



**THE STUDENTS' VOWELS PRONUNCIATION  
AT GRADE VIII SMP N 2 ULU PUNGKUT  
MANDAILING NATAL**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidempuan as  
a Partial Fulfillment of the Requirement for Graduate Degree of  
Islamic Education (S.Pd.I) in English*

Written by:

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2016**



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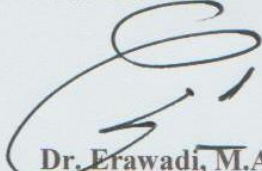
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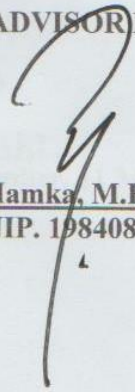
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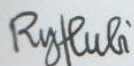


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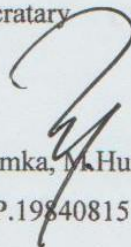
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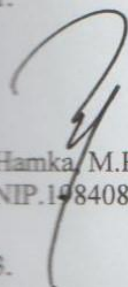
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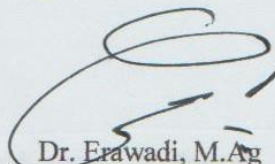
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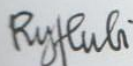
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### **ABSTRACT**

The research took based on fact that most of students SMP N 2 Ulu Pungkut Mandailing Natal pronounced English vowel. Many students had difficulties in pronouncing the words. The researcher wanted to analyzed the students' vowel pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal. The objectives of the research were to described students' vowel pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal to found the students' dominant difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal, to explained the students' problems in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.

The research used Descriptive Qualitative Methods. The data taken from test, the techniques for collecting data with the test as followed, the researcher gave the test to students to pronounce some words and record the process then the researcher described words by transcribing the recording pronunciation. Beside the test, the researcher took the data from interview and observation.

The result found that students' vowel pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal was still low with score 34.25%. The students also faced difficulties or dominantly wrong in pronouncing short vowel they are [ɒ], [ə], [æ], [ɛ], [ʌ] long vowel [ɜ:], [ɔ:] diphthong [əʊ], [eə], [iə], [uə] and triphthong [eiə], [əuə], [ɪə], [ɪuə], [oɪə]. The reason students' difficulties in pronouncing vowel were the students confused to different vowels, less in practiced about pronunciation in daily life, never serious in learning process. After analyzing the data, it concluded that students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal was still low.



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Padangsidimpuan, 27 Desember 2015

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## TABLE OF CONTENT

	Page
<b>COVER OF THESIS</b> .....	<b>i</b>
<b>LETTER OF AGREEMENT</b> .....	<b>ii</b>
<b>DECLARATION OF SELF THESIS COMPLETION</b> .....	<b>iii</b>
<b>AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY</b> .....	<b>iv</b>
<b>LEGALIZATION EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION</b> .....	<b>v</b>
<b>LEGALIZATION DEAN TARBIYAH AND TEACHER TRAINING FACULTY</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Problem .....	1
B. The Focus of the Problem .....	3
C. The Definition of Key Terms.....	3
D. The Formulations of the Problem .....	5
E. The Objectives of the Research .....	6
F. The Significances of the Research .....	6
G. The Outline of the Thesis .....	7
<b>CHAPTER II THEORETICAL STUDY</b>	
A. Theoretical Description .....	9
1. Vowels Pronunciation .....	9
a. Definition of Vowels Pronunciation.....	9
b. The Characteristics of Vowels.....	11
c. The Kinds of Vowels.....	17
1) Short Vowels .....	17
2) Long Vowels .....	19
3) Diphthongs .....	21
4) Triphthongs .....	28
2. Learning Vowels Pronunciation and Difficulties .....	30
a. Learning Vowels Pronunciation .....	30
b. Difficulties in Learning Vowels Pronunciation .....	32
B. Review of Related Literature .....	33
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. The Place and Time of the Research.....	36
B. The Kinds of Research .....	36
C. The Subject of the Research .....	37



D. The Sources of Data .....	37
E. The Technique of Data Collections .....	38
F. The Technique of the Data Analysis.....	41
G. The Techniques of Checking Trustworthiness.....	42

#### **CHAPTER IV RESULT OF THE RESEARCH**

A. The Findings .....	44
1. Description of The Students' Vowels Pronunciation at Grade VIII SMP N 2 UluPungkutMandailing Natal.....	44
2. The Dominant Difficulties of The Students' Vowels Pronunciation at Grade VIII SMP N 2 UluPungkut Mandailing Natal.....	60
3. The Reason of Difficulties in Pronouncing Vowels at Grade VIII SMP N 2 UluPungkutMandailing Natal .....	64
B. Discussion .....	69
C. Threats of the Research.....	71

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. The Conclusions.....	72
B. The Suggestions .....	73

#### **REFERENCES**

#### **APPENDICES**

#### **CURRICULUM VITAE**

## LIST OF TABLES

	<b>Page</b>
Table 1 : The Test Pronouncing Words Used Vowels.....	40
Table 2 : The Result of The Students' Vowels Pronunciation.....	59
Table 3 : Criteria Score Interpretation .....	60

## LIST OF APPENDICES

	<b>Page</b>
Appendices I: List of Test and Key Word of The Test..... .....	xiv
Appendices II: List of Interview .....	xviii
Appendices III: List of Observation .....	xix
Appendices IV: Transcribe of The Students' Vowels Pronunciation.....	xx
Appendices V: Result of The Students' Vowels Pronunciation .....	xxxx

# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

Language is important role in human life. Language used to communicate between people. Language is the way for people can express their emotions, thoughts, desires ideas, feelings, etc. Without language the people could not communicate each other, moreover people could not build relation each other. People in the world could not communication with the people in different country without lingua Franca. Because of that, in this world there are some languages which use as lingua franca, one of that is English.

English is a language which dominate communication era to connect and transfer knowledge in the world. The importance of English in this era, made English become as one of important subject which should be studied by students. In Indonesia, English became important subject in elementary school level up to university level. In studying English, students should learnt language skill. That is listening, speaking, reading and writing skills, which included by language component, such as pronunciation.

Pronunciation is one of the parts in English subject that important for students. Pronunciation involved the correct articulation of the individual



sounds of English as well as the proper stress and pitch within syllables, word and phrases. There were many pronunciation categories that must be learnt by students; those were: phonetics, vowels, syllable, stress and intonation. But, the most important category of pronunciation is vowels.

Vowels used to know how the sound came out from the mouth so that produces English well. By learning vowels definitely it will be able to pronounce English well in daily conversation. It can examine the part of speech for more accustomed with style of English.

Therefore, it is undeniably that vowels learning are necessary for everybody in variety of purposed and needed. However, vowel skill was the most problematic of students in the aspect of ability or motivation. In SMP N 2 Ulu Pungkut Mandailing Natal researcher found that many students still difficulties in pronouncing the words. They were shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words.<sup>1</sup> In addition, they could not spell the word perfectly; because they prefer listen the teacher speak English rather than practicing their pronunciation directly.<sup>2</sup> Moreover, the researcher interviewed some

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<sup>1</sup>Emmi Wahyuni as English Teacher in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Oktober 12<sup>nd</sup>, 2015 at 10.30 a.m.

<sup>2</sup>*Ibid.*

students; they said learning pronunciation of words exactly about vowel was most difficult in learning English.<sup>3</sup>

Based on the explanation above and problem exist in SMP N 2 Ulu Pungkut about students' vowels pronunciation, the researcher interested in conducting the research entitled **Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.**

### **B. The Focus of the Research**

Based on the background of the problem above, the identification of the research were the students could not spell the word perfectly, they prefer to listen the teacher speaks English rather than practicing their pronunciation. However because of the limitation of the time, find, and knowledge, so in this research the researcher only focused on the students' vowels pronunciation about, short vowels, long vowels, diphthongs and triphthongs at the grade VIII Students of SMP N 2 Ulu Pungkut Mandailing Natal.

### **C. The Definition of Key Terms**

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as below:

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<sup>3</sup>Hapif Zainuddin, dkk. The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Oktober 12<sup>th</sup>, 2015 at 10.00 a.m.

## 1. Students

According to Hornby the student is a person who is studying at school or college.<sup>4</sup> While in Indonesia dictionary the student is a learner especially on the grade, elementary, junior and senior high school.<sup>5</sup> So, based on above definition, the researcher concluded the students are a person on grade of elementary junior and senior high school not only the formal education institution but also on the informal educational.

## 2. Vowels

According to Hornby, vowel is speech sound in which the mouth is open and the tongue not touching the top of the mouth, the teeth, etc.<sup>6</sup> While O'grady & Dobrovlosky states that vowels is sound in which there are no obstructions to the flow of air as it passes from the larynx to the lips. No stopping of sounds in the mouth. Place of articulation, manner of articulation and voicing are not useful when trying to describe vowels.<sup>7</sup>

So based on the definition above, the researcher concluded that the vowels are speech sound in which all made in the mouth (place), with little or no air flow constriction (manner) and are always voiced in English.

---

<sup>4</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187.

<sup>5</sup>Tim Penyusun Kamus Pusat Pembinaan Dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2011), p. 1077.

<sup>6</sup>As. Hornby, *Op.Cit.*, p. 1334.

<sup>7</sup>O'Grady W. & Dobrovlosky M. *Contemporary Linguistics Analysis* (Toronto: Coop Clark Ltd. 2000), p. 32.

### 3. Pronunciation

According to Hornby, pronunciation is the way in which a language is spoken.<sup>8</sup> While Jack C. Richards, states pronunciation is the way a certain sound or sounds are produced.<sup>9</sup> So based on the definition above, the researcher concluded that the pronunciation is the way to spoken in language where produced sounds.

#### **D. The Formulations of the Problem**

Based on the above background and focus of the problem, the researcher formulated the problems of the research as follow:

1. How are the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal?
2. What are students' dominant difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal?
3. Why are students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal difficult?

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<sup>8</sup>AS. Hornby, *Op. Cit.*, p. 928.

<sup>9</sup>Jack C. Richards, *Longman Dictionary of Language Teaching and Applied linguistics* (London: Longman, 2001), p. 296.



### **E. The Objectives of the Research**

Based on above formulation of the problem, the researcher determined the objectives of the research as follows:

1. To describe students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal
2. To find the students' dominant difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal
3. To explain the students' difficulties in pronouncing vowel at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal

### **F. The Significances of the Research**

The significant of the research were expected to be useful for the teacher to improve their teaching in vowels pronunciation. It is also expected to be useful for the students in increasing their ability in pronounce the word especially about vowels. The significance has two major benefits follows:

1. Theoretically
  - a. To fulfill a requirement to research the first strata degree in English section in education department of State Institute for Islamic Studies Padangsidimpuan.
  - b. As an input for the readers especially the English learners that is research is expected to be able to improve their vowels pronunciation.

## 2. Practically

- a. As an input for the headmaster in guiding English teacher.
- b. As an input for the English teacher in teaching process especially in learning vowels.
- c. As an input to the students to increase their ability in pronounce the word especially about vowels.

## G. The Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consisted of introduction, they are: *First*, the background of the problem. *Second*, the focus of the problem. *Third*, the definition of key term; definition of key terms included definitions about the title of research. *Fourth*, the formulations of the problem. *Fifth*, the objectives of the research. *Sixth*, the significances of the research. *Seventh*, the outline of the thesis.

Chapter two consisted of theoretical Study, they are: *First*, theoretical description; vowels pronunciation included definition of vowels pronunciation, the characteristics of vowels, and the kinds of vowels. Then learning vowels pronunciation and difficulties included learning vowels pronunciation, difficulties in learning vowels pronunciation. *Second*, review of related literature.

Chapter three consisted of research methodology, they are: *First*, place and time of the research. *Second*, kinds and method of research. *Third*, subject

of the research. *Fourth*, sources of data. *Fifth*, the technique of data collection. *Sixth*, the technique of data analysis. *Seventh*, the technique of checking trustworthiness.

Chapter four consisted of result of the research, they are: *First*, general findings included of infrastructure, condition of the teachers, the population of the students SMP N 2 Ulu Pungkut Mandailing Natal. *Second*, specific findings included of description the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal, the dominant difficulties of the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal, the reason of difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal. *Third*, discussion. *Fourth*, threats of the research.

Chapter five consisted of conclusion and suggestion, they are: *First*, conclusion. *Second*, suggestion.

## CHAPTER II

### THEORETICAL STUDY

#### A. Theoretical Description

To clarify this research, needed some theories those has link to this research. These theories explain some concepts or terms apply in research concern. The terms are:

##### 1. Vowels Pronunciation

In vowels pronunciation are some those important to known those are: definition of vowels pronunciation, the characteristics of vowels and the kinds of vowels.

##### a. Definition of Vowels Pronunciation

Vowels pronunciation came from two words that are vowels and pronunciation. Vowels are part of pronunciation. Before going to vowels someone must beforehand known about pronunciation because vowels would be found when someone studied pronunciation.

According to AS. Hornby “Pronunciation is the way in which a language is spoken.”<sup>1</sup> While Jack C. Richards say “Pronunciation is the way a certain sound or sounds are produced.”<sup>2</sup> Pronunciation is

---

<sup>1</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 118.

<sup>2</sup>Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Longman, 2001), p. 296.

way in which a language or a particular word or sound is spoken.<sup>3</sup> So it means, pronunciation is the way that used by students to repair pronunciation better.

Based on definition above, the researcher concluded the pronunciation is important part of learning English. Which is pronunciation is great skills that capitalize in speak a word in the language. In pronunciation are many some categories that must be learnt by students that are: phonetics, vowels, syllable, stress and intonation. But, the most important category of pronunciation is vowels.

Vowels are the most important category in pronunciation. To produce a good pronunciation the first steps must mastery or understand about vowels. Vowels used to know how the sound is come out from the mouth so that produces language well. To clarify about that, the researcher put down some term vowel.

According to Hornby, “Vowel is a speech sound in which the mouth is open and the tongue is not touching the top of the mouth.”<sup>4</sup> While O’Grady W. & Dobrovlosky say “Vowels are sonorous, syllabic sound made with the vocal tract more open than it is for

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<sup>3</sup>Oxford learner’s Pocket Dictionary (London: Oxford University Press, 1991), p. 343.

<sup>4</sup>AS. Hornby, *Op. Cit.*, p.1509.

consonant and glide articulation”.<sup>5</sup> So it means, vowels are sound in which there is no obstruction of the speech organ to the flow of air as it passes from the larynx to the lips. Generally, vowels have a function as sign of syllable because vowel is sound. Vowels can produce sound without helping by another.

Based on definition above, the researcher concluded the vowels pronunciation is parts of pronunciation that have important role in process pronunciation. Which are vowels is the important category in pronunciation. Exactly the tongue plays an essential role in forming vowels. Vowels are voice sound and in vowels not found articulation. Vowels produced with process vibration of the speech organ.

#### **b. The Characteristics of vowels**

In describing vowels certainly are characteristic that necessary in the process of pronouncing vowels. So, in this below are four characteristics that describing about vowels. Those are:

##### 1) Tongue Placement and height

The tongue is called the teeth-ridge (or gum). Tongue is held very close to the roof of the mouth and a voice air-stream of

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<sup>5</sup>O’Grady W. & Dobrovlosky M, *Contemporary Linguistics Analysis* (Toronto: Coop Clark Ltd. 2000), p. 33.

ordinary force is emitted.<sup>6</sup> So, it means tongue is part of human body that is role play in organ of speech. Tongue is very important in process pronunciation and exactly in process learning vowel. Process pronunciation on occasion of with tongue, because sounds that out from someone influence by tongue. So that more clear, in this below are the picture about tongue placement and height.

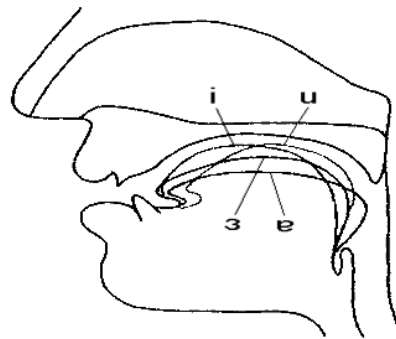


Figure I. Tongue Placement and Height

If the vowel sounds sit, sat, god and put is repeat by tongue, it can be transcribed [i], [æ], [ɒ] and [u]. They are as the following:

- 1) Sit [sit]  
Vowel sound of [i], if the mouth is seen on the mirror that the place of the tongue is held up or high to the front of the mouth.
- 2) Sat [sæt]  
Vowel sound of [æ], the tongue is front and low of the mouth.

## 3) God [gɒd]

Vowel sound of [ɒ], the tongue is back and mid low of the mouth.

## 4) Put [pʊt]

Vowel sound of [ʊ], the tongue is back and mid high of the mouth.<sup>7</sup>

Based on the statement above, it means that is the most important of the organ of speech. Tongue is not just place in one position but when students pronounce the vowels by their tongue, students will feel their tongue play in many positions. Tongue is very important role in process pronunciation. Tongue placement is the very important in process pronunciation that have role in the quality of someone in pronouncing of the word.

Tongue height is open and close of vowels. The position of tongue height is high and low in the mouth.<sup>8</sup> So, it means Tongue height is the place that happen a sound of the vowels. Sounds that produce it have different sound. The Sounds are high and low. Tongue height very influence in process pronouncing of the vowels. Tongue height is very determining sounds that produce and it will make students understanding in process learning pronunciation.

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<sup>7</sup>Daniel Jones, *Loc. Cit.*

<sup>8</sup>Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (Great Clarendon: Oxford University Press, 1992), p. 28.



