



**THE STUDENTS' ABILITY IN PRONOUNCING SHORT AND
LONG VOWEL AT III SEMESTER OF ENGLISH DEPARTMENT
IAIN PADANGSIDIMPUAN**

A THESIS

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

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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A THESIS

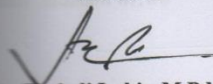
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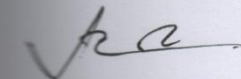
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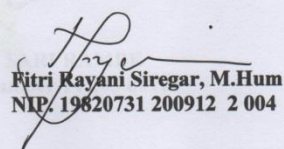
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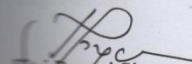
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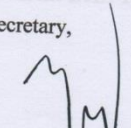
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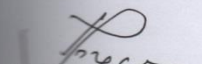
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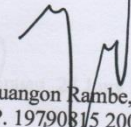

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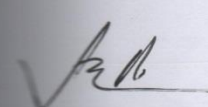
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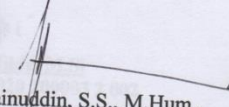

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ABSTRACT

This research focus about the students ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan. The formulates of the problem on specific question as follow: "How is the students ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan"?, "What are the students' difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan ?" And "What are the effort of the Pronunciation lecture to overcome the students' difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan?" and the objectives in this research is to know the students ability and the students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan. And to know the effort of the lecture to overcome the students difficulties.

The research methodology of this research is mixed method. The subject of this research is III semester of English Department IAIN Padangsidempuan which consist 51 students as sample. There was instrument in collecting data is oral test "short and long vowel words". Then, the researcher analyzed the data, use mean score to find out students' ability in pronouncing short and long vowel.

Based on the result of the research, it was known that the students' ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan could be categorized into low category, mean score 64,07 %. The students difficulties were difficult to pronounce /I/ and /a/ sound in short vowel and were difficult to pronounce /i:/ in long vowel. And the students felt difficult to differentiated the words in short and long vowel, they didn't know very well the symbol sounds of short and long vowel, and they lack in practice pronunciation of short and long vowel words in their daily life. The effort done by Pronunciation lecture to overcome the students difficulties in pronouncing short and long vowel were ask to students to understanding the theory of symbol sound especially from the students difficulties that in short sound /I/ and /a/ sound and long vowel in /i:/ sound, how is the sound and how to product the sound in the mouth. And ask to students study to transcript short and long vowel words and then practice to pronounce the short and long vowel words seriously and study hard in their daily life.

Key Word : Pronunciation, Short and Long Vowel

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

English is used by millions of people all over the world. In Indonesia, English is considered as a common of subject, it is taught from at junior high school up to the university, and also English is a language which dominate communication era to connect and transfer knowledge in the society. The important of the English in this era make English become as one of important subject that study of the students. In studying English, students must learn language skill. In educational aspect, the students hopefully to be able to speak English fluently in order to the technology development. That are listening, speaking, reading, grammar, vocabulary and pronunciation mastery. The researcher focuses on pronunciation mastery.

Based on curriculum in the school until university, Pronunciation is one of the skill must be taught from eleventh grade of junior high school until in university. The competence of Pronunciation in English refers to capability of students to mastery the material of pronunciation such as role play, communication in classroom, etc. moreover, based on competency Standard and basic competency, the eight grade students are expected to be able to express the meaning of transactional conversation (to gets things done) and interpersonal (socialization) in simple with use kind of spoken language in accurate, fluency, and acceptance to interact with area that engage

of speaking; asking, giving, admitted, disavow of the fact, and ask and give the opinion.

There are a lot of materials of teaching English are listening, reading, writing, vocabulary, grammar, speaking and pronunciation. The researcher choose pronunciation. Pronunciation refers to prduction of sounds that someone make uses to make meaning. Pronunciation is the way in which a language or a particular word or sound is spoken¹.According to A.S. Hornby said that pronunciation is the way a person speaks the words of a language, but it is improving pronunciation is the way a certain sounds are produced.² Based on the explanation above the researcher concludes that pronunciation is the way in which the language is spoken. It refers to the production of sound that some make uses to make meaning. Its to folds process; the recognition of sound and practice.

Pronunciation is defined as “ A way of speaking a word, especially a way that is accepted or generally understood.³Also Pronunciation is a term, which involves the way of a language in spoken or it could be defined as a way in which a word is pronounced in English pronunciation holds and important role, because thought the great pronunciation, we decided whether some message in understandable or not. According to Syafei “pronunciation is two fold procces that is recognition of

¹*Oxford Learner's Pocket Dictionary*(London: Oxford University Press, 1997), p. 343.

²*Ibid.*, p. 721.

³ Jack. C. Richardsetai (*Longman Dictionary of Language Teach and Applied Linguistics Longman a y*), p. 296.

sound as well as the production of sounds. Practice and aural perception should be given before the practice on oral production.⁴

Essential of pronunciation is one of the important skills in language learning and spoken learning, because pronunciation skill is the important tool for communication. Without pronunciation mastery students will be confused to say the word that they want to say. In classroom, even relatively unidirectional types of pronounce language input (speeches, lectures, etc). are often followed or preceded of various forms of oral production on the part of students.⁵ So, pronounce ability is an interactive process of conducting meaning. It involves producing, receiving, and processing information, and also Pronunciation is a learning activity that helps the learners to understand the elements that will help them to be more effective speakers. Learners begin to see how effective speaking helps them to know what they need “in order to carry out their roles and responsibilities as workers, parents, family members, and community members.”

There are some efforts of teacher can be used to increase pronunciation mastery. The government also supports the teacher with many tools that can make teaching learning pronunciation more effective such as gadgets and props, cartoons, games etc. These tools of teaching pronunciation skill are used to improve students' pronunciation mastery. Besides that, the teacher also uses the media that has been

⁴Anas Syaefi, *English Pronunciation: Theory And Practice*. (Jakarta: Depdikbud, Dirjen Dikti, 1988). p. 25.

⁵H. Douglas, Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001), p. 267

prepared by the headmaster, such as in focus, loudspeaker etc. so, from the teachers efforts, teacher are hoped to master pronunciation well and have enough pronunciation ability and knowledge.

The condition of students' ability of English Department IAIN Padangsidempuan is low but there is also that have master of pronunciation . Difficulties of Students' in pronouncing short and long vowel are they feel difficult to differs the transcribe of short and long vowel, sometimes students' make the transcribe of short vowel in long vowel and the transcribe in long vowel on short vowel.

There are so many english vowel such as, front, central, back, mid, low, tense,lax, long, short and atc. But in this research the reseacher just focus on short and long vowel. Whereas, Short vowel the sound are around low. The location of short vowels describes lip rounding, tongue placement and tongue height or not so significantly higher and lower, not so in back and front, not so closes and opens. And long vowel the sound are around high. Sometimes to diifers both of this sounds is so hard. Such as to differs words /back/ and /bake/, /fad/ and /fade/ atc. Hard to differs which one the short vowel, which one the long vowel.

Essential of ability in pronouncing short and long vowel are students' more understand what the speaker say when they are speaking and with short and long vowel ability students' can differenciate the word that they say actually where the short vowel and where the long vowel in written. With this research the researcher want to see the students ability and problem when they pronounce short and long

vowel. With the ability to differ the words in short and long vowel, communication activity will more effective and more understandable between the speaker and listener.

Based on the explanation above, the researcher conducted a Mixed- methods research with the titled “ The Students’ Ability In Pronouncing Short and Long Vowel at III Semester Of English Department IAIN Padangsidempuan”.

B. Identification of the problem

Based on background of the problems above the researcher identifies that the students get difficult in pronunciation skill, they are most of the students didn’t know very well the symbol sound of short and long vowel, they are difficult to differentiate the short and long vowel words in pronounce, the students low motivation to study pronunciation. And also they lack in practice pronunciation.

C. Focus of the problem

From the identification of the problem have been found above. The researcher focuses the problem on Pronunciation. For this matter, there are many lesson in pronunciation can be seen, however there lesson impossible to do research all of them. So, the researcher focus on short and long vowel. In this research, the researcher only using short and long vowel words to know the students ability in pronunciation at III semester of English Department IAIN Padangsidempuan

D. Formulation of The Problem

Based on the previous background, the researcher formulates the problem in this research are :

1. How is the students' ability in Pronouncing Short and long vowel at III semester of English Department IAIN Padangsidempuan ?
2. What are the students' difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan ?
3. What are the effort of lectures to overcoming the students' difficulties in pronouncing short and long vowel at III Semester of English Department IAIN Padangsidempuan?

E. Purpose of the Problem

Based on the formulation of the problem the resercher formulates the purpose of this research are :

1. To know how is the students' ability in pronouncing short and long vowel at III semster of English Department IAIN Padangsidempuan
2. To know what are the students' difficulties in pronouncing short and long vowe at III semester of English Department IAIN Padangsidempuan.
3. To know what are the effort of the Pronunciation Lectures to overcoming the students' difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan.

F. Limitation of the Problem

To reduce misunderstanding about the terms that used in this research, researcher makes a limitation of terms, they are :

1. Ability

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It also can be determine as a skill, expertness or talent. While based on Oxford Advanced Learner's Dictionary of Current English, Ability is a potential or capacity and power to do something physical or mental, it's also definite as special nature power to do something well or talent. So, the ability means the power of students IAIN Padangsidempuan In Pronouncing Short and Long Vowel

2. Pronounce

Pronounce is make the sound of (a word or part of a word), typically in the correct or a particular way. Pronounce are to enunciate or articulate (sounds, words, sentences, etc).

3. Short and Long vowel

Vowel is sound which are made without any kind of closure to the escape of air through the mouth. Short vowel are vowel sound around low. The location of short vowels describes lip rounding, tongue placement and tongue height or not so significantly higher and lower, not so in back and front, not so closes and opens. It's means that the sound are shorter.

Long vowel are vowel sound around high. The first to be introduced here are the five long vowels, these are the vowels which tend to be longer than the

short vowel in similar context. It is necessary to say “in similar context” because as well shall and 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.

4. Student's

Student's is a person who is studying at college or university or any person interested in a particular subject. the writer means is student's who is studying in III semester of English Department State Institute for Islamic Studies IAIN Padangsidempuan.

G. The Significant of the Research

The research is hopefully significant for :

1. Head of the Department

To know the result describing of the students' ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan all at once giving the facilities in teaching pronunciation in the college. And to develop and encourage in teaching short and long vowel.

2. Lecture

To know the describing of the student' ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidempuan, So the lecture can know the students' difficulties in pronoucing short and long

vowel and to know how to solve the students problem. And to develop their capability in teaching pronunciation especially short and long vowel.

3. Reader

As a input and learning for the readers and to conduct the future researcher when they have similiar problem with this research. And to do further same and different research.

H. The outline of the Thesis

The systematic of this research is divide into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter one consist of introduction, they are: *First*, the background of the problem. *Second*, the limitation of the problem. *Third*, formulation of the problem. *Fourth*, the purpose of the problem. *Fifth*, the significants of the problem The last is, the outline of the thesis.

Chapter two consist of theoritical Description they are , *First* Ability include defenition of ability, and types of students ability. *Second*,Defenition of students. *Third*,Pronunciation. *Fourth*, Purpose of pronunciation, *Fifht*, the concept of pronunciation. *Sixth*, Component of pronunciation. *Seventh*, types of pronunciation. Eighth, Vowel include, defenition of vowel, vowel chart, characteristic of vowel,the description of english vowels, kinds of vowel, and the last production of vowel. Next, review related finding and *the last*, the hypotesis.

Chapter three consist of the research methodology, they are; *First*, the place and time research. *Second*, methodology of Research. *Third*, population and sample. *Fourth*, instrument of data collection. *Fifth*, the technique of data analyzing data.

