AN ERROR ANALYSIS OF ENGLISH PRONUNCIATION ON MONOPHTHONG SOUND

A Thesis
Submitted to Particular Fulfilment of Requirements for S1-Degree

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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
1444 H/2023 M

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ABSTRACT

This study was conducted to determine the types of errors and sources of errors in pronouncing English words containing monophthong vowels by eleventh grade students of boarding school MAN 1 Metro. The problems faced by students in pronunciation include: (1) Students felt afraid and insecure when speaking English. (2) The students pronounced words according to their assumptions. (3) Students tended to pronounce words based on what was written, or according to the existing Indonesian rules. (4) The students lacked of knowledge in English pronunciation. Thus, students made English pronunciation errors, especially in the pronunciation of monophthong vowel sounds.

This study was conducted using qualitative research. The population of this study were eleventh grade students at boarding school MAN 1 Metro in the 2022/2023 school year. The sample for this study were 25 eleventh grade students who obtained using the purposive sampling technique. In collecting data, students were given 36 English words containing monophthong short vowel sounds (/æ/, /e/, /ɒ/, /ʌ/, /ə/, /ɪ/, /ʊ/). Then the errors made by students were analyzed based on the Communicative Effect Taxonomy error types, consisting of local errors and global errors. Furthermore, students were given 12 interview questions based on various sources of errors from Brown's theory.

The results showed that the most dominant errors made by students were local errors, which amounted to 561 or 92.73% of errors. The short vowel sound included sound /ɪ/ with a total of 121 errors, and the sound /æ/ with a total of 118 errors. While, global errors amounted to 44 or 7.27%, with the vowel sound /ə/ as many as 12 errors, and the sound /ɒ/ as many as 16. Then, it was found that the source of errors included interlingual transfer and intralingual transfer. This was because English is not their native language. Therefore, it was important to pay more attention in learning and pronouncing English correctly.

Keywords : Error Analysis, Pronunciation, Monophthong sounds.

DECLARATION

The researcher's identity, the undersigned below:

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Thesis Title	: An Error Analysis of English Pronunciation on Monophthong Sound

There by declared that the thesis entitled "An Error Analysis of English Pronunciation on Monophthong Sound" was truly the researcher's own original work. The responsibility was fully for the publication of the thesis. The sources and structure of the writings in the research have complied with the provisions and ethical standards.

Bandar Lampung, 31 July 2023

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A thesis entitled: **An Error Analysis of English Pronunciation on Monophthong Sound, by : Diah Rahmawati, NPM : 1711040038, Study Program : English Education,** has been tested and defended in the examination session held on: Monday. July 31st 2023.

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MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱتَّقُواْ ٱللَّهَ وَقُولُواْ قَوۡلٗا سَدِيدٗا ٧٠

"O you who believe! Be conscious of Allah, and speak in a straightforward manner."
(QS. Al- Ahzab: 70)[1]

[1] Talal Itani. Qur'an English Translation.(Dallas, Beirut : ClearQuran), p. 161

DEDICATION

I dedicated this thesis to everyone who has always loved, cherished, and supported me. I want to dedicate this thesis to:

1. Allah SWT, who always gives His grace to love and protect me wherever and whenever.
2. My parents, Mr. Sudibyo and Ms. Sulasmi, who always give their prayers and support on my journey. Thanks also to those who always provide motivation and support in any condition. I love you always and forever.
3. My sister, Dwija Puspa Rini, and also to my whole family, who have given support, encouragement, and care for me.

CURRICULUM VITAE

Diah Rahmawati was born in Pringsewu on May 11th, 1999. Diah is the first child of Mr. Sudibyo and Ms. Sulasmi. She has a younger sister named Dwija Puspa Rini. She lives in Tunggal Warga of unit 2 residents, Banjar Agung, in Tulang Bawang district.

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ACKNOWLEDGEMENT

Bismillahirrahmanirrohim,

Assalamualaikum Warahmatullohi Wabarakatuh

In the name of Allah, the most gracious and the most merciful who has given His blessings and guidance so that can complete this undergraduated thesis. Peace and salutation may always be upon the holy world leader, prophet Muhammad S.A.W., the man of any good deeds who never think hard for the shake of better and better way of Islamic life. In the third place, thank you address to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. Dr.Moh. Muhassin, M.Hum the Chairperson of English Education Study Program.
3. Meisuri, M.Pd, as the advisor for her suggestion, direction, support, help and uncounted time to the researcher to finish the thesis.
4. Septa Aryanika, M.Pd, as the co-advisor who has patiently guided and helped a lot until the completion of this thesis.
5. Satria Adi Pradana, M.Pd. as the primary examiner at my thesis exam, who has been willing to spend the time and guide me in perfecting this thesis until the end..
6. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught a lot of precious knowledge.
7. Rokiban S.Ag., M.Pd.I., the head of boarding school MAN 1 Metro who has allowed to conduct research.
8. Novia Mayang Sari, S.Pd the English teacher at boarding school MAN 1 Metro and other teachers who have helped and given suggestions during the research process, and eleventh grade students of the boarding school MAN 1 Metro who were cooperative during the research.

9. My parents Mr. Sudibyo S.Pd, Ms. Sulasmi S.Pd. and my sister Dwija Puspa Rini who always beside me and who always support me to finish my thesis.
10. All my friends at PBI Class B 2017, thank you for the help and encouragement given to me. Thank you very much for the valuable experiences during the lecture period.
11. My friends, Firdhani Rahmaning Gusti and Umi Nurazzizah Eri thank you for all the motivation, support, help, and care.
12. All my friends for their love, pray and guidance during my study, who always give help, support and kindness when finishing this thesis. May Allah bless and give in return for every help they did.

Finally, I hope this thesis can provide useful knowledge and information for the readers. Besides that, the thesis was very receptive to all forms of constructive criticism and suggestions for the perfection of this thesis.

Bandar Lampung, 31 July 2023
The Writer,

DIAH RAHMAWATI
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CHAPTER I
INTRODUCTION

A. Tittle Affirmation

As a first step to understanding the title of this thesis and in order to avoid misunderstandings, there needs to be explanation of some of the terms that the author uses in this thesis. This research is entitled "An Error Analysis Of English Pronunciation On Monophthongs Sound". Therefore, the explanation of the research title in the mean is as follows:

An Errror Analysis is an activity to reveal the learning outcomes achieved by students in developing an inter-language system in writing and speaking which consists of a comparison between the mistakes made in the target language and the target language itself. English Pronunciation is the most important thing in English communication for the determination of a meaning. In other words pronunciation is a way in English pronunciation in accordance with existing ponetic rules. Monophthong Sound is Vowel sounds consisting of only one type of vowel sound or pure vowel sound, which consists of several types of sounds 12 kinds of sounds [æ], [e], [ɔ:], [ɒ], [ɑ:], [ʌ], [ɜ:], [ə], [i:], [ɪ], [u:], [ʊ] .

Based on some of the definitions above, it can be concluded that what was meant by "An Error Analysis Of English Pronunciation On Monophthongs Sound" is to analyze and find out what are the forms of errors in the pronunciation of monophthong sounds made by students in the MAN 1 Metro boarding school.

