

# An Analysis Student' Errors In Pronouncing English Vowels Of The Fifth Semester Students Of English Education Study Program At Univa Labuhanbatu In The Academic Year Of 2018/2019

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## ABSTRACT

The objectives of this research are: (1) to identify errors in pronouncing English vowels of the fifth semester students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic year of 2018/2019; (2) to classify the errors by its types in pronouncing English vowels of the fifth semester students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic year of 2018/2019. The method used in this research is descriptive qualitative. This research is carried out on the fifth semester students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic year of 2018/2019. There are 21 students as the participant. The data is obtained by conducting one pronunciation record. The data is analyzed by using error analysis procedure; identifying the error and describing the error. The research found that there are errors in pronouncing English vowel. The percentage number of pronunciation errors of English vowel, from the most problematic vowels, are as follow; the pure vowel /i:/ 36%, /e/ 50%, /æ/ 86%, /ʌ/ 50%, /ɔ:/ 28%, /u:/ 37%, /ɜ:/ 45%; the diphthongs /eɪ/ 30%, /ɔɪ/ 37%, /aɪ/ 19%, /əʊ/ 29%, /ɪə/ 44%, /ʊə/ 36%, /eə/ 36% and the triphthongs /aɪə/ 42%, and /əʊə/ 48%. The result showed that the participants perform three types of pronunciation error; substitution, insertion and omission.

**Keywords:** Error Analysis, Pronunciation, English Vowel, Diphthong, Triphthong

## 1. INTRODUCTION

Learning English as second language cannot separate with pronunciation. To be a good speaker in English, the learners must learn about pronunciation because it is most important to increase the speaking ability within effective communication. Pronunciation instruction is very important for oral communication. It is also a significant part of communicative competence. According to (Hewings 2003): "difficulties with pronunciation might mean that students fail to get their message across, even when the correct words are being used, or they might fail to understand what is said to them. Potentially even more confusing is the possibility that what students say might be understood to mean something they didn't intend. A further consideration is that pronunciation is something that students often feel is important to them in their language learning".

How an important to learn more about pronunciation can described from the statements above. To establish the effective communication without misunderstanding both of speaker and listener in English communication, the learners have to understanding and mastery in pronouncing. English pronunciation indicates that pronunciation has a key role in learning English. In many foreign countries is stated their English learning with focused their curriculum to learning about pronunciation. Factually, in the ESL and EFL especially of English Education Study Program at UNIVA Labuhanbatu, the researcher found out that the pronunciation was treated as low priority area of study. It can proved by an interview of the researcher to the learners in pre-research when gave them some question such as, "Do you have studied about pronunciation especially in English vowel? Can you make some explanation about the differences between vowel sounds and vowel letters?" They could not answer clearly. It shows if in their classroom activities, the pronunciation is not as a priority of study. The learners does not familiar with phonetics, such as using IPA when

they learning of pronunciation. In these cases, automatically this situation will affect their ability in pronouncing English vowel.

According to (Richards, Jack C. 1999): “the theory of language underlying situational language teaching can be characterized as a type of British structuralism. Speech was regarded as the basis of language, and structure was viewed as being as the heart of speaking ability”. The statement shows about the speech is a basic of language and the heart of speaking ability, automatically its allow in pronunciation because both of speech and pronunciation does cannot separated. Refers to the reason how important to mastery English pronunciation and compare to the result of pre-research it describes there are many causes or factors that effects of English ability of university students in pronouncing vowels. A consideration pronunciation of learners’ error and of how these can inhibit successful in communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom.