Chapter fourth consist of result of the research, they are: *First*, findings included the description students ability in pronouncing short and long vowel at III semester of English Department IAIN Padangsidimpuan. *Second*, description students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidimpuan. Third, the description of lecture effort to overcome the students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidimpuan. *Fourth*, hypotesis testing. *Fifht*, discussion. *Fourth*, threats of the research. *And the last*, disscussion. Chapter five consist of conclusion and suggestion.

CHAPTER II

LITERATUR REVIEW

A. The Theoretical Review

The theoretical review involves the systematic identification, location and analysis of documents containing information related to the research problems. This research describes the theories of pronunciation, and the last the theories of vowel.

1. Pronunciation

Pronunciation is way in which a language or a particular word or sound is spoken¹. According to A.S. Hornby said that pronunciation is the way a person speaks the words of a language, but it is improving pronunciation is the way a certain sounds are produced.² In other books, pronunciation is defined as “A way of speaking a word, especially a way that is accepted or generally understood.”³ So pronunciation is the way that the writer used by students to repair pronunciation better. In other book, pronunciation is a neglected skill in many classrooms despite the obvious importance attached to it by learners. The major theoretical shift which has occurred with development of communicative

¹*Oxford Learner's Pocket Dictionary*, (London: Oxford University Press, 1997), P. 343.

²*Ibid.*, P. 721.

³ Jack. C. Richard setai (*Longman Dictionary of Language Teach and Applied Linguistics Longman a y*), P. 296.

approach to language teaching has been from segmental work to focus on supra-segmental features of rhythm, stress, and intonation.⁴

In others pronunciation is also known as phonology includes the role of individual sounds and sound segment, that is features t the segment level, as well as supra-segmental features such as stress, rhythm and intonation.⁵

From the definition above, the researcher conclude that pronunciation is a great skill in a language to speak a word of language. Pronunciation is a term, which involves the way of a language in spoken or it could be defined as a way in which a word is pronounced in English pronunciation holds and important role, because thought the great pronunciation, we decided whether some message in understandable or not.

2. Purpose of Pronunciation

Teaching pronunciation in a university is very essential. Lecture should give certain attention in teaching pronunciation and decide the area of sounds the become the basic need for students. Native-like pronunciation is difficult for most young and adult learners to achive in a foreign language. The achievement of it requires not only skilled teaching but also a high level of internal motivation of the students. Most young and adult learners are satisfied

⁴David Nunan, *Practical English Language Teaching*, (New York:McGraw Hill, 2003), P. 112.

⁵ Jack C Richard, & Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic Third Edition*, (Longman:Malaysia, 2002), P. 429.

with reasonably intelligible speech in the second language and this is an acceptable goal for the the English Foreign Language Teacher. The teacher should give assistance during the regular speaking lesson to students who are having difficulty with particular sounds. The particular sounds that students will find it difficult will differ for different language backgrounds.

Kenworthy states that the main goal of pronunciation for the learners is can be comfortably intelligible. It means that the conversation between the speaker and the listener can be comfortable. It's not the condition where the speaker and the listener speak a native-like pronunciation, but both of the speaker and the listener understand each other. Here are some purpose of teaching pronunciation:

- a. Ability. The pronunciation should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.
- b. Consistency. The pronunciation should be smooth and natural
- c. Intelligibility. The pronunciation should be understandable to the listeners.
- d. Communicative efficiency. The pronunciation should help to convey the meaning that is intended by the speaker.⁶

Based on the explanation above, the intelligibility is considered the main purpose of pronunciation since the idea of pronunciation is to enable the listeners to understand what the speakers says.

⁶Joanne Kenworthy, *Teaching English Pronunciation*, (Essex: Addison Wesley Longman Ltd, 1987), P. 396.

3. The concept of pronunciation

Pronunciation is not just sound of words or how to produce the words in spoken language, but it has some aspect that explain the ways in pronouncing the word that will be understandable in spoken language.

Pronunciation has three concepts, they are: the sound of the language or phonology, stress and rhythm, intonation.⁷

a. The sounds of the language or phonology

It is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetics representation. The sounds of language can show the meaning or the goal of the speaking. The sound of language is produced by organ of speech. Words or sentences are spoken made up of sounds.⁸

Organ of speech is always producing the sounds of language. Speech and language is not same. Speech is an activity which is carried on in numerous events but language is knowledge, a code which is known and shared by people who use their knowledge for transmitting and interpreting messages in these events.⁹ When someone speaking, anyone who is close enough can hear- the sound waves set up in the air by the speaker reach

⁷Penny, Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge: Cambridge University Press, 2009), P.47.

⁸Jeremy Harmer, *The Practice of English Language Teaching*, (Longman: Cambridge, 2007), P.39.

⁹ Charles, W, Kreidler, *The Pronunciation of English: A Course Book, Second Edition*, (USA: Blackwell Publishing Ltd, 2004), P.4.

the eardrums of the hearer. But only a person who knows the language can understand what is said.

Sound of language is classified in two categories. Those are vowels and consonant. Consonants involve a narrowing in the mouth which in turn causes some obstruction of the airstreams. With vowels, air passes rather freely through the mouth because there is very little narrowing.¹⁰ It seems when people producing consonants are signified by the activity of the mouth narrows. Consonants are sounds in which the air stream meets some obstacles in the mouth on its way up from lungs. For example, map, big, and so on. While, vowels are sound in which the air stream moves out very smoothly because there's nothing blocking or constricting it- doesn't meet any obstacles on the way. For example, apple, east, etc.

The words vowel and consonant are very familiar ones, but when study the sounds of speech scientifically that is not easy to define exactly what the speaker's mean. The vowel can be classified based on its sound. There are two kinds of vowel sound single vowel. Single vowel sound may be short, like /i/ as in heat. It can be said as short vowel. The symbol /i:/ denotes a long sound also can be said as long vowel.

¹⁰Peter Avery and Susan Erlich, *Teaching American English Pronunciation*, (Oxford: Oxford University Press, 2009), P.12.

b. Stress and ryhtym

Stress and ryhthm are important part of the pronunciation which influence the expression of meaning of words pronounced. Stress is the property of a word, just as accent in the property of a tone unit. In every polysyllabic word the stress is, with some exceptions, fixed on a particular syllable; thus 'Patrick, Pa'tricia, re'quest, de'liver, 'seven, e'leven.¹¹ Stree and rhythm can indicate what the speaker's mean. Wheter, the speaker is asking, explaining, requesting, etc.

Stress in the term used to describe the point is a word or pharase where pitch changes, vowel lengthen, and volume increases.¹² Stress is classified into word strees and sentence stress. Word stress is the pattern of stressed and unstressed syllable within the word, such as apply /ə'plai/, arrive /ə'raiv/.

Based on the explanation above, sentence stress can be defined as the speaker's way to pronounce the certain word in a sentence, by using louder, stronger, higher in pitch, is supposed to express the owrd that is stressed. Sentense stress is as integral future for listeners with vital clues as the speakers' massage. Stress and rhythm are the pattenrn of pronunciation that can help the speaker say in good speaking and help the listeners undesrtand

¹¹ Charles,. W, Kreidler, *Op., Cit*, P. 70.

¹² Jeremy Harmer, *Op., Cit*, P. 42

the speakers message. Stress in english can be defined into two type that is primary stress and socondary stress.

Example of primary stress in the words

1. Apple = /'apple/
2. Able = /'able/
3. Often = /'ɔfn/

Example of secondary stress in the words

1. Academic = /,aca'demic/
2. Economic = /,eco'nomi/
3. Explanation = /,expla'nation/¹³

c. Intonation

The use of pitch variation that doesn't affect the meanings of individual words, but that does affect the way in which utterances are interpreted is known as intonation.¹⁴ Intonation shows the speakers' emotion and attitude in his/her utterances, direct wheter the speaker finish his/her speescch or not yet, and explain the speker purpose in speaking if that is in statement or question. Intonation is also a way of modifying the strength or intention of what the speakers' saying such as the word welll can express agreement, acceptance, or disagreement depending on how the speaker's say it. No can indicate refusal, questioning of fact or disagreement.¹⁵

There are some kinds of tunes in intonation, that is: The falling tunes, The rising tunes, comparisons and compounds tunes.

¹³Anas Syafei, *English Pronounciation: Theory and Practice*, (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), P 23.




¹⁴ Michael Ashby and John Maidment, *Introduction Phonetic Science*, (Cambridge: Cmbridge University Press, 2005), P. 166.

¹⁵ Jeremy Harmer, *Op., Cit*, P. 28-29.

1. The falling tunes

The falling tunes is when the pitch of the voice falls.¹⁶ Also the long fall generally indicate finalty: the speaker has deliveed a message and that is all.¹⁷ The nature of the utterance of words we produce is falls.¹⁸


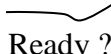

Example :

1. No 
2. Two 
3. Excellent¹⁹ 

2. The rising tunes

The rising tunes is when the pitch of the voice is rises and rising tunes are gerally employed in sense groups which are not final.²⁰ The long rise is the opposite of the long fall. It is non-final, not conclusive.²¹

Example :

1. Yes 
 2. Ready ? 
- 

¹⁶Daniel Jones, *The Pronunciation of English*, (London:Cambridge University Press, 1962), P. 149-152

¹⁷ Beverley Collins and Inger M.Mess, *Practical Phonetics and Phonology*, (Rouledge: New York, 2009), P. 141.

¹⁸Zainuddin HRL.Dip TESL, Dip. Lib, atc, *English Pronunciation For Indonesian Sudents*, (Padang: FBSS Universitas Negeri Padang, 2002), P 106.

¹⁹ Charles,. W, Kreidler, *The Pronunciation of English: A Course Book, Second Edition*, (USA: Blackwell Publising Ltd, 2004), P. 166-173.

²⁰Daniel Jones, *The Pronunciation of English*, (London:Cambridge University Press, 1962), P. 149-154



²¹Charles,. W, Kreidler, Op. Cit, P. 166-173.

3. Maybe ²²

3. Comparisons

The different tunes occurring with the same sequence of words signal differences of meaning, but what the meaning is depends on the context in which utterance occurs, just as the meaning of words vary with context.

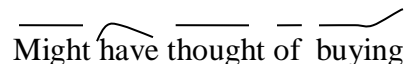
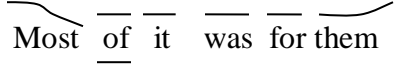
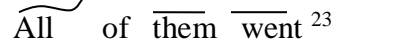
Example :

1. I'm  sorry (an emotionless, matter of fact statement)
2. I'm  sorry (equivalent to "what did you say ?" or "would you repeat that?")

4. Compound tunes

Some combination of tunes are typical of certain kinds of sentences. In general, it can be said that when two (or more) tone units in sequence have the same kind of tune both falling or rising they fit together; they make a longer unit that either one alone, the whole sequence falling or rising.

Example :

1.  Might have thought of buying it
2.  Most of it was for them
3.  All of them went ²³

So, based on the explanation above can be conclude that intonation is one important part in English speaking. It is caused intonation can indicate the speakers' emotion when speakers' speak. In intonation, there is tune indicate the speaker's emotion surely.

²² Charles, W, Kreidler, *Op.Cit.*, P.166-173.

²³ Charles W, Kreidler, *Op., Cit*, P. 166-173.

4. Component of Pronunciation

In pronunciation we have to paying attention to the component of pronunciation.

According to Djiwandono There are four components of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

- a. Intelligibility is pronounced of the whole text anf it is parts are heard clearly or not causing misunderstanding.
- b. Fluency is a whole of text can be pronounced fluently.
- c. Accuracy is words and parts of text can be pronounced accurately.
- d. Native-like is pronounced of the whole text it is parts are pronounced like pronounced like native speaker.²⁴

Based on the explanation above, it can be concluded that when we want to produced words, phrase and sentences we have to paying attention to the indicators above.

