

CHAPTER I

INTRODUCTION

1.1 The Background of Study

English pronunciation is one of the important skills to master and learning English pronunciation is quite difficult for Indonesian students because they have been using their mother tongue since childhood. In addition, English is very different from Indonesian in pronunciation, even students English Department must learn the relationship between the sound system and the writing system. However, some English Department sometimes make pronunciation mistakes when reading English texts. The difficulty between sound and writing is caused by some differences in letters and sounds. Meanwhile, it will cause the listener to misunderstand what is conveyed through the short story text which can cause misunderstanding for the listener.

In reality, students also have problems in pronouncing some English sounds, for example in the word leave which contains the sounds [l], [i:] and [v], if the sound [i:] is pronounced [I] which ultimately produces the sound /liv/ then the meaning will change because /liv/ will be interpreted as the word live, this causes students to be unable to distinguish the sound of the word so that the listener will misunderstand the short story text. Researchers found problems in the English pronunciation of sixth semester English Department. For example, the problem of the difference between spelling and pronunciation of words. One of the problems is when students want to pronounce English words such as "heed" [hi:d] and "ask" [æsk], they tend to pronounce [hed] and [ak-s].

According to Dewi & Astriyanti (2021:100) the problem of pronunciation is that the problem of native pronunciation exists when students have difficulty making the sounds needed to imitate. However, some students English Department still have English pronunciation problems and pronunciation errors in English pronunciation appear among students English Department in the sixth semester. According to Prashant (2018:16) in introducing phonology, On the International Phonetic Alphabet or IPA, English consists of twenty-eight vowels and fifty-eight consonants. The vowels themselves are divided into monophthongs or pure vowels and diphthongs. Among the pure vowels in English, there are six pairs of vowels also known as Short Vowels and Long Vowels, which are: [ɪ], [e], [æ], [ʌ], [ɒ], [ʊ] which are also known as short vowels and [iː], [ɜː], [ɑː], [ɔː], [uː], [əʊ] for long vowels. Vowel quality characteristics are determined by the height of the tongue in the mouth, the part of the tongue that is raised (front, middle, or back), the configuration of the lips, and the tension of the muscles of the oral tract.

The problem of lack of understanding of vowel sounds is unclear articulation when English students are asked to read texts and speak in English, the articulation of the sounds that come out of the mouth, speaking is not clear so that the listener must ask to open the mouth so that each sound becomes clear. This unclear articulation actually causes students to become less confident when they make mistakes in English pronunciation. According to Maiza (2020:18) Pronunciation is driven by what they hear when they speak English in college, they rarely open a pronunciation dictionary to check if the words they say match the correct pronunciation. Students majoring in English sometimes just guess the pronunciation by looking at the spelling of a word and it leads to wrong

pronunciation. Good pronunciation will boost English majors' confidence as they participate more in speaking classes and interact with classmates.

Based on observations that have been made, researchers are interested in analyzing pronunciation when reading conversational texts in English by recording the voice and using the Elsa Speak application to find out pronunciation errors in English Department students at HKBP Nommensen University. Researchers found that the types of pronunciation errors that often occur are namely types of errors of omission, addition and misinformation in English students. In fact, they often experience difficulties in pronunciation such as a lack of understanding of phonetic transcription symbols and also do not like looking for a dictionary on how to pronounce words clearly. Meanwhile, phonetic transcription aims to provide clear information to students regarding the correct pronunciation of the language in English. currently, every dictionary has a phonetic transcription.

Based on the description above, the researcher is interested in knowing the above problems into a study entitled "*Phonological Problems and Students Pronunciation Errors in Reading English Texts in the English Department of HKBP Nommensen University*". Therefore, students majoring in English know about errors in their pronunciation.

1.2 The Problem of Study

Based on the research background above, the research problem is formulated as follows:

1. What are the phonological problems in pronouncing faced by the sixth semester students at HKBP Nommensen University English Department in reading English Text?
2. What types of pronunciation errors in reading English texts are most often made by students in English Department at HKBP Nommensen University?

1.3 The Objective of Study

In connection with the above problems, the researcher formulated the following research objectives:

1. To analyze the phonological problems in pronouncing faced by the sixth semester students at HKBP Nommensen University English Department in reading English Text?
2. To find out the types of pronunciation errors in reading English texts are most often made by students in English Department at HKBP Nommensen University ?

1.4 The Scope of Study

This research will be conducted for students English Department at University HKBP Nommensen Medan. The subject is sixth semester of the English Department with class B. The focus of this research is to read short story texts to analyze English pronunciation errors that cause pronunciation problems in

speaking English Department students. This research investigation only deals with pronunciation problems and pronunciation errors. This study will focus on analyzing the phonology of English pronunciation namely vowel sounds. Meanwhile, this study will investigate the pronunciation problem of mispronunciation of vowel sounds.

