

**VOWELS ACCURACY IN PRONOUNCING ENGLISH
WORDS OF ENGLISH DEPARTMENT OF STATE ISLAMIC
UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan
Ahmad Addary Padangsidempuan as a Partial Fulfilment of the
Requirement of the Graduate of Education (S.Pd) in
English*

Written By:

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**ENGLISH EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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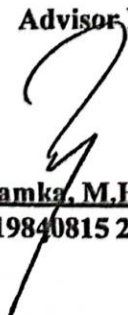
Assalamu'alaikum Wr.Wb

After reading, studying and giving advice for necessary revision on thesis belongs to Dewi Serliani entitled **"Vowels Accuracy in Pronouncing English Words of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpun"** we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpun. Thank you.

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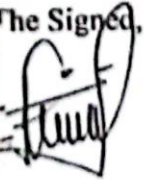
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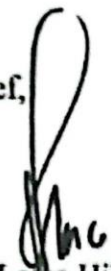
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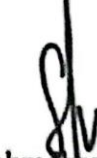

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ABSTRACT

This study focuses on the vowels interfered by students students vowels accuracy at English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The study only focused in 13 vowels or short and long vowels. There are several factors faced by students as a cause of students vowels accuracy in pronouncing English words they are, : 1) Where they live.2) Students Motivation.3) School area.4) and Different sound and symbol. The objective of this research was to describe student's vowels accuracy in pronouncing English words and explain factors that influence students' vowels accuracy in pronouncing English vowels. Solving those problem, the researcher conducted qualitative descriptive method. The research interview could done in several places according to student capacity. The instrument of this research was interview and document testing. The population of this research was all of student's English education State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The sample is 6 students taken from each class from seventh semester students of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Data was collected by document testing and interview and analyzed by data reduction, data display and conclusion or verification. The research result showed the students vowels accuracy in pronouncing English words in English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in a word consist of vowels [i], [u], and [ɔ:]. There are several factors that truly influenced student's mother tongue interference in pronouncing English vowels. Factors above truly felt by students when the researcher asked what they thinking about the factor that build as an easy question, then students easy to answer. The data about the factors collected by interview and vowels that interfered by students vowels accuracy analyse after analysed the document test result from the test and it showed as a tables and table to make the result easier to understand .

Keywords: Vowel, Pronunciation

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ABSTRAK

Penelitian ini berfokus pada interferensi vokal bahasa ibu mahasiswa Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Penelitian hanya terfokus pada 13 huruf vokal atau vokal pendek dan panjang. Ada beberapa faktor yang dihadapi siswa sebagai penyebab terjadinya interferensi bahasa ibu: 1) Tempat tinggalnya.2) Motivasi Siswa.3) Lingkungan sekolah.4) Bunyi dan lambang yang berbeda. Tujuan dari penelitian ini adalah untuk mendeskripsikan interferensi vokal bahasa Inggris apa saja yang diintervensi oleh bahasa ibu siswa dan menjelaskan faktor-faktor yang mempengaruhi interferensi bahasa ibu siswa dalam melafalkan vokal bahasa Inggris. Untuk mengatasi permasalahan tersebut, peneliti menggunakan metode deskriptif kualitatif. Wawancara penelitian dapat dilakukan di beberapa tempat sesuai dengan kapasitas siswa. Instrumen penelitian ini adalah wawancara dan tes dokumen. Populasi penelitian ini adalah seluruh mahasiswa pendidikan bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Sampelnya adalah 6 orang mahasiswa yang diambil dari setiap kelas mahasiswa semester tujuh Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Pengumpulan data dilakukan dengan uji dokumen dan wawancara, kemudian dianalisis dengan reduksi data, display data, dan penarikan kesimpulan atau verifikasi. Hasil penelitian menunjukkan bahwa bahasa ibu siswa mengganggu pengucapan huruf vokal mahasiswa Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dalam sebuah kata yang terdiri dari vokal [i], [u], dan [ɔ:]. Ada beberapa faktor yang benar-benar mempengaruhi interferensi bahasa ibu siswa dalam melafalkan huruf vokal bahasa Inggris. Faktor-faktor di atas sangat dirasakan oleh siswa ketika peneliti menanyakan apa yang mereka pikirkan tentang faktor yang dibangun sebagai pertanyaan yang mudah, maka siswa dengan mudah menjawabnya. Data mengenai faktor - faktor tersebut dikumpulkan melalui wawancara dan analisis vokal yang diintervensi bahasa ibu siswa setelah menganalisis dokumen hasil tes tersebut dan ditampilkan dalam bentuk tabel dan diagram agar hasilnya lebih mudah dipahami .

Kata Kunci: Bahasa Ibu, Vokal, Pengucapan

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عنوان الأطروحة	: تدخل اللغة الأم في نطق حروف العلة الإنجليزية قسم اللغة الإنجليزية الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان.

خلاصة

تركز هذه الدراسة على حروف العلة التي تتداخل مع طلاب اللغة الأم في قسم اللغة الإنجليزية بالجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان. ركزت الدراسة فقط على ١٣ حرفاً متحركاً أو حروف العلة القصيرة والطويلة. هناك عدة عوامل يواجهها الطلاب كسبب لتداخل اللغة الأم: (١) المكان الذي يعيشون فيه. (٢) تحفيز الطلاب. (٣) منطقة المدرسة. (٤) واختلاف الصوت والرمز. كان الهدف من هذا البحث هو وصف حروف العلة الإنجليزية التي تتداخل مع اللغة الأم للطلاب وشرح العوامل التي تؤثر على تداخل اللغة الأم للطلاب في نطق حروف العلة الإنجليزية. ولحل هذه المشكلة استخدم الباحث المنهج الوصفي النوعي. يمكن إجراء المقابلة البحثية في عدة أماكن حسب قدرة الطالب. وكانت أداة هذا البحث هي المقابلة واختبار الوثائق. كان مجتمع هذا البحث هو جميع طلاب تعليم اللغة الإنجليزية في الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان. وتكونت العينة من ٦ طلاب مأخوذين من كل فصل من طلاب الفصل السابع من الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان. تم جمع البيانات عن طريق اختبار الوثائق والمقابلة وتحليلها عن طريق تقليل البيانات وعرض البيانات والاستنتاج أو التحقق. أظهرت نتيجة البحث أن اللغة الأم للطلاب تداخلت مع الطلاب في نطق حروف العلة في قسم اللغة الإنجليزية الجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان في كلمة تتكون من حروف العلة [u, i]، و [ɔ:]. هناك العديد من العوامل التي أثرت بالفعل على تداخل اللغة الأم للطلاب في نطق حروف العلة الإنجليزية. العوامل المذكورة أعلاه يشعر بها الطلاب حقاً عندما يسألهم الباحث عما يفكرون فيه حول العامل الذي يبيّن كسؤال سهل، ومن ثم يسهل على الطلاب الإجابة عليه. تم تحليل البيانات المتعلقة بالعوامل التي تم جمعها عن طريق المقابلة وأحرف العلة التي تتداخل مع لغة الطلاب الأم بعد تحليل وثيقة نتيجة الاختبار من الاختبار وأظهرت على شكل جداول ورسوم بيانية لتسهيل فهم النتيجة.

الكلمات المفتاحية: اللغة الأم، حرف العلة، النطق

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Pronunciation is an indicator or one of the requirements of speaking. In a narrower and more popular use, questions of pronunciation are raised only in connection with value judgments. Sufficient pronunciation skills are needed to create good communication. Where good communication aims to push meaning from one entity or group to another through the use of signs, symbols, and semiotic rules that are understood together, so sufficient pronunciation skills are needed. Pronunciation is a technique of making specific sound¹. If a sound is conveyed well then the meaning of the sound will understood well.

Pronunciation is an indicator or one of the requirements of speaking². In a narrower and more popular use, questions of pronunciation are raised only in connection with value judgments. Pronunciation is part of speech and it is very crucial. The pronunciation of English cannot be separated from the issue of speech, an activity carried on by folks who use English for communicating. It is very crucial to look at pronunciation as the pronunciation is a reflection of the meaning of something. The unique sounds even in a phrase will cause a false impression inside that means of the spoken phrases.

¹Jack C. Richards, *LongMan Dictionary of Language Teaching and Applied Linguistics*, 4 ed. (Routledge, 2013), <https://doi.org/10.4324/9781315833835>.

²Hamka Hamka, "Standardizing English Consonants in Empowering Students Pronunciation Today," *English Education: English Journal for Teaching and Learning UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan* 02, no. 21 (2018): 1–9, <https://doi.org/10.33754/jalie.v2i2.182>.

Pronunciation may be very essential in gaining knowledge of the language. Sembiring and Ginting said that during gaining knowledge of English, pronunciation is one of the competencies that need to be mastered by way of the English language freshmen³. If students do not pronounce properly, they could not bring what they think and sense properly. As a consequence, beginners ought to use true pronunciation that allows them to be understandable by different people.

Understanding language is crucial for effective communication. Humans really can convey their feelings, ideas, emotions, desires, or beliefs without the use of language. How people interact with the outside world, to one another, and even to themselves is determined by the meaning of their language. English as a foreign language means that every learner understands and can be recorded and reproduce the native English language perfectly. English is not use in everyday communication in the country, and the competence of English learners varies greatly. They have great difficulty and many problems understanding spoken English, especially that of native speakers. Consequently, native speakers will have comparable difficulties and problems in understanding English.

English is mainly taught as a second language in Indonesia. The aim of this unit is therefore to familiarize students with the importance of learning

³Novalina Sembiring and Yun Almanda Ginting, "Analysis of Pronunciation Errors Made By the Fourth Semester Students of English Education Study Program At Unika," *JURNAL Suluh Pendidikan FKIP-UHN* 3 (2016): 14, https://scholar.google.co.id/citations?view_op=view_citation&hl=id&user=tXb8yPUAAAAJ&citation_for_view=tXb8yPUAAAAJ:u5HHmVD_uO8C.

