Dick Smakman, *Clear English Pronunciation, A Partical Guide*, (New York: Routledge, 2020), p.1.

be shared with other people.²Pronunciation is crucial not only for speaking but also for understanding and interacting with others, as well as for producing audible and understandable message. Words must be pronounced clearly enough for the listener to be able to distinguish them from a speech stream and arrange them logically. Additionally, it conveys impressionable details about the speaker and the communication setting.

One of the most difficult things to master in English is definitely pronunciation, as it requires a lot of time and practice to get the hang of. When speaking English, there is a reciprocal relationship between the speaker and the listener. They have an impact on one another. It implies that the speaker must speak clearly in order for the listener to understand what is being stated.

The researcher came to the conclusion that pronunciation is the act of making speech in order to communicate based on the definition given above. In this case, pronunciation is made up of the structured sounds that are created as air passes through the organ of articulation. To become fluent in English as a foreign language, one must possess certain speaking and listening abilities.

² Martha Pennington & Pamela Rogerson, *A Partial Guide*, (New York: Routledge, 2020), p.1.

b. The Goal of English Pronunciation

For oral communication, pronunciation is crucial, and it plays a significant role in communicative competency. Asking pupils to pronounce words like native speakers is not the goal of pronunciation instruction. On the other hand, the real objective of oral communication ought to be understandable pronunciation. Students need to think differently about the sounds of English words if they wish to change the way they pronounce them. Accurate individual sounds as well as the more important components of speech, like rhythm, pattern, stress, and syllables.

Kenworthy states that the main purpose of pronunciation for learners is to be understood comfortably.³ It implies that both the speaker and the listener may feel at ease throughout a discourse. Although neither the speaker nor the listener can pronounce words exactly like a native, they can nevertheless understand one another in this situation.

The researcher concludes that the purpose of pronunciation instruction is to ensure that pupils do not talk with the fluency of native speakers. Pupils are free to pronounce English however they see fit, as long as they use proper intonation, rhythm, and stress. The speaker must do this in order for the listener to comprehend and feel at ease with them, as well as for them to understand the message the speaker is going to deliver.

³ Joanne Kenworthy. *Teaching English Pronunciation*. p.3.

c. Aspects of Pronunciation

Pronunciation contains a few components that make it clear how to pronounce words in a way that makes sense when spoken, in addition to how words sound or are formed in spoken language. Three ideas go into pronunciation: intonation, stress and rhythm, and the phonological sound of the language.

a. Phonology or the sounds of language

Being able to define and enumerate the language's sounds as well as write them down using phonetic representation is useful. Sounds used in language can express a speaker's intent or meaning. Language is produced by the speech organ. When we speak words or sentences, sounds are produced.

The sounds of language are constantly produced by the speech organ. Language and speech are two different things. Speech is an action that is used in many different contexts, but language is knowledge a code that people know and share and use to communicate and interpret messages in these contexts. When someone speaks, sound waves are created in the atmosphere by the speaker traveling to the hearer's eardrums, and anyone in close proximity can hear them. However, one who is conversant in the language can merely comprehend what is spoken

Language sounds are divided into two groups. Those are consonants with vowels. Consonants require the mouth to narrow,

which in turn leads the airstreams to become somewhat abstracted. Vowels restrict the lips very little, allowing air to flow through the mouth quite freely. It appears that the mouth's movement narrows when a person makes a consonant.

Consonants are noises produced when the airstream ascends from the lungs but encounters obstructions in the mouth. For instance, large, map, and so forth. Vowels are a sound in which the air stream exits very freely since nothing is obstructing or restricting it; it encounters no barriers along its path. Take Apple, East, etc. as examples.

Although the terms "vowel" and "consonant" are well known, it can be challenging to pinpoint the speaker's actual meaning when analyzing speech sounds objectively. Vowels can be categorized according to how they sound. Single vowels that sound like vowels fall into two categories. One vowel sound, like in heat, can be short, like /i/. It sounds like a short vowel. A long sound, or long vowel, is indicated by the symbol /i:/.

b. Stress and Rhythm

An essential component of pronunciation that affects how words are expressed and understood is rhythm. Just like accent is a feature of a tone unit, stress is a quality of a word. The speaker's meaning can be inferred from rhythm and stress. Whether the speaker is requesting, clarifying, or making an inquiry, etc.

When a word or phrase has stress, it means that the vowel lengthens, the volume increases, and the pitch shifts. Word stress and phrase stress are the two types of stress. The arrangement of stressed and unstressed syllables within a word, as apply (/ˈplai/) and arrive (/ˈraɪv/), is known as word stress. Sentence stress is just as important to the future as the speakers' message for listeners who are missing important hints.

phrase stress refers to the way a speaker emphasizes a particular word in a phrase by pronouncing it louder, stronger, or higher in pitch. Sentence stress is just as important to the future as the speakers' message for listeners who are missing important hints. Pronunciation patterns that might improve a speaker's delivery and aid in the listeners' understanding of what they are saying are stress and rhythm.

There are two categories of stress in English: primary stress and secondary stress.

1. Some words that have primary stress include:

1. Apple = /ˈapple/

2. Able = /ˈable/

3. Often = /ˈɒfən/

2. The following words are an example of secondary stress:

1. Academic = /,acaˈdɛmɪk/

2. Economic = /,ecoˈnɒmɪk/

3. Explanation = /,expla'nation/⁴

c. Intonation

The way our voices rise and fall when we talk is referred to as intonation. It is essential to how we communicate our ideas and enables us to comprehend those of others. For us, it is a very delicate component of language, primarily subconsciously. Without needing to memorize the specifics of what we say or hear, we are able to comprehend and employ intonation.

When a speaker uses intonation, it conveys their attitude and feelings as well as whether or not they have completed speaking. If the speaker is making a statement or asking a question, it also clarifies their goal.⁵ Additionally, depending on how the speaker says something, we can use intonation to change the meaning or intensity of what they are saying. For example, we can use intonation to convey agreement, acceptance, or disagreement. No can mean disagreement, rejection, or doubting of the facts.

There are some kinds of tunes in intonation: falling tunes, rising tunes, comparisons, and compound tunes. The different kinds of intonation will be explained below:

1. The falling tunes

The voice's pitch falls during the descending melody. Furthermore, a long fall usually means that the speaker has finished

⁴ Anas Syafei, *English Pronunciation: Theory and Practice*. p.23.

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 4th edition. p.38.

communicating and nothing more. We make words that are falling in nature. For instance:



1. No



2. Two



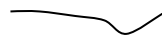
3. Excellent⁶

2. The rising tunes

Rising tunes are characterized by an increase in voice pitch, and they are typically used in non-final sense groups. The long fall is inversely correlated with the long ascent. It is not definitive; it is not final. For instance:



1. Yes



2. Ready?



3. Maybe⁷

3. Comparisons

The same word sequences are accompanied by distinct tunes, indicating variations in meaning; nevertheless, the meaning of a

⁶ Daniel Buring, *Intonation and Meaning*, (Chicago: Oxford University Press, 2016). p.3.

⁷ Daniel Buring, *Intonation and Meaning*. p.3.

word also varies depending on the context in which it is spoken.

For instance:



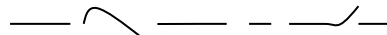
1. I'm sorry (an emotionless, matter of fact statement)



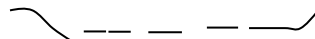
2. I'm sorry (equivalent to "what did you say?" or "would you repeat that?")⁸

4. Compound tunes

Certain types of sentences are associated with specific song pairings. When two (or more) tone units in a sequence have the same kind of tune—either rising or falling—they generally fit together and take up more time than either one alone or the sequence as a whole. For instance:



1. Might have thought of buying it



2. Most of it was for them

3. All of them went⁹

Thus, we may conclude that intonation plays a significant role in English speaking based on the rationale provided above. It is brought on by intonation, which conveys a speaker's emotions through their speech. There is a melody in intonation that unmistakably conveys the speaker's feelings.

⁸ Daniel Buring, *Intonation and Meaning*. p.4.

⁹ Daniel Buring, *Intonation and Meaning*. p.4.

d.Factors that Effect Pronunciation

A number of variables affect pronunciation, including the learner's age, native tongue, prior experience pronouncing words correctly in English, and the target language's tone for accurate pronunciation. These elements seem to have an impact on pronunciation instruction and acquisition.

1. The Native Language

According to Kenworthy, the most important factor in determining how well pupils pronounce words, particularly those with foreign accents, is their native tongue.¹⁰ Students will be able to identify their own problems more accurately if they are conversant in the sound system of their mother tongue. They occasionally speak the target language quite differently from the original speaker, and other times they speak just slightly differently.

2. The Age Factor

Accents are easily picked up on by children, and performance skills appear to deteriorate with age.¹¹ Most of the time, knowing one's mother tongue causes distractions when learning a second language. On the other hand, people find pronunciation to be the most challenging aspect of language learning. One significant factor is that, whereas adult learners may be more prone to experience

¹⁰Joanne Kenworthy, *Teaching English Pronunciation*. p.4.