1.5 The Significances of Study

The results of this study provide some positive contributions in the context of English language learning and can be useful for future researchers, students, lecturers and readers. There are two types of significance in this study, namely theoretically and practically. Theoretically there are some positive contributions which are as follows:

1) For students

It is hoped that it can be an added value for every student to be more motivated in learning English pronunciation and this research can help them in improving English pronunciation skills in the right way.

2) For English lecturers

This research is expected to be useful for English lecturers to enrich techniques in teaching English pronunciation.

3) For readers

It is hoped that readers who read the results of this study can know understand their pronunciation errors because good pronunciation should be one of the first things to learn in English. Practically, the results of this study are expected to be a reference for future observers who want to focus their studies on pronunciation errors.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, existing theories are explained with previous related studies. This chapter explains the relevant literature that supports the problems in the research. The theories used in this context aim to clarify the concepts used to achieve research objectives. The theoretical framework used in this study is as follows.

2.2 Pronunciation

Pronunciation plays an important role in second or foreign language learning. Although students have English courses at university, most of them often make mistakes, for example in listening, speaking, reading and writing. The author has explained earlier that language has three main components namely, phonology, vocabulary and grammar. Phonology (sound system) is the one that will be analyzed in this study which is related to students' pronunciation, (Hikmah, 2020:65). Phonology is different from phonetics. Phonetics deals with the production, nature and perception of the speech sounds of human language, while phonology deals with how speech sounds form a pattern in a particular language. One of the main problems in Indonesia is the pronunciation of some letters in English. The sounds produced vary from one language to another. (Kurniawan, 2022:235). Among these components, phonology plays an important role. Automatically, phonology which deals with the pronunciation of sounds becomes important because the sounds are used. Some problems arise related to

phonological errors made by semester sixth students in delivering their speaking performance, especially in delivering self-introductions. According to Ambalegin (2021:32) presented research on the influence of mother tongue on Toba Batak adults' English vowel pronunciation at the Annual International Conference on Language and Literature. The study concluded that mother tongue like accent can affect the pronunciation of foreign language words. Toba Batak people cannot pronounce some English vowel sounds due to differences in phonological systems. The Toba Batak table for pronouncing English vowel sounds /æ/, /ɜ:/, and /O:/ because these sounds do not exist in the Toba Batak language. Most of the Batak Toba language has short vowel sounds. Therefore, adult Batak Toba people cannot pronounce some English words correctly, due to mother tongue accent interference.

According to Dewi & Astriyanti (2021:100) pronunciation is necessary not only for speaking, but for communicating and understanding other people, that is, for making meaning in both audible and understandable forms. This means that when someone conveys a message to a listener, the message can be clearly received and understood by the listener, but in some cases the listener may not understand or may be confused about what the speaker said. It means that it may even appear to be. So far, the current study has focused only on phonological analysis and spoken English pronunciation. Thus, it is necessary to investigate the real conditions of teaching speaking methods on students' English pronunciation, strengthen phonological awareness, and train speech articulation. Phenomena caused by the absence of phonological awareness can be an indicator of the lack of accuracy of students' English pronunciation. Pronunciation is necessary not

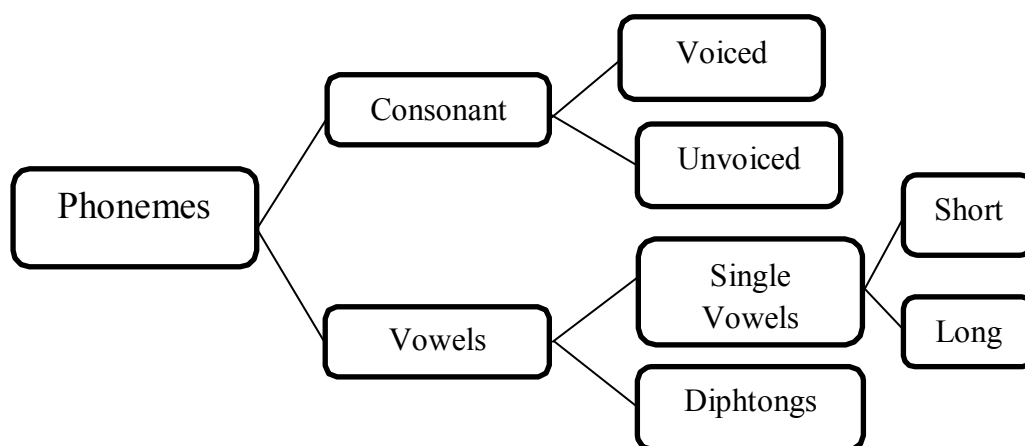
only for talking, but for communication and making sense to another person, that is, for making meaning in both an audible and an understandable form.” It means that when someone delivers a message to a listener, the message gets through received by the listener clearly and can be understood, but sometimes the listener doesn't understand or even seems confused about what the speaker said.