English as a second language. Djajaningrat in Mulansari, et.al called English pronunciation is hard to learn. Many newbies do mistakes in articulating several sounds in English⁴. So it is very important to learn how to pronounce properly and how to pronounce it.

Interference approaches that language in the conversation has a mistake in grammar, semantics, and pronunciation. English is quite tough for Indonesian beginners. The students who typically use their mother tongue in their each day existence which even makes Indonesian a second language than English as a third language, especially sixth-semester college students in English and pronunciation abilities, frequently talk Angkola, and rarely speak English.

Language errors are committed by the students who want to be examine. In this research, the researcher analyzes college students' mistakes in pronunciation. In language learning English, many problems have been faced by way of the students in pronunciation, including sound, rhythm, and so on. The researcher restrict to research the scholars' pronunciation in Segmental attention on Vowels.

The researcher found viable assumptions of the troubles that can be visible from the scholars' talking potential. The primary trouble is that scholars are hard to distinguish a few of the comparable sounds. Example /ð/ that, /θ/ thank due to the fact there is no consonant /θ/ and /ð/ of their mom tongue language. The students did not say the precise consonant in English of the word

⁴Ifon Mulansari, Hasan Basri, and Hastini, "The Analysis of The First Year Students ' Errors in Pronouncing English Words," *E-Journal of English Language Teaching Society (ELTS)* 2, no. 3 (2014): 1–16.

because in their mother tongue most effectively learn the /t/ like thank /tank/ however they must pronounce /θaŋk/.

Many college students of English language have problems with English pronunciation even after years of English language have problems with English pronunciation even after years of getting to know the language. Even though once in a while the students realize the that means, and get the point, it's miles irrespective of so the researcher pick out the informant of the researcher is the 7th semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, due to the fact they nonetheless make the mispronunciation, due to the fact they'd discover the English from first semester from junior excessive college and the scholars have to no longer make a massive mistake. To understand the mistake made by the students, analysis is needed. By using evaluation, the problem made by scholars can be regarded.

Based on the problem above, the researcher interviewed one of the English lecturers and got the information that students of the 6th semester of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan still low in pronouncing English sounds especially English Vowels.

Primarily based on the above history, the researcher is interested in carrying out research entitled: "Vowels Accuracy in Pronouncing English Words of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan"

B. The Identifications of the Problem

Based on the problem above, the researcher discovers some troubles that can be diagnosed:

1. The students are difficult to pronouncing English
2. The students made lack in pronunciation.

C. The Focus of the Research

There are some problems related to the student's vowels accuracy that interfered with English pronunciation. However, the limitation of the problem is that this research is focused on studying students' pronunciation in 13 English vowels there are /ɪ/, /e/, /ɒ/, /ʌ/, /ʊ/, /æ/, /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, /i/, /u/ at 7th semester students English department. In this study, the researcher selected the 7th-semester students' English department and the researcher only focused on pronouncing Vowels.

The students need to understand how to pronounce English vowels correctly to improve their English and also run effective communication verbally.

D. The Formulations of the Problem

According to the limitation of the problem above, the trouble of the research became formulated by the following questions:

1. What are student's vowels accuracy in pronouncing English words?
2. What factors that influence student's vowels accuracy in pronouncing English words?

E. The Objectives of the Research

Based on the formulations there is a function of this study:

1. To describe student's vowels accuracy in pronouncing English words.
2. To explain factors that influence students' vowels accuracy in pronouncing English words.

F. The Significance of the Research

The researcher would like to investigate "Vowels Accuracy in Pronouncing English Words of English Department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan". It would be useful to provide input to:

1. For students, the results of this study will offer a new enjoyment for them in speaking, which will make better pronunciation based totally on these results.
2. For similar researchers, the results of this study are anticipated to provide attention and to behavior further studies.
3. For lecturers, the results of this study can illustrate how pronunciation influences student pronunciation which can then be taken into consideration to put more emphasis on pronunciation skills and pay attention to their vowels, especially students who come from environments with strong language accents.
4. For teachers, the consequences of this take a look at might be used as an evaluation fabric to enhance the great of teaching that allows you to get students with desirable speaking abilities.

5. To other readers, this research will provide general knowledge that the mother tongue influences the ability to pronounce vowels.

G. The Definition of Key Terms

There are some terms used in this research:

1. Vowel

Vowels are letters that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat.

2. Pronunciation

Pronunciation is how a language or a particular word or sound is pronounced. So, pronunciation means an act in speech system that produce sound and understandable by human.

H. The Outline of the Research

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

Chapter one consists of the background of the problem, the identification of the problem, the focus of the research, the formulation of the problem, the objectives of the research, the significance of the research, the definition of key terms and the outline of the research.

Chapter two consists of the theoretical descriptions that phonetic, also explain pronunciation and vowels. This chapter also reviews related findings.

Chapter three consists of kind of the research with place and time of the research also the subject of the research. It also, consists of instruments of data collection and the technique of data analysis and trustworthiness.

Chapter four consists general description of the research subject, a description of research data, a discussion of research result, and research limitations.

Chapter five consist of conclusion, implication of the result and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. English Phonetic

Phonetics is concerned with the physical properties of speech sounds, phonology deals with the abstract, or psychological, level of sounds, the level at which speech sounds are stored in our mind.⁵ Phonetics refers to the study of speech sound. Thus, phonology is the study of sound structure in language.⁶ An example of the explanation above is the way to arrange and pronounce words of [W o r k] and [W o r d] called phonology. The sounds that produced by communication organ of those word is called phonetic. In addition, Phonetic symbols are used to represent the different sounds that make up words. Here are the phonetic symbols of two word above, /wɜ:k/ for work and /wɜ:d/ for Word.

The practice of using written letters to represent the sounds of speech is called phonetic transcription. Transcriptions represent an analysis of the sounds we can hear, so transcriptions often have a linguistic status.⁷ The commonest tool for phonetic transcription is the alphabet of the

⁵ David Odden, *Introducing Phonology* (Cambridge University Press, 2005).

⁶ Inger Collins, Beverly and M. Mess, *Practical Phonetics and Phonology*, 2nd ed. (Routledge Taylor & Francis Group, 2009).

⁷ Heinz J Giegerich, *English Phonology* (Press Syndicate of the University of Cambridge, 1995).

International Phonetic Association is commonly known as IPA (International Phonetic Alphabet).

Phonology can be divided into two branches, namely segmental and suprasegmental phonology.⁸ Segmental Phonology, it is based on the segmentation of phonetics, these feature include vowel and consonant.⁹ Vowels and consonants can be thought of as the segments of which speech is composed. Together they form the syllables that make up utterances.¹⁰ Superimposed on the syllables are other features known as suprasegmentals, these include variations in stress and pitch. There are three phonological processes, namely assimilations, deletions and dissimilations. 1) assimilations, are processes which make two adjacent sounds more alike with respect to some feature ([some] and [band]), 2) deletions, are processes of omission a sound ([hour] becomes /aʊə(r)/), 3) dissimilations, are processes which make two adjacent sounds less alike with respect to some feature (fifth“ /fɪfθ/ and „sixth“ /sɪksθ/).¹¹

In conclusion, phonetics and phonology are often interchangeably understood as both talk about speech sounds. Nevertheless, it can be underlined that the difference between both of the linguistics branches lies in the area of the study. Phonetics deals with how sounds are produced,

⁸ Peter Roach, *English Phonetics and Phonology*, Thrid Edit (Press Syndicate of the University of Cambridge, 2001).

⁹ Giegerich, *English Phonology*.

¹⁰ Roach, *English Phonetics and Phonology*.

¹¹ Giegerich, *English Phonology*.

transmitted, and perceived. Whereas, phonology is about how sounds are arranged and designed to form a meaningful word.

2. Pronouncing Vowels

a. Pronunciation

Pronunciation is very important in speaking skill, because when someone say a word in a messy way make listener couldn't understand what speaker said correctly. Every country in the world even has many different languages which make somebody has dialect and different pronunciation in pronounce a word in English. It makes good pronunciation is necessary to support good communication. Everyone needs to learn to pronounce words in English correctly.

Pronunciation, according to Meisel, is the process of introducing significant sounds to the senses¹². First, sound is important because it is used in a particular language's code. Second, sound is important because it is used to convey meaning in a given situation. Pronunciation in Marpaung according to the definitions, pronunciation is the art of making language sound meaningful¹³. On the other hand, also mentions how important it is for students to be aware of the parts of the pronunciation. It is essential to keep in mind that there is a distinction between what is presented as an attainable behavioral target and what is effective as a point of reference or

¹² L Jurgen Meisel, "First and Second Language Acquisition" (2011: Cambridge University Press, n.d.).

¹³ Tiara Azzahra Marpaung, Syafrizal Sabarudin, and Mulyadi Mulyadi, "Pronunciation Errors of Fricative Sounds Made by English Students," *Journal of English Education and Teaching* 5, no. 3 (2021): 368–80, <https://doi.org/10.33369/jeet.5.3.368-380>.

set of bearing when it comes to the teaching of languages. Pronunciation is recognized as an essential skill that students need to master, mainly because it can affect accuracy and comprehension. Many learners of English as a second language have great difficulty with pronunciation.

International students want to be able to speak English well with easy-to-understand pronunciation. Pronunciation is the rule when you want to say something correctly. As with other aspects of language instruction, teaching pronunciation requires models for guidance rather than imitation norms¹⁴. The researcher concludes that pronunciation is how a person speaks a language or a word.

b. Pronunciation Features

1) Segmental features

Pronunciation itself has two features. In linguistic, phoneme is a smallest unit of speech distinguishing a word or element from another. The sounds in the speech may be voice or voiceless.

According to Dalton and Seildhofer cited in Marpaung, et.al pronunciation is the production and reception of sound¹⁵. Ramelan in Fahmi stated speech characteristics can have a significant impact on the sound. Two categories of speech features can be found in proficient English learners¹⁶. The segmental and supra-segmental features of pronunciation are the two main component.

¹⁴Marpaung, Sabarudin, and Mulyadi.