5. Types of Pronunciation

There are two types of pronunciation, that is good and bad. Good pronunciation may be defened as a way of speaking which is clearly intelligible to all ordinary people. While, Bad speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definiteness to utterance.²⁵

So, based on the explanation above the resercher can conclude that types of pronunciation is two, that is good and bad pronunciation. Where good pronounciatiaon can be say when the speaker speaking clearly and intelligible to all ordinari people. And bad pronunciation can be say when the speaker

²⁴<https://www.geogle.co.id/url?sa=t&source=web&rct=j&url=http://repository.ar-raniry.ac.id/936/1/> p. 15. (Monday, October 02 2018)

²⁵Daniel Jones, *The Pronunciation of English*, (London: Cambridge University Press, 1962), P. 4-5.

talking to other people and most of people is difficult to understand what the speaker say.

6. Vowel

a. Defenition of vowel

There are so many defenition of vowel that can be explain below, we can see from the first defenition that is :

According to Syafei:

“Vowel are sounds which are made without any kind of closure to escape of air through the mouth.”²⁶

In other books, J D.O Connor say that:

“Vowels are making sound by voiced air passing through differences in the shape of the moth are caused by different position of the tongue and of the lips” .²⁷

It is easy to see and to feel the lips differences, but it is difficult to see and to feel the tongue differences, and that is why detail description of the tongue position for a certain vowels does not really help us to pronounce it well.

According to Zainuddin, HRL:

“Vowel are sounds produced by moving certain part of the tongue to a certain height but still there in no obstruction of the air stream” .²⁸

²⁶ Anas Syafei, *English Pronunciation: Theory and Practice*, (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), P. 11

²⁷J. D O Connor, *Better English Pronunciation*, (New York:Cambridge Univercity Press, 1980), p. 46

Collin Beverly says that:

“Vowels are sound formed with a structure of open approximation which acts as a syllable nucleus”.²⁹

Whereas, Hornby says that:

“Vowels are a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.”³⁰

Based on the definition above the researcher can conclude that Vowel is the sound or voice that produced with moving certain part of the tongue which the mouth is open and the tongue is not touching the top of mouth and teeth.

b. Vowel Chart

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

²⁸ Zainuddin HRL. Dip TESL, Dip. Lib, etc, *English Pronunciation For Indonesian Students*, (Padang: FBSS Universitas Negeri Padang, 2002), p.40.

²⁹ Collin Beverley, etc. *Al. Phonetics and Phonology*, (London and New York: Routledge, 2008), P. 58.

³⁰ AS. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford Press, 1995), P. 38.

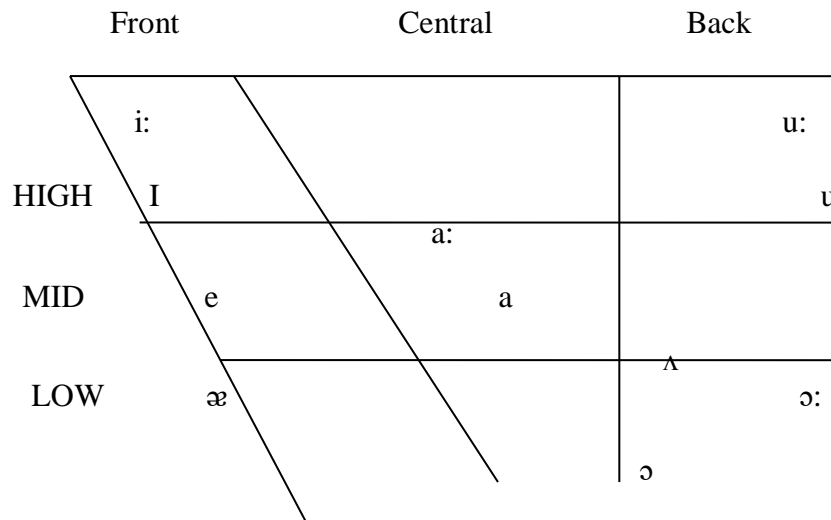


Figure 1. Vowel Chart

While, According to Jones, Vowels classified into 5 that is based on the position of the tongue.

1. Front vowels, in the production of which the front of the tongue is raised in the direction of the hard palate. For exmaple, /i:/ in /fi:d/ feed.
2. Back vowels, in the production of which the „back“ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.
3. Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.
4. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.
5. Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə/father.³¹

³¹ Nawal Aufa, "Using movie to increase students' pronunciation (Ar-Raniry State Iclamic University: Banda Aceh, 2017)" acces in <https://www.geogle.co.id/url?sa=t&source=web&rct=j&url=http://repository.ar-raniry.ac.id/936/1/>, on Monday, October 02 2018.

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

According to Anas Syafei “chart of the English vowel arranger the vowels according to their position of articulation in the mouth.

1. Front vowels are made by litting the front part of the tongue toward the area nearesr the upper teethrifge.
2. Central vowels are produced by rising the middle part of the tongue toward the are naerst the soft palate.
3. Back vowels are made by bunching the back of the tongue toward the soft palate.
4. High vowels are made with the least amount of bunching or arching.
5. Mid vowels are made with a degree of tongue bunching somewhere between the high and low positios. All the vowels in the central series are mid vowel.
6. Low vowels are made with the least amouth of bunching or arching. Is some low vowels, the tongue is almost flat in the mouth cavity.³²

c. Characteristics of vowel

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

a. The position of tongue

The tongue is the important of the organ of speech because it has the greatest varety of movement.³³The tongue is held up close to the roof of the mouth.³⁴ Now, make an æ vowel (as in the word ‘sad’) and

³²Anas Syafei, *English Pronunciation: Theory and Practice*, (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), P. 12

³³J. D O Connor, *Better English Pronunciation*, (New York:Cambridge Univercity Press, 1980), P. 17

³⁴Peter Roach, *Englsih Phonetic and Phonology*, (New York:Cambridge University Press, 1991), P. 18

notice how the distance between the surface of the tongue and the roof of the mouth is now much greater, the difference between /ɪ/ and /æ/ is a difference of tongue height, and we would describe /ɪ/ as a relatively close vowel and [æ] as a relatively open vowel. Therefore describe /ɪ/ and [æ] as comparatively front vowels, a vowel in which the back of the tongue is the highest point is called a back vowel. If the vowel sounds sit, sad, God and put is repeated by tongue, it can be transcribed /i/ ,/æ/ ,/ʊ/ ,/u/. These are cardinal vowels are a standard reference system, and people being trained in phonetics at an advanced level have to learn to make them accurately and recognise them correctly. They are the following:

1. Sit /sit/

Vowel sound of /i/, if the mouth is seen on the mirror that the place of the tongue is high to the front of the mouth.

2. Sad /sæd/

Vowel sound of /æ/, the tongue is front and low of the mouth

3. God /god/

Vowel sound of /ɑ/, the tongue is back and mid low of the mouth

4. Put put/

Vowel sound of /u/, the tongue is back and mid high of the mouth.³⁵

³⁵Daniel Jones, *The Pronunciation of English*, (London:Cambridge University Press, 1962), P. 12.

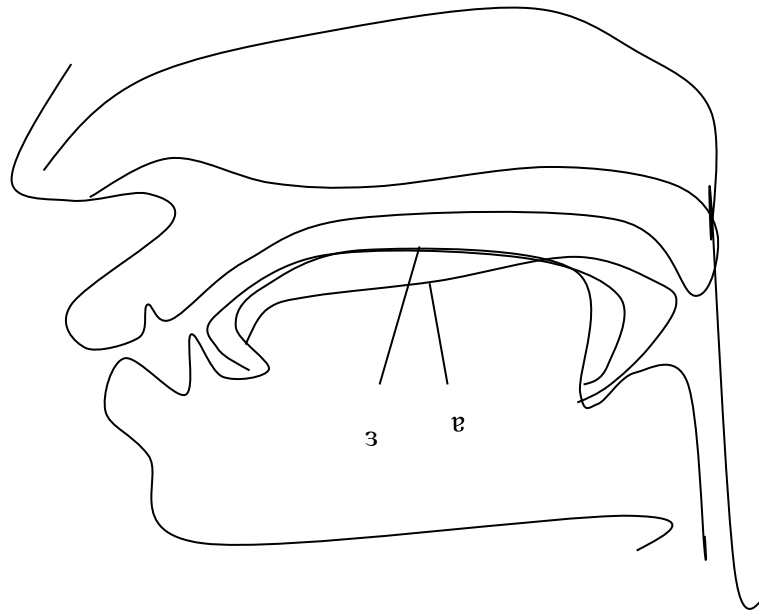


Figure II Position of Tongue

Based on above definition, researcher can conclude that can be known that tongue is not just place in one position for pronouncing vowels out when we pronounce the vowels by our tongue, we will feel our tongue play in many position.

b. Tongue Height

Tongue is incapable of being lower, and if was retracted further a frictional noise would be produced by the air issuing through the narrow space between the back of the tongue and the back part of the roof of the mouth.³⁶Based on above definition, researcher conclude that tongue

³⁶Daniel Jones, *Ibid*, P.18

height is open or close of vowel, it relate to sound high and low of vowels.

The term high, mid and low refer to difference in tongue height. High vowels are made with the greatest bunching of the tongue, low vowels are made with the least amount bunching or arching. In some low vowels, the tongue is almost flat in the mouth cavity. Mid vowel are made with a degree of tongue bunching somewhere between the high and low position.³⁷

Based on the defenition above, researcher conclude that to got high vowel we must make from greatest bunching of the tongue, then low vowel we make from least amount bunching of the tongue and then mid vowel we must make from central greatest and least amount bunching.

c. Lip rounding

Lip round is important variable of vowel quality, vowel quality is also largely dependent on the position of the lips. The lips may be held in a natural or neutral position, they may be spread out so as to leave a long narrow opening between them or they may be drawn together so that the opening between them is more or less round.³⁸

Vowel produced with the lips in the latter position are called rounded

³⁷Anas Syafei, *English Pronunciation Theory and Practice*, (Jakarta:1988), P. 12.

³⁸Daniel Jones, *The Pronunciation*.....P. 16.

vowel.³⁹ There are two main types of rounding, called close rounding and open rounding. Although the lips can many different shape and position we will at this stage, there are:

1. Rounded, where the corners of the lips are brought toward each other and the lips pushed forwards. This is the most clearly in u.
2. Spread, with the corners of the lips moved away from each other, as for a smile, this is the most clearly seen in i.
3. Neutral, where the lips are not noticeably rounded or spread. The noise most English people make when they are hesitation, this is the most clearly seen in ə.⁴⁰
4. Slightly spread, with the corners if the lips moved away from each other, but more open than spread. This is the most clearly seen in a.

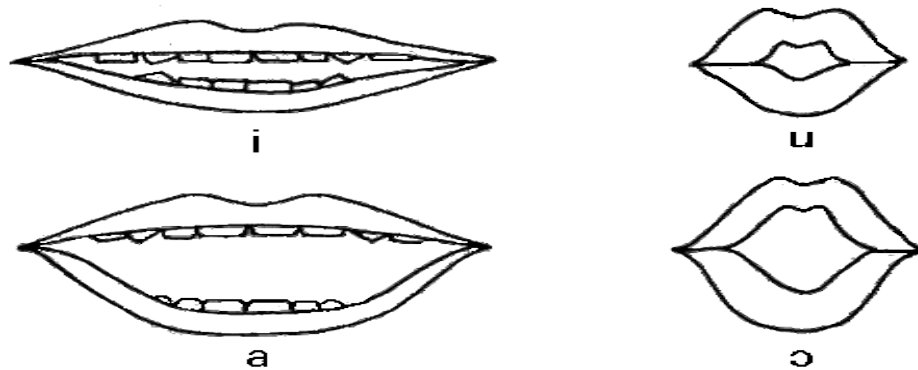


Figure III Lip Rounding

Based on defenition above, the researcher conclude that lip round very significance for pronouncing vowels. If we pronounce /u/ position of lips ir rounded, /i/ position of lips is spread, /a/ position of lips is neutral, and then /ə/ position of lips slightly spread. It can be known that position lips or lips rounding very influence to quality of vowels.