According to Brown in Rafael (2019:2) stated that a mistake refers to performance errors that is either random or a slip of the tongue in that it is failure to utilize a known system correctly. It means that if the student makes a mistake in producing the sound, they can make self-corrections, but if they make errors they cannot correct themselves. However, mistakes can affect the achievement of goals in the learning process. In the case of phonological errors, this error must be avoided because it can lead to errors in the meaning of the words. The aim of pronunciation is to make it easier for the speaker and listener to receive the communicative message. Messages are more receptive when they are delivered clearly and intelligibly, and what the speaker wants is accepted as a goal by the listener. Based on this definition, the researcher concludes that pronunciation is the way people pronounce words and languages. Even in communicating a language that aims to convey someone's desire to communicate, so that the communication is more clear, clearer, and understandable to the other person. Pronunciation is not only how to produce sound from words so that it can be understood by others but also has characteristics that explain how to produce words which are meaningful and accurate.

Pronunciation would help the students to decrease student`s anxiety. Learning pronunciation makes it easier for students to speak out loud and not be afraid to pronounce words correctly, but pronunciation increases student motivation. The expert stated that many people learning and speaking the English language often do not pay any attention to their pronunciation. Some of them underestimate it and ignore it. They believe that pronunciation is not as important as speaking and not as important as grammar and vocabulary (Prashant, 2018:16). Most of students underestimate the importance of pronunciation because they consider that pronunciation is less important than other English aspects such as grammar, lexicology and vocabulary (Mahmood, 2021:12). Students are ready to improve their skills even when they are not motivated. Pronunciation is the most important thing for anyone who wants to learn English, especially when communicating with others. Students who take care of their pronunciation develop better pronunciation skills. But the fact is that pronunciation is extremely important. In many cases of misunderstanding in communication were caused by the mispronunciation of words or incorrect intonation, students who are having trouble with their pronunciation can acquire better pronunciation skills.

At least, the learners of English should give the same proportion of time and attention to pronunciation as they do on learning grammar and vocabulary, to English Department students, pronunciation should have become compulsory menu in their daily language activities. They must practice it and train themselves good pronunciation every day. It can be concluded that good pronunciation of words increases students' self-confidence and increases their willingness to speak without shyness in front of classmates and teachers. Language can be a tool for

communicating clearly. However, if students have poor pronunciation, language never is a useful tool for communication. According to Maiza (2020:22) students ability to pronounce English words is influenced by several factors. The first is interference, first language interference causes difficulty in pronouncing sounds in the target language. Students are familiar with their phonological system. The second, phonological knowledge that students experience difficulties in aspects of phonetic transcription. Since they have to pronounce English words correctly based on their phonetic transcription, they forget about the phonetic symbols. It's safe to say that they replaced those sounds with the closest sounds they knew. The third is motivation, although not all students are unmotivated, most of them lack the motivation to repeat or memorize incorrect pronunciations. Pronunciation can be decomposed into its components. The diagram below shows a breakdown of the main features pronunciation.



Figures 2.1 Pronunciation Features

According to Antaris & Omolu (2019:11) pronunciation has two main features namely phonemes and suprasegmental features. Phoneme is the different sounds within language vowels. While suprasegmental is features of speech which

generally apply to groups of segments or phonemes stress. Pronunciation or phonology is therefore part of grammatical competence.

2.3 Phonology

When learning a foreign language, grammatical and pronunciation mistakes make it difficult to speak. The study of language, in general, is called linguistics, which may be subdivided into Phonology and Grammar. Phonology is of phones or speech sounds, while Grammar is the study of meaningful units of sounds and their arrangement into longer utterances. Each language has its own phonological system, including segmental and segmental features, and these phonological differences often cause problems and difficulties for non-native students (Utami & Putra, 2023:150). The means of the distinctive feature as Burgess and Spencer is the term of phonology that refers to the establishment and description of the distinctive sound units of a language (phonemes) maintain, the phonology of a target language works, including the segmental and suprasegmental feature. Since sound has a vital role in communication, foreign language teachers must devote proper weight to teaching pronunciation in their classes because of teaching pronunciation is an important element of the foreign language.

However, mistakes can affect the achievement of goals in the learning process. Pronunciation as a fundamental element of learning oral skills in a second language and the quantity of time and effort devoted to it seems to be largely dependent on the language instructor. Many researchers have found that many English teachers are not proficient, lack confidence, skill, and knowledge in pronunciation teaching.

According to Widi as cited in Dahlan & Muliana (2022:3088) argues that through phonology is grammar which is studied in the branch of linguistics. Widi also said that phonology has two scientific branches: phonetics (the study of sounds produced from speech) and phonetics (the study of sounds in speech that have the ability to distinguish meaning). Meanwhile, Widi defines phonology as a field of linguistics that does not only focus on studying but also discussing the sound sequence of language and analyzing the language.

Judging from the object of study, phonology is taken from the original term. Phonology is taken from the word phone, which means sound. The terminology is taken from the language logos which means science which then gave birth to two forms of phonemes consisting of phonetic and phonemic.