¹⁵Marpaung, Sabarudin, and Mulyadi.(p. 12)

¹⁶Maulana Robby Fahmi, *Students ' Errors in Pronouncing English Vowels and Diphtong (A Case Study of SEC (Smanik English Club) of SMA N 1 Kendal in the Academic Year 2019*

The set of phonemes consists of two categories they are vowel and consonant sounds. Phonemes as the description above are units of sounds that can be analyzed. They are known as a segmental.

a) Articulation of phonemes

1) Vowel

Vowels are pronounce when the airstream is voiced through the vibration of the vocal cords in the larynx then shaped using the tongue and the lips to modify the overall shape of mouth.

2) Consonant

Consonant can be voice or voiceless. The articulation of letter may same, the only difference of them is the letter is voiced and former is unvoiced. In addition, to the presence or absence of voicing, consonants can be described in terms of the manner of articulation.

Table II.1

Manner of Articulation¹⁷

Manner of articulation	
Plosive	A complete closure is made somewhere in vocal tract and the soft palate is also raised. Air pressure increase behind the closure and be released "explosively" such as /p/ and /b/

/ 2020) A THESIS Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Edu, 2021,
https://eprints.walisongo.ac.id/13891/1/SKRIPSI_1503046079_MAULANA_ROBBY_FAH_MI.pdf.

¹⁷ Odden, *Introducing Phonology*.

Manner of articulation	
Affricate	A complete closure is made somewhere in the mouth and the soft palate is released. Air pressure is increases behind the closure and then be released more slowly than in plosive
Fricative	When two vocal organs come close enough together for the movement of the air between them to be heard such as /f/ and /v/
Nasal	Closure is made by lips or by the tongue against the palate, the soft palate is lowered and air escapes through the nose
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction

The vowel, consonant, cluster, and diphthong sounds are included in the segmental feature system. The distinctions between utterance functions and their methods of production are the basis for the classification.

The sound units that are arranged in sequential order are referred to as segmental. The sound units of expression are addressed by the phonetic images. Vowel and consonant segments are segmental features. Only the effect on vowel sounds was the focus of this study.

2) Supra-segmental features

Supra-segmental features, as the name implies, are features of speech which generally apply to group of segmentals or phonemes.

a. Intonation

The term intonation, refer to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and its enables us to understand those for others.

b. Stress

All of words have each identifiable syllable, and one of the syllable in each word will sound louder than the others. The syllable indicated with louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has change in pitch, or level of the speaker voice, and the vowels sound in that syllable lightened.

c. English Fricatives

Fricatives are consonants with the characteristic that escapes through a narrow passage and makes a hissing sound.¹⁸ Airflow is restricted and friction can be heard from fricative consonants. According to David, a consonant can also be produced by forming a narrow constriction which still allows air to pass through the vocal tract, resulting in noise at the constriction, and such consonants, for

¹⁸ Collins, Beverly and M. Mess, *Practical Phonetics and Phonology*.

example s and v, are called fricatives.¹⁹ A fricative is a consonant sound that is created by constricting the vocal tract, causing friction as the air passes through it. The nine English fricative sounds: v sound /v/, f sound /f/, voiced th sound /ð/, unvoiced th sound /θ/, z sound /z/, s sound /s/, zh sound /ʒ/, sh sound /ʃ/, h sound /h/

Voiced and unvoiced sounds of the nine fricative sounds in English, four are voiced (meaning that the vocal cords vibrate while producing the sound) and five are unvoiced (meaning that the vocal cords do not vibrate while producing the sound). Voiced and unvoiced sounds usually occur in pairs, with the major difference between the sounds in the pair being the use of the vocal cords or not. Often do not correlate exactly with any particular sound in an English as a Second Language/English as a Foreign Language student's native language. This causes substitutions to occur, and those substitutions often have significant differences from the intended English sound.

There are three major points that beginner ESL/ELL students should understand about fricative sounds:

- a) To produce fricatives, air travels smoothly through a small, constricted opening in the vocal tract. The friction of the air causes the sound.
- b) Fricatives are capable of being formed continuously, with no complete blockage of the vocal tract (unlike stops and affricates).

Except for /h/, fricatives occur in voiced/unvoiced pairs. There is one subtle, additional aspect of fricative sounds:

¹⁹ Odden, *Introducing Phonology*.

- 1) The duration of a vowel sound before a voiced fricative is greater than the duration of a vowel sound before an unvoiced fricative.

English has nine fricative sounds in English. Except for /h/, all fricatives come in pairs, that is, accompanied by one voiceless and one voiced variant:

- a. /f/v/ Labio-dental Fricatives

The lower lip comes very close to the upper teeth and creates a narrow gap. The air escapes through the narrow gap with audible friction.

- b. /θ/ð/ Dental Fricatives

The tip of the tongue touches the lower teeth and the blade touches the edge of the upper teeth. The air escapes through the narrow gap between the tip and the blade of the tongue and the front upper teeth and causes audible friction. However, these sounds could be produced in other manners as well.

- c. /s/z/ Alveolar Fricatives

The tip and the blade of the tongue come very close to the alveolar ridge and create a narrow gap. The air passes through the narrow gap with audible friction.

- d. /ʃ/ʒ/ Palato-alveolar Fricatives

The air passage is blocked by the above articulators. But in contrast with /s/ and /z/, the tongue is placed further back of the alveolar ridge. The closure is then released slowly and the air escapes with audible friction.

e. /h/ Glottal Fricative

This sound is produced differently than the other fricatives since it does not involve the tongue or the teeth as articulators. For /h/, the sole articulator is the glottis, which is the opening between the vocal folds. The sound is produced when the air passes through the glottis as it is narrowed. The said opening is narrow enough to create some audible friction in the airstream flowing past the vocal folds

d. Problems of English Pronunciation

Languages have different accents and dialects. They are pronounced differently by people from different geographical places, social classes, ages, educational backgrounds. Beverly states, accent is the phonology or pronunciation of a specific regional and a dialect is a subordinate variety of a language.²⁰ In addition, a dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features.

Based on statements above the researcher could say that, dialect is a regional variety of a language with differences in vocabulary, grammar, and pronunciation. Accent is the way of pronouncing words that indicates the place of origin or social background of the speaker. One of the ongoing issues with teaching foreign languages is interfering with students' native languages. One of the main causes of interference in the bilingual system is communication between people who speak different languages. The presence of mother tongue linguistic structures and

²⁰ Collins, Beverly and M. Mess, *Practical Phonetics and Phonology*.

structural elements in the process of learning a second language is known as interference. It deviates from spoken and written language linguistic standards.

The students just say the words without knowing the correct pronunciation. Based on the theory above we can conclude that learners with their mother tongue and use it freely will give awkward when they start to pronounce a word correctly in English. It makes a big problem in pronunciation.

Factors that influence students pronunciation come includes:

1. Native Language

Many of the students are surrounded by various ethnic. Therefore, it influences student communication as a first language. Dialect sounds do not have the opportunity to leave their hometown before going to college. They attended a middle school in their hometown, but the middle school teachers probably spoke the same hometown dialect and either were unaware of this strange phenomenon or made corrections, not to mention helping students acquire correct pronunciation. It faced many obstacles to do. It is a common phenomenon in rural schools in these dialect areas, especially rural schools in the mountains.

2. Students Environment

Teachers could not control students not using their native language in class, but students used their native language when talking to friends. Example: UIN Syeksh Ali Hasan Ahmad Addary had a program where students had to speak English every time, otherwise they would get a minus point. But now she's too scared to walk on the road, so she's almost lost in college. Additionally, some

students had high native accents when speaking English. As a result, their pronunciation was influenced by their native language.

3. Culture ties

The big difference between English and first language acquisition often give an effect on students. The English language is not the priority in school, it makes students have less motivation to learn moreover to solve the fact that their pronunciation is interference by their mother tongue. The motivation of students needed to avoid or minimize the effect of mother tongue interference.

4. Amount of exposure

Another factor is the amount of exposure to English a learner receives. It is tempting to see this example as a matter of whether the learner lives in an English-speaking country or not. If this is the case, then the learner is "surrounded" by English and these constant exposure pronunciation skills. If the learner does not live in an English-speaking environment, then there is no such advantage. Unfamiliar sounds and symbols when faced with English and listening to English make students confused about how to write and how to pronounce sounds correctly beside the mother tongue which gives a lack in the tongue by adapting new position . This very striking difference then makes students need more time to adjust to different hearing and pronunciation of new symbols and sounds.

Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that

pronunciation is very important in a language learning process. To solve these problems, pronunciation teachers need:

a. A good grounding in theoretical knowledge

Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach 17 students can give good pronunciation to students imitated.

b. Practical classroom skills

Teachers necessarily have strategies of how to attract students. Consequently, materials presented by teachers will be easily understood by students.

c. Access to good ideas for classroom activities

It is necessarily for teachers to teach pronunciation attractive. So, students will not get bored with available materials. They will get more enthusiastic in learning pronunciation.

e. Assessment of Pronunciation in Vowel Sounds

According to Kelly cited in Jannah to assessment of vowel sounds depends on lip position, there are three of vowel sounds based on lip position. They are²¹:

a. Rounded: the lips are pushed forward into the shape of a circle.

Example: sound /u/

b. Spread: the corners of the lips are moved away from each other, as when smiling.

²¹ Ridatul Jannah, "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau," 2021, 6.

Example: sound /i/

c. Neutral: the lips are not noticeably rounded or spread.

