STUDENTS' VOWELS ABILITY
IN SINGING MAHERZAIN SONG "I BELIEVE"
AT THE EIGHTH GRADE IN MTs. S NU BATARAN

A THESIS

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

Written by:

RESDILLA PRATIWI
Reg. No.10 340 0021

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PAEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

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Advisor I

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NIP : 19710510 200003 2001

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ENGLISH EDUCATION DEPARTEMENT

FACULTY OF TARBIYAH AND PAEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

LETTER OF AGREEMENT

Terms   : A Thesis

           a.n. Resdilla Pratiwi

Appendix : 7 (Seven) Exemplars

Padangsidimpuan, May 30th 2014

To: Dean Faculty of Tarbiyah and

     Paedagogy

    In Padangsidimpuan

Assalamu'alaikum Wr.Wb.

       After Reading, studying, and giving advices for necessary revises on thesis belongs to Resdilla Pratiwi, entitle Students' vowels ability in singing Maherzain song "I believe" at the eighth grade in MTs. S NU Batahan. We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Education Department on Faculty of Tarbiyah and Paedagogy in IAIN Padangsidimpuan.

       Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

Advisor I

RAYENDRIANI FAHMEI LUBIS, M.Ag
NIP : 19710510 200003 2001

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HAMKA,S.Pd.,M.HUM
NIP:1984 0815 2009121005

DECLARATION OF SELF THESIS COMPLETION

Name : RESDILLA PRATIWI

Registration number : 10 340 0021

Department/ Study Program : Tarbiyah and Paedagogy Faculty / TBI – 1

The title of thesis : **STUDENTS' VOWELS ABILITY IN SINGING MAHERZAIN SONG "I BELIEVE" AT THE EIGHTH GRADE IN MTs. S NU BATAHAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 30 Mei 2014
Declaration Maker,

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TEMPEL
1630DACF361670343
ENAM RIBU RUPIAH
6000 DJP

RESDILLA PRATIWI
Reg. No. 10 340 0021

EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

Name   : RESDILLA PRATIWI
Reg.No.   : 10 340 0021
Thesis   : STUDENTS' VOWELS ABILITY IN SINGING
       MAHERZAIN SONG "I BELIEVE" AT THE EIGHT
       GRADE IN MTs.S NU BATAHAN

Chief,

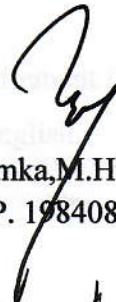Rayendriani Fahmei Lubis,M.Ag
NIP. 19710510 200003 2 001
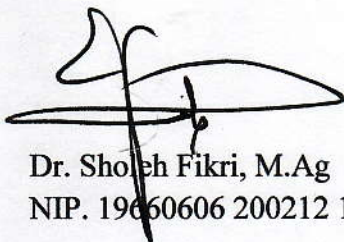
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Proposed:
Place   : Padangsidimpuan
Date   : June, 9th 2014
Mark   : 83.12 (A)
IPK   : 3.74
Predicate : Cumlaude

LEGALIZATION

The Thesis with Title : STUDENTS' VOWELS ABILITY IN SINGING MAHERZAIN SONG "I BELIEVE" AT THE EIGHTH GRADE IN MTs. S NU BATAHAN

Written by : RESDILLA PRATIWI

Reg. No : 10 340 0021

Had been accepted as a partial fulfillment of the requirement for the degree of

Islamic Educational Scholar (S.Pd.I) in English

Padangsidimpuan, 24 June 2014
Dean,

Hj. Zulhimma, S. Ag., M. Pd
NIP. 19720702 199703 2 003

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT. The mighty and merciful who has given me the health, time and change for finishing this thesis "An Analysis of Students' Vowels Ability In Singing Maherzain Song "I Believe" at the Eighth Grade in MTs. S NU Batahan." Secondary, blessing and peace be upon to prophet Muhammad SAW who has brought human being from the dark era to the bright era.

In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore, in this opportunity I would like to express my gratitude to the following people:

1. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as my Advisor I (one) and also as the lecture in Institute for Islamic Studies (IAIN) Padangsidimpuan and as the Leader for Department English Section (IAIN) Padangsidimpuan. .

2. Special thanks are due to Hamka, M.Hum., as my Advisor II (two) and also as the staff of Islamic Study program that has helped me to complete this research.

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This thesis in still so far from being perfect based on the weakness of me. Therefore, I expects the constructive critism and suggestions from the readers in order to improve this thesis.

May Allah, The Almighty bless them all, Amin

Padangsidimpuan, May 30th 2014

Researcher,

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Name   : RESDILLA PRATIWI
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Year   : 2013-2-14
Title   : AN ANALYSIS OF STUDENTS VOWEL ABILITY IN SINGING MAHERZAIN SONG "I BELIEVE"AT THE EIGHT GRADE MTs.S NU BATAHAN

ABSTRACT

The research was taken based on fact that most of students MTs.S NU Batahan pronounce English vowel incorrectly. Many students still have difficulties in pronouncing the words. The researcher want to analyze students' vowel ability in singing Maherzein song "I believe". The objectives of the research were to describe students' vowel ability of MTs.S NU Batahan in Singing maherzain song "I Believe", to find the difficulties students' vowel ability of Mts. S NU Batahan in Singing Maherzain song "I Believe", to explain the planning efforts of teacher and students to overcome the error found by students in pronouncing vowel by singing Maherzain song "I Believe".

The research used Descriptive Qualitative Methode. The data taken from test, the techniques for collecting data with the test as follow, researcher gave chance or time for students to learn the song in two weeks, whereas, one learning in one week to know about the song and another week for memorizing the song. After two weeks, they are record. Beside the test, the researcher took the data from interview and observation.

The result was found that students' vowel ability in singing Maherzein song "I believe" at MTs.S NU Batahan was still low score 33.49%. The students still weak to Pronoun Diphtong "[iə] [eə][uə][ei][i][oi] [əu] [u]. They often using consonant "r" clearly to changed long vowel ([ə:],[:] [:]), they difficult to pronoun the word that consist of double consonant. After analyzing the data. It was concluded that students' vowel ability in singing Maherzain song "I believe" at the Eight Grade in MTs.S NU Batahan was still low.

Original Song

"I Believe"
By
Maherzain

When you're searching for the light

And you see no hope in sight

Be sure and have no doubt

He's always close to you

He's the one who knows you best

He knows what's in your heart

You'll find your peace at last

If you just have faith in Him

You're always in my heart and mind

Your name is mentioned every day

I'll follow you no matter what

My biggest wish is to see you one day

Chorus:

I believe

I believe

Do you believe,

oh do you believe?

Coz I believe

In a man who used to be

So full of love and harmony

He fought for peace and liberty
And never would he hurt anything

He was a mercy for mankind
A teacher till the end of time
No creature could be compared to him
So full of light and blessings

You're always in my heart and mind
Your name is mentioned every day
I'll follow you no matter what
If God wills we'll meet one day

Chorus :
If you lose your way
Believe in a better day
Trials will come
But surely they will fade away

If you just believe
What is plain to see
Just open your heart
And let His love flow through

I believe
I believe,
I believe
I believe
And now I feel my heart is at peace

Chorus:

I believe,I believe,I believe,I believe

APPENDICES I

Transcribe of the song

[__i] [bili:v]

[Wɛn] [j__ə] [__ə:t iŋ] [f__:] [ðə] [l__it]
[ənd] [j__:] [si:] [nə__] [hə__p] [in] [s__it]
[bi:] [s__ə] [ənd] [hæv] [nə__] [d__ut]
[hiz] [lweiz] [klə__z] [tu:] [j   :]

[hiz] [ðə] [w n] [hu:] [nə__z] [j :] [best]
[hi:] [nə__z][w ts] [in] [j :] [h :t]
[j :l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [feið] [in] [him]

[j__:] [lweiz] [in] [m__i] [hɑ:t] [ənd] [m__ind]
[j__:] [neim] [iz] [mɛn ənd] [evridei]
[__l] [fələ__] [j__:] [nə__] [metə:] [w__t]
[m__i] [bigəst] [wi] [iz] [tu:] [si:] [j__:] [w n] [dei]

[cə__z] [__i] [bili:v],,
[du:] [j__:] [bili:v]

[in] [ə] [mæn] [hu:] [j__:zd] [tu: bi:]
[sə__] [ful] [__v] [l v] [ənd] [h__:məni]
[hi] [f__ut] [f__:] [pi:z] [ənd] [libə:ti]
[ənd] [nevə:] [wu:d] [hi:] [hə:t] [eniθiŋ]

[hi:] [w__z] [ə] [mə:si] [fə:] [mænk__ind]
[ə] [ti:t ə:] [til] [ði] [end] [__v] [t__im]
[nəu] [krit:tə:] [ku:d] [bi:] [k__mpə:d] [wiθ] [him]

[sǝu] [ful] [__v] [l__v] [ǝnd] [blɛ iŋz]

[j___:] [__lweiz] [in] [m__i] [hɑ:t] [ǝnd] [m__ind]
[j___:] [neim] [iz] [mɛn   ǝnd] [ɛvridei]
[__l] [fǝlǝ__] [j___:] [nǝ__] [mɛtǝ:] [w__t]
[if] [g__d] [wilz] [wil] [mi:t] [in] [w__n] [dei]

[cǝ__z] [__i] [bili:v],,
[du:] [j___:] [bili:v]
[if] [j___:] [lu:z] [j___:] [wei]
[bili:v] [in] [ǝ] [betǝ:] [dei]
[tr__ilz] [wil] [k__m], [b__t] [suǝli] [ðei] [wil] [feid] [ɛwei]
[if] [j___:] [dʒ __st] bili:v]
[w__t] [iz] [plɛn] [tu:] [si]
[dʒ __st] [ǝupǝn] [j___:] [hɑ:t]
[ǝnd] [lʒ_t] [hiz] [l__v] [flǝu] [θru:]
[ǝnd] [n__u] [__i] [fi:l] [m__i] [hɑ:t] [iz] [æt pi:z]

A. Interview with students at the eighth grade of Mts.S NU Batahan

1. Do you like English?

2. Do you ever English course before?

3. Do you like learning English exactly about vowels?

4. How is the way to teach vowels in your school, and what do you think about those way, is it good or not?

5. Do you like to pronounce English exactly about vowels in your daily life?

6. Do you have problem when study of vowels? How to solve it?

7. What is the problem that usually you get in learning vowels?

8. What is the solution that your teacher give to solve your problem in pronounce vowels?

B. Interview with the English teacher

1. What is method that you use in teaching vowels in Mts.S NU Batahan?

2.   How is the students' result in learning vowels??

3. What is the students' difficulties that often gotten by student in learning vowels?

4. How is your effort to solve the problem?

5. How is your way to motivate your students so that they can increase their vowels ability?

6. What is the indicator that you use to establish students ability in mastering vowels?

C. Interview with the Headmaster

1. What is background of the building of Mts.S NU Batahan?

2. How is the geographies of MTs.S NU Batahan?

3. How many English teachers in MTs.S NU Batahan ?

4. How many students in MTs.S NU Batahan?

5. How is the development of MTs.S NU Batahan?

LIST OF OBSERVATION

1. The Location of the school of MTs.S NU Batahan.
2. The Learning Process of English in the MTs.S NU Batahan.
3. The State and Condition of the Students at the learning process of English
4. The State and Condition of the teacher at the learning process of English
5. The state of the tool and infrastructure of Mts.S Nu Batahan as supporting learning process
6. To observe the method of teacher's teaching
7. To observe the ability at the learning prosess.