1. Phonetics

Phonetics is the part of phonology that deals with the formation of sounds. Speech is the sound of language that is pronounced or produced from human speech. There are many types of phonetics, including articulatory phonetics, physiology, and organic phonetics. Each type has its own designated focus.

The sounds themselves are categorized into three types:

- a. Articulatory phonetics as organic or physiological phonetics that studies speech produced by mouth/tongue sensations.
- b. Acoustic phonetics inspect audio sources based on physical aspects based on frequency, vibration, sound source, or intensity.
- c. Auditory phonetics focuses on the study of sound reception mechanisms based on our acquisition of hearing.

2. Phonemic

Phonemic is also a part of phonology that studies sounds based on their function as meaning differentiators. In the pronunciation of sounds, there are sounds that have different meaning emphases. Especially with the diversity of languages in Indonesia, many regional languages affect phonology.

There are several types of vowel phonemes the names of vowel phonemes in Indonesian are :

- /i/ front vowel, high, unrounded
- /e/ front vowel, middle, upper, unrounded
- /a/ front vowel, low, unrounded
- /ə/ mid vowel, middle, unrounded
- /u/ back vowel, upper, rounded
- /o/ back, top, rounded vowel

The vowel phonemes produced depend on things that are high and low in the position of the tongue Based on the high and low position of the tongue, vowel sounds can be divided into:

- high upper vowels, such as the [i] and [u] sounds
- lower high vowels, such as the [i] and [u] sounds
- upper middle vowels, such as the [e] and [o] sounds
- lower middle vowels, such as the sounds [ɛ] and [ɔ]
- mid-middle vowels, like the sound [ə]
- low vowels, like the sound [a]

Based on the back and forth of the tongue, vowel sounds can be divided into:

- front vowels, such as the [i], [e], and [a] sounds
- mid vowels, such as the [ɔ] sound
- back vowels, such as the [u] and [o] sounds

With regard to the determination of vowel sounds based on the position of the tongue there is a concept called cardinal vowels, which is useful for comparing the vowels of a language with other languages, the concept of cardinal vowels explains that there are the highest, lowest, and most forward positions of the tongue in producing vowel sounds. The vowel sound [i] is pronounced by lifting the front of the tongue as high as possible without causing a sliding consonant. The vowel [a] is pronounced by lowering the base of the tongue as low as possible. The vowel [u] is pronounced by raising the base of the tongue as high as possible.

2.3.1 Vowels

Vowels play a central role in English phonetics defined as voiced sounds formed where air flows continuously through the pharynx and mouth, no obstruction and no constriction can cause audible friction.

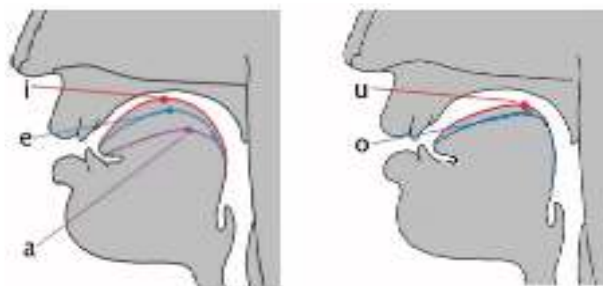


Figure 2.3 Place of English Sound

According to R. Pratiwi (2022:33), classifies The Kinds of Vowels Kinds of vowels are categorized into four categories: short vowel, long vowel, diphthong and triptongs. They are discussed in the following :

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	[eməuʃn]
ɜ = Front Mid Low Vowel	[gɜt]
æ = Front Low Vowel	[kæɪn]
ɒ = Back Mid Low Central Vowel	[lɒv]
o = Back Mid High Vowel	[in diphthong]
u = Back Mid High Central Vowel	[put]
ə = Front Central Vowel	[ðə]
ʌ = Back Central Vowel	[kʌp]

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, for a complete comprehension and also a good understanding of sound production and comprehension, it is better to finish this study until the cases reach consonants, syllables, stress and intonation after we study the kinds of vowel sound such long vowel, diphthong and triptong.

b. Long Vowels

Above short vowels were introduced. In this study to examine the types of vowels. 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 than the short vowels in similar context. For this reason, all long vowels have different symbols than short vowels. It can be looked at the types of vowel sounds, the long and short vowel marks are still distinguishable. Therefore, it is important to remember that length markers are not used because they are important, they are used to help learners remember differences in length. Perhaps the only case where long and short vowels are qualitatively very similar is that of [ɜ:] and [ə:]; but [ə:] is a special case. There must be reason for this. If the coda of the syllable is ended by letter or sound [r], the sound will be sounded as long as we shall see later especially in syllable.

i = Front High Vowel	[di:p]
a: = Back Low Vowel	[ka:]
ɔ: = Back Mid Low Vowel	[dɔ:]
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 vowels that sound longer than others.

c. Diphthong

Diphthongs are similar in length to the long vowels above. Perhaps the most important thing to note about all diphthongs is that the first part is much stronger and longer than the second part. For example, the diphthongs [ɪi] (as in the words eye and i) consist mostly of the vowel [ɪ], and only about the last quarter of the diphthong [ɪi] becomes noticeable. Slide to the [i] side to decrease the volume. As a result, the [i] part is shorter and quieter. Therefore, foreign learners should

always bear in mind not to overemphasize the final part of English diphthongs. The total number of diphthongs is 8 (although [uə] is less common).