Example: sound /ə/

The indicator of pronunciation in vowel sounds in this research are:

1. The students are able to pronounce the English Pure vowel sound.
 - a) The students are able to pronounce the English Pure vowel sound i: (voiced, lips are spread, the tongue is closest to the roof of the mouth)
 - b) The students are able to pronounce the English Pure vowel sound I (voiced, lips are spread, not high as i:, the tongue is above close position, the tongue is more relaxed)
 - c. The students are able to pronounce the English Pure vowel sound ʊ (voiced, the lips are rounded, the tongue behind center is raised)
 - d. The students are able to pronounce the English Pure vowel sound U: (voiced, lips are rounded, the tongue is tense)
 - e. The students are able to pronounce the English Pure vowel sound e (voiced, lips are loosely spread, the tongue is the half-open and half-close positions)
 - f. The students are able to pronounce the English Pure vowel sound ə (voiced, the lips are neutrally spread, the tongue is the half-open and half-close positions)
 - g. The students are able to pronounce the English Pure vowel sound ɜ: (voiced, lips are neutrally spread, the tongue is between the half-close and half-open positions)

- h. The students are able to pronounce the English Pure vowel sound ɔ: (voiced, lips are loosely rounded, the tongue is raised between half-open and half-open positions)
- i. The students are able to pronounce the English Pure vowel sound æ (voiced, lips are neutrally open, the tongue is raised below the half-open position)
- j. The students are able to pronounce the English Pure vowel sound ʌ (voiced, lips are neutrally open, the tongue is raised below the half-open position)
- k. The students are able to pronounce the English Pure vowel sound ɑ: (voiced, lips are neutrally open, the tongue between centre and back)
- l. The students are able to pronounce English Pure vowel sound ɒ (voiced, lips are lightly rounded, the tongue is in the fully open position).

2. English Vowel

a. Vowel

A vowel is a speech sound that is made without significant mouth-to-mouth constriction. The total of Vowels in English is different from Vowels. In Indonesian. In English, there are twelve vowels. They are /i:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. There are two kinds of vowels in English. They are long vowels and short vowels. The long vowels like /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/, /I:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/. The short vowels like /I/, /e/, /ə/, /ʌ/, /ʊ/. Compare with Indonesian vowels, they are /a/, / I/, /U/, /E/, and/. English has 24 consonants.

They are [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w]²².

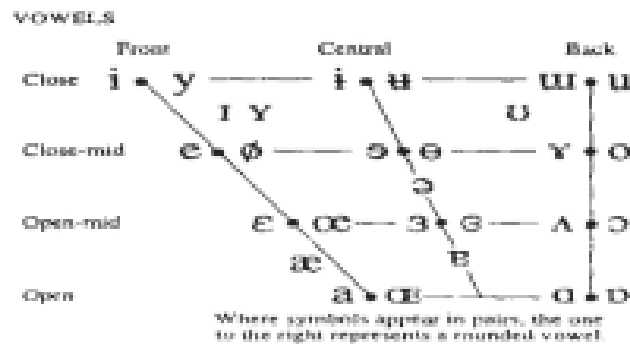


Figure 1. Vowel chart by Odgen²³

Chart of the English vowel arranger the vowels according to their position of articulation in the mouth. The following is classification vowel chart:

1. Front vowels are made by lifting the front part of the tongue toward the area nearest the upper teeth ridge.
2. Central vowels are produced by rising the middle part of the tongue toward the area nearest the soft palate.
3. Back vowels are made by bunching the back of the tongue toward the soft palate.
4. High vowels are made with the least amount of bunching or arching.

²²Deliana Simarmata and Hilman Pardede, "Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants," *Lampung: Journal Smart* 4, no. 1 (2018): 1–38, [https://uhn.ac.id/files/akademik_files/1806060452_2018_The Episteme Journal of Linguistics and Literature Vol 4 No 3_5. deliana -hilman error analysis.pdf](https://uhn.ac.id/files/akademik_files/1806060452_2018_The_Episteme_Journal_of_Linguistics_and_Literature_Vol_4_No_3_5_deliana-hilman_error_analysis.pdf).

²³ Odgen, *Intoducing Phonology*.

5. Mid vowels are made with a degree of tongue bunching somewhere between the high and low positions. All the vowels in the central series are mid vowel.
6. Low vowels are made with the least amount of bunching or arching. In some low vowels, the tongue is almost flat in the mouth cavity.

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

1. Front vowels, in the production of which the front of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.
2. Back vowels, in the production of which the „back“ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
3. Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.
4. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
5. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə/father.

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

There are twenty vocalic phonemes, which consist of the following vowels or glides²⁴: 7 short / e, /, /, /, 5 long / i:u:ɑ, ɔ, ɜ: /, and eight diphthongs: e, a, e, e, e. The literature review demonstrates that vowels, pronunciation, and mother tongue interference are intertwined. Several steps can be used to conduct error analysis on students' mistakes obtaining the sample, identifying, explaining, and evaluating the interferences. The pronunciation is where the errors are. How words are spoken or pronounced to convey meaning and be understood is known as pronunciation. Pronouncing the vowels in English is one of the most common mistakes. The vowel differences between English and Bahasa Indonesia and traditional could be the source of the errors.

There are twelve pure vowels in English. These are: [i:] [I], [ɛ] [æ], [ɔ], [ɔ:], [U], [u:], [ʌ], [ə], [ə:]. There are three types of consonants, back vowels, middle vowels, and front vowels²⁵. They are:

- a. The four vowels in the front of the English language are all of them have spread lips. [i:] is a close front spread vowel. Closed front spread vowel [I], mid-front spread vowel [], and open front spread vowel [] are centered and lowered.
- b. Vowels in the back of the mouth There are five vowels in the back of the mouth. [u:] is a close-back rounded vowel. Centered and lowered close back rounded vowel [U], centered and rounded mid back rounded

²⁴Jeff Connor Fasold, Ralph W. , Linton, "Materials for an Introduction to Language and Linguistics," *Estudios Filológicos*, no. 37 (2002), <https://doi.org/10.4067/s0071-17132002003700022>.

²⁵ Jackson (1980, p. 20)

vowel [ɔ:], open back spread vowel and open back rounded vowel, respectively, [a:].

- c. Vowels in the center of the mouth. There are three vowels produced in the center of the mouth. They are the open central spread vowel [ɜ] and the middle central spread vowel [ɪ:ɪ] and the schwa vowel in a syllable without stress.

b. Characteristics of vowel

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

1. The position of tongue

The tongue is the important of the organ of speech because it has the greatest variety of movement. The tongue is held up close to the roof of the mouth. Now, make an æ vowel (as in the word ‘sad’) and notice how the distance between the surface of the tongue and the roof of the mouth is now much greater, the different between /I/, and /æ/ is a difference of tongue height, and we would describe /I/ as a relatively close vowel and [æ] as a relatively open vowel. Therefore describe /I/ and [æ] as comparatively front vowel, a vowel in which the back of the tongue is the highest point is called a back vowel. If the vowel sounds sit, sad, God and put is repeated by tongue, it can be transcribe /i/, /æ/, /ʊ/, /u/.

2. Tongue Height

Tongue is incapable of being lower, and if was retracted further a frictional noise would be produced bt the air issuing through the narrow space between the back of the tongue and the back part of the roof of the mouth. Based

on above definition, researcher conclude that tongue height is open or close of vowel, it relate to sound high and low of vowels. The term high, mid and low refer to difference in tongue height. High vowels are made with the greatest bunching of the tongue, low vowels are made with the least amount bunching or arching. In some low vowels, the tongue is almost flat in the mouth cavity. Mid vowel are made with a degree of tongue bunching somewhere between the high and low position.

3. Lip rounding

Lip round is important variable of vowel quality, vowel quality is also largely dependent on the position of the lips. The lips may be held in a natural or neutral position, they may be spread out so as to leave a long narrow opening between them or they may be drawn together so that the opening between them is more or less round. Vowel produced with the lips in the latter position are called rounded vowel. There are two main types of rounding, called close rounding and open rounding. Although the lips can many different shape and position we will at this stage, there are:

- a. Rounded, where the corners of the lips are brought toward each other and the lips pushed forwards. This is the most clearly in u.
- b. Spread, with the corners of the lips moved away from each other, as for a smile, this is the most clearly seen in i.
- c. Neutral, where the lips are not noticeably rounded or spread. The noise most English people make when they are hesitation, this is the most clearly seen in ʊ.

- d. Slightly spread, with the corners if the lips moved away from each other, but more open than spread. This is the most clearly seen in a.

2. English Vowels

Generally, English speakers use 13 vowels, 8 diphthongs and 5 triphthongs. Pure vowels are vowels with a single perceived auditory quality, made by a movement of the tongue towards one position in the mouth. When listening to the 12 pure vowels, it is evident that five of them are relatively long in duration, and seven are relatively short.

Moreover, in several cases length seems to relate pairs of vowels which are articulated in roughly the same part of the mouth. The contrast between long and short vowels is not only due to length but also involved a different place of articulation.

a) Diphthong

Diphthongs are vowels in which two vowel qualities can be perceived. Judging from its length, a diphthong is like a long vowel, but the first part of a diphthong in English is much longer and louder than the second part. The eight diphthongs are usually grouped into three types, depending on the tongue movements involved.