³⁹*Ibid*, p.17.

⁴⁰Peter Roach, *Englsih Phonetic and Phonology*, (New York:Cambridge University Press,1991), P. 49.

d. The description of English vowels

Vowels are differentiated from consonants by the relatively wide opening in the mouth as air passes from the lungs out of the body. This means that there is relatively little obstruction of the airstream in comparison to consonants. Different vowel sounds result from different positions of the tongue and lips. In describing vowels, it is necessary to discuss four characteristics:

1. Tongue Height whether the tongue is high or low in the mouth

Pronounce the vowel sound in the word 'beat' followed immediately by the vowel sound in the word 'bat'. We will feel our jaw dropping and our tongue lowering as we move to the vowel in 'bat'. If we pronounce the two vowels in the reverse order, this time we will feel our tongue and jaw rising as we move to the vowel in 'beat'. Pronounce the vowels in 'beat', 'bait', 'bit', 'bet', and 'bat' in sequence. Notice that our tongue lowers and our jaw drops as we move from one vowel to the next. The vowels in 'beat' and 'bit' are both considered to be high vowels because they are made with the tongue raised above its rest position. The vowels 'bait' and 'bet' are considered to be mid vowels because the tongue is neither high nor low in the mouth. The vowel of 'bat' is considered to be a low vowel because it is made with the tongue below its rest position. So,

in tongue height talk about the vowel sound on high, mid and low vowel in pronunciation.

2. Frontness/Backness of tongue whether the front or the back of the tongue is involved.

There are vowels in English made with neither the front nor the back part of the tongue. These are referred to as central vowels. Pronounce the vowel 'but'. The tongue is neither high nor low in the mouth when this vowel is pronounced. In addition, neither the front nor the back part of the tongue is involved. This is called a mid central vowel. The position of the tongue for this vowel is very close to the position that the tongue occupies when it is at rest.

3. Tenseness/laxness whether the muscles are tense or lax

Another way in which vowels can differ is in terms of muscle tension in the mouth. We say that vowels produced with extra muscle tension are tense and that vowels produced without this tension are lax.

4. Lip rounding

In addition to tongue height, frontness/backness, and muscle tension, lip rounding is also important in the articulation of vowels. If we pronounce the vowel in the word 'boot' and compare it to the vowel in the word 'beat', we will feel that our lips are rounded in the first case, but spread apart in the second. English has four vowels

made with lip rounding: the back vowels in ‘boot’, ‘book’, ‘boat’, and ‘bought’. In pronounced three words to the vowel of ‘beat’, ‘bit’, ‘bait’ and ‘bet’, we should paying attention to the formation of our lips. Our lips are spread in the pronunciation of the last four vowels.⁴¹

While still on lip rounding, According to Daniel Jones, types of lip rounding are four, they are:

1. Close lip-spreading
2. Open lip-rounding
3. Neutral lip-position
4. Close lip-rounding⁴²

e. Kinds of Vowel

1. Short vowel

There are some defenition of short vowel that can be explain, they are: According to Anas Syafei:

“Short vowel are the location of short vowels describes lip rounding, tongue placement and tongue height or not so significantly higher and lower, not so in back and front, not so closes and opens”. While it means that the sound are shorter.⁴³

According to McCully:

“Short vowel is a simple (non-complex) vocalic segment occuring within the nucleus of a syllable”.⁴⁴

⁴¹ Peter Avery & Susan Ehrlich, *Teaching American English Pronunciation*, (Oxford University Press:New York, 1992), p. 28-32

⁴² Daniel Jones, *The Pronunciation of English*, (University of Cambridge:New York, 1950), P. 17

⁴³ Anas Syafei, *Ibid*, P. 23

⁴⁴ McCully C, *The sound structure of English: an introduction*, (Cambridge:Cambridge University Press, 2009), P. 223

So, based on the expalantion above can be conclude that short vowel is the sound are shorter or a vocalic segment occuring within the nucleus of a syllable and tongue height not so significantly higher and lower.

2. Long Vowel

There are so many defenition of long vowel that can be explain, they are: According to Peter Roach:

“Long vowel is the lenghth to remind you that these vowel tend to belong, the symbol consist of one vowel symbol plud lenght mark made of two dots not only in lenght but also in quality.”⁴⁵

Meanwhile, According to Daniel Jones:

“Long vowel are vowel sound around high”.

Low and front back , these are the vowels which tend to be longer then the short vowel in similar context. It is necessary to say “in similar context” because as well shall and 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.⁴⁶

⁴⁵*Ibid*, P. 22

⁴⁶Daniel Jones, *The Pronunciation Of English*, (Cambridge: Cambridge University, 1986), P. 49

f. Production of Vowels

1. Short Vowel

There are the symbol sound of the short vowel. they are , /i/, /e/, /æ/, /ʌ/, /u/, /ə/, and /ʌ/, the produce of this symbol sound can be explain below.

a. /I/

The symbol sound of this short vowel can be produced in high, front, lax, unrounded vowel. The front part of the tongue is held high in the mouth.⁴⁷

Example of /I/ symbol sound in the beginning, in the middle and at the end of the words :

| | |
|-------|------------------------|
| Imple | =/impli/ |
| Italy | =/itæli/ ⁴⁸ |
| Hit | =/hit/ |
| Money | =/mʌni/ |
| Honey | =/hʌni/ ⁴⁹ |

⁴⁷Anas Syafei, *Ibid*, P.41

⁴⁸ Anas syafei, *Ibid*, P.41.

⁴⁹Paultette Pale & Lillian Poms, *English Pronunciation Made Simple*, (Pearson Education: New York, 2005), P. 7.

b. /e/

The symbol sound of this short vowel can be produce in mid, front, lax, unrounded vowel. The sides of the tongue are againsts the upper back teeth, but not pressed.⁵⁰

Symbol sound of /e/ just found in the beginning, and in the middle of a words.

| | |
|------|-----------------------|
| edge | = /edʒ/ |
| egg | = /eg/ |
| end | = /end/ ⁵¹ |
| Bed | = /bed/ |
| Red | = /red/ |
| Set | = /set/ ⁵² |

c. /æ/

The symbol sound of short vowel /æ/ produce in rounded open to half open front vowel. The front of the tongue is raised a little bit to a point midway between the open and half open position.⁵³

Symbol sound of /æ/ just found in the beginning, middle of a words:

⁵⁰Anas Syafei, *Ibid*, P. 47.

⁵¹ Zainuddin HRL.Dip TESL, Dip. Lib, atc, *English Pronunciation For Indonesian Sudents*, (Padang: FBSS Universitas Negeri Padang, 2002), P. 6.

⁵²Paultette Pale & Lillian Poms, *English Pronunciation Made Simple*, (Pearson Education: New York, 2005), P. 19.

⁵³Rahmatia Razak, “*The Students’ difficulties in Pronouncing The English Vowel At Third Semester of SMAN 1 Pitumpanua Wajo Regency*”(State Islamic University of Alauddin Makassar: Makassar, 2010), acces in https://www.geogle.co.id/url?sa=t&source=web&url=http://repository.uin-alauddin.ac.id/4314/1/St.%20Rahmatia%20Razak.pdf&ved=2ahUKEwjpp6Ce6LeAhUJMo8KHYCrAQFjABegQIChAE&usq=AOvVawofvnjxwfk9_kfimm3Vhilo on Friday October 26 2018, 00:18.

Apple =/æpple/

Am =/æm/

Man =/mæn/⁵⁴

Pan =/pæn/

Dead =/dæd/⁵⁵

d. /ɒ/

Short vowel /ɒ/ is produce not quite fully back, and between open-mid and open tongue height. The lip position is neutral.⁵⁶

Example of /ɒ/ sound just can be found in the beginning, and in the middle of a words:

Object =/ɒbdʒɪkt/

On =/ɒn/

Pot =/pɒt/⁵⁷

Loss =/lɒs/

Cross =/krɒs/⁵⁸

⁵⁴Paultette Pale & Lillian Poms, *English Pronunciation Made Simple*, (Pearson Education: New York, 2005), p. 19.

⁵⁵Oxford Learnr's Pocket Dictionary, ((Londong: Oxford University Press, 1997), P. 11.

⁵⁶ Peter Roach, *Englsih Phonetics and Phonology* , (Cambridge: University Press, 2000), P. 19

⁵⁷Zainuddin HRL.Dip TESL, Dip. Lib, atc, *English Pronunciation For Indonesian Sudents*, (Padang: FBSS Universitas Negeri Padang, 2002), P. 7.

⁵⁸*Oxford Learnr's Pocket Dictionary*, (London: Oxford University Press, 1997), P.262

e. /ʊ/

Short vowel /ʊ/ is produce with the lips are rounded. The front part of the tongue is low in the mouth.⁵⁹

Short vowel /ʊ/ just found in the middle of a words such as example:

Would = /wʊd/

Bush = /bʊʃ/

Wood = /wʊd/⁶⁰

Look = /lʊk/

Full = /fʊl/⁶¹

f. /ə/

Short vowel /ə/ is produce in the mouth in an unrounded half open to half close central vowel. In producing /ə/ sound the central part of the tongue is raised, it is rapised to the half position, or even lower, the lip position is spread or neutral and the opening between the jaws is medium.⁶²

The /ə/ sound found in the beginning, in the middle, and at the end of a words. Example:

⁵⁹Anas Syafei, *English Pronunciation: Theory and Practice*, (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), P. 58.

⁶⁰ Zainuddin HRL.Dip TESL, Dip. Lib, atc, *English Pronunciation For Indonesian Sudents*, (Padang: FBSS Universitas Negeri Padang, 2002), P. 3.

⁶¹Anas Syafei, *English Pronunciation: Theory and Practice*,(Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), P. 58.

⁶²Ann Baker and Sharon Goldstein, *Pronunciation Pairs*, (New York: Cambridge University Press, 2008), P. 38.

| | |
|---------|----------------------------|
| Alone | = /ələʊn/ |
| Aloud | = /ələʊd/ |
| Chicken | = /ˈtʃɪkən/ ⁶³ |
| Woman | = /wʊmən/ |
| Banana | = /bəˈnɑːnə/ ⁶⁴ |

g. /ʌ/

The symbol /ʌ/ produce is a central vowel, and it is more open than the open-mid tongue height. The lip position is neutral.⁶⁵

Example of a common spelling for /ʌ/ represented in beginning, in the middle, and at the end of a words:

| | |
|-------|-----------------------|
| Uncle | = /ʌŋkl/ |
| Under | = /ʌndə/ |
| Cup | = /kʌp/ ⁶⁶ |
| Come | = /kʌm/ |
| Nut | = /kʌd/ ⁶⁷ |

⁶³Oxford Learner's Pocket Dictionary, (London: Oxford University Press, 1997), P. 12.

⁶⁴Ann Baker and Sharon Goldstein, *Op.Cit.* p.38.

⁶⁵Peter Roach, *English Phonetics and Phonology*, (Cambridge:University Press, 2000), P. 19.

⁶⁶*Oxford Learner's Pocket Dictionary*, (London: Oxford University Press, 1997), P. 482.

⁶⁷Paultette Pale & Lillian Poms, *English Pronunciation Made Simple*, (Pearson Education: New York, 2005) , P. 44.