## 2) Lip rounding

The lip position of vowels is generally correlation with the height and back of the vowels. Lip rounding of English vowels normally is not so high and low, almost vowel sounds are in middle of centre.<sup>9</sup> So, it means lip rounding is also important in the articulation of vowels. Vowel sounds are clearly listening or identify in the surface of speaker on his or her lip rounding. English as a foreign language however is harder to identify by only listening the vowel sounds even using media. In conversation it is impossible every day it can derive media of pronunciation to clarify the sounds. It can be seen in the following figure for some vowel sounds.

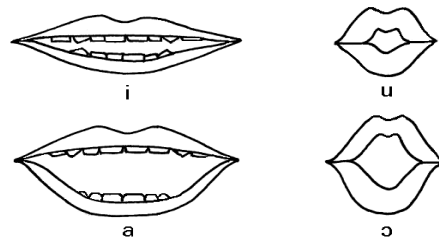


Figure II. Lip Rounding

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<sup>9</sup>Daniel Jones, *Op. Cit.*, p. 12.

Based on explanation above, it can be concluded that the characteristics of vowel can show the form of vowel, and it can be known how the way to production some vowel in the mouth. So that can pronounce perfectly. Lip rounding of the vowels in different. Lip rounding of [i] it can be see on the picture above where position of the lip rather a few open. Lip rounding of [a] it can be see where position of the lip more open from [i]. Then lip rounding of [u] where position of the lip is a few rounding. The last, lip rounding [ɔ] where position of the lip more rounding.

### 3) Vowel Chart

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth. They are:

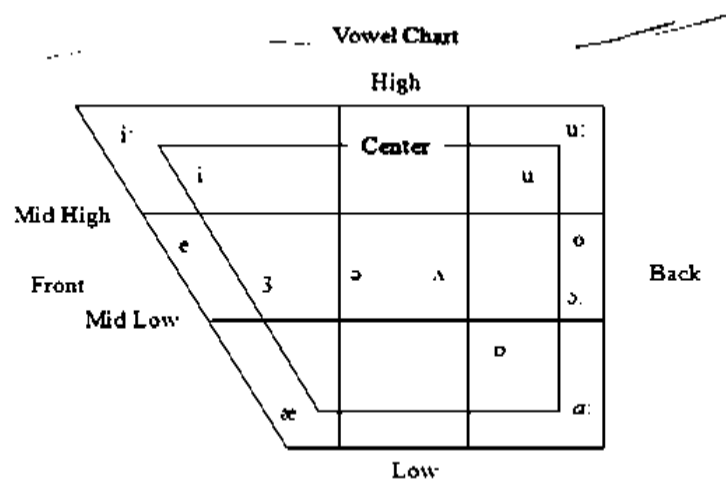


Figure III Vowel Chart

i: = Front High Vowel  
 i = Front Mid High Central Vowel  
 e = Front Mid High Vowel  
 ε = Front Mid Low Central Vowel  
 æ = Front Low Vowel  
 a: = Back Low Vowel  
 ɒ = Back Mid Low Central Vowel  
 ɔ: = Back Mid Low Vowel  
 ɔ = Back Mid High Vowel  
 u = Back Mid High Central Vowel  
 u: = Back High Vowel  
 ə = Front Central Vowel  
 ʌ = Back Central Vowel<sup>10</sup>

Based on statement above, it can be concluded the vowels chart come from some variety vowels. Like, [i:], [i], [e] from that three chart vowels come from high vowel but between these vowels not same. These varieties are front high vowel, front mid high central vowel, and front mid high vowel. Then [ε], [æ], [a:], [ɒ], [ɔ:] it came from low vowels but between these vowels come from front mid low central vowel, front low vowel, back low vowel, back mid low central vowel, and back mid low vowel. Next, the vowels chart that come from high vowels that is [ɔ], [u], [u:] there come from back mid high vowel, back mid high central vowel and back high vowel. The last, [ə], [ʌ] come from central vowels but have different that are; come from front central vowel and back central vowel. Because of that all of variety of vowels didn't same and very clear dissimilarity.

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<sup>10</sup>Peter Roach, *English Phonetics and Phonology* (Cambridge: University Course, 2000), p. 14.

### c. The Kinds of vowels

In vowels certainly have kinds that can make easy to comprehend about that vowel. Kinds of vowels are categorized into four categories, there are: short vowel, long vowel, diphthongs and triphthongs. They are discussed in the following:

#### 1) Short vowels

The location of short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that the sounds are shorter. In this below is table of short table.

#### Short Vowels

i = Front High Central Vowel	[sit]
e = Front Mid High Vowel	[ektə:nl]
ɛ = Front Mid Low Vowel	[gɛt]
æ = Front Low Vowel	[kæn]
ɒ = Back Mid Low Central Vowel	[lɒv]
o = Back Mid High Vowel	[... in diphthong]
u = Back Mid High Central Vowel	[put]
ə = Front Central Vowel	[ðə]
ʌ = Back Central Vowel	[kʌp] <sup>11</sup>

Based on statement above, it can conclude that short vowels come from some variety vowels. Like, [i], [e] come from high vowel but between these vowels it not same. These varieties

<sup>11</sup>Hamka, *English Phonetics and Phonology (Handbook)*, Padangsidempuan: STAIN, 2011, p.

are front high central vowel, front mid high central vowel. Then [ɛ], [æ] it came from low vowels but between these vowel are that come from front mid low central vowel and back mid low vowel. Next, the short vowels that come from mid high vowels that is [o], [u] there come from back mid high vowel and back mid high central vowel. The last, [ə], [ʌ] come from central vowels but have different that is come from front central vowel and back central vowel.

Further, students of English as a foreign language normally find ambiguities to detect and identify short vowels. They usually keep in suspense of the same locations such sound [ɒ], [o] [ʌ] in word body, sounds [ə], [ɜ] and [e] in word nurse.<sup>12</sup> These ambiguities actually can be solved by looked the simplicity that one of them that can represent other sound (s), for example word body can be represent the sound as in [bɒdi] and nurse as in [nɜːz]. It can be also by looking the process of diphthong construction. The Process of Diphthong is compounding short vowels and only end by centering and closing. The centering, the end sound is only [ə], and then closing, the end sound is [i] and [u].

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<sup>12</sup>Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology* (New York: Library Cataloguing in Publication Data, 2008), p. 9.

Based on the explanation above it can be perceived the simplicity of short vowels when they find the problem in deciding and identifying the sound what should be. However, to finish understanding in having a good understanding even in producing and comprehending the sounds, this study is better ended until the case is in the consonant, syllable, stress and intonation after we study the kinds of vowel sound such long vowel, diphthong and triphthong.

## 2) Long Vowels

Long Vowels are vowel sounds around high-low and front-back vowels.<sup>13</sup> So, it means long vowels are sounds that produce from pronouncing and that around high-low and front-back vowels in pronunciation. The first to be introducing here are the five long vowels; these are the vowels which tend to be longer than the short vowels in similar context. It is necessary to say “in similar context” because as we shall see later, the length of all English vowel sound varies very much according to their context (such as the type of one sound that follows them) and the presence or absence of stress.

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<sup>13</sup>Daniel Jones, *Op.Cit.*, p. 49.

To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots [:]. Thus we have: [i:], [ə:], [ɒ:], [ɔ:] and [u:].<sup>14</sup> It may have noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality. If it compare some similar pairs of long and short vowels, for example [i] with [i:], or [u] and [u:] or [ɒ] and [a:] it can distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length.

For this reason, all long vowels have symbols which are different from those short vowels; it can perhaps see that the long and short vowel symbols would still be different from each other even if it omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only one case where a long and a short vowels are closely similar in quality is that of [ɜ:] and [ə:]; but [ə:] is a special case. There must be reason for this. If the coda of the syllable is ended by letter or sound [r], the sound will be sounded as length as we shall see later especially in syllable.

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<sup>14</sup>Anas Syefi, *English Pronunciation: Theory and Practice* (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 39.

i: = Front High Vowel	[bi:n]
a: = Back Low Vowel	[la:st]
ɔ: = Back Mid Low Vowel	[sɔ:w]
u: = Back High Vowel	[zu:]
ə: = Front Central Vowel	[hə:]

Based on explanation above, it can be conclude that Long vowel is part of vowel that have sound more long than others vowel. Long vowels consist of five vowels, there are; [i:], [a:], [ɔ:], [u:] and [ə:]. Then the fifth of vowels come from some variety that is, front high vowel, back low vowel, back mid vowel, back high vowel and front central vowel.

### 3) Diphthongs

Diphthong is when a sound is made by gliding form one vowels position to another.<sup>15</sup> Diphthongs are sounds which consist of a movement or glide from one vowel to another (central and mid vowels or short vowels).<sup>16</sup> So, based on explanation above diphthongs is one of classification of sound when a sound made by gliding from one vowel to another represented phonetically by sequence of two letters. A sound realized as a diphthong marks a change from one vowel quality to another, and the limits of the

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<sup>15</sup>Daniel Jones, *Op. Cit.*, p. 22.

<sup>16</sup>Peter Roach, *English Phonetics and Phonology* (Cambridge: University Course, 2000), p.



change are roughly indicated by the two vowel symbol. It is important to note that even though a diphthong is phonetically a vowel glide or a sequence of two vowel segments functions as a single phoneme.

The total number of diphthongs is eight (though [uə] is increasingly rare).<sup>17</sup> The easiest way to remember them is in terms of groups of diphthongs that divided as in this diagram:

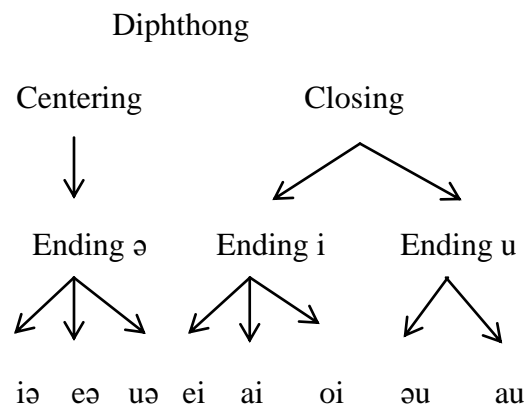


Figure IV Diphthongs

So, based on the diagram above it can be seen that diphthong divided in two kinds, there are: centering and closing. In this centering diphthongs are ending [ə] that consist of [iə], [eə], [uə]. Then closing diphthongs are ending [i] and ending [u]. Ending I consist of [ei], [ai], [oi] and ending [u] consist of [əu], [du]. So that more clear, in this bellow is some explanation about part of diphthong. There are:

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<sup>17</sup>*Ibid.*

a) Centering diphthong

The centering diphthong is movement or glide to the [ə].<sup>18</sup> Based on statement above, it mean if centering diphthong is those diphthongs whose final position is that of central vowels. That is, the part of the tongue that moves from the front/back to the center. In centering diphthong find three kinds of centering diphthongs that are:

1) [iə], this is one of centering diphthong that starts with the tongue position [i]. [iə] is a falling diphthong which starts at about position of the English short [i] and terminates at about [ə]. This below are some example of the [iə], there are:

- |          |         |          |         |
|----------|---------|----------|---------|
| a. Hear  | [hiər]  | f. Steer | [stiər] |
| b. Cheer | [tʃiər] | g. Deer  | [diər]  |
| c. Dear  | [niər]  | h. Here  | [hiər]  |
| d. Deary | [diəri] | i. Idiom | [idiəm] |
| e. Peer  | [piər]  | j. Wear  | [wiər]  |

2) [eə], this is one of centering diphthong that starts with the tongue position [e]. The position is the tip of the tongue is touching or nearly touching the lower front teeth and as in

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<sup>18</sup>Hamka, *Op.Cit.*, p. 63.

the case of all normal vowels, the soft palate is in its raised position and the vocal cords are in vibration. This below are some example of the [eə], there are:

- |          |        |          |         |
|----------|--------|----------|---------|
| a. There | [ðeər] | f. Pair  | [peər]  |
| b. Share | [ʃeər] | g. Where | [weə]   |
| c. Hair  | [heər] | h. Chair | [tʃeər] |
| d. Fair  | [feə]  | i. Rare  | [reə]   |
| e. Stair | [steə] | j. Bare  | [beə]   |

3) [uə], this is one of the centering diphthongs that start with the tongue position [u]. [uə] is a falling diphthong which starts at about position of the English short u and terminates at about [ə]. This below are some example of the [uə] that make clear about that, there are:

- |             |             |
|-------------|-------------|
| a. Cure     | [kjʊə]      |
| b. Purify   | [pjuəɾɪfaɪ] |
| c. You      | [juə]       |
| d. Effluent | [efluənt]   |
| e. Gourd    | [guəd]      |
| f. Actual   | [æktʃuəl]   |

## b) Closing diphthong

Closing diphthongs are diphthongs which are made by making a pure vowel and then moving the tongue to a position of a higher vowel.<sup>19</sup> Based on statement above, it can be concluded closing diphthongs are those diphthongs whose final position that are of a close vowel. That is, the part of the tongue that moves from the more open to a less open/close position. The closing diphthong has characteristic that they all end with a glide towards a closer vowel. The closing diphthong is consisting of five diphthongs such as:

1) [ei], The beginning of this diphthong is between [e] and cardinal [i] and a lip position of medium rounding the speech organs then move in the direction of [i]. The position of [ei] can show from the lower keeps moving up and down. This below are some example of the [ei] that make clear about that, there are:

- |         |        |         |        |
|---------|--------|---------|--------|
| a. Bate | [beit] | f. Pray | [prei] |
| b. Pain | [pein] | g. Pace | [peis] |
| c. Say  | [sei]  | h. Date | [deit] |

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<sup>19</sup>*Ibid*, p. 45.

- |          |         |         |        |
|----------|---------|---------|--------|
| d. Brain | [brein] | i. Make | [meik] |
| e. Game  | [geim]  | j. Made | [meid] |

2) [ai], the tongue tip is touching the lower front teeth, and as in the case of all ordinary vowel, the soft palate is in its raised position and the vocal cords are in vibration. This below are some example of the [ai] that make clear about that, there are:

- |           |         |          |         |
|-----------|---------|----------|---------|
| a. Slide  | [slaid] | f. File  | [fail]  |
| b. Slime  | [slaim] | g. Fine  | [fain]  |
| c. Bide   | [bait]  | h. High  | [hai]   |
| d. Final  | [fainl] | i. Write | [rait]  |
| e. Slight | [slait] | j. Wind  | [waind] |

3) [oi], the position mouth in diphthong [oi] like the back position forward to front teeth but do not touch teeth.<sup>20</sup> The beginning of this diphthong is between [o] and cardinal [i] and [a] lip position of medium rounding the speech organs then move in the direction of [i]. This below are some example of the [oi] that make clear about that, there are:

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<sup>20</sup>Daniel Jones, *An Outline of English Phonetics* (New York: Cambridge University Press, 1983), p. 98-120.

a. Oil	[ɔɪ]	f. Boil	[bɔɪ]
b. Cloy	[kɔɪ]	g. Toy	[tɔɪ]
c. Boil	[bɔɪ]	h. Annoy	[əˈnoɪ]
d. Enjoy	[ɪnˈdʒɔɪ]	i. Ploy	[plɔɪ]
e. Soil	[sɔɪ]	j. Foil	[fɔɪ]

- 4) [əʊ], the English diphthong [əʊ], starts with a tongue position in advance of and somewhat lower than of cardinal [o], and a lip position of medium rounding the speech organs then move in the direction of [u]. This below are some example of the [əʊ] that make clear about that, there are:

a. Coke	[kəʊk]	e. Close	[kləʊz]
b. Globe	[gləʊb]	f. Knows	[nəʊz]
c. Toast	[təʊst]	g. Coz	[cəʊz]
d. No	[nəʊ]	h. Hope	[həʊp]

- 5) [aʊ], this is one of the closing diphthongs that start with the tongue position [a]. The tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowel, the soft palate is in its raised position and the vocal cords are in vibration. For examples:

a. Growl	[graul]	f. Owl	[aul]
b. Flout	[flaut]	g. Count	[kaunt]
c. Ground	[graund]	h. Bow	[baul]
d. Now	[nau]	i. Frozen	[frazn]
e. Out	[aut]	j. Discount	[diskaunt]

So, from explanation above it can be concluded, there are two kinds of diphthongs; there are centering diphthong and closing diphthong. Where is centering diphthong divided in three diphthongs, then closing diphthong that divided in five diphthongs. So, all diphthongs there are eight diphthongs. Every diphthong has get position in mouth.

#### 4) Triphthongs

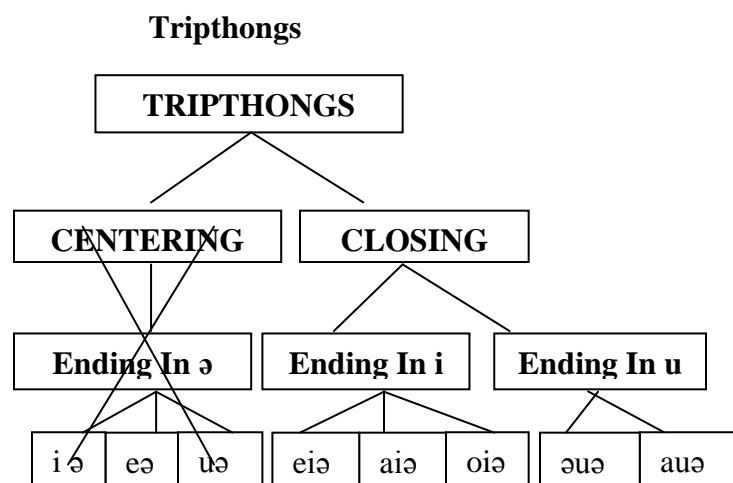
Triphthongs is the last of the kinds of vowels. According to Peter Roach “Triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption”.<sup>21</sup> A triphthong mean a combination of three vowel sounds in a single syllable.<sup>22</sup> It means, triphthong is the kinds of vowels that have three vowel sounds in words and that just one syllable. Triphthong is compound vowel sound that result by

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<sup>21</sup>Peter Roach, *Op. Cit.*, p. 24.