The first group ends with a glide towards the vowel in the middle of the mouth, and is called centering diphthongs. The second group is called closing diphthongs which move in a unidirectional manner with a quality in front of the vocal area that ends by sliding towards a higher position in the mouth. The final

group is another type of closing diphthong that moves in the same direction as a quality behind the vowel area and thus adds some rounding of the lips.

b) Triphthong

A triphthong is a glide from one vowel to another and then to a third, all produced quickly and without interruption. It is a vowel in which three vocal qualities can be felt.

a. Kinds of English Vowel

1. Short Vowel

There are symbol sound of the short vowel in the International Phonetic Alphabet (IPA). they are , /i/, /e/, /æ/, /ʌ/, /ʊ/, /o/, /ə/, /ε/ and /ʌ/, the produce of this symbol sound can be explain below.

a. /I/

The symbol sound of this short vowel can be produced in high, front, lax, unrounded vowel. The front part of the tongue is held high in the mouth. Example of /I/ symbol sound in the beginning, in the middle and at the end of the words.

b. /e/

The symbol sound of this short vowel can be produce in mid, front, lax, unrounded vowel. The sides of the tongue are again the upper back teeth, but not pressed. Symbol sound of /e/ just found in the beginning, and in the middle of a words.

c. /æ/

The symbol sound of short vowel /æ/ is a low, front, usually lax, unrounded vowel. The front and the back parts of the tongue are low in the mouth. The tongue tip is close to the lower middle front teeth. The jaw is low and the lips are widely open. Symbol sound of /æ/ is just found in the beginning, middle of a word.

d. /ɒ/

Short vowel /ɒ/ is produced not quite fully back, and between open-mid and open tongue height. The lip position is neutral.

e. /ʊ/

Short vowel /ʊ/ is produced with the lips rounded. The front part of the tongue is low in the mouth. Short vowel /ʊ/ is just found in the middle of a word.

f. /ə/

Short vowel /ə/ is produced in the mouth in an unrounded half open to half close central vowel. In producing /ə/ sound the central part of the tongue is raised, it is raised to the half position, or even lower, the lip position is spread or neutral and the opening between the jaws is medium. The /ə/ sound is found in the beginning, in the middle, and at the end of a word.

g. /o/

Short vowel /o/ is back mid high vowel, is produce not quite fully mid, and between open-mid and close tongue. The lip position is neutral.

h. /ɛ/

Short vowel /ɛ/ is front mid low central vowel, produce in a central vowel and it is more open than the open-low tongue height. The lip position is neutral. /ɛ/ vowel is called epsilon symbol it same with /e/ vowel. A common spelling for /ɛ/ represented in beginning, in the middle, and at the end of a words.

i. /ʌ/

The symbol /ʌ/ produce is a central vowel, and it is more open than the open-mid tongue height. The lip position is neutral. A common spelling for /ʌ/ represented in beginning, in the middle, and at the end of a words.

2. Long Vowel

Short vowels different from long vowels not only both in terms of length and sound but also in quality. If we contrast some similar long and short vowel pairs, such as [i] with [i:], [u] and [u:], or [ɪ] and [a:], we can clearly hear differences in quality (caused by variations in tongue shape and position, as well as lip position), in addition to length.

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

a. /i:/

Long vowel /i:/ is produce an unrounded close front vowel. And the front of the tongue is raised almost to the close position. Common spelling for / i:/ represented in the beginning of a words, in the middle, and at the end of a words.

b. /ɑ:/

The sound long vowel /ɑ:/is produce in unrounded open back vowel and /ɑ:/ sound produce with the back of the tongue is raised, the raising is somewhat advanced from the real back position. A common spelling for /ɑ:/ sound just represented in the beginning, and in the middle of a words.

c. /ɔ:/

The symbol sound of long vowel /ɔ:/ is produce in a mid, back, tense, rounded vowel with the back of the tongue is raised towards the soft palate. And the lips are rounded. Common spelling for /ɔ:/ represented in the beginning of a word, in the middle, and at the end of a words.

d. /u:/

The long vowel sound /u:/ is produce in a high, back, tense, rounded vowel. With the front part of the tongue is low in the mouth, And with the tip lightly touching the lower front teeth. A common spelling for symbol sound /u:/ are represented just in the middle and at the end of a words.

e. /ə:/

This symbol is a central vowel which is well-known in most English accents as a hesitation sound. The lip position is neutral. A common spelling for symbol sound /ə:/ found in the beginning, and in the middle of a words.

c. Indonesian Vowels

Indonesian exists in many regional variations and dialects. as a result, the number of vowels varies by dialect. But still, it has its own spelling standards. There are 6 vowels and 4 diphthongs.

a. /i/ appears at the beginning, middle and end of words. It is tall, forward and not round. It has two allophones, one is the short vowel [i] which appears in closed syllables and the other is the long vowel [i:] which appears in open syllables. This vowel is denoted by the letter 'i'.

b. /e/ occupies three places such as at the beginning, middle and end of a word. It's in the middle, spread out. It has two allophones, first, [e] when it appears in adjacent syllables. Second, [e:] when it appears in an open syllable. The second one is shorter than the first one. It is denoted by the letter 'e'.

c. /ə/ then appears in initial and middle positions of words. It spreads. It only appears on close syllables. It has no other allophonic alternatives. It also represents the letter 'e'.

d. /a/ appears in three locations in the word, for example at the beginning, middle and end of the word. It is low, central, neutral. It has two allophones in adjacent

syllables. One is longer [a:] than the other [a] which usually appears on the first syllable. These vowels are denoted by letters 'a'

e. /o/ occupies a position at the beginning, middle and end of a word. The shape is medium, low, round. It has two allophones, [o] and [ɔ]. [ɔ] appears in both closed and open syllables, but [o] only appears in closed syllables. It is represented by the letter 'o'.

f. /u/ appears at the beginning, middle, and end of words. It was tall, round. It has several allophones. The letter [u:] appears in open syllables and the vowel [ʊ] appears in a close syllables. In short, short words can appear before or after other vowels. This vowel is denoted by the letter 'u'.

g. diphthong /ay/ articulation is a glide that starts from a semi-closed front position slightly downwards, moves upwards and slightly backwards towards //, lips wide.

h. Diphthong /aw/ articulation is that the glide starts in the middle position between half-closed and half-open, moves up and back towards /o/, the neutral lips change to become slightly rounded.

i. Diphthong /ey/ is a glide that starts from a position near the center, moving upwards towards //, lips parted.

j. Diphthong /oy/ the articulation is a glide that starts between the back half-open and the back towards.

B. Review of Related Findings

The researcher discovered some relevant previous studies that were associated with this one to support their findings.

First, the study was carried out by Jannah, an Indonesian student enrolled at UIN Sultan Syarif Kasim Riau. The difficulty with Indonesian students learn English pronunciation and influences pronunciation learning are the subjects of her dissertation. The research's primary concern is the students' incorrect phoneme pronunciation. The student's got good effect in pronouncing English words after learn phonetic cording to her research.²⁶

Second, the study by Saadah and Ardi students in the English Language Program at the State University of Padang showed different abilities in pronouncing each diphthong. Based on the findings and conclusion of the research, there are several suggestions offered related to the pronunciation ability of the students in the English Language Program. First, the English pronunciation subject needs to be highlighted by the teacher as the data showed that students were still at a level of fair ability.²⁷

Third, a student named Almuslimi at Sama'a University found the results of the questionnaire reveal that most students make mistakes in producing certain sounds both consonants and vowels. Also, they have problems with a word ending letters like the past tense inflection —ed || or plural —s || . Final word and initial clusters are also an area of common errors. Students show a bit of awareness

²⁶ Jannah, "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau."

²⁷ Fatihatus Saadah and Havid Ardi, "The Analysis of Students' Pronunciation Error on English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang," *Journal of English Language Teaching* 9, no. 1 (2020): 188, <https://doi.org/10.24036/jelt.v9i1.107829>.

towards their errors and feel that more emphasis is to be paid when teaching for better progres.²⁸

Fourth, the study by Resdila at the STAIN Mandailing Natal found the findings of her study show that students still weak in pronouncing English vowels in some word, students still weak pronounce words in daily life. And still weak to difference every vowels.²⁹

Fifth, the study by Jariyah from Walisongo State Islamic University of Semarang. In her research she found that students still low in pronouncing English words and the replacement, and in her research she found that there are several factor that give affect of students pronunciation³⁰.

Based on the five types of research above, this research has similarities with the research before. The study will analyze the Mother Tongue Interference in pronouncing English Vowels among 7th-semester students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Hopefully, this research can help teachers and others to evaluate kind of teaching strategies to make students' pronunciation better.

²⁸Fazee Almuslimi, "Pronunciation Errors Committed by EFL Learners in the English Department in Faculty of Education - Sana'a University," *Millennium Journal of English Literature, Linguistics and Translation*, 2020, 51–72, <https://doi.org/10.47340/mjellt.v1i2.5.2020>.

²⁹ Resdila Pratiwi, "Students Difficulties in Pronouncing Vowels at Grade VIII MTs.S NU Batahan," *International Journal of Research on English Teaching and Applied Linguistics* 2, no. 1 (2022): 29–41, <https://doi.org/10.30863/ijretal.v2i1.2444>.

³⁰ Ninin Jariyah, "The English Pronunciation Problems of EFL Student's Speaking (A Case Study at the Fourth Semester of Teaching Speaking and Listening Class)," *Thesis*, 2020, 1–173.

CHAPTER III

RESEARCH METHODOLOGY

A. The Kind of the Research

The approach used in this study is a descriptive qualitative approach. Descriptive qualitative is a method to collect information about phenomena that are happening at this time and aims to find explanations and descriptions of objects in detail and systematically³¹. The type of research used by the researcher is a qualitative descriptive type which studies the existing problems and the applicable working procedures.

In conclusion, this research is descriptive qualitative research. This research is qualitative because the data is in the form of words. This is because the researcher intends to describe the students' difficulties in pronouncing English vowels, the factors that cause students' difficulties in pronouncing English vowels at 6th Grade Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

B. Place and Time of the Research

This research conducted in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan or UIN Syahada Padangsidimpuan. It is located in H.T Rizal Nurdin Street, Sihitang, Padangsidimpuan. This research conducted from October 2022 until October 2023.

³¹J Cresswell, *Research Design Fifth Edition (Qualitative, Quantitative and Mixed Methods Approaches)*, ed. Helen Salmon, Fifth, vol. 53 (United States: SAGE Publications, 2013).

C. Subject of the Research

The subject of this research is students in the 7th semester at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. There were two classes, and every class is filled by various ethnic groups.

In this research, the researcher uses a purposive sampling technique. The reason why the researcher took samples by using purposive sampling is because the purposive sampling technique is used when the target has certain characteristics. As is known, students come from various different ethnicities, to avoid inequality in sample results from the majority ethnic group, the researcher decided to take samples using this method in order to produce a balanced and comprehensive sample.

Table III. 1
Research Subject

No	Class	Population
1	TBI 1	29
2	TBI 2	30
Total		59 students

Researchers took 4 students of each ethnicities of all population. From the table above it can be concluded that in this study there were 22 students as samples.

D. Instrument of Data Collection

1. Test

The document consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. The documentation used to answer the first formulation of the research.

The kind of document used in this research is test results that have been carried out of students' test of pronouncing words have been given. Document test result as a file recording. The researcher got the data or information as complete as possible to minimize the risk of analysis error.