APPENDICES III

Transcribe of the Riska's song:

[__i] [beli:v]

[Wen] [j__] [ər   iŋ] [for] [ðə] [l__it]
[ənd] [j__:] [si:] [no [hop] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no] [dab]
[hiz] [lweiz] [kloz] [tu:] [j   :]

[hiz] [ðə] [w   n] [hu:] [nuz] [j   :] [best]
[hi:] [nuz][w   ts] [in] [j   r] [h   :t]
[j   :l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ   __st] [hæv] [feit] [in] [him]

[j__:] [lweiz] [in] [m__i] [hart] [ənd] [m__nd]
[j__:] [neim] [iz] [men   ənd] [evride]
[__l] [folo] [j__:] [no] [matər] [w__t]
[m__i] [bigəst] [wi   ] [iz] [tu:] [si:] [j__:] [w   n] [dei]

[koz] [__i] [bili:v],,
[du:] [j__:] [bili:v]

[in] [ə] [mæn] [hu:] [j__:zd] [tu: bi:]
[so] [ful] [__v] [l   v] [ənd] [h__rməni]
[hi] [f__ut] [f__:] [pi:z] [ənd] [libə:ti]
[ənd] [nevə:] [wu:d] [hi:] [hə:t] [eniθiŋ]

[hi:] [w__z] [ə] [mə:si] [fə:] [mænk__nd]
[ə] [ti:t   ə:] [til] [ði] [end] [__v] [t__im]
[no] [krit:tər] [ku:d] [bi:] [k__mpə:d] [wiθ] [him]
[səu] [ful] [__v] [l__v] [ənd] [ble   iŋz]

[j__:] [__lweiz] [in] [m__i] [ha:t] [ənd] [m__ind]
[j__:] [neim] [iz] [men   ənd] [evridei]
[__l] [fələ__] [j__:] [nə__] [metə:] [w__t]
[if] [g__d] [wilz] [wil] [mi:t] [in] [w__n] [dei]

[cə__z] [__i] [bili:v],,
[du:] [j__:] [bili:v]
[if] [j__:] [lu:z] [j__:] [wei]
[bili:v] [in] [ə] [betə:] [dei]
[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]
[if] [j__:] [dʒ __st] bili:v]
[w__t] [iz] [plen] [tu:] [si]
[dʒ __st] [əupən] [j__:] [ha:t]
[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]
[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transribe of ida's song

[__i] [beli:v]

[Wen] [j__] [ər   iŋ] [for] [ðə] [l__it]
[ənd] [j__:] [si:] [no [hop] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no] [dab]
[hiz] [lweiz] [kloz] [tu:] [j   :]

[hiz] [ðə] [w   n] [hu:] [nuz] [j   :] [best]
[hi:] [nuz][w   ts] [in] [j r] [h   :t]
[j   :l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ   __st] [hæv] [feit] [in] [him]

[j__:] [lweiz] [in] [m__i] [hart] [ənd] [m__nd]
[j__:] [neim] [iz] [men   ənd] [evride]
[__l] [folo] [j__:] [no] [matər] [w__t]
[m__i] [bigəst] [wi   ] [iz] [tu:] [si:] [j__:] [w   n] [dei]

[koz] [__i] [bili:v],,
[du:] [j__:] [bili:v]

[in] [ə] [mæn] [hu:] [j__:zd] [tu: bi:]
[so] [ful] [__v] [l   v] [ənd] [h__rməni]
[hi] [f__ut] [f__:] [pi:z] [ənd] [libə:ti]
[ənd] [nevə:] [wu:d] [hi:] [hə:t] [eniθiŋ]

[hi:] [w__z] [ə] [mə:si] [fə:] [mænk__nd]
[ə] [ti:t   ə:] [til] [ði] [end] [__v] [t__im]
[no] [krit:tər] [ku:d] [bi:] [k__mpə:d] [wiθ] [him]
[səu] [ful] [__v] [l__v] [ənd] [ble   iŋz]

[j__:] [__lweiz] [in] [m__i] [ha:t] [ənd] [m__ind]
[j__:] [neim] [iz] [men   ənd] [evridei]
[__l] [fələ__] [j__:] [nə__] [metə:] [w__t]
[if] [g__d] [wilz] [wil] [mi:t] [in] [w__n] [dei]

[cə__z] [__i] [bili:v],,
[du:] [j__:] [bili:v]
[if] [j__:] [lu:z] [j__:] [wei]
[bili:v] [in] [ə] [betə:] [dei]

[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [j__:] [dʒ __st] bili:v]

[w__t] [iz] [plen] [tu:] [si]

[dʒ __st] [opən] [j__:] [ha:t]

[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θro]

[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe of lailatul song

[__i] [beli:v]

[Wen] [j__] [ər iŋ] [for] [ðə] [l__it]
[ənd] [j__:] [si:] [no [hop] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no] [dab]
[hiz] [lweiz] [kloz] [tu:] [j :]

[hiz] [ðə] [w n] [hu:] [nuz] [j :] [best]
[hi:] [nuz][w ts] [in] [j r] [h :t]
[j :l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [feit] [in] [him]

[j__:] [lweiz] [in] [m__i] [hart] [ənd] [m__nd]
[j__:] [neim] [iz] [men ənd] [evride]
[__l] [folo] [j__:] [no] [matər] [w__t]
[m__i] [bigəst] [wi] [iz] [tu:] [si:] [j__:] [w n] [dei]

[koz] [__i] [bili:v],,
[du:] [j__:] [bili:v]

[in] [ə] [mæn] [hu:] [j__:zd] [tu: bi:]
[so] [ful] [__v] [l v] [ənd] [h__rməni]
[hi] [f__ut] [f :] [pi:z] [ənd] [libə:ti]
[ənd] [nevə:] [wu:d] [hi:] [hə:t] [eni θiŋ]

[hi:] [w__z] [ə] [mə:si] [fə:] [mænk__nd]
[ə] [ti:t ə:] [til] [ði] [end] [__v] [t__im]
[no] [krit:tər] [ku:d] [bi:] [k__mpə:d] [wiθ] [him]
[səu] [ful] [__v] [l__v] [ənd] [ble iŋz]

[j__:] [__lweiz] [in] [m__i] [ha:t] [ənd] [m__ind]
[j__:] [neim] [iz] [men ənd] [evridei]
[__l] [fələ__] [j__:] [nə__] [metə:] [w__t]
[if] [g__d] [wilz] [wil] [mi:t] [in] [w__n] [dei]

[cə__z] [__i] [bili:v],,
[du:] [j__:] [bili:v]
[if] [j__:] [lu:z] [j__:] [wei]

[bili:v] [in] [ə] [betə:] [dei]
[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]
[if] [j__:] [dʒ __st] bili:v]
[w__t] [iz] [plen] [tu:] [si]
[dʒ __st] [əupən] [j__:] [ha:t]
[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]
[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe of naldi

[__i] [be̲li̲ːv]

[We̲n] [j__] [ər   iŋ] [fo̲r] [ðə] [l__it]
[ənd] [j__ː] [si̲ː] [no̲ [ho̲p] [in] [s__t]
[biː] [s__r] [ənd] [hæv] [no̲] [da̲b]
[hiz] [lwe̲iz] [klo̲z] [tuː] [j   ː]

[hiz] [ðə] [w   n] [huː] [nu̲z] [j   ː] [best]
[hiː] [nu̲z][w   ts] [in] [j r] [h   ːt]
[j   ːl] [f__ind] [j__ː] [pi̲ːs] [æt] [l__st]
[if] [j__ː] [dʒ __st] [hæv] [fe̲it] [in] [hi̲m]

[j__ː] [lwe̲iz] [in] [m__i] [ha̲rt] [ənd] [m__nd]
[j__ː] [ne̲im] [iz] [me̲n   ənd] [evride̲]
[__l] [folo̲] [j__ː] [no̲] [ma̲tər] [w__t]
[m__i] [bigə̲st] [wi̲   ] [i̲z] [tu̲ː] [si̲ː] [j__ː] [w   n] [de̲i]

[koz] [__i] [biliːv],,
[du̲ː] [j__ː] [bili̲ːv]

[in] [ə] [mæn] [hu̲ː] [j__ːzd] [tu̲ː bi̲ː]
[so̲] [fu̲l] [__v] [l   v] [ənd] [h__rmə̲ni]
[hi̲] [f__ut] [f__ː] [pi̲ːz] [ənd] [libə̲ːti]
[ə̲nd] [ne̲və̲ː] [wu̲ːd] [hi̲ː] [hə̲ːt] [eni̲θi̲ŋ]

[hi̲ː] [w__z] [ə] [mə̲ːsi] [fə̲ː] [mænk__nd]
[ə] [ti̲ːt   ə̲ː] [ti̲l] [ði̲] [e̲nd] [__v] [t__im]
[no̲] [kri̲tːtər] [ku̲ːd] [bi̲ː] [k__mpə̲ːd] [wi̲θ] [hi̲m]
[sə̲u] [fu̲l] [__v] [l__v] [ənd] [ble̲   iŋz]

[j__ː] [__lwe̲iz] [in] [m__i] [ha̲ːt] [ə̲nd] [m__ind]
[j__ː] [ne̲im] [iz] [me̲n   ənd] [e̲vri̲de̲i]
[__l] [fə̲lə̲__] [j__ː] [nə̲__] [me̲tə̲ː] [w__t]
[i̲f] [g__d] [wi̲lz] [wi̲l] [mi̲ːt] [i̲n] [w__n] [de̲i]

[cə̲__z] [__i] [bi̲li̲ːv],,
[du̲ː] [j__ː] [bi̲li̲ːv]
[i̲f] [j__ː] [lu̲ːz] [j__ː] [we̲i]

[bili:v] [in] [ə] [betə:] [dei]
[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]
[if] [j__:] [dʒ __st] bili:v]
[w__t] [iz] [plen] [tu:] [si]
[dʒ __st] [əupən] [j__:] [ha:t]
[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]
[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe of ulava's song

[__i] [be̲li̲:v]

[We̲n] [j__] [ər   iŋ] [fo̲r] [ðə] [l__it]
[ənd] [j__:] [si̲:] [no̲ [ho̲p] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no̲] [da̲b]
[hiz] [lwe̲iz] [klo̲z] [tu:] [j   :]

[hiz] [ðə] [w   n] [hu:] [nu̲z] [j   :] [best]
[hi:] [nu̲z][w   ts] [in] [j   r] [h   :t]
[j   :l] [f__ind] [j__:] [pi̲:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [fe̲it] [in] [hi̲m]

[j__:] [lwe̲iz] [in] [m__i] [ha̲rt] [ənd] [m__nd]
[j__:] [ne̲im] [iz] [me̲n   ənd] [evride̲]
[__l] [folo̲] [j__:] [no̲] [ma̲tər] [w__t]
[m__i] [biga̲st] [wi̲   ] [iz] [tu̲:] [si̲:] [j__:] [w   n] [de̲i]

[koz] [__i] [bili:v],,
[du̲:] [j__:] [bili̲:v]

[in] [ə] [mæn] [hu̲:] [j__:zd] [tu̲: bi̲:]
[so̲] [fu̲l] [__v] [l   v] [ənd] [h__rmə̲ni]
[hi̲] [f__ut] [f__:] [pi̲:z] [ənd] [libə̲:ti]
[ənd] [ne̲və̲:] [wu̲:d] [hi̲:] [hə̲:t] [eni̲θi̲ŋ]

[hi̲:] [w__z] [ə] [mə̲:si] [fə̲:] [mænk__nd]
[ə] [ti̲:t   ə̲:] [ti̲l] [ði̲] [e̲nd] [__v] [t__im]
[no̲] [kri̲t:tə̲r] [ku̲:d] [bi̲:] [k__mpə̲:d] [wi̲θ] [hi̲m]
[sə̲u] [fu̲l] [__v] [l__v] [ənd] [ble̲   iŋz]

[j__:] [__lwe̲iz] [in] [m__i] [ha̲:t] [ə̲nd] [m__ind]
[j__:] [ne̲im] [iz] [me̲n   ənd] [e̲vri̲de̲i]
[__l] [fə̲lə̲__] [j__:] [nə̲__] [me̲tə̲:] [w__t]
[i̲f] [g__d] [wi̲lz] [wi̲l] [mi̲:t] [i̲n] [w__n] [de̲i]

[cə̲__z] [__i] [bi̲li̲:v],,
[du̲:] [j__:] [bi̲li̲:v]
[i̲f] [j__:] [lu̲:z] [j__:] [we̲i]

[bili:v] [in] [ə] [betə:] [dei]

[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [j__:] [dʒ __st] bili:v]

[w__t] [iz] [plen] [tu:] [si]

[dʒ __st] [əupən] [j__:] [ha:t]

[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]

[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe of jumros's song

[__i] [be̱li̱ːv]

[We̲n] [j__] [ər   iŋ] [fo̲r] [ðə] [l__it]
[ənd] [j__ː] [si̱ː] [no̲ [ho̲p] [in] [s__t]
[biː] [s__r] [ənd] [hæv] [no̲] [da̲b]
[hiz] [lwe̲iz] [klo̲z] [tuː] [j   ː]

[hiz] [ðə] [w   n] [huː] [nṳz] [j   ː] [best]
[hiː] [nṳz][w   ts] [in] [j r] [h   ːt]
[j   ːl] [f__ind] [j__ː] [pi̱ːs] [æt] [l__st]
[if] [j__ː] [dʒ __st] [hæv] [fe̲it] [in] [hi̱m]

[j__ː] [lwe̲iz] [in] [m__i] [ha̲rt] [ənd] [m__nd]
[j__ː] [ne̲im] [iz] [me̲n   ənd] [evride̲]
[__l] [folo̲] [j__ː] [no̲] [ma̲tər] [w__t]
[m__i] [biga̲st] [wi̱   ] [i̲z] [tṳː] [si̱ː] [j__ː] [w   n] [de̲i]

[koz] [__i] [bili̱ːv],,
[dṳː] [j__ː] [bili̱ːv]

[in] [ə] [mæn] [hṳː] [j__ːzd] [tṳː bi̱ː]
[so̲] [fṳl] [__v] [l   v] [ənd] [h__rmə̲ni]
[hi̱] [f__ut] [f__ː] [pi̱ːz] [ənd] [libə̲ːti]
[ənd] [ne̲və̲ː] [wṳːd] [hi̱ː] [hə̲ːt] [eni̱θi̱ŋ]

[hi̱ː] [w__z] [ə] [mə̲ːsi] [fə̲ː] [mænk__nd]
[ə] [ti̱ːt   ə̲ː] [ti̱l] [ði̱] [e̲nd] [__v] [t__im]
[no̲] [kri̱tːtər] [kṳːd] [bi̱ː] [k__mpə̲ːd] [wi̱θ] [him]
[sə̲u] [fṳl] [__v] [l__v] [ənd] [ble̲   iŋz]