<sup>22</sup>Tintin Susilo Wati, *Phonetics and Phonology* (Ponorogo: Stain Press, 2011), p. 60.

combining three different vowel sounds. The most complex English sounds of the vowel type are triphthongs. Triphthongs can be rather difficult to pronounce, and very difficult to recognize. The easiest way to remember them is in terms of three groups divided as in this diagram:



Based on diagram above, it can be concluded only in closing triphthong didn't have entering triphthong. Triphthong in closing divided two kinds, there are ending in i and ending in u. ending in i consist of three there are;  $ɔiə$ ,  $oiə$ , and  $eiə$ . While ending in u consist of two, there are;  $ɒuə$  and  $əuə$ . This below is the explanation make clear about that, there are:



a) Closing in Ending i is ended by ə

1. [ɪ+ə= ɪə ] as in wire [wɪə]
2. [ɔɪ+ə= ɔɪə ] as in destroyer [dɪstɔɪə]
3. [eɪ +ə= eɪə ] as in payable [peɪəbl]

b) Closing in Ending u is ended by ə

1. [ʊ+ə= ʊə ] as in bowels [bʊəlz]
2. [əʊ+ə= əʊə ] as in towel [təʊəl]

So from explanation above, it can be concluded triphthongs are kinds of vowels that combination of three vowels and it can be find in just one syllable. Then, triphthongs divided to two kinds, there are ending in [i] and ending in [u]. About closing in ending [i] and closing in ending u that is similarity that is same [+ə] although have significant different.

## 2. Learning Vowels Pronunciation and Difficulties

In learning vowels pronunciation and difficulties are some those important to known those are:

### a. Learning Vowels Pronunciation

Learning vowels pronunciation was very important in the learning process. With good pronunciation someone would more

comprehend what that would be delivered by someone else. There are several definition of learning, they are:

- 1) Learning is the process where by an organism changes its behavior as a result of experience.
- 2) Learning is a relatively permanent change in capacity for performance.
- 3) Learning is the way that human beings acquire new skills, knowledge, attitudes and values. The outcomes of learning are the new capabilities possessed by the learner. Learning consists of the acquisition of increasingly automated schemata held in long-term memory.
- 4) Neuroscientists define learning as two neurons communicating with each other.<sup>23</sup>

From explanations above, it means learning is where someone gaining a knowledge or skill in a subject and that usually can gaining in the school for students. Through of learning someone would get knowledge, skill, attitudes and values. From learning someone would be gaining more experience from previously and it could make someone better and able to apply in the next time.

Based on explanation above, it can be concluded learning vowels pronunciation is where someone can got knowledge, skill in the process pronunciation. Learning vowels pronunciation was very important in process learning pronunciation because vowels are the most important category in learning pronunciation. Vowels are the most important category in learning pronunciation. Through of learning

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<sup>23</sup>Peter Westwood, *Learning and Learning Difficulties* (University of Hong Kong, 2004), p. 2-3.

vowels someone would more easily advanced to the next step in pronouncing of the word.

**b. Difficulties in Learning Vowels Pronunciation**

Difficulties in learning are condition that can not make someone learn properly not only because there are berries but also because there are threats and disturbances. Learning difficulty is applied to students who are not making adequate progress within the school curriculum, particularly in basic skill areas covering language, literacy and numeracy.<sup>24</sup> Based on the explanation above, it can be concluded that difficulties in learning is a problem or some factor that make student difficult to understand when student learn the subject.

Learning difficulties phenomenon can be seen from declination of student achievements in school or their performance in academy. In this situation, teachers and parents often blame the students and think their lazy, under intelligent and their often ignore them. This will not solve the problem and even make it worse. Considering this problem, teachers need to know the indicator of the learning difficulties in order to know how to solve the problem. Learning difficulties can be manifested in students' behavior such as in them of psychometric,

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<sup>24</sup>*Ibid.*, p. 53.

cognitive and affective. Some student behavior that indicated they experience in learning difficulties:

- 1) Low in academic achievement below the average of group mark.
- 2) Achievement result is not accordance with the effort done by student. Some students studied hard but get low achievement.
- 3) Slow in learning process such as school task and a bit slow compared to his/her friends.
- 4) Misbehavior, such as irresponsible, gainsay, pretending, and prevaricating, etc.
- 5) Acting weird, such as skipping school, late to school, not doing homework, messing up in or out the class, etc.
- 6) Show unnatural emotion, such as morose, sensitive, grumpy, and didn't care about his/her achievement whether it is good or bad.

From explanation above, it means difficulties in learning come from themselves and may be from circles. Difficulties in learning can influence by some factor it can be internal or external factor. If a student had difficulties in learning so it means that students had problem in his/her self. It can be improve if a students had a mind alternated his/her self to be better because the difficulties come from themselves. Based on explanation above, it can be concluded difficulties in learning vowels pronunciation is difficulties that had been around of student when learning especially in learning vowels.

## **B. Review of Related Findings**

There are some related findings to this research. They were about vowels pronunciation. The first, Resdilla Pratiwi had done research about "Students' Vowels Ability in Singing Maherzain Song "I Believe" at the

Eighth Grade in MTs. S Nu Batahan in 2014 Academic Year”. Based on the research, she found that the students’ ability in pronouncing vowel at Mts.S Nu Batahan is very low. The ability of the students have calculated by mean score is 33,49%.<sup>25</sup>

Second, Purnama Sari Sitompul had done research about “The Ability of the Students’ in Pronouncing Words on the Grade VIII the Students SMP N 3 Padangsidimpun in 2008/2009 Academic Year”. Based on the research, she found that the students’ achievement in pronouncing words on the grade VIII the students SMP N 3 Padangsidimpun in 2008/2009 academic year is very good. The ability of the students have calculated by mean score is 72,56%.<sup>26</sup>

Third, Nurmala Sari had done research about “The Effect of Drill Method on Students’ Pronunciation Achievement at Grade VII SMP Negeri 6 Padangsidimpun in 2010/2011 Academic Year”. Based on the research, she found that the students’ achievement pronunciation on the grade VII SMP Negeri 6 Padangsidimpun is increase enough. The achievement of students have calculated by mean score is 78,33%.<sup>27</sup>

Last, Nova Sugyarti Siboro had done research about “Students Ability in Pronunciation at State Junior High School 8 Padangsidimpun in 2013/2014 Academic Years”. Based on the research, she found that the

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<sup>25</sup>Resdilla Pratiwi, “Students’ Vowels Ability in Singing Maherzain Song “I Believe” at the Eighth Grade in MTs. S Nu Batahan”, *Thesis* (Padangsidimpun: IAIN, 2014), p. 56.

<sup>26</sup>Purnama Sari Sitompul, The Ability of the Students’ in Pronouncing Words on the Grade VIII the Students SMP N 3 Padangsidimpun, *Thesis* (Padangsidimpun: UMTS, 2008), p. 37.

<sup>27</sup>Nurmala Sari, The Effect of Drill Method on Students’ Pronunciation Achievement at The Grade VII SMP Negeri 6 Padangsidimpun, *Thesis* (Padangsidimpun: STAIN, 2010), p. 56.

students' ability in pronunciation at State Junior High School 8 Padangsidimpuan is enough. The ability of students have calculated by mean score is 57,42%.<sup>28</sup>

So, if the research above explained about vowel ability in singing Maherzain song "I Believe", the researcher wanted to complete the researcher above. Whereas, the researcher wanted research **Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.**

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<sup>28</sup>Nova Sugyarti Siboro, Students' Ability in Pronunciation at State Junior High School Padangsidimpuan, *Thesis* (Padangsidimpuan: STAIN, 2013), p. 47.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. Place and Time Research

This research had been done at SMP N 2 Ulu Pungkut, Ulu Pungkut Street, Tolang Village, Ulu Pungkut District, Mandailing Natal Region. This research had been done from Oktober 2015 up to Desember 2015.

#### B. Kinds and Methods of Research

Based on analysis of data, the researcher used qualitative research. “Penelitian kualitatif adalah metode penelitian yang berlandaskan pada filsafat postpositivisme, digunakan untuk meneliti pada kondisi obyek yang ilmiah.<sup>1</sup> (Qualitative research is research method based on postpositivisme philosophy, used to research at condition object that scientific). Additionally, Lexy J Moleong stated “Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method”.<sup>2</sup> It means that qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non numerical data. Qualitative research could said kinds of research that findings not acquired base on statistic procedure or other

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<sup>1</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2009), p. 9.

<sup>2</sup>Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

quantification. Even if that way, data collecting from qualitative research enable to be analyzed through enumeration. For qualitative research, the research done at natural object its intention, object expanding are there, and didn't manipulation by researcher and attendance of researcher not so influence dynamics at the object.

Based on the method, the researcher used descriptive method. According to Gay and Peter Airasian, "Descriptive research is a descriptive study determines and describes the way things are".<sup>3</sup> It means, descriptive research is one of the way of research with describe an object as things have panned out. This method used to describe the students' vowels pronunciation at grade VIII in SMP N 2 Ulu Pungkut Mandailing Natal.

### **C. Subject of the Research**

Subject of the research was the students in SMP N 2 Ulu Pungkut Mandailing Natal at Grade VIII in 2015/2016 academic years with 20 students.

### **D. Sources of Data**

The sources of data this research consists of two sources, it was the source of primary data and the source of secondary data.

1. Primary source of data (principal data) is the basic of data. There are students at grade VIII in SMP N 2 Ulu Pungkut Mandailing Natal that

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<sup>3</sup>L R. Gay & Peter Airasian, *Educational Research: Compenies for Analysis and Application*, (USA: Prentice Hall, Incorporate. 2000), p. 275.



consist of one class and 20 students. This research had been conducted with use purposive sampling. Riduan said “Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim”.<sup>4</sup> It means purposive sampling is one of the technical where by purposive sampling researcher can used that to take certainly sampling to get the aim of the research. Actually, researcher took all students from VIII class and had been analyzed their difficulties.

2. Secondary source of data (supplementary data), the researcher collected information from the headmaster and English teacher that taught in grade VIII SMP N 2 Ulu Pungkut Mandailing Natal. The researcher also got those data from explanation of the teacher of VIII class. Because it could representative to taken the result of research, furthermore it made the research is more accurate.

### **E. The Technique Data Collections**

Sugiyono said that there were steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.<sup>5</sup>

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<sup>4</sup>Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

<sup>5</sup>Sugiyono, *Op.Cit.*, p. 145.

To get an accurate data, researcher collected data by doing these activities:

1. Test

According to Brown “Test as a method of measuring a person’s ability; knowledge or performance in a given domain”.<sup>6</sup> It means test is a tool that used to know how far ability, knowledge or performances from students in learning process until can ascertainable development and advancement that achieve. This test used to describe students’ vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal and to find the students’ dominant difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.

The researcher used the steps in the test as follow:

- a. The researcher gives the test to students to pronounce some words and record the process.
- b. The researcher describes words by transcribing the recording pronunciation.

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<sup>6</sup>H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

Table 1  
The test pronouncing words used vowels

No	Criteria of the test	categories	Score of Test	Total of Score	Final Value
1	Short vowel	9	5	45	33.33%
2	Long vowel	5	5	25	18.52%
3	Diphthongs	8	5	40	29.63%
4	Triphthongs	5	5	25	18.52%
5	Total	27		135	100%

So, based on table above it could be seen that, criteria of the test consists of short vowel (9 categories), long vowel (5 categories), diphthongs (8 categories), and triphthongs (5 categories). So, the all of categories was 27. Every category had 5 words and every word given 1 score. So, in short vowel had 45 word, long vowel had 25, diphthongs had 40 and triphthongs had 25. So, the total of score was 135.

## 2. Interview

According Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study”.<sup>7</sup> It means interview is a process where someone gives question to another person to get information about something need and another person that interview would given a response about the question. This interview done with the teacher and students. This interview used to get

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<sup>7</sup>AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 788.

the data of the reason students' difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.

### 3. Observation

Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran.<sup>8</sup> (Observation is a technique of collecting data which is done through an observation and take a note a condition or object behavior). So, it means, observation is activity those done by someone in a process or object to understanding knowledge from a phenomenon to got a clear image about problems and the way to resolving. So the Observation would be done by two Parts:

#### a. Starting Observation

Starting observation used to know description before test.

#### b. Final Observations

Final Observation used to compare description, test and also observation towards students' vowels pronunciation.

## F. The Techniques of the Data Analysis

Data analysis is a process to search and arranged with data systematic that acquired from the result of interview, field collecting and documentation with organize the data to the category, doing syntheses, arrange to a pola,

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<sup>8</sup>Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

choose where is important to studied and make conclusion so easy to understanding.<sup>9</sup> It means, data analysis directed to answer formulation problem. With data analysis someone got the answer from what that someone wanted. Based on explanation above, the researcher took the steps of the data analysis would be presented in descriptive form, as follow:

1. Describing students' vowel pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.
2. Finding the students' dominant difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.
3. Explaining problems in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.

#### **G. The Techniques of Checking Trustworthiness**

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. In trustworthiness was some several strategies that used to checking the trustworthiness of the data one of them are triangulate.

Triangulate was a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several methodologies in the study of the same phenomenon.<sup>10</sup> So, it means triangulation is the technique that can use to

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<sup>9</sup> Sugiyono, *Op.Cit.*, p. 244

<sup>10</sup>Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung : Pustaka Setia, 2002), p. 136.

checking trustworthiness by using different data sources to confirm one another.

So, based on explanation above, the researcher took triangulate technique to check the trustworthiness data with compare the result of test, interview and observation.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. The Finding

There were three points of the findings related to the formulation of the research. First it was description of the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal, second the dominant difficulties of the students' vowels pronunciation at Grade SMP N 2 Ulu Pungkut Mandailing Natal and the third the reason of difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal.

#### 1. Description of The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal

Based on those, the students' vowels pronunciation divided on four kinds of vowel: short vowel, long vowel, diphthong and triphthong. Based on result of the test, the researcher found the students' vowels pronunciation. The following description would show every details of their competence. See appendices V

##### a. Short vowel

Short vowel consist of 9 kinds, they were [i], [e], [ɛ], [æ], [ɪ], [o], [u], [ə], [ʌ]. Based on the result of the test, the researcher analyzed as the following;

## 1) [i]

In short vowel [i] was 5, Ade pronounced 5, Ali pronounced 5, Alwi pronounced 5, Amirul pronounced 5, Annisah pronounced 5, Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 5, Hapif pronounced 5, Halomoan pronounced 5, Hilman pronounced 5, Ikhsan pronounced 5, Luffy pronounced 5, Marni pronounced 5, Idir pronounced 5, Syakirun pronounced 5, Satta pronounced 5, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 5. So, the percentage of students who pronounced vowel [i] was 100%. It can be categorized the students' vowels pronunciation in pronouncing vowel [i] was very good.

## 2) [e]

In short vowel [e] was 5, Ade pronounced 2, Ali pronounced 4, Alwi pronounced 0, Amirul pronounced 4, Annisah pronounced 4, Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 4, Hapif pronounced 4, Halomoan pronounced 5, Hilman pronounced 5, Ikhsan pronounced 4, Luffy pronounced 5, Marni pronounced 4, Idir pronounced 4, Syakirun pronounced 4, Satta pronounced 5, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 2. So, the percentage of students who pronounced vowel [e] was 80%. It can be categorized the students' vowels pronunciation in pronouncing vowel [e] was good.



## 3) [ɛ]

In short vowel [ɛ] was 5, Ade pronounced 3, Ali pronounced 1, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 0, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 3, Putri pronounced 4, Saidan pronounced 3, Sannip pronounced 1. So, the percentage of students who pronounced vowel [ɛ] was 15%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ɛ] was very low.

## 4) [æ]

In short vowel [æ] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 0, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 4. So, the percentage of students who pronounced vowel [æ] was 14%. It can be categorized the students' vowels pronunciation in pronouncing vowel [æ] was very low.

## 5) [ɒ]

In short vowel [ɒ] was 5, Ade pronounced 1, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 1, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 1, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [ɒ] was 3%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ɒ] was very low.

## 6) [o]

In short vowel [o] was 5, Ade pronounced 4, Ali pronounced 3, Alwi pronounced 3, Amirul pronounced 3, Annisah pronounced 4, Atikah pronounced 4, Dinda pronounced 4, Haddad pronounced 5, Hapif pronounced 4, Halomoan pronounced 3, Hilman pronounced 5, Ikhsan pronounced 5, Luffy pronounced 5, Marni pronounced 2, Idir pronounced 0, Syakirun pronounced 3, Satta pronounced 3, Putri pronounced 5, Saidan pronounced 3, Sannip pronounced 0. So, the percentage of students who pronounced vowel [o] was 68%. It can be categorized the students' vowels pronunciation in pronouncing vowel [o] was good.

## 7) [u]

In short vowel [u] was 5, Ade pronounced 5, Ali pronounced 1, Alwi pronounced 4, Amirul pronounced 5, Annisah pronounced 4, Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 5, Hapif pronounced 5, Halomoan pronounced 5, Hilman pronounced 5, Ikhsan pronounced 3, Luffy pronounced 5, Marni pronounced 3, Idir pronounced 4, Syakirun pronounced 2, Satta pronounced 5, Putri pronounced 5, Saidan pronounced 3, Sannip pronounced 5. So, the percentage of students who pronounced vowel [u] was 86%. It can be categorized the students' vowels pronunciation in pronouncing vowel [u] was very good.

## 8) [ə]

In short vowel [ə] was 5, Ade pronounced 3, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 2, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 1, Hilman pronounced 2, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [ə] was 8%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ə] was very low.