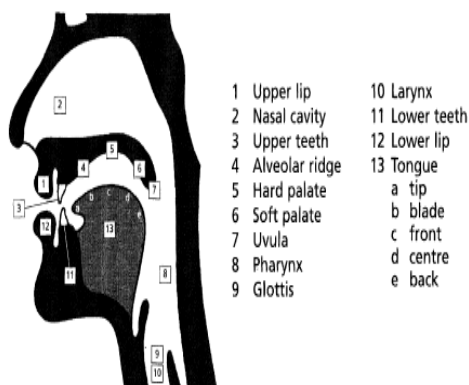
Pronunciation as the act or the manner of pronouncing word, utterance of speech. In addition, pronunciation is the production of significant sound in these senses. First, sound is significant because it is used as part of a code of a particular language. In this sense, pronunciation is as the production and reception of speech sound. Second, it is used to achieve meaning in context of use. In this sense, pronunciation with reference to acts of speaking. Pronunciation can always be studied from two points of view: the phonetic and the phonology (Crystal 2003).Phonetic refers to study of human make, transmit, and receive speech sounds. Based on (Kelly 2001).Phonology is primarily concerned how people interpret and systematize sounds; study of the system of languages and the general properties displayed by these systems. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrast in sound (phonemes) which make differences of meaning within language. Phonology deals with the system and pattern of the sounds which exist within particular languages. When we listen carefully to the way people speak English, we will hear hundreds of slight differences in the way individuals pronounce particular sound.

The main features of pronunciation are segmental features (included phoneme) and suprasegmental features (included stress, intonation and connected speech) (Nunan, David. 2001)Phonemes, are the different sound within a language. Although there are slight differences in how individuals articulate sounds, can still describe reasonably accurately how each sound is produced. When considering meaning, human see how each sound rather than another can change the meaning of the word. This principles which give the total number of phonemes in particular language. The set phonemes consists of two categories: vowel sounds and consonant sounds (Kelly 2001). For this research, researcher only explains about vowels and suprasegmental features.

#### **1. Suprasegmental features**

Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. Commonly the features which important in English are stress, intonation, and how sounds change in connected speech. With regard to individual words, identify and teach word stress. Usually one syllable in a word will sound more prominent than the other, as in PaPer, or BoTtle. The stresses in words are usually indicated in dictionaries. With regard to utterances, analyze and teach intonation as well as stress, although they can at time be quite hard to consciously recognize and to describe. Stress given rhythm to speech. One or more words within each utterance are selected by speaker as worthy of stressing, and thus made prominent to the listener. Intonation, on the other hand, is the way in with pitch of the voice goes up and down in the course of an utterance.

Utterance stress and intonation pattern are often linked to the communication of meaning. People use the same speech organs to produce the sounds, become accustomed to producing. People speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. The nasal cavity comes play into play for certain sounds, and the movement of the lower jaw is also important. Articulation happen when the airstream is interrupted, shaped, restricted or diverted.



Picture 2.1 Organs speech

a. Intonation

In speech, intonation is the use of changing vocal pitch (rising and falling) to convey grammatical information or personal attitude. Intonation is particularly important in expressing questions in spoken English. Speech is also like music in that uses changes in pitch; speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do. So, speech has a melody called intonation. The two basic melodies are rising and falling. These can be very sudden, or gradual, and can be put together in various combinations like rise-fall-rise (Kenworthy 1987)

b. Stress

In phonetics, stress is the degree of emphasis given a sound or syllable in speech, also called lexical stress or word stress. Unlike some other languages, English has variable (or flexible) stress. This means that stress patterns can help distinguish the meanings of two words or phrases that otherwise appear to be the same. For example, in the phrase "every white house," the words white and house receive roughly equal stress; however, when it refers to the official home of the American president, "the White House," the word White is usually stressed more heavily than House. These variations in stress account for the complexity of the English language, especially to those learning it as a second language. However, in all languages stress is used to make words more understandable on the word level and is especially apparent in pronunciation of individual words and their parts.

c. Connected Speech

Connected speech is spoken language that's used in a continuous sequence, as in normal conversations. Also called connected discourse. There is often a significant difference between the way words are pronounced in isolation and the way they are pronounced in the context of connected speech. Based on (Damico, Nicole Müller 2008) "Connected speech is more than just a string of individual target segments joined together in series, since each segment is liable to influence the segments that surround it". The precise form that these influences take is determined by the particular language in question, and so the phonology of connected speech is part of the phonology of the language that the child has to master...."