B. Background of the problem

English is one of the languages in the world that has been recognized as an international language. So, English plays an important role in many aspects such as in education, politics, technology, tourism, trade, and so on. This makes English the language studied in Indonesia. In language learning there are

four aspects of skills including listening, speaking, reading, and writing. In addition, in English there are three other components, namely vocabulary, grammatical, and pronunciation. Then, one of the basic important components of speaking skills is pronunciation. This is because when someone speaks English, the speaker must pay attention to the right words with the correct pronunciation as well. It is supported by Gilkanjani in frijuniarsih, "Someone is considered to speak fluently if he can produce good pronunciation on his utterances because it directly affects his communicative competence and performance".[1] That is, one must speak with good pronunciation to produce good communication as well. In addition, learning pronunciation also does not only understand the existing content but also understands intonation, stress, then vowels and consonants as well as others.

As a foreign language in Indonesia, English is very important for us to master the language. Regarding learning English as a foreign language, this learning is not free from mistakes and errors. This is due to the difference between pronunciation in Indonesian and English. In Indonesian, writing with pronunciation will sound the same as in English, which has different writing and pronunciation. Such as in Indonesian the vowel sounds a, i, u, e, and o will be the same as the pronunciation. Whereas the vocal sound in English consists of three types of vowel sounds, namely pure vowels (monophthongs), diphthongs, and triphthongs. Monophthongs are pure vowels that do not need to change the speech organ position through the vowels articulation duration. Pure vowels are formed by the movement of the tongue position in the mouth as it is classified into a single perceived auditory

[1]Nurul Frijuniarsi, "Error In Vowel Pronunciation Made By Informatics Students" , *Journal of English Language Teaching* ,Volume 02, Issue 02,(March 2018), p.150.

quality.[2] There are twelve monophthongs in English such as [iː], [I], [e], [æ], [aː], [ɒ], [ɔː], [ʊ], [u], [ʌ], [ɜː], [ə] . Example in the word "angry" would be read according to "angry". Meanwhile in English, the word "angry" is pronounced /ˈæŋgri / but some people pronounced / ʌŋgri/. This is what makes most people in Indonesia, especially students, have difficulty learning English. Especially on speaking skills with proper pronunciation.

According to Caruthers, explaining the reasons why learning the pronunciation of another language is difficult. First, some sounds of the new language or the target language are not present in the learner's mother tongue. The second is the difference in distribution between the native language population and the target language.[3] It means that errors can occur because the language being studied is not the same as their mother tongue and there are differences in the two languages. However, we don't find many people or language learners confidently using English with good pronunciation.

In addition, what often happens is that many English learners speak with their assumptions. Some of them often find an error in pronouncing English words. They pronounce English words the same as they pronounce Indonesian words. Most the students only hear the narrative from friends, their teachers, or from other sources. So, most of them are just imitating and lack of finding out about the correct pronunciation. Therefore, Stefani and Roba'i state, the problem that occur in mispronunciation is caused by the speaker, that's why to mastering pronunciation is the important thing, because the different pronunciation will give the result that has a different meaning.[4] This also happened

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[2] Muhyiddin Aziz, et.al., "An Error Analysis of English Monophthongs Pronunciation in Speaking , Politeknik Negeri Madiun", (Madiun: 2020), p.2.

[3] Carruthers. R, Teaching Speaking In Methodology in TESOL (Boston: Heinle & Heinle Publication, 1987), p. 191.

[4] Desy Riana Pratiwi, Lia Maulia Indrayani, "Pronunciation Error on English Diphthongs Made by EFL Students", *Teknosastik* , ISSN 2656-6842 Volume 19 (1),(2021), p.25.

based on experience in the first semester of the course. At that time many of the students made mistakes in their English pronunciation. Most of them talk like that because they used to hear their teacher teach like that. And many students in Indonesia do not know the various sounds in English pronunciation.

This happens in the results of research conducted by Baiq and Ayu that almost 80% of learners made errors because their mother tongue is difficult to avoid, as well as other things in the form of lack of confidence in students, then feeling nervous and even panicking.[5] In general, students in Indonesia have negative perceptions about English stereotypes, especially in speaking English. For most English learners, speaking a foreign language often encounters difficulties and a teacher will really need extra strategies to teach students to speak English to build students up.[6]

This was also a problem at the MAN 1 Metro boarding school. From the observations of the researcher, there were many students who experienced errors in pronunciation. Meanwhile, the boarding school system applies two language courses, namely Arabic and English for students' daily conversations. In the primary research conducted by the researcher, she gave a test in the form of a student task consisting of 12 vowel vocabularies. Then the task was given to 15 students to read according to the pronunciation that the students understood. After that, the results were analyzed and found that many students made errors in the pronunciation of vowels. Among these words, " Cat ", they are pronounced / k ʌt /, and /ket/ while the correct one is /kæt/. The word " Hot ", some of them pronounce it with / hot / while the correct one is

[5] Baiq Titis Lidyawaty, Ayu Rizki Septiana, "An Analysis of Pronunciation Errors In Speaking Of 2nd Semester Students Of English Educate Department Universitas Bhinneka PGRI", *Jurnal Pengabdian Dan Pengembangan Masyarakat*, Vol 1 edisi 2(2021), p.90.

[6] Febrice Yumiza, Sitti Fatimah, "Common Pronunciation Errors Made by Students of English Language and Literature Department at Universitas Negeri Padang", *Journal of English Language Teaching*, Volume 11 No. 1, (March 2022), p.28

/ hɑt/. The word “Put“, but they said / puːt / the correct is / pʊt /. then "how" and "son", which should be pronounced /haʊ / and /sʌn / but most of them are pronounced /how/ and /son/. This can be seen in the table below.

Table 1.1
The Result of Analysis Primary Research

Vowel	Word	True pronunciation	Participant pronunciation
[æ]	Cat	/ kæt /	/k ʌt/, /ket/,
[e]	Met	/ mɛt /	/ mɛt /, /miːt/
[ɔː]	Call	/kɔl/	/kol/, /k ʌl/
[ɒ]	Hot	/ hɑt /	/hot/
[ɑː]	Arm	/ɑːrm /	/ ɑːrm /, /ʌrm/
[ʌ]	Cup	/ kʌp /	/ kʌp /
[ɜː]	Turn	/ tɜːrn /	/ tɜːrn /, /tuːrn/, /tern/
[ə]	Away	/ əˈweɪ /	/ əˈweɪ /
[iː]	See	/ siː /	/siː /
[ɪ]	Hit	/ hɪt /	/hiːt/
[uː]	Blue	/ bluː /	/ bluː /
[ʊ]	Put	/ pʊt /	/puːt/

Based on the primary research that has been done, it found that students did not make errors in all types of pronunciation of vowels. It was just on certain types of vowels. This is indicated by the number of students who make errors in the pronunciation of short vowels. This made the research chosen to be more specific, namely by examining short vowels. Besides that, from the results of an interview conducted by the researcher, one of the English teachers in the boarding school mentioned a problem that occurred. The teacher explained that in the aspect of speaking they are always afraid of pronunciation, they think too much and are

not confident. Then, in the self-pronunciation aspect they often make errors in pronunciation.

