

Communication can be successful with good pronunciation. Because pronunciation is a very basic language, it is the most fundamental aspect of learning English. Some students still encounter many obstacles in pronunciation, because they do not recognize how to spell the words correctly as well as students have difficulties in pronouncing vowels English. In addition the students less in their practice in use English in daily conversation.

Review of Literature

Definition of Pronunciation

Pronunciation is the production of a sound system which does not with communication either from the speakers or the listeners view point. Learning pronunciation of a second language has different problems that speakers face when they learn their first language Paulston and Burder in P Gilakjani (2016). Education has generally been impacted by different pendagogical approaces bringing about a change in center in showing needs and concerns. The natural development of spoken English as well as shifting patterns of English, most notably the growing dominance of English as a language of international and intercultural

communication (Penington and Rogerson R, 2019).

Thus, it can be concluded that Pronunciation is the way the sounds of a language are pronouncing. Words can be pronounced in many different ways, and depend on many factors, such as : ethnicity, social class, education, speech disorders.

The Inportance of Pronunciation

Pronunciation is a fundamental parts in English speaking. Speakers can be misunderstanding when speaking words in a foreign language. In this case, pronunciation is one of the important components in English learning that has to be mastered by the learners. To have good skill in English pronunciation is challenging for a large number of English language learners, particualry in a a place where English is learnt as foreign language (Sariani, 2021).

The Main Features of Pronunciation

The main features of pronunciation are segmental features (include phoneme), and suprasegmental features (include stress, intonation and connected speech).

1. Segmental Features

speech may leave vowel and consonant sound relatively intact, as in some types of linking, or connected speech may result in modifications to pronunciation that are quite dramatic, including deletions, additions, or changes of sounds into other sound, or combinations of all three in a given word in context (Alameen, G., & Levis, J. M. 2015)

Definition of English Vowels

English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs. A vowel is different from consonant in terms of its way of production. A vowel may be defined as a voiced during the production of which the air passes out freely and continuously as would cause any audible friction, (Ramelan in Simarmata, D and Hilman, P. 2016)

The quality of vowel depends on the position of the tongue and the lips because those articulators have a great role in producing the vowel. The production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowels. Vowels involve the vibration of the vocal cord (voice), and their

distinctive resonances are made by varying the shape of mouth, using the tongue and lips.

a. Pure Vowels

Pure vowels with a single perceived auditory quality made by movement of the tongue towards one position in the mouth. There is no shift or glide from one sound to another sound while we pronounced these vowels. The position of our tongue and mouth remains the same when we pronounced these vowel sounds.

b. Long Vowels

These are the symbols for long vowels pronunciation. The long vowels are, /a:/, /u:/, /o:/, /i:/, and /ɜ:/. The two dots with this symbols indicated a longer pronunciation. These sounds are pronounced in a longer way, which is why they are called long vowels.

c. Short Vowels

These vowels are not pronounced in longer way. They are called short vowels. The short vowels are, /ə/, /ɪ/, /ʌ /, /ʊ/, /e/, /ʊ/, and /æ/. A short vowels word is any word that does not allowed the vowel in it to produce the long vowels sound.

The Concept of the Errors Analysis

The common error in English vowels pronunciation made by third semester students of Pohuwato University. The researcher applied two instruments, the first was giving texts and ask the students to read some words which contain of English vowels, the second instrument was recording.

Types of Error in English Vowels Pronunciation

The first is the vowel /i:/. In the word 'Freezer' /'fri:zə (r)/, /'fri:zer/ substituted vowel /i:/ with the vowel /e:/, the students pronounced the word as /fre:zer/, /freze/. The word 'steam' /sti:m/ substituted vowel /i:/ with the diphtong /ea/, substituted vowel /i:/ with the vowel /e/. The students pronounced the word as /steam/, /ste:m/. The word 'knee' /ni:/ ommision consonant /k/, substituted vowel /i:/ with the vowel /i/. The students pronounced the word as /kne/, /kni/.

The second is the vowel /ɪ/. The word 'cricket' /'krikət/, /krikɪt/ substituted vowel /ɪ/ with the vowel /e/, and vowel /ə/ with vowel /e/, /i/, ommision vowel /ɪ/ and consonant /t/. The students pronounced the word as /kriket/, /krik/. The word 'simple' /'simpl/ insertion vowel /e/, The students pronounced the word as

/simple/, /simpl/. The word 'eksplain' /ik'spleɪn/ substituted vowel /i/ with the vowel /e/, substitution diphtong /ei/ with the vowel /a/, ommision vowel /i/. The students pronounced the word as /eksplen/, /iksplan/, /eksplein/.