¹¹Joanne Kenworthy, *Teaching English Pronunciation*. p.4.

slowed learning due to their advanced age, younger learners are capable of learning a sound system, which is more efficient.

3. Amount of Exposure

The quantity of exposure a student has to English is another influence.¹²It is easy to interpret this example as depending on whether the student is a resident of an English-speaking nation or not. If so, the student is "surrounded" by English and is continuously exposed to pronunciation exercises. There is no such benefit if the learner does not reside in an English-speaking community.

4. Attitude and Identity

A person's attitude toward the target language might affect how well they pronounce words.¹³It is uncommon to discover that a significant number of students in phonetics lessons oppose cooperating with their lecturers. Other students occasionally mispronounced individual phonemes. These pupils made fun of them. To learn how to pronounce words in English, one must have the right mindset.

At times, learners' attitudes might be formed more quickly when they are motivated to learn. The development of learning attitudes can support or impede the improvement of pronouncing abilities. In a similar vein, a person's speech pattern is highly

¹²Joanne Kenworthy, *Teaching English Pronunciation*. p.6.

¹³Joanne Kenworthy, *Teaching English Pronunciation*. p.6.

indicative of their personality and current psychological and/or emotional state.

5. Motivation and Concern for Good Pronunciation

It appears that some students are more concerned with pronunciation than others.¹⁴This worry is frequently shown in remarks about how poorly they pronounce words, requests for people to correct them, and the numerous stops in conversation that are used to get feedback on how well they pronounce words. It's possible that students don't give a damn because they're unaware of the problems, diversions, or misconceptions their speech patterns can cause their listeners.

2. Vowel

Pronunciation has many categories to learn, and the most important is the vowel. There are some important things to know about vowel: the definition of vowel, the vowel chart, the characteristics of vowel, and the kind of vowel.

a. Definitions of Vowel

Roach says that vowels are sounds in which the air's passage from the larynx to the lips is unhindered.¹⁵Vowels are produced by voiced air traveling through variations in the mouth's form brought about by variations in the tongue and lip positions. While tongue variations are

¹⁴ Joanne Kenworthy, *Teaching English Pronunciation*. p.8.

¹⁵ Peter Roach, *English Phonetics and Phonology, fourth edition* (New York: Cambridge University Press, 2009), p.10.

difficult to see and feel, lip differences are easy to perceive and feel. For this reason, a detailed explanation of the proper tongue position for a certain vowel does not truly aid in proper pronunciation.

Carr says that vowels are voiced and articulated using an open approximation constriction.¹⁶ Since all vowels are voices, when they are generated, the velum is raised. There are many different ways to situate the tongue inside the oral cavity without compromising its ability to form an open approximation constriction. Let's call the entire region accessible to these articulations the vowel space. It will be essential to plot the location in the vowel space where a given vowel is articulated.

Hornby says that vowels are a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.¹⁷ The most significant phoneme in pronunciation is vowels. The first step towards producing a solid pronunciation is to learn or comprehend vowels. Vowels used to produce language well because they understood how the sound left the mouth. The researcher wrote down a few word vowels to make it clear.

The researcher can infer from the description given above that a vowel is the sound or voice made by moving a certain portion of the tongue while the mouth is open and the tongue is not in contact with the teeth or roof of the mouth.

¹⁶ Philip Carr, *English Phonetics and Phonology; An Introduction, second edition*, (Washington, D.C: Blackwell Publishing Ltd, 2013), p.59.

¹⁷ Albert Sydney Hornby, *Oxford Advanced Learner's Dictionar.* p.38.

b. Vowel Chart

An advanced phonetics student must be able to correctly distinguish and pronounce vowels using a vowel chart, which is a standard reference system.¹⁸ Learning vowels is not just about making English sounds; it's also about understanding the variety of vowels produced by the human voice mechanism and how to categorize, compare, and describe them. The chart below provides an explanation of the IPA system for vocal transcription:

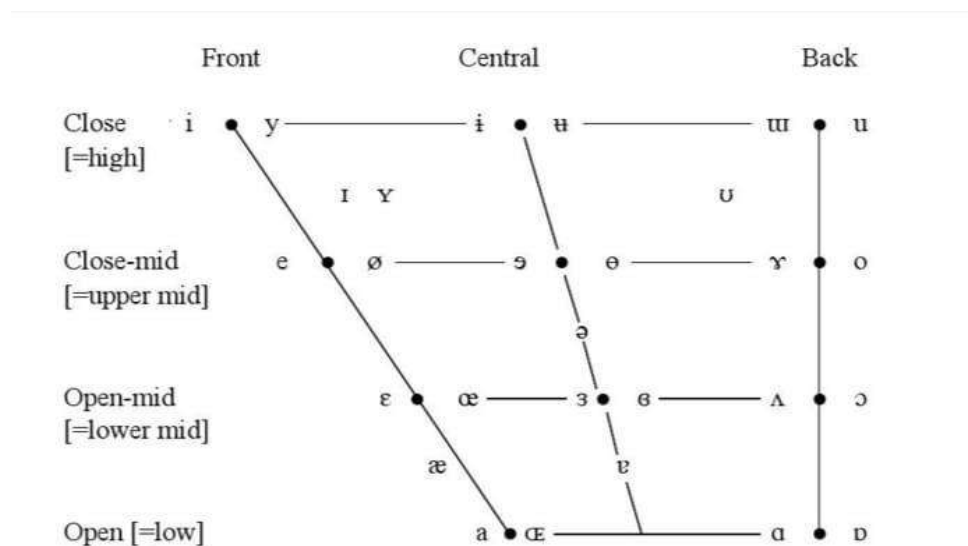


Figure II.1.
The Vowel Chart of the IPA System

Vowel classifications are based on the part of the tongue that is managed to produce the vowels. The following is a classification of vowels based on the tongue:

¹⁸ David Odden, *Introducing Phonology*, (England: Cambridge University Press, 2005). p.34.

1. Front vowels, which are produced by lifting the front of the tongue toward the hard palate. For instance, in the /fi:d/ feed, /i:/.
2. Back vowels: /u:/ in /fu:d/ food, for example, are produced by raising the "back" of the tongue toward the soft palate.
3. Central vowels, which occur when the tongue is positioned halfway between the front and rear. For example, /ɜ:/ in /bɜ:d/ bird.
4. Close vowels, such as /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food, are produced when the tongue is continuously kept as high as possible without making a frictional sound.
5. Open vowels, produced by lowering the tongue as much as possible, such as in /a:/ in /fa:ðə/father.¹⁹

Hamka says that the English vowel chart considers the position of the tongue, lip tension, lip rounding, and lip tension in order to characterize the vowel sounds.²⁰The vowel chart is described in the following figure:

¹⁹ Peter Roach, *English Phonetics and Phonology, third edition*. p.14.

²⁰ Hamka, Standardizing Teaching English Vowels In Empowering Students' Pronunciation, *Journal of Applied Linguistics and Islamic Education*, Vol 4, No.1, January 2016, p.9.

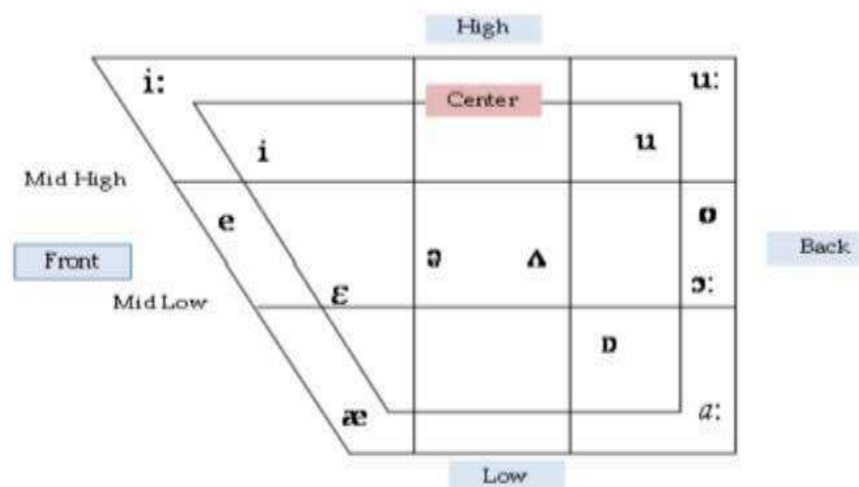


Figure II.2.
Vowel Chart

English vowel arrangement chart: the vowels are organized based on where in the mouth they articulate. A vowel classification chart is shown below:

1. To produce a front vowel, elevate the front portion of the tongue in the direction of the region closest to the upper tooth ridge.
2. To produce a central vowel, lift the center portion of the tongue in the direction closest to the soft palate.
3. The rear of the tongue is bunched toward the soft palate to produce back vowels.
4. High vowels have the least amount of arching or bunching in them.
5. Between the high and low locations, there is a certain amount of tongue bunching while making mid vowels. The central series' vowels are all midvowels.