[j__ː] [__lwe̲iz] [in] [m__i] [ha̲ːt] [ənd] [m__ind]
[j__ː] [ne̲im] [iz] [me̲n   ənd] [e̲vri̱de̲i]
[__l] [fə̲lə__] [j__ː] [nə__] [me̲tə̲ː] [w__t]
[if] [g__d] [wi̱lz] [wi̱l] [mi̱ːt] [i̱n] [w__n] [de̲i]

[cə̲__z] [__i] [bi̱li̱ːv],,
[dṳː] [j__ː] [bi̱li̱ːv]
[if] [j__ː] [lṳːz] [j__ː] [we̲i]

[biliːv] [in] [ə] [betəː] [dei]

[tr‗ilz] [wil] [k‗m], [b‗t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [j‗ː] [dʒ ‗st] biliːv]

[w‗t] [iz] [plen] [tuː] [si]

[dʒ ‗st] [əupən] [j‗ː] [haːt]

[ənd] [lʒ‗t] [hiz] [l‗v] [fləu] [θruː]

[ənd] [n‗u] [‗i] [fiːl] [m‗i] [haːt] [iz] [æt piːz]

Transcribe of hidia

[__i] [be̱li:v]

[We̱n] [j__] [__ər__iŋ] [fo̱r] [ðə] [l__it]
[ənd] [j__:] [si̱:] [no̱ [ho̱p] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no̱] [da̱b]
[hiz] [__lwe̱iz] [klo̱z] [tu:] [j__:]

[hiz] [ðə] [w__n] [hu:] [nu̱z] [j__:] [best]
[hi:] [nu̱z][w__ts] [in] [j__r] [h__:t]
[j__:l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ__st] [hæv] [fe̱it] [in] [hi̱m]

[j__:] [__lwe̱iz] [in] [m__i] [ha̱rt] [ənd] [m__nd]
[j__:] [ne̱im] [iz] [me̱n__ənd] [evride̱]
[__l] [folo̱] [j__:] [no̱] [ma̱tər] [w__t]
[m__i] [bigəst] [wi̱__] [iz] [tu̱:] [si̱:] [j__:] [w__n] [de̱i]

[koz] [__i] [bili:v],,
[du̱:] [j__:] [bili̱:v]

[in] [ə] [mæn] [hu̱:] [j__:zd] [tu̱: bi̱:]
[so̱] [fu̱l] [__v] [l__v] [ənd] [h__rməni]
[hi̱] [f__ut] [f__:] [pi:z] [ənd] [libə:ti]
[ənd] [ne̱və:] [wu̱:d] [hi:] [hə:t] [eni̱θi̱ŋ]

[hi̱:] [w__z] [ə] [mə:si] [fə:] [mænk__nd]
[ə] [ti̱:t__ə:] [ti̱l] [ði̱] [e̱nd] [__v] [t__im]
[no̱] [krit:tər] [ku̱:d] [bi̱:] [k__mpə:d] [wi̱θ] [him]
[səu] [fu̱l] [__v] [l__v] [ənd] [ble̱__iŋz]

[j__:] [__lwe̱iz] [in] [m__i] [ha̱:t] [ənd] [m__ind]
[j__:] [ne̱im] [iz] [me̱n__ənd] [e̱vri̱de̱i]
[__l] [fələ__] [j__:] [nə__] [me̱tə:] [w__t]
[i̱f] [g__d] [wi̱lz] [wi̱l] [mi̱:t] [i̱n] [w__n] [de̱i]

[cə__z] [__i] [bili̱:v],,
[du̱:] [j__:] [bili̱:v]
[i̱f] [j__:] [lu̱:z] [j__:] [we̱i]

[bili:v] [in] [ə] [betə:] [dei]

[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [j__:] [dʒ __st] bili:v]

[w__t] [iz] [plen] [tu:] [si]

[dʒ __st] [əupən] [j__:] [ha:t]

[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]

[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe from rinaldi

[__i] [be̱li̱:v]

[We̱n] [j__] [ər   iŋ] [fo̱r] [ðə] [l__it]
[ənd] [j__:] [si̱:] [no̱ [ho̱p] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no̱] [da̱b]
[hiz] [lwe̱iz] [klo̱z] [tu:] [j   :]

[hiz] [ðə] [w   n] [hu:] [nu̱z] [j   :] [best]
[hi:] [nu̱z][w   ts] [in] [j r] [h   :t]
[j   :l] [f__ind] [j__:] [pi̱:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [fe̱it] [in] [hi̱m]

[j__:] [lwe̱iz] [in] [m__i] [ha̱rt] [ənd] [m__nd]
[j__:] [ne̱im] [iz] [me̱n   ənd] [evride̱]
[__l] [folo̱] [j__:] [no̱] [ma̱tər] [w__t]
[m__i] [biga̱st] [wi̱   ] [iz] [tu̱:] [si̱:] [j__:] [w   n] [de̱i]

[koz] [__i] [bili:v],,
[du̱:] [j__:] [bili̱:v]

[in] [ə] [mæn] [hu̱:] [j__:zd] [tu̱: bi̱:]
[so̱] [fu̱l] [__v] [l   v] [ənd] [h__rmə̱ni]
[hi̱] [f__ut] [f__:] [pi̱:z] [ənd] [libə̱:ti]
[ənd] [ne̱və̱:] [wu̱:d] [hi̱:] [hə̱:t] [eni̱θi̱ŋ]

[hi̱:] [w__z] [ə] [mə̱:si] [fə̱:] [mænk__nd]
[ə] [ti̱:t   ə̱:] [ti̱l] [ði̱] [e̱nd] [__v] [t__im]
[no̱] [kri̱t:tə̱r] [ku̱:d] [bi̱:] [k__mpə̱:d] [wi̱θ] [him]
[sə̱u] [fu̱l] [__v] [l__v] [ənd] [ble̱   iŋz]

[j__:] [__lwe̱iz] [in] [m__i] [ha̱:t] [ə̱nd] [m__ind]
[j__:] [ne̱im] [iz] [me̱n   ənd] [e̱vri̱de̱i]
[__l] [fə̱lə̱__] [j__:] [nə̱__] [me̱tə̱:] [w__t]
[if] [g__d] [wi̱lz] [wi̱l] [mi̱:t] [i̱n] [w__n] [de̱i]

[cə̱__z] [__i] [bi̱li̱:v],,
[du̱:] [j__:] [bi̱li̱:v]
[if] [j__:] [lu̱:z] [j__:] [we̱i]

[bili:v] [in] [ə] [betə:] [dei]

[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [j__:] [dʒ __st] bili:v]

[w__t] [iz] [plen] [tu:] [si]

[dʒ __st] [əupən] [j__:] [ha:t]

[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]

[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

Transcribe from Amanda

[__i] [be̱li̱:v]

[We̱n] [j__] [ər iŋ] [fo̱r] [ðə] [l__it]
[ənd] [j__:] [si̱:] [no̱ [ho̱p] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no̱] [da̱b]
[hiz] [lwe̱iz] [klo̱z] [tu:] [j :]

[hiz] [ðə] [w n] [hu:] [nu̱z] [j :] [best]
[hi:] [nu̱z][w ts] [in] [j r] [h :t]
[j :l] [f__ind] [j__:] [pi̱:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [fe̱it] [in] [hi̱m]

[j__:] [lwe̱iz] [in] [m__i] [ha̱rt] [ənd] [m__nd]
[j__:] [ne̱im] [iz] [me̱n ənd] [evride̱]
[__l] [folo̱] [j__:] [no̱] [ma̱tər] [w__t]
[m__i] [bigəst] [wi̱] [iz] [tu̱:] [si̱:] [j__:] [w n] [de̱i]

[koz] [__i] [bili:v],,
[du̱:] [j__:] [bili̱:v]

[in] [ə] [mæn] [hu̱:] [j__:zd] [tu: bi̱:]
[so̱] [fu̱l] [__v] [l v] [ənd] [h__rməni]
[hi̱] [f__ut] [f__:] [pi̱:z] [ənd] [libə̱:ti]
[ənd] [ne̱və̱:] [wu̱:d] [hi̱:] [hə̱:t] [eni̱θi̱ŋ]

[hi̱:] [w__z] [ə] [mə̱:si] [fə̱:] [mænk__nd]
[ə] [ti̱:t ə̱:] [ti̱l] [ði̱] [e̱nd] [__v] [t__im]
[no̱] [kri̱t:tər] [ku̱:d] [bi̱:] [k__mpə̱:d] [wi̱θ] [him]
[sə̱u] [fu̱l] [__v] [l__v] [ənd] [ble̱ iŋz]

[j__:] [__lwe̱iz] [in] [m__i] [ha̱:t] [ə̱nd] [m__ind]
[j__:] [ne̱im] [iz] [me̱n ənd] [e̱vri̱de̱i]
[__l] [fələ__] [j__:] [nə__] [me̱tə:] [w__t]
[i̱f] [g__d] [wi̱lz] [wi̱l] [mi̱:t] [i̱n] [w__n] [de̱i]

[cə__z] [__i] [bi̱li̱:v],,
[du̱:] [j__:] [bi̱li̱:v]
[i̱f] [j__:] [lu̱:z] [j__:] [we̱i]

[biliːv] [in] [ə] [betəː] [dei]

[trᵢilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]

[if] [jᵢ:] [dʒ __st] biliːv]

[w__t] [iz] [plen] [tuː] [si]

[dʒ __st] [əupən] [jᵢ:] [haːt]

[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θruː]

[ənd] [n__u] [__i] [fiːl] [m__i] [haːt] [iz] [æt piːz]

Ttranscribe from saputras'song

[__i] [beli:v]

[Wen] [j__] [ər   iŋ] [for] [ðə] [l__it]
[ənd] [j__:] [si:] [no [hop] [in] [s__t]
[bi:] [s__r] [ənd] [hæv] [no] [dab]
[hiz] [lweiz] [kloz] [tu:] [j   :]

[hiz] [ðə] [w   n] [hu:] [nuz] [j   :] [best]
[hi:] [nuz][w   ts] [in] [j r] [h   :t]
[j   :l] [f__ind] [j__:] [pi:s] [æt] [l__st]
[if] [j__:] [dʒ __st] [hæv] [feit] [in] [him]

[j__:] [lweiz] [in] [m__i] [hart] [ənd] [m__nd]
[j__:] [neim] [iz] [men   ənd] [evride]
[__l] [folo] [j__:] [no] [matər] [w__t]
[m__i] [bigəst] [wi   ] [iz] [tu:] [si:] [j__:] [w   n] [dei]

[koz] [__i] [bili:v],,
[du:] [j__:] [bili:v]

[in] [ə] [mæn] [hu:] [j__:zd] [tu: bi:]
[so] [ful] [__v] [l   v] [ənd] [h__rməni]
[hi] [f__ut] [f__:] [pi:z] [ənd] [libə:ti]
[ənd] [nevə:] [wu:d] [hi:] [hə:t] [eniθiŋ]

[hi:] [w__z] [ə] [mə:si] [fə:] [mænk__nd]
[ə] [ti:t   ə:] [til] [ði] [end] [__v] [t__im]
[no] [krit:tər] [ku:d] [bi:] [k__mpə:d] [wiθ] [him]
[səu] [ful] [__v] [l__v] [ənd] [ble   iŋz]

[j__:] [__lweiz] [in] [m__i] [ha:t] [ənd] [m__ind]
[j__:] [neim] [iz] [men   ənd] [evridei]
[__l] [fələ__] [j__:] [nə__] [metə:] [w__t]
[if] [g__d] [wilz] [wil] [mi:t] [in] [w__n] [dei]

[cə__z] [__i] [bili:v],,
[du:] [j__:] [bili:v]
[if] [j__:] [lu:z] [j__:] [wei]

[bili:v] [in] [ə] [betə:] [dei]
[tr__ilz] [wil] [k__m], [b__t] [suəli] [ðei] [wil] [feid] [ewei]
[if] [j__:] [dʒ __st] bili:v]
[w__t] [iz] [plen] [tu:] [si]
[dʒ __st] [əupən] [j__:] [ha:t]
[ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:]
[ənd] [n__u] [__i] [fi:l] [m__i] [ha:t] [iz] [æt pi:z]

APPENDICES IV:
The Result Of Students' Vowel Ability

No	Name	Indicators of Vowels																						Total	Percen Tage
		Short vowel									Long vowel					Diphtong									
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5	6	7	8		
		i	e	3	æ		o	u	ə		i:	u:	a:	:	ə:	iə	eə	uə	ei	i	oi	əu	u		
1	Rizki	53	12	2	6	21	1	2	22	4	21	32	5	3	14	-	-	3	1		-	3	2	221	9.50%
2	Dayatul	56	17	2	6	20	3	4	24	4	21	31	6	3	14	-	1	3	1	17	-	2	2	248	10.67%
3	Idayatri	54	12	2	6	23	2	4	21	4	21	31	6	3	13	-	-	3	1	15	-	3	1	237	10.02%
4	Amro	53	13	2	8	24	2	4	22	4	21	31	6	3	14	-	1	1	1	10	-	3	2	233	10.0%
5	Gusmar	53	13	2	5	24	2	4	22	4	21	31	6	3	14	-	1	1	1	10	-	2	2	230	9.89%
6	lina	53	13	2	5	24	2	4	22	4	21	31	6	3	14	-	1	1	1	10	-	3	2	230	9.89%
7	Ronal	53	12	2	5	22	2	4	24	4	21	32	6	3	14	-	1	1	1	10	-	4	2	225	9.68%
8	Arizon	53	14	14	4	22	3	4	24	4	21	31	6	3	14	-	1	1	1	5	-		2	237	9.93%
9	Hidia	53	13	13	4	21	3	4	22	4	21	31	6	3	14	-	1	1	1	5	-	7	2	231	9.93%
10	Yudha	53	12	12	4	22	3	4	24	4	21	31	6	3	14	-	1	1	1	5	-	5	2	232	9.98%

Total	534	131	53	53	223	23	38	227	40	210	312	59	30	139	-	8	16	10	178	-	35	22	2324	= 100%
percentage	22.97%	5.63%	2.28%	2.28%	9.59%	0.98%	1.63%	9.76%	1.72%	9.03%	13.42%	253%	1.29%	5.98%	-	0.34%	068%	0.43%	7.65%	-	1.50%	0.94%		100 %

CURRICULUM VITAE

Nama   :Resdilla Pratiwi

Registration Student Number :10 340 0021

Place / Date of Birthday   :Batahan / 06 Oktober 1991

Sex   :Female

Address   :Batahan, kec: Batahan

Father's Name   :Zaharuddin

Mother's Name   :Misyannur

Educational Background

Primary School   :SD Negeri 142710

Junior High School   :MTs.S NU Batahan

Senior high School   :SMAN 2 Batahan

Institute   :IAIN Padangsidimpuan

CHAPTER I

INTRODUCTION

A. **The Background of the Problem**

Language is the expression of human communication through which knowledge, belief, and behavior that can be experienced, explained and shared. This sharing is based on systematics, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Language is a system of arbitrary vocal symbol used for human communication. When a person needs to deliver his/her messages to other people, he/she needs a media or tool to deliver it.