Some of the factors that cause this to happen are the pronunciation of English with different writing. They are used to pronouncing it according to their own assumptions. Besides that they choose to use another language which they find easy to pronounce because of the bilingual boarding school environment. For the reason above, it was found that they made errors in pronouncing monoftong sounds. Some of the students mentioned the wrong monophthong sound and thought that the monophthong sound was only one type of pronunciation and corresponded to writing. This was the reason for wanting to know what errors students made in the pronunciation of monoftong sounds in the MAN 1 Metro boarding school.

The subjects in this study were 11th grade students at the MAN 1 Metro boarding school. There were several reasons for choosing the students at MAN 1 Metro boarding school. First, it has been carefully observed because the 11th grade students are considered more effective to be researched. Secondly, it can be seen that the research conducted relates to MAN 1 Metro boarding students who learn a foreign language to be used in daily communication in the dormitory environment. This is expected to make the data obtained more specific and complete.

Based on the explanation above, there are several previous research references that support this research. The first research from Yon Visoni and Leni Marlina, entitled "Students' Pronunciation Errors on Vowels at Spoken English Activities (Speech) Class at English Department Universitas Negeri Padang". This study focuses on analyzing errors in the pronunciation of vowel sounds. This study focuses on the appearance of speech to reveal more natural data.[7] This study

[7] Yon Visoni 1and Leni Marlina2, "Students' Pronunciation Errors on Vowels at Spoken English Activities (Speech) Class at English Department Universitas Negeri Padang", English Department, Faculty of Languages and

uses existing student speech recordings. From there, the errors made by students in pronunciation were analyzed. As a result, this study reveals that there are errors in the pronunciation of vowels in the forms [æ], [i:], [ə], [əʊ], and [eɪ] which often experience errors. The error percentage on this vote comprises 70% of the total errors. The error in the remaining sound is relatively low. It was found that there were 415 errors made by students. Of all these errors, it was found that [æ], [i:], [ə], [əʊ], [eɪ] were the most frequently mispronounced sounds. In this study, some limitations were expressed. This study states that the scope of this research was limited to the performance of prepared speeches, the instruments used were limited to student recordings, and did not specifically analyze stress and intonation.

The second previous research by Dinda Salsabila Putri and Rusdi Noor Rosa, a student from the English Department Faculty of Languages and Arts State University of Padang. The research entitled "An Analysis Of Errors By The Third Year English Department Students In Pronouncing English Vowel ".[8] This study was a descriptive study that aims to identify the most mispronounced vowels and the ability of third-year English majors. The research also mentioned that used a research sample of 29 students with cluster random sampling techniques. Then, this study used instruments, namely a pronunciation test consisting of 60 words and a interview consisting of 7 questions. According to the findings of the study, the most common type of stress error made by students was the vowel [æ] (66.2%) of all errors that occurred. This research also mentions factors that influence this, including not having good and useful facilities in the speaking class, their teacher not applying the right method to teach

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Arts, Universitas Negeri Padang, *Journal of English Language Teaching*, Volume 9 No. 3 488-494 (2020).

[8] Dinda Salsabila Putri 1 and Rusdi Noor Rosa 2, "An Analysis Of Errors By The Third Year English Department Students In Pronouncing English Vowel", Journal of English Language Teaching Volume 9 No. 1 ,(2020).

pronunciation-speaking, and the number of students in their class being ineffective for learning English pronunciation.

The last previous research conducted by Fatihatus Saadah and Havid Ardi , entitled "The Analysis Of Students' Pronunciation Error On English Diphthong Made By Fifth Semester Of English Language Education Program Universitas Negeri Padang". In their research, they focused to determine students' pronunciation error in pronouncing English diphthong sounds made by students.[9] The pronunciation test included eight English diphthong such [ɪə], [ɛə], [ʊə], [eɪ], [ɑɪ], [ɑu], [ɔɪ], [əʊ] which students pronunced it while record it. And than, In their research, the result showed that there 15 students (60.00%) in level fair, 6 students (24.00%) in level good, 3 students (12.00%) in level poor, a student (2.00%) in level very good and last no student (0.00%) in level bad.

Thus, based on previous research, there are differences between previous studies and current research. The first previous research has similarities in the object of research which both analyze the pronunciation of vowel sounds. However, both have differences in that previous research focused on vowel sounds as a whole by using speech performance as the research instrument. Meanwhile, this study focuses on analyzing monophthong pronunciation errors and analyzing the causes of errors based on Brown's theory. Then, the difference from the previous two is almost the same as the first, where the difference lies in the object of research. The second previous study analyzed the pronunciation errors in vowel sounds as a whole, not specifically. Furthermore, the difference between the three previous studies is the type of vowel chosen. In this study, diphthongs were selected for research. In this study, chose the monophthong vowels.

[9] Fatihatus Saadah 1 and Havid Ardi2, "The Analysis Of Students' Pronunciation Error On English Diphthong Made By Fifth Semester Of English Language Education Program Universitas Negeri Padang", *Journal of English Language Teaching* Volume 9 No. 1. (2020).

Based on all the explanations and some previous research about errors in pronunciation. To made a difference with previous studies, this study analyzed students' pronunciation errors, but in pronouncing monoftong vowel sounds.This research was focused on the errors in pronouncing monophthongs in boarding school students. After that, this research used several word lists to analyze the errors. Therefore, she is interested in conducting a research entitled "An Error Analysis of English Pronunciation on Monophthongs Sound at Boarding School MAN 1 Metro in academic year 2022/2023 ".

C. Focus and Sub-focus of The Research

Based on the background of the problem above, it was determined that the focus of the research was the analysis of errors in the pronunciation of monoftong sounds in class XI IPA MAN 1 Metro students. Then, based on the existing focus, it was determined that the sub-focus of the research was to analyze the pronunciation errors made by students on monoftong sounds, namely the short vowel part [æ] , [e] , [ɒ] , [ʌ] , [ə] , [ɪ] , [ʊ]). Next, analyzing the source of the cause of the error that occurs in students who perform the pronunciation of monophthong sounds.

D. Formulation of the problem

Based on background of the problem above, The research problem was formulated as follows:

1. What are the kinds of error that made by the students in pronouncing English monophthongs sounds on short vowel [æ], [e], [ɒ], [ʌ], [ə], [ɪ], [ʊ] based on Communicative Effect Taxonomy?
2. What are the sources of error in pronouncing monophthong sounds on short vowel [æ], [e], [ɒ], [ʌ], [ə], [ɪ], [ʊ] by students in Boarding School MAN 1 Metro?

E. Objective of the research

Based on the problem formulation above, the objectives of this study were as follows:

1. To know are the kind of error that made by the students in pronouncing English monophthong sound on short vowel [æ], [e], [ɒ], [ʌ], [ə], [ɪ], [ʊ] based on Communicative Effect Taxonomy.
2. To know are the source of students error in pronouncing monophthong sounds on short vowel [æ], [e], [ɒ], [ʌ], [ə], [ɪ], [ʊ]

F. Significance of the research

1. Theoretically

   The results of this study are to support contributing to previous research and also provide information about error analysis in pronunciation, especially in monophthong sounds.
2. Practically
   a. For the teacher

      The result of this study was to provide in-depth information to english teachers in the Boarding School MAN 1 Metro about errors that occurred in pronunciation. And can also add input to the teacher so that it can make students become more aware of pronunciation in speaking English.
   b. For the students

      The result of this study is to expect to motivate students to be better at pronunciation and guide students in learning English pronunciation.