It would be wrong to imagine that the stress pattern is always fixed and unchanging in English words. Stress position may vary for one of two reasons: either as a result of the stress on other words occurring next to the word in question, or because not all speakers agree on the placement of stress in some words. The former case is an aspect of connected speech. The main effect is that the stress on a final-stressed compound tends to move to a preceding syllable and change to secondary stress if the following word begins with a strongly stressed syllable (Roach 2009).

## 2. English Vowel

Generally, English vowels divided into three types; that are pure vowels, diphthongs and triphthongs. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly 2001). Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips.

a. Vowel

One of speech sound that is always produced by people is vowel. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly 2001). Vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of them, mouth are caused by different positions of the tongue and of the lips. It is easy to see and feel the lip differences, but it is very difficult to see or feel the tongue differences, and that is why a detailed description of the tongue position for certain vowel does not really help us to pronounce it well. Vowels must be learned by listening and imitating, so spend some of your listening time on the vowels. Vowels are those unit which functions at the center of syllable. From a phonetic point of view, vowels are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs come so close together that can hear the sound of the air passing between them.

b. Diphthongs

A crude definition of a diphthong might be 'a combination of vowel sounds'. A slightly closer analysis shows that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. The first sound in each phoneme is longer and louder than the second in English, but not in all languages. If listen to the word *house* (the diphthong in question is /aʊ/), it hear that /a/ part of the sound is longer than the final /ʊ/ part. If people try making the /ʊ/ part longer, it will hear the difference. Close vowels, for close vowels the tongue is quite high in the mouth represents the height of the tongue, and also the part of the tongue which is raised

c. Triphthongs

Triphthong /eɪə/, example: *layer, bayonet*

Triphthong /aɪə/, example: *fire, higher*

Triphthong /ɔɪə/, example: *lawyer, royal*

Triphthong /əʊə/, example: *mower, lower*

Triphthong /aʊə/, example: *hour, shower*

d. Cause Problem of Errors' of Vowel Pronunciation

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. The similar elements usually do not cause problem, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both segmental and suprasegmental features. In the classification of the Indonesian sound system, there are 5 pure vowels, 23 consonants, and 3 diphthongs), whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs (Nur Kartyastuti 2017).

Furthermore, English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. For examples, when they want to pronounce English words like "she" [ I] and "thin" [θIn], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners' language and the target language. Problem in the pronunciation also caused by non-native sound. It occur if at the competence level the student is aware of the proper pronunciation in the language to learn (L2), but at the performance level articulatory constraints cause poor performance in the non-native language. A carry-over of pronunciation regularities from L1 to L2 takes place mostly at the phonological level. A similar carry-over can be caused by the spelling-to-sound mapping of the mother tongue(Nunan 1991). Overgeneralization of L2 regularities occur whenever the speaker chooses a possible pronunciation but in an inappropriate context.

The Fifth Semester students in English Education Study Program often make errors while speaking English, especially in English vowel sounds and have to know what the errors are often made by them while speaking English and what the factors that affects it. Therefore, the researcher is interested in doing research about pronunciation because most of university students in the Fifth Semester in English Education Study Program having errors in their pronunciation in English vowel deepen.

Based on background of the research above, it is concluded that the problems of this research are formulated in questions such as the following:

- 1) Which sounds are being the errors in pronouncing English vowels of the Fifth Semester Students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic years 2018/2019?
- 2) What are the types of error occur in pronouncing English vowels of the Fifth Semester Students of English Education Study Program of Teacher Training and Education Faculty at UNIVA Labuhanbatu in the academic years 2018/2019?

It is necessary to state clearly what the objectives of the study in relation to the problems posed. The objectives are:

- 1) To identify errors in pronouncing English vowels of the Fifth Semester Students of English Education Study Program of Al-washliyah University of Labuhanbatu in the academic year 2017/2018.
- 2) To classify the errors by its types in pronouncing English vowels of the Fifth Semester Students of English Education Study Program of Al-washliyah University of Labuhanbatu in the academic year 2017/2018.

## **2. DISCUSSION**

This research will conduct in the Fifth Semester English Education Study Program of Teacher Training and Education Faculty at Alwashliyah University of Labuhanbatu in the academic year of 2018/2019 on November to December. This research is used a qualitative method. Qualitative studies present findings in the form of a description and discusses whatever phenomena the researcher has studied. Qualitative studies include statistical information, it is usually in the form of descriptive statistics; qualitative studies rarely use inferential statistics.