## 9) [ʌ]

In short vowel [ʌ] was 5, Ade pronounced 2, Ali pronounced 1, Alwi pronounced 2, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 4, Dinda pronounced 3, Haddad pronounced 1, Hapif pronounced 0, Halomoan pronounced 2, Hilman pronounced 1, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 1, Idir pronounced 2, Syakirun pronounced 1, Satta pronounced 0, Putri pronounced 5, Saidan pronounced 2, Sannip pronounced 2. So, the percentage of students who pronounced vowel [ʌ] was 29%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ʌ] was low.

## b. Long vowel

Long vowel consist of 5 kinds, they were [i:], [a:], [ɔ:], [u:], [ə:]. Based on the result of the test, the researcher analyzed as the following;

## 1) [i:]

In long vowel [i:] was 5, Ade pronounced 1, Ali pronounced 0, Alwi pronounced 5, Amirul pronounced 1, Annisah pronounced 2, Atikah pronounced 5, Dinda pronounced 4, Haddad pronounced 5, Hapif pronounced 1, Halomoan pronounced 2, Hilman pronounced 4, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 4, Syakirun pronounced 0, Satta pronounced 0,

Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 5. So, the percentage of students who pronounced vowel [i:] was 49%. It can be categorized the students' vowels pronunciation in pronouncing vowel [i:] was enough.

2) [a:]

In long vowel [a:] was 5, Ade pronounced 1, Ali pronounced 5, Alwi pronounced 4, Amirul pronounced 1, Annisah pronounced 2, Atikah pronounced 4, Dinda pronounced 2, Haddad pronounced 4, Hapif pronounced 3, Halomoan pronounced 0, Hilman pronounced 5, Ikhsan pronounced 3, Luffy pronounced 5, Marni pronounced 3, Idir pronounced 5, Syakirun pronounced 5, Satta pronounced 5, Putri pronounced 4, Saidan pronounced 0, Sannip pronounced 1. So, the percentage of students who pronounced vowel [a:] was 62%. It can be categorized the students' vowels pronunciation in pronouncing vowel [a:] was good.

3) [ɔ:]

In long vowel [ɔ:] was 5, Ade pronounced 1, Ali pronounced 0, Alwi pronounced 1, Amirul pronounced 2, Annisah pronounced 0, Atikah pronounced 1, Dinda pronounced 4, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 1, Hilman pronounced 4, Ikhsan pronounced 2, Luffy pronounced 0, Marni pronounced 1, Idir pronounced 1, Syakirun pronounced 0, Satta pronounced 0,

Putri pronounced 4, Saidan pronounced 0, Sannip pronounced 3. So, the percentage of students who pronounced vowel [ɔ:] was 25%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ɔ:] was low.

4) [u:]

In long vowel [u:] was 5, Ade pronounced 4, Ali pronounced 5, Alwi pronounced 5, Amirul pronounced 5, Annisah pronounced 5, Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 5, Hapif pronounced 5, Halomoan pronounced 5, Hilman pronounced 5, Ikhsan pronounced 2, Luffy pronounced 5, Marni pronounced 4, Idir pronounced 5, Syakirun pronounced 5, Satta pronounced 4, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 5. So, the percentage of students who pronounced vowel [u:] was 94%. It can be categorized the students' vowels pronunciation in pronouncing vowel [u:] was very good.

5) [ə:]

In long vowel [ə:] was 5, Ade pronounced 1, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 1, Atikah pronounced 0, Dinda pronounced 1, Haddad pronounced 1, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 2, Ikhsan pronounced 0, Luffy pronounced 2, Marni pronounced 1, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 2,

Putri pronounced 3, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [ə:] was 14%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ə:] was very low.

c. Diphthongs

Diphthongs consist of 8 kinds, they were [iə], [eə], [uə], [ei], [ai], [oi], [əu], [au]. Based on the result of the test, the researcher analyzed as the following:

1) [iə]

In diphthong [iə] was 5, Ade pronounced 4, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 1, Dinda pronounced 1, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 1, Hilman pronounced 4, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 4, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [iə] was 15%. It can be categorized the students' vowels pronunciation in pronouncing vowel [iə] was very low.

2) [eə]

In diphthong [eə] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0,

Atikah pronounced 0, Dinda pronounced 3, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 3, Sannip pronounced 0. So, the percentage of students who pronounced vowel [eə] was 6%. It can be categorized the students' vowels pronunciation in pronouncing vowel [eə] was very low.

3) [uə]

In diphthong [uə] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 4, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 4, Ikhsan pronounced 1, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 1, Satta pronounced 0, Putri pronounced 5, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [uə] was 15%. It can be categorized the students' vowels pronunciation in pronouncing vowel [uə] was very low.

4) [ei]

In diphthong [ei] was 5, Ade pronounced 2, Ali pronounced 1, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0,



Atikah pronounced 0, Dinda pronounced 5, Haddad pronounced 4, Hapif pronounced 5, Halomoan pronounced 1, Hilman pronounced 5, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 1, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 3. So, the percentage of students who pronounced vowel [ei] was 37%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ei] was low.

5) [ai]

In diphthong [ai] was 5, Ade pronounced 3, Ali pronounced 2, Alwi pronounced 1, Amirul pronounced 0, Annisah pronounced 1, Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 3, Hapif pronounced 3, Halomoan pronounced 3, Hilman pronounced 5, Ikhsan pronounced 0, Luffy pronounced 2, Marni pronounced 0, Idir pronounced 1, Syakirun pronounced 0, Satta pronounced 1, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 3. So, the percentage of students who pronounced vowel [ai] was 48%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ai] was enough.

6) [oi]

In diphthong [oi] was 5, Ade pronounced 5, Ali pronounced 4, Alwi pronounced 3, Amirul pronounced 4, Annisah pronounced 3,

Atikah pronounced 5, Dinda pronounced 5, Haddad pronounced 4, Hapif pronounced 4, Halomoan pronounced 5, Hilman pronounced 5, Ikhsan pronounced 0, Luffy pronounced 4, Marni pronounced 4, Idir pronounced 4, Syakirun pronounced 2, Satta pronounced 4, Putri pronounced 5, Saidan pronounced 4, Sannip pronounced 5. So, the percentage of students who pronounced vowel [oi] was 79%. It can be categorized the students' vowels pronunciation in pronouncing vowel [oi] was good.

7) [əu]

In diphthong [əu] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 0, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 2, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 1, Sannip pronounced 1. So, the percentage of students who pronounced vowel [əu] was 4%. It can be categorized the students' vowels pronunciation in pronouncing vowel [əu] was very low.

8) [au]

In diphthong [au] was 5, Ade pronounced 0, Ali pronounced 1, Alwi pronounced 2, Amirul pronounced 0, Annisah pronounced 0,

Atikah pronounced 3, Dinda pronounced 5, Haddad pronounced 0, Hapif pronounced 3, Halomoan pronounced 0, Hilman pronounced 5, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 5, Saidan pronounced 5, Sannip pronounced 3. So, the percentage of students who pronounced vowel [au] was 32%. It can be categorized the students' vowels pronunciation in pronouncing vowel [au] was low.

d. Triphthongs

Triphthongs consists of 5 kinds, they were [ɔiə], [oiə], [eiə], [ɔuə], [əuə]. Based on the result of the test, the researcher analyzed as the following:

1) [ɔiə]

In triphthong [ɔiə] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 1, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 1, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 2, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [ɔiə] was

4%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ɔiə] was vey low.

2) [oiə]

In triphthong [oiə] was 5, Ade pronounced 2, Ali pronounced 1, Alwi pronounced 2, Amirul pronounced 1, Annisah pronounced 0, Atikah pronounced 1, Dinda pronounced 4, Haddad pronounced 1, Hapif pronounced 2, Halomoan pronounced 3, Hilman pronounced 3, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 2, Idir pronounced 1, Syakirun pronounced 2, Satta pronounced 1, Putri pronounced 0, Saidan pronounced 0, Sannip pronounced 2. So, the percentage of students who pronounced vowel [oiə] was 28%. It can be categorized the students' vowels pronunciation in pronouncing vowel [oiə] was low.

3) [eiə]

In triphthong [eiə] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 1, Dinda pronounced 0, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 1, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [eiə] was

2%. It can be categorized the students' vowels pronunciation in pronouncing vowel [eiə] was very low.

4) [ɒuə]

In triphthong [ɒuə] was 5, Ade pronounced 1, Ali pronounced 1, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 2, Haddad pronounced 0, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 0, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 1, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [ɒuə] was 5%. It can be categorized the students' vowels pronunciation in pronouncing vowel [ɒuə] was very low.

5) [əuə]

In triphthong [əuə] was 5, Ade pronounced 0, Ali pronounced 0, Alwi pronounced 0, Amirul pronounced 0, Annisah pronounced 0, Atikah pronounced 0, Dinda pronounced 0, Haddad pronounced 1, Hapif pronounced 0, Halomoan pronounced 0, Hilman pronounced 2, Ikhsan pronounced 0, Luffy pronounced 0, Marni pronounced 0, Idir pronounced 0, Syakirun pronounced 0, Satta pronounced 0, Putri pronounced 0, Saidan pronounced 0, Sannip pronounced 0. So, the percentage of students who pronounced vowel [əuə] was 3%. It

can be categorized the students' vowels pronunciation in pronouncing vowel [əuə] was very low.

Based on explanation above, the researcher given description would show every details of their competence.

Table 2: The Result of The Students' Vowels Pronunciation

No	Name	Short vowel	Long Vowel	Diphthong	Triphthong	Total	Percent age
1	Ade	25	8	14	3	50	37.03%
2	Ali	15	10	8	2	35	25.92%
3	Alwi	14	15	6	2	37	27.40%
4	Amirul	17	9	4	1	31	22.96%
5	Annisah	17	10	4	0	31	22.96%
6	Atikah	23	15	14	2	54	40%
7	Dinda	25	16	28	7	76	56.29%
8	Haddad	20	15	11	2	48	35.55%
9	Hapif	18	9	15	2	44	32.59%
10	Halomoan	22	8	12	4	46	34.07%
11	Hilman	23	20	28	6	77	57.03%
12	Ikhsan	17	7	1	0	25	18.51%
13	Luffy	20	12	6	0	38	28.14%
14	Marni	15	9	4	2	30	22.22%
15	Idir	15	15	6	1	37	27.40%
16	Syakirun	15	10	3	2	30	22.22%
17	Satta	21	11	5	1	38	28.14%
18	Putri	34	21	29	3	87	64.44%
19	Saidan	28	10	23	0	61	45.18%
20	Sannip	19	14	15	2	50	37.03%

Based on the data above, It could be concluded that the result of the students' vowels pronunciation was 34,25%.

So the test result that was given to the students, to determine the students' vowels pronunciation can be seen on the criteria below:

Table 3: Criteria score interpretation<sup>1</sup>

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good

Based on the calculating score the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Madailing Natal was 34.25%. So, it can be categorized that the students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Madailing Natal was still low Score.

## 2. The dominant difficulties of The Students' Vowels Pronunciation at Grade SMP N 2 Ulu Pungkut Mandailing Natal

Based on those, the students' vowels pronunciation divided on four kinds; short vowel, long vowel, diphthong and triphthong.

### a. Short vowel

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[i]	100	0
2	[e]	80	20
3	[ɛ]	15	85

<sup>1</sup> Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

4	[æ]	14	86
5	[ɒ]	3	97
6	[o]	68	32
7	[u]	86	14
8	[ə]	8	92
9	[ʌ]	29	71
Total		403	497
Average		44.78	55.22

Based on the table above, it can be seen that the students dominant difficulties in pronouncing vowels especially in short vowel.

They are:

[ɒ] was 97%, [ə] was 92%, [æ] was 86%, [ɛ] was 85%, and [ʌ] was 71%.

b. Long vowel

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[i:]	49	51
2	[a:]	62	38
3	[ɔ:]	25	75
4	[u:]	94	6
5	[ə:]	14	86
Total		244	256
Average		48.8	51.2

Based on the table above, it can be seen that the students dominant difficulties in pronouncing vowels especially in long vowel.

They are:

[ə:] was 86%, [ɔ:] was 75%.



## c. Diphthong

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[iə]	15	85
2	[eə]	6	94
3	[uə]	15	85
4	[ei]	37	63
5	[ai]	48	52
6	[oi]	79	21
7	[əu]	4	96
8	[au]	32	68
Total		236	564
Average		29.5	70.5

Based on the table above, it can be seen that the students dominant difficulties in pronouncing vowels especially in diphthong.

They are:

[əu] was 96%, [eə] was 94%, [iə] was 85%, [uə] was 85%, [au].

## d. Triphthong

No	Categories	Percentage of value	
		True	Error
1	[ɔɪə]	4	96
2	[oɪə]	28	72
3	[eɪə]	2	98
4	[ɒuə]	5	95
5	[əuə]	3	97
Total		42	458
Average		8.4	91.6

Based on the table above, it can be seen that the students dominant difficulties in pronouncing vowels especially in triphthong. They are:

[eiə] was 98%, [əuə] was 97%, [ɔɪə] was 96%, [ɔuə] was 95%, and [oɪə] was 72%.

Based on explanation above, it could be concluded that the difficulties of students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal there were:

- 1) Short vowel they are [ɒ], [ə], [æ], [ɛ], [ʌ].
- 2) Long vowel they are [ɔ:], [ɔ:].
- 3) Diphthong they are [əu], [eə], [iə], [uə].
- 4) Triphthong they are [eiə], [əuə], [ɔɪə], [ɔuə], [oɪə].

So, the students dominantly wrong in vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal consists of the short vowel 5 categories, they are [ɒ], [ə], [æ], [ɛ], [ʌ], long vowel 2 categories they are [ɔ:], [ɔ:] and in diphthong 4 categories they are [əu], [eə], [iə], [uə] and the last triphthong 5 categories they are [eiə], [əuə], [ɔɪə], [ɔuə], [oɪə] because the dominant difficulties was taken from score 70% until 100%.

### 3. The reason of difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal

Based on the result of test and interview to students at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal. There were some difficulties that usually faced by students in learning pronunciation especially in vowel. The vowel consists of short vowel, and long vowel, diphthong and triphthong.

#### a. The result of interview to students at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal

Based on the result of interview to students in this research it was found the difficulties in pronouncing vowels. According to some students at grade VIII SMP N 2 Ulu Pungkut Ade said he difficult in pronouncing triphthongs [ɔɪə], [eɪə], [əuə] because the way to pronounce that different with mother tongue.<sup>2</sup> Ali said the same difficult in pronouncing triphthongs [ɔɪə], [eɪə], [əuə] and he also difficult in pronouncing diphthongs [əu], [uə], [eə], [iə] because he was confuse to different that.<sup>3</sup> Alwi said he difficult in pronouncing triphthongs [ɔɪə], [eɪə], [ɔuə], [əuə] because he can't confuse to

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<sup>2</sup>Ade Raudatus Safa, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m

<sup>3</sup>Ali Ashat, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

pronounce that.<sup>4</sup> Amirul said he difficult to pronounced diphthong [əu], [uə], [eə], [iə], [ei], [ai] because he was less of practice.<sup>5</sup> Annisah said the same of the problem about diphthongs [əu], [uə], [eə], [iə], [au], [ei] and she also difficult in pronouncing all of triphthongs there are [ɔɪə], [eiə], [ɔuə], [əuə], [oiə] because she was less in practice about pronunciation in daily life.<sup>6</sup> Atikah said she difficult in pronouncing triphthongs [əuə], [ɔuə], [ɔɪə] because she confuse to pronounce that.<sup>7</sup> Next Dinda said she difficult in pronouncing triphthongs [ɔɪə], [əuə] because sometimes she was not focused in learning pronunciation.<sup>8</sup> Haddad said he difficult in pronouncing triphthongs [ɔɪə], [eiə], [ɔuə] because he confuse about that.<sup>9</sup> Hapif said he difficult in pronouncing triphthongs [əuə], [ɔuə], [ɔɪə] because he confuse and often pronounce ‘r’ clearly.<sup>10</sup> Lomo said the same difficult in pronouncing triphthongs [əuə], [ɔuə], [ɔɪə].<sup>11</sup> Hilman said he difficult to pronounce diphthongs

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<sup>4</sup>Alwi Asri, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>5</sup>Amirul Hakim, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>6</sup>Annisah, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>7</sup>Atikah Mahribi, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>8</sup>Dinda Aulia Habib, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>9</sup>Haddad Alwi, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>10</sup>Hapif Zainuddin, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>11</sup>Halomoan, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

[əu], [eə] and triphthongs [ɔuə], [ɔɪə] because she was unable pronouncing words with good and she can't use speak English well.<sup>12</sup> Ikhsan said he difficult in pronouncing all of triphthongs and dithongs because he never serious in learning process.<sup>13</sup> Luffy said the same difficult in pronouncing triphthong there are [ɔɪə], [eɪə], [ɔuə], [əuə], [oiə] because he could known about it.<sup>14</sup> Marni said she difficult in pronouncing triphthongs [ɔɪə], [eɪə], [ɔuə], [əuə] because she didn't like English.<sup>15</sup> Idir said he difficult about pronouncing triphthongs [ɔɪə], [eɪə], [ɔuə], [əuə] because he could not pronounce that.<sup>16</sup> Syakirun said he difficulties in pronouncing triphthongs [ɔɪə], [eɪə], [ɔuə], [əuə] because she was less in practice.<sup>17</sup> Satta said he difficult in pronouncing triphthongs [ɔɪə], [eɪə], [ɔuə], [əuə] because he was tongue stiff.<sup>18</sup> Next Putri said she got difficulties pronouncing triphthongs [eɪə], [oiə], [əuə], because she was not habitually.<sup>19</sup> Saidan said he

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<sup>12</sup>Hilman, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>13</sup>Ikhsan Fauzi, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>14</sup>Luffy Aiman, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>15</sup>Marni, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>16</sup>Muhammad Idir, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>17</sup>Muhammad Syakirun, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>18</sup>Muhammad Satta, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>19</sup>Putri Wahyuni, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

difficulties in pronouncing all of triphthongs there are [ɔɪə], [eɪə], [ɒuə], [əuə], [oiə] because he didn't know much about vowel, so she was difficult about it.<sup>20</sup> Last Sannip said he difficult in pronouncing triphthongs [ɔɪə], [ɒuə], [əuə] because he was unable to catch the learning materials with good.<sup>21</sup>

So, the researcher can be concluded that, the students' difficulties in pronouncing vowel were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, confuse and often pronounce 'r' clearly, unable pronouncing words with good and can't use speak English well, never serious in learning process, less reading book, tongue stiff, and didn't know much about vowel, so she was difficult about it.