G. Scope of The research

1. The Subject of the research

   The subject of the research is the students at the eleventh grade of boarding school MAN 1 Metro.

2. The object of the research
   The object of the research is the students error pronunciation on monophthong sounds at eleventh grade in Boarding School MAN 1 Metro.
3. Place of the research
   The place of the research is conducted at Boarding School MAN 1 Metro academic year 2022/2023.
4. Time of the research
   Time of the research is conducted at the first semester of academic year 2022/2023.

H. Research Methods

The research method used in making this thesis was qualitative research.Where the qualitative research is research whose data are in the form of analysis or describtive. State by Craswell said that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure.[10] This type of research does not apply detailed arithmetic or statistical calculations. This research has contained sentences or descriptions of the object.

According to William, theorized that "Qualitative research method is the social phenomenon being investigated from the participant's viewpoint".[11] This means that the data survey is captured by the student phenomenon. Then the data was explained to answer the research questions. Qualitative, Sellinger, said was involved in explaining naturally occurring phenomena without the need for experimental or artificially

[10] John. W Craswell , *Research design : qualitative, quantitative, and mixed methods approaches — 4th ed*. (United States of America,2014) p. 2

[11] Williams, C. Research Methods. Journal of Business & Economic Research , (2007). pg. 67.

performed interventions.[12] It mean, this type of investigation does not evaluate the phenomenon, but provides details of the phenomenon, which means that what happened to the students has been analyzed. The goal of descriptive qualitative studies is a comprehensive summarization, in everyday terms of specific events experienced by individuals or groups of individuals[13]. In conclusion, this research used descriptive qualitative research to analyzed the pronunciation errors made by students at the MAN 1 Metro Islamic Boarding School.

1. Research Subject

a. Population

The population is a whole or the subject of a study.According by Craswell the population is a group of individuals who have the same characteristic. [14] Then, in this study, the population used was class XI students. Because this study only focuses on students who are in the MAN 1 Metro boarding school, the population used was 80 grade XI students. All became populations and focused on the study.

b. Sample

The sample is a part of the population, where the sample is a example of the population that can be known information contained there in. Based on statemen by Craswell that, sample is a subgroup of the target population that for generalizing about the target population. Sample is representative of the population and, as such, can make generalizations to the population.[15] An addition, Sampling technique is

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[12] Selinger, Herbert W and Elana ShoMany, *Second Language Research Methods*, (London: Oxford University Press, 1989),p.116.

[13]Vickie A. Lambert, *Qualitative Descriptive Research: An Acceptable Design* (*Pacific Rim Int J Nurs Res*),Vol. 16 , pg. 255.

[14] John W. Craswell, *Educational research : planning, conducting, and evaluating quantitative and qualitative research (4th ed.,)*(University of Nebraska, pearson education, 2002), p. 142

[15] ibid, p. 142.

a procedure that involves one or more random mechanisms to select a subject of the population.[16] It conclude that sampling techinique is important , it is way to get the information from part of the population.

According to Marguerite et.al, purposive sampling technique is a general procedure used in qualitative research that identifies key informants or people who have special knowledge about the topic under study. The type of purposive sampling one may decide to use depends on the purpose of the study.[17] This means that in this study, research subjects have been selected based on the research objectives and research needs based on:

1.) Students who have done pronunciation exercises but still make error.
2.) The students who live in boarding school MAN 1 Metro.
3.) Aims to find out the cause of the source of the error.

Based on the existing explanation, the sample of this study was 25 students of class XI at boarding school MAN 1 Metro. This was adjusted to the needs of the research and also the results of observations where there were several students who had lower scores. In addition, this study also received suggestions from teachers who were at the boarding school regarding samples that were suitable for research. This check requires the participant to say some words containing monoftong sounds while recording. Then, once that stage was completed, the recordings were listened to

[16] Bruce W.Tuckman , *Conducting Educational Research (fifth ed.)* (New York , Harcourt brace collage published, 1972) , p.259.

[17] Marguerite, et.al, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jassey-Bass, 2006), p. 140.

repeatedly to get a suitable transcript of the recording and then use it to analyze the errors.

2. Instrument of the Research

The purpose of using instruments in this study was to find out errors in pronunciation. Then, to achieve this goal, an instrument was needed as a tool to help collect data. In qualitative research, the researcher is a human instrument which determines the focus chooses the informant as source of data, does collecting of the data, analyze the data and makes the conclusion of her/his finding.[18] In addition, In this case, this research used some of the instruments included:

1. Documentation

In this study, the documentation instrument in question was the type of documentation in the form of a pronunciation task which contains several words consisting of monophthong sounds, and then be pronounced by students and will be recorded through a cell phone voice recorder by the researcher. The results of these recordings analyzed by researcher. In this task, students were given 36 words consisting of short monoftong vowel sounds. Then, each type of vowel consisting of 5 words and 6 words.

2. Interview

The interview is a list of questions about sources of errors that may occur when students pronounce English monophthongs. The interview consist of several questions, which were then given to students after the pronunciation/oral test. This was done to obtain data to describe the causes of errors made by students.

[18] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta 2016) p.306

Table 1.2
Interview The Source of Error

Aspects	Indicators	The questions
a. Inter lingual transfer	• the error comes from the mother tongue.	1. do you have difficulty in pronunciation because English is not your native language?
		2. In your opinion, in which aspect of your native language has the most influence on your pronunciation ? for example, such as difficulties in pronouncing different vowel or consonant sounds, or something else.
b. Intra lingual transfer	• The error comes from the target language.	3. Do you often have difficulty in pronunciation because of the different

		phonemes in English and Indonesian words?
		4. In your opinion, in terms of pronunciation such as intonation and stress, consonant sound, and vowel sound, which is the most difficult to pronounce? And why do you think it's difficult?
c. Context of learning	• existing social situation • teaching from the teacher concerned • learning resources	5. What are the sources of books that you use to support your learning in aspects of your pronunciation ? mention it
		6. How often does your teacher give you pronunciation

		exercises to say English words? Please explain
		7. Have you ever checked the phonetics of a word to confirm your pronunciation in English?
		8. How is the learning process given by your teacher when learning pronunciation in class? Please explain
d. Communication strategies	• Learning style / learning strategy	9. if you find a word that has the same vowel sound as "good" and "room". how will you pronounce both?
		10. how do you look for the truth in your pronunciation when your pronunciation

		is wrong
		11. What other activities do you do besides school activities to practice your pronunciation in English?
		12. How do you train your pronunciation in English?

(Adapted from Rizkiyah, *"An Error Analysis In Pronouncing English Segmental Sounds Made By The Third Semester Of English Department Students At Muhammadiyah University Of Makassar",* a thesis English education of Muhammadiyah University of Makassar 2018).