Table III. 3
The Indicator of Interfere of Mother Tongue in words

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	The subject interference	The sounds change
The student's pronouncing vowels	1	See	[i:]	/si:/		
	2	Happy	[i]	/'hæpi/		
	3	Sit	[ɪ]	/sɪt/		
	4	Ten	[e]	/ten/		
	5	Cat	[æ]	/cæt/		
	6	Father	[ɑ:]	/'fɑ:ðə(r)/		
	7	Got	[ɒ]	/gɒt/		
	8	Saw	[ɔ:]	/sɔ:/		
	9	Put	[ʊ]	/pʊt/		
	10	Actual	[u]	/'æktʃuəl/		
	11	Too	[u:]	/tu:/		
	12	Cup	[ʌ]	/kʌp/		
	13	Fur	[ɜ:]	/fɜ:(r)/		

2. Interview

The researcher used an interview to collect the data. It was chosen as the previous researcher has done. The interview used to answer the second formulation of the research. The semi-structured interview was used by the researcher in this research. Then, the researcher chooses a place of interest and compiles questions during the process. Researchers can change questions during the interview process or develop questions

to get more diverse and richer answers and participants have many choices to answer questions³². Then, the researcher was took the data by recording the interview as documentation.

Table III. 3
Indicator Interview Guidelines

No	Indicator	Yes/No	Reason
1	Where they live		
2	Student's Motivation		
3	School area		
4	Different sounds and symbols		

Indicators use to answer the formulation of the research. Indicator of the interview to answer the question of this research. After obtain the data from previous instrument then researcher interview the participants directly.

E. The Techniques of Data Collection

For the technique of data collection in this research, there are some steps to get data from the beginning until the end of the research. The steps are:

1. Choosing the population and sample. The researcher chooses the class and students.
2. Visiting the samples in a flexible and random place.
3. Setting the recorder
4. Giving the paper test

³²Cresswell. (p.65)

5. Starting and interviewing by the conversation with the sample to start the research which is about their experience about their mother tongue affects to their pronunciation ability especially vowels and asked them what factor they thought may influence the pronunciation of their mother tongue.
6. Evaluating the interview.
7. Finishing the interview, the researcher thanked the participants.
8. Got the data of interview, and evaluating the result of interview.
9. Analyzing the document and interview result.

F. The Techniques of Data Analysis

The technique uses in this research is descriptive analysis. The data collected in this research are raw. Qualitative research is an approach to investigating and understanding means that an individual or group is caused by a social or human problem or the research process includes new issues, procedures, and data. Typically collected in the participant's setting, inductive data analysis builds on the general subject matter and is authored by the researcher's interpretation of the meaning of the data. Analysis of qualitative data is:

1) Data Reduction

Data Reduction should not be considered to separate from analysis but as part of it. In this research, the analysis data start with choosing simple sentences which contain vowels sound.

2) Data Display

After the data is reduced, the next step is to display the data. In qualitative research, the presentation of the data can be done in the form of descriptions, charts, relations between categories, flowcharts, and the like.

3) Conclusion/Verification

The third step is the analysis of qualitative data. The findings can be a description of the object that is still unclear, and become seen after research³³. Conclusion in qualitative research is a new finding which never existed before.

G. The technique of Data Trustworthiness

From the research, the researcher gets the data or information in the form of digital photos and some documents. Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. Terms abound in the qualitative literature that address validity, such as trustworthiness, authenticity, and credibility³⁴. The data is get from observation and interviews. The researcher does the checking data's trustworthiness using asking expert techniques in this research. This technique allowed the researcher to seek the truth and ensure

³³Cresswell. (p,73)

³⁴Cresswell. (p. 67)

that the data obtained in the research was convenient to what the researcher intended.

The researcher explained the findings and asked one of the lecturers of TBI if the data were convenient to what came from participants. It made the data could be valid and away from wrong interpretations. This chapter contains research findings and a discussion of the research. The result of the research discusses the findings of the research and the discussion discusses about the analysis to answer the research problem

CHAPTER IV

RESULT OF THE RESEARCH

A. General Description of Research Subject

The research subjects were 7th-semester students of the English Department Program at the Syekh Ali Hasan Ahmad Addary Padangsidempuan Islamic University. Secondary history, Padangsidempuan State Islamic Religion Institute (IAIN) is the latest form and has changed several times. Initially it came from the Nahdlatul Ulama Higher Education Tarbiyah (PERTINU) in 1962. If someone else discovered it, this higher education institution experienced various developments.

State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan has received A accreditation from the National Accreditation Board for Higher Education (BAN-PT). This accreditation shows that this institute has met the higher education quality standards set by the government. With A accreditation, IAIN Padangsidempuan is recognized as one of the best universities in Indonesia.

B. Description of Research Data

Research data was obtained through students' documents which were then analyzed to describe vowels that experienced interference in the mother tongue used in daily life as used to answer the first formulation of the problem of research. Then the data obtained is shown in table form for each student so that it is easier to understand where the mother tongue interference is on the student's ability to pronounce English vowels.

The second uses interviews to answer questions in the research formulation, namely explaining the factors that influence the ability to pronounce English vowels from the student's mother tongue. The researcher then explained the relationship between the factors above and the conditions experienced by the students and explained them in the form of an explanation.

1. Student's vowels accuracy in pronouncing English words

From the tables above the researcher concludes there are some vowels that interfere in pronouncing some vowels. It can be seen from several vowels analyzed in the students' test documents that certain vowels are known to be less difficult to pronounce in English words than other vowels. Some of these vowels are very difficult to pronounce for each student correctly due to the differences in pronunciation and vowels between those commonly used and in English, making students feel a little difficult. The researcher mentioned the result in table:

Table IV.1
Document test result students

No	Word	Vowel	Correct	Incorrect
1	See	[i:]	17	
2	Happy	[i]	17	
3	Sit	[ɪ]	17	
4	Ten	[e]	17	
5	Cat	[æ]	10	7
6	Father	[a:]	17	
7	Got	[ɒ]	8	9
8	Saw	[ɔ:]	4	13
9	Put	[ʊ]	6	11
10	Actual	[u]	17	
11	Too	[u:]	12	5
12	Cup	[ʌ]	14	3
13	Fur	[ɜ:]	6	11

1. [æ]

The results obtained from analyzing the documents given on this vowel show that many students made mistakes or could not sound the vowel letters correctly with the word given being "cat" which is a common word that is often used or mentioned in everyday life, but there are still many that are found. The correct way to sound this vowel should be to position your tongue low in your mouth and shift it toward the front. The muscles of your lips and mouth should be relaxed. Vibrate your vocal cords with your mouth in this position. Students make mistakes in sounding it, such as changing the vowel to [e] even though a letter should be used [æ].

2. [ɒ]

Produced by students after analyzing the document, this vowel sound students also have difficulty sounding it correctly, students often make mispronunciations when pronouncing it, the change that looks striking is the placement of the tongue when pronouncing the word "got" which should be the position of the tongue in the word with a vowel related is in the low back while students often change this position by placing the tongue in a different position and gives wrong results to the results that should be.

3. [ɔ:]

More than half of the students whose documents were analyzed were found to have made errors in the pronunciation of this vowel. The most common mistake was that the length should be long, but students more often pronounce it briefly, and then the position of the tongue should be different in the mid-back position.

This student's negligence produces the wrong pattern so that the words heard sound a little strange than they should.

4. [ʊ]

The results of document data analysis show that this vowel pronunciation is one of the most difficult vowel pronunciations to pronounce correctly and accurately. Good results are produced when we place the tongue in a high-back of the mouth position and pronounce it with a short length. More than 2/3 of students have difficulty placing their tongue in the right position, so the results are different from the set standards. The mispronunciation results in the word /pʊt/ becoming /put/.

5. [u:]

This vowel pronunciation is done in the back-high vowel position, with the choice of words given it can be seen from the analysis of student documents that most students, in fact, almost all students can pronounce words with good and correct vowel patterns. Students do not experience difficulty in pronouncing the words given, the results obtained are almost very good and as expected, there is no changing pattern and it is pleasant to listen to.

6. [ʌ]

Mid-central is the correct tongue position to pronounce this vowel, the word "cup" with /kʌp/ is the correct sound with the length being short. Students easily and fluently sound out the given words fluently and almost perfectly, nothing changes. From the results of the data analysis provided, almost all students can sound it well.

7. [ɜ]

This vowel is the last vowel to be analyzed, sounding it well is if you sound it beyond or between "e" and "ə" with a mid-front tongue position. The choice of the word "fur" given, from the analysis of the document data, it can be concluded that half of the students have difficulty pronouncing it properly and correctly. Inappropriate pronunciation patterns produce inappropriate pronunciation results, /fɜ:(r)/ is a sound that students should pronounce, and because of the mispronunciation above, what is heard is /fʌ(r)/ which is not the appropriate pronunciation.

From the table above it can be seen that every student can pronounce vowel letters in words that are pronounced correctly and every student also pronounces some words in the wrong way, meaning that students cannot pronounce some vowel letters correctly. Each student almost pronounces 8-10 vowels correctly, which means that there are only a few 3-4 vowels as [ʊ], [æ], [ɔ:], and [ɜ:] that cannot be pronounced correctly out of the total of 13 vowels tested in the testing document provided.

The difference in vowels which have a striking difference between Indonesian which is commonly used and English which is very rarely used in everyday life is a challenge for Indonesian students who are required to study English as an international language which must be used as a basis for knowledge imparted by the government. to be studied from elementary school to high school. Especially for students at the tertiary level who focus on English as the major they will study to take a degree.

Therefore, many students come from various regions with diverse and unique languages who study English. As expected, students can master English from various aspects, both writing, listening and speaking fluently. From each aspect there are various criteria that students are expected to achieve, such as in speaking, students are expected to be able to pronounce each word with the correct and appropriate vowels. Ethnic differences can be a challenge in learning the different vowels of each region in English.