Based on explanation above, the reason of difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal came from some factor; are from motivation factor and self factor. But the factor not also a few that come from the same factor of students. Most of students at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal had the same factor about their difficulties in pronouncing vowels. The dominant factor that students have was

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<sup>20</sup>Saidan Arif, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

<sup>21</sup>Sannip Muda, The Student in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>th</sup>, 2015 at 10.00 a.m.

pronouncing short vowel, long vowels diphthongs and triphthongs. But the most difficulties were triphthongs.

b. Based on the result of interview to English Teacher at grade VIII

Emmi Wahyuni, S.Pd, said that:

“Most of students have little motivation to practice the way to pronounce the word in daily life. In pronouncing they often pronounce “r” clearly, for example when I ordered them to pronounce the word “I am hear” most all of them pronounce “r” clearly. Sometimes they pronounce the word same with wrote in the book”.<sup>22</sup>

So, based on result English teacher, it can be concluded that the students had poor knowledge about vowel; they could not pronounce the word with good. In addition the students’ motivation to studied English is low. Students not interested to study English. Students consider English is subject matter that difficult.

Based on explanation above, the reason of difficulties in pronouncing vowels at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal came from some reason, like students had low motivation to studied English. Students not so like English. Students felt English were a difficult. But in addition that reason also came from students’ ability. Students still had difficult to pronounce English because

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<sup>22</sup>Emmi Wahyuni as English Teacher in Class VIII, *Private Interview*, SMP N 2 Ulu Pungkut: Desember 15<sup>nd</sup>, 2015 at 10.30 a.m.

students still pronounce that same with their mother tongue. Sometimes students pronounce the word same that written of the word.

## **B. Discussion**

The result of this research with the title “The Students’ Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal” can be categorized into low category. It can be known from the calculating score (34.25%). Based on those gave the test to the students and recorded it, almost all of the students got low score, it can be seen from the students’ score. Further, based on interview to students, there are some difficulties that faced by students in pronounced the words, such as: the students difficult in vowel. Students also faced difficulties or dominantly wrong in pronouncing short vowel they are [ɒ], [ə], [æ], [ɛ], [ʌ] long vowel [ə:], [ɔ:] diphthong [əu], [eə], [iə], [uə] and triphthong [eiə], [əuə], [ɔiə], [ɔuə], [ɔiə].

The reason students’ difficulties in pronouncing vowel were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, not habitual pronounced English words, unable pronouncing words with good and can’t use speak English well, never serious in learning process, less reading book, tongue stiff, and didn’t know much about vowel, so she was difficult about it.



Based on interview to English teacher, the researcher has found the same answer. Students had poor knowledge about vowel and they could not pronounce the word with good.

Muhibbin Syah said that learning difficulties can be pronounced by 2 (two) factors, they were: First, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.<sup>23</sup>

However, the internal factor and external factor influenced the students' difficulties in their pronouncing. First, they faced the difficulties because of their worse mind set or opinion. They believe that English is difficult subject. Then, they have low enthusiasm and motivation in pronouncing. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts to repeat the lesson especially in vowel (short vowel, long vowel, diphthong and triphthong). While to overcome the students' difficulties in pronouncing the words the teacher gave the explanation many time, practice and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students' interested in learning

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<sup>23</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

pronunciation especially in learning vowel. The others, the English teacher always motivated the students in learning process. It is supported that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.

### **C. Threats of the Research**

There were many threat of the research that was got by the research. The threats was happened from the all aspect of this research so the writer know this thesis still far from excellence thesis, but the writer had believe that nobody is perfect in the world. That perfect just for our God Allah SWT.

On doing the test, there were the threats of time, because the students had many activities the researcher didn't have much time, because it, the time which was given to the students was not enough and also the students did not do the test seriously, but the researcher attempted to do the best and because there was a good control from the English lecturer this research can be finished by the researcher.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusions

After getting research and giving test for 20 students, the researcher concluded that The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal as follow:

1. The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal was 34.25%. So the researcher concluded The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal into "low".
2. The students also faced difficulties or dominantly wrong in pronouncing short vowel they are [ɒ], [ə], [æ], [ɛ], [ʌ] long vowel [ə:], [ɔ:] diphthong [əu], [eə], [iə], [uə] and triphthong [eiə], [əuə], [ɔiə], [ɔuə], [oɪə].
3. The reason students' difficulties in pronouncing vowel were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, not habitual pronounced English words, unable pronouncing words with good and can't use speak English well, never serious in learning process, less reading book, tongue stiff, and didn't know much about vowel, so she was difficult about it.

**B. The Suggestions**

Based on the conclusions above, writer gave some suggestions as follow:

1. To the students at grade VIII SMP N 2 Ulu Pungkut must more active in English subject such as doing so many pronunciation practices, more learn about English pronunciation especially about vowels.
2. To all the students' they have to increase their abilities in pronunciation especially in pronouncing words about vowel be study by hard. By listening English song, or cassette with native speaker. So it can help them to improve their pronunciation, especially the vowel and mastery in pronunciation.
3. To the students at grade VIII SMP N 2 Ulu Pungkut must study hard and must be serious when studying English. So they can master pronunciation well.

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## **APPENDIX I**

### **LIST OF TEST**

#### **A. Short Vowels**

1. [i] = will, sick, fill, win, big
2. [e] = ten, bed, well, pen, friend
3. [ɛ] = get, bird, hair, pet, red
4. [æ] = can, back, bad, care, sad
5. [ɒ] = cop, box, lock, lost, pot
6. [o] = god, not, dog, so, hot
7. [u] = book, good, look, foot, cook
8. [ə] = sister, enter, letter, singer, winter
9. [ʌ] = but, come, money, fun, country

#### **B. Long Vowels**

10. [i:] = week, been, leave, need, speak
11. [a:] = last, pass, hard, calm, arm

12. [ɔ:] = tall, call, talk, lost, ball
13. [u:] = zoo, true, school, two, food
14. [ə:] = her, serve, girl, third, nerve

### **C. Diphthongs**

15. [iə] = clear, hear, near, wear, ear
16. [eə] = air, bear, scarce, stare, pair
17. [uə] = poor, sure, moor, pure, tour
18. [ei] = say, day, late, may, play
19. [ai] = like, buy, nice, fine, time
20. [oi] = voice, boy, toy, foil, oil
21. [əu] = phone, home, most, load, cold
22. [au] = house, sound, noun, down, now

### **D. Triphthongs**

23. [ɒɪə] = violet, tired, fire, lion, dire
24. [ɔɪə] = loyal, destroyer, royal, royalty, employer
25. [eɪə] = payable, mayonnaise, layer, player, prayer



26. [ɒuə] = power, sour, hour, cower, flower

27. [əʊə] = towel, tower, mower, rower, shower

## APPENDIX I

### KEYS WORD OF TEST

#### A. Short Vowels

1. [i] = will, sick, fill, win, big

[wil], [sik], [fil], [win], [big]

2. [e] = ten, bed, well, pen, friend

[ten],[bed], [wel], [pen], [frend]

3. [ɛ]= get, bird, hair, pet, red [gɛt], [bɛd], [hɛi], [pɛt], [rɛd]
4. [æ]= can, back, bad, care, sad [kæn], [bæk], [bæd], [kær],[sæd]
5. [ɒ]= cop, box, lock, lost, pot [kɒp], [bɒks], [lɒk], [lɒst], [pɒt]
6. [ɒ] = god, not, dog, so, hot [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [u]= book, good, look, foot, cook [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə]= sister, enter, letter, singer, winter [sɪstə], [ɛntə], [lɛtə], [sɪŋə], [wɪntə]
9. [ʌ]= but, come, money, fun, country [bʌt], [kʌm], [mʌni], [fʌn], [kʌntri]

## B. Long Vowels

10. [i:]= week, been, leave, need, speak [wi:k], [bi:n],[li:v], [ni:d], [spi:k]
11. [ɑ:]= last, pass, hard, calm, arm [lɑ:st], [pɑ:s], [hɑ:d], [kɑ:m], [ɑ:m]
12. [ɔ:]= tall, call, talk, lost, ball [tɔ:l], [kɔ:l], [tɔ:k], [lɔ:st], [bɔ:l]
13. [u:]= zoo, true, school, two, food [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:]= her, serve, girl, third, nerve [hɜ:], [sɜ:v], [gɜ:l], [θɜ:d], [nɜ:v]

## C. Diphthongs

15. [ɪə]= clear, hear, near, wear, ear [kliə], [hiə],[niə], [wiə], [iə]
16. [eə]= air, bear, scarce, stare, pair [eə],[beə], [skeəs], [steə], [peər]

17. [uə]= poor, sure, moor, pure, tour                    [puə], [suə], [muə], [puə], [tuə]
18. [ei]= say, day, late, may, play                    [sei], [dei], [leit], [mei], [plei]
19. [ai]= like, buy, nice, fine, time                    [laik], [bai], [nais], [fain], [taim]
20. [oi]= voice, boy, toy, foil, oil                    [vois], [boi], [toi], [foil], [oil]
21. [əu]= phone, home, most, load, cold [pəun], [həum], [məust], [ləud], [kəuld]
22. [au]= house, sound, noun, down, now                    [haus], [saund], [naun], [daun], [nau]

#### **D. Triphthongs**

23. [ɔɪə] = violet, tired, fire, lion, dire                    [vɔɪəlɪt], [tɔɪəd], [fɔɪə], [lɔɪən], [dɔɪə]
24. [ɔɪə] = loyal, destroyer, royal, royalty, employer                    [lɔɪəl], [dɪstrɔɪə], [rɔɪəl], [rɔɪəlti],  
[ɪmplɔɪə]
25. [eɪə] = payable, mayonnaise, layer, player, prayer [peɪəbl], [meɪəneɪz], [leɪə], [pleɪə], [preɪə]
26. [ɒuə] = power, sour, hour, cower, flower                    [pɒuə], [sɒuə], [dʌə], [kɒuə], [flɒuə]
27. [əʊə] = towel, tower, mower, rower, shower [təʊəl], [təʊə], [məʊə], [rəʊə], [ʃəʊə]

## **APPENDIX II**

### **LIST OF INTERVIEW**

#### **A. Interview with English teacher**

1. How is the students' vowels pronunciation?
2. What are the students' difficulties in pronouncing vowels?
3. Where are usually students having difficulties in pronouncing vowels?
4. What are the reasons of students' difficulties in pronouncing vowels?

#### **B. Interview with students**

1. Do vowels pronunciation difficult for you?
2. What are you have difficulties in pronouncing vowels?
3. Where are you usually have difficulties in pronouncing vowels?
4. What are you reasons of difficulties in pronouncing vowels?

### **APPENDIX III**

#### **LIST OF OBSERVATION**

##### **A. Starting Observation**

1. How condition of the teachers at the learning process of English.
2. The learning process of English in SMP N 2 Ulu Pungkut Mandailing Natal.

##### **B. Final Observation**

3. To observe the students' vowels pronunciation in SMP N 2 Ulu Pungkut Mandailing Natal.

## APPENDIX IV

### 1. Transcription of Ade Raudatus Safa

#### E. Short Vowels

1. [i]= [wi], [sik], [fil], [win], [big]
2. [e] = [ten],[bid], [wel], [pin], [frin]
3. [ɛ]= [get], [bird], [heir], [pet], [red]
4. [æ]= [ken], [bek], [bed], [ker],[sed]
5. [ɒ]= [kop], [buks], [luk], [lost], [put]
6. [o] = [gud], [not], [dog], [sow], [hot]
7. [u]= [buk], [gud], [luk], [fut], [kuk]
8. [ə]= [sistə], [entə], [littə], [sinə], [witə]
9. [ʌ]= [bat], [kom], [mani], [fun], [kountri]

#### F. Long Vowels

10. [i:] = [wek], [ben], [li:v], [ned], [spek]
11. [a:] = [lest], [pes], [hed], [kem], [a:m]
12. [ɔ:] = [tel], [kel], [tɔ:k], [lost], [bel]
13. [u:] = [zu:], [tu:], [sku:], [tu:], [fu:d]
14. [ə:] = [hə:], [si:v], [gird], [thid], [nev]

### G. Diphthongs

15. [iə] = [kliə], [he], [hiə], [wiə], [fiə]
16. [eə] = [iə], [biə], [skir], [stir], [per]
17. [uə] = [pur], [sur], [mur], [pur], [tur]
18. [ei] = [sei], [dei], [lit], [mai], [plai]
19. [ai] = [laik], [bai], [nik], [fin], [taim]
20. [oi] = [vois], [boi], [toi], [foi], [oil]
21. [əu] = [phon], [hom], [mos], [lod], [kol]
22. [au] = [hous], [soun], [noun], [doun], [nou]

### H. Triphthongs

23. [ɔɪə] = [vɔɪet], [tired], [fir], [lɔɪn], [dir]
24. [ɔɪə] = [lɔɪə], [destrɔɪə], [royal], [royalti], [ɪmpleɪə]
25. [eɪə] = [paɪə], [maɪə], [larə], [plarə], [praɪə]
26. [ɔuə] = [pɔuə], [sour], [hour], [kouer], [flouə]
27. [əuə] = [təuə], [tower], [maur], [rouer], [fəuə]

## 2. Transcription of Ali Ashat

### A. Short Vowels

1. [i] = [w**il**], [s**ik**], [f**il**], [w**in**], [b**ig**]
2. [e] = [t**en**], [b**ed**], [w**el**], [p**en**], [fr**ind**]
3. [ɛ] = [g**et**], [br**in**], [h**er**], [p**et**], [r**ed**]
4. [æ] = [k**en**], [b**ek**], [b**ed**], [k**er**], [s**ed**]
5. [ɒ] = [k**o**p], [b**o**ks], [l**o**k], [l**o**st], [p**o**t]
6. [ɔ] = [g**o**d], [n**o**t], [l**o**k], [s**u**], [h**o**t]
7. [u] = [b**o**k], [g**u**d], [l**o**k], [f**o**t], [k**o**k]
8. [ə] = [s**i**ster], [e**n**ter], [l**i**ter], [s**i**ŋe], [w**i**nter]
9. [ʌ] = [b**u**t], [k**o**m], [m**ʌ**n], [f**u**n], [k**o**ntri]

## B. Long Vowels

10. [i:] = [w**e**k], [b**e**n], [l**a**v], [n**e**d], [s**p**ek]
11. [ɑ:] = [l**a**:st], [p**a**:s], [h**a**:d], [k**a**:m], [a:m]
12. [ɔ:] = [t**a**l], [k**e**l], [t**a**k], [l**o**st], [b**a**l]
13. [u:] = [z**u**:], [tr**u**:], [sk**u**:l], [t**u**:], [f**u**:d]
14. [ɜ:] = [h**ɜ**r], [s**ɜ**rv], [g**ɜ**r], [th**ɜ**r], [n**ɜ**rve]

## C. Diphthongs

15. [iə] = [kl**i**r], [h**i**r], [n**e**r], [w**e**r], [ɪr]
16. [eə] = [e**i**], [b**i**r], [sk**i**r], [st**e**r], [p**a**ɪr]
17. [uə] = [p**u**r], [s**u**r], [m**o**r], [p**u**r], [t**u**r]
18. [eɪ] = [s**e**i], [d**a**i], [l**a**t], [m**a**i], [p**l**aɪ]
19. [aɪ] = [l**a**ɪk], [b**u**i], [n**e**t], [f**i**n], [t**a**ɪm]
20. [ɔɪ] = [v**o**ɪs], [b**o**ɪ], [t**u**i], [f**o**ɪl], [o**ɪ**l]
21. [əʊ] = [p**h**oʊ], [h**o**m], [m**o**st], [l**o**d], [k**o**ld]
22. [aʊ] = [h**o**s], [s**o**ʊn], [n**o**ʊn], [d**o**ʊ], [n**o**ʊ]

## D. Triphthongs

23. [ɔɪə] = [v**o**ɪl], [t**i**r**e**d], [f**i**r], [l**i**o**n**], [d**i**r]
24. [ɔɪə] = [l**a**ɪə], [d**i**str**a**ɪə], [r**o**ɪə], [r**o**ɪəlti], [ɪm**p**l**ɔ**ɪə]
25. [eɪə] = [p**e**ɪb**l**], [m**a**ɪo**n**ɪs], [l**ɔ**ɪə], [p**l**ɔɪə], [p**r**ɔɪə]
26. [ɔʊə] = [p**o**ʊə], [s**o**ʊr], [h**o**ʊr], [k**o**ʊə], [f**l**ɔʊə]
27. [əʊə] = [t**o**ʊə], [t**o**ʊə], [m**o**ʊə], [r**u**ə], [f**o**ʊə]



### 3. Transcription of Alwi Asri Batubara

#### A. Short Vowels

1. [i] = [wil], [sik], [fil], [win], [big]
2. [e] = [tin], [bid], [wil], [pin], [frind]
3. [ɛ] = [git], [bid], [hair], [pit], [rid]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kop], [bok], [lok], [lost], [pot]
6. [o] = [god], [not], [dug], [su], [hot]
7. [u] = [buk], [gud], [luk], [fut], [kok]
8. [ə] = [sister], [enter], [leter], [sine], [winter]
9. [ʌ] = [bat], [kom], [mʌni], [fun], [kountri]

#### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:v], [ni:d], [spi:k]
11. [a:] = [lost], [pa:s], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [ta:l], [kɔ:l], [tok], [lost], [bal]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɛ:] = [hi:r], [sirvi], [gir], [tir], [nirvi]

#### C. Diphthongs

15. [iə]= [klir], [hir], [nir], [wir], [ir]
16. [eə]= [air],[bir], [sker], [ster], [pair]
17. [uə]= [pur], [sur], [mur], [pur], [tur]
18. [ei]=[sai], [dai], [let], [mai], [plai]
19. [ai]= [leik], [bái], [nik], [fin], [tim]
20. [oi]= [voise], [boi], [tui], [foi], [oi]
21. [əu]=[phon], [hom], [most], [lod], [kold]
22. [au]= [haus], [soun], [noun], [don], [hau]

#### **D. Triphthongs**

23. [ɪə] = [vilot], [trid], [fir], [lion], [dir]
24. [oɪə] = [foiə], [distroie], [roɪd], [roɪdlti], [imploier]
25. [eɪə] = [peɪbel], [mɔɪones], [lɪə], [plɪə], [prɪə]
26. [uə] = [pouə], [souə], [houə], [kouə], [flouə]
27. [əuə] = [touə], [mouə], [rouə], [souə]

### **4. Transcription of Amirul Hakim**

#### **A. Short Vowels**

1. [i] = [wíl], [sík], [fíl], [wín], [bíg]
2. [e] = [tén], [béd], [wél], [pén], [frínd]

3. [ɛ]= [git], [bird], [hir], [pit], [rid]
4. [æ]= [ken], [bek], [ber], [ker],[sed]
5. [ɒ]= [kɒp], [bɒk], [lʊks], [lɒt], [pɒt]
6. [ɒ]= [gʊd], [nɒt], [dɒg], [sɒ], [hɒt]
7. [ʊ]= [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə]= [sɪstər], [ɛntər], [lɛtər], [sɪŋər], [wɪntər]
9. [ʌ]= [bʌt], [kʌm], [mɛnɪ], [fʌn], [kʌntri]

### B. Long Vowels

10. [i:] = [wɛk], [bɛn], [li:v], [nɛd], [spɛk]
11. [a:] = [lɛst], [pɛs], [hɛr], [kɛm], [a:m]
12. [ɔ:] = [tɔ:l], [kɔ:l], [tɔ:k], [lɒst], [bɒl]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:] = [hɪr], [sɪrvi], [gɪr], [θɪr], [nɪrv]

### C. Diphthongs

15. [iə] = [kɪər], [hɛr], [nər], [wɛr], [ɛr]
16. [eə] = [ɛr], [bɛr], [skər], [stər], [pɛr]
17. [ʊə] = [pʊr], [sʊr], [mʊr], [pʊr], [tʊr]
18. [eɪ] = [sɛɪ], [dɛɪ], [lɛt], [mɛɪ], [plɛɪ]
19. [aɪ] = [lɪk], [bɪɪ], [nɪk], [fɪn], [tɪm]
20. [ɔɪ] = [vɔɪk], [bɔɪ], [tɔɪ], [fɔɪl], [ɔɪl]
21. [əʊ] = [fɒn], [hɒm], [mɒst], [lɒd], [kɒl]
22. [aʊ] = [hɔʊ], [saʊn], [naʊn], [daʊn], [naʊ]

### D. Triphthongs

23. [ɪəɪ] = [vɪɪlɪt], [tɪr], [fɪr], [lɪɪn], [dɪr]
24. [ɔɪə] = [lɔɪɪl], [dɪstɪɪrɪ], [rɔɪɪl], [rɔɪɪltɪ], [ɪmɪɪplɔɪə]
25. [eɪə] = [pɛɪɪblɪ], [mɛɪɪnɛɪ], [lɪɪər], [plɪɪər], [prɪɪər]
26. [ɒʊə] = [pɒʊər], [saʊr], [haʊr], [kɒʊr], [flɔɪər]
27. [əʊə] = [təʊəl], [təʊər], [məʊər], [rəʊər], [fəʊər]

## 5. Transcription of Annisah

### A. Short Vowels

1. [i] = [wil], [sik], [fil], [win], [big]
2. [e] = [ten], [bed], [wel], [pen], [frind]
3. [ɛ] = [get], [bir], [her], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kup], [buk], [luk], [lust], [put]
6. [o] = [gud], [not], [dog], [so], [hot]
7. [u] = [buk], [gud], [luk], [fot], [kuk]
8. [ə] = [sister], [enter], [leter], [singer], [winter]
9. [ʌ] = [but], [kom], [meni], [fun], [kuntri]

### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [lev], [ned], [spek]
11. [a:] = [lat], [pa:s], [ha:d], [kok], [arm]
12. [ɔ:] = [ta:l], [ka:l], [tal], [lot], [bal]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɛ:] = [hɛ:], [spɛ:r], [gil], [trin], [neve]

### C. Diphthongs

15. [iə] = [klen], [her], [ner], [wer], [er]
16. [eə] = [eir], [ber], [skarse], [star], [pair]

17. [uə]= [pʊr], [sʊr], [mʊr], [pʊr], [tʊr]
18. [ei]=[sai], [dai], [til], [mai], [plai]
19. [ai]= [lik], [bui], [nik], [fin], [tʰaim]
20. [oi]= [voik], [boi], [tui], [foi], [oi]
21. [əu]=[pʰon], [hɒm], [mɒst], [lɒd], [kɒl]
22. [au]= [haus], [sɒn], [nɒn], [daʊn], [nɒ]

#### **D. Triphthongs**

23. [ɔɪə] = [violet], [tired], [fir], [lion], [dir]
24. [ɔɪə] = [loɪəl], [distroɪər], [rɔɪəl], [rɔɪalti], [ɪmploɪər]
25. [eɪə] = [paɪbl], [maɪonnase], [laɪər], [plɪə], [praɪər]
26. [ɒuə] = [pouər], [sour], [hor], [kour], [flour]
27. [əʊə] = [touəl], [touər], [mouər], [rouər], [ʃouər]

## **6. Transcription of Atikah Mahribi**

### **A. Short Vowels**

1. [i] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɛnd]
3. [ɛ] = [gɛt], [bɛd], [hɛr], [pɛt], [rɛd]

4. [æ]= [ken], [bek], [bed], [ker],[sed]
5. [ɒ]= [kɒp], [bɒks], [lɒk], [lɒts], [pɒt]
6. [ɒ]= [gʊd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ]= [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə]= [sɪstə], [ɛntə], [lɛtə], [sɪŋə], [wɪntə]
9. [ʌ]= [bʌt], [kʌm], [mʌni], [fʌn], [kʌntri]

## B. Long Vowels

10. [i:]= [wi:k], [bi:n], [li:v], [ni:d], [spi:k]
11. [a:] = [la:t], [pa:s], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [tɔ:], [ka:l], [ta:k], [lɒt], [ba:l]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:] = [hɜ:], [sɜ:v], [grɪl], [trɪd], [nɜ:v]

## C. Diphthongs

15. [iə]= [kliə], [heɪr], [neɪr], [weɪr], [eɪr]
16. [eə]= [eɪr],[ber], [skɜ:s], [stɜ:], [paɪr]
17. [ʊə]= [pɔ:r], [sɔ:r], [mɔ:r], [pɔ:r], [tɔ:r]
18. [eɪ]= [sai], [dai], [lat], [mai], [plai]
19. [aɪ]= [laɪk], [baɪ], [naɪs], [faɪn], [taɪm]
20. [ɔɪ]= [voɪs], [boɪ], [toɪ], [foɪl], [oɪl]
21. [əʊ]= [phɒn], [hɒm], [mʌst], [lɒd], [kɒl]
22. [aʊ]= [haʊs], [saʊnd], [naʊn], [daʊn], [naʊ]

## D. Triphthongs

23. [ɒɪə] = [vɪɒlɪt], [tɪrɪd], [fɔɪr], [lɪɒn], [dɒɪr]
24. [ɔɪə] = [lɔɪd], [dɪstɔɪrɪə], [rɔɪd], [rɔɪdltɪ], [ɪmˈplɔɪr]
25. [eɪə] = [peɪbl], [mɪɒnɪs], [leɪə], [plɪər], [prɪər]
26. [ɒuə] = [pɔuər], [sɔuər], [hɔuər], [kɔuər], [flɔuər]
27. [əʊə] = [tɔuəl], [tɔuər], [mɔuər], [rɔuər], [ʃɔuər]

## 7. Transcription of Dinda Aulia Habib

### A. Short Vowels

1. [i] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɛnd]
3. [ɛ] = [gɛt], [bɛd], [hɛɪr], [pɛt], [rɛd]
4. [æ] = [kɛn], [bɛk], [bɛd], [kɛr], [sɛd]
5. [ɒ] = [kɒp], [bɒks], [lɒk], [lɒst], [pɒt]
6. [o] = [gʊd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə] = [sɪstər], [ɛntər], [lɛtɪ], [sɪŋər], [wɪntər]
9. [ʌ] = [bʌt], [kɒm], [mɛni], [fʌn], [kʌntri]

### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:vi], [ni:d], [spi:k]
11. [a:] = [lɒst], [pɒst], [hɛd], [kɑ:m], [ɑ:m]
12. [ɔ:] = [tɔ:l], [kɔ:l], [tɔ:k], [lɒst], [bɔ:l]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:] = [hɜ:], [sɜ:v], [gɜ:rd], [θɪd], [nɜ:v]

### C. Diphthongs

15. [ɪə] = [kliə], [hɪər], [nɪər], [wɪər], [ɪər]
16. [eə] = [eə], [beə], [skɜ:rs], [steə], [peɪr]
17. [ʊə] = [pʊr], [suə], [muə], [puə], [tuə]

18. [ei]=[sei], [dei], [leit], [mei], [plei]
19. [ai]=[laik], [bai], [nais], [fain], [taim]
20. [oi]=[vois], [boi], [toi], [foil], [oil]
21. [əu]=[phon], [hom], [most], [lod], [kod]
22. [au]=[haus], [saund], [haun], [daun], [nau]

#### D. Triphthongs

23. [ɪə] = [vɪɪəlet], [tɪɪəred], [fɪr], [lɪɪən], [dɪɪr]
24. [ɔɪə] = [lɔɪə], [dɪstɔɪə], [rɔɪə], [rɔɪɪltɪ], [ɪmɪplɔɪə]
25. [eɪə] = [pɔɪəbl], [maɪənes], [lɪɪə], [pɔɪə], [pɔɪə]
26. [ɒuə] = [pɒuə], [sɔɪə], [ɒuə], [kɔɪə], [flɔɪə]
27. [əuə] = [tɔɪə], [tɔɪə], [mɔɪə], [rɔɪə], [fɔɪə]

## 8. Transcription of Haddad Alwi

### A. Short Vowels

1. [ɪ] = [wɪ], [sɪ], [fɪ], [wɪn], [bɪ]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɪnd]
3. [ɛ] = [gɛt], [bɛd], [hɛr], [pɛt], [rɛd]
4. [æ] = [kɛn], [bɛk], [bɛd], [kɛr], [sɛd]



5. [ɒ] = [kɒp], [bɒk], [lɒk], [lɒst], [pɒt]
6. [ɒ] = [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə] = [sɪstə], [ɛntə], [lɛtə], [sɪŋə], [wɪntə]
9. [ʌ] = [bʌt], [kɒm], [mʌni], [fʌn], [kʌntri]

## B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:v], [ni:d], [spi:k]
11. [a:] = [la:stə], [pa:s], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [tʌl], [kʌl], [tʌk], [lɒt], [bʌl]
13. [u:] = [zu:], [tru:], [sku:], [tu:], [fu:d]
14. [ə:] = [hə:], [si:v], [gi:r], [tri:d], [nɜ:v]

## C. Diphthongs

15. [iə] = [klɪr], [heɪr], [neɪr], [weɪr], [eɪr]
16. [eə] = [eɪr], [beɪr], [skɑr], [stɜr], [peɪr]
17. [ʊə] = [pʊr], [sʊr], [mʊr], [pʊr], [tʊr]
18. [eɪ] = [seɪ], [deɪ], [letɪ], [meɪ], [pleɪ]
19. [aɪ] = [laɪkə], [baɪ], [naɪs], [faɪn], [tɪm]
20. [ɔɪ] = [voɪs], [boɪ], [tɔɪ], [fɔɪ], [ɔɪl]
21. [əʊ] = [fɒn], [həʊm], [mɒst], [ləʊd], [kɒld]
22. [aʊ] = [haʊs], [saʊnd], [naʊn], [daʊn], [naʊ]

## D. Triphthongs

23. [ɪəɪ] = [voɪlɪt], [tɪrɪd], [fɪrɪ], [lɪən], [dɪrɪ]
24. [ɔɪə] = [ləɪd], [dɪstɔɪd], [rɔɪd], [rɔɪdltɪ], [ɪmˈplɔɪə]
25. [eɪə] = [peɪbəl], [maɪənes], [lɪər], [pɒlɪər], [prɪər]
26. [ɪəʊ] = [pəʊər], [saʊr], [haʊr], [kəʊər], [fləʊə]
27. [əʊə] = [təʊəl], [təʊər], [məʊə], [rəʊər], [ʃəʊər]

## 9. Transcription of Hapif Zainuddin

### A. Short Vowels

1. [i] = [wil], [sik], [fil], [win], [big]
2. [e] = [ten], [bed], [wel], [pen], [frind]
3. [ɛ] = [get], [bird], [heir], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kop], [buk], [lok], [lost], [pot]
6. [o] = [gud], [not], [dog], [sow], [hot]
7. [u] = [buk], [gud], [luk], [fut], [kuk]
8. [ə] = [sister], [enter], [leter], [singer], [winter]
9. [ʌ] = [but], [kom], [meni], [fun], [kountri]

### B. Long Vowels

10. [i:] = [wi:k], [ben], [lev], [ned], [spek]
11. [a:] = [lest], [pa:s], [ha:r], [ka:m], [a:m]
12. [ɔ:] = [tal], [kal], [tak], [lost], [bal]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:] = [her], [servi], [gi:r], [thir], [nervi]

### C. Diphthongs

15. [iə] = [klir], [hir], [nir], [wir], [ear]
16. [eə] = [er], [bir], [skersi], [ster], [per]
17. [uə] = [pur], [sur], [mor], [pur], [tour]
18. [ei] = [sei], [dei], [leit], [mei], [plei]
19. [ai] = [laik], [bai], [nais], [fin], [taim]

20. [oi]= [vuis], [boi], [toi], [foil], [oil]
21. [əu]=[phon], [houm], [most], [lod], [kul]
22. [au]= [hous], [sound], [naun], [daun], [nau]

#### D. Triphongs

23. [ɔiə] = [voilet], [tired], [fir], [ɪɪn], [dɔɪr]
24. [ɔiə] = [ɔiə], [destrɔiə], [rɔɪɪ], [rɔiəti], [ɪmploɪər]
25. [eɪə] = [peible], [maɪoneɪs], [ɪɔɪər], [pɔɪɪər], [prɔɪər]
26. [ɔuə] = [pouər], [sour], [hour], [kouər], [flouər]
27. [əuə] = [touəl], [touər], [mouər], [rouər], [fouər]

## 10. Transcription of Halomoan

### A. Short Vowels

1. [i] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɛnd]
3. [ɛ] = [gɛt], [bɪrd], [hɛɪr], [pɛt], [rɛd]
4. [æ] = [kɛn], [bɛk], [bɛd], [kɛr], [sɛd]
5. [ɒ] = [kɒp], [bʊk], [lʊk], [lɒst], [pʊt]
6. [o] = [gʊd], [nɒt], [dɒg], [sɒd], [hɒt]
7. [u] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]

8. [ə]= [sister], [enter], [letə], [siŋər], [winter]  
 9. [ʌ]= [bʌt], [kʌm], [meni], [fun], [kountri]

## B. Long Vowels

10. [i:]= [wi:k], [bi:n], [lev], [ned], [spek]  
 11. [a:]= [lest], [pes], [her], [kem], [arm]  
 12. [ɔ:]= [tʌl], [kel], [tak], [lɔ:st], [bel]  
 13. [u:]= [zu:], [tru:], [sku:l], [tu:], [fu:d]  
 14. [ə:]= [her], [serv], [gir], [thid], [ner]

## C. Diphthongs

15. [iə]= [klir], [her], [ner], [wer], [iə]  
 16. [eə]= [eir],[bir], [sker], [ster], [peir]  
 17. [uə]= [pour], [sour], [moor], [pou], [tour]  
 18. [ei]= [sai], [dei], [leit], [mai], [plai]  
 19. [ai]= [laik], [bai], [nik], [fin], [taim]  
 20. [oi]= [vois], [boi], [toi], [foil], [oil]  
 21. [əu]= [pəun], [həum], [most], [lod], [kol]  
 22. [au]= [hous], [sound], [noun], [daun], [nou]

## D. Triphthongs

23. [ɔɪə] = [voilet], [trid], [fir], [lɔɪn], [dir]  
 24. [ɔɪə] = [lɔɪə], [destrɔɪə], [rɔɪə], [rɔɪlɔɪ], [ɪmploɪə]  
 25. [eɪə] = [peɪə], [maɪə], [lɔɪə], [pɔɪə], [prɔɪə]  
 26. [ɔɪə] = [pouə], [sour], [hour], [kouə], [flouə]  
 27. [əuə] = [tuə], [touə], [mouə], [rouə], [fouə]