2. Long Vowel

There are five symbol sounds of the long vowel, they are, /i:/, /ɒ:/, /u:/, /ɔ:/, and /ə:/, the production of this symbol sound can be explained below.

a. /i:/

Long vowel /i:/ is produced as an unrounded close front vowel. And the front of the tongue is raised almost to the close position.⁶⁸

Common spelling for /i:/ is represented in the beginning of a word, in the middle, and at the end of a word. Example:

Each = /i:tʃ/

Eager = /i:ɡə/⁶⁹

Been = /bi:n/

Reed = /di:p/

Free = /fri:/⁷⁰

⁶⁸Rahmatia Razak, "The Students' difficulties in Pronouncing The English Vowel At Third Semester of SMAN 1 Pitumpanua Wajo Regency" State Islamic University of Alauddin Makassar: Makassar, 2010), accessed in https://www.geogole.co.id/url?sa=t&source=web&ctx=j&url=http://repository.uin-alauddin.ac.id/4314/1/St.%20Rahmatia%2020Razak.pdf&ved=2ahUKEwjpp6Ce16LeAhUJMo8KHYYCrAQFjABegQIC&usg=AOvVawofvnjxwfk9_kfimm3Vhilo, P.12. on Friday October 26 2018, 00:18.

⁶⁹Oxford Learner's Pocket Dictionary, (London: Oxford University Press, 1997), P. 141.

⁷⁰Peter Roach, *English Phonetics and Phonology*, (Cambridge: University Press, 2000), P. 217.

b. /ɑ:/

The sound long vowel /ɑ:/ is produced in unrounded open back vowel and /ɑ:/ sound produced with the back of the tongue is raised, the raising is somewhat advanced from the real back position.⁷¹

Example of a common spelling for /ɑ:/ sound just represented in the beginning, and in the middle of a word.

Example:

Arc = /ɑ:k/

Arm = /ɑ:m/⁷²

Mast = /mɑ:st/

Half = /hɑ:f/

Calm = /kɑ:lm/⁷³

c. /ɔ:/

The symbol sound of long vowel /ɔ:/ is produced in a mid, back, tense, rounded vowel with the back of the tongue is raised towards the soft palate. And the lips are rounded.⁷⁴

Common spelling for /ɔ:/ represented in the beginning of a word, in the middle, and at the end of a word. Example:

Order = /ɔ:də/

⁷¹ Ibid, p.16.

⁷² *Oxford Learner's Pocket Dictionary*, (London: Oxford University Press, 1997), P. 19.

⁷³ Peter Roach, *English Phonetics and Phonology* (Cambridge: University Press, 2000), P.

⁷⁴ Peter Roach, *Ibid*, p. 20.

| | |
|--------|--------------------------|
| All | = /ɔ:l/ |
| Cord | = /kɔ:d/ ⁷⁵ |
| Broad | = /brɔ:d/ |
| Outlaw | = /autlɔ:/ ⁷⁶ |

d. /u:/

The long vowel sound /u:/ is produce in a high, back, tense, rounded vowel. With the front part of the tongue is low in the mouth, And with the tip lightly tounching the lower front teeth.⁷⁷

Example of a common spelling for symbol sound /u:/ are represented just in the middle and at the end of a words.

Example:

| | |
|--------|-----------|
| Tooth | = /tu:θ/ |
| Choose | = /tʃu:z/ |
| Loose | = /lu:s/ |
| Grew | = /gru:/ |
| Groom | = /gru:m/ |

e. /ə:/

This symbol is a central vowel which is well-known in most English accents as a hesitation sound. The lip position is neutral.⁷⁸

⁷⁵*Oxford Learner's Pocket Dictionary*, (London : Oxford University Press, 1997), P, 308.

⁷⁶Zainuddin HRL.Dip TESL, Dip. Lib, atc, *English Pronunciation For Indonesian Sudent*, (Padang: FBSS Universitas Negeri Padang, 2002), P. 3.

⁷⁷*Ibid*, P.20.

⁷⁸Peter Roach., *Ibid*., P. 20.

Example of a common spelling for symbol sound /ə:/ found in the beginning, and in the middle of a words.

| | |
|-------|------------------------|
| Earn | = /ə:n/ |
| Early | = /ə:li/ |
| Bird | = /bə:d/ |
| Fern | = /fə:n/ |
| Purse | = /pə:r/ ⁷⁹ |

B. Review of Related Finding

There are some related findings in this research, firstly, a script of Rini Ermina “The influence of Mother Tongue to Students’ Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan. She found there is a significant The Influence of Mother Tongue to Students’ Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan.”⁸⁰

Then, a script from Mila Rahayu had done research about, “Students’ word pronunciation at third semester of TBI in IAIN Padangsidimpuan”. Based on the research, she found that the students’ ability in word pronunciation at third semester of TBI three IAIN Padangsidimpuan is still low score 40,45%.⁸¹

Last, Sandi Melan Hasibuan had done research about “ Analysis On Students’ Ability In Pronouncing Diphthongs At Third Semester Of TBI State Institute For Islamic Studies Padangsidimpuan”. Based on the research, He found

⁷⁹ Peter Roach, Ibid, p. 20.

⁸⁰Rini Ermina, *The Influence of Mother Tongue too Student’s Pronunciation at English Educational Study Program (TBI) STAIN Padangsidimpuan*, 2011) P. 44.

⁸¹Mila Rahayu, *Students Word Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan*, Thesis (Padangsidimpuan:IAIN,2016), P.56.

that the students' ability in Pronouncing Dipthong at Third Semester Of TBI State Institute For Islamic Studies Padangsidimpun is still low score 40,43%.⁸²

So from explanation above if the research above had explanation about students' ability in Pronouncing Dipthongs at Third Semester Of TBI State Institute For Islamic Studies Padangsidimpun, the researcher want to complete the research above, whereas, the researcher want to research The Students' Ability in Pronouncing Short and Long Vowel at III Semester of English Department IAIN Padangsidimpun.

⁸²Sandi Melan Hasibuan, *Analysis On Students' Ability In Pronouncing Dipthongs At Third Semester Of TBI-3 State Institute For Islamic Studies Padangsidimpun*, Thesis (Padangsidimpun: IAIN, 2017), P. 42.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time Research

This research done at IAIN Padangsidimpuan. It is located at Jl. H.Tengku Rizal Nurdin Sihitang. Subject of this had been III semester of English Department IAIN Padangsidimpuan 2017/2018 academic year. This research had been conduct from November 2017 until November 2018.

B. Methodology of Research

The methodology of this research is conduct by using descriptive method with mixed method of quantitative and qualitative approach. Quantitative method is “ a Method which describe condition of the present time naturally. Additionally, Lexy J Moleong state “Qualitative research is the research that’s means to undesrtand the phenomenon about what is the subject reserch undergone by using natural method”. It means that Qualitative reserch is the research which understand the phenomenon based on the collection data anlysis of non numeral data.

Descriptive method is a descriptive study determines and describes the way things are. Descriptive research can be either quatitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form such as scores on a test or the number of times a

person choose to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. So, it can conclude that the design of research that use by researcher is descriptive method. It's mean that, this research do descriptive method which aim is to describe the students' ability in pronouncing short and long vowel at the III semester students of English Department IAIN Padangsidimpuan.

C. Population and Sample

1. Population

The population of the research is all the students of III semester students English Department IAIN Padangsidimpuan. According to "Gay and Airasian stated that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable."¹ Conversely Suharsimi say "Population is all of the subject element in a study". There is three classes of III semester of students English Department IAIN Padangsidimpuan, they are TBI-1, TBI-2 and TBI-3. TBI-1 consist of 39 students, TBI-2 consist of 37 students and TBI-3 consist of 38 students. So

¹ L. R Gay & Peter Airasian, *Educational Research: Competency For Analysis* Application* (USA: Prentice-Hall, 2000), p. 123

the total of population of research is 104 students. Based on the explanation above, the population of research can seen in the table below.

Table 1. Population of the research III semester of English Department IAIN Padangsidimpuan

| No | Class | Number of Students |
|---------------------|--------|--------------------|
| 1. | TBI -1 | 39 |
| 2. | TBI- 2 | 37 |
| 3. | TBI-3 | 38 |
| Total Number | | 104 |

(Source : *Academic System Operation of IAIN Padangsidimpuan*)

2. Sample

Sample is selected from a larger group which consist of the individuals, item or events and regerred to as a population. According to Saifuddin Azwar, sample is a part of population.² In this research, researcher use simple random sampling in taking the sample. Simple random sampling is a subset of statistical population in which each member of the subset has a equal probability of being choosen. Because, all the population have the same chance to be choosen as the sample and it is the best single way to obtain a representative sample.

From the population 104 students at III semester of English Department IAIN Padangsidimpuan. By using Slovin Formula, the researcher just took 51 students from the whole of students as a sample and it has fulfill the criteria of sample in mixed research. This research used lottery technique to take the

² Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajaran, 2004), p.79.

sample. All the members of population were written in a small paper based on member randomly from each class where the number of member was selected from population.

D. The Instrument of data collection

For collecting the data, the researcher used test (oral test) and interview as the instrument. Instrument that have employ in this research is test the students ability in pronouncing short and long vowel. A research might have a good instrument in this research because a good instrument can go guarantee the valid data. According “Suharsimi Arikunto that “ Instrument is a tool of facility is used by the researcher in collecting data”.³ the procces is easier and better with more careful, complete and systematic.

1. Test (Oral test)

Brown said “ A test is a method of measuring a person’s ability or knowledge in a given domain”⁴ The researcher used oral test (individual performance) in doing the test. The oral test is about expressing short and long vowel words. The form of oral test is monolog test is the test individual to know good pronouncing of students. Then, the students will pronounce the words that the researcher will give and write the transcript the words that they pronounce. And resesrcher will give value based on indicator of pronouncing short and long

³ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 1995), p. 134.

⁴ H. Douglas Brown, *Language Assesment: Principle and classroom practices*, (United States of America: San Fransisco State University, 2004). P. 384

vowel. The researcher do test to know is the students ability in pronouncing short and long vowel ast III semster of students English Department IAIN Padangsidempuan as an informant of this research.

So based on the statement above, the author gives weight to such assesment which is describe above based on the pronunciation indicators.

Table 2. Indicator of Pronouncing Short and Long Vowel

| N o | Indicat ors | Sub Indicators | Items | The Number of Items | The Value | Total Score |
|----------------|------------------------|---|---------------------------------|--|----------------------|------------------------|
| 1. | Short vowel | /ɪ/ /ʊ/ /e/ /æ/ /ʌ/ /ə/ /ʊ/ | 3 4 3 4 4 4 3 | 1, 3, 5 27,29, 31, 33 7, 9, 11 13, 15, 17, 19 43, 45, 47, 49 35, 37, 39, 41 21, 23, 25 | 50 | 50 X 2 Score |
| 2. | Long vowel | /ɑ:/ /i:/ /u:/ /ə:/ /ɔ:/ | 5 5 5 5 5 | 2, 4, 6, 8, 10 32, 34, 36, 38, 40 12, 14, 16, 18,20 22, 24, 26, 28, 30 42, 44, 46, 48, 50 | 50 | |
| Total | | | 50 items | | | 100 |

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

2. Interview

Interview is one of the technique of collecting data by doing oral interview in individual meeting.

a. Students

Interview is given for some (51) students as the sample. It's mean the researcher bring the students' result test and the researcher interview the students' about about their difficulties in pronouncing short and long vowel.

b. Lectures'

Interview with the pronunciation lectures' about their effort to overcome the students difficulties in pronunciation especially pronouncing short and long vowel. Based on the Academic Report, lecture of Pronunciation lesson is two lecture that is Mr. FL, M.Pd and Mr. Z, S.,S, M.Hum so this research will do interview to both of them.

E. The Technique of Analysis Data

After collecting the data, the researcher analysis the data. In technique of analyzing the data, the researcher has use quantitative data. The researcher is take the steps of the data analyzed of test by quantitative method from as follows:

1. Checked the true or false of the data
2. Conducted sum of the true from the students' answer and then classified it based on their score.
3. Calculated their result (mark) by using Mean score, Median, Modus as the formulas below.

a. Mean Score

$$M = \frac{\sum X_5}{N}$$

b. Median

$$Me = b + p \left(\frac{\frac{1}{2} n - F}{f} \right)^6$$

c. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)^7$$

Table 3. Criteria Score Interpretation

| No | Percentage | Criteria |
|----|------------|-----------|
| 1 | 0% - 59% | Bad |
| 2 | 60% - 69% | Low |
| 3 | 70% - 79% | Enough |
| 4 | 80% - 100% | Very good |

(Source: *Panduan Akademik IAIN Padangsidimpuan Tahun Ajaran 2016/2017*)

It is consulate the criteria as follows:

- a. If the value of the score 0%-59%, it can be categorized into bad.
- b. If the value of the score 60%- 69%, it can be categorized into low.
- c. If the value of the score 70%-79%, it can be categorizred in Enough.
- d. If the value of the score 80%-100%, it can be categorized into very good.