The easiest way to remember them is to divide them into three groups as shown in the following diagram:

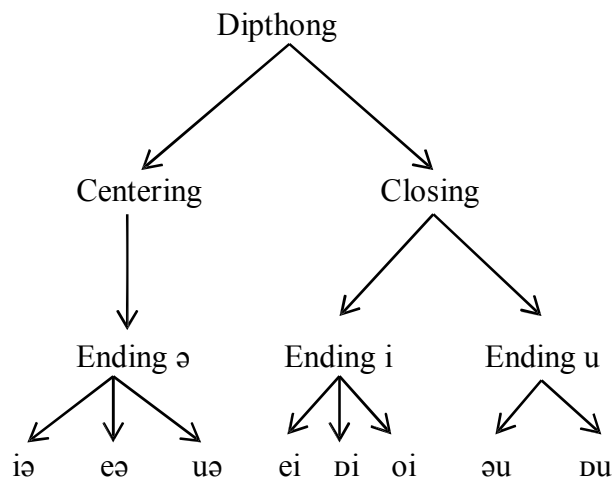


Figure 2.4 Diphthongs

From the ending sounds of diphthong, it can be concluded that the possible sounds in the ending of a syllable in a word, if it is more than one syllable, are dominated by only the sounds [ə], [i], and [u]. It is difficult to distinguish these sounds even when looking at different dictionaries. D. R. Pratiwi & Indrayani (2021:25) states that diphthongs are presented in the inventory of various languages, diphthongs are also known as "gliding vowels" because they will be successfully pronounced when a vowel glides quickly to another vowel, which are two combinations of two adjacent vowel sounds in the same syllable. Besides, the characteristics of diphthongs also refer to two types of vowels that are spoken in one breath. Technically, a diphthong is a vowel with two different purposes, the tongue moves when pronouncing diphthongs.

2.3 Pronunciation Problems

According to Perwira (2011:15) there are some pronunciation problems:

1. Pronunciation problems when learning a foreign language. Because each problem has a different nature, students seem to need different solutions. One of the issues concerns the identification of extraneous sounds. This means that acoustic properties must be memorized so that they can be identified directly in speech. For example, an Indonesian student needs to be able to recall the acoustic properties of the English vowel /æ/ appearing in the word "back", identify it in coherent speech, and distinguish it from similar vowels such as: there is. The word "back" to distinguish.
2. Problems of pronunciation in producing foreign language qualities; The ability to hear alien sounds and discern their quality is a prerequisite for the ability to emit alien sounds. You cannot expect to pronounce a particular sound without first hearing the quality of that sound.
3. Voice pronunciation problems; Humans use their bodies to communicate with others. People sometimes use their whole body to express something, such as using their face to turn away from someone, or bowing or standing up to show respect. People can use body parts when gesturing with their hands and creating facial expressions. However, it is the language organ that makes the most subtle use of the human body in making sounds.

From those problems above, there are some suggestions to solve them:

- a. Students must identify foreign sounds. To distinguish a sound from similar sounds, we need to remember the acoustic properties of that sound. You have to train your ears to hear them until you get used to them.

- b. If you don't hear the quality of the sound, you can't expect to pronounce the words. Students must learn to imitate speakers and generate words after hearing them.
- c. There are many differences in the phonetic characteristics of English sounds. Students will need to work through this problem through further practice and imitation of other speakers.

Pronunciation problem on sounds in the body, sounds are fundamental to us. Even the unborn child picks up and reacts to, sounds within and outside the womb, such as the mother's heartbeat, music, or voices. A baby can hear (and indeed be heard) long before it can see properly. They are primarily involved in life-supporting functions such as breathing and eating. In this way, life and sound are closely linked. It is clear that the main problem students face when learning a language lies in the differences between their language and the target language and differences in phonetic features such as similar sounds vowels. Through imitation and lots of practice, students will be able to pronounce English sounds and solve these problems.

2.4 Pronunciation Errors

Ladefoged (2001) has distributed pronunciation errors into misformation, omission, addition, and misordering. Starting from this basis, researchers have found various kinds of pronunciation errors in sixth semester students of the English Department saying. Data obtained from several sources. It, then, is also distributed in a similar way across the two fault types. The quality of each type of error varies greatly. Some are big, some are minorities. One of the aims of this

research is to reveal the common pronunciation mistakes made by sixth semester students of the English Department, find the mistakes that are found and then explain or describe them sequentially, from the most frequent to the most difficult.