Data refers to a collection of organized information, usually the result of experience, observation, experiment. This may consist of numbers, words, or images, particularly as measurements or observations of a set of variables. Data serve as the foundation for a research study. In qualitative research, the relevant data derive from four field-based activities: interviewing, observing, collecting and examining (materials), and feeling.

The analysis of data from the research will be taken in error analysis. The procedure of analyzing the data as follow: Identifying the Error; firstly, the researcher will choose the standard of English pronunciation. Secondly, is identifying the collected whether it is an error or a mistake. If it is a mistake, it should be eliminated from the analysis. Then, classify the data based on the error. Finally, determinate the sources and type of errors. Its mean after identifying the error, the next step is describing the error. The researcher will describe it adequately. The description is determined based on the data and the recording test.

Based on the research conducted in the Fifth Semester of Students English Education Study Program at UNIVA Labuhanbatu, the researcher took the data from the recorded the pronouncing English vowels of 31 students of one class. The recording results are 31 records pronunciation performances. In analyzing data, as stated before in the previous chapter, the procedure used by the researcher are identifying the errors and describing the errors.

## 2.1 Result

### 1. Errors in the pronunciation of English vowel

Error is a term referring to a performance that takes place when deviation arises as a result of lack of knowledge. An error arises only there was no intention to commit one. Mistakes are derivation due to performance factors such as memory limitation, fatigue, and emotional strain. If the learners are able to correct a fault in their output, it is assumed that the form their selected was not the one intended , and shall said that the fault is mistake(Nur Kartyastuti 2017).

In this research, the researcher do not interfere the participant's performance. The participants might pronounce they words incorrect unintentionally, which mean of erroneous. Then again, when they were aware of theirs mispronounce, then directly correct it, its means they perform mistake. Mistakes would be defy and eliminate from the analysis of this research. The overall pronunciation performance show that, in the case of majority of them, there are less hesitations, repetition, slips of the tongue, self correction and self miss corrections.

In the research found from 116, the total number of word pronounced, 93 or 80% are error. From 25 vowels, the 3 vowels, /i/ as in slip /slɪp/, dip /dɪp/, simple /'sɪmpl/ and fit /fɪt/. And /ə/ as in mother , never, about, father, . and then /aʊ/ as in out, owl, house, around, about, are seemed to have no problem to the participants. Followed by nearly 22 vowels are mostly error. Below are the error number of each vowels; which divided in to 3 part, pure vowels, diphthongs, triphthongs.

Vowel	Occurrences	Error (Average)	%
/i:/	45	17.4	38%
/i/	2	0.03	1.7%
/e/	68	40	58%
/æ/	100	86.2	86.2%
/ʌ/	65	36.4	56%
/ɑ:/	40	13.7	34%
/ɒ/	32	8.8	27%
/ɔ:/	43	15.9	37%
/ʊ/	33	9.3	28%
/u:/	64	35.3	55%
/ɜ:/	62	33	53%
/ə/	-	-	0

Table 2.1 Students' error percentage in pronouncing pure vowel

Vowel	Occurrences	Error (Avarage)	%
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/eɪ/	16	2.2	13%
/eə/	52	23.3	44%
/ɪə/	63	34.2	54%
/aʊ/	1	0.09	0.9%
/ʊə/	83	59.3	71%
/əʊ/	47	19	40%
/aɪ/	69	41	59%
/ɔɪ/	56	27	48%

Table. 2.2 students' error percentage in pronouncing diphthongs

Vowel	Occurrences	Error (Avarage)	%
/eɪə/	21	3.8	18%
/aʊə/	26	5.8	22%
/əʊə/	67	38.6	57%
/aɪə/	61	32	52%
/ɔɪə/	2	0.03	1.7%

Table. 2.3 Students' error percentage in pronouncing triphthongs

## 2. Types of error in the pronunciation of English vowel

There are two types errors caused in pronouncing English vowel are intralingual errors that caused about native speaker habit and interlingual errors that caused by misleading in the teaching by teacher to the students. Beside it the types of errors that found in this research are: substitution, insertion and omission.