## 11. Transcription of Hilman Lubis

### A. Short Vowels

1. [i] = [wi], [sik], [fil], [win], [big]
2. [e] = [ten], [bed], [wel], [pen], [frend]
3. [ɛ] = [get], [bed], [heir], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kop], [bok], [lok], [lost], [pot]
6. [o] = [god], [not], [dog], [sow], [hot]
7. [u] = [buk], [gud], [luk], [fut], [kuk]
8. [ə] = [sestər], [entər], [lette], [sinə], [winter]
9. [ʌ] = [bat], [kom], [meni], [fun], [kauntri]

### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:v], [ni:d], [spek]
11. [a:] = [la:st], [pa:st], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [tɔ:l], [kɔ:l], [tɔ:k], [lost], [bɔ:l]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ə:] = [hə], [serv], [gə:l], [thid], [nerve]

### C. Diphthongs

15. [iə] = [klir], [hiə], [niə], [wiə], [iə]
16. [eə] = [ea], [bea], [skersi], [ster], [peir]
17. [uə] = [puə], [suə], [mour], [puə], [tuə]
18. [ei] = [sei], [dei], [leit], [mei], [plei]
19. [ai] = [laik], [bai], [nais], [fain], [taim]
20. [oi] = [vois], [boi], [toi], [foil], [oil]
21. [əu] = [phon], [hom], [mous], [loud], [kold]
22. [au] = [haus], [saund], [naun], [daun], [nau]

### D. Triphthongs

23. [ɪəɪ] = [violet], [tɪred], [fɪə], [lion], [dɪr]

24. [ɔɪə] = [lɔɪəl], [dɪstrɔɪə], [rɔɪəl], [rɔɪltɪ], [ɪmplɔɪə]  
 25. [eɪə] = [peɪəbəl], [maɪəneɪs], [leɪə], [pleɪə], [preɪə]  
 26. [ʊə] = [puə], [suə], [huə], [kuə], [flouə]  
 27. [əʊə] = [təʊəl], [təʊə], [məʊə], [ruə], [ʃəʊə]

## 12. Transcription of Ikhsan Fauzi

### A. Short Vowels

1. [ɪ] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [ten], [bed], [wel], [pen], [frɪnd]
3. [ɛ] = [get], [bɪrd], [heɪr], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kɒp], [bɒks], [lʌk], [lɒst], [pɒt]
6. [ɔ] = [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kɒk]
8. [ə] = [sɪstə], [ɛntə], [leɪtə], [sɪŋə], [wɪntə]
9. [ʌ] = [bʌt], [kɒm], [maɪ], [fʌn], [kʌntə]

### B. Long Vowels

10. [i:] = [wek], [ben], [lev], [ned], [spek]
11. [ɑ:] = [lɑ:st], [pɑ:s], [hɑ:d], [kɑ:l], [ɑ:m]
12. [ɔ:] = [tɑl], [kɔ:l], [tɔ:k], [lɒst], [bɑl]
13. [u:] = [zou], [fru:], [skou:l], [tu:], [fu:d]
14. [ə:] = [her], [serve], [gir], [trɪd], [nerve]

### C. Diphthongs

15. [iə]= [kaler], [hear], [near], [wear], [er]
16. [eə]= [eir],[bir], [sker], [ster], [pair]
17. [uə]= [pour], [suə], [mour], [pur], [tour]
18. [ei]=[sai], [dai], [lat], [mai], [plai]
19. [ai]= [laik], [bu], [niks], [fin], [tim]
  
20. [oi]= [voik], [bui], [tui], [fuil], [uil]
21. [əu]=[phoun], [hum], [must], [lud], [kul]
22. [au]= [hous], [soud], [nun], [doun], [nou]

#### **D. Triphthongs**

23. [ɪɪə] = [voilet], [tired], [fir], [ɪɪn], [dir]
24. [oɪə] = [loɪɪ], [destrɪɪə], [roɪɪ], [roɪɪti], [implɪɪə]
25. [eɪə] = [pɪɪbl], [maɪɪnase], [ɪɪɪə], [pɪɪɪə], [pɪɪɪə]
26. [ɒuə] = [pouə], [sour], [hour], [kouə], [flouə]
27. [əuə] = [tuə], [touə], [mouə], [rouə], [ʃouə]

### **13. Transcription of Luffy Aiman**

#### **A. Short Vowels**

1. [i] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɛnd]
3. [ɛ] = [gɛt], [bɪrd], [hɛɪr], [pɛt], [rɛd]
4. [æ] = [kɛn], [bɛk], [bɛd], [kɛr], [sɛd]
5. [ɒ] = [kɒp], [bɒks], [lɒk], [lɒst], [pɒt]
6. [ɔ] = [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]

8. [ə] = [sister], [enter], [leter], [siŋer], [winter]  
 9. [ʌ] = [but], [kom], [moni], [fun], [kountri]

### B. Long Vowels

10. [i:] = [wek], [ben], [lev], [ned], [spek]  
 11. [ɑ:] = [la:st], [pa:s], [ha:d], [ka:m], [a:m]  
 12. [ɔ:] = [tal], [ka:l], [ta:k], [lost], [ba:l]  
 13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]  
 14. [ə:] = [hə:], [sə:v], [gril], [trid], [nev]

### C. Diphthongs

15. [iə] = [klir], [hir], [ner], [wer], [er]  
 16. [eə] = [eir], [beir], [sker], [star], [peir]  
 17. [uə] = [pur], [sur], [mur], [pur], [tur]  
 18. [ei] = [sai], [dai], [lait], [mai], [plai]  
 19. [ai] = [laik], [bu], [naik], [fin], [taim]  
 20. [oi] = [voik], [boi], [toi], [foil], [oil]  
 21. [əu] = [phon], [hum], [most], [lod], [kod]  
 22. [au] = [hous], [sound], [noun], [doun], [nou]

### D. Triphthongs

23. [ɔɪə] = [violet], [tired], [fir], [lion], [dir]  
 24. [ɔɪə] = [loɪd], [destrɔɪər], [roɪd], [roɪdlti], [imploɪər]  
 25. [eɪə] = [pɔɪə], [moiones], [lɔɪər], [pɔɪər], [prɔɪər]  
 26. [ɔuə] = [pouər], [sour], [hour], [kouər], [flouər]  
 27. [əuə] = [touəl], [touər], [mouər], [rouər], [ʃouər]



## 14. Transcription of Marni

### A. Short Vowels

1. [i] = [w*i*l], [s*i*k], [fil], [w*i*n], [b*i*g]
2. [e] = [t*e*n], [b*e*d], [w*e*l], [p*e*n], [frind]
3. [ɛ] = [g*e*t], [b*i*rd], [h*e*r], [p*e*t], [r*e*d]
4. [æ] = [k*e*n], [b*e*k], [b*e*d], [k*e*r], [s*e*d]
5. [ɒ] = [k*o*p], [b*o*k], [l*o*k], [l*o*st], [p*o*t]
6. [ɔ] = [g*u*d], [n*u*t], [d*u*g], [s*o*w], [h*o*t]
7. [ʊ] = [b*u*k], [g*u*d], [l*o*k], [f*o*t], [k*u*k]
8. [ə] = [s*i*st*e*r], [e*n*t*e*r], [l*e*t*t*e*r*], [s*i*ŋ*e*r], [w*i*n*t*e*r*]
9. [ʌ] = [b*u*t], [k*u*m], [m*a*n*i*], [f*u*n], [k*o*un*t*r*i*]

### B. Long Vowels

10. [i:] = [w*e*k], [b*e*n], [l*e*v], [n*e*d], [s*p*e*k*]
11. [a:] = [l*e*st], [p*a*:s*i*], [h*e*d], [k*a*:m], [a:m]
12. [ɔ:] = [t*o*:l], [k*a*:l], [t*a*:k], [l*o*st], [b*a*:l]
13. [u:] = [z*o*u], [t*ru*:], [s*ku*:l], [t*u*:], [f*u*:d]
14. [ɜ:] = [h*e*], [s*e*r*v*e], [g*i*l], [t*h*i*d*], [n*e*v]

### C. Diphthongs

15. [iə] = [k*i*r], [h*e*i*r*], [n*e*r], [w*e*r], [e*r*]
16. [eə] = [e*i*r], [b*e*a*r*], [s*k*a*r*], [st*a*r*e*], [p*e*i*r*]
17. [uə] = [p*u*r], [s*u*r], [m*o*u*r*], [p*u*r], [t*o*u*r*]
18. [ei] = [s*a*i], [d*a*i], [l*a*t*e*], [m*a*i], [p*l*a*i*]
19. [ai] = [l*i*k], [b*u*i], [n*i*k], [f*i*n], [t*i*m]
20. [oi] = [v*o*i*k*], [b*o*i], [t*o*i], [f*o*i*l*], [o*i*l]
21. [əu] = [p*h*o*n*], [h*u*m], [m*o*st], [l*o*d], [k*o*d]
22. [au] = [h*o*u*s*], [s*o*u*n*d], [n*o*u*n*], [d*o*u*n*], [n*o*u]

#### D. Triphthongs

23. [ɔɪə] = [violet], [tired], [fir], [lion], [dir]
24. [ɔɪə] = [loɪɪl], [distroɪə], [rɔɪə], [rɔɪɪlti], [imploier]
25. [eɪə] = [pɔɪable], [maionnais], [lɔɪər], [pɔɪlɔɪər], [pɔɪɔɪər]
26. [ɔuə] = [pouər], [sour], [hour], [kouər], [flouər]
27. [əuə] = [touəl], [touər], [mouər], [rouər], [ʃouər]

### 15. Transcription of Muhammad Idir

#### A. Short Vowels

1. [i] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɪnd]
3. [ɛ] = [gɛt], [bɪrd], [hɛr], [pɛt], [rɛd]
4. [æ] = [kɛn], [bɛk], [bɛd], [kɛr], [sɛd]
5. [ɒ] = [kɒp], [bɒks], [lɒks], [lɒst], [pɒt]
6. [o] = [gʊd], [nʊt], [dʊg], [sʊ], [hʊt]
7. [u] = [bʊk], [gʊd], [lʊk], [fʊt], [kɒk]
8. [ə] = [sɪstər], [ɛntər], [lɛtər], [sɪŋər], [wɪntər]
9. [ʌ] = [bʌt], [kʌm], [mʌni], [fʌn], [kʌntri]

#### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:v], [ned], [spi:k]
11. [a:] = [la:st], [pa:st], [ha:d], [ka:m], [a:m]

12. [ɔ:] = [tɔ:], [kɔl], [tak], [lost], [bal]  
 13. [u:] = [zu:], [tru:], [sku:], [tu:], [fu:d]  
 14. [ə:] = [her], [serve], [gir], [thir], [nerve]

### C. Diphthongs

15. [iə] = [kler], [heir], [neir], [wer], [er]  
 16. [eə] = [air], [bir], [skir], [ster], [pair]  
 17. [uə] = [pur], [sur], [mur], [pur], [tur]  
 18. [ei] = [sai], [dai], [leit], [mai], [plai]  
 19. [ai] = [laik], [bui], [nik], [fin], [tim]  
 20. [oi] = [voik], [boi], [toi], [foil], [oil]  
 21. [əu] = [poun], [houm], [most], [lod], [kod]  
 22. [au] = [hous], [sound], [noun], [doun], [nou]

### D. Triphthongs

23. [ɪə] = [violet], [tired], [fir], [lion], [dir]  
 24. [ɔɪə] = [loɪl], [distroia], [roial], [roɪlti], [imploier]  
 25. [eɪə] = [peibl], [maionnais], [ldɪər], [pɒlɪər], [prɒlɪər]  
 26. [ɒuə] = [pour], [sour], [hour], [kouər], [flouər]  
 27. [əuə] = [touəl], [touər], [mouər], [rouər], [fouər]

## 16. Transcription of Muhammad Syakirun

### A. Short Vowels

1. [i] = [wil], [sik], [fil], [win], [big]
2. [e] = [ten], [bed], [wel], [pen], [frind]
3. [ɛ] = [get], [bird], [her], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kop], [boks], [lɒks], [lost], [pot]
6. [o] = [gud], [not], [dug], [sow], [hot]
7. [u] = [buk], [god], [luk], [fot], [kok]
8. [ə] = [sister], [enter], [letter], [siŋer], [winter]
9. [ʌ] = [but], [kum], [mʌni], [fun], [kountri]

### B. Long Vowels

10. [i:] = [wek], [ben], [lev], [ned], [spek]
11. [a:] = [la:st], [pa:st], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [ta:l], [ka:l], [ta:k], [lost], [ba:l]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɜ:] = [he], [serve], [ger], [thir], [nerve]

### C. Diphthongs

15. [iə] = [klear], [hear], [near], [wear], [ear]
16. [eə] = [er], [bear], [sker], [star], [pair]
17. [uə] = [pur], [sur], [mur], [pur], [tuə]
18. [ei] = [sai], [dai], [lat], [mai], [plai]
19. [ai] = [like], [bui], [nik], [fin], [tim]
20. [oi] = [voik], [boi], [tui], [foil], [uil]
21. [əu] = [phon], [hume], [most], [lod], [kod]
22. [au] = [hous], [sound], [noun], [doun], [nou]

### D. Triphthongs

23. [ɔɪə] = [violet], [tired], [fir], [lion], [dair]
24. [ɔɪə] = [loɪd], [distroɪə], [roɪal], [roɪdlti], [imploɪə]
25. [eɪə] = [pɔɪable], [maɪonnais], [lɔɪər], [pɔɪər], [pɔɪər]

26. [ɒuə] = [pouər], [sour], [hour], [kouər], [flouər]  
 27. [əuə] = [touəl], [touər], [mouər], [rouər], [fouər]

## 17. Transcription of Muhammad Satta

### A. Short Vowels

1. [i] = [wil], [sik], [fil], [win], [big]
2. [e] = [ten], [bed], [wel], [pen], [friend]
3. [ɛ] = [get], [bed], [heir], [pet], [red]
4. [æ] = [ken], [bek], [bed], [ker], [sed]
5. [ɒ] = [kɒp], [bɒks], [lɒks], [lɒst], [pɒt]
6. [ɔ] = [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə] = [sister], [enter], [letter], [siŋər], [winter]
9. [ʌ] = [but], [kɒm], [meni], [fun], [kountri]

### B. Long Vowels

10. [i:] = [wek], [ben], [lev], [ned], [spek]
11. [a:] = [la:st], [pa:st], [ha:d], [ka:m], [a:m]
12. [ɔ:] = [ta:l], [ka:l], [ta:k], [lɒst], [ba:l]
13. [u:] = [zu:], [tru:], [sku:], [tu], [fu:d]
14. [ɜ:] = [her], [sɜ:v], [gir], [thir], [hɜ:v]

### C. Diphthongs

15. [iə] = [kler], [her], [ner], [wear], [ear]
16. [eə] = [eir], [bear], [skar], [ster], [peir]
17. [uə] = [pur], [sur], [mur], [pur], [tur]
18. [ei] = [sai], [dai], [let], [mai], [plai]
19. [ai] = [lik], [bai], [nik], [fin], [tim]
  
20. [oi] = [voik], [boi], [toi], [foi], [oil]
21. [əu] = [phon], [hom], [mous], [lod], [kod]
22. [au] = [hous], [sound], [noun], [doun], [nou]

### D. Triphthongs

23. [ɪə] = [violet], [tired], [fir], [lion], [dair]
24. [ɔɪə] = [loiə], [destroier], [roial], [roɪlti], [imploiar]
25. [eɪə] = [pɔɪable], [maionnais], [lɪɪər], [pɔɪər], [prɔɪər]
26. [ɒuə] = [pouər], [sour], [hour], [kouər], [flouər]
27. [əuə] = [touəl], [touər], [mouər], [rouər], [fouər]

## 18. Transcription of Putri Wahyuni

### A. Short Vowels

1. [ɪ] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɛl], [pɛn], [frɛnd]
3. [ɛ] = [gɛt], [bɛd], [heɪr], [pɛt], [rɛd]
4. [æ] = [kæŋ], [bæk], [bæd], [kæŋ], [sæd]
5. [ɒ] = [kʊp], [bʊks], [lʊks], [lɒst], [pɒt]
6. [ɒ] = [gɒd], [nɒt], [dɒg], [sɒw], [hɒt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]

8. [ə]= [sister], [enter], [letter], [siŋer], [winter]  
 9. [ʌ]= [bʌt], [kʌm], [mʌni], [fʌŋ], [kʌntri]

## B. Long Vowels

10. [i:]= [wi:k], [bi:n], [li:v], [ni:d], [spi:k]  
 11. [a:]= [la:st], [pa:st], [ha:d], [ka:m], [arm]  
 12. [ɔ:]= [tɔ:], [kɔ:], [tɔ:k], [lɔ:th], [bɔ:]  
 13. [u:]= [zu:], [tru:], [sku:l], [tu:], [fu:d]  
 14. [ə:]= [hə:], [sə:v], [gir], [thir], [nə:v]

## C. Diphthongs

15. [iə]= [kliə], [hiə], [niə], [wiə], [iə]  
 16. [eə]= [eir], [bear], [skar], [ster], [peir]  
 17. [uə]= [puə], [suə], [muə], [ruə], [tuə]  
 18. [ei]= [sei], [dei], [leit], [mei], [plei]  
 19. [ai]= [aik], [bai], [hais], [fain], [taim]  
 20. [oi]= [vois], [boi], [toi], [foi], [oil]  
 21. [əu]= [phun], [hum], [mous], [lod], [kod]  
 22. [au]= [haus], [saund], [haun], [daun], [nau]

## D. Triphthongs

23. [ɪə] = [violet], [tɪəd], [fir], [lɪən], [dair]  
 24. [ɔɪə] = [lɔɪd], [destroɪər], [rɔɪəl], [rɔɪlti], [ɪmploɪər]  
 25. [eɪə] = [pɹɪəbəl], [maɪɔnnais], [lɪə], [pɹɪə], [pɹɪə]  
 26. [ɔuə] = [pɹɔuə], [sour], [hour], [kɔuər], [flouər]  
 27. [əuə] = [tɔuəl], [tɔuər], [mɔuər], [rɔuər], [ʃɔuər]