Thus, language learning is very important to human being. All sciences depend upon it and also all education in human life is conducted through it. There are many languages in this world. One of them is English. That is true based on The Qur'an surah Ar-rum: 22, Allah says:[1]

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ

وَٱلْأَرْضِ وَٱخْتِلَـٰفُ

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[1]Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the Noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

فِى إِنَّ ۚ وَأَلْوَٰنِكُمۡ ۚ أَلْسِنَتِكُمۡ ۖ

لّ ۗ لِّلْعَٰلِمِينَ لَأٓيَٰتٍ ذَٰلِكَ ۞

Means: "And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge".

Nowadays, English language has become the popular language which is learnt by most people in many areas of the world. English is an international language. It is the world's most widely used language by society for communication and international contact.

In Indonesia, English is acknowledged as a foreign language. It became an obligation subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skill. Such as listening, speaking, reading and writing skills, which include by language component, such as pronunciation.

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. Abbas Pourhossein Gilakjani said that with good pronunciation, a speaker is intelligible despite other errors, but with poor

pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.[2] So, the speakers have to have good pronunciation, so that their speech will be understandable to the listeners. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation. But, the most important category of pronunciation is vowels. The following illustration will present some significance of vowel learning for the life.

First, vowels are used to know how the sound is came out from the mouth so that produces English well. Second, by learning vowels definitely it will be able to pronounce English well in daily conversation. Finally, it can examine the part of speech for more accustomed with style of English.

Therefore, it is undeniably that vowels learning is necessary for everybody in variety of purposes and needs. However, vowel skill is problematic at the most of students in the aspect of ability or motivation.

In MTs. S Nu Batahan have found that many students still have difficulties in pronouncing the words. They were still shy to pronounce the words in English well. They were afraid their friends will laugh them when they pronounce the words.[3]

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[2]Abbas Pourhossein Gilakjani, *English Language Department* (Iran: Islamic Azad University, 2011), p.2.

[3]Ayu Fitri as English Teacher in class VIII[1-3], *Private Interview* (MTs. S NU Batahan: November 22nd, 2013 at 10.30 a.m).

In addition, they could not spell the word perfectly, because they prefer to listen the teacher speak English rather than practicing their pronunciation directly.[4] Moreover, the researcher interviewed some students who say that learning how to pronounce the words exactly about vowel was most difficult one in learning English.[5]

Based on the explanation above and problems exist in MTs. S NU Batahan about students' vowel ability, the researcher interested in conducting the research entitled **An Analysis of Students' Vowels Ability in Singing Maherzain Song "I Believe" at the Eighth Grade in MTs. S NU Batahan.**

B. The Focus of the Problem

Based on the background of the problem above, there were many problems include in vowels learning, such as students could not spell the word perfectly, still shy to pronounce the words in English well. Then, they prefer to listen the teacher speaks English rather than practicing their pronunciation. However because of the limitation of the time, find, and knowledge, so in this research the researcher only focuses the problem about the students' vowel ability in Singing Maherzain Song "I Believe", whereas just analyzed about, short vowels, long vowels and diphthongs ability at the grade VIII Students of MTs. S NU Batahan.

C. The Definition of the Key Terms

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[4] *Ibid.*
[5]Riska. The Student in Class VIII [2], *Private Interview* (MTs. S NU Batahan: November 27th, 2014 at 10.00 a.m).

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

1. Analysis

According to Hornby, "The analysis is the study of something by examining its parts and their relationship".[6] While in Indonesian Dictionary stated that Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya.[7] (Analysis is the investigation of an event to find out the real situation).

From the definitions above, it can be concluded that analysis was the study about something to find out the real situation.

2. Students

Hornby states that the student is a person who is studying at school or college.[8] While in Indonesia dictionary stated that the student is a learner especially on the grade of elementary, junior, and senior high school".[9] Based on those defenitions above, the researcher concluded that the student is a person who learn on the grade of senior high school on the formal education

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[6]AS. Hornby, *Oxford Advenced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 38.

[7]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

[8]As. Hornby, *Op. cit.*, p. 1187.

[9]TIM Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Op. cit*, p.177.

institution, and the student in this research is a person who studies at the grade VIII in MTs. S NU Batahan.

3. Vowels

According to Hornby, "Vowel are speech sound in which the mouth is open and the tongue not touching the top of the mouth, the teeth, etc."[10] While O'grady & Dobrovlosky states that vowels are sound in which there are no obstructions to the flow of air as it passes from the larynx to the lips. No stopping of sounds in the mouth. Place of articulation, manner of articulation and voicing are not useful when trying to describe vowels.[11]

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

4. Ability

Hornby states that Ability is the mental or physical capacity, power or skill required to do something.[12] While based on the Webstern New World Collage Dictionary, "Ability is the power to do something physical or

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[10]As. Hornby, *Op. cit.*, p. 483.
[11]O'Grady W. & Dobrovlosky M. 2000. *Contemporary Linguistics Analysis* (Toronto: Coop Clark Ltd. 2000), p 32.
[12] As. Hornby, *Op. cit.*, p. 2.

mental".[13] Based on the definitions above, it could be concluded that ability was the power or skill required to do something physical or mental. The ability in this research means the power of the grade VIII students of MTs. S NU Batahan in pronounce words exactly about vowel in singing Maherzain song "I Believe".

5. Singing

   According to Hornby, "singing is make musical sounds with your voice in the form of a song or tune". [14]

   This research means to study the real situation of students at the grade VIII of Mts. S NU Batahan had been singing Maherzain song "I Believe". It was to Analyze the students' vowels ability.

D. The Formulations of The Problem

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

1. How are the students' vowel ability in singing Maherzain song "I Believe" at grade VIII Mts. S NU Batahan?

2. What are students' difficulties in pronouncing vowel in singing Maherzain Song "I Believe" at grade VIII Mts. S NU Batahan?

3. What are the efforts will be done by the English teachers and students to overcome the error found by students in pronouncing vowels in singing

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[13]Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary* (USA: MacMillan, 1995), p. 2.

[14] As. Hornby, *Op. cit.*, p. 401.

Maherzain song "I Believe" at grade VIII MTs. S NU Batahan Padangsidimpuan?

E. The Objectives of the Research

Based on above formulations of the problem, the researcher determined the objective writing of the research as follows:

1. To Describe students' vowel ability in Mts. S NU Batahan in Singing Maherzain song "I Believe".

2. To find the students' difficulties in pronouncing vowel in Mts. S NU Batahan in Singing Maherzain song "I Believe".

3. To explain the planning efforts of teacher and students to overcome the error found by students in pronouncing vowel in singing Maherzain song "I Believe" at grade VIII MTs. S NU Batahan Padangsidimpuan.

F. The Significances of the Research

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

1. Theoretically

a. This research can be referable to the next researchers for studying the other subjects in the field of language teaching.

b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning vowel.

2. Practically

a. As an input for the headmaster in guiding his English teacher.

b. As an input for the English teacher in teaching and learning process especially in learning vowel.

c. As an input to the students to increase their ability in pronounce the words exactly about vowels.

G. The Out Lines of the Thesis

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

1. Chapter one discussed about introduction, they are: First, background of the problem; this research was hold because the researcher want to know how the students' vowel ability in Singing Maherzain Song "I Believe" at the Eighth Grade in MTs. S NU Batahan. Second, focus of the problem; this research focused about the students' vowel ability in Singing Maherzain Song "I Believe" in vowel, short vowel, long vowel, diphthong categories. Third, definition of key term; definition of key terms included definitions about the title of research. Fourth, the formulation of the problems; Fifth, the objectives

of the research, they were to describe students' vowel ability in Mts. S NU Batahan in Singing Maherzain song "I Believe". To find the students' difficulties in pronouncing vowel in MTs. S NU Batahan in Singing Maherzain song "I Believe". To explain the planning efforts of teacher and students to overcome the error found by students in pronouncing vowel in singing Maherzain song "I believe" at grade VIII MTs. S NU Batahan Padangsidimpuan. Sixth, the significances of research for all elements of MTs. S NU Batahan included headmaster, English teacher, students and also for the further researcher who want to conduct this research.

2. Chapter two was the theoretical description, which explained about the definition of vowels, the characteristics of vowels, kinds of vowels, Maherzain's song, and review of related literature.

3. Chapter three discussed about the methodology of the research consist of; First, approach and kinds of research. The research had been conducted by descriptive analysis with qualitative method. Second, location and time of research was hold in MTs. S NU Batahan. Third, source of data was taken from sample of research from eighth grade students of MTs. S NU Batahan. Fourth, technique data collection involved three techniques included; test, interview and observation. Fifth, the Technique of the Data Trustworthiness to make this research more valid. Sixth, technique analysis data. This data was analyzed with qualitative process.

4. Chapter four included four parts. First, findings; findings consist of general findings and specific findings, general findings consist of stand history, situation of equipments and fasilities, situation of teachers and students in MTs. S NU Batahan. Specific findings consist of the description of the analysis on students' vowels ability in singing Maherzain song "I Believe" in MTs. S NU Batahan, the difficulties students' vowel ability in MTs. S NU Batahan, the explanation the efforts that will be done by teacher and students to overcome the error found by students in pronouncing vowel by singing Maherzain song "I Believe" at grade VIII MTs. S NU Batahan. Second, discussion, which analyzed result of research with theoretical review. Third, the threats of the research, which talking about the threats that researcher find in the process of research.

5. Chapter five was involved: conclusion about the research and suggestion for all.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

In conducting research, theories are needed to explain some concepts or terms apply in research concerned. The terms are:

1. Definition of Vowels

Vowels are sounds which are made without any kind of closure to the escape of air through the mouth. According O'Grady W. & Dobrovlosky, "Vowels are sonorous, syllabic sound made with the vocal tract more open than it is for consonant and glide articulation.[1] Different vowels sounds (also called vowel qualities are produced by varying the placement of the body of the tongue and shaping the lips. The shape of the cavity can be further altered by priding the lips to produce rounded vowels, or by lowering the velum to produce nasal vowels. Based on definition above, it can be concluded that vowels are sound in which there are no obstruction to the flow of air as it passes from the larynx to the lips.

According Hornby, "Vowel is a speech sounds in which the mouth is open and the tongue is not touching the top of the mouth."[2] Generally, vowels have a function as sign of syllable because vowel is sound.

So, based on definition above, the researcher conclude that the vowels are speech sound in which all made in the mouth (place), with little or no air flow constriction

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[1]O'Grady W. & Dobrovlosky M. 2000. *Contemporary Linguistics Analysis* (Toronto: Coop Clark Ltd. 2000), p.33
[2] AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p.1509.

(manner) and are always voiced in English. Exactly the tongue plays an essential role in forming vowels.

2. **The Characteristics of vowels**

Actually, there are four characteristics that describing about vowels. They are:[3]

a. Tongue Placement

The tongue is by far the strongest and most unique muscle in the human body. It is the only muscle that has one point of insertion, and an end that is left to find intrinsic stability in the open space of the oral cavity.[4] If the vowel sounds sit, sat, god and put is repeated by tongue, it can be transcribed [i], [æ], [ ] and [u]. They are as the following:

1) Sit [sit]
   Vowel sound of [i], if the mouth is seen on the mirror that the place of the tongue is held up or high to the front of the mouth.
2) Sat [sæt]
   Vowel sound of [æ], the tongue is front and low of the mouth.
3) God [g d]
   Vowel sound of [ ], 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.[5]

Let see and practice the following figure!
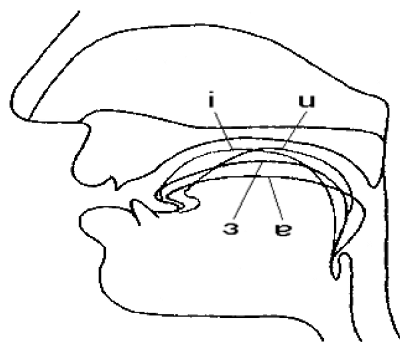
[3]P.Ladefoged, *Vowels and Consonants: An Introduction to the sounds of languages* (Los Angles: Blackwell, 2001) p. 45.