1. Types of pronunciation errors

Types of pronunciation errors found based on and on division proposed by Ladefoged. The four types are: misformation, omission, addition, and misordering.

a. Misinformation

Misinformation errors are the most common for the number of occurrences. From the analysis, it was found that this type of error has many the rare distributions (4 characteristics of pronunciation errors), and that distribution that shows a lot of misinformation. Then, it can be concluded that in fact each type error plays an important role for all total errors. Of the smallest, grammatical errors in misinformation found in students who pronounce in speaking class are voice (consonants), sound (consonants), short vowel and long vowel. Here the example of misformation error. A student pronounced "something" with /[^]sʌmtɪŋ/. The pronunciation of it word is absolutely false. The correct phonetic transcription of it was /[^]sʌmθɪŋ/. This student actually should produce /θ/ sound in the middle of the word, but she supplies the wrong item within the word. The example of misordering error is pronouncing 'ask'. The correct phonetic transcription of it was /ask/ but in fact this student pronounced /a:ks/ sound the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

b. Omission

Shows that negligence is a type of mistake made by the sixth semester of the English Department. This mission error consists of various aspects of pronunciation. Here the example of omission is when a student pronounced „liters“ with /lɪtər/ in her statements “drink two liter of water”. “Liter” word absolutely false. It should show the plural form but she pronounced it in the singular form. The correct phonetic transcription of it was /lɪtə(r)s/. This student actually should produce /s/ sound in the end of the word, but she omitted it.

c. Addition

Mistake pronunciation features other than those found in students speaking non-consonant sounds, short vowels and long vowels, when viewed separately each feature of this error is categorized as a minority because the number of occurrences of each aspect is small. The example of this error is pronouncing often. The correct phonetic transcription of it was /ɒfn/ but in fact she added /t/ sound in the middle of the word like /oftn/.

d. Misordering

Errors may appear few in comparison to the total number of errors. However, this error consists of only one aspect of an implementation error, a stacking error. Misordering of the single vowel itself is ranked the only cause of the error. The example of misordering error is pronouncing 'ask'. The correct phonetic transcription of it was /ask/ but in fact this student pronounced /a:ks/ sound the incorrect placement happens where the student putting /k/ sound in the middle and /s/ sound in the last.

2.5 Related Studies

Pronunciation plays a significant part in our personal and social lives because the way we speak reflects our identities and indicates our association with particular communities. Many researchers research pronunciation. Here, the researcher chooses some previous researchers who are related to writing on English exposure. Those are:

The first previous study is the research of Ambalegin (2021:32) presented the study of the influence of mother tongue on English vowel pronunciation of Batak Toba adults in The 1st Annual International Conference on Language and Literature. The study concluded that mother tonguelike-accent is able to affect the ability to pronounce foreign language words. The Batak Toba-nese are not able to pronounce a few English vowel sounds. It is caused by the difference of phonological system. Batak Toba-nese are not able to pronounce the English vowel sounds /æ/, /ɜ:/, and /o:/ as these sounds do not exist in Batak Toba language. Mostly Batak Toba language has short vowel sounds. Thus, the adult Batak Toba-neses do not pronounce English words correctly, due to the mother tongue-like accent interference. Discussed the English pronunciation inconsistency in the 2nd Annual International Conference on Language and Literature. The previous studies have the same issues as the present study that it is about English pronunciation and the theory use, but the difference is about the problem analyzed.

The second previous study is the research of Kusumaningrum (2008:9). It was about students' ability to pronounce English words in weak forms in the sixth semester students of the English Department of Semarang State University in the

academic year 2007/2008. He uses the Gronlund Criterion-Referenced Grading (1981:527) to interpret student mastery. Based on Gronlund's criteria, the students' mastery in pronouncing weak form English function words was not satisfactory because this was 20.97% or the lowest score in the criteria.

From previous research above, the researcher is inspired and motivated to conduct the study about pronunciation problems and the researcher identifies that are some similarities and differences between my research and this research, the analogy is pronunciation problems that want to be examined by the researcher

The third previous study is the re;search of Sugiarto (2013:2) aims to investigate the types of pronunciation mistakes made by fourth grade students. Video is used as an instrument to collect research data. The researcher recorded the class and then transcribed it to find out that they said the wrong utterances. The steps for collecting mispronunciations are presenting, identifying, describing and discussing, and concluding. He found that there are seven types of errors of tongue that is anticipation, perseveration, exchange, mix, substitution, addition, and deletion. According to this study, seven types of tongue slips occur because the learners are in a hurry which causes them to replace some words with others.

This previous research is similar to my research which discusses English pronunciation problems, especially at segmental aspects. This previous research applies qualitative research to describe the phenomenon of English pronunciation problems. The data collection also uses recorded to analyze in detail terms of segmental features. In addition, my research uses an application to identify pronunciation errors to analyze data whereas previous studies did not use it.