6. Low vowels have the least amount of bunching or arching in their mouth. When speaking low vowels, the tongue lies nearly flat within the oral cavity.²¹

Based on the explanation above, it can be concluded that the sound of a vowel can be produced from the six chart vowel positions of the tongue, that is, front, mid, central, high, low, and mid.

c. Characteristics of vowel

There are the characteristic of vowels that can be explained below:

a. The position of tongue

With the widest range of motion, the tongue is the most significant organ of speech. The tongue is brought nearly to the oral cavity's ceiling.²² Make an æ, like in the word "sad," and note how the distance between the roof of the mouth and the tongue's surface has increased significantly. This indicates that there is a difference in tongue height between /I/ and /æ/, and that /I/ is a relatively close vowel and [æ] is a relatively open vowel.

Hence, characterize /I/ and [æ] as relatively front vowels; a back vowel is one in which the tongue's back is at its highest position. The vowel sounds /i/, /æ/, /ɒ/, /u/ can be written if the sounds sat, sad, God, and placed are repeated by the tongue. People undergoing advanced phonetic training must learn to produce and

²¹ Anas Syafei, *English Pronunciation: Theory and Practice*. p.11.

²² Peter Roach, *English Phonetics and Phonology, second edition*...,p.18.

recognize these cardinal vowels, which are part of the standard reference system. They are as follows:

1. Sit /sit/

The vowel sound /i/ indicates that the tongue is positioned high in front of the mouth, as may be seen in the mirror.

2. Sad /sæd/

The tongue is in front and low in the mouth when making the vowel sound /æ/.

3. God /god/

The tongue is back and the mouth is mid-low, making the vowel sound of /ɑ/.

4. Put /put/

The tongue is back and the mouth is mid-high vowel sound of /u/.²³

b. Tongue Height

The tongue cannot be lowered, and if it were to be further retracted, air would cause a frictional noise as it would pass through the little opening between the back of the tongue and the rear portion of the roof of the mouth.²⁴The explanation given above leads the researcher to the conclusion that tongue height corresponds to high and low vowel sounds, either open or closed.

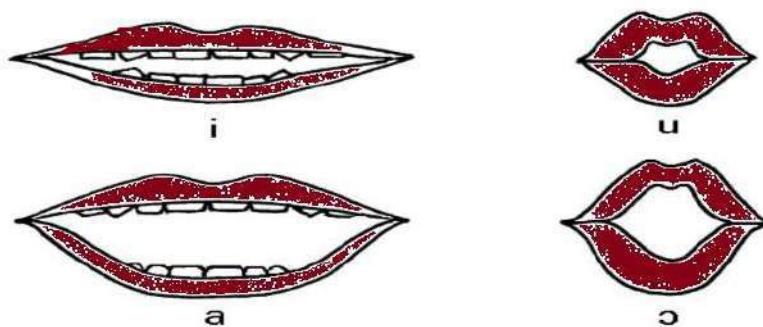
²³ Daniel Jones, *The Pronunciation of English*. p.12.

²⁴ Daniel Jones, *The Pronunciation of English*. p.18.

The terms "high," "mid," and "low" describe the various tongue heights. Low vowels are produced with the least amount of bunching or arching, whereas high vowels are produced with the greatest bunching of the tongue. The tongue is nearly flat in the oral cavity during certain low vowels. A certain amount of tongue bunching occurs when making mid vowels, in between the high and low positions.

c. Lip rounding

While lip round is a significant factor in vowel quality, lip position also has a significant impact on vowel quality. The lips can be brought together to create a more or less circular opening between them, retained in a natural or neutral state, or fanned out to leave a long, narrow opening between them..²⁵Round vowels are those made with the lips in the latter position. Rounding comes in two primary varieties: close rounding and open rounding. While the lips can take on a variety of forms and positions at this point, there are:



²⁵ Daniel Jones, *The Pronunciation of English*. p.16

Figure II. 3.
Lip Rounding

Lip rounding is categorized according to the above figure.

They are:

1. Rounded, in which the lips are pushed forward and their corners drawn closer one another. In u, this is the most evident.
2. Spread, with the corners of the lips pulled apart; this is the most obvious manner that I can show a smile.
3. Neutral, in which there is no discernible spreading or rounding of the lips. The most obvious example of the sound that most English individuals produce when they are unsure is in ə.
4. Slightly spread, more open than spread, with the corners of the lips moving apart from one another. In an, this is the most observable.²⁶

Drawing from the aforementioned reasoning, it can be deduced that the properties of vowels can reveal their shape and that certain vowels can be produced orally. Thus, that can be articulated flawlessly. The vowels round their lips differently.

d. Kinds of Vowel

There are four kinds of vowel, short vowel, long vowel, diphthongs, and triphthongs. But in this research, the researcher just explained about short and long vowel based on the title of the research.

1. Short Vowel

²⁶ Peter Roach, *English Phonetics and Phonology*, third edition. p.49.

Cully says that a short vowel is a basic (non-complex) vocalic segment that appears in the syllable nucleus.²⁷ When a short vowel occurs within the syllable nucleus, it is characterized by a shorter or vocalic segment and no discernible change in tongue height. when the sound of the letter is not accurately spoken.

Hamka says that vowel sounds that are near to mid-and central-vowels are regarded as short vowels.²⁸ The placement of short vowels is characterized by the rounding of the lips, the location of the tongue, and the height of the tongue, which is neither clearly higher nor lower, nor in the front nor rear, nor too closed or open. The shorter sounds are what it signifies.

Roach says that The placement of short vowels indicates how the lips are rounded, where the tongue is placed, and how high or low the tongue is. It also indicates how close or open the tongue is. However, it indicates a shorter sound.²⁹ There are symbols for the sound of the short vowel in the International Phonetic Alphabet (IPA). They are: /i/, /e/, /æ/, /ɒ/, /ʊ/, /o/, /ə/, /ɛ/ and /ʌ/. The produce of this symbol sound can be explained below.

a. /i/

²⁷ Christopher Mc Cully, *The sound structure of English: an introduction*, (Cambridge: Cambridge University Press, 2009), p.223.

²⁸ Hamka, Standardizing Teaching English Vowels In Empowering Students` Pronunciation, *Journal of Applied Linguistics and Islamic Education*, Vol 4, No.1, January 2016, p.11.

²⁹ Peter Roach, *English Phonetics and Phonology, third edition*. p.15.

This short vowel's symbol sound can be generated as an unrounded, front, lax, or high vowel. The tongue's anterior portion is held high in the mouth. An illustration of the sound of the /i/ symbol at the start, middle, and end of a word is:

Table II.1.
Phonetic Script of Vowel /i/

No	Words	Phonetics Script
1.	Bit	/bit/
2.	Pin	/pin/
3.	Fish	/fiʃ/
4.	Hill	/hil/
5.	Hymn	/himn/ ³⁰

b. /e/

This short vowel's symbol sound can be generated as an unrounded, lax, mid, or front vowel. Once more, but without pressure, the upper back teeth are the sides of the tongue. Only the beginning and center of a word contain the /e/ symbol sound.

Table II.2.
Phonetic Script of Vowel t /e/

No	Words	Phonetics Script
1.	Bed	/bed/
2.	Red	/red/
3.	Set	/set/
4.	Edge	/edʒ/
5.	End	/end/ ³¹

c. /æ/

The symbol sound of the short vowel /æ/ is a low, front, usually lax, unrounded vowel.³² The tongue is positioned low in

³⁰ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition*, (England: Cambridge University Press, 2009). P.14.

³¹ Anas Syafei, *English Pronunciation Theory and Practice*. p.47.

³² Anas Syafei, *English Pronunciation Theory and Practice*. p.48.

the mouth in both the front and rear regions. The lower middle front teeth are not far from the tongue tip. The lips are widely open and the jaw is low. /æ/ symbol sound that appears at the start or middle of a word:

Table II.3.
Phonetic Script of Vowel /æ/

No	Words	Phonetics Script
1.	Bat	/bæt/
2.	Man	/mæn/
3.	Gas	/gæs/
4.	Pan	/pæn/
5.	Dead	/dæd/ ³³

d. /ɒ/

The short vowel /ɒ/ is produced between open-mid and open tongue height, not quite entirely back. The lips are in a neutral position. One can find examples of the /ɒ/ sound at the start and middle of words:

Table II.4.
Phonetic Script of Vowel /ɒ/

No	Words	Phonetics Script
1.	Object	/ɒbdʒkt/
2.	On	/ɒn/
3.	Pot	/pɒt/
4.	Loss	/lɒs/
5.	Cross	/krɒs/ ³⁴

e. /ɔ/

³³ Paultette Pale & Lillian Poms, *English Pronunciation Made Simple*. p.19

³⁴ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition*.

Short vowel /ʊ/ is produced when the lips are rounded. The front part of the tongue is low in the mouth.³⁵ Short vowel /ʊ/ just found in the middle of words such as, for example:

Table II.5.
Phonetic Script of Vowel /ʊ/

No	Words	Phonetics Script
1.	Would	/wʊd/
2.	Bush	/bʊʃ/
3.	Wood	/wʊd/
4.	Put	//pʊt/
5.	Pull	/fʊl/ ³⁶

f./ə/

The mouth produces the unrounded half-open to half-close center vowel for the short vowel /ə/. When making the sound /ə/ the lip posture is neutral or wide, the opening between the jaws is medium, and the middle portion of the tongue is elevated, reaching the half position or even lower. The /ə/ sound that appears at the start, middle, and finish of a word. For instance:

Table II.6.
Phonetic Script of Vowel /ə/

No	Words	Phonetics Script
1.	Alone	/ələʊn/
2.	Aloud	/ələʊd/
3.	Chicken	/ˈtʃɪkən/
4.	Woman	/ˈwʊmən/
5.	Banana	/ˈbænɑ:nə/ ³⁷

g. /o/

³⁵ Anas Syafei, *English Pronunciation Theory and Practice*. p.58.