[4]Robin Merkel," Connection Between Tongue Placement and Dental Alignment Retrieved from http://en.wikipedia.org/wiki/tongueplacement, at Desember 13, 2012 on 6 pm.

[5]*Loc. cit.*

Figure I. Tongue Placement and Height

Based on those statement, can be known that tongue is not just place in one position but when we pronounce the vowels by our tongue, we will feel our tongue play in many positions.

b.   Tongue Height

Tongue height are open and close vowels. The position of tongue height is high and low vowels. For the consistent of sound and in the continuity of perception in the next study, it is very important to decide right from the beginning.[6]

The characteristics of tongue height is divided into four, they are high, mid high, low and mid low vowels. High vowels are [*i:* and *u*], mid high vowels are [*i, e, o* and *u*]. Low vowels are [*æ* and *a:*], mid low vowels are [*3,*   and *ɔ:*]. Centre or central sounds are collaboration of tongue placement and height, so the sounds are [ə and ʌ].

So, it can be decided the number of vowel sounds in English is thirteen vowels. In British English, the number of vowel sounds is twelve vowels; same as with American English is twelve too. But both British and American English have significant differences especially in the back mid high and low vowels as illustrated in the vowel chart.

Indonesian people especially different regional language, such Batak Toba language normally locates tongue height hardly in the centre of the mouth to sound

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[6]Heinz J. Giegerich. *English Phonology: An Introduction* (Cambridge University : Pearson Education, 2000), p.111.

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vowels. Very clear the all sounds of vowel are pronounced same as with the letter "*a, e, i, o* and *u*".[7]

For instance in words:

1) Ra [ra] means agreement

   Letter and sound *a* is back and low vowel

2) Get [get] means getting

   Letter and sound *e* is front and mid high vowel

3) Sip [sip] means be silent

   Letter and sound *i* is front and high vowel

4) Do [do] means as finite in Batak language

   Letter and sound *o* is back and mid high vowel

5) Hus [hus] means go away

   Letter and sound *u* is back and high vowel

So, the researcher can conclude that the characteristics of tongue height, they are high, mid high, low and mid low vowels have same pronounce with the letter *a, i, u, e, o*, in Indonesian language.

c. Lip Rounding

Vowel sounds are clearly listened or identified in the surface of speaker on his or her lip rounding. English as a foreign language however is harder to identify by only listening the vowel sounds even using media. In conversation it is impossible every day it can derive media of pronunciation to clarify the sounds.

Further, lip rounding is not in a lies of sounds when open the lips, there of course one sound refer to the place and manner in surface. But it lies on the English.

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[7]Hamka, *English Phonetics and Phonology (Handbook)* Padangsidimpuan STAIN,2011, p. 7.

Because the lip rounding of English vowels normally is not so high and low, almost vowel sounds are in middle of centre. It can be see in the following figure for some vowel sounds.[8]
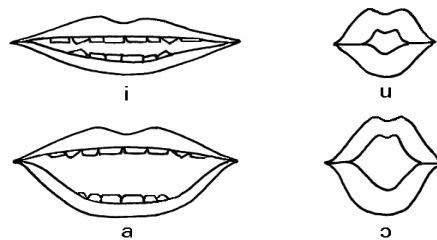

Figure II. Lip Rounding

Based on those it can be concluded that the characteristics of vowel can show the form of vowel, and it can be known how the way to production some vowel in the mouth. So that can pronoun perfectly.

d. Vowel Chart

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth. They are:[9]
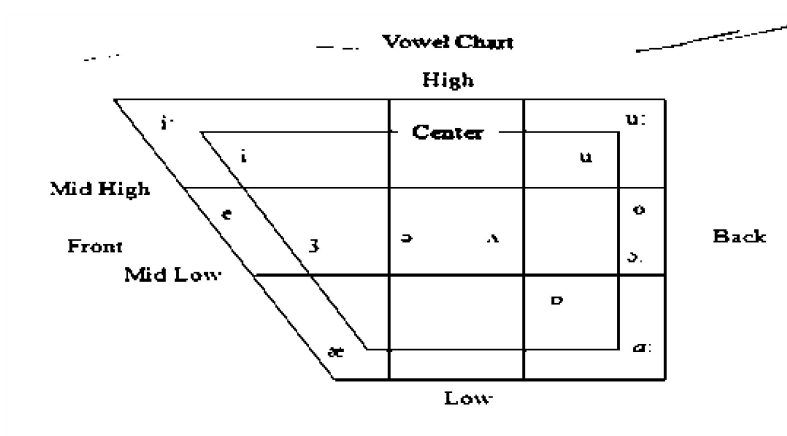
Figure III Vowel Chart

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[8] *Ibid.,* p. 37.
[9]*Ibid.,* p.11.

1) Front, Central and Back vowels

The terms front, central, back refer to the part of the tongue raised and the area in the mouth toward which is raised.[10] Front vowels are made by lifting the front of the tongue toward the area nearest the upper teeth ridge. Central vowels are produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by brunching of the tongue toward the soft palate.

2) High, Mid, and Low Vowels

The term high, mid, and low refer to the difference in tongue high.[11] High vowels are made with the greatest bunching of the tongue, low vowels are made with least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching some where the high and low position.

3. The Kinds of Vowels

Kinds of vowels are categorized into four categories: short vowel, long vowel, diphthong and trip tongs. They are discussed in the following:[12]

a. Short vowels

This is table of Short vowel and Long Vowel:

Short Vowel

i = Front High Central Vowel   [sit]

e = Front Mid High Vowel   [eməu n]

3 = Front Mid Low Vowel   [g3t]

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[10]*Ibid.,* p. 12.
[11]Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology* (New york:Library Cataloguing in Publication Data, 2008), p 76.
[12] *Ibid.*

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æ= Front Low Vowel   [kæn]

  = Back Mid Low Central Vowel   [l v]

o= Back Mid High Vowel   [in diphthong]

u = Back Mid High Central Vowel   [put]

ə = Front Central Vowel   [ðə]

  = Back Central Vowel   [kʌp]

The location of short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that the sounds are shorter. These sounds show differences between Indonesian vowel sounds. Especially for Batahan language in general, vowel sounds are of course foreign to pronounce and perceive, then it makes difficulties in understanding.[13]

Further, students of English as a foreign language normally find ambiguities to detect and identify short vowels. They usually keep in suspense of

the same locations such sound [   ], [o] [Λ] in word body, sounds [ə], [3] and [e] in

word nurse. [14]

Those ambiguities actually can be solved by looking the simplicity that one of them that can represent other sound (s), for example word body can be

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[13]A.C. Gimson, *Op. cit.,* p. 40.
[14] Beverley Collins and Inger M. Mees*., p. 9.

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represented the sound as in [bɜːdi] and nurse as in [nəːz]. It can be also by looking the process of diphthong construction. The Process of Diphthong is compounding short vowels and only ended by centering and closing. The centering, the end sound is only [ə], and then closing, the end sound is [i] and [u].

Based on the explanation above it can perceive the simplicity of short vowels when the find the problem in deciding and identifying the sound what should be. However, to finish understanding in having a good understanding even in producing and comprehending the sounds, this study is better ended until the case is in the consonant, syllable, stress and intonation after we study the kinds of vowel sound such long vowel, diphthong and trip thong. [15]

Above figure shows 2 red colors. They are [e] and [æ]. It is to say that both are different from others. For them, there must be reason. When it tried to differ them, it made examples such in word well was transcribed [wel], and word era was transcribed [iərə]. For sound [e] is more clear in consistence if [e] sound is as a nucleus that has single onset as voiced consonant and the single coda is voiced consonant.

Then, sound [æ] can be seen in word can [kæn], have [hæv], and back [bæk]. The problem is, when it is trying to sound those words, it have a significant sound differently. Sounds [kæn] and [hæv] are little bit shorter, but sound [bæk] is a little bit longer. It may practice as good as possible and slower. So, for them, [e] and [æ] are actually must be in a good reason and must be able to be responsibility.[16]

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[15]*Ibid.,* p. 38.
[16]A.C. Gimson.*,Op. cit.,* p.47.

b. Long Vowels

Above short vowels were introduced. In this study, it can be looked at the types of vowel sounds. Long Vowels are vowel sounds around high- low and front-back vowels. The first to be introduced here are the five long vowels; these are the vowels which tend to be longer then the short vowels in similar context. It is necessary to say "in similar context" because as we shall see later, the length of all English vowel sound varies very much according to their context (such as the type of one sound that follows them) and the presence or absence of stress. [17]

To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots [ː]. Thus we have: [iː], [əː], [ː], [ː] and [uː].[18]

it may have noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality. If it compare some similar pairs of long and short vowels, for example [i] with [iː], or [u] and [uː] or [ ] and [aː] it can distinct differences in quality (resulting from differences in tongue shape and position, and lip position) as well as in length. For this reason, all long vowels have symbols which are different from those short vowels; it can perhaps see that the long and short vowel symbols would still be different from each other even if it omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only one case where a long and a short vowels are closely similar in quality is that of [3ː] and [əː]; but [əː]

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[17]Daniel Jones, *The Pronunciation of English* (Cambridge: Cambridge University Press,1986) P. 49.
[18]Anas Syefi*., Op.cit*., p. 39.

20

is a special case. There must be reason for this. If the coda of the syllable is ended

by letter or sound [r], the sound will be sounded as length as we shall see later

especially in syllable.[19]

<div align="center">Long Vowel</div>

i = Front High Vowel   [di:p]
a:=Back Low Vowel   [k*a:*]
ɔ:= Back Mid Low Vowel   [d*ɔ:*]
u: =Back High Vowel   [ku:k]
ə: = Front Central Vowel   [ðə:]

Based on Explanation above it can be known that Long vowel is part of

vowel that have sound more long than others vowel.

c. Diphthong

BBC pronunciation has large number of diphthongs, sounds which consist

of movement or glide from one short vowel to another. A vowel which remains

constant and does not glide is called pure vowel, and one of most common

pronunciation mistakes that result in a learner of English having a "foreign" accent

is the production of pure vowels where a diphthong should be pronounced. [20]

In terms of length, diphthongs are like the long vowels described above.

Perhaps the most important thing to remember about all the diphthongs is the first

part is much stronger and longer than the second part; for example, most of

diphthong [i] (as in the words eye and I) consists of the [   ] vowel, and only in

about the last quarter of the diphthong does the glide to [i] become noticeable. As

the glide to [i] happens, the loudness of the sound decreases. As the result, the [i]

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[19] *Ibid.*
[20]P.Ladefoged., *Vowels and Consonants: An Introduction to the sounds of languages* (Los Angles: Blackwell, 2001), p. 29.

parts is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthongs must not be made too strongly.

The total number of diphthongs is eight (though [uə] is increasingly rare). The easiest way to remember them is in terms of three groups divided as in this diagram:[21]
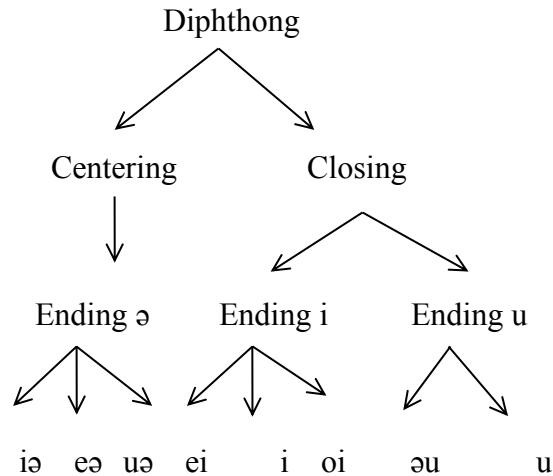
Diphthong

Centering   Closing

Ending ə   Ending i   Ending u

ɪə   eə   uə   ei   i   oi   əu   u

Figure VI Diphthongs

From the ending sounds of diphthong, it can conclude the possible sounds in the ending of syllable in a word if it is more than one syllable, they are dominated by only sound [ə], [i] and [u]. It is hard to find the sounds out from those sounds even we take a look on different dictionaries. For example, study, information, extreme, forget are transcribe [st   di], [inf   :mei   n], [ekstrim] and [f   :g3t] or [f   :gət]. It see, the underline sounds are actually the evidence that the ending sounds, the nucleus of syllable in a word that has more then one syllables can generally dominate and represent ambiguous sounds.[22] Examples:

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[21]A.C. Gimson., *Op. cit.,* p.50
[22] *Ibid.*