## 19. Transcription of Saidan Arif

### A. Short Vowels

1. [i] = [w**il**], [s**ik**], [f**il**], [w**in**], [b**ig**]
2. [e] = [t**en**], [b**ed**], [w**el**], [p**en**], [f**ren**d]
3. [ɛ] = [g**et**], [b**id**], [h**eir**], [p**et**], [r**ed**]
4. [æ] = [k**æ**n], [b**æ**k], [b**æ**d], [k**æ**r], [s**æ**d]
5. [ɒ] = [k**u**p], [b**o**ks], [l**o**ks], [l**o**st], [p**o**t]
6. [ɔ] = [g**u**d], [n**o**t], [d**o**g], [s**o**], [h**o**t]
7. [ʊ] = [b**u**k], [g**u**d], [l**u**k], [f**u**t], [k**u**k]
8. [ə] = [s**i**ster], [e**n**ter], [l**e**tter], [s**i**n**er**], [w**i**nter]
9. [ʌ] = [b**ʌ**t], [k**o**m], [m**ʌ**ni], [f**u**n], [k**o**untri]

### B. Long Vowels

10. [i:] = [w**i**:k], [b**i**:n], [l**i**:v], [n**i**:d], [sp**i**:k]
11. [a:] = [l**e**st], [p**e**st], [h**e**d], [k**e**m], [a**r**m]
12. [ɔ:] = [t**a**:l], [k**a**:l], [t**a**:k], [l**o**st], [b**a**:l]
13. [u:] = [z**u**:], [tr**u**:], [sk**u**:l], [t**u**:], [f**u**:d]
14. [ɜ:] = [h**e**r], [s**e**rv], [g**e**l], [th**e**d], [n**e**rv]

### C. Diphthongs

15. [iə] = [k**l**e**r**], [h**e**r], [n**e**r], [w**e**a**r**], [e**a**r]
16. [eə] = [e**i**r], [b**e**a**r**], [s**k**e**a**s], [st**e**a], [p**e**i**r**]
17. [uə] = [p**u**r], [s**u**r], [m**u**r], [p**u**r], [t**u**r]
18. [ei] = [s**e**i], [d**e**i], [l**e**i**t**], [m**e**i], [p**l**e**i**]
19. [ai] = [l**a**i**k**], [b**a**i], [n**a**i**s**], [f**a**i**n**], [t**a**i**m**]
20. [oi] = [v**o**i**s**], [b**o**i], [t**u**i], [f**o**i**l**], [o**i**l]
21. [əu] = [p**ə**u**n**], [h**o**m], [m**o**u**s**], [l**o**d], [k**o**d]
22. [au] = [h**a**u**s**], [s**a**u**n**d], [h**a**u**n**], [d**a**u**n**], [n**au**]

### D. Triphthongs



23. [ɒɪə] = [violet], [tired], [fir], [lion], [dair]
24. [oɪə] = [loɪd], [destrɔɪdɪr], [roɪəl], [roɪdlti], [ɪmploɪər]
25. [eɪə] = [pɒɪəbəl], [maɪɒnnəɪs], [lɒɪər], [pɒɪlɪər], [prɒɪlɪər]
26. [ɒuə] = [pouər], [sour], [hour], [kouər], [flouər]
27. [əuə] = [touəl], [touər], [mouər], [rouər], [fouər]

## 20. Transcription of the Sannip Muda

### A. Short Vowels

1. [ɪ] = [wɪl], [sɪk], [fɪl], [wɪn], [bɪg]
2. [e] = [tɛn], [bɛd], [wɪl], [pɪn], [frɪnd]
3. [ɛ] = [gɛt], [bɛd], [hɪr], [pɪt], [rɪd]
4. [æ] = [kæŋ], [bæk], [bɛd], [kæər], [sæd]
5. [ɒ] = [kɒp], [bɒks], [lɒks], [lɒst], [pɒt]
6. [ɔ] = [gɒd], [nɒt], [dʌg], [sʌ], [hʌt]
7. [ʊ] = [bʊk], [gʊd], [lʊk], [fʊt], [kʊk]
8. [ə] = [sɪstər], [ɛntər], [lɛtər], [sɪŋər], [wɪntər]
9. [ʌ] = [bʌt], [kʌm], [mʌni], [fʌn], [kʌntri]

### B. Long Vowels

10. [i:] = [wi:k], [bi:n], [li:v], [ni:d], [spi:k]
11. [a:] = [li:st], [pest], [hed], [kɛm], [a:m]
12. [ɔ:] = [tɔ:k], [kɔ:k], [tɔ:k], [lɒst], [ba:l]
13. [u:] = [zu:], [tru:], [sku:l], [tu:], [fu:d]
14. [ɛ:] = [hɛr], [sev], [gɪr], [θɪr], [nev]

### C. Diphthongs

15. [iə] = [kler], [her], [ner], [wear], [ear]
16. [eə] = [eir], [bear], [skar], [ster], [peir]
17. [uə] = [pur], [sur], [mur], [pur], [tur]
18. [ei] = [sei], [dei], [leit], [mai], [plai]
19. [ai] = [laik], [bai], [naik], [fin], [taim]
  
20. [oi] = [vois], [boi], [toi], [foi], [oil]
21. [əu] = [pəun], [hom], [mous], [lod], [kod]
22. [au] = [haus], [sun], [noun], [daun], [nau]

### D. Triphthongs

23. [ɪə] = [violet], [tired], [fir], [lion], [dair]
24. [ɔɪə] = [loɪd], [distroɪə], [roɪal], [roɪdlti], [ɪmploɪə]
25. [eɪə] = [pɔɪable], [maɪonnais], [lɪɪər], [pɔɪlɪər], [pɔɪɪər]
26. [uə] = [pouər], [sour], [hour], [kouər], [flouər]
27. [əuə] = [touəl], [touər], [mouər], [rouər], [ʃouər]



APPENDIX V:

The Result of Students' Vowel Pronunciation

No	Name	Indicators of Vowels																									Total	Percentage		
		Short vowel									Long vowel					Diphthong						Triphthong								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3			4	5
		i	e	ɜ	æ	ɒ	u	ə	ʌ	i:	a:	ɔ:	u:	ə:	iə	eə	uə	ei	ai	oi	əu	au	ɪə	oɪ	eɪ	ɪuə	əuə			
1	Ade	5	2	3	0	1	4	5	3	2	1	1	1	4	1	4	0	0	2	3	5	0	0	0	2	0	1	0	50	37,03%
2	Ali	5	4	1	0	0	3	1	0	1	0	5	0	5	0	0	0	0	1	2	4	0	1	0	1	0	1	0	35	25,92%
3	Alwi	5	0	0	0	0	3	4	0	2	5	4	1	5	0	0	0	0	0	1	3	0	2	0	2	0	0	0	37	27,40%
4	Amirul	5	4	0	0	0	3	5	0	0	1	1	2	5	0	0	0	0	0	0	4	0	0	0	1	0	0	0	31	22,96%
5	Annisah	5	4	0	0	0	4	4	0	0	2	2	0	5	1	0	0	0	0	1	3	0	0	0	0	0	0	0	31	22,96%
6	Atikah	5	5	0	0	0	4	5	0	4	5	4	1	5	0	1	0	0	0	5	5	0	3	0	1	1	0	0	54	40%
7	Dinda	5	5	0	0	1	4	5	2	3	4	2	4	5	1	1	3	4	5	5	0	5	1	4	0	2	0	76	56,29%	
8	Haddad	5	4	0	0	0	5	5	0	1	5	4	0	5	1	0	0	0	4	3	4	0	0	0	1	0	0	1	48	35,55%
9	Hapif	5	4	0	0	0	4	5	0	0	1	3	0	5	0	0	0	0	5	3	4	0	3	0	2	0	0	0	44	32,59%
10	Halomoan	5	5	0	0	1	3	5	1	2	2	0	1	5	0	1	0	0	1	3	5	2	0	0	3	1	0	0	46	34,07%
11	Hilman	5	5	0	0	0	5	5	2	1	4	5	4	5	2	4	0	4	5	5	5	0	5	1	3	0	0	2	77	57,03%
12	Ikhsan	5	4	0	0	0	5	3	0	0	0	3	2	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	25	18,51%
13	Luffy	5	5	0	0	0	5	5	0	0	0	5	0	5	2	0	0	0	0	2	4	0	0	0	0	0	0	38	28,14%	
14	Marni	5	4	0	0	0	2	3	0	1	0	3	1	4	1	0	0	0	0	0	4	0	0	0	2	0	0	0	30	22,22%
15	Idir	5	4	0	0	0	0	4	0	2	4	5	1	5	0	0	0	0	1	1	4	0	0	0	1	0	0	0	37	27,40%
16	Syakirun	5	4	0	0	0	3	2	0	1	0	5	0	5	0	0	0	1	0	0	2	0	0	0	2	0	0	0	30	22,22%
17	Satta	5	5	3	0	0	3	5	0	0	0	5	0	4	2	0	0	0	0	1	4	0	0	0	1	0	0	0	38	28,14%
18	Putri	5	5	4	5	0	5	5	0	5	5	4	4	5	3	4	0	5	5	5	5	0	5	2	0	0	1	0	87	64,44%
19	Saidan	5	5	3	5	0	3	5	0	2	5	0	0	5	0	0	3	0	5	5	4	1	5	2	0	0	0	0	61	45,18%
20	Sannip	5	2	1	4	0	0	5	0	2	5	1	3	5	0	0	0	0	3	3	5	1	3	0	2	0	0	0	50	37,03%
	Total	100	80	15	14	3	68	86	8	29	49	62	25	94	14	15	6	15	37	48	79	4	32	4	28	2	5	3	925	685,08%
	Percentage	#####	80,00%	15,00%	14,00%	3,00%	68,00%	86,00%	8,00%	29,00%	49,00%	62,00%	25,00%	94,00%	14,00%	15,00%	6,00%	15,00%	37,00%	48,00%	79,00%	4,00%	32,00%	4,00%	28,00%	2,00%	5,00%	3,00%	925,00%	34,25%

## APPENDIX V

### The Result of Students' Vowels Pronunciation

No	Name	Short Vowel	Long Vowel	Diphthong	Triphthong	Total	Pe
1	Ade	25	8	14	3	50	
2	Ali	15	10	8	2	35	
3	Alwi	14	15	6	2	37	
4	Amirul	17	9	4	1	31	
5	Annisah	17	10	4	0	31	
6	Atikah	23	15	14	2	54	
7	Dinda	25	16	28	7	76	
8	Haddad	20	15	11	2	48	
9	Hapif	18	9	15	2	44	
10	Halomoan	22	8	12	4	46	
11	Hilman	23	20	28	6	77	
12	Ikhsan	17	7	1	0	25	
13	Luffy	20	12	6	0	38	
14	Marni	15	9	4	2	30	
15	Idir	15	15	6	1	37	
16	Syakirun	15	10	3	2	30	
17	Satta	21	11	5	1	38	
18	Putri	34	21	29	3	87	
19	Saidan	28	10	23	0	61	
20	Sannip	19	14	15	2	50	
Total		403	244	236	42	925	6
Persentase		44.78%	48.8%	29.5%	8.4%	131.48%	

APPENDICES V:

The Result of Students' Vowel Pronunciation

No	Name	Indicators of Vowels																									Total		
		Short vowel									Long vowel					Diphthong								Triphthong					
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5	6	7	8	1	2	3		4	5
		i	e	ɜ	æ	ɒ	o	u	ə	ʌ	i:	a:	ɔ:	u:	ə:	iə	eə	uə	ei	ai	oi	əu	au	ɔiə	oiə	eiə	ɒuə	əuə	
1	Ade	5	2	3	0	1	4	5	3	2	1	1	1	4	1	4	0	0	2	3	5	0	0	0	2	0	1	0	50
2	Ali	5	4	1	0	0	3	1	0	1	0	5	0	5	0	0	0	0	1	2	4	0	1	0	1	0	1	0	35
3	Alwi	5	0	0	0	0	3	4	0	2	5	4	1	5	0	0	0	0	0	1	3	0	2	0	2	0	0	0	37
4	Amirul	5	4	0	0	0	3	5	0	0	1	1	2	5	0	0	0	0	0	0	4	0	0	0	1	0	0	0	31
5	Annisah	5	4	0	0	0	4	4	0	0	2	2	0	5	1	0	0	0	0	1	3	0	0	0	0	0	0	0	31
6	Atikah	5	5	0	0	0	4	5	0	4	5	4	1	5	0	1	0	0	0	5	5	0	3	0	1	1	0	0	54
7	Dinda	5	5	0	0	1	4	5	2	3	4	2	4	5	1	1	3	4	5	5	5	0	5	1	4	0	2	0	76
8	Haddad	5	4	0	0	0	5	5	0	1	5	4	0	5	1	0	0	0	4	3	4	0	0	0	1	0	0	1	48
9	Hapif	5	4	0	0	0	4	5	0	0	1	3	0	5	0	0	0	0	5	3	4	0	3	0	2	0	0	0	44
10	Halomoan	5	5	0	0	1	3	5	1	2	2	0	1	5	0	1	0	0	1	3	5	2	0	0	3	1	0	0	46
11	Hilman	5	5	0	0	0	5	5	2	1	4	5	4	5	2	4	0	4	5	5	5	0	5	1	3	0	0	2	77
12	Ikhsan	5	4	0	0	0	5	3	0	0	0	3	2	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	25
13	Luffy	5	5	0	0	0	5	5	0	0	0	5	0	5	2	0	0	0	0	2	4	0	0	0	0	0	0	0	38
14	Marni	5	4	0	0	0	2	3	0	1	0	3	1	4	1	0	0	0	0	0	4	0	0	0	2	0	0	0	30
15	Idir	5	4	0	0	0	0	4	0	2	4	5	1	5	0	0	0	0	1	1	4	0	0	0	1	0	0	0	37
16	Syakirun	5	4	0	0	0	3	2	0	1	0	5	0	5	0	0	0	1	0	0	2	0	0	0	2	0	0	0	30
17	Satta	5	5	3	0	0	3	5	0	0	0	5	0	4	2	0	0	0	0	1	4	0	0	0	1	0	0	0	38
18	Putri	5	5	4	5	0	5	5	0	5	5	4	4	5	3	4	0	5	5	5	5	0	5	2	0	0	1	0	87
19	Saidan	5	5	3	5	0	3	5	0	2	5	0	0	5	0	0	3	0	5	5	4	1	5	0	0	0	0	0	61
20	Sannip	5	2	1	4	0	0	5	0	2	5	1	3	5	0	0	0	0	3	3	5	1	3	0	2	0	0	0	50
	Total	100	80	15	14	3	68	86	8	29	49	62	25	94	14	15	6	15	37	48	79	4	32	4	28	2	5	3	925

KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

: In.19/E1.5/PP.00.9/Skripsi/956 /2015

Padangsidimpuan, 29 April 2015

:-

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Dr. Erawadi, M. Ag

2. Hamka, M.Hum

di-

Padangsidimpuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

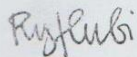
Nama : **Rina Sari**  
Nim : 11 340 0075  
Sem/Thn Akademik : VII (Tujuh)  
Fak/Jur : Tadris Bahasa Inggris  
Judul Skripsi : **The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

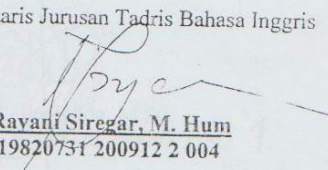
Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris



Ravendriani Fahmei Lubis, M. Ag  
NIP. 19710510 200003 2 001



Fitri Rayani Siregar, M. Hum  
NIP. 19820731 200912 2 004

Wakil Dekan  
Bidang Akademik

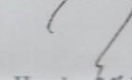
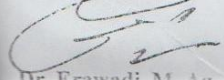


Dr. Lelya Hilda, M.S.i  
NIP.19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

nomor : In. 19/E.4c/TL.00/291/2015

Padangsidimpun, 10 Desember 2015

**Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada  
Yth. Kepala SMP N 2 ulu Pungkut  
Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpun menerangkan bahwa :

Nama : Rina Sari  
NIM : 113400075  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpun yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n Dekan

Wakil Dekan Bid. Akademik



Dr. Lelya Hilda, M.Si

NIP. 19720920 200003 2 002

7





PEMERINTAH KABUPATEN MANDAILING NATAL  
DINAS PENDIDIKAN  
**SMP NEGERI 2 ULUPUNGKUT**  
TOLANG KECAMATAN ULUPUNGKUT



Nomor: SMP N 2 UP./PP.00.5/ 85/2015  
Sifat : Biasa  
Tempat : -  
Perihal : *Hasil Penelitian*

Ulu Pungkut, 05 Desember 2015

Kepada Yth:  
Dekan FTIK (IAIN) Padangsidimpuan  
Di-  
Padangsidimpuan

Sehubungan dengan surat Bapak/Ibu Dekan FTIK (IAIN) Padangsidimpuan Nomor: In. 19/E.4c/TL.00/911/2015 tanggal 10 Desember 2015 perihal Mohon Bantuan Informaasi Penyelesaian Skripsi, maka dengan ini disampaikan bahwa:

Nama : RINA SARI  
NIM : 113400075  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Adalah benar telah melaksanakan penelitian di SMP Negeri 2 Ulu Pungkut dengan judul: **"The Students' Vowels Pronunciation at Grade VIII SMP N 2 Ulu Pungkut"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.



Kepala SMP Negeri 2 Ulu Pungkut

*[Signature]*  
Drs. Herman  
NIP. 19631003 199103 1 004