³⁶ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition*, p.14.

³⁷ Michael Mayor, *Longman Collocations Dictionary and Thesaurus*, (Pearson Longmans, 2013). p.169.

The short vowel /o/ falls between the open-mid and close tongues; it is a back mid-high vowel that is not exactly mid.³⁸ The lip position is neutral. Example:

Table II.7.
Phonetic Script of Vowel/o/

No	Words	Phonetics Script
1.	Top	/top/
2.	Most	/most/
3.	Fog	/fog/
4.	Song	/song/
5.	Join	/join/ ³⁹

h. /ɛ/

The front mid-low central vowel /ɛ/ is a short vowel that is generated in a central vowel and is more open than the open-low tongue height.⁴⁰ The lips are in a neutral position. Similar to the /e/ vowel, the /ɛ/ vowel is also referred to as the epsilon symbol. An illustration of how the common spelling of /ɛ/ is expressed at the start, middle, and end of a word is as follows:

Table II.8.
Phonetic Script of Vowel /ɛ/

No	Words	Phonetics Script
1.	Get	/gɛt/
2.	Sect	/sɛkt/
3.	Bet	/bet/ ⁴¹

i. /ʌ/

³⁸Hamka, Standardizing Teaching English Vowels In Empowering Students' Pronunciation, *Journal of Applied Linguistics and Islamic Education*. p.11.

³⁹ Chris Baldick, *Oxford Concise Dictionary of Literary Terms*, (New York: Oxford University Press, 2001), p.1.

⁴⁰ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition*. p.16.

⁴¹Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition*. p.16.

As a central vowel, the sign /ʌ/ generate is more open than the open-mid tongue height. The lip position is not expressive.⁴² Example of a common spelling for /ʌ/ represented in beginning, in the middle, and at the end of a word:

Table II.9.
Phonetic Script of Vowel /ʌ/

No	Words	Phonetics Script
1.	Cut	/cʌt/
2.	Come	/cʌm/
3.	Rush	/rʌʃ/ ⁴³

2. Long Vowel

Hamka says that there are subtle distinctions between short and long vowels in addition to differences in length and sound.⁴⁴ Similar long and short vowel pairs, such [i] and [i:], [u] and [u:], or [a] and [a:], can be contrasted to hear quality differences in addition to length differences (because to variations in tongue shape and position as well as lip position).

Roach says that long vowel is serves as a reminder that it generally belongs there. The symbol is made up of just one vowel, a pure length mark that is two dots long and two dots wide.⁴⁵The phrase "in similar context" is required because, as will be shown later, all English vowel sounds vary greatly in length depending on their context (such as the sound that comes before or after them) and whether or not they are stressed.

⁴² Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.16.

⁴³ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.14.

⁴⁴Hamka, Standardizing Teaching English Vowels In Empowering Students` Pronunciation, *Journal of Applied Linguistics and Islamic Education.* p.11

⁴⁵ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.16.

There are five symbol sounds of the long vowel according to International Phonetic Alphabet (IPA): they are /i:/, /ɒ:/, /u:/, /ɔ:/, and /ə:/. The produce of this symbol sound can be explained below.

a. /i:/

An unrounded close front vowel is produced by the long vowel /i:/. Additionally, the tongue's front is lifted nearly to its closed position.⁴⁶The letter /i:/ is commonly spelled as it appears at the start, middle, and end of words. For instance:

Table II.10.
Phonetic Script of Vowel /i:/

No	Words	Phonetics Script
1.	Each	/i:tʃ/
2.	Eager	/i:gə/
3.	Been	/bi:n/
4.	Peace	/pi:s/
5.	Free	/fri:/ ⁴⁷

b. /ɑ:/

The long vowel /ɑ:/ is generated as an unrounded open back vowel, but the /ɑ:/ sound is formed by lifting the back of the tongue somewhat above the position of the tongue in true back.⁴⁸An illustration of a typical spelling for the/ɑ:/ sound appears at the start and middle of a word. For instance:

Table II.11.
Phonetic Script of Vowel t /ɑ:/

No	Words	Phonetics Script
1.	Arc	/ɑ:k/
2.	Arm	/ɑ:m/
3.	Mast	/ma:st/

⁴⁶ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.17.

⁴⁷ Michael Mayor, *Longman Collocations Dictionary and Thesaurus...*,p. 912.

⁴⁸ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.20.

4.	Half	/ha:f/
5.	Calm	/ka:lm/

c. /ɔ:/

The long vowel symbol /ɔ:/ is produced with the rear of the tongue lifted towards the soft palate, resulting in a mid-back, tense, rounded vowel sound. The lips are rounded as well.⁴⁹The common spelling for the letter /ɔ:/ is expressed by its beginning, middle, and end in words. For instance:

Table II.12.
Phonetic Script of Vowel /ɔ:/

No	Words	Phonetics Script
1.	Order	/ɔ:də/
2.	All	/ɔ:/
3.	Cord	/kɔ:l/
4.	Broad	/brɔ:d/
5.	Outlaw	/autlɔ:/ ⁵⁰

d. /u:/

A high, back, tense, rounded vowel is created by making the long vowel sound /u:/. The tip of the front portion of the tongue is just barely touching the lower front teeth, and it is positioned low in the mouth. The symbol /u:/ is commonly spelled with its symbol just in the center and at the conclusion of words. For instance:

Table II.13.
Phonetic Script of Vowel t /u:/

No	Words	Phonetics Script
1.	Food	/fu:d/
2.	Choose	/tʃu:z/

⁴⁹ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.20.

⁵⁰ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.216.

3.	Loose	/lu:s/
4.	Soon	/su:n/
5.	Groom	/gru:m/ ⁵¹

e. /ə:/

This symbol is a center vowel that is recognized as a hesitating sound in the majority of English accents. The lips are in a neutral position. An illustration of a typical spelling for the sign /r:/, which appears at the start and middle of words.

Table II.14.
Phonetic Script of Vowel/ə:/

No	Words	Phonetics Script
1.	Earn	/ə:n/
2.	Early	/ə:li/
3.	Bird	/bə:d/
4.	Fern	/fə:n/
5.	Purse	/pə:r/ ⁵²

B. Review Related Studies

To verify if the study is relevant to the topic under investigation. The researcher gathered the following titles that are either similar to or connected to this research:

The first study was conducted by Fadhilah and Mobit, the researchers used qualitative approach and interpretative study in order to answer formulation of the research problem.⁵³The researcher employed tests and interviews to gather data. The study's

⁵¹ Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.20.

⁵² Peter Roach, *English Phonetics and Phonology a Practical Course, Fourth Edition.* p.20.

⁵³ Monica Feby Fadhilah, Fauzi Miftakh, & Mobit, EFL Students' Pronunciation Error Analysis on English Short Vowel Sounds, *English Ideas: Journal of English Language Education.* Vol.1 No.1, retrieved from <http://doi.org/10186-1-10-20201027>. (2021)

findings indicated that inter-lingual transfer accounts for 62.65% of the significant source of errors in pronouncing English short vowel sounds, with the /æ/ sound accounting for the highest number of errors at 36.15%.

The second study was conducted by Ammar, this researcher used quantitative method.⁵⁴The findings demonstrated that trainees had difficulty producing low vowels, particularly /ɒ/, /æ/, and /ʌ/. The study came to the conclusion that these issues are most likely related to the complexity of the L2 vowel space, which is difficult to construct since vowels are close to one another. Error mean differences were found to be significant between the two groups.

The third study was conducted by Visoni and Marlina. This present study aims to examine commonly mispronounced sounds and types of errors in the context of vowel sounds.⁵⁵In order to obtain more naturalistic pronunciation as data, this study looked into speech performance pronunciation errors. Six voice recordings given by students during the English Department's speech lesson on spoken English activities served as the study's primary source of data. To identify speech pronunciation mistakes, the recordings were

⁵⁴ Ammar Abdely, The Pronunciation of English Low Vowels by Iraqi EFL Learners: An Intralingual Analysis, *Journal of Language Studies*. Vol.21 no.3, retrieved from <http://doi.org/10.17576/gema-2021-2103-09>. (2021).

⁵⁵ Yon Visoni & Leni Marlina, Students' Pronunciation Errors on Vowels at Spoken English Activities (Speech) Class at English Department Universitas Negeri Padang. *Journal of English Language Teaching*. Vol.9 No.3. retrieved from <https://doi.org/10.24036/jelt.v9i3.109237>. (2020).

examined. Following completion, the errors were quantified and analyzed. The findings of this investigation showed that errors were commonly committed in [æ], [i:], [ə], [əi], and [eɪ]. These sounds were used in place of multiple noises.