⁵ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

⁶ Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan*, (Medan :Perdana Publishing, 2015), P. 39.

⁷*Ibid.*, P. 38.

To analysis the students difficulties of the students on pronouncing short and long vowel, the researcher is take the steps below:

1. The researcher analyze result of the recording
2. Analyze where the place of mistake of students in the test and find the difficulties of students on pronouncing short and long vowel.
3. Doing interview withthe students

To find the effort of the lecture's to overcome the difficulties of the students in pronouncing short and long vowel, the researcher is take the step below:

1. After the researcher finding the students' difficulties in pronouncing short and long vowel from the result of test and the interview.
2. The researcher interview the lectures.
3. Describe the answer of lectures.
4. Describe the result of interview.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

Findings includes how are the students' ability in pronouncing short and long vowel at III semester of students English Department IAIN Padangsidimpuan.

Researcher described them below.

1. The Students' ability in pronouncing short and long vowel at III semester of students English department IAIN Padangsidimpuan.

Based on the result test (oral test), the students' ability in pronouncing short and long vowel which the researcher had given about Short and Long Vowel. The researcher used oral test to collected the data. That oral test consist of two indicator, that is : Short and Long Vowel. From the result of the students it could know that the score of the students between 44 up to 90. It means that the highest score got by students was 90, the lower score was 44. T can be seen in Appendix IV. From the students test score, the data were tabulated as follow :

Table 4. The Resume of Variable Score of Pronouncing Short and Long Vowel Test

| No | Statistic | Variable |
|----|------------|----------|
| 1 | High score | 90 |
| 2 | Low score | 44 |
| 3 | Range | 46 |
| 4 | Mean score | 68.07 |
| 5 | Median | 79.83 |
| 6 | BK | 7 |
| 7 | Interval | 7 |
| 8 | Modus | 73.11 |

From the table above, it was know that the high score variable Short and Long vowel has been searched by 51 students based the total of sample researche were high score 90 and low score 44, mean score 68.07, medium 79.83, and total of class BK was 7, interval was 7 and modus 73.11. Based on calculated mean score above, the students ability in pronouncing short and long vowel was low category.

From the data above, to know revelation of data was done to grouped the variable score of pronouncing short and long vowel test interval 7. It was done for test at III semester of TBI in IAIN Padangsidimpuan.

Table 5. The Frequency Distribution of Students ability in pronouncing short and long vowel

| No | Interval class | Mid point | Frequency (F) | Percentage (%) |
|----|----------------|-----------|---------------|----------------|
| 1 | 44 – 50 | 47 | 4 | 7.84 % |
| 2 | 51 - 57 | 54 | 6 | 11.76 % |
| 3 | 58 - 64 | 61 | 8 | 15.68% |
| 4 | 65 - 71 | 68 | 10 | 19.60% |
| 5 | 72 - 78 | 75 | 13 | 25.49% |
| 6 | 79 - 85 | 82 | 5 | 9.80% |
| 7 | 86 – 92 | 89 | 5 | 9.80% |
| | $i = 7$ | | N = 51 | 99.97% = 100 |

From the table above, it can be known the score of students were 4 students (7.84%) have 44 up to 50 score, there were 6 students (11.76%) have 51 up to 57, there were 8 students (11.60%) have 58 up to 64, there were 10 students (23.52%) have 65 up to 71, there were 13 students (25.9%) have 72 up to 78, there were 5 student (9.80%) have 79 up to 85, and the last 5 students (9.80%) have 86 up to 92.

From the calculation above we know mean score of the research was in interval 72-78, and mid point was 75, the total of the students was 13 (25.49%). So, the students ability in pronouncing short and long vowel was bad. It is could be applied in the following tables criteria score interpretation.

Table 6. Criteria interpretation

| No | Percentage | Criteria |
|----|------------|-----------|
| 1 | 0% - 59% | Bad |
| 2 | 60% - 69% | Low |
| 3 | 70% - 79% | Enough |
| 4 | 80%-100% | Very good |

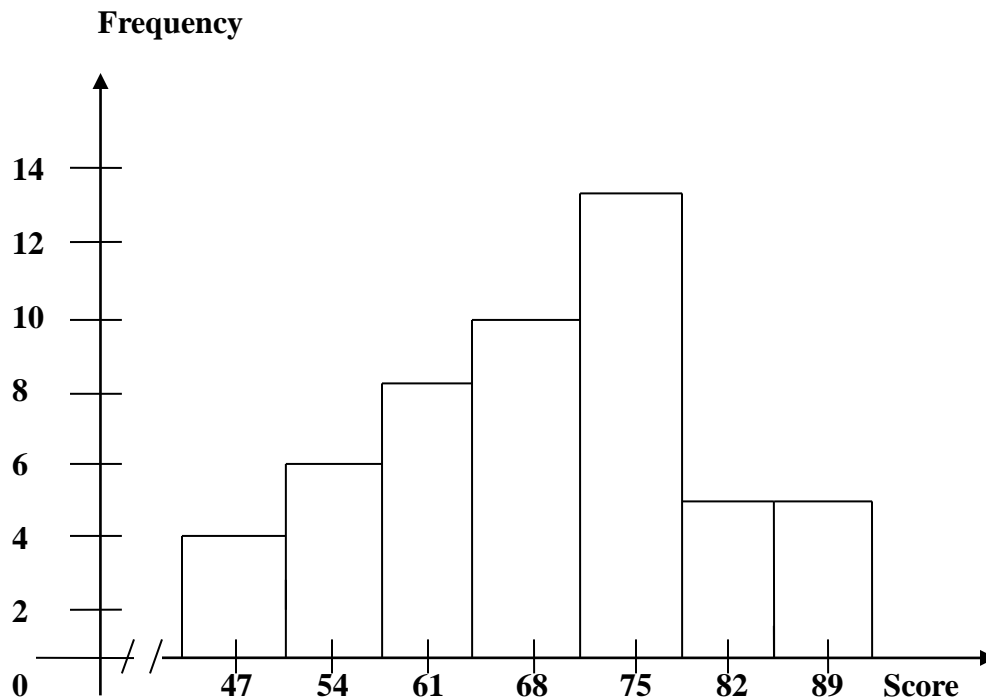


Figure 1. The Histogram of the Student Ability In Pronouncing Short and Long Vowel At III Semester of English Department IAIN Pdangsidimpuan.

Based on the histogram above, it was know that the variables revelation of pronounce short and long vowel shown that the respondent at interval 44-50 were 4 students (7.84 %), interval 41-57 were 6 studsents (11.76%), interval 58-64 were 8 students (15.68%), interval 65 – 71 were 10 students (19.60%), interval 72 – 78 were 13 students (25.49%), and interval 79 up to 85, there were 5 student (9.80%), and the last interval 86- 92 were 5 students (9.80%).

2. The students' difficulties in pronouncing short and long vowel at III Semester of English Department IAIN Padangsidempuan.

The students difficulties in pronouncing short and long vowel can be seen from the percentage of the score from the table below:

Table 7. Percentage of students difficulties in pronouncing short vowel

| Indicator | Total |
|-----------|--------|
| I | 4.8 % |
| e | 6.12 % |
| æ | 5.44 % |
| u | 5.36 % |
| ɑ | 4.96 % |
| ə | 7.36 % |
| ʌ | 7.56 % |

Table above describe about the total score for every indicator, the total score in /I/ sound were 4.8%. The total score in /e/ sound were 6.12%. Next, the total score in /æ/ sound were 5.44%. The total score in /u/sound were 5.36%. The total score in /ɑ/ were 4.96%. Then the total score in /ə/ sound were 7.36%. After that the score in /ʌ/ sound were 7.56%.

Based on the description above the researcher conclude that, the students score in /e/, /ə/ and /ʌ/ were enough category, and sstudents score in /I/, /æ/,/u/, /ɑ/ were in fair low category. Based on the total score all of indicator in table score the researcher describe the students' difficulties there were in /I/, and /ɑ/ sound.

Table 8. Percentage of students difficulties in pronouncing long vowel

| Indicators | Total |
|-------------------|--------------|
| a: | 4,84 % |
| u: | 8,28 % |
| i: | 4,2 % |
| ə: | 4,64 % |
| ɔ: | 5,96 % |

Table above describe about the total score for every indicator, the total score in /a:/ sound were 4.84%. The total score in /u:/ sound were 8.28%. Next, the total score in /i:/ sound were 4.2%. The total score in /ə:/ sound were 4.66%. The total score in /ɔ:/ were 5.96%.

Based on the description above the researcher conclude that, the students score in /u:/, /ɔ:/, /a:/, /ə:/ were enough category, and students score in /i:/ in fair low category. Based on the total score all of indicator in table score the researcher describe the students' difficulties there were in /i:/ sound.

Then, the result above match and supported by the result interview that says to the students. They said that in /æ/ sound she didn't know the transcript /æ/ sound in that words and she confused to differ the sound that she want to write between /æ/ and /ə/ sound. And then another difficulties that they difficult in transcript /ɑ/ sound and she confused to differ the symbol sound /ɔ/ and /ɑ/.

Next, the students difficult to transcript /u/ symbol sound because they difficult to differ the sound /u/ with the sound /u:/. And according to

another students they difficult to pronounce short and long vowel words because they can not difference the words that same to pronounce but the written is fiffereent, so she maked the words that must be short in long, and the words that must be long in short. And then, they said that they difficult in pronouncing short and long vowel words because they not too fluency in english and they didn't know the symbol sound of the short and long vowel words.

Next to another result interview, the students said that they difficult to pronounce short and long vowel words because she difficult to undestand the symbol sound of short and long vowel and also when she pronounce the short and long vowels in spontance she felt difficult to difference the short and long vowel words.

In this research, the dominant difficulties in short vowel is in /ʊ/ and /ə/ sound. Meanwhile, in long vowel is in /ɔ:/ and /ɑ:/ sound. And also in this research, the researcher want to explain another finding like the students different answer between the both of test that is oral test and written test. For both of this test, the students write that the word is short vowel but they speak oral in long vowel like sound /ɔ:/ in this word the written must be long vowel and the spoken also long. But they make it different. Example the words from /ɔ:/ sound is , /raw/ and /talk/.

Another sound also they make it in written test is long vowel but in they speak oral they make it in short vowel. Like sound /e:/, for example /bird/ and

/gilr/ they write in long vowel but they speak in short vowel. And also in /ɑ:/ sound they speak in long vowel but they write in short vowel. For example, /car/, and /art/.

From the result of the interview above, the researcher can conclude the students difficulties in pronouncing short vowel is in /I/, and /ɑ/ sound and the students difficulties in pronouncing long is in /i:/ sound. And the dominant difficulties in this research is in long vowel especially in /e:/, /ɑ:/, /ɔ:/ sound.

3. Effort done by the Pronunciation Lecture in overcome the students difficulties of the students in pronouncing short and long vowel.

Based on the result of students difficulties, in short vowel the students bad pronounce in /I/ and /ɑ/ sound meanwhile in long vowel the students bad pronounce in /i:/ sound si that from the interview the interview to Pronunciation Lecture, FL said that to overcome the students difficulties from the studets sfecific difficulties in pronouncing short and long vowel. First, He explain the theory from the each symbol sound, like the spelling, sound, and the production of the sound.