2. Factors that influence student's vowel accuracy in pronouncing English words

Learning English is a challenge for every student, especially those from regional areas because apart from the national language, namely Indonesian because Indonesia is a diverse country, many regions also have different languages. Students are required to master 3 languages at the same time. The differences between these languages often become a challenge for students even at the tertiary level.

The differences in vowels often confuse students in pronouncing English words with the correct vowels. The actual challenges for students and the factors that are thought to play a role in pronouncing English vowels correctly way. In this study, researchers want to explain that there are several factors that can influence students' mother tongue in pronouncing English vowels. In carrying it out, researchers used interviews to obtain the expected results.

The result of the interview described the factors that influence students' mother tongue in previous pages, there are some factors that have an effect on students' pronunciation, especially vowels. The researcher asked students questions by describing the situation and connecting with existing factors, then the students answered yes or no, then the researcher discussed the reasons why the factors above were felt to have an effect on students' pronunciation abilities, especially when sounding out words with vowels.

1. Where they live

The first factor is where they live, almost all students who were research subjects admitted that this first factor did influence their English pronunciation, especially the very different vowel pronunciations. The factor where they live influences the use of their mother tongue which is attached. From these interviews it was discovered that students came from different areas, for example: South Tapanuli, Padangsidempuan, and North Tapanuli, which was later discovered to each use a different mother tongue.

The languages used are, for example: Indonesian, Mandailing, Javanese, and Batak Toba, etc. Different backgrounds are supported by a similar environment that uses similar language in their respective environments.

The use of English which is rarely heard and used in the surrounding environment means that students have to adapt to a way of speaking that is foreign to what is usually used, making students have to spend extra effort to balance the pronunciation of words in English with the correct pronunciation of vowels.

Introduction to English is only obtained from school and the limited pronunciation of sentences makes it difficult for students to remember how to pronounce sentences well and consistently. From the results of the interviews with the students, it can be concluded that where they live is indeed an influential factor.

From the results of the observations above, students agree that students' motivation in learning is able to offset interference from their mother tongue which is often used in everyday life.

It can be concluded that student motivation is really needed to support students' willingness to learn which then produces students who are more active in learning to pronounce words with good vowels in English, avoiding interference that causes the use of the mother tongue with vowels that are clearly different and last long in memory.

2. Student's motivation

The next factor is student motivation, student motivation in learning is very necessary to support student success in mastering certain subjects. Like English, students also need motivation to study in order to encourage students to study harder.

The researcher obtained the results from the interviews that had been conducted that all the students interviewed agreed on this matter, the differences in vowels used in the students' mother tongue were very different from English vowels so that students needed more effort to be able to pronounce English vowels correctly.

Students need motivation to encourage students to study harder to learn vowels which are more complicated and different because they have differences in length and tongue position with Indonesian and even with their mother tongue. In interviews, students were found to have different motivations to encourage them to be more active in learning new things.

All students who experience difficulties in certain fields have been proven to influence students' abilities in that field, on the contrary, students who have a strong desire to master that field will be able to accept it more easily and be more active in exporting that field, including interference caused by their mother tongue on students' ability to pronounce English vowels.

3. School area

The next factor is the school area, students only get the opportunity to learn English theory and practice at school. From this research, it can be seen that the school area supports students to develop the ability to pronounce English words with good vowels. Students only get a few hours a week and only practice in class. Moreover, students return to using their mother tongue in the school area.

Just like the environment, the school area is also a factor that is no less important and influences students' mother tongue in pronouncing English vowels. Students admit to spending most of the time they have at school. Therefore, schools and school areas have a great influence on student's abilities.

A school environment that supports students in developing pronunciation skills will help students learn, remember, and use them. On the

other hand, if the school environment is not supportive, students may find it more difficult to understand English. A bad environment can provide a distraction to English language skills. For example, when students in a school area place more emphasis on the use of English in that school area, it will produce students who are more skilled at pronouncing words in English. If the school area still uses the mother tongue and does not emphasize English, students will have more difficulty learning and pronouncing English.

In the interviews, it was found that students themselves experienced problems, when they were still in high school they experienced difficulties in learning English and practicing it even during class. When they continue their studies and have a school area that is more supportive, such as a dormitory and a classroom environment that is friendly to language use and pronunciation, it makes it easier for students to get used to learning and practicing English words, even with the correct vowels.

The researcher asked students whether they felt that school area factors had an influence on interference from their mother tongue that carried over to the school area. Students admitted that they agreed because the majority of students went to school in the same area or close to where they lived.

From the interview, it can be concluded that the school area also influences the ability to pronounce words in English correctly as well as the correct pronunciation of vowels in English, which then continues to interfere with the pronunciation of vowels by the student's mother tongue.

4. Different sounds and symbols

Then the researcher led the conversation during the interview to the differences in sounds and symbols between their mother tongue and English, then all students agreed that there were very striking differences between the two.

Some students admitted that they were confused when they first learned about the symbols and sounds used in English, and students who had different language backgrounds with different symbols also admitted that they had difficulty interpreting these symbols and sounds when speaking English. This new experience gives students a new reference when trying to speak English well and correctly.

According to students, the symbols used are very numerous and complicated, they need time to remember and reuse them when using English because they are distracted by their mother tongue, which means they are not trained in positioning their tongue for each vowel sound. Then several students also admitted that the differences in sounds in English were really different from their mother tongue or Indonesian as a commonly spoken language. Students needed to listen to these sounds for a long time and practice them over and over again to train students' pronouncing skills.

From the interviews that have been conducted, it can be concluded that because of unfamiliar sounds and symbols when used and heard make it more difficult for students to remember the correct pronunciation. This difference also provides unfavorable interference because the use of symbols and sounds are different in each mother tongue used in everyday life.

C. Discussion

In this chapter, the researcher presents the result of the research that was done in the English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, especially in the seventh semester. The researcher would have the data taken from the chosen sample. The data was taken from 2nd June until 10 September 2023. The research finding is the result to answer the formulation of the research question.

It can be found that students have difficulty in pronouncing the word *kan* in English because of the striking differences in the vowels used in everyday life, in line with facing difficulties in pronouncing English for words that contain phonemes that do not exist in Indonesian, students tend to use their native language phonemic system of the language they are familiar with. As a result, they fail to produce English words accurately. This research also shows that students' native language does not only influence segmental characteristics but also suprasegmental characteristics, namely stress and intonation. And Almuslimi as previous researcher that investigate the common pronunciation error and the reason mispronounced English. The difference between this research and previous research is that this research focuses on vowels and their relationship to the mother tongue, while previous research focuses on not only vowels but also phonemes.

In line with Saadah and Ardi in their research, the pronunciation of English alphabets and Indonesian alphabets are different in some particular way. This condition interferes with L2 learners in pronouncing some English words. As the result, we found some phonological interference of learners' mother tongue when

they speak in English. In short, mother tongue interferences in Indonesian learners' pronunciation and syntax occur because their first language has some different feature or linguistic environment with the targeted language that they learn. The challenges that they have to conquer are English phonology and syntax in order to avoid making errors, mistakes, or mispronouncing the English words. In line with Marcus in his research found the interference of the mother tongue is accompanied by a phonological aspect. Researchers found that mispronounced English words can be influenced by environmental and other factors. The difference between this research and the previous research above is that the focus of the previous research focused on phonological interference while this research focuses on vowels accuracy.

c. Checking Trustworthiness

In this research, confirmability was tested testing is carried out with verify the entire research process and research data. In this research, the person carrying out the verification was the assessment team, namely the lecturers mentor. The aspect assessed is the research stage. The stages what is done is to make an indicator sheet for the previous test and interview data retrieval. The next stage is collecting data in the field using interview techniques. When conducting interviews, use tools recording and writing down the results of the interview. The third stage is managing interview data. The final stage is testing the data with all stages have been carried out by the assessor or supervisor. Confirmability testing is carried out by validating research results. In this research, confirmability testing was carried out by testing the results research that is in accordance with the process. The results of this test

are outcome data interviews are in accordance with the research process, so that researchers and lecturers. The supervisor agrees with the interview data obtained.

E. Research limitations

This research is only limited to the number of words used in this research for each vowel analyzed, that is, only one word for each vowel is tested in the document test and then analyzed by the researcher. This research is also limited to the vowels studied, namely 13 vowels or just vowels which are commonly known as short and long vowels, and this research is limited only to English language education students, especially 3 students taken in each class, the background of each student considered qualified in representing each ethnic group that is the majority at State Islamic University Ali Hasan Aahmad Addary Padangsidempuan.

CHAPTER V

CLOSING

A. Conclusion

1. Based on the research conducted above, the researcher would like to conclude that the problem faced by 7th semester students of the English study program at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in pronouncing English vowels caused by their mother tongue is the difficulty of students in pronouncing vowels. English is influenced by students' native language and the vowels accuracy. Some vowels are known to be very difficult to pronounce as [ʊ], [æ], [ɔ:], and [ɜ:] that cannot be pronounced correctly out of the total of 13 vowels tested in the testing document provided. This is due to the very significant difference between English vowels and the mother tongue vowels that are used every day.
2. The researcher concluded that several of the factors above do influence students in their ability to pronounce English because of unfamiliar sounds and symbols when used and heard make it more difficult for students to remember the correct pronunciation. This difference also provides unfavorable interference because the use of symbols and sounds are different in each mother tongue used in everyday life.

B. Implications

Research is carried out to obtain results, which are expected to help readers improve themselves in all aspects that can be pursued. For example, students can get used to hearing words in English. Teaching staff are expected to emphasize and familiarize students with English vowels to make it easier for students to relearn and improve their pronunciation of words with the right vowels.

The implication of the research that has been carried out is to find out which vowels influence or interfere due to the mother tongue used by students at the Syekh Ali Hasan Ahmad Aaddary Padangsidempuan State Islamic University after going through the analysis of the documents provided and then explaining them in the form of text, tables and diagrams which are presented to make it easier for the reader to understand research data. After knowing which vowel letters influence it, we then continue by explaining the factors that limit students and indirectly have an impact on students' ability to pronounce vowel letters.