The fourth study was conducted by Della. This research was designed as descriptive qualitative method.⁵⁶ A dictionary and an internet dictionary served as the research tool. The investigation's findings were: initially, using vowels Whereas some fairly comparable sounds in English have separate phonemes, most sounds in Indonesian have just one phoneme. In consonant, second. In the Indonesian language, there is no location of articulation for labiodental /v/, dental /□/ (unvoiced), /ð/ (voiced), palate alveolar /ʒ/, and there is no manner of articulation for fricative sounds (/v/, /□/, /ð/, /ʒ/).

Thus, the researcher attempts to determine the students' capacity to pronounce short and long vowels based on the five relevant studies mentioned above. Conversely, four of these studies are comparable, but the findings and targets are distinct. In the interim, this study will look into how to pronounce long and short vowels. The researcher describes how the students' ability in pronouncing short and long vowel at the fourth semester of English

⁵⁶ Nona Levianka Della, English Students` Problems in Pronouncing Unexist English Vowels and Consonants in Indonesian Language, *Teaching English and Language Learning English Journal*. Vol.2 No.1, retrieved from <https://doi.org/10.36085/telle.v2i1.3328>. (2022).

Department UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was conducted at the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan Jalan T. Rizal Nurdin, Km. 4,5 Sihitang, Padangsidempuan. The time of this research has been from May 2023 until September 2023.

B. The Kinds of Research

Descriptive methods were combined with quantitative research in this study. It is a research analysis. The goal of descriptive quantitative research methods is to provide a situation or event description. Observable phenomena are examined, described, and explained using descriptive analysis, which employs numerical data to form inferences.

Because the researcher intends to characterize the variations in students' prepositional identification skills through descriptive text, this kind of research is categorized as descriptive. Analyzing or interpreting a scenario or occurrence is known as quantitative descriptive research, with an emphasis on testing, so it can be concluded that the descriptive method is used to describe students' ability in pronouncing short and long vowels at the fourth semester in English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

C. The Population and Sample

1. Population

In this research, all of the students in the English department of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan at the fourth semester are population. The population that will be employed in this research is all of the students in the fourth semester of the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. They consist of two classes. It can be found in the table below:

Table III.1
The Population of the Research

No	Class	Number of Student
1	TBI-1	27
2	TBI-2	36
Total		63

(Source: Academic System Operation of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan)

2. Sample

According to Johnson & Christensen simple random sampling is the process of selecting a sample from the population so that each individual has an equal probability of being chosen.⁶⁰ It indicates that all students have equivalent ability. Simple random sampling was utilized by the researcher to obtain the sample because all members of the population in this study have similar backgrounds. Thus, in each class, the researcher selected 15 students. The following table shows it:

⁶⁰ Burke Johnson & Larry Christensen, *Educational Research: Quantitative and Qualitative Approaches*, (America: University Michigan, 2010), p.12.

Table III.2
The Sample of the Research

No	Class	Number of Students
1	TBI-1	15
2	TBI-2	15
Total		30

Using a lottery technique, the researchers used random sampling to collect samples. Every person in the population from tbi-1 and tbi-2 was listed by the researcher on paper, which was then numbered and rolled into a little roll. Subsequently, the investigator gathered thirty rolls of paper-15 from each class-to serve as samples.

D. The Instrument of the Research

The instrument of this research is a test. The test was administered orally by the researcher using an individual performance format. Short and long vowel word expression was the focus of the oral exam. A monolog test is an oral assessment format used to determine a person's ability to pronounce pupils' names. Subsequently, the students were instructed to articulate the words provided by the researcher and compose a transcription of their speech. Additionally, value is assigned by researchers using markers for pronouncing long and short vowels. As an informant for this study, the researcher administered a test to students in the fourth semester of the English Department at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan to determine their proficiency in pronouncing short and long vowels.

So based on the statement above, the author gives weight to such an assessment, which is described above based on the pronunciation indicators.

Table III.3
Indicator of Pronouncing Short and Long Vowel

No	Indicator	Sub Indicator	Item	The Number of Item	Scores	Total Score
1	The Students are Able to Pronounce Short Vowel	/ɪ/	2	1, 36,	2	4
		/ʊ/	2	12, 47	2	4
		/e/	2	40, 45	2	4
		/æ/	3	13, 22, 24	2	8
		/ʌ/	3	3, 11, 20	2	6
		/ɒ/	3	23, 35, 38	2	6
		/o/	3	4, 42, 44	2	6
		/ə/	3	14, 25, 37	2	6
2	The Students are Able to Pronounce Long Vowel	/ɛ/	3	2, 5, 39	2	6
		/ɑ:/	5	6, 8, 16, 18, 30	2	10
		/i:/	5	7, 9, 10, 17, 19	2	10
		/u:/	5	15, 27, 29, 34, 49	2	10
		/ɜ:/	6	21, 26, 28, 33, 46, 50	2	12
		/ɔ:/	5	31, 32, 41, 43, 48	2	10
Total			50		2	100

For this indicators table, the score is give 2 for each correctly and answer 100 for all items correctly answer.

E. The Validity and Reliability Instrument

1. Validity of the Data

For a test to be considered good or terrible, it must be valid.

If the test is valid or not, the researcher needs to know. The researcher used content validity in this research. The lecture in this study will

validate the test by taking into account the indicators that pertain to the students`ability in pronouncing short and long vowels at the fourth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Which are short and long vowels with sub 14 indicators. They are: /i/, /e/, /æ/, /ʊ/, /ʊ/, /o/, /ə/, /ɛ/, /ʌ/, /ɑ:/, /i:/, /u:/, /ə:/ and /ɔ:/.

2. Reliability

According to the reliability test, there is similarity in the test result. It ensures consistency in the measurement's outcome. The researcher employed inter-rater reliability in this investigation. The researcher asked the lectures to make the necessary corrections. Thus, the researcher came to the conclusion that the tool employed in this study is trustworthy and appropriate for testing UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan students.

F. The Technique of Collecting Data

The researcher employed an oral examination to gather data for this study. The primary method for gathering data is the test. The procedures to gather the information are:

1. The question is prepared by the researcher before it is presented to the student.
2. Students are given work sheets by the researcher.
3. The student volunteers and gets ready to be tasted, according to the researcher.

4. One by one, the students take oral examinations in front of the class.
5. The investigator documents and listens to the pupils' proficiency in articulating both short and long vowels.
6. After gathering information from the recorder, the researcher analyzes the response to determine the score.

G. The Technique of Analyzing the Data

The researcher collected the data and then performed an analysis on it. The researcher used quantitative data in the data analysis method. The following are the steps the researcher is doing to analyze the test's data using the quantitative method:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Average or mean score

Σx : The sum of the outcome

n : Total number of responders⁶¹

Following receipt of the data by the researcher, it will be displayed as follows in a frequency table:

Table III.4
Criteria Score Interpretation

No	Number of Score	Predicate
1.	80 - above	Very Good
2.	69 - 79	Good

⁶¹Magdalena & Others *P.engantar Metode Penenlitian* (Bengkulu: Letarisiologi, 2021), p.81.

3.	56 - 65	Enough
4.	41 - 55	Low
5.	40 - Lower	Failed

*(Adapted by Pusat kurikulum dan Perbukuan, Balitbang,
Kemendikbud)*

Following the discovery of the average score for each student, the researcher compares it to the following criteria:

- a. If the value of the score is 40 or lower, it can be categorized as failed.
- b. If the value of the score is 41 - 55, it can be categorized as less.
- c. If the value of the score is 56 - 65, it can be categorized as enough.
- d. If the value of the score is 69 - 79, it can be categorized as good.
- e. If the value of the score is 80 or above, it can be categorized as very good.

CHAPTER IV

THE RESULT OF THE THESIS

As mentioned before, the purpose of the instruction in the English department during the fourth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan was to assess the students' ability to pronounce short and long vowels. The researcher applied analysis to the student test data to determine the research's title. The mean score was used in a quantitative descriptive analysis to get their overall outcome as a generalization. The information below is described as follows:

A. Description of Data

Researchers employed an oral exam as a means of gathering data in order to determine the degree of students' proficiency in pronouncing short and long vowels at the fourth semester of the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Researchers challenged students to pronounce words correctly—both with short and long vowels—based on the results of the oral exam. A large amount of data was discovered during this test, and the results are shown in the table below.