3. Research Procedure

In this study, a test with voice recording was used as a way to collect data. Then, the results of student recordings were analyzed regarding the pronunciation of several words that had been provided as examples. Steps taken to collect data:

a. Preparation

At this stage, some data samples were collected by using tasks with monoftong sound recorders from students. In the documentation, a student task in the form of a collection of English vocabulary containing monoftong sounds was used. In the task, 7 types of short monoftong vowel sounds with a total of 36 words were prepared. Furthermore, the interview used included 12 questions related to the source of language errors made by students.

b. Identification

At this stage, the errors made by students were identified based on the results of the voice recorder. Then, the results of the interviews that have been conducted were identified. After everything was identified, proceed with the next step.

c. Describe

Then, in this step, the results of research data were described based on the types of errors identified by the researcher.

d. Evaluation of errors

At this stage, the evaluation was carried out by giving conclusions and also providing justification for the errors that had been made.

4. Validity of data

This qualitative research uses several methodologies to maintain the validity of the data in order to obtain the feasibility of accurate conclusions. in this study to make the data valid, triangulation is used as data validation. Triangulation involves using different methods and sources to check the integrity of, or extend, the conclusions drawn from the data.[19] Given stated, triangulation is a method that compares the outcomes of various ways for a single unit learned in order to increase the validity or strength of a study. Triangulation is a way of measuring something that is supposed to be the same by using a variety of research methods, which is another way to put it.[20] Denzin states that triangulation refers to a researcher's viewpoint on the issue being studied or, more broadly, in response to a research topic. It is possible to employ a variety of techniques and/or theoretical

[19] Ritchie, Jane and Lewis, Jane. *Qualitative Research Practice a Guide for Social Science Students and Researcher*. (Britain: The Cromwell Press Ltd, 2003.) p.43

[20] Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008),p.895.

frameworks to back up this claim.[21] According to Denzin, there are four kinds of triangulation:

a. Methods triangulation: comparing data provided by various methods (e.g. qualitative and quantitative).
b. Triangulation of sources: comparing data from several qualitative methodologies (e.g. observations, interviews,documented accounts).
c. Triangulation through multiple analysis: using multiple observers, interviewers, and analyses to compare and evaluate data collection and interpretation.
d. Theory triangulation: examining evidence from several theories.

In this research, triangulation through multiple analysis using different observers was used to made the data results more valid and was expected to overcome weaknesses or problems originating from a single observer. Data checking was carried out by asking experts, namely Mr. M. Ridho Kholid, M.Pd. one of the lecturers of the English Education study program at UIN Raden Intan Lampung.

5. Technique of Data Analysis

In analyzing the data, the research used five steps suggested by Ellis, namely: sample collection of the language of the learner, identification of errors, description of errors, explanation of errors and evaluation of errors.[22] following steps:

a. Data collection from students' pronunciation errors.

This stage, student recordings were collected for analysis. Students were given a collection of 36 words containing monoftong sounds, which were then recorded. Then analyzed by listening to the recording to determine the data to be processed.

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[21] Ibid. p. 892.

[22] Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), p. 48

b. Identification of errors.

After collected the voice recordings of the students, then the results were listened to repeatedly to find out the monoftong sound and then transcribed the recording. Then, identified the words in the transcription that produced errors. identification of student errors by using the effect of communicative taxonomy and comparing the results of research with other observers.

c. Description of errors

After the data was identified, the results of the errors were described based on the taxonomy of communicative effects. In this way, it was found that there were types of errors that belonged to each type of error. Then, the errors made by the students were entered into the error distribution table to determine the number of errors made by each student.

d. Explanation of errors

In this step, this research explained how and why student errors occur .

e. Evaluation of errors

After classified the data, then this research was calculated the student's errors and adds up for each error by counting the errors to get the total of each error. In this step, the number of errors presented in tabular form in chapter IV using the following formula to calculate the frequency of errors.[23]

The Formula of Percentage of the Types of Errors

$P = \frac{F}{N} \times 100\%$

P= The presentation of errors

F= The frequency of error occured

N= Number of cases (total frequent / total individual).

[23] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

I. Relevant studies

There are several relevant researches that conducted research similar with the present research.

The first relevant study from Noprian, the aims of research is about describing errors in pronouncing the consonants [θ] and [ð]. The research was conducted on English students at Bengkulu University, English Education Study Program class A and B for the 2015/2016 academic year. They took the data by recording the student's pronunciation. Then, this study also uses qualitative research methods and quantitative methods. The results of this study indicated that, the results of this study indicate that most of the English students mispronounce the English consonants [θ] and [ð]. It shows that students are not good at pronouncing English consonants [θ] and [ð] if they are in the middle or at the end of words.[24]

The second relevant study was from Agnes this study aims to find out the pronunciation errors made by semester 1 students of the English Education Department at STKIP CBN. In this study, this research was conducted a pre-test to the informant and then recorded it as a guide for research. This study used descriptive qualitative research methods. Then this research also mentioned that there were three causes of students' pronunciation errors made in speaking English. The first is an interference error, the second is an intralingual error and the last is a developmental error. Besides that, this research also concluded that there were some error made by the students. Among them, the first error was that the subject was replaced by vowel [æ] and six consonants [kj], [ʧ], [ʃ], [dʒ] and [ʒ] with Indonesian sounds. The second error was the subject changing some English vowels to Indonesian vowels. The third error was the case of cognate words. The fourth was

[24] Nofpian Andesta Irianto, Imranuddin ,Syafrizal S, "An Analysisofpronunciation Errors Of English Consonants : /Θ/ And /Ð/ By The Students Of The English Education Study Program Of University Of Bengkulu", *Journal of English Education and Teaching (JEET) Vol.2.No.3*.(2018).

language disorders. The fifth was to pronounce the silent consonant [h]. The sixth errors was deleting or omitting some consonants that appear at the end of some English words. The seventh error is the subject is pronounced the silent consonant [t] in the word "often". [25]

The thirth of relevant study was from Maria, this research aims to find the types of pronunciation errors made by grade 10 students at SMK Negeri 1 Talibura and this research also analyzes the most dominant errors made by students. In this study, refers to the theory of Corder, where there are 4 forms of pronunciation errors, namely addition, omission, selection, and ordering. In her research used descriptive text to see student errors. This research uses descriptive qualitative method by collecting data using tests and observations. From the results of the study, it was found that students were more dominant in making errors in addition and omission types.[26]

The fourth relevant study is from Desi, this study aims to analyze and describe the diphthong pronunciation errors made by EFL students. The method used in this research is descriptive qualitative and quantitative research methods. Data were collected from pronunciation recordings of 9 graduate students studying linguistics in their second year. This research also explained in their research that diphthongs are divided into two types, namely GA (General American) and SSBE (Standard Southern British English) or commonly referred to as a British accent. Then for data collection used a smartphone as a recording device for student pronunciation. the results of the study showed that 4 students used SSBE diphthong accents and 5 students used GA diphthongs accent.

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[25] Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Department STKIP CBN", Loquen: English Studies Journal or available Online at http://jurnal.uinbanten.ac.id/index.php/loquen/index, (2019).

[26] Maria Oktafiana, "An Analysis Of Pronunciation Errors In Reading A Descriptive Text Made By The Tenth Grade Students Of Smk Negeri 1 Talibura In The Academic Year Of 2020 / 2021", English Education Study Program, UNIPA, Maumere, Flores, East Nusa Tenggara, *Edunipa Journal,Volume* 2, No. 2 August (2021).