22

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i ə      beard      [biəd]
eə       chair      [tʃeə]
uə       tour       [tuə]
ei       face       [feiz]
ɒi       time       [tɒim]
oi       voice      [voiz]
əu       go         [gəu]
ɒu       loud       [lɒud]
ADDITIONAL
Your                [jɔ:]
you're              [juə]
```

Figure VI .Example of Diphthong

Based on explanation above can be concluded that vowel have some form sounds that develop charts of the vowels become more variations. Whereas 13 of vowels can be classificasied base on position of the place of out the letter become some sounds, they are: short vowels, long vowels and diphthong.

4. Maherzain's Song

a. Maherzain's Bibliography

Maher Zain born July 16, 1981 in Tripoli Lebanon, he is a Muslim Swedish R&B singer, songwriter and music producer of Lebanese origin. Maherzain got his first keyboard when he was only ten and ever since music officially became part of Maher's world.[23]

His family moved to Sweden when Maher was only 8, where he continued his schooling, and later entered university and got a Bachelors degree in Aeronautical Engineering. With things changing around him, one thing remained the same – his strong passion for music. He would spend late nights at school with his friends

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[23]Eena Houzyama. *Thank God for Maherzain.* Retrieved from http://en.wikipedia.org/wiki/maherzain, at Desember 13th, 2012 on 5 pm.

23

where they would sing, rap, compose and experiment with music in every way. It didn't take him long to realize that music became an integral part of who he is.

music was something he had loved from a young age and he didn't want to abandon it. Instead, he made a transition: he swapped secular music for something more religious.[24]

b. Maherzain's song

Song is a musical composition usually sung by a solo voice. It may be perform with or without accompaniment. Additionally, quite often a song will have lyrics to it. Lyrics are the words to the song, and they will often tell the story of the song. Most songs have a simple lyrical style.[25]

In name cases, these lyrics might rhyme, but they do not have to. Lyrics can be sung or spoken depending on the composer's intent. There are many different styles of song. A composer can set style of the song by the rhythms that they create with melodic structure that they choose to use.

Zain's music is influenced by his faith and has strong religious overtones. Zain sings in English and Arabic. His songs are not prescriptive, but emphasize the spiritual aspects of the faith. For example, in his song *Mawlaya* on the album *Forgive Me,* he sings about the Prophet Muhammad and his characteristics, especially his role as example to be emulated.

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[24]*Ibid.*
[25]*Ibid.*

24

In another song Maherzain was featured on Irfan Makki's track "I Believe" from his debut studio album of the same name on the same album, his song about The spirit of Islam.[26]

The Lyric of " I believe" is :

When you're searching for the light
And you see no hope in sight
Be sure and have no doubt
He's always close to you

He's the one who knows you best
He knows what's in your heart
You'll find your peace at last
If you just have faith in Him

You're always in my heart and mind
Your name is mentioned every day
I'll follow you no matter what
My biggest wish is to see you one day

Chorus:
I believe
I believe
Do you believe,
oh do you believe?

Coz I believe
In a man who used to be
So full of love and harmony

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[26]Lisa Siregar, "A portrait of the Artist As a Young Muslim" Retrieved from *http://insideislam.wisc.edu*/index.php, at Desember 13th, 2013 on 5 pm.

He fought for peace and liberty
And never would he hurt anything

He was a mercy for mankind
A teacher till the end of time
No creature could be compared to him
So full of light and blessings

You're always in my heart and mind
Your name is mentioned every day
I'll follow you no matter what
If God wills we'll meet one day

Chorus :
If you lose your way
Believe in a better day
Trials will come
But surely they will fade away

If you just believe
What is plain to see
Just open your heart
And let His love flow through

I believe
I believe,
I believe
I believe
And now I feel my heart is at peace
Chorus:
I believe,I believe,I believe,I believe

Artists like Maherzain has tapped into an important need in the Muslim community: to have music that reflects his religious commitment. Even if all Muslims do not appreciate his music because he use of instruments (some Muslims believe that only the voice and a specific type of percussion can be used for music), his music offers young Muslims an alternative that they can relate to.[27]

So, based on explanation above, Maherzain song also can influence the students of MTs.S Nu Batahan to become the best men or women. Furthermore, in Mahezain song "I believe" the students of MTs.S NU Batahan can also learn some vowel, as like has analyzed based on kinds of vowel: " short vowel, long vowel and diphthong, they are:

1)   [i]   = 53

2)   [e] = 11

3)   [3] = 2

4)   [æ] = 6

5)   [   ] = 20

6)   [o] = 1

7)   [u] = 2

8)   [ə] =20

9)   [   ] = 4

10)   [i:]=21

11)   [ə:]=13

12)   [:]=20

_____

[27]*Ibid.*

13) [:]=3

14) [u:]=31

15) [iə] = -

16) [eə]= -

17) [uə]=3

18) [ei]=13

19) [i]= 22

20) [oi] = -

21) [əu]=16

22) [u]=2

B. Review of Related Findings

This research did not begin from zero point, because Rini from State Collage for Islamic Studies has done research in 2008 with the tittle: The Influence of mother tongue to Students' Pronunciation, The result of her research said that there is effect of mother tongue toward Students' Pronunciation.[28] Then the other researcher is Lumoggon Hasibuan From University of North Sumatera has done The research in 2002 with the tittle: "Analis Kontrastif Bunyi Konsonan Dan Vokal Bahasa Batak Angkola Dan Bahasa Inggris".The conclusion of that research indicate that most of the consonant and vowel sound of Batak Angkola Language and English in initial and medial positions or in medial and final position.[29] Also, Muamar Abul from University of North Sumatera has

[28]Rini Erminawati, The Influence of Mother Tongue to Students' Pronunciation(*Unpublished Script*) (Padangsidimpuan STAIN, 2012)

[29]Lumoggon Hasibuan, Analisi Kontrastif Bunyi Konsonan dan Vokal Bahasa Batak Angkola dan Bahasa Inggris,(*Unpublished Script*) (Medan USU, 2002)

done the research in 2010 with the title" vowel varieties of some specific English dialects", the result of her research said that there is vowel varieties of some Specific English Dialects.[30]

So, if the researches above explained about vowel varieties, the researcher wanted to complete the researcher above. Whereas, the researcher wanted to analyze Students' Vowels Ability In Singing Maherzain Song " I Believe" at the Eighth Grade in MTs. S NU Batahan.

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[30]Muamar Abul, Vowel Varieties of Some Specifics English Dialects (*Unpublished Script*) (Medan USU, 2010).

CHAPTER III

THE RESEARCH METODOLOGY

A. The Location and Time of the Research

This research had been done at MTS.s NU Batahan. It was located on Jl. Kh. Ahmad Dahlan. Disctrict of Batahan, the Region of Mandailing Natal. That school developed the varieties of islam in every aspect of life, such as; in environment, the way of dress and also attitude in every students or teacher in that school. It was still far from roadway, and ordered by high hill. This research had done on December 2014 up to finish on May 2014 at MTs.S NU Batahan.

B. Research Design

Based on analysis of data, the research used the qualitative research. According Gay and Eurasian Qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.[1] Additionally, Lexy J Moleong stated "Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method".[2] It means that Qualitative research is the research which understanding the phenomenon based on the collection data and analysis of non numerical data.

Based on the method, the research used descriptive method. According to Gay and Peter Airasian, "descriptive research is a descriptive study determines and describes the way things are. It may also compare subgroups such as males and females or experienced and

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[1] L R. Gay & Peter Airasian. *Educational Research: Companies for Analysis and Application* (USA: Prentice Hall, Incorporate. 2000), p.9.

[2] Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p. 126.

experienced teachers view issues and topic".[3] This method is used to describe the analysis of students' vowel ability in singing Maherzain song "I Believe" at the eighth grade in MTs.S NU Batahan.

Based on the place, this research was field research.[4] This research had done in MTs.S NU Batahan.

C. Subject of the Research

Subject of the research was the students in MTs.S NU Batahan at the Eighth Grade, especially $VIII^2$ Grade in 2013/2014 academic years.

D. Sources of Data

There were some sources that needed it in the research they are:

1. Primary sources of data, that was the grade VIII students at MTs.S NU Batahan, they were 90 students. They were divided into three classes. This research do with using purposive sampling. Riduan said "Purposive sampling is one of technical that can be used by researcher, if researcher has some of considerations take the certainly sampling to get the aim".[5] Actually, researcher took 10 students from $VIII^2$ class based on class rank, which the students of the highest ranking was 3 students, the middle ranking was 4 students, the lowest ranking was 3 students in this research. The researcher got those data from explanation of the teacher of $VIII^2$ class. Because it can be representative to take the result of research, furthermore it made the research was more accurate. Another reason, it was caused of the limitation by the research on the time, knowledge and experience. Beside students, the primary sources was also included the Maherzain's song "I believe".

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[3]L R. Gay & Peter Airasian, *Op. cit.,* p. 275.
[4]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p. 8-9.
[5]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 63.

2. Secondary data, the data was collected from the teacher and the headmaster.

E. The Instrument of Collecting the Data

The instrument of collecting data would be used in this research are :

1. Test

 Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".[6] The researcher used the techniques for collecting data with the test as follow:

 a. The researcher gave chance or time for students for learning the song in two weeks, whereas, one learning in one week to knew about the song and another week for memorizing the song. After two weeks, they were records.

 b. The researcher gave a test to ten students to sing Maherzain's song "I Believe" then the researcher collected their record to analyzed their vowel.

2. Interview

 According Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".[7] Here, the researcher used interview to know the reason of students difficulties and teachers' effort to improve the students' vowels ability.

3. Observation

 According Anne Burns Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically.[8] Here, the researcher used the observation to know how far the students'

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[6]H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), *Op. cit.,* p. 3.
[7]AS. Hornby, *Oxford Advenced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 788.
[8]Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 67.

vowels ability in singing Maherzain song "I Believe". So the Observation would be done by two Parts:

a. Starting Observation

Starting observation was used to know Description before test.

b. Final Observations

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

F. The Techniques of the Data Analysis

The researcher took the steps of the data analysis as follows:[9]

1. Describing students' vowel ability in Singing Maherzain song "I Believe" at grade VIII MTs.S NU Batahan.

2. Finding the students' difficulties in pronouncing vowel in Singing Maherzain song " I Believe" and explaining the teacher and students' effort to overcome the errors found by students in pronouncing vowel in singing Maherzain song "I Believe" at grade VIII MTs.S NU Batahan Padangsidimpuan.

3. Take conclusion, it is done to conclude the discussion solidly and briefly.

G. The Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies one of them was triangulate.[10]

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[9]Lexy J Moleong. *Op. cit.,* p. 247.
[10]*Ibid.*, p. 225.

Triangulate was a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon.[11]

Triangulate by using different data sources to confirmed one another, as when interview, and recollections of other participants produced that had same description of an event, or when a participant responds similarly to a personal question that was asked on three different occasions.

The researcher just took triangulate to check the trustworthiness data with compared the results of test and interview teacher and interview students to increase the credibility and validity of the results.

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[11]Sudarwan Danim, *Menjadi Peneliti Kulaitatif* (Bandung: Pustaka Setia, 2002), p.136.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of observation, interview and test done by the researcher about the students' vowel ability in singing Maherzein song "I believe" at MTs.S Nu Batahan. The writer can conclude as follow:

Firstly, the students' ability in students' vowel ability in singing Maherzain song "I believe" at MTs.S Nu Batahan was still low. Secondly, the difficulties that faced by students in pronouncing vowel are the students still weak to Pronoun Diphtong "[iə] [eə][uə][ei][i][oi] [əu] [u]". They often using consonant "r" clearly to changed long vowel ([ə:],[:] [:]), they difficult to pronoun the word that consist of double consonant, students still weak in practicing the vowel in daily life, students still weak to pronoun the new sentence with variation vowel.

Finally, the efforts by English teacher to overcome the students difficulties in learning vowel were teacher always make drill and practice more and more, the teacher always repeated the lesson and gave more examples about the vowel, (short vowel, long vowel, and diphthong), the teacher asked the students to practice those vowel in daily life and memorize its, the teacher always asked some students to pronounce the vowel and asked them to make some example and practice them.

B. The Suggestions