### 2.2 Discussion

The descriptions of the data as a result of the research about the errors of vowel and the types of error which are performed by participants are presented below;

#### 1. Errors in the pronunciation of English vowel

Based on the recording performance there are many errors produced by the participants in pronouncing English vowel. As presented by the participants in previous section, the findings, the participants perform error an all of the 25 English vowels but each with different percentage. It is due to several factors. Realize that English has complex spelling, the participants choose a possible pronunciation but most of them are in an inappropriate application. For a case, the word happy, most of them pronounce as /hepɪ/, found in pronunciation performance recording of T01, T02, T03, T04, T05, T06, T07, T08, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, and T31 whereas its pronounced as /hæpi/. They usually pronounced /ʊ/ for the words in the diphthongs form such as pure, secure, manicure, mature, and Europe whereas its pronounced in diphthongs form with /ʊə/.

Besides it, the absence of some English vowel of L1, e.g. Bahasa Indonesia which has no all long vowels; the vowel /i:/, /e/, /æ/, /ʌ/, /ɔ:/, /u:/, /ɜ:/; the diphthongs /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /ɪə/, /ʊə/, /eə/ and the triphthongs /aɪə/, and /aʊə/ lead to articulation difficulty. The problem is not only in recognizing and discriminating the sound but also in producing the sound (Nur Kartyastuti 2017). The participants tend to substitute it with similar sound of their L1, most cases arise in the vowel /æ/ and /ʌ/. The vowel /ʌ/ has slight features and sound close to the vocal /a/. Thus, the word dug and bump are pronounced as /dag/, found in pronunciation performance recoding of almost all participants, and /bamp/. The vowel /æ/ was pronouncing in the right way for only one student in word happy. The vowel /æ/ is substituted by all of students as /hepɪ/ instead of /hæpi/. The participants also tend to every letter of English words such as modern, alarm by making stress in the 'r' letter that should be omitted.

#### 2. Types of error in the pronunciation of English vowel

Below are classifications based on error arises in this research;

##### a. Substitution

In this research's result, the participants perform substitution in most of error cases. Noticeably, several causes involve the substitutions performed. Based on the table above, vowel

/i:/, /e/, /æ/, /ʌ/, /ɔ:/, /u:/, /ɜ:/; the diphthongs /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /ɪə/, /ʊə/, /eə/ are being the most problematic. The fact that, the vowels take over most of the substitution which means that the problem lies in English spelling pronunciation mismatch between English and previous language system of the participants. Lack of knowledge is the mainly reason of the participants runs against so many exceptions, which outweigh the rules. That most of the vowels are generalized by the participants. The vowel /æ/, /ʌ/, /e/, are generalized to /e/, /a/, /i/ by generalizing the spelling of letter 'a' in word such 'happy', 'bump', 'dug', 'met', 'net'. The participants seem to substitute the English vowels which don't exist in the Indonesia. Those have similarity on its pronunciation.

English vowel	Annotation	Error instance	Correct use	Spelling
/ɪ/	is substituted by /ə/ and /u:/	/mɪnət/ /mɪnu:t/	/mɪnɪt/	minute
/ɜ:/	is substituted by /ɔ:/, /e/, and /ɒ/	/wɔ:k/, /wɒm/, /her/	/wɜ:k/, /wɜ:m/, /hɜ:(r)/	work, worm, her
/ɔ:/	is substituted by /a/ and /aʊ/	/wam/, /laʊyer/	/wɔ:m/ /'lɔ:jə(r)/	warm, lawyer
/e/	is substituted by /i/ in 'met' and 'net' /ə/ in 'basin'	/mɪt/, /nɪt/, /bæɪsɪn/	/met/, /net/, /beɪsɪn/	met, net, basin
/æ/	is substituted by /e/ in 'panda', dagger' happy' 'band', 'manicure' and /ʌ/ in 'hammer'	/hʌmə(r)/, /'pənda/, /ben/, /menɪkʊr/, /heɪ/, /degə(r)/	/hæmə(r)/, /'pændə/, /bænd/, /mænɪkjʊə(r)/, /hæpɪ/, /dægə(r)/	hammer panda, dagger happy band, manicure sale
/eɪ/	is substituted by /e/	/seɪ/	/seɪl/	sale