Then, 4 students who made pronunciation errors in pronouncing diphthongs [eɪ], [ɛə], [ʊə] and [aɪ], 3 students had problems about [aʊ] and 2 students mispronounced [oʊ] diphthongs.[27]

The fifth relevant study is from Titis, the purpose of this study was to examine pronunciation errors and to find out the causes of pronunciation errors made by students. This research used descriptive qualitative method which aims to describe the causes and kinds of pronunciation errors made by students. The subjects of this research are second semester students of English course program at the University of Bhinneka PGRI. from the results of his research, showed that students experienced pronunciation errors in long vowels and short vowels. The highest error in long vowels is the pronunciation of [ɔː] sound with a presentation around. 66.6% of students pronounce /ˈʌlwaɪz/ for /ˈɔːlweɪz/ in the word "always". Then short vowels in the sound [ʌ] with a percentage of about 83.3% of students said /lɒv/ for /ˈlʌv/ in the word “love”. Then, this research also mentioned that the next factor was the influence of the mother tongue in the pronunciation of English words on students. The last is the student's personality. This was showed the following conclusions: 40% of students lacked confidence, 40% of students were afraid of making mistakes, 50% were nervous, and 10% of students experienced panic attacks experienced by secondsemester students at Universitas Bhinneka PGRI.[28]

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[27] Desy Riana, Pratiwi, Lia Maulia Indriyani, “Pronunciation Error on English Diphthongs Made by EFL Students”, Universitas Padjajaran, Volume 19 (1), (2021).

[28] Baiq Titis Lidyawaty, Ayu Rizki Septiana, ,,An Analysis of Pronunciation Errors In Speaking Of 2nd Semester Students Of English Educate Department Universitas Bhinneka PGRI,,, *Jurnal Pengabdian Dan Pengembangan Masyarakat*, English Education Study Program The Faculty of Social and Humanities University of Bhinneka PGRI Tulungagung, Vol 1 edisi 2, (2021), *avalaible at http://ejournal.stainkepri.ac.id/index.php/jppm*

J. Systematic of The Discusion

1. Chapter 1 Introduction

   This chapter contains the affirmation of the title, background problems, focus and sub-focus of research, problem formulation, objectives of the research, significance of the research, relevant research, research methods, and research systematics. This section of research methods in this chapter also describes in detail the type of research, source of data, data collection technique, and methods used of research data analysis.This introduction chapter was useful for readers to provide initial information about this research.

2. Chapter 2 Literature Review

   After the framework of the research was explained in the first chapter, discussion of chapter 2 which contains a literature review. This chapter consists of theories of pronunciation concepts, monophthong vocal concepts, theories of errors and concepts of analytical errors. Then, also consists of a conceptual framework.

3. Chapter 3 Description of Research Object

   This chapter contained a general description of the object that describes general description of the object of research that underlies the research findings. The display of facts and data describes the facts found in the field.

4. Chapter 4 Research Analysis

   This chapter is divided into two sections: research findings and discussion of research data results. where the research findings will present the results of the types of pronunciation errors and sources of errors in the pronunciation made by eleventh grade students in the MAN 1 Metro boarding school. The discussion in this study will provide further explanation of the findings. All the data presented in this chapter is based on research that has been carried out by researcher.

5. Chapter 5 Conclusion and Suggestion

   This chapter was closing as the end of the research which contained conclusions and suggestion.

CHAPTER II
LITERATURE REVIEW

A. Concept of Phonology

Phonology is branch of study of linguistic language which deals with sound. Philip Car argued phonology is the study of sound system discovered in all human language.[29] Next, David odden added phonology is the study of sound structure in language.[30] It focused on science studies of sound in human language system. Ken Lodge argued phonology is the study of linguistic system especially a way in which sound represented meaning differences in language.[31] In addition, in linguistics there are subs related to the description of pronunciation and sound, namely phonetic.

Then, the phonetics language concerned a concrete characteristic of sound applied in a language.[32] In this line, Gut argued that phonetics dealt with properties, productions and perceptions of speech sound of human language, while phonology dealt with how speaking sound form the in a particular language.[33] It means phonetic is the study that discusses how sound can form using several parts of the body.

In other words, phonetic itself means the science that discusses the relationship between the parts of the body that produce sound. In addition, there are three types of phonetic according to the difference in place. According to Gut, we knew that Articulatory phonetics analyzed both organ and muscle are applied by each speaker in producing speech.

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[29] Philip Car, *Glossary of Phonology* (Edinburg University, 2008), P.130

[30] Davidodden, *Introducing a Phonology* (Cambridge University, 2005), .p.2

[31] Ken Lodge, *Critical Introduction to Phonetic*. (India: Newgan Imaging system, Pvt, Ltd, 2009) , p.08

[32] Alan Crutenden, *Gimson Pronunciation English, 8th Ed* (Park Square, Milton Park, 2014), p.03

[33] Gut Ulrike, *An Introduction to English Phonology* & *Phonetic. (*Ankfurt: Peter Lang, 2009), p.07

Then, Acoustic phonetic is concerned with the physical property of speech sound as they travelled on air between speaker's mouth and the listener's ears. Auditory phonetics just focused on effects of sound had when they could reach the listener's both ears and brains.[34]

B. Concept of Pronunciation

Pronunciation is the most essential thing especially in English communication for the determination of a meaning. Pronunciation in English is different from Indonesian. In other words, English is always spoken with its own phonetic concept, not racing to the writing or text. Indonesian is always spoken the same as writing. Hewings added pronunciation is the elements range from the individuals sounds that created speech, to the way in which pitch the rise and fall of voice is utilized to express meaning. [35]In other words, that the pronunciation based on a sound production which is used in making the meaning of an utterance. Whereas if the speaker has a pronunciation that bad then the listener cannot understand the intent of what is intended. On the contrary, all listeners will more easily understand the meaning, if the speaker is better in the pronunciation.

Abbas said pronunciation is a way to utter words in accepted manners.[36] Ienneke argued some differences in pronunciation between young and old or one region to another.[37] That means, pronunciation is the language part that referring to the aspects like the stress in pronunciation, rhythm, and intonation so that the influence of first language. Gerald Kelly explained the views pronunciation through constituent parts. He also added pronunciation had several

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[34] *Ibid, 06*

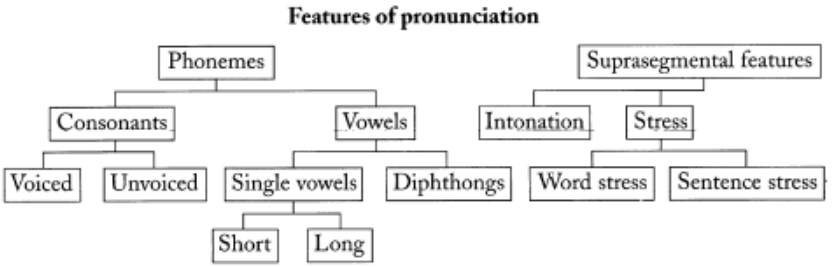
[35] Martin Hewing, *A Pronunciation Practice Activity* (London: Cambridge University, 2007), p.03

[36] Abbas Pourhosein. "English Pronunciation Instructions: The Literature Review" *International Journal of Research in English Education,* V01, N.01 (Nov, 2016), p.02