The third is the vowel /ʊ/. The word 'Cook' /kʊk/ insertion consonant /s/, substituted vowel /ʊ/ with the vowel /o:/ the students pronounced /ko:ks/, /kok/. The word 'browse' /braʊz/ insertion vowel /o/, /i/ and consonant /s/, /n/, /g/. The students pronounced the word as /brouz/, /brouwsing/, /bro:sing/. The word 'Load' /ləʊd/ substitution vowel /ə/ with the vowel /o/, substitution vowel /ʊ/ with the vowel /a/ with the consonant /d/, insertion vowel /i/ and consonant /n/, /g/. The students pronounced /lo:d/, /lodi:ng/, /loadi:ng/.

The fourth is the vowel /u:/. The word 'Shoes' /ʃu:/ subtituted vowel /u/ with /o/, insertion consonant /h/ and /s/, The students pronounced the word as /shoes/, /shu:s/, /shos/. The word 'improve' /ɪm'pru:v/ substituted vowel /u:/ with the vowel /o:/ substituted consonant /r/ with the vowel /o:/, ommision consonant /v/. The students pronounced the word as /impro:v/, /impo:r/, /impro:ve/. The word

as /riko:rd/, /rico:d/. /reco:rd/. The word 'order' /'ɔ:də(r)/, /'ɔ:rdər/ substituted vowel /ɔ:/ with the vowel /o/, substituted vowel /ə/ with the vowel /e/, insertion consonant /t/. The students pronounced the word as /order/, /ordert/.

The ninth is the vowel /æ/. The word 'Fat' /faet/, substituted vowel /æ/ with the vowel /a/, /e/. The students pronounced the word as /fat/, /fet/. The word 'apple' /'æpl/, substituted vowel /æ/ with the vowel /a/, /ʌ/, consonant /p/ and diphtong /ei/, insertion vowel /e/. The students pronounced the word as /apel/, /eipl/, /ʌple/. The word 'lavender' /'laevəndə(r)/, /'laevəndər/, substituted vowel /æ/ with the vowel /a/, substituted vowel /ə/ with the vowel /e/. The students pronounced the word as /lavender/.

The tenth is the vowel /ʌ/. The word 'Fun' /fʌn/, substituted vowel /ʌ/ with the vowel /u:/ and substituted consonant /f/ with the consonant /p/. The students pronounced the word as /fu:n/, /pan/. The word 'update' /'ʌpdeit/, /ʌp'deit/, substituted vowel /ʌ/ with the vowel /u:/, substituted diphtong /ei/ with the vowel /a/, omission vowel /ɪ/, insertion vowel /e/. The students pronounced the word as

/ʌpdet/, /updeit/, /update/. The word 'blood' /blʌd/ substituted vowel /ʌ/ with the vowel /o:/. The students pronounced the word as /blo:d/.

The eleventh is the vowel /a:/. In the word 'Smart' /smart/, /sma:t/, substituted consonant /t/ with the consonant /h/, substituted vowel /a:/ with the vowel /e:/, insertion consonant /r/. The students pronounced the word as /sma:r/, /smarh/, /sme:t/, /sme:rt/. The word 'article' /'ɑ:tɪkl/, /'ɑ:rtɪkl/, substituted vowel /a:/ with the vowel /a/, insertion vowel /e/. The students pronounced the word as /artikel/.

The last vowel is /ɒ/. The word 'office' /'ɔfəs/, /'ɑ:fəs/ substituted vowel /ɒ/ with the vowel /o/, substituted consonant /s/ with the consonant /c/, insertion vowel /a/ and consonant /s/. The students pronounced the word as /ofais/, /ofice/. The word 'teapot' /'ti:pɒt/, /'ti:pɑ:t/ substituted vowel /ɒ/ with the vowel /o/, vowel /i:/ with /e/, the students pronounced the word /te;pot/, /tepot/.

Conclusion

Based on the findings of the pronunciation test, most of the first students' error pronunciation is substitution. The second is insertion and