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

1. To principle of MTs.S NU Batahan always to motivate the English teacher to increase his ability in teaching English.

2. To the English teacher to motivate the students to improve their abilities especially in pronouncing vowel , and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the students are also more easily understand and remember.

3. To the readers especially English learners more improve their knowledge in learning vowel.

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CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

MTs.S NU Batahan was built on Desember 12th,1964 by Mr. Daud Nasution. The Place of the research was conducted at VIII[2] grade Madrasah Tsanawiyah Nahdhatul Ulama Batahan in 2013/2014 Academic years, which the complete address was at Natal street No.3 district of Batahan, the region of Mandailing Natal. This school was built on 50x50 meter and the history of MTs.S Nu Batahan when the researcher interviewed with Mr. Syahrizal SP.d[1]. He said that:

1. Facilities of MTs.S NU Batahan, they were:

   a. 6 unit of classes

   b. 1 unit of library

   c. 1 room for computer

   d. 1 room for headmaster

   e. 1 unit of Office

   f. 1 room for Mushalla

2. The Population of the students in MTs.S NU Batahan.

   The population of the students in MTs.S NU Batahan, they were:

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[1]Data was taken from The Headmaster of Madrasah Tsanawiyah NU Batahan, Madrasah Tsanawiyah NU Batahan. 22 April 2014.

Class	Male	Female	Total
VII^1	30	13	43
VII^2	33	10	43
VIII^1	22	8	30
VIII^2	20	10	30
VIII^3	21	13	34
IX^1	25	10	35
IX^2	25	10	35
Total			244

Based on the table above, it could be seen that the population of students of MTs.S NU Batahan was significance. Which had 7 classes, and 176 males, and 74 females. So that the total was 244 students.

3. Condition of the teacher in MTs.S NU Batahan.

The condition of the teacher in MTs.S NU Batahan, they were:

No	Nama	Profesion	Subject
1	Syahrizal, S.Pd	Headmaster	
2	Zamar Khondi, S.Pd.I	Deputy Headmaster	PPkn
3	Deki Arbar S.Pd	-	Bahasa Indonesia
4	Fauzani, S.Pd	-	SKI
5	Wasli Aini S.Pd	-	Bahasa Arab

6	Riza Umami S.Pd	-	Qur'an Hadist
7	Nikmah Hayati, S.Pd	-	Bahasa Inggris
8	Ayu Fitri S.Pd.I	-	Bahasa Inggris
9	Zaharuddin	-	Fiqih

Table above description of the teachers' data MTs.S NU Batahan at 2013/2014. So all teachers who active teach in the MTs.S NU Batahan was 9 persons. Especially English teacher in MTs.S NU Batahan have 2 persons.

B. Specific Finding

1. Describing Students' Vowel Ability of MTs.S NU Batahan in Singing Maherzain song " I Believe."

The researcher took 10 students as a subject to be analyzed. The Researcher gave a chance or time for students to learn the song in two weeks. Whereas, one learning in one week to know about the song and one week more to memorize the song. After two weeks, the researcher recorded their sound. The researcher took 10 students for appropriating another students from VIII[2] Grade MTs.S NU Batahan. It was done, based on the objective which to analyze vowel sound of students. So that, 10 students could be appropriate this research, and make it more accurate. They were divided based on the Highest, middle, and lowest ranking. They were as the following:

Table 1: Students Data

No	Name	Class rank		
		The Highest Ranking	**The Middle Ranking**	**The lowest Ranking**
1	Rizki Amanda	✓		
2	Dayatul Aini	✓		
3	Idayatri	✓		
4	Amrotul		✓	
5	Gusmardi		✓	
6	Rusmalina		✓	
7	Ronaldi		✓	
8	Arizon Putra Pratama			✓
9	Hidia Fitri			✓
10	Yudha Armanda Hasan			✓

Looking from the data above, the students divided into 3 the highest, 4 the middle and 3 the lowest ranking. They were analyzed by giving test to sing

Maherzein's song " I Believe". Then, researcher collected their record to analyze their vowel.

Based on result of the test, the researcher found that students' vowel ability in singing maherzein song "I believe" were really different. The following description would show every details of their competence. See appendices IV.

Based on those, the students' vowel ability divided on three kinds of vowel: " short vowel, long vowel and diphthong. They are:

a.   Short vowel

Short vowel was consist of 9 kinds, they were [i] [e] [3] [æ] [   ] [o] [u], [ə],[   ]. Based on the data table 2nd above, the researcher analyzed, as the following;

1) [i]

In Maherzain's song "I Believe" ,the vowel [i] was 53, Rizki pronounced 53 times, Dayatul pronounced 56, Idayatri pronounced 54, Amro 53, Gusmar 53,Lina pronounced 53, Ronal 53, Arizon 53, Hidia 53, Yudha 53. So, the percentage of students who pronounced vowel [i] was 22.97%. It can be categorized that the students' vowels ability in pronouncing vowel [i] was still low.

2) [e]

In Maherzain's song "I Believe" the vowel [e] was 11,Rizki pronounced 12 times, Dayatul pronounced 17, Idayatri pronounced 12, Amro

pronounced 13, Gusmar pronounced 13, Lina pronounced 13, Ronal pronounced 12, Arizon pronounced 14, Hidia pronounced 13, Yudha pronounced 12 times. So the percentage of students who pronounced vowel [e] was 5.63%. It can be categorized that the students' vowels ability in pronouncing vowel [e] was enough.

3) [3]

In Maherzain's song "I Believe" the vowel [3] was 2, Rizki pronounced 2 times, Dayatul pronounced 2, Idayatri pronounced 2, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 14, Hidia pronounced 14, Yudha pronounced 14 times. So the percentage of students who pronounced vowel [3] was 2.28%. It can be categorized that the students' vowels ability in pronouncing vowel [3] was very low.

4) [æ]

In Maherzain's song "I Believe" the vowel [æ] was 6, Rizki pronounced 6 times, Dayatul pronounced 6, Idayatri pronounced 6, Amro pronounced 8, Gusmar pronounced 5, Lina pronounced 5, Ronal pronounced 5, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who uses vowel [æ] was 2.28%. It can be categorized that the students' vowels ability in pronouncing vowel [æ] was very low.

5) [   ]

In Maherzain's song "I Believe" the vowel [ ] was 20,Rizki pronounced 21 times, Dayatul pronounced 20, Idayatri pronounced 23, Amro pronounced 24, Gusmar pronounced 24, Lina pronounced 24, Ronal pronounced 24, Arizon pronounced 22, Hidia pronounced 21, Yudha pronounced 22 times. So the percentage of students who pronounced vowel [ ] was 9.59%. It can be categorized that the students' vowels ability in pronouncing vowel [   ] was very low.

6) [o]

In Maherzain's song "I Believe" the vowel [o] was 1. Rizki pronounced 1 times, Dayatul pronounced 3, Idayatri pronounced 2, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 3, Hidia pronounced 3, Yudha pronounced 3 times. So the percentage of students who pronounced vowel [o] was 0.98%. It can be categorized that the students' vowels ability in pronouncing vowel [o] was very low.

7) [u]

In Maherzain's song "I Believe" the vowel [u] was 2. Rizki pronounced 2 times, Dayatul pronounced 4, Idayatri pronounced 4, Amro pronounced 4, Gusmar pronounced 4, Lina pronounced 4, Ronal pronounced 4, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who pronounced vowel [u] was 1.63%.

8) [ə]

In Maherzain's song "I Believe" the vowel [u] was 20.Rizki pronounced 22 times, Dayatul pronounced 24, Idayatri pronounced 21, Amro pronounced 22, Gusmar pronounced 22, Lina pronounced 22, Ronal pronounced 24, Arizon pronounced 24, Hidia pronounced 22 , Yudha pronounced 24 times. So the percentage of students who pronounced vowel [u] was 9.76%. It can be categorized that the students' vowels ability in pronouncing vowel [u] was very low.

9) [   ]

In Maherzain's song "I Believe" the vowel [ ] was 4. Rizki pronounced 2 times, Dayatul pronounced 4, Idayatri pronounced 4, Amro pronounced 4, Gusmar pronounced 4, Lina pronounced 4, Ronal pronounced 4, Arizon pronounced 4, Hidia pronounced 4, Yudha pronounced 4 times. So the percentage of students who pronounced vowel [u] was 1.72%. It can be categorized that the students' vowels ability in pronouncing vowel [   ] was very low.

b. Long vowel

Long vowel consist of 5 kinds, they were [i:] [u:] [*a*:] [:] [ə:]. Based on the data table 2nd above, the researcher analyzed, as the following;

1) [i:]

In Maherzain's song "I Believe" the vowel [i:] was 21. Rizki pronounced 21 times, Dayatul pronounced 21, Idayatri pronounced 21, Amro pronounced 21, Gusmar pronounced 21, Lina pronounced 21, Ronal pronounced 21, Arizon pronounced 21, Hidia pronounced 21, Yudha pronounced 21 times. So the percentage of students who pronounced vowel[i:] was 9.03%. It can be categorized that the students' vowels ability in pronouncing vowel [I:] was very low.

2) [u:]

In Maherzain's song "I Believe" the vowel [u:]was 31.Rizki pronounced 32 times, Dayatul pronounced 31, Idayatri pronounced 31, Amro pronounced 31, Gusmar pronounced 31, Lina pronounced 31, Ronal pronounced 32, Arizon pronounced 31, Hidia pronounced 31, Yudha pronounced 31 times. So the percentage of students who pronounced vowel [u:] was 13.4%. It can be categorized that the students' vowels ability in pronouncing vowel [u:] was very low.

3) [*a:*]

In Maherzain's song "I Believe" the vowel [*a:*] was 20.Rizki pronounced 5 times, Dayatul pronounced 6, Idayatri pronounced 6, Amro pronounced 6, Gusmar pronounced 6, Lina pronounced 6, Ronal pronounced 6, Arizon pronounced 6, Hidia pronounced 6, Yudha

pronounced 6 times. So the percentage of students who pronounced vowel [*a:*] was 2.53%. It can be categorized that the students' vowels ability in pronouncing vowel [*a:*] was very low.

4) [:]

In Maherzain's song "I Believe" the vowel[:] was 3. Rizki pronounced 3 times, Dayatul pronounced 3, Idayatri pronounced 3, Amro pronounced 3, Gusmar pronounced 3, Lina pronounced 3, Ronal pronounced 3, Arizon pronounced 3, Hidia pronounced 3, Yudha pronounced 3 times. So the percentage of students who pronounced vowel [:] was 1.29 %. It can be categorized that the students' vowels ability in pronouncing vowel [:] was very low.

5) [ə:]

In Maherzain's song "I Believe" the vowel [ə:] was 13. Rizki pronounced 14 times, Dayatul pronounced 14, Idayatri pronounced 13, Amro pronounced 14, Gusmar pronounced 14, Lina pronounced 14, Ronal pronounced 14, Arizon pronounced 14, Hidia pronounced 14, Yudha pronounced 14 times. So the percentage of students who pronounced vowel [*a:*] was 5.98 %. It can be categorized that the students' vowels ability in pronouncing vowel [ə:] was very low.

c.   Diphtongs

Diphtongs consists of 8 kinds, they were[iə] ,[eə],[uə], [ei], [i**],** [oi], [əu] [u]. Based on the data table 2nd above, the researcher analyzed, as the following:

1) [iə]

In Maherzain's song "I Believe" vowel [iə] was nothing.

2) [eə]

In Maherzain's song "I Believe" the vowel[eə]was nothing. Rizki did not pronounce it, Dayatul pronounced 1, Idayatri pronounced did not use it, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who pronounced vowel was [eə] 0.34 %. It can be categorized that the students' vowels ability in pronouncing vowel [eə] was very low.

3) [uə]

In Maherzain's song "I Believe" the vowel[uə] was 3. Rizki pronounced 3 times, Dayatul pronounced 3, Idayatri pronounced pronounced 3 times, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who pronounced vowel was [uə] 0.68 %. It can be categorized that the students' vowels ability in pronouncing vowel [uə] was very low.

4) [ei]

For analyzis the vowel[ei] was 13. Rizki pronounced 1 times, Dayatul pronounced 1, Idayatri pronounced pronounced 1 times, Amro pronounced 1, Gusmar pronounced 1, Lina pronounced 1, Ronal pronounced 1, Arizon pronounced 1, Hidia pronounced 1, Yudha pronounced 1 times. So the percentage of students who uses vowel was [ei] 0.43 %. It can be categorized that the students' vowels ability in pronouncing vowel [ei] was very low.

5) [i]

In Maherzain's song "I Believe" the vowel[ei] was 22. Rizki dis not use it, Dayatul pronounced 17, Idayatri pronounced pronounced 15 times, Amro pronounced 10, Gusmar pronounced 10, Lina pronounced 10, Ronal pronounced 10, Arizon pronounced 5, Hidia pronounced 5, Yudha pronounced 5 times. So the percentage of students who pronounced vowel was [i] 7.65 %. It can be categorized that the students' vowels ability in pronouncing vowel [i] was very low.

6) [oi]

In Maherzain's song "I Believe" vowel [oi] was nothing.

7) [əu]

In Maherzain's song "I Believe" the vowel [əu] was 16.Rizki pronounced 3 times, Dayatul pronounced 2, Idayatri pronounced pronounced 3 times, Amro pronounced 3, Gusmar pronounced 3, Lina pronounced 3, Ronal pronounced 4, Arizon did not use it, Hidia

pronounced 7, Yudha pronounced 5 times. So the percentage of students who pronounced vowel was [əu] 1. 50 %. It can be categorized that the students' vowels ability in pronouncing vowel [əu] was very low.

8) [u]

In Maherzain's song "I Believe" the vowel [u] was 2. Rizki pronounced 2 times, Dayatul pronounced 2, Idayatri pronounced 1 times, Amro pronounced 2, Gusmar pronounced 2, Lina pronounced 2, Ronal pronounced 2, Arizon pronounced 2 times, Hidia pronounced 2, Yudha pronounced 2 times. So the percentage of students who pronounced vowel was [u] 0.94 %. It can be categorized that the students' vowels ability in pronouncing vowel [u] was very low.

Based on the data above, It could be concluded that the result of the analysis of students' short vowel ability was 56.69%, students' long vowel ability was 32.25% and students' diphthongs ability was 11.54%.

To get the presentation of students' vowel ability in singing Maherzein song " I believe" totality. Researcher made formula to find the mean score. Based on Riduan, the formula is:

$$M = \frac{\sum X}{N} \, 2$$

M = <u>Short vowel+ long vowel+ Diphthongs</u>

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[2]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung:Alfabeta,2005), p.89.

$$\frac{3}{=\underline{56.69\% + 32.\ 25\%+11.54\%}}$$
$$\frac{}{3}$$
$$=33.49\%$$

Based on the test result that was given to the students, to determine the students' vowel ability in singing Maherzein song " I believe" in MTs.S NU Batahan can be seen on the criteria below:

Table 6: Criteria score interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good[3]

Based on the calculating score the students' vowel ability in singing Maherzein song " I believe" in MTs.S NU Batahan was 33.49%. So, it can be categorized that the students' vowel ability in singing Maherzein song " I believe" in MTs.S NU Batahan was still low score.

2. **The students' difficulties in pronouncing vowel in Singing Maherzain song " I Believe" at grade VIII MTs.S NU Batahan.**

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[3]*Loc. cit.*

As mentioned before, the describing students' vowel ability in singing maherzein song " I believe" was still low score. It happened, because of there were some difficulties of students in pronouncing those vowel.