[37] Ienneke Indra Dewi, "Would There Be A Standard English As Global Language", *Humaniora,* V. 01, N. 01 (April, 2010), p.18

features were phonemes and supra-segmental. It was described with the diagram below.[38]

Figure 2.1
Diagram features of pronunciation



C. Elements of Pronunciation

1. Phonemes (segmental features)

Phoneme is a sound which is important in the language.[39] it is the dissimilar sound within the language and we will explore it when we talked and we listened. Phonemes showed a word meaning that we had been already spoken. Which in phonemes are the most beautiful of both vowels and consonants because they affected only segment sounds. phonemes set consisted of two main categories, as follows:

a. Vowel

Based on Kelly state vowel is voiced sounds produced when there was a vibration in vocal cord.[40] Whereas, Yule argued vowels are produced with relatively free flow air and it was typically voiced. [41]

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[38] Gerald Kelly, *How Teaching Pronunciation* (Malaysia: Pearson Educatio, 2000), p.01

[39] Mark Hancock. *A Pronunciation Game*. (Cambridge University, 1987), p.05

[40] Kelly, Gerald. *How to teach pronunciation*. (England: Longman, 2000)p.5

[41] Yule George, *Study of Language 3rd Ed* (Cambridge University) 2006. P.38

Vowel can also be intended as a vocal sound. It can be characterized by a voice with vocal cords that are scattered so that there was no pressure in glottis area. In vowels there are two types, namely single vowel and double vowel (diphthong).

1.) Monophthong

Gerald Kelly explained in word "pure" here is utilized to differentiate single vowel sound from diphthongs.[42] It also can be named monophthong. Single vowel consisted of 12 kinds of sounds [æ] , [ɒ], [e] ,[ɔː] , [ɑː] , [ɜː], [ʌ], [ə] ,[iː], [ʊ] , [uː] , [ɪ].

2.) Diphthong

This sound is produced from vowels combination. Diphthong sounds consisted of 8 kinds as follows: [eɪ] , [aɪ], [ɔɪ] , [ɪə] , [əʊ] [ʊə] , [eə], [aʊ] .

b. Consonant

Hancock argued consonant is sound created by blocking a flow of air coming out from lungs.[43] William O"Grady said that consonantal sounds, which may be voiced and invoiced, are created with either narrowing of vocal tracts. Airflow is either blocked momentarily so that noise is produced as air flows past constriction.[44] Consonants consisted of 24 kinds were: p, k, b, d, t, g, tʃ, dʒ, f, v, θ, s, z, ʃ, ʒ, h, m, ŋ, l, r, j, w, n.

2. Suprasegmental feature

It is speech features that utilizing specifically to segment phonemes. The features which imperative in English are intonation, stress and how sound can change in connecting speech.[45]

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[42] Gerald Kelly, Op.Cit.p.29

[43] Mark Hancock, Op.Cit.p.5

[44] William O' Grad, dkk, *A Contemporary Linguistic: Introduction (5th ed)* (New York: Bedford, 1996), p.20

[45] Gerald Kelly, Op.Cit.p.3

a. Intonation

It referred to the way of voice goes up and down in pitch when we spoke.[46] It is also essential part of the way we convey our own feelings and it can enable us to comprehend those to others pause. Pause is a silent between parts of the utterance.

b. Stress

This is the term that we applied to words in isolation which have more than a syllable.[47] It is a cover term for prosodic feature of intensity, duration and pitch: thus, prominence of stressed syllables is generally manifested by their qualities of being longer, louder and higher in pitch than unstressed syllable. [48]

D. English Vowel

Vowel was sound produced when the air stream is voiced through vibration of vocal code in larynx and formed applying both tongue and lips to change overall shape of mouth. Additionally, Kelly said vowel is voiced sound produced when there's a vibration in vocal cord.[49]So that, vowel classification is according to which part of the tongue managed producing vowels. Next, Richard Ogden argued that vowel is syllable sound constructed by free airflow in a midline of vocal tracts, usually with convex tongue shape without friction.[50] In other words, vowel is syllable sound that coming from speech sound that is not blocked by air

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[46] David Crystal, *Dictionary of Linguistic & Phonetic (6th ed)*. (Oxford: Blackwell, 2008) , p.369

[47] Parviz Birjandi., M. Ali Salmani, *Introduction to Phonetic*, (Iran: Zabankadeh Publications, 2005), p.06

[48] Mehmet Yavas, *Using English Phonology (2nd ed)*, (United Kingdom: Wiley Black well, 2011),p. 172

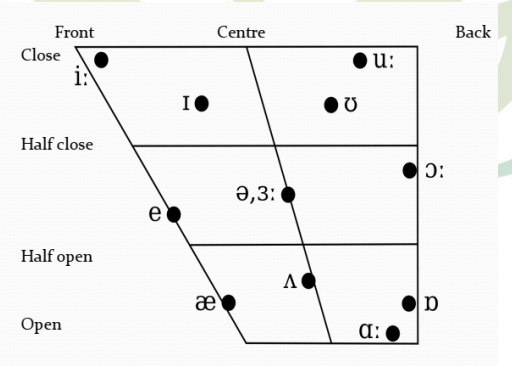
[49] Kelly, Gerald. *How Teaching Pronunciation*. (England: Longman , 2000), p.05

[50] Richard Ogden, *An Introduction to English Phonetic*.(Edinburgh: Edinburgh University Press, 2009,p.56

when passing through larynx to mouth and lip is opened with tongue did not touch top of the mouth.

Dale & Poms argued vowel is a speech sound produced by using vibration vocal cords and continuous unrestricted flow of air coming from mouth. In short is a vowel classification is according to which part of tongue succeeds to produce vowel. English vowels can be classified according to the pronunciation of the parts of the tongue. Which there are three classifications of which there are, front vowels are produced by raising front of the tongue to hard palate. Next, second back vowels are produced by raising back of the tongue to soft palate. Finally, there is a middle vowels are producing by raising the center of tongue. The middle part is the position between the front and the back of tongue.[51]

Figure 2
Vowel Chart



Based on the opinion of Peter Roach that based on the length of the vowel sound can be divided into two categories. Among these categories are short vowels and long vowels. Five vowels that belong to long vowels and

[51] Jones, Daniel. *Outline of English Phonetic*s (Cambridge University, 1978), p.32

seven vowels that belong to short vowels.[52] Among the short vowels are [æ], [e], [ɒ], [ʌ], [ə], [ɪ] , [ʊ] and the long vowels are ,[ɔ:], [ɑ:], [ɜ:],[i:], [u:] .

E. The Concept of Error

1. Definition

Dulay assumed error is a flaw side of learner's writing or speech. It is also as the part of conversation that deviated from selected norm of nature language performances.[53] Based on explanation above error is deviations in language learning that are carried out, and do not indicate failure because they are made normal. Then, there is a difference between errors and mistakes. The difference between the two is that if a mistake is a mistake which is done on someone themselves based on what they already know and also don't need help in fixing it. However, in contrast to errors, they are errors found in second language learners for which they need help in correcting them. Error had to be analyzed because it provides much contribution in comprehending language learning activities.

2. Different Between Errors and Mistakes

Learning process is process that cannot be said to be free from error and mistakes. Likewise with language learning, someone will make mistakes both in terms of speaking or writing. People are now and again confused approximately mistake and error. Some of them supposed that errors and mistakes are explicit and some other considered that they are equal. In truth, both of them are distinct, some linguists provide an explanation for about distinguishing mistakes and errors.