Second, doing practice in the class by giving the deaf pattern how to pronounce that sound, then says to the students repeat after me (repeat after lecture) ones or two times. After good, next to the group pronunciation, after that next to individual.

Third, with the check up, it's mean, one students doing his/her pronunciation and the other friend check their pronounce. Fourt, he says to

the students to listen the radio, music, film or news that used as english native speaker. Fifth, give some words to the students and says them to transcript, and practice pronounce.

Then, the students must practice to pronouncing short and long vowel words seriously and study hard. The students must comprehend the first what is pronunciation, what is the symbol sound especialliy list of short and long symbol sound.

Then, the lecture gave the quiz every week about pronouncing and transcript short and long vowel words. And the lecture give motivation to the students to study hard and always practice in pronounce short and long vowel words every day in daily life. So, the students can great in Pronunciation Subject especially in pronunciation short and long vowel.¹

While, according to Z as a Pronunciation Lecture also, he said that to overcome the students difficulties in Pronunciation especially in pronouncing short and long vowel sound, he imitated the short and long vowel pronounce to the students, and says to all students' to imitated also the pronunciation of short and long vowels words.

Another, he demand that one by one students' pronounce the short and long vowel words. And he says to students to write the example of short and long vowel words with the transcript in front of the class. And invited all

¹ FL as the Pronunciation Lecture, *Private Interview* (English Education Department IAIN Pdangsidimpuan, 27th November, 2018 at 09.00 am.

students to pronounce the short and long vowel words with the transcript that showed in front of the class. And the last he says to students to search the example of short and long vowels words that to practice in the students house and present the result of short and long vowel words found to the lecture.²

Based on the result lecture effort above, the researcher could conclude that to overcome the students difficulties in pronouncing short and long vowel, that is the students must understand the symbol sound of short and long vowel sound first, and they must practice transcript and pronounce seriously and they must study hard to differentiate the similar symbol sound of short and long vowel.

B. Weakness of the Research

In conducting this research, the researcher realized that there were so many weakness in doing the research. It started from arranging proposal until finishing thesis. In this research, the researcher believed that there are many threats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the weaks of time, because the students had many activities. Beside that, the time that was given to the students was enough. And the researcher can't make a certainty that the students do the test seriously and the answer that the researcher get as the students real answer from themselves. So, the

²Z as the Pronunciation Lecture, *Private Interview* (English Education Department IAIN Pdangsidimpuan, 29th November, 2018 at 18. 23 pm.

researcher took the answer directly without care about it. The researcher was aware all the things would want to be searched but to get the excellence result from the reserch were more difficult become there.

C. Discussion

Based on theoritical, that pronounce short and long vowel ability was very important in pronouncing English, pronounce short and long vowel very important for students and it must be mastered by students because it's one of the important material based on the syllabus. The result of this research which the title "The students' ability in pronouncing short and long vowel at the III semester of students English Department IAIN Padangsidempuan", could be categorized in to low category. It could be known from the calculating score (68.07). Based on the oral test to the students score.

To get better result, researcher conducted with a test. The research who conducted the test to determine the level of students by pronouncing short and long vowel. The test has been conducted by researcher.

After doing this research, based on the test (oral test) resercher got low result. It is aligned with the analyze that has been conducted by researchers. This provoes instrumental above the result. So, the method of analysis is carried out in accordance with the basis of the method is to incorporate some of the data so that the validity of the data is done successfully.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research was concluded below.

The result of this research which the title “The students’ ability in pronouncing short and long vowel at the III semester of students English department IAIN Padangsidimpuan” was in low category. That’s from the mean score of the result of record 68.07%. And students’ result score from the record is 44 until 90.

The students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidimpuan students difficulties in pronouncing short vowel is in /I/, and /a/ sound and the students difficulties in pronouncing long is in /i:/ sound. And the dominant difficulties in this research is in long vowel especially in /e:/, /a:/, /ɔ:/ sound. Also from the result interview they felt difficult to differentiated the words in short and long vowel, they didn’t know very well the symbol sounds of short and long vowel, and they lack in practice pronunciation of short and long vowel words in their daily life.

The effort done by the lecture to overcome the students difficulties in pronouncing short and long vowel at III semester of English Department IAIN Padangsidimpuan were the lecture ask to students to understanding the theory of symbol sound especially from the students difficulties that in short sound /I/ and /a/ sound and long vowel in /i:/ sound, how is the sound and how to

product the sound in the mouth. And ask to students study to transcript short and long vowel words and then practice to pronounce the short and long vowel words seriously and study hard in their daily life.

B. Suggestion

Based on the conclusion and the implication of the research that had mentioned previously, the researcher would like to give suggestion to people who gets benefits from this research.

1. To the students of the III semester of English Department IAIN Padangsidempuan should have to practice in transcript and pronounce words especially short and long vowel words. And study hard all about pronunciation more to improve their pronunciation skill.
2. The researcher on this opportunity hopes that other researcher would conduct a research related to the topic of this study, especially to find out other students' difficulties in pronouncing short and long vowel.
3. The researcher suggest to lecture to use some tools or media to teach pronunciation especially teaching short and long vowel.
4. The role of lecture in the classroom is the most important thing than anything else, therefore in order to make students more active in the classroom, teacher should give a great support and motivate the students.

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CURRICULUM VITAE



1. Personal Data

Name : Risna Sari Rambe
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Place, Date of Birthday : Ujung Batu Julu, July 10 1997
Sex : Female
Address : Ujung Batu Julu, Ujung Batu Subdistrict, Padang
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2. Educational Background

Primary School : SD Negeri Labuhan Jurung 102500, 2001-
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Junior High School : MTs S Nurul Huda Bangai, 2008 - 2010
Senior High School : MA YPKS Padangsidempuan, 2011- 2014
Institute : State Institute for Islamic Studies, 2014- 2019

3. Parents' Data

Fathers Name : Awaluddin Rambe
Mothers Name : Supiah Pasaribu

APPENDIX I
LIST OF ORAL TEST

- | | |
|------------|-------------|
| 1. It | 34. Feel |
| 2. Car | 35. About |
| 3. Fill | 36. Leap |
| 4. Art | 37. Away |
| 5. Lip | 38. Seen |
| 6. Cart | 39. Ago |
| 7. Bed | 40. Sleep |
| 8. Barb | 41. Alone |
| 9. Said | 42. Bought |
| 10. Hard | 43. Up |
| 11. Men | 44. Raw |
| 12. Too | 45. Under |
| 13. Campus | 46. Talk |
| 14. Food | 47. Shut |
| 15. Bad | 48. Thought |
| 16. School | 49. Cut |
| 17. And | 50. Tall |
| 18. Pool | |
| 19. Sad | |
| 20. True | |
| 21. God | |
| 22. Burn | |
| 23. Love | |
| 24. Girl | |
| 25. Box | |
| 26. Bird | |
| 27. Foot | |
| 28. Earn | |
| 29. Full | |
| 30. Her | |
| 31. Put | |
| 32. Eat | |
| 33. Look | |

APPENDIX II

KEY ANSWER OF ORAL TEST

1. It /It/
2. Car /kɑ:/
3. Fill /fɪl/
4. Art /ɑ:t/
5. Lip /lɪp/
6. Cart /kɑ:t/
7. Bed /bed/
8. Barb /bɑ:b/
9. Said /sed/
10. Hard /hɑ:d/
11. Men /men/
12. Too /tu:/
13. Campus /kæmpəs/
14. Food /fu:d/
15. Bad /bæd/
16. School /sku:l/
17. And /ænd/
18. Pool /pu:l/
19. Sad /sæd/
20. True /tru:/
21. God /gɒd/
22. Burn/bɜ:n/
23. Love /lʌv/
24. Girl /gɜ:l/
25. Box /bɒx/
26. Bird /bɜ:d/
27. Foot /fʊt/
28. Earn /ɜ:n/
29. Full /fʊl/
30. Her /hɜ:/
31. Put /pʊt/
32. Eat /i:t/

33. Look /lʊk/
34. Feel /fi:l/
35. About /əbaʊt/
36. Leap /li:p/
37. Away /əwei/
38. Seen /si:n/
39. Ago /əgəʊ/
40. Sleep /sli:p/
41. Alone /ələʊn/
42. Bought /bɔ:t/
43. Up /ʌp/
44. Raw /rɔ:/
45. Under /ʌndə:/
46. Talk /tɔ:k/
47. Shut /ʃʌt/
48. Thought /θɔ:t/
49. Cut /kʌt/
50. Tall /tɔ:l/

APPENDIX III

LIST OF INTERVIEW TO THE STUDENTS

1. Do you study pronunciation about short and long vowel ?
(Apakah saudara belajar pronunciation tentang short dan long vowel ?)
2. Is pronounce short and long vowel difficult for you ?
(Apakah menurut saudara mengucapkan kata-kata short dan long vowel sulit?)
3. What are your difficulties in pronounce short and long vowel ?
(kesulitan apa saja yang saudara hadapi dalam mengucapkan kata-kata short dan long vowel ?)
4. What is your solution to solve this problem ?
(Apa solusi saudara/i untuk mengatasi kesulitab tersebut ?)

APPENDIX IV

LIST OF INTERVIEW TO THE LECTURE

1. Do they have difficulties in pronouncing short and long vowel ?
(Apakah siswa memiliki kesulitan dalam mengucapkan short dan long vowel ?)
2. What are their difficulties in pronouncing short and long vowel ?
(Apa kesulitan yang mereka alami dalam mengucapkan short dan long vowel?)
3. What are the factors that effect their difficulties ?
(Apa faktor-faktor yang menyebabkan mereka mengalami kesulitan ?)
4. What are your effort to overcome their difficulties in pronouncing short and long vowel ?
(Apa usaha yang bapak lakukan untuk mengatasi kesulitan siswa dalam mengucapkan kata- kata short dan long vowel ?)
5. What is your method to teaching pronunciation ?
(Apa metode yang bapak gunakan untuk mengajar pronunciation?)
6. What kind of task do you give to students in learning pronunciation ?
(Apa jenis tugas yang bapak berikan kepada siswa dalam belajar pronunciation ?)
7. Is there any feedback and evaluation after learning pronunciation ?
(Apakah adalah latihan atau evaluasi setelah belajar pronunciation?)