Table IV.1
Students' Total Score in Pronouncing Short and Long Vowel

No	Students' Initial	True	False	Total Score
1.	TA	28	22	56
2.	M	22	28	44
3.	YIA	45	5	90
4.	NN	14	36	28
5.	SD	20	30	40
6.	KS	22	28	44

No	Students' Initial	True	False	Total Score
7.	NH	23	27	46
8.	DH	28	22	56
9.	FWN	46	4	92
10.	YSS	41	9	82
11.	RS	17	33	34
12.	AS	38	12	76
13.	DM	22	28	44
14.	NF	19	31	38
15.	SA	23	27	46
16.	AN	25	25	50
17.	YM	22	28	44
18.	KN	30	20	60
19.	REH	17	33	34
20.	NS	28	32	56
21.	SR	41	9	82
22.	SAH	29	21	58
23.	DSN	31	19	62
24.	NH	20	30	40
25.	IH	28	22	56
26.	SZ	28	22	56
27.	AL	31	19	62
28.	RZ	24	26	44
29.	ARR	37	13	74
30.	SA	27	23	56
Total				1650

The total scores of the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan for pronouncing short and long vowels at the fourth semester are 1650, as indicated by the table IV.1 above. Additionally, it is evident that some students received the highest score of 92 and the lowest score of 28. It is possible to view the quality score of each student in recognizing word classes as follows:

Table IV.2
The Score Quality of the Students in Pronouncing Short and Long Vowel

No	Students' Initial	Total Score	Quality Score
1.	TA	56	Enough
2.	M	44	Low

No	Students` Initial	Total Score	Quality Score
3.	YIA	90	Very Good
4.	NN	28	Failed
5.	SD	40	Failed
6.	KS	44	Low
7.	NH	46	Low
8.	DH	56	Enough
9.	FWN	92	Very Good
10.	YSS	82	Very Good
11.	RS	34	Failed
12.	AS	76	Good
13.	DM	44	Low
14.	NF	38	Failed
15.	SA	46	Low
16.	AN	50	Low
17.	YM	44	Low
18.	KN	60	Enough
19.	REH	34	Failed
20.	NS	56	Enough
21.	SR	82	Very Good
22.	SAH	58	Enough
23.	DSN	62	Enough
24.	NH	40	Failed
25.	IH	56	Enough
26.	SZ	56	Enough
27.	AL	62	Enough
28.	RZ	44	Low
29.	ARR	74	Good
30.	SA	56	Enough
Total		1650	

It is evident from table IV.2 above that students' results for both short and long vowel pronunciation are based on quality. Six kids had failed the quality test, eight had low quality, ten had enough ability, two had good ability, and four had very good quality. This indicates that there is variation in the English department's ability to pronounce short and long vowels in the fourth semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

B.Students' Ability in Pronouncing Short and Long Vowel

The results of the oral test, which each student took individually in front of the class, were computed by the researcher. The following table displays the ability of learners in pronouncing short and long vowels from the English department at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan at the fourth semester:

Table IV. 3
The Scores of students` Ability Pronouncing Short and Long Vowel
at the Fourth Semester of English Department UIN Syekh Ali
Hasan Ahmad Addary Padangsidimpuan

No	Description	Result
1.	Total Score	1650
2.	Maximum	92
3.	Minimum	28
4.	Mean	55
5.	Median	56
6.	Mode	56
7.	Range	64

Table IV.3 above indicates that out of 30 the students, 92 is the highest score and 28 is the lowest. The researcher determined that the mean score is 55 based on the data. The researcher obtained a mean score of 56 and a standard deviation of 56. The researcher achieved a maximum of 92 points and a minimum of 28 points. Next, the table below displayed the computed frequency distribution of the students' scores:

Table IV.4
The Distribution Frequency in Pronouncing Short and Long
Vowel at the Fourth Semester of English Department UIN Syekh
Ali Hasan Ahmad Addary Padangsidempuan

No	Interval	Mid-Point	Frequency	Percentage
1	28 – 38	33	4	13.3 %
2	39 – 49	44	9	30 %
3	50 – 60	55	9	30 %
4	61 – 71	66	2	6.7 %
5	72 – 82	77	4	13.3 %
6	83 – 92	88	2	6.7 %
	i = 11		30	100 %

The researcher discovered that the students with scores of 28–38 were 4 students or 13.3%, while those with scores of 39–49 were 9 students or 30%, those with scores of 50–60 were 9 students or 30%, those with scores of 61–71 were 2 students or 6.7%, those with scores of 72–82 were 4 students or 13.3%, and those with scores of 83–92 were 2 students or 6.7%. These findings are based on table IV.4 of the frequency distribution above.

Interval in this research means that the count of samples that got a score in the histogram. This is based on figure IV.1, which above revealed that the variable revelation students` ability in pronouncing short and long vowel showed that the respondent at 28–38 were 4 students, interval 39–49 were 9 students, interval 50–60 were 9 students, interval 61–71 were 2 students, interval 72–82 were 4 students, and interval 83–92 were 2 students.

The average proficiency of students in pronouncing both short and long vowels is low. As indicated by the proportion of the score in the table below, the researcher therefore provided an explanation for the students' difficulties pronouncing short and long vowels:

Table IV.5
The Percentage of Students' Difficulties in Pronouncing Short Vowel

No	Indicator	Total
1.	/i/	20%
2.	/ʊ/	60%
3.	/e/	28%
4.	/æ/	56%
5.	/ʌ/	14%
6.	/ɒ/	28%
7.	/o/	20%
8.	/ə/	12%
9.	/ɛ/	26%

The overall score for each indicator is shown in table IV.5 above.

With a total score of 20%, the sound /i/ is the first indicator. Subsequently, 60% was the overall result in /ʊ/sound. In the /e/ sound, the total was 28%. At that point, the overall /æ/ sound score was 56%. In the /ʌ/ sound, the total was 14%. There were 28% of sounds in /ɒ/. Following that, 20% of the sound was the /o/. In /ə/ sound, the total was 12%. In the /ɛ/ sound, the last total was 26%.

Based on the explanation above, the researcher wants to explain difficulties in finding short vowels. The first words are from the /i/ sound: /fi:ntʃ/, /nyemf/, and /nemf/. The second word is from the /ʊ/ sound were: /bʌtʃ/, /ba:tʃ/, /betʃ/, /betʃ/, /krʌk/, and /kru:k/. The third word is from the /e/ sound were: /pik/ and /nid/. The fourth word is from /æ/ sound were: /sek/, /sʌks/, /seks/, /seks/, /net/, /nʌt/, /nit/, /gen/, /jɛn/, /ʌks/, /eks/,

/eks/, and /ʌs/. The fifth word is from /ʌ/ sound were: /ha:t/, /hɜ:t/, /ha:t/, /het/, /hʊt/, /roʃ/, /rɔ:c/, /rɒʃ/, /dɛns/, and /dɒns/. The sixth word is from the /ɒ/ sound were: /wɛp/, /wɒ:p/, /rɒt/, /ret/, /rɒ:t/, /ʃɒ:n/, and /ʃɒn/. The seventh word is from the /o/ sound were: /mɒb/, and /rɒd/. The eighth word is from the /ə/ sound were: /fʌr/, /kɒl/, /kil/, /cʌm/, and /cʌʊm/. The last words are from the /ɛ/ sound were: /wind/, /sɪf/, /glɛd/, and /glɒd/.

Based on the explanation above, the researcher determined that the most difficult short vowels in the /i/ sound were 60%, and the most incorrect words were /bʊtʃ/ and /æ/ sound were 56%, and the most wrong words were /sæks/. The researcher also calculated the percentage of the students' difficulties in pronouncing short and long vowels from the number of incorrect words multiplied by 100, and then divided by 50 the number of instruments.

Table IV.6
The Percentage of Students' Difficulties in Pronouncing Long Vowel

No	Indicator	Total
1.	/a:/	70%
2.	/i:/	88%
3.	/u:/	60%
4.	/ɜ:/	64%
5.	/ɔ:/	90%

The overall score for every symbol in the long vowel is shown in Table IV.6 above; for the /a:/ sound, it was 70%. In the /i:/ sound, the overall score was 88%. Next, a total of 60% was scored for the /u:/ sound. For the /ɜ:/ sound, the overall score was 64%. In /ɔ:/, the total score was 90%.

Based on the explanation above, the researcher wants to explain the difficulties in finding long vowels. The first word is from /a:/ sound were: /barb/, bɜ:b/, /lark/, /mɑrʃ/, /tard/, /tared/ /tared/, /tad/, /bɑrdʒ/, and /berdʒ/. The second word is from the /i:/ sound were: /dʒin/, /gin/, /dʒɛn/, /bitʃ/, /sin/, /sɛn/, /skin/, /skini/, /iz/, and /stil/. . The third word is from the /u:/ sound were: /tjub/, /fjuz/, /fuz/, /dʒut/, /dʒet/. The fourth word is from /ɜ:/sound were: /ɜrn/, /ɜarn/, /fɜr/, /fɜrn/, /lɜnt/, /lɜn/, /li:nt/, /irn/, /lint/, /pɜrs/ /piurs/, /bir/, /bɜr/, /bi/, /bi:r/, /ber/, /ba:/, /bier/ and /ber/. The last word is from /ɔ:/ sound were: /rɔd/, /rɔrd/, /rɔad/, /rɔd/, /lɔn/, /lɔn/, /wɔrd/, /wɜ:rd/, /ward/, /wɔrd/, /wɛrd/, /wɔrd/, /snɔrt/, /rɔt/ and /ra:f/.

The proportion of students who had difficulty pronouncing short and long vowels was determined by the researcher by multiplying the number of erroneous words by 100, dividing the result by 50, and finally adding up all the instruments. The researcher came to the following conclusions based on the previously provided explanation: 88% of the long vowels in the /i:/ sound were the most difficult, and 90% of the incorrect words were in the /si:n/ and /ɔ:/ sounds, respectively, and /rɔ:d/.

The researcher deduced from the preceding description that the toughest sounds for the students to pronounce correctly were the short vowels /ɒ/ and /æ/ and the long vowels /i:/ and /ɔ:/. Based on these scores, the pupils performed poorly. However, many pupils were confused about how to say it due to the lengthy vowels. They are unable to distinguish between long and short vowels.

C. Discussion

Theoretically, pronunciation of both short and long vowels is crucial for correctly pronouncing English. Given that it's one of the key topics covered in the syllabus, students need to become proficient in pronouncing both short and long vowels. One may classify the findings of this study, titled "Students' ability in pronouncing short and long vowel at the fourth semester of students English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan," as low. The computed score of 55 could provide information about it. An oral test resulted in the students' score.

The researchers did a test in order to improve the outcome. The exam was administered by the researchers to ascertain how well students did in pronouncing each short and long vowels. The researcher was the one who ran the test. Following this investigation, the researcher had a low score based on the test (the oral exam). It is consistent with the analysis carried out by researchers. Above the outcome, this proves to be significant. Consequently, the analysis is done in line with the method's premise, which is to include certain data in order to guarantee the data's validity.

It was also discussed in relation to the relevant findings that the researcher had reported. The first is students' ability in pronouncing English vowels and their speaking ability.⁶² The study's findings indicated

⁶² Fitri Yanti, Students' Ability in Pronouncing English Vowels and Their Speaking Ability of Eleventh Grade at Senior High School Tri Bhakti Pekanbaru, *Thesis* { Pekanbaru: UIN Suska Riau, 2020).

that the students' competency at pronouncing English vowels was 83.13. They are speaking at a 69.47 level, which is considered "very good." It falls within the "enough" category.

Oral exams and quantitative-descriptive assessments were also employed as research instruments in the initial investigation. However, the researchers' findings differed in the two investigations. With a score of 83.13, the students in the first study were classified as having "very good" English vowel pronunciation. In the meantime, the study's researchers discovered that students short- and long-vowel pronunciation scores were 55, falling into the low range.

The second is an analysis of the short vowels and long vowels pronunciation difficulties.⁶³The research findings indicate that the most common mistake made by students when pronouncing short vowels in the eleventh grade was a critical error rate of 75% when pronouncing the words "sun" and "jump." The most common mistake made when pronouncing long vowels in the eleventh grade was an effective error rate of 100% when pronouncing the word "kite." The most common factor influencing students' pronunciation difficulties in English was their unfamiliarity with words, accounting for roughly 64% of the problems. Other factors, both internal and external, could potentially impact students' aptitude and interest in learning pronunciation.

⁶³ Fitriana, An Analysis of the Short Vowels and Long Vowels Pronunciation Difficulties among Students of Vocational High School of Ngadirojo in 2021/2022 Academic Year, *Thesis* (Pacitan: STKIP PGRI Pacitan, 2022).

This research employed a quantitative-descriptive method, whereas the second study used a qualitative descriptive method. In the second study, pupils encountered difficulties with the short vowel /ʌ/ in the sounds /jump/ and /sun/, and the long vowel /i:/ in the sound /kite/. In the meantime, the study's researchers discovered that 60% of students had trouble pronouncing short vowels in the /ʊ/ sound, and the most incorrect words were /bʊtʃ/ and /æ/ sound, which accounted for 56% of the errors. The most incorrect words were /sæks/. Furthermore, of the long vowels in the /i:/ sound, 88% were incorrect, and the most incorrect words were /si:n/; of the /ɔ:/ sound, 90% were incorrect, and the most incorrect words were /rɔ:d/.

The last is the students` ability in pronouncing short and long vowels in English vocabulary.⁶⁴Based on the study findings, the respondent's proficiency in pronouncing long vowels was scored at 80.4%, while short vowels were scored at 84.0%. The respondent is aware that pronouncing long vowels correctly results in a poor score.

Both of the researchers had poor results in this investigation. In the previous research, the students had trouble with the short vowel /æ/ in the sound /æple/ and the long vowel /a:/ in the sound /fa:t/. The pupils faced similar challenges, yet they sounded different. They employed a variety of techniques to obtain the research's findings.

⁶⁴ Ruslan Hasyim, Fatma, Fitriani, Noventy Irianty Tumbel, The Students` Ability in Pronouncing Short and Long Vowels in English Vocabulary, *International Journal of English and Applied Linguistics (IJEAL)* No 2, retrieved from <https://doi.org/10.47709/ijeal.v2i1.1408>. (2022).

Thus, the researcher discovered both similarities and variations in the students' capacity to pronounce short and long vowels based on the explanation of the researches above. Depending on the educational level of each object, each researcher uses a separate set of study objects and varying degrees of instrument complexity. In the fourth semester of the English Department at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, the researcher detailed the students' proficiency in pronouncing both short and long vowels.

As a result, the researcher observes the answer without giving it any thought. Although the researcher knew that everything would want to be searched, it was more difficult to get the best results because of the risks to the writer, researcher, advisors, headmaster, and English teacher.

D. Threats of the Research

The researcher discovered various flaws in the study process while carrying out this investigation. It began with organizing the proposal and concluded with the completion of the thesis. The researcher in this study thought that she was under a lot of threat.

Due to the students doing numerous activities, there were numerous weak points during the test. Aside from that, the pupils were given sufficient time. The test-takers' seriousness and the researcher's ability to obtain authentic responses from the students are two things the researcher cannot guarantee. Although the researcher knew that everything would

desire to be looked for, it was more challenging to arrive at the best research outcome.

As a result, the researcher observes the answer without giving it any thought. The researcher knew that everything would want to be looked for, but because of the risks to the writer, researcher, advisors, headmaster, and English instructor, getting the best results from the research was more difficult.

CHAPTER V

CLOSING

A. Conclusion

The title, "The students' ability in pronouncing short and long vowel at the fourth semester of English department UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan," was categorized as low according to the research's findings. This is based on the result's mean score of 55. A total of thirty (30) students are the outcome score from the record.

In the fourth semester of the English Department at UIN Syekh Ali Hasan Ahmadd Addary Padangsidempuan, students are having trouble pronouncing short and long vowels. Short vowels are pronounced as /æ/ and /i/, while long vowels are almost always pronounced as /ɑ:/, /i:/, /u:/, /ɛ:/, and /ɔ:/.

As a result, the researcher observes the answer without giving it any thought. The researcher knew that everything would want to be looked for, but because of the risks to the writer, researcher, advisors, headmaster, and English instructor, getting the best results from the research was more difficult.

B. Implication

Based on the results of the oral exam, this study was conducted to ascertain students' ability in pronouncing short and long vowels in the English department's fourth semester at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. However, it is anticipated that this thesis will

enable the parties involved to see the barriers that exist in the field of education and to understand what has to be done to lessen such barriers. It is possible to ensure that the research's findings will benefit a wide range of parties who are interested in it.

Numerous challenges encountered over the course of the study demonstrated that the parties are directly impacted by the findings. One of them is based on research, which was covered in the first section of the discussion topic. The outcome was insufficiently good. This is required to serve as a reminder to school administrators of the need for an improved method for applying the knowledge that students will be taught.

It inspired the teacher to investigate and gain a deeper understanding of the students' pronunciation of short and long vowels in the English department's fourth semester at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Consequently, since this research has a beneficial effect on pupils, it can be used in educational settings.

C. Suggestion

The researcher would want to make recommendations to those who benefit from this research based on the findings and implications of the previously mentioned research.

1. For the Students

Students in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan's English Department should practice pronouncing and transcribing words, particularly those with short and long vowels,

as they approach their fourth semester of study. and put a great deal of effort into learning more about pronunciation.

2. For Further Research

The researcher hoping to benefit from this chance expects that other researchers would investigate similar issues to the study's focus, particularly to learn about other students' challenges with pronouncing long and short vowels.

3. For the Lecture

The researcher recommends using media or other resources in lectures to teach pronunciation, with a focus on short and long vowels. There is no greater function in the classroom than the lecture, thus professors must greatly encourage and support their students in order to get them more involved in class.

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APPENDIX 1: INSTRUMENT

LIST OF ORAL TEST

Instruction: Pleaseread the words aloud and carefully in front of the class. There are 50 items that must be read in turns with your friends.