Based on the result of test and interview to grade VIII² students at MTs.S NU Batahan. There were some difficulties that usually faced by students in learning vowel. They were:

a.   The students still weak to Pronoun Diphtong   "[iə] [eə][uə][ei][i][oi] [əu] [u].

Based on the result of the test they often changed diphthong become short vowel. For example at the second verse in the song lyrics " and you see no hope inside" if it were transcribed, it become [ənd] [j__:] [si:] [no [houp] [in] [s__it], but the students pronoun the lyrics became [ənd] [j__:] [si:] [no [hop] [in] [s__t], the diphthong at the word" hope "[houp] changed become short vowel [hop] and also the diphthong at the word " inside" [in] [s__it] changed become short vowel [s__t]. For other example, see appendix III.

Those statement also was corroborated by their English teacher. She said:

"Kesulitan yang sering saya lihat pada anak didik saya ketika pembelajaran bahasa inggris khususnya tentang malafalkan kosakata, mereka sangat sulit untuk melafalkan kata-kata yang ada diphthongnya, contohnya, kata 'close'

yang dibaca "[klə_z] menjadi [kl_oz]".[4] (the difficulties that often I see at my students when they study English especially about pronounciation, they are so difficult to pronounce the word).

Not only that, the researcher also taken from interviewed with students. One of the students stated:

"Saya sering sulit melafalkan kata-kata yang menggunakan diphthong "ə_" bahkan saya sering disuruh mengulang kata-kata tersebut setiap pelajaran bahasa inggris dikelas'.[5] (I often difficult to pronunce the word by using diphtong "ə_, even, I often ordered to repeat the words every English lesson).

So, Based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that the students still weak to Pronoun diphthongs "[iə] [eə][uə][ei][i][oi] [əu] [u].

b. They often using consonant "r" clearly to changed long vowel ([ə:],[:] [:])

Based on the result of the test they often using consonant "r" clearly to changed long vowel ([ə:],[:] [:]). For example at the first verse in the song lyrics " When you're searching for the light" if it were transcribed it

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[4]Ayu Fitri. as English Teacher in Class VIII[1-3].*Private Interview* (MTs.S NU Batahan: April 25[th], 2014 at 10.00 a.m).

[5] Yudha Armanda Hasan, The Student in Class VIII[2], *Private Interview* (MTs.S NU Batahan: April 27[th] 2014 at 11.00 a.m)

become [W*e*n] [j__*ə*] [ə:t iŋ] [f__:] [ðə] [l__it] but the students pronoun the lyrics became [W*e*n] [j__] [ər iŋ] [f*or*] [ðə] [l__it], the long vowel at the word " searching" [ə:t iŋ] changed [ər iŋ], they were more showed consonant "r" than changed became long vowel.

Those statement also was corroborated by their English teacher. She stated:

"Dalam pelafalan kosa-kata mereka juga sangat sering memperjelas konsonan "r" ketika melafalkannya, misalnya ketika saya menyuruh mereka melafalkan kata "my heart" kebanyakan mereka selalu memperjelas huruf "r" saat melafalkannya".[6] (In pronuncing they often pronounce "r" clearly, for example when I ordered them to pronounce the word "my heart" most all of them pronunce " r" clearly).

Not only that, the researcher also taken from interviewed with students. One of the students stated:

"Yang paling susah dalam pelafalan bahasa inggris itu adalah ketika saya disuruh melafalakan kata yang meggunakan huruf "r", tetapi ketika dilafalkan tidak boleh melafalkannya secara jelas, itu membuat saya sangat sulit dalam berbahasa inggris"[7].(the most difficult in pronounce English is

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[6]Ayu Fitri, as English Teacher in Class VIII[1-3], *Private Interview* (MTs.S NU Batahan: April 25[th], 2014 at 10.00 a.m).

[7] Hidia Fitri. The Student in Class VIII [2], *Private Interview* (MTs.S NU Batahan: April 27[th], 2014 at 10.00 a.m).

the word that using consonant "r", but we can use the consonant "r" clearly, it make me difficult in speaking English).

So, Based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that they often using consonant "r" clearly to changed long vowel ([ə:],[:] [:]).

c. They were difficult to pronoun the word that consist of double consonant.

Based on the result of the test they were difficult to pronoun the word that consist of double consonant. For example at the second verse in the song lyrics "And let His love flow through" if it were transcribed, it become [ənd] [lʒ_t] [hiz] [l__v] [fləu] [θru:] but the students pronoun the lyrics became [ənd] [lʒ_t] [hiz] [l__v] [fləu] [drog]. The word *Through* changed became *drog*.

Those statement also was corroborated by their English teacher. She stated:

"Selanjutnya kesulitan yang saya temukan pada mereka yaitu ketika melafalkan kata-kata yang menggunakan dabel konsonan atau lebih. Jarang ada yang tepat yang mereka lafalkan ketika saya suruh".[8] (other difficulties that I have found at my students is they can not pronounce the word that consist of double consonant.

[8]Ayu Fitri, as English Teacher in Class VIII[1 -3], *Private Interview* (MTs.S NU Batahan: April 25nd, 2014 at 10.00 a.m).

Not only that, the researcher also taken from interviewed with students. One of the students stated:

"Satu hal lagi yang paling sulit ketika melafalkan dabel konsonan, kata-kata nya terlalu sulit untuk dilafalkan, apalagi jika kata-kata yang baru yang membuatnya susah diingat".[9] (another difficulties that I feel when pronounce two words that have double consonant).

So, based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that they were difficult to pronounce the word that have double consonant.

d. Students were still weak in practicing the vowel in daily life.

Based on the result of the test and the score that was gotten by students, could be seen that students still weak in practicing the vowel. The student was still low score.

Those statement also was corroborated by their English teacher. She stated:

"Siswa disini kebanyakan masih kurang termotivasi untuk mempraktikkan cara pengucapan kosa-kata tersebut secara sistematis dalam kehidupannya sehari-hari". [10] (most of students have little motivation to practice the way to pronounce the word in daily life)

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[9]Rizki Amanda, The Student in Class VIII [2] , *Private Interview* (MTs.S NU Batahan: April 27th, 2014 at 10.00 a.m).

[10]Ayu Fitri, as English Teacher in Class VIII[1-3] , *Private Interview* (MTs.S NU Batahan: April 25th, 2014 at 10.00 a.m).

Not only that, the researcher also taken from interviewed with students. One of the students stated that:

"Saya tidak sering mempraktikkan untuk melafalkan kosa-kata bahasa inggris dalam keseharian saya. Karena kebanyakan teman-teman saya juga seperti itu. Kami senang menggunakan bahasa kami sendiri karena dengan begitu lebih mudah diengerti".[11] (I am not often practice the pronounce English in my daily life, because most of my friends are same with me. We enjoy using our mother tongue, because it is more understood than others).

So, based on confirmed the result of the test and the result of the interviewed with the teacher and students, it could be concluded that students still weak in practicing the vowel in daily life.

e. Students still weak to pronoun the new sentence with variation vowel. Although the words often repeated by teacher but they are still weak to pronoun the new sentence with variation vowel. For example: In singing Maherzain song" and never would he hurt anything" they were still confuse to pronounced those.

Based on the explanations above, it can be concluded that the pronouncing vowel in singing Maherzein song " I believe" become difficulties for Grade VIII[2] Mts.S Nu Batahan.

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[11]Dayatul Aini,The Student in Class VIII[2], *Private Interview* (MTs.S NU Batahan: April 27th, 2014 at 10.00 a.m).

The difficulties was happened because there were many students who have not able to pronounced the vowel perfectly. They still shy and not seriously to learn vowels sound when they have learnt about vowel in their class. They were more like to played than listened teachers' teaching. They were afraid their friends would laugh them when they pronounced the words. Addition they prefer to listen the teacher speak English rather than practicing their pronunciation.

3. **The effort that will be done by teacher and students to overcome the error found by students in pronouncing vowel by singing Maherzain song " I Believe" at grade VIII MTs.S NU Batahan Padangsidimpuan.**

To anticipate the difficulties of the students in pronouncing vowel by singing Maherzein song " I Believe" teacher and students pronounced next efforts. As the following:

a. Teacher's effort to overcome the error found by students in pronouncing vowel by singing Maherzain song " I Believe" at grade VIII MTs.S NU Batahan Padangsidimpuan.

Based on the result of interview with English Teacher to overcome the difficulties in pronouncing vowel the teacher always make drill and practice more and more. Then the teacher always repeated the lesson and gave more examples about the vowel, (short vowel, long vowel, and diphthong). The teacher hoped that way can anticipate students' difficulties in Pronouncing the vowel.

Then, the teacher asked the students to Practice those vowel in daily life and memorize it. Before the teacher gave the lesson the teacher always asked some students to pronounce the vowel and asked them to make some examples and practice them.[12]

b. Students' effort to overcome the error found by students in pronouncing vowel by singing Maherzain song " I Believe" at grade VIII MTs.S NU Batahan Padangsidimpuan.

Based on the result of interview with students to overcome the error found by students in pronouncing vowel by singing Maherzain song "I Believe" at grade VIII MTs.S NU Batahan Padangsidimpuan. The students effort to study with read and pronounced the word in books or dictionary. The students also effort for practicing vowel in another song and more like to repeated the song when they done activities.[13]

C. Discussion

Most of students' at the VIII[2] Grade MTs.S NU Batahan was students who like sung the English song. They often sing some English popular song in their class, exactly when they studied about English Lesson, their teacher often connect their vowel lesson with some song to make they were accustomed pronouncing the vowel and the students could more memorize the vowel.

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[12]Ayu Fitri, as English Teacher in Class VIII[1-3], *Private Interview* (MTs.S NU Batahan: April 25th, 2014 at 10.00 a.m).

[13] Riska, Lailatu, Ulva, dkk. The Students in Class VIII [2], *Private Interview* (MTs.S NU Batahan: April 27th, 2014 at 10.00 a.m).

Based on those the researcher made test about students' vowel ability to knew how far The ability of students in pronouncing vowel when their song.

After analyzing the data, it was gotten that the students' ability in pronouncing vowel can be categorized low score. It can be known from the calculating score that the students' ability in pronouncing vowel at Mts.S Nu Batahan was 33.49%. Based on the given test to ten students, almost all of vowels got very low scores, it can be seen from table students score.

In pronouncing the vowel, there were some difficulties that faced by students, they were: First. the students still weak to Pronoun Diphthongs "[iə] [eə][uə][ei][i][oi] [əu] [u]. They often change become short vowel. Second, they often using consonant "r" clearly to change long vowel ([ə:],[:] [:]). Third, they difficult to pronoun the word that consist of double consonant. For example, the word *Through*.It is supported by Muhibbin Syah that the learning difficulties can be capronounced by 2 (two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Inteligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition. [14]

However, the internal factor and external factor influenced the students' difficulties in their pronuncing. First, they faced the difficulties because of their

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[14]Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

worse mind set or opinion. They believe that pronouncing vowel is difficult subject. Then, they have low enthusiasm and motivation in pronouncing vowel. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts to repeat the lesson especially in vowel (short vowel, long vowel and diphthong). While to overcome the students difficulties in pronouncing the words the teacher gave the explanation many time, practice and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students' interested in learning pronunciation especially in learning vowel. The others, the English teacher always motivated the students in learning process. It is supported by Mulyasa that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.[15] In addition, according to Yatim Riyanto that to overcome learning difficulties can be done through remadial.[16]

Thus, according to researcher, methods pronounced in teaching vowel is a demonstration method. As proposed by Wina Sanjaya that demonstration method is a method of presenting and demonstrating the lesson by demonstrating to the students about a process, situation or thing, whether real or just a copy. However, the demonstration cannot be separated from the verbal explanation by the teacher. Although the role of students demonstrations in the process of simply

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[15]Mulyasa, *Menjadi Guru Profesional* (Bandung:Remaja Rosda Karya,2008), p. 121.
[16]Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta:Pranada Media Group,2009), p. 140.

paying attention, but the demonstration will be able to present more concrete learning materials, making students more easily understand and remember. [17]

In addition to learning methods, media is also one thing that the success in the learning process. From observations and interviews conducted by the researchers, in teaching the teacher pronounced to make shift media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom.

D. The Threats of the Research

In this research, the writer believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

In doing the test, there were the threaths of time, because the students had activities. Beside, the time which was given to the students was not enough. Also the students did not do the test seriously. So, the writer took the seets answers 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 research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

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[17]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana Prenada Media Group, 2007), p. 150.

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