C. Suggestion

Based on the conclusions above, researchers suggest students study harder outside of school or campus hours, with technological advances it should make it easier for us to access the internet easily and there are also many interesting learning media, namely watching TV, listening to songs, or just watch short videos which are available in many places. Social media platform. Researchers also suggest teaching staff to make

English and its pronunciation more familiar to students' ears and also to practice the pronunciation regularly to train students.

Teaching staff teacher must also provide encouragement to study harder by providing illustrations of the importance of using English today, how English language skills can help them in their daily lives, schools and teachers are also expected to be able to provide innovations in teaching methods or media. teaching is used to be more creative and attract students' interest in learning, the approach used by teachers who are more creative in conveying educational messages from the material is very important so that students are more interested.

Teachers must also pay attention to the environmental or economic conditions of each student to adjust the delivery of material efficiently. If sufficient, teachers can use social media that is common or currently popular among students to make it more interesting.

To future researchers, the researcher suggests developing a research sample. Research may be developed by increasing the sample studied, future researchers are also expected to be able to develop or expand the range of words in each vowel that will be studied in order to better ascertain the interference caused by the students' mother tongue, apart from the words used, further researchers are also expected to research or analyze more vowels, for example diphthong and triphthong.

Researchers suggest that lecturers pay more attention to their students' understanding of the material given to their students, both

listening and writing skills, especially regarding vocal pronunciation skills that are in accordance with the expected capacity.

Researchers suggest to readers to be more active in studying every detail of the English language itself so that it is at least easier to understand English terms that are commonly used or heard around us. There is no harm in learning English to the maximum because English is a language commonly used in every country.

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APPENDIXES

Instrument Validity

Indicator	No	Word	Vowel	English Pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[a:]	/ˈfɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[u]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

Lecture in concern

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APPENDIXES 2 Data Student 1

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ket/
	6	Father	[ɑ:]	/ˈfɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/god/
	8	Saw	[ɔ:]	/sɔ:/	/sæu/
	9	Put	[ʊ]	/pʊt/	/pu;d/
	10	Actual	[u]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	/fu(r)/

APPENDIXES 3 Data Student 2

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Students Mother Tongue
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ket/
	6	Father	[ɑ:]	/ˈfɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/gad/
	8	Saw	[ɔ:]	/sɔ:/	/sau/
	9	Put	[ʊ]	/pʊt/	/put/
	10	Actual	[u]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	/tu/
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 4 Data Student 3

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ket/
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/gad/
	8	Saw	[ɔ:]	/sɔ:/	/sou/
	9	Put	[ʊ]	/pʊt/	/pud/
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 5 Data Student 4

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ked/
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/god/
	8	Saw	[ɔ:]	/sɔ:/	/sau/
	9	Put	[ʊ]	/pʊt/	/pu:t/
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	/tu/
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 6 Data Student 5

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/gad/
	8	Saw	[ɔ:]	/sɔ:/	/sou/
	9	Put	[ʊ]	/pʊt/	/pud/
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 7 Data Student 6

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ked/
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/ged/
	8	Saw	[ɔ:]	/sɔ:/	/seu/
	9	Put	[ʊ]	/pʊt/	/put/
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	/tu/
	12	Cup	[ʌ]	/kʌp/	/kap/
	13	Fur	[ɜ:]	/fɜ:(r)/	/fu(r)/

APPENDIXES 8 Data Student 7

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/ga:d/
	8	Saw	[ɔ:]	/sɔ:/	/sau/
	9	Put	[ʊ]	/pʊt/	/pu:d/
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 9 Data Student 8

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[ɪ]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/'fɑ:ðə@/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:@/	

Appendix 10 Data Student 9

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ked/
	6	Father	[a:]	/'fɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	/god/
	8	Saw	[ɔ:]	/sɔ:/	/sau/
	9	Put	[ʊ]	/pʊt/	/pud/
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ðə/	

APPENDIXES 11 Data Student 10

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[a:]	/'fɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	/sau/
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ðə/	

APPENDIX 12 Data Student 11

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/'fɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIX 13 Data Student 12

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/'fɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[ʊ]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ð/	

APPENDIXES 14 Data Student 13

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[a:]	/'fɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	/sou/
	9	Put	[ʊ]	/pʊt/	/pud/
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ðə/	/fu(r)/

APPENDIXES 15 Data Student 14

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/'hæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[a:]	/'fɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	/sou/
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[u]	/'æktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ðə/	

APPENDIXES 16 Data Student 15

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/ˈfɑ:ðə/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	/seu/
	9	Put	[ʊ]	/pʊt/	/pu:d/
	10	Actual	[ʊ]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:ð/	/fu(r)/

APPENDIXES 17 Data Student 16

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	
	6	Father	[ɑ:]	/ˈfɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	
	8	Saw	[ɔ:]	/sɔ:/	
	9	Put	[ʊ]	/pʊt/	
	10	Actual	[ʊ]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	
	12	Cup	[ʌ]	/kʌp/	
	13	Fur	[ɜ:]	/fɜ:(r)/	

APPENDIXES 18 Data Student 17

Indicator	No	Word	Vowel	The correct pronunciation (IPA)	Mother Tongue Interference
The student's pronouncing vowels	1	See	[i:]	/si:/	
	2	Happy	[i]	/ˈhæpi/	
	3	Sit	[ɪ]	/sɪt/	
	4	Ten	[e]	/ten/	
	5	Cat	[æ]	/kæt/	/ked/
	6	Father	[ɑ:]	/ˈfɑ:ðə(r)/	
	7	Got	[ɒ]	/gɒt/	/god/
	8	Saw	[ɔ:]	/sɔ:/	/seu/
	9	Put	[ʊ]	/pʊt/	/put/
	10	Actual	[ʊ]	/ˈæktʃuəl/	
	11	Too	[u:]	/tu:/	/tu/
	12	Cup	[ʌ]	/kʌp/	/kap/
	13	Fur	[ɜ:]	/fɜ:(r)/	/fe(r)/

APPENDIXES 19

Interview results dialog.

Data 1

Researcher: Do you think dialect of your mother tongue give effect to your pronunciation?

Student: Yes sister.

Researcher: Where are you from?

Student: I am from Sipirok Tapsel sister.

Researcher: did you also go to school there? If so, what do you think your school area give make your pronunciation well?

Student: no sister, my teacher is not available in every meeting. We can't practice English because that.

Researcher: is different symbol and sound in English and your daily language give you trouble in learning?

Student: yes sister

Researcher: do you think if you have low motivation make you hard to learn and pronounce English?

Student: yes of course sister

Data 2

Researcher: Where are you from?

Student: I am from Madina sister

Researcher: You have a strong dialect right?

Student: Yes sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: sometimes sister.

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 3

Researcher: What language is your mother language?

Student: Indonesian language sister

Researcher: Do you feel difficult to pronounce English after that?

Student: Yes sister.

Researcher: is your motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 4

Researcher: Where do you come from?

Student: I am from sidimpuan sister

Researcher: What is your mother language?

Student: Jawa sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: Of course sister.

Researcher: is your motivation gives u effect to pronouncing English sound better?

Student: I think so sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 5

Researcher: Where do you come from?

Student: From sidimpuan sister

Researcher: What is your mother language?

Student: Mandailing sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: Yes sister.

Researcher: there is motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: of course sister

Data 6

Researcher: Where do you come from?

Student: Langga payung sister

Researcher: What is your mother language?

Student: Jawa sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: Yes sister.

Researcher: do you think motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages make dizzy of you?

Student: yes sister

Data 7

Researcher: where are you from?

Student : from gunung tua sister

Researcher: do you think your pronunciation is better living there?

Student: No sister, difficult

Researcher: do you think motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages is annoying of you?

Student: that's right sister

Data 8

Researcher: where do you live?

Student: I live in pasid sister

Researcher: Is it commonplace to use English there?

Student: no sister

Researcher: is your motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 9

Researcher: where do you come from?

Student: sidimpuan sister

Researcher: do you think live in sidimpuan make your pronunciation better?

Student: no sister, still difficult

Researcher: is your motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 10

Researcher: where do you live?

Student: angkola julu sister

Researcher: do you think live there give you best pronunciation ability?

Student: no sister

Researcher: your motivation gives u effect to pronouncing English sound better, do you believe it?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 11

Researcher: where do you live?

Student: padang lawas sister

Researcher: is live in padang lawas make your pronunciation better?

Student: no sister

Researcher: your motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 12

Researcher: Where do you come from?

Student: I am from sidimpuan sister

Researcher: What is your mother language?

Student: Jawa sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: Of course sister.

Researcher: is your motivation gives u effect to pronouncing English sound better?

Student: I think so sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 13

Researcher: Where are you from?

Student: I am from Madina sister

Researcher: You have a strong dialect right?

Student: Yes sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: sometimes sister.

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 14

Researcher: where are you from?

Student : from gunung tua sister

Researcher: do you think your pronunciation is better living there?

Student: No sister, difficult

Researcher: do you think motivation gives u effect to pronouncing English sound better?

Student: yes sister

Researcher: did the symbol of the two languages is annoying of you?

Student: that's right sister

Data 15

Researcher: Where are you from?

Student: I am from sister

Researcher: You have a strong dialect right?

Student: Yes sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: sometimes sister.

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 16

Researcher: where do you live?

Student: angkola julu sister

Researcher: do you think live there give you best pronunciation ability?

Student: no sister

Researcher: your motivation gives u effect to pronouncing English sound better, do you believe it?

Student: yes sister

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Data 17

Researcher: Where are you from?

Student: I am from Madina sister

Researcher: You have a strong dialect right?

Student: Yes sister.

Researcher: Do you feel difficult to pronounce English after that?

Student: sometimes sister.

Researcher: did the symbol of the two languages disturb you?

Student: yes sister

Appendix 20 Documentation



Processing Test Picture



Processing Interview Picture

CURRICULUM VITAE



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25 Oktober 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 di bawah ini sebagai berikut:

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Judul Skripsi : Mother Tongue Interference in Pronouncing English Vowels at English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan 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 di atas 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.

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Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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

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