- | | |
|-------------|-------------|
| 1. Finch | 26. Lent |
| 2. Sect | 27. Tube |
| 3. Hut | 28. Fern |
| 4. Mob | 29. Fuse |
| 5. Wend | 30. Tarred |
| 6. Barb | 31. Roared |
| 7. Gene | 32. Lawn |
| 8. Lark | 33. Fur |
| 9. Beach | 34. Jute |
| 10. Scene | 35. Rot |
| 11. Roughed | 36. Nymph |
| 12. Butch | 37. Comb |
| 13. Sacks | 38. Shone |
| 14. Fear | 39. Glud |
| 15. Route | 40. Peck |
| 16. Barge | 41. Ward |
| 17. Ease | 42. Rod |
| 18. Marsh | 43. Snort |
| 19. Steel | 44. Fog |
| 20. Dunce | 45. Ned |
| 21. Earn | 46. Purse |
| 22. Gnat | 47. Crook |
| 23. Whop | 48. Wrought |
| 24. Axe | 49. Dew |
| 25. Coal | 50. Bear |

APPENDIX 2

ANSWER KEY OF ORAL TEST

1. Finch /finch/
2. Sect /sekt/
3. Hut /hʌt/
4. Mob /mɒb/
5. Wend /wend/
6. Barb /bɑ:b/
7. Gene /dʒi:n/
8. Lark /lɑ:k/
9. Beach /bi:tʃ/
10. Scene /si:n/
11. Roughed /rʌf/
12. Butch /bʊtʃ/
13. Sacks /sæks/
14. Fear /fiə/
15. Route /ru:t/
16. Barge /bɑ:dʒ/
17. Ease /i:z/
18. Marsh /mɑ:ʃ/
19. Steel /sti:l/
20. Dunce /dʌns/
21. Earn /ɜ:n/
22. Gnat /næt/
23. Whop /wɒp/
24. Axe /æks/
25. Coal /kəʊl/
26. Lent /lɜ:nt/
27. Tube /tju:b/
28. Fern /fɜ:rn/
29. Fuse /fju:z/
30. Tarred /tɑ:d/
31. Roared /rɔ:d/
32. Lawn /lɔ:n/
33. Fur /fɜ:r/
34. Jute /dʒu:t/
35. Rot /rɒt/
36. Nymph /nimf/
37. Comb /cəʊm/
38. Shone /ʃɒn/
39. Glud /glɛd/
40. Peck /pek/
41. Ward /wɔ:d/
42. Rod /rɒd/
43. Snort /snɔ:t/
44. Fog /fɒg/
45. Ned /ned/
46. Purse /pɜ:s/
47. Crook /krʊk/
48. Wrought /rɔ:t/
49. Dew /du:/
50. Bear /bɜ:/

APPEDIX 3

The Total Score of the Students Ability in Pronouncing Short and Long Vowel

No	Students` Initial	Total Score
1.	TA	56
2.	M	44
3.	YIA	90
4.	NN	28
5.	SD	40
6.	KS	44
7.	NH	46
8.	DH	56
9.	FWN	92
10.	YSS	82
11.	RS	34
12.	AS	76
13.	DM	44
14.	NF	38
15.	SA	46
16.	AN	50
17.	YM	44
18.	KN	60
19.	REH	34
20.	NS	56
21.	SR	82
22.	SAH	58
23.	DSN	62
24.	NH	40
25.	IH	56
26.	SZ	56
27.	AL	62
28.	RZ	44
29.	ARR	74
30.	NS	56
Total		1650

APPENDIX 4

The Result of the Recorder

Name:

Class:

No	Indicator	Phonetic Script	Result	True	False
1.	/i/	/fɪnʃ/			
2.	/ɛ/	/sɛkt/			
3.	/ʌ/	/hʌt/			
4.	/o/	/mɒb/			
5.	/ɛ/	/wɛnd/			
6.	/ɑ:/	/bɑ:b/			
7.	/i:/	/dʒi:n/			
8.	/ɑ:/	/lɑ:k/			
9.	/i:/	/bi:tʃ/			
10.	/i:/	/si:n/			
11.	/ʌ/	/rʌf/			
12.	/ʊ/	/bʊʃ/			
13.	/æ/	/sæks/			
14.	/ə/	/fiər/			
15.	/u:/	/ru:t/			
16.	/ɑ:/	/bɑ:dʒ/			
17.	/i:/	/i:z/			
18.	/ɑ:/	/mɑ:ʃ/			
19.	/i:/	/sti:l/			
20.	/ʌ/	/dʌns/			
21.	/z:/	/z:n/			
22.	/æ/	/næt/			
23.	/ɒ/	/wɒp/			
24.	/æ/	/æks/			
25.	/ə/	/kəʊl/			
26.	/z:/	/lɜ:nt/			
27.	/u:/	/tju:b/			
28.	/z:/	/fɜ:rn/			
29.	/u:/	/fju:z/			
30.	/ɑ:/	/tɑ:d/			
31.	/ɔ:/	/rɔ:d/			
32.	/ɔ:/	/lɔ:n/			
33.	/z:/	/fɜ:r/			
34.	/u:/	/dʒu:t/			

No	Indicator	Phonetic Script	Result	True	False
35.	/ɒ/	/rɒt/			
36.	/i/	/nimf/			
37.	/ə/	/cəʊm/			
38.	/ɒ/	/ʃɒn/			
39.	/ɛ/	/glɛd/			
40.	/e/	/pek/			
41.	/ɔ:/	/wɔ:d/			
42.	/o/	/rod/			
43.	/ɔ:/	/snɔ:t/			
44.	/o/	/fog/			
45.	/e/	/ned/			
46.	/z:/	/pɜ:s/			
47.	/ʊ/	/krʊk/			
48.	/ɔ:/	/rɔ:t/			
49.	/u:/	/du:/			
50.	/z:/	/bɜ:/			
Total					

APPENDIX 5

Students` Ability in Pronouncing Short and Long Vowel

1. Mean Score

The mean is a number that expresses the average of all the data. The following displays the calculation:

$$M = \frac{\Sigma x}{N}$$

Where:

M = Students' average or mean score

Σx = Sum of the students' score

N = The number of students

$$\begin{aligned} M_x &= \frac{1650}{30} \\ &= 55.00 \end{aligned}$$

2. Median Score

The middle score or value that was extracted from the rows of data is known as the median. The information needs to be arranged from lowest to highest score. The previous table demonstrated that it was word formation ability. The data that was collected was:

28 – 34 – 34 – 38 – 40 – 40 – 44 – 44 – 44 – 44 – 44 – 50 – 46 – 46 – 50 – 56 –
56 – 56 – 56 – 56 – 56 – 58 – 60 – 62 – 62 – 74 – 76 – 82 – 90 – 92.

The data's median was 56. The median was calculated by splitting all of the data into two halves and then taking the average score.

3. Mode Score

The data's mode is its most frequent appearance score. The previous table demonstrated that it was word formation ability. The information was: 28 – 34 – 34 – 38 – 40 – 40 – 44 – 44 – 44 – 44 – 44 – 50 – 46 – 46 – 50 – 56 – 56 – 56 – 56 – 56 – 58 – 60 – 62 – 62 – 74 – 76 – 82 – 90 – 92. The data's mode was 56. As a result, 56 was the most appearance score.

4. Range, Total of Classes, & Length of Classes

a. Maximum – Minimum = $92 - 28$
 $= 64$

b. Total of Classes (k)
 $(k) = 1 + 3.3 \log n$
 $= 1 + 3.3 \log 30$
 $= 1 + 3.3 (1.47)$
 $= 1 + 4.85$
 $= 6$

c. Length of Classes
 $R/K = 64/6$
 $= 11$

APPENDIX 6: DOCUMENTATIONS



Picture 1: Samples of the research from Tbi-1



Picture 2: Samples of the research from Tbi-2



Picture 3: The students` oral tests were given by the researcher one by one in front of the class.



Picture 4: The students` oral tests were given by the researcher one by one in front of the class.



Picture 5: The students` oral tests were given by the researcher one by one in front of the class.



Picture 6: The students` oral tests were given by the researcher one by one in front of the class.

CURRICULUM VITAE



I. Personal Details

1. Name : Sinta Irawati
2. Reg. Number : 1920300079
3. Gender : Female
4. Date of Birth : Pematang Siantar, Sumatera Utara/
November, 05th 2000.
5. Religion : Islam
6. Address : Bahung Kahean, Pematang Siantar.
7. Phone Number : 0823 6841 0533
8. Email : sintairawati79@gmail.com

II. Parents

1. Fathers` Name : Salem
2. Job : Farmer
3. Mothers` Name : Siti Aisyah Tambunan
4. Job : Housewife

III. Educational Background

1. Mis AL- Ikhwah Pematang Siantar 2007-2013
2. SMP AL-wasliyah Pematang Siantar 2013-2016
3. SMA N 1 DOBANA Pematang Siantar 2016-2019
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2019-2024



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Nomor : 75 /Un.28/E.6a/PP.00.9/10/2023
Hal : Surat Keterangan Penelitian

17 Oktober 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan
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menerangkan bahwa:

Nama : Sinta Irawati
NIM : 19 203 00079
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah menyelesaikan tugas akhir penelitian dengan judul "Students' Ability in Pronouncing Short and Long Vowel at the Fourth Semester of English Department UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

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Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

30 Desember 2022

Yth.

1. Dr. Hamka, M.Hum. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Sinta Irawati
NIM : 19 203 00079
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Students' Ability in Pronouncing Short and Long Vowel at the Fourth Semester of English Department UIN Syahada Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Penyelesaian Skripsi.

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syahada Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sinta Irawati
NIM : 1920300079
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Bahung Kahean, Pematang Siantar, Sumatera Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Students' Ability in Pronouncing Short and Long Vowel at The Fourth Semester of English Department UIN Syahada Padangsidempuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.
Demikian disampaikan, atas perhatiannya
diucapkan terimakasih.

a.n. Dekan
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