Table. 2.4 Substitution (types of errors)

b. Insertion

The vowel shown on the table above is being most inserted by the participants. The insertions mostly affected by previous language of the participants. The language system that recognize spelling to sound and denying one or more consonant in a time, are put them difficulty to pronounce. They seem to insert assist vowel to help them to pronounce. For example, the insertion of /ə/, as well as, the word simple pronounced as /sɪmpəl/, this is cases where all of them try to do one to one spelling. Sometimes it creates an additional sound, as in alarm the vowel /ʌ/, and as in modern the vowel /e/ is commonly used to add or insert by the participants.

English vowel	Annotation	Error instance	Correct use	Spelling
/ə/	is inserted	/sɪmpəl/	/sɪmpl/	simple
/a/	is inserted	/alaram/	/ələ:m/	alarm
/e/	is inserted	/moderen/	/'mɒdn/	modern

Table. 4.5 Insertion (types of errors)

c. Omission

The participants seem to omit /i/ in word 'ear' /ɪə/, which pronounced as /er/. It is happen due to interference the word 'ear' in bahasa but has been have, what Muslich calls, zeroisasi and pronounced as /er/. The term used for disappearance of sound as result of an effort of saving or economizing pronunciation(Nur Kartyastuti 2017).

English vowel	Annotation	Error instance	Correct use	Spelling
/ɪə/	/i/ is omitted to be /e(r)/ in 'ear'	/e(r)/	/iə(r)/	Ear, clear,
	/ə/ is omitted to be /clɪr/ and /nɪr/ in 'clear' and 'near'	/klɪr/ /nɪr/	/kliə(r)/ /niə(r)/	near
/aʊə/	ʊ is omitted in 'power' and 'lower'	/paʊə(r)/ /laʊə(r)/	/paʊə(r)/ /laʊə(r)/	power, lower

/ʊə/	ə is omitted in manicure, mature, Europe pure, and secure.	/menikʊr/, /metɔr/ /eʊrɒp/, /pʊr/ /sekʊr/	/mænɪkjʊə(r)/, /mə'tjʊə(r)/, /jʊərəʊp/, /pʊə(r)/ /sɪ'kjʊə(r)/	manicure, mature, Europe pure, secure
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Table. 2.6 Omission (types of errors)

### 3. CONCLUSIONS

#### Conclusions

The conclusion of the research deals with the answer of the statement of the problems based on the result and discussion in the previous chapter. In this section, conclusions are drawn to answer one by one;

1. The sounds which are being the errors in pronouncing English vowels of the fifth semester students English Education Study Program of Teacher Training and Education Faculty of UNIVA Labuhanbatu in the academic year 2018/2019 are: Vowels : /i:/, /e/, /æ/, /ʌ/, /ɔ:/, /u:/, /ɜ:/; the diphthongs /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /ɪə/, /ʊə/, /eə/ and the triphthongs /aɪə/, and /aʊə/. The most problematic vowels are, the vowel /æ/ in word happy, /ʊə/ in words pure; manicure, secure, mature Europe, /ʌ/ in words; bump, dug, and /aʊə/ in words; power, flour, hour.
2. The types of error occur in pronouncing English vowels are:
  - a. **Substitution**; there are two types in the substitution who did by the participants in this research that are intralingual substitution and interlingual substitution. Where the intralingual substitution; the vowel which used by the participants substitute are /e/ and /æ/. Those cause by spelling pronunciation mismatch and generalization. While the interlingual substitution; the vowels which used by the participants in substitute are /ɜ:/ and /ɔɪ/. Those cause by previous language system that is Bahasa which know spelling to sound on its pronunciation and the absence of some English vowels.
  - b. **Insertion**; the vowels which used by the participants in insertion are /e/, /ʌ/, and /ə/.
  - c. **Omission**; the vowel which used by the participants in omission is /i/.

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