Brown argued in order to analyze learners' language in appropriate perspective; It is crucial to make

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[52] Peter Roach, *An English Phonetic & Phonology: Practical Courses (4th Ed)*, (New York: Cambridge University, 2009).

[53] Heidi Dulay, Stephen Krashen & Marina Burt, *Language Two* (New York: Oxford University, 1982), 138

distinction between errors and mistakes, technically two different phenomena.[54] Additionally, James delivered the differences between mistake are error. A mistake can only be corrected by their agents if their deviance if pointed out to them, while errors can't be corrected by themselves until further relevant to that errors input have been provided and converted into intake by the learners.[55]

According to those explanations, it can be asserted that error and mistake are the different things and also different typical. Error took place in the level competence that significant and systematic. Meanwhile, mistake did not take place in the level of competence that isn't significant and systematic. This research just focused on errors and distinguished both mistakes and errors. This research is a primary to determine deviations produced by all subjects. Thus, several derivations are taken into consideration as error, not mistakes. The errors in question were errors in pronouncing monoftong sounds.

3. Concept of Error Analysis

James assumed error analysis is the process of determining incidence, nature, cause and consequence of unsuccessful language. So, this can conclude error analysis is the activity to reveal learning outcomes achieved by the students in developing an inter-language system to speak and write which consisted of the comparison between the mistakes made in target language itself. There were four main error taxonomies; each of them is categorized into some error categories like linguistic category taxonomy and surface strategy taxonomy, for instance: addition, omission, misordering and misformation. The last category is communicated effect taxonomy.

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[54] Douglas Brown, *A Principle of Language Learning &Teaching (4th Ed)* (San Fransisco: Addition Wesley Longman , 2000), 217

[55] Carl James, *An Error in Language Learning & Use : Exploring Errors Analysis (*New York: Routledge, 2013), 83

Type of error on theory by Corder derived error into two kinds, as follows:

a. Overt error where erroneous utterance is unquestionably ungrammatical at the sentence levels.
b. Covert error is grammatically formed well at sentence levels, but unsuitable in communication context.

In analyzing errors in pronunciation there are several causes or sources where errors can occur, one of which is the mother tongue that affects it. Brown statement explained three of error resources. Next, Selinker argue the sources are the language transfer, transfer strategies and trainings of the second language learning, communication and over generalization of the target language linguistic materials.

4. Classification of Error

Many experts present their idea about the types of error. They also classified it into several types. In this line, Dulay assumed error analysis is applied to show error categories and to report the research findings conducted to date with respect to error types observed.[56] According to Dulay, et. al in Wahyuni based on descriptive classification, these are four useful and widely used taxonomies for assessing learner errors:[57]

a. Linguistics category

This taxonomy classified error according to either or both language component error aspects. The language components consisted of grammar, vocabulary, pronunciation, meaning and style.

[56] Dulay, Marina Burt & Stephen Krashen, Op.Cit.p.146.

[57] Wahyuni W. Mulyadi, Idham Kholid & Fithrah AuliyaAnsar, "Analysis Of Pattani's Students Pronunciation in Pronouncing English Fricative Consonant At UIN LAMPUNG.", *Smart Journal*, V.4, N.1 (2018), 63

b. Surface strategy

This taxonomy highlighted away surface structure is altered; the learners might omit necessary items or add unnecessary ones. Then, they might misform and misorder them. Surface strategy classified error into four main types such as omission, addition, misordering and misformation.

c. Comparative taxonomy

This taxonomy error is a comparison between structures of L2 error and main other types of construction. In this study, L2 error had most repeatedly been compared to errors made by the learners in learning target language as the first language and to equivalent sentences from their own mother tongue. The comparison had yielded two major error categories such as developmental errors and intralingual errors.

d. Communicative effects taxonomy

This taxonomy dealt with errors from the perspective of their effects on readers. It focused on distinguished between errors that seem to cause miscommunication and those to complete that. Below is the main type of communicative effect taxonomy:

1.) Global error

This error affected a group of the sentences as the entire significantly impeding communication. Global error is effect the organization significantly hinder communication. For instance, in a phonology aspect the students said [kɒt] for [kɒf] in cough, this condition might cause miscommunication between the speakers and the listeners.

2.) Local error

This error did not cause miscommunication. Though, the speaker said incorrectly but the listener knew what they

meant. For instance, in a phonological aspect the students said [ɪnfaɪt] in *invite.*

From those explanations, this study focuses on the communicative effect taxonomy. Which research will analyze vowel errors by referring to the theory. That consists of global errors and local errors which will be categorized respectively.

5. Sources of Error

There are several factors that are the source of the error. One way to prevent and detect errors is to find out the source of the error itself. According to Harmer, we can divide them into three broad categories: 'slips' (errors that students can correct themselves after being pointed out to them) then 'errors' (errors which they cannot correct on their own and therefore need explanation), and ' attempt' (when a student tries to say something but doesn't yet know the correct way to say it).[58]

For that reason, to know the problems faced by the learners in language learning process, it is better to identify the sources or error. In order to construct it easier to classify errors, in this line, Brown also classified sources into several parts, as follows: [59]

a. Interlingual transfer is the essential sources of error for all learners. The early stage of second language learning is susceptible to inter-language transfer from mother tongue. In this case, errors between languages might happen at dissimilar levels like transfer of morphological, phonological, grammatical and also lexical-semantic components of the mother tongue into target language.

Another example that can be given is when someone who comes from Indonesia pronounces words in English and often experiences pronunciation errors.

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[58] Jerremy Harmer, *Practice of English Language Teaching Third Ed* (Longman : UK) 2001. 99

[59] Douglas Brown, *The Principle of Language Learning &Teaching, Fourth Ed.* (Longman : San Fransisco State University) 2000, 227

This is because the mother tongue affects the pronunciation of some sounds. Besides that, this can also be motivated by the many tribes in Indonesia that affect the language.

b. Intralingual transfer in target language itself is the main factor in second language learning. It is the transfer of items in target language, or in another word, generalization of false rules in target language. The learners might produce errors in target language, because they did not identify target language very well. In another word, intralingual transfer is the source of error according to the acquisition of target language. Additionally, Erdoan explained intralingual happened when the learners attempted to form incorrect notion and, according to their weak knowledge of second language they make false conclusions about it. The learners are more likely to commit a variety of errors.

c. Context of learning referred to classroom with the teachers and the materials in a case of school learning in the case of uneducated second language learning. In the classroom context, the teacher can lead students to create false hypotheses about language. The students made mistakes due to misleading explanation from teacher, incorrect presentation of words in the textbooks, or even because patterns are memorized in practice but not contextualized. Another example in this case is what often happens to students in schools where teachers refer only to existing textbooks, and do not apply teaching methods properly. As a result, students will guess and make their own hypotheses that result in errors in language learning.

d. Communication strategy is named and related to learn styles. In this line, the learners used production strategies to expand delivery of their message, but

sometimes the techniques themselves can be sources of error.

According to those explanations above, this analyzed the sources of error referring to Brown's theory. It was consisted of interlingual, intralingual, learning context and communication strategy.

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