The fourth previous study is the research of Visonil and Marlina's study (2020:492) aims to examine vowel sounds that are often mispronounced. This study investigates the pronunciation errors of speech performance to get a more naturalistic pronunciation as the data. The data sources for this study were six recorded speeches delivered by students' English activities in speaking classes at the English Department (Universitas Negeri Padang). The recordings were analyzed for mispronunciations of the speeches. Once completed, errors are measured and interpreted. The results of this study revealed that [æ], [i:], [ə], [əʊ], and [ei] often occur errors. These sounds are replaced by several voices. Therefore, it is suggested that these specific errors should be considered when teaching English to Indonesian EFL L1 students.

Previous research is similar to my research which discusses the problem of Pronunciation, analyzes the last mispronunciation using an application to collect data and uses a descriptive qualitative method. However, this study has several differences, my research uses several data collection techniques to analyze data, such as application of pronunciation, recording, transcripts. Whereas previous studies did not, only used recordings and then after completion the errors were measured and interpreted.

The fifth previous study is the research of Afifah (2012:2) explained that teaching pronunciation for Indonesian students is quite difficult. These difficulties are due to the fact that irregular spelling of English provides a poor guide for pronunciation and interference or negative transfer from the student's mother tongue to the target language. Based on interviews with English teachers at SMK Negeri 1 Talibura, researchers found that students at SMK Negeri 1 Talibura had

difficulty pronouncing English words. They rarely practice speaking and reading English texts. There is a difference in the sound system between English and the student's mother tongue. Therefore, students make pronunciation mistakes of some English sounds because they do not find any sounds in their mother tongue. Students find several vowels in English that are always changing and in fact, different vowels have the same sound in different words. Based on the description above, the researcher is interested in analyzing pronunciation errors in reading texts that occur in class X students of SMK Negeri 1 Talibura for the 2020/2021 academic year.

Previous research is the same as my research which discusses the problem of Pronunciation as well as previous related research, but the difference is that this research focuses more on analyzing the difficulty of problems in pronunciation, while my research analyzes pronunciation problems from pronunciation errors in the vowel sounds.

2.6 Conceptual Framework

The conceptual framework in this research:

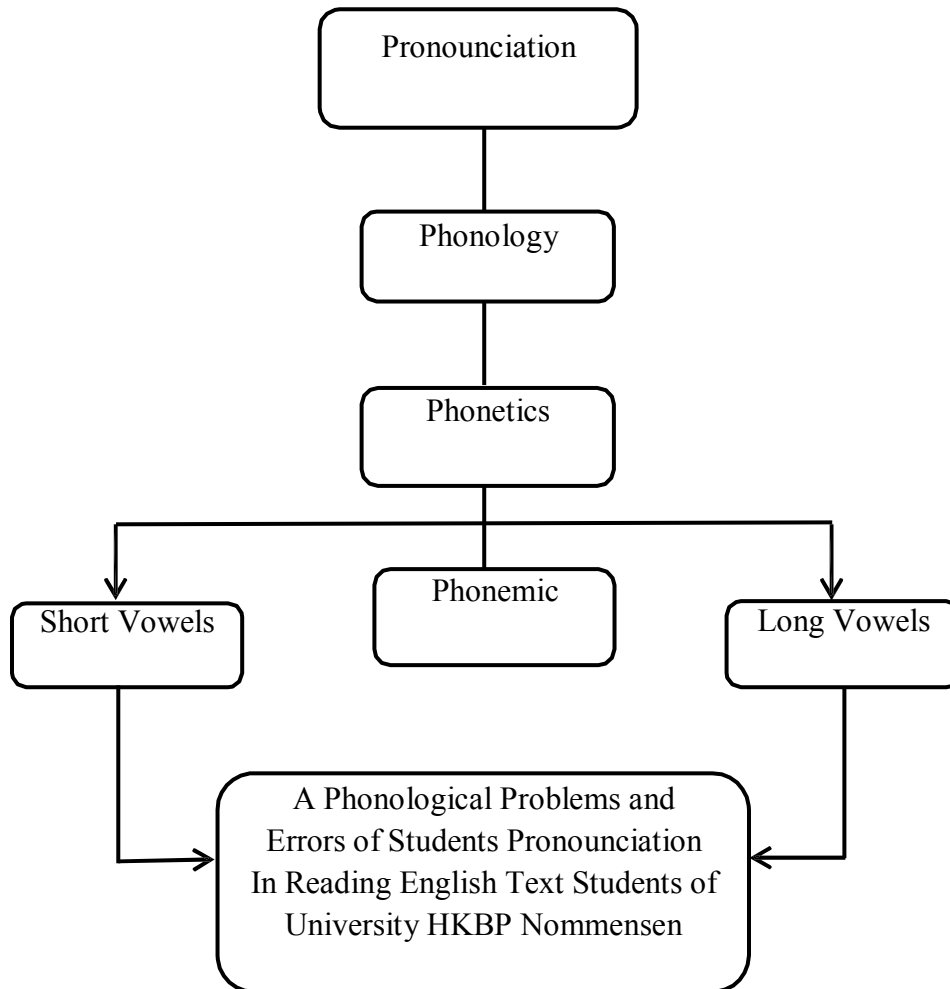


Figure 2.5 Conceptual Framework

Based on the research conceptual framework above, this study analyzes the pronunciation of students in reading English texts. Vowels are the main component of speech problems. For this study, researchers used a descriptive qualitative methodology. The researcher used a recording device and an application during the exercise in the first stage to collect students voice products. When reading students are consistent with the research topic namely the English text.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the main point is focused on the methodology of research results used in this study. There are several subchapters: research design, source and data, technique of collecting data, and data analysis technique.

3.1 Research Design

In conducting this research, the researcher was used descriptive qualitative research because in this study the researcher collects data, analyzes it, and draws conclusions. Murdiyanto (2020:19) states that qualitative research is a type of research that creates findings that cannot be achieved by using statistical procedures or by other quantification methods. The research design in this study is a qualitative descriptive method of collecting qualitative data, analyzing data and writing results. Based on the definition above, the descriptive method is a method for collecting and analyzing data, as well as drawing conclusions from the data being analyzed.

In addition, qualitative research studies are a means to understand the social reality experienced by participants. According to Creswell (2009:61) qualitative research is a type of research that aims to understand the phenomena of research subjects, such as motivation, perceptions, and so on, qualitative research data presented in the form of a description. Qualitative research is also known as a naturalistic study, qualitative research can be used by researchers to examine language disciplines and consider their place, descriptive methods are used to describe, explain and analyze the phenomena that occur behind the data.

Therefore the researcher used a qualitative descriptive research type with data collection methods through oral test and mobile tests for recording.

3.2 Subject and Object of Research

This research was conducted with semester sixth students of English Department at HKBP Nommensen University Medan to collect data. The subjects of this study were sixth semester students of the English Department group B. The researcher chose 20 students because they were looking for problems from several students to study and the researchers were also students of the English Department at HKBP Nommenses University to collect data. In conducting research it is necessary to carry out several stages in a clear chronological order, in conducting research it is necessary to carry out several stages in a clear chronological order. In this study several steps were taken to collect data:

1. Asked students to read short story texts one by one
2. Recorded the students voices while reading the story text

3.3 Instrument of Collecting Data

The instrument is the method and tool used in collecting data as an important part of the research. The instruments used in collecting data can not be separated from data collection techniques, and data collection techniques can not be separated from research methods. In this study, researcher used oral test and mobile for recording along with an explanation of the research method:

1. Oral test

The researcher gave an oral test in the form of a short story text as an instrument in this study, the researcher gave an English short story text provided by the researcher. The students were asked to read a short story text and then invited them to talk about the topic. This instrument is used to identify pronunciation errors made by students in reading English short story text.

2. Mobile for Recording

The researcher used mobile for recording when give short story texts to subjects by recording the subject's voice while reading English short story texts can help researcher to be able to listen to the recording again and analyzed the wrong pronunciation of words when spoken. The researcher used mobile for recording during interviews with subjects by recording the subjects voice while reading English text can help researcher to be able to listen to the recording again and analyze the wrong pronunciation of words when spoken.

3.4 Technique of Collecting Data

In collecting data, researcher used oral test and mobile for recording. The purpose of presenting English reading in the form of text and audio recording is to collect information related to students pronunciation problems to analyze students pronunciation in reading English text. The researcher presented the data collection procedure as follows:

1. Selected the participants

The researcher randomly was selected 20 semester 6 participants from group B, students of the English Department at HKBP Nommensen University, the

researcher took 20 students of English Department to find out the causes of student errors in pronouncing English vowels.

2. Provided an English text

The researcher provides short story texts for students, these English short story texts are used to identify the types of pronunciation errors made by students, the following texts will be used:

The Ant and the Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

3. Recording English Text

In this study, the researcher collected data from recordings, researcher used recording equipment in activities to get the student's sound product.

4. Application

After that the researcher listened to the voice recording of the short story text from the students. Researcher was used the Elsa Speak application to find wrong pronunciations from the after recording.

3.5 Tecnique of Analyzing Data

To know the phonological problems and errors in pronunciations faced by the sixth semester students at HKBP Nommensen English Department, the research will do the follow steps:

1. The researcher listened to the recording, then analyzed how the wrong sound causes pronunciation problems. Data was taken from pronunciation problems in vowels, to check the accuracy of the analysis, researcher used mobile for recording and the Elsa speak application.
2. The researcher made a transcription of students pronunciation phonetically.
3. The researcher analyzed the pronunciation errors based on the theory of (Ladefoged, 2001).