APPENDIX V
Table score of Students' Ability In Pronouncing Short and Long Vowel

| No | Initial Name | Total Score |
|----|--------------|-------------|
| | | 100 |
| 1 | A | 50 |
| 2 | AAH | 50 |
| 3 | AAN | 88 |
| 4 | AE | 82 |
| 5 | AH | 60 |
| 6 | ARS | 80 |
| 7 | AYP | 66 |
| 8 | D | 70 |
| 9 | D | 88 |
| 10 | DP | 50 |
| 11 | DS | 76 |
| 12 | EH | 68 |
| 13 | FA | 58 |
| 14 | FAS | 76 |
| 15 | FSF | 68 |
| 16 | HR | 70 |
| 17 | IMSD | 70 |
| 18 | IFD | 50 |
| 19 | IWM | 60 |
| 20 | KA | 76 |
| 21 | KP | 52 |
| 22 | M | 52 |
| 23 | MA | 72 |
| 24 | MAD | 60 |
| 25 | MPS | 60 |
| 26 | MSN | 44 |
| 27 | MRH | 72 |
| 28 | MRS | 58 |
| 29 | MY | 58 |
| 30 | N | 56 |
| 31 | N | 78 |
| 32 | NH | 56 |
| 33 | NSL | 84 |
| 34 | NRSP | 74 |
| 35 | NSR | 58 |
| 36 | P | 90 |
| 37 | PS | 82 |
| 38 | RH | 72 |
| 39 | RHH | 62 |
| 40 | RN | 66 |
| 41 | RRR | 56 |
| 42 | RYH | 84 |
| 43 | SA | 68 |
| 44 | SH | 74 |
| 45 | SN | 72 |
| 46 | SNA | 56 |
| 47 | SKR | 86 |

| | | |
|-------|------|------|
| 48 | SR | 88 |
| 49 | SWP | 70 |
| 50 | UH | 78 |
| 51 | WMMH | 78 |
| TOTAL | | 3472 |

Table 5. The Frequency Distribution of Student ability in Pronouncing Short and Long Vowel

| No | Interval class | Mid point | Frequency (F) | Percentage (%) |
|----|----------------|-----------|---------------|----------------|
| 1 | 44 – 50 | 47 | 4 | 7,84 % |
| 2 | 51 - 57 | 54 | 6 | 11,76 % |
| 3 | 58 - 64 | 61 | 8 | 15,68 % |
| 4 | 65 - 71 | 68 | 10 | 19,60 % |
| 5 | 72 - 78 | 75 | 13 | 25,49% |
| 6 | 79 - 85 | 82 | 5 | 9,80% |
| 7 | 86 - 89 | 89 | 5 | 9,80% |
| | i = 9 | | N = 51 | 99,97% = 100 |

$$7. Me = b + p \left(\frac{\frac{1}{2} n - F}{f} \right)$$

$$b = 71,5$$

$$p = 7$$

$$Me = 71,5 + 7 \left(\frac{\frac{1}{2} 51 - 10}{13} \right)$$

$$= 71,5 + 7 (1,19) =$$

$$= 71,5 + (8,33) = 79.83$$

8. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$Mo = 71,5 + 7 \left(\frac{3}{3 + 10} \right)$$

$$= 71,5 + 7 \left(\frac{3}{13} \right)$$

$$= 71,5 + 7 (0,23)$$

$$= 71,5 + 1,61$$

$$= 73,11$$

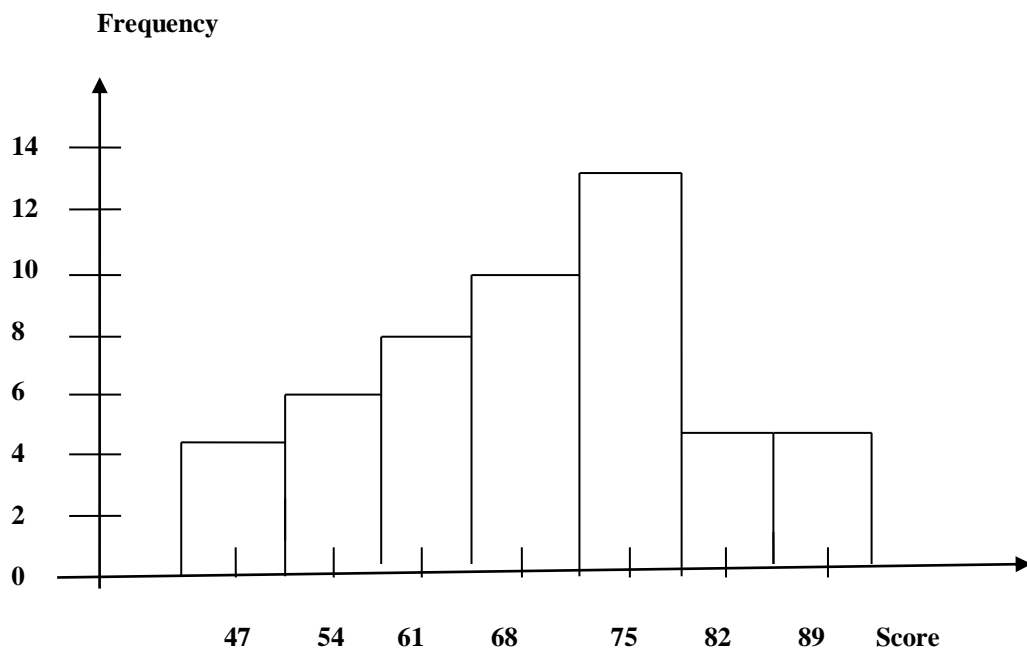


Figure 1. The Histogram of the Student Ability In Pronouncing Short and Long Vowel At III Semester of English Department IAIN Padangsidempuan.

Interview the III Semester of English Department IAIN Padangsidempuan

The list of respondent's identity

Name : Dhea Sari

Nim : 17 203 00126

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : 1. I am not fluence in speak English
2. Difficult to differentiate the symbol of short and long
vowel words.

4. What is your solution to solve this problem ?

Answer : 1. Must learn the pronounce of short and long vowel words.
2. Learn the words of short and long vowel through the separate transcript.

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Ardiani

Nim : 17 203 00026

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : I feel difficult to difference short and long vowel words and i didn't understand the symbol sound of short and long vowel words to much.

4. What is your solution to solve this problem ?

Answer : Always listen the example of short and long vowel words with the transcript and always practice to pronounce.

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Erwina Hasibuan

Nim : 17 203 00037

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : Difficult to differentiate the same word but difference in how to pronounce, sometimes the word is short vowel but i make it in long vowel

4. What is your solution to solve this problem ?

Answer : 1. Must understand the transcript of short and long vowel words and memorize the symbol sound of short and long vowel

2. Always practice in pronunciation

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Hotni Rambe

Nim : 17 203 00027

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : 1. Difficult to differentiate where is the short vowel words and long vowel

2. Difficult to understand the transcript of short and long vowel words

3. Difficult to understand short and long vowel words in oral

4. What is your solution to solve this problem ?

Answer : 1. Must read a book especially pronunciation book

2. Must learn to transcript very well

3. Must do practice pronouncing short and long vowel words.

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Ika Mayasari Dalimunthe

Nim : 17 203 00012

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : 1. Difficult to know the symbol sound of short and long vowel in a word

2. Didn't know the transcript of short and long vowel especially in a word
very well

4. What is your solution to solve this problem ?

Answer : Must learn again the theory of short and long vowel especially the symbol sound, the transcript and how to pronounce.

Interview the III Semester of English Department IAIN Padangsidempuan

The list of respondent's identity

Name : Pidiwansah

Nim : 17 203 00043

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : feel difficult because in another time the words is a new word. So, difficult to difference where the short and long vowel

4. What is your solution to solve this problem ?)

Answer : Undersrtand the transcript of the new words by using dictionary

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Rini Yohana

Nim : 17 203 00125

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?

Answer : 1. I am difficult to understand the symbol sound of short and long vowel
2. I am not interest to learn pronunciation

4. What is your solution to solve this problem ?

Answer : 1. Search a method or the interest stage to learning pronunciation and applicate in my learning process
2. Always listen the example of short and long vowel with the transcript

Interview the III Semester of English Department IAIN Padangsidimpuan

The list of respondent's identity

Name : Siti Aminah

Nim : 17 203 00077

Your answer will not influence your position in this college and your answer will be kept for its confident.

The Question List

1. Do you study pronunciation about short and long vowel ?

Answer : Yes

2. Is pronounce short and long vowel difficult for you ?

Answer : Yes

3. What are your difficulties in pronounce short and long vowel ?)

Answer : 1. Hard to pronounce short and long vowel words because just pronounce spontaneous.

2. Difficult to understand the example transcript of short and long vowel

4. What is your solution to solve this problem ?

Answer : Understand the stage of pronunciation and understand the symbol sound of short and long vowel

APPENDIX VII

An Interview

Date : Wednesday, January 09 2019

Time : 14.15 p.m

Place : Lecture office at IAIN Padangsidempuan

The effort of Lecturers to overcome the students' difficulties in pronouncing short and long vowel

The Researcher : RSR

The Lecturer : FL

RSR : Sir, do they have difficulties in pronouncing short and long vowel ?

FL : Yes, they have

RSR : What are their difficulties in pronouncing short and long vowel ?

FL : They fell difficult to differ the english sound that has various spelling,like sound /I/ can be from symbol sound /e/ can be from symbol sound /æ/. They fell difficult to differ the pronunciation of the english sound, like the symbol soud is /u/ but the pronunciation is /Λ/. They feel difficult to differ the symbol sound of short and long vowel that put in Initial, Middle, and at the end of words, they just make it similiar.

RSR : What are the factors that effect their difficulties ?

FL : Because, they didn't know cause of the foreigner, as well as in language theory and pronunciation theory. They lack of practice.

RSR : What are your effort to overcome their difficulties in pronouncing short and long vowel ?

FL : First, Explain the theory from the each symbol sound, like the spelling, sound, and the production of the sound. Second, practice in the class by giving the deaf pattern how to pronounce that sound, then ask to the students repeat after me (repeat after lecture) ones or two times. After good, next to the group pronunciation, after that next to individual. Third, with the check up, it's mean, one students doing his/her pronunciation and the other friend check their pronounce. Fourt, ask they to listen the radio, music, film or news that used as english native speaker. Fifth, give some words to the students and ask them to transcript, and practice pronounce.

RSR : What is your method to teaching pronunciation ?

FL : He used metode bergantian. First, he used speech method to explain the theory, then he used direct method. it's mean direct practice in the class. Next, i used drill method to tech them for pronunciation.

RSR : What kind of task do you give to students in learning pronunciation ?

FL : He ask they to finding the foreigner to interview, they wrote the transcription and make the phonetic transcription of the dialog, I ask to students' to finish the task on the modul.

RSR : Is there any feedback and evaluation after learning pronunciation ?

FL : yes, He give two kind of test. That is written test and oral test. Written test use for mid semester and test semester. And oral test, ask them to pronounce some words by theirselves.

APPENDIX VIII

An Interview

Date : Thursday, November 29 2018

Time : 18 : 35 p.m

Place : Lecture office at IAIN Padangsidempuan

The effort of Lecturers to overcome the students' difficulties in pronouncing short and long vowel

The Researcher : RSR

The Lecturer : Z

RSR : Sir, do they have difficulties in pronouncing short and long vowel ?

Z : Yes, they have

RSR : What are their difficulties in pronouncing short and long vowel ?

Z : They feel difficult to differentiate the symbol sound of short and long vowel, and They feel difficult to pronounce because of lack of practice.

RSR : What are the factors that effect their difficulties ?

Z : They didn't like study pronunciation so much, and they didn't know the theory of english symbol sound especially short and long vowel symbol sound.

RSR : What are your effort to overcome their difficulties in pronouncing short and long vowel ?

Z : First, exemplize the short and long vowels words pronunciation to the students. Second, ask to all students to exemplize what I said. Third, demand to students one by one to pronounce short and long vowels words. Fourth, ask to students to write the example of short and long vowel words with the transcription in front of class. Fifth, invite all students to pronounce the short and long vowel word with the transcription that written in the black board. And the last demand to students to search the example of short and long vowel words for practice in their home and presentate their result finding in front class.

RSR : What is your method to teaching pronunciation ?

Z : I used speech method to explain the theory of pronunciation, and the theory of symbol sound of english sound especially short and long vowel symbol sound.

RSR : What kind of task do you give to students in learning pronunciation ?

Z : I ask them to find out the example of short and long vowel and then they transcrip by their self. I ask them to doing pronunciation practice in the class.

RSR : Is there any feedback and evaluation after learning pronunciation ?

Z : yes, i give the test in the semester test.



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nomor : 01 /In.14/E.6a/PP.00.9/ 09 /2017 Padangsidimpuan, 27 September 2017
ifat : Biasa
ampiran : -
erihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;
1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di-

Padangsidimpuan

Assalamu 'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : RISNA SARI RAMBE
Nim : 14 203 00124
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-3
Judul Skripsi : THE STUDENTS' ABILITY IN PRONOUNCING SHORT AND LONG VOWEL AT III SEMESTER OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN.

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

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

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Pernyataan Kesediaan Sebagai Pembimbing

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PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II



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Hal : Izin Penelitian
Penyelesaian Skripsi.

4 Oktober 2018

Yth. Ketua Tadris / Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Risna Sari Rambe
NIM : 1420300124
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Ujung Batu Julu

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability in Pronouncing Short and Long Vowel at III Semester of English Department IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



Wakil Dekan Bidang Akademik

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan